



INSTITUTE FOR  
INTERNATIONAL  
MEDICINE

## INMED Professional Certificate Course in International Service-Learning/Clinical Rotation Syllabus

### Course Faculty:

Nicholas Comninellis, MD, MPH, DIMPH  
[nicholas@inmed.us](mailto:nicholas@inmed.us), 816-520-6900

Paul Larson MD, MS, MBA, CPE, DIMPH, FAAFP  
[l Larsonpr@me.com](mailto:l Larsonpr@me.com), 412-350-8310

### Course Coordinator:

Elizabeth Burgos, MPA, [elizabeth@inmed.us](mailto:elizabeth@inmed.us), 816-444-6400  
Amy Gilmore, [amy@inmed.us](mailto:amy@inmed.us), 816-444-6400

### Learner Support:

Leda Rivera: [leda@inmed.us](mailto:leda@inmed.us), 816-444-6400

### Overview:

This International Service-Learning/Clinical Rotation is designed to provide broad-based field experience in the application of international health knowledge and skills to benefit INMED learners already accepted into the Professional Master's Degree in International Health and the Professional Diplomas in International Medicine, International Nursing, and International Public Health.

### Core Competency Objectives:

#### *Patient Care*

Learners must be able to provide patient care that is compassionate, culturally sensitive, appropriate, and effective for the treatment of health problems and the promotion of health.

- Objective: INMED learners demonstrate culturally sensitive and compassionate healthcare in a culturally diverse setting.

### *Medical Knowledge*

Learners must be able to demonstrate knowledge about established and evolving biomedical, clinical and cognate (e.g. epidemiological and social-behavioral) sciences and the application of this knowledge to patient care.

- Objective: INMED learners demonstrate medical knowledge competency when engaging patients, communities, and healthcare professional partners.

### *Practice-Based Learning and Improvement*

Learners must be able to investigate and evaluate their patient care practices, assess and assimilate scientific evidence, and improve their patient care practices.

- Objective: INMED learners will demonstrate the ability to self-evaluate their clinical practices and make improvements based on evidence-based practices.

### *Interpersonal and Communication Skills*

Learners must be able to demonstrate interpersonal and communication skills that result in effective information exchange and teaming with patients, patients' families, and healthcare professional partners.

- INMED learners must demonstrate professionalism in communication with patients, families, community members, and healthcare professional partners.

### *Professionalism*

Learners must be able to demonstrate a commitment to carrying out professional responsibilities, adherence to ethical principles, and sensitivity to a diverse patient population.

- INMED learners demonstrate accepted ethical principles, cultural sensitivity and professionalism within the clinical setting and as a visitor to the community.

### *System-Based Practice*

Learners must be able to demonstrate an awareness of and responsiveness to the larger context and system of healthcare and the ability to effectively call on system resources to provide care that is of optimal value.

- Objective: INMED learners will demonstrate their ability to work within the context of the health system where they are training and effectively navigate the system to assure optimal patient care is provided.

## Goals

The international service-learning experience/clinical rotation will especially emphasize application of the following disciplines:

- Management & prevention of the leading diseases of poverty
- Management & prevention of HIV infection
- Care for the health of pregnant women and newborns
- Proficiency in clinical skills useful in low-resource settings
- 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

## Training Site Selection & Responsibilities:

INMED cooperates with established international health facilities to provide INMED learners with exceptional educational experiences. Site selection is done with attention to safety, accessibility, instructor credentials, ease of communications, and the evaluations of former students.

Forty Training Sites in twenty-five nations are available and include those that are community-based and emphasize preventive care, as well as those that are hospital-based and provide more advanced therapeutic services. Learner responsibilities depend upon the site selected, may include inpatient care, outpatient clinic, procedures, obstetrics, night duty, and participation in research, public health, and primary care activities. Full faculty supervision is provided.

For current descriptions of available training - including photos, transportation, and accommodation sites - please visit:

<http://www.inmed.us/training-sites/>

## Timeframes:

For healthcare profession students and resident physicians, a minimum of four weeks is required at the service-learning Training Site. For professionals in practice, the minimum time requirement is two weeks.

**Academic Credit:**

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

**Enrollment Qualifications:**

This course is open to INMED learners in the Professional Master's Degree in International Health and in the Professional Diplomas in International Medicine, International Nursing, and International Public Health. Prerequisites include completion of the corresponding Professional Certificate Course in International Medicine, International Nursing, or International Public Health

**Education Methods:**

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

- Critical analysis
- Group discussions
- Clinical patient care
- Applied skills simulation
- Group presentation
- Reflective essay composition

**Textbooks Required:**

Handbook of Medicine in Developing Countries, 5<sup>th</sup> Edition  
Author: Dennis Palmer, DO, and Catherine E. Wolf, MD  
Publisher: Christian Medical & Dental Associations  
507 pages, spiral bound

Note: This book is available for purchase from [Christian Medical & Dental Associations](#).

INMED International Medicine & Public Health  
Author: Nicholas Comninellis, MD, MPH  
Publisher: Institute for International Medicine, 2012  
400 pages

Note: This book will be mailed free of charge to course participants. Due to barriers against international shipping, this book can only be provided to mailing addresses within the United States.

### **Explanation of Assignments:**

**Supervision & Responsibilities:** Upon arrival at the Training Site, learners will meet with their supervisor to review the particular schedules, expectations and responsibilities of that healthcare facility.

**Group Presentation:** Learners arrange with their supervisor an opportunity to make a presentation for the staff, patients, or community. With the assistance of the supervisor, learners will select a topic on health promotion or disease management relevant to the particular needs or interests of the audience.

**Reflective Essay Composition:** An international service-learning experience is often profound and life-changing. The guided, reflective essay is an important process for incorporating this experience into the learner's career decisions.

### **Requirements for Successful Completion & Course Grade Determination:**

This course is graded pass/fail. Successful pass requires:

- Satisfactory evaluation by Training Site supervisor
- Satisfactory group presentation
- Satisfactory reflective essay composition
- Completion of course evaluation at the course conclusion.

### **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:**

If for any reason a learner must cancel the international service-learning experience, 75% of the international service-learning enrollment tuition is refundable up to 60 days prior to beginning the experience.

#### **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.

Paul Larson MD, MS, MBA, CPE, DTM&H, FAAFP  
UPMC St. Margaret Family Medicine Residency Program  
Medical Director, Duquesne University Health Services  
Clinical Assistant Professor, Department of Family Medicine  
University of Pittsburgh School of Medicine, Pittsburgh, Pennsylvania  
larsonpr@upmc.edu  
Cell: 412-350-8310

Paul Larson is faculty at the UPMC St. Margaret Family Medicine Residency, Pittsburgh, Pennsylvania, where he serves as Director of Global Health Education and Medical Director of Duquesne University Health Services. In addition, Paul serves UPMC as lead consultant for WorkPartners Primary Care Initiative and UPMC International development of a residency program and clinical academic department of Family Medicine at Nazarbayev University, Kazakhstan.

Paul graduated from the University of Massachusetts Medical School and completed Family Medicine Residency at The Washington Hospital in Washington, Pennsylvania. He completed a post-graduate diploma in Tropical Medicine at the University of Liverpool, U.K and practiced full-spectrum Family Medicine in Kenya as a clinical educator and acting medical director of a district hospital. Paul returned to the USA to complete an MS in medical education at the University of Pittsburgh and a fellowship in faculty development at the University of Pittsburgh Department of Family Medicine, UPMC St. Margaret where he has been faculty for the past 10 years. Paul completed an executive MBA in Healthcare at the University of Pittsburgh Joseph M. Katz Graduate School of Business, Beta Gamma Sigma and is a Certified Physician Executive. Paul is married to Alysia and they have five active teen/preteen children. Paul volunteers as a Medical Officer for the PA Wing, Civil Air Patrol, U.S. Air Force Auxiliary.

**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.