

Introducing Cupping Therapy into the UK Medical Curriculum

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Abstract

The purpose of this article is to review the appetite for learning cupping therapy, and to discuss some of the barriers of introducing Cupping therapy to medical students. Moreover, we present a summary of cupping knowledge amongst medical students and discuss the teaching methods employed to facilitate learning. We also review our assessment methods, and the outcome from these. We also discuss the feedback from students, and report in the way it had made the learning experience dynamic and informed. We demonstrate a thirsty appetite for knowledge regarding cupping therapy, and a strong desire to acquire this. Our pre-course review found knowledge in cupping therapy was poor to very poor (>60% students).

An obstacle to introducing cupping therapy into medical teaching was “the learning was too focused on cupping therapy”. We overcame this by including other alternative therapies, and presentations from respective experts.

Our review found blending teaching methods is an effective way deliver learning, as measured by student feedback, and assessment outcomes. Teaching involved facilitated learning, practical demonstrations, videos, whilst assessment involved MCQs, reflective essays, posters, audits, and presentations.

We hope that by sharing our experiences from teaching we can use this as a basis for introducing cupping therapy into mainstream medical student learning.