



INSTITUTE FOR
INTERNATIONAL
MEDICINE

INMED Scholarly Project Course Syllabus

Course Directors:

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

Scott Armistead, MD, DIMPH
scott@inmed.us, 804-399-7117

Learner Support:

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

Library Services:

Kitty Serling: library@inmed.us, 816-444-6400

Overview:

The Scholarly Project is the capstone of the Master's Degree in International Health. Learners will select, design, and develop a scholarly project relevant to their career interests. An INMED faculty will be assigned to assist with each step of the process, guiding the learner through project completion within six months after registering. Scholarly projects may include any one of the following three types:

- Literature review
- Quality improvement plan
- Original scientific research

Upon completion, learners will present their scholarly project before a quorum of INMED faculty, who may inquire regarding any component of the project or of the MIH educational experience.

Competency Objectives:

At the completion of the INMED Scholarly Project learners will demonstrate through composition and defense:

- Application of epidemiological principles
- Research methodologies, interpretation, and quality improvement

Depending upon the nature of the specific Scholarly Project, learners *may also* demonstrate through composition and defense:

- Management and prevention of leading diseases of poverty
- Care for the health of pregnant women and newborns
- Skill in community-wide health promotion and death/disability prevention
- Proficiency in disaster mitigation and response
- Design and implementation of team-lead healthcare interventions

Timeframes:

Registration for the Scholarly Project need not be confined to the beginning of a Term. The project must be complete within six months of registering for the course.

Academic Credit:

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

Enrollment Qualifications:

This course is open to INMED learners in the Master's Degree in International Health. Epidemiology course completion is a prerequisite for registering for the Scholarly Project.

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:

- Review of authoritative resources
- Critical analysis
- Small group discussions
- Essay composition / Reflective writing
- Essay composition and group presentation

Scholarly Project Steps:

Early in the MIH degree program, learners are encouraged to begin considering potential Scholarly Projects, especially those relevant to their interests, experience, career commitments, and future professional plans.

Step One: Learners will be assigned an INMED Faculty whose profession and scholarly interests approximate those of the learner. Next, learners will review the respective guideline options, which include Quality Improvement Guidelines, Literature Review Guidelines, or Original Scientific Research Guidelines. Learners will meet with their INMED Faculty as needed to discuss potential scholarly projects and make a final selection.

Step Two: Learners will next formally submit the Scholarly Project Proposal using one of the three available templates: Quality Improvement, Literature Review, or Original Scientific Research.

Step Three: Learners will proceed with developing their Scholarly Projects, accompanied by INMED faculty guidance. Typically, several written drafts of the project will be exchanged between the learner and their faculty throughout the development process. The project must be complete within six months of registering for the Scholarly Project course.

Step Four: Learners will formally submit the final Scholarly Project conforming to the specifications in the respective Quality Improvement Guidelines, Literature Review Guidelines, or Original Scientific Research Guidelines.

Step Five: Upon completion and acceptance by the faculty, learners will present their scholarly project before a quorum of INMED faculty, who may inquire regarding any component of the project or of the MIH educational experience.

Scholarly Project Grading Rubric

- Content (weight: 60%)
 - 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.
 - 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.
 - 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.
 - 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%)
 - Satisfactory
 - Required minimum number are included
 - Organized in a recognized reference style
 - Not Satisfactory
 - Does not have required minimum number
 - Not organized in a recognized reference style
- On Time (weight: 20%) with 2 levels
 - Satisfactory

- Turned in on time
- Not Satisfactory
 - Not turned in on time

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

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

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

Requirements for Successful Completion & Course Grade Determination:

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

- Satisfactory evaluation by Scholarly Project faculty
- Satisfactory evaluation by quorum of INMED faculty

Element	Weight
Scholarly Project	75%
Scholarly Project Presentation	25%

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 Directors:

Scott Armistead, MD, DIMPH (INMED)

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

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 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.