

To be continuedSupporting physicians' lifelong learning

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1. Credible recertification systems call for comprehensive approaches to competence assessment that effectively support physicians' lifelong learning. (This thesis)
2. Engaging physicians in lifelong learning requires a culture in which the tension between performing and learning is recognised and well managed. (This thesis)
3. National bodies should use other assessments besides clinicians' self-assessments in their recertification procedures. (This thesis)
4. Involving patients in assessing quality of healthcare and doctor performance seems inevitable for accountability and transparency purposes. (This thesis)
5. Since each recertification system is customised to a specific context, culture and healthcare system, a universal recertification system may neither be desirable nor achievable. (This thesis)
6. Authentic recertification systems require alignment between requirements of the health care system and the physicians' personal goals, motivation, and practice. (This thesis)
7. Given the importance of workplace learning in physicians' competence development, more importance must be placed upon making physicians aware of and facilitating workplace learning. (This thesis)
8. "Learning is not solely the product of an individual's mind, but, rather, occurs as learners become part of a professional community, gradually adopting the practices, beliefs and values of that community." Watling & Ginsburg, 2018
9. "Continuing medical education is an ethical duty and individual responsibility of every practicing doctor throughout his professional life" European Union's Dublin Declaration
10. „Medical education is not completed at medical school: it is only begun." William H. Welch (1850–1934)
11. Not getting "lost in translation" was one of my many challenges during this PhD trajectory.