

# Christopher J Watling

## List of Publications by Year in Descending Order

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The third column is the impact factor (IF) of the journal, and the fourth column is the number of citations of the article.

122  
papers

2,533  
citations

28  
h-index

48  
g-index

135  
ext. papers

3,254  
ext. citations

2.8  
avg, IF

6.03  
L-index

#	Paper	IF	Citations
122	Contextual Competence: How residents develop competent performance in new settings. <i>Medical Education</i> , <b>2021</b> , 55, 1100-1109	3.7	8
121	Going against the grain: An exploration of agency in medical learning. <i>Medical Education</i> , <b>2021</b> , 55, 942-950	3.7	5
120	Voices from the Front Lines: An Analysis of Physicians' Reflective Narratives about Flaws with the 'System'. <i>Journal of Medical Humanities</i> , <b>2021</b> , 42, 737-752	0.9	0
119	Feedback and coaching. <i>European Journal of Pediatrics</i> , <b>2021</b> , 1	4.1	1
118	Getting airtime: Exploring how patients shape the stories they tell health practitioners. <i>Medical Education</i> , <b>2021</b> , 55, 1142-1151	3.7	1
117	Not wanted on the voyage: highlighting intrinsic CanMEDS gaps in curricula. <i>Canadian Medical Education Journal</i> , <b>2021</b> , 12, 39-47	1	1
116	Numbers Encapsulate, Words Elaborate: Toward the Best Use of Comments for Assessment and Feedback on Entrustment Ratings. <i>Academic Medicine</i> , <b>2021</b> , 96, S81-S86	3.9	5
115	Bringing narratives from physicians, patients and caregivers together: a scoping review of published research. <i>Medical Humanities</i> , <b>2021</b> , 47, 27-37	1.4	3
114	Finding the "right" Canadian Neurology Residency Program During the COVID-19 Era. <i>Canadian Journal of Neurological Sciences</i> , <b>2021</b> , 48, 47-49	1	1
113	Feedback from health professionals in postgraduate medical education: Influence of interprofessional relationship, identity and power. <i>Medical Education</i> , <b>2021</b> , 55, 518-529	3.7	7
112	Exploring patients' and physicians' perspectives about competent health advocacy. <i>Medical Education</i> , <b>2021</b> , 55, 486-495	3.7	5
111	Mapping the Gap. <i>Innovation and Change in Professional Education</i> , <b>2021</b> , 15-20	0.1	
110	The Power of Parallel Structure. <i>Innovation and Change in Professional Education</i> , <b>2021</b> , 91-94	0.1	
109	The Academic Hedge, Part I: Modal Tuning in Your Research Writing. <i>Innovation and Change in Professional Education</i> , <b>2021</b> , 139-144	0.1	
108	Pace, Pause, & Silence: Creating Emphasis & Suspense in Your Writing. <i>Innovation and Change in Professional Education</i> , <b>2021</b> , 133-138	0.1	
107	Avoiding Prepositional Pile-Up. <i>Innovation and Change in Professional Education</i> , <b>2021</b> , 101-105	0.1	
106	Coherence: Keeping the Reader on Track. <i>Innovation and Change in Professional Education</i> , <b>2021</b> , 119-125	0.1	

105	Coaching Writing II: Relationship and Identity. <i>Innovation and Change in Professional Education</i> , <b>2021</b> , 195-200	0.1	
104	Story, Not Study: 30 Brief Lessons to Inspire Health Researchers as Writers. <i>Innovation and Change in Professional Education</i> , <b>2021</b> ,	0.1	2
103	Giving Feedback on Others' Writing. <i>Innovation and Change in Professional Education</i> , <b>2021</b> , 183-187	0.1	
102	Mastering the Sentence. <i>Innovation and Change in Professional Education</i> , <b>2021</b> , 77-81	0.1	
101	Cultivating a Writing Community. <i>Innovation and Change in Professional Education</i> , <b>2021</b> , 201-207	0.1	
100	Successfully Navigating the Peer Review Process. <i>Innovation and Change in Professional Education</i> , <b>2021</b> , 209-218	0.1	
99	Bonfire Red Titles. <i>Innovation and Change in Professional Education</i> , <b>2021</b> , 61-68	0.1	
98	Enlisting the Power of the Verb. <i>Innovation and Change in Professional Education</i> , <b>2021</b> , 83-89	0.1	
97	Collaborative Writing: Strategies and Activities. <i>Innovation and Change in Professional Education</i> , <b>2021</b> , 167-173	0.1	
96	The Academic Hedge, Part II: Getting Politeness Right in Your Research Writing. <i>Innovation and Change in Professional Education</i> , <b>2021</b> , 145-154	0.1	
95	Writing a Discussion That Realizes Its Potential. <i>Innovation and Change in Professional Education</i> , <b>2021</b> , 45-51	0.1	
94	Collaborative Writing: Roles, Authorship & Ethics. <i>Innovation and Change in Professional Education</i> , <b>2021</b> , 175-182	0.1	
93	The Art of Limitations. <i>Innovation and Change in Professional Education</i> , <b>2021</b> , 53-59	0.1	
92	From Semi-Conscious to Strategic Paragraphing. <i>Innovation and Change in Professional Education</i> , <b>2021</b> , 113-118	0.1	
91	Effective Use of Quotes in Qualitative Research. <i>Innovation and Change in Professional Education</i> , <b>2021</b> , 35-43	0.1	
90	Methods: Where Story Meets Study. <i>Innovation and Change in Professional Education</i> , <b>2021</b> , 27-33	0.1	
89	Avoiding Clutter: Using Adjectives and Adverbs Wisely. <i>Innovation and Change in Professional Education</i> , <b>2021</b> , 107-111	0.1	0
88	The Three $\text{E}$ s of Editing: Story, Structure, and Style. <i>Innovation and Change in Professional Education</i> , <b>2021</b> , 127-132	0.1	

87	Citation Technique. <i>Innovation and Change in Professional Education</i> , <b>2021</b> , 21-26	0.1	
86	Problem/Gap/Hook Introductions. <i>Innovation and Change in Professional Education</i> , <b>2021</b> , 7-14	0.1	
85	Get Control of Your Commas. <i>Innovation and Change in Professional Education</i> , <b>2021</b> , 95-99	0.1	
84	Invoking culture in medical education research: A critical review and metaphor analysis. <i>Medical Education</i> , <b>2021</b> , 55, 903-911	3.7	6
83	Dual and duelling purposes: An exploration of educators' perspectives on the use of reflective writing to remediate professionalism in residency. <i>Medical Education</i> , <b>2021</b> ,	3.7	1
82	Coaching Writing I: Being Thoughtful About the Process. <i>Innovation and Change in Professional Education</i> , <b>2021</b> , 189-193	0.1	
81	Making Every Word Count: Keys to a Strong Research Abstract. <i>Innovation and Change in Professional Education</i> , <b>2021</b> , 69-74	0.1	
80	From Silent to Audible Voice: Adjusting Register, Stance & Engagement in Your Writing. <i>Innovation and Change in Professional Education</i> , <b>2021</b> , 155-163	0.1	
79	Idiosyncrasy in Assessment Comments: Do Faculty Have Distinct Writing Styles When Completing In-Training Evaluation Reports?. <i>Academic Medicine</i> , <b>2020</b> , 95, S81-S88	3.9	4
78	Seeing but not believing: Insights into the intractability of failure to fail. <i>Medical Education</i> , <b>2020</b> , 54, 1148-1158	3.7	10
77	Beyond summative decision making: Illuminating the broader roles of competence committees. <i>Medical Education</i> , <b>2020</b> , 54, 517-527	3.7	12
76	Are we generating more assessments without added value? Surgical trainees' perceptions of and receptiveness to cross-specialty assessment. <i>Perspectives on Medical Education</i> , <b>2020</b> , 9, 201-209	4.3	1
75	Implicit Stigma Recognition and Management for Health Professionals. <i>Academic Psychiatry</i> , <b>2020</b> , 44, 59-63	1.1	8
74	Taken Out of Context: Hazards in the Interpretation of Written Assessment Comments. <i>Academic Medicine</i> , <b>2020</b> , 95, 1082-1088	3.9	8
73	Understanding helping behaviors in an interprofessional surgical team: How do members engage?. <i>American Journal of Surgery</i> , <b>2020</b> , 219, 372-378	2.7	2
72	Learning Conversations: An Analysis of the Theoretical Roots and Their Manifestations of Feedback and Debriefing in Medical Education. <i>Academic Medicine</i> , <b>2020</b> , 95, 1020-1025	3.9	28
71	Approaching culture in medical education: Three perspectives. <i>Medical Education</i> , <b>2020</b> , 54, 289-295	3.7	15
70	Implicit Bias in Health Professions: From Recognition to Transformation. <i>Academic Medicine</i> , <b>2020</b> , 95, 717-723	3.9	37

69	Autoethnography as a Strategy for Engaging in Reflexivity. <i>Global Qualitative Nursing Research</i> , <b>2020</b> , 7, 2333393620970508	0.9	2
68	Where philosophy meets culture: exploring how coaches conceptualise their roles. <i>Medical Education</i> , <b>2019</b> , 53, 467-476	3.7	31
67	Some assembly required: tracing the interpretative work of Clinical Competency Committees. <i>Medical Education</i> , <b>2019</b> , 53, 723-734	3.7	18
66	Assessment, feedback and the alchemy of learning. <i>Medical Education</i> , <b>2019</b> , 53, 76-85	3.7	104
65	Exploring researchers' perspectives on authorship decision making. <i>Medical Education</i> , <b>2019</b> , 53, 1253-1262	3.7	8
64	Grounded Theory Methodology: Key Principles <b>2019</b> , 127-133		1
63	"You Want Me to Assess What?": Faculty Perceptions of Assessing Residents From Outside Their Specialty. <i>Academic Medicine</i> , <b>2019</b> , 94, 1478-1482	3.9	4
62	Using Electronic Health Record Data to Assess Residents' Clinical Performance in the Workplace: The Good, the Bad, and the Unthinkable. <i>Academic Medicine</i> , <b>2019</b> , 94, 853-860	3.9	13
61	Implicit Bias and the Feedback Paradox: Exploring How Health Professionals Engage With Feedback While Questioning Its Credibility. <i>Academic Medicine</i> , <b>2019</b> , 94, 1204-1210	3.9	19
60	Embracing standardisation and contextualisation in medical education. <i>Medical Education</i> , <b>2019</b> , 53, 15-24	3.7	27
59	In search of meaningful feedback conversations. <i>Medical Education</i> , <b>2018</b> , 52, 250-251	3.7	1
58	Adaptive reinventing: implicit bias and the co-construction of social change. <i>Advances in Health Sciences Education</i> , <b>2018</b> , 23, 587-599	3.7	18
57	Considering the interdependence of clinical performance: implications for assessment and entrustment. <i>Medical Education</i> , <b>2018</b> , 52, 970	3.7	37
56	The Contextual Curriculum: Learning in the Matrix, Learning From the Matrix. <i>Academic Medicine</i> , <b>2018</b> , 93, 1645-1651	3.9	11
55	The Actual Versus Idealized Self: Exploring Responses to Feedback About Implicit Bias in Health Professionals. <i>Academic Medicine</i> , <b>2018</b> , 93, 623-629	3.9	32
54	"Rising to the Level of Your Incompetence": What Physicians' Self-Assessment of Their Performance Reveals About the Imposter Syndrome in Medicine. <i>Academic Medicine</i> , <b>2018</b> , 93, 763-768	3.9	103
53	A Framework for Integrating Implicit Bias Recognition Into Health Professions Education. <i>Academic Medicine</i> , <b>2018</b> , 93, 35-40	3.9	87
52	Qualitative research essentials for medical education. <i>Singapore Medical Journal</i> , <b>2018</b> , 59, 622-627	1.9	22

51	Striving While Accepting: Exploring the Relationship Between Identity and Implicit Bias Recognition and Management. <i>Academic Medicine</i> , <b>2018</b> , 93, S82-S88	3.9	18
50	Navigating complexity in team-based clinical settings. <i>Medical Education</i> , <b>2018</b> , 52, 1125-1137	3.7	9
49	Shifting and Sharing: Academic Physicians' Strategies for Navigating Underperformance and Failure. <i>Academic Medicine</i> , <b>2018</b> , 93, 1713-1718	3.9	9
48	Labelling of mental illness in a paediatric emergency department and its implications for stigma reduction education. <i>Perspectives on Medical Education</i> , <b>2017</b> , 6, 165-172	4.3	12
47	Staging a performance: learners' perceptions about direct observation during residency. <i>Medical Education</i> , <b>2017</b> , 51, 498-510	3.7	71
46	Use of empathy in psychiatric practice: constructivist grounded theory study. <i>BJPsych Open</i> , <b>2017</b> , 3, 26-33	5	6
45	Necessary Groundwork: Planning a Strong Grounded Theory Study. <i>Journal of Graduate Medical Education</i> , <b>2017</b> , 9, 129-130	1.6	4
44	Evolving Motivations: Patients' and Caregivers' Perceptions About Seeking Myotonic Dystrophy (DM1) and Huntington's Disease Care. <i>Qualitative Health Research</i> , <b>2017</b> , 27, 1727-1737	3.9	7
43	Qualitative and quantitative feedback in the context of competency-based education. <i>Medical Teacher</i> , <b>2017</b> , 39, 1245-1249	3	38
42	Stories Doctors Tell. <i>JAMA - Journal of the American Medical Association</i> , <b>2017</b> , 318, 124-125	27.4	7
41	Tuning your writing. <i>Perspectives on Medical Education</i> , <b>2017</b> , 6, 189-191	4.3	2
40	(Re)Grounding grounded theory: a close reading of theory in four schools. <i>Qualitative Research</i> , <b>2017</b> , 17, 359-376	2.2	30
39	Patient- and family-centered care: a qualitative exploration of oncologist perspectives. <i>Supportive Care in Cancer</i> , <b>2017</b> , 25, 213-219	3.9	9
38	Investigating conditions for meaningful feedback in the context of an evidence-based feedback programme. <i>Medical Education</i> , <b>2016</b> , 50, 943-54	3.7	49
37	'Sometimes the work just needs to be done': socio-cultural influences on direct observation in medical training. <i>Medical Education</i> , <b>2016</b> , 50, 1054-64	3.7	66
36	The Cross-Canada Quintet presents variations on music: movements in the keys of H, P and E. <i>Medical Education</i> , <b>2016</b> , 50, 1229-1232	3.7	1
35	Principles of fatigue in residency education: a qualitative study. <i>CMAJ Open</i> , <b>2016</b> , 4, E200-4	2.5	11
34	"They Have to Adapt to Learn": Surgeons' Perspectives on the Role of Procedural Variation in Surgical Education. <i>Journal of Surgical Education</i> , <b>2016</b> , 73, 339-47	3.4	23

33	Myotonic Dystrophy and Huntington's Disease Care: "We Like to Think We're Making a Difference". <i>Canadian Journal of Neurological Sciences</i> , <b>2016</b> , 43, 678-86	1	3
32	It's a Story, Not a Study: Writing an Effective Research Paper. <i>Academic Medicine</i> , <b>2016</b> , 91, e12	3.9	9
31	On the value of the 'subjective' in studies of human behavior and cognition. <i>Perspectives on Medical Education</i> , <b>2015</b> , 4, 49-50	4.3	2
30	Tackling medical student stress: beyond individual resilience. <i>Perspectives on Medical Education</i> , <b>2015</b> , 4, 105-6	4.3	3
29	Guidelines: the do's, don'ts and don't knows of feedback for clinical education. <i>Perspectives on Medical Education</i> , <b>2015</b> , 4, 284-99	4.3	154
28	When I say learning culture. <i>Medical Education</i> , <b>2015</b> , 49, 556-7	3.7	10
27	Adaptation and innovation: a grounded theory study of procedural variation in the academic surgical workplace. <i>Journal of Evaluation in Clinical Practice</i> , <b>2015</b> , 21, 911-8	2.5	9
26	Considerations in the use of reflective writing for student assessment: issues of reliability and validity. <i>Medical Education</i> , <b>2015</b> , 49, 901-8	3.7	24
25	CanMEDS in context: a transition to residency innovation. <i>Medical Education</i> , <b>2015</b> , 49, 1150-1	3.7	2
24	Thresholds of Principle and Preference: Exploring Procedural Variation in Postgraduate Surgical Education. <i>Academic Medicine</i> , <b>2015</b> , 90, S70-6	3.9	30
23	Learning culture and feedback: an international study of medical athletes and musicians. <i>Medical Education</i> , <b>2014</b> , 48, 713-23	3.7	89
22	Resigned professionalism? Non-acute inpatients and resident education. <i>Advances in Health Sciences Education</i> , <b>2014</b> , 19, 529-39	3.7	6
21	Cognition, culture, and credibility: deconstructing feedback in medical education. <i>Perspectives on Medical Education</i> , <b>2014</b> , 3, 124-8	4.3	43
20	Resident teachers and feedback: time to raise the bar. <i>Journal of Graduate Medical Education</i> , <b>2014</b> , 6, 781-2	1.6	7
19	Unfulfilled promise, untapped potential: feedback at the crossroads. <i>Medical Teacher</i> , <b>2014</b> , 36, 692-7	3	60
18	Exploring frontline faculty perspectives after a curriculum change. <i>Medical Education</i> , <b>2014</b> , 48, 998-1007	3.7	11
17	Beyond individualism: professional culture and its influence on feedback. <i>Medical Education</i> , <b>2013</b> , 47, 585-94	3.7	91
16	Music lessons: revealing medicine's learning culture through a comparison with that of music. <i>Medical Education</i> , <b>2013</b> , 47, 842-50	3.7	46

15	Understanding responses to feedback: the potential and limitations of regulatory focus theory. <i>Medical Education</i> , <b>2012</b> , 46, 593-603	3.7	49
14	Hypofractionated radiotherapy with or without concurrent temozolomide in elderly patients with glioblastoma multiforme: a review of ten-year single institutional experience. <i>Journal of Neuro-Oncology</i> , <b>2012</b> , 107, 395-405	4.8	50
13	Toward meaningful evaluation of medical trainees: the influence of participants' perceptions of the process. <i>Advances in Health Sciences Education</i> , <b>2012</b> , 17, 183-94	3.7	75
12	Learning from clinical work: the roles of learning cues and credibility judgements. <i>Medical Education</i> , <b>2012</b> , 46, 192-200	3.7	146
11	Grounded theory in medical education research: AMEE Guide No. 70. <i>Medical Teacher</i> , <b>2012</b> , 34, 850-61	3	282
10	An exploration of faculty perspectives on the in-training evaluation of residents. <i>Academic Medicine</i> , <b>2010</b> , 85, 1157-62	3.9	42
9	The sum of the parts detracts from the intended whole: competencies and in-training assessments. <i>Medical Education</i> , <b>2009</b> , 43, 741-8	3.7	29
8	Fostering education scholarship: the mentored research group. <i>Medical Education</i> , <b>2009</b> , 43, 1084-5	3.7	7
7	Rules of engagement: residents' perceptions of the in-training evaluation process. <i>Academic Medicine</i> , <b>2008</b> , 83, S97-100	3.9	61
6	Education research: communication skills for neurology residents: structured teaching and reflective practice. <i>Neurology</i> , <b>2007</b> , 69, E20-6	6.5	24
5	Phase 2 study of T138067-sodium in patients with malignant glioma: Trial of the National Cancer Institute of Canada Clinical Trials Group. <i>Neuro-Oncology</i> , <b>2005</b> , 7, 183-8	1	18
4	Acetazolamide therapy for symptomatic plateau waves in patients with brain tumors. Report of three cases. <i>Journal of Neurosurgery</i> , <b>2002</b> , 97, 224-6	3.2	13
3	Commissural myelotomy for intractable cancer pain: report of two cases. <i>Clinical Journal of Pain</i> , <b>1996</b> , 12, 151-6	3.5	6
2	Loss of heterozygosity analysis of chromosomes 9, 10 and 17 in gliomas in families. <i>Canadian Journal of Neurological Sciences</i> , <b>1995</b> , 22, 17-21	1	11
1	Instructional Feedback in Medical Education 289-312		