

AKU-NAMA

Aga Khan University Newsletter and Magazine for Alumni

Summer 2010, Vol. 3, Issue 1





President Rasul with members of the University's management team at the Alumni Reunion 2009. AKU

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Editor-in-Chief

Adeel A. Butt
aabutt@gmail.com

Editorial Staff

Shain Amershi, Executive Assistant
alumni.nachapter@aku.edu

Associate Editors

Faiz Bhora, Medical College
North American Chapter
fybhora@aol.com

Rahila Zakir, Medical College
European Chapter
r.zakir@btinternet.com

Tazeen Jafar, Medical College
Pakistan Chapter
tazeen.jafar@aku.edu

Umer Darr, Medical College
Pakistan Chapter
udarr92@yahoo.com

Erum Kabani, School of Nursing
erum.kabani@aku.edu

Fahmida Mehdi, School of Nursing
fahmida.mehdi@aku.edu

Nadim Farooqui, Institute for Educational Development
nadim.farooqui@aku.edu

Nilufar Shariff, Advanced Nursing Studies
East Africa
nilufar.shariff@aku.edu

Balkis Rouached, Institute for the Study of Muslim
Civilisations
balkis19hope@yahoo.ca

Marie Andrades, Postgraduate Medical Education
marie.andrades@aku.edu

Ex-Officio Members

Firoz Rasul, President
firoz.rasul@aku.edu

Farhat Abbas, Dean
Medical College, Pakistan
farhat.abbas@aku.edu

Rozina Karmaliani, Interim Dean
School of Nursing, Pakistan
rozina.karmaliani@aku.edu

Muhammad Memon, Director
Institute for Educational Development, Pakistan
muhammad.memon@aku.edu

Yasmin Amarsi, Foundation Dean
School of Nursing and Midwifery, East Africa
yasmin.amarsi@aku.edu

Anjum Halai, Interim Director
Institute for Educational Development, East Africa
anjum.halai@aku.edu

Mushtaq Ahmed, Associate Dean
Medical Education, East Africa
mushtaq.ahmed@aku.edu

Farouk Topan, Interim Director
Institute for the Study of Muslim Civilisations, UK
farouk.topan@aku.edu

Recognising Success

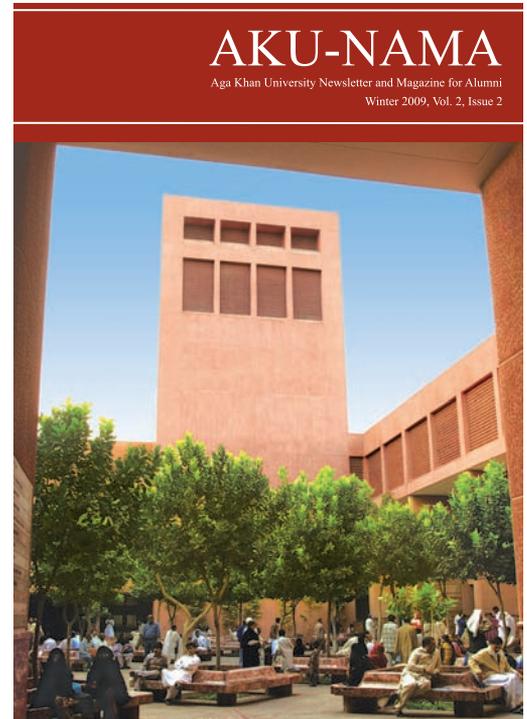
Adeel A. Butt

On a recent flight from Seychelles to Dubai, I picked up a copy of *Gulf News*. A major feature was on a free clinic run by doctors of Pakistani origin in Dubai. Under the auspices of the Pakistan Association Dubai, the clinic caters to the poor of all nationalities who cannot afford expensive treatment. In these days, when Pakistan mostly features in the worst of news stories, this effort by health care professionals is a welcome breath of fresh air.

The first faculty of Aga Khan University was the Faculty of Health Sciences. Graduates from the School of Nursing and Medical College have brought many honours and laurels to the University. An alumnus is leading the National Healthcare Day in the United States under the sponsorship of APPNA (Association of Physicians of Pakistani-Descent of North America), with many other alumni lending a helping hand across the country. A nursing alumna, featured in this issue, has worked both nationally and internationally to help communities in resource-poor settings, and there are many other nursing and medical alumni holding leading positions in medical and public health institutions around the world.

So, how do you measure impact? Aga Khan University and its alumni have been working on measuring the impact of the institution and its graduates. With various schools and programmes it has been a challenge to develop a uniform metric that can gauge this adequately. But some measures are easy to collect and assess. Peer recognition, media coverage of high stakes-high impact projects, nomination to major professional and social organisations, leading national and international initiatives, and appointments at major institutions of higher learning are a few ways to measure the ability to implement change. And it must be said, with great pride and joy, that our alumni have done well in all those categories, and more.

Other more recent programmes are not far behind. The Advanced Nursing Studies programme in East Africa, the Postgraduate Medical Education programmes in Pakistan and East Africa, the Institute for Educational Development on both continents and the Institute for the Study of Muslim Civilisations in the UK have produced alumni who have excelled in all the categories mentioned above. Stories of their suc-



cess have been published in previous issues of *AKU-NAMA* and we will continue to recognise these members of the AKU alumni. The real hope for a brighter and prosperous future for the developing world and the world at large lies with well-educated, tolerant, progressive and mainstream professionals. And Aga Khan University should take due pride in being at the forefront of producing such leaders.



Alumni gather together at the Reunion.



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“Precious Freedom”

Professor Pervez Hoodbhoy, Chairman, Department of Physics, Quaid-i-Azam University, Islamabad gave the keynote address at the Alumni Reunion in Karachi. Professor Hoodbhoy holds a PhD in nuclear physics from the Massachusetts Institute of Technology, and has written and spoken on topics ranging from science in Islam to education in Pakistan. Excerpts from his speech are presented here.

“Relations in human society are ordered, are prioritised, according to power. Individuals and groups of individuals seek to enhance their power. But what is power? Power is the capacity to produce intended effects. The more power you have, the more effectively you can attain a particular goal.

Many different manifestations of power exist. There is physical power, the stronger side wins in a conflict. There is the power of wealth, richer people manage to do a lot more generally and rise higher than the pecking order of society. And then there is the power of technical knowledge, the very fact that

are very powerful ideas. Powerful ideas are incredible in terms of the effect they produce upon society. They rule the world, they drive our actions, they form our beliefs and they unleash multi-revolutions. They have this enormous power because they move our mind and shape our understanding of the

world. Like the swine flu, they move from mind to mind, infecting an entire population, until they become part of common wisdom and in that process might topple established beliefs.

It was Victor Hugo who said that a stand can be made against the invasion of an army, but no stand can be made against the invasion of an idea. One clas-

sic great idea was Galileo’s heliocentric universe, the notion that the earth orbits the sun. Although the Catholic Church was not willing to accept this idea, it was an idea, a concept whose time had come and nothing could stop it from taking hold of people’s minds and this is what we accept today. Take Charles Darwin as another example, nothing could prevent natural evolution from becoming the very foundation of modern biology. But these were ideas from the world of the physical domain; there are also ideas in the domain of human affairs. These can be inter-

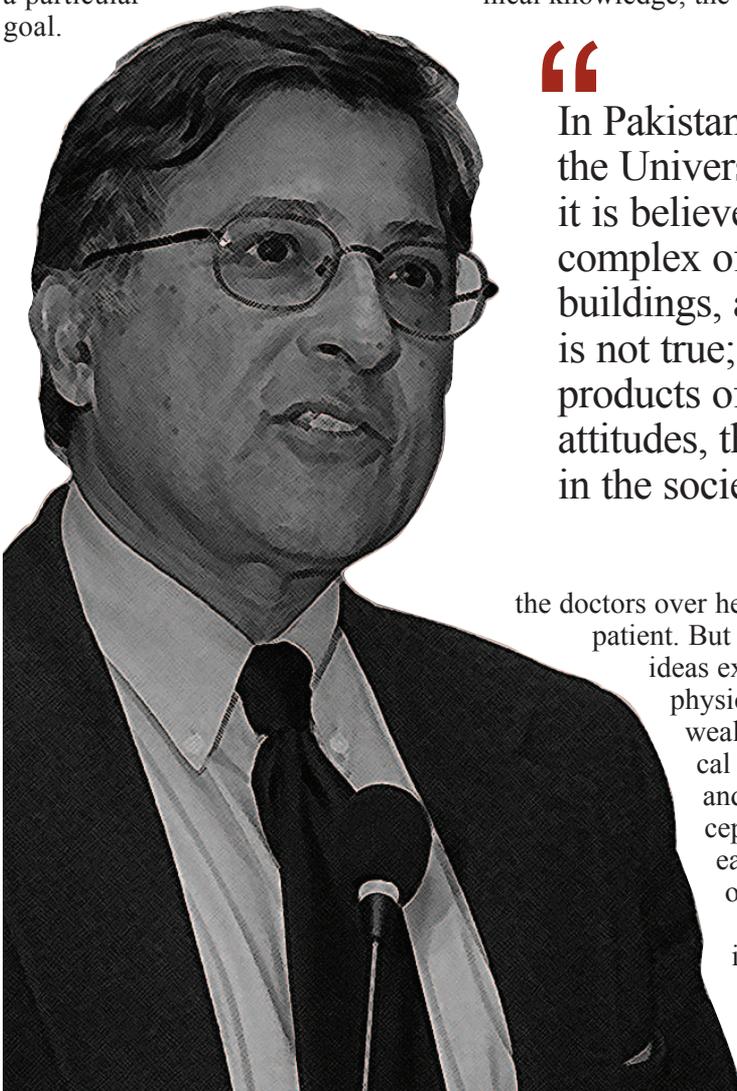
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In Pakistan, the true concept of the University is misunderstood; it is believed to be just a complex of laboratories, campus buildings, and libraries. But that is not true; universities are the products of the dominant social attitudes, the values which exist in the society.

the doctors over here can cure a patient. But the power of ideas exceeds that of physical force, wealth and technical knowledge, and this is a concept that is not so easily understood or recognised.

Not all ideas are equally powerful; there are good ideas and there

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preted as either good or bad but most importantly, they were transformational, such as Napoleon conceiving France as one nation or Muhammad Ali Jinnah creating Pakistan, an idea that led to people willing to leave the land of their birth and move across borders and

willing to take enormous punishment and sacrifice.

In fact, we have an institution in human society that exists precisely to nurture the intellect and to generate more ideas; that institution is the university. An ideal university should encourage critical inquiry. It would create an environment to develop

more powerful machines, discover more energy sources – all things that could transform the economy of a country. It would train engineers, doctors, economists, business managers. Its faculty would conduct research work in every conceivable field, from doing work on black holes to deciphering the distinct language of Mesopotamia to documenting the mating habits of tarantulas, and their fame would attract more faculty from every corner of the world. But most importantly, the ideal university would be modern – one that is capable of fostering graduates who think independently, scientifically with an understanding of history and culture. Its graduates will



Not all ideas are equally powerful; there are good ideas and there are very powerful ideas. Powerful ideas are incredible in terms of the effect they produce upon society. They rule the world, they drive our actions, they form our beliefs and they unleash multi-revolutions. They have this enormous power because they move our mind and shape our understanding of the world.



be capable of coherent expressions in speech and writing; they will be demanded everywhere. And there's no university in the world yet that even comes close to this ideal one, not Harvard, not Cambridge, not Oxford, none. But it's something

AKU aspires towards in its planned Faculty of Arts and Sciences.

In Pakistan, the true concept of the University is misunderstood; it is believed to be just a complex of laboratories, campus

still needs to invest more money. So what's the most important thing to do?

First of all, we want to free our students so that they can think. Education is about thinking; it is about liberating the mind. We cannot allow biased individuals to enforce their version of faith onto the university community. And I don't mean the community here; this is a different thing all together. We cannot forbid boys and girls from attending co-educational institutes; we cannot allow fanatics to ban music on campus, to destroy art and culture. We cannot ban student unions because they are a way to



President Firoz Rasul with Professor Hoodbhoy following his speech at the Alumni Reunion 2009.

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buildings, and libraries.

But that is not true; universities are the products of the dominant social attitudes, the values which exist in the society. Funding is not the sole means to creating an ideal university but it is to introduce a new way of thinking that allows it to come into existence.

So how do we change higher education into Pakistan? How do we change the culture of our universities? How do we make them real universities? First of all, you have to have a vision and then the resources. While its higher education budget increased 12-fold between 2002 and 2008, Pakistan

allow political debate in a health way and without violence.

The bottom line is that universities are all about thinking and freedom, without personal and intellectual freedom there can be no thinking and hence, no ideas. We would be drones, unable to know how to exercise our mental capacities to differentiate between right, wrong, unable to engage in civilised discourse. So Pakistan's challenge is not to create more libraries, better equipment or faster internet connectivity, but it's the need to change attitudes and to exercise precious freedom."

Alumni Reunite!

Reunion 2009 and the AKU Auditorium in Karachi was abuzz with conversation – friends who had not seen each other for months, or even years, could be heard reminiscing about professors, lectures, labs and the overall mischief during their time at the University. The session opened with a handful of alumni speaking about how AKU has helped shape their world.

“In school, we were trained to be foot soldiers,” said Dr Junaid A. Razzak, MBBS '94, who came to the University in 1989 after completing his secondary education at a government school. He recalled that he and his classmates were instructed to memorise lessons and regurgitate information on assessments, they were not allowed to think critically or defend ideas, but merely accept them as fact.

But AKU was an entirely different, strange world where dialogue was considered a virtue. Initially resisting the change, Junaid recalls how he stayed aloof from discussions, from the “batting” of ideas. But over time, he learnt that debate can resolve many issues. Though he learnt this lesson during his five years at AKU, it was all the more apparent later in his career. And this is what he defines as his “true education”.

Recalling his late father, Junaid shared how the University was “human”. Concerned about the high tuition cost of Aga Khan University, at a parents’ reception on the very first day of Medical College, his father expressed his fears to the former University

Alumni Reunion 2009



From left to right: Farah Kamal, ADE '99, Alia Nasir Post-RN BScN '96, Dr Rozina Karmaliani, Interim Dean, AKU-SON, Dr Saida Rasul, President Firoz Rasul, Professor Pervez Hoodbhoy, Chief Guest, and Dr Muhammad Memon, Director, IED.

President Shams Kassim Lakha. And Mr Lakha turned around and said, “We select students based on their ability to be an asset for this country. AKU will make sure that he gets whatever he needs to be an excellent doctor; do what you can, but he is now as much our responsibility as yours.” Junaid believes that very few institutions can make that claim and said, “I know that

my father is not the only relieved parent that AKU has actually helped.

Junaid returned to Aga Khan University and now is in charge of the Hospital’s Department of Emergency Medicine. And to him, the University still upholds the same principles.

“Success is not a destination that you ever reach but rather it is the quality of the journey, a journey that started at AKU,” said Alia Nasir, Post-RN BScN '96, who comes from a small town in the Hyderabad district of Sindh and is currently the Principal, Liaquat National College of Nursing in Karachi. Through a fortunate encounter with the AKU Public Affairs team, she was introduced to AKU-SON and realising

the potential of the nursing profession in Pakistan, she enrolled.

Completing her Diploma in Nursing in 1990, Alia started as an AKU community health nurse at Baba Island in 1992, one of the three small islands within the Karachi harbour. She helped introduce the primary health care model in the area and a water and sewage system – many years later, this system contin-

ues to provide the community with a supply of safe drinking water.

Alia credits AKU-SON with giving her knowledge and skills, and particularly the gift of language. She spoke of how her grooming in English, in both public speaking and writing, opened a different world for her. Twenty-two years have passed and Alia's journey with the University has still not come to an end.

The Institute for Educational Development taught Farah S. Kamal,

ADE '99, how to identify a problem and to seek solutions. It was the foot in the door that led to her completing a Master of Education from the University of British Columbia and an executive programme for non-profit leaders from Stanford University – quite an achievement for the head teacher of a 1,600-student school in Karimabad.

Farah is currently the Country Coordinator for International Education and Research Network (iEARN) in Pakistan. iEARN, which

operates in 125 countries, is the largest non-profit global network that allows teachers and students to use internet and other communications technology to collaborate on projects that promote global learning. The programme supports 1,500 schools in Pakistan, reaching over 1,000 teachers annually through online and face-to-face training programmes besides benefiting over 5,000 people through community service programmes. This is what Farah calls impact.

A Small Contribution to Karachi

Reunions are becoming a time when the alumni can contribute directly to a community all over again. Over 100 alumni from the School of Nursing,

Institute for Educational Development and Medical College offered free health education and screening sessions to three communities in Karachi as part of the Alumni Reunion 2009 celebrations. Close to 1,650 residents of Karimabad, Bilal Colony, and Sultanabad/Golimar, both children and adults, were provided check-ups that included an interview on diet, anxiety and depression screening, anthropometric or comparative body measurements, and glucose, haemoglobin and cholesterol tests.

Undernutrition, skin conditions, worm infections and dental problems emerged as the most common health issues in children under 12 and teenagers. Eighty per cent of the adolescents checked also suf-

fered from moderate to severe stress. Adults had a different set of issues, with high blood pressure, high cholesterol, diabetes, skin con-



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ditions and gynaecological problems seen most often. The camps also helped identify the people who needed further medical assistance who were then referred to health centres and public hospitals for follow-up and consultations.

This year, the camps educated participants on nutrition, mental

health and hygiene and offered needs-based individual and family counselling. Dr Rozina Karmaliani, Interim Dean, School of Nursing,

Karachi stressed the significance of imparting health knowledge to parents, "AKU prefers to educate parents as they can richly contribute towards the health and education of their children. Educating parents creates healthy families and societies." Mothers play an integral role as a child's health and education starts from a mother's lap - which is why it is crucial to give her the health information she needs about not only caring for herself but her children and family as well. "Maternal education can only help in decreasing morbidity and mortality rates," she said. Children were also actively engaged in health education sessions through knowledge-based competitions, puppet shows, and drawing and painting activities. Many thanks to the alumni who gave their time and services.

Talaash

Hira Waseem, MBBS '12, Najiha B. Farooqi, MBBS '13 and Maryam Zulfiqar, MBBS '13

Life is indeed a kaleidoscope, an amalgamation of emotions: love, fear, joy, sorrow, inner struggle, self evolution and salvation. But undeniably the first and the last word etched on the slate of life emerges from the inner voice of one's soul, the conscience. This idea was the essence and the main theme in *Talaash*, a production of AKU's drama club, ACT (Aga Khan University's Club for Theatre), for

unique stories spanning from child abuse and materialism to despair and patriotism, issues that we can relate to on an individual as well as collective level.

These four characters, from different walks of life, mysteriously land in an incredibly beautiful place. All suffer from one vice or another, their personalities seem to be defined by suffering and so, their emotions evolved. The characters

somehow seem to fit perfectly into the picture. Initially baffling with their clandestine motives, dark humour and sarcasm, it eventually emerges that they are personifying the different aspects of our inner voice. The strings of these puppets are all in the hands of a magician or rather the narrator, appearing from time to time to both entertain and facilitate the direction of thought.

Under the watchful eyes of Mehru and Shero, the other four characters develop, discover their shortcomings and, at last, embark on the road to redemption.

Talaash was not just a play, but a reminder that life is ephemeral, that with all its limitations, regrets and heartache, the human soul has the potential to experience, learn and change. The question left echoing in our heads at the end of the play, was whether we can hear our inner voice? And like the characters portrayed, can we too reach salvation in this three-penny show of life?



the Association of Physicians of Pakistani Descent of North America's (APPNA) annual dinner in Karachi in December.

Writing a play and encompassing this theme were in themselves herculean tasks. Conveying the mundane activities of everyday life is easy but trying to convey something abstract and essential is a true test of one's skill.

The plot revolved around six main characters, four of whom presented familiar and yet somehow

do not know the reason for their arrival nor the time of their departure but they all have one 'ambition' in common – they all want to escape. They want to run away from their problems as they are terrified to confront them.

The two other characters, Mehru and Shero, are odd and yet



Taking Nursing a Step Beyond

Salimah Walani, RN '87, holds a Master of Science in Nursing from Simmons College and a Master of Public Health from Harvard School of Public Health, both in Boston. Currently, she is a PhD candidate at New York University, where she is working on her doctoral dissertation. She recently received a grant from the Sigma Theta Tau Honor Society of Nursing, Upsilon Chapter to conduct her research.

Salimah was a faculty member at AKU-SON before moving to New York. After relocating to the US, she worked for the New York City Department of Health as an epidemiologist and consultant public health nurse, focusing on tuberculosis outbreak work. She then worked as the director for a mobile health initiative for school children in Brooklyn, NY, a programme under New York University. At present, she teaches graduate nurses at Felician College.

While working for these programmes, Salimah developed an interest in global health. Her outreach activities took her to Nicaragua and India, where she was part of a team of nurses that conducted health assessments and educational sessions for school children in under-served communities.

Salimah served the National Aga Khan Health Board for USA from 2005 to 2009, which allowed her to play a leading role to develop Remote Health Access for Health Professionals, a collaborative programme between Ismaili health professionals in the US and Aga Khan Health Services in East Africa.

What factors motivated you to choose nursing?

I have a totally unconventional story of why I chose nursing as my profession – I got attracted to the building and the courtyards of the AKU-SON. When I joined AKU, the hospital and

the medical school were still under construction and the School of Nursing seemed like an oasis in the desert with its beautiful red building and lush green gardens. I just wanted a taste of living and studying there – the rest is history.

How do you think your education at the AKU helped you in your current role?

During my education and then in my faculty role at AKU-SON, I was fascinated by the extensiveness of AKU's vision, operations and its actual and potential impact on society. Thus, even though I have worked in a variety of health care settings in the New York area, I tend to gravitate towards academic institutions and love teaching.

What do you believe is the impact of your work? How are people benefiting from it?

I am currently conducting my doctoral dissertation on employment outcomes of internationally-educated nurses (IENs) in the US. I think this study and my future research in this area will have a tremendous impact on policies related to the treatment of IENs in the US labor market.

Furthermore in my faculty role, I think the global perspective that I bring into my teaching has had an influence on how my students define their roles as nurses in this era of globalisation.

How do you think the AKU alumni and the University can work together to achieve common goals? Any message to the other AKU alumni?

Let's stay connected. I recognise that with alumni spread all over the world,



it is hard for the University and us, the alumni, to engage in projects, but in this digital age, there are so little barriers that if we tried, we can overcome them with a "click".

What role do you envision for AKU qualified nurses within an international community of nurses?

AKU nursing alumni have already made advances to improve nursing in countries such as, Afghanistan, Tanzania, Syria, Kenya, and Egypt, and I am sure I am missing some. I foresee that AKU-educated RNs will have a greater role in promoting programmes of higher nursing education in the Middle East. I also conclude from my communication with the nursing alumni in the US, that many of us who have left Pakistan are craving to find a role in AKU initiatives – it is just a matter of time.

The Editorial Board seeks nominations for distinguished alumni from all AKU schools and programs for this section. Please send a short profile of your nominee to: alumni@aku.edu.

Cricket ... at AKU

Saad Shafqat, MBBS '88

Cricket fans know that sport is a metaphor for life. There is struggle and heartbreak, joy and fulfillment, bitter competition, and flawed justice. Cricket buffs at AKU understand that the analogy can also be nicely extended to faculty life at our institution.

Research is like batting. You get big grants, publish great papers. It is like scoring hundreds and double hundreds. A publication in *New England Journal of Medicine* is like a

triple-hundred in Australia. A publication in *Journal of the Pakistan Medical Association* is like a century in Bangladesh. The output is quantitative and clearly measurable. Just like runs and centuries, there are numbers of papers and the number and amount of grant funding. The top researchers are celebrated like great batsmen. They are the heroes evoking the University's admiration and awe. They win many man-of-the-match awards.

Clinical service is like bowling. Again, the output is unambiguous and numerical. Just as the best bowlers take the most wickets with the lowest average, similarly the most valued clinicians see the most patients in the shortest time. Just as the difficulty of each wicket varies, so does the difficulty of each patient. An ICU patient is like the wicket of a top-order batsman, requiring time, energy and concentration. A brief follow-up in clinic is like a tail-ender's wicket. Doing clinical procedures is like taking wickets in foreign countries. Major procedures are like taking wickets in

Australia; minor procedures, more like Zimbabwe. You cannot win matches without bowlers, just like you cannot run AKU without clinicians. But clinicians are a notch below researchers in the reckoning. They are still heroes, but win fewer man-of-the-match awards than batsmen, just like clinicians are also looked up to by the University, but a touch less so than researchers.

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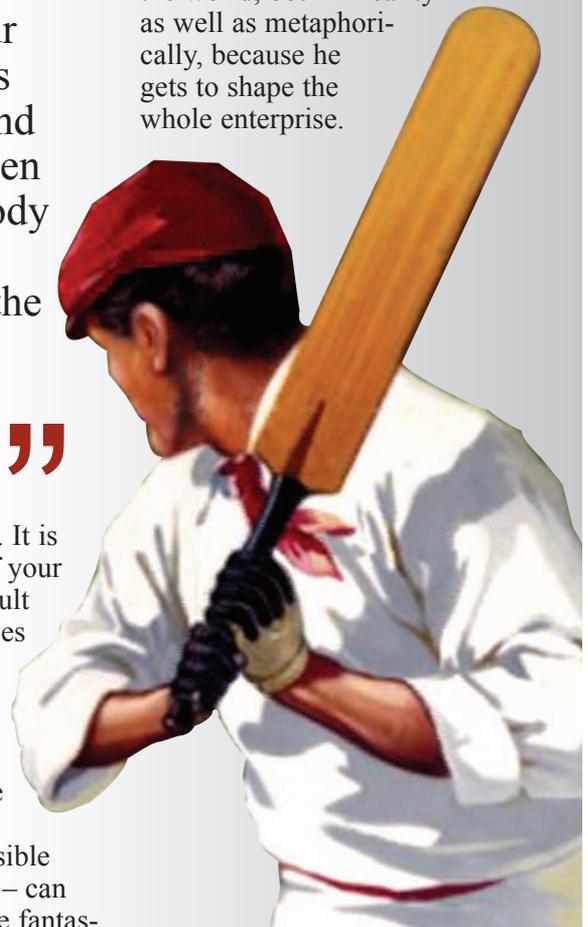
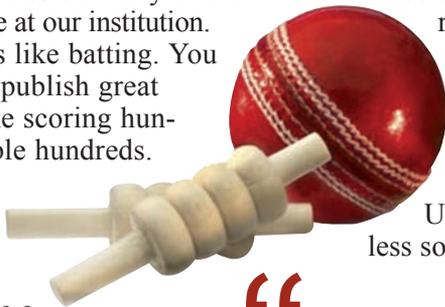
Teaching is like fielding. It is invaluable for the success of your team, but the output is difficult to measure and most of it does not even get recorded. Everybody knows who the best fielders are, just like the University knows full well its best teachers.

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Teaching is like fielding. It is invaluable for the success of your team, but the output is difficult to measure and most of it does not even get recorded. Everybody knows who the best fielders are, just like the University knows full well its best teachers. People also understand that a fine piece of fielding – an impossible catch or an amazing run-out – can turn around a match, just like fantas-

tic teaching can create an extraordinary University. But great fielders, like the best teachers, go unrewarded as individuals. Everybody will appreciate what a great fielding side your team is, and your fielding can even prove decisive in winning a match, but nobody will give you the man-of-the-match award.

Then you have the administrative hierarchy. The captain is like the departmental chair. He is supposed to tell you what to do and guide you to make the most of your ability. And the dean is the chairman of the cricket board, because he appoints the captain. Finally you have the President who has the best job in the world, both in reality as well as metaphorically, because he gets to shape the whole enterprise.



To Know, to Do, to Be

Ali Nawab, MEd '09

Educating young people today is not just about inculcating values. Instead, it is about liberating the mind and providing them with the abilities and skills that can transform them into caring and responsible citizens of a global village. This means that good exam results are no longer the only desirable learning outcome; it is the qualities that can help students be productive members of society that are in demand. This means that today's challenges are forcing us to reconceptualise our approach to student learning outcomes.

Learning outcomes fall into three major tiered categories. The first and lowest tier is 'knowing', the ability to understand; the second tier is 'doing', to use problem solving, critical thinking, effective communication and technology. And the top learning outcome is 'being', to be tolerant, responsible and caring.

Schools have found achieving these learning outcomes is a challenge. Experiences in the classroom have revealed that teachers focus solely on 'knowing'. One of the reasons could be a lack of professional skills. It could also be a lack of awareness as to what other categories of student learning outcomes exist and how they can be achieved. There is one argument

that helping students achieve desired learning outcomes depends on the professional background of



Gary Otte

a teacher. Improving a teacher's knowledge, skills and disposition is one of the most critical steps to giving students a proper education. If we want students to realise certain outcomes, we have to look for ways to enhance the pedagogical skills of teachers.

Exposing teachers to various professional development activities does not guarantee that they will be able to successfully help students. Teachers will need, in fact, to be provided with practical ideas to sharpen the higher abilities of students such as 'doing' and 'being'. Teachers who attend development workshops usually acquire the theory. But once they return to the class-

room, they fail to put theory into practice and regress back to their previous habits due to a lack of

classroom strategies. Teacher professional development programmes need to focus on how to make knowledge experiential, how to relate new concepts to a student's daily life. They need to be exposed to the variety of methods that include taking examples and stories from students, giving worth to students' existing knowledge, creating situations where students can discover something for themselves, discussing issues that

exist in the student's environment, and engaging students in learning through interactive methods.

Existing approaches to teaching and learning in the sub-continent context have not been successful. We should develop our teachers in such a way that they should not only appreciate the higher level learning outcomes for their students but also involve young people in activities that will ensure that they learn not only how to 'know' and 'do' but also how to 'be'.

Ali Nawab is an Assistant Instructor at the Aga Khan University Institute for Educational Development, Professional Development Centre, Chitral.

Critical Care Journey: Take-off in Tanzania

Dr Tahir Saeed, PGME (Anaesthesiology) '05 and Dr Aijaz Samad, PGME (Anaesthesiology) '08

There has been a distinct improvement in health care services in Tanzania over the past decade largely due to the socio-political and economic situation stabilising, even though financial constraints are still a hard reality. HIV/AIDS and malaria efforts absorb a major portion of the budget leaving other health care sectors, especially critical care, struggling for attention and funds.

In the last two years, the situation has changed at Aga Khan Hospital (AKH) in Dar es Salaam. We have seen the formation of a team of dedicated critical care professionals including four full-time residents, about 17 full-time nurses and one critical care nursing manager. We now have ventilators, monitoring equipment and well-trained intensive care unit (ICU) staff, capable of managing adults, children and newborns, as well as premature babies. We have witnessed an intensive care facility that has doubled from its original four beds.

As intensivists, we are proud to have played a vital, pioneering role in developing the ICU facility at AKH, faced as we were with a serious lack of human resources and many other major problems during the start-up phase. These difficulties did not deter us from working in collaboration with the US Society of Critical Care Medicine to conduct a Fundamental Critical Care Support course – comprehensive coverage of fundamental management principles for the first



Jean-Luc Ray

24 hours of critical care – and with the Ismaili Health Physicians Association North America and instructors from American Society of Critical Care Medicine to conduct Advanced Cardiac Life Support and Paediatric Advanced Life Support courses. The ICU continues to be upgraded and recently telemonitoring via a central monitoring station was set up. With this introduction, AKH has entered a new era of patient health care and quality improvements. Future plans include a separate neonatal intensive care unit and services such as bedside dialysis, continuous renal replacement therapy and bronchoscopy, among others.

The AKH ICU has evolved into a major referral centre, accommodating over 20 per cent of direct referrals as well as transfers from other hospitals around the country. Data collected by us shows lower mortality rates in both adults and children. Of those patients who are critically ill and mechanically-ventilated, the survival rate is 59 per cent in adults and 47 per cent for children with an average bed occupancy of 85-90 per cent.

While critical care is a novel concept in Tanzania, authorities are beginning to invest in it. But for now, the ICU at AKH is the only one providing state-of-the-art facilities, particularly for babies.

Teaching Research Through Service

Anthony Gioko, MEd '07

Learning, based on exploring or solving real problems, influences and transforms students. Having learned this concept at AKU-IED in Pakistan, the next step was to put it into practice at Aga Khan Academy, in the Kenyan port city of Mombasa. The Aga Khan Academy prepares students for the International Baccalaureate (IB) exam. The IB is an education programme that develops inquiring, knowledgeable and caring young individuals through its challenging curriculum and rigorous assessment. Diploma students, between the ages of 16 and 19, besides studying six courses, are required to fulfil three core requirements: an extended essay, theory of knowledge and creativity, action, and service.

To teach my students research skills initially I get them to engage in mini-research initiatives, in small groups and then in pairs. This process hones their skills for the individual work that they eventually will have to complete.

Groups: I divided students into random teams and delved into issues affecting the community. Eventually, we zeroed in on hygiene issues in slums around Mombasa. One topic was intestinal worms: how do children get infected and how can they be educated to avoid infections. Before visiting the area, we prepped by identifying an appropriate school, asking the management for permission to visit and developing our research questions. We also asked a doctor for de-worming medicine. Off we proceeded for our field work, accompanied by our school nurse. My students interviewed their counterparts about how they access hygiene information and how many times a day they wash hands; another group provide hygiene information to a number of their

The extended essay is a requirement for students to engage in independent research through an in-depth study of a question relating to one of the subjects they are studying.

Theory of knowledge is a course designed to encourage each student to reflect on the nature of knowledge by critically examining different ways of knowing (perception, emotion, language and reason) and different kinds of knowledge (scientific, artistic, mathematical and historical).

Creativity, action, service requires that students actively learn from the experience of doing real tasks beyond the classroom.

Students can combine all three components or do activities related to each one of them separately.

The IB Diploma Programme
<http://www.ibo.org/diploma/>



A child receives de-worming medicine from a student.

inquisitive peers. All the students who took part in the survey were provided de-worming medicine, with the help of the nurse, as well as toothbrushes and antiseptic soap.

A lot of information was collected during this exercise and it was

used to gain knowledge about data handling and analysis. The resulting information was used by the students to write their research reports. This approach was successful in teaching students research skills while encouraging them to engage in community service – raising awareness about medical and hygiene issues that affect physical growth and cognitive development among children suffering from water-borne diseases.

Pairs: To further enhance skills, we used the same approach in pairs. We identified issues in the school community that concerned students and, after a brainstorming session, selected the top 17 issues. Some of them included using social media such as blogs and Facebook; the school's use of resources like paper and electricity; and student-related themes such as study time and peer group support. The students conducted their research within the school, with fellow students, teachers and members of the administration as their subjects. This piqued the 'subjects' curiosity and outcomes were eagerly awaited. The final reports were of great interest to the respective groups and some student recommendations are being considered for implementation.

My groups and pairs approaches demonstrate the interdependence between students and their community, be it their immediate community or the larger one. It is an experience that has also taught my students the purpose of research and how issues can affect them directly or indirectly, experiences that can help transform them into responsible citizens. This is a crucial aspect of sustainable learning – an approach I learned during my time at IED. In simple words, it is putting principles into practice.

When Opportunities Knock, Take Them

Shaheena Salim Jumani, BScN '05 and Shazia Naz Waris Ali, BScN '09

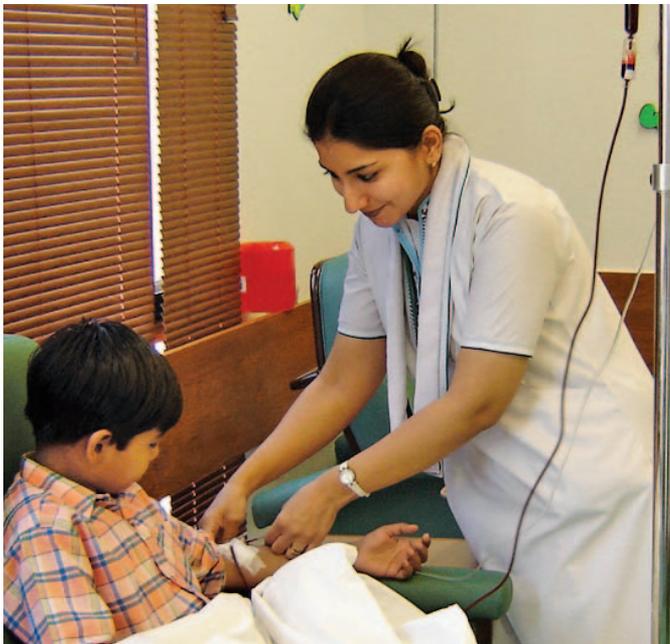
Armed with BScN degrees from AKU-SON, we entered the 'real world' with a passion to work with babies and their mothers. We were trained to provide new mums with postnatal health and fitness education, and were focused on this goal from the very beginning.

At the same time it soon dawned on us that while nurses may excel in their routine responsibilities, they often remain unaware that there is much more 'out there' that can be achieved – all that is needed is an extra bit of zeal and enthusiasm. In our case, we got the opportunity to work in managerial roles and took up the challenge to broaden our horizons and to look for ways to innovate, to think 'out-of-the-box'. And we did exactly that. We began developing guidelines and checklists for postnatal care so that all nurses could refer to one operational framework. We encouraged mothers to attend daily postnatal education classes and we constantly pushed for quality innovations.

Has there been any impact? We designed a small group-based survey to identify the effects of our new steps on the health of patients and awareness among nurses. The survey, conducted from

February to May 2009, revealed encouraging outcomes – we were able to make a difference to a mother's knowledge and staff practices. Our study led to the introduction of daily postnatal education sessions in our unit.

It is said that one creates their own luck. For us, it was more than enough that our efforts were recognised and patient satisfaction rates improved remarkably. We were also invited to attend the 13th Biennial Scientific Conference of the Society of Obstetricians and Gynaecologists of Pakistan in February this year. Our presentation, on enhancing breastfeeding practices in new mothers through a postnatal education programme, was well received. Such appreciation can only motivate us to stretch ourselves even further.



On the Road to Burn-out?

Farzana Mukhi Jaffer, BScN '03

Medical staff often experience high levels of stress and burn-out and nurses are no exception. A heavy workload, extended hours, understaffing, dealing with death, managing difficult family members and patients, and conflicts with other nurses and doctors, contribute to physical and emotional exhaustion among nurses.

A high rate of burn-out can affect not only the individual nurse, but an entire health care setting. Nurses, as caregivers, must learn to care for themselves – to cope with stress and deal with anxiety. Here are some tips to control burn-out:

- * Realise that anxiety is part of the job.
- * Laugh at yourself and the situations you face; it is one of the best techniques for preventing stress and burn-out.
- * Reflect on difficult situations as opportunities for positive learning.
- * Realise that you are not a super nurse. Manage your time better; half of the techniques for managing nursing stress are based on effective time management.
- * Find someone you can talk and discuss feelings with such as another colleague, family, friends, or even a therapist. Attend stress reducing workshops.
- * Maintain good health. Take care of your body and mind by eating a balanced diet, getting the right amount of sleep to keep functional through the day, and exercising to increase blood flow and keep alert.
- * Take time off. Engage in activities with family and friends such as dining out or going to the movies. Find a hobby or other recreational activity. Use holidays as time to recharge your batteries.
- * If you experience stress due to a particular field or department, consider moving to a less stressful area or switching to another shift that may not be as busy and stressful.

You CAN control how you feel.

Benefiting from Information Management

Rozmin Pirwani, Post-RN BScN '93

I currently work as a Senior Application Analyst at NorthShore University HealthSystem in Evanston, Illinois. Here, I have had the opportunity to connect my past clinical experiences with my newly-attained knowledge in information technology. Information management is critical to the provision of quality health care in the 21st century. Medical informatics help make patient records more effective and safer, and the increasing use of electronic files promises enormous cost savings and improved efficiency. As modern health care becomes increasingly dependent on information management, employment prospects for those skilled in this field will continue to grow.

I graduated with a Post-RN BScN in 1993. In 2010, I earned my Master of Science in Medical Informatics from Northwestern University in Illinois. My classmates and I were the second batch of graduates from this new and unique programme. The MSc gives clinically-trained health care professionals the knowledge and experience of information technology. These individuals can then develop careers in information service sections within hospitals, health systems, academic environments, and the health systems and equipment industry.

At the inauguration of the University's Faculty of Health Sciences in Nairobi, His Highness, the Aga Khan cited the words of the first hereditary Imam of the Shia Muslims that "no honour is like knowledge". I look forward to availing such stimulating opportunities in the near future.

The Way We Carry AKU-SON With Us

Natasha Rehman BScN '07,
Rozeena Gillani BScN '08, Sana
Karim BScN '07 and Shireen Arif,
Post RN '09

Working outside the AKU environment may be a challenge in itself but as we have found to our pleasant surprise (or maybe no surprise at all) any difficulties are offset by the appreciation and kudos that soon flow. We had simply put to work all

Nursing, and we feel extremely fortunate to have her as a guide and mentor. Mevawala has been at BMU for the last 13 years and continues to believe that she has 'not stopped her learning journey'.

A Big Thank You!

Karimah Pabani BScN '02

It does not need to be said, but I will say it anyway - I am deeply honoured to be an alumni of Aga Khan University School of Nursing.



that we learned at AKU, from our student days at the School of Nursing to Nursing Services at the Hospital: the theory, the practice, and perhaps most importantly, the attitude. Creativity and innovation have always been encouraged as the main ingredients to further polish our professionalism - and we are valued for these qualities.

The four of us joined Baqai Medical University's (BMU) College of Nursing in Karachi relatively recently as nursing instructors. It is a matter of great pride for AKU-SON that its alumna, Aynah Mevawala, MScN '07, is the Director of the BMU College of

Harry Emerson Fosdick once said, "No horse gets anywhere until he is harnessed. No steam or gas ever drives anything until it is confined. No Niagara is ever turned into light and power until it is tunneled. No life ever grows great until it is focused, dedicated, disciplined."

The education at AKU-SON and the dedication of its faculty members have turned an ordinary person like me into someone valuable. It has helped me build a strong foundation for my career that will help me grow every day of my life.

Today, I am a responsible mother, a loving wife, a dedicated student, and a proud alumna. I have

almost completed my Master of Science in Nursing from McMaster University, where I was recently honoured with some awards. I work as a professional practice educator at a community hospital in the area and I also conduct research and scholarly activities. In fact, one of my papers will be published in an international journal in September 2010.

Reflecting on my successes, I have to acknowledge the efforts of the AKU-SON faculty: thank you very much for all you do! My work experience in both Pakistan and Afghanistan as a registered nurse, nursing faculty member, and nurse educator and advisor has enabled me to work in any challenging environment. I would, once again, like to express my gratitude to each of you! Thank you.

When Alumni Inspire Students

Alina Sadaf, MBBS '13

On the evening of April 9, 2010, Dr Adil H. Haider, walked into a student-packed auditorium. For me, as a member of the Student Research Forum, this was a sight to behold. Rarely has the Forum ever been able to herd more than a handful of medical students to a guest lecture and almost never without serving free refreshments. But this time it was different: there they were, students stacked wall-to-wall, eagerly awaiting Dr Haider's lecture on the role of research in developing an academic career.

While the lecture was a roaring success, it was fascinating to witness how alumni can develop an instant

rapport with students. After all, they are familiar with the battles we are fighting, having waged war on the same fronts. It is this commonality that draws us towards one another.



Dr Adil Haider speaks to AKU students about the significance of research

“

I have stayed in research for many reasons, but the reason that stands out by far is tasting small successes.

”

-Dr Abrar A. Qureshi, MBBS '93

As I think back to the lecture, I find myself convinced that only an alumnus could have persuaded an audience of hardened medical students about approaching research as a tool to 'seek the truth' and 'make a difference,' and not just as a fancy addition to resumes. He correctly identified that students believe in a sad dichotomy between the things they have to do and want to do to get into a good residency programme.

To dispel this myth, he used his own example and that of other prominent AKU alumni who have built their careers around their passions. These 'AKU superstars', as Dr Haider describes them, include: Anita Zaidi, MBBS '88, Hasan B.

Alam, MBBS '90, Adnan Hyder, MBBS '90, Faiz Bhora, MBBS '92, Abrar A. Qureshi, MBBS '93, Saad Bin Omer, MBBS '98 and Naeem Rahim, MBBS '98. All of these

alumni have walked the corridors of success and their work is a lesson in dedication for all AKU students.

Dr Haider also quoted words of the wisdom that these superstars had shared with him over the years, and Dr Abrar Qureshi's quote in particular seemed to resonate the most: "I have stayed in research for many reasons, but the reason that stands out by far is tasting small successes."

The inspirational message that Dr Haider conveyed to his young audience was how staying focused and working hard on the task one loves

to do is rewarding in itself. He said that material achievements are simply by-products of this labour of love. As he spoke, he seemed to exude the kind of energy and passion that only a person who has pursued his dreams and reaped the fruits of success can know; it made us want to end this false dichotomy that has fenced our hard work from our passions.

I graduate in 2013. By then, I hope to have the opportunity to attend many more inspiring talks by AKU alumni. I'm sure other students will continue to be drawn to them like moths to a flame and we will need bigger auditoriums to accommodate the crowd.

New Trustees on Board

Two new members were added to the AKU Board of Trustees in January 2010 while Dr Ishrat Husain, Dean and Director, Institute of Business Administration, Karachi retired at the end of 2009.

Dr Haile T. Debas is the Executive Director of Global Health Sciences at the University of California, San Francisco. His career spans nearly four decades and includes positions at hospitals, medical centres and universities in Canada and the United States. Dr Debas is a fellow of the Royal College of Physicians and Surgeons of Canada and the American Academy of Arts and Sciences. He is a member of the United Nations Commission for HIV/AIDS and Governance in Africa, American Association for the Advancement of Science, International Society for Digestive Surgery, American Association of Endocrine Surgeons, National Academy of Sciences, American Board of Surgery and American Medical Association.

Dr Anna Kajumulo Tibaijuka is currently serving her second, four-year term as Under-Secretary General and Executive Director of UN-HABITAT. She is the first African woman to be elected by the UN General Assembly as Under-Secretary General of a United Nations programme. Dr Tibaijuka is a member of the World Health Organization Commission on Social Determinants of Health, and the Advisory Board of the Commission on the Legal Empowerment of the Poor. In 2005, she served as Special Envoy to the Secretary General on Human Settlement Issues in Zimbabwe. Prior to joining the UN, Dr Tibaijuka was a Professor at the University of Dar es Salaam.

People in New Positions

A new Dean, Medical College has been appointed - **Dr Farhat Abbas**, who has served AKU and AKUH in a number of different capacities since he joined as a resident in the Department of Surgery in 1985. Dr Abbas holds an MBBS from Dow Medical College and is a fellow of the College of Physicians and Surgeons of Pakistan, Royal College of Surgeons of Edinburgh and Glasgow and American College of Surgeons.

Campus Talk

A ground-breaking ceremony to mark the start of construction of a second **Ambulatory Care Building (ACB II)** was held on April 16, 2010. The US\$14.5 million project is part of an expansion plan which foresees a

general surgery, gastroenterology, psychiatry, radiation therapy, and day care medical oncology clinics. In addition, surgical day care facilities, including four operating rooms, will be housed in the basement. The three storey-building will be located next to the Ibn Zuhr Building, adjacent to the main entrance gate. The entire project, including a link bridge between ACB II and the Service Building, will measure 129,033 sq ft.

The establishment of a new **Graduate School of Media and Communications** in Nairobi starting in 2011 was announced by His Highness, the Aga Khan. The School will offer five core programmes: a graduate school offering a Master's degree in journalism and short courses on various media skills through its Division of Continuing Education and



Viewing a model of the ACB-II building during the project's groundbreaking ceremony on April 16, 2010. AKU

series of ambulatory care buildings added to the Stadium Road campus, allowing AKUH, Karachi to dramatically expand its outpatient services. The proposed ACB II will accommodate dentistry, ophthalmology, ENT,

Professional Development. It will create a Centre for Media Enterprise Management to strengthen media ownership and management, and encourage entrepreneurship; an African Global Forum for Media and

CAMPUS HAPPENINGS

Society to support a dialogue in the East African region on how media can better inform citizens and work more effectively with different sectors of society; and other public service initiatives that will share Africa-specific academic material with regional media institutions. The aim of the new School is to enhance media quality, performance and practice in the continent and the developing world.

Obituaries



AKU Professor Emeritus **Professor Sheikh Arshad Saeed** passed away on November 19, 2009. Professor Saeed was among the

founding faculty members of the Medical College and played a significant role in its growth and development. He joined AKU as Associate Professor of Pharmacology in 1984 and became a full professor in 1989. He retired in 2004 but continued in the Department of Biological and Biomedical Sciences as part-time Professor of Pharmacology for another four years. In 2008, Professor Saeed was conferred the title of Distinguished Professor Emeritus, the first from the basic sciences department. He had published more than 260 papers in 320 internationally recognised journals and held nine patents from Europe and North America. He was the first Pakistani to be elected Fellow of Royal Institute of Biology. In 2001, Professor Saeed was awarded the *Hilal-e-Imtiaz*, the first AKU facul-

ty member to be presented this award by the President of Pakistan.

Dr Syed Arif Ali Zaidi, former Associate Dean, Student Affairs, passed away on March 28, 2010. He joined AKU in June 1983 as Assistant Professor of Physiology and was promoted to Associate Professor in 1988. Dr Zaidi served as Associate Dean of Student Affairs from October 1992 until his retirement in May 2007. After leaving AKU, he joined the Government College University, Faisalabad before moving back to Karachi as Vice-Chancellor of Ziauddin University in December 2008.



AWARDS AND HONOURS

Pioneering Global Safety

Dr Adnan A. Hyder, MBBS '00, was chosen to lead the Johns Hopkins Bloomberg School of Public Health's effort on Michael Bloomberg's US\$125 million Global Road Safety Program. Johns Hopkins University's International Injury Research Unit will join forces with five partner organisations, including the World Health Organization. Together, they will develop and put in place activities, with local governments and NGOs, in 10 priority low- and middle-income countries to tackle injuries and fatalities caused by road traffic crashes. Dr Hyder said, "This is an excellent opportunity and a superb group of partners to develop and implement strategies for reducing the extraordinary number of preventable traffic-related injuries and fatalities worldwide."



Fahim Siddiqui

School of Nursing

1985

Currently working as Assistant Manager, Nursing Development, Aga Khan Health Service, Pakistan, **Mehmooda Khowaja** is finishing her BScN and plans to join the Master in Midwifery programme at AKU in the future. She is proud to share that her daughter is currently a BScN student at AKU-SON.

Samina Badruddin Khowaja is doing her BScN online with University of Phoenix while working as a staff nurse in the postpartum unit at Gwinnett Medical Center, Georgia.

1991

Amynah Pradhan has completed her MsN in Family Nurse Practitioner and received an award for Excellence in Primary Care in Nursing. She is also a proud mother of a baby girl born on March 4, 2010. Pradhan appreciates AKU's efforts to keep the alumni connected.

1993

Rozmin Badruddin Jiwani is a PhD student at University of Texas Health Science Center at San Antonio.

1995

Munira Prasla, participated in the Mosaic International Summer School programme held in the UK in 2009. The aim of the programme was to develop the leadership potential of participants selected from various Muslim countries. Prasla currently works at AKU-SON.

1996

Shirin Noorali Valliani has almost completed a MsN in Family Nurse Practitioner. She deeply misses and cherishes her golden days at AKU.

2000

Shirin Alwani was mentioned in an article in *Hospital News*, a Canadian health care newspaper. The article

talks about a project Alwani is involved in and how it is impacting the quality of life of senior citizens living in nursing homes and other health care settings.

2002

Farida Khan Himat is enrolled at the Stellenbosch University's Master of Philosophy in Health Sciences Education in South Africa.

2003

Yasmin Noorani is doing her MsN, specialising in Education. Noorani is currently settled in Seattle where she is the proud mother of two kids, a 14-month old boy and a two and a half year old girl.

2005

Anila Naveed is a faculty member at AKU-SON. She proudly recalls her student life and believes her rich clinical experience of working with critical cardiac patients will be beneficial in providing quality education to other nursing students.

Azmina Shahnool Khowaja has rejoined the intensive care unit at AKUH, Karachi.

Khairunnisa Shallwani is currently working as a nurse educator at a private hospital in Dubai. Under her leadership, the hospital was designated with training site status for the American Heart Association Basic Life Support programmes.

Munira Abhavani was blessed with a girl, Zahra Amin, on June 9, 2009.

Saima Merchant, an instructor and a student at AKU-SON, defended her MScN thesis on the Nature of Nurses Verbal Communication with the ICU Incubated, Unconscious and Sedated Patients. She also received the Rho Delta Research Award for 2009, and has been elected Chair, Publicity and Newsletter Committee, Sigma Theta Tau International Rho Delta Chapter.

2006

Muhammad Basharatullah completed a Graduate Certificate in Nurse Education from University of South Australia in 2009. He received distinctions in all modules.

Niaz Ahmed joined a multinational oil and gas exploration company as an occupational health nurse in Karak, Khyber Pakhtunkhwa.

2007

Anita Aaadani Sadruddin is completing a Master in Epidemiology and Biostatistics from the Dow University of Health Sciences in Karachi.

Kiran Khowaja is working in the cath lab at AKUH, Karachi.

Mehtab Qutbuddin Jaffer is serving as a Clinical Nurse Instructor, Outpatient Services, Aga Khan University Hospital, Karachi.

Natasha Rehman is serving as a Nursing Instructor at Baqai Medical University, College of Nursing, Karachi.

2008

Rozeena Gillani, Nursing Instructor, Baqai Medical University, College of Nursing, is pursuing a MBA in health and hospital management from Institute of Business Management.

Sarfraz Masih, Senior Lecturer, Liaquat National College of Nursing, Karachi, is a member of the National Task Force for nursing school at the National Institute of Health and Social Sciences. In 2009, he spoke at a national seminar on Image Building: Making Difference for Nursing and Midwifery Professionals in Pakistan and scientific nursing session at the 6th Liaquat National Hospital Symposium.

2009

Shireen Pyarali Lalani is a Senior Nursing Instructor and Year

Coordinator, Baqai Medical University, Karachi.

Wais Mohammad Qarani is serving as Technical Advisor and Consultant, Afghanistan Midwifery and Nursing Education Accreditation Board.

Medical College

1995

Saima Khawaja is currently training at Institute for Functional Medicine in Gig Harbor, Washington. She has successfully completed a course in structural acupuncture for physicians from Harvard Medical School, training in Somatic Experiencing (a form of trauma therapy) from the Foundation for Human Enrichment in Colorado and clinical homeopathy for physicians from Thomas Jefferson University in Philadelphia.

1997

Fatima Naqvi is working as a geriatrician in Maryland. She completed her residency in family medicine from Wayne State University in Detroit, MI in 2007, where she was honoured with the Best Intern and Outstanding Graduating Resident awards. She completed her fellowship in geriatrics from Stony Brook University in 2009.

After working for five years as a paediatric hospitalist at Children's Mercy Hospital in Kansas City, **Simi Rahman** is now moving to Los Angeles and wants to reconnect with AKU colleagues residing or visiting the Los Angeles area.

1998

Adil Haider was appointed co-director of the Trauma Outcomes Research Group at Johns Hopkins School of Medicine in Baltimore. He also serves the institution as a trauma surgeon and an assistant professor of surgery.

1999

Residing in Riyadh, Saudi Arabia, **M. Rizwan Khalid** is a consultant

cardiologist, and advanced cardiac imaging and interventional cardiologist at the Prince Salman Heart Center, King Fahad Medical City.

2000

Ghulam Haider Akhund is serving as an honorary Epidemiologist at the College of Physicians and Surgeons Pakistan, Hyderabad.

The University of Arkansas for Medical Sciences recognised **Saeed Mahmood Khan**, with its Circle of Excellence 2010 award. Khan was one of 12 physicians who received the award this year and the only physician from the Department of Internal Medicine. The award recognises compassionate health care and respect for patients and families.

2001

Imran Ahmad Khan is a hospitalist at Lourdes Hospital in Binghamton, New York. He completed his residency in internal medicine from Brookdale University Hospital and Medical Center, Brooklyn NY.

2004

Shahzad Shah recently attended the Association of Physicians of Pakistani Descent of North America (APPNA) youth convention and believes that organisations such as APPNA should collaborate with Aga Khan University alumni to groom new leaders in the medical field.

2005

After completing a fellowship in angiogenesis and eye technology, **Yureeda Qazi** is working as a postdoctoral fellow in retina and refractive development at Emory Eye Center in Atlanta. She is proud to share her work on modulating angiogenesis through alternative splicing at the Association for Research in Vision and Ophthalmology meeting this year.

2006

Majid Shafiq recently led Emory University to win the Georgia Chapter-American College of Physicians Medical Jeopardy Competition. Shafiq and his colleague, **Imad Hussain**, look forward to welcoming four AKU graduates in the incoming PGY1 class at Emory's internal medicine programme.

2008

Tahir Saeed received a Gold Medal in anaesthesiology in the FCPS examination held in June 2008.

2009

Sidra Ishaque works as a Research Medical Officer in the Department of Paediatrics and Child Health at AKUH, Karachi.

Institute for Educational Development

1998

Dilshad Ashraf has been appointed Head, Research and Policy Studies, AKU-IED. Earlier, he served as Chair, Research and Policy Studies Advisory Committee.

2001

At a head teacher conference in Reading, UK, **Mansoor Naz Vindhani** made a presentation on Connecting Classrooms, a project of the British Council.

2003

Shahid Raza Badami is serving as a head master at Ghulam-e-Abbas School in Karachi.

2004

Babar Khan has recently been promoted as an instructor at Aga Khan University, Professional Development Centre North.

2005

Shahida Sultan is serving UNESCO as an education specialist and consultant for the project: Strengthening Teacher Education in

Pakistan. She believes the research and analytical skills she gained at AKU-IED, and her job experience with Aga Khan Education Service, Pakistan are the major factors contributing to this career leap.

2007

Anthony Gioko is serving as Programme Coordinator, Professional Development Centre, Aga Khan Academy, Mombasa.

Khan Zada got the Erasmus Mundus Scholarship from the European Union for a two-year Master's programme in Early Childhood Education and Care, offered in collaboration with the Oslo University College in Norway, Dublin Institute of

Technology in Ireland and University of Malta.

Rashida Haji sends her greetings to all former colleagues and alumni.

2008

Shamsun Nisa is a head teacher at Diamond Jubilee Middle School Hyderabad, Hunza. She also sends her greetings to all colleagues.

Request for Contributions

The editors of AKU-NAMA invite you to contribute to the next issue of the magazine. Please send your contributions to any of the editors or to your respective school or programme representative on the editorial board.

- * Share stories of what you are doing now, and how you link your achievements back to your experience at AKU.
- * Send us pictures to accompany your articles. Pictures must be high resolution, A4 size digital images (at least 1 MB in size) which are separate JPEG files, and not embedded in a word or PDF document.
- * When you send in an article make sure you include your degree information and year of graduation from AKU.

NRMP MATCH RESULTS

Results for Medical College graduates who applied for residency positions in the 2010 National Residency Matching Program (NRMP) in the United States.

NAME	SPECIALITY	PROGRAMME	CATEGORY
CLASS OF 2003			
Kamran Mirza	<i>Pathology</i>	University of Chicago, Chicago, IL	C
Saad Khilji	<i>Family Medicine</i>	West Virginia University, Morgantown, WV	C
CLASS OF 2004			
Hiba Arif	<i>Neurology</i>	Emory University, Atlanta, GA	C
CLASS OF 2005			
Madiha Koraishy	<i>Internal Medicine</i>	Hospital of Saint Raphael, New Haven, CT	C
CLASS OF 2006			
Babar Junaidi	<i>Internal Medicine</i>	William Beaumont Hospital, Royal Oak, MI	C
Fahd Khalid Syed	<i>Internal Medicine</i>	Mount Auburn Hospital, Cambridge, MA	C
Farooq Khan	<i>Internal Medicine</i>	University of Cincinnati, Cincinnati, OH	C

*C = Categorical, A = Advanced, P = Preliminary, TY = Transitional Year

NRMP MATCH RESULTS

NAME	SPECIALITY	PROGRAMME	CATEGORY
Jawad Ghazanfar Kiani	<i>Internal Medicine - Independent Study Project</i>	University of Pittsburgh Medical Center, Pittsburgh, PA	C
Maria Maqbool Choudhary	<i>Internal Medicine</i>	Cleveland Clinic, Cleveland, OH	C
Pastoon Murtaza Kasi	<i>Internal Medicine - Independent Study Project</i>	University of Pittsburgh Medical Center, Pittsburgh, PA	C
Umair Syed Ahmed	<i>Internal Medicine</i>	West Virginia University, Morgantown, WV	C
Zaman Shah	<i>Internal Medicine</i>	University of Kentucky, Lexington, KY	C

CLASS OF 2007

Affan Umer	<i>General Surgery</i>	St John Providence Park Hospital, Novi, MI	P
Ahmed Jawad	<i>General Surgery</i>	University of Pennsylvania , Philadelphia, PA	P
Aiman Ghufuran	<i>Internal Medicine</i>	University of Wisconsin, Madison, WI	C
Aisha Afzal	<i>Internal Medicine</i>	William Beaumont Hospital, Royal Oak, MI	C
Ameer Hamza Khan	<i>Internal Medicine</i>	University of Connecticut, Farmington, CT	C
Asma Mushir Khan	<i>Internal Medicine</i>	SUNY Downstate Medical Center, Brooklyn, NY	C
Basmah Ather Jalil	<i>Internal Medicine</i>	University at Buffalo - SUNY, Buffalo, NY	C
Fawad Muhammad Shuaib	<i>Internal Medicine</i>	Weiss Memorial Hospital, Chicago, IL	C
Hammad Bin Liaquat	<i>Internal Medicine</i>	Indiana University, Indianapolis, IN	C
Hina Khawar Jamali	<i>Internal Medicine</i>	University of Cincinnati, Cincinnati, OH	C
Mahim Akmal Malik	<i>General Surgery</i>	University of Tennessee, Memphis, TN	C
Muhammad Bilal Abid	<i>Family Medicine</i>	Penn State University Good Samaritan Hospital, Hershey, PA	C
Nauman Khalid	<i>Internal Medicine</i>	Grand Rapids Medical Education Center, Grand Rapids, MI	TY
Quratulain Shabbir	<i>Internal Medicine</i>	University of Connecticut, Farmington, CT	C
Raza Abbas	<i>Internal Medicine</i>	William Beaumont Hospital, Royal Oak, MI	C
Salman Jamaluddin Bandedali	<i>Internal Medicine</i>	Baylor College of Medicine, Houston, TX	C
Sara Husain	<i>Internal Medicine</i>	William Beaumont Hospital, Royal Oak, MI	C
Sarah Aftab Ahmad	<i>General Surgery</i>	University of Connecticut, Farmington, CT	P
Sumbal Ashraf Janjua	<i>Internal Medicine</i>	Caritas St. Elizabeth Medical Center, Boston, MA	C
Syed Kashan Abidi	<i>Internal Medicine</i>	Indiana University, Indianapolis, IN	C
Syeda Sidra Waheed	<i>Internal Medicine</i>	William Beaumont Hospital, Royal Oak, MI	C
Umam Azmat	<i>Internal Medicine</i>	Indiana University, Indianapolis, IN	C
Waleed Tallat Kayani	<i>Internal Medicine</i>	Baylor College of Medicine, Houston, TX	C

NRMP MATCH RESULTS

NAME	SPECIALITY	PROGRAMME	CATEGORY
CLASS OF 2008			
Abdullah Khan	<i>Internal Medicine</i>	Emory University, Atlanta, GA	C
Ahmed Itrat	<i>Neurology</i>	Cleveland Clinic, Cleveland, OH	C
Anum Bilal Khan	<i>Internal Medicine</i>	William Beaumont Hospital, Royal Oak, MI	C
Ather Mohammad Taqui	<i>Neurology</i>	Cleveland Clinic, Cleveland, OH	C
Danesh Kumar Kella	<i>Internal Medicine</i>	Emory University, Atlanta, GA	C
Fatima Aziz	<i>Obstetrics and Gynaecology</i>	Mount Sinai School of Medicine, New York, NY	C
Fatima Samad	<i>Internal Medicine</i>	University of Medicine and Dentistry of New Jersey, Newark , NJ	C
Fazia Ahmad Mir	<i>Internal Medicine</i>	Saint Louis University, St. Louis, MO	C
Hammad Ashraf Ganatra	<i>Paediatrics</i>	Emory University, Atlanta, GA	C
Kanza Abbas	<i>Internal Medicine</i>	Baylor College of Medicine, Houston, TX	C
Maliha Iqbal Jumani	<i>Internal Medicine</i>	Mount Auburn Hospital, Cambridge, MA	C
Maryah Mansoor	<i>Internal Medicine</i>	Staten Island University Hospital, New York, NY	C
Mohammad Bin Pervez	<i>General Surgery</i>	Albert Einstein College of Medicine, New York, NY	P
Muhammad Awais Khan	<i>Neurology</i>	University of Arizona Affiliate Program, Tuscon, AZ	C
		Grand Rapids Medical Education Center, Grand Rapids, MI	TY
Quratulain Rashid	<i>Internal Medicine</i>	Emory University, Atlanta, GA	C
Roha Khalid	<i>Paediatrics</i>	University of Texas Medical Branch, Galveston, TX	C
Rushna Pervez Ali	<i>Neurosurgery</i>	Henry Ford Hospital, Detroit, MI	C
Sana Shoukat	<i>Internal Medicine</i>	Emory University, Atlanta, GA	C
Sana Waqar	<i>Internal Medicine</i>	West Virginia University, Morgantown, WV	C
Saqib Ali Gowani	<i>Internal Medicine</i>	University of Connecticut, Farmington, CT	C
Sarah Tehseen	<i>Paediatrics</i>	Children's Hospital of Michigan - Wayne State University, Detroit, MI	C
Syeda Hina Batool	<i>Internal Medicine</i>	William Beaumont Hospital, Royal Oak, MI	C
Talha Vaqar	<i>Neurology</i>	University of Wisconsin, Madison, WI	C
CLASS OF 2009			
Anam Akmal	<i>Internal Medicine</i>	Caritas St. Elizabeth Medical Center, Boston, MA	C
Javad Tauseef Hashmi	<i>Emergency Medicine</i>	Wilson Medical Center, Johnson City, NY	TY
Mirza Umair Khalid	<i>Internal Medicine</i>	Baylor College of Medicine, Houston, TX	C
Najam ud Din	<i>Internal Medicine</i>	SUNY Upstate Medical University, Syracuse, NY	C
Saad Ajmal	<i>General Surgery</i>	Brown University, Providence, RI	P
Shuja ur Rehman	<i>Internal Medicine</i>	Indiana University, Indianapolis, IN	C



AGA KHAN UNIVERSITY ALUMNI ASSOCIATION, STADIUM ROAD, P.O. BOX 3500 KARACHI 74800, PAKISTAN
TEL: +92 21 3493 0051, FAX: +92 21 3493 4294; EMAIL: ALUMNI@AKU.EDU; WEBSITE: WWW.AKU.EDU/ALUMNI

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