# The clinician-scientist pipeline: undergraduate and postgraduate supply, leaks and perspectives

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**Stellingen behorende bij het proefschrift**

# The clinician–scientist pipeline:
## supply, leaks and perspectives

1. Mandatory undergraduate research experiences are valuable for a sustainable clinician–scientist workforce *(this thesis).*

2. Type of motivation is as important as quantity of motivation and both should be targeted in research training *(this thesis).*

3. Objectivity in research training aiming to develop curious, creative and critical healthcare professionals is not only unattainable, but also unfair *(this thesis).*

4. Tailored supervision and peer support strengthen medical PhD candidates' autonomous motivation for research *(this thesis).*

5. A disproportionate emphasis on research profiles in the selection procedure for specialty training positions, as perceived by medical PhD candidates, elicits low–quality motivation to participate in research *(this thesis).*

6. One size does not fit all: research experiences require flexible research pathways.

7. Contrary to low–quality motivation for research, high–quality motivation fosters research engagement on the short–term and long–term.

8. The only pipeline that doesn't leak is the one that is never built.

9. Research in medical education seeks to deepen the knowledge and understanding of learning, teaching, and education, ultimately benefiting healthcare professionals, patients, and the medical field as a whole.

10. *"You need to be smart to begin a PhD, but you need to be resilient to finish one." (Prof.dr. Inger Mewburn 1970)* – a PhD trajectory is not always sunshine and rainbows.

11. *"If we knew what we were doing, it would not be called research, would it?" (Albert Einstein 1879–1955)* – in the scientific process, uncertainty is an essential part of creating new knowledge.

12. *"It's better to travel well than to arrive." (Buddha)* – the journey is the reward.