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# AKU-NAMA

Aga Khan University Newsletter and Magazine for Alumni

Winter 2008, Vol. 1, Issue 2



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*Medical College alumni in North America with the President, Dean of the Medical College and Director-General Resource Development and Public Affairs.*

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# From the Editor's Desk

Yes We Can.

These three words have now inspired a generation, and the world. And in ways which are far more than political. In the context of our alma mater, from our individual accomplishments in our professional lives, to the collective change the University has brought about, it is clear: Yes We Can. From the awards and leadership positions earned by the alumni from our East Africa campus, to the lives being touched by the Institute for Educational Development alumni: Yes We Can. From the achievements of the Postgraduate Medical Education alumni, to the research contributions of the Medical College alumni and the outreach efforts in the community of the School of Nursing alumni: Yes We Can. The first class of the Institute for the Study of Muslim Civilisations graduated this year and is poised to make its own mark: Yes We Can.

The University turned 25 this year. While we have come

**Change is coming and we are all the agents of change.**



this far, we have a long road ahead. It is time for the alumni to get together, organise and become the cohesive unit that drives the engine of the University.

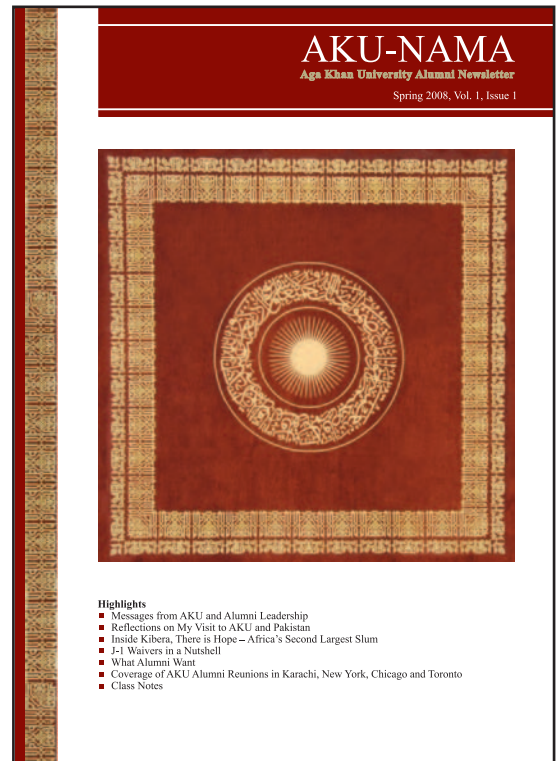
The launching of the alumni magazine, AKU-NAMA, was one such step. You have the second issue in hand now, and we plan to bring out two issues per year. The University now has programmes in three continents and alumni spread over five continents, and we invite all of you to participate in this effort and contribute to AKU-NAMA. Our next task is the formation of a cohesive Alumni Association that will encompass all programmes which are spread

across the globe. A core team of volunteers representing all the programmes has been working on drafting the by-laws of the association. These will have been distributed widely to

all alumni in the University's database for comment by the time you get this issue, and will be presented to the general body for ratification at the Grand Alumni Reunion in Karachi from December 15 to 21, 2008. We urge you to actively participate in all alumni activities, since it is your participation that will help move us forward.

So, again, taking words from a political campaign, change is coming. And we are all the agents of change.

And together: Yes We Can.  
*Adeel A Butt, MBBS '90*



## What's in a Name?

A name can be more than just a means of identification. It can describe the history, ideology or philosophy behind the entity that is named. We wanted the name of our alumni magazine to reflect at least some of that. AKU-NAMA is an acronym for "Aga Khan University Newsletter and Magazine for Alumni". However, there is more to it than just this acronym. *Nama* is a Farsi (Persian) word which can be taken to mean a letter, a communication or a narrative. Several Moghul emperors' autobiographies are named such, for example, *Babar-Nama*, *Akbar-Nama*, and *Humayun-Nama*. We intend this publication to be all that it can mean - a history of Aga Khan University alumni, a form of communication between all alumni, and a narrative of our individual and collective achievements.

# Messages

## **Firoz Rasul** **President,** **Aga Khan University**



Among the many celebrations the University has held during its 25<sup>th</sup> Anniversary year, the Grand Alumni Reunion, December 15 to 21, 2008, marks an opportunity to bring our alumni together again from around the world.

As graduates of this University, you are the manifestation of the dedication of leading scholars, researchers and teachers who breathed life into an idea, and whose collective efforts have nurtured and brought to fruition a University of international standard in a relatively short period of time. As products of it, you are an integral part of the AKU family.

Many of you are making significant contributions to universities in North America and Europe; equally, many of you have returned home, and even to your alma mater, to assist as specialist doctors, nurses and educators. You have proven to be role models in Pakistan and internationally and have harnessed opportunities in the wake of global and

regional change. Yet, we have lost touch with some of you.

Reunions offer the opportunity to refresh memories with friends, renew old bonds and even forge new ties. It also offers the chance to reconnect with your alma mater. As an alumnus of Aga Khan University, you are part of a powerful global network. Access these bonds to benefit your professional careers and harness your collective power as alumni to assist your University in achieving greater heights.

I look forward to meeting with you at alumni reunions.

## **Asif Fancy** **Director-General,** **Resource Development and** **Public Affairs**



The Alumni Association is a valuable member of the Aga Khan University family and its work is being supported by the Alumni Office. In line with the practice at many universities, charge of the Alumni Office was passed to Resource Development and Public Affairs last year. Since then, I have had the pleasure of being more actively involved with the alumni.

What are the needs of AKU alumni? The Alumni Association and

the Alumni Office worked together to develop an online survey to which over 1,000 of you responded. Amongst other findings, it highlighted the need for increasing networking and communication amongst the alumni as well as between the alumni and the University. It led to AKU-NAMA, the alumni newsletter, being published once again, and the Alumni Office has been pleased to be of assistance in this endeavour.

Aga Khan University is committed to strengthening the bonds between the University and the alumni, who are the pillars of the institution and important partners in our future expansion programmes. We look to you to share your skills and knowledge with the University and to assist with projects.

A Grand Alumni Reunion is being celebrated this year and I am looking forward to meeting several of you on this occasion.

## **Mohammad Khurshid** **Dean, Medical College**

*Assalam-u-Alaikum* and greetings from the Medical College faculty and myself in Karachi.

Time is passing by rapidly and the most important and anticipated event of this year calls for your participation - the Grand Alumni Reunion from December 15 to 21, 2008. This is also the time when we need your input about how your alma mater should move forward over the next 25 years and how you can help shape the future.

The launching of the Medical College ceremony of the 25<sup>th</sup> Anniversary of the Medical College was a success and well attended by faculty, students, staff and alumni. Mr Shams Kassim-Lakha, former President of the University, reflected



on past achievements, while President Firoz Rasul gave us a vision for the future.

Other events included the creation of the Department of Emergency Medicine and the appointment of Dr Junaid Razzak (MBBS '94) as its founding chair. The postgraduate programmes were recently reviewed by an international team headed by Professor Janet Grant, Director, Open University, Centre of Education, UK, and their recommendations are being implemented. An office for Professional Education has also been established with Dr Wasim Jafri as the Associate Dean.

### **John Hough Head of Administration, Institute for the Study of Muslim Civilisations**

It is with much pride that AKU-ISMC saw its first cohort of students complete their Master of Arts (MA) degree in Muslim Cultures this September. After two years of intensive work and many challenges, these 11 stalwarts, who have braved the rigours of many hours of lectures, research exercises, field trips and language immersion courses, are now set to take on new opportunities in

their respective countries. What is particularly gratifying is the news that three graduates from the class will continue their studies at the doctoral level in the UK: two at the University of London and one at the University of Birmingham. Following in their footsteps will be nine students who enter their second year of the MA programme and 20 new students who joined this autumn.

Sharing the perspectives and approaches of the Institute with a wide audience is a priority and its newly established professional education programmes have now been established. These programmes will target a variety of audiences, including the diplomatic, professional and media communities with tailor-made courses that convey key principles and information about contemporary Muslim contexts as well as topics that focus on the traditions and heritages of Muslims.

In other news, the Institute has developed a three-year plan which will see it focus its efforts on new initiatives in research. The Institute has highlighted, under the heading, 'Knowledge Construction', the need for an exploration of the ways in which Muslim heritage is understood, including an analysis of the tools used to build perceptions of the past. In addition, the Institute believes it is necessary to engage in the study of social and cultural change, achieved through scrutinising specific areas and particular moments in history and through the use of the tools and approaches of contemporary social sciences. Of equal importance is the opening of avenues for serious moral reasoning across the Muslim world and in dialogue with other areas, in the West, India and China, among others. The

Institute's research activities comprise seminars, workshops, conferences, fellowships and in due course, will include substantive research projects that will bring together scholars from around the world.

Building capacity amongst scholars who focus on the above research is critical. In this regard, a substantial fellowship programme has been launched. Such an initiative will enable talented researchers from various parts of the world to address the above concerns and to reach out to peers and interested public.

Following on from a very successful AKU 25<sup>th</sup> Anniversary celebration dinner, which was the first opportunity to bring together alumni and current ISMC students, the Institute was delighted to host a group of School of Nursing and Medical College alumni for a useful planning meeting and reunion in October, 2008. This important initiative has identified a group of volunteers who will work on hosting a major event and gathering, scheduled for mid-2009. The Institute very much hopes to be involved and to have some of our newly minted graduates in attendance.



# Naam Hi Kafi Hai

*It seems like the name is enough.*

In a remarkably short period of time, Aga Khan University's Medical College has established itself as a favourite among residency programme directors in the United States. To fully appreciate what that means, consider this: the American University of Beirut was founded more than 100 years ago, while AKU is only celebrating its 25<sup>th</sup> birthday.

Here are a few compliments I received on behalf of AKU during my residency interview trail across the US during the winter of 2007:

"This gentleman is from the Harvard of the East." - Interviewer to one of his colleagues at Albert Einstein College of Medicine.

"I know this place (pointing at the AKU emblem adorning my coat) ... the Aga Khan University, yes! It's a fine university. Welcome to our programme." - Dr J Willis Hurst, one of the most renowned cardiologists of this era, after whom Emory University's Internal Medicine Programme is named.

"With foreign applicants, we usually don't have any idea what to do

with this piece of paper (holding my AKU transcript). But when it comes to Aga Khan, we certainly do take a look." - Interviewer at the University of Cincinnati.

"So where are you from? Wow, Aga Khan! Need I ask more?" - A fellow applicant from the United Kingdom, interviewing at Mayo Clinic in Rochester.

"We continue to be impressed by AKU graduates and will continue to interview them." - The Internal Medicine Programme Director at the Dartmouth-Hitchcock Medical Center (DHMC), writing to me after I had matched at a higher-ranked programme on my Rank Order List. On the interview day, he told applicants that DHMC was "very choosy", inviting foreign applicants from only a few "hand-picked" institutions.

At nearly every programme I visited, from Emory and Indiana to Baylor and University of Connecticut, the programme directors or interviewers would make it a point to express their deep regard for

AKU. All of them would go on to cite the examples of specific AKU graduates who had performed exceptionally well in their respective programmes. To the best of my knowledge, nearly every AKU graduate who has interviewed for residency programmes in the US has had similar experiences.

It is very easy to underestimate AKU's achievement without some distance and I say that from personal experience. It was not until I visited the US programmes myself that I truly came to appreciate the remarkable manner in which AKU has risen to prominence among the larger community of American and international medical schools.

While our institution produces only a handful of honour students each year, the vast majority of those who complete five years at AKU come out as 'honour graduates'. May this tradition of honour and excellence continue, and may it become even richer, *Insha-Allah*.

*Majid Shafiq, MBBS '07*



*The library has been recognised by the World Health Organization as a training facility.*

*AKU/Ahmed A Zuberi*

# Preparing Nurses for Disaster Management

An Aga Khan University School of Nursing alumni team, led by Rafat Jan (Post-RN '91), and including Ambreen A Noorani (RN '01), Gul Sharif Sherwali (RN '99), Hamida Ismail (Health Educator), Mehtab Qutbuddin (RN '01), Nadia Mulji (RN '01), Rozina Doulat, Shadia Nazar (Post-RN '06), Sobia Rasheed (Post-RN '06) and Zahida Haji

(Post-RN '07) have been working in Muzaffarabad, Azad Jammu and Kashmir over the past three years. They have focused on disease prevention, infection control and health promotion in the communities affected by the earthquake in Azad Jammu and Kashmir.

Identifying the need for nurses in disaster areas, Salima Bano (Post-RN '03) and Laila Sewani decided to conduct an exploratory study at the University in Karachi, to assess local nurses' capacity to deal with disaster situations. The study revealed that while nurses are competent at dealing with emergency cases in a hospital setting, they face difficulties in managing many casualties in post-disaster areas, highlighting the need to include disaster preparedness courses in the nursing curricula.

As a response to this study, and with the help of Focus Humanitarian



*Health education is required in the earthquake areas.*

Assistance, Pakistan, Bano and her team conducted two workshops on trauma management and disaster preparedness at the 12<sup>th</sup> National Health Sciences Research Symposium, August 26 to 27, 2008 at the University in Karachi. Participants included nurses, doctors, engineers, clinical psychologists and students. The workshops were designed to prepare comprehensive disaster management systems for the future and utilised interactive sessions, clinical demonstrations of trauma management skills and mock drills to build the capacity of nurses to manage mass casualty situations.

Prior to this, Saleema Gulzar (MScN '06) had collaborated with Aga Khan Health Service, Pakistan and the University's School of Nursing in 2006, to organise several workshops to promote community health among Community Health

Nurses (CHN) working in disaster areas. Gulzar assessed health-related issues in the earthquake-affected areas, designed modules and ran vaccination programmes for the health care providers working there. By first identifying key issues, such as the need for physical infrastructure and collaboration between staff and management, the CHN team was then able to implement participatory approaches to achieve their goals. A task force was also developed at select health centres to ensure sustainability of these programmes and to work to ensure that progress and disaster preparedness continue to take root in the field of nursing and disaster management.

*Rubina Barolia, BScN '91, Salima Bano, Post-RN '03 and Saleema Gulzar, MScN '06*



# Helping Transform Education Standards

*Gioko Anthony recounts how educating one individual can transform education standards.*

My two years at Aga Khan University's Institute for Educational Development, Karachi, were very valuable to me, and I was able to utilise my learning and knowledge immediately. I was exposed to a variety of skills that I have been using in my classrooms, as well as with other teachers and schools in my district.

IED's focus on research was an essential element of our learning. We were taught research skills and learned to implement them through

surveys and mini-research studies, which later culminated in major research work. I also learned how to teach these skills, which has proven to be essential for my job as an Extended Essay Coordinator at the Aga Khan Academy, Mombasa. The extended essay is a core requirement of the International Baccalaureate (IB) diploma programme that helps students gain the skills necessary to conduct independent research. My task is to develop new research practices for students as well as teachers.

Working with students is interesting as I not only oversee students' research, but also advise their supervisors about how to monitor their pupils' work. Each IB diploma student is required to do 40 hours of independent research and spend four hours with a supervisor, to produce a 4,000-word report. There were 25 students in the first batch and at the moment I have 35 students under my supervision.

My task has been guided by my experience at IED. I plan day-long workshops and develop handbooks for students to help them learn how to do research. My experience at the Institute equipped me with enough skills and reading material to allow me to develop such handbooks.

I am also using the project-based learning skills that I acquired from an environmental education course at IED. The course was instrumental in helping me design a similar project-based model for students at my school. My knowledge and skills were imperative in helping me guide students for intensive projects in physics, chemistry, biology and environmental systems.

IED also taught me how to develop new practices. We were taught to work with an experience-based approach that encouraged the involvement of stakeholders through meetings and discussions. Using a similar process at my school, we have come up with a working document for developing our school's Academic Honours Policy. It is being tested and will be improved over the next year after collecting feedback. We are also developing a reference manual at different class levels to be implemented in the school to introduce ethical practices amongst our students. I aspire to develop research practices in the school to encourage youngsters to become ethical leaders in our society.

It gives me joy to realise that my two years have been beneficial to the school, students and teachers at large. I realise now that what counts is the journey rather than the destination. I will continue to offer support as I expound my rich knowledge from IED and put it into practice.

*Gioko Anthony, MEd '07*



*Planting the seeds of change: students at the Institute for Educational Development campus in Karachi. AKU/Garry Otte*

# Nurses Take House Calls

Thinking outside the box, a School of Nursing alumna has started two programmes, Home Health Care Nursing and Home-Based Palliative Care, through which services are provided at home within the city of Karachi, Pakistan. The programmes have had to overcome many challenges, including civil disturbances, safety and security issues, poor road and traffic conditions and long distances in a city of 15 million people. Both the programmes were designed to meet one of the University's key values: accessibility to high-quality health care.

The Home Health Care Nursing programme focuses on the holistic care of individuals and their families within their homes.

Under this programme, nurses provide the full continuum of nursing care that covers not only hands-on care but also health promotion and disease prevention. "An appreciation of home health nursing begins with the recognition that it is a unique practice with its own distinct philosophies including the concept

that a person has to learn to take care of their own health needs throughout their life," said Dr Khurshid Khowaja (Post-RN '93), former Director, Nursing Services, AKUH



*Nurses broaden their spectrum of services.*

and the originator of the programme. Home health care nurses provide a spectrum of care, combining critical thinking, comprehensive assessment and clinical decision-making with expertise in the management of intravenous infusion therapy, medication delivery via ambulatory pumps and

ventilator care.

The Home-Based Palliative Care is a multidisciplinary programme initiated in 2005 through the efforts of Dr Amin Alidina, former Consultant, Haematology and Oncology at the University Hospital and Dr Khurshid Khowaja. Their vision was to promote clinical practice in a patient's own environment, both to decrease the cost of care and rate of infection transmission, and to encourage and support families in caring for their sick. The programme delivers care to terminally ill patients who require residential treatment and pain management after their hospital discharge. It includes daily, weekly or monthly visits, along with 1 to 12-hour-long nursing services at a patient's home.

When the programme started in January 2002, nurses were making about 10 visits per month. Six years later, the number has increased to 600 visits per month - a tremendous success in a fairly short period of time.

*Farida Dattoo, Post-RN '05*

# Reality Bites

*Dr Aamir Jafarey provides a 'real world' consultation using his bioethics background.*

Aga Khan University's residency programmes are arguably the best training programmes in Pakistan, with graduates performing well in both fellowship and membership examinations in Pakistan and abroad. Training is structured to offer a progressive increase in the level of responsibility conferred on the resident, ultimately preparing and delivering competent physicians who are well-versed in their specialty and capable of facing a variety of challenges in the medical field. The elation experienced at one's graduation ceremony can often be short-lived, however, especially when one leaves their alma mater and enters the 'real world', beyond the comforting familiarity of the 'pink palace'.

The first shock is when residents are hired by other teaching institutions as glorified Assistant Professors, but are paid only half of what they used to make as Chief Resident at AKU. "*Mubarak ho, baita, Consultant ban gaya hai,*" (Congratulations, son, you've become a Consultant) says the proud mother, having been spared the details of the newly-signed contract. The new employers expect that residents will supplement their incomes by doing private work in the evenings. So begins a resident's initiation into the world of private practice.

The first few months of developing a private practice, a process which may stretch on for years, generally consists of sitting in an empty clinic and paying chamber fees, which, in some cases, may be significantly higher than your average monthly income. The emptiness of a new doctor's clinic is a sharp contrast to the busy clinics they had been accustomed to at AKU. With empty

hours to fill, they discover new utilities for their internet-enabled mobile phones. And there is always the visit to the fellow next door, if for nothing else, then only to discuss politics over tea and samosas.

The lift operator's offer to direct patients to one's clinic, once scornfully rejected, now begins to hold merit. Everyone charges for services, so why shouldn't the lift operator get a little something for directing patients to one's clinic? After all, the patient



is the ultimate beneficiary of top class, evidence-based, medical advice and treatment. Gradually, the bioethics workshops of yesteryears seem to fade away like a distant memory when reality bites.

Then, of course, there is the ubiquitous medical representative who lurks around all hospitals and clinics, sporting a worn out necktie and fake leather bag. AKU training may teach young physicians how to deal with patients, irate family members and moody consultants, but dealing with medical representatives remains a mystery. Bioethics leaves graduating residents with the distinct impression that medical representatives are the embodiment of the devil himself and

that interaction with them must be avoided at all costs. In real life, however, medical representatives are destined to become a private practitioner's best friend. Slowly but surely they become one's sole source of drug information, meetings and academic discussions.

What's the harm in entertaining a few reps, you ask, obliging them with your time and listening to their pitch so that they can take you off their list of 'physicians needed to be reminded about their products?' After all, it might be a better way to spend hours at an empty clinic than all alone. On slower days the representatives may outnumber patients ten to one. The petty gifts and occasional meals at a hotel surely cannot leave any impression on the way one practices medicine. You are out to prove the industry (and scores of studies) wrong - you are beyond influence. The internalisation begins very early and it is remarkable how effective it is.

The challenges that new graduates face are more than just diagnostic dilemmas. The lift operator can actually make or break a nascent practice, or the corner ultrasound clinic that one had refused to oblige, can redirect potential patients elsewhere. The physician whose referrals one acknowledged with nothing more than a thank you note can actually pull the proline stitch out of your patient's hernia incision on the third day after surgery and cause the wound to fall open, just to teach you a lesson.

So while the training we receive at AKU is good, the real world has other challenges to offer that require more than just utilising the skills acquired at your alma mater.

*Aamir Jafarey, PGME '95, Surgery*

# On the Frontiers of Change

The Postgraduate Medical Education (PGME) programme at Aga Khan University has changed the face of specialised medical education in Pakistan, filling the need for in-country training for doctors. In the process it has become a role model and benchmark for other medical institutions and programmes.

Its secret of success has been the vision of excellence carried forward by its leaders, and the creation of new programmes according to the demands of the time. The most recent PGME programme is Emergency Medicine, offered by the newly established Department of Emergency Medicine, the first in Pakistan, and also in South Asia. The department will not only meet the growing demand for emergency care in the city of Karachi, but will also help fulfil the need for specialist training in emergency medicine in Pakistan.

PGME was also the first pro-

gramme to recognise and establish the specialty of Family Medicine in Pakistan in 1996. This specialty is now being used as a model to establish similar departments at other universities in Pakistan, in some cases, not surprisingly, headed by PGME alumni. For example, Dr Nasir Shah (PGME '01) is working at Fatima Memorial Hospital College of Medicine and Dentistry, Lahore, as Assistant Professor and Head of Family Medicine. Dr Saima Pervaiz Iqbal (PGME '02), Assistant Professor in Community Health Sciences at Shifa International Hospital, Islamabad, is also in the process of setting up a Family Medicine Department at the hospital.

PGME is the first and currently only programme in Pakistan to offer a Master of Science in Clinical Research degree designed for AKU residents and fellows. First offered in 2005, this programme allows students to complete their residency and

get a clinical and Master's degree in five years. So far, eight students have graduated with this degree.

Though PGME started with only three disciplines - Internal Medicine, General Surgery and Paediatrics - it became the first programme in the country to become a Department of PGME, meant to enhance its educational and scholarly components. Today 44 disciplines are covered, with 25 residencies, 18 fellowships and an internship programme. There have been 1,612 graduates to date - 617 residents, 68 fellows and 927 interns. "Even now, there are only a few postgraduate departments in Pakistan that oversee programmes and can monitor quality," said Dr Marie Andrades (PGME '99), Associate Professor, Family Medicine and former Acting Associate Dean, PGME.

Alumni like Dr Andrades are the success stories that are the pride of the programme, and she is one



Ready to make their mark: PGME graduates from the Karachi campus.

AKU/AV Department



Where it happens: PGME students during a class at the Nairobi campus.

among many. Dr Raheem H Dhanani (PGME '98) is the Chair, Department of Family Medicine at AKU, Dar es Salaam, Tanzania. Another, Dr Sunita Dodani (PGME '96, FCPS and PhD) is the Assistant Dean, Research and Assistant Professor Cardiology and Biostatistics, Medical College of Georgia. Dr Philomena Drago-Johnson, one of the first surgical residents to graduate from AKU in 1990 was the Medical Superintendent at Kunri Christian Hospital in interior Sindh, Pakistan, and currently is Head, Family Medicine Department at St. Teresa's Hospital, Mirpurkhas.

The University has also benefitted from this programme. Almost half (40 per cent) of the clinical faculty at AKU are PGME graduates. This includes three professors, 15 associate professors, 51 assistant professors, 28 senior instructors and 25 instructors. Among them is Dr Aamir Jafarey ('95) who joined the Centre for Bioethics and Culture at Sindh Institute of Urology and Transplantation in October 2004, after training in bioethics as a Fogarty Fellow at Harvard University

School of Public Health's Department of Population and International Health. He is a Lecturer and Consultant General Surgeon at AKU, Karachi and has been involved in bioethics-related activities in Pakistan since 1997. He has received grants for bioethics research from the National Institutes of Health, USA, The Wellcome Trust, UK, WHO's Eastern Mediterranean Regional Office and Pakistan Telecommunication Corporation Limited. The current Chief Operating

**“We need our alumni to collaborate strongly with us.”**

Officer of the University Hospital, and former PGME Associate Dean, Dr Farhat Abbas, is also a graduate of the first batch of surgery residents in 1990.

As AKU celebrates its 25<sup>th</sup> anniversary, all programmes at the University are in the process of creating a vision for the next 25 years. PGME is also envisaging its future:

“I see PGME as a hub in Pakistan, with programmes all over the world, either established as a department or through collaborations,” said Andrades. PGME has already reached beyond national boundaries into East Africa. The department is also helping the Afghan government by coordinating with the Kabul Medical University and the Ministries of Health and Education in Afghanistan to structure a PGME programme in the country.

At a national level, the programme intends to strengthen its impact. Andrades elaborated, “We have to be able to influence policy-making in the country. I feel that there is a lag in national affiliations and collaborations. Once we can influence policy at the national level we can really make a difference in Pakistan. And we need the help of our alumni to achieve this. We need their intellectual contribution, we need them to share opportunities that they might see for our residents in the institutions where they are working, or by giving time here for lectures. We need our alumni to collaborate strongly with us.”

# Clinician and Researcher Dichotomy: Anecdote

After spending four rollercoaster years in Aga Khan University's psychiatry residency programme, I decided to join the Department in 2003 as an Instructor. Some of my friends advised me against it, counselling that I should move out of the shadow of my mentors by telling me 'a cypress tree grows not in the shadow of an oak tree'. But my motives were different. We had managed to survive the onslaught of lucrative offers from recruiting agencies and the migration flux - it was the exhilaration of the work being done at AKU that kept me rooted here. In any case, it was expected to be a booster shot in the arm of a department struggling to recruit overseas individuals.

A year later, after joining the Department of Community Health Sciences' Clinical Scholars Programme, I was cast almost immediately into the deep waters of research. Training in research methods taught us to think divergently on

abstract concepts and to follow up with robust methodology and accurate test statistics.

As valuable as this experience was, it was what I learned about the nature of human interaction and team work in the context of research that I find applicable in my career today.

During recent times, the divide between research and clinical faculty has become more pronounced. Forgetting the dictum that astute research questions stem from clinical coal mines, each side has entrenched itself with its own arguments and ammunition. We were caught in the middle of this cross fire.

Working at AKU taught us to multitask and balance these work demands. The high-paced environment introduced us to different

personalities among the faculty. I learnt that continuous professional development and research inquiry is a journey that like all other journeys, should lead to some cherished destination, a 'Rome'. More importantly, we realised that each one of us might have our own ideas of a Rome when it comes to research. Negating differences between these goals and directions makes us more rigid in our pursuits, while

recognition leads to flexibility. A thoughtful appreciation of this dilemma makes one a better physician; one who is mindful of knowledge gaps and the need to generate scientific evidence where none exists. One can only teach this by example to those who are still trotting the learning

curve of medical education. As an Assistant Professor in the Department of Psychiatry, I strive to be that example.

The words of Ralph Waldo Emerson ring true even today as they did during my formative years as a new graduate. "Men suffer all their life long under the foolish superstition

**"We must realise that each person has a unique contribution to make and that the wheel of scientific progress must move forward regardless of obstacles in the path."**

that they can be cheated. But it is as impossible for a man to be cheated by any one but himself, as for a thing to be and not to be at the same time. There is a third silent party to all our bargains. The nature and soul of the things takes on itself the guaranty of the fulfillment of every contract, so that honest service cannot come to loss."

In the larger scheme of things we must realise that each person has a unique contribution to make and that the wheel of scientific progress must move forward regardless of obstacles in the path, be they resources or persons.

*Haider A Naqvi,  
PGME '03, Psychiatry*



# Going Back to School

When I left Nairobi for Dar es Salaam, and the Institute for Educational Development, on January 5, 2007, I looked forward to being part of a programme for which I had received a scholarship and through which I would get a Master's degree in education in a comparatively short time.

When we arrived, we were warmly welcomed by a representative from the University and taken to our hostel, our home for the next year and a half. There, we were greeted by faculty members who directed us to our rooms and made sure we were comfortable. This was the first of many warm experiences

I was to have. It became clear that AKU-IED was

a close-knit family into which we were being invited with open arms.

Initially I questioned the wisdom of my decision to leave home, especially when I would call my daughter and hear her cry. But the faculty and staff's friendliness helped me settle in and eased the homesickness. I learned fast that as students, our views about the programme were considered important during the decision-making process. One of the early changes made to the programme, based on the needs we expressed, was the introduction of a mid-semester break to allow us to travel home to visit our families.

My early assumptions about the programme were not always correct. Because classes were held in the mornings, I had assumed that afternoons would be relatively free for us to complete readings and assignments. In reality though, I found that the hours flew by and I was often left wishing that the days were longer. When we heard there were no scheduled examinations I thought that it would be easy to pass, given that all

assessments were made through assignments. In reality though, the assignments kept us on our toes and I needed to work constantly to complete them on time. The standards expected of us during assignment evaluation were high and thus making friends with books and internet research was important. Due to my limited exposure to computers, I worried that I might not be able to complete the typed assignments on time. However, I quickly learned to type and surf the Internet to access information that I needed.

My experience at IED was unique, allowing me to rethink my

**“We were always learning from each other.”**

job as a teacher. During every course, I was encouraged to think through my previous practice, critique it and share my views with other course participants. I did not feel like I was learning alone but that we were learning from each other. I learned to appreciate that a student-centred approach to learning would be more enriching than a teacher-centred one, which had dominated my teaching style for over a decade.

My views on assessment were also challenged. Before joining the programme, tests and examinations were a teacher's unfriendly tools to judge a student's knowledge. I learned that assessment could be formative and organised more informally, not always summative and judgmental.

Another unique feature was the hands-on experience that we learned in class. Initially, I was unsure about the practise of sending MEd students to local schools, but later realised that I could only learn by practicing. Going to real classrooms, interviewing teachers and school heads, and

being with students gave me an opportunity to practice what I was learning and to handle situations similar to those I would deal with when I returned to my own context.

This brings me to the other unique feature which is contextualisation. What a book said on an issue was of little value if it could not be applied to one's context. I had to be practical when dealing with issues like school improvement or pedagogical leadership and see what would work within the context of a public school in my country.

Coming from a context where research was not given a lot of

emphasis, I

found that the assignments

which required carrying out studies in schools helped prepare us for research and emphasised its importance. I appreciated that there was more to data analysis than just writing verbatim and I found that in the field, I needed to make sense of the analysis. I could never have walked the journey without the support that I received from faculty, and especially my supervisor during the dissertation writing stage. There were times when things looked very difficult and I was ready to give up, but was persuaded to keep going, through the gentle encouragement of faculty.

I am now able to fully appreciate what this programme has done for me. It has changed me as a person, as a teacher and as a team worker. It has given teachers from East Africa a chance to gain knowledge that will help to improve teaching and learning practices in the region and lead to better schools and improved student outcomes.

*Petronilla G Mugiro, MEd '07*

# I Shall Not Become an Alumnus



*Belkais Rouached (far left, back row) and fellow ISMC students in Istanbul as part of their course on Material Cultures, April 2008.*

How do you write about being an alumnus when you have not even started feeling like one? This question kept buzzing in my head every time the thought of this piece came to me. At moments, I wished I could let loose my literary devils, set free the flares of my imagination and pretend that I knew where every member of the first cohort of the Institute for the Study of Muslim Civilisations would be in 10 years. It would have been funny to pretend to be able to see the tablets of destiny, to borrow some phrases from our lectures on Middle Eastern myths, and come up with an ISMC *Falnama*, a book of omens used throughout the Islamic world in the art of divination.

It is all about equivocation they say, and since one can always play with words, why not try to predict where we will be, what we will be doing, where ISMC would be and how it would appear? Unfortunately, my down-to-earth side and my fear of self-fulfilling prophecies has led me to think over my malaise with the idea of being an alumnus. The result is: I am not an alumnus and I don't want to be one. The thought of not being part of the Institute makes me think of death and I stubbornly dislike it like an unwise child. I also cannot act like an alumnus and pretend I have mastered everything the Institute has to offer.

Having never been good at shelving memories, people and life experi-

ences, I see clearly that I cannot shelve what I have learnt at ISMC, for how can one shelve one's way of being in the world? And how can one store some of the lenses through which we see the world and engage with its issues? I am not an alumnus of my family, even after having been away from them for a number of years, so why should I become an alumnus of ISMC? We never become alumni of what is close to us, of what we keep deeply-rooted in our being. I am not an alumnus and shall not become one because now I know, as I am leaving the Institute, that I will be back tomorrow or may be the day after.

*Belkais Rouached, MA '08*



# Achievements

## National Institute of Health R01 Grant

R01 is the most prestigious National Institute of Health (NIH), US research grant given to individual investigators for a specific project. S Asad Ali (MBBS '01) became the first faculty member at Aga Khan University to receive an R01 award from the NIH.

Dr Ali is the principal investigator of a five-year proposal entitled, Burden of Respiratory Syncytial Virus (RSV) and Influenza in Children in Pakistan. This proposal is funded through the Global Health Research Initiative Program of the Fogarty International Center, the international component of NIH. Collaborating institutions include Vanderbilt University and the US Center for Disease Control and Prevention. While other AKU alumni have received this prestigious grant before, Dr Asad Ali is the first alumnus who is also currently an AKU faculty member.

Pakistan has the fourth highest number of child deaths in the world



with more than 500,000 children dying annually before the age of five. Nearly one quarter of this mortality is due to lower respiratory tract infections (LRTI). The role of respiratory viruses as primary pathogens, or co-pathogens with bacteria in childhood LRTI in Pakistan has not been determined. In the first year of this project, Dr Ali will establish a molecular diagnostic research laboratory and over the next four years, he will conduct surveillance studies to determine the epidemiology and burden of RSV and influenza infections among children in both hospital and community settings in Pakistan. The long-term goal is to determine the role of vaccines against respiratory viruses in preventing severe viral and bacterial pneumonia among children.

The grant will support Dr Ali in transitioning from his fellowship in paediatric infectious diseases at Vanderbilt University, to a faculty position at the Department of Paediatrics and Child Health at AKU. His mentors are Dr Kathy Edwards at Vanderbilt and Dr Anita Zaidi at AKU.

We wish Dr Ali the best of luck and an exciting academic career in Pakistan.

## Kenyan Alumna Makes Her Mark

There is no better proof of an institution's success than when its graduates become leaders in positions that can bring about positive change. Enid Mwebaza (BScN '03) from the Advanced Nursing Studies programme, East Africa, was appointed as Uganda's Assistant Commissioner Nursing, one of the most prestigious positions for a nurse in the country. Mwebaza is also the President of the African Midwives Research



Network, a network formed to enhance research and training capabilities among midwives.

Mwebaza has been a midwife for almost two decades and has worked in the public sector for several years. She started her career in 1977, after completing her diploma in nursing, and worked in various capacities for 10 years, after which she pursued her diploma in midwifery in 1989. Before joining AKU in February 2001, she worked as a ward manager at Malaga Hospital in Uganda. "I joined AKU to improve my leadership skills and move up the ladder in my career. The foundation that this University provides can lead you to greater heights. I can raise my head high and say that I am the one of the pioneers of Advanced Nursing Studies in East Africa," said Mwebaza. She praised the innovative model of the programme at AKU that enabled her to continue working while studying. Mwebaza also has completed a Master's degree in Public Health in 2007 from the Uganda Christian University.

## ICN/Lilly Award

On the occasion of World Tuberculosis Day 2008, the International Council of Nurses (ICN), a federation of 130 nurse associations representing millions of nurses worldwide, in partnership with the pharmaceutical company, Lilly, conferred special awards to nurses working on the ground to fight the scourge of tuberculosis. Aga Khan University School of Nursing alumna, Diana Kipsoi is one of 11 distinguished nurses to win the ICN-Lilly Award for Nursing Excellence.

As a Nursing Officer at the tuberculosis (TB) clinic of Mbagathi District Hospital, a government hospital in Nairobi, Kenya, Diana Kipsoi (Post-RN '99) supervises the daily running of the clinic and has been key in reducing the incidence of TB through the 'active case finding' technique. Kipsoi explained, "I discussed the situation with staff and decided that all patients with a positive smear should bring along people with whom they have been in close contact for investigation. Contacts that were found to



*Efforts pay off: nurses working with the local community in East Africa.*

be positive were treated, while those who were not infected were given information about TB prevention. In my hospital, I have been at the forefront to implement the World Health Organization sponsored 'I am Stopping TB' strategy here in Kenya."

The ICN-Lilly Award was launched on World TB Day in 2007. It consists of a medal and an educational grant for continuing profes-

sional development or pursuing higher studies. The 2008 award recipients were selected from six TB affected countries: Kenya, Lesotho, Malawi, the Russian Federation, South Africa and Swaziland. The awardees were chosen for their selfless efforts in working with patients, families and communities that are affected by TB.

"I extend my deepest gratitude to AKU for instilling a culture of critical thinking that has allowed nurses to take a lead in the wheels of change in health policy. Being a student at the University opened my eyes to a world of opportunities and empowered me to contribute towards changing the face of nursing in Kenya. My contribution towards reversing the trends of TB is evident from the patients and relatives that I have taught and taken care of at the Mbagathi TB Clinic. I intend to further my knowledge and undertake a Master's degree in nursing (majoring in Clinical Nursing in TB/HIV) this year. My goal is to reverse the trends of TB in Kenya."

*George Kiptalam and Professor Laetitia King*



*AKU/Garry Otte*

# Third Kenya Alumni National Forum

The 2008 Third Kenya Alumni National Forum was, for the first time, organised by officials of the National Committee, together with the Student Affairs Office and the Kenya campus faculty. This annual event brings together all alumni to a forum where they exchange experiences and challenges since their graduation from the University. The forum was also attended by faculty from the Advanced Nursing Studies (ANS) programme in Kenya.

Sponsored by Johnson and Johnson and held at the Aga Khan University Hospital (AKUH), Nairobi, on July 18, 2008, the forum attracted 94 participants.

Professor Laetitia King, former Associate Dean, Nursing, called for continued involvement of the participants, emphasising the need for ownership of various activities. She cited the importance of integrating the Kenyan alumni chapter into the wider AKU alumni community, both at the regional and international levels. She informed the participants of the new developments taking place within the context of the alumni organisation, such as the launch of the AKU-NAMA newsletter, asserting that all would be possible if the alumni worked in consultation with other alumni chapters.

The assembly was also addressed by Professor Makombo Ganga-Limando, Regional Programmes Director, ANS, who gave an overview of the new developments within the University. Mr James Musela, Chair, Kenya Alumni Association, introduced the committee members of the Kenya Alumni Chapter to the assembly. He noted the contribution of members in the development of the nursing profession through submission of articles for the newsletter and presentation of

professional papers in various national conferences, such as the recent International Nurses Day that was hosted by the University Hospital.

Also in attendance were: Mrs Martha Loeffler, Academic Head, Kenya, Dr Myrta Mabalhin, Regional

Curriculum Coordinator and Alumni Advisor, Mrs Jane Karonjo, Ms Nicky Mbuthia, Ms Eunice Ndirangu and Mrs Nilufar Shariff, a faculty and alumnus of the School of Nursing who will be the representative for the Kenya chapter in the wider AKU alumni community.



*Royal Institute of British Architects recognised AKUH, Nairobi, for its outstanding architecture. AKU/Jean-Luc Ray*

# AKU Alumni in Europe

AKU graduates have travelled far and wide over the last 25 years settling in a variety of countries includ-



Currently, the ISMC library totals over 8000 titles and around 100 periodicals.

AKU/Garry Otte

ing Pakistan, North America and Africa. A fair number of alumni are also based in Europe, the majority of whom reside in the United Kingdom. The Alumni Association in Europe is made up of alumni from the School of Nursing, Institute for Educational Development, Medical College and the newest of our faculties, the first batch of graduates from the Institute for the Study of Muslim Civilisations. We were delighted to welcome them to our recent gathering. The alumni body in Europe has met in a more informal and regional manner, focusing on inclusiveness in response to alumni suggestions that we remain an 'AKU family' chapter, rather than being divided on the basis of schools.

The first reunion of AKU graduates in Europe, held at the end of the last century, was an informal gathering at the home of one of the Medical College graduates. Later

Alumni Association reunions have been held at the Institute of Ismaili Studies in Belgravia, in Central London, to whom we owe our gratitude. Outside London, we held a reunion in Leeds, and plan to hold a formal reunion in 2009 in the Midlands to enable more alumni to participate.

This year we were delighted, and extremely proud, to meet at our own ISMC campus in London, thanks to Charlotte Rayani, Resource Development Officer, ISMC and her volunteers' support. Anticipating the 25<sup>th</sup> year anniversary events in Karachi, we were keen to have a meeting to discuss issues that would be raised around the events with the desire to contribute our collective input. The day of the meeting was unseasonably warm and sunny, and the green of Bedford Square beckoned from the first floor balconies of the charming ISMC building. We were welcomed by Mr John Hough, Head of Administration at ISMC. Our agenda included a discussion of factors associated with assessing alumni impact and the structure of the European Chapter in light of the AKU Alumni Constitution that is currently being written. We also launched an alumni fundraising ini-

tiative for the ISMC library. The library is a unique resource of books on Muslim history, literature and culture by Muslim scholars in their original languages, only 25 per cent of which are available at other major libraries in the UK. We believe that a collective alumni drive to raise funds for this library will be a significant contribution that alumni and their families can be proud of. We urge all alumni to contribute to this collection. For further information on how to make a donation, please email Rahila Zakir at [alumni.euchapter@aku.edu](mailto:alumni.euchapter@aku.edu).

We look forward to another sunny meeting later this year in Karachi at the Grand Alumni Reunion. It will be an opportunity to meet old friends and strengthen the dialogue between alumni and the University. We also look forward to meeting again at the next formal AKU Alumni meeting back in the UK. You never know, in the current economic climate the UK may be the cheapest place to visit for your family holidays, and we warmly invite all alumni who can come and join us next year.

*Shabeeha Memon, MBBS '02 and  
Rahila Zakir, MBBS '90*



Students at the ISMC campus in London.

AKU/Garry Otte

# NRMP Match Results

Match Results for Medical College graduates who applied for residency positions in the 2008 National Residency Matching Program (NRMP) in the United States.

NAME	CLASS	SPECIALTY	CATEGORY	PROGRAMME	LOCATION
Muneeb Ehtesham	1999	<i>Neuro-Surgery</i>	Categorical	Vanderbilt University	Nashville, TN
Mahmood Shah	2000	<i>General Surgery</i>	Prelim	Maryland General Hospital	Baltimore, MD
		<i>Ophthalmology</i>		Strong Memorial Hospital	Rochester, MN
Raheel Ahmad	2001	<i>Neuro-Surgery</i>	Categorical	University of Iowa	Iowa City, IA
Gulminay Munir	2002	<i>Internal Medicine</i>	Categorical	Wright State University of Dayton	Dayton, OH
Omar Chohan	2002	<i>Neuro-Surgery</i>	Categorical	University of New Mexico	Albuquerque, NM
<b>CLASS OF 2003</b>					
Zainab Abbas	2003	<i>Internal Medicine</i>	Categorical	Louisiana State University	Shreveport, LA
Ali Rana	2003	<i>General Surgery (PGY3)</i>	Categorical	University of New Mexico	Albuquerque, NM
Fahd Anzaar	2003	<i>Ophthalmology</i>	Categorical	University of Missouri	Kansas City, KS
Adeel Hafeez Shaikh	2003	<i>Ophthalmology</i>	Categorical	University of Cincinnati	Cincinnati, OH
<b>CLASS OF 2004</b>					
Laila Khalid	2004	<i>Internal Medicine</i>	Categorical	Mt. Auburn Hospital	Cambridge, MA
Hamza Khalid	2004	<i>Internal Medicine</i>	Categorical	University of Minnesota	Minneapolis, MN
Javairiah Fatima	2004	<i>General Surgery (PGY2)</i>	Categorical	Mayo Clinic	Rochester, MN
Khubaib Mapara	2004	<i>General Surgery</i>	Categorical	Vanderbilt University	Nashville, TN
Usman Ahmed	2004	<i>General Surgery</i>	Prelim	Yale University	New Haven, CT
Tariq Nasim	2004	<i>General Surgery</i>	Prelim	University of Connecticut	Farmington, CT
Imran Malik	2004	<i>Paediatrics</i>	Categorical	SUNY Upstate Medical University Program	Syracuse, NY
Saadiya J. Khan	2004	<i>Paediatrics</i>	Categorical	SUNY Upstate Medical University Program	Syracuse, NY
Afshan Azam	2004	<i>Family Medicine</i>	Categorical	University Hospitals Case Medical Center	Cleveland, OH
<b>CLASS OF 2005</b>					
Samar Mumtaz	2005	<i>Internal Medicine</i>	Categorical	William Beaumont Hospital Program	Royal Oak, MI
Sadia Zahid	2005	<i>Internal Medicine</i>	Categorical	Nassau University Medical Center	East Meadow, NY
Sana Masood	2005	<i>Internal Medicine</i>	Categorical	Advocate Christ Medical Center	Oak Lawn, IL
Atif Afzal	2005	<i>Internal Medicine</i>	Categorical	St. John's Episcopal Hospital	Far Rockaway, NY
Sumbul Arshad Ali	2005	<i>Internal Medicine</i>	Categorical	Baylor College of Medicine	Houston, TX
Fawad Aslam	2005	<i>Internal Medicine</i>	Categorical	Baylor College of Medicine	Houston, TX
Meher Burki	2005	<i>Internal Medicine</i>	Categorical	Temple University	Temple, PA
Hussain Raza Khawaja	2005	<i>Internal Medicine</i>	Categorical	Temple University	Temple, PA
Saad Saifuddin Ahmad	2005	<i>Internal Medicine</i>	Categorical	University of Cincinnati	Cincinnati, OH

# NRMP Match Results

NAME	CLASS	SPECIALTY	CATEGORY	PROGRAMME	LOCATION
Syed Mujtaba Rizvi	2005	<i>Internal Medicine</i>	Categorical	West Virginia University	Morgantown, WV
Farhad Khimani	2005	<i>Internal Medicine</i>	Categorical	West Virginia University	Morgantown, WV
Sana Arif	2005	<i>Internal Medicine</i>	Categorical	West Virginia University	Morgantown, WV
Abdul Moiz Khan		<i>Internal Medicine</i>	Categorical	Hennepin County Medical Center	Minneapolis, MN
Muhib Alam Khan	2005	<i>Internal Medicine</i>	Prelim	Henry Ford Hospital	Detroit, MI
		<i>Neurology</i>	Categorical		
Aisha Khalid	2005	<i>Neurology</i>	Categorical	Washington University	St. Louis, MO
Munazza Sophie	2005	<i>Internal Medicine</i>	Prelim	UMDNJ-Newark	Newark, NJ
		<i>Neurology</i>	Categorical		
Hassan Asghar Siddiqui	2005	<i>Internal Medicine</i>	Prelim	University of Louisville	Louisville, KY
		<i>Radiology</i>	Categorical		
Uzer Sherdil Khan	2005	<i>General Surgery</i>	Categorical	University of West Virginia	Morgantown, WV
Murtaza Shakir	2005	<i>General Surgery (PGY2)</i>	Prelim	University of New Mexico	Albuquerque, NM
Romana Habib	2005	<i>General Surgery (PGY2)</i>	Prelim	West Virginia University (Charleston Division)	Charleston, WV
Fatima Zahir	2005	<i>General Surgery</i>	Prelim	St. Barnabas Medical Center	Livingston, NJ
Saba Mansoor	2005	<i>Paediatrics</i>	Categorical	The University of Texas at Austin	Austin, TX
Sameen Ahmad	2005	<i>Psychiatry</i>	Categorical	Duke University	Durham, NC
Fariha Ahsan	2005	<i>Anaesthesiology</i>	Categorical	University of Arkansas	Little Rock, AR
<b>CLASS OF 2006</b>					
Mansoor Tanwir	2006	<i>Internal Medicine</i>	Categorical	University of Pittsburgh Medical Center (International Scholars Program)	Pittsburgh, PA
Rabeeya Nusrat	2006	<i>Internal Medicine</i>	Categorical	University of Pittsburgh Medical Center, Shadyside	Pittsburgh, PA
Majid Shafiq	2006	<i>Internal Medicine</i>	Categorical	Emory University School of Medicine	Atlanta, GA
Sardar Zakariya Imam	2006	<i>Internal Medicine</i>	Categorical	University of Texas, Houston	Houston, TX
Waffiyah Afridi	2006	<i>Internal Medicine</i>	Categorical	University of Connecticut	Farmington, CT
Mahwish Ilyas	2006	<i>Internal Medicine</i>	Categorical	Maryland General Hospital	Baltimore, MD
Ahmad Zafir Arham	2006	<i>Internal Medicine</i>	Categorical	West Virginia University	Morgantown, WV
Talha Khawar	2006	<i>Internal Medicine</i>	Categorical	Albert Einstein College of Medicine, Jacobi	Bronx, NY
Fatima Iqbal	2006	<i>Internal Medicine</i>	Categorical	University of Pittsburgh Medical Center, McKeesport	Pittsburgh, PA
Madiha Mustafa Kamal	2006	<i>Internal Medicine</i>	Categorical	St. Barnabas Medical Center	Livingston, NJ
Rabia Malik	2006	<i>Internal Medicine</i>	Prelim	University of Iowa	Iowa City, IA
		<i>Neurology</i>	Categorical		

# NRMP Match Results

NAME	CLASS	SPECIALTY	CATEGORY	PROGRAMME	LOCATION
Miram Afridi	2006	<i>General Surgery</i>	Categorical	St. Barnabas Medical Center	Livingston, NJ
Mustafa Raof	2006	<i>General Surgery</i>	Prelim	Yale University	New Haven, CT
Hadi Muhammad Khan	2006	<i>General Surgery</i>	Prelim	University of New Mexico	Albuquerque, NM
Kanwal Ali R. Merchant	2006	<i>General Surgery</i>	Prelim	University of Connecticut	Farmington, CT
Ali Raza Randhawa	2006	<i>General Surgery</i>	Prelim	St. John Hospital and Medical Center	Detroit, MI
Ali Ahmed	2006	<i>General Surgery</i>	Prelim	Brown University	Providence, RI
Omar Aftab Choudhry	2006	<i>Neuro-Surgery</i>	Categorical	Stanford University	Stanford, CA
Maria Bano	2006	<i>Paediatrics</i>	Categorical	Baylor College of Medicine	Houston, TX
Mehreen Arshad	2006	<i>Paediatrics</i>	Categorical	Duke University	Durham, NC
Asma Javed	2006	<i>Paediatrics</i>	Categorical	Mayo Clinic	Rochester, MN
<b>CLASS OF 2007</b>					
Zuhaib Ibrahim	2007	<i>General Surgery</i>	Categorical	Penn State University	Hershey, PA
Faraz Khan	2007	<i>General Surgery</i>	Prelim	Wayne State University	Detroit, MI



Medical College students during a class at the University's Karachi campus.

AKU/Garry Otte



## Request for Contributions

The editors of AKU-NAMA invite you to contribute to the next issue of the magazine. This is your magazine, and your contributions are what will make it successful. Please send your contributions to any of the editors or to your respective school or programme representative on the editorial board, listed on the inside cover of this issue.

- Please send us pictures to accompany your articles or pictures of yourself. Pictures must be high resolution, A4 size, digital images (300 pixels per inch) sent separately as JPEG files, and not embedded in a word document.

- If you would like to share pictures of your days at AKU, please send them to us with a caption and date.

- Please share stories of what you are doing now, and how you link your achievements back to your experience at AKU.

- Pieces about your memories of your time at AKU are something we can all relate to, so please share these as well.

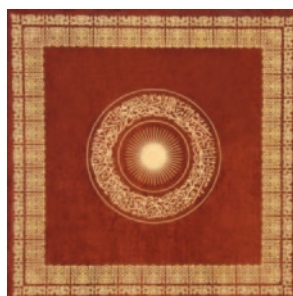
- Ensure your articles are between 500 and 700 words long.

- When you send in an article, make sure you include your degree information and year of graduation from AKU.

We hope you will send us your feedback so we can ensure future issues of AKU-NAMA reflect the diversity and excellence of our Alumni!

*Front Cover: Aga Khan University Women's Residence, Karachi/Kohi Marri.  
Back Cover: Aga Khan University Medical College, Karachi/Ahmed A Zuberi.*





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