

# Communication and reasoning on clinical teaching teams : the genres that shape care and education

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Stellingen behorende bij het proefschrift  
**Communication and Reasoning on Clinical Teaching Teams**  
The Genres that Shape Care and Education  
Mark Goldszmidt  
September 2<sup>nd</sup> 2015

1. We underestimate the importance of clinical documentation at our peril. (This dissertation)
2. The attending physician's approach to supervision is not idiosyncratic; rather, supervisory styles reflect different ways of responding to the contextual tensions of the medical teaching unit. (This dissertation)
3. Supervisors' tradition of interrupting case presentations needs to be treated with care and caution. (This dissertation)
4. The development of a unified list of reasoning tasks represents an essential first step in offering a language for discussing, reflecting, and studying what physicians reason about during clinical encounters. (This dissertation)
5. As medical educators, the professional identity formation of our students may be the single most important task that we have to support. (Personal reflection)
6. What we see in great teaching ... [is] someone who really understands the subject deeply and understands how exquisitely complex it is to make knowledge accessible to the knowing processes of those who do not yet understand. (Lee Shulman, *Toward a Pedagogy of Substance* 1989)
7. The value of experience is not in seeing much, but in seeing wisely. (William Osler)
8. Language is the blood of the soul into which thoughts run and out of which they grow. (Oliver Wendell Holmes)
9. It's not enough that we do our best; sometimes we have to do what's required. (Winston Churchill)
10. How wonderful it is that nobody need wait a single moment before starting to improve the world. (Anne Frank)
11. We don't see things as they are, we see things as we are. (Anaïs Nin)