INMED | INSTITUTE FOR INTERNATIONAL MEDICINE

International Health Professions Education Course Syllabus

Course Faculty:

Susan Radecky, MD, MPA

Nicholas Comninellis, MD, MPH, DIMPH:
nicholas@inmed.us, 816-520-6900

Learning Support:

Leda Rivera: leda@inmed.us, 816-444-6400

Library Services:

Kitty Serling: library@inmed.us

Overview

Progress in health requires skilled personnel who can apply the appropriate knowledge and resources on behalf of people in need. But intentional transfer of such skill from one healthcare professional to another is frequently inadequate and inefficient. The purpose of this Professional Certificate Course in International Health Professions Education course is to equip healthcare educators with concepts and methods of effective learning and teaching that will improve their ability to equip national healthcare professionals to carry forward progress in health.

Competency Objectives:

At the completion of the INMED International Health Professions Education Course learners will be able to demonstrate using case-studies, active discussion, and academic writing:

- Express the importance of skill transfer and empowerment.
- List modalities to enhance effective learning.
- List principles of effective teaching.
- Describe evaluation of learning outcomes.
- Practice the principles of instructional design

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 120 minutes.

Academic Credit:

Completion of this course requirements earns three 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. International Health Professions Education is appropriate for all professionals seeking to improve patient care through high quality education of health professionals.

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
- Scheduled small group discussions
- Essay composition

- Applied skills simulation

Mentored Discussion:

- Course participants will actively participate in scheduled once-weekly seminar approximately 120 minutes with course faculty to discuss assigned chapters, articles, forum discussions and questions.

Textbooks Required:

DiPietro M, et al. *How Learning Works; 8 Research-Based Principles for Smart Teaching, 2nd Edition*. Jossey-Bass, San Francisco, CA. 2023

Kern, DE, et al. *Curriculum Development for Medical Education, A Six-Step Approach*. 4th Edition. Johns Hopkins University Press. Baltimore MD, 2022

These books are available on Amazon.com

Articles Provided:

1. Buja LM., Medical education today: all that glitters is not gold. BMC Medical Education (2019) 19:110. https://doi.org/10.1186/s12909-019-1535-9
2. Kolanko, KM et al. Academic Dishonesty, Bullying, Incivility, and Violence: Difficult Challenges Facing Nurse Educators. Nursing Education Perspectives. Vol 27 no.1 2005 PMID 16613130
3. Farsangi, S.N., Khodabandeh Shahraki, S., Preposi Cruz, J. et al. Designing, implementing, and evaluating a mobile app-based cultural care training program to improve the cultural capacity and humility of nursing students. BMC Med Educ 23, 979 (2023). https://doi.org/10.1186/s12909-023-04952-4
4. Lock J., Rainsbury, J., CLancey, T., Rosenau, P., Ferreira, C., (2018) Influence of Co-teaching on Undergraduate Students Learning: A Mixed-Methods Study in Nursing. Teaching & Learning Inquiry, 6(1) https://doi.org/10.20343/teachlearninqu.6.1.5
5. Raholm, Maj-Britt, et al. "Nurse Education--Role Complexity and Challenges." *International Journal for Human Caring* 20.2 (2016).
6. Yates, Victoria, and Emma Lillie. "Challenges in healthcare delivery in developing nations." *Anaesthesia & Intensive Care Medicine* 20.9 (2019): 532-535. https://doi.org/10.1016/j.mpaic.2019.07.007

Weekly Assignments:

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

International Health Professions Education Week 1: Activate Prior Knowledge,

- Students' prior knowledge can help or hinder learning.
- Prior knowledge helps learning when activated, sufficient, appropriate and accurate.
- Curriculum development is dynamic, interactive and never ends.

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

- Read *How Learning Works* Intro, Chapters 1 and 2.
- Watch the video "Turning medical education inside out and upside down." https://www.youtube.com/watch?v=YpSd5u_di9w
- Read *Curriculum Development* Intro & Chapter 1
- Complete the Book Discussion Board assignments
  - Question 1: Provide an example of a time when you or your students completely failed to grasp or correctly apply the intended knowledge. Why didn't it connect?
  - Question 2: Which one of the 6 steps is most often neglected? What is the consequence?
- Read the assigned article
  - Article: Buja LM., Medical education today: all that glitters is not gold. BMC Medical Education (2019) 19:110.
- Complete the Article Discussion Board assignments
  - Question 1: Why is clinical expertise based on deep understanding of biomedical science and the pathologic basis of disease important?

International Health Professions Education Week 2: Organize new knowledge,

- How students organize knowledge influences how they learn and apply what they know.
- Expert learners have rich, meaningful knowledge structures that support performance.
- The difference between the current and ideal approach is part of the problem.

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

- Read *How Learning Works* Chapter 3
- Read *Curriculum Development* Chapter 2
- Complete the Book Discussion Board assignments

- o   Question 1: Provide one example of a recent class in which a learning activity was designed to create lots of associations with previous skills.
- o   Question 2: What problem in your context could be addressed through more effective teaching & learning?
- Read the assigned article
- o   Article: Kolanko, KM et al. Academic Dishonesty, Bullying, Incivility, and Violence: Difficult Challenges Facing Nurse Educators. Nursing Education Perspectives. Vol 27 no. 1 2005
- Complete the Article Discussion Board assignments
- o   Question 1: Academic dishonesty appears to be on the rise. What is driving this trend and what are two proposed solutions?

International Health Professions Education Week 3: Value the goals & activities.

- Students' motivation generates, directs, and sustains what they do to learn.
- The difference between the current and ideal characteristics of the learner and their environment is part of the solution.

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

- Read *How Learning Works* Chapter 4
- Read *Curriculum Development* Chapter 3
- Complete the Book Discussion Board assignments
- o   Question 1: Which two strategies to build value and expectancy best serve to increase your or your students motivation to learn?
- o   Question 2: What are the most effective methods of assessing learners at the *start* of a class or course?
- Read the assigned article
- Farsangi, S.N., Khodabandeh Shahraki, S., Preposi Cruz, J. et al. Designing, implementing, and evaluating a mobile app-based cultural care training program to improve the cultural capacity and humility of nursing students. BMC Med Educ 23, 979 (2023). https://doi.org/10.1186/s12909-023-04952-4
- Complete the Article Discussion Board assignments
- o   Question 1: In Iran, a mobile app-based cultural care training program was included for nursing students engaged in community centered experiences. As this article describes issues of cultural competency and cultural humility, reflect upon your experiences. Consider how this app-based program was developed and comment on its possible application/limitations to promote greater cultural competence in your present or anticipated future work settings.

International Health Professions Education Week 4: Break down the steps to mastery.

- To develop mastery, students must acquire component skills, practice integrating them, and know when to apply what they have learned.
- Goals are broad, objectives are specific and measurable.

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

- Read *How Learning Works* Chapter 5
- Read *Curriculum Development* Chapter 4
- Complete the Book Discussion Board assignments
  - Question 1: Do experts always make the best teachers? Explain your rationale.
  - Question 2: Write three learning objectives using action verbs incorporating all five elements; who/will do/how much/of what/by when? Improve one objective of one other class participant.
- Read the assigned article
  - Lock J., Rainsbury, J., CLancey, T., Rosenau, P., Ferreira, C., (2018) Influence of Co-teaching on Undergraduate Students Learning: A Mixed-Methods Study in Nursing. Teaching & Learning Inquiry, 6(1)
- Complete the Article Discussion Board assignments
  - Question 1: Describe three of the current practices, benefits, and challenges for co-teaching in nursing education.
- Submit the International Health Professions Education Mid-Term Exam

International Health Professions Education Week 5: Deliberate practice is the heart of mastery,

- Goal-directed practice coupled with targeted feedback are critical to learning.
- Curricular content flows from specific measurable objectives.

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

- Read *How Learning Works* Chapters 6 and 7.
- Read *Curriculum Development* Chapters 5 and 6.
- Complete the Book Discussion Board assignments.
  - Question 1: What characterizes the most effective feedback you give and receive?
  - Question 2: Describe your favorite learning style. What are the most effective strategies for your learning and retention?
- There is no article or article discussion this week.

- Submit draft curriculum development project; Step 1 *Problem Identification*, Step 2 *Targeted Needs Assessment*. and Step 3 *Goals & Objectives.*

International Health Professions Education Week 6: Lifelong learners teach themselves,

- To become self-directed learners, students must learn to assess the demands of the task, evaluate their own knowledge and skills, plan their approach, monitor their progress, and adjust their strategies as needed.
- Evaluation compares with a standard of acceptability.

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

- Read *How Learning Works* Chapter 8 & Conclusion
- Read *Curriculum Development* Chapter 7
- Complete the Book Discussion Board assignments
  - Question 1: Describe one strength and one weakness of your own approach to studying for *this* course. How could you improve both?
  - Question 2: Describe the difference between evaluation and feedback and provide one example of each from the same scenario.
- Read the assigned article
  - Raholm, Maj-Britt, et al. "Nurse Education--Role Complexity and Challenges." *International Journal for Human Caring* 20.2 (2016).
- Complete the Article Discussion Board assignments
  - Question 1: Describe your ideal role as a healthcare educator? In your opinion, what competencies are central for the profession in the future?
- Submit draft curriculum development project; Step 4 *Educational Strategies*, Step 5 *Implementation*, and Step 6 *Evaluation & Feedback*.

International Health Professions Education Week 7: All things improve or perish,

- Static curricula decline and die. Successful curricula continually develop.
- Sustainable curricula are relevant and vibrant.

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

- Read *Curriculum Development* Chapter 8 and 9
- Complete the Book Discussion Board assignments
  - Question 1: What is meant by the "hidden curriculum" and how does this impact the learning environment?

- o Question 2: Describe the most effective strategies for faculty development in your context.
- Read the assigned article
  - o Yates, Victoria, and Emma Lillie. "Challenges in healthcare delivery in developing nations." *Anaesthesia & Intensive Care Medicine* 20.9 (2019): 532-535.
- Complete the Article Discussion Board assignments
  - o Question 1: Based on this article and your own personal and professional healthcare experiences, please identify, summarize and address challenges to the delivery of healthcare, education, and training, and implementation of change in developing countries.
- Complete and submit your final curriculum development project, along with presentation slides.

International Health Professions Education Week 8: Final Exam

- Project Presentation

Curriculum Development Project:

Individual learners will complete a new proposal in curriculum development incorporating all 6 steps described in the text *Curriculum Development for Medical Education*. Sub-section drafts will be submitted as assigned for feedback from the instructors, conforming to the following specifications.

- Organized by and incorporating *all 6 steps* described in the text *Curriculum Development for Medical Education.*
- Questions to consider include those at the end of each chapter and the following:
  - o Step 1: What is the problem this curriculum is designed to address?
  - o Step 2: What are the identified needs of targeted learners?
  - o Step 3: What are the goals, outcomes and competency-based objectives for the curriculum?
  - o Step 4: What educational strategies and activities will best facilitate learning?
  - o Step 5: What implementation barriers exist, and assets are available?
  - o Step 6: How will you know learning has occurred and the curriculum improved?
- Approximately 2500 words
- 5 - 10 references listed as footnotes in any recognized and consistent style (AMA, APA, etc.).
- Draft submissions *must* be submitted for feedback according to the following schedule:

- o Steps 1-3; End of Week 5
- o Steps 4-6; End of Week 6
- Final submissions *must* be submitted for feedback by end of Week 7.
- Learners will prepare peer presentations including no more than 8 slides and in no more than 8 minutes will present all components of their curriculum development proposal. Learners will receive feedback from their peers for no more than 5 minutes on opportunities to enhance their proposal.

Project Grading Rubric

- Content (weight: 60%)
  - o Excellent
    - Draft feedback is considerably incorporated
    - In-depth analysis of subject content
    - Incorporates extensive additional data acquisition (literature review, learner pre-assessment, pilot etc.)
    - Incorporates comprehensible response to implementation barriers.
  - o Good
    - Draft feedback is adequately incorporated
    - Sufficient analysis of subject content
    - Incorporates adequate additional data acquisition (literature review, learner pre-assessment, pilot etc.)
    - Incorporates sufficient response to implementation barriers.
  - o Fair
    - Draft feedback is somewhat incorporated
    - Moderate analysis of subject content
    - No external data acquisition but detailed planning is included.
    - Incorporates response to implementation barriers.
  - o Poor
    - Draft feedback is not incorporated
    - Superficial analysis of subject content
    - No external data acquisition nor detailed planning is included.
    - Does not incorporate response to implementation barriers.

- References (weight: 20%)
  - o Satisfactory
    - Required minimum number are included
    - Organized in a recognized reference style
  - o Not Satisfactory
    - Does not have required minimum number

- Not organized in a recognized reference style

- On Time (weight: 20%)
  - Satisfactory
    - Turned in on time
  - Not Satisfactory
    - Not turned in on time

Final Exam Project Presentation:

Each course participant with make their International Health Professions Education Project Presentation over a period of 10 minutes, followed by five minutes for questions and feedback from peers. Each presentation should include up to 10 PowerPoint slides. Score on the final project presentation will be tabulated based upon the following grading rubric. A minimum score of ≥80% is required.

Project Presentation Grading Rubric

- Content – (weight: 40%)
  - Excellent
    - Rationales are logically organized
    - Recommendations and calls to action are extensively included
    - References are comprehensive
  - Good
    - Rationales are organized
    - Recommendations and calls to action are sufficiently included
    - References are adequate
  - Fair
    - Rationales are somewhat organized
    - Recommendations and calls to action are somewhat included
    - References are insufficient
  - Poor
    - Rationales are not poorly organized
    - Recommendations and calls to action are not included
    - References are missing

- Presentation – (weight: 20%)
  - Excellent
    - Presenter is well organized
    - Knowledge of content is excellent
    - Delivery is excellent

- o Good
  - Presenter is organized
  - Knowledge of content is good
  - Delivery is good
- o Fair
  - Presenter is modestly organized
  - Knowledge of content is fair
  - Delivery is fair
- o Poor
  - Presenter is not organized
  - Knowledge of content is poor
  - Delivery is poor

- Visual – (weight: 20%)
  - o Satisfactory
    - PPT is visually appealing
    - Graphs are viewable
    - Images are appropriate
  - o Not Satisfactory
    - PPT is not visually appealing
    - Graphs are not viewable
    - Images are not appropriate

- Participation (weight: 20%)
  - o Satisfactory
    - Learner asks thoughtful questions of the other presenters
    - Learner makes recommendations to the other presenters
  - o Not Satisfactory
    - Learner does not ask thoughtful questions of the other presenters
    - Learner does not make recommendations to the other presenters

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 International Health Professions Education. Articles originally published more than 10 years ago are intentionally selected for their ground-breaking impact and contributions to the fields of teaching and learning. 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.

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.

Requirements for Successful Completion & Course Grade Determination:

Assessment of the learner's performance will be based upon:

- Demonstration of the competency objectives using case-studies and simulation
- Completion of ALL Chapter Discussion Board assignments
  - o Non-completion of >2 weeks Chapter Discussion Board will require remediation for passing grade.
- Completion of ALL Article Discussion Board assignments
  - o Non-completion of >2 weeks Article Discussion Board will require remediation for passing grade.
- Attendance and active participation in weekly faculty seminars.
  - o Attendance is required at 4/7 scheduled seminars.
  - o Absence of >3 seminars, without excused absence from course faculty, will require remediation for passing grade.

Course Grade Determination:

Element	Weight
Book discussion board posts	10%
Article discussion board posts	10%

Health Professions Mid-Term Exam	20%
Health Professions Project Paper ≥80%	20%
Health Professions Project Presentation ≥80%	20%
Weekly classroom participation	20%

In addition, course completion also requires:

- Participation in a*ll* weekly virtual classes
- Achievement of ≥80% on the Mid-Term Exam, Curriculum Development Project, and Project Presentation
- Cumulative course score ≥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. 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:

Susan Radecky MD, MPA

Dr. Radecky is a Family Physician with a passion for teaching and serving internationally. She graduated from Northwestern University Medical School and the Grand Rapids Family Medicine Residency training program affiliated with Michigan State University College of Human Medicine. She was Director of that program from 1987 until 2006, leading the faculty and guiding young professionals on their journey to Family Medicine. She is an accomplished speaker with involvement with the American College of Physician Executives, the Society of Teachers of Family Medicine, and national Board Review courses. Serving in short term medical missions has been part of her work throughout her career. She and her Hematologist husband, David have served in many hospitals in Asia and Africa for blocks of time at mission hospitals, learning, encouraging and supporting their ministries.

Nicholas Comninellis, MD, MPH, DIMPH

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.