

Sarra Shorbagi, MBBS, MRCP MRCGP MSc LHPE PGDip in Endocrinology and Diabetes

Lecturer University of Sharjah College of Medicine
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Academic Degrees

Bachelor of Medicine, Bachelor of Surgery (MBBS), 1994
University of Khartoum, Sudan

Master of Science in Leadership in Health Professions Education (MSc LHPE)
with First degree Honours, 2015
Royal college of Surgeon and University of Sharjah, United Arab Emirates

PGDip in Endocrinology and Diabetes with Merit, 2017
Queen Mary University of London, London

Professional Certifications

Member of the Royal College of Physician (MRCP UK)

Member of the Royal College of General Practitioners MRCGP (International)

Professional Memberships

2016 - Present, World Organization of Family Doctors(WONCA), Life Direct Membership

Professional Experience

University of Sharjah Department of Family and Community Medicine and Behavioural Science, 09/01/2012 - Present
Lecturer and Field Coordinator of the Family medicine Clerkship

Main Responsibilities in the Family Medicine Clerkship for Year 5 Medical Students:

- Organize and conduct teaching sessions utilizing diverse pedagogical methods, including small group discussions, role plays, and online quizzes via Microsoft Teams.
- Lead case-based discussions to enhance clinical reasoning and problem-solving skills among students.
- Design and administer formative and summative clinical examinations to assess students' competency and progress.
- Maintain and update the Family Medicine Manual and E-Portfolio Requirements to ensure alignment with current educational standards.

- Develop a comprehensive bank of Multiple-Choice Questions (MCQs) for the clerkship's summative written examination and design new Objective Structured Clinical Examination (OSCE) stations.
- Assess student E-portfolios to ensure their holistic development and compliance with program requirements.

Other Responsibilities:

- Facilitate Problem-Based Learning (PBL) sessions and provide advising sessions to Year 1 students, including portfolio assessment.
- Participate as an examiner in Objective Structured Clinical Examination (OSCE) from Year 1 to 5.
- Supervise community-based research projects for Year 2 and 3 students.
- Organize and conduct teaching sessions for the Medical Education course for foundation year, utilizing diverse pedagogical methods.
- Contribute to the post-graduate level by serving as an action learning set facilitator for the Master's in Leadership in Health Profession Education program.

UAE Ministry of Health, 06/01/2003 - 03/01/2009

Specialist, Primary Healthcare centers in Sharjah

UAE Ministry of Health, 06/01/1998 - 06/01/2003

General practitioner, Medical Department in Al Qassimi and Kuwaiti Hospital in Sharjah

Services

Institutional

Family Medicine Clerkship Coordinator (01/09/2012 - Present)

Filed Coordinator

Editorial Board team of the Health Profession Education Gazette- Chairperson
(30/08/2022 - Present)

Master of Sciences in Leadership of Health Professions Education Council committee -
Member (30/08/2021 - Present)

Student Success Committee-member (30/08/2023 - Present)

Program Evaluation & Educational Quality Assurance & Accreditation committee- Member
(05/09/2022 - Present)

Health Awareness Week Evaluator of Students Presentations (29/09/2013 - Present)

Open day Present the Master of science in Leadership In health Professions Education
Program (27/04/2024)

Professional

Advances in Biomedical and Health Sciences Journal (28/02/2023 - Present)
Reviewer

Certificate in Health Profession Education. (05/09/2022 - Present)
Facilitator

Family Medicine Symposium (01/10/2023)
Organizer

Community

Breast Cancer Awareness Campaign (12/10/2022)
Workshop Facilitator

Talk on Hypertension: (30/03/2023)
Speaker

Talk on Fibromyalgia (11/05/2023)
Speaker

Child Injury Prevention (27/12/2023)
Speaker

Prevention of Fall in Elderly (29/11/2023)
Speaker

Publications

1. Wadi, M., Shorbagi, A., **Shorbagi S.** et al. The impact of the Systematic Assessment for Resilience (SAR) framework on students' resilience, anxiety, depression, burnout, and academic-related stress: a quasi-experimental study. BMC Med Educ 24, 506 (2024). <https://doi.org/10.1186/s12909-024-05444-9>
2. Sulaiman N., **Shorbagi S.** & Guraya S.Y. Development, implementation, and evaluation of an undergraduate family medicine program in the United Arab Emirates. BMC Med Educ 24, 311 (2024). <https://doi.org/10.1186/s12909-024-05134-6>
3. Mohamadiyah A.; Said, M.R.; Al-Dabbagh B.; Saeed R.; Al-Haboobi F.; AlJuwaied M.; **Shorbagi S.**; Hussein A. Knowledge of and Attitude towards First Aid Measures among Drivers in Sharjah. Emerg. Care Med. 2024, 1, 3-10. <https://doi.org/10.3390/ecm1010002>
4. Albahri AH, Alnaqbi SA, Alnaqbi SA, **Shorbagi S.** Telemedicine perception and interest among medical students at the University of Sharjah, United Arab Emirates, 2023. BMC Med Educ 23, 892 (2023). <https://doi.org/10.1186/s12909-023-04859-0>
5. P.H., Hasswan, A., Salmanpour, V. et al. Health professions students' approaches towards practice-driven ethical dilemmas; a case-based qualitative study. BMC Med Educ 23, 307 (2023). <https://doi.org/10.1186/s12909-023-04089-4>
6. Wadi, M.M., Yusoff, M.S.B., Taha, M.H. et al. The framework of Systematic Assessment for Resilience (SAR): development and validation. BMC Med Educ 23, 213 (2023). <https://doi.org/10.1186/s12909-023-04177-5>

7. Hamid M, Gasmalla HEE, Almasaad JM, Muhammad JS, Elamin AY, Alamro A, **Shorbagi S**, Taha MH, Eladi MA. Online anatomy education in the COVID-19 pandemic: challenges and suggested practices as per student and faculty experiences in the Saudi Arabia and United Arab Emirates. *Education in Medicine Journal*. 2022 .
8. **Shorbagi S.**, Sulaiman, N., Hasswan, A. et al. Correction to: Assessing the utility and efficacy of e-OSCE among undergraduate medical students during the COVID-19 pandemic. *BMC Med Educ* 22, 230 (2022). <https://doi.org/10.1186/s12909-022-03285-y>
9. Dash, N.R., Taha, M.H., **Shorbagi S.** et al. Evaluation of the integration of social accountability values into medical education using a problem-based learning curriculum. *BMC Med Educ* 22, 181 (2022). <https://doi.org/10.1186/s12909-022-03245-6>
10. Abdalla, M. E., Dash, N., **Shorbagi S.**, & Taha, M. H. Development and validation of inventory tool to evaluate social accountability principles in case scenarios used in problem-based curriculum (Social accountability inventory for PBL). *Medical Education Online*, 26(1), 1847243. <https://doi.org/10.1080/10872981.2020.1847243>
11. Abdalla M, Dash N, **Shorbagi S**, Ahmed, M. Preclerkship medical students' perceptions of medical professionalism in the College of Medicine-University of Sharjah: A vision to sustain success in medical education. *Journal of Education and Health Promotion*. 2020; 9(1), 119-119. https://doi.org/10.4103/jehp.jehp_556_19
12. AlWandi, A. S., & **Shorbagi S.** I. (2020). Sleep patterns and its relation to lifestyle habits: a study of secondary high school students in Sharjah, United Arab Emirates. *AIMS public health*, 7(3), 713–722. <https://doi.org/10.3934/publichealth.2020055>
13. Abdalla, M. E, **Shorbagi S.** Challenges faced by medical students during their first clerkship training: A cross-sectional study from a medical school in the Middle East. *Journal of Taibah University Medical Sciences*.2018;13(4), 390-394. <https://doi.org/https://doi.org/10.1016/j.jtumed.2018.03.008>
14. Sulaiman ND, **Shorbagi SI**, Abdalla NY, Daghistani MT, Mahmoud IE, Al-Moslih AM. Group OSCE (GOSCE) as a formative clinical assessment tool for pre-clerkship medical students at the University of Sharjah. *Journal of Taibah University Medical Sciences*. 2018; 13(5):409-14. <https://doi.org/10.1016/j.jtumed.2018.06.003>