CURRICULUM VITAE

Professor Arkan Sam Sayed-Noor

MD, PhD, FRCS (Ed, Glasg, Irel), FRCP (Glasg)

PERSONAL DATA

Name: Arkan Sam Sayed-Noor

Date of Birth: 29 Aug. 1973

Place of Birth: Baghdad, Iraq

Nationality: Swedish

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ACADEMIC/PROFESSIONAL PARTICULARS

Field of Specialization: Trauma and Orthopaedic Surgery
Major Field of Specialization: General Fracture Surgery and Hip/Knee Arthroplasty
Fine Field Specialization: Complex Hip Arthroplasty including Revisions

My trauma & orthopaedic surgical residency training consisted of:

1. July 1997-Feb 1999: Resident, various rotations (medicine, surgery, orthopaedics, general medicine and psychiatry), different teaching hospitals in Baghdad, Iraq.
2. Feb 2001-Feb 2003: Junior Resident (general surgery, medicine, paediatrics, …etc), Sundsvall Teaching Hospital/Umeå University Hospital.
3. Feb 2003-Feb 2008: Senior Registrar in Trauma & Orthopaedic Surgery, Sundsvall Teaching Hospital/Umeå University Hospital, including 1 year rotation (Sep 2005-Sep 2006) at Karolinska University Hospital, Stockholm.

4. Feb 2008-January 2010: Specialist in in Trauma & Orthopaedic Surgery, Sundsvall Teaching Hospital/Umeå University Hospital.
5. January 2010 - present: Consultant in in Trauma & Orthopaedic Surgery and Section Head, Sundsvall Teaching Hospital/Umeå University Hospital, with main clinical interest for joint replacement and trauma surgery of the lower extremities.
6. January 2021 – present: Consultant in in Trauma & Orthopaedic Surgery Karolinska Institutet, Stockholm, with main clinical interest for joint replacement and trauma surgery of the lower extremities.

Fellow of the Swedish Board of Trauma and Orthopaedic Surgery 2008
Fellow of the European Board of Orthopaedics & Traumatology 2007

Academic Qualifications
Degree: PhD, 2008, Umeå University SWEDEN,
Dissertation Title: Greater trochanteric pain after total hip arthroplasty

Academic Honors and Awards
Name of the Award: Member of the Faculty of Surgical Trainers FST
Awarding Institution: Royal College of Surgeons in Edinburgh, United Kingdom
Year: 2014

Membership of Professional Bodies
Name of Professional Body: Royal College of Surgeons in Edinburgh, Glasgow and Ireland
Membership Grade: Fellow FRCS, FRCP
Joining Date: 2012 & 2013

Language Proficiency
Arabic, English & Swedish (all professional level spoken/written)

CAREER DETAILS

Academic Positions

1) Full Professor, Clinical Sciences Department, College of Medicine, University of Sharjah, United Arab Emirates (January 2023 – present)

2) Full Professor & Consultant at the Department of Clinical Science and Education, Karolinska University, Stockholm, Sweden (from January 2021 – January 2023)
Please visit the following:

https://ki.se/en/research/helping-to-improve-joint-replacement-surgery

2) Full Professor & Consultant at the Department of Surgical and Perioperative Sciences, Umeå University, Umeå, Sweden (from January 2019 – present)

3) Associate Professor at the Department of Surgical and Perioperative Sciences, Umeå University, Umeå, Sweden (from January 2014 – 2019)

4) Senior Lecturer and Surgical Tutor at the Department of Surgical and Perioperative Sciences, Umeå University, Umeå, and Sundsvall Teaching Hospital, Sundsvall, Sweden (from January 2014 – 2019)

5) Program director & Examiner for 8th term medical students at Umeå University, Sweden, January 2016 – January 2018. This includes the subjects (orthopaedics, hand surgery, rheumatology, radiology, rehabilitation, dermatology, infection, general medicine and personal development) of the study centres Umeå, Sundsvall, Östersund and Sunderbyn. As a part of this task, I have been directly involved in planning, conducting and evaluating the proficiency examination for oversees doctors seeking Swedish medical legislation (kunskapsprov).

Professional/Industrial Positions
N/A, No conflict of interests

Administrative Positions Held

1) Course co-ordinator/Examiner for the 8th term medical education in Umeå University's study locations (Umeå, Sundsvall, Östersund and Sunderbyn). January 2016 – January 2018, I had the following duties:

1. To be available to students to resolve on-going issues.
2. To be responsible, together with the representatives of the constituent subjects, to schedule a timetable based on a defined course syllabus and create goal descriptions for the course.
3. To carry out the course petition.
4. Participating in handover conferences and course coordinates meetings.
5. Inviting teachers and administrators to regular teacher meetings.
6. To organize and manage the work within the course in accordance with the guidelines and to ensure, in cooperation with the relevant prefects, that all employees have the necessary scientific, clinical and pedagogical competence for their tasks.
7. Inviting students to consult on the content and design of the course.
8. Consulting with teachers about the course plan examination and designing tests in accordance with the guidelines for examination.
9. To be responsible for the quality of work by carrying out course evaluations after completion of the course and to report the measures taken to the medical school leading committee.
10. To be responsible together with the medical school leading committee for pedagogical development work within the course.
11. Responsible for OSCE. This includes the review of submissions of OSCE stations as well as assessment of the results with students and teachers.

2) Other positions include:
a) Member (Secretary) of the Swedish Hip & Knee Association. b) Member of Epiphysen committee (organisation for the orthopaedic trainees in Sweden). c) Secretary of Forte (Federation of orthopaedic trainees in Europe).

Teaching (a) Summary of Courses Taught Course Code, Course Name, Number of Times Taught, Evaluation

Since 2011, I have been involved in teaching and supervising undergraduate 8th term medical students and postgraduate PhD candidates.

1) 2011-2014: Senior lecturer & Surgical tutor in trauma and orthopaedic surgery (33% time, 15 hours/week), Umeå Univeristy, SWEDEN, including PBL, case methodology, hall lectures, clinical sessions, workshops, operative theatres sessions.
2) 2014-2019: Associate Professor in trauma and orthopaedic surgery (continued 33% time, 15 hours/week), Umeå Univeristy, SWEDEN, including PBL, case methodology, hall lectures, clinical sessions, workshops, operative theatres sessions. Between 2016 – 2018, I was also appointed the position of Program director/Examiner for the 8th term medical students at Umeå University, Sweden. This includes the subjects (orthopaedics, hand surgery, rheumatology, radiology, rehabilitation, dermatology, infection, general medicine and personal development). Please see above for my duties at Program director/Examiner.
3) January 2019 – January 2021: Full Professor in trauma and orthopaedic surgery (continued 33% time, 15 hours/week), Umeå Univeristy, SWEDEN, as above.
4) January 2021 – January 2023: Full Professor in trauma and orthopaedic surgery (50% teaching, 30 hours/week) at the Department of Clinical Science and Education, Karolinska University (the prestigious institute that awards the Noble Prize in Medicine).

Participation in Academic Accreditation Name of Program, Role, Institution, Name of Accreditation Body, Period (MM/YY-MM/YY)

1) Member of committee and examiner for planning, conducting and evaluating the proficiency examination for oversees doctors seeking Swedish medical legislation at Umeå Univeristy and Swedish Health Authority, 2016 – present.
2) Examiner for the **Swedish** Board of Trauma and Orthopaedic Surgery (written, oral, clinical), 2010 – present.
3) Examiner for the **European** Board of Orthopaedics and Traumatology (written, oral), 2010 – present.

Research Students Supervised/Trained Level Number of Trainees Postdoctoral Fellows PhD Students Master Students Undergraduate Students

I supervised 6 PhD students up to the defence of the candidate's doctoral thesis as follows:

1) Dr Sebastian Mukka (PhD at Umeå University in Oct 2015, thesis title: Aspects On Treatment Of Femoral Neck Fractures).
2) Dr Sarwar Mahmood (PhD at Umeå university Feb 2016, thesis title: Leg Length Discrepancy and Femoral-Offset After Total Hip Arthoplasty).
3) Dr Bariq Al-Amiry (PhD at Umeå University in Oct 2018, thesis title: Radiological Measurements In Total Hip Arthroplasty).
4) Dr Bakir Kadum (Ph.D at Umeå University Nov 2015, thesis title: Total Shoulder Arthroplasty: Clinical And Radiological Studies).
5) Dr Per-Henrik Ågren (PhD at Karolinska Institute May 2014, thesis title: Aspects On Calcaneal Fractures).
6) Dr Mats Wadsten (PhD at Umeå University April 2016, thesis title: Distal Radius Fractures – Aspects On Radiological And Clinical Outcome).

On-going projects include: 4 PhD students as different levels of their theses.

I supervised tens of medical students in their clinical research projects.

Participation in Thesis and Oral Examination Committees Level Number of Examinations PhD Students Master Students

Serving as thesis opponent PhD

1. Dr. Piotr Kasina (Epidemiology of complications in hip arthroplasty surgery), Karolinska institute, December 2017.

2. Dr. Vasileios Lempesis (Epidemiology and etiology of childhood fractures in southern Sweden), Lund University, May 2018.

3. Dr. Susanne Hansson (Clinical results after hip fracture), Lund University, Nov 2018.

4. Dr. Leif Mattisson (Complications of the trochanteric and subtrochanteric femoral fractures), Karolinska Institute, Dec 2018.

Serving as a member of a thesis examination committee PhD

1. Joakim Bjerke's disputation (Walking Patterns and postural check after total knee arthroplasty), Umeå University, Sep 2014.

2. Ilka Kamrads disputation (ankle arthrodesis and prosthesis – projects from the ankle register), Lund University, April 2017.

3. Daniel Jerrhag disputation (Epidemiology of Distal Forearm and Childhood Fractures in the Skåne Region, Lund University, April 2018.

Mid-term seminars MSc

1. Piotr Kasinas (Epidemiology of complications in hip arthroplasty surgery), Karolinska Institutet, May 2016.
2. Leif Mattison (Trochanteric and subtrochanteric Hip fractures), Karolinska institute, Feb 2017.
3. Volker Ottens (Cup stability and revision), Umeå, April 2017.

Training Activity (e.g. Teaching & Learning Methods, Use of IT in Teaching & Learning, etc…)

Formal studies in university-level teaching

1. Two weeks course (September to November 2009) Postgraduate Supervision in Practice, arranged by the Center for Teaching and Learning, Umeå University
2. Two weeks course (January to March 2010) The Teacher Role, arranged by the Center for Teaching and Learning, Umeå University
3. Two weeks course (September to December 2017) The Pedagogical Leadership, arranged by the Center for Teaching and Learning, Umeå University
4. Two weeks course (September to December 2019) The Problem Based Learning and Case Methodology, arranged by the Center for Teaching and Learning, Umeå University
5. I have also completed the Two-weeks course To lead in health care system, organised by Stockholm school of economics. The course included important pedagogical aspects.
6. One-day courses in examination techniques on three occasions orginised by the European Board of the Orthopaedics & Traumatology (EBOT).

Teaching Experience & Philosophy

Throughout my career, teaching has always been an important, active and vital part. My interest started very early, when as a medical student (1991 to 1997) I took responsibility to guide my colleagues as a group- and dissection supervisor and amanuensis in anatomy. I organized several teaching seminars for our group when I acted as a contact person between the candidates and teachers.

Since 2003, I created and maintained a productive research environment in Västernorrland County and Sundsvall Teaching Hospital, Sweden, where six PhD candidates defended their theses under my supervision. Having worked in a teaching hospital, my role as pedagogical and research leader at our department became even more important. I developed and implemented my own pedagogical points of view. I have had the opportunity to teach medical and nursing students, junior and senior residents, PhD and other research candidates.

In 2010, the regional medical education of Umeå University started in Sundsvall and I took the opportunity to be increasingly involved in medical teaching. Between 2014 and 2019 I was employed as a senior university lecturer, with 66% time devoted to teaching and research. I was also the responsible lecturer for the 8th term medical students in Sundsvall, with the administrative workload for 10 different subjects (orthopaedics, hand surgery, rheumatology, radiology, rehabilitation, dermatology, infection, general medicine and personal development).

During this period, and specifically between January 2016 to January 2018, I also had the responsibility of being course coordinator/examiner for the entire 8th term medical education, Umeå University. This includes the study centres of Umeå, Sundsvall, Östersund and Sunderbyn.

In January 2019, I was appointed full University Professor and Senior Consultant in Orthopaedics at the Department of Surgical and Perioperative Sciences, Umeå University.

Since 2009, I have been an examiner in the Swedish and European (representing Sweden) speciality examinations of orthopaedics and traumatology, both for the written and clinical parts. Before each clinical examination, examiners participate in a one-day course in examination techniques.

I have also been involved in the evaluation of overseas doctors applying for completion of their medical education in Sweden since Umeå University took over this responsibility from Karolinska Institute approximately three years ago. In this regard, I represented the 8th term lecturers in all preparatory meetings and organised the set-up of the required multiple choice questions (MCQ) and oral structured clinical examination (OSCE) (kunskapsprov). I wrote many MCQ questions and OSCE stations for this examination.

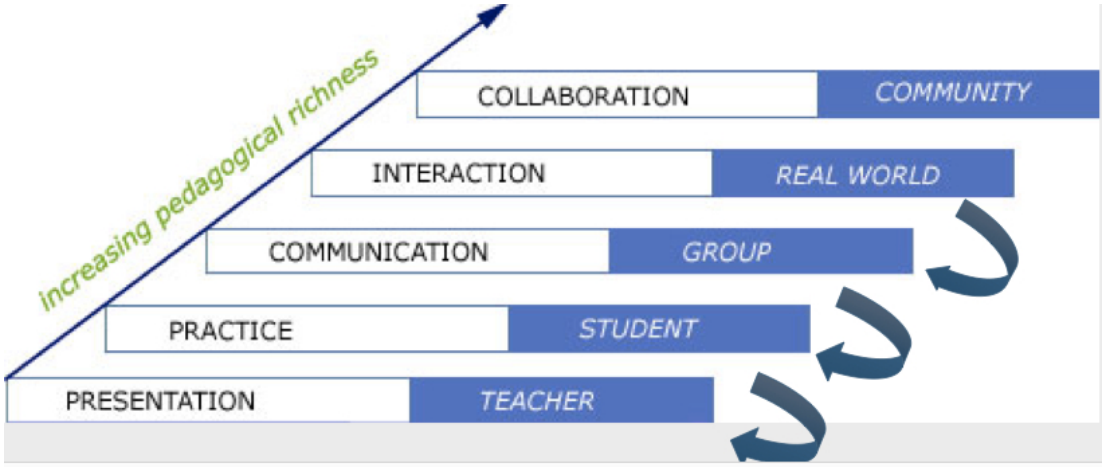
I recently joined a committee representing Umeå University in discussions with other medical schools in Sweden about developing medical education system. One important goal in this regard is to develop a realistic entrustable professional activities (EPA) model that can be incorporated with the current syllabus of the given medical school.

Teaching philosophy

My interest in teaching started early and has matured continuously since then. I think that those who want to be involved in teaching should have great interest and motivation. In addition, time and resources must be available for the effective implementation of the teaching. Since 2003, I have created and maintained a productive research environment at the orthopaedic department of Sundsvall Teaching Hospital where six PhD candidates defended their theses under my supervision in a 5-year period. In my opinion, such a climate will be reflected in the final mass of knowledge that colleagues and future students take with them to their academic and clinical practice.

Since I have completed the pedagogical courses: Research Supervision in Practice and the Teacher Role and was appointed as university lecturer, my approach to pedagogical theories and practice has evolved considerably. Prior to this, I thought that learning was mainly the transfer of knowledge. Now I have learned that the teacher should, in addition to knowledge transfer, ensure that students could create a safe and gender-conscious environment to find new knowledge that is critically analysed and then applied in practice. Thus, I prefer more reflective and student-active teaching methods, where students as a group would learn and understand quicker and more effectively, particularly for applying their knowledge to new contexts; compared with if they work individually (1,2). In my daily work with medical and nursing students I have been able to test different teaching approaches and evaluate their advantages and disadvantages. As a course co-ordinator, this becomes even more obvious for me since I have reviewed and compared the feedbacks given by the 8th term students on the ten different subjects included in this term.

For instance, the following figure illustrates a model where interaction, dynamics and feedback can both stimulates and teach students across the learning process.



I also feel that the very best response from the students is given if you take a little extra time to explain and reflect just when a question arose. I have also learned over the years that the form of teaching, pedagogy, is of great importance and it is important to know the different approaches you can have and what effect it might achieve on learning. This is particularly important when dealing with students with different demands and abilities, where modifications are required to ensure the best possible results (3). For instance, alternating visual, auditory, reading and writing and kinesthetic modalities as proposed by the so-called VARK model and variation theory (4). By this way, I can provide the student with creative contrasts that ease their understanding and leaning.

Another interesting aspect of my teaching experience has been my supervision of the 10th term medical students doing their obligatory research projects (30 credits). It is very common that these students have a very limited knowledge of research methodology i.e. planning, designing, conducting, analysing and reporting research questions and results. This situation is unique. The students have only a short time to achieve important skills, which could be a foundation for future interest and their plan to do high-level research work. Furthermore, the scientific basis for our medical students is critical for the profession. These students will be constantly overwhelmed by the huge amount of information, which has to be filtered and evaluated from a scientific perspective. This challenging duty as a supervisor inspired me to improve my teaching techniques, starting from helping the students to find interesting but at the same time reasonable and doable research questions to the planning and conducting the studies. My students and I succeeded to publish 6 original articles in peer-reviewed international journals.

When I attended the course Pedagogical Leadership I was inspired by the variability of educational leadership perspectives on different aspects of education and learning. The course was aimed at those who are or are planning to be pedagogically responsible or equivalent in an institution or within a faculty. I have had the opportunity to develop the insight into what pedagogical leadership means, develop my ability to conduct pedagogical appraisals, develop my knowledge of relevant policy documents and their implementation, reflect on what is the quality of student learning and develop the ability to practise pedagogical leadership.

I have recently finished another important and stimulating pedagogical course, the Problem-Based Learning and Case Methodology. These two very commonly applied interactive study methods are essential tools in my teaching arsenal. I personally prefer Case Methodology, which in my opinion I suits orthopaedic disorders better by giving students concrete guidelines to discuss and reflect over the clinical bedside management plan of the concerned case. In

general, there is a need to comprehensively collate bedside strategies to enhance teaching and learning and make clinical rounds more effective. Although teaching in such an environment with the presence of the patient is very common, but clinical exposures or clinical rounds are conducted with little standardization. By the same token, evidence shows that, in recent years, there has been a shift in clinical teaching from inpatient care to outpatient care or the clinics. My ambition for the near future is to evaluate different pre-round, during-round and post-round strategies (5). In this regard, I plan to conduct qualitative and quantitative observations involving both medical students and teachers. This evaluation aims to optimize and improve the available resources in medical and nursing teaching. The results can be distributed by presenting them at international pedagogical conferences such as The Ottawa AMEE Conference and The International Conference on Medical Education (ICME).

In summary, teaching is an essential part of my work that I will always try to improve and develop my skills to meet the future challenges – it is a lifelong process.

References

(1) Elmgren, M. & Henriksson, A. (2010). Universitetspedagogik. Stockholm: Norstedts.
(2) Stockwell BR, Stockwell MS, Jiang E. Group Problem Solving in Class Improves Undergraduate Learning. ACS Cent Sci. 2017 Jun 28;3(6):614-620.
(3) Kolb D.A. Experiental learning: Experience as the source of learning and development. New Jersey: Englewood Cliffs. 1984.
(4) Fleming N.D & Mills C. Not another inventory; rather a catalyst for reflection. Improve the Academy 1992;(11):137-146.
(5) Beigzadeh A, Adibi P, Bahaadinbeigy K, Yamani N. Strategies for teaching in clinical rounds: A systematic review of the literature J Res Med Sci. 2019 Apr 26;24:33.

Publications/Citations Data Type of Publication Number of Publications Articles in International Refereed Journals

Conference Papers
Books/Book Chapters Edited Books Patents Others (specify)
Citation Source
Number of Citations

I have published 60 original articles, 3 review articles, 4 book chapters, 4 case reports, 1 letter to Editor.

More than 1500 citations

H-index 21

List of all original works

(please search Sayed-Noor on PubMed):

1. Sayed-Noor AS, Sjödén GO. Greater trochanteric pain after total hip arthroplasty: the incidence, clinical outcome and associated factors. Hip Int 2006; 3: 202-206

2. Sayed-Noor AS, Englund E, Wretenberg P, Sjödén GO. Pressure-pain threshold algometric measurement in patients with greater trochanteric pain after total hip arthroplasty. Clinical J Pain 2008;24(3):232-6

3. Sayed-Noor AS, Pedersen E, Wretenberg P, Sjödén GO. Distal lengthening of ilio-tibial band by Z-plasty for treating refractory greater trochanteric pain after total hip arthroplasty (Pedersen-Noor operation). Archives of Orthopaedic & Trauma Surgery 2009;129(5):597-602

4. Sayed-Noor AS, Hugo A, Sjödén GO, Wretenberg P. Leg length discrepancy in total hip arthroplasty: comparison of two methods of measurement. International Orthopaedics 2009;33(5):1189-93

5. Wadsten MÅ, Sayed-Noor AS, Sjödén GO, Svensson O, Buttazzoni G. The Buttazzoni Classification of Distal Radial Fractures in Adults: Interobserver and Intraobserver Reliability. HAND (New York) 2009;4(3):283-8

6. Kjellberg M, Englund E, Sayed-Noor AS. A new radiographic measurement method of femoral-offset, the Sundsvall method. Hip Int 2009;19(4):377-81

7. Jaddua D, Saloo S, Sayed-Noor AS. Subcutaneous versus submuscular ulnar nerve transposition in moderate cubital tunnel syndrome. Open Orthopaedics Journal 2009;3: 78-82

8. Jaddue D, Tawfiq F, Sayed-Noor AS. The utility of clinical examination in the diagnosis of medial meniscus injury in comparison with arthroscopic findings. European Journal of Orthopaedic Surgery and Traumatology 2010; 20(5):389-392

9. Jaddue D, Abbas M, Sayed-Noor AS. Open versus percutaneous tendo-achilles lengthening in spastic cerebral palsy with equines deformity of the foot in children. Journal of Surgical Orthopaedic Advances 2010; 19(4):196-200

10. Sayed-Noor AS, Ågren P, Wretenberg P. Interobserver reliability and intraobserver reproducibility of three radiological classification systems for intra-articular calcaneal fractures. Foot & Ankle International 2011;32(9):861-6

11. Kadum B, Mafi N, Norberg S, Sayed-Noor AS. Results of the Total Evolutive Shoulder System (TESS): a single-centre study of 56 consecutive patients. Arch Orthop Trauma Surg. 2011;131(12):1623-9

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15. Mukka SS, Mahmood SS, Sjödén GO, Sayed-Noor AS. Dual mobility cups preventing hip arthroplasty dislocation in patients at risk. Orthop Rev (Pavia) 2013 Jun 11;5(2):48-51

16. Lundh F, Sayed-Noor AS, Brosjö O, Baur H. Megaprosthetic reconstruction for periprosthetic or highly communited fractures of the hip and knee. Eur J Orthop Surg Traumatol. 2014 May;24(4):553-7

17. Wadsten MÅ, Sayed-Noor AS, Englund E, Buttazzoni GG, Sjödén GO. Cortical comminution in distal radial fractures can predict the radiological outcome: a cohort multicentre study. Bone Joint J. 2014 Jul;96-B(7):978-83

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51. Mukka S, Sjöholm P, Chammout G, Kelly-Pettersson P, Sayed-Noor AS, Sköldenberg O. External Validity of the HOPE-Trial. Hemiarthroplasty Compared with Total Hip Arthroplasty for Displaced Femoral Neck Fractures in Octogenarians. JB JS Open Access. 2019 Apr-Jun; 4(2). doi: 10.2106/JBJS.OA.18.00061

52. Mukka S, Sjöholm P, Aziz A, Eisler T, Kadum B, Krupic F, Morberg P, Sayed-Noor AS. A cohort study comparing internal fixation for undisplaced versus hip arthroplasty for displaced femoral neck fracture in the elderly: a pilot study for a clinical trial. Pilot Feasibility Stud. 2020; 6: 98. doi: 10.1186/s40814-020-00642-w

53. Mukka S, Rolfson O, Mohaddes M, Sayed-Noor AS. The Effect of Body Mass Index Class on Patient-Reported Health-Related Quality of Life Before and After Total Hip Arthroplasty for Osteoarthritis. Registry-Based Cohort Study of 64,055 Patients. JB JS Open Access. 2020. doi: 10.2106/JBJS.OA.20.00100

54. Kruse M, Mohammed J, Sayed-Noor AS, Wolf O, Holmgren G, Nordström R, Crnalic S, Sköldenberg O, Mukka S. Peri-implant femoral fractures in hip fracture patients treated with osteosynthesis: a retrospective cohort study of 1965 patients. European Journal of Trauma and Emergency Surgery 2021.
DOI: 10.1007/s00068-020-01596-7.

55. Kadum B, Hashem M, Fjeldså E, Eriksson K, Sayed-Noor AS. The effect of body mass index on one-year functional outcome, quality of life and postoperative complications in total shoulder arthroplasty. Orthop Rev (Pavia). 2021 Mar 31;13(1):9059. doi: 10.4081/or.2021.9059.

56. Sayed-Noor A, Al-Amiry B, Alwan A, Knutsson B, Barenius B. The Association of On-Admission Blood Hemoglobin, C-Reactive Protein, and Serum Creatinine With 2-Year

Mortality of Patients With Femoral Neck Fractures Geriatr Orthop Surg Rehabil. 2021 Aug 18;12:21514593211037758. doi: 10.1177/21514593211037758.

57. Sundkvist J, Brüggeman A, Sayed-Noor A, Möller M, Wolf O, Mukka S. Epidemiology, classification, treatment, and mortality of adult femoral neck and basicervical fractures: an observational study of 40,049 fractures from the Swedish Fracture Register. J Orthop Surg Res. 2021 Sep 15;16(1):561. doi: 10.1186/s13018-021-02701-1.

58. Knutsson B, Sayed-Noor A, Sjödén G, Augutis M, Jong M. Being a patient with spinal stenosis. Interview-based evaluation. Accepted in Orthop Rev (Pavia). 22 Seo 2021.

59. Knutsson B, Kadum B, Eneqvist T, Mukka S, Sayed-Noor A. Patient's Satisfaction with Care is Associated with Better Outcomes in Function and Pain 1-year After Lumbar Spine Surgery. Accepted in the Journal of Patient-Centered Research and Reviews 2022.

60. Schimdt V, Mellstrand Navarro C, Ottosson M, Tägil M, ChristerssonA, Engquist M, Sayed-Noor A, Mukka S, Wadsten M. Forecasting effects of "fast-tracks" for surgery in the Swedish national guidelines for distal radius fractures. Accepted in PLOS ONE 2022.

List of general articles and book chapters

Review articles

1. Sayed-Noor AS. Joint Arthroplasties other than the Hip in Solid Organ Transplant Recipients. *Open Orthopaedics Journal* 2009;3: 27-31

2. Sayed-Noor AS, Kadum B, Sjödén GO. Bisphophonate-induced femoral fragility fractures: What do we know? *Orthopedic Research & Reviews*. 2010;2:1-8

3. Mukka SS, Sayed-Noor AS. An update on surgical approaches in hip arthoplasty: lateral versus posterior approach. *Hip Int.* 2014 Jun 3;24(Suppl 10)

Book chapters

1. Classic papers in Orthopaedics. Chapter no. 158: How to review a scientific manuscript. Springer 2016

2. Classic papers in Orthopaedics. Chapter no. 159 How to Get Published and Impact Factors. Springer 2016

3. EVIDENCE BASED PAEDIATRIC ORTHOPAEDICS. Chapter no. 2: Critical appraisal of a published paper. Springer 2016

4. Master technique in the adult hip: osteonecrosis of the femoral head and developmental dysplasia of the hip. Springer 2018

Case reports

1. Sayed-Noor AS, Sjödén GO. Subtrochanteric displaced insufficiency fracture after long-term alendronate therapy--a case report. Acta Orthopaedica. 2008;79(4):565-567

2. Sayed-Noor AS, Sjödén GO. Case reports: two femoral insufficiency fractures after long-term alendronate therapy. Clinical Orthopaedics & Related Reseach. 2009;467(7):1921-1926

3. Sjödén GO, Sayed-Noor AS, Kadum B, Pettersson U. Bisphosphonatbehandling kan orsaka stressfraktur. Läkartidning 2010; 41(107):2482-2483

4. Sayed-Noor AS, Sjödén GO. Severe Metallosis After Total Elbow Arthroplasty-A Case Report. HAND (New York) 2010;5(1):86-89

Letter to the Editor:

Sayed-Noor AS, Pedersen E, Wretenberg P, Sjödén GO. Comments on Pretell et al: Distal fascia lata lengthening: an alternative surgical technique for recalcitrant trochanteric bursitis. International Orthopaedics 2009;33(5):1467

Research Grants Type of Grant, Role (e.g. Principle Investigator), Title of Project, Awarding Body, Duration (MM/YY-MM/YY), Grant Amount (d)

External research funding obtained in international or national competition as *principal applicant* (amount in Swedish crowns)

1. Vetenskapsrådet (VR) forskningsanslag (klinisk behandlingsforskning), 3 years
2017 (4 379 640 kr)

2. ALF, Stockholm läns landsting för klinisk forskning, 1 year 2019
(400 000 kr)

3. European Society for Surgery of Shoulder and Elbow (SECEC) Grant
2017 (20 000 Euro, ca 190 000 kr)

4. Forskningsanslag (halvtid i 2 år), Svenska sällskapet för medicinsk forskning (SSMF)
2009-2011 (500 000 kr)

5. Magnus Bergvall Stiftelse
2017 (80 000 kr)

6. Sir John Charnleys anslag för höftforskning, två gånger:
2006 (20 000 kr)
2009 (20 000 kr)

7. Svensk Ortopedisk Förenings forskningsanslag,
2009 (15 000 kr)
2017 (30 000 kr)

8. Emil Andersson Fond, två gånger:
2004 (20 000 kr)
2010 (20 000 kr)

9. Henry Kjelléns fond
2008 (16 500 kr)

10. Resebidrag från Wenner-Gren stipendium
2013 (16 000kr)

11. GUN & BERTIL STOHNES STIFTELSE,
2017 (15000 kr)

External research funding obtained in international or national competition as *co-applicant*

Vetenskapsrådet (VR) forskningsanslag (klinisk behandlingsforskning) – main applicant Olof Sköldenberg KI Danderyd
3 years
2017 (8 803 431 kr – 15%)

Significant other research funding received (donation, grant in local competition – e.g. ALF project) as *principal applicant*

1. Grant from forskning och utveckling (FoU) centrum, landstinget i Västernorrland, 4 times for PhD project, 2006-2008 (92 000kr)

2. Grant from forskning och utveckling (FoU) centrum, landstinget i Västernorrland for (benlängdsskillnad efter höftproteskirurgi), 2011 (77 500kr)

3. Grant from forskning och utveckling (FoU) centrum, landstinget i Västernorrland, for (behandling av höftfrakturer), 2015 (57 000kr)

4. Grant from forskning och utveckling (FoU) centrum, landstinget i Västernorrland, for (armbågsprotes), 2013 (37 000kr)

5. Grant from forskning och utveckling (FoU) centrum, landstinget i Västernorrland, for (RCT kalkaneusfrakturer), 2013 (39 000kr)

6. Starka akademiska miljöer (inkl. basenhetens ALF, FoU i Västernorrland/Umeå universitet 2012 (450 000kr)

7. Starka akademiska miljöer (inkl. basenhetens ALF, FoU i Västernorrland/Umeå universitet 2013 (500 000kr)

8. Starka akademiska miljöer (inkl. basenhetens ALF, FoU i Västernorrland/Umeå universitet (910 000kr)

9. Starka akademiska miljöer (inkl. basenhetens ALF, FoU i Västernorrland/Umeå universitet (400 000kr)

10. Starka akademiska miljöer (inkl. basenhetens ALF, FoU i Västernorrland/Umeå universitet 2016 (400 000kr)

11. Starka akademiska miljöer (inkl. basenhetens ALF, FoU i Västernorrland/Umeå universitet 2017 (400 000kr)

Significant other research funding received (donation, grant in local competition – e.g. ALF project) as *co-applicant*

1. Visare Norr, Umeå universitet
   2010 (78 000kr),
   2011 (180 000kr),
   2012 (280 000kr),
   2013 (225 000kr)
   for multi-center study with Östersund, wrist fractures

2. Grant from forskning och utveckling (FoU) centrum, landstinget i Västernorrland (megaprotes för icke-tumör artroplastik), 2011 (20 000kr)

3. Grant from forskning och utveckling (FoU) centrum, landstinget i Västernorrland (resultat av axelprotesoperation), 2013 (53 500kr).

4. Grant from forskning och utveckling (FoU) centrum, landstinget i Västernorrland (utveckling av 3D CT för proteslossning), 2014 (83 500kr).

5. Forskningsanslag från forskning och utveckling (FoU) centrum, landstinget i Västernorrland (effekt av offset återställning på axelprotesoperation), 2013 (74 500kr).

6. Grant from forskning och utveckling (FoU) centrum, landstinget i Västernorrland (resultat av handledsfrakturer), 2011 (113 000kr), 2013 (82 000kr), 2014 (89 500), 2015 (99 000kr).

7. Grant from forskning och utveckling (FoU) centrum, landstinget i Västernorrland (extern validitet av höftfrakturstudier), 2014 (54 500kr).

8. Grant from forskning och utveckling (FoU) centrum, landstinget i Västernorrland (behandling av axelfrakturer), 2015 (93 000kr).

9. Grant from forskning och utveckling (FoU) centrum, landstinget i Norrbotten (fotledsfrakturer, epidemiologi, riskfaktorer och behandling), 2015 (200 000kr).

10. Grant from forskning och utveckling (FoU) centrum, landstinget i Västerbotten (UmanHip: Epidemiologisk 35-årsstudie av höftfraktur och höftartros), 2015 (1 200 000kr).

11. Grant from FoUU staben, region Jämtland (distal radiusfraktur hos yngre vuxna), 2014 (75 000kr).

12. Grant from FoUU staben, region Jämtland (kliniskt utfall och självskattad kvalitet efter distal radiusfraktur hos patienter klassade med Buttazzoni klassifikation), 2014 (75 000kr).

13. Grant from FoUU staben, region Jämtland (Buttazzonis klassifikation av distala radiusfrakturer. Frakturstabilitet och klinisk samt radiologisk prognos), 2012, 2013 (170 000kr).

Patents Title of Patent, Patent Number, Date, Name of Inventors and their Institutions

N/A

Participation in Regional & International Conferences Name of Conference/Workshop/Forum/Symposium, Place (City & Country), Date (include only last five years)

Invited speaker or chair

1. Invited lecturer For European Hip Society meeting, Madrid 2010 (Greater trochanteric pain after total hip arthroplasty).

2. Invited lecturer for International Medical Conference, Dubai 2009 (Pain after total hip arthroplasty and bisphosphonate-induced femoral fractures).

3. Invited lecturer for the subject hip and knee replacement surgery for the prosthetic company Link in Hamburg, Germany 2012.

4. Lecture To study RCT calcaneus fracture, EFORT Annual meeting in Berlin 2012.

5. Invited Lecture About incision/approaches for hip replacement surgery, EFORT Annual meeting in Istanbul 2013.

6. Invited lecturer on the subject Cup audits at hip replacement surgery, EFORT Annual meeting in London 2014.

7. Invited lecturer on the subject pain problems after hip replacement surgery, European Hip Society Annual meeting in Stockholm 2014.

8. Three Lectures (Results of elbow arthroplasty, surgical incision/approach and geometric recovery after hip arthroplasty surgery, effect of leg length difference on hip prosthesis results), EFORT Annual meeting in Prague 2015.

9. Invited lecturer on the subject hip arthroplasty as instructional lectures for candidates preparing for the European Board (EBOT) examination, EFORT meeting in Lisbon 2018.

Oral presentations of own accepted abstracts

1. Lecture: About pain after hip replacement surgery, Oct 2004, Norrland's Orthopaedic Club (NOK) meeting in Östersund.
2. Lecture: Algometer use in trochantric pain, Aug 2007, Swedish orthopaedic association's (SOF) Annual meeting in Umeå.
3. Lecture: ITB lengthening after hip replacement surgery, Aug 2007, SOF Annual meeting in Umeå.
4. **Two** lectures: About my dissertation, May 2008, research meeting, Sundsvall.
5. Lecture: About measuring leg length difference, Aug 2008, SOF Annual meeting in Halmstad.
6. Lecture: Bisphosphonate-induced femur fracture, Aug 2008, SOF Annual meeting in Halmstad.
7. Lecture: About TESS reverse shoulder prosthesis, Aug 2010, SOF/SICOT Annual meeting in Gothenburg.
8. **Two** lectures (preoperative planning for hip replacement surgery and the RCT study on calcaneus fractures), Kristianstad/Hässlehom 2012, SOF Annual meeting. The last lecture was awarded the Best lecture award.
9. **Four** Lectures (dual mobility cups: Determinants of results after calcaneus fracture; femur fracture and jaw necrosis after bisphosphonate treatment; The effect of leg length difference and femoral offset after hip replacement surgery), SOF Annual Meeting, 2013 in Uppsala.
10. **Two** lectures (Management of calcaneus fracture), NOK meeting in Östersund, 2013.
11. **Two** lectures (hip prosthestic dislocation after hip fracture and leg length difference after hip replacement surgery), SOF Annual Meeting, Helsingborg, 2014.
12. **Six** lectures (Results of elbow arthroplasty, geometric recovery following shoulder replacement surgery, wrist fracture results, BMI and hip prosthesis results, surgical incision and geometric recovery after hip prosthesis surgery, effect of femoral offset on hip replacement results), SOF Annual meeting, Falun 2015.

13. **Six** lectures (Result of late displacement of distal radius fracture, smoking and risk of spinal stenosis, symptom duration and osteoarthritis of hip replacement results, surgical incision in arthroplasty surgery to hip fracture patients, effect of fat infiltration and atrophy we have shoulder prosthesis surgery, pain-matches and shoulder pain after shoulder prosthesis surgery), SOF Annual Meeting, Umeå 2017.

Membership of Institutional, National, or International Scientific Advisory Boards Name of Institution/Board, Type/Grade of Membership, Period (MM/YYMM/YY).

Member of experts for the Swedish Board of Health and Welfare (Socialstyrelsen) for management of osteoarthritis.

Member of advisory board of the Reumatikerförbundet, representing the Swedish Orthopaedic Association.

Service as Reviewer Journals Name of Journal, ISSN No., Publisher (since: MM/YY) – Conferences Name of Conference/Workshop/Forum/Symposium, Place (City & Country), Date Membership of Journal Editorial Boards Name of Journal, ISSN No., Publisher (since: MM/YY)

Member of an editorial board

1. Hip International (European Hip Society).
2. Journal American Association Orthopaedic Surgeon (AAOS) Global Research & Reviews.
3. Global Journal of Orthopaedics.

Referee for scientific journals

Clinical Orthopaedics & Related Research (CORR)
Acta Orthopaedica
Journal of Arthroplasty
Hip International (Editorial Board Member)
The Journal of the American Board of Family Medicine (JABFM)
International Journal of Nursing Practice
HAND (journal of American Society for Surgery of Hand)
Scoliosis
American Journal of Case Reports
Indian Journal of Orthopaedics
Open Orthopaedics Journal

Yonsei Medical Journal
Orthopaedic Research & Reviews
Journal of Sports Medicine
International Journal of Biotechnology

Reviewer or advisor for other scientific bodies

Rater for McMaster online rating of evidence (MORE)
Member of advisory board of Reumatikerförbundet since 2018
Member of board, Swedish Hip & Knee society 2016-2019

University Service Name of Institution, Country, Period (MM/YY-MM/YY) Specify Administrative Appointments, Name of Committees/Boards/ Councils, Role (g) Service to Profession/Industry Name of Organization, Country, Role, Period (MM/YY-MM/YY)
Public Service Appointment, Organization, Period (MM/YY-MM/YY) 7.

See above