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Message from Dr Muhammad Tariq, Interim Associate Dean, Education



I am delighted to share the latest issue of IN-VISION. Our department strives to provide support to faculty members across the University for promoting Teaching and Learning.

To cater educational needs, we offer support via various initiatives including faculty development workshops, Advanced Level Courses, Master of Health Professions Education (MHPE) and Education Grand Rounds. It gives me immense pleasure to see our alumni performing well in various entities within and outside Aga Khan University (AKU) across Pakistan.

To achieve our mission we strongly advocate networking and coalitions and strive to collaborate with other entities and departments. To enhance faculty development and quality of learning at AKU, DED also collaborates with the Network of Teaching and Learning (TL_net). This has promoted initiation of faculty engagement and teamwork.

In April 2019, University Provost, Professor Carl Amrhein and I met FAIMER leadership William Burdick (Vice President FAIMER) and Rashmi Vyas (Director) in Philadelphia to explore the possibility of establishing a partnership and to initiate FAIMER regional institute fellowship at AKU. The work is in progress supported by Dr Adil Haider, Dean, Medical College.

I am grateful to you all for the invaluable support and participation that make our educational activities successful.

Message from Associate Vice Provost Quality Teaching & Learning



The Network of Teaching and Learning (TL_net) and DED have collaborated in the past to meet their joint objectives of advancing quality of learning and faculty development at AKU. This is in line with TL_net's mission and strategic plan to enhance faculty capacity in teaching and learning and to build synergies with other departments at AKU.

An example of such collaborations is the Introductory Short Course (ISC) offered by DED. In this course, TL_net members facilitate a session on "Engagement for Effective Learning" which aims to introduce faculty members with different active learning strategies to engage their learners.

Since 2017, TL_net has offered five sessions in collaboration with DED faculty and evaluations have shown that medical and nursing faculty are highly satisfied with these engaging sessions.

Similarly, DED faculty participate in the annual flagship internationally certified courses offered by TL_net,

which include the 3-day Teaching Learning Enhancement Workshop (TLEW), on instructional skills and the Rethinking Teaching (RTT) course redesign workshop to support a competency based curriculum. Since these workshops are conducted in a multidisciplinary setting, it creates an atmosphere of mutual respect and appreciation for the various disciplines and thereby enhances and encourages team work among faculty members from different disciplines at AKU.

This promotes collaboration across entities in teaching, scholarship and research and clearly demonstrates the one-university model AKU espouses to.

DED is an important part of the Networks of Quality, Teaching and Learning and the synergies in our work have proven to be a fundamental differentiator in helping expand the vision and scope of services to meet the educational development needs of faculty at AKU.

Faculty in Focus



Dr Aliya Ahmed is a Professor of Aesthesiology, AKU. Although a busy clinician; her keen interest in education is reflected by her enthusiasm to participate in scholastic activities.

She has completed MHPE from AKU and has served as director of Residency Programme and Department Education Cell from 2012 to 2017 and 2015 to 2018 respectively.

With a desire to improve the training of residents, she introduced Direct Observation of Procedural Skills (DOPS) for assessment of basic Anaesthesia skills in junior residents and constructed DOPS tool and 'Objective Structured Assessment of Technical Skills' (OSATS) tools for spinal and epidural procedures. For successful implementation of these assessment methods workshops were conducted by her on Workplace Based Assessment for the Anaesthesiology faculty.

She is also a member of the Champions Committee of Centre for Innovation in Medical Education (CIME) and a faculty of the Simulation Educator Course. As a member of Postgraduate Medical Education (PGME) Induction Committee she is actively working to streamline and standardize the induction process of postgraduate trainees.

She also served as a faculty of the refresher courses for Anaesthesiologists held in Kathmandu, Nepal in accordance with the curriculum defined by Committee for European Education in Anaesthesiology.

She has several education related publications in peer-reviewed journals and has received national and international grants for educational projects.

Continuous Faculty Development Programme in Health Professions Education (CFDP-HPE)

DED initiated regular series of Faculty Development Workshops for health professional educators in July 2018. Since then eleven (11) workshops have been offered. An overwhelming response has been received and a total of 211 Medical, Dental, Nursing and Allied Health faculty members from various institutions across the nation have attended these workshops.

Reflective Practice

April 17, 2019: Total participants were 14. Facilitated by Drs Sonia Haider and Hadia Pasha.



Clinical Supervision 1: Competency Based Clinical Supervision

June 26, 2019: Total participants were 24. Facilitated by Drs Rukhsana W Zuberi and Tabassum Zehra.



Standard Setting for OSCEs

July 17, 2019: Total participants were 21. Facilitated by Drs Rukhsana W Zuberi, Naveed Yousuf and Shazia Babar.



OSCE Result Analysis

August 16, 2019: Total participants were 20. Facilitated by Drs Rukhsana W Zuberi, Naveed Yousuf and Shazia Babar.



Courses in HPE

Introductory Short Course in HPE: Course Director, Dr Qamar Riaz and Coordinator, Dr Sana Saeed.

April 08-12, 2019: Total participants were 22 from AKU and other Medical and Nursing Universities.



August 19-23, 2019: Total participants were 14 from AKU and other Medical and Nursing Universities.



Master of Health Professions Education

• MHPE Orientation

January 25, 2019: Orientation Day was held at Executive Dinning Hall, AKU for 18 participants.



• Graduate Level Course on Cognitive Psychology

January 07-April 26 2019: Total participants were 10. Course Director, Dr Sonia Haider.



13th Annual Mega Question Review

March 30, 2019: The Annual Mega Question Review was held to enhance the Reliability and Validity of Assessment at FHS-AKU, Karachi. The review was planned for UGME, PGME and SONAM programmes to facilitate review of Multiple Choice Questions (MCQs), Objective Structured Clinical Examinations (OSCEs), Short Answer Questions (SAQs) and Extended Matching Questions (EMQs).

- 181 faculty members participated (Medical College: 131 and SONAM: 41), External examiners: 09
- Question accepted: MCQs: 618, SAQs: 20, OSCEs: 15, EMQs: 50





Examination Cell

The Examination Cell conducts Question Reviews on a monthly basis and pre hoc and post hoc analysis before and after each exam for UGME, PGME and SONAM programmes.

March to July, 2019 total pre hoc reviews: 38, total post hoc reviews: 35

Exam Cell has initiated and developed in-house Optical Mark Recognition (OMR) sheet for admission tests for the first time.

Education Grand Rounds (EGR)

March 27, 2019: Dr Syed Moyn Aly, Director, Department of Medical Education, Jinnah Sindh Medical University, Karachi presented on *“Metacognition: From Theory to Educational Practice”*, which was followed by an expert panel discussion and Q&A session.

Panelists for the session were Drs Syed Moyn Aly, Tashfeen Ahmed, Azam Afzal and Hadia Pasha.



Faculty & Staff Highlights

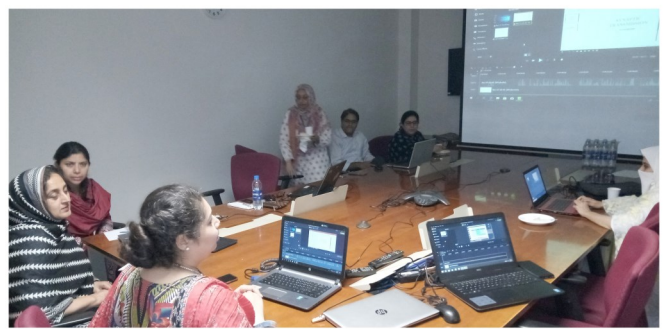
Our faculty and staff has actively participated in activities both nationally and internationally:

- **March 09, 2019:** Dr Tabassum Zehra was invited by IBA, Karachi in *“Advisory Committee Meeting”* for the Postgraduate Programme in Healthcare Management.
- **March 14, 2019:** Dr Faraz Khursid presented a PhD proposal at *“SHE presents new & prospective PhD candidates”* at School of Health Professions Education, Maastricht University, Netherlands.

- **April 2019:** Dr Naveed Yousuf was invited on a PhD Thesis Supervisor Committee for a PhD student at IED. He also chaired the Graduate Programmes Admission Test Committee at AKU.
- **April 12-14, 2019:** Dr Tabassum Zehra had a poster presentation on *“Measures of Effective Clinical Supervision: Testing the Skill-based Model for Effective Clinical Supervision (SMECS) for Multi Dimensionality”* and Dr Qamar Riaz had an Oral Presentation on *“Performance Appraisal of Surgical Faculty Resolving the Dilemma”* and a poster presentation on *“Stress and Coping among Surgery Residents at a Teaching Institute in Pakistan - A Mixed Method Study”* at the 10th Asian Medical Education Association (AMEA) Symposium, Kuala Lumpur, Malaysia.
- **April 18, 2019:** Drs Azam Afzal and Rahila Ali conducted a workshop on *“Scenario Writing for Case Learning (CBL)”* organized by Department of Community Health Sciences, AKU.
- **June 13, 2019:** Drs Azam Afzal, Rahila Ali and Sara Shakil were invited to a MCQ Structural Review at College of Physician and Surgeons Pakistan, Karachi.
- **June 15-16, 2019:** Karim Rehmani, Sunder Khuwaja, Meeran Ayaz, Anil Khowaja and Ali Karim Anwar invigilated at the AKU Admission Test 2019 conducted nation wide.
- **July 09, 2019:** Drs Amber Sultan and Rahila Ali conducted a workshop on *“Engaging Millennial Students Through Flipped Classroom”* in collaboration with Drs Kulsoom Ghias and Sadia Fatima, Department of Biological and Biomedical Sciences (BBS) at CIME, AKU.
- **July 11, 2019:** Dr Azam Afzal was invited to conduct a workshop for dental, medical and pharmacy faculty on *“Essential Teaching Skills”* at Baqai University, Karachi.



- **July 24, 2019:** Dr Sadia Fatima in collaboration with DED conducted a session on *“Converting Lectures to Video”* for participants of engaging millennial students through flipped classroom.



- **August 16, 2019:** Drs Muhammad Tariq, Azam Afzal, Sana Saeed and Sara Shakil conducted a workshop on “*Learning in the Clinical Setting: Workplace Clinical Teaching Models*” for 15 faculty members from Department of Medicine at CIME, AKU.



- **August 23-24, 2019:** Karim Rehmani, Ali Karim Anwar, Moiz Galmani, Malika Lalwani and Saba Salman invigilated at AKU’s PGME Admission Test 2019 conducted nation wide.

Awards and Recognitions

- Dr Tabassum Zehra received 3rd Best Poster Presentation Award at DED 2nd Educational Research Day held on October 11, 2018 (amendment of Newsletter Issue # 3).

Upcoming DED Events

- **July 08-October 25, 2019:** Advanced Level Course on Assessment I & II. Course Director, Dr Rukhsana W Zuberi and Co Directors, Dr Azam Afzal, Shazia Babar and Naveed Yousuf.
- **September 25, 2019:** Faculty Development Workshop on EPA: Rethinking Competency-based Curricula.
- **December 2019:** 3rd DED Educational Research Day.

Publications

- Babu Noushad, Faraz Khurshid, Galal Mohamed Ismail (2019), Cooperative Learning: Experiences of Implementing to an Undergraduate Health Sciences Program.
- Lena Jafri, Hafsa Majid, Hassan Salman, Najmul Islam, Faraz Khurshid (2019), Blended learning mediated fostering of students’ engagement in an undergraduate medical education module.
- Rahila Ali, Syeda Kauser Ali, Afzal Afzal. (2019). Predictive validity of a Uniform Entrance Test for the health professionals. Pakistan Journal of Medical Sciences.

Upcoming International and National Medical Education Conferences

- **October 19-22, 2019:** International Conference in Medical Education (ICME), Islamabad.
- **November 08-12, 2019:** Annual meeting of the Association for American Medical Colleges, Phoenix, Arizona.

Tips On Writing An Interactive And Engaging Case for Educational Sessions

By Dr Azam Afzal

Case Preparation

1. Determine case content and choose a design model

Determine whether the case is to be used for teaching in a lecture, or in a small group format such as Problem Based Learning, Case Based Discussion or for Simulation Based Education so that the case is based on a pedagogical framework supported by learning theory. The content of the educational case consists of a relevant story that will capture a learner’s interest, stimulate and motivate them.

2. Define the learning objectives that are to be addressed by the case

Case authors should first identify the main goals and objectives of the case before deciding about presentation of the patient’s history and problem list.

Writing the case and developing the case flow

3. Developing the scenario

The revelation of clinical content should match intended instructional goals and objectives. Adult learning principles state that learning is more effective when adults are faced with subjects that are realistic, relevant and sufficiently challenging to be engaging. When writing the case scenario, using vivid language and semantic cues enhances recall in learners. In the cases we treat the patients as real persons to prevent our learners from seeing the patient as simply a manifestation of a disease. Instead of medical terminology; use common lay terms to describe signs and symptoms.

4. Identify resources for the cases

Giving information from the history, laboratory or radiographic data without interpretation, allows the learners to synthesize their understanding and use the information to alter their hypothesis. Also identify other learning activities that learners can engage in during the session to apply their knowledge, e.g. role-plays, formative quizzes or creating concept maps or diagrams.

Refining the Case

5. Review the case for completion

Key questions that authors can use to evaluate their cases are: Does the case focus on student-centered learning? Are the objectives of the case well represented? Is the case realistic? Does the case build on what students have learnt earlier? Is the case free from grammatical errors or issues that might confuse students?

6. Develop the facilitators guide

The development of a tutor case guide is an important part of the case writer’s role. Case writers need to be mindful that the tutors can have a wide range of science and clinical backgrounds with varying degrees of experience in case facilitation, and so the guide needs to be written addressing these factors. It is best to peer review the material to check for accuracy, flow, and attainment of intended learning goals and objectives.