



INSTITUTE FOR
INTERNATIONAL
MEDICINE

INMED International Service-Learning Course Syllabus

Course Directors:

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

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Kitty Serling: library@inmed.us

Overview:

INMED International Service-Learning is a preceptor-led, teaching-learning experience that earns academic credit. Service-learning strengthens student's critical thinking skills as they engage in experiential healthcare activities that are aligned with the academic program's competency objectives. At the same time, local community members also benefit from assistance that may otherwise not be available.

Competency Objectives:

At the completion of the INMED International Service-Learning learners will demonstrate through simulation and actual practice *increasing skill in*:

- Management and prevention of leading diseases of poverty
- Proficiency in clinical skills useful in low-resource settings

- Skill in community-wide health promotion and death/disability prevention
- Culturally appropriate healthcare
- Transfer of healthcare skills to other personnel
- Appropriate personal adjustments for living in this context.

Depending upon the nature of the specific Service-Learning site, learners may *also* demonstrate through simulation and actual practice *increasing skill in*:

- Care for the health of pregnant women and newborns
- Proficiency in disaster mitigation and response
- Design and implementation of team-lead healthcare interventions

Service-Learning Site Selection & Responsibilities:

INMED cooperates with established 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.

Service-Learning Sites are available in multiple nations 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 preceptor supervision is provided.

For current descriptions of available training - including photos, transportation, and accommodation sites - please visit [INMED Service-Learning Sites](#).

Timeframes:

A minimum of four weeks is required at the Service-Learning Site. For learners with exceptional circumstances, INMED offers a [Service-Learning Reduced Duration Pathway](#) that is comprised of two weeks service-learning plus a quality improvement project.

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 and in the Graduate Diplomas in International Medicine, International Nursing, and International Public Health. Prerequisites include completion of the corresponding Graduate 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:

Preceptor Supervised Clinical Teaching

- Case-based patient care
- Critical analysis

Preceptor Lectures and Conferences

- Case-based presentations
- Topic-based presentations
- Journal article critiques
- Clinical and community-based instruction from preceptors

Learner Presentation

- With the assistance of preceptors, INMED learners will select a relevant health-related subject and give a presentation on this subject for the benefit of the service-learning site personnel.

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.

Schedule:

Arrival:

- Learners will be provided with an orientation at the beginning of their service-learning that includes responsibilities, orientation of facility, schedules, personal safety, and emotional wellbeing resources.

Duty Hours:

- Learners are expected to work no more than 40 hours per week, averaged over any four (4) week period.
- Learners will have at least one (1) day off in seven (7), averaged over a four (4) week period.
- Post-call learners are excused from work responsibilities.

Absences

- Any absences must be approved by the onsite preceptor.
- In case illness, the learner must notify the onsite preceptor.
- Unexcused absences may result in failure of the service-learning course, at the discretion of the on-site preceptor.

Explanation of Assignments:

International Health Essay Composition: A service-learning experience is often profound and life-changing. This guided, reflective essay is an important process for incorporating the experience into the learner's career. Submission of the international health essay, along with the Post-Service-Learning INMED Evaluation, is due within two weeks of completing service-learning.

Professionalism:

INMED learners will follow the current Student Handbook requirements.

Guidelines for professional conduct include, but not limited to:

- Professional Attire
 - Dress in a professional and cultural appropriate manner (INMED and preceptors will provide direction to attire for your service-learning site).
- Punctuality
 - Learners are expected to be on time for all commitments.
 - Chronic tardiness will not be tolerated and will result in unfavorable evaluation.
- Responsibility
 - Learners will not make independent decisions regarding patient care.

- Learners are expected anticipate diagnosis assessment and treatment plan and discuss with faculty.
- Clinical responsibilities may include (not limited to):
 - Work rounds on all assigned patients
 - Patient care tasks assigned by preceptors
 - Presentation of patients on staff rounds
 - Writing healthcare documentation
 - Continual assessment of assigned patients
 - Continual discussions with preceptors regarding patients
 - Other responsibilities assigned by preceptors
- Politeness, cultural sensitivity, and respect
 - Be respectful, culturally sensitive and be polite to patients, families, community, and healthcare partners/team.
 - If a learner feels that a patient or another health professional partner is inappropriate, the learner should leave the situation and contact the preceptor.
- Patient Confidentiality
 - Maintain patient privacy.
 - Patient information is on a need-to-know basis only.

Debriefing/Counseling Services

INMED provides academic, professional, and post-service-learning counseling to current INMED learners. Please contact student support services to request these services.

Student Support Services
 Leda Rivera
 816-444-6400
leda@inmed.us

On-Call Support
 Amy Gilmore
 816-444-6400 ext. 1
amy@inmed.us

Requirements for Successful Completion & Course Grade Determination:

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

- Satisfactory evaluation by Service-Learning Site preceptor
- Satisfactory learner presentation
- Satisfactory international health essay composition
- Completion of course evaluation

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.

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:

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.

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.