

## Respondent Information:

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## Overview of Program:

<b>Name of Institution:</b>	University Ambrosiana
<b>Program's Web Address:</b>	<a href="http://internationalgme.org">internationalgme.org</a>
<b>Name of Director/Secretary:</b>	David Cawthorpe
<b>E-mail Address for Director/Secretary:</b>	<a href="mailto:cawthord@ucalgary.ca">cawthord@ucalgary.ca</a>
<b>Program's Mailing Address:</b>	International Graduate Medical Education University Ambrosiana Viale Romagna, 51 20133 Milano ITALY
<b>What is the duration of the program?</b>	2 years
<b>What is the intended final qualification?</b>	MSc or PhD
<b>Is the program orientation professional or scientific?</b>	Professional

## Outcomes:

<b>What are the competencies of graduates?</b>	Master Teachers, Scholars and Researchers in medical education
<b>Is the primary focus of the program to produce researchers in medical education or to enhance the skills (curriculum development, adult-focused teaching/learning, and/or educational leadership) of health professions educators?</b>	Both: PhD - Researchers MSc - enhance skills of health professions educators
<b>What is the percentage of students who graduate from your program?</b>	90%
<b>What is the average time of study?</b>	2 years
<b>Are there sponsors supporting the students?</b>	Yes
<b>Further career of graduates.</b>	Clinical teachers, professors, researchers, work with testing assessment agencies
<b>Categorize the aims and objectives of the program in:</b>	
<b>Knowledge and understanding</b>	primary aim
<b>Applying knowledge and understanding</b>	primary aim
<b>Making judgments</b>	primary aim
<b>Communication</b>	secondary aim
<b>Learning skills</b>	secondary

## Program Structure:

<b>Are the method(s) of study face-to-face, print-based distance learning, on-line learning, or blended learning?</b>	Face-to-face Print-based distance learning On-line learning Blended learning
<b>Describe the content and structure of the program.</b>	The purpose of this program is to offer a medical education specialization graduate degree that helps professionals such as physicians and allied health professionals equip themselves with the knowledge, attitudes and skills in medical education practice and research.
<b>What is your program's educational philosophy? Describe the principles of learning underlying the curriculum.</b>	Typically, the learners are established professionals with records of success in their field or learners just completing a course of undergraduate studies in science or a health-related discipline. The learners interact with faculty who are subject experts in medical education and related disciplines. Thus they can learn directly from

	<p>professors while contributing their own professional experience through online study, face-to-face interaction and discussions with fellow learners. Learners in the International Graduate Medical Education program have the opportunity to influence the direction of their learning, to pace themselves in their online course discussions, and the opportunity to work with a distinguished, international faculty. Learners are encouraged to apply theoretical and research knowledge to professional practice. The program is based on the assumption that the clinician, researcher, teacher or administrator must remain current in the professional literature and apply this knowledge to professional practice. The emphasis therefore, is on learners as scholars, researchers, master teachers and educational leaders.</p>
<p><b>Identify and describe assessment methods used:</b></p>	<p>Learners build upon their knowledge and skills during the second and final year of the Master's program. Contact continues in the same format as the previous fall and winter sessions. The final requirement of the Master's program is a Comprehensive Examination Paper as an exit exam. The major focus of the Comprehensive Examination Paper written under the supervision of a faculty advisor is to demonstrate insight and awareness of theoretical knowledge, research skills and practice in the field of medical education. The professional paper is an exit examination that will be assessed by 3 examiners who provide constructive feedback. The student may need to revise the paper to meet the standards as required by the reviewers. This is the final element of the program.</p>
<p><b>Describe the program's management and organization structure.</b></p>	<p>Core Requirements: Learners are required to complete 6 courses of which 2 will take place in the spring or summer at the University Ambrosiana, Milan, Italy. In addition, learners are required to complete a comprehensive examination.</p> <p>MEDICAL SCIENCES 601: Foundations of Medical Education. COURSE DESCRIPTION: A foundational study of the historical, scientific, social and political roots of medical education, educational theory, and the continuum of medical education.</p> <p>MEDICAL SCIENCES 603: Curriculum Design and Evaluation in the Medical Sciences. COURSE DESCRIPTION: An overview of curriculum design, implementation and evaluation within the context of contemporary medical education research, learning and instructional theory, and teaching.</p> <p>MEDICAL SCIENCES 605: Teaching and Instructional Methods. COURSE DESCRIPTION: Traditional and innovative methods used in medical and science education and clinical teaching to enhance student and practitioner knowledge, skills and attitudes.</p> <p>MEDICAL SCIENCES 607: Research Design and Methods in Medical Education. COURSE DESCRIPTION: A study of research design and methods including a broad overview of the variety of methods for research in medical education and related sciences. There is both a theoretical basis in lectures and seminars as well as applied approaches in laboratory exercises. A variety of research tools will be explored and utilized.</p> <p>MEDICAL SCIENCES 609: Measurement, Assessment and Psychometrics. COURSE DESCRIPTION: Assessment issues related to the measurement of student achievement, competency, and performance in educational settings. Theory will be introduced and explored through both formal study and lab activities. Specifically, the course will focus on the measurement issues and concerns related to undergraduate and post-graduate medical education programs.</p> <p>MEDICAL SCIENCES 611: Learning and Cognition. COURSE</p>

	DESCRIPTION: Theories of learning and cognition in medical education. The focus is on the cognitive processes that underlie medical decision making and clinical diagnoses. Basic theories of learning are reviewed and studied.
<b>Identify and describe the program's regulations.</b>	<p>Academic Policies and Procedures</p> <p>Academic Honesty: The International Graduate Medical Education Program is noted for the value it places on honesty and integrity. As such, learners who use the ideas and works of another must cite and reference in the traditional scholarly manner. Consequences of failing to do so may result in non-acceptance of work, written reprimand and possible dismissal from the program.</p> <p>Grievance Policy: The International Graduate Medical Education Program is attentive to grievances of its learners. Learners are afforded due process according to guidelines established by the University.</p> <p>Use of Human Participants in Research: The rights of individuals participating in research is respected and protected. Any research involving testing, treating or experimentally manipulating human participants will require approval from the International Graduate Medical Education Program and must conform to ethical standards for research with human subjects.</p> <p>Enrollment: Full-time learner's enrollment is continuous. Those who discontinue enrollment without leave of absence permission will be required to apply for readmission. Ph.D. learners will be enrolled for a period of no less than 6 sessions (2 years), to a maximum of 7 years. MSc learners will meet the same minimum enrollment period but may not exceed 6 years to complete the degree. These limitations may be appealed by following the grievance procedure of the University.</p> <p>Academic Leaves of Absence: A learner may apply for a leave from the program for the period of one session. Requests may be filed in writing and should be submitted at least one week prior to the commencement of the leave. Learners may apply for a leave after completing a minimum of one session in the program.</p> <p>Probation and Dismissal: In the case of probationary periods, a committee of faculty members will be formed to develop goals and achieve a plan aiming at improving a learner's academic progress. If these interventions do not result in improvement a learner may be dismissed from the program. Other grounds for dismissal will include inappropriate conduct, which goes against the academic policies mentioned above. Dismissal decisions may be appealed according to the University guidelines.</p>
<b>Tell us about your course tutors:</b>	
<b>Who are they? (Teaching assistants, PhD candidates, etc.)</b>	Professors of Medicine from around the world
<b>What are their qualifications/degrees?</b>	PhDs and or MDs appointed in another university - e.g., University of Calgary
<b>Is there a formal commitment?</b>	Yes - paid contract work to teach and supervise students
<b>How often do the students communicate with them?</b>	Several time per week

### Student Support:

<b>Is support provided to students? If yes, please describe.</b>	Some limited scholarships for the needy reduces tuition fees
<b>Tell us about the following resources:</b>	
<b>Library and its accessibility</b>	electronic access to the University of Calgary library
<b>E-learning; Communication channels</b>	web site, discussion pages, email, blogs, postings
<b>Accommodation</b>	reduced or free tuition for the needy

**Academic standards and quality assurance:**

Is the product internal or external?	External
Is the process internal or external?	Internal
Is the content internal or external?	Internal

**Admissions and Other Requirements:**

**What are the criteria for student selection/intake?**

**Admission Requirements and Policies:** The curriculum of the International Graduate Medical Education Program is designed for self-directed adults who choose to integrate advanced study with their professional lives. Adhering to the premise that a student's success is related most closely to the applicant's past experience and individual motivation toward future goals, the application process focuses on assessing each learner's unique background. The admissions committee will consider all aspects of an applicant's background credentials in determining whether or not to recommend admission. As such, learners who do not specifically meet all criteria may discuss their particular situations with a representative of the admissions committee.

**Entrance Requirements:** The minimum requirements for admission to the Master Teacher Certificate program (MTC) are:

- Registration Processing Fee (post acceptance, non-refundable)
- Professional Resume (maximum of 10 pages)
- Written statement of personal and professional goals (maximum of 3 pages)

The minimum requirements for admission to the Master of Science program are:

- M.D., bachelor's degree and/or its foreign equivalent from a recognized institution
- Undergraduate grade point average of at least 2.7 (on a 4.0 scale) or its equivalent from a recognized institution

The minimum requirements for admission to the Doctorate in Medical Education (Ph.D.) program are:

- Master's degree (or its foreign equivalent) from a recognized institution.
- Very exceptional candidates with the M.D., bachelor's degree and/or its foreign equivalent from a recognized institution may be considered for direct admission to the Ph.D.
- Graduate grade point average of at least 3.0 (on a 4.0 scale) or its equivalent from a recognized institution.

**Application Documents:** Students making application to the International Graduate Medical Education Program will submit an application form along with the following documentation:

- Registration Processing Fee (post acceptance, non-refundable)
- Professional Resume (maximum of 10 pages)
- Written statement of personal and professional goals (maximum of 3 pages)
- Transcripts for the highest degree awarded by a University or other institution
- Two letters of recommendation from a source such as employer, colleagues, professors, etc.

**Provisional Admission:** Those applicants who do not meet the above criteria may be provisionally admitted upon recommendation of the Head of the program and the President of the University. These learners must earn a predetermined GPA or higher in pre-admission courses as determined by the Head of the program, whereupon, the

	<p>provisional status will be removed.</p> <p>Enrollment Policy: The International Graduate Program in Medical Education offers continuous enrollment in programs. Learners may enter the program any of four entry times: fall session (beginning September), winter session (beginning January), spring session (beginning May), and the summer session (beginning July). Full time students must continue enrollment throughout the year unless permission has been granted for academic leave or withdrawal in writing. Learners who discontinue enrollment without permission will be required to reapply.</p> <p>Refund Policy: Learners who withdraw from an online course within two weeks of making the final payment will receive 80% tuition refund for those courses dropped. No refund will be issued after this period.</p>
<b>What is the target student population?</b>	Physicians and health professionals
<b>What is the tuition fee?</b>	MSc** (excluding options) € 10,500 6 courses € 1,750.00 per course
<b>Are there other sources of income for the program?</b>	Yes
<b>If yes, what are they?</b>	Funding from special projects and educational grants

### Additional Information:

<b>Is there input into and feedback from:</b>	
<b>The educational community?</b>	Yes
<b>The advisors?</b>	Yes
<b>The alumni?</b>	Yes
<b>What is the study load? Preferably expressed in hours of student effort e.g. the European Credit Transfer System (ECTS)</b>	6 courses x 80 hrs/course = 480 hours + exams = 520 hours
<b>Is the program relevant for/applicable to:</b>	
<b>Local healthcare professions?</b>	Yes
<b>Regional healthcare professions?</b>	Yes
<b>National healthcare professions?</b>	Yes
<b>International healthcare professions?</b>	Yes
<b>What is/are the language(s) of study?</b>	English and Italian
<b>Is the program nationally accredited?</b>	No
<b>Are there links to abstracts of recent Master Theses?</b>	Yes
<b>If yes, please provide a link.</b>	<a href="http://www.mededconference.ca/home.php">http://www.mededconference.ca/home.php</a>
<b>Does your program have cooperation nationally?</b>	Yes
<b>Does your program have cooperation internationally?</b>	Yes

Date submitted: 5/27/2009