



The Experience of Teaching Cupping Therapy in a Medical Curriculum within UK Universities

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The 4th International Conference on Quality and Evidence Based in Prophetic Medicine & Sheikh Zayed International Awards for TCAM 2020

I would like to express my appreciation and gratitude to the conference organisers for inviting me and for the great effort to organise such an important event to support health professionals and patients. I also would like to extend my thanks and gratitude to Lotus Holistic Institute for introducing me to the local Health Community



بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

(9) Is one who is devoutly obedient during periods of the night, prostrating and standing [in prayer], fearing the Hereafter and hoping for the mercy of his Lord, [like one who does not]? Say, "Are those who know equal to those who do not know?" Only they will remember [who are] people of understanding.

أَمَّنْ هُوَ قَانِتٌ آنَاءَ اللَّيْلِ
سَاجِدًا وَقَائِمًا يَحْذَرُ الْآخِرَةَ
وَيَرْجُو رَحْمَةَ رَبِّهِ قُلْ هَلْ
يَسْتَوِي الَّذِينَ يَعْلَمُونَ
وَالَّذِينَ لَا يَعْلَمُونَ قُلْ إِنَّمَا
يَتَذَكَّرُ أُولُو الْأَلْبَابِ



Martin Luther King (1947)

- It seems to me that education has a two-fold function to perform in the life of man and society: the one is **utility** and the other is **culture**.
- Education must enable a man to become more **efficient**, to achieve with increasing facility the **legitimate goals** of his life
- Education must also train one for **quick, resolute** and **effective thinking**.
- Education must enable one to **sift and weigh evidence**, to **discern** the **true from the false**, the **real from unreal**, and the **facts from the fiction**

Activity 1 Education in UAE: Critical Thinking

What is the purpose of Education in UAE?

What is the Country Strategy in the field of Education?

Can you start to think of a strategy for your University in line with the country strategy?



QUALITY ASSURANCE AGENCY (QAA)

(AAQ)



Descriptor for a higher education qualification at level 4: Certificate of Higher Education

The descriptor provided for this level of the FHEQ is for any Certificate of Higher Education which should meet the descriptor in full. This qualification descriptor can also be used as a reference point for other level 4 qualifications.

Certificates of Higher Education are awarded to students who have demonstrated:

- knowledge of the underlying concepts and principles associated with their area(s) of study, and an ability to evaluate and interpret these within the context of that area of study
- an ability to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study.



Level 5: Foundation Degrees are awarded to students who have demonstrated:

- **knowledge and critical understanding** of the well-established principles of their area(s) of study, and of the way in which those principles have developed
- **ability to apply underlying concepts and principles** outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context
- **knowledge of the main methods of enquiry in the subject(s)** relevant to the named award, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study
- **an understanding of the limits of their knowledge**, and how this influences analyses and interpretations based on that knowledge.



Bachelor's degrees with honours are awarded to students who have demonstrated:

- **a systematic understanding of key aspects of their field of study, including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of a discipline**
- **an ability to deploy accurately established techniques of analysis and enquiry within a discipline**
- **conceptual understanding that enables the student:**
 - **to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline**
 - **to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline**
- **an appreciation of the uncertainty, ambiguity and limits of knowledge**
- **the ability to manage their own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline).**



Kingston
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LEARNING THEORIES

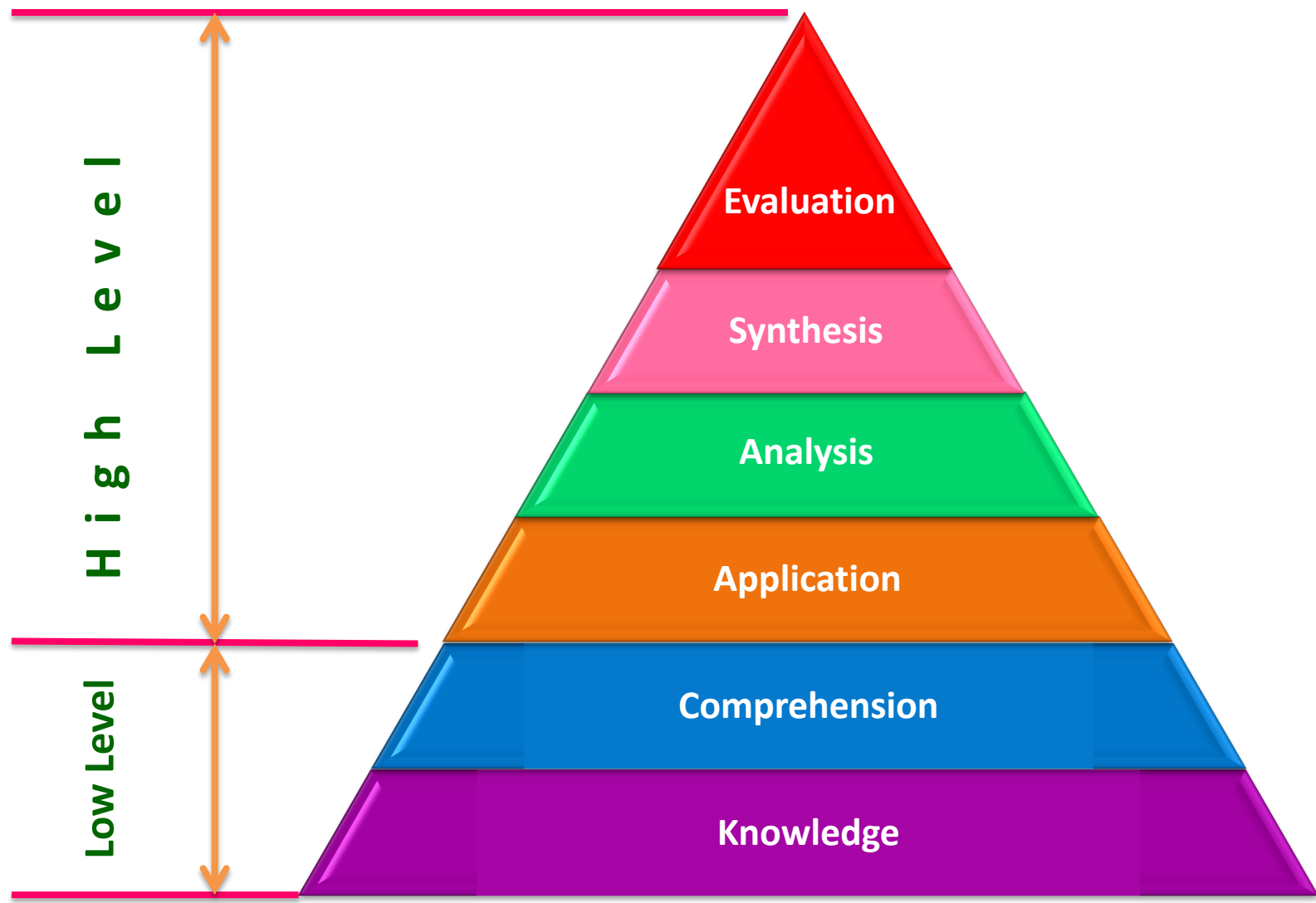
LEARNING THEORIES



Bloom's Hierarchical Classification of The Cognitive Domain

- Level 6: **Evaluation** – making judgements/critical comparisons on the basis of agreed criteria.
- Level 5: **Synthesis** – bringing elements together to form a new, coherent whole.
- Level 4: **Analysis** – breaking a system down into its constituent elements.
- Level 3: **Application** – applying procedures/system/rules in specific situations.
- Level 2: **Comprehension** – understanding and interpreting information.
- Level 1: **Knowledge** – recalling information.

Bloom's Hierarchical Classification of The Cognitive Domain





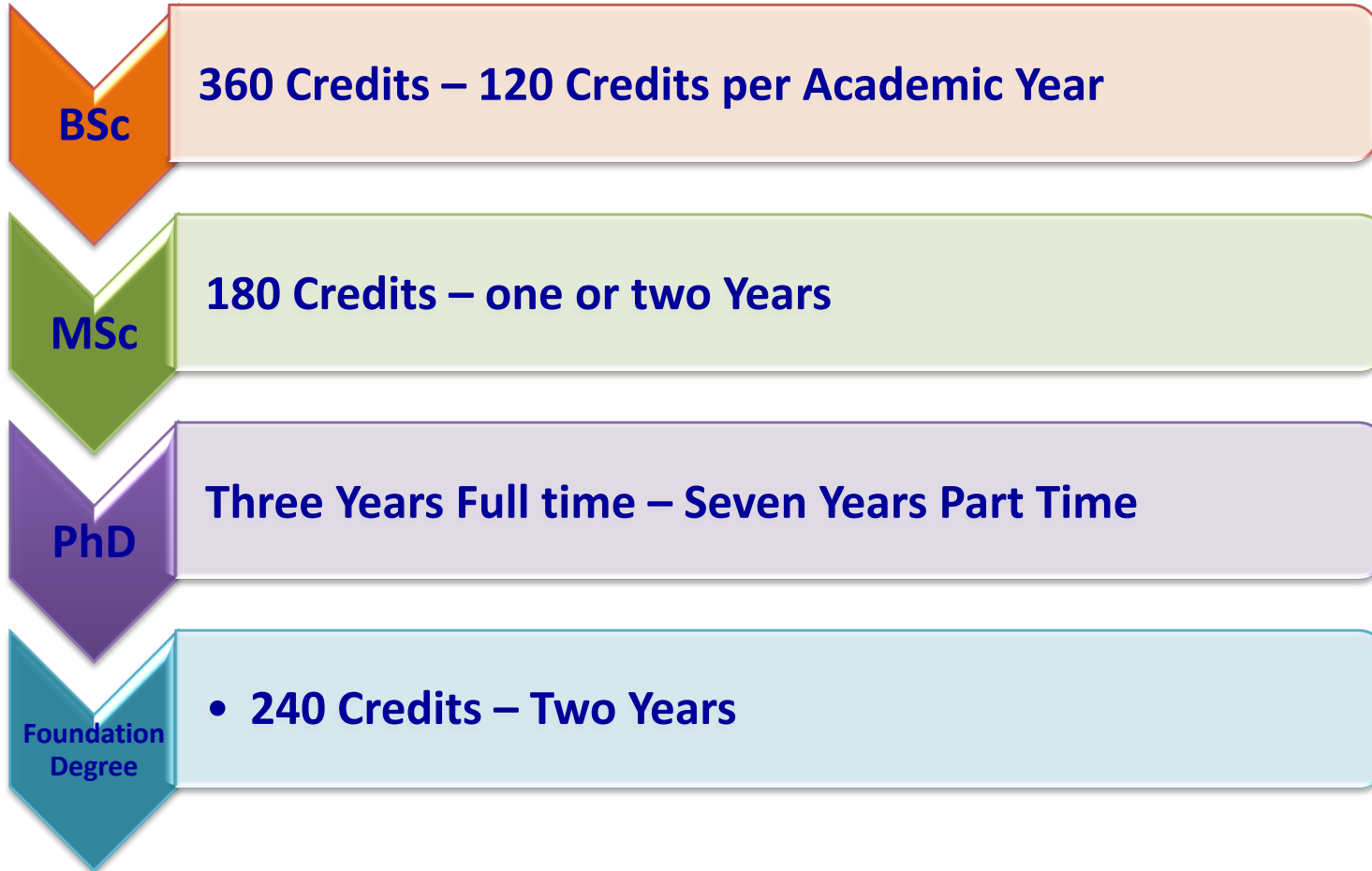
Curriculum Development

- I regard Curriculum Development as both an **art** and a **science**. In order to be able to devise a meaningful curriculum, one has to consider not only the knowledge requirement but also the skills and emotional intelligence which will be needed by the successful graduate.
- The **art** is the way we manipulate the existing facilities and resources to deliver high quality core knowledge, skills and activities, and professional values which fulfil the needs of the immediate community and the wider society.
- The **science** is the good knowledge of the educational system, theories, and other tools which we use to impart the knowledge.
- Curriculum design should, therefore, involve the **individual students**, the **teaching team** and the **wider environment**.



Credits System

1 credit = 10 hours students endeavour





Health Care Curriculum

Should include 3 main domains:

➤ **Knowledge**

➤ **Skills**

➤ **Attitude and Professional behaviour**



St. George's Experience in Cupping Education

- **Special Study Module (SSM)**
- **Workshops to health professional students**
- **Post graduate students MSc and PhD**



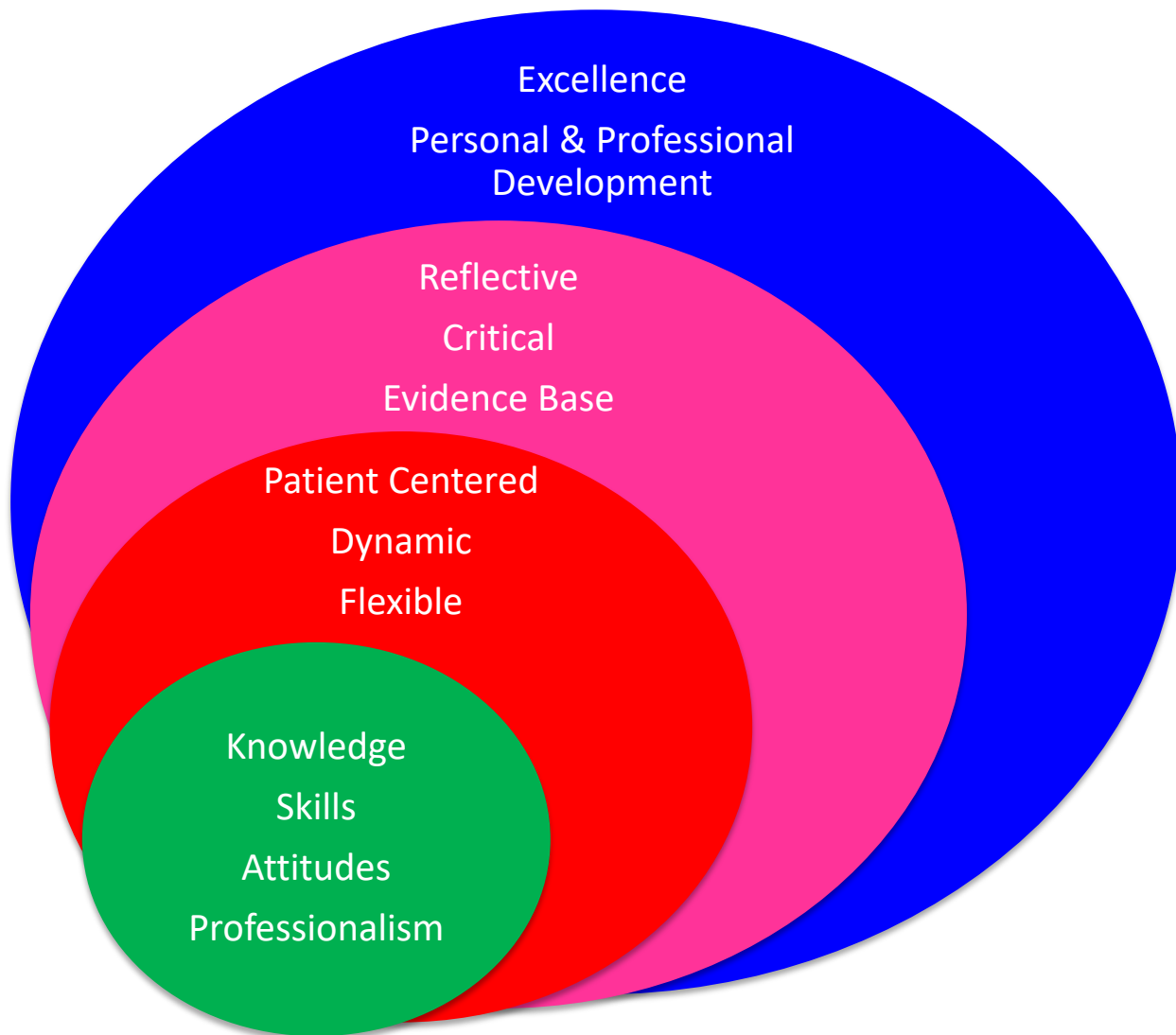
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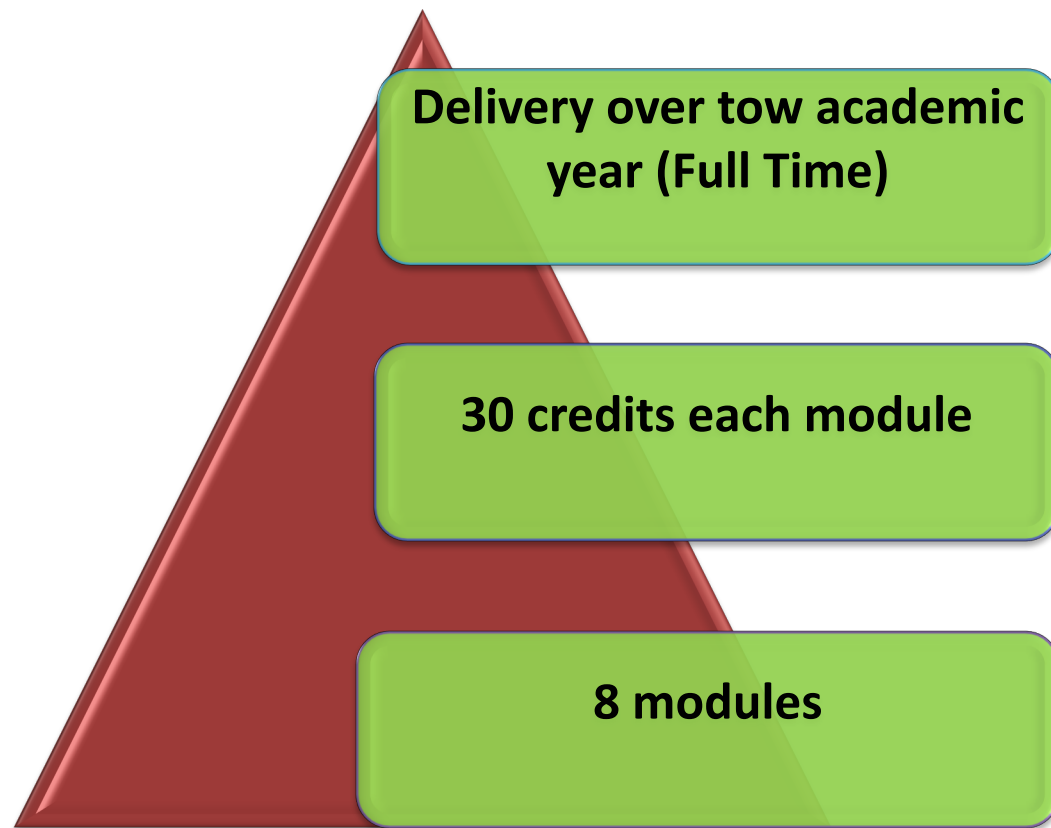
Diploma in Medical Cupping



Educate - Diploma Aims & Objectives



Diploma Structure

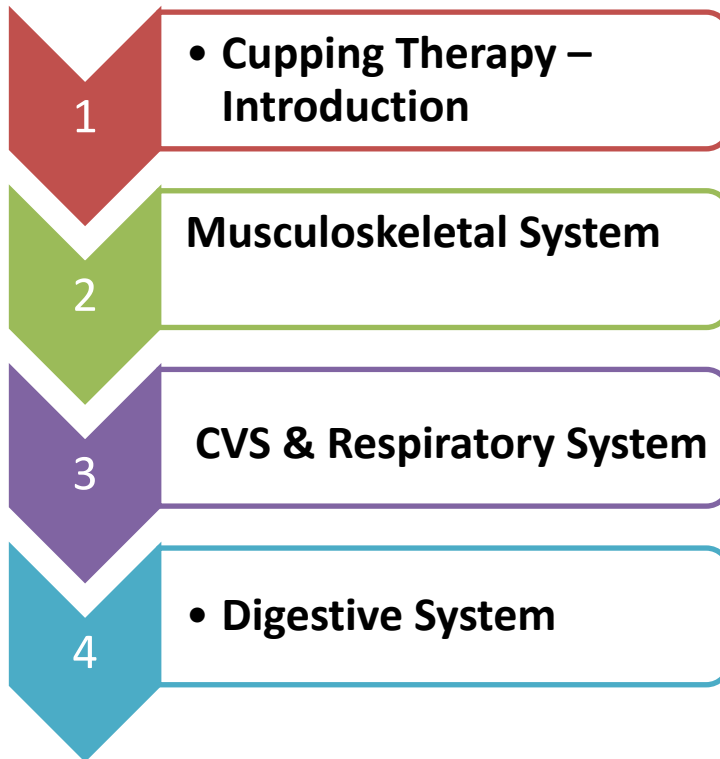


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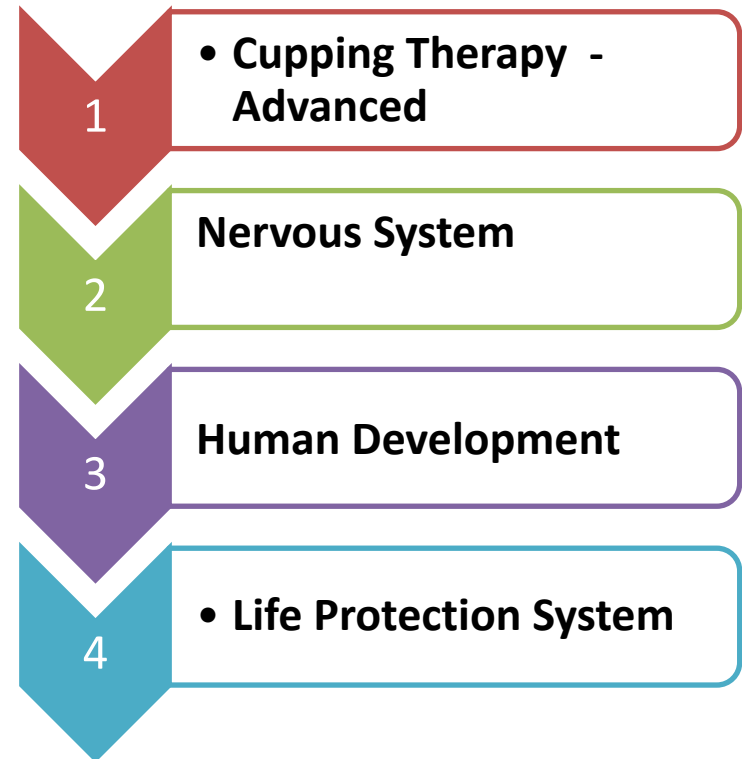


Content

Year One

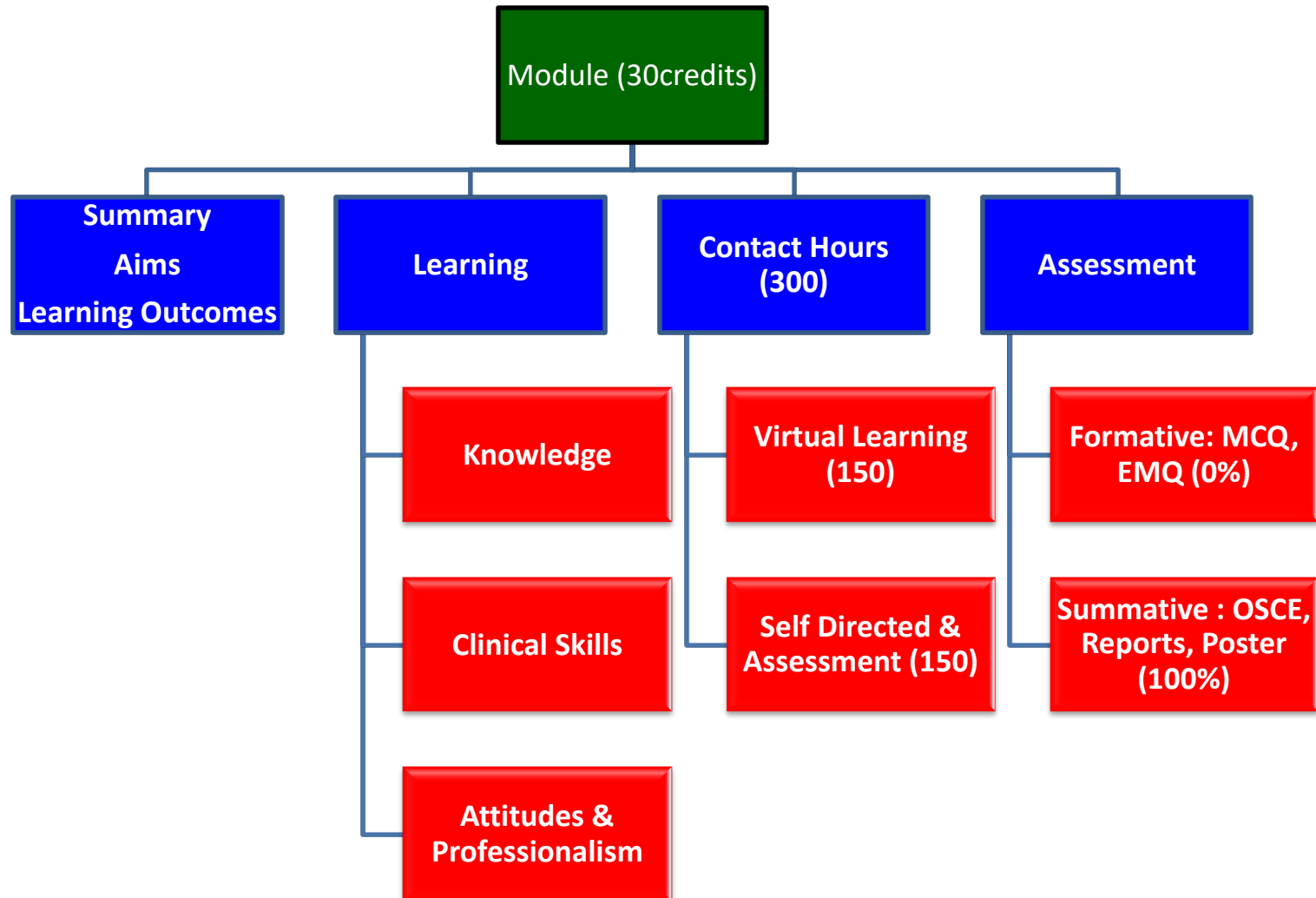


Year Two





Module Structure



All modules must be passed



Course Aim

The aim of the course is to enable participants to apply cupping therapy safely and effectively in their patient management procedures in their daily practice as clinicians.



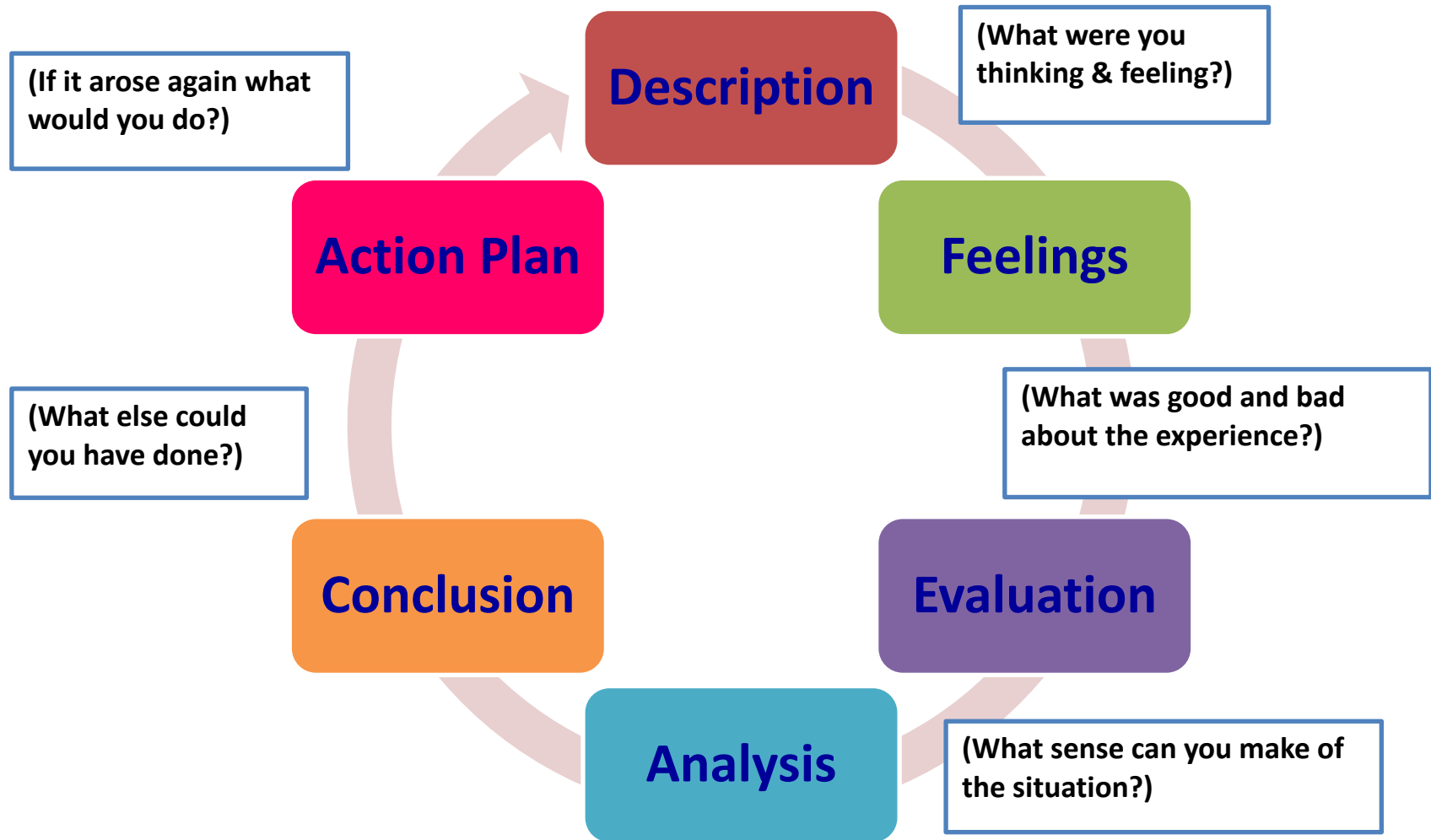
Learning Outcomes

On successful completion of the course, participants will be able to:

- 1. Explore the Islamic approach to health, healing and cupping recommendation.**
- 2. Explain the history of cupping.**
- 3. Discuss indications and contraindications of cupping**
- 4. Examine the common theories and mechanisms of action of cupping therapy**
- 5. Apply dry and wet cupping for their patients with different medical conditions- as well as healthy individuals.**
- 6. Evaluate and improve their cupping practice.**



Reflection





Summary

Promoting Medical
Education &
Cupping

Structured
Education &
Professionalisation

Diploma in
Medical Cupping

& onwards



Thank you

Questions?

