

**Abbreviated Curriculum Vitae
Joan Sargeant, PhD**

Professor, post-retirement, Continuing Professional Development and Medical Education, Faculty of Medicine,
Dalhousie University, Halifax, NS

Education

2002 – 2006	PhD, University of Maastricht, NL (Dissertation: “Multi-source feedback for physician learning and change”)	Education
1995	MEd, Dalhousie University, Halifax, NS	Adult education
1970	BN, University of New Brunswick, Fredericton, NB	Nursing

Professional appointments: Dalhousie University, Faculty of Medicine, Halifax, NS (since 2010)

2017-present	Professor, post-retirement, Continuing Professional Development and Medical Education
2014 - 2017	Head, Division of Medical Education
2011 - 2014	Acting Head, Division of Medical Education
2010 – present	Research Scientist, Continuing Professional Development and Medical Education
2010 – 2017	Professor, Division of Medical Education
2010 - 2017	Professor, Department of Community Health and Epidemiology (Cross-appointment)

Recent Awards

April 2017	Canadian Association for Medical Education (CAME) Ian Hart Award for Distinguished Contribution to Medical Education
Nov 2016	Invited member, Academy of Fellows of the Society for Academic Continuing Medical Education

Primary research program of past 20 years

Encompassing assessment, feedback and coaching approaches and perceptions of physicians, faculty, residents and students, with a particular focus upon developing understanding of reactions to feedback and the factors and approaches which enhance feedback acceptance and use.

Selected peer-reviewed publications in assessment, feedback and coaching

- Tavares W, Eppich W, Cheng A, Miller S, Teunissen PW, Watling CJ, Sargeant J. Learning Conversations: An Analysis of the Theoretical Roots and Their Manifestations of Feedback and Debriefing in Medical Education. *Acad Med.* 2020 Jul;95(7):1020-1025. doi: 10.1097/ACM.0000000000002932. PMID: 31365391.
- Lockyer J, Armson H, Könings KD, Lee-Krueger RCW, des Ordons AR, Ramani S, Trier J, Zetkusic MG, Sargeant J. In-the-Moment Feedback and Coaching: Improving R2C2 for a New Context. *J Grad Med Educ.* 2020 Feb;12(1):27-35.
- Sargeant J. Future Research in Feedback: How to Use Feedback and Coaching Conversations in a Way That Supports Development of the Individual as a Self-Directed Learner and Resilient Professional. *Acad Med.* 2019;94(11S Association of American Medical Colleges Learn Serve Lead: Proceedings of the 58th Annual Research in Medical Education Sessions):S9-S10. doi:10.1097/ACM.0000000000002911
- Armson H, Lockyer JM, Zetkusic M, Könings KD, Sargeant J. Identifying coaching skills to improve feedback use in postgraduate medical education. *Med Educ.* 2019 May;53(5):477-493. doi: 10.1111/medu.13818. Epub 2019 Feb 18
- Shearer C, Bosma M, Bergin F, Sargeant J, Warren A. Remediation in Canadian medical residency programs: Established and emerging best practices. *Med Teach.* 2019 Jan;41(1):28-35.
- Sargeant J, Lockyer JM, Mann K, Armson H, Warren A, Zetkusic M, Soklaridis S, Könings KD, Ross K, Silver I, Holmboe E, Shearer C, Boudreau M. [The R2C2 Model in Residency Education: How Does It Foster Coaching and Promote Feedback Use?](#) *AcadMed.* 2018 Jul;93(7):1055-1063.

- Sargeant J, Mann K, Manos S, Epstein I, Warren A, Shearer C, Boudreau M. R2C2 in action: testing an evidence-based model for facilitating feedback and coaching for improvement in residency education. *Journal of Graduate Medical Education* 2017; 9(20): 165-170.
- Sargeant J, Armson H, Driessen E, Holmboe E, Lockyer J, Mann K et al. Evidence-informed facilitated feedback: the R2C2 feedback model. *MedEdPORTAL Publications*. 2016;12:10387. http://dx.doi.org/10.15766/mep_2374-8265.10387
- Sargeant J, Lockyer J, Mann K, Holmboe E, Silver I, Armson H, Driessen E, MacLeod T, Yen W, Ross K, Power M. Facilitated Reflective Performance Feedback: Developing an Evidence- and Theory-Based Model That Builds Relationship, Explores Reactions and Content, and Coaches for Performance Change (R2C2). *Acad Med*. 2015; 90:1698–1706.
- Humphrey-Murto S, Wood TJ, Ross S, Tavares W, Kvern B, Sidhu R, Sargeant J, Touchie C. Assessment pearls for competency-based medical education. *Journal of Graduate Medical Education*, 2017 Dec;9(6):688-691. doi: 10.4300/JGME-D-17-00365.1.
- Lockyer J, Sargeant J, Campbell J, Richards S. Multisource feedback and narrative comments: polarity, specificity, actionability and CanMEDS roles. *J Contin Educ Health Prof* 2017
- Delva D, Sargeant J, Miller S, Holland J, Alexiadis Brown P, Leblanc C, Lightfoot K, Mann K. Encouraging residents to seek feedback. *Med Teach*. 2013 Dec;35(12):e1625-31.
- Sargeant J, Bruce D, Campbell CM. Practicing physicians' needs for assessment and feedback as part of professional development. *Journal of Continuing Education in the Health Professions* 2013; 33 (Suppl 1):S54-62.
- Eva KW, Armson H, Holmboe E, Lockyer J, Loney E, Mann K, Sargeant J. Factors influencing responsiveness to feedback: On the interplay between fear, confidence, and reasoning processes. *Advances in Health Sciences Education*, 2012; 17(1):15-26. DOI 10.1007/s10459-011-9290-7.
- Murdoch-Eaton DG, Sargeant J. Maturational differences in undergraduate medical students' perceptions about feedback. *Medical Education* 2012; 46:711-721.
- Sargeant J, MacLeod M, Sinclair D, Power M. How do physicians assess their family physician colleagues' performance? Creating a rubric to inform assessment and feedback. *Journal of Continuing Education in Health Professions* 2011; 31(2):87-97.
- Sargeant J, McNaughton E, Mercer S, Murphy D, Sullivan P, Bruce D. Providing feedback: Exploring a model (Emotion, Content, Outcomes) for facilitating multisource feedback. *Medical Teacher* 2011; 33(9):744-749.
- Sargeant J, Eva KW, Armson H, Chesluk B, Dornan T, Holmboe E, Lockyer J, Loney E, Mann K, van der Vleuten C. Features of assessment learners use for informed self-assessments of clinical performance. *Medical Education* 2011; 45(6): 636-647.
- Delva D, Sargeant J, MacLeod T. Feedback: a perennial problem. *Medical Teacher* 2011; 33(10):861-862.
- Sargeant J, Armson H, Chesluk B, Dornan T, Holmboe E, Eva K, Mann K, Lockyer J, van der Vleuten C, Loney, E. Processes and dimensions of informed self-assessment: A conceptual model. *Academic Medicine* 2010; 85(7):1212-20.
- Sargeant J, Mann K, van der Vleuten C, Metsemakers J. Reflection: A link between receiving and using assessment feedback. *Advances in Health Science Education Theory Practice*, 2009; 3: 399-410.
- Sargeant J, Mann K, Sinclair D, van der Vleuten C, Metsemakers J. Understanding the influence of emotions and reflection upon multi-source feedback acceptance and use. *Advances in Health Sciences Education* 2008; 13(3); 275-288. DOI 10.1007/s10459-006-9039-x.
- Sargeant J, Mann K, van der Vleuten C, Metsemakers J. "Directed" self-assessment: practice and feedback within a social context. *Journal of Continuing Education in the Health Professions* 2008;28(1):47-54.

Book chapters:

- Krackov SK, Peters AS, Pohl HS, Sargeant JM. Feedback, Reflection and Coaching: Tools for Continuous Learning. In: Dent J, Harden RM, Hunt D (eds) *A Practical Guide for Medical Teachers*, 6th edition. Elsevier-Churchill-Livingston, 2021.
- Lockyer, J., Armson, H.A., Könings, K.D., Zetkovic, M., Sargeant, J. Impact of Personalized Feedback: The Case of Coaching and Learning Plans, In M Henderson, R Ajjawi, D Boud, and E Molloy, *The impact of feedback in higher education*, Palgrave Macmillan, 2019.

- Sargeant J, Watling C. Feedback in Medical Education. In: Lipnevich A, Smith J (eds) *Cambridge Handbook of Instructional Feedback*. Cambridge University Press, 2018.
- Sargeant JM, Holmboe ES. Feedback and coaching in clinical teaching and learning (chapter 13). In: Holmboe ES, Hawkins RE, Durning SJ (eds) *Practical Guide to the Evaluation of Clinical Competence*, 2nd edition. Elsevier, 2017, pp.256-269.
- Krackov SK, Pohl HS, Peters AS, Sargeant JM. Feedback, reflection and coaching: a new model (chapter 37). In: Dent J, Harden RM, Hunt D (eds) *A Practical Guide for Medical Teachers*, 5th edition. Elsevier-Churchill-Livingston 2017, pp. 281-288.
- Sargeant J, Mann K. Feedback in medical education: Skills for improving learner performance. In: Cantillon P, Wood D (eds) *ABC of Learning and Teaching in Medicine*, 3rd edition. Oxford, UK: Wiley-Blackwell. 2017, pp. 29-32.
- Bruce D, Sargeant J. Multi-source feedback. In: Mohanna K, [Tavabie A](#) (eds) *General Practice Specialty Training: Making It Happen*. 2nd edition. London, UK: Royal College of General Practitioners. 2016, pp. 173-186.
- Archer J, Sargeant J. Successful feedback: embedded in the culture. In: Walsh K (ed): *The Oxford Book of Medical Education*. Oxford UK: Oxford University Press, 2013, pp. 564-574.
- Lockyer J, Sargeant J. Multisource feedback. In: Boud D, Molloy E (eds) *Feedback in Higher and Professional Education: Understanding It and Doing It Well*. Oxford, UK: Routledge. 2013, pp. 158-173.
- Mann K, Sargeant J. Continuous professional development. In: Walsh K (ed) *The Oxford Book of Medical Education*. Oxford UK: Oxford University Press. 2013, pp. 350-361.
- Sargeant J, Mann K. Feedback in medical education. In: Cantillon P, Wood D (eds) *ABC of Learning and Teaching in Medicine*, 2nd edition. Oxford, UK: Wiley-Blackwell. August 2010, pp. 29-32.
- Bruce D, Sargeant J. Background and evidence for use of MSF. In: Mohanna K, [Tavabie A](#) (eds) *General Practice Specialty Training: Making It Happen*. London, UK: Royal College of General Practitioners; 2008. pp. 125-134.

Selected invited presentations:

- J Sargeant, " Using feedback and coaching to promote learner wellness", CAME Webinar series, Feb 16, 2021
- J. Sargeant, Panel member and workshop leader, "Feedback and coaching in residency education", PGME Program Directors, Harvard University and Massachusetts General Hospital, Jan 25, Feb1, 2021.
- Sargeant J. Visiting scholar in health professions education. Centre for Health Education Scholarship, Faculty of Medicine, University of British Columbia. Dec 10-12, 2019.
- Sargeant J. Plenary panel: "What's next in feedback? Thought leaders' perspectives on the questions that will shape medical education." AAMC Annual Conference, RIME Plenary. Phoenix, Arizona. Nov 12, 2019
- Sargeant J. Defining Remediation: What Can Postgraduate Medical Education Teach Us? Banff Symposium Practice-Based Remediation, University of Calgary. September 12, 2019
- Sargeant J. .Spring 2019 Coalition for Physician Enhancement (CPE) Meeting Fort Worth, Texas April 24, 2019. "Thinking ahead: How might what we know about resilience inform remediation? And what does coaching have to do with it?"
- Sargeant J. Visiting scholar in medical education and plenary speaker. National LIS (PGME Competency) Conference, Oslo, Norway. November 5-7, 2018
- Sargeant J, CMSS Summit on the Future of Physician Learning and Improvement, Nov 15, 2018 Washington, DC. How to Make Change Happen: Effective Feedback and Coaching for Physicians and Teams
- Sargeant J. 14th Annual Webber Lecture, Faculty Development Medical Education Day for Health Professionals, Faculty of Medicine, UBC, May 11, 2018
- Sargeant J. Visiting scholar in medical education, Faculty of Medicine, University Toronto Mar 23-26, 2018
- Sargeant J. Engaging the disengaged. Canadian Association of Gastroenterology, Endoscopy Quality Symposium, Feb 12-13, 2018
- Sargeant J. Invited scholar and plenary speaker, feedback and coaching. CBME Leads conference , Faculty of Medicine, Queens University, Kingston. Feb 6, 2018
- Sargeant J, Lockyer J. Feedback and coaching in CBME: R2C2 – An evidence-informed model. ICBME Collaborators Webinar Series. Royal College of Physicians and Surgeons of Canada. October 26, 2017.

Over 100 peer-reviewed presentations on assessment, feedback and coaching, locally, nationally and internationally.