



INSTITUTE FOR
INTERNATIONAL
MEDICINE

INMED Emergency Pandemic Control Course Syllabus

Course Faculty:

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Learning Support:

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Overview

Rapidly increasing international trade and travel predictably increases the likelihood of rapid transmission of infectious diseases. The devastation caused by the 1918 Spanish influenza epidemic and the worldwide alarm prompted by the 2004 SARS epidemic provide important insights into today's concerns surrounding COVID-19. This course emphasizes objective investigation to identify evidence-based answers to critical questions, including identifying the infectious agent, the mode of transmission, incubation period, and effective modalities for prevention, diagnosis, and treatment. This course also highlights how emergency pandemic control often requires deliberate intervention to address special ethical challenges: disease-associated racism, resistance to local and international cooperation, and extreme stress placed upon low-resource health systems.

Competency Objectives:

At the completion of the INMED Emergency Pandemic Control Course learners will be able to demonstrate using case-studies and simulation:

- Long-range mitigation of risk factors associated with epidemics
- Effective measures to investigate the causes of epidemics
- Reliable epidemic control interventions

Timeframes:

This course includes 8 weeks of structured learning, and assignments due each Sunday night. Each week includes a *required* virtual class with the

faculty for discussions, simulations, case studies and final exams. This weekly *required* virtual class may last up to 60 minutes.

Academic Credit:

Completion of this course requirements earns two credit hours of academic credit.

Enrollment Qualifications:

This course is open to all healthcare professionals and healthcare profession students, as well as non-healthcare professionals. Emergency Pandemic Control is especially appropriate for public health personnel, public leaders and policymakers, laboratory scientists, infectious disease specialists, and those providing primary health care.

Computing Requirements:

The following are the minimum computing requirements for participating this course. Students must have ready access to and be functionally proficient with:

- A personal computer with an up-to-date operating system and ample memory for downloads. A rectangular monitor (desktop or tablet) is highly preferable for course navigation.
- A web browser, preferably the most up-to-date version of Chrome, Internet Explorer, Firefox, or Safari
- Applications capable of opening and editing Microsoft Word documents and of viewing PDFs
- An Internet connection, preferably high speed
- Capability of viewing YouTube and Vimeo videos

Education Methods:

Learners will achieve the course competency objectives through the following educational methods:

- Assigned book and article readings
- Critical analysis
- Group discussions
- Essay composition
- Applied skills simulation

Textbook Required:

The End of Epidemics, by Jonathan D. Quick
Scribe Publications, 2018

Available on Amazon.com

Weekly Assignments:

Required weekly virtual class with course faculty for up to 60 minutes to discuss assigned lessons, chapters, articles, forum discussions and questions.

Emergency Pandemic Control Week 1: The Power of Seven, and Lessons from the Bush

- Lessons learned from Spanish flu, AIDS, Ebola, SARS, and Zika
- Dangers posed by fear, denial, complacency, and self-interest

Assignments to be completed by 11:55 pm, on Sunday:

- Read *The End of Epidemics*, Chapters 1 and 2
- Complete the Book Discussion Board assignments
- Read the assigned article
- Complete the Article Discussion Board assignments

Emergency Pandemic Control Week 2: Lessons from the Barn, and The Triple Threat

- Threats posed by the global animal food industry
- Perennial influenza and mad cow: the first man-made epidemic
- Bioterrorism, bio-error, and unethical science

Assignments to be completed by 11:55 pm, on Sunday:

- Read *The End of Epidemics*, Chapters 3 and 4
- Complete the Book Discussion Board assignments
- Read the assigned article
- Complete the Article Discussion Board assignments

Emergency Pandemic Control Week 3: The Costs of Complacency

- Ricochet effect: scattered risks and amplified costs
- Aversion behavior and epidemic cascade
- The hit to education

Assignments to be completed by 11:55 pm, on Sunday:

- Read *The End of Epidemics*, Chapter 5
- Complete the Book Discussion Board assignments
- Read the assigned article
- Complete the Article Discussion Board assignments

Emergency Pandemic Control Week 4: Lead Like the House Is on Fire, and Resilient Systems and Global Security

- DA Henderson and the end of smallpox
- Pivotal leadership against AIDS, SARS, and Ebola
- Nigeria's response to Ebola
- Ethiopia's fight against AIDS
- Governmental, NGO, and faith-based health leadership

Assignments to be completed by 11:55 pm, on Sunday:

- Read *The End of Epidemics*, Chapters 6 and 7
- Complete the Book Discussion Board assignments
- Read the assigned articles
- Complete the Article Discussion Board assignments
- Complete the Emergency Pandemic Control Mid-Term Exam

Emergency Pandemic Control Week 5: Active Prevention and Constant Readiness, and Fatal Fictions and Timely Truths

- Preventing mosquito-borne diseases
- Vaccines: our most powerful protection
- Early detection, rapid response, and protecting primary healthcare
- The psychology of fear and distrust
- The leadership-during-crisis tight rope
- How mainstream media can help
- Analysis and response to vaccine skepticism

Assignments to be completed by 11:55 pm, on Sunday:

- Read *The End of Epidemics*, Chapters 8 and 9
- Complete the Book Discussion Board assignments
- Read the assigned articles
- Complete the Article Discussion Board assignments
- Begin developing a draft for the Emergency Pandemic Control Essay

Emergency Pandemic Control Week 6: Disruptive Innovation and Collaborative Transformation

- The proud history of innovation
- Vaccines, mosquito control, rapid tests, early warning systems
- Collaboration for critical innovations

Assignments to be completed by 11:55 pm, Sunday:

- Read *The End of Epidemics*, Chapter 10
- Complete the Book Discussion Board assignments
- Read the assigned article
- Complete the Article Discussion Board assignments
- Submit your draft for Emergency Pandemic Control Essay to receive instructor feedback

Emergency Pandemic Control Week 7: Invest Wisely and Save Lives

- How "recency bias" trips us up
- The political case for action
- The business case for investments

Assignments to be completed by 11:55 pm, Sunday:

- Read *The End of Epidemics*, Chapter 11
- Complete the Book Discussion Board assignments
- Read the assigned article
- Complete the Article Discussion Board assignments
- Submit your final Emergency Pandemic Control Essay for grading

Emergency Pandemic Control Week 8: Ring the Alarm and Rouse the Leaders

- Fighting ignorance at the top
- AIDS denialism and the battle for HIV treatment
- From local campaigns to a global movement to end epidemics

Assignments to be completed by 11:55 pm, Sunday:

- Read *The End of Epidemics*, Chapter 12
- Complete the Book Discussion Board assignments
- Read the assigned article
- Complete the Article Discussion Board assignments
- Prepare a five-minute presentation on the subject of your Emergency Pandemic Control Essay for the benefit of your classmates and give this presentation to the class during the Week 8 class session.

Essay Composition

Learners will compose an essay on the subject *How shall my nation (or smaller subgroup) better prepare against pandemic threats?* Due dates for the draft submission (followed by feedback from the instructor) and final submission are posted above. An optional outline for that essay can be:

Introduction

- Define your nation's potential pandemic threats.
- Describe your nation's current preparedness.

Main body

- Recommend interventions to increase your nation's resilience to pandemic threats.
- Discuss the resources required, potential obstacles, and potential benefits of these interventions.

Conclusion(s)

- Present a plan necessary to implement your recommended interventions.
- Include a strategy for building support for this plan among relevant authorities.

The completed the essay conforming to the following specifications.

- Approximately 2500 words
- At least 10 references
- References may be in any recognized style (AMA, APA, etc.), and the same style should be used throughout
- Footnotes are preferred over endnotes

Final Exam:

The Emergency Pandemic Control Final Exam Simulation will take place in an online meeting. Over a period of 120 minutes, learners will take part in a pandemic control simulation based upon the [CDC Solve the Outbreak](#) online web application. Each class participant in advance will be assigned to lead the other learners through a particular outbreak investigation. Score on the final exam simulation will be tabulated based upon participation, leadership, and judgement – each weighed equally. A minimum score of $\geq 80\%$ is required.

Explanation of Assignments:

Due Dates: All assignments are due on Sunday at 11:55 pm of the week they are assigned.

Participation: Learners are required to fully participate in the course content, including readings, discussions, and essay.

Punctuality: This is a professional level course. All assignments are expected to be submitted on time. Any learner who becomes more than two weeks behind in submitting any assignment is subject to dismissal from the course.

Professionalism Requirement: This is a learning experience for professionals. Assignments are expected to be completed with excellence.

Assigned Articles: Each week, a journal article is assigned for learners to critically review, including questions posed on the subjects of each article. Articles are selected to represent a breath of relevant topics in contemporary healthcare administration, management and leadership. Articles originally published more than 10 years ago are intentionally selected for their ground-breaking impact and contributions to the fields of Management and Leadership. Up-to-date articles are preferentially selected when relevant.

Discussion Board Participation: Learners are required to post at least one response to each of the questions posed, and respond to at least one fellow classmate's responses, stating with what they agree or disagree about the response and why. A post that simply agrees with something someone else said without further explanation is not satisfactory and will be counted as if there were no post.

Requirements for Successful Completion & Course Grade Determination:

<i>Element</i>	<i>Weight</i>
Weekly classroom participation	20%
8 satisfactory book discussion board posts	10%
8 satisfactory article discussion board posts	10%
Emergency Pandemic Control Mid-Term Exam	20%
Emergency Pandemic Control Essay $\geq 80\%$	20%
Emergency Pandemic Control Final Exam $\geq 80\%$	20%

In addition, course completion also requires:

- Participation in *all* weekly virtual classes
- Achievement of $\geq 80\%$ on the Emergency Pandemic Control Essay and Emergency Pandemic Control Final Exam
- Cumulative course score $\geq 80\%$
- Complete course evaluation and credit claims forms at the course conclusion.

Course grades will be assigned according to the INMED Course Grading System:

A	90-100 %	4.00
B	80-89 %	3.00
C	70-79 %	2.00
D	60-69 %	1.00
F	0-59 %	0.00

Grade Definitions

Following are definitions used for the assignment of grades.

A: Mastery of course objectives is at the highest level of expected achievement.

B: Adequate performance in attaining the course objectives has been achievement.

C: An inadequate level of course objective attainment has been achievement.

D: Only marginal inadequate performance towards the course objectives have been achieved.

F: Grossly inadequate performance has been demonstrated.

IN: Incomplete status. This is a temporary grade indicating that the learner has been given and the opportunity to submit outstanding requirements. IN automatically converts to F at the end of eight weeks following the close of a term.

W: Withdrawal from a course without credit.

Remediation:

If a learner does not complete this course and achieve the required competencies, the faculty may require the learner to 1) remediate the component(s) that the learner did not satisfactorily complete, or 2) repeat the entire course within one year of the start date of the original course. The learner will be offered only one opportunity to repeat the course without requiring repeat payment of tuition.

Academic Integrity:

This is a professional-level learning experience. All learners are expected to be self-motivated, to perform with excellence, and to be thoroughly honest throughout their process of learning. If any INMED faculty determines that a learner has committed academic dishonesty by plagiarism, cheating or in any other manner, the faculty member has the right to 1) fail the learner for the particular assignment, project and/or exam, 2) fail the learner for the entire course, 3) discharge the learner from any future INMED learning experience, including degree, diploma, or certificate completion.

Withdrawal and Refund Policy:

Course Refund Policy

100% refund: 1st day – 3rd day*

75% refund: 4th day to the day before the course starts

50% refund: 1st week of course

30% refund: 2nd week of course

20% refund: 3rd week of course

10% refund: 4th week of course

No refund: following 4th week of course

* Day one = date enrollment agreement is signed or date on course registration receipt

INMED reserves the right to cancel individual sessions or the entire course. In the event of a course cancellation, a full tuition refund will be made.

Course Faculty:

Nicholas Comninellis, MD, MPH, DIMPH
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Nicholas Comninellis is President and Professor of INMED, the Institute for International Medicine. He is also faculty at Research Medical Center Family Medicine Residency. Over two years Dr. Comninellis served inner-city citizens at Shanghai Charity Hospital. Over another two years, he led a healthcare ministry in the war-besieged nation of Angola in southern Africa. Dr. Comninellis next served for six years in the Kansas City public hospital before launching INMED in 2003. He graduated from the University of Missouri-Kansas City (UMKC) School of Medicine and Saint Louis University School of Public Health and was a family medicine resident at John Peter Smith Hospital. Dr. Comninellis also earned a professional diploma in tropical medicine from the Walter Reed Army Institute of Research and became board certified in both public health and family medicine. Among his authored books are *Shanghai Doctor*, *Where Do I Go from Here*, and *INMED International Medicine & Public Health*. Dr. Comninellis is a classical guitarist

and faculty advisor for UMKC Cru. He was recognized as the 2009 United Nations Association of the United States World Citizen and the 2015 University of Missouri-Kansas City Alumni of the Year.