

Kingdom of Saudi Arabia
Ministry of Higher Education
Majmaah University
College of Medicine



المملكة العربية السعودية
وزارة التعليم العالي
جامعة المجمعة
كلية الطب



Complementary and Alternative Medicine

Module code- MEDU 230



General Information :

Module Title : complementary and alternative medicine

Module Code & Number : MEDU 230

Credit Hour : 2 (1+0+1)

Module Duration : Longitudinal teaching

Module commencement : 6th semester

Module Coordinator Dr.Mohammed Almansour

Associate Coordinator Dr.Khaild Eltuhamy Madeni

Module members

Prof. Mazen Al –Qato

Prof .Wahengbam PS Al-Waheed

Dr.Khaild Eltuhamy Madeni

Dr.Ayman Elshiekh

Module Teachers

All faculty teachers and NCCAM staffs



Sr.No	Contents	Page
1	Message from the Dean.	3
2	A few words from module coordinator	4
3	Acknowledgement	5
4	Module Description	6-7
5	Learning outcomes	8
6	Content Outline of CAM	9
7	Interactive lectures (details of content objectives of CAM)	10-12
8	Seminars (details of content objectives)	13-16
9	Methods of teaching and learning	17-19
10	Teaching details in CAM	20
11	Assessment	21-22
12	Quality assurance and evaluation process	23
13	Resource materials	24
14	Time table	25-27
15	Tutors contacts	28-29



Message from the Dean

It is my pleasure to welcome you to the Majmaah University College of medicine. It is a great time to be considering the medical profession and Majmaah is a great place to pursue the study of medicine. Our students are different and unique, but all share a common bond of intellectual excellence, motivation to a career in health care, high moral and ethical standards.

Our college of medicine is positioned to make a positive difference in the health care of Majmaah and the country by providing the educational resources and environment for each student to grow academically, professionally and personally. As a relatively new college, our students will be involved in the change and growth of our program and their excellence. New graduates would reflect on our processes and successes in medical education, and will help us in our continuing effort for improving the system.

Majmaah University College of Medicine has cultivated an open door and friendly environment to support the educational growth of our students. Our faculty continually strives to update and improve our curriculum and teaching methodologies, along with assessment tools. Our curriculum involves classroom didactics; problem based small group learning sessions, interactive classroom technology, small group tutorials, and structured self-study modules. Our purpose is to make learning not only timely, effective and efficient, but also enjoyable.

I again welcome you to the College of Medicine and hope you will find here programme's that meet your interests and future goals in medicine.

Dr. Mohammed O. Al Rukban

Dean,

Faculty of Medicine,

College of medicine,

Al-Majmaah University, Majmaah, KSA.



*A few words from module coordinator
on behalf of all module members*

Dear students

It is my pleasure to welcome you in this unique module which will be your first window to the new spectrum of medical practice, complementary and alternative medicine(CAM).

This module will give you an introduction and overview about the main concepts ,types and practices of complementary and alternative medicine(CAM). This will be the foundation module provide you the basic knowledge and skills needed to approach CAM practice. I hope you will enjoy this module and get the maximum benefit of its contents.

One of the unique advantages of this module is the cooperation between the Faculty of Medicine in Majmaah University and National Center of complementary and alternative medicine(NCCAM) to build and provide this module for you, which is great opportunity you have to use it well to get the maximum learning outcomes from the experts in this field. Your active participation ,realistic evaluation and contribution in improvement of this module is highly recommended .

Best Wishes

Module Coordinator,
on behalf of all Module members



Acknowledgement

The building up of module handling this new branch of medical practice which has a lot of debate and controversy in medical literature was extremely hard if we don't have the great participation of National Center of Complementary AND Alternative Medicine(NCCAM) Ministry of Health, Riyadh, Saudi Arabia.

We are grateful to Dr. Abdullah Mohammed AlBedah, Executive Director, National Center for Complementary and Alternative Medicine (NCCAM) and his colleagues in the center for their great participation in preparing and teaching this module which makes it unique and rich.



Module Description:

Throughout the world, Complementary and alternative Medicine (CAM) is used as either the prevalent form of healthcare delivery, or complementary to it. Many countries have an indigenous form of health and healing firmly established within their culture and history. These traditional approaches typically comprise a wide range of practitioners, therapies and products that are organized, taught and delivered as a system of healthcare or medicine. Traditional Chinese Medicine, Ayurvedic Medicine, Unani Medicine , African Traditional Medicine, and Osteopathy are examples¹.

CAM is gaining popularity and acceptance as a component of holistic approach to health care, in America for example, more than 40% of US population uses some form of CAM even when they are under care of mainstream medicine ², and about 64% of American medical schools offer a curriculum in CAM.³ In Saudi Arabia, CAM therapies are attracting attention of all, the public, media, medical community and governmental agencies. A 2008 household survey on prevalence and patterns of use of alternative and complementary medicine in Riyadh region clearly demonstrated the extensive use of traditional Arabic and Islamic healing practices. Qur'anic healing, honey use and black seeds were the most frequent practices.⁴ People all over the world are now using CAM in addition to conventional care⁵ and sometimes do not share this information with their doctors, and surveys indicate that doctors and medical students are increasingly interested in complementary and alternative therapy,^{6,7} yet lack of knowledge is one of the greatest barriers to its appropriate use.

¹ World Health Organization, WHO tradition Medicine Strategy 2002-2005. 2002

² Eisenberg DM, Davis R, Ettner S, et al. Trends in alternative medicine use in the United States, 1990-1997. *JAMA* 1998; 280:1569-1575.

³ Wetzel MS, Eisenberg DM, Kaptchuk TJ. Modules involving complementary and alternative medicine at US medical schools. *JAMA*. 1998 Sep 2;280(9):784-7.

⁴ Al-Faris EA, Al-Rowais NA, Ashry GM, Al-Rukban MO, AlKurdi A, Al-Noor MA, Al-Harby S, and Sheikh A. Prevalence and pattern of alternative medicine use: the results of a household survey. *Ann Saudi Med*. 2008; 28,1(1): 4-10.

⁵ Fisher P, Ward A. Complementary medicine in Europe. *BMJ*. 1994;309:107-111.

⁶ Reilly DT. Young doctors' views on alternative medicine. *BMJ*. 1983;287:337-339.

⁷ Berman BM, Singh BK, Lao L, Singh BB, Ferentz KS, Hartnoll SM. Physicians' attitudes toward complementary or alternative medicine: a regional survey. *J Am Board Fam Pract*. 1995;8:361-366.

It is therefore, high time to include CAM in health and medical education. Proposed CAM teaching may include elective modules, core curriculum lectures, inclusion in problem based learning at undergraduate and residency level, and offering continuing postgraduate education modules as well as research and clinical fellowships.

In this introductory module, the intension is to provide a broad profile understanding to the field of CAM; typically the introductory module will be aiming at giving an overview of the main complementary and alternative therapies, their main categories with special reference to Saudi Arabia situation and their uses and possible effects. Guidance can be obtained and provided through cooperation with national sources such as the National Center for Complementary and Alternative Medicine in the Kingdom, nominated officially as a national reference to anything concerned with CAM.

This module aims to improve future doctors' knowledge in CAM practices and their place in patient care; their ability to communicate advice and guide patients about these therapies and their knowledge of the practicalities, such as credentials, legal and regularity issues. Development of basic skills to critically appraise the literature of CAM treatments, to evaluate evidence for the safety and efficacy of complementary and alternative therapies, to support or refuse them, and to develop a deeper understanding on how CAM can be incorporated into mainstream health care services, are all important educational prerequisites to be overviewed during this module.



Learning Outcomes:

By the end of the module students should be able to:

1. Define what is CAM, other names and related terminologies, and how do they differ from each other.(A)
2. Classify the different CAM's modalities and types. (A)
3. Identify the common CAM practices in the Kingdom of Saudi Arabia with emphasis on Arabic and Islamic traditional healing practices and what patients are using most.(A,B,D)
4. Search the literature and critically evaluate evidence, what works and what doesn't work, what is safe and what is harmful.(E)
5. Identify which medical conditions are most appropriate for CAM therapies.(B,C)
6. Communicate effectively with patients about their CAM practices. (B,D)
7. Identify the role of the National Center for Complementary and Alternative Medicine (NCCAM) in KSA as a national reference for all CAM concerns including practice, regulations and accreditation. (A,B,E)

Majmaah Curriculum Outcomes, represented in module objectives:

- A- Scientific in their approach to practice***
- B- Proficient in clinical care***
- C- Professional***
- D- Community conscious***
- E- Scholar***



Content Outline of CAM module:

1. Overview of CAM
2. Mind-body medicine
3. biological based medicine
4. Manipulative and body based medicine
5. Energy medicine
6. Whole medical systems:
7. Local traditional practices in KSA
8. Regulatory and ethical framework governing CAM
9. Models of integration of CAM
10. Research methods in CAM.
11. Seminars
12. Field visits



DETAILS OF CONTENT OBJECTIVES:

1: Overview of CAM

At the end of the session, student should be able to:

- a. Define CAM and related terms
- b. Describe different classifications of CAM modalities.
- c. Demonstrate the common CAM practices in K.S.A. and worldwide.
- d. Discuss Epidemiological trends of CAM
- e. Describe the concept of evidence based medicine(EBM) of CAM
- f. Differentiate between research methods in CAM and conventional medicine.
- g. Know why and when CAM used.

2: Mind-body medicine

At the end of the session, student should be able to:

- a. Explain an overview of mind-body medicine
- b. Illustrate how the mind-body medicine works in health and disease
- c. Demonstrate the fundamentals and principles of mind-body medicine
- d. Demonstrate application of various mind-body therapies
- e. Demonstrate evidence base regarding safety and efficacy of mind-body medicine.

3: Biological based practices

At the end of the session, student should be able to:

- a. Define and enumerate types of Biological based practices
- b. Explain the philosophy and principles of Biological based practices
- c. Illustrate mechanism, effects and interaction of different Biological based practices
- d. Describe the evidence base regarding safety and efficacy of Biological based practices
- e. Discuss the rationale use of Biological based practices.

4: Manipulative based Medicine

At the end of the session, student should be able to:

- a. Define Manipulative based Medicine
- b. Explain the philosophy and concepts of Manipulative based Medicine
- c. Give examples of Manipulative based Medicine.
- d. Demonstrate the Safety and efficacy of Manipulative based Medicine.

5: Energy Medicine

At the end of the session, student should be able to:

- a. Define different Energy medicine modalities
- b. Explain principals and its mechanism of action
- c. Discuss the safety and effectiveness of energy medicine
- d. Demonstrate various applications of the energy medicine in treatment

6: Whole medical systems:

At the end of the session the student should be able to:

- a. Describe the common types of Whole medical systems.
- b. Explain the philosophical basis of different Whole medical systems.
- c. Demonstrate the prevalence of use of different Whole medical systems.
- d. Discuss the evidence based safety and efficacy of different Whole medical systems.
- e. Describe the scope of different Whole medical systems

7: Local traditional practices in KSA:.

At the end of the session the student should be able to:

- a. Define different local traditional practices in KSA.
- b. Describe the philosophical basis and principals of these practices
- c. Discuss the difference between current trend of modern medicine and those practices.



- d. Discuss evidence of safety and efficacy of those practices.
- e. Respect patient choices.

8: Regulatory and ethical framework governing CAM:

At the end of the session the student should be able to:

- a. Describe the regulations of CAM in the Saudi Arabia
- b. Describe the regulations of CAM in other countries
- c. Discuss major problems associated with CAM regulations
- d. Discuss the ethical issues of CAM.

9: Models of integration of CAM

At the end of the session the student should be able to:

- a. Define integrative medicine.
- b. Learn about principles and models of integration .
- c. Describe different models of integration .
- d. Discuss the benefits and advantages of integration .

10: Research methods in CAM

At the end of the session the student should be able to:

- a. Describe different research methodology.
- b. Describe research methods as applied to CAM.
- c. Describe advantages and disadvantages of different CAM models .
- d. Compare the efficacy versus effectiveness.
- e. Design pragmatic clinical trials.



SEMINARS

SEMINAR 1:

Evidence based CAM (EBM):

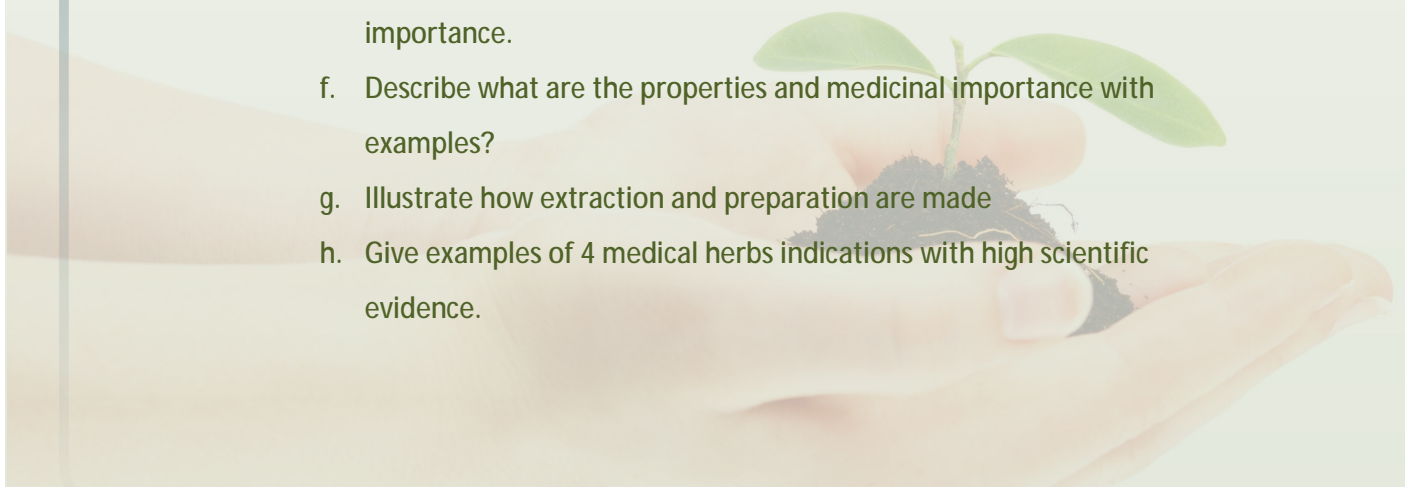
At the end of the seminar the student should be able to:

- a. Define and explore EBM.
- b. Explore EBM pyramid.
- c. Differentiate between evidence based CAM and conventional medicine.
- d. Demonstrate secondary and primary sources of evidence.
- e. Formulate PICO question about CAM practice
- f. Search for evidence of safety and efficacy.
- g. Evaluate systematic reviews and clinical trials related to CAM.
- h. Discuss the results of search
- i. Discuss application of results
- j. Classify CAM practices according to evidence.

SEMINAR-2:

Biological based practices (dietary supplements, Herbal therapy, Hydrotherapy, Alternative diet program):

At the end of the session students should be able to:

- a. Where he can find dietary supplements and herbal products.
 - b. Most common consumers of biologically based practices.
 - c. Most common uses of biologically based therapies.
 - d. Main treatments using biologically based practices.
 - e. Explain some important herbs available in various geographical areas, scientific names and its botanical features related to the medicinal importance.
 - f. Describe what are the properties and medicinal importance with examples?
 - g. Illustrate how extraction and preparation are made
 - h. Give examples of 4 medical herbs indications with high scientific evidence.
- 

SEMINAR 3:

Mind-body medicine (Aromatherapy, Hypnotherapy, Meditation, visualization, Prayer, Yoga):

At the end of the session students should be able to understand the following points regarding Mind-body medicine

- a. List mind-body medicine practices.
- b. Use of different mind-body medicine practices in prevention and treatment of different diseases.
- c. Use of different mind-body medicine practices in pregnancy and lactation.
- d. Research regarding safety and efficacy of different mind-body medicine practices.
- e. Techniques of mind-body medicine practices
- f. Integration of different mind-body medicine practices.
- g. Legislation and regulation of different mind-body medicine practices.

SEMINAR 4:

Traditional Chinese Medicine(TCM): (Acupuncture, herbal therapy, cupping, massage, and exercise).

At the end of the seminar the student should be able to:

- a. Define different components of TCM.
- b. Understand philosophical background.
- c. Demonstrate models of the body and concept of disease.
- d. Discuss the conditions that TCM may be useful
- e. Give a brief description of acupuncture and moxibustion, Chinese herbal medicine, tui na, Qigong, and other therapy e.g. cupping and Chinese diet.
- f. Illustrate education, licensing and regulation of TCM.



SEMINAR 5:

Naturopathy:

At the end of the seminar the student should be able to:

- a. Describe the history and ideology of Naturopathy.
- b. Describe the practice and practitioners of Naturopathy.
- c. Discuss regulations in different areas of the world.
- d. Illustrate evidence based safety and efficacy.

SEMINAR 6:

Prophetic medicine

At the end of the seminar the student should be able to:

- a. Explain various aspects and types of prophetic medicine.
- b. Learn about principles and practical methods of prophetic medicine
- c. Discuss prevalence of prophetic medicine in the area.
- d. Discuss examples of research studies done in prophetic medicine regarding safety and efficacy.
- e. Describe the methods of elite medical field about prophetic medicine.
- f. Discuss the use of prophetic medicine in promotion, prevention and treatment of diseases.

SEMINAR7:

Homeopathic Medicine:

At the end of the seminar the student should be able to:

- a. Discuss the history and definition of Homeopathic Medicine.
- b. Describe mechanism of action and "the law of similar".
- c. Identify evidence based safety and efficacy of Homeopathic medicine.
- d. Demonstrate various applications of the Homeopathic medicine in treatment.
- e. Illustrate education, licensing and regulation of homeopathy



SEMINAR 8:

Common Traditional Practices of CAM in KSA (Hijama, Cauterization, herbal medicine, bone setting)

At the end of the session the student should be able to:

- a. List common traditional practices of CAM in KSA.
- b. Describe each practice of CAM in KSA and compare it with EB practice of CAM.
- c. Discuss advantages and disadvantages of Traditional CAM practices in KSA.
- d. Identify the prevalence of traditional CAM practices in KSA.
- e. Evaluate Traditional CAM practices safety and efficacy.
- f. Demonstrate the cupping instruments, procedures, aseptic technique and waste disposal management.

SEMINAR-9

Manipulative therapies: (Chiropractic, Osteopathy, Massage therapy, Shiatsu)

At the end of the seminar students should be able to

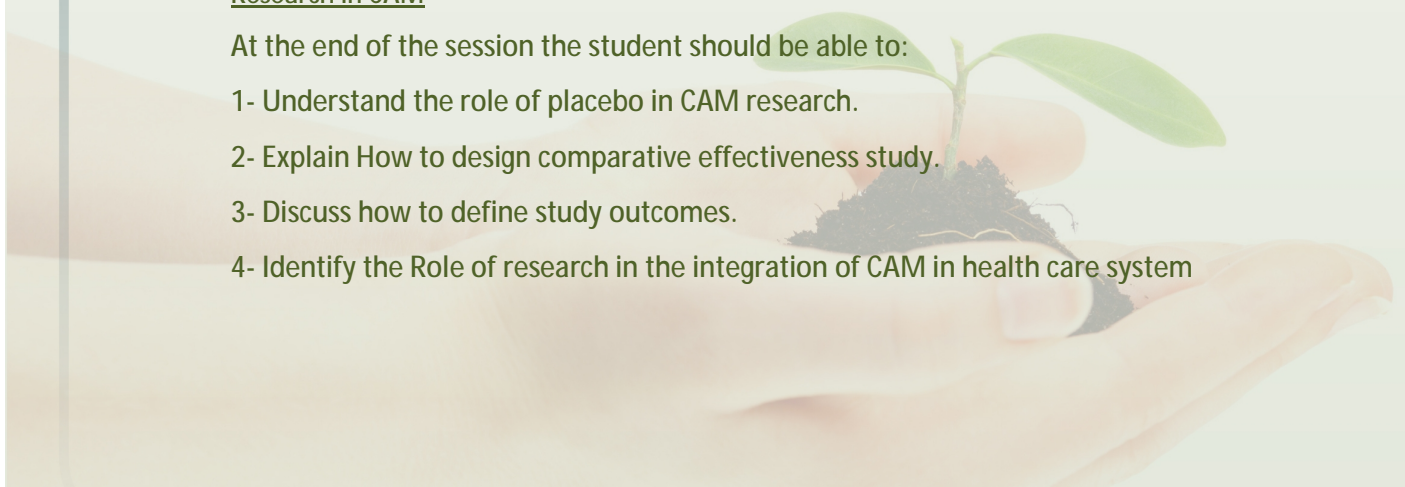
- a. List main types of manipulative therapy.
- b. Explain use of different manipulative therapies worldwide.
- c. Describe what are the techniques and medical importance?
- d. Illustrate different styles of manual therapy
- e. Illustrate education, licensing and regulation.
- f. Describe different models of Integration of manipulative therapies.

SEMINAR 10:

Research in CAM

At the end of the session the student should be able to:

- 1- Understand the role of placebo in CAM research.
- 2- Explain How to design comparative effectiveness study.
- 3- Discuss how to define study outcomes.
- 4- Identify the Role of research in the integration of CAM in health care system



METHODS OF TEACHING AND LEARNING IN DETAILS:

The following are the detailed description of the main teaching and learning methods adopted by this module.

A. Interactive lectures

Interactive lectures are similar to the lectures used in all other modules of this curriculum. This will involve the students in active discussion, and may provide brief learning activities during the lecture to achieve the learning objectives stated under each topic. There may be more than one interactive lecture to achieve all the learning objective.

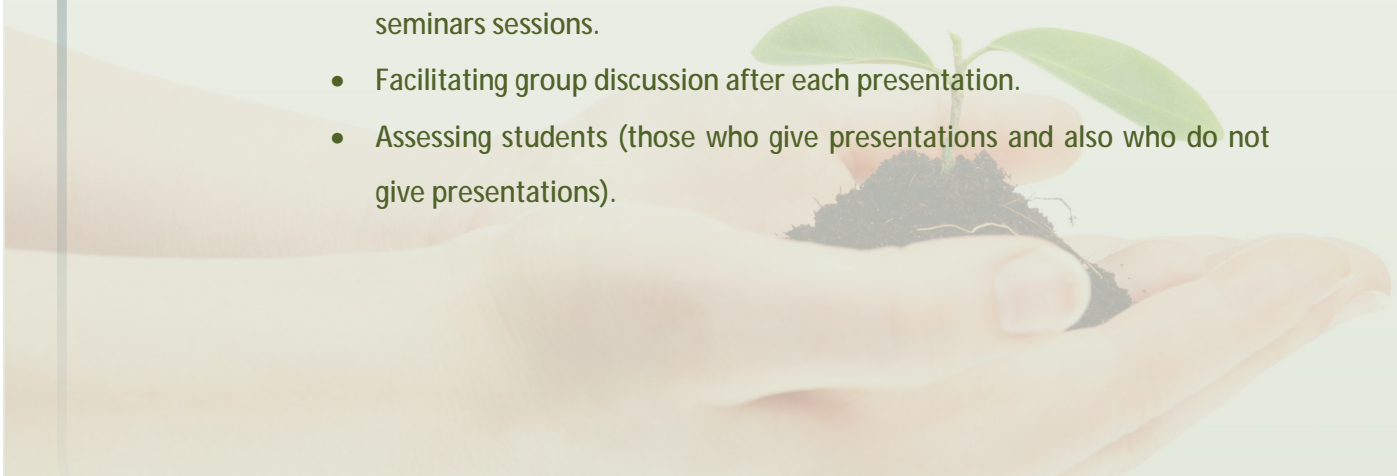
B. Seminars

I. Guidelines for Seminar Sessions:

- 1- 10 seminars are scheduled during the module. Duration of each seminar is 2 hours.
- 2- A staff member will be assigned as a Seminar Supervisor

The Seminar Supervisor will take care of the group regarding:

- Assigning students for giving presentations in coordination with the group leader.
- Assigning of topics of seminars in coordination with group leader.
- Direct helping and advising students during preparation of presentations
- Leading and supervising of seminars regarding securing convenient venue, managing timing for each presentation and keeping order during seminars sessions.
- Facilitating group discussion after each presentation.
- Assessing students (those who give presentations and also who do not give presentations).



- 3- Three to four students are assigned for giving presentations in each seminar.
- 4- Each of the assigned students has to prepare a presentation for his assigned topic.
 - The presentation should be formatted by Microsoft office Power Point program.
 - *At least 10 slides* are required for each presentation.
 - Presentation should last for *10-15 minutes only*. *5 minutes* will be allowed for whole group discussion.
 - *5-10 minutes* are devoted for the tutor for giving feedback and comments.
- 5- Other students (not giving presentations) have to properly prepare themselves for active collaboration & discussion by reading topics related to seminars prior to attending (NOT JUST PASSIVE LISTENING).
- 6- All students should consider that they are assessed by the assigned tutor (not only presenters of the seminar)
- 7- Topics discussed during seminars included in the module written exams .

C. FIELD VISITS



FIELD VISITS

I. Guidelines for field visits:

- 1- Students should follow instructions given to them prior to the visit.
- 2- Students are encouraged to go utilizing transportation which is arranged and secured by the College Administration. Transportation will be available half an hour prior to visit.
- 3- Students are expected to behave as future doctors.
- 4- At the end of each field visit, students are required to give their feedback regarding fulfillment of the objectives of the visit and clarify any comments and suggestions they may have.
- 5- Field visit report(Written report should be submitted by each student within 1week after the field visit about the result of field visit including what objectives has been achieved)

II. Objectives of field visit to the CAM center in Hafr ElBaten Military Hospital:

- Explore one of the centers of CAM present in governmental hospital.
- Identify CAM therapies practiced within the center.
- Acquire skills related to acupuncture, cupping, massage and herbal therapy.
- Assessment of cooperation of patients and services delivered.
- Assessment of referral system.

III. Objectives of field visit to the nearby community:

- Explore local traditional CAM practices in their community.
- Know how the practitioners and practices be delivered.
- Assess quality of CAM therapies and products provided.
- Assess the skills of dealing with the patients.
- Assess the incidence of local traditional CAM practices use in their community.
- Give recommendation for regulation and observation of CAM practices

TEACHING DETAILS

Topic	Teaching and learning method	No. of hours
Overview of CAM	Interactive lecture	2
Mind-body medicine	Interactive lecture	2
Biological-based practices	Interactive lecture	2
Manipulative and body-based practices	Interactive lecture	2
Energy Medicine	Interactive lecture	2
Whole medical systems	Interactive lecture	2
Local traditional medicine therapies	Interactive lecture	2
Regulatory framework governing CAM	Interactive lecture	2
models of Integration of CAM	Interactive lecture	2
Research models in CAM	Interactive lecture	2
Seminar-1. Mind-body medicine	Student led seminar	2
Seminar-2. Biological based practices	Student led seminar	2
Seminar-3. Manipulative therapies	Student led seminar	2
Seminar 4: Homeopathic Medicine	Student led seminar	2
Seminar5:Traditional Chinese Medicine	Student led seminar	2
Seminar 6: Naturopathy	Student led seminar	2
Seminar7: Evidence based CAM	Student led seminar	2
Seminar 8: Prophetic medicine	Student led seminar	2
Seminar 9: Common Traditional Practices of CAM in KSA	Student led seminar	2
Seminar 10: research in CAM	Student led seminar	2
Field visit to CAM clinic in King Khalid Military Hospital, Hafr ElBaten	Field visit	6
Sub total	Interactive Lectures=10 x 2hours = 20 hours Seminars = 10 x 2 hours = 20 hours Field visit= 1 x 6 hours = 6 hours	46
GRAND TOTAL DURATION INCLUDING EXAMINATION	Interactive Lectures = 20 Hrs. Seminars = 18 Hrs. Field visit = 6 Hrs. Midterm examination = 2 Hrs. Final examination = 2 Hrs. TOTAL hours available = 50 Hrs.	50

ASSESSMENT

This module comprises two types of assessment.

- A. Continuous assessment – these assessments will take place throughout the course. They are mostly based on course work. A proportion of marks 50% divided as the following
- 1- Mid Term exam(M.C.Q. and S.E.Q)will carry= 30%,
 - 2- Seminar = 10%
 - 3- Assignment=10% divided to:
 - a. Field visit report =5%
 - b. Assignment on EBM OF CAM =5%
- B. Final assessment – This is the end of the course assessment, and will be held under formal examination conditions. A proportion of marks (50%) from this assessment will contribute to the final summative mark of the module assessment.

Continuous assessment

The write up will be marked by a tutor according to the following grading system.

Rating	Descriptor	Guidance notes
0	Very poor	Has not appropriately planned to apply learning to practice. No explicit links to achievement of module learning objectives.
1	Poor	Planned to apply learning to practice superficially. Little or no links to achievement of module learning objectives.
2	Fair	Planned to apply learning to practice adequately. Learning linked to achievement of module learning objectives.
3	Good	Planned to apply learning to practice with justification for improving practice. Learning explicitly linked to the achievement of more than 50% of the objectives.
4	Excellent	Planned to apply learning to practice with evidence for improving practice. Learning explicitly linked to the achievement of more than 50% of the objectives.

In total both the continuous assessments will amount to a maximum mark of 50.

Final assessment

To be eligible to sit the final assessment, a student should attend at least 75% of module teaching activities

This is based on a scenario-based structured essay question (SEQ) paper, MCQ to a total of 60 marks for the final assessment.

Overall mark for the module will be calculated out of 100 by adding continuous and final assessment marks. A candidate who scores more than 60 will be deemed to have passed this course.

Assignments:

1-Field visit report(5marks):

Written report should be submitted by each student within 1week after the field visit about the result of field visit including what objectives has been achieved.

2-Evidence Based search of CAM practice(5marks):

Each student should submit(within 1week after EBM OFCAM seminar) a report about the process and results of searching the literature for CAM practices by formulating PICO type question and search the CAM databases



Quality Assurance and Evaluation Process:

Any new course, or for that matter any old course, needs constant reviewing and monitoring to ensure that it meets the demands placed on it by the overall curriculum. This curriculum is no exception. Hence, there will be a number of evaluation strategies employed by the module. They are as follows.

1. Student feedback at the end of the module, seeking student comments on both teaching and learning, and assessment, along with the student views on the general course organization and implementation
2. Student feedback on a sample of teaching and learning activities, obtained at the end of each activity
3. Tutor feedback
4. Examiner feedback
5. Peer evaluation, where a staff member may visit a particular teaching and learning activity and provide formative feedback about its conduct
6. Analysis of the students' examination results
7. External reviews.



READING MATERIALS

Textbooks:

1. Mosby's Complementary & Alternative Medicine: A Research-Based Approach, 3rd Edition Lyn W. Freeman PhD (Author)
2. ABC of Complementary Medicine. Catherine Zollman, Andrew J. Vickers, Janet Richardson (Authors)
3. The Duke Encyclopedia of New Medicine: Conventional and Alternative Medicine for All Ages [Hardcover]. The Duke Center for Integrative Medicine (Author), Richard Liebowitz (Author), Linda Smith (Author), Tracy Gaudet (Foreword)

CAM Journals:

BMC Complementary and Alternative Medicine is the official journal of the International Society for Complementary Medicine Research (ISCMR)

1. The Journal of Alternative and Complementary Medicine: Research on Paradigm, Practice, and Policy
2. Evidence-Based Complementary and Alternative Medicine
3. Alternative Therapies in Health and Medicine
4. Focus on Alternative and Complementary therapies, FACT
5. African Journal of Complementary and Alternative Medicine



Lectures, seminars and Name of teachers with tentative date

TANTATIVE TIME TABLE OF LECTURES					
Week	Topic/ lecture	Number of Lecture	Tentative Day, date	Time	Name of teacher
1	Module introduction	1	Monday 16/3/1434 28/1/2013	9-10 am	Dr.mohammed almansour
	Overview of CAM	2		10-11 am 11-12 am	Dr.Abdullah AlBedah Dr.yousaf sayed
2	Manipulative and body based medicine	2	Monday 23/3/1434 4/2/2013	10-11 am 11-12 am	Prof. Ahmed ElOlemy Dr.Qazi
3	Mind-body medicine	2	Monday 1/4/1434 11/2/2013	9-10 am 10-11 am	Dr. Ibrahim Elsubai +Dr.khalid ibrahim
	Energy Medicine	2		11-12 am 1-2 pm	Prof.Waheed
4	biological based medicine	2	Monday 8/4/1434 18/2/2013	9-11 am	Prof. Mazen
	Whole medical systems	1		11-12 am	Dr. Asim Abdulamonim Prof.Waheed
5	Research methods in CAM.	2	Monday 15/4/1434 25/2/2013	10-11 am 11-12 am	Dr. Mohamed Khalil+Dr.k.El Tohami
	Models of integration of CAM	1		1-2 pm	Dr. Abdullah Almudaiheem Dr.Abdelateef
6	Local traditional practices in KSA	2	Monday 22/4/1434 4/3/2013	9-11 am	Dr. Abdullah AlBedah +Dr.A.ALharbi

	Regulatory and Ethical framework governing CAM	1		11-12 am	Mr. Tareq Nasser Alhozaim Prof. Mazen
--	--	---	--	----------	--

SEMINARS

Week	Topic/ Seminar	Tentative Day, date	Time	Name of teacher
7	Evidence based CAM (EBM)	Monday 30/4/1434 12/3/2013	10-11 am 11-12 am 1-2 pm	Dr. Mohamed Khalil, + Prof. Ahmed El-Olemy Dr.Mansour Alzahrani

MID TERM EXAMINATION - Saturday (4/5/1434) 16/3/2013 - 9-10 AM

8	Biological based practices Herbal therapy dietary supplements, Hydrotherapy, Alternative diet program	Monday 6/5/1434 18/3/2013	10-11 am 11-12 am	Prof. Mazen Prof. Ahmed ElOlemy, + Dr. Asim Abdulamonim
9	Mind-body medicine (Aromatherapy, Hypnotherapy, Meditation, visualization, Prayer, Yoga)	Monday 20/5/1434 1/4/2013	10-11 am 11-12 am 1-2 pm	Dr. Abdullah AlBedah +Dr. Ibrahim Elsubai+ Prof.Waheed
10	Traditional Chinese Medicine(TCM): (Acupuncture, herbal therapy, cupping, massage, and exercise).	Monday 27/5/1434 8/4/2013	10-11 am 11-12 am	Dr. Abdullah AlBedah +Dr.Asim Abdulamonim Dr.F.ALfhaid
11	Naturopathy	Monday 5/6/1434 15/4/2013	10-11 am 11-12 am	Prof. Ahmed ElOlemy+ Prof.Waheed
	Prophetic Medicine		1-2 pm	Dr.Asim Abdulamonim Dr.Mohammed Almansour
12	Homeopathic Medicine	Monday 12/6/1434 22/4/2013	10-11 am 11-12 am	Dr.Aymen Elshiekh

13	Common local Traditional Practices of CAM in KSA (Hijama, Cauterization, herbal medicine, bone setting)	Monday 19/6/1434 29/4/2013	10-11 am 11-12 am 1-2 pm	Dr. Abdullah AlBedah +Dr. Ibrahim Elsubai, Dr. Atif
14	Manipulative therapies: (Chiropractic, Osteopathy, Massage therapy, Shiatsu)	Monday 26/6/1434 6/5/2013	10-11 am 11-12 am	Prof. Ahmed ElOlemy, +Dr. Asim Abdulamonim Dr. Fahim
15	Research in CAM	Monday 3/7/1434 13/5/2013	10-11 am 11-12 am 1-2 pm	Dr. Mohamed Khalil +Dr. Mohamed Hashim+ Dr. k. El Tohami
16	Field Visit	Monday 10/7/1434 20/5/2013	FULL DAY	Dr. Mohammed Almansour
17	REVISION	Monday 17/7/1434 27/5/2013		

FINAL MODULE EXAMINATION -Saturday(22/7/1434) 1/6/2013



Tutors contacts

NCCAM lecturers:

1. **Dr. Abdullah Mohammed AlBedah**, MBBS, FFCM, Consultant Family and Community Medicine,
Executive Director, National Center for Complementary and Alternative Medicine (NCCAM),
Ministry of Health, Riyadh, Saudi Arabia.
E-mail: aabedah33@yahoo.com
2. **Dr. Mohamed Khalil**, MBBS, MD, MPH, Consultant Public Health
National Center for Complementary and Alternative Medicine (NCCAM),
Ministry of Health, Riyadh, Saudi Arabia.
E-mail: statkhl@hotmail.com
3. **Dr. Ahmed Elolemy**, MBBS, MD, Assistant Professor of Public Health
National Center for Complementary and Alternative Medicine (NCCAM),
Ministry of Health, Riyadh, Saudi Arabia.
E-mail: a_elolemy@yahoo.com
4. **Dr. Ibrahim Elsubai**, MBBS, MPH, MD, Consultant public health and Community
Medicine,
National Center for Complementary and Alternative Medicine (NCCAM),
Ministry of Health, Riyadh, Saudi Arabia.
E-mail: elsubai77@hotmail.com
5. **Dr. Asim Abdulamonim**, MBBS, MPH, FCM, Consultant public health and Community
Medicine,
National Center for Complementary and Alternative Medicine (NCCAM),
Ministry of Health, Riyadh, Saudi Arabia.
E-mail: asimsalaamo5@yahoo.com
6. **Dr. Abdullah Almudaiheem**, MBBS
National Center for Complementary and Alternative
Medicine (NCCAM), Ministry of Health, Riyadh, Saudi Arabia.
E-mail: aamudaiheem@gmail.com
7. **Dr. Gazzafi Ibrahim**, MBBS, DPH, FCM, FETP. Consultant Community Medicine
National Center for Complementary and Alternative Medicine (NCCAM), Ministry of Health,
Riyadh, Saudi Arabia.
E-mail: gim_6115@hotmail.com
8. **Dr. Mohamed Hashim**, MBBS, MSc.I.H, MSc. Specialist public health & health services
research.
National Center for Complementary and Alternative Medicine (NCCAM), Ministry of Health,
Riyadh, Saudi Arabia.
E-mail: dr.mhhashim@gmail.com
9. **Mr. Tareq Nasser Alhozaim**, LL.M, master of laws. Legal specialist
National Center for Complementary and Alternative Medicine (NCCAM), Ministry of Health,
Riyadh, Saudi Arabia.
E-mail: tareq_78@hotmail.com

Majmaah faculty members :

Prof	Mazen	Kqato	@	hotmail.com
Dr	Fahim Haider	fahimjafari	@	gmail.com
Prof	Waheed	waheedpks	@	yahoo.com
Dr	Qazi	drqaziimtiaz	@	gmail.com
Dr	Ashraf	shakardara	@	hotmail.com
Dr	Mohammed yunus	dryunus.mucom	@	gmail.com
Dr	Rehan	rehan_asad123	@	yahoo.co.in
Dr	Khawaja	khawaja.amir	@	gmail.com
Dr	Abdelmonem Hegazy	dr.abdelmonemhegazy	@	yahoo.com
Dr	Mohammed Taha	mohamed_mousa73	@	yahoo.com
Dr	Khaled Khalil	kk1313kk	@	gmail.com
Dr	Khalid Eltohami	khaledt_2000	@	yahoo.com
Dr	Atif	atifali73	@	yahoo.com
Dr	Salah	shaaa88	@	hotmail.com
Dr	Mohammad almansour	abu.amerah	@	hotmail.com
Dr	Kamran afzal	kamranafzal72	@	yahoo.com
Dr	Mansour alzhairani	mans859	@	hotmail.com
Dr	Abdul lateef	drmalateef28	@	gmail.com
Dr	Raeed alzhairani	alzra519	@	hotmail.com
Dr	Syed yousaf kazmi	kazmiyousaf	@	yahoo.com
Dr	Sajid Hussain	drsajid7860	@	hotmail.com
Dr	Ayman elsheikh	aymanahe	@	yahoo.com
Dr	Vaseem	dr.mvaseem	@	gmail.com



جامعة المجمعة
Majmaah University
كلية الطب
College of Medicine