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Khattak,  
MD, FAAP,  
CHPE

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**Academic Portfolio**

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## EDUCATION

- 1987-1992 MBBS The Aga Khan University Medical College
- 1984-1986 FSc PAF Degree College, Peshawar
- 1982-1984 Matric PAF Senior School, Peshawar



## PROFESSIONAL WORK EXPERIENCE

- May 2021 - March 2023 Associate Professor,  
Consultant Neonatologist, Lady Reading  
Hospital, Peshawar, Pakistan.  
Chairperson and Academic Head,  
Pediatrics from Sep 2021 - Dec 2022
- Aug 2019 - Jul 2020 Consultant Pediatrics in Ministry of  
Health & Prevention, UAE. Two months  
Posting in Fujairah Covid Field  
Hospital
- March 2018 - July 2019 Private Pediatric Clinic, Peshawar
- Feb 2010 - March 2018 Assoc. Professor, Ped/Neonatology  
Peshawar Medical College. (Service  
Leave Sep '11-Feb'16\*)
- Dec 2016 - Mar 2018 Director, Medical & Under  
Graduate Medical Research &  
Education, (Basic Sciences)  
PRIME Foundation, Peshawar
- Sep 2011 - Feb 2016\* Consultant Pediatric Oncology  
Hospitalist, Shaikat Khanum Memorial Cancer  
Hospital & Research Center, Lahore
- Dec 2005 - Jan 2011 Assistant Professor & HOD, Pediatrics, Kuwait  
Teaching Hospital  
Founder & Director, Dept. of Undergraduate Medical  
Education & Research, Peshawar Medical College, Peshawar.  
[www.umar.prime.edu.pk](http://www.umar.prime.edu.pk)

***Afshan Hussain Khattak***

***MBBS, MD, FAAP, CHPE***

***Teacher, first and foremost***

***Pediatrician Neonatologist***

***Researcher, Educationist***

***Aiming for personal  
fulfillment through filling  
gaps in patient care and  
related knowledge, skills  
and attitudes***

|                        |                                                                                                                                                                                       |
|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| August 2004 - Nov 2005 | Assistant Professor, Pediatrics, Women & Children Hospital, Women Medical College, Abbottabad.<br>Developed the NICU & wrote the NICU manual for Abbottabad Women & Children Hospital |
| July 2003- July 2004   | Senior Registrar, Pediatrics, at Ayub Medical Complex, Ayub Medical College, Abbottabad. Developed the current NICU at Ayub Teaching Hospital and wrote the NICU Protocol Manual      |
| Jan 2002 - Dec 2002    | Medical Director, Rehman Medical Institute. Wrote RMI Employee Policy, Employment Contract and RMI Policy & Procedure Manual                                                          |

## PROFESSIONAL TRAINING

|                       |                                                                                                                                                                                                                         |
|-----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2002-2003             | Observer Fellowship in Pediatric Intensive Care at North Carolina Baptist Medical Center, Wake Forest University, Winston-Salem, North Carolina, USA. Developed the Guidelines for Critical Pediatric Transport for BMC |
| 2000-2002<br>Hospital | Fellowship in Neonatal-Perinatal Medicine at Magee Women's University of Pittsburgh, Pennsylvania, USA. Served on Fellow's Selection & Evaluation Committee in Magee Women's Hospital                                   |
| 1997-2000             | Residency training in General Pediatrics at Hurley Medical Center, Michigan State University, Flint, Michigan, USA.<br>Resident representative on MOTT'S Children Hospital sub-committee and Employee Diversity Program |

## CERTIFICATIONS

|      |                                                                                      |
|------|--------------------------------------------------------------------------------------|
| 2021 | Certificate in Health Professions Education from Khyber Medical University, Peshawar |
| 2009 | Certificate in "Undergraduate Medical Education" from PRIME Foundation, Peshawar     |
| 2001 | Neonatal Advanced Life Support Instructor                                            |

2000  
American

Certified American Board of General Pediatrics. Diplomate  
Board of Pediatrics, (Recertified in 2018)

## REGISTRATION

PMDC

Reg. Number 6285-N (Current valid)

State of Pennsylvania

Medical License, MD 068843, (Held till 2005)

## PROFESSIONAL SOCIETIES

- Pakistan Medical & Dental Council
- American Academy of Pediatrics
- College of Physicians & Surgeons of Pakistan
- Federation of Islamic Medical Associations

## PUBLICATIONS

ORCID ID: <https://orcid.org/0000-0002-7533-8597>

1. Iqbal A, Khattak A, Malik F. Bullying behavior in operating theatres. JAMC. 2020;32(3):<https://jamc.ayubmed.edu.pk/index.php/jamc/article/view/6951>
2. Khattak A. Medical Ethics: Current State of Medical Education. Pakistan Journal of Health Sciences. 2018; 2(1): 1-2  
<http://www.pjhs.com.pk/index.php/V1I1/article/view/22/31>
3. Khattak AH et al. Impact of simulation based “death scenarios” in teaching undergraduate medical students about multidisciplinary team function in patient care. Journal of Advanced Research in Social and Behavioral Sciences. 2017.  
<http://www.akademiabaru.com/journal.html>
4. Khattak AH et al. Multidisciplinary medical team development among medical students through role assignment during simulation based teaching scenarios; a randomized, single blind study. Journal of Advanced Research in Social and Behavioral Sciences. 2017.  
<http://www.akademiabaru.com/journal.html>

5. **Khattak AH** et al. Demonstration of ability to teach and assess life saving skills by first year medical and dental students using peyton's four steps; a randomized, single blind, controlled educational trial in skills' lab. Journal of Advanced Research in Social and Behavioral Sciences. 2017.<http://www.akademiabaru.com/journal.html>
6. **Khattak AH**. Solution-based learning: Educating for solutions. Khyber Med Univ J 2017; 9(4):179-180.<http://www.kmu.j.kmu.edu.pk/article/view/18082/pdf>
7. **Khattak A**, et al. Patient Satisfaction; Comparison Between Public and Private Sector Hospitals in Peshawar, Pakistan. International Journal of Collaborative Research on Internal Medicine & Public Health, Vol. 4 No. 5 (2012)  
<http://www.iomcworld.com/ijcrimph/files/v04-n05-32.pdf> (This is the most read and cited paper from Riphah International University on ResearchGate.  
[https://www.researchgate.net/publication/268435751\\_Patient\\_Satisfaction\\_-\\_A\\_Comparison\\_between\\_Public\\_Private\\_Hospitals\\_of\\_Peshawar/stats](https://www.researchgate.net/publication/268435751_Patient_Satisfaction_-_A_Comparison_between_Public_Private_Hospitals_of_Peshawar/stats)
8. **Khan A**, Bukhari S, Alvi M, Qazi A. Seroprevalence of Hepatitis B, Hepatitis C and HIV in Blood Donors of Peshawar. Gomal Journal of Medical Sciences; 2011;9:(1)46-50<http://www.gjms.com.pk/ojs24/index.php/gjms/article/view/335/287>
9. **Qazi A, Khan A**, Noor M, Yousaf N: Prevalence of Hypertension in Adults Ages 30-50 Years in 100 Households from Urban Peshawar. Khyber Journal of Medical Sciences, January 2010;1(2)13 - 18. <http://kjms.com.pk/node/594>
10. **Khan A**, Qazi A, Yousaf A et al: Differences in Detection Rates of Serious Neonatal Diseases Before and After Institution of Neonatal Rounds by Pediatricians in a Private Sector Hospital. Journal of Ayub Medical College, 2010;22(1)<http://jamc.ayubmed.edu.pk/index.php/jamc/article/view/3109/1464>
11. **Hassan T, Khan A**, Rahman A: Muslim Contributions to Research: Past, Present and Future. FIMA Year Book, 2009.<http://fimaweb.net/documents/FIMA%20Year%20Book%202009.pdf>
12. **Khan A**: Problem Based Learning in Medical Curricula; An Islamic Perspective. FIMA Year Book, 2009.<http://fimaweb.net/documents/FIMA%20Year%20Book%202009.pdf>

## **SEMINARS CONDUCTED\***

- Medical Education, Integration; How & Why?
- Undergraduate Medical Research.
- Evidence based Medicine.
- Medical Professionalism.
- Research Based Education.
- Solution Based Learning.
- Living my Vision.
- Roles & Goals for Medical Undergraduates.

*\*Detail available upon request*

## **EDUCATIONAL WORKSHOPS CONDUCTED\***

- Clinical Research; Perception to Publication.
- Teaching Life Saving Skills to Undergraduates; Not Easy?
- Simulation; Future of Pediatric Education.
- Emergency Care Provider for Neonates and Children, (six batches of twenty each trained in LRH Pediatrics).
- Inter-professional Education, (two workshops conducted in LRH).
- Undergraduate Medical Research-101.
- Ethics in Medical Research.
- Institutional Review Protocols.
- Defining Visions.
- Solution Based Learning.
- Auditing for Improvement.
- Curriculum Building,
- Writing PBL Packages

*\* Details available upon request*

## Personal Statement

*"I gave my life to become the person I am right now. Was it worth it?"*

The above quote is from the novel, "One", by Richard Bach. I remember reading it in medical school in early 1990s. It has stayed with me, ever since. As I look back at two decades of my life, I ask myself the same question. I graduated medical school at a time when "Health for All" and "Sustainability" were becoming part of table talk for health professionals. My medical career choices, Pediatrics and Medical Education, are dictated by the same two concepts. I became a pediatrician in Flint, Michigan, home to the lead poisoning story and a neonatologist in Pittsburgh, the research hub for so many. I thought I had learned all there was to learn in this great country, at least in medicine. Little did I anticipate the tremendous process of personal growth and development that awaited me, as I headed back to Pakistan from USA.

I returned to Pakistan in 2002 and applied for academic positions in my hometown, hoping to share what I had gained in the States. I was fortunate to be in a medical community just waking up to integrated modular curricula and problem-based learning in medicine. Starting in 2005 up until I left for UAE in 2018, I designed and implemented clinical and pre-clinical curricula for undergrads, supervised clinical clerkships, organized student research fairs, supervised research grants, developed faculty and peer mentorship programs and established two NICUs in my home country. In 2020, COVID struck, and I got a chance to work in the largest Field Hospital in UAE, a story for another day! I returned to Pakistan in 2021 to work in medical academia in my country in one of the four largest post graduate medical institutes in Pakistan. I learned about post graduate curriculum design, interactive and onsite assessment and evaluation techniques, testing for learning, simulations in adult learning, taught research design and publication to post graduate doctors and nurses and developed my third NICU; this time a 50-bedded space!

I believe in giving back and growing up in my work. When I left USA, back in 2002, I was returning to a country where I became a doctor, equipped with a unique blend of local and "overseas" knowledge and exposure. I am blessed to have availed multiple opportunities to share the education and expertise that I gained in US. Seeing my students succeed in their careers is a source of great happiness and pride. My decision to return to US has the same underlying reasons; to give back and grow in the process. I am equipped with knowledge and insights in medical education and personal development that are only possible with age and experience. I can claim to be an educationist with a "global" exposure and experience.

I understand and value diversity in its essence. I can look forward to infusing and enriching the academic experiences of faculties and students in this country, where it all began for me.

## Educational Philosophy

My educational philosophy is based in the concept of "Learning by Doing" and my teaching method is called, "Solution Based Learning", SBL. This method has its roots in project-based and problem-based learning but it has the added benefit of having well defined, multifaceted outcomes, right at the outset. I believe in keeping the teaching material safe, ethical, relevant, current and, in most cases, inviting critical inquiry and positive action. I give open-book exams that aid learning "from" exams rather than, "for" exams.

The two driving principles underlying my philosophy are universality and sustainability. Universality is very hard to achieve in adult learning and so is sustainability of learning outcomes. I try to achieve these, as best as I can, through an upside-down, end-driven approach by designing the exam before I begin work on my learning outcomes and lesson plans.

I have tested and published preliminary results of my integrated teaching methodology in pharmacology, pediatrics and ethics. I was invited to share my educational philosophy in the official journal of the largest public sector medical university of my region, the Khyber Medical University.

Following are two excerpts from the article and its reference.

*"Let us pick up our books and pens. They are our most powerful weapons. One child, one teacher, one pen and one 1 book can change the world."*

*(Malala Yousafzai)*

These words of a child who resolved to stand up to a world of uncertainty and danger and who refused to allow anything or anyone to take away her right to an education; have so much to learn from, for all of us. Malala does not dwell on problems. She gives an action plan and even an outcome indicator. A changed world! Malala begins with solutions.

PBL is a good tool to impart some concepts but the resources required and lack of clear assessment tools are 12,13some serious limiting factors. It is time to explore new strategies of learning in medical education, especially in our setting, where effective resource allocation is paramount to sustainability of an educational program. Project-based learning is an older strategy, now being re-introduced in professional education as SBL. It is well-studied in different branches of engineering education. Main difference between conventional PBL and SBL is the clear "End-Point" built into the learning exercise. It may be in form of a plausible solution or a healthcare system or an innovative product that the learner/s evolve themselves and aim at.

*KhattakAH. Solution-based learning: Educating for solutions. Khyber Med Univ J 2017; 9(4):179-180.*

[View of SOLUTION-BASED LEARNING: EDUCATING FOR SOLUTIONS \(kmu.edu.pk\)](http://kmu.edu.pk)

## Explaining my concept of research education for undergraduate medical students

### Undergraduate Medical Research in Pakistan; Editorial

It is felt and mostly agreed upon by the wise ones in medical academia, that there is dire need to teach research to undergraduate medical students in order to prevent an acute deficiency of doctor-scientists in the field.<sup>3</sup> Medical curricular initiatives such as, Tomorrow's Doctors, the Scottish Dean's Curriculum group and the Guide to Good Medical Practice, USA, recommend development of transferable skills, such as communication, teamwork, time management and critical thinking as well as fostering of research-specific skills among undergraduate medical students.<sup>4,5</sup>

*Khattak AH. Undergraduate medical research in Pakistan: new frontiers with old boundaries (Editorial). J Rehman Med Inst. 2017;3(1-2):1-4*

[View of UNDERGRADUATE MEDICAL RESEARCH IN PAKISTAN: NEW FRONTIERS WITH OLD BOUNDARIES \(jrmi.pk\)](#)

Higher Education Commission (HEC) of Pakistan mandates research publications for all academics for appointments and to climb the academic hierarchy through promotions.<sup>9,10</sup> There is no doubt that HEC issued this directive in 2002 in good faith and its implementation was meant to motivate the higher academia to perform original research in their respective fields. Unfortunately, it led to some very serious repercussions adversely affecting quality of our medical academia, such as: plagiarism, publishing in non-indexed, sub-standard journals,<sup>10</sup> unfair authorship allocations, refusals to share public data, undocumented use of patient information and expense to collect data, unacknowledged use of junior doctors and undergraduate students to contribute, and sometimes, even write up the entire paper. These are just a few problems out of a long list, that were seen as a result of the race-to-publish for hierarchical promotions.

Dr. Afshan Hussain Khattak (Consultant Paediatrics, SKMCH) talked about "**Keeping the U alive in UMR**" to the young and budding medical students, who have just entered the field of medical sciences and were eager to learn about the new concept of research. Dr Afshan, in her lecture eluded on various points of why research is important, how to develop a research question and various steps in conducting a research.

[Many interesting subjects discussed by speakers including medical students from different institutions \(pulsepakistan.com\)](#)

### Place of Research in my Academic Work

I pioneered the Research Based Curriculum in 2007 and established the Department of Undergraduate Medical Research, UMR in Peshawar Medical College, PMC. Medical research is taught throughout the five years of undergraduate curriculum in PMC and is part of summative as well as formative assessment plans. I have written extensively on state of research in medical academia and plan to continue doing so. I helped my students publish as undergraduates. Seeing them succeed as clinicians and researchers is a source of tremendous joy and fulfillment for me.

I published the first ever paper from my region on patient satisfaction with my undergraduate students in 2012. It took an experimental design to search, adapt, translate, test and apply a standard Patient Satisfaction Questionnaire over nine months. What began as a semester course became a paper with the highest number of regional citations on Google Scholar, Semantic Scholar and local search engines in Pakistan.

[https://www.researchgate.net/profile/Muhammad-Alvi-3/publication/268435751\\_Patient\\_Satisfaction\\_-\\_A\\_Comparison\\_between\\_Public\\_Private\\_Hospitals\\_of\\_Peshawar/links/54f8aa3b0cf28d6deca2bd07/Patient-Satisfaction-A-Comparison-between-Public-Private-Hospitals-of-Peshawar.pdf](https://www.researchgate.net/profile/Muhammad-Alvi-3/publication/268435751_Patient_Satisfaction_-_A_Comparison_between_Public_Private_Hospitals_of_Peshawar/links/54f8aa3b0cf28d6deca2bd07/Patient-Satisfaction-A-Comparison-between-Public-Private-Hospitals-of-Peshawar.pdf)

I always place great emphasis on research in academic courses that I design and implement for both undergraduate or post graduate students. Sustainability of knowledge and learning outcomes is not possible without knowing the existing as well as future avenues of research.

I got certified in "Affective Domain Teaching in Undergraduate Medical Education" from Cyberjaya University in Malaysia in 2009. This began my long standing affiliation with medical academia in Malaysia. In 2018, I collaborated with Universiti Teknologi Mara in Malaysia through an academic grant. I was able to perform educational trials in different learning environments. My undergrad student team presented the research and our results in an international conference hosted by UiTM in Johor Bahru, (first and second certificates on next page)

I am a master trainer in simulation related medical education and research. I trained medical faculty members in Peshawar in teaching with the aid of simulations. My expertise is in Laerdal Models Sim-Baby and Sim-Premie. My academic research is mainly based on observing students in simulated situations, (third certificate on next page)

I served on research committees and review boards in all the institutions that I served over past two decades. I remain a part of the Institutional Research Committee in Lady Reading Hospital in Peshawar despite leaving LRH and Pakistan. <https://www.lrh.edu.pk/research.html>

## NO MANDATORY ATTENDANCE AND OPEN BOOK EXAMS

### Medical Courses Taught at Undergraduate Level - Clinical Clerkships

| S. No                                                                                                                                                                                                                                                                                                                     | Course Title / Learning Objectives / Mode of Information Transfer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Location and Year/s                                                                                            | Duration                                                                                                                | Students Mode of Assessment                                                                                                                                                                                          |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.                                                                                                                                                                                                                                                                                                                        | <p>UMR - 101</p> <ol style="list-style-type: none"> <li>1. Submit a written title, aims &amp; objectives and a referenced introduction for a research project to the Institutional Ethical &amp; Review Committee.</li> <li>2. Develop an approved research tool.</li> <li>3. Compare and apply relevant research methodology and tests of significance to own project.</li> <li>4. Be able to apply basic principles of bioethics in at least FIVE case scenarios at the end of term.</li> </ol> <p>Large group - 40 sessions<br/>Small group work - 20 sessions<br/>Interactive workshops - 04</p> | <p>Peshawar Medical College, Peshawar, Pakistan.</p> <p>Starting in 2006, the course was taught till 2018.</p> | <p>Started in 2005. Course duration is two years. Course was conducted in three month semesters totaling six terms.</p> | <p>200 First and second year MBBS and BDS students per year.</p> <p>Replicated for three other medical colleges in 2013 and 2017.</p> <p>Research project<br/>Abstract<br/>Assignments<br/>MCQ Exam, (Open Book)</p> |
| <p>Wrote the eight month long curriculum for Undergraduate Medical Research course implemented in Peshawar Medical College for the first time in 2007.<br/>Curriculum is attached below as APPENDIX-1</p>                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                |                                                                                                                         |                                                                                                                                                                                                                      |
| 2.                                                                                                                                                                                                                                                                                                                        | <p>Antibiotics in Children</p> <ol style="list-style-type: none"> <li>1. Submit weekly assignments on four topics assigned during the term.</li> <li>2. Select appropriate empiric antibiotics for recognized patterns of infection in children.</li> <li>3. Follow recommended protocols for prescribing selected antibiotics for children.</li> <li>4. Recognize "Danger Signs" of infection in children.</li> </ol> <p>Large group - 12<br/>PBL Sessions - 03<br/>Written assignments - 04</p>                                                                                                    | <p>Peshawar Medical College, Peshawar, Pakistan.</p> <p>Starting in 2006, the course was taught till 2010.</p> | <p>Three month module with extensive interactive course work.</p>                                                       | <p>150 Third and 150 Fourth year MBBS and BDS students per year.</p> <p>OSCE<br/>Assignments<br/>SEQ and MCQ Exam, (Open Book)<br/>Final Exit exam</p>                                                               |
| <p>Developed the competency handbook for undergraduates going through clinical clerkships in Pediatrics. It is attached separately.<br/>This competency Handbook is in use in Peshawar Medical College from 2006 till date.<br/>A similar competency handbook was developed for different parts of patient's clinical</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                |                                                                                                                         |                                                                                                                                                                                                                      |

examination. One example is attached separately.

All the handbooks cannot be displayed here and can be discussed at a personal meeting.

| S. No | Course Title / Learning Objectives / Mode of Information Transfer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Location and Year/s                                                                                                            | Duration                                                                                                                            | Students Mode of Assessment                                                                                                                                              |
|-------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3.    | <p>Clinical Clerkship - 1: Neonatology</p> <ol style="list-style-type: none"> <li>1. Present own patient H&amp;P on daily unit rounds and suggest management steps.</li> <li>2. Perform BALLARD assessment at least once under observation.</li> <li>3. Demonstrate performance of "Emergency Care of Newborn, ECP-neo" at least once under supervision.</li> </ol> <p>Daily Morning Rounds - 20 sessions<br/>Interactive small groups - 04<br/>ECP training - 02 full days</p>                                                                                                         | <p>Peshawar Medical College, Peshawar, Pakistan.</p> <p>Starting in 2007, the course is taught till date at PMC Pediatrics</p> | <p>One month clinical rotation with patient exposure and weekly reflective sessions.</p>                                            | <p>100 Fourth year MBBS students per year at Kuwait and Mercy Teaching Hospitals in Peshawar.</p> <p>TOACS Assignments SEQ and MCQ Exam, (Open Book) Final Exit exam</p> |
| 4.    | <p>Clinical Clerkship - 2: Neonatology</p> <ol style="list-style-type: none"> <li>1. Supervise Level-1 clerks in presenting patient H&amp;P on daily unit rounds and guide in management steps under supervision.</li> <li>2. Teach neonatal exam and BALLARD assessment at least once to Level-1 clerks.</li> <li>3. Observe performance of "Emergency Care of Newborn, ECP-neo" by Level-1 clerks and teach at least FOUR sessions/Stations under supervision.</li> </ol> <p>Daily Morning Rounds - 50 sessions<br/>Interactive small groups - 10<br/>ECP training - 04 full days</p> | <p>Peshawar Medical College, Peshawar, Pakistan.</p> <p>Starting in 2008, the course is taught till date at PMC Pediatrics</p> | <p>Two- month clinical rotation with supervisory responsibilities and patient care role with twice- weekly reflective sessions.</p> | <p>100 Final year MBBS students per year at Kuwait and Mercy Teaching Hospitals in Peshawar.</p> <p>TOACS Assignments SEQ and MCQ Exam, (Open Book) Final Exit exam</p>  |
| 5.    | <p>Clinical Clerkship - 1: General Pediatrics</p> <ol style="list-style-type: none"> <li>1. Present own patient H&amp;P on daily inpatient rounds and suggest management steps.</li> <li>2. Attend weekly outpatient clinics with supervising consultant.</li> <li>3. Perform initial nutritional / developmental assessment at least once under observation.</li> <li>4. Observe "Doctor-Parent meeting" and submit reflections' report - 01</li> </ol>                                                                                                                                | <p>Peshawar Medical College, Peshawar, Pakistan.</p> <p>Starting in 2007, the course is taught till date at</p>                | <p>One month clinical rotation with patient exposure and weekly reflective sessions.</p>                                            | <p>100 Fourth year MBBS students per year at Kuwait and Mercy Teaching Hospitals in Peshawar.</p> <p>TOACS</p>                                                           |

|                                                                                                                                                                                                                                                                                                                                                                                                       | 5. Demonstrate performance of “Emergency Care in Pediatrics, ECP” at least once under supervision.<br><br>Daily Morning Rounds - 20 sessions<br>Interactive small groups - 04<br>ECP training - 02 full days                                                                                                                                                                                                                                                                                                                                                                                                                      | PMC Pediatrics                                                                                                          |                                                                                                                              | Assignments<br>SEQ and MCQ Exam, (Open Book)<br>Final Exit exam                                                                                                           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| A full Handbook and Logbook of clinical competencies for Pediatric clerkship is attached as a separate document titled PAEDIATRICS 4 <sup>th</sup> Year.<br>Several items that are part and parcel of the PMC Pediatric Clerkship curriculum are quite extensive and will add tremendously to the size of this portfolio.<br>Examination guides and assessment rubrics can be discussed at a meeting. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                         |                                                                                                                              |                                                                                                                                                                           |
| S. No                                                                                                                                                                                                                                                                                                                                                                                                 | Course Title / Learning Objectives / Mode of Information Transfer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Location and Year/s                                                                                                     | Duration                                                                                                                     | Students Mode of Assessment                                                                                                                                               |
| 6.                                                                                                                                                                                                                                                                                                                                                                                                    | Clinical Clerkship - 2: General Pediatrics<br>1. Supervise Level-1 clerks in presenting patient H&P on daily unit rounds and guide in management steps under supervision.<br>2. Teach pediatric exam, initial development and nutritional assessment at least once to Level-1 clerks.<br>3. Attend “Doctor-Parent” meetings and submit at least 02 reflections reports.<br>4. Observe performance of “Emergency Care in Pediatrics, ECP” by Level-1 clerks and teach at least FOUR sessions/Stations under supervision.<br><br>Daily Morning Rounds - 50 sessions<br>Interactive small groups - 10<br>ECP training - 04 full days | Peshawar Medical College, Peshawar, Pakistan.<br><br>Starting in 2008, the course is taught till date at PMC Pediatrics | Two- month clinical rotation with supervisory responsibilities and patient care role with twice- weekly reflective sessions. | 100 Final year MBBS students per year at Kuwait and Mercy Teaching Hospitals in Peshawar.<br><br>TOACS<br>Assignments<br>SEQ and MCQ Exam, (Open Book)<br>Final Exit exam |
| A full Handbook and Logbook of clinical competencies for Pediatric clerkship is attached as a separate document titled Paediatrics 5 <sup>th</sup> Year.<br>Several items that are part and parcel of the PMC Pediatric Clerkship curriculum are quite extensive and will add tremendously to the size of this portfolio.<br>Examination guides and assessment rubrics can be discussed at a meeting. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                         |                                                                                                                              |                                                                                                                                                                           |
| Details of all academic courses, PBL packages, TOACS, OSCE, MCQ, SEQ and Education Workshops designed and conducted between 2005 till 2023 are beyond the space and scope of this document. They can be better highlighted and discussed at a personal meeting.                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                         |                                                                                                                              |                                                                                                                                                                           |

### Medical Courses Taught at Post-Graduate Level

I developed a training manual for post graduate pediatric trainees at Lady Reading Hospital. It is used there since 2021.

Manual is attached separately titled, “TMO MANUAL”.

## APPENDIX - 1

PMC Department of Student Research; Curriculum for Session 2007-2008, 1<sup>st</sup> Year MBBS

PMC Department of Student Research

Curriculum for Session 2007-2008, 1<sup>st</sup> Year MBBS

Submitted by Dr. Afshan Z. Khan, AP Pediatrics

Dated: 25<sup>th</sup> October 2007

### Specifics of Session 2007-2008

- Number of Lecture Slots per week - 01
- Number of Lecture Slots per month - 04, (3 lectures and 1 workshop)
- Number of Lecture Slots per block - 08
- Number of Lecture Slots per session - 30
- Number of Test Slots per session - 04

### Total Blocks - 04

### Proposed Research Curriculum Design, Session 2007-2008, 1<sup>st</sup> Year

### Aims & Objectives

- Initiation of entering medical students into medical research through exploring their individual interests
- Achieve active faculty participation to produce patented PMC research for future purposes through four workshops spread over eight months.
- Dedicate FOUR-hours per week to interactive teaching methodology to achieve maximum quality and quantity of medical manuscripts from our undergraduates.
- Develop strategy for compilation of PMC Undergraduate Research Journal in coming two years.

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| Presented to Academic Council April 2007              | Approved. Meeting Minutes signed and submitted to IT and DME       |
| Presented to Undergraduate Faculty Meeting April 2007 | Approved. Meeting minutes signed and submitted to Dean UGME        |
| Approved for implementation by Dean and Vice Dean     | Approved. Meeting minutes signed and submitted to Deanery and DME. |

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|-----------|----------------|-------------------------------------------|----------------------|------------------------------------------|
| Dean, PMC | Principal, PMC | Vice Dean Undergraduate Medical Education | Vice Dean, Academics | Director, Undergraduate Medical Research |
| Approved  | Approved       | Approved                                  | Approved             | Approved                                 |

| Month   | Curriculum Axis and Topics                                                                                                                                                                                    | Specials                                                                         |
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| Month-1 | Axis: Introduction to Undergraduate Research<br>Topic-1: Introduction to Medical Research<br>Topic-2: Facets of Clinical Research<br>Topic-3: Indicators of Health<br>Topic-4: Selecting a Topic for Research | Students will submit their proposed "Topic" or "Area"                            |
| Month-2 | Axis: Data Gathering Tools<br>Topic-1: Data Gathering in Medical Research<br>Topic-2: Literature Search<br>Topic-3: Data Gathering - Do's and Don'ts<br>Topic-4: Sampling Methodology                         | Students will submit their proposed questionnaires with background justification |
| Month-3 | Axis: Health & Disease<br>Topic-1: Health & Disease - History<br>Topic-2: Health for All; Concepts of Health<br>Topic-3: Indicators of Healthcare Effectiveness<br>Topic-4: Concepts of Disease Causation     | Students will submit their proposed methodology<br><b>TEST - 1</b>               |
| Month-4 | Axis: Epidemiology<br>Topic-1: Introduction to Epidemiology<br>Topic-2: Tools of the Trade<br>Topic-3: Epidemiologic Variables<br>Topic-4: Investigation of an Epidemic                                       | Data gathering by students<br><br><b>MINITEST-1</b>                              |
| Month-5 | Axis: Demography<br>Topic-1: Introduction to Demography<br>Topic-2: Demographic Indicators<br>Topic-3: Maternal & Child Health<br>Topic-4: Preventive Strategies                                              | Data gathering by students<br><br><b>MINITEST-2</b>                              |
| Month-6 | Axis: Data Analysis<br>Topic-1: Introduction to Data Analysis<br>Topic-2: Basics of Biostatistics - I<br>Topic-3: Basics of Biostatistics-II<br>Topic-4: Selecting an Appropriate Tool                        | Students begin tabulating and analyzing their data                               |
| Month-7 | Axis: Medical Authorship<br>Topic-1: Introduction to Medical Authorship<br>Topic-2: Components of a Medical Paper<br>Topic-3: Report Writing<br>Topic-4: Medical Presentations                                | Student submit preliminary manuscripts to Department of Student Research         |
| Month-8 | <b>2<sup>nd</sup> Annual PMC</b><br><b><u>Undergraduate Medical Research Fair</u></b>                                                                                                                         | Finalization and classification of manuscripts                                   |