
WISDOM DAY
9 APRIL 2027
HANDS ON DAY
10 APRIL 2027
PARENTING DAY
11 APRIL 2027
THE FUTURE CHILD
BLACK BOOK MASTERCLASSES
SAVE THE DATE
9 - 11 APRIL 2027
DUBAI
THREE DAYS.
THREE EXPERIENCES.
TWELVE MASTERCLASSES.
MANAGED BY:
PEARL
EVENT MANAGEMENT SERVICES

# THE FUTURE CHILD

BLACK BOOK MASTERCLASSES

DUBAI • 9 - 11 APRIL 2027

## WISDOM DAY

**9 APRIL 2027**

## MRCPCH & Arab board exams

| Time | Session | Facilitation / learner activity |
|---|---|---|
| 09:00–09:30 | Opening diagnostic | 20-item timed baseline; classify errors as knowledge, reasoning or time management. |
| 09:30–10:15 | Know the exam | Differentiate MRCPCH and Arab Board pathways; official structure, resources and common administrative traps. |
| 10:15–11:25 | Clinical reasoning laboratory | Work through vignettes with explicit distractor analysis, red flags and prioritisation. |
| 11:25–11:40 | Break | Scheduled break; no faculty teaching. |
| 11:40–12:55 | Systems challenge | Parallel high-yield pediatric circuits: neonatal, respiratory, cardiology, GI, neurology and development. |
| 12:55–13:25 | Lunch | Scheduled break; no faculty teaching. |
| 13:25–15:05 | Clinical/communication stations | OSCE-style history, explanation, shared decision-making and examiner feedback. |
| 15:05–15:20 | Break | Scheduled break; no faculty teaching. |
| 15:20–16:20 | Mock paper and live marking | Second timed block; team explanation of difficult items and misinterpretations. |
| 16:20–17:00 | Individual study roadmap | Compare baseline and exit performance; identify priority topics and commit to next steps. |

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## WISDOM DAY

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## From presentation to social media

| Time | Session | Facilitation / learner activity |
|---|---|---|
| 09:00–09:30 | Professional identity lab | Audience-persona worksheet, niche statement and boundaries for public education. |
| 09:30–10:25 | Medical storytelling | Hooks, narrative arc, analogy, ethical framing and evidence hierarchy. |
| 10:25–11:20 | Stage to screen rehearsal | Delivery, voice, concise slides and the first 60-second on-camera attempt. |
| 11:20–11:35 | Break | Scheduled break; no faculty teaching. |
| 11:35–12:35 | Smartphone production studio | Lighting, audio, framing, vertical composition and guided second takes. |
| 12:35–13:05 | Lunch | Scheduled break; no faculty teaching. |
| 13:05–14:10 | Edit and repurpose | Cut the video, add captions, create a short LinkedIn post and a viewer call-to-action. |
| 14:10–15:00 | Peer screening and publication plan | Constructive critiques, safety check and a four-week publishing calendar. |

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## WISDOM DAY

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# Publish a paper

| Time | Session | Facilitation / learner activity |
|---|---|---|
| 09:00–09:30 | Choose the right paper | Publication pathways and a feasibility triage of participants' ideas. |
| 09:30–10:30 | Turn the question into a protocol | PICO/PEO, primary outcomes, inclusion rules, variables and likely biases. |
| 10:30–11:30 | Research integrity and methods | IRB/ethics, basic statistical plan, data governance and reporting guidelines. |
| 11:30–11:45 | Break | Scheduled break; no faculty teaching. |
| 11:45–12:45 | Writing sprint | Title, structured abstract skeleton, methods headings and figure/table plan. |
| 12:45–13:15 | Lunch | Scheduled break; no faculty teaching. |
| 13:15–14:15 | Journal strategy and peer review | Aims/scope fit, indexing, fees, transparency, predatory journals and reviewer replies. |
| 14:15–15:00 | Mentor pitch and deadlines | Three-minute idea pitch, feedback and 12-week milestone commitment. |

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## WISDOM DAY

**9 APRIL 2027**

## AI for today and tomorrow

| Time | Session | Facilitation / learner activity |
|---|---|---|
| 09:00–09:25 | Reality check | Capabilities, failure modes and boundaries in clinical settings. |
| 09:25–10:10 | Prompt design laboratory | Role, task, context, constraints, output structure and iterative evaluation. |
| 10:10–10:55 | Medical education challenge | Produce and quality-check an OSCE case, teaching illustration plan or MCQ set. |
| 10:55–11:10 | Break | Scheduled break; no faculty teaching. |
| 11:10–11:50 | Research and writing challenge | Critique an AI literature summary and independently verify citations. |
| 11:50–12:35 | Tomorrow's clinical systems | Multimodal tools, agents, documentation assistance and clinical governance discussion. |
| 12:35–13:00 | Personal workflow and exit audit | Build reusable prompts and demonstrate an AI safety check. |

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## HANDS ON DAY

**10 APRIL 2027**

## Mechanical ventilation

| Time | Session | Facilitation / learner activity |
|---|---|---|
| 09:00–09:35 | Baseline and safety brief | Pre-test, team roles, simulation scope and pediatric respiratory physiology. |
| 09:35–10:30 | Modes and controls | Pressure/volume strategies, settings, alarm thresholds and waveform navigation. |
| 10:30–11:25 | Initial management cases | Simulated asthma, bronchiolitis, pneumonia and acute hypoxaemia scenarios. |
| 11:25–11:40 | Break | Scheduled break; no faculty teaching. |
| 11:40–12:45 | Waveform interpretation lab | Asynchrony, leaks, air trapping, flow starvation and changing compliance. |
| 12:45–13:15 | Lunch | Scheduled break; no faculty teaching. |
| 13:15–14:35 | Troubleshooting carousel | Four rotating stations: airway, circuit, machine alarm and patient deterioration. |
| 14:35–14:50 | Break | Scheduled break; no faculty teaching. |
| 14:50–16:05 | High-fidelity crisis team simulation | Sudden desaturation, DOPES-style structured checking, team communication and senior escalation. |
| 16:05–17:00 | Debrief, post-test and handover | Readiness assessment, limitations and action planning. |

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## Residency boot camp

| Time | Session | Facilitation / learner activity |
|---|---|---|
| 09:00–09:40 | UAE pathways and eligibility | Map Dubai Health/MBRU, DHA-regulated placements and Abu Dhabi DoH/TAMM; identify who is eligible. |
| 09:40–10:50 | Exams, documents and the application | EMREE/accepted alternatives, transcripts/ECE, English tests, internship, CV, statements and portfolio evidence. |
| 10:50–11:45 | Portfolio clinic | Score a fictional application; refine participants' CV and a personal statement paragraph. |
| 11:45–12:00 | Break | Scheduled break; no faculty teaching. |
| 12:00–13:00 | MMI and specialty interview circuit | Ethical dilemmas, communication, teamwork, clinical reasoning and specialty motivation. |
| 13:00–13:30 | Lunch | Scheduled break; no faculty teaching. |
| 13:30–14:40 | First-call essentials | ABCDE recognition, escalation, prescribing checks, fluids and structured SBAR handover. |
| 14:40–14:55 | Break | Scheduled break; no faculty teaching. |
| 14:55–16:00 | Simulated pediatric night shift | Multiple calls, prioritisation and family communication in a six-person team. |
| 16:00–17:00 | Debrief and individual roadmap | Structured feedback, post-test and a 90-day preparation plan. |

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## Procedures you need at 3:00 Am

| Time | Session | Facilitation / learner activity |
|---|---|---|
| 09:00–09:25 | Safety brief and baseline | Consent, sterile technique, analgesia, procedure pause and contraindication recognition. |
| 09:25–10:25 | Station A/B | Simulated peripheral IV access and pediatric airway/BVM fundamentals. |
| 10:25–11:25 | Station C/D | Simulated lumbar puncture and age-appropriate NG tube placement/verification principles. |
| 11:25–11:40 | Break | Scheduled break; no faculty teaching. |
| 11:40–12:40 | Station E/F | Simulated intraosseous access and urinary catheterisation/emergency sampling. |
| 12:40–13:10 | Lunch | Scheduled break; no faculty teaching. |
| 13:10–14:10 | Repeat-and-improve circuits | Participants repeat their weakest two procedures with structured feedback. |
| 14:10–15:00 | 3:00 AM capstone | Team scenario that selects the safe procedure or decides to escalate; assessment and debrief. |

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## ECG

| Time | Session | Facilitation / learner activity |
|---|---|---|
| 09:00–09:25 | The diagnostic benchmark | 10 ECG rapid pre-test and age-specific fundamentals. |
| 09:25–10:15 | A repeatable reading algorithm | Rate, rhythm, axis, intervals, morphology and repolarisation using worked examples. |
| 10:15–10:55 | Arrhythmias in context | SVT, bradycardias, wide-complex rhythms and rhythm strips with simulated clinical context. |
| 10:55–11:10 | Break | Scheduled break; no faculty teaching. |
| 11:10–12:00 | Twenty ECG Challenge | Timed interpretation of progressive cases in teams; immediate feedback. |
| 12:00–12:40 | Critical results and escalation | Syncope, prolonged QT, electrolyte clues, lead errors and urgency decisions. |
| 12:40–13:00 | Exit test and case debrief | Five unfamiliar ECGs and individual error log. |

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## PARENTING DAY

**11 APRIL 2027**

## Parenting the exceptional child

| Time | Session | Facilitation / learner activity |
|---|---|---|
| 09:00–09:30 | Family perspectives and expectations | Strengths-based introductions, privacy agreements and needs assessment. |
| 09:30–10:30 | Understanding difference | Autism, ADHD, learning variation, sensory processing and support needs. |
| 10:30–11:20 | Behaviour is communication | Identify triggers, unmet needs and collaborative responses. |
| 11:20–11:35 | Break | Scheduled break; no faculty teaching. |
| 11:35–12:30 | Co-regulation and routines | Transitions, visual supports, play, communication and predictability. |
| 12:30–13:00 | Lunch | Scheduled break; no faculty teaching. |
| 13:00–14:05 | Family and school role plays | Teacher meetings, advocacy, sibling conversations and inclusive planning. |
| 14:05–15:00 | The 30-day family plan | Create and peer-review two practical goals and a support/referral pathway. |

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## PARENTING DAY

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## First aid for parents

| Time | Session | Facilitation / learner activity |
|---|---|---|
| 09:00–09:20 | What counts as an emergency? | Triage scenarios, local emergency contact practice and scene safety. |
| 09:20–10:20 | Infant and child basic life support | Instructor demonstration followed by rotating mannequin practice. |
| 10:20–11:05 | Choking and AED stations | Hands-on infant/child choking-response trainers and AED trainer cycles. |
| 11:05–11:20 | Break | Scheduled break; no faculty teaching. |
| 11:20–12:05 | Seizures and allergic emergencies | Role play, correct positioning and adrenaline-autoinjector trainers. |
| 12:05–12:45 | Home injury carousel | Burns, bleeding, head injury, drowning, poisoning and when to escalate. |
| 12:45–13:00 | Skills verification and family plan | Observed station checklist and home emergency action card. |

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## PARENTING DAY

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# Food, body image and eating disorders

| Time | Session | Facilitation / learner activity |
|---|---|---|
| 09:00–09:25 | The family food landscape | How appetite, development, feeding expectations and social messages interact. |
| 09:25–10:10 | Selective eating and mealtime battles | Pressure, autonomy, repeated exposures and realistic family routines. |
| 10:10–10:55 | Body-image conversation clinic | Reframe body talk, parental modelling and weight-related language. |
| 10:55–11:10 | Break | Scheduled break; no faculty teaching. |
| 11:10–12:00 | Recognise the red flags | Restrictive patterns, binge/purge concerns, ARFID, medical instability and pathways to assessment. |
| 12:00–12:40 | Social media and family scenarios | Analyse fictional messages, role-play non-judgemental support. |
| 12:40–13:00 | Family commitments and check-out | Write a practical four-week mealtime/body-image action plan. |

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## PARENTING DAY

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## Raising children in digital world

| Time | Session | Facilitation / learner activity |
|---|---|---|
| 09:00–09:25 | Today's digital childhood | Map family platforms, habits, online benefits and predictable friction points. |
| 09:25–10:15 | Algorithms and attention | How recommendation systems work; recognise persuasive design without alarmism. |
| 10:15–11:00 | Safety and AI literacy | Privacy, scams, bullying, misinformation, deepfakes and AI companions. |
| 11:00–11:15 | Break | Scheduled break; no faculty teaching. |
| 11:15–11:55 | Difficult conversations role play | Practice discussing a secret account, harmful messages and conflict about device use. |
| 11:55–12:40 | Build the family agreement | Create age-tailored rules and safety procedures with the child's participation. |
| 12:40–13:00 | Review and next actions | Peer-test plans for feasibility, inclusion and consistency. |

For more information, please contact: Prathiga Subramanian - Event Coordinator | +971 58 588 3523 | p.subramanian@pems.me | www.pems.me

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