



INSTITUTE FOR
INTERNATIONAL
MEDICINE

INMED International Health Professions Education Course Syllabus

Course Faculty:

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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 Professional Certificate 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 60 minutes.

Academic Credit:

Completion of this course requirements earns two 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 up to 60 minutes with course faculty to discuss assigned chapters, articles, forum discussions and questions.

Textbooks Required:

Ambrose, SA., et al *How Learning Works; 7 Research-Based Principles for Smart Teaching*. Jossey-Bass, San Francisco, CA. 2010

Kern, DE., *Curriculum Development for Medical Education, A Six-Step Approach*. 3rd Edition. Johns Hopkins University Press. Baltimore MD, 2016

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. Gaur, U., et al. Challenges and Opportunities of Preclinical Medical Education: COVID-19 Crisis and Beyond. *SN Comprehensive Clinical Medicine* (2020) 2:1992-1997. <https://doi.org/10.1007/s42399-020-00528-1>
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/teachlearningqu.6.1.5>
5. Gao Y, Zhang P-P, Wen S-F, et al. Challenge, opportunity and development: Influencing factors and tendencies of curriculum innovation on undergraduate nursing education in the mainland of China. *Chin Nurs Res*. 2017;4:113e116. <http://dx.doi.org/10.1016/j.cnre.2017.07.003>
6. Ralph, Nicholas, et al. "Settling for less": Designing undergraduate nursing curricula in the context of national accreditation." *Collegian* 24.2 (2017): 117-124. <http://dx.doi.org/10.1016/j.colegn.2015.09.008>
7. Raholm, Maj-Britt, et al. "Nurse Education--Role Complexity and Challenges." *International Journal for Human Caring* 20.2 (2016).
8. 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 60 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 & Chapter 1
- 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 2
- Read *Curriculum Development* Chapter 2
- Complete the Book Discussion Board assignments

- Question 1: Provide one example of a recent class in which a learning activity was designed to create lots of associations with previous skills.
- Question 2: What problem in your context could be addressed through more effective teaching & learning?
- Read the assigned article
 - 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
 - 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 3
- Read *Curriculum Development* Chapter 3
- Complete the Book Discussion Board assignments
 - Question 1: Which two strategies to build value and expectancy best serve to increase your or your students motivation to learn?
 - Question 2: What are the most effective methods of assessing learners at the *start* of a class or course?
- Read the assigned article
 - Gaur, U., et al. Challenges and Opportunities of Preclinical Medical Education: COVID-19 Crisis and Beyond. *SN Comprehensive Clinical Medicine* (2020) 2:1992-1997
- Complete the Article Discussion Board assignments
 - Question 1: COVID-19 changed the face of global health professions education. How has your context changed their educational approach and which strategies do you think will outlive COVID-19?

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 4
- 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* Chapter 5
- Read *Curriculum Development* Chapter 5
- 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?
- Read the assigned article
 - Gao Y, Zhang P-P, Wen S-F, et al. Challenge, opportunity and development: Influencing factors and tendencies of curriculum innovation on undergraduate nursing education in the mainland of China. *Chin Nurs Res.* 2017;4:113e116.
- Complete the Article Discussion Board assignments
 - Question 1: According to this article, the Chinese current undergraduate nursing curriculum has a larger proportion of basic

medical courses, which brings great challenges for nursing educators. What are some of your recommendations for the development, and innovation of healthcare professional educations?

- Submit draft curriculum development project; Step 1 *Problem Identification* & Step 2 *Targeted Needs Assessment*.

International Health Professions Education Week 6: No-one's a blank slate,

- Students' current level of development interacts with the social, emotional, and intellectual climate of the course to impact learning.
- Are the required resources available?

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

- Read *How Learning Works* Chapter 6
- Read *Curriculum Development* Chapter 6
- Complete the Book Discussion Board assignments
 - Question 1: Provide one story from your own past or context where the learning environment helped or hindered learning?
 - Question 2: Provide one example of less than successful implementation due to lack of sufficient support or resources.
- Read the assigned article
 - Ralph, Nicholas, et al. "Settling for less": Designing undergraduate nursing curricula in the context of national accreditation." *Collegian* 24.2 (2017): 117-124.
- Complete the Article Discussion Board assignments
 - Question 1: In Australia, designing a nursing curriculum in the context of national accreditation might mean "settling for less". What is the potential impact of accreditation requirements on curriculum design in your own contexts of teaching and care?
- Submit draft curriculum development project; Step 3 *Goals & Objectives* & Step 4 *Educational Strategies*.

International Health Professions Education Week 7: 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 7 & 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 5 Implementation & Step 6 Evaluation & Feedback*.

International Health Professions Education Week 8: 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 & 9
- Complete the Book Discussion Board assignments
 - Question 1: What is meant by the "hidden curriculum" and how does this effect the learning environment?
 - Question 2: Describe the most effective strategies for faculty development in your context.
- Read the assigned article
 - 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
 - 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 final curriculum development project.
- Complete and Submit Presentation Slides for curriculum development project. (Due on scheduled final exam/presentation date).

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:
 - Step 1: What is the problem this curriculum is designed to address?
 - Step 2: What are the identified needs of targeted learners?
 - Step 3: What are the goals, outcomes and competency-based objectives for the curriculum?
 - Step 4: What educational strategies and activities will best facilitate learning?
 - Step 5: What implementation barriers exist, and assets are available?
 - 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:
 - Steps 1 & 2; End of Week 5
 - Steps 3 & 4; End of Week 6
 - Steps 5 & 6; End of Week 7
- Final submissions *must* be submitted for feedback by end of Week 8
- 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

- 90-100
 - Three draft submissions on assigned dates.
 - Incorporation of draft feedback.
 - Indepth analysis of all 6 curriculum development steps.
 - Incorporates additional data acquisition (literature review, learner pre-assessment, pilot etc.)
 - Incorporates response to implementation barriers.

- 80-90
 - 1-3 draft submissions.
 - Moderate analysis of all 6 curriculum development steps.
 - No external data acquisition yet but detailed planning is included.
- <80
 - No draft submissions
 - No final paper submission
 - Superficial analysis of <6 curriculum development steps.

Project Presentation

The International Health Professions Education Final Simulation/Project Presentations will take place in an online setting. All course learners will login at the specified time. Over a period of up to 120 minutes, all individual learners *must* present their curriculum development project and receive feedback from their peers. Score on the final project presentation will be tabulated based upon individual presentation quality & content and feedback participation with peer project presentations. A minimum score of ≥80% is required.

Project Presentation Grading Rubric

- 90-100
 - 8 Slides presented in 8 minutes summarizing core content in all 6 steps.
 - Receptive to feedback.
 - Actively participating in providing high value feedback for all peer presentations.
- 80-90
 - Excess or inadequate slides presenting most core content from 3-6 steps.
 - Receptive to feedback.
 - Actively participating in feedback for some peer presentations.
- <80
 - Inadequate preparation or presentation of core content from 1-6 steps.
 - Inadequate participation in feedback for peer presentations.

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.

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

Course Grade Determination:

<u>Element</u>	<u>Weight</u>
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Weekly didactic participation	15%
Book discussion board posts	20%
Article discussion board posts	20%
Health Professions Education Mid-Term Exam $\geq 80\%$	10%
Health Professions Education Project Paper $\geq 80\%$	20%
Health Professions Education Project Presentation $\geq 80\%$	15%

In addition, course completion also requires:

- Participation in *all* weekly virtual classes
- Achievement of $\geq 80\%$ on the Mid-Term Exam, Project Paper, and Project Presentation
- Cumulative course score $\geq 80\%$
- 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 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:

Course Refund Policy

100% refund: 1st day – 3rd day*

75% refund: 4th day to the day before the course starts

50% refund: 1st week of course

30% refund: 2nd week of course

20% refund: 3rd week of course

10% refund: 4th week of course

No refund: following 4th week of course

* Day one = date enrollment agreement is signed or date on course registration receipt

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
Institute for International Medicine

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.

Olivia Li, RN, MSN, EdD
Nursing Faculty, Langara University, BC, Canada

Dr. Olivia Li has over 23 years of international registered nursing, education, and executive leadership experience in China, the United Kingdom, Canada, and the United States. Dr. Li gained her professional experience through a wide variety of settings including intensive care unit, acute surgical-medical, orthopedic/trauma, occupational and community health in both public and private sectors. She obtained her Master's degree in Nursing from University of Wales in the United Kingdom and focused on education, and a Doctorate in Global Executive Education Leadership at the University of Southern California, USA. She holds numerous qualifications and licenses including active licenses as a registered nurse in the US, Canada, and the UK; adult education certificate, and Certified Occupational Health Nurse. She serves as a committee member for the provincial nursing registration regulatory body and has established and maintained key connections and influence in multiple international nursing networks, nursing education institutions, healthcare facilities, and non-profit organizations.