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Chapter 1 : Scholarshipscom Medical Scholarships - Medical Schools That Give Scholarships

Medical schools of the world where instruction is given in English. [Wayne G Barker] -- Geographical listing by countries of medical schools. Also includes list of 24 schools in Mexico, where Spanish is used and where there are many American students.

See Article History Medical education, course of study directed toward imparting to persons seeking to become physicians the knowledge and skills required for the prevention and treatment of disease. It also develops the methods and objectives appropriate to the study of the still unknown factors that produce disease or favour well-being. Among the goals of medical education is the production of physicians sensitive to the health needs of their country, capable of ministering to those needs, and aware of the necessity of continuing their own education. It therefore follows that the plan of education, the medical curriculum, should not be the same in all countries. Although there may be basic elements common to all, the details should vary from place to place and from time to time. Whatever form the curriculum takes, ideally it will be flexible enough to allow modification as circumstances alter, medical knowledge grows, and needs change. Attention in this article is focused primarily on general medical education. Rational interpretation and discussion, it is theorized, led to teaching and thus to the formation of schools such as that at Cos, where the Greek physician Hippocrates is said to have taught in the 5th century bc and originated the oath that became a credo for practitioners through the ages. Later, the Christian religion greatly contributed to both the learning and the teaching of medicine in the West because it favoured not only the protection and care of the sick but also the establishment of institutions where collections of sick people encouraged observation, analysis, and discussion among physicians by furnishing opportunities for comparison. Apprenticeship training in monastic infirmaries and hospitals dominated medical education during the early Middle Ages. A medical school in anything like its present form, however, did not evolve until the establishment of the one at Salerno in southern Italy between the 9th and 11th centuries. Even there teaching was by the apprentice system, but an attempt was made at systemization of the knowledge of the time, a series of health precepts was drawn up, and a form of registration to practice was approved by the Holy Roman emperor Frederick II. With the rise of the universities in Italy and later in Cracow, Prague , Paris, Oxford, and elsewhere in western Europe, the teachers of medicine were in some measure drawn away from the life of the hospitals and were offered the attractions and prestige of university professorships and lectureships. As a result, the study of medicine led more often to a familiarity with theories about disease than with actual sick persons. However, the establishment in of the Royal College of Physicians of London , which came about largely through the energies of Thomas Linacre , produced a system that called for examination of medical practitioners. The discovery of the circulation of the blood by William Harvey provided a stimulus to the scientific study of the processes of the body, bringing some deemphasis to the tradition of theory and doctrine. In Europe, medical education began slowly to assume its modern character in the application of an increasing knowledge of natural science to the actual care of patients. There was also encouragement of the systematic study of anatomy , botany, and chemistry , sciences at that time considered to be the basis of medicine. The return to the bedside aided the hospitals in their long evolution from dwelling places of the poor, the diseased, and the infirm, maintained by charity and staffed usually by religious orders, into relatively well-equipped, well-staffed, efficient establishments that became available to the entire community and were maintained by private or public expense. It was not until the midth century, however, that an ordered pattern of science-oriented teaching was established. This pattern, the traditional medical curriculum, was generally adopted by Western medical schools. It was based upon teaching, where the student mostly listens, rather than learning, where the student is more investigative. The clinical component, largely confined to hospitals charitable institutions staffed by unpaid consultants , was not well organized. The new direction in medical education was aided in Britain by the passage of the Medical Act of , which has been termed the most important event in British medicine. It established the General Medical

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Council, which thenceforth controlled admission to the medical register and thus had great powers over medical education and examinations. In the United States, medical education was greatly influenced by the example set in by the Johns Hopkins Medical School in Baltimore. Its clinical work was superior because the school was supplemented by the Johns Hopkins Hospital, created expressly for teaching and research carried on by members of the medical faculty. The adequacy of medical schools in the United States was improved after the Carnegie Foundation for the Advancement of Teaching published in a report by the educator Abraham Flexner. In the report, which had an immediate impact, he pointed out that medical education actually is a form of education rather than a mysterious process of professional initiation or apprenticeship. As such, it needs an academic staff, working full-time in their departments, whose whole responsibility is to their professed subject and to the students studying it. Medical education, the report further stated, needs laboratories, libraries, teaching rooms, and ready access to a large hospital, the administration of which should reflect the presence and influence of the academic staff. Thus the nature of the teaching hospital was also influenced. Modern patterns of medical education

As medical education developed after the Flexner report was published, the distinctive feature was the thoroughness with which theoretical and scientific knowledge were fused with what experience teaches in the practical responsibility of taking care of human beings. Medical education eventually developed into a process that involved four generally recognized stages: Premedical education and admission to medical school

In the United States, Britain, and the Commonwealth countries, generally, medical schools are inclined to limit the number of students admitted so as to increase the opportunities for each student. In western Europe, South America, and most other countries, no exact limitation of numbers of students is in effect, though there is a trend toward such limitation in some of the western European schools. Some medical schools in North America have developed ratios of teaching staff to students as high as 1 to 1 or 1 to 2, in contrast with 1 teacher to 20 or even students in certain universities in other countries. The number of students applying to medical school greatly exceeds the number finally selected in most countries. Requirements to enter medical school, of course, vary from country to country, and in some countries, such as the United States, from university to university. Generally speaking, in Western universities, there is a requirement for a specified number of years of undergraduate work and passing of a test, possibly state regulated, and a transcript of grades. In the United States entry into medical school is highly competitive, especially in the more prestigious universities. Stanford University, for instance, accepts only about 5 percent of its applicants. Other requirements may include letters of recommendation and a personal interview. A specific minimum grade point average is not required, but most students entering medical school have between an A and a B average. The premedical courses required in most countries emphasize physics, chemistry, and biology. These are required in order to make it possible to present subsequently courses in anatomy, physiology, biochemistry, and pharmacology with precision and economy of time to students prepared in scientific method and content. Each of the required courses includes laboratory periods throughout the full academic year. Student familiarity with the use of instruments and laboratory procedures tends to vary widely from country to country, however.

Undergraduate education

The medical curriculum also varies from country to country. The early part of the medical school program is sometimes called the preclinical phase. Medical schools usually begin their work with the study of the structure of the body and its formation: Concurrently, or soon thereafter, come studies related to function. After the microscopic study of normal tissues histology has begun, the student is usually introduced to pathological anatomy, bacteriology, immunology, parasitology—in short, to the agents of disease and the changes that they cause in the structure and function of the tissues. Courses in medical psychology, biostatistics, public health, alcoholism, biomedical engineering, emergency medicine, ethical problems, and other less traditional courses are becoming more common in the first years of the medical curriculum. The two or more clinical years of an effective curriculum are characterized by active student participation in small group conferences and discussions, a decrease in the number of formal lectures, and an increase in the amount of contact with patients in teaching hospitals and clinics. Clinical work begins with general medicine and surgery and goes on

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to include the major clinical specialties, including obstetrics and gynecology, pediatrics, disorders of the eye, ear, nose, throat, and skin, and psychiatry. The student also studies sciences closely related to medicine, such as pathology, microbiology, hematology, immunology, and clinical chemistry and becomes familiar with epidemiology and the methods of community medicine. Some knowledge of forensic legal medicine is also expected. During the clinical curriculum many students have an opportunity to pursue a particular interest of their own or to enlarge their clinical experience by working in a different environment, perhaps even in a foreign country—the so-called elective period. Most students find clinical work demanding, usually requiring long hours of continuous duty and personal commitment. In the United States after satisfactory completion of a course of study in an accredited medical school the degree of doctor of medicine M.D. In Britain and some of the other Commonwealth countries the academic degree conferred after undergraduate studies are completed is bachelor of medicine and of surgery or chirurgery, M.B. Only after further study is the M.D. Similar degrees are conferred in other countries, although they are not always of the same status. Postgraduate education On completion of medical school, the physician usually seeks graduate training and experience in a hospital under the supervision of competent clinicians and other teachers. In Britain a year of resident hospital work is required after qualification and before admission to the medical register. In North America, the first year of such training has been known as an internship, but it is no longer distinguished in most hospitals from the total postgraduate period, called residency. After the first year physicians usually seek further graduate education and training to qualify themselves as specialists or to fulfill requirements for a higher academic degree. Physicians seeking special postgraduate degrees are sometimes called fellows. Continuing education The process by which physicians keep themselves up-to-date is called continuing education. It consists of courses and training opportunities of from a few days to several months in duration, designed to enable physicians to learn of new developments within their special areas of concern. Physicians also attend medical and scientific meetings, national and international conferences, discussion groups, and clinical meetings, and they read medical journals and other materials, all of which serve to keep them aware of progress in their chosen field. Although continuing education is not a formal process, organizations designed to promote continuing education have become common. In the United States the Accreditation Council for Continuing Medical Education was formed in 1964, and some certifying boards of medical specialties have stringent requirements for continuing education. The quality of medical education is supervised in many countries by councils appointed by the profession as a whole. In Britain the statutory body is the General Medical Council, most of whose members are from the profession, although only a minority of the members are appointed by it. In other countries medical education may be regulated by an office or ministry of public instruction with, in some cases, the help of special professional councils. Medical school faculty As applied to clinical teachers the term full-time originally implied an educational ideal: Full-time came to be applied, however, to a variety of modifications; it could mean that a clinical professor might supplement his salary as a teacher up to a defined maximum, might see private patients only at his hospital office, or might see such patients only a certain number of hours per week. Courses in the medical sciences have commonly followed the formula of three hours of lectures and six to nine hours of laboratory work per week for a three-, six-, or nine-month course. Instruction in clinical subjects, though retaining the formal lecture, have tended to diminish the time and emphasis allowed to lectures in favour of experience with and attendance on patients. Nonetheless, the level of lecturing and formal presentation remains high in some countries. Requirements for practice Graduation from medical school and postgraduate work does not always allow the physician to practice. In the United States, licensure to practice medicine is controlled by boards of licensure in each state. The boards set and conduct examinations of applicants to practice within the state, and they examine the credentials of applicants who want licenses earned in other states to be accepted in lieu of examination. The National Board of Medical Examiners holds examinations leading to a degree that is acceptable to most state boards. National laws regulating professional practice cannot be enacted in the United States. In Canada the Medical Council of Canada conducts examinations and enrolls successful candidates on the Canadian medical register, which the

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provincial governments accept as the main requirement for licensure. In Britain the medical register is kept by the General Medical Council, which supervises the licensing bodies; unregistered practice, however, is not illegal. In some European countries graduation from a state-controlled university or medical school in effect serves as a license to practice; the same is true for Japan. Economic aspects The income of a medical school is derived from four principal sources: Tuition or student fees are large in most English-speaking countries except in U. Tuition in most American schools, however, rarely makes up more than a small part of total operating expenses. The total cost of maintaining a medical school, if prorated among the students, would produce a figure many times greater than the tuition or other charges paid by each student. The costs of operating medical schools in the United States increased by about 30 times between the late s and the mids. The expenses of medical education fall into two groups: In the medical sciences the costs of building maintenance, laboratory equipment and supplies, research expenses, salaries of teachers, and wages of employees are heavy but comparable to those in other departments of a university. In the clinical subjects all expenses in connection with the care of patients usually are considered as hospital expenses and are not carried on the medical school budget, which is normally reserved for the expenses of teaching and research. Here the heavy expenses are salaries of clinical teachers and the cost of studying cases of illness with a thoroughness appropriate to their use as teaching material.

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Chapter 2 : Medical education | blog.quintoapp.com

The World Directory of Medical Schools has been developed through a partnership between the World Federation for Medical Education (WFME) and the Foundation for Advancement of International Medical Education and Research (FAIMER).

Frequently Asked Questions Q: Briefly explain what is a diploma certificate and how long is the program for? Diploma certificates in medical transcription are widely considered to be the most basic qualification offered in the educational institutions across the U. These specialist certificates take on average between six months and a year to complete, and are usually administered and awarded by non-traditional training schools in the U. What are the job prospects in the Medical Transcription Training online programs? Students seeking medical transcription training online can expect to have excellent job opportunities right after graduating from university. Most students graduating with accredited degree qualification in medical transcription from online U. Is there a significant difference between the Medical Online Schools and the On-campus Medical schools? The Medical Online Schools are more or less the same as the on-campus ones. However, there may be slight variations to make the course more compatible with the online variant. There are also some practical experience requirements that you have to attend in person, even in the online medical course. What are the admission requirements of the Medical School online? The admission requirements of online and traditional Medical Schools are almost the same, these include: Many schools require students to clear an online interview or test for admission as well. The online Medical Schools in United States offer a comprehensive introductory level course on the Principles of Public Speaking. This course is much available in the Medical Administration degree programs. This 3 credits worth course focuses on making the students grasp the fundamentals of public speaking, which will help them in their professional lives. This course covers methods, steps and purposes of preparing speeches. Which are the most sought after online medical school programs? Our website offers some of the most sought after online Medical school degree programs which consist of certificate, associate, bachelor, master, and doctoral degrees. Some institutes also offer Post-grad certificates. These can be opted in various focus areas such as nursing, nutrition, physical education, medical billing and coding, psychology, healthcare administration, public health, and many more. What are the areas of discussion of this course? These 4 credits worth courses teach the students concepts of billing as well as filling the claim forms. How long can I take to complete the programs offered at the online Med schools? Online Med schools offer a bunch of degree programs to students, however none of these programs have specified degree durations since all online programs are self-paced. Students can take as long as they see fit to complete the degree. They can do so from anywhere in the world, all they need is a single internet connection and they can take their class. Can part of med school be online? Sure, many people doing full time or part time jobs opt for online studies which saves a lot of their time while allowing them to grab the highest level of education in the most convenient way available. However, it should be kept in mind that you choose an accredited institute for your medical degree. What are the advantages of attending an online medical school? There are a number of advantages for students attending an online medical school. Online education is just as comprehensive as traditional education. Online schools give students a chance to study at their own convenience. These courses are relatively cheaper as well as students save money on travel and accommodation. Online education is particularly beneficial as a huge majority of institutions are recognized and accredited. What are the content of the course on Patient Positioning in the Medical degree online university degree programs? The Medical degree online university degree programs have dedicated course on Patient Positioning. This course is worth 3 credits in total. It is designed to offer students with significant understanding of the proper techniques and safety precautionary methods that are used in the process of transferring patients in various types of situations. Hands on experience is also provided to the students. In this program, the students get to study a number of courses. Some of the topics you will come across include, computer applications, essentials of psychology,

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introduction to biology, earth science, introduction to allied health, anatomy and physiology, medical coding and law and ethics in medicine. This course is designed to offer the students with basic knowledge of the ways in which increased productivity can be planned. You can also learn about the various means that are used in managing a healthcare environment. What are the contents of this course? These courses are usually of 4 credit in total and is designed to offer the students with understanding of the basics of how to build the major words of medical field. Students are also highlighted on the ways to combine suffixes with forms. Are there any disadvantages of getting enrolled in online medical esthetician schools in California? Online Medical Esthetician Schools In California allow students a number of benefits instead of disadvantages. Online students get to schedule their own programs with the flexibility of taking the class from anywhere in the world with a single internet connection. Students can also take as long as they want to finish the program. There is no degree completion restriction in online programs. Medical Records Technician Schools offer a bunch of certificates and degree programs. However, the shortest one is the certificate in medical records technician which can be completed in one year. Students can also complete the degree in less than a year if they pursue it online since online programs are self paced. I want to get enrolled in a medical schools in Alaska. What are my options? There are various online Medical Schools in Alaska that are listed on our website. You can browse through and select the one that suits your requirements. All these institutes have different program offerings. Students can select their program and area of specialization and get enrolled in the program online in no time via our website. Are there any scholarships being offered in medical schools in Charleston SC? Medical Schools In Charleston Sc do offer scholarships and other financial aid programs. For these, applicants need to complete the FAFSA and submit it alongside the completed application form before deadline. Those who do not qualify for federal financial aid can also look into private funding options. There are various private organizations, individuals, and financial intermediaries giving out loans and scholarships for education. How quickly can I graduate from medical schools in Detroit? Medical Schools In Detroit offer a number of specialized programs with different specialties. Students wishing to complete their degrees in the shortest possible time can get enrolled in the online schools mentioned on our website. These allow students to complete the degree at a pace of their own with no restriction. The shortest program is generally for one year if pursued online. Are there any advantages of getting enrolled in medical schools in Louisville KY? Online Medical Schools In Louisville Ky offer various benefits over the traditional campus-based institutes. Online programs allow students to complete their education from the ease of home with no duration restriction. Students can take as long as they want to complete the programs since they are self-paced. They also get to schedule their own classes and opt for work alongside studying. Medical Schools In Savannah Ga offer various degrees in medical sciences. The Masters degree being offered in these schools is of two years if pursued in a traditional campus based school. However, if students get enrolled in the online masters program, they can finish the course in as much time as they see fit since its a self paced degree. There is no restriction on the degree completion duration. What degrees are being offered in online medical schools in West Palm Beach? Various areas of specialties are also offered. These include medical insurance and billing, nursing, dental technician, sonography technician, and many more. As I read on the different medical school programs, there was mention of the course on Introduction to Psychology. It is common to get to read about the course on Introduction to Psychology in the Medical School programs. This course is worth 2 credits in total and is designed to provide students with ample understanding of the different surveys of the fields of psychology. This includes the behavioral development concepts. Students are also provided with ample hands on experience. Are There Online Medical Schools that offer medical records technician degree, what should I expect in this program? There are a number of accredited online schools that offer a medical records technician degree. In this program you learn how to manage and organize health information data. The program focuses on developing skills in this area. You undergo a study of courses such as classification systems, electronic systems, patient database management, registries, and database maintenance. What are the contents of the Organizational Behavior in the Medical degree online schools? This course is usually worth 2

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credits in total. It is structured to provide students with ample understanding of the ways in which individuals and groups of people behave in an organization. Students are also provided with substantial hands on experience for better learning.

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Chapter 3 : FAIMER | World Directory of Medical Schools

Association of any medical school with FAIMER or WFME, whether as a member, a member of an associated network, or otherwise, is not related to the listing of the medical school in the World Directory of Medical Schools, or to the recognition, accreditation, or endorsement of the medical school.

Grand Canyon University Grand Canyon University, one of the leading Bible colleges in the USA, prepares learners to become global citizens, critical thinkers, effective communicators and responsible leaders by providing an academically challenging, values-based curriculum from the context of our Christian heritage. The curriculum at GCU is designed to prepare students with the skills and knowledge needed in the contemporary job market. Students are challenged to develop these tools and to push their intellectual limits in order to become successful in their careers. In addition, the curriculum fosters personal discovery so that students realize within themselves the elements of compassion and accountability. A uniquely important element of the GCU mission statement is the defining attribute of its Christian heritage. The GCU community defines its culture by the way its members reflect a committed relationship with Christ and creates the GCU experience in a manner that reflects His teachings to support students and graduates through a successful life journey. These normative Christian values are integral to the development, maturity, and education of ethical and morally respectable citizens who continue on the path of life-long learning. Each element or objective of the GCU mission statement is uniquely addressed in the GCU curriculum and by the GCU culture, which shapes a rich learning environment from which students graduate with professional and life skills. When learners graduate from GCU, our expectation is that they will be global citizens, critical thinkers, effective communicators, and responsible leaders. A University grounded in Christian theology begins with the idea that students are created in the image of God. A values-based education emphasizing Community, Character, and Citizenship in the context of a Christian worldview would seek to teach, reinforce, support, and cause students to contemplate certain foundational values which Christian values contends lead to a good life. It would be difficult to completely and accurately quantify what an individual student might take away from a values-based education. The reason for the difficulty stems from the fact that being made in the image of God also means that the learner is a free moral agent and has the right to choose his or her values. Our curriculum provides a frame within which the individual examines his or her worldview. The goal is not to mandate an exact set of values, rather it is to challenge each learner to consider his or her present values and assess his or her beliefs and behaviors. These concepts form a framework that allows students to clarify their beliefs and decide who they are. In general, Christian heritage would contend that there is such a thing as truth to be sought after. Although we may not be able to apprehend it fully, it does exist. We were designed with certain gifts and talents and we are called upon to refine those gifts through education and practice. Then, we are responsible to use those gifts and talents in willing service to God and our fellow human beings. God has a purpose for our lives and He prepares and calls us to that purpose. This concept transcends and distinguishes work not as a mere occupation, but rather a calling or vocation. Values-based education suggests that certain ideas and actions are more desirable than others. As a community, we strive to exemplify stewardship, excellence, and integrity through what Christianity calls the Fruit of the Spirit. Please click here to view a pdf of our Vision and Mission Statements. Our student, faculty, and staff demographics represent over 20 denominations, allowing us to embrace a broad spectrum of faith. We believe that all Christians are united spiritually in our Lord Jesus Christ. Through that belief, opportunity exists in an environment of mutual respect to allow individuals the freedom and occasion to discuss differing opinions, and to make faith a matter of meaningful consideration. We welcome dialogue from diverse faiths and beliefs, while identifying with the commitment to the Christian faith. Grand Canyon University embraces the beliefs of the Christian faith as its theological position. Being inter-denominational means that we welcome the gift each denomination brings to the community, and focus our doctrinal beliefs on Biblical truth. We affirm that which unites all believers is

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our Lord Jesus Christ. Medical Programs at Grand Canyon University.

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Chapter 4 : Medical MBBS University in China offer MBBS/BDS in English Medium

A medical school is a tertiary educational institution "or part of such an institution" that teaches medicine, and awards a professional degree for physicians and surgeons.

Contact Prescription Writing Prescription writing is something that I used to worry so much about in my 3rd year of medical school. I probably killed a whole tree tearing up prescriptions that were wrong. Why did I worry so much about it? Prescription writing was not covered very well at my medical school. Look at some of these commonly quoted statistics: Medication errors occur in approximately 1 in every 5 doses given in hospitals. One error occurs per patient per day. While these are just estimates from various studies and statistical models, the numbers are staggering. Do you still wonder why malpractice insurance is so expensive? Hopefully if you are reading this, you are interested in NOT making mistakes. Prescriptions A prescription is an order that is written by you, the physician or medical student with signature by a physician to tell the pharmacist what medication you want your patient to take. It also includes the meat of the prescription, which contains the medication and strength, the amount to be taken, the route by which it is to be taken and the frequency. The prescriber also writes how much should be given, and how many refills. Once completed with a signature and any other physician identifiers like NPI number or DEA number, the prescription is taken to the pharmacist who interprets what is written and prepares the medication for the patient. While prescription writing is not specifically listed, medication administration is. I think prescription writing should be considered in this category as well. The two most common patient identifiers are full name and date of birth. This is the medication you want to prescribe. It generally does not matter if you write the generic or the brand name here, unless you specifically want to prescribe the brand name. Strength After you write the medication name, you need to tell the pharmacist the desired strength. Many, if not most, medications come in multiple strengths. You need to write which one you want. Often times, the exact strength you want is not available, so the pharmacist will substitute an appropriate alternative for you. For example, if you write prednisone a corticosteroid 50 mg, and the pharmacy only carries 10 mg tablets, the pharmacist will dispense the 10 mg tabs and adjust the amount the patient should take by a multiple of 5. Amount Using my previous example for prednisone, the original prescription was for 50 mg tabs. Pharmacists make these changes all the time, often without any input needed from the physician. Route Up until this point, we have been using plain English for the prescriptions. The route is the first opportunity we have to start using English or Latin abbreviations. I will show you both and let you decide. There are several routes by which a medication can be taken:

Chapter 5 : How To Germany - International Schools in Germany

The World Directory offers enhanced information such as enrollment and curriculum data for schools that offer multiple medical programs or tracks. In the future, additional features, such as information about program recognition or accreditation, will be added to meet the needs of medical regulatory authorities, certifying bodies, and researchers.

Basic Irish for shopping by Dublin Linguistics Inst. The book offers simple sentences and alternative terms for personal greetings, comments on the weather, grocery shopping, paying for goods, writing a check or using a credit card, and partings. Additional lists of vocabulary for groceries, meats, shoes, clothing, toys, books, computers, and hardware are included. Experimental Test in Spoken French: It was decided to try to devise an oral examination which could be used for Leaving Certificate French examinations. Such tests need to: Author Basic Irish for Parents: It is intended for parents who wish to speak a little Irish to their young children, and may be used by individuals or in a class situation. First it presents the phrases for calling children, attracting their attention, praising them, warning them, asking what they want, and so on. Then it addresses the situations that arise in a normal day: The first section reports on three surveys of the adult public in , , and The second section discusses three surveys among national samples of young people in Ireland in , , and In the third section, two attitude surveys of primary school teachers are discussed. It is concluded that while there are some technical problems and some differences in emphasis and survey timing, the main surveys reviewed are generally consistent, and that discrepancies occur more in interpretation than in data. With regard to educational policy, the public pursues varied objectives and the majority endorses current policy. It is also generally agreed that "slow learners" and students whose parents do not endorse Irish instruction should not be required to learn Irish. Demand for change appears to come from minority groups with different viewpoints. Teachers are among the groups most proficient in Irish, most favorably disposed to it, and most likely to use it often. They also feel students with low academic or language ability should not be required to learn Irish. A new curriculum is desired. Students and young adults based their judgments on the perceived utility of the language. Mse Teaching Irish in the Schools: Towards a Language Policy for In the first chapter, three points of view are compared: The second chapter provides a brief overview of public language policy from and outlines results of a survey of attitudes toward Irish language use and the teaching of Irish to children. Chapter 3 looks at issues of individual and collective rights concerning language usage and attitudes toward use of Irish in primary, secondary, and postsecondary education. The two subsequent chapters address primary school and secondary school Irish curricula and instruction in greater detail. In the final chapter, related concerns are discussed, including the growing cultural diversity in Europe, European Community ec policy on multilingualism, ec standards for language usage, languages and the labor market, and additional language policy considerations. Mse The Irish language in the Republic of Ireland, Of the 1, individuals interviewed, all aged 18 or over, about were under age The report summarizes preliminary results. The first section reports general attitudes toward Irish as an ethnic symbol, Irish usage and instruction in the schools, use of Irish in interpersonal interactions, attitudes toward the Gaeltacht areas in Ireland where Irish is the primary language , and beliefs about the viability of the language and its relevance in modern life. Section four reports on attitudes toward Irish language policies, including anticipated feelings if Gaeltacht disappears, priorities for Irish language policy, the school program preferred for most children, support for Irish entrance requirements for postsecondary education, and views of policies concerning Irish in the media, public administration, and support for voluntary language groups. The final section presents statements from the survey, followed by a summary of findings of the survey. Deirg Book 1 edition published in in English and held by 1 WorldCat member library worldwide This journal is published twice a year with the aim of disseminating the work of the Linguistics Institute of Ireland and publishing articles on different aspects of applied linguistics and the learning and teaching of living languages. Articles and regular features in this issue include the following: Haphazard Views from Outside" Alfred J. Most of the references were published during the seventies. They

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include books, journals, and microfiche. Arrangement is by subject, with an author index. Titles and the introduction are given in Irish and English. Occasional Paper 3 by Hans-Eberhard Piepho Book 1 edition published in in English and held by 1 WorldCat member library worldwide The relation of communicative skills to language syllabus planning is discussed. The most important part of the foreign language syllabus is course content. Foreign language teaching is primarily a matter of starting with the world of everyday knowledge which the learner already possesses. Awareness of the different ways in which the target language and culture refer to facts, values, events and communicative situations should be inculcated. A communicative syllabus must have both content and purpose, using integrated methods. No one method has been shown to give better results than any other. Different methods must be used as learners themselves differ. Communication between teacher and pupil in the classroom should not be neglected. Foreign language learning is no longer product-oriented, but process-oriented. Occasional Paper 8 by M. Tuathaigh Book 1 edition published in in English and held by 1 WorldCat member library worldwide This paper presents a historical commentary on some of the literature on the language predicament--and especially the kind of bilingual community--found in the Irish Gaeltacht. The Gaeltacht communities in Ireland constitute a residual minority of what was, until recent times, the major linguistic group on the island. Conquest and colonization during the 16th and 17th centuries defeated the entire Gaelic order. The key determinant of identity became the question of religious loyalty. The leaders of the Catholic community, whether of Gaelic or Anglo-Norman stock, accepted that Irish was the language of the dispossessed and worked to ensure that their religion would not preclude their civil rights. In , Irish was declared the official language of the new Free State. In , a Commission established to inquire into the condition of the Gaeltacht, condemned the anglicization of official forms and identified four groups responsible for linguistic development in the Gaeltacht: However, real Gaeltacht communities declined due to emigration to industrial centers abroad. It contains the following articles: Davis ; "Towards a National Language Policy: The Case for Russian" S. Notes on association and staff activities of the Linguistics Institute of Ireland, publications, and professional meetings and conferences, in English or English and Irish, are also included. Occasional Paper 4 by Hilary Tovey Book 1 edition published in in English and held by 1 WorldCat member library worldwide This report, based on the materials used by the Committee on Irish Language Attitudes Research, describes the relations between language policy and socioeconomic development in the Republic of Ireland. Their contribution to central state planning in the maintenance and extension of Irish since attainment of political independence in is discussed. Topics discussed include community maintenance of language in Irish speaking areas, generating ability in Irish through the education system, education, and the relationship between Irish and social mobility. Research Report 16 by Michael O. Gliasain Book 1 edition published in in English and held by 1 WorldCat member library worldwide This report examines the value for research and policy purposes of data generated by the "Pound 10 Grant Scheme" operated by Roinn na Gaeltachta in Ireland, which seeks to preserve the Irish language. Chapters 1 and 2 contain a detailed description of the operation of the scheme and bring into focus some important questions relating to the quality and consistency of the data, the very restricted information released about the scheme, and the limited range of other data to which they can be reliably related. Appendix a contains the digest of statistics. Using this combined data base, a cartographic and statistical analysis was undertaken of the patterns and trends revealed by the data at Gaeltacht, county and local levels. Chapter 3, using this data, presents a generalized picture of home bilingualism in the Gaeltacht during the period covered. Because of the limited scope of the data, no firm conclusions can be drawn from the analysis. Ck All-Irish primary schools in the Dublin area: The report describes some general characteristics of the all-Irish elementary schools, then summarizes and discusses findings on the reasons given for sending children to them, home use of Irish, and use of Irish outside the home. Some data tables, the survey questionnaire, and maps of all-Irish school family distribution are appended.

Chapter 6 : World Directory of Medical Schools

School Highlight: Columbia University's College of Physicians and Surgeons ranks ninth on U.S. News & World Report's list of medical schools with the best internal medicine programs.

Thailand[edit] The Thai medical education is 6 years system, consisting of 1 year in basic-science, 2 years in pre-clinical training, and 3 years for clinical training. Upon graduation, all medical students must pass national medical licensing examinations and a university-based comprehensive test. After medical school, newly graduated doctor are under contract to spend a year of internship and 2 years of tenure in rural areas before they are eligible for any other residency positions or specialized training. The students will receive Doctor of Medicine MD degree. Specialty training after the MD degree requires at least 4–6 years residency program in the training university hospitals and must pass the board examination. Board certified specialized degree is equivalent to doctorate degree. This section needs additional citations for verification. Please help improve this article by adding citations to reliable sources. Unsourced material may be challenged and removed. November Learn how and when to remove this template message In Tunisia, education is free for all Tunisian citizens and for foreigners who have scholarships. The oldest Medical school is a faculty of the University of Tunis. There are four medicine faculties situated in the major cities of Tunis , Sfax , Sousse and Monastir. Admission is bound to the success and score in the baccalaureate examination. Admission score threshold is very high, based on competition among all applicants throughout the nation. Medical school curriculum consists of five years. The first two years are medical theory, containing all basic sciences related to medicine, and the last three years consists of clinical issues related to all medical specialties. During these last three years, the student gets the status of "Externe". The student has to attend at the university hospital every day, rotating around all wards. After those five years, there are two years on internship, in which the student is a physician but under the supervision of the chief doctor; the student rotates over the major and most essential specialties during period of four months each. After that, student has the choice of either passing the residency national exam or extending his internship for another year, after which he gains the status of family physician. The residency program consists of four to five years in the specialty he qualifies, depending on his score in the national residency examination under the rule of highest score chooses first. Whether the student chooses to be a family doctor or a specialist, he has to write a doctoral thesis, which he will be defending in front of a jury, after which he gains his degree of Doctor of Medicine MD. This degree typically requires between four and six years of study and clinical training, and is equivalent to the North American MD degree. Due to the UK code for higher education, first degrees in medicine comprise an integrated programme of study and professional practice spanning several levels. At some universities, this takes the form of a first doctorate, analogous to the Ph. The thesis may consist of new research undertaken on a full- or part-time basis, with much less supervision in the UK than for a Ph. In some commonwealth nations, these interns are designated as "house officers". At some other universities especially older institutions, such as Oxford , Dublin , Cambridge and St Andrews , the MD is a higher doctorate similar to a DSc awarded upon submission of a portfolio of published work representing a substantial contribution to medical research. The MD degree is typically earned in four years. In order to receive board eligible or board accredited status in a specialty of medicine such as general surgery or internal medicine , physicians undergo additional specialized training in the form of a residency. Those who wish to further specialize in areas such as cardiology or interventional radiology then complete a fellowship. This can be lengthened with additional research years, which can last one, two, or more years. Upon graduation, students enter into a residency phase of training. Prior to obtaining an independent practicing license from a provincial regulatory body, students must complete the Medical Council of Canada Qualifying Examination to obtain the Licentiate of the Medical Council of Canada LMCC qualifications. Combined medical and research training is offered through programs granting an MD-PhD. After completing the intermediate level of education 12 years the candidate must undergo 5 years of medical training in any

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medical college to achieve the MBBS degree. After obtaining the degree, the candidate needs to undergo one year of internship to obtain BMDC Bangladesh medical and dental council accreditation in order to practice in the country. There are no strict requirements regarding research work to be completed during those years yet most courses will offer and enforce some involvement in research. There is no particular distinction in title or abbreviation between physicians and surgeons, or between medical graduates and specialists. In mainland China, some medical schools award MBBS to foreign students while all medical schools award Bachelor of Medicine to nationals. MD is a higher academic research degree. In Colombia, the medicine faculties of the universities awards the title of "Medico Cirujano" after taking 10 semesters of studies on "all clinic and surgery discipline a two semester on internship. After receiving the degree there is a mandatory year "obliged social work" where the doctors practice as GP in the countryside. Residency programs last between 3-4 years depends on the specialty. The postgraduate academic research degree in medicine is a PhD degree. The Danish and Norwegian Candidatus medicinae or Candidata medicinae degrees cand. The programme usually includes a small thesis. It typically consists of at least 6 original publications. In this university graduated the first medical doctors of the Americas and amongst the graduates some Native Americans included. In Finland, the duration of basic medical education is six years and the course leads to the degree of Licentiate of Medicine. This is considered equivalent to the MD title. In Guyana, Doctor of Medicine MD degree is awarded after the completion of 4 years or 5 years of study. After obtaining this degree, graduates have to pass a state examination called "abilitazione alla professione medica", which translates to habilitation exam to medical practice through which they acquire the right to work as a medical doctor. In Japan, the title "Doctor of Medicine MD" is awarded by the government, after graduating from a medical university or college with a 6-year curriculum and passing the national examination. In Kosovo, there are medical high schools. Students from elementary school can choose to attend the medical high school, which lasts 3 years. When they finish the 3 years of medical high school, they practice for 4 months. After that, they can be a nurse or they can go to medical facilities in Pristina, with the education there taking around 6 years, including practice, to become a doctor. This curriculum includes a rotating internship year and a year of social service providing care to an underserved community. This is an undergraduate level degree, which is awarded after completion of four and half years of medical school followed by one year of clinical internship. Most medical schools also offer postgraduate M. In Poland the title of lekarz physician, medical doctor or "lek. Specialization is valued similarly to a specialization in the English system and is a pre-requisite for a "dr. Before the Bologna Process, the same course was only a Licentiate Degree. When the internship ends, the students are placed in their choice of Medical Specialty, according to their ranking in the aforementioned Exam and the vacancies available for each medical specialty. Only when each student finishes the Medical Internship, will they be allowed to practice medicine without supervision. In Serbia and Croatia, the title of "doktor medicine" abbreviated "dr. In Slovenia, the title of "doktor medicine" abbreviated "dr. In schools that are based on the English system of medical teaching, the degree is granted after six years of studying. As for the schools that are adopting the American system, they grant their students the degree of MBBS in only five years. In Ukraine, medical universities in Ukraine offer a 6-year curriculum leading to award Doctor of Medicine MD "Physician" Other postgraduate clinical degrees[edit] There is also a similar advanced professional degree to the postgraduate MD: The equivalence of these degrees, but their differing names, prevents the need for surgeons addressed as Mr. In Ireland, where the basic medical qualification includes a degree in obstetrics, there is a similar higher degree of Master of the Art of Obstetrics MAO. A Master of Midwifery was formerly examined by the Worshipful Society of Apothecaries of London hence MMSA but fell into abeyance in the s; in this case, the term Master referred not to a university degree but rather a professional rank that is common among craft guilds. In East Africa, the medical schools in Kenya, Tanzania and Uganda award the degree of Master of Medicine MMed degree in both surgical and medical specialty disciplines following a three to six-year period of instruction. While DO physicians are only licensed to practice the full scope of medicine and surgery in 65 countries. Work Based Learning e-Journal. Retrieved 8 April

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Chapter 7 : Medical School, Online Medical School

The expenses of medical education fall into two groups: those of the instruction given in the medical sciences and those connected with hospital teaching. In the medical sciences the costs of building maintenance, laboratory equipment and supplies, research expenses, salaries of teachers, and wages of employees are heavy but comparable to those.

In Canada , a medical school is a faculty or school of a university that offers a three- or four-year Doctor of Medicine M. However, admittance can still be granted during third and fourth year. Minimum requirements for admission vary by region from two to four years of post-secondary study. Volunteer work is often an important criterion considered by admission committees. McMaster requires that the MCAT be written, though they only look for particular scores 6 or better on the verbal reasoning portion of the test. The first half of the medical curriculum is dedicated mostly to teaching the basic sciences relevant to medicine. Teaching methods can include traditional lectures , problem-based learning , laboratory sessions, simulated patient sessions, and limited clinical experiences. The remainder of medical school is spent in clerkship. Clinical clerks participate in the day-to-day management of patients. They are supervised and taught during this clinical experience by residents and fully licensed staff physicians. Students rank their preferences of hospitals and specialties. A computerized matching system determines placement for residency positions. Upon completion of the final year of medical school, students are awarded the degree of M. Students then begin training in the residency program designated to them by CaRMS. However, in order to practice independently, the resident must complete the residency program and take a board examination pertinent to his or her intended scope of practice. In the final year of residency training, residents take an exam administered by either the College of Family Physicians of Canada or the Royal College of Physicians and Surgeons of Canada , depending on whether they are seeking certification in family medicine or another specialty. List of medical schools in the Caribbean In , the International Medical Education Directory listed 59 current medical schools in the Caribbean. The remaining 29 Caribbean medical schools are known as offshore schools , which primarily train students from the United States and Canada who intend to return home for residency and clinical practice after graduation. The majority are located within the city of Willemstad. Chile[edit] In Chile , there are 21 medical schools. The pre-grade studies are distributed in 7 years, where the last 2 are the internship, that include at least surgery , internal medicine , gynecology and pediatrics. Colombia[edit] In Colombia , there are 50 medical schools listed in the World Directory of Medical Schools , 27 of which have active programs and are currently registered and accredited as high-quality programs by the Colombian Ministry of Education. Most programs require between 6â€”7 years of study, and all offer a Doctor of Medicine MD degree. In some cases the school also allows for a second degree to be studied for at the same time this is chosen by the student, though most students end up needing to do alternate semesters between their degrees, and mostly in careers like microbiology or biomedical engineering. In most medical programs, the first two years deal with basic scientific courses cellular and molecular biology, chemistry, organic chemistry, mathematics, and physics , and the core medical sciences anatomy, embryology, histology, physiology, and biochemistry. The following year may change in how it is organized in different schools, but is usually organ system-based pathophysiology and therapeutics general and systems pathology, pharmacology, microbiology, parasitology, immunology, and medical genetics are also taught in this block. Modes of training vary, but are usually based on lectures, simulations, standardized-patient sessions, problem-based learning sessions, seminars, and observational clinical experiences. By year three, most schools have begun the non-elective, clinical-rotation block with accompanying academic courses these include but are not limited to internal medicine , pediatrics , general surgery , anaesthesiology, orthopaedics , gynaecology and obstetrics , emergency medicine , neurology , psychiatry , oncology , urology , physical medicine and rehabilitation , ophthalmology , and otorhinolaryngology. Elective rotations are usually introduced in the fourth or fifth year, though as in the case of the non-elective rotations, the hospitals the medical students may

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be placed in or apply to for a given rotation depend entirely on the medical schools. This is important in terms of the medical training, given the particular distinction of patients, pathologies, procedures, and skills seen and learned in private vs. Most schools, however, have placements in both types of hospitals for many specialties. The final year of medical school in Colombia is referred to as the internship year "internado". The internship year is usually divided into two semesters. The first semester is made up of obligatory rotations that every student does though in different orders, and the medical intern serves in different specialties, typically including internal medicine, paediatrics, general surgery, anaesthesiology, orthopaedics, gynaecology and obstetrics, and emergency medicine. The extent of the responsibilities of the intern varies with the hospital, as does the level of supervision and teaching, but generally, medical interns in Colombia extensively take, write, and review clinical histories, answer and discuss referrals with their seniors, do daily progress notes for the patients under their charge, participate in the service rounds, present and discuss patients at rounds, serve shifts, assist in surgical procedures, and assist in general administrative tasks. Sometimes, they are charged with ordering diagnostic testing, but, under Colombian law they cannot prescribe medication as they are not graduate physicians. This, of course, are to be completed in addition to their academic responsibilities. The second semester is made up of elective rotations, which can be at home or abroad, in the form of clerkships or observerships. After graduation, the physician is required to register with the Colombian Ministry of Health , in order to complete a year of obligatory social service "servicio social obligatorio" , after which they qualify for a professional license to practice general medicine and apply for a medical residency within Colombia. In this case they would not be licensed to practise medicine in Colombia and if they wish to do so, will have to register with the Ministry of Health. If the graduate physician gets accepted immediately into a residency within Colombia in internal medicine, paediatrics, family medicine, gynecology and obstetrics, general surgery or anaesthesiology, they are allowed to complete a 6-month-long social service after their residency. In contrast with most countries, residencies in Colombia are NOT paid positions, since one applies for the program through the university offering the post, which requires a tuition. However, on 9th May, , legislation was formally introduced in Congress that would seek to regulate payment for medical residents, regulate their tuitions, and advocate for their vacation time and working hours. As in other countries, length of residency training depends upon the specialty chosen, and, following its completion, the physician may choose to apply for a fellowship subspecialty at home or abroad depending on the availability of their desired training programs, or practice in their specialty. The first six years are organized in a two semesters fashion, the seventh year is used for a rotating internship through the mayor specialty areas in a week periods fashion psychiatry and public health share a period and the eighth year is designated for Social service in locations approved by the Ministry of Health usually as attending physician in Community Health Centers or non-profit organizations. The graduates receive the degree of MD and must register in the Public Health Superior Council CSSP to get the medical license and a registered national number that allows them to prescribe barbiturates and other controlled drugs. The basic residencies mentioned above commonly last 3 years; at the last trimester of the third year, the residents can apply to the position of Chief of residents 1 year or follow further studies as resident 3 years of a specialty for example: No further studies are offered to the date; therefore, specialist looking for training or practice in a specific area For example: The medical program ranges from 4 years to 6 years. Students are taught the basic sciences aspect of the program within the first 2 years of medical school. In the clinical sciences program, students are introduced to the hospital setting where they gain hands on training from the qualifying physicians and staff at the various teaching hospitals across Guyana.

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Chapter 8 : Top Online Medical Schools: Accredited Medical School Degrees & Degree Programs

Medical school in the United States is most commonly a four-year graduate program with the purpose of educating physicians in the field of blog.quintoapp.com schools provide a major part of the medical education in the United States. blog.quintoapp.com medical schools in the US confer upon graduates a Doctor of Medicine (MD) degree, although some confer a Doctor.

Community of Vibrant and Global Thinkers Do you wish for your child to receive an excellent education in a caring community? Then the Berlin British School is the right place! Founded in 1997, the Berlin British School BBS is an independent all-day school experienced in combining the best of British, international and German education to students aged 2 to 13. While preparing young people to thrive through academic success, a central part of their education at the Berlin British School is to nurture the development of character through an engaging curriculum and supportive pastoral programme. Our community of thinkers has members from diverse international backgrounds, which gives students an opportunity to explore issues from multiple perspectives. The school is based on three sites with facilities appropriate to each age group: Founded as the British Embassy Preparatory School in 1997, the school today offers first-rate education for children aged 3 to 13 years from both the local and international communities. IBIS is inspected by the British government and was rated as outstanding in all categories in the most recent inspection. Our academic programme is based on both the British and German curriculums, which provides fantastic opportunities for our pupils to be successful in both German and international schools. We believe that education needs to develop the whole child – academically and socially, in an atmosphere of tolerance and respect for others and themselves. The dedication and enthusiasm of our experienced teachers coupled with the latest technology and educational resources offers children of all abilities and interests a solid foundation to enable them to become the global citizens of the future. We are an international School of Friends: First-rate education for children aged three to thirteen. Music, Languages, Sports, etc. Our school is our family. We focus on giving your child the very best education. Come and join our international community. For more information visit www.bbs-berlin.de. It now has more than 1000 students from Early Learning through to Grade 13. Bremen is a well established city with all modern amenities and a medieval center. It is considered the science center of Germany and hosts two universities. The mission of the school is to serve the educational needs of families who are internationally mobile or are internationally minded. Students in the elementary section follow the International Primary Curriculum. In the last two years the International Baccalaureate is offered. Its website is at: www.bbs-berlin.de. The school has steadily expanded over the years to a size of 1000 pupils and members of staff from 50 different nations. The school is located on a purpose-built campus in Cologne-Widdersorf, a quiet suburb of Cologne easily accessible to the city centre by public transport. We uniquely operate three schools on our campus. At the end of primary, a student has the choice of which secondary school they would like to enter, following either the German state qualification The Abitur or the international qualification The International Baccalaureate Diploma for graduates. Following the primary school our pupils have a choice between two different secondary school systems. The bilingual grammar school adheres to the NRW curriculum and prepares pupils for their Abitur. The primary school is completely bilingual. German is the main language of instruction in the grammar school and English is the main language of instruction in the international school. With small classes max. 20. For more information, please go to www.bbs-berlin.de. Founded in 1997, it is a flagship school in Europe. Its sixteen-acre campus is situated a short walk from the Rhine in the beautiful, historic suburb of Kaiserswerth. Instruction is in English but the German language is a requirement, starting in Preparatory. Other languages taught are French, Spanish, Japanese and Korean. There also is a large after school Mother Tongue programme. School buildings are spacious, modern and well-equipped. Art studios, purpose-built music- and drama-teaching rooms and a seat theatre support an extensive visual and performing arts programme. All classrooms are equipped with interactive whiteboards and the school has an ambitious information technology programme. Adult teams of faculty and parents

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compete in local soccer, basketball and volleyball competitions. An emphasis on contemporary teaching methodology is underpinned by an extensive professional development programme, small classes and a creative, enthusiastic and committed faculty. Together, faculty, students and parents form a learning community with a clear commitment to "Learning to be a World Citizen". For more information and full details, please visit www.fintosch.de. Nursery, kindergarten and primary school with entry level are under one roof. For more information about the IPC visit their website. Teaching is based on the immersion method, whereby the German and international curriculum IPC are united. Fintosch is a state-approved "Ersatzschule" according to the Hessian educational master plan "Rahmenplan". In addition to the primary school program and the Hessian Education and Development Plan Hessischer Bildungs-und Erziehungsplan, the International Primary Curriculum is not only theoretically integrated into the pedagogical concept from the entry level, but also used as a concrete part of the daily work in the multilingual primary school. This gives children a year more time to get used to the learning environment in a playful way and to learn both languages, English and German. Children will learn another foreign language with two units of instruction starting in the third year. After the fourth grade, parents and children can freely choose whether they want to switch to the German or international school system. The school has flexible opening hours from 7: Enrolment is possible at any time during the school year and the classes are small with a maximum of 20 students in each class. There are recreational, sports and other activities available to students in the afternoon. The school is based on the timetables for the primary school according to the Hessian Education Act, and holidays of the Hessian holiday calendar. There are a total of 35 lessons, daily from 8: There are three different pick up times that allow for afternoon activities as well as Late Afternoon Care. As indicated by their slogan "Welcome to our family", Fintosch works closely with the parents of students. The Fintosch educational team consists of skilled English and German speaking teachers, native speakers and their assistants. They are a highly motivated and qualified team. In addition to the command of English and German language, staff members can incorporate their own cultural backgrounds and traditions. This advantageous diversity opens up an international dimension for the children. Their website can be found at: www.fintosch.de. Back to top Frankfurt International School The Frankfurt International School FIS, founded in 1965, is one of the largest international schools in Europe, with a student population of over 1,000, from more than 60 countries. It employs nearly well-qualified and experienced faculty and staff from 20 different countries. The school is organized into four school divisions: FIS operates another division in Wiesbaden for students age 3 to Grade 8. FIS is known for its excellent college placements and exceptional IB exam results. English is the language of instruction, but German is mandatory. FIS is committed to educating the whole child. Therefore it offers a well-rounded curriculum with strong academics, athletics, performing arts and visual arts programs as well as a broad range of extra-curricular activities, clubs and service projects. The school operates an advanced information technology support system and also carries an inventory of devices for use by elementary and primary school students. High school students benefit from a dynamic laptop learning program. The excellent facilities include three outdoor athletic fields, separate divisional buildings as well as a Science, Design - Technology, and Performing Arts Center. The recently opened Stroth Center for Learning and Athletics provides an outstanding addition to the campus. Further strengths of the school are the deep commitment to the family as an integral part of the school community and its exceptional leadership. The latter has been recognized through two international educational awards given to the Head of School and the Wiesbaden principal in the current school year. The website can be found at www.fis-frankfurt.de.

Chapter 9 : Medical school - Wikipedia

Best Medical Schools: Research. With the U.S. News rankings of the top medical schools for research, narrow your search by location, tuition, school size and test scores.