

# World Congress on Complementary and Alternative Medicine

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## Module for undergraduate medical students, KSA: Complementary medicine and integrative health

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**Background:** Medical education has undergone major transformation along with the change in concept of health and disease.

**Objective:** Increasing awareness, improving knowledge and acquiring skills of complementary medicine and integrative health for undergraduate medical students.

**Methods:** Complementary medicine and integrative health module was introduced during the year 2016-2017, for fourth year medical students at Dar Al Uloom University, Riyadh, KSA. The Methods of teaching and learning include interactive lectures, seminars, practical sessions, assignments, field visits, simulation, learning by doing (hands on training), case studies, problem based learning and self-directed learning. Topics covered during the course include; Introduction and overview of Complementary and Alternative Medicine (CAM), Epidemiology of CAM practices, Characteristics and comparison of CAM vs. Conventional Medicine, Integrative Medicine, Research models in CAM, Evidence based CAM, Medical ethics of CAM, Frauds and misconceptions related to CAM practices and products, Health education and communication in CAM, Manipulative and body based practices, Biological-based practices, Mind-body medicine, Energy based therapies, Whole medical systems; Traditional Chinese Medicine (TCM), Unani, Arabic or Hakim Medicine, Prophetic Medicine and Local traditional CAM therapies (Hijamah as a model), Acupuncture, Herbal Medicine, Naturopathy, Nutrition and food supplements, Apitherapy and Homeopathy. Assessment of the module: The course comprises two types of assessments; continuous and final assessment. Continuous assessments take place throughout the course. They are mostly based on course work as follows; Seminar (10%), Assignments (10%), Field visit report (10%) and Mid-term exam (20%). A proportion of 50% were taken in the final assessment. A student who scored 60 or more deemed to have passed this course.

**Conclusion:** The feedback received was most supportive of the module and appreciative of the teachers, the information provided and skills gained and the way in which it was delivered.



### Biography

Ahmed Tawfik EIOLemy, Prof. of Public Health and Community Medicine, Faculty of Medicine, Tanta University, Egypt. Head of Academic Affairs and Training Unit, National Center for Complementary and Alternative Medicine, Ministry of Health, Saudi Arabia. He has built this model after 30 years of experience in teaching, research, evaluation, and administration both in Tanta University hospitals, Egypt and education institutions and eleven years of experience in Complementary and Alternative medicine in NCCAM. He is visiting professor at AIMagmaah University, King Faisal University in Dammam, Dar Al Uloom University and Al-Imam Saud University in Riyadh. He is Developing training strategy in NCCAM. Advice on all issues related to CAM training and research and to coordinate cooperation with national and international institutes and organizations. He is planner of professional development and continuous medical education of complementary and alternative medicine, MOH, Saudi Arabia.

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