



Dr Lynn V Monrouxe

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PROFILE

I seamlessly navigate roles across academia, international editorial work, and student supervision, with experience spanning the UK, Taiwan, Sri Lanka, and Australia. This cross-disciplinary, cross-cultural journey equips me to integrate global perspectives into healthcare education and research.

As an editorial leader, I manage diverse teams, enhance publication quality, and excel in content strategy and team development through collaborative approaches. I'm driven by addressing moral and societal challenges—from healthcare professionalism dilemmas to ecological crises—believing healthcare professionals create long-term societal impact. I thrive on adaptability and innovation, whether reimagining healthcare education or assisting clinicians with cross-cultural research.

My work in workplace learning and research strategy reflects forward-thinking approaches to enhancing student preparedness for practice. Beyond immediate academic circles, I've helped establish Taiwan's major research center and developed Waranara (University of Sydney's Healthcare Education Research Network) while supervising HDR students, shaping the next generation of healthcare professionals and researchers. My mentorship and leadership create ripples extending far beyond direct engagements.

I naturally adapt to complexity, integrating education, policy, culture, and personal growth into my work. My approach fosters reflective practices and ethical awareness in teaching, leadership, and research, cultivating not just academic excellence but also the moral environment within which I operate.

ACADEMIC QUALIFICATIONS

Cognitive linguistics | Ph.D.

University of Plymouth

📅 1998 – 2001 📍 PLYMOUTH, ENGLAND, UK

"Children's Production of Locative Expressions in English: The Influence of Geometric and Extra-geometric Factors"

Psych Research Methods (distinction) | PG.Dip

University of Plymouth

📅 1998 – 1999 📍 PLYMOUTH, ENGLAND, UK

Psychology (Hon) 1st Class | BSc.

University of Plymouth

📅 1994 – 1998 📍 PLYMOUTH, ENGLAND, UK

PRESENT APPOINTMENT

Professor of Healthcare Professions Education Research

The University of Sydney

📅 01/2025 – present 📍 NSW, AUSTRALIA

Professor of Health Professions Education Research.

Head of Discipline, BSSH

Academic Integrity Nominated Academic

Chair of the School Student Professionalism Committee

Member of Teaching & Learning Research Ethics Committee

PRESENT
APPOINTMENT

Honorary Professor
School of Medicine, Chang Gung University

📅 11/2019 📍 TAOYUAN CITY, TAIWAN (R.O.C.)

Supporting University health educational researchers, linking with clinical educational researchers across the country: fostering links between hospital and university faculty. Teaching and participating in restructuring the MSc Fundamentals of Medical Education.

Adjunct Professor to the Department of Medical Education
The University of Kelaniya

📅 06/2024 📍 SRI LANKA

Supporting research expertise and capacity, guiding early/ mid-career academics in medical education research, facilitating collaborations, and engaging faculty in staff development and capacity-building activities.

PREVIOUS
APPOINTMENTS

Professor of Healthcare Education Research
Faculty of Medicine and Health, The University of Sydney

📅 05/2020 – 10/2024 📍 SYDNEY, NSW, AUSTRALIA

Inaugural Convenor of the Sydney Health Professions Education Research Network, Waranara.

Key Achievements

Collaborative strategic planning with Indigenous colleagues, aligning with Faculty priorities and emphasising Aboriginal and Torres Strait Islander perspectives with core values of Inclusiveness, Equity, Collaboration, Courage, Respect, and Integrity.

Professor and Associate Dean for Work Integrated Learning (AD-WIL)
Faculty of Health Sciences, WIL, The University of Sydney

📅 05/2019 – 05/2020 📍 SYDNEY, NSW, AUSTRALIA

Led work-integrated learning initiatives across seven allied health professional groups until the 2020 faculty merger.

Key Achievements: Developed strategic industry partnerships expanding placement opportunities; mentored junior colleagues as educators and researchers; provided leadership in healthcare education research design, execution, and translation while securing funding; built collaborative teams aligned with faculty priorities.

Inaugural Director, Chang Gung Medical Education Research Centre (CG-MERC)
Chang Gung Memorial Hospital

📅 10/2015 – 04/2019 📍 TAOYUAN CITY, TAIWAN (R.O.C.)

As founding leader of CG-MERC, a hospital-based healthcare professions education research centre, I established its strategic vision and coordinated four sites.

Key Achievements: Fostered collaboration enhancing research quality and impact; created sustainable infrastructure establishing CG-MERC as an international scholarly hub; managed partnerships, budgets, and governance; secured research grants.

RESEARCH
INTERESTS AND
ACHIEVEMENTS IN
HEALTH
PROFESSIONS
EDUCATION

My PhD explored cognitive linguistics and computational modeling of spatial language learning. Since 2003, I've researched health professions education across multiple disciplines (medicine, nursing, dentistry, pharmacy, allied health), drawing on psychological, sociological, and anthropological theories and diverse research frameworks (post-positivism, critical realism, interpretivism, pragmatism, critical theory). I pioneered the solicited audio diary method in healthcare education and emphasize research rigour through editorial and leadership work.

Key Research Topics: Professionalism and professional identities; Workplace dignity (including VR applications); Negative workplace learning behaviors; Emotional resilience, moral distress, and ethical reasoning; Research methods and theory.

Featured Research Program: Since 2005, I've led international research on professionalism dilemmas, examining how students navigate unprofessional behaviors and workplace dignity breaches. Beginning with 200 UK/Australian medical students, the program expanded across nursing, physical therapy, dentistry, and pharmacy with 4,000+ survey responses. Currently, I lead a global study on moral distress with 2,529 responses

RESEARCH
INTERESTS AND
ACHIEVEMENTS IN
HEALTH
PROFESSIONS
EDUCATION

RESEARCH
METRICS

RESEARCH
METRICS: SCIVAL
SUMMARY (2014-
2024)

PUBLICATIONS
(PEER REVIEWED)

RESEARCH
GRANTS (PEER
REVIEWED)

from 51 countries and 84 institutions, using multilingual tools.

Influential Textbooks:

- *Healthcare Professionalism: Improving Practice through Reflections on Workplace Dilemmas* (2017): 25,000+ downloads, 1,995 copies sold, recommended worldwide;
- *Foundations of Health Professions Education Research* (2023): Gaining recognition as essential reading.

Google Scholar (GS) statistics (all years; n=186 outputs):

Citations: All=10658; Since 2020=6562

h-index: All=52; Since 2020=38

i10-index: All=110; Since 2020=96

SciVal 10 statistics (2014-2024; n=81 outputs):

Field-Weighted Citation Impact (FWCI)=2.7

Citations: 2,673; Citations per Publication: 32.6

h-index: 40; h5-index: 9

SciVal Top 5 most cited articles:

1. Varpio, L.;Ajjawi, R.;**Monrouxe, L.V.**;O'Brien, B.C.;Rees, C.E. (2017) Shedding the cobra effect: Problematising thematic emergence, triangulation, saturation and member checking. *Medical Education* 51140-5052020.93; **Citations: SciVal 673, GS 1,653**; Field-Weighted Citation Impact **17.93**
2. Monrouxe, L.V., Rees CE (2017) *Healthcare Professionalism: Improving Practice through Reflections on Workplace Dilemmas*, pp. 1-252. Citations: **SciVal 65**, GS 135; Field-Weighted Citation Impact **13.78**
3. Archer J, McManus C, Woolf K, **Monrouxe LV**, Illing J, Bullock A, et al. (2015) Without proper research funding, how can medical education be evidence based? *British Medical Journal*. 08:46:17.Citations: **SciVal 41**, GS 60; Field-Weighted Citation Impact **12.19**



International
collaboration
(42/81; FWCI 2.79)



Published in Top
5% Journals



Published in Top
10% Journals



Top 10% most
cited



Research Focus
Prominence
Percentile: Medical
Student; Identity
Formation; n=13
articles; FWCI 3.92



Articles published
in Q1 (top 25%)
journal

I have authored over 160 peer-reviewed publications including books, book chapters, and journal articles. My two major books—*Healthcare Professionalism: Improving Practice through Reflections on Workplace Dilemmas* (2017, 25,000+ downloads, 2,000 copies sold) and *Foundations of Health Professions Education Research* (2023)—are foundational texts in healthcare education globally. Book chapters explore professional identity formation, workplace learning, and professionalism, published by Cambridge University Press, Wiley-Blackwell, and Oxford University Press.

Journal articles address professional identity development, professionalism dilemmas and workplace dignity, preparedness for practice, feedback and workplace learning, research methods, and cross-cultural medical education across multiple healthcare professions (medicine, nursing, dentistry, pharmacy, allied health) in the UK, Australia, Taiwan, and Sri Lanka. As Specialty Chief Editor and Deputy Editor for leading journals, I contribute editorials, commentaries, and policy reports to bodies like the UK General Medical Council, shaping evidence-based medical education reform.

Since 2005, I have secured 64 research grants totaling \$3.1 million USD. Over the past decade, I received 21 nationally/internationally competitive awards and 19 internal grants worth \$2.3 million USD from prestigious funding bodies including the British

RESEARCH
GRANTS (PEER
REVIEWED)

Academy (UK), Higher Education Academy (UK), Association for the Study of Medical Education, Association for Medical Education in Europe, General Medical Council (UK), and Ministry of Science and Technology (Taiwan).

Major awards include a \$1.97 million AUD MRFF Genomics Health Futures Mission grant (2023-2026) for the PRECISE Genomics Research Project, \$100,000 USD from Meta for virtual reality research on workplace dignity (2021-2022), and £83,000 from the UK General Medical Council examining medical graduates' preparedness for practice (2013-2014). During my tenure in Taiwan (2016-2020), I led numerous grants from Chang Gung Medical Education Research Centre and Taiwan's Ministry of Science and Technology, investigating professionalism dilemmas, professional identity formation, clinical reasoning, narrative medicine, burnout, and remediation across healthcare professions.

TEACHING
EXPERIENCE

Over 20 years, I have facilitated undergraduate and postgraduate student learning, serving as academic/personal tutor at Peninsula Medical School and Cardiff Medical School for 13 years. I have supervised over 50 student research projects spanning PhD, MD, MSc, BSc, and capstone studies. Currently, I am first supervisor for five PhD students at The University of Sydney, investigating professional identity formation in rural medical students, planetary health in healthcare, virtual reality for dignity culture, evidence-based design in medical education, and intersectionality in occupational therapy.

My completed supervision includes PhDs examining professional identities in clinical psychology and emergency medicine, gendered identities in healthcare education, and speech pathology placement impacts. I have also supervised numerous MSc projects on topics including gynaecology teaching associates, PBL across cultures, and evaluation studies, alongside undergraduate research on medical graduates' preparedness, professionalism dilemmas across healthcare professions (dentistry, nursing, pharmacy, physiotherapy), emotion regulation, hygiene behaviors, and bedside teaching. Many summer scholars I supervised were funded through competitive schemes including GMC, INSPIRE, CUROP, and HEA grants.

HIGHER DEGREE
RESEARCH
EXAMINATION

I have served as external examiner for 13 PhD dissertations and one EdD across Malaysia, New Zealand, Saudi Arabia, Sri Lanka, Australia, and the UK (2013-2024). Examination topics reflect my expertise in healthcare professions education: professional identity formation across multiple disciplines (clinical psychology, veterinary medicine, medicine), self-regulated learning, interprofessional identity development, clinical reasoning, simulation-based education, patient-centered practice, medical student wellbeing, and gender identity construction in physiotherapy. This international work demonstrates my recognition as an expert evaluator of doctoral research spanning qualitative, mixed-methods, and scale development approaches.

CONFERENCE
PRESENTATIONS
(PEER REVIEWED)
KEYNOTES &
SEMINARS

I have delivered 100+ invited keynotes, workshops, and seminars internationally across Europe, Asia, North America, and Australia (2004-2025). Key topics include professional identities, professionalism dilemmas and workplace dignity, clinical reasoning and moral distress, qualitative research methodologies (narrative inquiry, video ethnography, audio diaries), and preparing graduates for practice. Notable presentations include keynotes in Switzerland (2024), Taiwan's Chang Gung International Medical Education Conference (multiple years), three keynotes and four workshops in Sri Lanka (2016, 2019, 2025), two keynotes and two workshops in Pakistan (2022, 2025), two ASME symposia with international colleagues (2024, 2025), and workshops in Taiwan (2014-2023).

I have presented over 150 peer-reviewed conference papers at AMEE, ASME, Ottawa/ANZAHPE conferences, and regional meetings across multiple continents (2001-2024). Research presentations span professional identity construction, workplace abuse and resistance, bedside teaching via video ethnography, emotion regulation in junior doctors, preparedness transitions, assessment and feedback, patient-centered practice, and cross-cultural professionalism. Many presentations involved international collaborations with teams from Australia, Taiwan, Sri Lanka, Canada, and the UK, demonstrating sustained engagement in building global healthcare professions education research communities.