

Dr. Gisèle Bourgeois-Law
Recent Publications

Bourgeois-Law G. Remediation: The best CPD and vice versa. Invited Commentary Medical Education 2021 Sep;55 (9):989-990.

Farrell L, Buydens S, Bourgeois-Law G, Regehr G. Experiential learning, collaboration and reflection: key ingredients in longitudinal faculty development. Can. Med. Ed. J [Internet]. 2021 Jun 30.

Bourgeois-Law G, Regehr R, Teunissen P and Varpio L. (2020) Educator, Judge, Public Defender: Conflicting Roles for Remediators of Practicing Physicians. Medical Education 54 (12) 1171-1179.

Bourgeois-Law G. (2019) What's in a Name? Invited Commentary. Perspectives on Medical Education 8(6);320-321.

Bourgeois-Law G, Teunissen P, Varpio, L. and Regehr R. (2019) Attitudes Towards Physicians Requiring Remediation: One-of-us or Not-like-us. Academic Medicine 94(11S), pp. S36-S41.
(Winner of RIME 2020 Award for Best Paper)

Laura Farrell, Gisele Bourgeois-Law, Sarah Buydens & Glenn Regher (2019): Your Goals, My Goals, Our Goals: The Complexity of Co-constructing Goals with Learners in Medical Education. Teaching and Learning in Medicine, DOI: 10.1080/10401334.2019.1576526

Bourgeois-Law G, Varpio, L., Regehr, G. and Teunissen, P.W., (2019). Education or regulation? Exploring our underlying conceptualisations of remediation for practising physicians. Medical Education. 53 (3); 276-284.

Bourgeois-Law G, Teunissen P, Regehr G. Remediation in practicing physicians: current and alternative conceptualizations. (2018) Academic Medicine 93(11); 1638-1644.

Farrell L, Bourgeois-Law G, Ajjawi R and Regehr G (2016) An autoethnographic exploration of the use of goal-oriented feedback to enhance brief clinical teaching encounters. Advances in Health Sciences Education 22(1) 91-104.

Farrell L, Bourgeois-Law G, Ajjawi R and Regehr G. (2015) Autoethnography: Introducing "I" into medical education research. Medical Education 49 (10): 974-982.

