



**DEPARTMENT OF SCIENCE, TECHNOLOGY AND
INNOVATION
MARÍLIA MEDICAL SCHOOL**



**GRADUATE PROGRAM IN EDUCATION IN HEALTH
PPGES - PROFESSIONAL MASTER'S DEGREE**

Master's Degree Student Handbook

**MARÍLIA
2024**

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ViceGeneral Director: Prof. Dr. Haydée Maria Moreira

Director of Graduate Studies and Research: Prof. Dr. OsniLázaro Pinheiro

DEVELOPMENT TEAM

Graduate Program Council in Education in Health

PPGES - Professional Master'sDegree

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Graduação em Ensino em Saúde Mestrado
Profissional. – Marília, 2024.
20 f.

Vários colaboradores.

1. Educação de pós-graduação.

PRESENTATION

Dear Graduate Student,

Welcome to the Graduate Program in Education in Health. We are excited to have you join our community of scholars. Our program is dedicated to nurturing your academic and professional growth, enabling you to significantly contribute to our field and society.

This handbook provides essential guidelines to support you throughout your master's degree program.

Good luck on your academic journey!



Camille Pissarro

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1. UNITS

Marilia Medical School - FAMEMA

Av. Monte Carmelo, 800 - Bairro Fragata - Marília/SP - CEP 17.519-030
Phone: (14) 3311-2929
<https://www.famema.br>

Directorate Office of Graduate Studies and Research

Av. Monte Carmelo, 800 - Bairro Fragata - Marília/SP - CEP 17.519-030
Phone: (14) 3311-2929 - Ramal 2827
Email: dirpos@famema.sp.gov.br
https://www.famema.br/ensino/pos-gradu/pos_home.php

Graduate Program in Education in Health AdministrativeOffice

Av. Monte Carmelo, 800 - Bairro Fragata - Marília/SP - CEP 17.519-030
Phone: (14) 3311-2929 - Ramal 2803
Email: mestradoprofissional@famema.sp.gov.br
<https://new.famema.br/mestrado-profissional/>

Education Unit

Av. José de Grande, 332 - Bairro Jardim Parati - Marília/SP - CEP 17.519-470
Phone: (14) 3311-2998
Email: secretariagraduacao@famema.sp.gov.br
<https://www.famema.br/ensino/ensino.php>

"Regina Helena Gregory Menita" Library

Av. Monte Carmelo, 800 - Bairro Fragata - Marília/SP - CEP 17.519-030
Phone: (14) 3311-2985
Email: biblioteca@famema.sp.gov.br
<https://www.famema.br/ensino/biblioteca/biblioteca.php>

Computer Lab (Library)

Av. Monte Carmelo, 800 - Bairro Fragata - Marília/SP - CEP 17.519-030
Phone: (14) 3311-2985
Email: sadp@famema.sp.gov.br
<https://www.famema.br/ensino/lab-inf/lab.php>

MorphofunctionalLaboratory

Av. Monte Carmelo, 800 - Bairro Fragata - Marília/SP - CEP 17.519-030
Phone: (14) 3311-2813
Email: morfo@famema.sp.gov.br
<https://www.famema.br/ensino/lab-morfo/infor.html>

Department of Complex Care

Rua Aziz Atallah s/nº - Bairro Fragata C - Marília/SP - CEP 17519-101
Phone: (14) 3434-2525
Email: dasac@hcfamema.sp.gov.br
<https://hcfamema.sp.gov.br/alta-complexidade/>

Department of Maternal and Child Health Care

Av. Sampaio Vidal, 42, Bairro Barbosa - Marília-SP - CEP: 17501-441

Phone: (14) 3434-2525

Email: dasmi@hcfamema.sp.gov.br

<https://hcfamema.sp.gov.br/materno-infantil/>

Department of Specialized Outpatient Health Care and Day Hospital

Rua Cel. Moreira Cezar, 475 - Bairro Monte Castelo – Marília/SP - CEP 17522-230

Phone: (14) 3434-2525

Email: depambulatorial@hcfamema.sp.gov.br

<https://hcfamema.sp.gov.br/ambulatorio-especializada-hospital-dia/>

Department of Health Care in Hemotherapy

Rua Lourival Freire, 240 – Bairro Fragata C – Marília/SP - CEP 17519-050

Phone: (14) 3434-2541

Email: hemocentro@hcfamema.sp.gov.br

<https://hcfamema.sp.gov.br/hemocentro/>

2. PRESENTATION

Marília Medical School (FAMEMA), located in the center-west of São Paulo state, was created on January 19, 1966 and, in its more than 45 years of existence, has always been committed to social reality and to transforming the education of health professionals in Brazil.

Since its foundation, FAMEMA has sought to implement its *Stricto Sensu* Graduate Program. This objective was achieved with the approval by *Coordenação de Aperfeiçoamento de Pessoal de Nível Superior* (CAPES) of the Master's Programs in Education in Health (2010 – Professional Master's) and in Health and Aging (2011 – Academic Master's). These Programs were proposed to the CAPES Interdisciplinary Area, since FAMEMA has a rich interdisciplinary history, built throughout its history.

3. HISTORY

Even before the development of the National Curricular Guidelines (DCN) for health courses, Marília Medical School had already been developing and implementing new models for training professionals in the areas of Medicine and Nursing. This process began in the early 1990s when FAMEMA was awarded the UNI Project (A New Initiative), which advocated training health professionals in partnership with the community. FAMEMA received technical and financial support from the WK Kellogg Foundation from 1992 to 2003. The knowledge accumulation generated by the various promoted activities allowed the development of an educational project for Marília Medical School, denominated FAMEMA 2000 Project. This project promoted curricular reform in the Medicine and Nursing Programs in 1997 and 1998, respectively. Based on these initiatives, the pedagogical design of the Medicine and Nursing Programs became student-centered and focused on the health needs of the community.¹

In 2003, a new curricular change was made and an integrated, competency-oriented curriculum was implemented to develop contextualized teaching and provide future graduate students with meaningful learning.¹

Continuing the process of changes, FAMEMA adhered to government policies to encourage the reorientation of professional training in health, such as *Promed* and *Pró-Saúde*.

At the end of 2008, with the call for proposals for the Education Program through Work in Health (*PET-Saúde*), FAMEMA also presented projects that were

selected and received great mobilization in the search for a proposal that would allow progress in the perspective of teaching-service integration.

Thus, in line with these ideals, the design of this Graduate Program in Education in Health (PPGES) includes interdisciplinarity not only among health professions, but also in other areas that may contribute to the improvement of the area.²

4. PROGRAM OBJECTIVES

Stricto Sensu Graduate Program in Education in Health - PPGES - Professional Master's Degree accredited by *Coordenação de Aperfeiçoamento de Pessoal de Nível Superior* (CAPES) in the large multidisciplinary area, interdisciplinary area, aims to promote the training of specialized human resources to work in the area of care, teaching and research in Health.

- 1) Produce scientific knowledge in the area of Education in Health in the logic of the professional master's degree, favoring the transformation of practice;
- 2) Contribute to the training of health professionals using active teaching and learning methods;
- 3) Develop an active and reflective stance among professionals regarding teaching and learning processes in the area of health;
- 4) Facilitate educational processes for health users focused on their needs and strengthen their autonomy and well-being.

5. ALUMNI PROFILE

The master student to be shall:

- act as a multiplier of experiences with active teaching and learning methods in the area of Education in Health, involving not only professionals, but also users;
- permanently assess the performance of professionals in transforming educational practices in health;
- produce knowledge about Education in Health by acting critically and reflectively, intervening in problems of professional practice and implementing transformative actions in practice scenarios.

6. PROGRAM COORDINATION

The Graduate Program in Education in Health is linked to the FAMEMA Graduate and Research Directorate and is managed collegially by the PPGES Council.

7. PROGRAM IDENTIFICATION

Full name: Graduate Program in Education in Health

CAPES assessment area: Interdisciplinary

Program concentration area: Education in Health

Program Rating: 4

Start year: 2011

Location: Marília Medical School- FAMEMA

Program rules:

Available at

https://www.famema.br/ensino/mestrado_prof/docs/Regulamento_MESTRADO_PROFESSIONAL.pdf

Lines of research:

1) Teaching and learning processes in health:

It includes studies developed in educational institutions or in settings where partnerships between academia, community and health services are consolidated. This line of research includes studies such as: active teaching and learning methods, assessment, permanent and continuing education, evidence-based practice, comprehensiveness, management, humanization and organization/curricular planning.

2) Articulation between Education and the Universal Health System (SUS):

It includes studies related to teaching and work processes in health that contribute to the qualification of care, in line with the SUS principles. This line of research includes studies aimed at training health professionals to work with the community, in the different settings and levels of SUS care.

8. FACULTY

Faculty Member	email
Prof. Dr. Antonio Carlos de Siqueira Junior	antoniosiqueirajunior@gmail.com
Prof. Dr. Camila Mugnai Vieira	camilamugnai@gmail.com
Prof. Dr. Cassia Regina Fernandes Biffe Peres	crbiffe@gmail.com
Prof. Dr. Danielle Abdel Massih Pio	daniellepio228@gmail.com
Prof. Dr. Elza de Fatima Ribeiro Higa	hirifael@gmail.com
Prof. Dr. IedaFrancischetti	iedafster@googlemail.com
Prof. Dr. Katia Terezinha Alves Rezende	katialvesrezende@gmail.com
Prof. Dr. Luís Carlos de Paula e Silva	luiscarlosdepsilva1@gmail.com
Prof. Dr. Luzmarina Aparecida DorettoBraccialli	luzbra@terra.com.br
Prof. Dr. Magali Aparecida Alves de Moraes	dmagalimoraes@gmail.com
Prof. Dr. Mara QuaglioChireli	marachirelli@gmail.com
Prof. Dr. Maria José Sanches Marin	marnadia@terra.com.br
Prof. Dr. Osni Lazaro Pinheiro	osnilp@terra.com.br
Prof. Dr. Paulo Roberto Rocha Junior	paulorochajr@fai.com.br
Prof. Dr. Silvia Franco da Rocha Tonhom	siltonhom@gmail.com

9. ADVISORY

Each graduate student approved in the selection process will be advised by a professor member of the faculty. The choice and indication of a co-advisor is at the discretion of the advisor, who may be an internal or external professor of the program, with a minimum doctorate degree, as long as this co-advisory is formalized with the PPGES Council.

10. DEADLINES FOR COMPLETION OF THE MASTER'S DEGREE

The consolidation of the program requires compliance with a series of standards established by CAPES, the federal agency that regulates this master's degree. Thus, in addition to quality, CAPES monitors the time spent by students to complete the program. In this sense, the maximum time for defending the master's thesis is 24 months, counting from the date of the inaugural class.

11. CREDITS REQUIRED BY THE PROGRAM

The activity plan for the Master's degree must complete at least 50 credit units in total, through 30 credits with subjects (18 mandatory subjects and 12 optional/complementary activities) and 20 credits for the Thesis and Technical Product.

The regularly enrolled graduate student must complete at least 21 credits in courses offered by the program and a maximum of nine credits in other program(s) recognized by CAPES, provided that it is approved by the PPGES Council.

Each credit unit will correspond to 15 hours of activities in courses or in other teaching and learning scenarios as described in article 19 of the Program Regulations.

The use of credits related to the courses attended in the Graduate Program in the area of Education in Health as a special student not linked to the Graduate Program may be requested within a maximum period of three years from the end of these subjects and the start date of the master's degree.

12. COURSES and COMPLEMENTARY ACTIVITIES

Required courses	Workload	No. of credits
Lifelong Learning in Integrated care	45h	03
Scientific methodology	45h	03
Curriculum Development and Reform in Education in Health	45h	03
Practice in Active Teaching and Learning Methods	45h	03
Research Seminars in Teaching and Health	45h	03
Advanced Scientific Writing	45h	03
Elective courses	Workload	No. of credits
Evidence-Based Health Actions	45h	03
Data Collection and Analysis in Qualitative Research	45h	03
Education in Health and Service Transformation (offered in even years)	45h	03
Humanization of Health Care	45h	03
Health Planning (offered in odd years)	45h	03
Health, Work and Education	45h	03
EPA (Entrustable Professional Activities)	45h	03
Research Methods in Health within the Interdisciplinary Area	45h	03
Introduction to Reading and Writing Scientific Texts in English	30h	02
Complementary activities*	Workload	No. of credits
Presentation of scientific paper at the FAMEMA Symposium	15h	01
Presentation of scientific paper at a national conference	15h	01
Presentation of scientific paper at an international conference	30h	02
FAMEMA Technical Product Workshop	30h	02
Attend a qualifying examination and a defense of the PPGES professional master's degree or the PPGSE academic master's degree of FAMEMA	15h	01
Others to be validated by the PPGES Council		

* Complementary activities must be approved by the Council of the Graduate Program in Education in Health

Total credits for degree = 50 credits

Complementary courses/activities = 30 credits

Thesis and technical product: 20 credits

Number of vacancies per selection: minimum of 15, subject to change according to the availability of advisors.

Selection frequency: annual

Required Courses	Faculty Members
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13. COURSE SYLLABUSES AND FACULTY OF THE REQUIRED COURSES

<p>Practice in Active Teaching and Learning Methods Syllabus: This course aims to introduce students to diverse active teaching-learning methods used in training professionals in the health sector.</p>	<p>Prof. Dr. Osni Lazaro Pinheiro Prof. Dr. Magali Aparecida Alves de Moraes</p>		
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%; background-color: #00b0c0; color: white; text-align: center;">Elective Courses</td> <td style="width: 30%; background-color: #00b0c0; color: white; text-align: center;">Faculty Members</td> </tr> </table>		Elective Courses	Faculty Members
Elective Courses	Faculty Members		
<p>context of health work, through reflections on the scientific method and the implications inherent to each stage of its construction. In addition, it aims to enable systematic information seeking and organization.</p>	<p>Prof. Dr. Maria José Sanches Marin Prof. Dr. Elza de Fatima Ribeiro Higa</p>		
<p>Research Seminars in Teaching and Health Syllabus: This course aims to reflect on the master's students research projects, in order to construct knowledge about their scientificity to contribute to research in the training of professionals.</p>	<p>Prof. Dr. Cassia Regina Fernandes Biffe Peres Prof. Dr. Mara QuaglioChirelli</p>		
<p>Curriculum Development and Reform in Education in Health Syllabus: This course focuses on discussions and constructions related to the reorganization of curricular organization models, prioritizing changes in the world of work and in the context of education.</p>	<p>Prof. Dr. Silvia Franco da Rocha Tonhom Prof. Dr. Mara QuaglioChirelli Prof. Dr. Danielle Abdel Massih Pio</p>		
<p>Lifelong Learning in Integrated Care Syllabus: This course addresses Education in Health in the process of training health professionals in its theoretical-philosophical, political, ideological, historical and sociocultural dimensions and their implications. It reflects on group work, teamwork, continuing and lifelong education in the different services at the levels of health care. The activities are built based on critical educational trends, mediated by seminars, readings of national and international academic texts and expository dialogued classes.</p>	<p>Prof. Dr. Antonio Carlos Siqueira Junior Prof. Dr. Katia Terezinha Alves Rezende</p>		
<p>Advanced Scientific Writing Syllabus: The importance of scientific writing in the preparation of academic papers and in the dissemination of research results will be discussed. The aim is to provide students with basic notions of scientific writing, through theoretical reflections and practical activities on the principles of scientific writing, strategies for producing academic texts, elements related to authorship, plagiarism and standardization rules, adequate use of the Portuguese language and types of textual production, focusing on the items that make up the thesis and the steps for producing articles and submitting them to these journals. At the end, the student should be able to write clearer, more coherent and objective scientific-academic texts.</p>	<p>Prof. Dr. Katia Terezinha Alves Rezende Prof. Dr. Camila Mugnai Vieira Prof. Dr. Natália Nakano (guest)</p>		

14. SYLLABUSES AND FACULTY OF THE ELECTIVE COURSES

<p>Health planning (offered in odd years) Syllabus: This course addresses the concepts of Health Planning and especially Strategic Planning. It includes a reflection on Health Planning, its instruments and the</p>	<p>Prof. Dr. LuzmarinaBraccialli Prof. Dr. Luis Carlos de</p>
Complementary Activities	Faculty Members
<p>Evidence-based Health Actions Syllabus: To guide health actions with practice based on scientific evidence, including critical analysis of information and the best clinical intervention.</p>	<p>Prof. Dr. Paulo Roberto Rocha Junior</p>
<p>Health, Work and Education Syllabus: This course aims to reflect on the historical bases, the concepts of work, health and education, health and education social practices, their socio-historical determinants. Additionally, it discusses the paths of professional practice.</p>	<p>Prof. Dr. Danielle Pio Prof. Dr. Silvia Franco da Rocha Tonhom Prof. Dr. Mara Q. Chirelli</p>
<p>Humanization of Health Care Syllabus:This course aims to encourage health professionals to adopt humanized practices in care and training settings, guided by curricular guidelines and health policies. Understanding the human being as a mind-body unit interacting with the environment and occupation, it will also enable the discussion of communication in interpersonal relationships between professionals, managers, patients, families and the community.</p>	<p>Prof. Dr. Magali Aparecida Alves de Moraes Prof. Dr. Danielle Abel Massih Pio</p>
<p>Data Collection and Analysis in Qualitative Research Syllabus: The course presents and discusses the main techniques of data collection and analysis in qualitative research in the health area. Objectives:to provide support for: understanding the main data collection techniques in qualitative research; discussing the foundations of the main theoretical models used in qualitative research in the health area; Applying qualitative data analysis methods, in line with the main references.</p>	<p>Prof. Dr. Elza de Fatima Ribeiro Higa Prof. Dr. Carlos Alberto Lazarini Prof. Dr. Maria José Sanches Marin</p>
<p>Education in Health and Service Transformation(offered in even years) Syllabus: The course focuses on discussions and constructions related to the problems of reorganizing Health Care and its support bases, addressing Education in Health practices from the perspective of comprehensiveness, for user autonomy in care in the context of the Universal Health System (SUS).</p>	<p>Prof. Dr. Mara QuaglioChirelli Prof. Dr. Luzmarina Aparecida DorettoBraccialli</p>
<p>Entrustable Professional Activities (EPAs) and Competency-Based Training Syllabus: The courseEntrustable Professional Activities (EPAs) and Competency-based training works on the concept, applicability and dimensions of EPAs based on the assumptions of competency-based Education in Health. Additionally, it discusses how to develop them and possibilities for their use beyond curriculum construction and assessment.</p>	<p>Prof. Dr. IedaFrancischetti</p>
<p>Research Methods in Health within the Interdisciplinary Area Syllabus: Studies diverse research methods interdisciplinarily: evidence-based practice, quantitative, qualitative and mixed studies, understanding the different designs for disseminating knowledge for practice.</p>	<p>Professors from 10 institutions with interdisciplinary PPGs</p>
<p>Introduction to Reading and Writing Scientific Texts in English Syllabus: The course works with reading texts in English, expanding vocabulary and critical analysis of articles in the health area.</p>	<p>Prof. Dr. LuzmarinaBraccialli Prof. Dr. Natalia Nakano</p>

15. COMPLEMENTARY ACTIVITIES

Technical Product Workshop - FAMEMA Syllabus: This workshop will discuss the Technical Products (TP) proposed by CAPES and the construction of TPs for graduate students.	Prof. Dr. Osni Lazaro Pinheiro Prof. Dr. Magali Apda Alves de Moraes Prof. Dr. Luzmarina Apda Doretto Bracciali Ms. Vanessa Casagrande (collaborator)
FAMEMA Graduate Program Symposium Presentation of scientific works	Institution's faculty and guest members
Attending a qualifying examination and a defense of FAMEMA's PPGES master's degree or PPGSE master's degree.	Chair of the committee signs the proof of participation
National or international conferences and others Presentation of scientific works The relevance will be assessed by the Council of the Program	

16. ASSESSMENT AND COURSE CREDITS

The assessment of the graduate student's performance in the courses and other activities will be through tests, seminars, practical activities and will be expressed in accordance with the following concepts:

- A** - excellent
- B** - good
- C** - regular
- D** - failed

Grades A, B and C entitle the student to credits for the respective course or scheduled activity, and the graduate student is considered to have passed. Grade D does not entitle the student to credits for the respective course or scheduled activity, and the graduate student is considered to have failed. Approval in the course is also subject to a minimum attendance of 75%.

The assessment will be recorded in a Graduate Assessment Instrument.

17. COURSE WITHDRAWAL

Course withdrawal must be sent by email to the PPGES general administrative office, no later than the first day of the course start date. If the withdrawal request is made outside this deadline, the student will fail the course.

18. PROGRAM SELF-ASSESSMENT

The program self-assessment is developed with the Assessment Team and Program Council, with diverse actors involved, such as: professors, graduates, alumni, academy and service managers, technical-administrative team and community.

The self-assessment process enables the program to be replanned by identifying strengths and weaknesses to be overcome, as well as building new challenges for professional training and transforming operating scenarios.

To this end, assessment instruments (AI), developed and completed by the diverse actors mentioned above, are analyzed by the assessment team. The technical reports produced are shared with the management and faculty of the PPGES for necessary overcoming actions.

The following table refers to the assessment instruments used in the four-year period from 2021 to 2024.

PPGES – Professional Master’s Degree Instruments/Assessment Strategies Framework, application period and those responsible for completing it

Assessment Instrument	Application period	Completed by
Courses*	At the end of the course	Graduate student
Graduate student in the course	At the end of the course	Faculty member
Research project	After four months of entry	Master’s Council
Thesis quality*	After the defense	Examination Committee
Management and Technical-Administrative Staff*	At the end of the course	Graduate students Faculty members
Alumni*	At the end of each year of the quadrennium	Alumni
Master’s Student	At the end of the 1st year and after the defense	Advisor
Advisor	At the end of the 1st year and after the defense	Master’s student
Alumni – External community*	End of each year of the quadrennium – after one year of completing the course	Immediate advisor/PhD advisor/Course coordinator where the alumni professor works
Review of AIs	Every four years	Graduate Assessment Team

* in this instrument the teacher is also assessed by the graduate student

19.GENERAL QUALIFYING EXAMINATION

The General Qualifying Examination is mandatory for the Graduate Program in Education in Health and its main objective is to assess the progress of the thesis work in order to obtain the Master's degree.³

To qualify, students must complete the required and optional courses, totaling 50 (fifty) credits. The general qualifying examination must be scheduled with the graduate office at least 30 days before the examination date. At this time, the graduate student must submit the completed form with their personal data, a proposal for the composition of the examination committee prepared together with the advisor, and a description of the equipment required for the presentation (Form 1).³

The Examination Committee should preferably be formed by FAMEMA professors, one belonging to the Graduate Program in Education in Health and another external to the FAMEMA Institution.

Three full members and two alternates must be nominated, with a minimum doctorate degree; the advisor shall be a full member and chair of the examination committee. The co-advisor will only be part of the examination committee in case the advisor is unable to attend.³

On the day of the appointment, the graduate student must send a digital file of the Research Report for Qualification in PDF format to the email of the Professional Master's Office and to the members of the examination committee. The graduate student must also consult the examination committee about the need to send printed material. The Research Report must contain: Introduction; Objectives; Method; Results (partial or total) and References (Vancouver). The Research Ethics Committee protocol number must be highlighted in Methods and proof of approval must be attached to the general qualifying examination material.³

The examination committee must be approved by the Graduate Council, no later than seven working days after the requesting protocol for scheduling the qualifying examination.

The general qualifying examination must take place no later than 60 days before the end of the program.

The presentation and discussion should begin with an oral presentation of the work lasting no more than 50 minutes. This will be followed by a discussion by the members of the examination committee. The maximum discussion time for each examiner will be 30 minutes, followed by an equivalent amount of time for responses. The chair may propose to the examination committee that the discussion dynamics be modified, which may occur through dialogue between the examiner and the examinee, for a maximum of 60 minutes for each examiner. The discussion

by the examiners may include, in addition to the qualifying material, the oral presentation made by the graduate student. At the end of the discussion, the committee will meet to present the final grade of the graduate student (passed or failed).³

The failed examinee may retake the general qualifying examination only once. Once approved, the graduate student will be able to defend his/her thesis.³

New students will have up to 24 months from the program start date to present their thesis defense.

20. DEFENSE OF THE MASTER'S THESIS

The schedule of the thesis defense must be done 30 days in advance. According to the Program Regulations, in order to schedule the defense, the graduate student must submit, to the Graduate Office, a request for a general defense examination duly completed with his/her personal data, a proposal for the composition of the examination committee prepared together with the advisor and a description of the equipment necessary for the presentation (Form 1).³

On the day of the scheduling, the graduate student must send a digital file of the thesis for defense in PDF format to the email of the Secretary of the Graduate Program in Education in Health and to the members of the committee. The student must also consult the committee about the need to send printed material.

In addition to the thesis, proof of submission of an article related to the thesis to a journal with a minimum B1 rank in the Capes Interdisciplinary Area must be sent to the Graduate Office. The thesis must be written and composed in accordance with the Thesis Standardization Manual.⁴

The thesis defense is scheduled in a public session, through an oral presentation of up to 50 minutes, before an examination committee composed of three members, all with a minimum doctorate degree, chaired by the advisor and having, obligatorily, one member external to the program and the FAMEMA Institution; followed by the candidate's questioning by the committee.

After the assessment, the candidate will be given an approved or rejected grade. If approved, the approval of the final opinion of the examination committee will be subject to the delivery of the final copy of the thesis and the Technical Product Report within 30 days. If rejected, the graduate student will have a

maximum of 30 days to defend the thesis again within the maximum period of 24 months of the program.

21. DEADLINES

For those joining in **early August of the enrollment year**, the following deadlines are established:

➤ Maximum date for scheduling the defense:

30 days before the chosen defense date

➤ Maximum date for thesis defense:

24 months from the start of the program

➤ Submission of the final version of the thesis and the Technical Product Report:

30 days from the date of defense

The graduate student must submit to the GraduateOffice:

- 01 printed copy of the thesis in hardcover in green and Arial or Times New Roman
- 01 full copy of the thesis in PDF format (with the approval sheet signed by the members of the committee)
- 01 copy of the technical product report in PDF format
- 01 copy of the abstract and keywords in PDF format, according to the FAMEMA Thesis Standardization Manual:

http://www.FAMEMA.br/ensino/biblioteca/docs/MANUAL_DISSERTACAO_MESTRADO_PROFSSIONAL_2023.pdf

The graduate student will also need to complete and sign the following terms:

- Authorization term for electronic publication of Technical Product:

<http://new.famema.br/wp-content/uploads/2023/05/TERMO-DE-AUTORIZACAO-PUBLICACAO-ELETRONICA-DE-PRODUTO-TECNICO-PPGES.pdf>

- Authorization Term for Electronic Publication of Thesis:

<http://new.famema.br/wp-content/uploads/2023/05/TERMO-DE-AUTORIZACAO-PARA-PUBLICACAO-ELETRONICA-DE-DISSERTACOES-PPGES.pdf>

References

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