



INSTITUTE FOR
INTERNATIONAL
MEDICINE

Graduate Certificate in International Health Syllabus

Course Faculty:

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Overview:

Promoting health in a low resource and/or cross-cultural setting presents special challenges and requires particular skills. This comprehensive course enhances expertise in diseases of poverty, maternal-newborn health, international public health, cross-cultural skills, disaster management, low-resource health leadership, and health professions education.

Competency Objectives:

At the completion of the INMED Graduate Certificate Course in International Health learners will be able to demonstrate using case-studies and simulation:

- Management & prevention of the leading diseases of poverty
- Care for the health of pregnant women and newborns
- Skill in community-wide health promotion and death/disability prevention
- Culturally appropriate healthcare
- Proficiency in disaster mitigation and response

- Design and implementation of team-lead healthcare interventions
- Transfer of healthcare skills to other personnel

Timeframes:

This Graduate Certificate 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 120 minutes.

Academic Credit:

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

Admissions Requirements:

The Course is open to healthcare professionals and healthcare profession students in the fields that routinely diagnose and treat disease, including physicians, dentists, physician assistants, pharmacists, resident physicians, and learners of these health professions.

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 components:

- Interactive online presentations by expert professionals

- Case studies providing analysis
- Group discussions
- Projects for exploring personal application
- Skill stations to develop technical facility

Optional Reference Texts:

Handbook of Medicine in Developing Countries

Author: Dennis Palmer, DO, and Catherine E. Wolf, MD

Publisher: Christian Medical & Dental Associations

Note: This book is available for purchase from Christian Medical & Dental Associations. This book is for reference only and is not a required purchase for this course.

Anesthesia Off the Grid: A manual for humanitarian health care

Author: James Li, MD

Kindle and paperback

Note: This book is for reference only and is not a required purchase for this course.

Weekly Assignments:

Required weekly virtual class with course faculty for up to 120 minutes to discuss assigned lessons, chapters, articles, forum discussions and questions.

Week One: Diseases of Poverty, Part One

Learning Content:

Lesson One: Introduction to Diseases of Poverty

Lesson Two: Malnutrition

Lesson Three: Enteric Infections

Lesson Four: Viral Diseases

Lesson Five: Malaria

Lesson Six: Symptom Management

Virtual Classroom Content:

Fighting the Diseases of Poverty Discussion

F-100 Formulation Exercise. Gather the following supplies in advance:

- Brown or whiter sugar 100 ml (75 gm)
- Full-cream (whole) cow's milk 850 ml
- Vegetable oil 20 ml (20 g)

- Mixing bowl one liter
- Measuring cup
- Spoon for mixing
- Drinking cup
- Towel for cleaning spills

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

- Participate in the INMED Diseases of Poverty content, Lessons 1-6
- Read Assigned Articles
- Complete the Discussion Board Assignments
- Complete Symptom Management Protocol Development Exercise #1

Week Two: Diseases of Poverty, Part Two

Lesson Seven: Tuberculosis
 Lesson Eight: Bacterial Infections
 Lesson Nine: Protozoal Diseases
 Lesson Ten: Intestinal Helminth Infections
 Lesson Eleven: Tissue Helminth Infections
 Lesson Twelve: Chronic Non-Infectious Diseases

Virtual Classroom Content:
 Tropical Medicine Case Studies Non-Surgical

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

- Participate in the INMED Diseases of Poverty content, Lessons 7-12, and complete the Post-Test for this subject
- Read Assigned Articles
- Complete the Discussion Board Assignments
- Complete Symptom Management Protocol Development Exercise #2

Week Three: Maternal-Newborn Health

Learning Content:
 Lesson One: Surviving Motherhood
 Lesson Two: Pre & Post Natal Care
 Lesson Three: Pregnancy Complications
 Lesson Four: Pressing Women's Disability Issues
 Lesson Five: Newborn Care Overview
 Lesson Six: Healthy Newborn
 Lesson Seven: Newborn Problems and Management
 Lesson Eight: Maternal Newborn Future Vision

Virtual Classroom Content:
High-Risk Low-Resource Maternal Care Presentation

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

- Participate in the INMED Maternal-Newborn content
- Read Assigned Articles
- Complete the Discussion Board Assignments
- Complete the post-partum Maternal Postpartum Care and Newborn Care Exercise

Week Four: International Public Health

Learning Content:

Lesson One: Introduction to International Public Health

Lesson Two: Health and Social Context

Lesson Three: Strategy for Health

Lesson Four: Effective Health Promotion

Lesson Five: Effective Disease and Injury Intervention

Virtual Classroom Content:
From Disaster to Durability Discussion

Oral Rehydration Formulation Exercise. Gather the following supplies in advance:

- 1 liter of drinking water:
- Sugar - 6 level teaspoons (30 ml)
- Salt - 1/2 level teaspoon (2.5 ml)
- Mixing bowl one liter
- Measuring cup
- Spoon for mixing
- Drinking cup
- Towel for cleaning spills

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

- Participate in the INMED International Public Health content and complete the Post-Test for this subject
- Read Assigned Articles
- Complete the Discussion Board Assignments
- Complete the Personal Health Risk Assessment Exercise

Week Five: Cross-Cultural Skills AND Disaster Management

Learning Content:

Lesson One: Relevance of Cultures

Lesson Two: Basic Cross-Cultural Skills

Lesson Three: Healthcare Cross-Cultural Skills

Lesson Four: International Cross-Cultural Skills

AND

Lesson One: Introduction to Disaster Management

Lesson Two: Disaster Mitigation

Lesson Three: Disaster Preparedness

Lesson Four: Disaster Response

Lesson Five: Disaster Recovery

Virtual Classroom Content:

Cross-Cultural Skills Session

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

- Participate in the INMED Cross-Cultural Skills and Disaster Management content and complete the Post-Test for these subjects
- Read Assigned Articles
- Complete the Discussion Board Assignments
- Complete the selected Cross-Cultural Health Cases Exercise
- Complete the Complete the Personal Disaster Preparedness Exercise

Week Six: Health Leadership

Learning Content:

Lesson One: Introduction to International Health Leadership

Lesson Two: Strategy for Health

Lesson Three: Major International Health Initiatives

Lesson Four: How to Lead a Health System

Virtual Classroom Content:

Community Health Survey Exercise

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

- Participate in the INMED Health Leadership content and complete the Post-Tests for this subject
- Read Assigned Articles
- Complete the Discussion Board Assignments
- Complete the selected International Health Leadership Cases Exercises

Week Seven: Health Professions Education

Learning Content:

Lesson One: Skill Transfer and Empowerment

Lesson Two: Effective Learning

Lesson Three: Effective Teaching

Lesson Four: Feedback and Evaluation

Lesson Five: Instructional Design

Virtual Classroom Content:

Final Exam Review

Launching Your International Healthcare Career Discussion

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

- Participate in the INMED Health Professions Education content and complete the Post-Test for this subject
- Read Assigned Articles
- Complete the Discussion Board Assignments
- Complete the Competency Objectives Composition Exercise

Week Eight: Comprehensive Final Exam

Final Exam:

All learners will login together for the comprehensive International Medicine and Public Health Final Exam on the assigned date and time. The official Class Photo will proceed the Final Exam. The exam consists of 120 multiple choice, matching, and true-false questions. Time allotted for the exam is 120 minutes. A 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, journal articles are assigned for learners to critically review, including one posted question on the subject of each article.

Discussion Board Participation: Learners are required to post one response to each of these questions, and respond to at least one fellow classmate's responses, stating with what they agree or disagree with 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. At the beginning of each class, a student (assigned by the instructor) will give a summary and analysis of the fellow students' responses for the **previous** week. This is an effort to synthesize the prior week's material

Exercises: Each week learners will complete an assigned exercise that requires application of the information studied. The completed exercise will then be submitted to the instructor.

Inadequate learner performance will be managed according to the *Student Probation, Suspension, Dismissal, and Readmission Policy*. This policy is located within the Student Resources tab on the INMED website.

Grading:

Letter grades of A, B, C, D, and F are used. Temporary grade of IN (Incomplete) is treated as an F until removed.

Grade points are assigned as follows:

- A = 4.0
- B = 3.0
- C = 2.0
- D = 1.0
- F = 0.0

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.

Requirements for Successful Completion & Course Grade Determination:

<i>Element</i>	<i>Weight</i>
Virtual Classroom participation	20%
7 post-tests achieving $\geq 80\%$	20%
8 satisfactory article discussion board posts	20%
9 satisfactory exercise submissions	20%
Comprehensive Final Exam $\geq 80\%$	20%

In addition, course completion also requires:

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

Learners whose evaluation is acceptable will receive the *INMED Graduate Certificate in International Medicine and Public Health*. Those learners whose evaluation is not acceptable will receive a certificate of participation and the opportunity to remediate.

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. Learners must repeat payment of tuition in order to retake a failed course.

Academic Integrity:

Honesty is a fundamental necessity of life. This is a professional-level learning experience. All students are expected to be self-motivated, to perform with excellence, and to be thoroughly honest throughout their process of learning. If any INMED faculty suspects a student has engaged in Academic Dishonesty, the INMED faculty may initiate the posted [Academic Integrity Policy and Process](#).

Withdrawal and Refund Policy:

Please refer to the posted [Withdrawal and Refund Policy](#).

Course Faculty:

Scott Armistead, MD, DIMPH (INMED)

INMED Dean of Faculty

Garden of Eden Health Center, North Chesterfield, Virginia

Richmond Area Director, Christian Medical and Dental Associations (CMDA)

Dr. Armistead trained at the Medical College of Virginia and Truman East Family Medicine Residency in Kansas City, where he met Dr. Comninellis as a faculty member. Dr. Armistead and his family lived in Pakistan from 1999-2015, providing medical care at [Bach Christian Hospital](#), with a 1 1/2 year stint at [Oasis Hospital](#) in the United Arab Emirates when the security situation in Pakistan worsened.

Since 2021, Dr. Armistead has worked in Richmond Virginia in private practice most recently starting a clinic for refugees as an extension of the practice. From 2015 to 2021, Dr. Armistead taught family medicine at the [Virginia Commonwealth University \(VCU\)](#). He works part-time as a CMDA staff worker at VCU. He leads a month-long International Medical Mission elective for senior medical students during which he takes a group annually to Karanda Mission Hospital in Zimbabwe. He completed VCU's TIME (Teaching in Medical Education) certificate course. He loves teaching and has received teaching awards in the Practice of Clinical Medicine program at VCU and from the Society of Teachers of Family Medicine. He is very keen on the professional, moral, and spiritual formation of students. He is active

with the Urdu-speaking S. Asian refugee and immigrant population in Richmond, Virginia. His wife, JoAnn, is an ESL teacher and they have three grown sons.

Nicholas Comninellis, MD, MPH, DIMPH
Institute for International Medicine

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.