



INSTITUTE FOR
INTERNATIONAL
MEDICINE

INMED Professional Certificate Course in International Refugee Care Syllabus

Course Director:

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Overview

Today's world has more international refugees seeking relief and asylum than at any time since the end of WWII. Eighty-six percent of refugees are hosted in developing countries, severely straining existing social infrastructures. This course will introduce the principles of international refugee care, including the recognized phases: pre-emergency/mitigation phase, emergency phase, post-emergency/maintenance phase, and the resolution/repatriation phase. Throughout these phases, refugee care leaders must attend to complex issues over security, dependency, mental health, location of settlements, and host-refugee relationships.

Competency Objectives:

At the completion of the INMED Professional Certificate Course in International Refugee Care learners will be able to demonstrate using case-studies, active discussion, and simulation:

- Describe the scope of the worldwide refugee crisis
- Identify the basic issues involved in meeting the needs of refugees
- Design comprehensive refugee care interventions for specific populations
- Explain crisis resolution alternatives

Timeframes:

This Professional Certificate Course includes 8 weeks of structured learning, assignments which are due each Sunday night, online meetings with course faculty, and a scheduled virtual-classroom final exam.

Academic Credit:

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

Enrollment Qualifications:

This course is open to all healthcare professionals and healthcare profession students, as well as non-healthcare professionals. International Refugee Care is especially appropriate for public health personnel, humanitarian relief leaders, policymakers, 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
- Scheduled small group discussions
- Essay composition / Reflective writing
- Applied skills simulation

Mentored Discussion

Course faculty will schedule once-weekly discussion up to 60 minutes with course learners to discuss assigned chapters, articles, forum discussions and questions.

Textbooks Required:

The New Odyssey: The Story of the Twenty-First Century Refugee Crisis, by Patrick Kingsley (Liveright Publishing Corp, 2017).

Weekly Assignments:

International Refugee Care Week 1: Global Refugee Crisis: Regional Destabilization & Humanitarian Protection

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

- Watch the video *International Refugee Care*:
<https://vimeo.com/495503650>
- Read the assigned article:
Lischer, Sarah Kenyon. *Global Refugee Crisis: Regional Destabilization & Humanitarian Protection*. Daedalus, 2017
<https://www.amacad.org/publication/global-refugee-crisis-regional-destabilization-humanitarian-protection>
- Complete the Article Discussion Board assignments
Question 1: Describe the tension that often exists between the interests of host state security and refugee security.
Question 2: Today's global refugee crisis is exacerbated by what other national and international weaknesses?
- Read *The New Odyssey*, Prologue & Chapter 1, *A Birthday Interrupted, Hashem's Flight From Syria*.
- Complete the Book Discussion Board assignments:
Question 1: What are the major factors that forced Hashem to flee from Syria?
Question 2: Describe the impact of Hashem's flight upon his immediate and extended family.

International Refugee Care Week 2: The End of the 1951 Refugee Convention? Dilemmas of Sovereignty, Territoriality, and Human Rights

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

- Watch the videos *The UN Refugee Convention of 1951*,
https://www.youtube.com/watch?v=i5fnRd2_gB4, and *James C. Hathaway on the 1951 Refugee Convention*,
<https://www.youtube.com/watch?v=p9dYwmnBphs>
- Read the assigned article:

- Benhabib, Seyla. The End of the 1951 Refugee Convention? Dilemmas of Sovereignty, Territoriality, and Human Rights. *Jus Cogens* 2, 75-100 (2020). <https://doi.org/10.1007/s42439-020-00022-1>
<https://link.springer.com/article/10.1007/s42439-020-00022-1>
- Complete the Article Discussion Board assignments
 Question 1: Which, in your opinion, are the most important elements of the 1951 Refugee Convention?
 Question 2: What are the most powerful factors today that threaten application of the 1951 Refugee Convention?
 - Read *The New Odyssey*, Chapter 2, *The Second Sea*, *The Desert Routes through the Sahara*.
 - Complete the Book Discussion Board assignments:
 Question 1: Describe some of the dangers and uncertainties faced by migrants passing through North Africa.
 Question 2: What are the motivations that compel migrants to face the dangers of crossing the Mediterranean Sea?

International Refugee Care Week 3: The Syrian Refugee Crisis and Foreign Policy Decision-Making in Jordan, Lebanon, and Turkey, AND The Refugee Crisis in Europe: Shortening Distances, Containment and Asymmetry of Rights

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

- Watch the videos *The State of the Syrian Refugee Crisis*, https://www.youtube.com/watch?v=4m9vq_vjkho, and *Europe's Migrant Crisis: Why Turkey let refugees head for EU and the link with Syria*, <https://www.youtube.com/watch?v=uCvAvBDjD-Y>
- Watch the videos *Europe's migration crisis - Five years on*, <https://www.youtube.com/watch?v=CKjE6hKaLsl> and *Is the European Union Facing a New Refugee Crisis?*, <https://www.youtube.com/watch?v=HLfsnkAaL20>
- Read the two assigned articles:
 Tsourapas, Gerasimos, The Syrian Refugee Crisis and Foreign Policy Decision-Making in Jordan, Lebanon, and Turkey, *Journal of Global Security Studies*, Volume 4, Issue 4, October 2019, Pages 464-481, <https://doi.org/10.1093/jogss/ogz016>
<https://academic.oup.com/jogss/article/4/4/464/5487959>
 Piguet, Etienne. The 'refugee crisis' in Europe: shortening distances, containment and asymmetry of rights—a tentative interpretation of the 2015-16 events, *Journal of Refugee Studies*, feaa015, <https://doi.org/10.1093/jrs/feaa015>.
<https://academic.oup.com/jrs/advance-article/doi/10.1093/jrs/feaa015/5835406>
- Complete the Article Discussion Board assignments
 Question 1: Cite at least two examples of nations taking advantage of refugee crises to extract some national gain. What, in your opinion,

would be a more just approach to managing refugee crisis without prioritizing national gain?

Question 2: Describe at least one key factor that provoked the 2015 European refugee crisis. What is the impact of closing national borders upon refugee migration?

- Read *The New Odyssey*, Chapters 3, *Trading in Souls, Smuggling Networks on the North African Coast*, AND Chapters 4, *SOS, Hashem's Departure from Egypt and His Sea Voyage towards Italy*.
- Complete the Book Discussion Board assignments:
Question 1: What factors motivate the trafficking and smuggling trade in North Africa?
Question 2: Describe the role that Egypt's state bureaucracy played in molding Hashem's decision to take to sea.

International Refugee Care Week 4: Approaches to the Design of Refugee Camps

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

- Watch the videos *Greece: Thousands Moved to New Refugee Camp*, <https://www.youtube.com/watch?v=3FAVo75FEXw>, and *How to Build a Better Refugee Camp*, <https://www.youtube.com/watch?v=wXgsFceYD8g>
- Read the assigned article:
Jahre, M., Kembro, J., Adjahossou, A. and Altay, N. (2018), Approaches to the Design of Refugee Camps: An Empirical Study in Kenya, Ethiopia, Greece, and Turkey, *Journal of Humanitarian Logistics and Supply Chain Management*, Vol. 8 No. 3, pp. 323-345.
<https://doi.org/10.1108/JHLSCM-07-2017-0034>
<https://www.emerald.com/insight/content/doi/10.1108/JHLSCM-07-2017-0034/full/pdf?title=approaches-to-the-design-of-refugee-camps-an-empirical-study-in-kenya-ethiopia-greece-and-turkey>
- Complete the Article Discussion Board assignments
Question 1: What are the major factors to be considered in the design of a refugee settlement?
Question 2: Compare the advantages and disadvantages of urban versus rural refugee encampments.
- Read *The New Odyssey*, Chapters 5, *Shipwreck, How People Drown at Sea and How They Are Saved*.
- Complete the Book Discussion Board assignments:
Question 1: Was the Italian Navy just or unjust in terminating its marine rescue Operation Mare Nostrum? Explain your opinion.
Question 2: What advantages in disadvantages do non-government organizations, such as Médecins Sans Frontières (MSF), have compared with governments in marine rescue operations?
- Submit the International Refugee Care Mid-Term Exam

International Refugee Care Week 5: Migrant and Refugee Populations: a Public Health and Policy Perspective on a Continuing Global Crisis, AND The Health Impacts of the Refugee Crisis

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

- Watch the videos *Inside Syrian Refugees' Battle To Get Healthcare*, <https://www.youtube.com/watch?v=jn3ZNM2AcGI>, and *Syrian Refugees in Lebanon Desperately Needing Medical Treatment*, https://www.youtube.com/watch?v=tgRG2NO_oK8
- Watch the videos *Refugee Camps in Greece Threatened by COVID-19*, <https://www.youtube.com/watch?v=pYEDaTdE6kE>, and *How MSF Builds its Field Hospitals*, https://www.youtube.com/watch?v=JxF_kCZNY_g
- Read the assigned three articles:
Abbas M, Aloudat T, Bartolomei J, et al. Migrant and Refugee Populations: a Public Health and Policy Perspective on a Continuing Global Crisis. *Antimicrob Resist Infect Control*. 2018;7:113. Published 2018 Sep 20. doi:10.1186/s13756-018-0403-4. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6146746/>
Daynes L. The health impacts of the refugee crisis: a medical charity perspective. *Clin Med (Lond)*. 2016;16(5):437-440. doi:10.7861/clinmedicine.16-5-437. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6297302/>
Blundell H, Milligan R, Norris SL, et al. WHO Guidance for Refugees in Camps: Systematic Review. *BMJ Open* 2019;9:e027094. doi:10.1136/bmjopen-2018-027094 <https://bmjopen.bmj.com/content/bmjopen/9/9/e027094.full.pdf>
- Complete the Article Discussion Board assignments
Question 1: What are the major health conditions to which refugees are especially likely to suffer?
Question 2: Describe the interventions that refugee managers and host governments often must take to assure refugee health.
- Read *The New Odyssey*, Chapter 6, *Promised Land? Hashem's First Steps in Europe*, AND Chapter 7 *Between the Woods and the Water, The Beginnings of the Balkan Route*.
- Complete the Book Discussion Board assignments:
Question 1: What are some of the challenges facing migrants like Hashem in Europe? In your opinion, what accommodation (if any) should European nations offer to migrants like Hashem?
Question 2: The Greece receives many migrants in addition to Syrians: Afghans, Sudanese, Somali, Bangladeshi, Moroccans and Senegalese. Why is this the case? Greek law forbids unauthorized bystanders from aiding refugees. In your opinion, is this warranted or unjust, and why?
- Begin developing a draft for the International Refugee Care Essay

International Refugee Care Week 6: Refugee Mental Health and Child Health

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

- Watch the videos *How We Can Bring Mental Health Support to Refugees*, <https://www.youtube.com/watch?v=0gOS34XE2b8>, and *Refugee Life: Through a Child's Eyes*, <https://www.youtube.com/watch?v=tkkVnQEB1mE>
- Read the assigned two articles:
Silove D, Ventevogel P, Rees S. The Contemporary Refugee Crisis: an Overview of Mental Health Challenges. *World Psychiatry*. 2017;16(2):130-139. doi:10.1002/wps.20438
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5428192/>
Lawrence, J.A.; Dodds, A.E.; Kaplan, I.; Tucci, M.M. The Rights of Refugee Children and the UN Convention on the Rights of the Child. *Laws* 2019, 8, 20.
<https://www.mdpi.com/2075-471X/8/3/20>
- Complete the Article Discussion Board assignments
Question 1: Which acute, short-term mental health interventions are generally most appropriate for refugee populations?
Question 2: In what ways are refugee children's basic human rights most often violated?
- Read *The New Odyssey*, Chapters 8, *To Sweden? Hashem's Last Push Towards Scandinavia*
- Complete the Book Discussion Board assignments:
Question 1: What are the mental stressors that have burdened Hashem during his travel through Europe?
Question 2: What is the current state of Hashem's mental health?
- Submit International Refugee Care Draft Essay

International Refugee Care Week 7: Primary Care for Refugees: Challenges and Opportunities

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

- Watch the videos *Refugee Clinical Health Project: Improving Immigrant Health*, <https://www.youtube.com/watch?v=07qO9zb25S8>, and *High-Quality Health Care Services for Resettled Refugees: A Sustainable Model*, <https://www.youtube.com/watch?v=Azi8re3mbmg>
- Read the assigned two articles:
Mishori R, Aleinikoff S, Davis D. Primary Care for Refugees: Challenges and Opportunities. *Am Fam Physician*. 2017 Jul 15;96(2):112-120. PMID: 28762707.
<https://www.aafp.org/afp/2017/0715/afp20170715p112.pdf>

Walden J, Valdman O, Mishori R, Carlough M. Building Capacity to Care for Refugees. *Fam Pract Manag.* 2017 Jul/Aug;24(4):21-27. PMID: 28812857.

<https://www.aafp.org/fpm/2017/0700/p21.html>

- Complete the Article Discussion Board assignments
Question 1: Newly resettled refugees in a host nation frequently require what special healthcare services?
Question 2: Enumerate some of the ways that healthcare providers can incorporate refugee care into their practice.
- Read *The New Odyssey*, Chapter 9, *A Gate Clangs Shut, The Explosion of the Balkan Route, Europe's Mortal Crisis, and the Closure of the Hungarian Border*.
- Complete the Book Discussion Board assignments:
Question 1: In what ways does the European refugee crisis challenge the future of the European Union?
Question 2: What factors may cause a major refugee migration route to rapidly open or close?
- Submit International Refugee Care Final Essay

International Refugee Care Week 8: Resolution & Repatriation

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

- Watch the videos *Rohingya Refugees Refuse Repatriation to Myanmar*, <https://www.youtube.com/watch?v=uzclbHMZvGk>, and *Somali refugees in Kenya: Repatriation to be entirely voluntary*, https://www.youtube.com/watch?v=SRwl-x_ht4o
- Read the assigned article:
Crisp J, Long K. Safe and Voluntary Refugee Repatriation: From Principle to Practice. *JMHS* Volume 4 Number 3 (2016): 141-147.
<https://journals.sagepub.com/doi/pdf/10.1177/233150241600400305>
- Complete the Article Discussion Board assignments
Question 1: In your opinion, which principle is most important in guiding refugee repatriation?
Question 2: When repatriation is not possible, what are potential alternatives?
- Read *The New Odyssey*, Chapter 10, *Status Pending, Hashem's Anxious Wait for Asylum*.
- Complete the Book Discussion Board assignments:
Question 1: The Swedish government provided Hashem with a living stipend while his asylum application was in process. In your opinion, was such a stipend justified?
Question 2: If Hashem was not granted refugee status in Sweden, what might have become of him?

Essay

Learners will compose an essay on the subject *How shall my nation better respond to refugee needs?* Focus the essay on a particular refugee population and develop that subject. The draft essay submission (followed by feedback from the instructor) is due at the end of Week 7 and final essay submission is due at the end of Week 9. The outline for that essay shall be:

Introduction

- Define the needs of a refugee population
- Describe your nation's current policy and involvement

Main body

- Recommend interventions to increase your nation's response to the needs of this refugee population.
- 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 International Refugee Care Final Exam will take place in an online setting, with course learners logging in at the specified time. Over a period of 120 minutes, learners will take part in critical analysis of refugee care scenarios. Each learner will be assigned one scenario in advance to prepare and present. Score on the final exam will be tabulated based upon participation, leadership, and judgement - each weighed equally. A minimum score of 80 percent 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.

Evaluation Methods & Requirements for Successful Completion

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
- Completion of all Article Discussion Board assignments
- Achievement of 80% or greater score on the Effective Change Management Essay
- Achievement of 80% or greater score on the Evidence-Based Change Management Final Exam Simulation
- Complete evaluation and credit claim forms at the course conclusion.

Learners whose evaluation is acceptable will receive the *INMED Professional Certificate in Healthcare Leadership, Management & Administration*. Those learners whose evaluation is not acceptable will receive a certificate of participation and the opportunity to repeat.

Additional Opportunities for Deeper Learning (optional)

- Carnegie Mellon University (CMU) Open Learning Initiative (OLI): <https://oli.cmu.edu/courses/evidence-based-management/>
- Barends, E., Rousseau, D., Evidence-Based Management; How to use evidence to make better organizational decisions. Kogan Page 2018

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:

Seventy-five percent refunds for course registration are available before the first day of the course. Fifty percent refunds are available through the first week of the course. No refunds are available after the first week. If a course participant desires to cancel his/her enrollment, he/she has the choice to request a refund or to apply his/her payment to a future INMED Professional Certificate Course. All payments made to INMED must be in US dollars.

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
Dean, Institute for International Medicine

Nicholas Comninellis is Dean of INMED, the Institute for International Medicine. He is also faculty in the Department of Medical Humanities at the University of Missouri-Kansas City (UMKC) School of Medicine and 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 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.

Disclosures:

No commercial support received. No relevant financial relationships with ACCME - defined commercial interests for anyone who was in control of the content of this activity.

There is no conflict of interest for anyone (planners, faculty, authors) with the ability to control the content of this activity.