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**Teaching complementary and alternative  
medicine at pharmaceutical faculty  
– why and how?**

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# Teaching CAM at pharmaceutical faculty

- why?

- no sharp borderline

- CAM is (partly) official

- CAM is popular

- contribution to public health

# Teaching CAM at pharmaceutical faculty

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- **no sharp borderline**

- **definition of CAM:**

- has not been scientifically tested

**and** its advocates largely deny the need for such testing. (N Engl J Med. 1998; 339: 839-41).

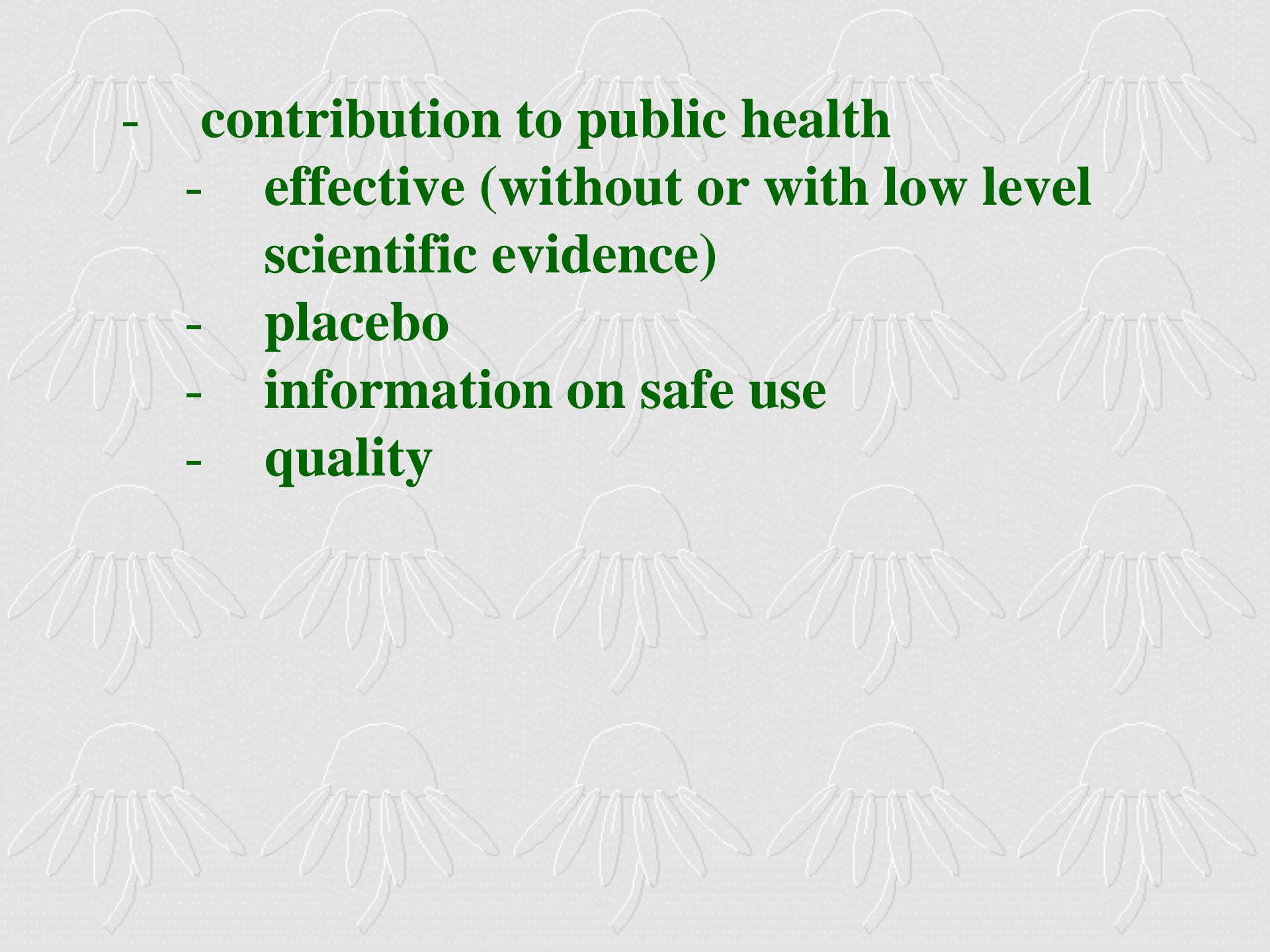
- set of practices which **cannot** be tested, **refuse** to be tested, **or** consistently **fail** tests (Richard Dawkins).

- any of various systems of healing or treating disease (as chiropractic, homeopathy, or faith healing) not included in the traditional medical curricula taught in the United States and **Britain** (Merriam-Webster dictionary)

- **no sharp borderline**
- **definition of CAM**
- **no treshold in level of evidence**
- **differences between countries (and individuals)**
- medicinal products
- surgery
- physiotherapy
- medical devices
- psychiatric methods  
(other than pharmacological)
- dietetics

## - **CAM is (partly) official**

- Directive 2001/83/ec on medicinal products for human use
  - Specific provisions applicable to homeopathic medicinal products (Articles 13 to 16)
  - Specific provisions applicable to traditional herbal medicinal products (Articles 16a to 16i)
- WHO Beijing Declaration 2008:
  - The knowledge of traditional medicine, treatments and practices should be respected, preserved, promoted and communicated ...
  - Recognizing the progress of many governments to date in integrating traditional medicine into their national health systems, we call on those who have not yet done so to take action.

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- The background of the slide features a repeating pattern of white-outlined jellyfish. Each jellyfish has a rounded bell and several long, thin tentacles hanging from its edge. The pattern is arranged in a grid-like fashion across the entire slide.
- **contribution to public health**
    - **effective (without or with low level scientific evidence)**
  - **placebo**
  - **information on safe use**
  - **quality**

# **Teaching CAM at pharmaceutical faculty**

## **- why?**

- no sharp borderline**
- CAM is (partly) official**
- CAM is popular**
- contribution to public health**

## **- how?**

- critical attitude**
- regulatory status**
- history**
- risks and benefits**
- overview of methods, systems and products**



The image features a 4x5 grid of 20 identical white line-art jellyfish on a light gray background. Each jellyfish has a rounded bell and several long, thin tentacles hanging from its edge. The text "Thank you for your attention!" is centered in the middle of the grid in a green, sans-serif font.

Thank you for your attention!