



MED e NEWS

Aiming to improve the quality of Medical Education

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An initiative by the medical education department to get an insight of the views and works of medical educationists

Dr Muhammad Shahid Shamim

MBBS, FCPS, FRCS, PGD (Bioethics), MHPE, PhD
Director of Graduate Studies
Aga Khan University, Karachi



Dr. Muhammad Shahid Shamim, Director of Graduate Studies at Aga Khan University, Karachi, holds multiple advanced degrees including an MBBS from Dow Medical College, FCPS, FRCS, PGD in Bioethics, MHPE, and a PhD from the University of New South Wales. Motivated by early career experiences, Dr. Shahid pursued medical education to address observed shortcomings and enhance bioethics and educational planning. His career aspirations involve significantly impacting healthcare training, emphasizing bioethics education to produce well-rounded healthcare providers. He advocates for dedicated bioethics departments in medical institutes to integrate bioethics comprehensively into medical curricula. Dr. Shahid identifies the need for developing critical thinkers and lifelong learners in medical education, challenging the trend of adopting global educational methods without contextual adaptation. His contributions include founding the Medical Education Unit at Dow University, initiating the first public sector master's program in medical education in South Asia, and developing modular curricula and ethics education manuals. He has also served in various esteemed positions, contributing to medical education reforms, bioethics, and faculty development. His primary focus areas are curriculum reforms, bioethics education, faculty development, research, and contextualizing medical education.

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ACTIVITY NEWS

Department of Medical Education conducted a workshop on **AI in Teaching Basic Medical Sciences** on **22nd April, 2024**. **Dr. Syed Moyn Aly** facilitated the session. The objectives of the workshop were to:

- Discuss the salient features of various generations of learners
- Classify Artificial Intelligence (AI)
- Discuss the uses and abuses of AI in education
- Use AI tools for developing teaching aids relevant to basic sciences
- Use AI tools for developing assessments relevant to basic sciences
- Critique the developed products based on their subject expertise
- Summarize their impressions on the uses of AI in basic sciences



Workshop: AI in Teaching Basic Medical Sciences



ACTIVITY NEWS

Department of Medical Education conducted a workshop on **Transforming coal to diamonds: Helping difficult and At-Risk students become productive learners** on 23rd April, 2024. Dr. Syed Moyn Aly facilitated the session. The objectives of the workshop were to:

- Categorize 'difficult' students based on experience
- Define 'at-risk' students
- Discuss strategies currently being used to deal with difficult students
- Deliberate upon recommended strategies that may be used to deal with difficult students
- Deal with (simulated) difficult students
- Discuss possible reasons for at-risk students
- Deliberate upon existing policies for dealing with at-risk students
- Suggest guidelines for supporting at-risk students



**Workshop:
Transforming coal to
diamonds: Helping
difficult and At-Risk
students become
productive learners**



ACTIVITY NEWS

Department of Medical Education conducted a workshop on **Artificial Intelligence in Research: Perspectives and Practices** on **26th April, 2024**. **Prof. Rehan Ahmed Khan** facilitated the session. The objectives of the workshop were to:

- Equip participants with a foundational understanding of key AI concepts and methodologies relevant to research
- Critically evaluate the potential applications of AI within their specific research fields, considering both opportunities and challenges.
- Develop practical skills in identifying and utilizing AI tools and resources to enhance their research design and execution
- Foster a collaborative environment where participants can share best practices, discuss ethical considerations, and explore future directions for AI in research.



Workshop: Artificial Intelligence in Research: Perspectives and Practices



ACTIVITY NEWS

Department of Bioethics in collaboration with Department of Medical Education conducted the workshop on **Clinical Research; What's Ethics Gotta Do with it?** on 23rd May, 2024. Dr. Sarosh Saleem facilitated the session. The objectives of the workshop were to:

- Discuss Ethical Imperatives in healthcare research
- Identify & evaluate common ethical issues in healthcare research
- Apply ethical reasoning to ethical issues emerging in research



**Workshop:
Clinical Research;
What's Ethics Gotta
Do with it**



ACTIVITY NEWS

Department of Research & Innovation in collaboration with Department of Medical Education conducted the workshop on **Communicating with impact** on 4th June, 2024. **Dr. Sohail Asif Qureshi** facilitated the session. The objectives of the workshop were to:

- Craft compelling presentation tailored for Medical Student.
- Structure and deliver presentation with clarity and impact.
- Manage presentation anxiety and deliver with confidence



**Workshop:
Communicating with
impact**



Workshop: Designing a research question for qualitative research

Department of Medical Education conducted a workshop on **Designing a research question for qualitative research** on 10th June 2024. Prof. Dr. Junaid Sarfraz Khan facilitated the session. The objectives of the workshop were to:

- Develop an understanding of the unique requirements for develop a research question for qualitative research.
- Create a question that is researchable in the qualitative research paradigm





Workshop: Decision-Making in Clinical Practice: Ten things to know when your patient cannot decide

Department of Bioethics in collaboration with Department of Medical Education conducted the workshop on **Decision-Making in Clinical Practice: Ten things to know when your patient cannot decide** on 25th June, 2024. Dr. Sarosh Saleem and Dr. Mustafa Aslam facilitated the session. The objectives of the workshop were to:

- Identify situations when patients lack decision making capacity (DMC)
- Discuss various decision-making frameworks
- Apply ethical principles & frameworks to clinical scenarios with challenged DMC





Interview with Dr Muhammad Shahid Shamim



1. Qualification and degree awarding institute.

- MBBS – Dow Medical College, University of Karachi, Pakistan
- FCPS – College of Physicians and Surgeons of Pakistan
- FRCS – Royal College of Physicians and Surgeons of Glasgow, UK
- PGD (Bioethics) – Centre of Biomedical Ethics and Culture, Karachi, Pakistan
- MHPE – Dow University of Health Sciences, Karachi, Pakistan
- PhD – University of New South Wales, Sydney, Australia

2. What made you pursue a degree in Medical Education?

Early in my career as a surgeon, I noticed the shortcomings and developed an interest in bioethics and medical education. This led me to increase my knowledge and skills in educational planning and delivery through workshops and courses. My affiliation with medical education departments while working as a surgeon in Pakistan and the UK continued to increase my interest in the field and became the catalyst for my pursuit of degrees in medical education.

3. What are your career aspirations as a Medical Educationist?

As a medical educationist with a passion for teaching and training, my career aspiration is to significantly impact the training and development of future healthcare providers in Pakistan and beyond. My professional journey as a surgeon and educator has equipped me with a profound appreciation for the importance of quality education for developing ethical healthcare providers. Therefore, my goal is to enhance the learning experiences of healthcare students and professionals that can shape their minds and prepare them to meet the evolving professional challenges.

4. What do you think are the major issues that we are facing in medical education at present?

The most important issue in medical education is that we are not developing critical thinkers and lifelong learners. These characteristics are not achieved by fancy methods of educational delivery only. They require a mindful understanding of the discipline, contextualization of the curriculum and thoughtful planning for its delivery. In reality, most of our educational activities involve blindly following the trends, mostly developed by (and for) the global north, without comprehending how they would affect the medical education landscape in our context.

Dr Muhammad Shahid Shamim



5. What are your significant contributions to Medical Education?

While serving as Associate Professor of Surgery at Dow University of Health Sciences (DUHS) in 2008, I convinced the Vice Chancellor to develop a Medical Education department and start a master's programme in medical education. These were the first at any public sector university in Pakistan. I became the founding head of the Medical Education Unit (MEU) at DUHS, and the university initiated a master's programme in medical education in 2010, the first in the South Asian region. The success of MEU and the master's programme at DUHS created a domino effect in the medical education arena in the country, bringing a transformative change by producing a country-wide cadre of medical education departments and professionals, significantly impacting the region's medical education scenario.

My other significant contributions include spearheading the development of a modular curriculum for MBBS and an innovative format for the six-month-long Certificate in Health Professions Education (CHPE) course in Pakistan, both of which were started at the DUHS. I have contributed to the medical education literature with over 50 peer-reviewed publications, developed a manual for ethics education for healthcare providers, written book chapters and conducted more than 500 faculty development workshops in the last five years.

In addition, I have been honoured to serve in a number of important positions, including National Coordinator and Faculty for the China project of the Primary Trauma Care Foundation in the United Kingdom, Assistant Secretary of the SAARC Surgical Care Society, Pakistan Chapter; Vice President of the Asian Bioethics Association; Educational Advisor to the National Bioethics Committee for the development of an ethics curriculum in Pakistan; Educational Consultant for the International Committee of the Red Cross, Supervisor and Assessor for the FAIMER-KEELE Master of Health Professions Education (MHPE) programme; Visiting Faculty at Jinnah Sindh Medical University for the MHPE and PhD programmes, CBEC-Kenya Medical Research Institute (KEMRI) Faculty Development Projects, Reviewer for national and international journals, and cabinet member of the Pakistan Medical Association. These experiences have provided me with opportunities to contribute positively to medical education, learn from diverse professionals, and enhance my personal development.

Dr Muhammad Shahid Shamim



6. One aspect you want to improve in ME and how to bring that change?

My vision for a successful healthcare professional has always been one of service to humanity with discovery and integrity. I strongly feel that medical education needs enhancement in bioethics education. Modern medical education is all about providing holistic patient care, requiring doctors to act beyond their knowledge of medical science. It requires the human touch in medical practice. Bioethics is the bridge between the science of medicine and the art of being a good doctor. In Pakistan, a medical student can graduate without having the slightest idea about important bioethical concerns like confidentiality in a doctor-patient relationship. Bioethics is taught as an add-on only in some institutes, mostly by faculty of other disciplines interested in bioethics. In the majority of the institutes, a bioethics curriculum does not exist.

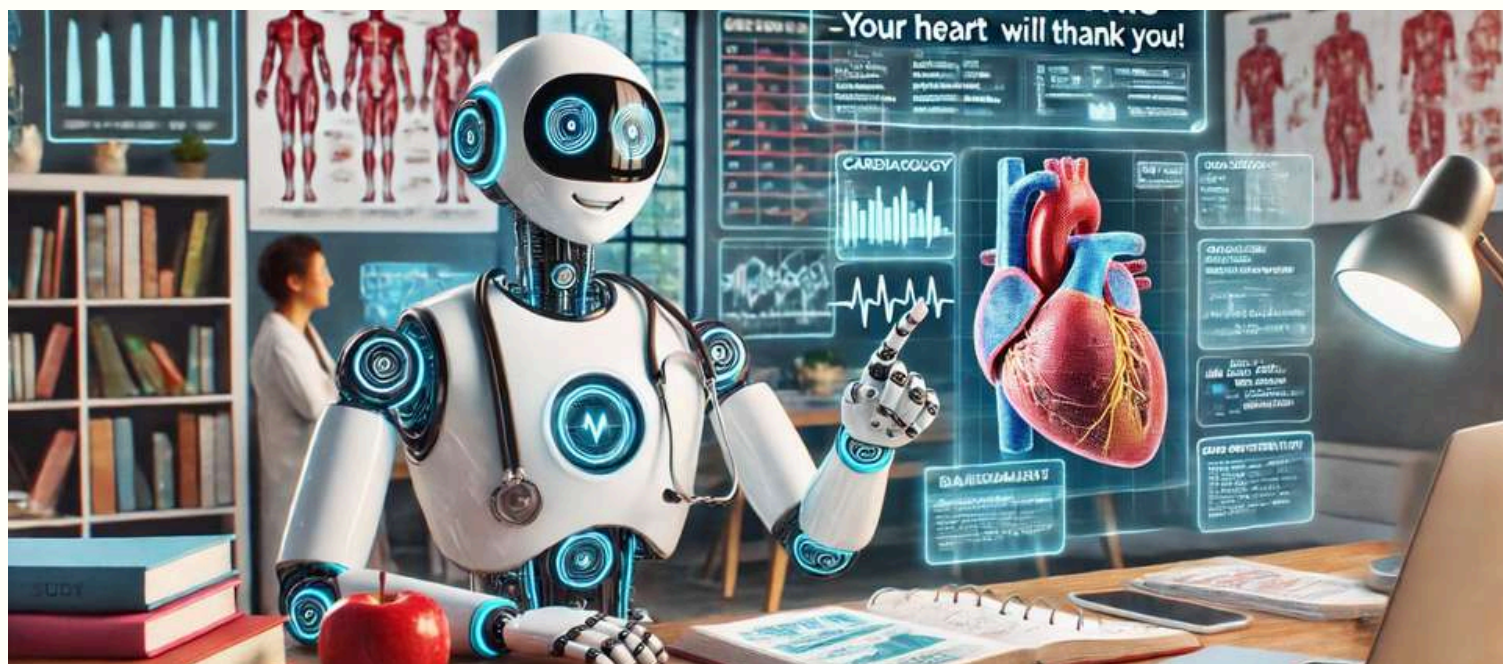
Through quality bioethics education and training, we can produce better healthcare providers and improve the delivery of healthcare to patients. However, to bring this change, we need to acknowledge bioethics as an equally important discipline as the other basic and clinical disciplines. The first step towards this change could be to have a dedicated bioethics department, unit, or section with qualified faculty in medical institutes. PMDC can make it mandatory for universities. The department, unit, or section can be responsible for developing teaching-learning strategies and assessment tools to enhance bioethics education in various programs and guiding other related activities like faculty development, the Ethics Review Board and the Clinical Ethics Committee in the Institute and affiliated hospitals.

7. What is your area of concentration in Medical Education?

My areas of concentration include curriculum reforms and innovations, bioethics education, faculty development, research and contextualization of medical education.

Smart Study with AI: Your Fun and Efficient Learning Partner

By: Dr. M. Suleman Sadiq Hashmi



In today's fast-paced world, the integration of artificial intelligence (AI) in education has become a game-changer, particularly for medical students. Balancing the demands of rigorous coursework and practical training can be overwhelming. Enter AI, your new best friend in study planning and execution, bringing a blend of efficiency, personalized support, and a touch of humor to keep you sane.

Imagine having a study buddy who's always available, never complains, and somehow manages to make biochemistry fun. AI tools can analyze your study habits, identify your strengths and weaknesses, and create a personalized study plan that ensures you're always on track. For instance, an AI-powered app might remind you, "Time to review pharmacology! Don't worry, you'll ace it faster than you can say 'antisestablishmentarianism!'"

One of the standout features of AI in study planning is its ability to adapt to your learning pace. If you're breezing through anatomy but struggling with pathology, AI adjusts your study schedule accordingly. It's like having a tutor who never tires and is always ready to provide extra practice questions or simplified explanations when you need them most. And, if you're feeling down, your AI guide might quip, "Remember, even Einstein had bad hair days."

AI also excels in organizing your study materials. Gone are the days of sifting through endless notes and textbooks. With AI, all your resources are streamlined and easily accessible. Need to find that specific lecture on cardiac physiology? Just ask your AI assistant, and it's there in an instant, along with a friendly reminder: "Don't skip this—your heart will thank you!"

Moreover, AI tools can help with exam preparation by generating practice tests tailored to your progress. They provide instant feedback, highlighting areas for improvement and giving you a confidence boost with messages like, "Great job! You diagnosed that case faster than a speeding bullet!"

In conclusion, the use of AI in study planning not only enhances learning efficiency but also injects a bit of fun into the process. It's like having a personal coach who's always there to guide you, cheer you on, and occasionally make you laugh. So, embrace AI in your studies, and let it be the smartest (and funniest) partner on your educational journey.

AI at Your Fingertips: Essential Tools Transforming Work and Life



Chat GPT is a powerful language model developed by OpenAI that can understand and generate human-like text. It uses artificial intelligence to respond to questions, engage in conversations, and provide detailed information on various topics. This tool can assist with tasks such as writing, brainstorming ideas, learning new concepts, and even tutoring in different subjects. Its versatility makes it useful for students, professionals, and anyone needing quick and reliable text-based assistance.



Gemini is an AI tool designed to assist with complex data analysis and insights generation. It leverages advanced algorithms to process large datasets, identify patterns, and provide actionable recommendations. This tool can be used in various fields such as finance, healthcare, and marketing to improve decision-making and strategy. Its capability to handle and analyze big data efficiently makes it invaluable for businesses and researchers alike.



Co-Pilot is an AI assistant developed by OpenAI to help with coding and software development. It integrates with code editors to provide real-time code suggestions, automate repetitive tasks, and offer solutions to coding problems. This tool is useful for both beginners and experienced developers, making coding faster, easier, and more efficient. Its ability to understand and generate code snippets improves productivity and helps developers learn new programming concepts.



'Tentative Upcoming Workshops'

Serial No.	TITLE	DATE (tentative)
1	Capacity Building: Why you are the best ethics resource for your team?	July 2024
2	Programatic Assessment	August 2024
3	Educational Leader & Team Building	August 2024
4	Organizational Ethics: Why Good people make Bad choices?	August 2024
5	Workplace Based Assessment	September 2024
6	Report Writing	September 2024

For queries and further information regarding the workshops,
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