

Building the Ruqyah Profession

A strategic framework for education,
professional development and healthcare
integration.

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Part 1 – Why Ruqyah Should Become a Profession

From Ancient Practice to Modern Profession

For more than fourteen centuries, Muslims have sought healing through the recitation of the Qur'an and authentic prophetic supplications.

Ruqyah occupies a unique position within the Islamic tradition. It is neither a newly invented practice nor a modern therapeutic technique. Rather, it forms part of a longstanding spiritual heritage that continues to provide comfort, hope and support to millions of people throughout the world.

Today, ruqyah is practised across every continent.

It is performed in homes, mosques, community centres, dedicated clinics and increasingly through digital platforms that connect practitioners with patients across national borders.

Its reach continues to expand as growing numbers of individuals seek care that acknowledges both the physical and spiritual dimensions of health.

Despite this widespread practice, ruqyah has developed largely outside the institutional structures that characterise established healthcare professions.

The time has therefore come to ask a different question.

Not whether ruqyah should continue to exist.

But how it should continue to develop.





A Profession in Transition

Every recognised profession passes through stages of development.

Initially, knowledge is transmitted through individuals.

Early Stage

- Experience is shared informally
- Standards vary
- Training differs between teachers
- Documentation is limited
- Research is uncommon

Over time, professions begin to organise themselves.

- Educational pathways emerge
- Professional standards are developed
- Research expands
- Clinical governance improves
- Institutions begin supporting practitioners rather than practitioners working in isolation

Ruqyah now appears to be entering this stage of development.

The objective is not to replace its traditional foundations.

Rather, it is to strengthen them through education, professional development, ethical governance and continual learning.

The Growing Demand for Professional Care

Public interest in ruqyah continues to increase throughout many parts of the world.

Individuals seek support for a wide range of spiritual concerns, while many also pursue ruqyah alongside conventional medical care, psychological support and broader wellbeing strategies. As demand increases, expectations also change.

Patients increasingly expect:

- 1 Practitioners who communicate professionally
- 2 Clear explanations of treatment
- 3 Informed consent
- 4 Appropriate confidentiality
- 5 Safe practice
- 6 Accurate documentation
- 7 Ethical conduct
- 8 Appropriate referral where necessary

These expectations should not be viewed as external pressures.

They represent characteristics of good professional practice that benefit both patients and practitioners alike.





Professionalisation Is About Responsibility

Professionalisation is sometimes misunderstood as introducing unnecessary bureaucracy into a traditional practice.

This White Paper adopts a different understanding.

Professionalisation means accepting greater responsibility.

Responsibility towards patients

Responsibility towards colleagues

Responsibility towards evidence

Responsibility towards continual learning

Responsibility towards the reputation of the profession itself

Professionalisation therefore strengthens trust rather than restricting practice.

It provides patients with greater confidence while supporting practitioners in delivering high-quality care.

Learning from Other Professions

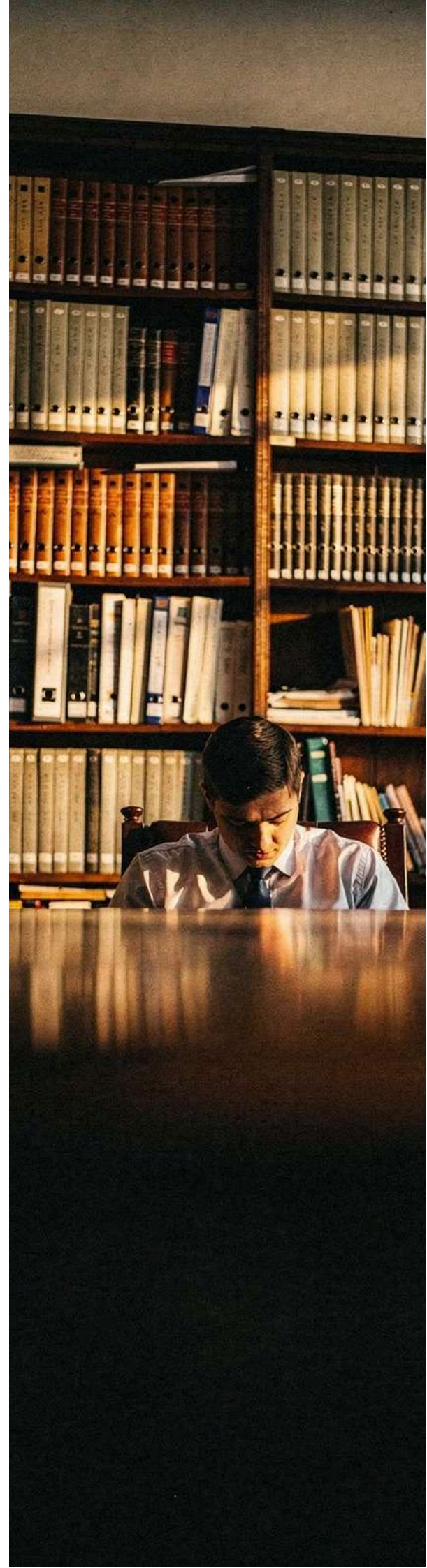
Medicine did not become respected solely because doctors became more knowledgeable.

It became respected because medicine developed institutions capable of educating practitioners, generating research, promoting ethics and maintaining professional standards.

The same is true of nursing, psychology, physiotherapy and many other healthcare professions.

Each profession evolved gradually through investment in education, governance and collaboration.

There is no reason why ruqyah cannot follow a similarly thoughtful path while remaining faithful to its Islamic foundations.



Preserving Tradition While Embracing Excellence

Professional development should never require abandoning the spiritual principles that define ruqyah.

Its foundation remains the Qur'an, authentic Prophetic guidance and sincere reliance upon Allah. These principles are not altered by better education. They are strengthened by it.

Professionalism should therefore be understood as excellence in serving others.

It includes:



Honesty



Compassion



Humility



Competence



Accountability



Lifelong learning



Respect for professional boundaries.

These values are entirely consistent with the ethical principles encouraged within Islam.

Professional development is therefore not a departure from tradition. It represents one way of honouring that tradition through excellence in practice.

Beyond Individual Practitioners

The future of ruqyah cannot depend upon individual personalities alone.

Every practitioner eventually retires. Every teacher eventually passes knowledge to the next generation.

A sustainable profession therefore requires institutions capable of preserving knowledge while continually improving it.

These institutions may include:

Educational academies

Research institutes

Professional associations

Specialist clinics

Universities

Continuing professional development providers

Together, they create an environment in which practitioners support one another rather than working in isolation.

Professional communities are stronger than individual practitioners.





A Vision for the Future

Imagine a future in which:

- Individuals seeking ruqyah have access to practitioners educated through structured programmes, committed to recognised ethical standards and engaged in continual professional development.
- Practitioners contribute to research rather than working separately from it.
- Universities collaborate with educational academies.
- Healthcare professionals understand when and how ruqyah may contribute to holistic patient care.
- International conferences bring together practitioners, researchers, educators and Islamic scholars to share knowledge and improve standards.

Imagine a profession recognised not only for its spiritual foundations, but also for its commitment to integrity, compassion, accountability and continual improvement.

This is the vision that underpins this White Paper.

It is not a vision of replacing the traditions of ruqyah.

It is a vision of enabling those traditions to flourish within a profession capable of serving future generations with excellence.

The Opportunity Before Us

The question is no longer whether ruqyah has a place within contemporary society.

Millions of people have already answered that through their continued use of the practice.

The more important question is whether the profession itself will evolve to meet the needs of the generations that follow.

This White Paper argues that it should.

Not through abandoning its foundations. Not through imitating other professions without reflection.

But through developing its own model of professionalism—one rooted in Islamic values, informed by education, strengthened by research and committed to serving humanity with excellence.

The future of the profession will not be determined solely by the effectiveness of individual practitioners.

It will be determined by the quality of the institutions, educational systems and professional culture that today's generation chooses to build.





Part 2 – Defining the Ruqyah Profession

What Makes a Profession?

Throughout history, many activities have developed from informal practice into recognised professions.

Teaching, nursing, psychology, physiotherapy and counselling all began as skills practised within communities before evolving into organised professions supported by education, ethical standards and institutions.

A profession is not defined merely by what it does. It is defined by how it serves society.

Professional status is earned through competence, accountability, continual learning and a commitment to placing the interests of those receiving care above personal interest.

This White Paper proposes that ruqyah should continue evolving along a similar path.

Professionalisation is therefore not about changing the essence of ruqyah. It is about improving the way professional services are delivered.

Ruqyah as a Public Service

Every Muslim has the ability to recite the Qur'an for themselves, their family and others.

This personal and devotional practice is an important part of Islamic life and remains outside the scope of this White Paper.

The focus of this document is different.

It concerns individuals who choose to offer ruqyah as a structured service to members of the public.

Once practitioners accept responsibility for caring for patients beyond their immediate family and community, additional responsibilities naturally arise.

Patients expect competence

Families expect professionalism

Society expects accountability

Professional practice therefore requires standards that extend beyond personal religious devotion.

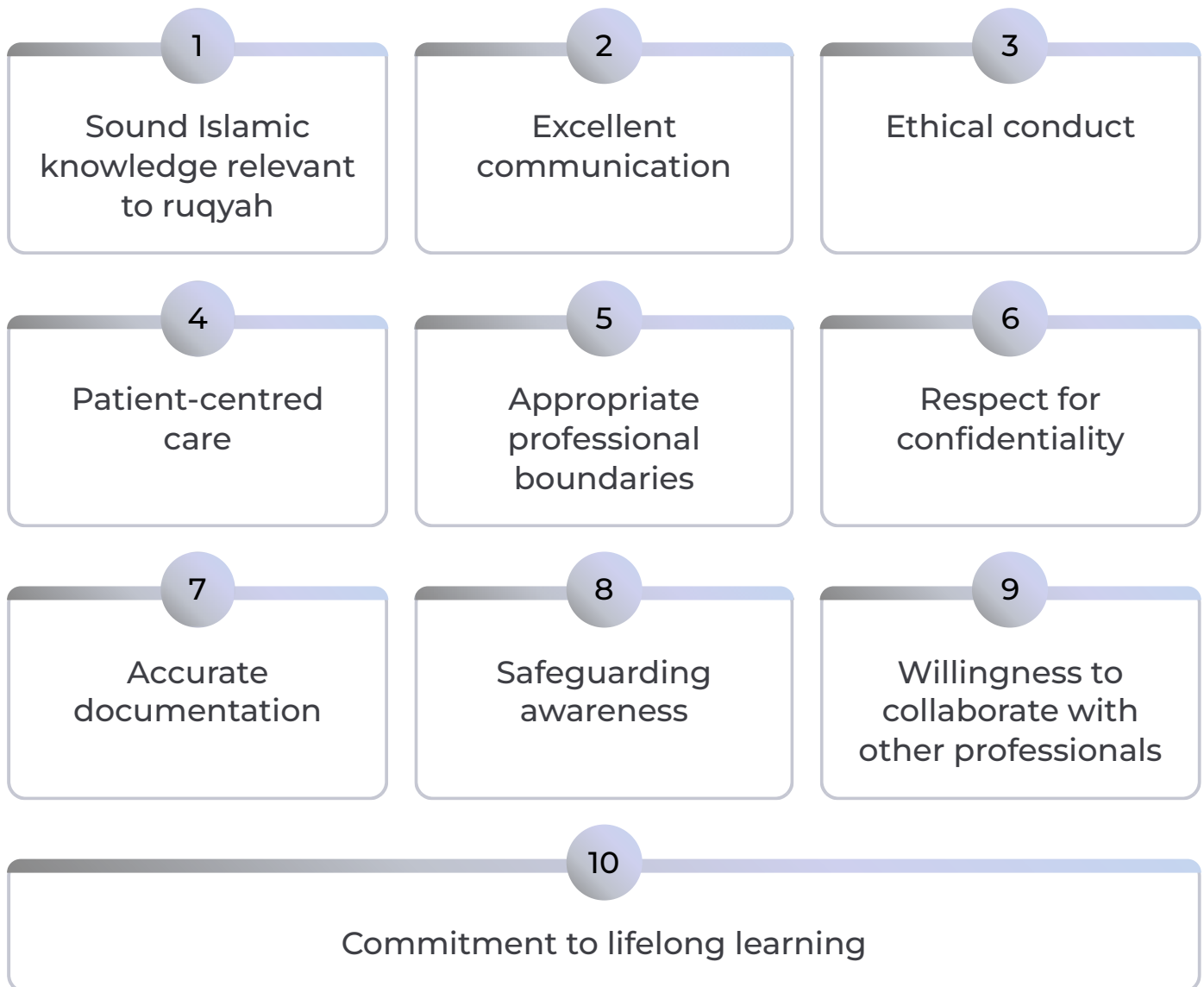


Defining the Professional Ruqyah Practitioner

A professional ruqyah practitioner is not defined solely by knowledge of Qur'anic recitation.

Rather, professionalism is demonstrated through the integration of multiple areas of competence.

These include:



Professional identity is therefore shaped by character, conduct and competence as much as by technical knowledge.

Beyond Technical Skill

Technical ability alone does not create a profession.

Many individuals may possess exceptional practical skill while working in very different ways. Professional practice requires consistency.

Patients should experience high standards of care regardless of which practitioner they consult. This consistency is achieved through shared values rather than identical techniques.

Professional practitioners should therefore strive for excellence in:

- 1 Preparation
- 2 Assessment
- 3 Communication
- 4 Decision-making
- 5 Follow-up
- 6 Reflective practice
- 7 Continual improvement

These principles strengthen trust while allowing diversity in legitimate approaches to practice.





Professional Identity

Every profession develops a shared identity.

That identity influences behaviour, decision-making and public confidence.

The future identity of the ruqyah profession should be characterised by:

Sincerity in serving Allah

Compassion for patients

Intellectual humility

Respect for evidence

Ethical integrity

Professionalism in conduct

Collaboration rather than isolation

Commitment to continual improvement

Such an identity encourages practitioners to view themselves not simply as individual healers, but as members of a wider professional community with shared responsibilities.

Professional Boundaries

Healthy professions understand the limits of their expertise.

Professional ruqyah practitioners should recognise situations that require referral or collaboration with other professionals.

This may include:

Medical conditions requiring clinical assessment

Psychiatric emergencies

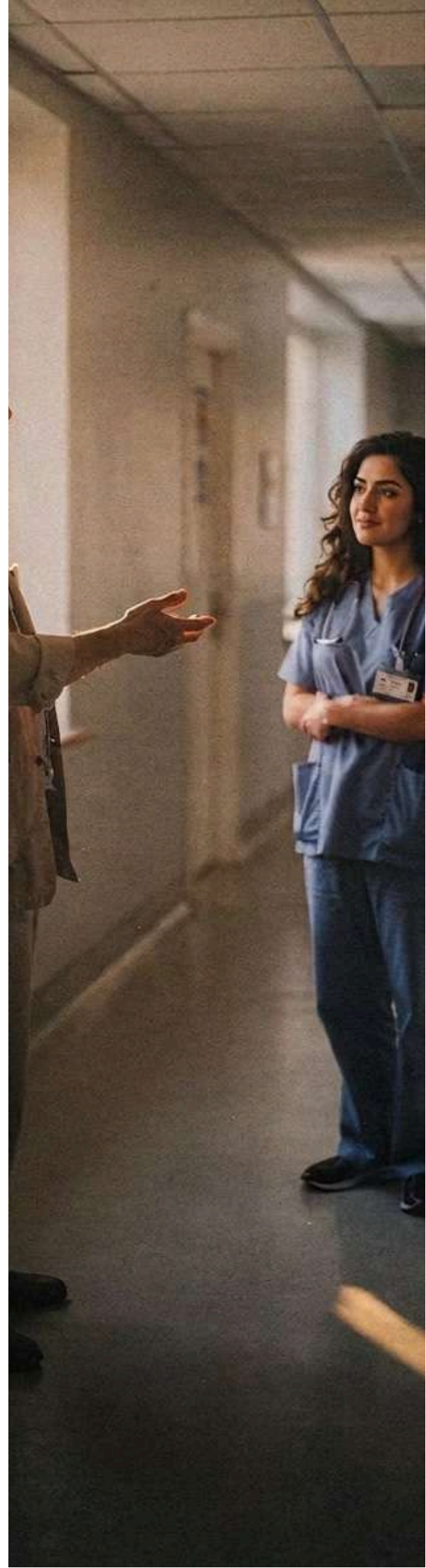
Safeguarding concerns

Legal responsibilities

Specialist healthcare needs

Recognising professional limits should never be interpreted as weakness. It demonstrates maturity, responsibility and respect for the wellbeing of patients.

Professional confidence includes knowing when another professional is better placed to provide care.





Accountability

Professional practice carries accountability.

Practitioners should be accountable:

- to Allah for their conduct
- to their patients for the quality of care they provide
- to recognised ethical standards
- to professional expectations
- to continual self-improvement

Accountability encourages reflection rather than defensiveness.

Mistakes become opportunities for learning. Feedback becomes an opportunity for improvement.

The profession as a whole becomes stronger through openness and honesty.

A Learning Profession

Professional identity is never static.

Knowledge evolves

Healthcare changes

Research expands

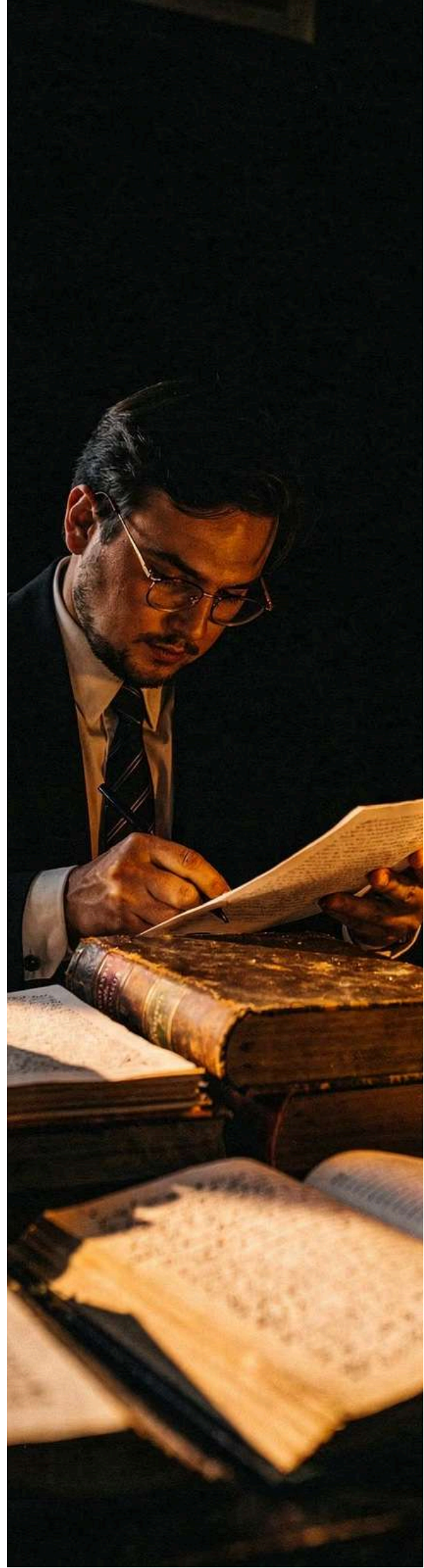
Professional practitioners therefore remain students throughout their careers.

They seek continuing education

They reflect upon experience

They remain willing to revise their understanding when new evidence emerges

This commitment to lifelong learning distinguishes professions that continue improving from those that remain unchanged.





Public Confidence

Public confidence is one of the profession's greatest assets.

Confidence grows when patients experience:

Honesty

Compassion

Competence

Consistency

Transparency

Professionalism

Every interaction between a practitioner and a patient therefore contributes to the reputation of the profession as a whole.

Professional conduct protects not only individual patients but also the future credibility of rugby itself.

A Profession Built Upon Service

The ultimate purpose of professionalisation is not recognition.

It is service.

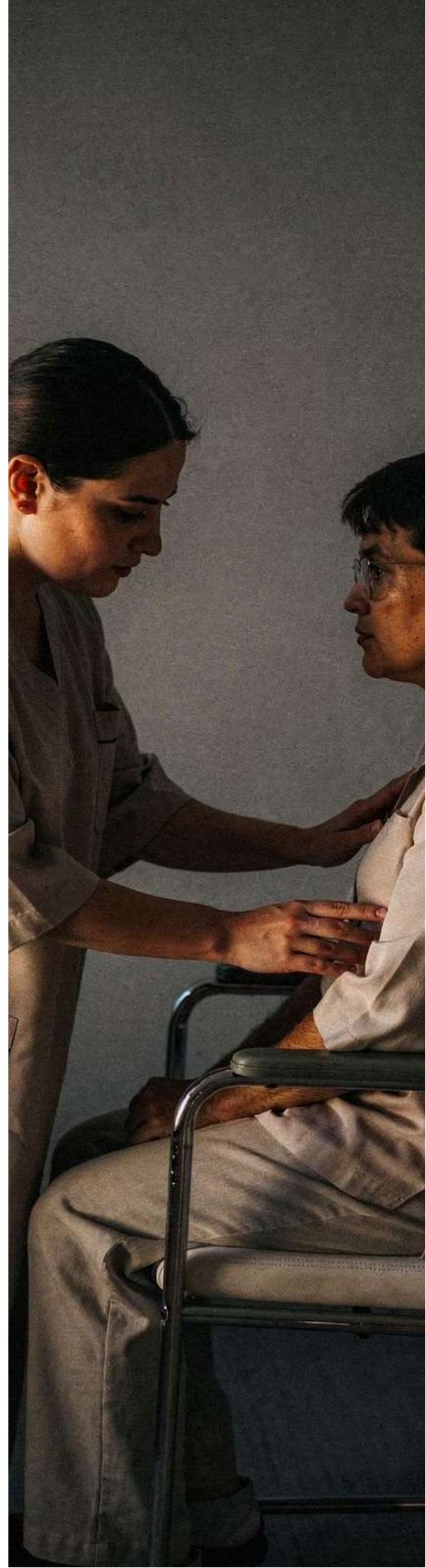
Professional status should never become a source of prestige or personal authority. Rather, it represents a commitment to serving others with excellence.

The professional ruqyah practitioner recognises that every patient places trust in their knowledge, judgement and character. That trust must be honoured through integrity, humility and continual development.

The future of the profession will therefore depend not only upon expanding knowledge, but upon cultivating practitioners whose conduct reflects the highest ethical values of the Islamic tradition.

Professional ruqyah is not defined by titles or qualifications alone. It is defined by a lifelong commitment to competence, accountability and compassionate service.

- For the purposes of this White Paper, the following definition is proposed: **Professional Ruqyah is the responsible delivery of ruqyah as a public service by practitioners who combine sound Islamic foundations with recognised standards of competence, ethical conduct, patient-centred care, appropriate governance and a commitment to lifelong learning.** This definition is intended to guide discussion rather than represent a final or exclusive standard. As the profession develops, it should continue to be refined through consultation with practitioners, Islamic scholars, researchers, educators and healthcare professionals.





Part 3 – Professional Competence

Developing Excellence in Professional Ruqyah

Every profession is ultimately judged by the competence of its practitioners.

Patients may not understand research methodology or educational frameworks. They do, however, recognise competence when they experience it.

Professional competence extends far beyond technical knowledge.

It reflects the ability to combine knowledge, judgement, communication, ethics and experience in a manner that consistently serves the best interests of patients.

For this reason, professional competence should be regarded as the foundation upon which the future reputation of the ruqyah profession will be built.

Competence as a Continuous Journey

Competence is not a qualification that is obtained once and retained indefinitely.

Rather, it is a lifelong process of learning, reflection and improvement.

Healthcare continually evolves

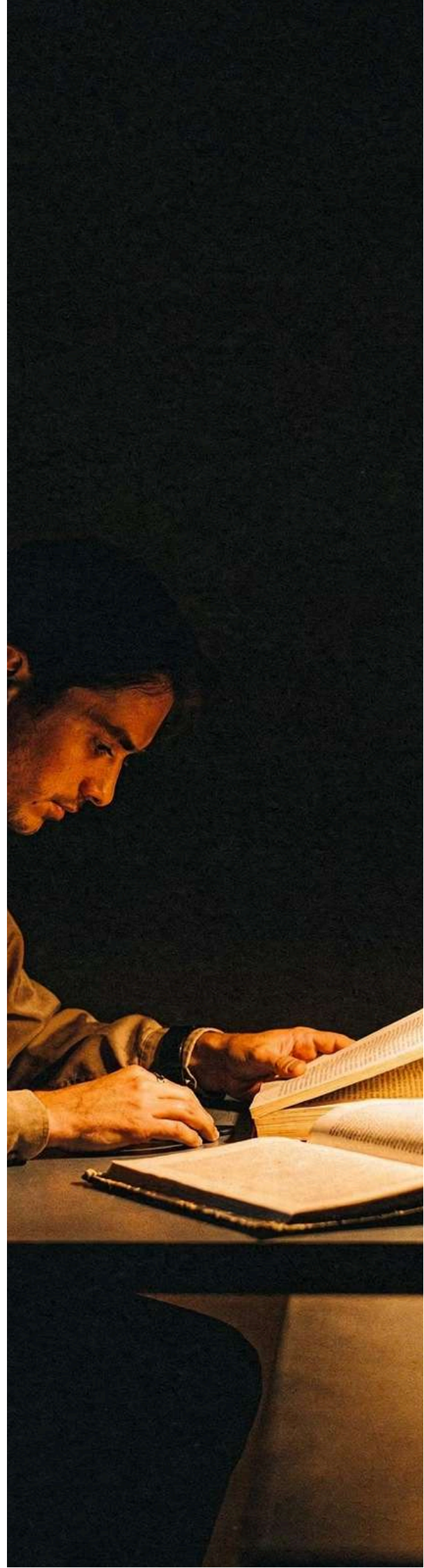
Research advances

Professional standards develop

Patient expectations change

Professional practitioners therefore remain students throughout their careers.

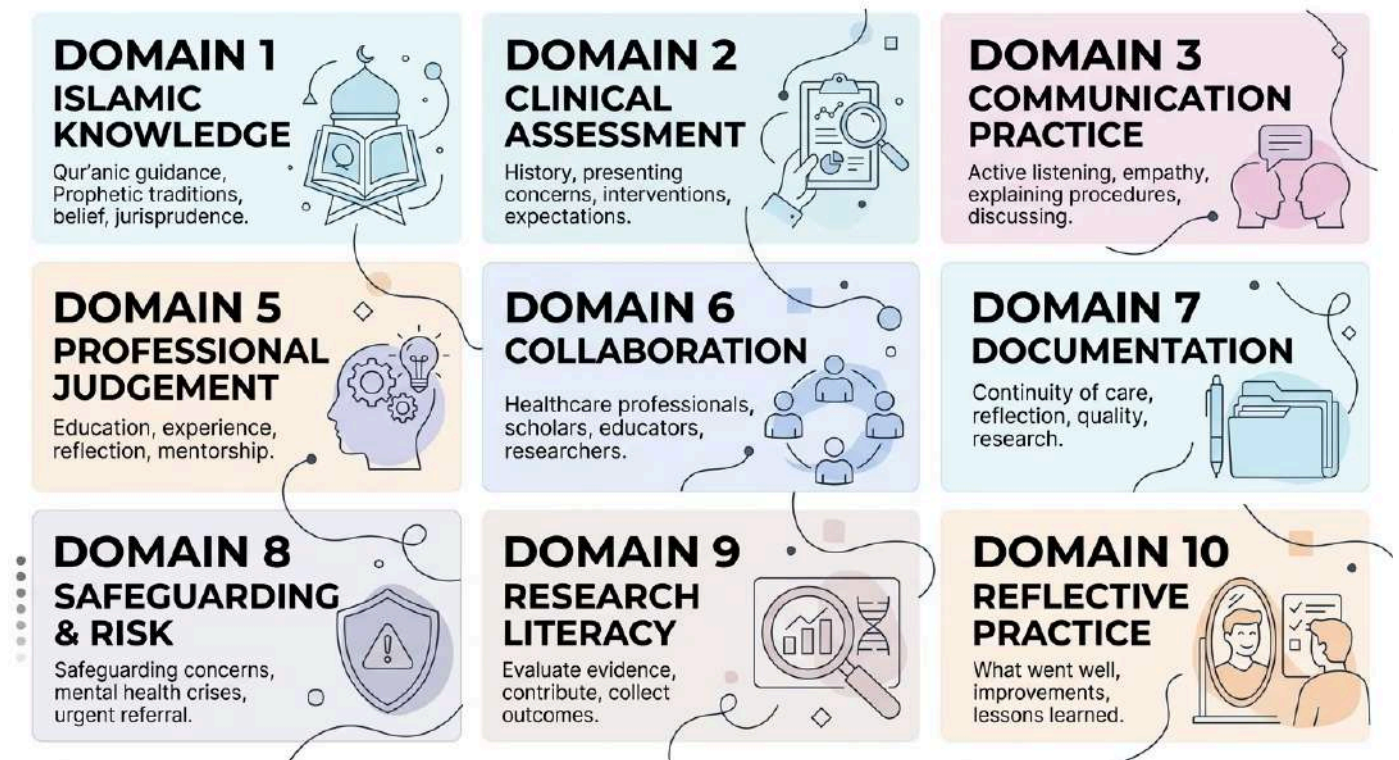
The willingness to continue learning should itself be recognised as a defining professional characteristic.



Domains of Professional Competence

Professional competence within ruqyah should be understood across multiple domains rather than through knowledge alone.

Each domain contributes to safe, ethical and effective practice.



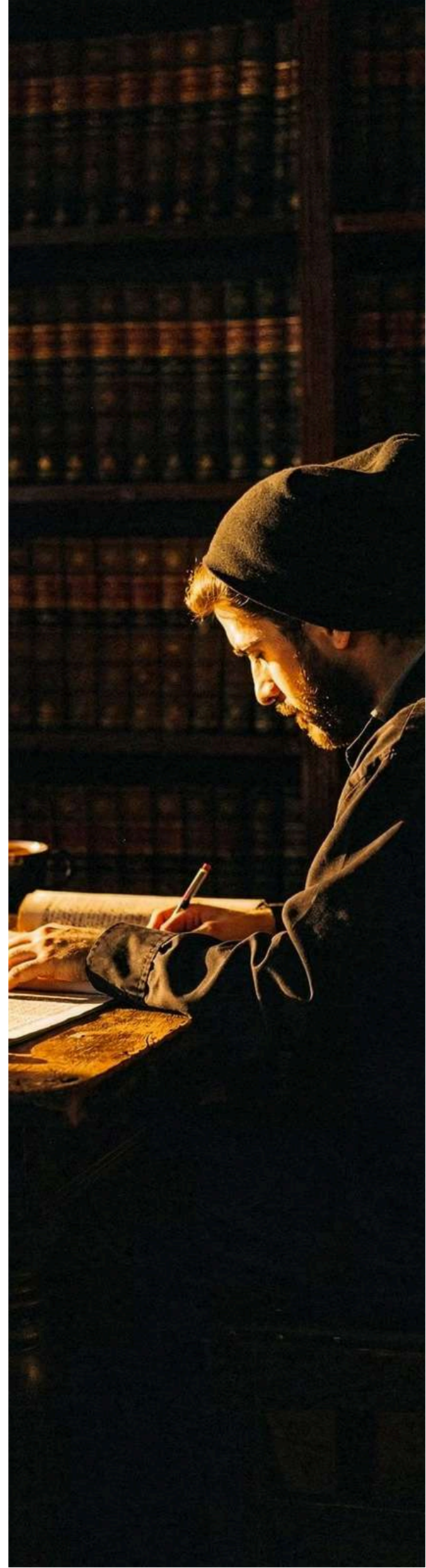
Domain One – Islamic Knowledge

Professional practitioners require a sound understanding of the Islamic foundations relevant to ruqyah.

This includes:

- Qur'anic guidance relating to healing.
- Authentic Prophetic traditions.
- Islamic beliefs concerning spirituality and wellbeing.
- Relevant principles of Islamic jurisprudence where applicable.
- The ethical values that underpin professional conduct.

Such knowledge provides the spiritual foundation upon which professional practice is built.





Domain Two – Clinical Assessment

Every patient is unique.

Professional practitioners should therefore develop structured approaches to assessment that seek to understand:

Presenting concerns

Relevant history

Current circumstances

Previous interventions

Patient expectations

Factors affecting wellbeing

Assessment is not merely the collection of information.

It is the beginning of a therapeutic relationship built upon listening, respect and understanding.

Domains Three to Five

Domain Three – Communication

Communication is one of the most important professional skills. Patients should feel heard, respected and understood.

Professional communication includes:

- Active listening
- Empathy
- Explaining procedures clearly
- Discussing expectations honestly
- Answering questions respectfully
- Communicating with family members where appropriate
- Maintaining professionalism during difficult conversations

Excellent communication strengthens trust while improving patient experience.

Domain Four – Ethical Practice

Ethics should guide every professional decision. Professional practitioners demonstrate ethical competence through:

- Honesty
- Integrity
- Confidentiality
- Informed consent
- Respect for patient autonomy
- Appropriate professional boundaries
- Transparency
- Accountability

Ethics protects both patients and practitioners while strengthening public confidence.

Domain Five – Professional Judgement

Healthcare rarely follows identical patterns. Professional practitioners therefore require sound judgement rather than reliance upon rigid formulas.

Judgement develops through:

- Education
- Experience
- Reflection
- Mentorship
- Continual learning

Professional judgement enables practitioners to adapt appropriately to individual circumstances while remaining consistent with professional standards.

Domains Six to Eight

Domain Six – Collaboration

Professional practice increasingly occurs within multidisciplinary environments. Practitioners should therefore be capable of working constructively with:

- Healthcare professionals
- Islamic scholars
- Educators
- Researchers
- Community organisations
- Fellow practitioners

Collaboration strengthens patient care while encouraging mutual respect between professions.

Domain Seven – Documentation

Professional documentation serves several important purposes. It supports continuity of care, clinical reflection, quality assurance, research, accountability and legal protection where necessary. Documentation should be accurate, respectful, objective and appropriately maintained. Good documentation reflects good professional practice.

Domain Eight – Safeguarding and Risk Awareness

Professional practitioners have responsibilities that extend beyond spiritual care. They should recognise circumstances requiring additional action, including:

- Safeguarding concerns
- Mental health crises
- Serious medical symptoms
- Abuse
- Self-harm
- Situations requiring urgent referral

Recognising these situations demonstrates professional maturity and protects patient wellbeing.

Domains Nine and Ten

Domain Nine – Research Literacy

Every practitioner should understand the value of research. Research literacy enables professionals to:

- Evaluate evidence critically
- Distinguish established knowledge from emerging hypotheses
- Contribute responsibly to research
- Collect appropriate outcome information
- Support continual improvement

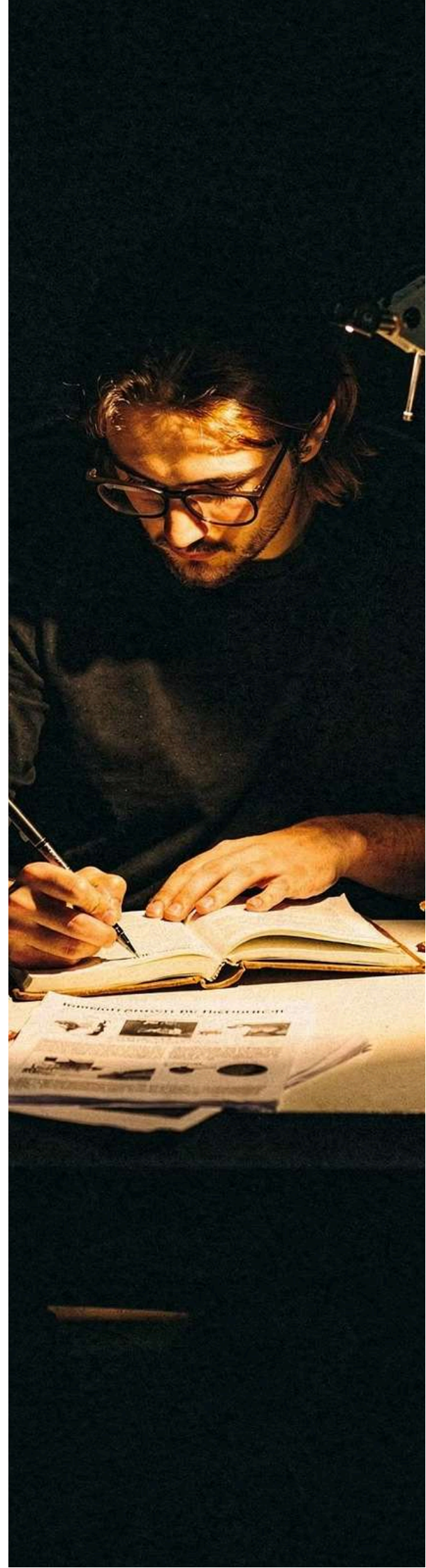
Research literacy transforms practitioners from passive recipients of knowledge into active contributors to the profession.

Domain Ten – Reflective Practice

Professional growth depends upon reflection. Reflection encourages practitioners to consider:

- What went well
- What could be improved
- Lessons learned
- Future development needs
- Feedback received
- Educational priorities

Reflective practitioners continually improve because they remain open to learning from experience.





Integrating the Domains

Professional competence should never be viewed as separate skills operating independently.



Effective practice requires the integration of every domain



Islamic knowledge informs ethical decision-making



Communication strengthens assessment



Research improves professional judgement



Reflection encourages continual learning



Documentation supports governance



Collaboration improves patient care

Together these domains create practitioners capable of delivering safe, compassionate and professionally accountable ruqyah.

Assessing Competence

As the profession develops, competency should increasingly be demonstrated rather than assumed.

Future assessment may include combinations of:



Assessment should support learning rather than simply measure performance.

Its purpose is to help practitioners become continually more effective in serving patients.

Professional competence does not require perfection. Every practitioner continues learning throughout their career. Mistakes will occur. New evidence will emerge. Understanding will continue evolving. The defining characteristic of professionalism is therefore not the absence of error but the willingness to learn, improve and remain accountable. The profession should cultivate a culture in which practitioners support one another's development rather than fear honest reflection.

The competency framework proposed within this chapter is intended as a foundation rather than a final standard. As research expands and the profession matures, these domains should continue to evolve through consultation with practitioners, educators, researchers, Islamic scholars and healthcare professionals. Professional competence is therefore not a destination. It is a commitment. A commitment to continually developing the knowledge, judgement, character and skills necessary to serve patients with excellence. In doing so, the profession honours both its Islamic foundations and its responsibility to future generations.



Part 4 – Professional Education and Lifelong Development

Education as the Foundation of Professional Practice

Every profession depends upon education.

Education transforms interest into knowledge, knowledge into competence and competence into professional practice.

Without structured education, professions struggle to maintain consistent standards, adapt to new evidence or prepare future generations.

The development of the rugby profession therefore depends not only upon the dedication of individual practitioners but also upon the quality of its educational systems.

Professional education should be regarded as a lifelong process rather than a single qualification.

The objective is not merely to teach techniques.

It is to develop practitioners capable of serving patients with competence, integrity and sound professional judgement.

Learning Beyond Techniques

Many educational programmes naturally focus upon practical skills. While technical competence is important, professional education must extend much further.

Future practitioners should develop understanding in areas including:

Islamic foundations of ruqyah

Patient-centred communication

Professional ethics

Safeguarding

Clinical reasoning

Documentation

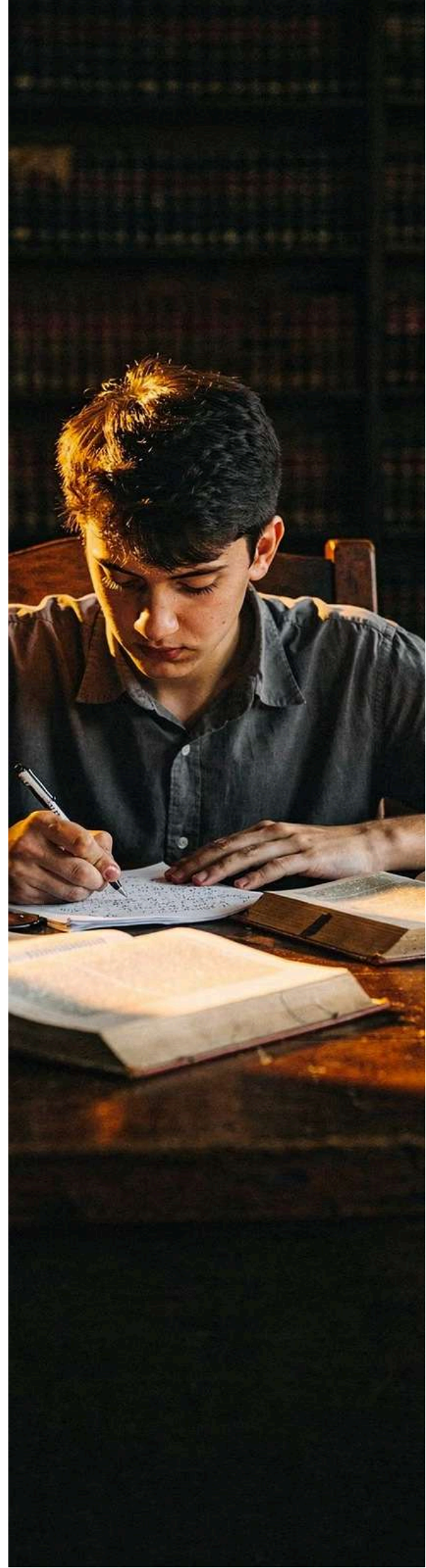
Reflective practice

Multidisciplinary collaboration

Research literacy

Continual professional development

Professional education therefore develops both knowledge and character.



A Progressive Learning Journey

Professional development should occur through progressive stages that reflect increasing levels of knowledge, responsibility and experience.

Although educational providers may design different curricula, a typical pathway may include:

Foundation Education

Introducing the principles, ethics and fundamental competencies required for safe practice.

Intermediate Development

Expanding practical experience, clinical reasoning and patient communication while strengthening professional judgement.

Advanced Practice

Developing specialist knowledge, supervision skills, multidisciplinary collaboration and increasingly complex decision-making.

Leadership and Education

Preparing experienced practitioners to become mentors, educators, supervisors and contributors to future professional development.

Each stage builds upon the previous one.

Learning should never be viewed as complete.

Competency-Based Education

Professional education should focus upon demonstrated competence rather than simply attendance.

Progression should therefore reflect the practitioner's ability to integrate knowledge, skills and professional behaviour in real clinical settings.

Competency-based education encourages practitioners to:

Understand rather than memorise

Reflect rather than imitate

Apply principles rather than rely upon rigid formulas

Continually improve through experience and feedback

This approach prepares practitioners for the complexity of real-world patient care.



Mentorship, Supervision and Continuing Professional Development

Mentorship and Supervision

Throughout history, professional knowledge has often been strengthened through mentorship. Experienced practitioners play an essential role in helping newer colleagues develop confidence, judgement and professional maturity.

Effective mentorship encourages:

- Reflective discussion
- Constructive feedback
- Ethical decision-making
- Continual improvement
- Professional confidence.

As the profession develops, structured mentorship and appropriate supervision should become increasingly important components of practitioner education.

Continuing Professional Development

Healthcare professions recognise that learning continues throughout professional life. The ruqyah profession should adopt the same philosophy.

Continuing Professional Development (CPD) enables practitioners to:

- Maintain professional competence
- Remain informed about new research
- Strengthen clinical skills
- Reflect upon practice
- Share experience with colleagues
- Contribute to the development of the profession

Professional development should become an expected characteristic of professional practice rather than an optional activity.

Developing Future Educators

The future of the profession depends upon those willing to teach others.

Educators therefore require preparation beyond clinical experience alone.

Future educational leaders should develop competence in:

Curriculum design

Teaching methodology

Learner assessment

Mentoring

Educational leadership

Research-informed teaching

By investing in educators, the profession invests in every future generation of practitioners.





The Role of Educational Institutions

Professional education is strengthened when delivered through institutions committed to excellence, accountability and continual improvement.

Different organisations may contribute in different ways.

Universities may provide academic programmes

Research institutes may support postgraduate scholarship

Professional academies may deliver practitioner training and continuing education

Healthcare organisations may provide supervised clinical experience

Each institution contributes to the educational ecosystem while maintaining its own distinct role.

The Contribution of Professional Academies

Professional academies occupy an important position within developing professions.

They provide structured education, practical training and continuing professional development that bridge the gap between theory and practice.

The International Academy of Ruqyah (IAR) represents one example of an organisation committed to advancing the profession through practitioner education, curriculum development and lifelong professional learning.

Its objective is not simply to teach ruqyah, but to help develop practitioners capable of delivering professional, ethical and patient-centred care.

As the profession grows, it is anticipated that additional educational providers will contribute to this shared mission, creating a diverse educational landscape that benefits practitioners and patients alike.





International Collaboration in Education

The future of professional education should be international in outlook.

Educational collaboration enables institutions to exchange ideas, share expertise and continually improve standards.

Future collaboration may include:

Joint educational programmes

Visiting faculty

Online learning initiatives

Educational conferences

Curriculum development

International mentorship

Collaborative research into education

Such partnerships strengthen both educational quality and professional identity.

Education as Stewardship

Professional education is not simply the transfer of information.

It is the stewardship of a profession.

Every educator influences not only the knowledge of future practitioners but also their values, attitudes and commitment to serving others.

The educational decisions made today will shape the profession for decades to come.

For this reason, educational excellence should be regarded as one of the profession's highest responsibilities.

When education is grounded in sound Islamic principles, informed by research and delivered with integrity, it creates practitioners who are capable of advancing the profession while remaining faithful to its spiritual foundations.

The future of ruqyah will therefore depend not only upon what practitioners know, but upon how well they are prepared to continue learning throughout their professional lives.



A Vision for Professional Education

The long-term vision presented within this White Paper is one in which every practitioner has access to high-quality education throughout their career.



Together, these elements create an educational culture in which learning becomes a defining characteristic of the profession itself.

The strength of tomorrow's profession will therefore be determined by the quality of today's education.

For that reason, professional education should be viewed not simply as preparation for practice, but as one of the profession's greatest long-term investments.

Part 5 – Professional Practice

Delivering Excellence in Patient Care

The ultimate purpose of every profession is service.

Research advances knowledge

Education develops competence

Professional standards promote consistency

However, these achievements only fulfil their purpose when translated into meaningful patient care.

Professional practice represents the point at which knowledge, ethics and experience come together to serve individuals seeking support.

For this reason, the quality of professional practice will ultimately define the public reputation of the ruqyah profession.



Patient-Centred Practice and Professional Consultation

Patient-Centred Practice

Every patient presents with a unique history, set of concerns and personal circumstances. Professional practitioners should therefore avoid formulaic approaches to care. Instead, they should seek to understand the individual before determining the most appropriate course of action.

Patient-centred practice requires practitioners to:

- Listen attentively
- Respect individual circumstances
- Communicate openly and honestly
- Recognise patient preferences
- Encourage informed decision-making
- Maintain compassion throughout every stage of care

Patients should never feel like cases. They should feel recognised as individuals deserving dignity and respect.

Professional Consultation

Every professional interaction begins with a consultation. This consultation establishes trust, gathers relevant information and enables practitioners to understand the patient's needs before providing care.

Professional consultations should encourage:

- Open dialogue
- Careful listening
- Appropriate questioning
- Realistic expectations
- Clear explanation of services
- Discussion of limitations
- Opportunities for patients to ask questions.

Good consultations reduce misunderstanding while strengthening therapeutic relationships.

Informed Consent and Professional Communication

Informed Consent

Patients have the right to understand the care they receive. Professional practitioners should therefore ensure that patients receive sufficient information to make informed decisions regarding their care.

Informed consent involves more than obtaining agreement. It includes explaining:

- The nature of the proposed intervention
- Expected objectives
- Possible limitations
- Alternative options where appropriate
- Opportunities to decline or discontinue care

Consent should always be voluntary and based upon respect for patient autonomy.

Professional Communication

Communication is fundamental to effective professional practice. Patients should understand what practitioners are doing and why.

Professional communication should be:

- Respectful
- Clear
- Compassionate
- Culturally sensitive
- Honest
- Appropriate to the patient's level of understanding.

Practitioners should avoid unnecessarily technical language while ensuring that important information is communicated accurately.



Documentation, Confidentiality and Professional Boundaries

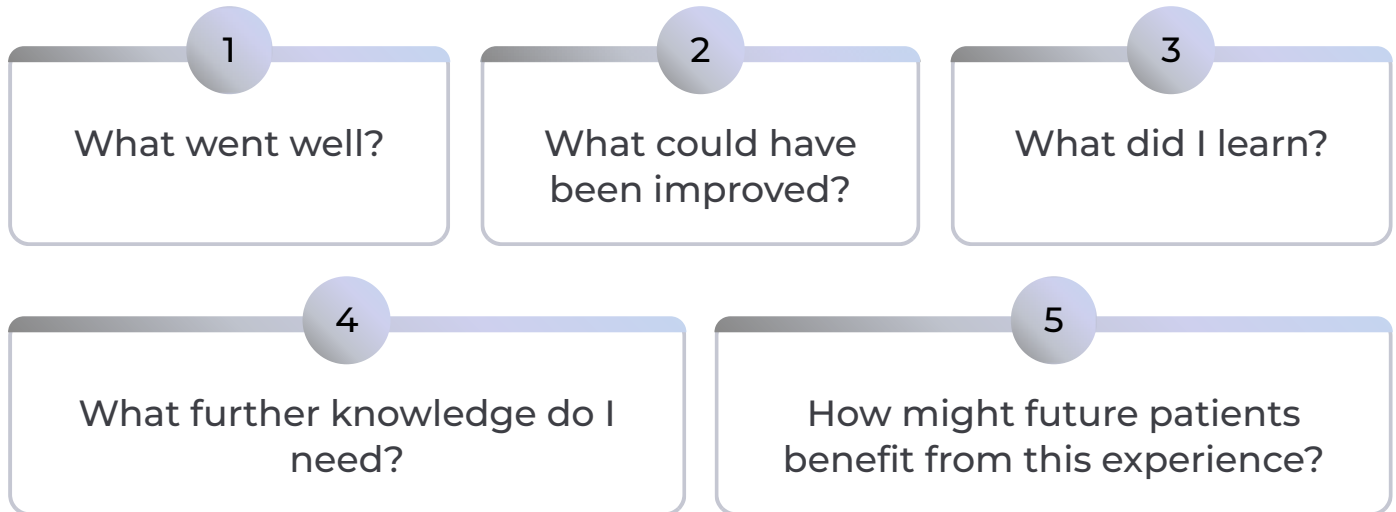
Professional documentation supports continuity of care, accountability and continual improvement. Records should be accurate, objective, respectful, confidential and appropriately maintained. Documentation also contributes to audit, research and quality improvement while protecting both patients and practitioners. The purpose of documentation is not administrative burden. It is professional responsibility.

Patients frequently disclose highly personal information during consultations. Professional practitioners therefore have an ethical responsibility to protect confidentiality. Information should only be shared where the patient provides informed permission, legal obligations require disclosure, or safeguarding responsibilities make disclosure necessary. Respecting confidentiality strengthens trust and encourages honest communication.

Healthy professional relationships benefit both practitioners and patients. Professional boundaries provide clarity regarding roles, responsibilities and expectations. Practitioners should remain aware of conflicts of interest, financial transparency, dependency, dual relationships, personal conduct and appropriate communication outside consultations. Professional boundaries are not barriers to compassion. They create safe therapeutic relationships built upon mutual respect.

Reflection, Professional Limits and Quality Improvement

Professional practice should continually evolve. After each patient encounter, practitioners should ask themselves:



Reflection transforms experience into professional growth. The strongest practitioners are not those who believe they know everything. They are those who continue learning throughout their careers.

Professional practitioners recognise the limits of their own competence. They understand that some situations require collaboration with, or referral to, other professionals. Recognising these limits demonstrates professionalism rather than weakness. Responsible practitioners seek assistance whenever doing so benefits the patient. Such decisions strengthen public confidence while protecting patient welfare.

Every profession benefits from evaluating its own performance. Future professional practice should therefore encourage peer discussion, case review, patient feedback, clinical audit, continuing education and participation in research. Quality improvement should become part of everyday professional culture rather than an occasional activity. The objective is continual progress rather than perfection.



A Profession Defined by Service

Professionalism extends beyond direct patient care. The behaviour of practitioners within their communities, educational activities, publications and professional relationships also influences public confidence. Practitioners should therefore seek to demonstrate integrity in every aspect of their professional lives. Professional reputation is built not only through technical skill but through consistent ethical conduct over many years.

The future success of the ruqyah profession will not be determined solely by increasing numbers of practitioners or expanding educational programmes.

It will be determined by the quality of care experienced by every individual who seeks help.

Professional practice therefore represents the true measure of the profession.

Every consultation provides an opportunity to demonstrate compassion.

Every patient interaction contributes to public trust.

Every practitioner influences the reputation of the profession as a whole.

For this reason, professional practice should always be guided by a simple principle:

- ❑ The interests of the patient come before the interests of the practitioner.

When this principle is consistently reflected in education, clinical practice and professional culture, the profession earns something more valuable than recognition.

It earns trust.

Part 6 – Clinical Governance and Professional Accountability

Protecting Patients, Strengthening the Profession

Every recognised healthcare profession depends upon trust.

Patients trust practitioners to act competently

Practitioners trust educational institutions to prepare them responsibly

Healthcare organisations trust professional standard

Society trusts professions to regulate themselves with integrity.

This trust is neither automatic nor permanent. It is earned through consistent commitment to safe practice, ethical behaviour and continual improvement.

Clinical governance provides the framework through which that trust is maintained.

For the ruqyah profession to mature responsibly, governance should become an integral part of professional practice rather than an administrative obligation.





What Is Clinical Governance?

Clinical governance is the collection of systems, processes and professional responsibilities that help ensure patients receive safe, effective and continually improving care.

It encourages practitioners and organisations to examine their own performance, learn from experience and remain accountable for the quality of the services they provide.

Governance should therefore be understood as a culture rather than a collection of policies.

Its purpose is to improve patient care.

Not to create unnecessary bureaucracy.

Professional accountability begins with individual practitioners. Every practitioner should accept responsibility for maintaining professional competence, acting within the limits of their expertise, communicating honestly, documenting care appropriately, respecting confidentiality, seeking advice when necessary and participating in continuing professional development. Accountability encourages continual improvement rather than fear of criticism. The objective is to learn. Not to assign blame.

Patient Safety and Professional Standards

Patient Safety

Patient safety should remain central to every professional decision. Although ruqyah differs in many respects from conventional healthcare interventions, practitioners still have responsibilities to minimise avoidable harm.

Patient safety includes:

- Appropriate assessment
- Informed consent
- Recognising safeguarding concerns
- Maintaining suitable practice environments
- Appropriate hygiene where relevant
- Understanding professional boundaries
- Recognising situations requiring referral

Every professional decision should begin by asking: "What best protects the wellbeing of this patient?"

Professional Standards

Professional standards create consistency across the profession. They provide patients with confidence while supporting practitioners in delivering high-quality care.

Future standards may address:

- Consultation procedures
- Communication
- Documentation
- Confidentiality
- Safeguarding
- Continuing professional development
- Professional conduct
- Ethical decision-making

Standards should evolve over time as research and professional experience continue to develop.



Documentation, Learning from Experience and Clinical Supervision

Accurate records are an important component of professional governance. Documentation supports continuity of care, professional reflection, communication where appropriate, audit, research and legal accountability. Professional records should be factual, objective, respectful, secure and appropriately maintained. Good documentation benefits both patients and practitioners.

Every profession improves by examining its own performance. Clinical governance therefore encourages practitioners to learn from patient feedback, reflective practice, peer discussion, clinical audit, supervision, continuing education and research findings. Mistakes should be viewed as opportunities for learning wherever possible. Continuous improvement strengthens both individual practitioners and the profession as a whole.

Professional development benefits from guidance provided by experienced colleagues. Clinical supervision offers opportunities to discuss complex situations, reflect upon professional practice, strengthen clinical reasoning, develop professional judgement and encourage ethical decision-making. Supervision should be regarded as a sign of professional maturity rather than professional weakness. Even experienced practitioners benefit from structured reflection with trusted colleagues.

Quality Assurance, Ethics and Governance Within the Wider Ecosystem

Patients should reasonably expect consistent standards regardless of which practitioner they consult. Future quality assurance systems may include peer review, educational review, professional appraisal, audit, continuing professional development, competency review and patient feedback. Quality assurance strengthens public confidence while encouraging continual professional growth.

Governance cannot be separated from ethics. Policies alone do not create professional integrity. Ethical practice depends upon the character and judgement of practitioners. Professional ethics should therefore encourage honesty, humility, fairness, compassion, transparency, accountability and service before self-interest. These principles reflect both professional expectations and the ethical teachings of Islam.

Clinical governance should not exist in isolation. It connects naturally with every other component of the Islamic Spiritual Healthcare Ecosystem.



Together these institutions create a profession capable of continual improvement. Governance provides the framework that enables these components to work together effectively.



A Profession That Earns Public Trust

Trust develops when patients consistently experience professionalism, compassion, integrity, accountability, competence and transparency.

Clinical governance helps create the environment in which these qualities become normal professional expectations rather than individual aspirations. For this reason, governance should not be viewed as an external requirement imposed upon practitioners. It should be regarded as one of the profession's greatest strengths.

It protects patients

It supports practitioners

It strengthens institutions

It preserves public confidence

Most importantly, it creates a profession capable of continually improving while remaining faithful to its Islamic foundations.

As the ruqyah profession continues to develop, governance systems will inevitably become more sophisticated. Professional organisations may introduce peer review programmes. Educational institutions may strengthen competency assessment. Research may inform updated standards. Technology may improve documentation and quality assurance.

These developments should be welcomed not because they increase complexity, but because they increase confidence. Strong governance allows a profession to grow without losing its integrity.

Part 7 – Research and Evidence-Informed Practice

Building a Profession That Learns

Every respected healthcare profession shares one important characteristic.

It learns continuously.

Professional knowledge does not remain static

Experience generates questions

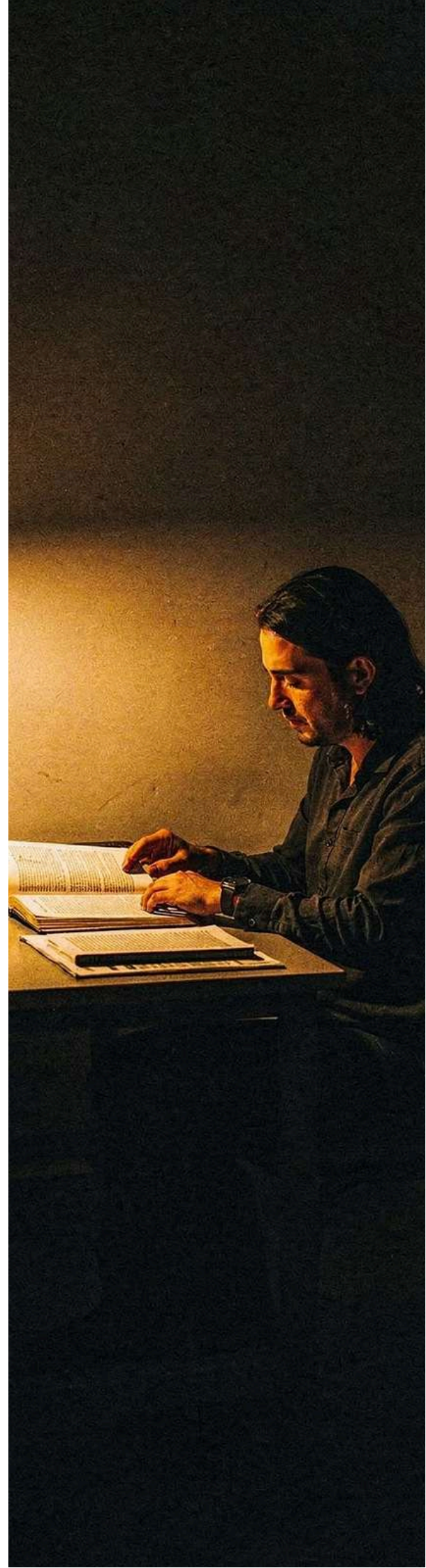
Research investigates those questions

The findings improve education, strengthen professional practice and ultimately enhance patient care.

The ruqyah profession should aspire to the same culture of continual learning.

Research should not be viewed as an activity reserved exclusively for universities or specialist researchers.

Rather, it should become a natural part of professional life, enabling practitioners to contribute responsibly to the future development of the profession.





Experience and Evidence

Professional practitioners accumulate valuable experience through years of serving patients.

These experiences often reveal recurring patterns, unexpected observations and important clinical questions.

Such observations should be respected.

However, observation alone cannot determine whether a finding is widely applicable, reproducible or explained by other factors.

Research provides the structured process through which observations can be examined critically and objectively.

Professional practice and research should therefore be viewed as complementary rather than competing activities.

Experience inspires research.

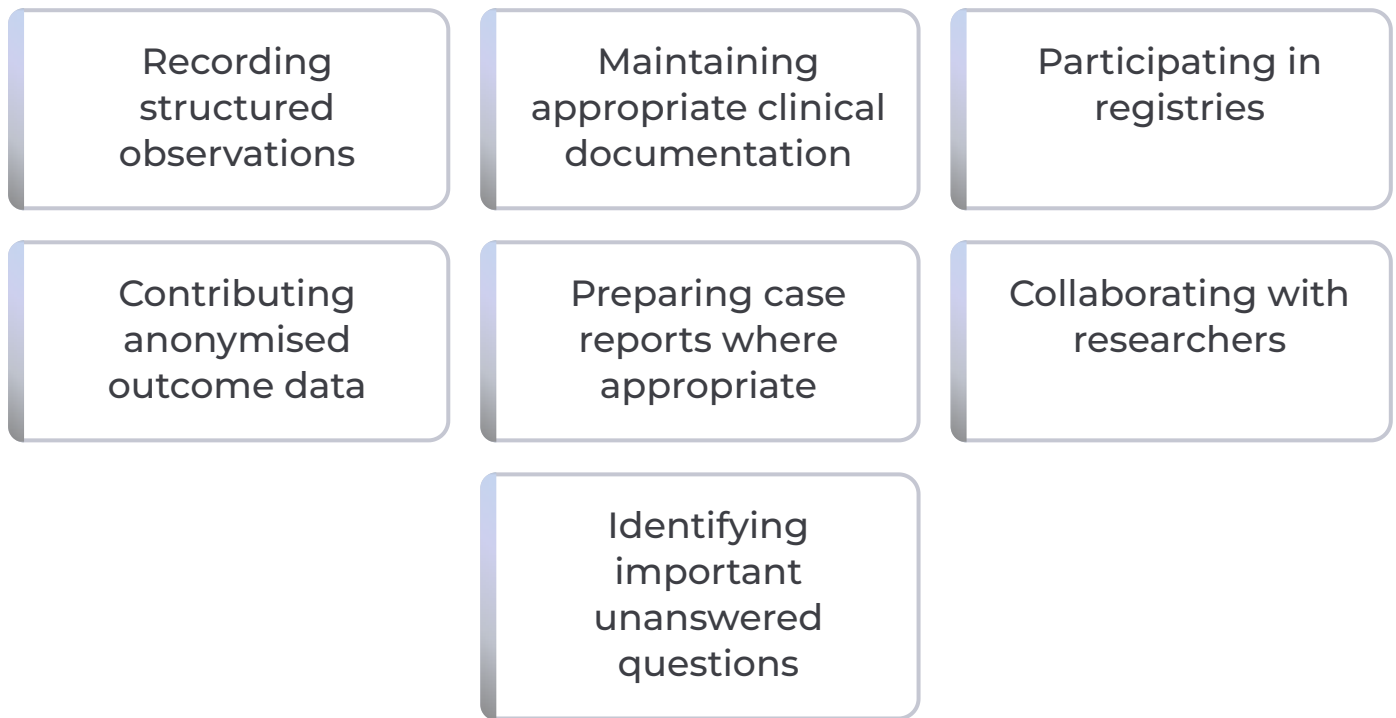
Research strengthens practice.

Not every practitioner will conduct formal research. Nevertheless, every practitioner should understand the importance of evidence and possess a basic level of research literacy. Research-aware practitioners should be able to distinguish observation from established evidence, understand the value of systematic investigation, evaluate new claims critically, recognise the limitations of personal experience, appreciate different forms of evidence and remain open to new knowledge. Research literacy strengthens professional judgement while reducing overconfidence and unsupported conclusions.

Contributing to Knowledge and Measuring Outcomes

Every practitioner has the potential to contribute to the advancement of the profession. Contribution does not always require conducting large research studies.

Professional practitioners may contribute by:



Small contributions from many practitioners can collectively generate valuable knowledge.

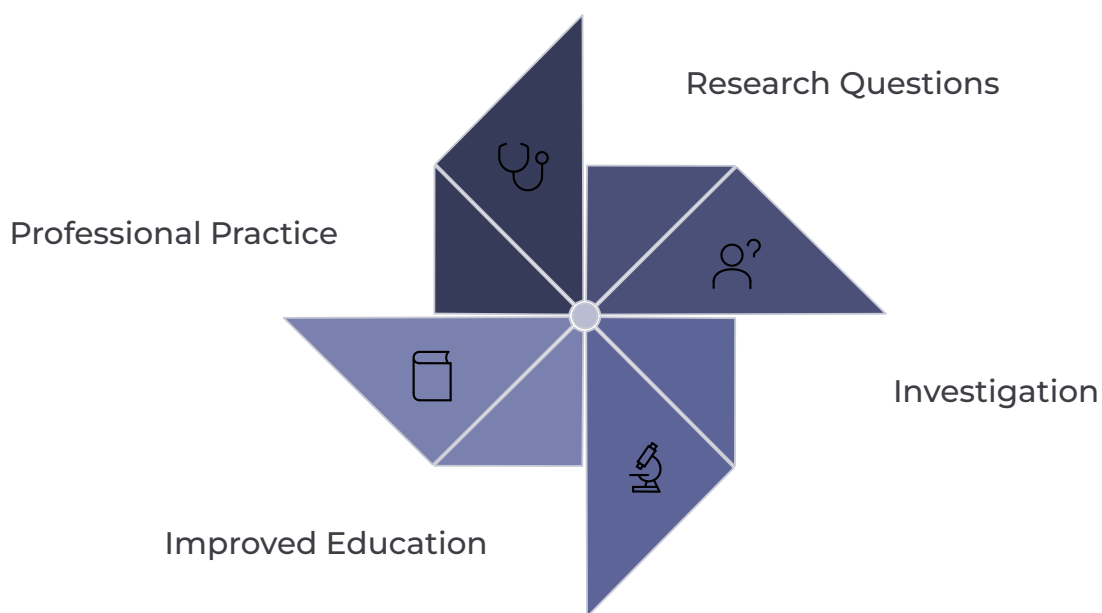
Healthcare professions improve by evaluating outcomes rather than relying solely upon anecdotal experience. As appropriate governance frameworks develop, professional practitioners should be encouraged to collect outcome information that helps evaluate the effectiveness of services. Examples may include patient-reported wellbeing, quality of life measures, functional improvement, patient experience, follow-up outcomes and service utilisation. Outcome measurement should be undertaken respectfully, proportionately and with appropriate ethical safeguards. Its purpose is continual improvement rather than performance comparison.

Collaboration with IRIISM and a Culture of Intellectual Humility

Individual cases have historically contributed to many important developments within healthcare. Well-documented case reports may help identify unusual presentations, unexpected responses, emerging patterns, new research questions and educational opportunities. Case reports should not be regarded as definitive evidence. Rather, they serve as valuable starting points for further investigation. Responsible publication of case observations encourages professional dialogue while stimulating future research.

The long-term vision presented within this White Paper recognises the complementary roles of IAR and IRIISM. Professional practitioners educated through organisations such as IAR contribute high-quality practice, reflective learning and structured observations. IRIISM provides the research infrastructure through which these observations may be investigated using appropriate scientific methodologies.

This relationship creates a continuous cycle:



The profession therefore becomes increasingly evidence-informed over time.

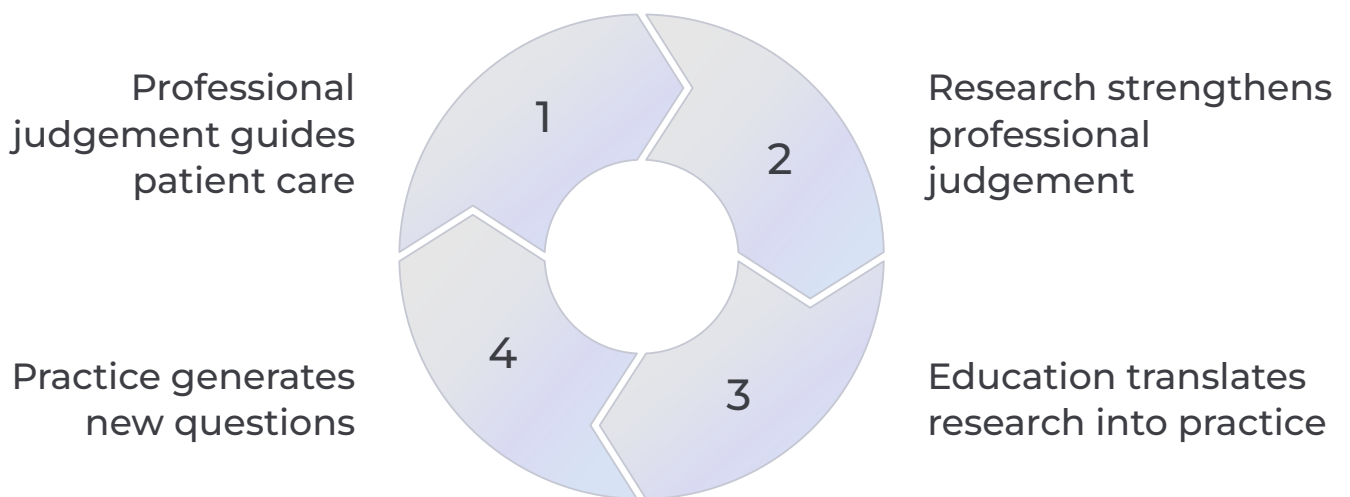
Professional confidence should never be confused with certainty. Responsible practitioners recognise that knowledge continues to evolve. Research frequently confirms existing understanding. It may also refine, challenge or expand previous assumptions. Professional maturity therefore includes the willingness to revise one's understanding when credible evidence becomes available. Such intellectual humility strengthens rather than weakens the profession. It demonstrates confidence in the process of learning rather than attachment to personal opinion.

From Individual Experience to Collective Knowledge

The future of the profession depends upon encouraging thoughtful innovation while maintaining rigorous ethical standards. Practitioners should feel able to explore new ideas responsibly, provided that patient welfare remains paramount, observations are documented honestly, limitations are acknowledged, hypotheses are distinguished from established knowledge and research is encouraged where appropriate. Innovation should therefore proceed alongside accountability. Responsible inquiry strengthens the profession while protecting public confidence.

The greatest strength of a profession lies not in the experience of a single practitioner but in its ability to learn collectively. When practitioners contribute observations, researchers investigate important questions and educators incorporate new knowledge into training, the profession continually improves. This process transforms isolated experience into shared understanding. Over time, knowledge becomes more reliable, education becomes stronger and patient care becomes increasingly effective. Every practitioner therefore contributes not only to today's patients but also to the future development of the profession itself.

The vision presented within this White Paper is not one in which research replaces professional judgement. Nor is it one in which experience replaces evidence. Instead, it proposes a profession in which both work together.



This continuous cycle enables the profession to develop responsibly while remaining faithful to its Islamic foundations. The future of ruqyah will therefore depend not only upon the knowledge practitioners inherit, but also upon the knowledge they help create. By embracing research, reflection and continual learning, the profession becomes more than a collection of individual practitioners. It becomes a community committed to advancing knowledge for the benefit of future generations.

A photograph of a person in a dark suit standing on a wide, straight concrete path that leads up a hill. The path is flanked by dry, yellowish-brown vegetation. The person is seen from behind, looking down the path towards the horizon. Their shadow is cast long and dark on the steps in the foreground.

Part 8 – Career Pathways and Professional Development

Building a Profession for Future Generations

A defining characteristic of every mature profession is the existence of clear pathways for long-term development.

Professionals are able to see not only where they begin, but where their careers may lead over time.

These pathways encourage continual learning, recognise increasing responsibility and provide opportunities for individuals to contribute according to their strengths and interests.

The rugby profession should aspire to the same model.

Professional development should not conclude upon completion of an educational programme.

Rather, it should continue throughout a practitioner's entire career.

Each stage of development brings new responsibilities, broader understanding and greater opportunities to serve patients and the profession.

The future profession should not be defined by a single type of practitioner. As the discipline develops, individuals will contribute in different ways according to their knowledge, experience and interests. Some may focus primarily on patient care. Others may become educators. Some may specialise in research. Others may contribute through leadership, mentorship or healthcare integration. This diversity strengthens the profession by allowing individuals to develop expertise while contributing to a shared purpose.

A Progressive Career Framework

Although career pathways will naturally evolve over time, a typical professional journey may include several stages of development.

Foundation Practitioner

The practitioner develops the core knowledge, practical skills and ethical understanding necessary to provide professional ruqyah under appropriate guidance and within the limits of their competence. The emphasis during this stage is on developing safe habits, sound judgement and professional confidence.

Independent Practitioner

With increasing experience and continuing education, practitioners develop greater independence in professional practice. They refine their communication, strengthen clinical reasoning, improve documentation and continue expanding their professional competence.

Senior Practitioner

Senior practitioners contribute through patient care and through supporting colleagues. Responsibilities may include mentoring newer practitioners, participating in quality improvement, contributing to professional discussions, assisting with educational activities and supporting research initiatives. Professional influence begins extending beyond individual consultations.

Clinical Supervisor

Clinical supervisors help maintain professional standards by supporting reflective practice and professional development. They encourage learning through discussion, constructive feedback and mentorship. Their role is to develop confident, competent practitioners capable of independent professional judgement.





Educator

Some experienced practitioners will choose to dedicate increasing time to education. Professional educators contribute through curriculum development, teaching, learner assessment, educational leadership and mentoring future practitioners. Education becomes a means through which professional knowledge is preserved and continually improved.



Research Practitioner

Research-active practitioners bridge the gap between clinical practice and scientific investigation. They contribute through structured observation, outcome measurement, collaborative research, publication, participation in research registries and generating new research questions. Their work strengthens the evidence base while ensuring that research remains connected to clinical practice.



Professional Leader

Leadership within the profession is demonstrated through service rather than authority. Professional leaders contribute by strengthening educational systems, supporting professional organisations, encouraging collaboration, promoting ethical standards and developing future leaders. Leadership should always be exercised with humility and accountability.

Progression within the profession should be determined by demonstrated competence rather than simply years of experience. Professional development should therefore reflect increasing ability in areas such as patient care, professional judgement, ethical decision-making, communication, leadership, education, research and mentorship. This approach encourages continual improvement while recognising the diverse talents of individual practitioners.

Every stage of the professional journey requires ongoing learning. Continuing Professional Development enables practitioners to strengthen existing knowledge, develop new competencies, remain informed about emerging research, reflect upon practice, contribute to professional discussions and improve patient care. Professional development should become a normal expectation throughout every career stage. Learning should never cease.

Not every professional contribution occurs within the consultation room. The future profession may create opportunities in education, research, healthcare leadership, public policy, publishing, curriculum development, conference organisation, international collaboration and professional governance. These diverse roles strengthen the profession while allowing individuals to contribute according to their particular interests and abilities.

Mentoring the Next Generation

One of the greatest responsibilities of experienced practitioners is preparing those who follow. Professional maturity includes a willingness to share knowledge generously while encouraging independent thinking and continual learning. Mentorship preserves institutional knowledge while allowing the profession to continue evolving. Every generation should leave the profession stronger than it inherited it.

Career progression should never become an exercise in status or hierarchy. Advancement represents increasing responsibility rather than increasing importance. The highest stages of professional development should be characterised by humility, service, integrity, generosity, intellectual curiosity and commitment to developing others. The greatest leaders within the profession will not necessarily be those who treat the most patients. They will be those who contribute most significantly to the growth of the profession itself.

The long-term vision presented within this White Paper is one in which young people can see a genuine professional future within ruqyah. Students begin with structured education. Practitioners develop through experience. Researchers expand knowledge. Educators prepare future generations. Leaders strengthen institutions. Each stage contributes to a profession that continually renews itself. The result is not simply a larger workforce. It is a professional community capable of serving society with increasing competence, integrity and compassion. Career pathways therefore represent far more than opportunities for individual advancement. They provide the structure through which the profession itself continues to grow, adapt and serve future generations.





Part 9 – Integrating Ruqyah Within Modern Healthcare

Building Bridges Between Disciplines

Healthcare has become increasingly multidisciplinary.

Doctors, nurses, psychologists, physiotherapists, pharmacists and many other professionals routinely collaborate to provide patient-centred care.

Each profession contributes different knowledge and different expertise.

No single profession addresses every aspect of human health.

The future development of professional ruqyah should be viewed within this same philosophy.

The objective is not to compete with conventional healthcare.

Nor is it to replace existing professions.

Rather, it is to contribute responsibly where spiritual care may provide additional benefit for individuals who choose to receive it.

Professional integration is therefore founded upon cooperation, mutual respect and clearly defined professional boundaries.

A Holistic Understanding of Health

Human wellbeing is multidimensional.

Health is influenced by physical, psychological, social and spiritual factors.

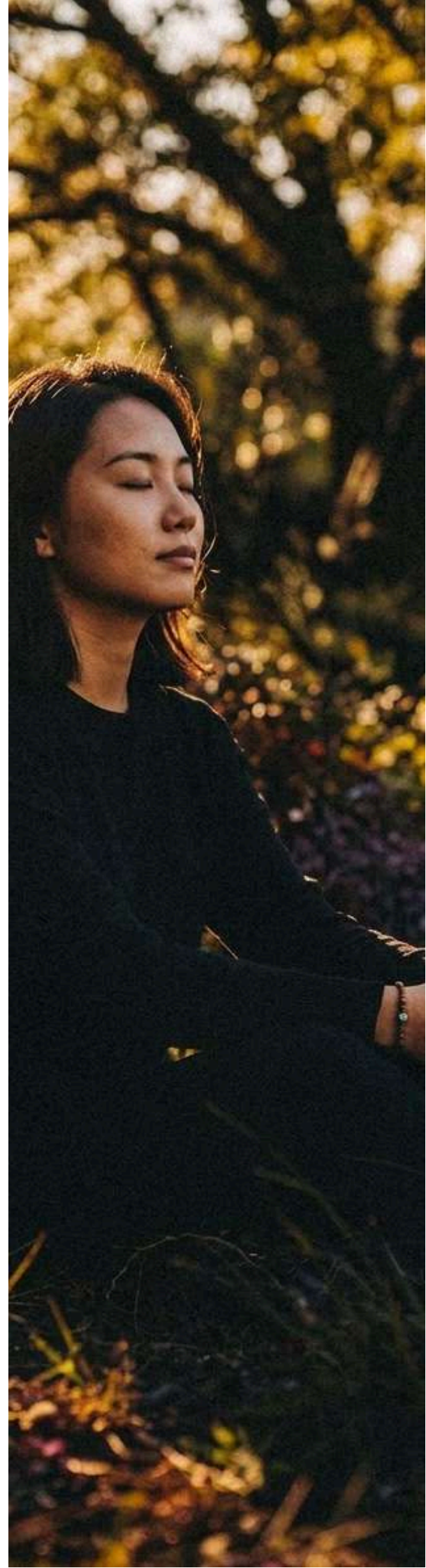
Different healthcare professions naturally focus upon different dimensions of this broader picture.

Professional ruqyah contributes primarily through the spiritual dimension of care while recognising that patients frequently benefit from multiple forms of support simultaneously.

Acknowledging the importance of spiritual wellbeing does not diminish the value of conventional healthcare.

Likewise, recognising the importance of medicine does not diminish the significance of spiritual care.

The most effective healthcare systems recognise that these perspectives can coexist.





Respecting Professional Expertise

Professional integration begins with mutual respect.

Doctors

Doctors possess expertise in medicine.

Psychologists

Psychologists possess expertise in mental health.

Nurses

Nurses provide essential patient care.

Allied health professionals contribute specialist knowledge across many disciplines.

Professional ruqyah practitioners likewise contribute expertise relating to Islamic spiritual care.

Each profession should recognise both the value and the limits of its own expertise.

Professional maturity is demonstrated not by attempting to fulfil every role, but by understanding when collaboration benefits the patient.

Patient Choice

Many patients actively seek healthcare that reflects their religious beliefs and spiritual values.

Professional healthcare should respect these preferences wherever appropriate and consistent with safe practice.

Patients should be able to make informed choices regarding whether they wish to receive Islamic spiritual support alongside other forms of care.

Respect for patient autonomy remains central.

Participation in ruqyah should always be voluntary.

Professional practitioners should provide sufficient information to allow patients to make informed decisions while respecting individual beliefs and circumstances.





Collaborative Care

Future models of care may increasingly involve collaboration between professional ruqyah practitioners and other healthcare professionals.

Examples may include:

Supporting patients who request spiritual care

Participating in multidisciplinary discussions where appropriate

Contributing to holistic wellbeing programmes

Supporting families during periods of illness

Working alongside chaplaincy and pastoral care services

Contributing to community health initiatives

Such collaboration should always occur within clearly defined professional responsibilities.

The objective is coordinated care rather than professional overlap.

Referral Pathways

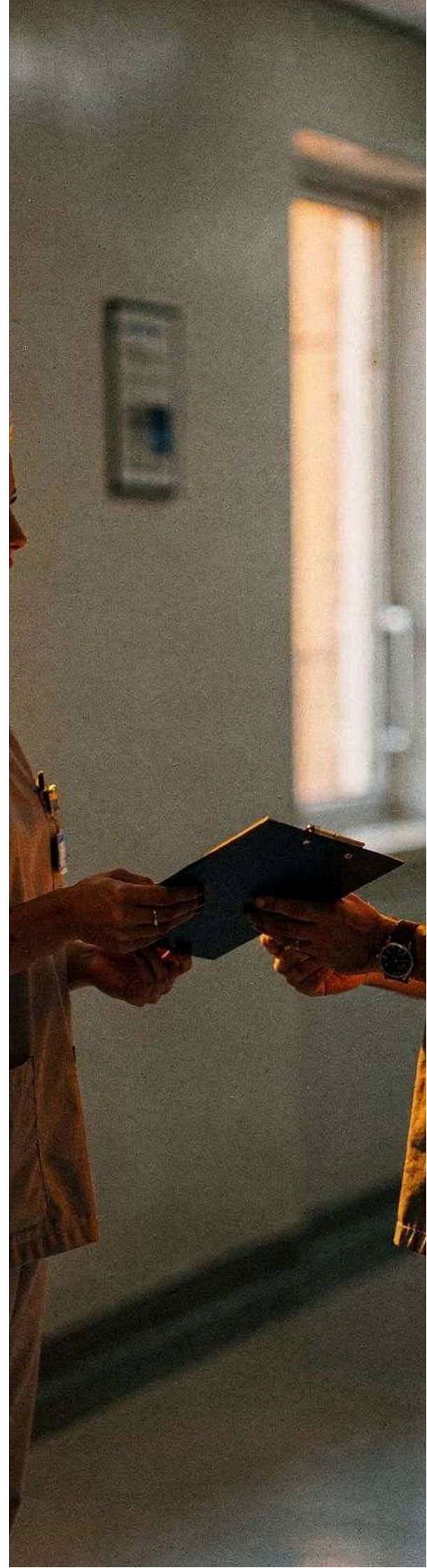
Professional integration requires clear referral pathways.

Practitioners should recognise situations where patients may benefit from assessment or treatment provided by another professional.

Likewise, healthcare professionals may encounter patients who express a desire for Islamic spiritual support.

Future referral pathways may therefore encourage appropriate communication between services while respecting confidentiality, informed consent and professional boundaries.

Effective referral systems strengthen patient care while reducing unnecessary fragmentation.





Professional Communication

Successful multidisciplinary care depends upon effective communication.

Where appropriate and with patient consent, professional communication may include:

Referral letters

Progress summaries

Shared care discussions

Multidisciplinary meetings

Collaborative planning

Communication should remain clear, respectful and focused upon the patient's best interests.

Healthcare Integration as a Process

Professional integration will not occur overnight.

It represents a gradual process built upon:

Education

Research

Professional standards

Clinical governance

Mutual understanding

Public confidence

As these foundations strengthen, opportunities for collaboration are likely to increase naturally.

Integration should therefore be viewed as a long-term objective rather than an immediate expectation.



A man with a beard, wearing a white lab coat, is seated at a desk in a dimly lit room. He is looking down at several papers spread out on the desk. The papers contain various graphs, including line graphs and bar charts, along with some text. The lighting is warm and focused on the desk, creating a professional and focused atmosphere.

The Contribution of Research

Research plays an essential role in supporting healthcare integration.

High-quality evidence enables healthcare professionals to better understand:

- Patient experiences
- Service outcomes
- Models of care
- Areas requiring further investigation

Research also encourages constructive dialogue between disciplines by providing a shared language through which ideas can be examined objectively.

As the evidence base expands, opportunities for responsible collaboration are likely to increase.

Serving Diverse Communities

Professional ruqyah has the potential to contribute to healthcare across diverse communities.

While its foundations remain firmly rooted within the Islamic tradition, many of the professional principles discussed throughout this White Paper—compassion, ethical practice, patient-centred care, accountability and continual learning—are universal.

Healthcare integration therefore provides opportunities to contribute positively within increasingly diverse societies while remaining faithful to Islamic values.





Looking Towards the Future

Imagine a healthcare system in which:

- Patients requesting Islamic spiritual support can access appropriately educated practitioners operating within recognised professional standards.
- Healthcare professionals understand when spiritual care may contribute to holistic wellbeing.
- Researchers evaluate collaborative models of care.
- Universities prepare future professionals to work respectfully across disciplinary boundaries.
- Governments recognise Islamic Spiritual Medicine as one component of a broader healthcare ecosystem supported by research, education and professional governance.

This vision is not based upon replacing existing healthcare.

It is based upon strengthening it.

The future of professional ruqyah therefore lies not in isolation, but in constructive collaboration.

When professions respect one another, communicate effectively and remain committed to serving patients above institutional interests, healthcare becomes stronger.

Professional ruqyah should aspire to become a trusted partner within that wider healthcare community.

Its contribution will ultimately be measured not by institutional recognition alone, but by the quality of care it helps provide to those seeking support.

Concluding Reflection

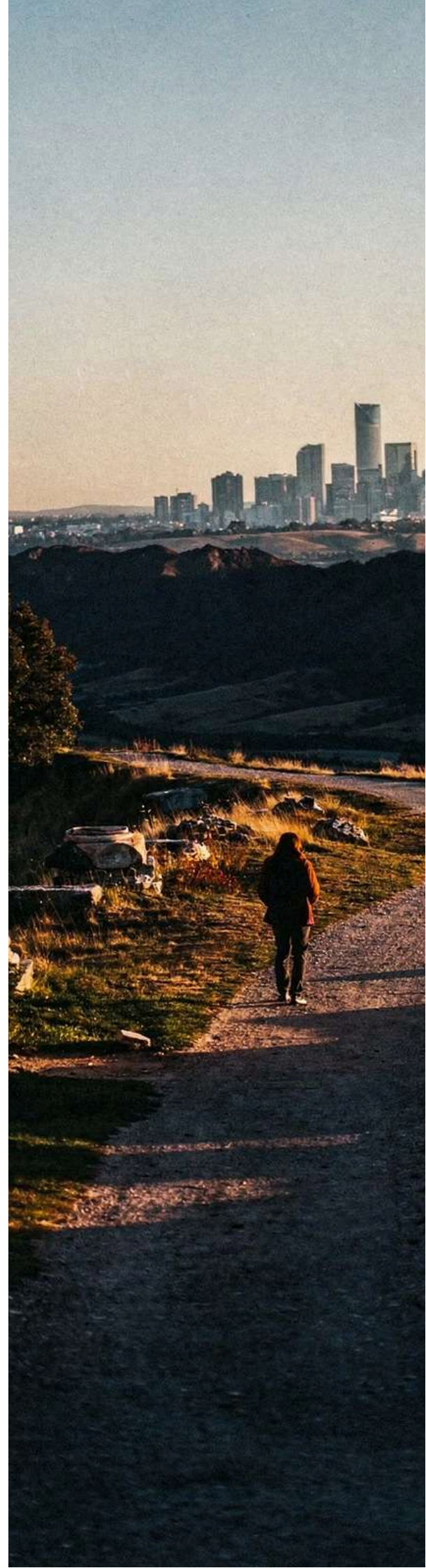
The journey described throughout this White Paper has been one of transformation.



The future of ruqyah will not be determined solely by the knowledge practitioners possess. It will be determined by their willingness to serve with professionalism, humility and integrity.

If the profession embraces education, research, ethical practice and cooperation with the wider healthcare community, it has the opportunity to become an enduring and respected component of modern healthcare.

Professional ruqyah is therefore not simply about preserving a tradition. It is about preparing that tradition to serve future generations with excellence.





Part 10 – A Vision for the Future of the Ruqyah Profession Looking Beyond the Present

Every profession is shaped by those willing to think beyond the needs of the present generation.

The healthcare professions that exist today were not created overnight.

They developed through decades of research, education, institutional growth and the collective efforts of individuals committed to serving society.

The ruqyah profession now stands at a similar point in its own development.

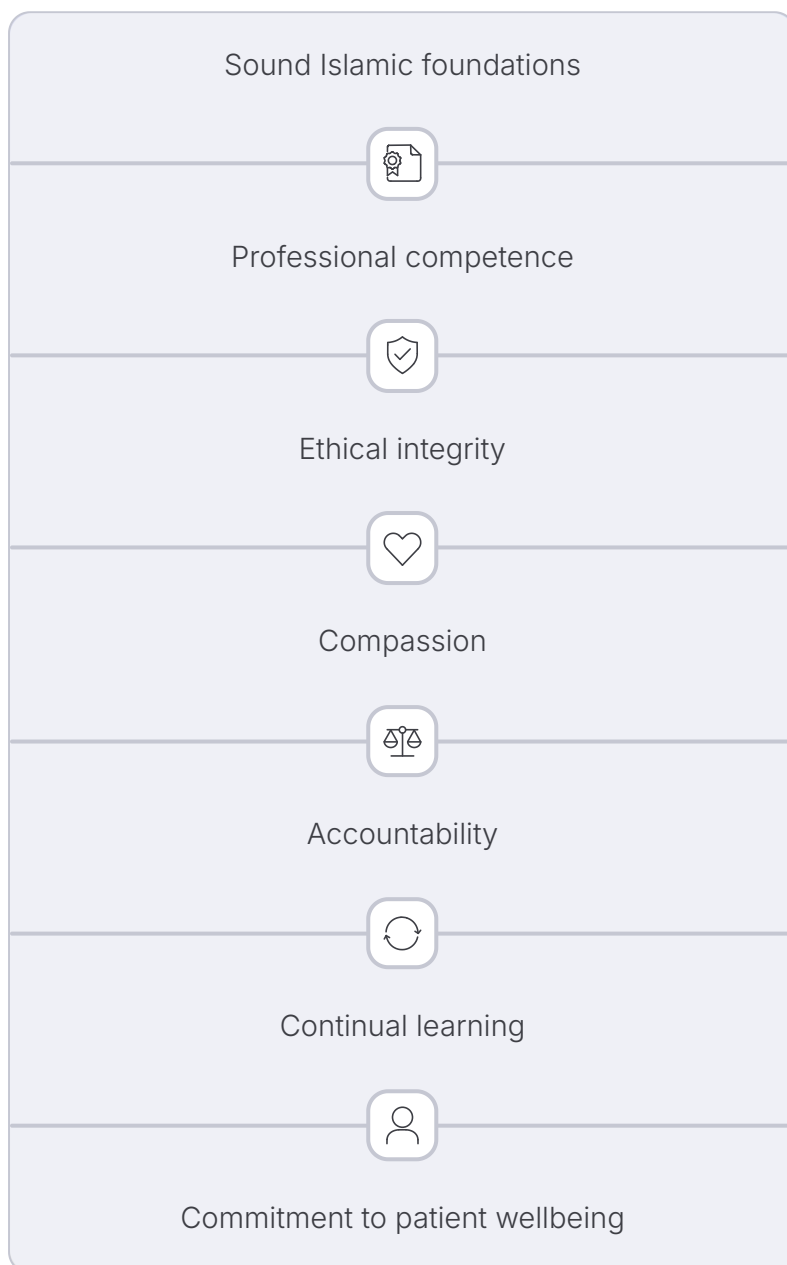
Its future will not be determined by isolated success stories or individual practitioners alone.

It will be determined by the quality of the institutions, educational systems, research culture and professional values that today's generation chooses to establish.

This White Paper has proposed one possible roadmap towards that future.

A Profession Recognised for Excellence

The long-term aspiration is not simply to increase the number of practitioners. It is to develop a profession recognised for excellence. A profession in which practitioners are respected because they demonstrate:

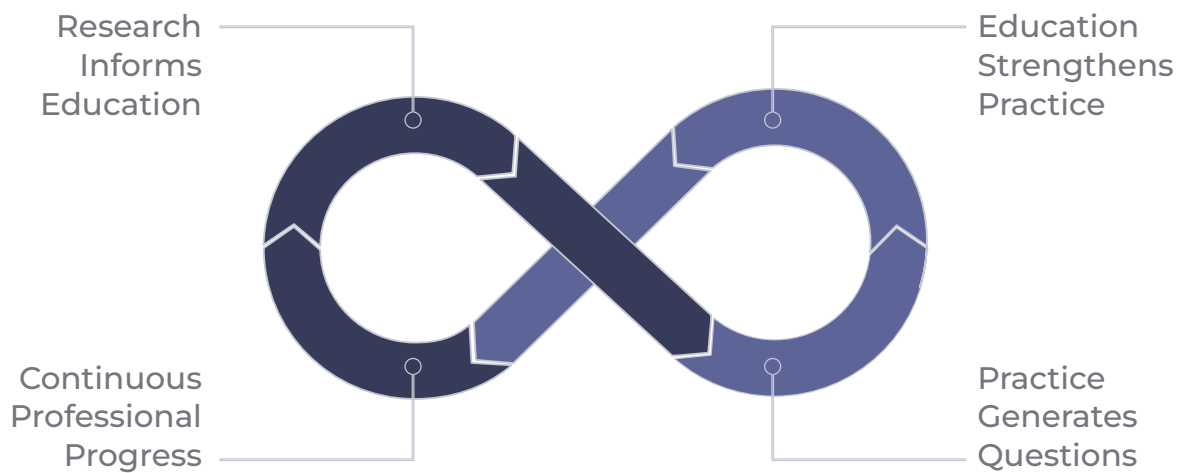


Professional recognition should never be sought for its own sake. It should arise naturally through consistently high standards of education, research and patient care.



A Profession That Continues Learning

The future profession should remain intellectually curious.



Every generation should inherit a profession that knows more than the generation before it.

Progress should therefore become a defining characteristic of professional ruqyah.

Not progress away from Islamic principles.

But progress towards greater understanding, better patient care and higher professional standards.

Institutions That Outlive Their Founders

The long-term strength of any profession depends upon institutions rather than individuals.

Practitioners retire, teachers pass away and organisations evolve. Institutions built upon strong principles, however, continue serving society for generations.

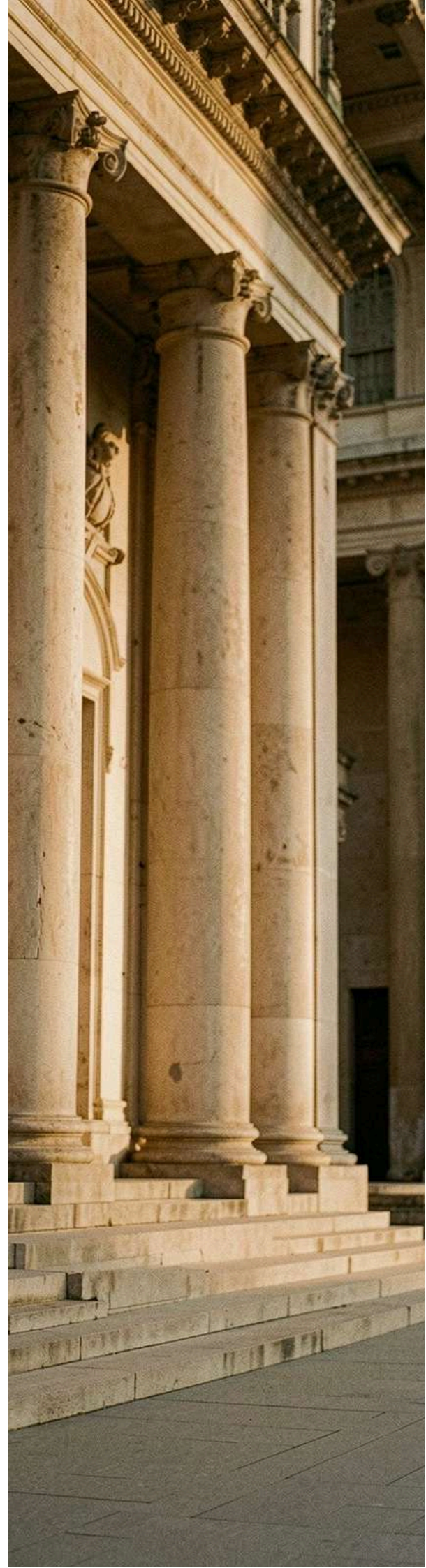
The future of the profession therefore requires sustainable institutions capable of supporting:

- 1 Education
- 2 Research
- 3 Professional development
- 4 Collaboration
- 5 Clinical excellence
- 6 International partnerships

The International Academy of Ruqyah seeks to contribute to this vision by advancing practitioner education and professional development.

The International Research Institute of Islamic Spiritual Medicine (IRIISM) seeks to contribute through research, knowledge generation and international collaboration.

Together with universities, healthcare providers and future professional organisations, these institutions can help establish a resilient and internationally connected profession.





International Collaboration

The future of the profession is international.

Professional knowledge should be shared across countries rather than confined by national boundaries.

Future collaboration may include:



International educational partnerships



Multicentre research



Professional exchange programmes



Global conferences



Collaborative publications



Shared educational resources

Such collaboration strengthens the profession while encouraging mutual learning between different cultures and healthcare systems.

The future profession should be characterised by cooperation rather than competition.

Serving Society

Professional success should not be measured solely by institutional growth or practitioner numbers.

Its true measure lies in the benefit provided to society.

The profession should aspire to:

Improve patient care

Strengthen families

Support communities

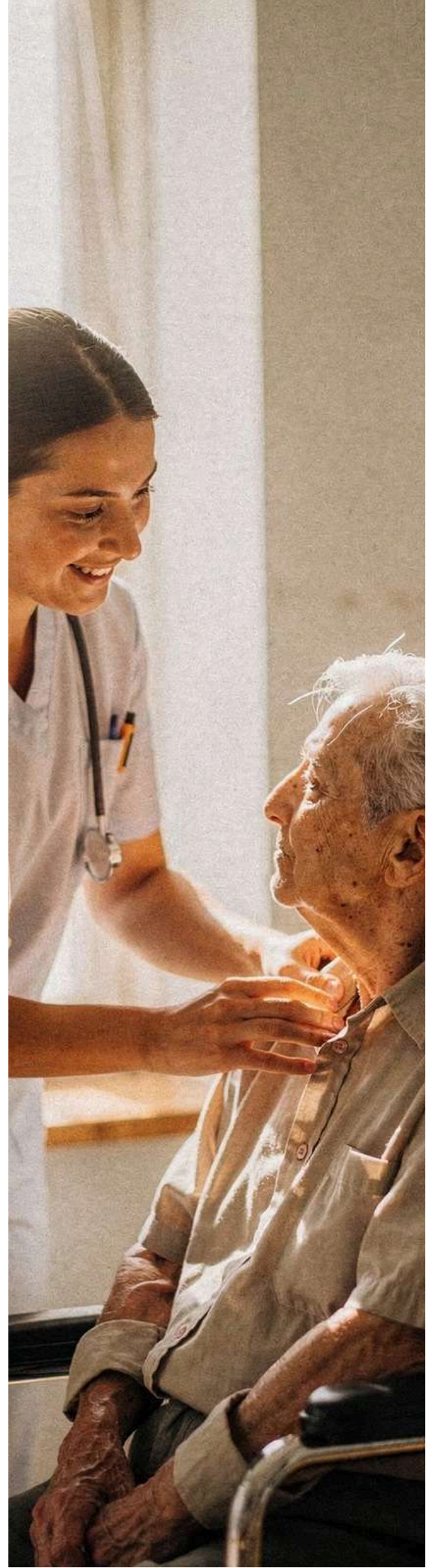
Encourage responsible healthcare

Advance knowledge

Contribute positively to wider healthcare systems

Service should remain the profession's defining purpose.

Everything else exists to support that objective.

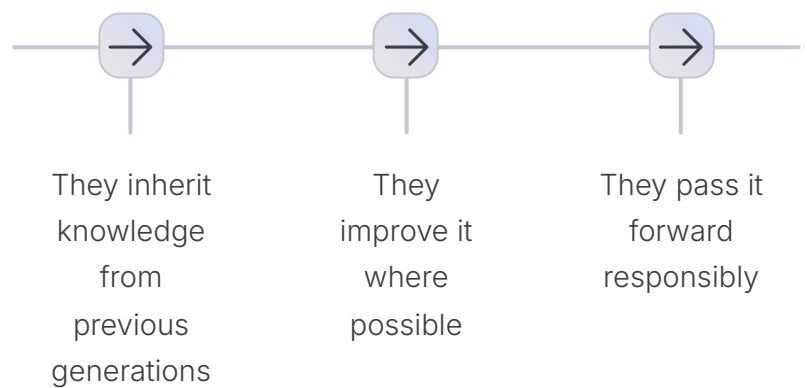


Preparing Future Generations

The profession carries responsibilities beyond those practising today.

Every educational programme, research project and institutional decision influences those who will inherit the profession in the future.

Today's practitioners therefore become stewards rather than owners.



This continuous process of stewardship ensures that the profession remains dynamic while preserving its Islamic foundations.



A Twenty-Year Vision

Although the precise future cannot be predicted, it is possible to imagine what a mature profession may resemble over the coming decades.

A profession in which:

- 1 Structured educational pathways exist from introductory learning to postgraduate study
- 2 Practitioners engage in lifelong professional development
- 3 Universities undertake research into Islamic Spiritual Medicine
- 4 IRIISM coordinates international research collaborations
- 5 Professional academies prepare competent practitioners
- 6 Healthcare providers develop appropriate models of integrated care
- 7 International conferences encourage collaboration
- 8 Journals publish peer-reviewed research
- 9 Patients access safe, ethical and professionally delivered services

Such a future would represent not merely the growth of a profession but the maturation of an entire discipline.



The Responsibility of Today's Generation

Every profession reaches moments that define its future.

The present generation has an opportunity to help shape the direction of professional ruqyah for decades to come.

This responsibility extends beyond individual careers.

It requires collaboration between practitioners, educators, researchers, Islamic scholars, healthcare professionals and institutions.

No single organisation can build the future alone.

It will be built collectively through shared commitment to knowledge, integrity and service.

A Profession Worth Building

The vision presented throughout this White Paper is ambitious.

It proposes the gradual development of a profession characterised by education, ethical practice, research, governance and collaboration.

Such ambitions require patience.

They require sustained effort.

They require institutions willing to invest in future generations.

Yet every respected profession began with a vision that extended beyond the present.

The ruqyah profession now has the opportunity to undertake a similar journey.

Not by abandoning its Islamic foundations.

But by strengthening them through excellence in education, professional practice and continual learning.





Final Reflections

Professionalisation is not about status.

It is about responsibility.

It is a commitment to serving patients with greater competence.

1. To educating future practitioners more effectively.
2. To contributing responsibly to research.
3. To working constructively with the wider healthcare community.
4. To continually improving while remaining faithful to the principles that define the profession.

The International Academy of Ruqyah believes that the future of ruqyah should be characterised by knowledge, integrity, professionalism and service.

This White Paper is offered not as the final word on that future, but as an invitation.

An invitation to practitioners, educators, researchers, healthcare professionals, universities and policymakers to participate in building a profession capable of serving humanity with excellence.

The future of professional ruqyah will not be determined by one institution or one generation.

It will be shaped by everyone who shares the vision of advancing the profession while remaining faithful to its Islamic foundations.

That journey has already begun.