



Model Curriculum

QP Name: Cupping Therapy Assistant

QP Code: HSS/Q4101

QP Version: 1.0

NSQF Level: 4

Model Curriculum Version: 1.0

Healthcare Sector Skill Council || Healthcare Sector Skill Council, 520, DLF Tower A, 5th Floor, Jasola
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Training Parameters

Sector	Healthcare
Sub-Sector	AYUSH
Occupation	Unani Therapy
Country	India
NSQF Level	4
Aligned to NCO/ISCO/ISIC Code	NCO-2015/NIL
Minimum Educational Qualification and Experience	10 th
Pre-Requisite License or Training	Not Applicable
Minimum Job Entry Age	18 years
Last Reviewed On	
Next Review Date	
NSQC Approval Date	
QP Version	1.0
Model Curriculum Creation Date	
Model Curriculum Valid Up to Date	
Model Curriculum Version	1.0
Minimum Duration of the Course	
Maximum Duration of the Course	

Program Overview

This section summarizes the end objectives of the program along with its duration.

Training Outcomes

At the end of the program, the learner should have acquired the listed knowledge and skills.

- Describe the basic principles and concepts in cupping therapy.
- Facilitate appointment between patient and practitioner.
- Demonstrate effective cleaning and disinfection of material, equipment and therapy room for dry and wet cupping therapy procedure
- Demonstrate the skills to carry out dry cupping therapy.
- Demonstrate the skills to assist an AYUSH practitioner to carry out wet cupping therapy.
- Follow biomedical waste disposal and infection control policies and procedures in the healthcare organization.

Compulsory Modules

The table lists the modules and their duration corresponding to the Compulsory NOS of the QP.

NOS and Module Details	Theory Duration	Practical Duration	On-the-Job Training Duration (Mandatory)	On-the-Job Training Duration (Recommended)	Total Duration
Module 1: Bridge Modules	16:00	20:00	20:00	20:00	48:00
Module 1: Introduction to healthcare delivery systems	08:00	08:00	00:00	00:00	16:00
Module 2: Soft skills and communication	08:00	12:00	00:00	00:00	20:00
HSS/N4101: Prepare unit and materials required for cupping therapy in adherence to hygiene standards NOS Version 1.0 NSQF Level 4	40:00	72:00	60:00	30:00	202:00
Module 3: Introduction to Cupping Therapy	12:00	20:00	00:00	00:00	32:00
Module 4: Commonly used equipment in Cupping Therapy	16:00	32:00	00:00	00:00	48:00
Module 5: Role and responsibilities of a Cupping Therapy Assistant	12:00	20:00	00:00	00:00	32:00

HSS/N4102: Provide dry cupping therapy under supervision of an AYUSH practitioner NOS Version 1.0 NSQF Level 4	92:00	120:00	70:00	40:00	322:00
Module 6: Structure and functions of human body	20:00	32:00	00:00	00:00	52:00
Module 7: Principles of cupping therapy	24:00	28:00	00:00	00:00	52:00
Module 8: Cupping with other therapies	20:00	28:00	00:00	00:00	48:00
Module 9: Dry Cupping Therapy	28:00	32:00	00:00	00:00	60:00
HSS/N4103: Assist the AYUSH practitioner in wet cupping therapy NOS Version 1.0 NSQF Level 4	48:00	60:00	70:00	40:00	218:00
Module 10: Cupping Therapy for various disorders	20:00	28:00	00:00	00:00	48:00
Module 11: Wet Cupping Therapy	28:00	32:00	00:00	00:00	60:00
HSS/N9620: Comply with Infection Control and Bio Medical Waste Disposal Policies NOS Version 1.0 NSQF Level 4	24:00	28:00	20:00	10:00	82:00
Module 12: Infection Control Policies and Procedures	12:00	12:00	00:00	00:00	24:00
Module 13: Biomedical Waste Management	12:00	16:00	00:00	00:00	28:00
Total	220:00	300:00	240:00	140:00	900:00

Module Details

Module 1: Introduction to healthcare delivery systems

Bridge Module

Terminal Outcomes:

- Describe the basic structure and function of healthcare delivery system in India with respect to various levels, patient care, and set-ups.

Duration: 08:00	Duration: 08:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Discuss about the healthcare delivery system in India at primary, secondary, tertiary, and quaternary level. • Distinguish between the various types of systems of medicine like Allopathy, Unani, Ayurveda, Homeopathy, Chinese system of Medicine etc. • Differentiate between various healthcare services. 	<ul style="list-style-type: none"> • Prepare a report summarizing the basic structure and function of healthcare delivery system in India.
Classroom Aids:	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster	
Tools, Equipment and Other Requirements	

Module 2: Soft skills and communication

Bridge Module

Terminal Outcomes:

- Communicate effectively with co-workers.
- Organize and prioritize work to complete assignments on time.
- Adhere to organizational code of conduct while handling conflicts.

Duration: 08:00	Duration: 12:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Discuss the importance of effective communication with patients, relatives, and colleagues. • Describe the attributes of a team player. • Discuss about confidentiality and privacy practices related to patient’s information. • Discuss the importance of teamwork. • Explain work ethics in the hospital set up. • Discuss about the importance of following rules and policies of organization for maintaining code of conduct and scope of work. 	<ul style="list-style-type: none"> • Demonstrate the usage of technical terms to ensure effective communication. • Apply time management skills • Demonstrate the use of reading and writing skills in written communication. • Demonstrate problem solving and decision-making skills in different situations. • Demonstrate skills of team- work and work prioritization in different team activities. • Demonstrate basic telephone and email etiquettes. • Prepare reports using the information gathered from observation, experience, reasoning, or communication.
Classroom Aids:	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster	
Tools, Equipment and Other Requirements	
Case studies and demonstrative videos on teamwork, group dynamics	

Module 3: Introduction to Cupping Therapy

Mapped to: HSS/N4101, V1.0

Terminal Outcomes:

- Describe the concept of cupping therapy and its historical significance.

Duration: 12:00	Duration: 20:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> Explain the concept of alternative and complementary medicine. Describe the history and significance of cupping therapy with respect to various countries such as China, Egypt, Greece, Arab, India etc. Discuss the journey of cupping therapy in India. Describe the concept of cupping therapy according to different systems of medicine such as <i>Hijama</i> in Unani and <i>Raktamokshana</i> in Ayurveda. 	<ul style="list-style-type: none"> Demonstrate the method of identifying
Classroom Aids:	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster	
Tools, Equipment and Other Requirements	
Excerpts of concept of cupping therapy according to various other systems of medicine	

Module 4: Commonly used equipment in Cupping Therapy

Mapped to: HSS/N4101, V1.0

Terminal Outcomes:

- Demonstrate the method of maintaining the cupping therapy instruments and treatment room.

Duration: 16:00	Duration: 30:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • List various equipment used in cupping therapy. • Discuss the functioning and merits of Automatic Electro-Magnetic Cupping Machine, Plastic Cups/Pistol-handle valve cups/ Suction Gun Cups, Twist-top/Screw top Cups, Cups with Rubber Tops/Self Suction Cups, Magnetic Cups/Magnetic Rubber Cups, Bamboo Cups, Glass Cups, Rubber Cups, Silicon Cups. • Describe the significance of maintaining hygiene and following infection control policies while equipment and material management. 	<ul style="list-style-type: none"> • Demonstrate the method of cleaning various equipment and cups. • Demonstrate the process of routine maintenance of the therapy room.
Classroom Aids:	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster	
Tools, Equipment and Other Requirements	
Different types of cups such as plastic, bamboo, magnetic etc, needles, gauze pieces, disinfection solution like hypochlorite solution, SOPs/ updated CDC guidelines of cleaning and disinfection of materials	

Module 5: Role and responsibilities of a Cupping Therapy Assistant

Mapped to: HSS/N4101, V1.0

Terminal Outcomes:

- Describe the key roles and responsibilities of a cupping therapy assistant.

Duration: 12:00	Duration: 20:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> Explain the role and responsibilities of a Cupping Therapy Assistant (CTA). Distinguish between the scope of practice of a cupping therapy assistant. Explain challenges and limitations of Cupping Therapy Assistants. Define the role and responsibilities of the CTA in reporting and management of records. Explain the purpose of obtaining written consent. 	<ul style="list-style-type: none"> Create a hierarchical chart depicting roles and responsibilities of a CTA at different sites. Demonstrate effective interaction with other professionals to promote appropriate implementation of services. Create a sample set of documents to record procedure related information of cupping therapy clients.
Classroom Aids:	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster	
Tools, Equipment and Other Requirements	
Document and guidelines with detailed role description and limitations	

Module 6: Structure and functions of human body

Mapped to: HSS/N4102, V1.0

Terminal Outcomes:

- Apply the knowledge of basic structure and function of the various body systems and its associated components.

Duration: 20:00	Duration: 32:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • List various body parts in a human. • Explain the organisation of body cells, tissues, organs, organ systems, membranes, and glands in the human body. • Describe cell and various types of tissues. • Describe different types of organ systems. • Describe basic function of vital organs. • Discuss different types of body fluids, secretions, and excretions. • Explain the physiological responses • Describe the efficacy of cupping therapy through thermographic. • Explain the benefits of cupping therapy on the body systems 	<ul style="list-style-type: none"> • Identify different parts of the body using charts and models. • Explain the structure and functioning of human body systems using charts and models. • Design various working models depicting functioning of human body systems.
Classroom Aids:	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster	
Tools, Equipment and Other Requirements	
3D models of human body and accessory organs, model human skeletal system, organ specimen.	

Module 7: Principles of cupping therapy

Mapped to: HSS/N4102, V1.0

Terminal Outcomes:

- Describe the foundational concepts and principles related to cupping therapy.

Duration: 24:00	Duration: 28:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> Discuss the mode of action of cupping therapy Describe the concept of segmental therapy Explain the concept of 'Qi' Explain the theory of yin and yang or five elements as per Traditional Chinese Medicine. Differentiate between the traditional and modern approaches to cupping therapy. Explain the physical and metaphysical aspects to cupping therapy. List various positions used in cupping therapy such as prone, Sim's lateral, sitting, supine etc. 	<ul style="list-style-type: none"> Demonstrate the method of identifying various positions required for cupping therapy. Create models and charts to differentiate between conventional and modern cupping therapy.
Classroom Aids:	
Charts, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster	
Tools, Equipment and Other Requirements	

Module 8: Cupping with other therapies

Mapped to: HSS/N4102, V1.0

Terminal Outcomes:

- Explain the concept of cupping therapy used in other therapies.

Duration: 20:00	Duration: 28:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Describe the concept of cupping with other therapies such as acupuncture, moxibustion, Gua Sha, Tuī Ná. • Explain the importance of cupping in sports injuries and Pain management • Describe the concept of cupping in beauty therapy. 	<ul style="list-style-type: none"> • Demonstrate the process of carrying out cupping therapy with Gua Sha, Tuī Ná etc.
Classroom Aids:	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster	
Tools, Equipment and Other Requirements	
Various types of cups, alcohol, cotton balls that is held, a surgical clamp, a container with water, an alcohol burner, material used in dry cupping therapy such as ice cubes, sterile gauze pieces, sterile needles	

Module 9: Dry Cupping Therapy

Mapped to: HSS/N4102, V1.0

Terminal Outcomes:

- Describe the concept of dry cupping therapy.
- Demonstrate dry cupping therapy procedure.

Duration: 28:00	Duration: 32:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Explain the Dry Cupping/the Cupping without scarification/<i>hijamat bila shurt/hijamat jaffa</i>. • Explain the indications, contraindications, advantages of dry cupping (<i>Imala-e- Mavad</i>). • Describe the concept, indications, contraindications, advantages and steps of carrying out Weak / Light, medium, strong, moving or massage, needle, hot, moxa, herbal, empty, flash, ice/ water and magnetic cupping therapy. • Explain the rationale behind the dietary restrictions before the procedure in dry cupping therapy. • Explain the pre- operative recommendations to be followed before dry cupping. • Explain the post- operative recommendations to be followed before dry cupping. 	<ul style="list-style-type: none"> • Demonstrate carrying out a mock session for a client undergoing dry cupping therapy procedure. • Create a mock follow- up plan for a client who has undergone dry cupping therapy.
Classroom Aids:	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster	
Tools, Equipment and Other Requirements	
Various types of cups, alcohol, cotton balls that is held, a surgical clamp, a container with water, an alcohol burner, material used in dry cupping therapy such as ice cubes, sterile gauze pieces, sterile needles	

Module 10: Cupping therapy for various disorders

Mapped to: HSS/N4103, V1.0

Terminal Outcomes:

- Describe various diseases described in the Unani medicine.
- Explain in brief the type of cupping therapy beneficial in various disorders.

Duration: 20:00	Duration: 28:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Describe the concepts of four body humors according to the Unani medicine ie. <i>Dam</i> (Blood), <i>Safra</i> (Yellow Bile), <i>Balgam</i> (Phlegm) and <i>Sauda</i> (Black bile) • Discuss various diseases and disorders in which cupping therapy is beneficial such as aches and pains, abdominal and digestive disorder, common and chronic diseases, lungs and chest disorder, heart diseases, nervous disorder, skin disorder, beauty therapy, and sports injury. • Explain the points to remember in cupping therapy on elderly and bedridden patients 	<ul style="list-style-type: none"> • Demonstrate the method of identifying physical attributes associated with various diseases. • Demonstrate the method of carrying out cupping therapy based on the sample case studies.
Classroom Aids:	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster	
Tools, Equipment and Other Requirements	
Various types of cups, material used in dry cupping therapy such as ice cubes, sterile gauze pieces, sterile needles, scalpel, sterile gauze pieces	

Module 11: Wet Cupping Therapy

Mapped to: HSS/N4103, V1.0

Terminal Outcomes:

- Describe the concept of wet cupping therapy.
- Discuss the roles of a cupping therapy assistant in wet cupping.

Duration: 28:00	Duration: 32:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Explain Wet Cupping/Cupping (<i>Tanqiya-e- Mavad</i>) with scarification/<i>hijamat bil shurt/hijamat rataba/hijamat damiya</i> according to Unani Medicine. • Explain the indications such as Apoplexy, Bronchial asthma, chronic, high blood pressure, pneumonia, influenza, Gastritis, Headache, Polyemia (polycythemia) etc. • List the contraindications to wet cupping therapy such as Tuberculosis of the lung, neoplasms, hypotonia, hemophilia, anemic conditions etc. • Discuss the advantages of wet cupping therapy (<i>Imala-e- Mavad</i>). • List various conditions in which wet cupping therapy is contra-indicated such as pregnant women, patients with pacemaker, heart diseases, organ transplant etc. • Describe the concept of bloodletting procedure (<i>Raktamokshan therapy</i>) according to <i>Ayurveda</i>. • Differentiate between the types of bloodletting procedure ie. <i>Shastraprayoga</i> and <i>anushastraprayoga</i> • List the types of <i>Shastraprayoga raktamokshana</i> i.e. <i>Pracchana</i> (bloodletting) and <i>Siravedhana</i> (venepuncture). • List the types of <i>anushastraprayoga</i> i.e. 	<ul style="list-style-type: none"> • Demonstrate carrying out a mock counselling session for a client undergoing wet cupping therapy procedure. • Demonstrate the process of assisting during creation of incisions. • Demonstrate the methods of diagnosing from the coloration of cupping marks. • Create a mock follow- up plan for a client who has undergone wet cupping therapy.

<p><i>jalaukapyoga</i> (use of leech), <i>sringaprayoga</i> (use of horns), <i>alabuproyoga</i> (use of bottle gourd), and <i>yantraprayoga</i>.</p> <ul style="list-style-type: none"> • Explain the rationale behind the dietary restrictions before the procedure in wet cupping therapy. • Explain the pre- operative recommendations to be followed before wet cupping. • Explain the post- operative recommendations to be followed before wet cupping. • Explain the process of diagnosis with cupping marks. 	
<p>Classroom Aids:</p>	
<p>Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster</p>	
<p>Tools, Equipment and Other Requirements</p>	
<p>Various types of cups, scalpel, sterile gauze pieces, alcohol, cotton balls that is held, a surgical clamp, a container with water, an alcohol burner</p>	

Module 12: Infection Control Policies and Procedures

Mapped to: HSS/N9620, V1.0

Terminal Outcomes:

- Develop techniques of self-hygiene.
- Apply infection control policies and procedures during daily activities.

Duration: 12:00	Duration: 16:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Explain the concept of healthy living. • Describe the importance of infection control and prevention. • List strategies for preventing transmission of pathogenic organisms. • Describe the nosocomial infections. • Explain the importance of incident reporting. • Discuss in brief about COVID-19 infection. • Explain the concept of immunization. • Describe the hand-hygiene guidelines and procedures used in healthcare-settings. • Explain the importance of using Personal Protective Equipment (PPE). • List the types of PPE. • Describe the process of wearing and removing each of the PPE. • Explain various vaccinations against common infectious diseases. 	<ul style="list-style-type: none"> • Demonstrate the steps of spill management. • Demonstrate the procedures of hand hygiene. • Demonstrate donning, doffing and discarding of PPE (with special emphasis to pandemic like COVID-19)
Classroom Aids:	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster	
Tools, Equipment and Other Requirements	
Hypochlorite solution, chlorhexidine, alcohol swab Apron, lab coat, gloves, mask, cap, shoes, safety goggles and spectacles, towels, cotton, isopropyl alcohol Disposable cartridge and syringes Spill Kit	

Module 13: Biomedical Waste Management

Mapped to: HSS/N9620, V1.0

Terminal Outcomes:

- Dispose of different types of biomedical waste in appropriate colour coded bins/containers.
- Apply local guidelines of biomedical waste disposal system during daily activities.

Duration: 12:00	Duration: 16:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Categorize the different types of biomedical waste. • Explain the importance and mechanism of proper and safe disposal, transportation and treatment of bio-medical waste. • Identify the various types of colour coded bins/containers used for disposal of biomedical waste. • Explain the importance of following local guidelines of biomedical waste disposal. 	<ul style="list-style-type: none"> • Segregate the biomedical waste applying the local guidelines. • Create a chart depicting different types of biomedical waste and various types of colour coded bins/containers used for disposal of biomedical waste. • Prepare a report on the observations from field assignment about the structure of transportation and treatment of bio-medical waste.
Classroom Aids:	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster	
Tools, Equipment and Other Requirements	
Different coded color bins, chart for color coding of bins Visit to biomedical waste treatment plant for field assignment	

Mandatory Duration: <240:00>	Recommended Duration: <160:00>
Module Name: On-the-Job Training	
Location: On Site	
Terminal Outcomes	
<ul style="list-style-type: none"> • Explain the complete concept of cupping therapy, it's method and types, uses on different diseased conditions etc. • Discuss cupping from the point of modern concept, Sunnah (horary) points used in the treatment to treat physical ailments. • Display basic knowledge of commonly occurring disorders. • Identify various types of cups used in dry and wet cupping therapy. • Demonstrate the methods of disinfecting and cleaning the instruments and material along with the treatment room according to the SOPs. • Follow aseptic techniques while managing material. • Identify one's own role in carrying out the procedure of dry and wet cupping. • Convey information to colleagues and patients in a concise and accurate manner. • Demonstrate strong interpersonal skills, emotional intelligence, and self-awareness. 	