

Medical education without borders

Citation for published version (APA):

Brouwer, E. E. (2022). *Medical education without borders: the what, why and how of International Medical Programmes*. [Doctoral Thesis, Maastricht University]. Maastricht University. <https://doi.org/10.26481/dis.20221212eb>

Document status and date:

Published: 01/01/2022

DOI:

[10.26481/dis.20221212eb](https://doi.org/10.26481/dis.20221212eb)

Document Version:

Publisher's PDF, also known as Version of record

Please check the document version of this publication:

- A submitted manuscript is the version of the article upon submission and before peer-review. There can be important differences between the submitted version and the official published version of record. People interested in the research are advised to contact the author for the final version of the publication, or visit the DOI to the publisher's website.
- The final author version and the galley proof are versions of the publication after peer review.
- The final published version features the final layout of the paper including the volume, issue and page numbers.

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Statements with thesis “Medical Education without Borders”

Emmaline Brouwer, 12 December 2022

1. *I'll teach you differences.* (King Lear, Shakespeare)
2. Researching International Medical Programmes (IMPs) teaches us how we can rethink graduate profiles in a globalizing world. (This dissertation)
3. Choices around the content of IMPs should follow from a shared vision rather than from ad-hoc decisions and individual teacher's initiatives. (This dissertation)
4. Most IMPs essentially prepare their graduates for a career elsewhere. This entails a responsibility for cross-border transition guidance that is currently lacking. (This dissertation)
5. Internationalization can benefit students, institutions and society; but ethical concerns – through forces of marketization, homogenization and diversification – are largely overlooked. (This dissertation)
6. Higher education institutions are as much drivers of globalization and internationalization as responders to them. (Tight, 2021)
7. If global health is to be based on principles of equity, we must confront the historical legacies of colonialism that continue to perpetuate imbalanced power dynamics in our global health partnerships and educational programs. (Eichbaum 2021)
8. A truly universally applicable degree prepares students for recognizing and dealing with differences. (This dissertation)
9. Our biggest societal problems are global and can only be solved through international cooperation and understanding each other's background and perspectives. (Rianne Letschert, UM President, opening academic year 2022-23)
10. Travel and change of place impart new vigor to the mind. (Seneca)
11. *Quem não arrisca, não petisca.* (Portuguese proverb)