

Academic Catalog

2025 – 2026 Academic Year



INSTITUTE FOR
INTERNATIONAL
MEDICINE

An American-Based Educational Institution

Since 2003

Equipping healthcare professionals and students to serve the forgotten

INMED

2340 E. Meyer Blvd. Building 1, Ste. 338

Kansas City, MO 64132

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INMED Mission

Equipping healthcare students and professionals to serve the forgotten.

INMED Vision

To be the national academic standard for international health education and promotion.

The Institute for International Medicine will also be referred to as INMED and Institute within this document.

ORGANIZATIONAL STRUCTURE AND FUNCTION

Roles

President and Provost

The chief administrative officer of the institution as appointed by the Board of Directors, the President provides leadership in developing and maintaining effective, efficient systems to sustain and strengthen the institution.

Vice President of Academic Affairs

Vice President of Academic Affairs is appointed by the President with the approval of the Board of Directors. The Vice President of Academic Affairs holds office at the pleasure of the President. The Vice President of Academic Affairs serves as the President's deputy in all matters delegated to him/her and oversees the Academic Program.

Vice President of Operations

Vice President of Operations is appointed by the President with the approval of the Board of Directors. The Vice President of Operations holds office at the pleasure of the President. The Vice President of Operations is the chief financial officer of the Institute and is responsible for the business operations of the Institute.

Director of Student Affairs and Admissions

The Director of Student Affairs and Admissions is appointed by the President, with the approval of the Board of Directors, and holds office at the pleasure of the President. The Director of Student Affairs and Admissions is responsible for all functions and matters relating to student affairs and services.

Dean of Faculty

The Dean of Faculty leads the faculty council within the Institute. The dean often reports to the President. The role of the dean often includes leading the faculty and setting academic policies. A dean may also be a professor.

Dean of Students

The Dean of Students oversees and supports the overall student experience at the university, acting as a liaison between students, faculty, and administration. Their responsibilities include managing student life, addressing student needs, and ensuring a positive and supportive campus environment.

Faculty

Faculty refers to the body of professors that teaches courses to students, such as adjunct professors, associate professors, and professors.

Campus Information and Student Services

Hours of Operation

- Monday – Friday 9am – 4:30pm (Central Time)
- Evening courses and weekend Hours are flexible and will be posted at the beginning of each semester.

Facilities

- INMED Administrative Offices are on the campus of Research Medical Center at 2340 E. Meyer Blvd., Building 1 Suite, 338, Kansas City, MO 64132.
- Most of the didactic course work is done through the INMED virtual environment.
- In-class skills, simulation work, hands-on training, and labs are completed at Graceway (5460 Blue Ridge Cut-off, Kansas City, MO 64133. Kansas City, MO), at Research Medical Center (2316 E. Meyer Blvd, Kansas City, MO 64132), and/or at facilities that have agreement with INMED both nationally and internationally.
- Service-learning experience is completed at an INMED international clinical or community development site.

Student Services

- Office of the President: the principal administrative office. It is responsible for educational and physical planning for students, MIH program coordination, community and government relations for student recruitment and after-graduation employment, international relations for recruitment and after-graduation employment, campus communications, ensuring that the INMED student body is diverse and inclusive, and providing general leadership for those who work with the master's students.
- Office of Academic Affairs: oversees the academic programs and services of INMED. As the centralized administrative unit within the institution, it provides an array of services to students. These services include oversight of academic advising, student admissions and progress, service-learning, and other related functions. The office also establishes relationships with prospective students through community, government, and international relations recruiting. The VP of Academic Affairs also works closely with students on probation to curate a plan of success.

- Office of Student Affairs & Admissions: responsible for the academic and personal development of students at the institution. One office with two purposes. The Office of Admissions serves as the welcoming committee and enrollment manager while continuously admitting a diverse student community. It also serves as the Registrar, assisting with adding and dropping classes, transfer credits, diplomas, academic major requirements, providing transcripts, and more while enforcing academic policies. The Office of Student Affairs offers a supportive student environment, focusing on diversity and inclusion, individual worth, and student development. It provides various miscellaneous services, including assistance with computer and account-related technical issues.
- Office of Operations; provides resources and guidance to students seeking financial support. The office is responsible for all financial affairs, including tuition payments, refunds, and scholarship information. Currently, the institution provides students with case-by-case financial support and allows them to obtain outside financial assistance.
- Office of Service-Learning: provides learners with exceptional educational experiences by cooperating with numerous health facilities. Site selection is done with attention to safety, accessibility, instructor credentials, ease of communications, and evaluations of former learners. Operating under the Office of Academic Affairs, this office prepares students to lead comprehensive disease intervention and health promotion efforts in low-resource and cross-cultural contexts.

PROGRAMS OFFERED

Continuing Education Courses

INMED Short Self-Paced Courses offer up-to-date, evidence-based learning in international health topics. These courses include a pre-test, short videos, engaging images, and a post-test. Registration permits access for one year. All courses are accredited for continuing medical education (CME) credit, with exception of ultrasound.

Institute for International Medicine is accredited by the Kentucky Medical Association to provide continuing medical education for physicians. INMED continuing education courses are accredited for *AMA PRA Category 1 Credits™*.

Registration Requirements:

Open to all healthcare professionals and healthcare profession learners.

The following are the minimum computing requirements for participating in a continuing education 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 web browser, preferably the most up-to-date version of Internet Explorer, Firefox, or Safari.
- Applications capable of opening Microsoft Word documents and viewing PDFs.
- An internet connection, preferably high speed.
- Capability of viewing YouTube and Vimeo videos
- Payment is due at the time of registration

Short Self-Paced Course Catalog

10 CME Hours

\$150 SSPC - DIS 401 Diseases of Poverty, 4th Edition

6 CME Hours

\$90 SSPC - HIV 402 HIV Medicine for Limited Resource Settings, 4th Edition

5 CME Hours

\$75	SSPC - MAT 403	Maternal-Newborn Health, 4 th Edition
\$40	SSPC - ULT 404	Ultrasound for Primary Care, 4 th Edition
\$75	SSPC - IPH 301	International Public Health, 4 th Edition
\$75	SSPC - DM 303	Disaster Management in Limited Resource Settings, 4 th Edition
\$75	SSPC - HE 305	Health Profession Education, 4 th Edition
\$75	SSPC - Intro 201	Introduction to Epidemiology, 3 rd Edition
\$75	SSPC - MHD 202	Measuring Health and Disease, 3 rd Edition
\$75	SSPC - ES 203	Epidemiology Studies, 3 rd Edition
\$75	SSPC - BBC 204	Basic Biostatistics Concepts, 3 rd Edition
\$75	SSPC - CAUS 205	Causation of Epidemiology, 3 rd Edition
\$75	SSPC - ENCD 206	Epidemiology of Non-Communicable Diseases, 3 rd Edition
\$75	SSPC - ECD 207	Epidemiology of Communicable Diseases, 3 rd Edition
\$75	SSPC - CLIN 208	Clinical Epidemiology, 3 rd Edition
\$75	SSPC - EOE 209	Environmental and Occupational Epidemiology, 3 rd Edition
\$75	SSPC - HPP 210	Health Policy and Planning, 3 rd Edition

3 CME Hours

\$45	SSPC - CCS 302	Cross-Cultural Skills, 4 th Edition
\$45	SSPC - HL 304	Health Leadership for Limited Resource Settings, 4 th Edition

Additional Self-Paced Course information is located at
<https://www.inmed.us/short-self-paced-courses/>.

Continuing Education Professional Qualification Courses

INMED Professional Qualification Courses are high-level learning experiences guided by supervising faculty. Each course includes pre-test, short videos, engaging images,

a post-test, and a required in-person, hands-on participation lab. Registration permits access for one year. All courses are accredited for continuing medical education (CME) credit.

Institute for International Medicine is accredited by the Kentucky Medical Association to provide continuing medical education for physicians. INMED continuing education courses are accredited for *AMA PRA Category 1 Credits™*.

Registration Requirements:

The following are the minimum computing requirements for participating in a continuing education 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 web browser, preferably the most up-to-date version of Internet Explorer, Firefox, or Safari.
- Applications capable of opening Microsoft Word documents and viewing PDFs.
- An internet connection, preferably high speed.
- Capability of viewing YouTube and Vimeo videos
- The ability to attend the in-person, hands-on portion
- Payment is due at the time of registration

Evaluation

All Professional Qualification Courses are graded pass/fail.

Successful pass requires:

- Post Test equal or greater to 80%.
- Satisfactory demonstration of all required skills.
- Complete course evaluation and credit claims form at the certificate completion.

Professional Qualification Course Catalog

25 Clock Hours

\$415	PQC – USPC 801	Ultrasound for Primary Care
\$465	PQC – HBB 802	Helping Babies Breathe (Newborn Resuscitation)
\$315	PQC – ECB 803	Essential Care for Every Baby and Small Babies
\$315	PQC – HMS 804	Helping Mothers Survive
\$315	PQC HSHL 805	Hands-On Skills for Low-Resource Healthcare
\$515	PQC – OBUS 806	Obstetrics Ultrasound

All Professional Qualification courses require online coursework prep before attending the in-person class portion.

Professional Qualification Course Information

Ultrasound for Primary Care

This hybrid course is for medical physicians, medical students, advanced practice nurses, and physician assistants. The certificate is structured to enhance the learner's performance and interpretation for ultrasonography of the carotid, thyroid, heart, lung, aorta, abdomen, urinary tract, DVT screening, joint and venous access, and FAST exam.

Online Course Work:

Lesson 1	Ultrasound Physics
Lesson 2	Thyroid
Lesson 3	Carotid
Lesson 4	Pulmonary
Lesson 5	Cardiac
Lesson 6	Hepatobiliary
Lesson 7:	Spleen
Lesson 8	Renal
Lesson 9	Inferior Vena Cava
Lesson 10	Abdominal Aorta
Lesson 11	Bladder
Lesson 12	Musculoskeletal
Lesson 13	Vascular Access
Lesson 14	eFast
Lesson 15	Deep Venous Thrombosis

In-Person Classroom Event:

8:00 am	Principles of US equipment use and image optimization
9:00	Thyroid & Carotid
10:00	Limited Echo & Thoracic
11:00	Abdominal, Renal, Urinary & eFast
12:00 pm	Lunch
1:00	DVT Screening
2:00	Joint Space Access (Glenohumeral, Superiolateral Knee)
3:00	Venous Access (IJV, SCV, Basilic, Common Femoral)
5:00	Conclusion

Institute for International Medicine is accredited by the Kentucky Medical Association to provide continuing medical education for physicians.

The Institute for International Medicine designates this other (enduring and live) activity for a maximum of 6 *AMA PRA Category 1 Credit(s)*[™]. Physicians should claim only the credit commensurate with the extent of their participation in the activity.

A certificate of completion indicating the number of *AMA PRA Category 1 Credit(s)*[™] will be issued for completing this course. Certificates may be submitted to applicable state boards for recognition.

Additional course information may be found at: <https://www.inmed.us/ultrasound-for-primary-care/>.

Helping Babies Breathe (Newborn Resuscitation) – 11 Clock Hours

This hybrid course is for health professionals, health profession students, and community health workers. This evidence-based certificate teaches basic neonatal resuscitation techniques in low-resource locations, developed on the premise that straightforward newborn care can save many lives. The certificate requires successful completion of online preparation followed by a one-day, in-classroom event to master hands-on skills and assess learner competency.

Online Course Work:

Lesson 1	Surviving Motherhood
Lesson 2	Pre and Post Natal Care
Lesson 3	Pregnancy Complications
Lesson 4	Pressing Women's Disability Issues
Lesson 5	Newborn Care Overview
Lesson 6	Healthy Newborn
Lesson 7	Newborn Problems and Management

In-Person Classroom Event:

8:00 am	Introduction to Helping Babies Breathe
9:00	Dialogue – Causes of Neonatal Death: Intro to HBB Program
9:30	Ventilation with Bag and Mask
10:00	Preparation for a Birth
11:00	Routine Care (learning with the neonatal simulator)
12:00 pm	Lunch
1:00	The Golden Minute® (clear airway and stimulate breathing)
1:30	The Golden Minute® (ventilation)
2:30	Continued Ventilation with Normal and Slow Heart Rate
3:00	Participant Evaluations – Mastering the Action Plan
4:00	Evaluation of Learner Knowledge and Performance
5:00	Conclusion

Institute for International Medicine is accredited by the Kentucky Medical Association to provide continuing medical education for physicians.

The Institute for International Medicine designates this other (enduring and live) activity for a maximum of 11 *AMA PRA Category 1 Credit(s)™*. Physicians should claim only the credit commensurate with the extent of their participation in the activity.

A certificate of completion indicating the number of *AMA PRA Category 1 Credit(s)™* will be issued for completing this course. Certificates may be submitted to applicable state boards for recognition.

Additional course information may be found at: <https://www.inmed.us/essential-newborn-care-1/>.

Essential Care for Every Baby and Small Babies

This hybrid course is for health professionals and health professional students. This evidence-based certificate prepares the learner to teach basic baby care techniques. The certificate requires successful completion of online preparation followed by a one-day, in-classroom event to master hands-on skills and assess learner competency.

Online Course Work:

Lesson 1	Surviving Motherhood
Lesson 2	Pre and Post Natal Care
Lesson 3	Pregnancy Complications
Lesson 4	Pressing Women's Disability Issues
Lesson 5	Newborn Care Overview
Lesson 6	Healthy Newborn
Lesson 7	Newborn Problems and Management
Lesson 8	Maternal Newborn Future Vision

In-Person Classroom Event:

1:00 pm	Preparation for a Birth
1:30	Routine Newborn Care
2:30	Identification of Danger Signs
3:00	Feeding and Special Care for Small Babies
4:00	Educating Parents in Home Care
4:30	Transfer Baby Healthcare Skills to Other Providers
5:00	Conclusion

Institute for International Medicine is accredited by the Kentucky Medical Association to provide continuing medical education for physicians.

The Institute for International Medicine designates this other (enduring and live) activity for a maximum of 11 *AMA PRA Category 1 Credit(s)*[™]. Physicians should claim only the credit commensurate with the extent of their participation in the activity.

A certificate of completion indicating the number of *AMA PRA Category 1 Credit(s)*[™] will be issued for completing this course. Certificates may be submitted to applicable state boards for recognition.

Additional course information may be found at: <https://www.inmed.us/essential-newborn-care-2/>.

Helping Mothers Survive

This hybrid course is for health professionals and students in the areas of medicine, nursing advanced practice nursing, physician assistants, and midwives. The certificate requires successful completion of online preparation followed by a one-day, in-classroom event to master hands-on skills and assess learner competency.

Online Course Work:

Lesson 1	Surviving Motherhood
Lesson 2	Pre and Post Natal Care
Lesson 3	Pregnancy Complications
Lesson 4	Pressing Women's Disability Issues
Lesson 5	Newborn Care Overview
Lesson 6	Healthy Newborn
Lesson 7	Newborn Problems and Management
Lesson 8	Maternal Newborn Future Vision

In-Person Classroom Event:

8:00 am	Essential Care for Labor & Birth Action Plan Details & Simulation
9:00	Bleeding After Birth Action Plan Details
10:00	Bleeding After Birth Action Plan Simulation
11:00	Threatened and Preterm Labor Action Plan and Simulation
12:00 pm	Lunch
1:00	Pre-Eclampsia and Eclampsia Action Plan Additional
2:00	Pre-Eclampsia and Eclampsia Action Plan Simulation
3:00	Prolonged and Obstructed Labor Action Plan Details
3:30	Prolonged and Obstructed Labor Action Plan Simulation
5:00	Conclusion

Institute for International Medicine is accredited by the Kentucky Medical Association to provide continuing medical education for physicians.

The Institute for International Medicine designates this other (enduring and live) activity for a maximum of 12.75 *AMA PRA Category 1 Credit(s)*[™]. Physicians should claim only the credit commensurate with the extent of their participation in the activity.

A certificate of completion indicating the number of *AMA PRA Category 1 Credit(s)*[™] will be issued for completing this course. Certificates may be submitted to applicable state boards for recognition.

Additional course information may be found at: <https://www.inmed.us/helping-mothers-survive/>.

Hands-On Skills for Low-Resource Healthcare

This hybrid course is for health professionals and students in the areas of medicine, nursing advanced practice nursing, physician assistants, and midwives. The certificate reviews the most needed clinical skills in settings with a shortage of specialists. Included are hands-on sessions covering wound care, suturing, extremity trauma and immobilization, complicated obstetrics, newborn resuscitation, tropical fever evaluation, and community health survey techniques. The certificate requires successful completion

of online preparation followed by a one-day, in-classroom event to master hands-on skills and assess learner competency.

Online Course Work:

Lesson 1	Wound Assessment and Suturing Technique
Lesson 2	Extremity Trauma Evaluation and Management
Lesson 3	Tropical Fever Evaluation and Management
Lesson 4	Management of Common Obstetrics Complications
Lesson 5	Newborn Resuscitation
Lesson 6	Community Health Assessment

In-Person Classroom Event:

8:00 am	Wound evaluation and urgent management including repair
9:30	Extremity trauma evaluation, management, and immobilization
11:00	Tropical fever evaluation and management
12:00 pm	Lunch/Poverty Meal (provided)
1:00	Management of common obstetrics complications
2:30	Newborn resuscitation
4:00	Community Health Survey
5:00	Conclusion

Institute for International Medicine is accredited by the Kentucky Medical Association to provide continuing medical education for physicians.

The Institute for International Medicine designates this other (enduring and live) activity for a maximum of 15 *AMA PRA Category 1 Credit(s)*[™]. Physicians should claim only the credit commensurate with the extent of their participation in the activity.

A certificate of completion indicating the number of *AMA PRA Category 1 Credit(s)*[™] will be issued for completing this course. Certificates may be submitted to applicable state boards for recognition.

Additional course information may be found at: <https://www.inmed.us/skills-low-resource-healthcare/>.

Obstetrics Ultrasound

This hybrid course is for medical physicians, midwives, advanced practice nurses, and physician assistants with prior experience in basic obstetrics skills. This certificate uses ultrasound to confirm early pregnancy diagnosis and location, identify common gynecological pathology, and identify the 6 Ps of late pregnancy.

Online Course Work:

Lesson 1	Obstetrics Ultrasound Principles
Lesson 2	Normal Pregnancy
Lesson 3	Early Pregnancy Complications
Lesson 4	Later Pregnancy Complications

Lesson 5 Fetal Heart Ultrasound

In-Person Classroom Event:

8:00 am	Principles of US equipment use and image optimization
8:20	Early pregnancy diagnosis/confirmation and location
8:40	Hands-on Clinical Sessions
12:00 pm	Lunch
1:00	2 – 3 rd Trimester Ultrasound Evaluation. Late pregnancy fetal parity (number)/pulse (fetal heartbeat) / pocket (fluid)/placenta (location)/ fetal presentation/ post-partum evaluation/ late pregnancy placenta (location)/ fetal presentation/post-partum evaluation.
1:40	Basic gynecological ultrasound (ovarian cysts and uterine masses)
2:00	Hands-on Clinical sessions
3:00	Evaluation of hypotension or shock related to obstetrical hemorrhage
5:00	Conclusion

Institute for International Medicine is accredited by the Kentucky Medical Association to provide continuing medical education for physicians.

The Institute for International Medicine designates this other (enduring and live) activity for a maximum of 8 *AMA PRA Category 1 Credit(s)*[™]. Physicians should claim only the credit commensurate with the extent of their participation in the activity.

A certificate of completion indicating the number of *AMA PRA Category 1 Credit(s)*[™] will be issued for completing this course. Certificates may be submitted to applicable state boards for recognition.

Additional course information may be found at: <https://www.inmed.us/obstetrics-ultrasound/>.

Overall Professional Qualification Course information is located at <https://www.inmed.us/hands-on-skills/>.

Graduate Certificates

INMED Graduate Certificates provide a high-level experience guided by supervising faculty that are experts in their fields. Each Graduate Certificate Course has unique application requirements to enroll.

General Registration Requirements:

The following are the minimum computing requirements for participating in a continuing education 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 web browser, preferably the most up-to-date version of Internet Explorer, Firefox, or Safari.
- Applications capable of opening Microsoft Word documents and viewing PDFs.
- An internet connection, preferably high speed.
- Capability of viewing YouTube and Vimeo videos

Evaluation

All Graduate Certificates are graded pass/fail. Successful pass requires:

- Participation in all weekly virtual classes.
- Achievement of $\geq 80\%$ on International Clinical Health and International Public Health final exams.
- Cumulative course score of $\geq 80\%$
- Complete course evaluation and credit claims form at the certificate completion.

Graduate Certificate Catalog

8-Week Structured Online Learning

\$3150*	GC – INPH 901	International Public Health
\$3150*	GC – INPH 902	International Nursing & Public Health
\$3150*	GC – IMPH 903	International Medicine & Public Health

Course tuition includes registration to course, course materials, textbooks, and certification upon successful completion of the course.

**Tuition for the Graduate Certificates in International Medicine, Nursing, & Public Health is \$3,150 for Master's degree credit. Tuition for non-Master's degree learners is \$1,575. Non-Master's degree learners will be invoiced at non-Master's credit.*

Refund Policy can be found at: <https://www.inmed.us/cost/>.

Graduate Certificate Information

International Public Health – 10 Credit Hours

This certificate is open to all healthcare Graduates and healthcare profession students, including undergraduates. This course is especially relevant for public health personnel, healthcare administrators, and college students who are preparing for careers in healthcare, anthropology, and international relations and development.

Course Work:

Clinical Health Week One	Diseases of Poverty, Part One
Clinical Health Week Two	Diseases of Poverty, Part Two
Clinical Health Week Three	Low-Resource HIV Medicine
Clinical Health Week Four	Maternal-Newborn Health

Public Health Week One	International Public Health
Public Health Week Two	Cross-Cultural Skills and Disaster Management
Public Health Week Three	Health Leadership
Public Health Week Four	Health Professions Education

Additional course information may be found at: <https://www.inmed.us/graduate-certificates/>.

International Nursing & Public Health – 10 Credit Hours

This certificate is specially customized for nurses, including advanced practice nurses, Master's degree level, and students of advanced practice nursing. Undergraduate nursing students will also benefit.

Course Work:	
Clinical Health Week One	Diseases of Poverty, Part One
Clinical Health Week Two	Diseases of Poverty, Part Two
Clinical Health Week Three	Low-Resource HIV Medicine
Clinical Health Week Four	Maternal-Newborn Health
Public Health Week One	International Public Health
Public Health Week Two	Cross-Cultural Skills and Disaster Management
Public Health Week Three	Health Leadership
Public Health Week Four	Health Professions Education

Additional course information may be found at: <https://www.inmed.us/graduate-certificates/>.

International Medicine & Public Health – 10 Credit Hours

This certificate is open to healthcare professionals and healthcare profession students in the fields that routinely diagnose and treat disease, including physicians, dentists, physician assistants, pharmacists, resident physicians, and learners of these health professions.

Course Work:	
Clinical Health Week One	Diseases of Poverty, Part One
Clinical Health Week Two	Diseases of Poverty, Part Two
Clinical Health Week Three	Low-Resource HIV Medicine
Clinical Health Week Four	Maternal-Newborn Health
Public Health Week One	International Public Health
Public Health Week Two	Cross-Cultural Skills and Disaster Management
Public Health Week Three	Health Leadership
Public Health Week Four	Health Professions Education

Additional course information may be found at: <https://www.inmed.us/graduate-certificates/>.

Graduate Diplomas

INMED Graduate Diploma programs are designed for healthcare professionals and students to increase their skills on behalf of marginalized people. Recipients of an INMED Graduate Diploma will be prepared to lead comprehensive disease intervention and health promotion efforts in low-resource and cross-cultural contexts.

General Registration Requirements:

The following are the minimum computing requirements for participating in a continuing education 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 web browser, preferably the most up-to-date version of Internet Explorer, Firefox, or Safari.
- Applications capable of opening Microsoft Word documents and viewing PDFs.
- An internet connection, preferably high speed.
- Capability of viewing YouTube and Vimeo videos

Evaluation

All Graduate Diplomas are graded pass/fail. Successful pass requires:

- Earn $\geq 80\%$ in all coursework
- Accumulative grade of $\geq 80\%$
- Earn a "Passing" grade for the skills lab, simulations, and service-learning rotation

Graduate Diploma Catalog

International Public Health

\$100	GD - APP 10	Application Fee
\$1575	GC - IPH 901	Graduate Certificate in International Public Health
\$895	VC - GDSDL 11	Service-Learning Tuition Fee

International Nursing & Public Health

\$100	GD - APP 10	Application Fee
\$1575	GC - INPH 902	Graduate Certificate in International Nursing & Public Health
\$895	VC - GDSDL 11	Service-Learning Tuition Fee

International Medicine & Public Health

\$100	GD - APP 10	Application Fee
\$1575	GC - IMPH 903	Graduate Certificate in International Medicine & Public Health
\$895	VC - GDSDL 11	Service-Learning Tuition Fee

All Diplomas require 8 weeks of structured online learning before the 4 weeks of service-learning at an INMED International Training site.

Course tuition includes registration to course, course materials, textbooks, and certification upon successful completion of the course.

Service-Learning tuition covers the cost of one's international medical liability insurance policy (that protect learners from healthcare litigation abroad), the cost of an international travel and evacuation insurance policy (for personal health crises), and for the uniquely challenging logistics of arranging of international service-learning in low-resource communities.

Other expenses associated with Diploma training normally include airfare, passport, visa, vaccinations, and housing and meals at the international site. These travel expenses are usually on the order of \$3000 – \$4000. INMED can provide Training Site specific estimates. Participants are responsible for all fees.

Refund Policy can be found at: <https://www.inmed.us/cost/>.

Graduate Diploma Information

International Public Health – 15 Credit Hours

Application for the INMED Graduate Diploma in International Public Health is open to all healthcare professionals, healthcare profession learners, and associated fields. This Graduate diploma is especially relevant to those preparing for careers in healthcare, community development, and international relations. Applicants must have completed a baccalaureate degree prior to making application.

Course Work:

- A. GC – IPH 901 Graduate Certificate in International Public Health
 - 1. Clinical Health Week One Diseases of Poverty, Part One
 - 2. Clinical Health Week Two Diseases of Poverty, Part Two
 - 3. Clinical Health Week Three Low-Resource HIV Medicine
 - 4. Clinical Health Week Four Maternal-Newborn Health
 - 5. Public Health Week One International Public Health
 - 6. Public Health Week Two Cross-Cultural Skills and Disaster Management
 - 7. Public Health Week Three Health Leadership
 - 8. Public Health Week Four Health Professions Education
- B. VC - GDSL 11 International Service-Learning
 - 9. Pre-departure preparation
 - 10. 4 weeks of service-learning at an International Public Health Training Site
 - 11. Post-experience debriefing
 - 12. Reflective essay

Additional Graduate Diploma in International Public Health information is located at <https://www.inmed.us/graduate-diplomas/>.

International Nursing & Public Health – 15 Credit Hours

Application for the INMED Graduate Diploma in International Nursing & Public Health is open to nurses, including advanced practice nurses, and nursing students. Applicants must have completed a baccalaureate degree prior to making application.

Notice: INMED International Nursing Service-Learning experiences demand that students already possess clinical skills. For this reason, INMED requires that prior to departure nursing learners have already completed at least their first semester of nursing school.

This course is 8 weeks of structured online learning and 4 weeks of service-learning at an INMED International Nursing Training site.

Course Work:

- A. GC – INPH 902 Graduate Certificate in International Nursing & Public Health
 - 1. Clinical Health Week One Diseases of Poverty, Part One
 - 2. Clinical Health Week Two Diseases of Poverty, Part Two
 - 3. Clinical Health Week Three Low-Resource HIV Medicine
 - 4. Clinical Health Week Four Maternal-Newborn Health
 - 5. Public Health Week One International Public Health
 - 6. Public Health Week Two Cross-Cultural Skills and Disaster Management
 - 7. Public Health Week Three Health Leadership
 - 8. Public Health Week Four Health Professions Education
- B. VC - GDSL 11 International Service-Learning
 - 9. Pre-departure preparation
 - 10. 4 weeks of service-learning at an International Nursing Training Site
 - 11. Post-experience debriefing
 - 12. Reflective essay

Additional Graduate Diploma in International Nursing & Public Health information is located at <https://www.inmed.us/graduate-diplomas/>.

International Medicine & Public Health – 15 Credit Hours

Application for the INMED Graduate Diploma in International Medicine & Public Health is open to physicians, dentists, physician assistants, pharmacists, resident physicians, and learners in these fields. Applicants must have completed a baccalaureate degree prior to making application.

Notice: INMED International Medicine Service-Learning experiences demand that learners already possess well founded clinical skills. For this reason, INMED requires that prior to departure learners have already completed their core clinical training in inpatient and outpatient pediatrics, adult medicine, obstetrics and gynecology, and

general surgery. If there is any question as to the learners clinical capabilities INMED will call for additional documentation.

This course is 8 weeks of structured online learning and 4 weeks of service-learning at an INMED International Medicine Training site.

Course Work:

A. GC – IMPH 903 Graduate Certificate in International Medicine & Public Health

- | | |
|-------------------------------|---|
| 1. Clinical Health Week One | Diseases of Poverty, Part One |
| 2. Clinical Health Week Two | Diseases of Poverty, Part Two |
| 3. Clinical Health Week Three | Low-Resource HIV Medicine |
| 4. Clinical Health Week Four | Maternal-Newborn Health |
| 5. Public Health Week One | International Public Health |
| 6. Public Health Week Two | Cross-Cultural Skills and Disaster Management |
| 7. Public Health Week Three | Health Leadership |
| 8. Public Health Week Four | Health Professions Education |

B. VC - GDSL 11 International Service-Learning

9. Pre-departure preparation
10. 4 weeks of service-learning at an International Medicine Training Site
11. Post-experience debriefing
12. Reflective essay

Additional Graduate Diploma in International Medicine & Public Health information is located at <https://www.inmed.us/graduate-diplomas/>.

DEGREES OFFERED

Masters in International Health

This 35-credit hour master's degree is designed for healthcare professionals and healthcare profession students to complement their education with both advanced academic skills and field experience. Equipped in this way, recipients of the Master's in International Health will be prepared to lead comprehensive health promotion and disease intervention efforts – with emphasis upon the unique needs in low-resource and cross-cultural communities. Three specialty tracks are available to students: International Medicine, International Nursing, and International Public Health.

This unique degree is distinctly focused on improving the health of marginalized people by equipping healthcare personnel with expertise in epidemiology, diseases of poverty, maternal newborn health, international public health, cross-cultural skills, disaster management, health leadership, healthcare education, research, and quality improvement.

Admission Qualifications:

- Completed bachelor's degree from an accredited institution
- Currently enrolled in Medical; Pharmacy; Dental; Physician Assistant; Nursing; Advanced Practice Nursing; Dietetics; Midwifery; Healthcare Administration; Physical & Occupational Therapy; Public Health program (or)
- Active MD/DO; PharmD; DDS; PA; RN; APRN; Midwife; Healthcare Administrator; PT; OT; Public Health. Applicable clinical license must be submitted and in good standing
- Curricula Vitae
- Letter of Recommendation from a faculty or supervisor
- Students who self-identify as non-native English speakers will be required to submit, to INMED, either a TOEFL iBT® or MyBest® minimum score of 80 or an IELTS Band Score of 6.5 or higher. Admission will not be granted until after the test results are received.
- Submission of any undergraduate or graduate school diplomas already granted
- Submission of any professional certifications already granted
- Academic transcripts (for those whose undergraduate or graduate education is still in process)

Objectives

At the completion of the INMED Master's Degree in International Health learners will demonstrate through case studies, simulation, and actual practice:

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

Tuition and Fees

- Application Fee: \$100
- Cost Per Credit Hour: \$315
- Total tuition: \$11,025 (for 35-credit hours). No additional fees are added.
- Tuition includes course, course materials, and certification upon successful completion of the course.
- Tuition also includes the primary textbook. Students are responsible for individual course textbook costs.

- Notes: Service-Learning tuition covers the cost of one's international medical liability insurance policy (that protect learners from healthcare litigation abroad), the cost of an international travel and evacuation insurance policy (for personal health crises), and for the uniquely challenging logistics of arranging of international service-learning in low-resource communities.
- Other expenses associated with service-learning normally include airfare, passport, visa, vaccinations, and housing and meals at the international site. These travel expenses are usually on the order of \$3000 – \$4000. INMED can provide Training Site specific estimates. Participants are responsible for all fees.
- Payment is due at the time of registration
- Tuition and fees are subject to change
- Refund Policy can be found at: <https://www.inmed.us/cost/>.

Master's Degree in International Health Catalog

Master's Degree in International Health candidates will achieve the program's learning objectives through the following educational components:

Core & Required Courses

\$1890	ACC - EPI 700	Epidemiology
\$1575	VC - MSL 502	Service-Learning Experience
\$1575	VC - SCP 501	Scholarly Project

Specialty Tracks

\$3150	GC - INPH 901	Graduate Certificate in International Public Health
\$3150	GC - IPH 902	Graduate Certificate in International Nursing & Public Health
\$3150	GC - IMPH 903	Graduate Certificate in International Medicine & Public Health

Electives

\$945	ACC - EPC 701	Emergency Pandemic Control
\$945	ACC - IRC 702	International Refugee Care
\$945	ACC - HLA 703	Healthcare Leadership & Administration
\$945	ACC - IHPE 704	International Health Professions Education
\$945	ACC - HMA 705	Healthcare for Marginalized Americans
\$945	ACC - SCHP 706	Self-Care for the Health Professional
\$945	ACC - IHE 707	International Healthcare Ethics
\$415	PQC - USPC 801	Ultrasound for Primary Care
\$465	PQC - HBB 802	Helping Babies Breathe
\$315	PQC - ECB 803	Essential Care for Every Baby and Small Babies

\$315	PQC – HMS 804	Helping Mothers Survive
\$315	PQC – HSLH 805	Hands-On Skills for Low-Resource Healthcare
\$515	PQC – OBUS 806	Obstetrics Ultrasound for Primary Care

Refund Policy can be found at: <https://www.inmed.us/cost/>.

Master's Degree in International Health Information

Core & Required Courses

Epidemiology – 6 Credit Hours

Course Work:

Week One	Introduction to Epidemiology
Week Two	Measuring Health and Disease
Week Three	Epidemiology Studies
Week Four	Basic Biostatistics Concepts
Week Five	Epidemiology of Non-Communicable Diseases
Week Six	Epidemiology of Communicable Diseases
Week Seven	Environmental and Occupational Epidemiology
Week Eight	Final Exam

Transfer Credit Policy: Applicants who have completed an epidemiology course within calendar four years prior to MIH application may submit the course syllabus and grade transcript. INMED will consider these for credit towards MIH requirements (Max of 6 credit hours for transfer). If transfer credit is accepted, the payment of Epidemiology course tuition will be waived. View the policy [here](#) for additional information.

Service-Learning – 5 Credit Hours

This 4-week experience consists of pre-departure preparation, the experience at an [INMED Service-Learning Site](#), post-experience debriefing, and reflective essay.

(Completion of the MIH Specialty Track is required prior to the enrolling into the service-learning experience)

Scholarly Project – 5 Credit Hours

One of the following is chosen to complete Scholarly Project requirement:

- A quality improvement project related to the learner's professional endeavors
- A literature review on a pivotal subject connected with the learner's career
- Original scientific research suitable for publication

(Completion of the Epidemiology is required prior to enrolling into the scholarly project)

Specialty Tracks

Students are assigned their specialty track based on current educational status or professional license.

International Public Health – 10 Credit Hours

Open all healthcare professionals and healthcare profession students. This course is especially relevant for public health personnel, healthcare administrators, and college students who are preparing for careers in healthcare, anthropology, and international relations and development.

Course Work:

Clinical Health Week One	Diseases of Poverty, Part One
Clinical Health Week Two	Diseases of Poverty, Part Two
Clinical Health Week Three	Low-Resource HIV Medicine
Clinical Health Week Four	Maternal-Newborn Health
Public Health Week One	International Public Health
Public Health Week Two	Cross-Cultural Skills and Disaster Management
Public Health Week Three	Health Leadership
Public Health Week Four	Health Professions Education

International Nursing & Public Health – 10 Credit Hours

Specially customized for nurses, including advanced practice nurses, Master's degree level, and students of advanced practice nursing.

Course Work:

Clinical Health Week One	Diseases of Poverty, Part One
Clinical Health Week Two	Diseases of Poverty, Part Two
Clinical Health Week Three	Low-Resource HIV Medicine
Clinical Health Week Four	Maternal-Newborn Health
Public Health Week One	International Public Health
Public Health Week Two	Cross-Cultural Skills and Disaster Management
Public Health Week Three	Health Leadership
Public Health Week Four	Health Professions Education

International Medicine & Public Health – 10 Credit Hours

Specially customized to healthcare professionals and healthcare profession students in the fields that routinely diagnose and treat disease, including physicians, dentists, physician assistants, pharmacists, resident physicians, and learners of these health professions.

Course Work:

Clinical Health Week One	Diseases of Poverty, Part One
Clinical Health Week Two	Diseases of Poverty, Part Two
Clinical Health Week Three	Low-Resource HIV Medicine

Clinical Health Week Four	Maternal-Newborn Health
Public Health Week One	International Public Health
Public Health Week Two	Cross-Cultural Skills and Disaster Management
Public Health Week Three	Health Leadership
Public Health Week Four	Health Professions Education

All Electives

A total of 9 Credit Hours are required.

3-Credit Hour Electives

ACC – CDC 701	Communicable Disease Control
ACC – IRC 702	International Refugee Care
ACC – HLA 703	Healthcare Leadership & Administration
ACC – IHPE 704	International Health Professions Education
ACC – HMA 705	Healthcare for Marginalized Americans
ACC – SCHP 706	Self-Care for the Health Professional
ACC – IHE 707	International Healthcare Ethics

1-Credit Hour Electives

PQC – USPC 801	Ultrasound for Primary Care*
PQC – HBB 802	Helping Babies Breathe
PQC – ECB 803	Essential Care for Every Baby and Small Babies
PQC – HMS 804	Helping Mothers Survive**
PQC – HSLH 805	Hands-On Skills for Low-Resource Healthcare
PQC – OBUS 806	Obstetrics Ultrasound for Primary Care

** Only available for the International Medicine & Public Health Specialty Track or an Advanced Nurse Practitioner*

*** Available to International Medicine & Public Health and International Nursing & Public Health Specialty Track*

Concentrations

Students can focus their education by selecting electives that address particular professional interests. Concentrations can be selected any time prior to beginning elective courses. Each concentration requires at least 9 credit hours.

Healthcare Leadership

Prepares students with the competencies necessary to effectively cast vision, organize, and daily manage healthcare organizations.

3-Credit Hour Electives

ACC – CDC 701	Communicable Disease Control
ACC – IRC 702	International Refugee Care
ACC – HLA 703	Healthcare Leadership & Management
ACC – IHPE 704	International Health Professions Education
ACC – SCHP 706	Self-Care for the Health Professional

Disaster Relief

Equips learners with the knowledge and skills needed to effectively mitigate, advanced plan, respond, and recover from natural and man-made disasters.

3-Credit Hour Electives

ACC – CDC 701	Communicable Disease Control
ACC – IRC 702	International Refugee Care
ACC – HLA 703	Healthcare Leadership & Management
ACC – SCHP 706	Self-Care for the Health Professional
ACC – IHE 707	International Healthcare Ethics

1-Credit Hour Electives

PQC – USPC 801	Ultrasound for Primary Care
PQC – HMS 804	Helping Mothers Survive
PQC – HSLH 805	Hands-On Skills for Low-Resource Healthcare

Maternal-Newborn Health

Prepares students with the competencies necessary to protect the health of pregnant mothers and their newborns, and to intervene with necessary treatments.

3-Credit Hour Electives

ACC – HLA 703	Healthcare Leadership & Management
ACC – SCHP 706	Self-Care for the Health Professional
ACC – IHE 707	International Healthcare Ethics

1-Credit Hour Electives

PQC – HBB 802	Helping Babies Breathe
PQC – ECB 803	Essential Care for Every Baby and Small Babies
PQC – HMS 804	Helping Mothers Survive
PQC – OBUS 806	Obstetrics Ultrasound for Primary Care

Low-Resource Primary Care

Equips learners with the knowledge and skills needed to provide quality health care in resource-limited and cross-cultural settings.

3-Credit Hour Electives

ACC – CDC 701	Communicable Disease Control
ACC – IRC 702	International Refugee Care
ACC – HLA 703	Healthcare Leadership & Management
ACC – IHPE 704	International Health Professions Education
ACC – HMA 705	Healthcare for Marginalized Americans
ACC – SCHP 706	Self-Care for the Health Professional

1-Credit Hour Electives

PQC – USPC 801	Ultrasound for Primary Care
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PQC – HBB 802	Helping Babies Breathe
PQC – ECB 803	Essential Care for Every Baby and Small Babies
PQC – HMS 804	Helping Mothers Survive
PQC – HSLH 805	Hands-On Skills for Low-Resource Healthcare

Tracking Progress Through the MIH

Each MIH learner can view their degree audit in Populi (My Profile > Student) where they can view the MIH details, track their degree requirements, and see recorded their completed MIH components.

Grading

Academic Credit Courses

Letter grades of A, B, C, D, and F are used.

Temporary grade of IN (Incomplete) is treated as an F until removed.

Grade points are assigned as follows:

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

A - Mastery of course objectives is at the highest level of expected achievement.

B - Adequate performance in attaining the course objectives has been achieved

C - Only marginal inadequate performance towards the course objectives have been achieved.

D - An inadequate level of course objective attainment has been achieved.

F - Grossly inadequate performance of course objectives 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.

Service-Learning Experience

Graded as 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.

Scholarly Project

Graded as pass/fail.

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

Successful Completion of the MIH Degree

- Earn $\geq 80\%$ in all course work.
- Earn an accumulative grade of $\geq 80\%$ in the program.
- Earn a "Passing" grade for the skills lab, simulations, and service-learning rotation.
- Earn a "Passing" grade in the scholarly project.

Certification and Graduation

Participants who complete the above education components and achieve the competency objectives will be granted the Professional Master's degree in International Health (MIH). Verification of the educational experience will be provided to any learner's affiliated institution. Graduates are entitled to include with their name and signature the initials MIH.

Remediation

If a learner does not complete any component 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 component within one year of the start date of the original course. The learner will be offered only one opportunity to repeat the component without requiring repeat payment of tuition.

Overall Master's Degree in International Health information is located at <https://www.inmed.us/masters-in-international-health/>.

ACADEMIC CALENDAR

Professional Qualification Course Offerings

May 27, 2026, in Kansas City, MO

Professional Qualification Course in Helping Babies Breathe (HBB). 9am-4pm.

Professional Qualification Course in Essential Care for Every Baby and Small Babies. 1-5pm.

Professional Qualification Course in Obstetrics Ultrasound. 8am-5pm.

May 28, 2026, in Kansas City, MO

Professional Qualification Course in Helping Mothers Survive. 8am-12pm.

Professional Qualification Course in Ultrasound for Primary Care. 8am-5pm.

Professional Qualification Course in Hands-On Skills for Low-Resource Healthcare. 8am-5pm.

2025-2026 Course Offerings

2025 Early Fall Term: Aug 4 to Sept 28

Registration deadline is July 27, 2025.

Healthcare for Marginalized Americans Course. Required Virtual Class Tuesdays 6-7:30pm. Final Exam Sep 23, 6-7:30pm. Central Time.

International Refugee Care Course. Required Virtual Class Wednesdays 5:30-7pm. Final Exam Sep 24, 5:30-7pm. Central Time.

Graduate Certificate Course in International Medicine, Nursing & Public Health.

Required Virtual Class Wednesdays 7-9pm. Final Exam Sep 24, 7-9pm. Central Time.

2025 Late Fall Term: Oct 6 to Nov 30

Registration deadline is September 28, 2025.

Epidemiology Course. Required Virtual Class Tuesdays 6-7:30pm. Final Exam Nov 25, 6-7pm. Central Time.

International Refugee Care Course. Required Virtual Class Wednesdays 5:30-7pm. Final Exam Nov 26, 5:30-7pm. Central Time.

Graduate Certificate Course in International Medicine, Nursing & Public Health.

Required Virtual Class Wednesdays 7-9pm. Final Exam Nov 26, 7-9pm. Central Time.

2026 Winter Term: Jan 5 to Feb 28

Registration deadline is December 28, 2025.

Communicable Diseases Control. Required Virtual Class Tuesdays 6-7:30pm. Final Exam Feb 24, 6-7:30pm. Central Time.

Healthcare Leadership & Management Course. Required Virtual Class Tuesdays 6-7:30pm. Final Exam Feb 24, 6-7:30pm. Central Time.
Graduate Certificate Course in International Medicine, Nursing & Public Health. Required Virtual Class Wednesdays 7-9pm. Final Exam Feb 25, 7-9pm. Central Time.

2026 Spring Term: Mar 9 to Apr 30

Registration deadline is March 1, 2026.

Self-Care for the Health Professional Course. Required Virtual Class Wednesdays 6-7:30pm. Final Exam Apr 28, 6-7:30pm Central Time.
Graduate Certificate Course in International Medicine, Nursing & Public Health. Required Virtual Class Wednesdays 7-9pm. Final Exam Apr 29, 7-9p. Central Time.
International Health Professions Education Course. Required Virtual Class Thursdays 6-7:30pm. Final Exam Apr 30, 6-7:30pm Central Time.

2026 Summer Term: Jun 1 to Jul 26

Registration deadline is May 24, 2025.

Epidemiology Course. Required Virtual Class Tuesdays 6-7:30pm. Final Exam Jul 21 6-8pm Central Time.
Graduate Certificate Course in International Medicine, Nursing & Public Health. Required Virtual Class Wednesdays 7-9pm. Final Exam Jul 22, 7-9p. Central Time.
International Healthcare Ethics Course. Required Virtual Class Thursdays 6-7:30pm. Final Exam Jul 23 6-7:30pm Central Time.

* Schedule of course offerings are subject to change

WITHDRAW AND REFUND POLICY

A student may cancel this transaction, without any penalty or obligation, within three (3) business days (excluding weekends and holidays) from the date specified on the enrollment agreement or course registration receipt. A student's notification of cancellation must be conveyed to the institution via the [Withdrawal Request Online Form](https://www.jotform.com/build/213076862987167) (<https://www.jotform.com/build/213076862987167>). Refunds resulting from a cancellation will be issued within 30 days of notice of cancellation. A student requesting cancellation more than 3 business days after signing an enrollment agreement is subject to the applicable refund formula stated in the following section.

Refund Policy for Withdrawal

You may choose to defer a course enrollment to a future course date. If you do not defer to a future course date, you may withdraw from currently enrolled courses at any time and receive the following refund rates:

Application Refund Policy

100% refund	1st day – 3rd day*
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* Day one = date online application form is submitted

registration receipt. “Day” refers to a business day and excludes weekends and holidays.

8-Week Course Refund Policy

100% refund	Before course begins
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

4-Week Service-Learning Refund Policy

100% refund	Before course begins
25% refund	1st week of course
10% refund	2nd week of course
No refund	Following 2nd week of course

Professional Qualification Courses and Continuing Education Refund Policy

100% refund	Before course begins
No refund	If any course materials have been accessed.

No refunds outside the stated policy are guaranteed. Students may request refunds due to mitigating circumstances. INMED will review these situations on a case-by-case basis.

Procedure for Withdrawing from A Course / Requesting a Refund

1. Submit Withdrawal Request Online Form
2. Select Refund or Deferral Option
 - a. If Refund Request is approved, refund will be issued within 30 days
 - b. If Refund Request is denied, student will be notified by the University.
 - c. If Deferral Option is selected, learner will qualify to re-schedule for a future participation date

Procedure for Withdrawing from A Program

1. Set a meeting with designated advisor (MIH) or service-learning manager (diploma) to discuss withdrawal.
2. Submit Withdrawal Request Online Form
3. Select the Program Accepted Into
4. Select Deferral, Complete Withdrawal, or Switch Program Option
 - a. If Deferral is chosen, specify the length of deferred time. Please note that the MIH must be completed within 4 years of acceptance date.
 - b. If Complete Withdrawal is chosen, student will be removed from the program. Student must reapply and repay tuition to their program if they want to continue at a later time.
 - c. If Switch Program is chosen, learner will be moved to the new program and the Institute will notify the learner of change. Student

must reapply and repay tuition to the original program if they want to continue at a later time.

5. Student receives acknowledgement of withdrawal from INMED.

Dismissal From University

Students dismissed from courses and programs due to misconduct (ie: harassment) are not entitled to a deferral or refund of course tuition paid.

Definition Of Terms

8-Week Courses – refers to the Graduate Certificate in International Medicine & Public Health, Graduate Certificate in International Nursing & Public Health, Graduate Certificate in International Public Health, and all 8-week general academic credit courses

Application – refers to the Master's Degree in International Health Application and the Diploma Program Application

Continuing Education Courses – refers to the Professional Qualification Course in Ultrasound for Primary Care, Professional Qualification Course in Obstetrics Ultrasound, Professional Qualification Course in Helping Babies Breathe, Professional Qualification Course in Essential Care for Every Baby and Small Babies, Professional Qualification Course in Helping Mothers Survive, Professional Qualification Course in Hands-On Skills for Low-Resource Healthcare, and all Short Self-Paced Courses

Deferrals – student's registration is transferred to a future date and are still be enrolled in a program

Programs – refers to the Professional Master's Degree in International Health, Graduate Diploma Program in International Medicine and Public Health, Graduate Diploma Program in International Nursing and Public Health, Graduate Diploma Program in International Public Health

Refunds – student is refunded (or partially refunded) money paid for a course, but may still be enrolled in program

Withdrawal from a course – student is withdrawn from a currently enrolled course but remains enrolled in a program

Withdrawal from the university/program – student is withdrawn from all programs and courses

STUDENT CONDUCT

Please refer to the [INMED Student Handbook](#) for complete conduct and character expectations of students.

General Policies and Regulations

Address and Name Change

Students are required to inform the office of Student Affairs any changes to their professional or personal physical and e-mail addresses. Student addresses and phone numbers may also be updated by logging into the INMED Student Platform.

Students who wish to change any part of their name as it appears in the INMED Student Platform must provide official documentation supporting the request change to office of Student Affairs.

Communications

Federal statutes require certain information be delivered to students. INMED delivers much of this information via email. Official electronic notifications, including federal stature requirements, instructions from institutional officials, will be sent to students' email address provided by students and required annual verification by student.

INMED students are required to update any changes to their contact information, including email.

Complaint and Grievance Procedure

INMED students who have a complaint about performance, action, or inaction of a member of the INMED staff, faculty, or representative affecting the student during the period of enrollment may engage this process for resolution:

Students shall direct complaints as soon as possible, but no later than fifteen (15) days since the date of event. Complaints must be submitted through the [Complaints & Reports Online Form](#) (Populi Dashboard > Forms). The person or persons who receive the complaint shall make every effort to resolve the problem fairly and promptly through a written decision to the student. If the interaction does not resolve the complaint/allegation, the student may submit in writing their complaint/allegation to the President's Office. The President's Office has ten business days to offer a resolution. If the student is dissatisfied with the resolution offered by the President's Office, he/she may contact the [Department of Higher Education and Workforce Development](#) for information on filing a formal grievance against the institution.

Academic Honesty and Behavior

INMED students agree to pursue their studies with integrity. The Institute expects each student to adhere to moral standards in the academic life, pursuing academic

excellence with justice and honesty. Academic dishonesty, in all forms, does not represent the mission or values of INMED.

Scholarly Expectations

Every student is required to satisfy the instructor's expectations in each course of study in such a way as the faculty may determine that the work of the course is being performed in a satisfactory manner. Failure to satisfy the instructor's expectations, student may be subjected to the Student Academic Standing Policy.

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 Academic Integrity Policy and Process.

Grade Challenges

Students may dispute a grade within thirty (30) days of the grade being received. As a first step, the student should arrange a meeting with the faculty member to discuss how the grade was determined. If a grade change is agreed upon, the faculty member will request a grade change with the Director of Student Affairs and Admissions, who shall make the change. If a grade change is not agreed upon and the student desires further deliberation, the student may appeal to the Vice President of Academic Affairs, presenting his/her case in the presence of the faculty member and the Vice President of Academic Affairs. If a grade change is agreed upon, the Vice President of Academic Affairs shall make the change. If a grade change is not agreed upon and the student desires further deliberation, the student may appeal to the President and a meeting involving the student, the President, and faculty member shall be convened. If a grade change is agreed upon, the Vice President of Academic Affairs shall make the change. If a grade change is not agreed upon by all parties, the President shall have the final say regarding the grade.

Appeal Request Online Form (Populi Dashboard > Forms).

Copyright

INMED Intellectual Property

INMED responds to allegations of copyright infringement in digital and online media in accordance with procedures required by the Digital Millennium Copyright Act. INMED prohibits violations of copyright law by use of INMED networks, equipment, and facilities. Suspected student offenders are referred to the Office of the Vice President.

The unauthorized copying, performance, or distribution of materials protected by copyright law may subject individuals to civil and criminal penalties. The distribution of material through peer-to-peer file-sharing networks may constitute copyright

infringement if undertaken without authorization of the copyright owner. Infringers will be liable for attorney's fees and court costs.

Student Intellectual Property

Intellectual property created by a student during typical INMED classwork is owned by the student as long as the student was only using resources that are usually and customarily provided by INMED.

Academic Freedom (from the American Association of University Professors)

INMED believes that students must always remain free to inquire, study, evaluate, and gain maturity and understanding. Students have the right to freedom in free discussion, inquiry, and expression. Students should be free to take reasoned exception to the data or views offered in any course of study and reserve judgment about opinion matters. However, students are responsible for learning the content of any course of study they are enrolled in. Students do not have the legal right to demand that classes be viewpoint-neutral or "balanced," as teachers also have academic freedom.

Students are to be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students are protected against improper educational evaluation but are responsible for maintaining standards of academic performance established for each course they are enrolled in.

Students are citizens and learners of an esteemed profession. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their unique position in the community imposes special obligations. As scholars, they should remember that the public may judge their status and their institution by their utterances. Hence, they should always be accurate, exercise appropriate restraint, and should show respect for the opinions of others.

If a student has concerns about the content of a course or a teacher's viewpoint or believes they have yet to be evaluated solely by academic standards, they may submit a [Complaints & Reports Online Form](#) (Populi Dashboard > Forms). The offices of Student and Academic Affairs will then review such claims. If a judgment is not agreed upon and the student desires further deliberation, the student may appeal to the President. The President will have the final say.

Service-learning Experience

The policies and regulations in the INMED Student Handbook apply to students enrolled for the INMED service-learning program. Some additional policies and regulations may apply. Students on academic probation, financial hold, or who have been placed on disciplinary probation are not eligible to enroll into the service-learning program.

Student Requirements for the INMED service-learning experience

- Submit travel itinerary to INMED at least two (2) weeks prior to travel.
- Submit signed INMED travel waiver from student that they acknowledge the risks of travel, serving in an international health facility, and other related risks to their experience.
- Obtain travel medical and liability insurance from INMED and travel with the medical and liability insurance documentation provided to them.
- Obey by the laws of the host country.
- Obey by the policies and regulations of the host clinical site and faculty member.
- Follow the CDC recommended vaccinations in collaboration with their primary care physician.
 - Service-learning site immunizations will be guided by CDC recommendations, travel requirements, and INMED service-learning site faculty member. Immunization records should be submitted during time of application or submitted to servicelearning@inmed.us.
- Submit their required documents to INMED within two (2) weeks of return from the service-learning experience.

For additional information refer to the INMED's Travel Policy.

Dress Code

This is a professional-level learning experience. All learners are expected to conduct themselves in a way that conveys respect for oneself and others, this includes dress.

Any student found in violation of this approved dress code may be reported to the Office of Student Affairs or Academic Affairs. Additionally, the student may be asked to leave the class, exam, or function and be considered absent, as appropriate. Repeated violations may result in dismissal from the course, and/or loss of credit.

Professional Qualification Course Expectations

- Business casual dress is recommended.
 - Examples: collared button-down shirts; blouses; skirts or dresses; khakis; pant suits; closed-toe shoes.
- General guidelines for student appearance: clean, minimal body odor, modest, avoiding undue attention to oneself.
- Examples of unacceptable dress: clothing with emblems, slogans and symbols related to illicit substances, alcohol, tobacco products, obscene language, or sexual connotations; overly revealing clothing.

Online Course Expectations

- General guidelines for student appearance: clean, modest, avoiding undue attention to oneself.

- Examples of unacceptable dress: clothing with emblems, slogans and symbols related to illicit substances, alcohol, tobacco products, obscene language, or sexual connotations; overly revealing clothing.

Service-Learning Expectations

- Learners participating in an international service-learning experience are expected to dress appropriately and respectfully in accordance with the cultural norms of their host nation.

Financial Responsibility

Tuition, fees, and all charges associated with the beginning of each term are due and payable in full at the beginning of each term. The payment deadline for each course or program can be found on the Academic Calendar. If a student adds courses after the initial start date the payment is due immediately.

Name and Logos

All logos, seals, names, and slogans associated with the Institute for International Medicine (INMED) are trademarks and are exclusive property of INMED. Reproduction of these marks must be approved by INMED prior to use.

Student Records

INMED is subject to the provisions of federal law known as the Family Educational Rights and Privacy Rights (FERPA). Please view the [FERPA/Confidentiality of Student Education Records Policy and Process](#).

Additional Student Support

INMED cares for the well-being of students and believes supporting students as an institutional responsibility. The office of Student Affairs connects students to services, resources, and advising. The following includes additional services, resources, and advising offered to support students.

Advising

New students are required to meet with an academic advisor prior to registering for classes, striving towards personal and academic success. All students are responsible for meeting with their academic advisors after each term to define their academic goals and receive support during their degree progress. Students may discuss course scheduling, providing an opportunity to plan their courses each term.

International Service-Learning Support

Students will work with the International Service-Learning Coordinator to receive exceptional educational experiences. As students go on their international rotation, the coordinator is available on call to provide any home-based support.

Holistic Services and Resources

INMED's internal and outsourced holistic services and resources can be found on the Student Services and Resources page. Students can contact the office of Student Affairs for services they would like to see not yet provided by INMED.

Medical Notification Policy

There are times when illness or injury requires students to adjust or restrict their ability to meet their academic requirements. It is the responsibility of the student to communicate to their instructors any medical need arising that does require an adaptation to their academic work. INMED encourages instructors to work with students to accommodate these requests. However, it is the prerogative of the instructor to determine if such accommodations can be made without neglecting the rigor of the objectives for the course. If emergent illness or injury has occurred the student may need to request, in writing, short-term absence. Short-term absence requests should be submitted through Questions & Concerns Online Form (Populi > Forms).

Observance of Holy Days

INMED makes every reasonable effort to allow students at the Institute to observe their religious holy days without academic penalty. Absence from classes or examinations for religious holy days does not relieve the student from responsibility for any part of the course work required during the absence. Students must request excused absence from their instructor within the first five (5) days of the course start date. Students must also provide opportunities to their instructor to make up the work without penalty. Instructors will work with the student to accommodate religious holy day requests. If no reasonable solution is agreed upon, the request with the instructors' input will be sent to the Office of Student Affairs to be reviewed and a decision made.

Accessible Education

Non-Discrimination

INMED will not tolerate discrimination based on race, color, religion, sex (including pregnancy, sexual orientation, or gender identity), national origin, disability, age, or genetic information. The more detailed Non-Discrimination Policy can be found here.

Accessible Education

INMED seeks to provide an accessible education for all students. INMED works to accommodate and mitigate barriers to access education for students with disabilities. Accommodations are determined on an individual, case-by-case basis. Students, requesting accommodations, should submit their requests with supporting documentation to the Office of Student Affairs. The Office of Students Affairs will review the request and schedule a follow-up meeting with the student to develop a plan to offer reasonable accommodations.

Conduct Endangering Health & Safety

INMED is committed to promoting and maintaining a safe and secure environment. Students who engage in a pattern of conduct that endangers the health and safety of

themselves, faculty and staff, employees, students, and visitors may be expected to participate and make progress in a remediation. The Institute reserves the right to require the immediate removal of students who continuation in school may be detrimental to the health of themselves or others. If applicable, a voluntary or involuntary removal of a student from the Institute results in a failing grade for the current course work the student is enrolled. Students who are removed – voluntarily or involuntarily- may be considered for readmission following a finding by the Institute that the condition requiring removal has been sufficiently corrected.

Violence and Sexual Misconduct

Violent behavior, threats of violence, physical intimidation, or sexual misconduct (including but not limited to sexual discrimination, sexual harassment, sexual assault, sexual violence, domestic violence, dating violence, and stalking) will not be tolerated at INMED or among its constituents. If such conduct occurs, it should be promptly reported to the proper authority and investigated. The institution will take appropriate action in response to reports of such conduct. Students found to have violated this policy will be subject to disciplinary action, which may include immediate dismissal. In addition, the institution may assist in pursuing civil penalties, criminal penalties, or other appropriate action against the offender. The institution's community is subjected to the Violence and Sexual Misconduct Policy and Procedure.

Computing Policy

Computing policies and procedures in this document governs all INMED information technology, websites, learning management systems, third-party entities integrated into the INMED system, and databases.

Identification and Password

Identification and passwords are keys to access the computing environments for INMED. Your INMED identification (ID) and password is unique to each user. Together, your ID and password act as your electronic signature indicating your consent and authorization.

- User passwords should not be reused for other systems and applications.
- Sharing of INMED passwords is prohibited.
- Students are responsible for all activity that occurs with their INMED ID.
- Students are prohibited from allowing another person or INNMED student to access the INMED system using their INMED ID and password.

Privacy Policy

This privacy policy sets out how INMED uses and protects any information that a student gives INMED when they use INMED web-based sites. INMED's privacy policy can be found on <https://www.inmed.us/privacy-policy/>.

Universal Waiver

Students acknowledge the receipt and sufficiency of this consideration, and by enrolling in INMED's academic and co-curricular programs and activities agree to release, relieve, discharge, and hold harmless INMED, its officers, faculty,

administrators, employees, Board of Directors, representatives, service-learning entities and staff, and elected and volunteer leaders designated by INMED, from any and all liability or claim of liability, whether for personal injury, property damage, or otherwise arising out of, or in connection with, their voluntary participation in activities and travel associated with programs sponsored by INMED or any of its departments, service-learning sites, groups, and other entities.

STAFF & FACULTY

Nicholas Comninellis, MD, MPH, DIMPH

President and Professor

Nicholas Comninellis is Dean and President 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.

Maia Kling, PhD

Vice President of Academic Affairs

Elizabeth Burgos, MPA

Dean of Students

Elizabeth Burgos joined the INMED staff in 2010. As the Vice President of Academic Affairs, Elizabeth oversees the educational programs for INMED, including the Master's Degree in International Health (MIH), and the Graduate Diploma Programs in International Medicine, Nursing, and Public Health. She enjoys collaborating with the faculty and staff to serve students and help carry out the mission of the institute. Her prior roles at INMED have been as Director of Student Affairs, Director of Programs, and Chief Programs Officer. Elizabeth graduated Magna Cum Laude from the University of Missouri-Kansas City with a Bachelor of Arts in Communication Studies and a minor in History. In 2012, she completed her Master's in Public Administration from UMKC's Bloch School of Management with an emphasis in Health Services Administration. Elizabeth lives in Kansas City, MO with her husband and three young children. They enjoy spending time in the great outdoors and serving with their church family. Elizabeth's work has taken her to the INMED Training Sites, Haiti Health Ministries and Clinica Esperanza. "I knew that I wouldn't be satisfied with a job that didn't align with my passions. INMED has allowed me to combine my

skills with my desire to serve others in a job that makes a lasting impact in people's lives."

Todd Franks

Vice President of Operations

Todd Franks joined INMED's staff in the summer of 2020. He graduated from Monmouth College in Monmouth, Illinois in 2006 with a Bachelor of Arts in English and a Secondary Teaching Certificate. After six years of teaching English, Spanish, and English as a Second Language to high school students, Todd became a full-time pastor. He then spent the next six years leading a youth group as well as ministry to immigrants and refugees. Todd's passion is to live out Matthew 5:16: "Let your light so shine before men, that they may see your good works, and glorify your Father which is in heaven." He and his wife live in Raytown with their two sons and are active members of their church in Kansas City.

Leda Rivera

Director of Student Affairs & Admissions

Leda, a dedicated INMED staff member since volunteering at the 2019 Humanitarian Health Conference, was born in Honduras and raised in the U.S. Holding a deep appreciation for cultures and languages, she committed herself to assisting family and peers. At ten years of age, her profound calling grew during Graceway's Missions Conference, which sparked a commitment beyond herself. With a rich background in community involvement, including roles with the Truman Heartland Community Foundation, Independence Youth Court, and Graceway's Outreach, Leda has actively contributed to diverse communities. Observing the impact of even a single person has continually ignited Leda's passion for empowering others, emphasizing the significance of every individual and the potential for a single choice to create a profound ripple effect. As the Director of Student Affairs & Admissions at INMED, Leda brings this enthusiasm for positive change to the forefront. Her dedication extends to supporting and equipping individuals as they navigate their paths, mainly focusing on those often overlooked – the world's most forgotten people. Beyond her professional endeavors, Leda finds fulfillment in her personal life with her British husband and their three beloved canine companions.

Amy Gilmore

Service-Learning Manager

Amy joined the INMED team in the spring of 2022. She attended both Southwest Baptist University and Midwestern Seminary, where she received degrees in counseling and gained a wide range of ministry experiences. Following her graduation, she devoted a number of years to working in the Student Life department of Midwestern Seminary/Spurgeon College in Kansas City. Now at INMED, Amy serves as the Service-Learning Manager and the CME Coordinator. This role allows her to play a part in many facets of INMED and she loves the opportunity

to work with people from all over the world. One highlight of her time at INMED thus far has been the opportunity to attend the Roatan Learn and Serve Conference in Honduras and to visit the INMED training site, Clinica Esperanza. She also greatly enjoys the Humanitarian Health Conference, and she is thankful that she has the privilege of being involved in so many fun and impactful events. Above all, Amy has a passion for investing in the growth and lives of others. She is grateful for her family and for the privilege of walking closely with many friends from within her church family. She shares her home with a lively little dog named Ember, and she loves spending her free time working on her house, enjoying the outdoors, and reading.

Scott Armistead, MD

Dean of Faculty and Professor

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 2015, Dr. Armistead has taught family medicine at the Virginia Commonwealth University (VCU) School of Medicine and worked part-time as a CMDA staff worker at VCU. At the School of Medicine, he started the month-long International Medical Mission elective for senior 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.

The Senior Administrators and Staff can be found on: <https://www.inmed.us/staff>.

David Culpepper, MD

Associate Professor

Dr. Culpepper is an internist and Point of Care Ultrasound Fellow with Ultrasound Leadership Academy. Armed with a professional Degree in Pharmacy, he trained at the University of South Carolina School of Medicine, he is certified in echocardiography and internal medicine, holds a Fellowship in the American College of Physicians, and practiced general internal medicine plus hospital medicine for three decades. Dr. Culpepper has provided volunteer medical services to marginalized people in Brazil, Peru, Bolivia, Romania, Kenya, and refugees on the Greek Island of Lesbos. His professional passion is teaching point of care ultrasound skills to those serving around the world in low-resource communities, and since 20015 Dr. Culpepper has taught ultrasound skill for INMED learners.

Micah Flint, MPA, RN, DINPH

Associate Professor

Micah completed his MPA in healthcare leadership and disaster management at Park University. He holds a nursing degree and bachelor's degrees in science and liberal arts. He received his INMED Diploma in International Nursing & Public Health in 2008. Micah was the former Chief Innovation Officer, where he oversaw the development of new INMED programs. He is an active member of the American College of Lifestyle Medicine, and his clinical focus is in lifestyle health and sports medicine. Micah has provided presentations at local and national conferences on topics ranging from Disaster Response, Cross-Cultural Skills, Health Leadership, and Simulation. He is the author of the *DISASTER RESPONSE: POCKETBOOK FOR VOLUNTEERS* and Disaster Management in Limited Resource Settings, 2nd Edition.

John Gibson, MD, DIMPH

Associate Professor

Dr. Gibson is Director of Rural and Global Health Education at University of North Texas Health Sciences Center. He also teaches ultrasound for both UNTHSC medical students and for family medicine residents at John Peter Smith Hospital, including obstetrical ultrasound applications. Dr. Gibson lived in Thailand from 1984-2004, training medical personnel and providing care for marginalized people throughout the nation. Dr. Gibson is a certified diagnostic ultrasound instructor.

Joe LeMaster, MD, MPH

Professor

Dr. LeMaster is also a full professor of Family Medicine and Community Health at Kansas University Medical Center, where he is an active researcher and provides targeted primary care for refugees from the Himalayan nation of Bhutan. Himself a graduate of KUMC, Dr. LeMaster went on to earn a Master's in Public Health in Developing Countries from the London School of Hygiene And Tropical Medicine. Dr. LeMaster and his wife Judy lived in Nepal from 1990-2000, serving at Okhaldhunga Hospital, the only medical care facility for 300,000 people, where they promoted maternal-child health and conducted leprosy research.

Dr. LeMaster has been teaching with INMED since 2008, with particular contributions in cross-cultural skills, health leadership, and participatory learning and action. His research focuses on improving healthcare for US primary care patients (mostly refugees and immigrants) who have limited English proficiency. He is an editor of Health Expectations Journal, currently Chairs the Committee on Advancing the Science of Family Medicine and is a Board member of the North American Primary Care Research Group.

Fred Loper, MD

Associate Professor

Fred Loper is a graduate of the University of Oklahoma School of Medicine. As a third-year medical student, he was part of the founding of Good Shepherd Ministries Medical Clinic – a faith-based, not-for-profit clinic that serves the uninsured people of Oklahoma City to this day. After completing his residency at the University of Oklahoma, Dr. Loper served as a primary care physician at Central Oklahoma Medical Group (COMG). In 1986, he was appointed as the National Missionary for Medical Missions for a North American mission board, and in 2005, he became Executive Director of Baptist Medical Dental Fellowship, leading physicians, dentists and other health professionals in volunteer healthcare service in the US and abroad. In 2012, Dr. Loper returned to Good Shepherd Ministries Medical Clinic to serve as their full-time medical director and completed his active practice career as an Associate Physician at Community Health Centers of Oklahoma, a Federally Qualified Health Center.

Susan Radecky

Associate Professor

Dr. Radecky is a Family Physician with a passion for teaching and serving internationally. She graduated from Northwestern University Medical School and the Grand Rapids Family Medicine Residency training program affiliated with Michigan State University College of Human Medicine. She was Director of that program from 1987 until 2006, leading the faculty and guiding young professionals on their journey to Family Medicine. She is an accomplished speaker with involvement with the American College of Physician Executives, the Society of Teachers of Family Medicine, and national Board Review courses. Serving in short term medical missions has been part of her work throughout her career. She and her Hematologist husband, David have served in many hospitals in Asia and Africa for blocks of time at mission hospitals, learning, encouraging and supporting their ministries.

Mark Muilenburg

Instructor

Mark Muilenburg is an ultrasound technologist originally from the Iowa City area. His is largely focused on equipping healthcare professionals with critical ultrasound skills essential for underserved communities. Such teaching has brought him to Africa and Asia, and several times to teach at INMED. Realizing the limits of infrastructure in low-resource communities, he is currently very involved in the product development of a wireless, battery-powered, cell-phone-sized, high-resolution ultrasound scanner. When he's not abroad teaching ultrasound, Mark Muilenburg shares his skill at a crisis pregnancy center in Naples, Florida.

Vydehi Murthy, MD

Instructor

Dr. Murthy is a neonatologist with Saint Luke's Health System in Kansas City, previously serving with as a neonatology fellow at Children's Mercy Hospital. Dr.

Murthy was raised in India, continues to be particularly committed to low-resource communities, and has taught Helping Babies Breathe with INMED since 2012.

Rebecca Schmitt, MD

Instructor

Dr. Rebecca Schmitt is a board-certified general pediatrician practicing at Froedtert Holy Family Memorial in Manitowoc, WI. She completed her pediatric residency at New York-Presbyterian Brooklyn Methodist. She was born and raised in Green Bay, WI and excited to have returned to the area to serve her pediatric patients. She has always had a special interest in global health and medicine, both educating and serving those around the world in most need. Her biggest global health passions are newborn care and clean water projects. She has taught Helping Babies Breathe with INMED both domestically and internationally, serving the people of Roatan, Honduras.

Kitty Serling

Librarian

Kitty started her information professional career working in Public Libraries. After serving on her community and on state health boards, and after assisting in the emergency birth of her cousin's child, she moved into the special librarianship field of Medical Libraries. During her transition from Public Libraries to Medical Libraries, Kitty interned in a VA Hospital Library. Under the supervision of John Renner, MD, Kitty served as the Librarian for the first Consumer Health / Patient Education Library in the Kansas City Metro area. The Library's goals included health literacy and how to recognize disinformation, misinformation, and especially quackery scams. Located in the Family Practice Residency at St. Mary's Hospital, the Library supported the clinical needs, scholarship ventures, and publications of the faculty, staff, and residents. Outreach to patients and to the community included a weekly radio program, and a weekly newspaper column. When St. Mary's Hospital closed, Kitty transitioned into a Health Sciences Librarian position. Ever since then, she has worked as an information professional in a health care setting.

The Academic Team can be found on: <https://www.inmed.us/academic-team>.