



# VU Research Portal

## Learning from lapses

Mak-van der Vossen, M.C.

2019

### **document version**

Publisher's PDF, also known as Version of record

[Link to publication in VU Research Portal](#)

### **citation for published version (APA)**

Mak-van der Vossen, M. C. (2019). *Learning from lapses: How to identify, classify and respond to unprofessional behaviour in medical students*.

### **General rights**

Copyright and moral rights for the publications made accessible in the public portal are retained by the authors and/or other copyright owners and it is a condition of accessing publications that users recognise and abide by the legal requirements associated with these rights.

- Users may download and print one copy of any publication from the public portal for the purpose of private study or research.
- You may not further distribute the material or use it for any profit-making activity or commercial gain
- You may freely distribute the URL identifying the publication in the public portal ?

### **Take down policy**

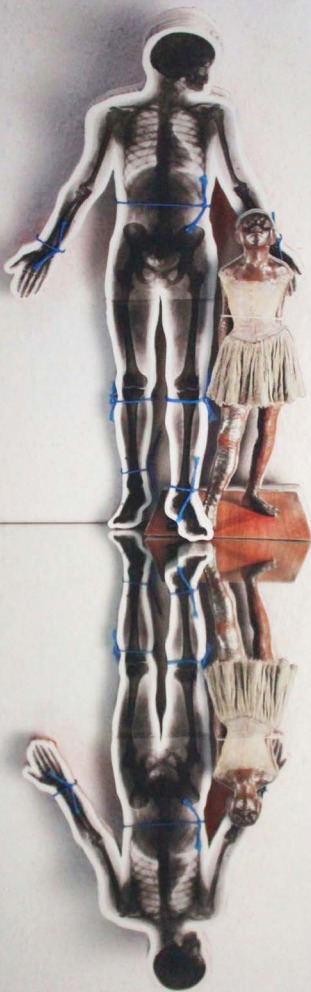
If you believe that this document breaches copyright please contact us providing details, and we will remove access to the work immediately and investigate your claim.

### **E-mail address:**

[vuresearchportal.ub@vu.nl](mailto:vuresearchportal.ub@vu.nl)

# LEARNING FROM LAPSES

How to identify,  
classify and  
respond to  
unprofessional  
behaviour  
in medical  
students



Marianne Mak-van der Vossen

## **'Untitled - 2009' by Merijn Bolink**

The cover of this dissertation shows the piezographic "Untitled, 2009" by Merijn Bolink. Hanging in the author's office, it is viewed by students who, after an unsatisfactory judgement of their professional behaviour, come to discuss their lapse. Over time, and through students' reflections, the artwork came to represent the symbolic union of the three domains of medical education - the development of knowledge, skills, and professionalism - and the indispensability of self-reflection in this process.

The skeleton, cut out by the artist from a medical book, represents objective knowledge. The little dancer - a Degas sculpture cut out from an art history book - represents delicate skills. Leaning on one another, the two step off their pedestal and into the unknown. Equally vulnerable in their new context, the two contrasting figures both display courage. They embrace uncertainty, with only their mirror image guiding them, echoing each step they take.

This interpretation mirrors the core proposition of this thesis. Professional development requires knowledge and skills, but also honest self-reflection and adaptability. Learning from lapses demands that students adapt to new and challenging situations with adequate guidance. Becoming a professional physician is an uncertain, personal endeavour which requires support from peers, educators and the medical schools.