**COURSE SPECIFICATIONS**

**(CS)**

**Complementary and Alternative Medicine**

**(PHG 323)**

**Course Specifications**

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| Institution: **King Saud University** | Date: **26/2/2019 (21/6/1440)**  |
| College/Department : **College of Pharmacy/ Pharmacognosy Department** |

**A. Course Identification and General Information**

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| 1. Course title and code: **Complementary and Alternative Medicine (PHG 323)** |
| 2. Credit hours: 3+ 0 |
| 3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs)**Doctor of Pharmacy (Pharm D)** |
| 4. Name of faculty member responsible for the course**Dr. Ali Alqahtani (Co-Ordinator and instructor), Dr. Mansour Al-Said (Instructor), Dr. Attalah Foud (Instructor), Dr. Areej Altaweel (Instructor), Dr. Hanan Alyousef (Instructor), Dr. Taghreed Ibrahim (Instructor), Dr. Hanan Alaati (Instructor).** |
| 5. Level/year at which this course is offered: **6th level** |
| 6. Pre-requisites for this course (if any): **PHG 220** |
| 7. Co-requisites for this course (if any): - |
| 8. Location if not on main campus: - |
| 9. Mode of Instruction (mark all that apply):**100 %** a. traditional classroom What percentage?  b. blended (traditional and online) What percentage? c. e-learning What percentage? d. correspondence What percentage? f. other What percentage?Comments: |

**B Objectives**

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| 1. What is the main purpose for this course?The course is designed to provide students with knowledge about nature of traditional medical theory, assist students to recognize the historical back ground and evolution of CAM. In addition to, provide the knowledge of CAM with emphasis on the alternative systems of medical practices and phytotherapy to identify the current impact of CAM on the well-being of individuals. The students will be able to identify different systems and practices of CAM like Traditional Chinese medicine, ayruveda, homeopathy, aromatherapy, osteopathy, acupuncture and prophet medicine. In addition to knowledge on the clinical phytotherapy, contraindications and herb-drug interactions. The students will be able to recognize the benefits, side effects and precautions of phytotherapy. Moreover, the course provides students with updated regulatory aspects of CAM therapies. |

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| 2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web based reference material, changes in content as a result of new research in the field)* Using LMS for delivery of the course and good communication with students.
* Update the content with recent research results in the field.
* Invitation of CAM practitioners to provide students with their experience.
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**C. Course Description** (Note: General description in the form used in Bulletin or handbook)

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| Course Description:This course describes traditional heritage that has been used as therapeutic treatments; then intellectually connect them with Complementary Alternative Medicine “CAM” and evidence-based studies; describing recent advances in their pharmacological actions and toxicities. Quality assurance aspects to the covered topics are explored according to the official monographs.The current regulations of different CAM therapies in the country comparable to others are also discussed in this course. The course is updated regularly. |

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| 1. Topics to be Covered  |
| List of Topics | No. ofWeeks | Contact hours |
| Historical back ground of CAM | 2/3 | 2 |
| Traditional medicine versus conventional | 2/3 | 2 |
| Current status and impact of CAM | 1/3 | 1 |
| Traditional Chinese medicine (TCM) | 1 1/3 | 4 |
| Homeopathy | 2/3 | 2 |
| Aromatherapy | 2/3 | 2 |
| Prophet Medicine | 1 | 3 |
| Acupuncture and related practices | 2/3 | 2 |
| Chiropractic and related practices | 2/3 | 2 |
| Ayurveda | 1 1/3 | 4 |
| Phytotherapy and herb-drug interactions. | 3 | 9 |
| Mind–Body InterventionsBioelectromagnetic Applications | 1/3 | 1 |
| Pharmaco-Biological Treatment | 1 | 3 |
| Miscellaneous Diagnostic & treatment Methods | 2/3 | 2 |
| Various regulatory aspects applied for herbal products | 1 | 3 |

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| 2. Course components (total contact hours and credits per semester):  |
|  | Lecture | Tutorial | Laboratory/Studio | Practical | Other: | Total |
| ContactHours | Planed | 42 | 0 | 0 | 0 | 0 | 42 |
| Actual | 42 | 0 | 0 | 0 | 0 | 42 |
| Credit | Planed | 3 | 0 | 0 | 0 | 0 | 3 |
| Actual | 3 | 0 | 0 | 0 | 0 | 3 |

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| 3. Additional private study/learning hours expected for students per week. **3** |

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| 4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy |
| **On the table below are the five NQF Learning Domains, numbered in the left column.** **First**, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)  |
| **Code****#** | **NQF Learning Domains** **And Course Learning Outcomes** | **Course Teaching****Strategies** | **Course Assessment****Methods** |
| **1.0** | **Knowledge: By the end of the course, the students should be able to** |
| 1.1 | Identify different systems of CAM | * Interactive lecture (multimedia enriched slides)
* Case study
* Brain storming ‎
* Self-directed learning
* Group discussion.
 | * Written exams (Midterm and Final Exams) ‎
* Homework assignments followed by team-based discussion
* Essay writing. ‎

Quizzes |
| 1.2 | Explain the benefits, side effects and precautions of phytotherapy. | * Interactive lecture (multimedia enriched slides)
* Case study
* Brain storming ‎
* Self-directed learning

-Group discussion. | * Written exams (Midterm and Final Exams) ‎
* Homework assignments followed by team-based discussion
* Essay writing. ‎

Quizzes |
| 1.3 | Recognize the possible herb-drug interactions. | * Interactive lecture (multimedia enriched slides)
* Case study
* Brain storming ‎
* Self-directed learning

-Group discussion. | * Written exams (Midterm and Final Exams) ‎
* Homework assignments followed by team-based discussion
* Essay writing. ‎

Quizzes |
| 1.4 | Discuss various regulatory aspects applied for herbal products. | * Interactive lecture (multimedia enriched slides)
* Case study
* Brain storming ‎
* Self-directed learning

-Group discussion. | * Written exams (Midterm and Final Exams) ‎
* Homework assignments followed by team-based discussion
* Essay writing. ‎

Quizzes |
| **2.0** | **Cognitive Skills: By the end of the course, the students should be able to** |
| 2.1 | Justify the use of different systems of holistic medicines especially those applied in the Kingdom. | Case study | Problem solving assignmentsHW |
| 2.2 | Advise the patient about the use, side effects and precautions of phytotherapy. | Case studyProblem solving Role play | Problem solving assignmentsHW |
| 2.3 | Evaluate the possible contraindication, herb-drug interactions and herbal safety. | Case studyProblem solving  | Problem solving assignmentsHW |
| **3.0** | **Interpersonal Skills & Responsibility: By the end of the course, the students should be able to** |
| 3.1 | Work effectively both individually and in teams in classroom. | Problem-based learningStudents presentation | * Individual performance within a group.
* Written presentations.

Oral presentation |
| 3.2 | Apply the Kingdom’s rules, SFDA and international regulations for safety use of CAM. | Case Study  | Problem solving assignments  |
| **4.0** | **Communication, Information Technology, Numerical: By the end of the course, the students should be able to** |
| 4.1 | Communicate effectively either verbally or in writing. | * Team project
* Group Discussion
 | Essay Oral presentation |
| 4.2 | Use information technology and different scientific sites, databases and periodicals related to CAM. | Computer based project | Report Oral presentation |
| **5.0** | **Psychomotor** |
|  | Not applicable |  |  |

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| 5. Schedule of Assessment Tasks for Students During the Semester |
|  | Assessment task (i.e., essay, test, quizzes, group project, examination, speech, oral presentation, etc.) | Week Due | Proportion of Total Assessment |
| 1 | Quizzes, HW and assignments: Team-based Quizzes. | Every 3 weeks | 20% |
| 2 | Midterm I | 6 | 20% |
| 3 | Midterm II | 12 | 20% |
| 4 | Final Exam | 16 | 40% |

**D. Student Academic Counseling and Support**

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| 1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)* Office hours (5 hours per week + appointments).
* Help session (problem solving): 1 hour per week.
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**E Learning Resources**

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| 1. List Required Textbooks* Medicine of the profit (Al-Tibb Al-Nabawi, by Ibn Al Qayyim Al-Jawziyya), Penelope Johnstone, 1998.
* Caragh Brosnan, Pia Vuolanto Jenny-Ann Brodin Danell: Complementary and Alternative Medicine, Knowledge Production and Social Transformation. 2018 Palgrave macmillan.
* Steven B Kayne and Lee R Kayne: Homeopathic Prescribing Pocket Companion. 2007 Pharmaceutical Press.
* James David Adams Jr and Eric J. Lien: Traditional Chinese Medicine Scientific Basis for Its Use. 2013 The Royal Society of Chemistry.
* *Marilyn Barrett:* The Handbook of Clinically Tested Herbal Remedies. 2004 The Haworth Press.
* Divya Vohora and S. B. Vohora: Safety Concerns for Herbal Drugs. 2016 CRC Press.
* Bashar Saad and Omar Said: GRECO-ARAB AND ISLAMIC HERBAL MEDICINE TRADITIONAL SYSTEM, ETHICS, SAFETY, EFFICACY, AND REGULATORY ISSUES. 2011 Wiley.
* C.P.Kaher: Ayurvedic Pharmacopoeial Plant Drugs, Expanded Therapeutics. 2016 CRC Press.
* Medicine of the profit (Al-Tibb Al-Nabawi, by Ibn Al Qayyim Al-Jawziyya), Penelope Johnstone, 1998.
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| 2. List Essential References Materials (Journals, Reports, etc.)* Nicola Gale and Jean McHale: Routledge handbook of complementary and alternative medicine: perspectives from social science and law. 2015 Routledge.
* Olavi Pelkonen, Pierre Duez, Pia Maarit Vuorela and Heikki Vuorela: Toxicology of Herbal Products. 2017 Springer.
* Philip Tovey, Gary Easthope and Jon Adams: The Mainstreaming of Complementary and Alternative Medicine. 2004 Routledge.
* JOHN ANDREW MORROW: Encyclopedia of Islamic Herbal Medicine. 2011 McFarland & Company, Inc.
* Giacinto Bagetta, Marco Cosentino and Tsukasa Sakurada: AROMATHERAPY: Basic Mechanisms and Evidence-Based Clinical Use. 2016 CRC Press.
* Joseph E. Pizzorno, Michael T. Murray: Textbook of natural medicine. 2013 Churchill Livingstone.
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| 3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.* Access to “Natural Medicines Comprehensive Databases”, which is available at herbal & Alternative Medicine Unit at the college.
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| 4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.- |

**F. Facilities Required**

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| Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access, etc.) |
| 1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)A classroom containing at least 75 seats A classroom containing smart board attached to internet |
| 2. Technology resources (AV, data show, Smart Board, software, etc.)Smart board and internet-linked podium |
| 3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list) CAM related databases |

**G Course Evaluation and Improvement Processes**

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| 1. Strategies for Obtaining Student Feedback on Effectiveness of TeachingCourse evaluation survey by students.Faculty – students general gathering |
| 2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department* Peer consultation on teaching.
* Departmental council discussions of the course report.
* Discussions with the group of faculty teaching in all sections.
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| 3. Processes for Improvement of Teaching* Conducting workshops and meeting presented by experts on the teaching methodologies.
* Periodical departmental revisions on its methods of teaching.
* Monitoring of teaching activities by senior faculty members.
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| 4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)* Providing samples of all kind of assessment in the departmental course portfolio of the course.
* Assigning group of faculty members teaching the same course to grade same questions for various students.
* Faculty from other institutions are invited to review the accuracy of the grading policy.
* Conducting standard exams such as the American Society of Pharmacognosy exams or others.
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| 5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.* The course material and learning outcome are periodically reviewed and the changes to be taken are in the departmental and higher councils.
* The chairman of the department and faculty members take the responsibility.
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Name of Course Instructor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date Specification Completed: \_\_\_\_\_\_\_\_\_\_\_\_

Program Coordinator: Dr. Mansour Almetwazi

Signature:  Date Received: March 15, 2019