

BATTERJEE MEDICAL COLLEGE
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ALUMNI

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A CLOSER LOOK AT THE LIFE

Dr. Mai Yassin,
Assistant Professor
of Nursing Program
at BMC

ALUMNI SUCCESS STORY

The Challenge of
Being a Social Media
Influencer and Medicine
Graduate

ALUMNI ENGAGEMENT

Graduation 2020/2021



ALUMNI MAGAZINE

ISSUE 15

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Editor in Chief

Prof. Mohammed Tayeb

Editors

Dr. Ikhlas Sindi

Dr. Nouf Alshreif

Ms. Zahrah Asiri

Mr. Faisal Ghazi



Welcoming Word

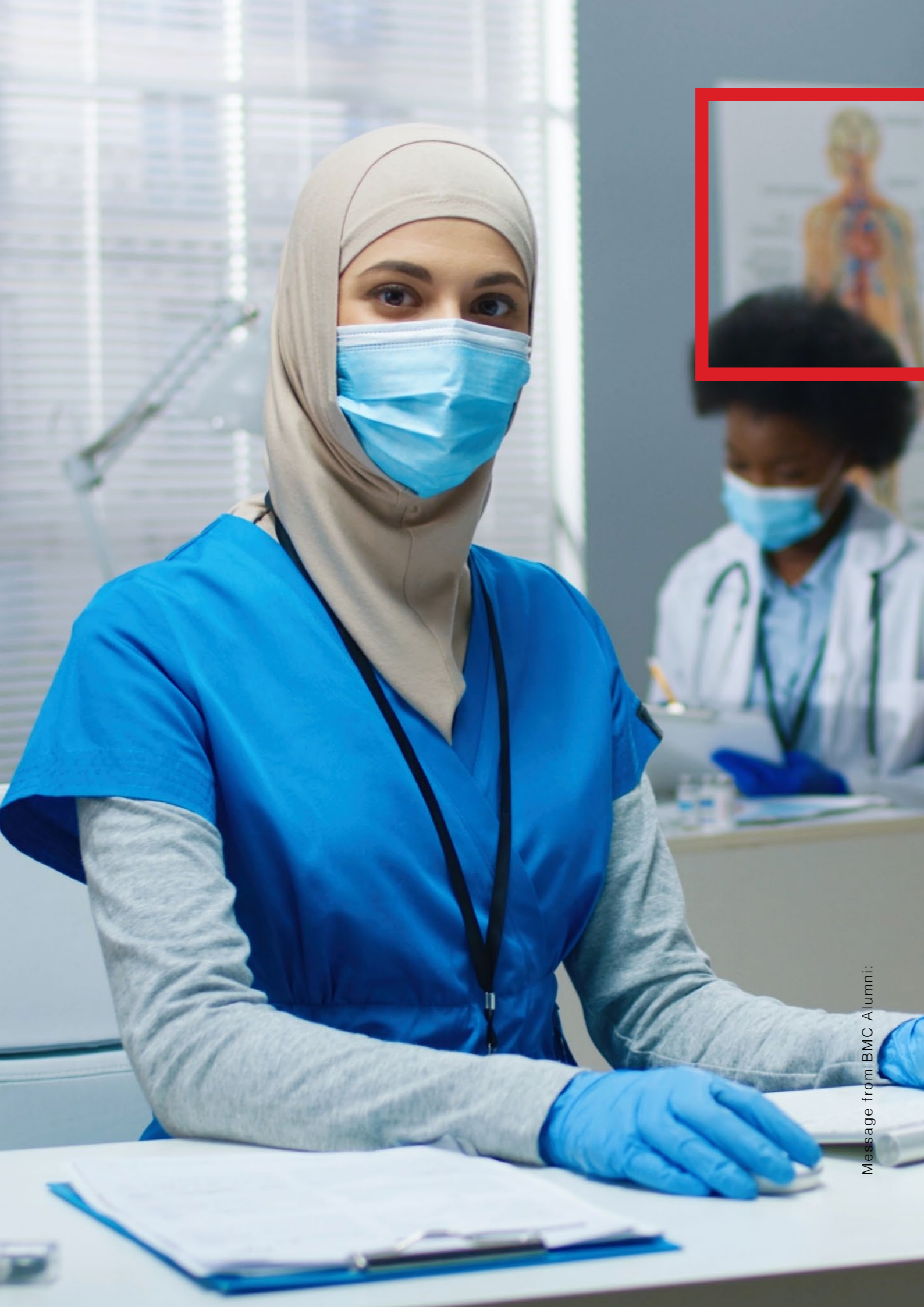
Dear BMC Alumni

Welcome to the 15th edition of the Batterjee Medical College (BMC) Alumni Magazine. We hope that this edition provides both insight and inspiration as we are celebrating the tremendous achievement of our alumni, faculty, staff, community partners, and students and highlighting their positive scientific and social impact. We hope that the provided resources and shared inspirational experiences can be sources of encouragement to pursue future groundbreaking scientific and social work.

During this exceptional time, our efforts are focused on maintaining quality education for the next generation of medical professionals and keeping the progress of scientific discovery. Additionally, we are continuously adapting to an additional measure of complexity in which learning processes and social interactions occur virtually. To that end, it continues to be important to acknowledge the good work coming out of our College, our alumni, and of course our students — there is much to be proud of.

The vibrant program of events offered by BMC is a great way to stay in touch with your college and fellow graduates and friends. We invite you to be part of our next chapters. Looking forward to connecting with you soon!

ALUMNI UNIT



MESSAGE

FROM BMC ALUMNI

Message from BMC Alumni:

When we decided to join BMC, we had the same childhood dream which was merely to become doctors, pharmacists, or nurses and eventually to be addressed by these titles!

We still remember our first day at BMC when the professors asked us why we wanted to be doctors, nurses, or pharmacists. On that day, when we returned home, we kept asking ourselves the same question, seeking a real answer.

Our professors taught us that medical courses are not strings of sounds and letters joined together, but rather documents about human nature. These

courses are sources of knowledge to support us in assisting people who need help and that what makes us proud!

This was the beginning of a dream turning into a vision and a vision turning into reality. When you turn over the pages of this magazine, don't think of them as drops of ink on white pages. Think of them as products of years of study. It represents our dreams, visions, and goals.

As you are reading this magazine, you will be reading our complex identities and who we are as humans and healthcare professionals.
BMC Alumni

ALUMNI SUCCESS STORY

The Challenge of Being a Social Media Influencer and Medicine graduate

Medicine is a profession that involves multiple layers of complexity. It is a profession that requires passion, determination to support humanity, and lifelong learning. Nevertheless, Dr. Asala Wafa, BMC Medicine Graduate 2021, was determinate to proceed with her medical journey that requires expansive learning and passion to provide quality healthcare that is purposeful and individualistic. Dr. Wafa's experiences as a medical doctor inspired her work as a social media influencer. Dr. Wafa is currently an Internal Medicine Resident who continues to pursue her passion in media. In what follows, Dr. Wafa provides valuable insights that describe her constructed identity as healthcare provider and social media influencer.

What inspired and motivated you to be a medical physician and social media influencer?

When COVID-19 spread, most individuals were understandably panicking and initially reluctant to visit hospitals as curfews were set in place. Thus, I decided to collect medical questions regarding COVID-19 from the general population. Instead of privately answering these questions, I decided to start a live feed on Instagram to answer all of these questions, hoping that many would benefit. Also, I was able to interview specialized physicians to better answer specific or advanced questions. My first Instagram live was with Dr. Nezar Bahabri on May 15th 2020.

However, my content on social media has not been strictly medicine related. I began to diversify my social

media content by sharing details about my personal life in order to give viewers an idea of who I am. When patients know their practitioner, they feel safe and more comfortable. In other words, getting to know your practitioner on a personal level breaks down communication barriers, makes practitioners more relatable, and most importantly develops trust between patients and physicians.

As someone that specializes in the medical field, how can you manage between your medical career and your habit?

I tried to create a proper schedule that I can maintain, balancing my studies and hobbies effectively. For example, in my third year as a medical student, I received the 2017 Billiard Competition Second-Place Award, a competition con-

ducted at the level of all Jeddah's universities.

What are your contributions in regards to TV programs or social media content and work experiences that relate to your passion for media?

I am a leader of public relation in Jeddah Multiple sclerosis organization and a member of the Nonstop Group. In regards to media content, I conducted a number of LIVES on Instagram. Likewise, I participated in many TV shows, including my participation in "Your Youth" on SBC, and "Youth Hour" on Rotana with Lamia Ghalib. I also had multiple participations in Okaz newspapers, Al Medina newspaper, and Saudi radio FM, and Alf Alf FM.

Furthermore, some of my participation and volunteer work includes volunteering with Hajj Health Volunteering Program, Saudi red crescent authority "SRCA," and COVID19 Critical Care Crash Course.

What are your future plans?

My short-term plan begins with completing my service and specializing in Saudi Board of Internal Medicine. However, for my long-term goals, I am planning to create my own channel on YouTube where I will be hosting not only medical related cases, but all kinds of success stories.

What is your advice for medical students?

My take home message for all medical students and fresh graduates: "Medicines can cure diseases but only doctors can cure patients."

كن دائماً الطبيب الانسان



ALUMNI ENGAGEMENT

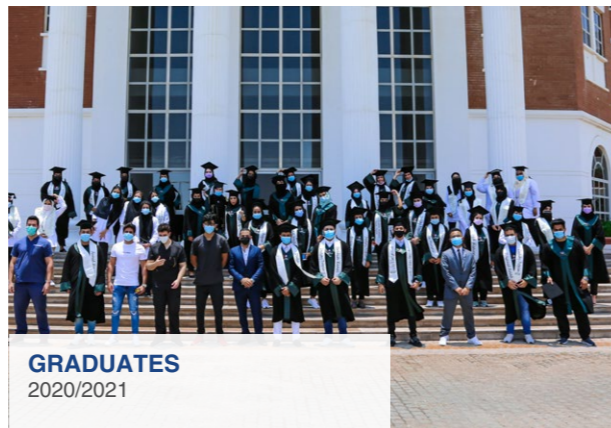
Graduation 2020/2021



GRADUATES
2020/2021



GRADUATES
2020/2021



GRADUATES
2020/2021



GRADUATE
2020/2021



GRADUATE
2020/2021



GRADUATES
2020/2021

A PHARMACY ALUMNI IN THE SPOTLIGHT

Rawabi Abdrabuh is BMC graduate of Pharmacy 2015. She is a distinguished BMC alumna who had a well-planned career path after graduation! The following words of encouragement is shared by Ms. Rawabi to encourage her fellow graduates of Pharmacy.

My name is Rawabi Khaled Abdrabuh. I am a graduate of Pharm-D. I was fortunate to graduate from BMC in 2015. I am currently working at (Holland and Barrett) as a Regulatory Affairs Specialist. Regulatory Affairs Specialist, I am responsible for registering products, including (food, vitamins, gummies, and cosmetics) in SFDA and issuing permissions for companies to import these products.

In 2019, I decided to go further in my education, in response to the growing demand for pharmacists who are knowledgeable in both pharmacy and business and Alhamdulillah, finally, I received my Master's degree in MBA in 2021 from King Abdul-Aziz University.

My message to my dear sisters and brothers is that learning is a lifelong process. Being a student at BMC has been an enduring investment and nothing beats an educational investment. Challenges will come along but be sure that everything will pass, just enjoy the journey!



A CLOSER LOOK AT THE LIFE

DR. MAI YASSIN

Assistant Professor
of Nursing Program at BMC

The Nursing Program at BMC is extraordinary in many ways. One of the strengths of this program is the distinguished faculty members who enrich the Program with their extensive educational background and professional experiences. In what follows, Dr. Mai Yassin provides insights of her academic and professional expertise and the values shaping her experiences as a healthcare provider.

Please give us a brief idea about yourself and your career profile.

Who is Dr. Mai Yassin?

I am Mai Yassin, the Nursing Program and Quality Coordinator at BMC. I graduated from King Abdul-Aziz University with a Bachelor's degree in Basic Nursing Sciences in 2009. I got my scholarship afterward to continue my education in the United States of America. I completed my Master's degree in Leadership in Healthcare Organization from University of California San Diego in 2012. Then, I earned my PhD degree in Nursing from Loma Linda University in 2017.

Why did you choose your field of Nursing? Was it your first choice?

Yes, Nursing was my first choice. I chose Nursing because of many reasons. The first reason is that I love to make a difference in people's lives and I have the urge to help those in need. The most beautiful feeling is when I provided care to my patients and I can see, hear, or feel the change I made in their lives. The second reason is that I have two older sisters who are in the Nursing field and they are exemplary models to me. As the world evolves, we have to evolve and expand our thinking to adapt to the ongoing changes. I devoted my time to pursue my degree to become a changing agent who would facilitate the change and participate in the cycle of development.

Describe a challenging situation that you have faced during your work/study and how did you handle it?

A lot of people go under challenging situations that they will eventually pass with either failure or success. With the human nature, we always think we are not capable to pass these challenges, but after we pass them, we realize we are able to do anything we want "what does not kill you, make you stronger." The greatest challenge I went through was of course studying abroad. Every student who decided to study abroad will encounter the same challenges, such as different lifestyle, culture, religion, and most importantly the distance

from family and friends. However, exposure to a new life, culture, and religion improved the way I think and influenced my personality. With the life of a student who is going through a lot of pumps as a foreigner in addition to being a new mother was a huge challenge for me, but I overcame all of these challenges because I was surrounded with supportive people (Thank God), my husband, family, friends, colleagues, and faculty.

Who is the person who left a great impact on you?

Many people left a great impact on me. Starting with my parents, who raised me and motivated me to be where I am today. Followed by my sisters and brother who were always there for me no matter where, when, and why. Additionally, my husband who was my supportive companion through all the challenges we went through. Lastly, my son, who has the greatest impact on my life since the day he was born. I feel more motivated and he gave me a reason to my journey.

What has been the most difficult/emotional situation in your career? What was the lesson you got out of this situation?

The most difficult situation I encountered in my career is the connection I made with our patients, especially those who were hospitalized for long periods of time. One of my patients passed away after he was my patient for almost 2 months. The

lesson I learned is that every day in my career, I am touching people's lives with my care and love; however, sometimes a life will touch mine forever. This is the beauty of being a nurse, to be an angel of mercy.

Any advice you would like to share with students?

I would conclude it with few points. First, there is no better profession than the other, we all complete each other. Also, there is no easy profession to study, it is going to be fun if you have a passion. In addition, my advice to all employed graduates is to keep up the hard work. You worked so hard to be where you are today, enjoy this chapter and make sure it prepares you well to move for the next chapter. Finally, always remember, no matter what you have learned or earned, there is still a lot of things you don't know. The world is evolving, you need to evolve yourself accordingly and expand the way you think.

MAINTAINING CONSISTENT LEARNING AFTER COLLEGE

Dr. Nouf Alshreif

The learning experiences in college are designed to implement specific anticipated learning outcomes devoted to measured objectives and demonstrated practical skills. The transformative process of learning requires meticulous planning and devoted research to set appropriate goals, strategic implementation of educational plans, evaluation tools and criteria, and continuous curriculum assessment. Planning for complex learning mechanisms involve multiple levels of participants, including administrators, decision makers, instructors, and students. In addition, part of the complexity of learning processes is the consciousness of how different components of the learning process interact and contribute to the overall development of students. These components include multiple dimensions of students' learning experiences that are integrated and highly interrelated. These factors include ecological, dispositional, epistemological, cultural, and social perspectives. However, the continuous efforts to maintain consistent and progressive learning become the responsibility of individual learners after departing

their academic institutes. It is imperative for graduates to be mindfully conscious of the dedicated time and efforts needed to sustain continues, planned, and purposeful learning in order to update and restructure their already acquired knowledge and acquire new knowledge.

Maintaining a lifelong learning experience requires intentional planning and conscious thinking of the skills and knowledge needed to maintain quality and progressive learning. This is due to the fact that maintaining developed expertise requires continuous practice and consistence updating of acquired knowledge. The following are practical strategies that support graduates in reworking their knowledge and approaching their lifelong learning in ways that are creative and consistent. The first strategy invests in reconceptualizing an understanding of how knowledge is constructed. This reconceptualization facilitates a reconstruction of graduates' identities as creators of knowledge rather than passive receiver of information. This conscious understanding of their role as contributors to the process of knowledge creation has an immediate connection to the goal of lifelong learning.

Specifically, adopting the role of knowledge creators is a representation of a commitment to knowledge creation while extending existing threads of research. Developing this sense of responsibility towards learning and the creation of knowledge is not merely imperative to maintaining lifelong learning, but to succeed in graduate studies.

Enrollment in graduate studies highlights a hallmark in graduates' academic career as it shapes the specific readings and research areas to explore and expand. Determining on a pathway of graduate studies assists in creating a reading roadmap that is focused on the chosen specialty and the narrowed focus of research. These two factors should guide the articles, journals, and books to read, investigate, and analyze. In accordance to this need of reading and critically thinking about the topic of interest, it is crucial to maintain sustaining efforts to find journals that are specialized in publishing articles of relevance to your specialty of study and focused research topic. Therefore, create a list of journals that of significance to your specialty and narrowed research interest. Begin with finding previous relevant articles in these

journals and devote time in your schedule to read these articles. Furthermore, make a plan to read new journal volumes at the time of publication. This goal can be obtained through marking your calendar with anticipated volumes' publication date. Next, at the date of publication, read titles of published articles and abstracts. Reading these abstracts are helpful in determining articles that are of relevance and narrowing down a reading list. Most importantly, create a time in your schedule to read, summarize, and analyze these articles.

Similarly, make a list of books of seminal and recently published books that are must-read in your field of study and research interest, read summaries of these book, and decide on which to own or borrow from your school's library. One way of determining important seminal books and articles are how frequently they are cited by researchers interested in similar threads of research.

Maintaining continuous and sustainable learning after graduation requires a developed conscious understanding of the role of expert researchers and peers in shaping and re-shaping research ideas, analysis, synthesis, and

conclusions. In this critical space of knowledge creation, the process integrates multiple voices and incorporates multiple levels of thinking, analysis, exploration, and discussion of multiple point views. This is to say that it is essential to understand that working individually can be unproductive due to the nature of knowledge creation and learning processes. The backbone of graduates' further academic and research work is the support of peers and senior expert researchers in their field of study.

This article presents practical strategies to support graduates' academic and research graduate work. It introduces the kind of expected academic performance to excel as a learner and researcher. As maintaining continuous learning becomes graduates' responsibility, it is also essential to grow a sense of accountability towards their sources of knowledge and the ways through which they create knowledge collaboratively.

LEARNING AS A PROCESS

PROFESSIONAL DEVELOPMENT THROUGH THE LENS OF LEARNING THEORIES

Dr. Nouf Alshreif

Similar to required lifelong learning, professional development is paramount to acquire advanced and refined expertise. Generating an effective professional plan sustains a process of evolving expertise and expanding knowledge to incorporate new theoretical and practical understandings into already acquired schema of knowledge and expertise. These newly acquired and expanded knowledge enhances healthcare providers' hands on skills, providing depth and adding a level of complexity to prior knowledge and understandings (Alshreif, 2021; Yancey et al., 2014). These are processes of learning and theories of learners' development that can be used as a tool to frame graduates' thinking about required intellectual and



One important strategy to maintain constructive professional development is to participate in leading national and international conferences pertaining your specialty. Conferences specialized in your field of study offer workshops with experts, advanced healthcare providers, and leading figures. After registering for the conference of your interest, investigate the offered workshops and prioritize the conferences of importance to your professional development. When attending workshops, focus on acquiring newly proposed skills and techniques, identifying presented perspectives, and recognizing new avenues of understanding and formations that can be meaningful in reimagining, reconstructing, or transforming prior understandings and practices (Beech, 2003; Thu & Motha, 2021). This strategy is an implementation of learning theories underscoring the process of learning as expanding, reconstructing, and acquiring new knowledge (Alshreif, 2021; Rounsaville et al., 2008; Wardle, 2012; Yancey et al., 2014).

Professional development from a learning perspective encompasses awareness of newly acquired knowledge and its integration to form new schemas of knowledge. In addition, it includes re-imagination of how the newly acquired knowledge and skills are incorporated into the professional identity of healthcare providers. This awareness can be internalized and developed through continuously reflecting on

previous and new practices. These reflections include evaluation of implemented practices and its outcomes. Specifically, keeping reflecting journals in which weaknesses, strengths, areas of development, and knowledge expansion, reconstruction, and integration are described and assessed is paramount to consistent professional development. It is theoretically and practically proven that written reflections assist with developing a theorization of ways to develop the identities of learners and professionals (Yancey, 1998). Therefore, writing reflectively is a tool to construct professional identities that is informed by ones' own experiences, struggles, triumphs, and conflicts.

This article introduces two strategies that invest in learning theories to sustain meaningful professional development that contributes to the identity construction of healthcare providers as learners and professionals. Theorizing professional development through learning theories provides access to intellectual and professional growth that is sustainable and consistent.

RESEARCH SCIENTIFIC FORUM

RESEARCH UNIT
SPECIAL FEATURE

BMC ANNUAL SCIENTIFIC RESEARCH FORUM 2021

**Translating Research into Better Healthcare: Recent Progress
and Future Directions**

The Research Unit at BMC under the supervision of Dr. Ikhlas Sindi, Vice Dean of BMC Femal Section has organized its BMC Annual Scientific Research Forum 2021, Translating Research into Better Healthcare: Recent Progress and Future Directions. BMC Annual Scientific Research Forum encompasses the continuum of promoting a research culture and showcasing BMC Research outcomes. The Forum was held on March 13th, 2021 virtually on BMC Blackboard. It targeted all medical/healthcare educators, Health Care Professionals and Students of various health specialties and Medical Alumni. The Forum consisted of a variety of specialized sessions on different research themes, scientific discussions, and posters exhibition, showcasing some of the latest cutting-edge research being undertaken by BMC Academics, Students, and Alumni across various medical fields of Medicine, Pharmacy, Dentistry, Radiology, Nursing, Physical Therapy, Respiratory Therapy, Occupational Therapy, and Health Care Administration. The keynote speakers was Dr. Edward Cupler, Deputy Executive Director, Research Center, King Faisal Specialist Hospital and Research Center, Jeddah, Saudi Arabia. Dr. Cupler's research tackled the Application of Genetics in Medicine. In addition, Dr. Abrar Thabit, Assistant professor of Infectious Diseases Pharmacotherapy, Faculty of Pharmacy, King Abdulaziz University, Jeddah, Saudi Arabia. Dr. Thabit's presentation tackled Antimicrobial Resistance.

The scientific program involved more than 11 speakers, 35 poster sessions, and 39 presenters, in which a variety of research themes were discussed.



RESEARCH PUBLICATIONS

Research Success stories

RISK FACTORS LINKED TO DEPRESSION AFTER TREATMENT IN CANCER SURVIVORS IN JEDDAH, SAUDI ARABIA

BMC Medicine and Surgery Program Students

Shoroq Abduljabbar M. Hassan

Rida Rayes

Lujain Alzahrani

Khalid F. Alotaibi

Shurooq Alharbi

Under the supervision of Dr. Adel Mahmoud Hajjay, Anatomy Lecturer at the Medicine Program at Batterjee Medical College, Jeddah, Saudi Arabia, BMC Medicine and Surgery students have conducted a research about the Risk Factors Linked to Depression After Treatment in Cancer Survivors in Jeddah, Saudi Arabia. While many cancer patients survive long after diagnosis, one is bound to experience long-term and latent side effects as a result of the treatment. This experience resulted in a poor quality of life, morbidity, and mortality for cancer survivors. Understanding how to manage these side-effects is quite important and key to cancer survivorship. Given the importance of this area, the main objective of this study seeks to understand the risk factor associated with cancer survivorship. A cross-sectional study was conducted among 154 cancer survivors from King Fahad General and

Kind Abdul-Aziz hospitals. Descriptive and inferential statistics were used in analyzing the responses. Descriptive statistics were used in understanding the extent of the risk factors while inferential statistics were used to understand the cross-relationships. This study included 154 cancer survivors aged 18 and above at King Fahad Hospital and King Abdul-Aziz Hospital in Jeddah, Makkah Region, KSA. Thirty-one (20.1%) of the sample were males and 123 (79.9%) were females. Of all the survivors who screened, 111 (72.9%) symptoms occur before treatment, 116 (75.3%) within the treatment, and 57 (37.09%) after treatment. The relationship between Socioeconomic Status Cross Symptoms categories includes accommodation type, education level, age, gender, and job. The study concludes that post-cancer treatment symptoms are highly affected by other factors such as social-economic status as well as

family support. As a result, the study recommends the establishment of educational materials on post-treatment symptoms, care-plans, and support groups for cancer survivors.

FOOD GROUPS THAT EXACERBATE SINUSITIS

A CROSS-SECTIONAL QUESTIONNAIRE STUDY
BMC MEDICINE PROGRAM ALUMNI

Sahira Jilan Al Nahari

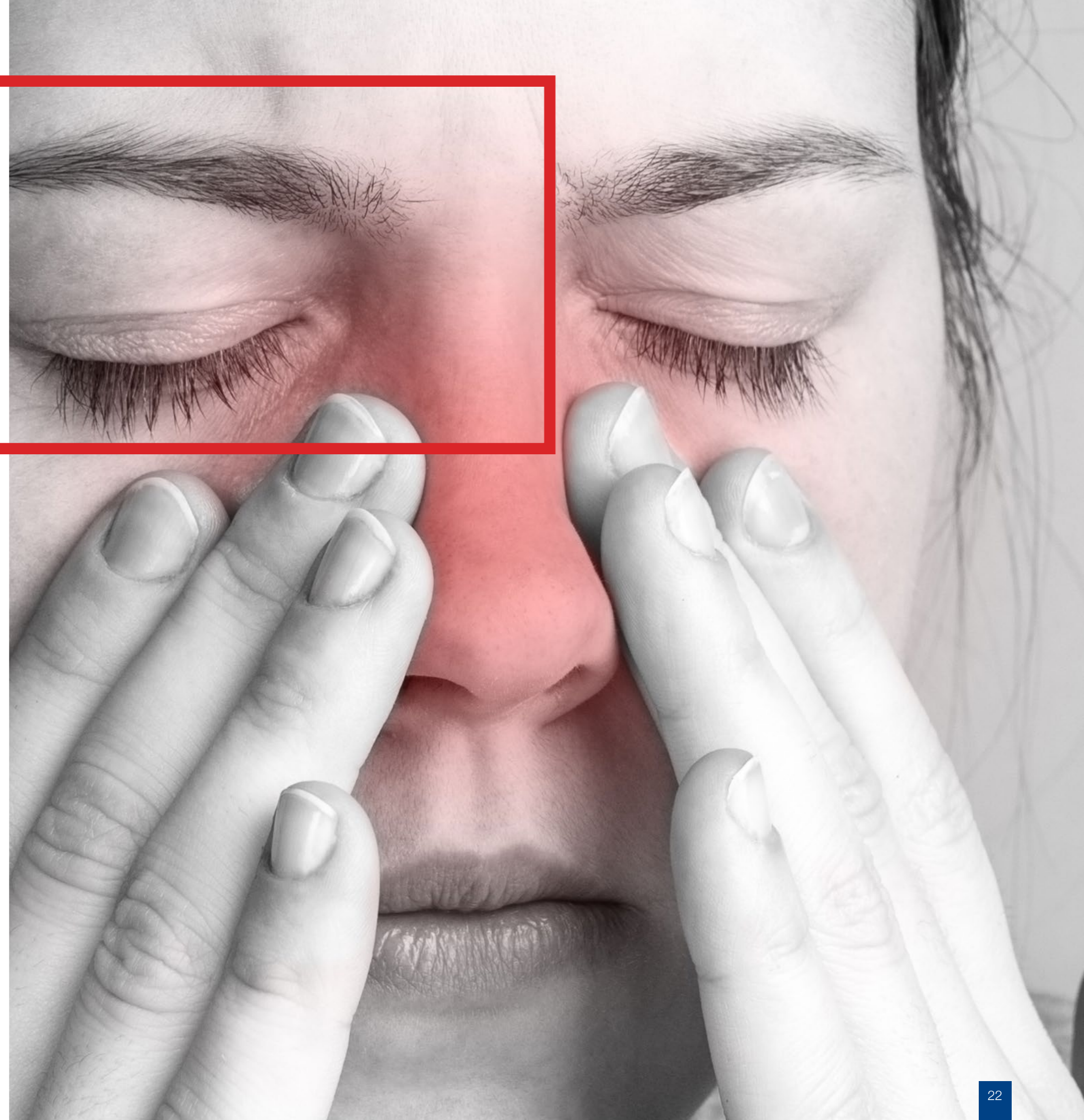


Researchers from King Abdul-Aziz University, King Fahad Armed Forces Hospital, Najran University and Imam Abdulrahman Bin Faisal University have conducted a research to investigate Food Groups That Exacerbate Sinusitis. As Chronic rhinosinusitis is an extremely common health complaint that decreases productivity and quality of life. The objective of this study was to identify the association between specific food categories and aggravation of symptoms of chronic rhinosinusitis.

In order to collect data, a prospective, cross-sectional questionnaire was utilized. Patients were provided details about the categories of food that they consumed, as well as symptoms related to sinusitis. The data was analyzed using chi-square testing. A small

percentage of patients (4%) associated food categories with exacerbations of sinus symptoms. Chocolate was the most common trigger, followed by white flour foods. Several patients (33%) were not aware of the association between food and sinus symptoms.

The study concludes that some food categories can exacerbate sinusitis in a specific population subset. It was recommended that Patients should be encouraged to maintain a food diary so that they can identify relevant triggers that can be avoided in the future.





FEATURED NEWS

BMC Social Responsibility

BMC Memorandum of Understanding with Ministry of Human Resources and Social Development

The Memorandum of Cooperation between BMC and the Ministry of Human Resources and Social Development in the Region of Makkah Al-Makarramah 6/20/1442 aims at activating and emphasizing the Vision of the Kingdom of Saudi Arabia 2030 that invests in the collaboration between the public and private sectors. In addition to promoting values of the 2030 KSA Vision, this memorandum aims at facilitating the promotion of Islamic principles, specifically the values of giving and cooperation. Furthermore, this memorandum aims at assisting members who receive assistance from the Ministry of Human Resources. BMC's contribution is represented through assisting orphans supported by the Ministry of Human Resources and Social Development. In specific terms, BMC is offering scholarships and providing free Dental Services and medical checkups for these orphans.

INTERACTIONS IN HEALTHCARE FACILITIES

PROFESSIONAL IDENTITY CONSTRUCTION

Dr. Nouf Alshreif



The exposure to working with diverse human beings on a daily basis resembles no other kind of interactions. It provides opportunities to observe, learn, question, and reflect upon diverse experiences when interacting with patients that come with a wide range of needs, expectations, ideologies, and cultural and social backgrounds. The complex interactions in healthcare settings are opportunities to explore gaps, areas of growth, and potential opportunities to prosper professionally. These interactions are also avenues of creativity, critical thinking, and investigating the hybridity and intercontextuality of healthcare settings.

Professional identity construction is a process of self and relational exploration (De Weerd et al., 2006) and a space to reposition and negotiate its formation and transformation. It can be conceived as a process

of "meaning construction" through which participants "take up different roles from a newly created perspective" (De Weerd et al., 2006, p. 323). In this sense, professional identity construction is transformational, involving a process of "becoming," that entails discovery and exploration. In other words, professional identity construction constitutes exploring "who we are" and "what we stand for." In addition, this process of recognition implicates dispositional traits, including self-efficacy, self-worth, and self-validation. Hence, it is essential to monitor and conceptualize our relationship with the "self" and the ways through which we perceive ourselves as professionals.

Professional identity construction is complicated and multilayered. It is an ongoing process of "becoming" in the sense of continuous transformation and development. It is essential to develop the

consciousness that keep professionals aware of moments of challenges, successes, strengths, and weaknesses. These moments of reflections are critical to evolve understanding of who we are as healthcare providers. Reflecting on moments of triumphs and failures facilitates an understanding of our ecologies and relationships we create with our colleagues, patients, co-workers, etc. Understanding all of these layers of complexity is significant to consistent professional development.

Understanding the theoretical and practical aspects of our experiences as professionals are critical to theorize our practices and the ways through which we approach our health services. The interaction between these two layers of our experiences impact the ways through which we develop as healthcare providers.



BECOME A MEMBER OF ALUMNI ASSOCIATION

As a BMC alumnus, you are part of a big community of over 2000 talented alumni. We value the impact you are making to various fields, such as science, innovation, and technology. As a member of BMC Alumni, you will benefit from an engaged and lifelong network and enjoy access to a wide range of networking, opportunities, and events to support you professionally.

Now you can be involved and contribute with:

- Updates in life and career.
- Photographs of news about your hobbies, achievements, and awards.
- Research stories, experiences, and essays.
- Ideas about content and topics to be discussed.



For more information, or if you are interested in becoming a member in our team, please contact:

Mr. Faisal Ghazi Ext. 1810
Faisal.ghazi@bmc.edu.sa
Ms. Zahrah Asiri Ext. 1026
Zahrah.asiri@bmc.edu.sa





P.O. Box 6231 Jeddah 21442

Kingdom of Saudi Arabia

T. +966 (12) 656 1111, F. +966 (12) 656 2415

info@bmc.edu.sa, www.bmc.edu.sa

   @bmcjed