

The University of America

College of Natural Medicine & Health Sciences

Wilhelminalaan 13 , Curaçao, P.O. Box 4762
Willemstad, Curaçao, Netherland Antilles

Et folia ligni ad sanitatem gentium



UoACNHS .

The leaves of the tree were for the healing of the nations.Rev. 22:2

**Degree Programs in Osteopathy, Naturopathy,
Homeopathy , Herbal and Nutritional Medicine**



**A Complementary Medical Association (CMA
UK) Center of excellence for Natural medicine and Health Science**



UoACNHS Curriculum is prepared in Consultation with
Consultation on TCAM Milan, Italy, 26-28 February 2007 and is judged to have met
and exceeded the WHO Benchmarks for training in TCAM Programs.



**World Health
Organization**

UoACNHS Curriculum is prepared in Consultation with Consultation on TCAM Milan, Italy, 26-28 February 2007 and is judged to have met and exceeded the WHO Benchmarks for training in TCAM Programs.



A Complementary Medical Association (CMA UK) Center of excellence for Natural medicine and Health Science

UoA programs a promotes the visions and missions of the following organizations:



**Association of International
Education Administrators**

<https://www.aieaworld.org>

NAFSA: Association of International Educators



<https://www.nafsa.org>

Comparative and International Education Society



**COMPARATIVE &
INTERNATIONAL
EDUCATION
SOCIETY**

<https://www.cies.us/>

The Profile of the University

1. About UOA

Welcome to The University of America

E pluribus, Universitatis, Una !

The University of America is an international university whose mission is to provide top quality education to students throughout the world by combining both traditional teaching methods and state of the art distance-learning facilities. **Our educational philosophy is to constantly pursue greater knowledge and understanding, by maintaining an open and enquiring mind: "To question all things; - never to turn away from any difficulty; to accept no doctrine either from ourselves or from other people without a rigid scrutiny by negative criticism; letting no fallacy, no incoherence, or confusion of thought step by unperceived; ... these are the lessons we learn from the ancient dialecticians." John Stuart Mill, *Inaugural address as Rector, University of St. Andrews* 1 February 1867.**

The Award- Winning Experts and Professors

The University of America is proud of its world class faculty and collaborators drawn from all Ivy –League universities and colleges

Book & Library

The University owns a vast library of resources both physical and Online

Best Programs and Courses

The University of America offers the best and more comprehensive programs and courses with utmost dedication

Prestigious Recognitions & Awards

The University of America, its faculty and personnel are recipients of numerous awards including international, national and local private and governmental institutions >

Gain a globally Recognized and respectable Credentials from

The University of America -

A Licensed, Accredited & Chartered global University with a high reputation

The university at the fore- front of educational Technology and unbridled access to quality and affordable universal college education

Obtain an American education that is second to none with our Ivy-league

Massive Online Lectures from Award-wining professors and experts at

The University of America-

Study with a classical university with decades of unflinching high reputation for quality education and lofty ideals.

The University of America gives you the keys that unlocks the door to every treasure vaults after you graduate- study with us- and you will not be the same!

Today`s Industry and Market Relevant Programs and Courses

Find the program that most interests you with our guides – covering entry requirements, specializations, career prospects and more. Click on the listings below to find out about available programs in your subject of interest

- **ONE-TO-ONE LEARNING MODEL**
 - In each and every course, one student is paired with one faculty member, resulting in a class size of one. Featuring individualized teaching through feedback, a deeper understanding of the material is achieved and a real relationship built on mutual respect is formed between the professor and the student.
- **FINANCING**
 - Paying for college is a major financial commitment, so we try to keep our tuition and fees as low as possible while still providing a quality academic experience. Financial aid is available to those who qualify and our financial aid team will work with you to create the plan that best works for you.
- **100% DOCTORAL FACULTY**
 - As part of our commitment to excellence in online higher education, University of America maintains 100% doctoral faculty, most of whom have completed their program of study at a regionally accredited institution of higher education in the discipline in which they teach or develop curricula.
- **ACCREDITATIONS AND CHARTER**

License, Accreditation and Charter is a higher education seal of approval for schools, employers, and most importantly, for students. The University of America is licensed to operate by the Ministry of Economic Development (**License no: OFS 0649/2019**) and gazetted in the official Curacao Commercial Register with no:**150998** and is approved to award all academic degrees and titles by the ministerial Charter granted to it by the **Ministry of Education, Science, Culture & Sports, Curacao** with **Charter Zaaknr. 2018/45709** and accredited by **Accreditation Agency Curacao(AAC) AAC Curacao** is recognized by the Curacao Ministry of Education and the Council on Higher Education Accreditation (CHEA).
- **WHY UNIVERSITY OF AMERICA**
 - At University of America , we are dedicated to providing our students with the personal attention they look for when pursuing advanced education. We take a great amount of pride in our programs and the thousands of graduates who have achieved their goals, be it completing their bachelor's degree, obtaining a Master's degree or successfully defending their dissertation to earn their doctoral degree.
- **GMAT/GRE NOT REQUIRED**
 - Another part of the UoA difference is that, upon application to graduate school, University of America does not require graduate testing such as the GRE or GMAT. This means you have the ability to earn an advanced degree on your own terms.
- **FLEXIBLE START DATE**
 - You shouldn't have to put your education on hold, at University of America , we offer weekly course starts to fit your schedule. With no need to wait for the start of a semester, you can start your educational journey as soon as you're ready.
- **UNIQUE FLEXIBILITY**
 - Most of the Courses at the University of America has no physical residency requirements, which makes us a great fit for working professionals, as well as for military personnel and international students who do not have to relocate or spend money to travel to a campus to complete the online degree.

About The University of America

The University of America is a prestigious international university whose mission is to provide top quality education to students throughout the world by combining both traditional teaching methods and state of the art distance-learning facilities. Our educational philosophy is to constantly pursue greater knowledge and understanding, by maintaining an open and enquiring mind: "To question all things; - never to turn away from any difficulty; to accept no doctrine either from ourselves or from other people without a rigid scrutiny by negative criticism; letting no fallacy, no incoherence, or confusion of thought step by unperceived; ... these are the lessons we learn from the ancient dialecticians." **John Stuart Mill, *Inaugural address as Rector, University of St. Andrews* 1 February 1867.**

The university is an independent Baptist institution with its administrative headquarters in Willemstad, Curacao, Florida and California, United States. The university runs its programs through a hybrid of distance-learning and on campus for the science and arts programs requiring practicum.

Biblical Foundations —

The University of America's biblical foundation is rooted in 2 Timothy 3:17 and founded on being a spiritually , academically and scientifically sound university that offers a holistic education for the 21st century functional man who is well-rounded, perfect, and thoroughly furnished unto all good works.

Institutional Foundation Philosophy.

A. A mission statement

"The University of America is an institution of higher learning that has as its purpose the offering of programs of study in an environment where academic excellence is emphasized and a sound ethics maintained. We are committed to enriching our students spiritually, intellectually, and professionally, and to prepare them to serve God and man in a global and culturally diverse society."

Vision statement

We shall strive to stand out as one (excellent university) out of many universities in our pursuit of excellence- E pluribus Universitatibus, Una !

Our vision is to create an Equal Access to quality Higher Education for All. We shall offer a top notch all- rounded university education from Judeo-Christian perspectives.

Purpose and Objectives

By Purpose and Objectives, we mean a list of the institutional objectives which are consistent with the institution's mission statements

B. **Institutional Objectives**

In fulfillment of its mission, The University of America is committed to:

1. Become **a licensed, accredited & chartered global university with a high reputation for academic, scientific and moral excellence**
2. Become **The university at the fore- front of educational Technology and unbridled access to quality and affordable universal college education**
3. To assist every determined students of every state and nation to **Obtain an American education that is second to none with our Ivy-league Massive Online Lectures from Award-winning professors.**
4. To be a classical university with decades of unflinching high reputation for quality education and lofty ideals.
5. To be an international university at the fore-front of academic and scientific research for mankind better of future .
6. Constant self-regulation and Quality Assurance and periodic External Peer-Review
7. The University of America is represented accurately and honestly to students, the public, and to the Quality Assurance Agencies as to its Accreditation status (Applicant, Candidate, Accredited, Warning, Probation, or Show Cause) is accurately presented in all publications and communications including the web-site. The University of America is committed to:
 - a. Honest and open communication with the Quality Assurance Agencies.
 - b. Undertaking the Quality Assurance review process with seriousness and candor.
 - c. Abiding by policies and procedures, including all substantive change policies, Statement of ethical values and standards adopted by the UA is: a. ethically based. b. Approved by the governing board and c. periodically assessed.

Legal Authority for Institutional Operation and Accreditations


The University of America Curacao

Willemstad, Curacao, Kingdom of Netherlands

www.uoa.edu.cw. www.uoa.ac.


All our internationally accredited and recognized degree programs are offered from our UoA Curacao Online Campus. Here, all our degree programs are available and offered.

The Accreditation Agency Curacao (AAC)



The University of America USA is a basic member of the Accreditation Agency Curacao. The Accreditation Agency Curacao (AAC) is a regional and international Accrediting Agency of Higher Education officially recognized by the Ministry of Education, Science, Culture and Sports of the Government of Curacao. AAC is a member of The International Network for Quality Assurance Agencies in Higher Education (INQAAHE), affiliate of European Association for Quality Assurance in Higher Education (ENQA) and the US. CHEA CIQG.

A Licensed & Chartered University with a high reputation.



The University of America is licensed to operate by the Ministry of Economic Development (**License no: OFS 0649/2019**) and gazetted in the official Curacao Commercial Register with no: **150998** and is approved to award all academic degrees and titles by the Royal Charter granted to it by the **Prime Minister** and

Minister of Education, Science, Culture & Sports, Curacao with **Charter Zaaknr. 2018/45709**.



The University of America (UA) is accredited by the Accreditation Service for International Colleges (ASIC) UK (**2013 -2018**), an International recognized accreditation agency. ASIC is an approved accrediting body for the purposes of compliance by the UK Border Agency (UKBA) relating to the admission of students holding Student Visitor Visas and to the delivery of programmes in ESOL with Citizenship, is a member of the British Quality Foundation (BQF), sits on the Quality Standards Group of UK NARIC, and is one of a number of international accrediting bodies listed in the international directory by the Council for Higher Education Accreditation (CHEA) in the USA and is a member of the CHEA International Quality Group (CIQG). ASIC accreditation gives reassurance to potential

students, their parents and education representatives that the operation of their chosen college conforms with relevant United Kingdom laws and offers genuine courses, which are delivered to appropriate standards with acceptable quality, and which lead to recognized qualifications with international standards. ASIC Accreditation also provides reassurance to the Border and Immigration Agency (Home Office) that the college meets their requirements for overseas students and, in general, does not harm the perceived quality of the United Kingdom education provision.

EBMA U.K /QAA and AThe/OFQUAL : The UA degree awards are programmatically accredited by EBMA U.K /QAA and AThe/OFQUAL .U.K at all NVQ levels. UA is an **EBMA CAMBRIDGE U.K** accredited Centre No. 92748. We are recognized centre of Education for Business Managers and Administrators (EBMA) Cambridge UK. EBMA is an only established awarding body in the UK to accredit, validate and award high value



vocational and academic qualifications in business management and administration sectors through its rigorous and quality assured standards. EBMA qualifications are widely used by learners, employers, training providers, FE and HE colleges and acceptable by well-known and largest Universities in UK”



EAL – SCIENCE ENGINEERING AND MANUFACTURING TECHNOLOGIES AWARDING BODY LIMITED. The University of America is a recognized and accredited centre of EAL Awarding Body under ID: F/EAL/34136, for all engineering, manufacturing, building

services and related programs. EAL is a specialist, U.K Government OFqual and SQA - recognized awarding organization at the forefront of training in engineering, manufacturing, building services and related sectors. Working closely with EAL, The University of America is able to provide its chosen sectors with training, verification and accreditation at the highest standard. For more information contact Excellence, Achievement & Learning Limited U.K OFqual Recognition Number RN5260.

<http://www.eal.org.uk/>



**AWARDS FOR
TRAINING AND
HIGHER EDUCATION - ATHE LTD U.K** is national

Awarding and accrediting body recognized by the UK Government through the OFqual with the Ofqual Recognition Number RN5344, for all Law, Business, Computing, Business Information Technology Health and Social Care, Health Management, and related programs. For more information contact ATHE at <http://www.athe.co.uk/>

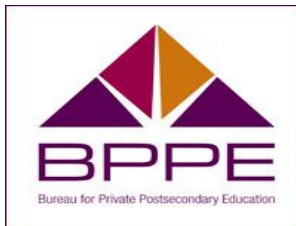
The University of America

California and Florida, United States (www.ua-edu.us)

California campus: houses the UA Diplomas programs, UA Divinity School Programs and The UA High School Diploma Programs only.

Florida Online campus: is responsible for all other U.S degree programs such as Associate in Arts, Associate in Science, Bachelor of Arts, Bachelor of Science, Master of Arts, Master of Science, and Doctor of Philosophy in the following categories: ministry, counseling, theology, education, administration, music, fine arts, media communications, and social work. Please see our UoA Curacao Campus Program (www.uoa.edu.cw) for all degree programs not covered in California and Florida campuses programs.

Government Charter: The University of America received its corporate charter from the State of California government and the Florida Department of State.



Authorization: California Bureau for Private Postsecondary Education

The University of America has fulfilled all the requirements and is not subject to the governmental oversight and is verified exempt by the **California Bureau for Private Postsecondary Education (BPPE)** with App. No#31518



State of Florida Department of Education Commission on Independent Education . The

University of America has fulfilled all the requirements of the Florida State

and is not subject to governmental oversight **and is authorized by the State of Florida Department of Education Commission on Independent Education by** Section 1005.06(1)(f), Florida Statutes and Rule 6E-5.001, and 1997 Florida Code TITLE XVI EDUCATION Chapter 246 Nonpublic Postsecondary Institutions 246.084(1)(2)(3) Authorization. To award Associate in Arts, Associate in Science, Bachelor of Arts, Bachelor of Science, Master of Arts, Master of Science, and Doctor of Philosophy in the following categories: ministry, counseling, theology, education, administration, music, fine arts, media communications, and social work.

Registration and Recognition:

The University of America is registered with the US. Department of Education/NCES and assigned the USDE federal recognition IDs: **475237** and **A1390051** : to participate in the USDE yearly IPEDS programs. UA is listed in USDE College Navigator official list of all US. recognized colleges and universities. Click here <https://nces.ed.gov/collegenavigator/> and type name: The University of America and the zip code: 92590 to see. Or <https://nces.ed.gov/globallocator/> . The UoA degrees are evaluated as equivalent to US regionally accredited university degrees.

Accreditation /Memberships



Accreditation Bureau For International Colleges, Universities & Schools. (ABICUS FLORIDA)

Is a transnational accrediting and awarding body recognized by Florida Department of Education Commission on Independent Education. ABICUS is not an alternative to regional or National accreditation and therefore accepts only schools, colleges and universities that are authorized, registered, approved, and licensed by their countries ministries of Education.



THE AMERICAN COUNCIL FOR EDUCATION.

The University of America is a proud supporter of the ideals of The American Council for Education Credit College and University Network. The ACE Credit College and University Network is a group of higher education institutions that consider ACE credit recommendations and other credit for prior learning options for transfer to degree programs. By recognizing ACE credit recommendations, institutions within the College and University Network help advance students' postsecondary success. The Network also provides assistance to individual institutions and statewide systems by offering templates, resources, and webinars on ACE credit recommendations,

credit for prior learning, and degree completion programs. <http://www.acenet.edu/news-room/Pages/The-ACE-CREDIT-College-and-University-Network.aspx>. And so many more !

Institutional Profile of the University of America

1. Institution

Name of institution: **The University of America Curacao**

Official translation into English or French: **The University of America Curacao**

Postal mail address: Wilhelminalaan 13 , PO. Box 4762 Willemstad,

Country: Curaçao, Kingdom of Netherlands

Telephone: 1951-239-3084.

General email: Info@ua-edu.us , Info@uoa.edu.cw

Websites: www.uoa.edu.cw, www.uoa.ac , www.ua-edu.us

Social media (Facebook, Twitter, etc.):

2. Head of Institution

Dr. Marshall J. Warneke: **Chancellor of the University & Board of Regents**

Prof T.E Vanbuskirk: **Pro-Chancellor of the university**

Prof. Engr. Gamaliel O Prince : **President and Vice-Chancellor**

Phone: 951-239-3084

Email: info@ua-edu.us

3. Head of International Relations

Prof. Dr. Princess Shullam O: CMD UoACNHS and :

Vice- President for International Affairs and Affiliations

Phone: 240-671-6102

Email: info@ua-edu.us

5. Registrar and Public Relations Officer

Gracia L. Roemer : **Registrar**

Email: registrar@ua-edu.us

Phone: 951-239-3084

5. General Information:

5.1 Date of foundation and history of institution: 1983

5.2 Legal status of institution:

Accreditations and Recognitions

In the Curacao, Kingdom of the Netherlands-

The University of America Curacao is a Registered, Licensed & Chartered University with a high reputation.



The University of America is registered and licensed to operate by the Government of Curacao (**License no: OFS 0649/2019**), gazetted in the official Curacao Commercial Register with no: **150998** and approved to award all academic degrees and titles by the Royal Charter granted to it by the **Prime Minister** and **Ministry of Education, Science, Culture & Sports, Curacao** with

Charter Zaaknr. 2019/38885.

The Accreditation Agency Curacao (AAC)



The University of America USA is a basic member of the Accreditation Agency Curacao. The Accreditation Agency Curacao (AAC) is a regional and international Accrediting Agency of Higher Education officially recognized by the Ministry of Education, Science, Culture and Sports of the Government of Curacao. AAC is a member of The International Network for Quality Assurance Agencies in Higher Education (INQAAHE), affiliate of **European Association for Quality Assurance in Higher Education (ENQA)** and the US. CHEA CIQG.

In the United States:

Legal Authority for Institutional Operation

Government Charter: The University of America received its corporate charter from the State of California government and the Florida Department of State.

Authorization: California Bureau for Private Postsecondary Education

The University of America has fulfilled all the requirements and is not subject to the governmental oversight and is verified exempt by the **California Bureau for Private Postsecondary Education (BPPE)** with App. No#**31518**



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

**State of Florida Department of
Education Commission on
Independent Education . The**

University of America has fulfilled all

the requirements of the Florida State and is not

subject to governmental oversight **and is authorized by the State of Florida**

Department of Education Commission on Independent Education by Section 1005.06(1)(f), Florida Statutes and Rule 6E-5.001, and 1997 Florida Code TITLE XVI EDUCATION Chapter 246 Nonpublic Postsecondary Institutions

246.084(1)(2)(3) Authorization. To award Associate in Arts, Associate in Science, Bachelor of Arts, Bachelor of Science, Master of Arts, Master of Science, and Doctor of

Philosophy in the following categories: ministry, counseling, theology, education, administration, music, fine arts, media communications, and social work.

Registration and Recognition:

The University of America is registered with the US. Department of Education/NCES and assigned the USDE federal recognition IDs: **475237** and **A1390051**: to participate in the USDE yearly IPEDS programs. UA is listed in USDE College Navigator official list of all US. Recognized colleges and universities. Click here

<https://nces.ed.gov/collegenavigator/> and type name: The University of America and the zip code: 92590 to see. Or <https://nces.ed.gov/globallocator/> .

The UoA degrees are evaluated as equivalent to US regionally accredited university degrees.

Accreditation /Memberships



Accreditation Bureau For International Colleges, Universities & Schools. (ABICUS FLORIDA) Is a transnational accrediting and awarding body recognized by Florida Department of Education Commission on Independent Education. ABICUS is not an alternative to regional or National accreditation and therefore accepts only schools, colleges and universities that are authorized, registered, approved, and licensed by their countries ministries of Education.

In the United Kingdom



AWARDS FOR
TRAINING AND
HIGHER EDUCATION -

ATHE LTD U.K is national

Awarding and accrediting body recognized by the UK Government through the Ofqual with the Ofqual Recognition Number RN5344, for all Accounting, Law, Business, Management, Computing, Business Information Technology Health and Social Care, Health Management, and related programs. For more information contact **ATHE** at <http://www.athe.co.uk/>

Accreditation for the School Science, Engineering and Technology



EAL – SCIENCE ENGINEERING AND MANUFACTURING TECHNOLOGIES AWARDING BODY LIMITED.

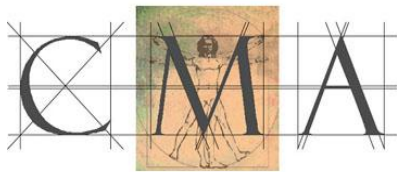
The University of America is a recognized and accredited centre of EAL Awarding Body under ID: F/EAL/34136, for all engineering, manufacturing, building services and related programs. EAL is a specialist, U.K Government Ofqual and SQA -recognized awarding organization at the forefront of training in engineering, manufacturing, building services and related sectors. Working closely with EAL, The University of America is able to provide its chosen sectors with training, verification and accreditation at the highest standard. For more information contact Excellence, Achievement & Learning Limited U.K Ofqual Recognition Number RN5260.

<http://www.eal.org.uk/>

EBMA U.K /QAA and AThE/OFQUAL : The UoA degree awards are programmatically accredited by EBMA U.K /QAA and AThE/OFQUAL .U.K at all NVQ levels. **UoA is an EBMA CAMBRIDGE U.K** accredited Centre No. 92748. We are recognized centre of Education for Business Managers and Administrators (EBMA) Cambridge UK. EBMA is an only established awarding body in the UK to accredit, validate and award high value vocational and academic qualifications in business management and administration sectors through its rigorous and quality assured standards. EBMA qualifications are widely used by learners, employers, training providers, FE and HE colleges and acceptable by well-known and largest Universities in UK”



Accreditation for the School Natural Medicine and Health Sciences



The University of America is a registered College member of the Prestigious Complementary Medical Association U.K.

<https://the-cma.org.uk/>

UOA is a CMA Center of Excellence -

The University of America has been recognized as a Centre of Excellence by The Complementary Medical Association (The CMA). This means that we are proud that we hold full Training School Membership of The Complementary Medical Association. This Membership is highly prestigious, and it demonstrates our commitment to the very highest standards of excellence in training courses - and our dedication to supporting our Students and graduates.

UoA College of Natural Medicine and Health Sciences Curacao is open to offer you all degrees - Bachelor , Masters, Professional Doctorates and PhD in all areas of natural medicine. holistic health sciences, complementary therapies and integrative medicine- e.g. Naturopathy, Osteopathy, Homeopathy, Nutritional Medicine/therapies , Herbal Medicine, African Medicine , Oriental and Chinese Medicine, Ayurveda and Indian Medicine, Botanical Pharmacy, Naturopathic Dentistry, Naturopathic Orthopedics, Physical therapy, Massage Therapy, and ad-infinitum.

All our programs meets and exceeds all the standard of WHO and WNF and are fully accredited and chartered by recognized bodies. Our degrees are recognized globally and our tuition- the lowest among the world of accredited degrees. All our programs can be completed 100 percent online but all our students must perform 3500 clinical clock hours in an approved Hospital before graduation. for more information , please email us at info@ua-edu.us and read more on our webs www.uoa.edu.cw and www.ua-edu.us. We value all life experiences and prior - learning - contact today to see how we might be able help you earn a recognized credential that helps you actualize your dreams!



UoA Curacao Naturopathic and Holistic health programs are accredited by American Council of Holistic Medicine



UoA Curacao Naturopathic and Holistic health programs are accredited by American Naturopathic Medical Certification Board



UoA Curacao Naturopathic and Holistic health programs are accredited by American Herbalist Gild.



The UoA Curacao Holistic Medicine and Health Science programs has met and surpass the WHO benck marks for Naturopathic, Osteopathic, Homeopathic, Herbal, Nutrition and Oriental Medicine

Accreditation for the UOA School of Law & Jurisprudence

The University of America Law School (UALS) Curacao

Motto: Fiat jūstitia ruat cælum

"Let justice be done though the heavens may fall"

1. Approved by the Royal Charter of the Prime Minister and Minister of Education of Curacao, Kingdom of the Netherlands.

2. Accredited by AAC Curacao.

3. Accredited by ATHE UK.

4. Curacao Bar Association- Council on Legal Education and 4. Curacao Supreme Court for admittance of graduates to the Curacao Bar after meeting all Curacao government and Curacao Bar **prescribed requirements.**

5. California Bar Association - Bar after meeting all the Bar prescribed requirements for international Law graduates.

6. United States- All US 50 States Bar Association - Bar after meeting all the Bar prescribed requirements for international Law graduates.

7. Meet requirement for National Youth Service and Call to the bar of every English law nations.

U.A is also a United Nations Impact(UNAI) Institution





The University of America is a proud member of The United Nations Compact Group with the Participant ID 22461 unglobalcompact.org



The University of America's Masters and Doctorate Students at candidate advance level, are eligible to apply for Internship with the UNITED NATIONS through the UN COMPACT GROUP INTERNSHIP OPPRTUNITIES [CLICK TO LEARN MORE!](#) UA graduate and postgraduate students ,search and apply for scholarship funds to intern with the UNITED NATIONS [CLICK HERE TO CONNECT !](#)

We a member of **Comparative and International Education Society**



of The University of Pittsburgh, <https://www.cies.us/>

THE FACULTY SENATE OF THE UNIVERSITY OF AMERICA joins the President of United states and world scientific and academic community, to congratulate one of the world's foremost international university -The **University of America`s faculties** , for receiving the President of United States most prestigious civil award - the **President's Call to Service Award** (also referred to as the **President's Lifetime Achievement Award**) for the year 2016. In the field of education.

We are honored by the White House and the US Secretary of Education to be part of the:

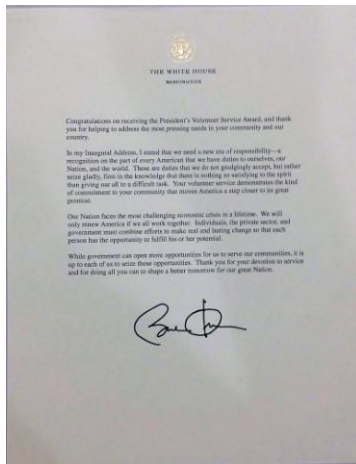


*** Select participant ***

The University of America is bestowed with the US PRESIDENT`S GOLD AWARD FOR EDUCATION.



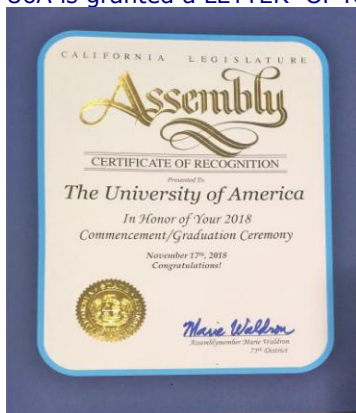
THE FACULTY SENATE OF THE UNIVERSITY OF AMERICA joins the President of United states and world scientific and academic community, to congratulate one of the world's foremost international university Faculty of The University of America, for receiving the President of United States most prestigious civil award - the President's Call to Service Award (also referred to as the President's Lifetime Achievement Award) for the year 2016. In the field of education. LETTER FROM THE US PRESIDENT



UoA is granted a LETTER OF RECOGNITION FOR OUTSTANDING ACADEMIC PERFORMANCE by State of California Senate.



UoA is granted a LETTER OF RECOGNITION by State of California State House of Assembly.



UoA is granted a letter of RECOGNITION FOR EXCELLENCE by Riverside County California Government.



UOA is granted a letter of RECOGNITION FOR OUTSTANDING ACADEMIC PERFORMANCE by the City of Temecula .



UOA is granted a letter of RECOGNITION FOR OUTSTANDING ACADEMIC PERFORMANCE by the City of Murrieta .

5.3 Membership in national, regional and/or international associations:

World Council and Register of Homeopaths, Osteopaths and Naturopaths
Cucacao Naturopathic and Osteopathi c Medical Council

American Academy of Natural Health Sciences

Complementary Medical Association CMA. U.K. www.the-cma.org.uk

The American Council of Holistic Medicine FL. USA. theachm.org/

American Naturopathic Certification Board. **CA USA** ancb.net

UA Graduates are eligible for registration and membership in the following bodies

Diplomates of American Academy of Natural Health Sciences

General Naturopathic Council). GNC. UK

Federation of Nutritional Therapy Practitioners (FNTP). UK

Naturopathic Nutrition Association NNA . UK

European Federation of Naturopaths. (EFN)

Complementary & Natural Healthcare Council (CNHC). UK

European Federation for Naturopathy (EFN- ECHAMP) . echamp.eu

World Naturopathy Federation. worldnaturopathicfederation.org

European Federation for Complementary and Alternative Medicine. efcam.eu

Union Europeene de Naturopathie. naturopathy-union.eu

Association for Natural Medicine in Europe - ANME-NGO.eu. <https://www.anme-ngo.eu>
 The US Council on Osteopathic Manual Practice Education .www.ucompe.org
 American Osteopathic Manual Practice Examining Board. (www.aompeb.org)
 American Association of Osteopathic Manual Practitioners-AAOMP.
 (www.osteopathicmanualpractice.org) (As a Certified Osteopathic Manual Practitioner.COMP)
 International Osteopathic Association. <https://internationalosteopathicassociation.org>
 Consortium of Universities for Global Health .Washington DC, 20036, USA. www.cugh.org.
 American Council for Holistic Medicine (ACHM). <http://www.theachm.org/>
 \Complementary Medical Association. www.the-cma.org.uk
 International Association of Natural Health Practitioners (IANHP). www.ianhp.org
 American Naturopathic Certification Board. info@ancb.net
 American Naturopathic Medical Association
 American Naturopathic Medical Certification Board /<http://www.anmcb.org/>
 International Iridology Practitioners Association. IIPA. www.iridologyassn.org
 International Institute for Complementary Therapies. IICT. www.iict.com.au
 American Association for Natural Wellness Practitioners (AANWP) at www.aanwp.com

6. Quality assurance or accreditation

Curacao, Kingdom of Netherlands

These are the quality assurance or accreditation process UoA has undergone.

The University of America USA is a basic member of the Accreditation Agency Curacao .The Accreditation Agency Curacao (AAC) is a regional and international Accrediting Agency of Higher Education officially recognized by the Ministry of Education, Science, Culture and Sports of the Government of Curacao. AAC is a member of The International Network for Quality Assurance Agencies in Higher Education (INQAAHE), affiliate of European Association for Quality Assurance in Higher Education (ENQA) and the US. CHEA CIQG.

United Kingdom and European Union

Accreditation Agency Curacao AAC CURACAO ,
 Accreditation Services for International Universities and Colleges. ASIC UK,
 ATHE UK/ QFQUAL., ASET (Education) UK. EBMA UK/QAA.Canbridge. U.K.
 European Association for International Education (EAIE.Netherlands. EU) <https://www.eaie.org/> .
EAIE ID #: 215998

United States California and Florida States

The University of America is registered with the US. Department of Education/NCES and assigned the USDE federal recognition IDs: **475237 and A1390051** : to participate in the USDE yearly IPEDS programs.

Accreditation Bureau for International Colleges Universities and Schools

(ABICUS Florida Christian Schools)

Government Charter: The University of America received its corporate charter from the State of California government and the Florida Department of State.

Authorization: California Bureau for Private Postsecondary Education The University of America has fulfilled all the requirements and is not subject to the governmental oversight and is verified exempt by the **California Bureau for Private Postsecondary Education (BPPE)** with App. No#**31518**.

State of Florida Department of Education Commission on Independent Education . The University of America has fulfilled all the requirements of the Florida State and is not subject to governmental oversight **and is authorized by the State of Florida Department of Education Commission on Independent Education** by Section 1005.06(1)(f), Florida Statutes and Rule 6E-5.001, and 1997 Florida Code TITLE XVI EDUCATION Chapter 246 Nonpublic Postsecondary Institutions 246.084(1)(2)(3) Authorization. To award Associate in Arts, Associate in Science, Bachelor of Arts, Bachelor of Science, Master of Arts, Master of Science, and Doctor of Philosophy in the following categories: ministry, counseling, theology, education, administration, music, fine arts, media communications, and social work.

Accreditation and Membership in International Recognised Professional bodies

United Nations Impact Institutions
United Nations Compact Institutions
World Directory of Medical Schools
UNESCO/ IAU – International Association of Universities
Association of African Universities (AAU)
ZAMBIA PACRA Charter
GAMBIA Charter
National Board for Technical Education Accredited
Chartered and Licensed by Federal Ministry of Education FCT. Abuja
Register of Joint Admission and Matriculation Board (JAMB) FCT. Abuja

7.Academic structure, degrees and diplomas

7.1 Academic structure (principal Departments ,Faculties, Colleges, Schools, etc.):

1.Albert Einstein school of Mathematics, Engineering and Computer Science.

Department of Natural and Physical Sciences:

Degree Majors at Bachelors, Masters, Doctorates and PhD levels

2. The University of America College of Natural Health Sciences : offering the WHO Standard programs

Degree Majors at Bachelors, Masters, Doctorates and PhD levels

Accredited by:

World Council and Register of Homeopaths, Osteopaths and Naturopaths

Cucacao Naturopathic and Osteopathic Medical Council

Cucacao Naturopathic Nursing and Midwifery Council

American Academy of Natural Health Sciences

Complementary Medical Association CMA. U.K. www.the-cma.org.uk

The American Council of Holistic Medicine FL. USA. theachm.org/

American Naturopathic Certification Board. CAUSA_ancb.net

UA Graduates are eligible for registration and membership in the following bodies

Diplomates of American Academy of Natural Health Sciences

General Naturopathic Council). GNC. UK

Federation of Nutritional Therapy Practitioners (FNTP). UK

Naturopathic Nutrition Association NNA . UK

European Federation of Naturopaths. (EFN)

Complementary & Natural Healthcare Council (CNHC). UK

European Federation for Naturopathy (EFN- ECHAMP) . echamp.eu

World Naturopathy Federation. worldnaturopathicfederation.org

European Federation for Complementary and Alternative Medicine. efcam.eu

Union Europeenne de Naturopathie. naturopathy-union.eu

Association for Natural Medicine in Europe - ANME-NGO.eu. <https://www.anme-ngo.eu>

The US Council on Osteopathic Manual Practice Education .www.ucompe.org

American Osteopathic Manual Practice Examining Board. (www.aompeb.org)

American Association of Osteopathic Manual Practitioners-AAOMP. (www.osteopathicmanualpractice.org) (As a Certified Osteopathic Manual Practitioner.COMP)

International Osteopathic Association. <https://internationalosteopathicassociation.org>

Consortium of Universities for Global Health .Washington DC, 20036, USA. www.cugh.org.

American Council for Holistic Medicine (ACHM). <http://www.theachm.org/>

\Complementary Medical Association. www.the-cma.org.uk

International Association of Natural Health Practitioners (IANHP). www.ianhp.org

American Naturopathic Certification Board. info@ancb.net

American Naturopathic Medical Association

American Naturopathic Medical Certification Board /<http://www.anmcb.org/>

International Iridology Practitioners Association. IIPA. www.iridologyassn.org

International Institute for Complementary Therapies. IICT. www.iiict.com.au

American Association for Natural Wellness Practitioners (AANWP) at www.aanwp.com

3. The University of America Law School : Motto: Fiat jū stitia ruat cælum

"Let justice be done though the heavens may fall"

Degree Majors at Bachelors, Masters, Doctorates and PhD levels

Accredited by AAC Curacao

Curacao Bar Association- Council on Legal Education and Curacao Spreme Court for admittance of graduates to the Curacao Bar after meeting all Curacao government and Curacao Bar prescribed requitements.

California Bar Association - Bar after meeting all the Bar prescribed requitements for international Law graduates.

4. The University of America Divinity School

Degree Majors at Bachelors, Masters, Doctorates and PhD levels

Baptist Schools Accreditation Association.

5. Department of Social Sciences: Degree Majors at Bachelors, Masters, Doctorates and PhD levels.

6.Department of Journalism, Literature & Languages:Degree Majors at Bachelors, Masters, Doctorates and PhD levels

7.Department of Strategic Intelligence and National Security: Degree Majors at Bachelors, Masters, Doctorates and PhD levels

8. Department of History: Degree Majors at Bachelors, Masters, Doctorates and PhD levels

9. Department of Fine Arts : Degree Majors at Bachelors, Masters, Doctorates and PhD levels.

10. Department of Music and Acoustic Engineering : Degree Majors at Bachelors, Masters, Doctorates and PhD levels

4. The University of America College of Natural Health Sciences :

Accredited by:

World Council and Register of Homeopaths, Osteopaths and Naturopaths

Cucacao Naturopathic and Osteopathi c Medical Council

Cucacao Naturopathic Nursing and Midwifery Council

Degree Programs.

1. Bachelor of Health Sciences with many specializations
2. Bachelor of Science Naturopathic Midwifery and Community Health
3. Master of Science in Naturopathic Nursing
4. Bachelor of Naturopathy and Holistic Medicine
5. Bachelor of Naturopathic Medicine, Bachelor of Naturopathic Surgery.
6. Master of Science in Naturopathic Midwifery with many specializations
7. Doctor of Naturopathy and Holistic Medicine.
8. Doctor of Naturopathic Medicine
9. Doctor of Orthopedic and Osteopathic Medicine
10. Doctor of Integrative Medicine

For those with MBBS. RN. PA. ANP. MD. OD.DDS.

Degree Majors at Bachelors, Masters, Doctorates and PhD levels

1. Bachelor of Naturopathic Medicine and Naturopathic Surgery
2. Bachelor of Naturopathic Osteopathic Medicine and Naturopathic Surgery
3. Naturopathic Dentistry
4. Naturopathic Chiropractic
5. Naturopathic Optometry
6. Naturopathic Orthopedic Medicine
7. Naturopathic Manual Osteopathy
8. Naturopathic Pharmacy
9. Naturopathic Midwifery and Community Health
10. Naturopathic Nursing Science and Community Health
11. Public Health

For those without MBBS. RN. PA. ANP. MD. OD.DDS. related degree and license

Degree Majors at Bachelors, Masters, Doctorates and PhD levels

1. Traditional Chinese and Oriental Medicine
2. Traditional African Herbal Medicine
3. Naturopathy and Holistic Medicine
4. Herbal and Homoeopathic Medicine
5. Physical therapy
6. Medical Laboratory Science
7. Diploma in Dental Assistant
8. Diploma in Medical Assistant
9. Diploma in Physical therapy Assistant
10. Public Health
11. Public Health Administration
12. Nutrition and Dietetics

UOACNHS Programs by Faculty

Faculty of Health Sciences

- 2.1. AAS or HND RN to Bachelor of Science in Nursing program (BSN)
- 2.2. RN BSN or MSN to Doctor of Nursing Science
- 2.3. RN BSN or MSN to Doctor of Nursing Practice
- 2.4. AAS PA-C. to Bachelor of Science in Medical Science.
- 2.5. BS.Medical Sc. PA-C or MSc. PA-C. to Doctor of Medical Science
- AAS Registered Dental Hygienist to BS in Dental Hygiene.
- 2.6. AAS Registered X-ray Technician or Radiology Technician to BSc in Nuclear Medicine
- 2.7. Licensed MBBS, BDS B.Optomtry. to MD , DDS and D.Optomtry
- 2.8. R.Ph. B.Pharm to D.Pharm

3.0. Faculty of Natural Medicine and Health Sciences

For those with no medical or Nursing Backgrounds

- 3.1. Bachelor of Naturopathy and Holistic Health Sciences (BN.HM)
- 3.2. Bachelor of Holistic Health Sciences (BHHS) many specializations
- 3.3. Master of Naturopathy and Holistic Health Sciences (MN.HM)
- 3.4. Master of Holistic Health Science (MHHS) many specializations
- 3.5. Doctor of Traditional Naturopathy and Holistic Health Sciences (DN.HM)
- 3.5. Doctor of Holistic Health Sciences (DHHS) many specializations

For those with proven sound Biomedical, Clinical medicine, medical, Dental, and Adv PN registered Nursing Background.

- 3.6. Bachelor of Naturopathic Medicine and Naturopathic Surgery (NBBS)
- 3.7. Bachelor Naturopathic Osteopathic and Chiropractic Medicine
- 3.8. Bachelor of Naturopathic and Homeopathic Medicine
- 3.9. Bachelor of Botanical Pharmacy and Nutritional Medicine
- 3.9. Doctor of Naturopathic Medicine
- 3.10. Doctor of Botanical Pharmacy
- 3.11. Doctor Integrative and Naturopathic Medicine
- 3.12. Doctor of Naturopathic Osteopathic and Chiropractic Medicine.
- 3.13. Doctor of Oriental and Chinese Medicine
- 3.14. Doctor of Oriental and Ayurvedic Medicine
- 3.15. Doctor of Traditional Orthopedics
- 3.16. Doctor Herbal Medicine.
- 3.17. Doctor of Traditional African Medicine
- 3.18. Doctor of Natural Medicine and Holistic Health Sciences.

4.0. Faculty of Biomedical sciences

- 4.1. National Diploma in Medical Laboratory Technology
- 4.2. Higher National Diploma Medical Laboratory Technology
- 4.3. Bachelor of Science in Medical Laboratory Science.
- 4.4. Master of Science in Medical Toxicology and Pathophysiology
- 4.5. PhD in Medical Laboratory Science
- 4.6. PhD in Pathophysiology, Toxicology and Immunology

The University of America is a university with many high reputation, recognition and awards which includes :

The U.S. President's Award from President Donald Trump 2020

Recognition of Academic Excellence Award from California State House of Assembly 2018.

The President's Lifetime Achievement Award and Gold Medal for Academic in Science Education from President Obama .2016.

Recognition of Academic Excellence Award from California State Senate 2014

Recognition of Academic Excellence Award from Riverside County California Government 2018

Recognition of Academic Excellence Award from the City of Temecula California government 2018

Recognition of Academic Excellence Award from the City of Murrieta California government California 201

The University of America
College of Natural Medicine & Health Sciences

Wilhelminalaan 13 , Curaçao, P.O. Box 4762
Willemstad, Curaçao, Netherland Antilles

Et folia ligni ad sanitatem gentium



UoACNHS .

The leaves of the tree were for the healing of the nations.Rev. 22:2

Naturopathic Osteopathy Curriculum

Type I training programs

Bachelor of Naturopathic and Osteopathic Medicine
(BNOM) 6-7 Years Program

Type II training programs

Doctor of Naturopathic and Osteopathic Medicine
(DNOM) 3- 4 Years Program

UoA Osteopathy Curriculum is Prepared in Consultation with Consultation on
Osteopathy Milan, Italy, 26-28 February 2007 and is judged to have met and
exceeded the WHO Benchmarks for training in osteopathy Milan, Italy, 26-28
February 2007

Prof. Gamaliel Onyeka. Prince . PhC. D.Sc. PhD. President
Prof Princess Shullam O. NMD . NBBS. PhD, Chief Medical Officer

Naturopathic Osteopathy Curriculum

Table of Contents

- 1. Introduction**
- 2. The basic principles of osteopathy**
- 3. Philosophy and characteristics of osteopathy**
- 4. Structure-function relationship models**
- 5. Training of osteopathic practitioner**
- 6. Categories of training programme**
- 7. Core competencies**
- 8. Benchmark training curriculum for osteopathy**
- 9. Adaptation of Type I to Type II programmes**
- 10. Safety issues**
- 11. Contraindications to direct techniques**
- 12. Contraindications to indirect, fluid, balancing and reflex-based techniques**
- References**
- 13. Annex: WHO Consultation on Osteopathy, Milan, Italy, 26–28 February 2007: list of participants**

Bachelor of Naturopathic and Osteopathic Medicine

Doctor of Naturopathic and Osteopathic Medicine

Naturopathic Osteopathy Curriculum

Introduction

Osteopathy was developed by Andrew Taylor Still, a physician and surgeon in the United States of America in the mid-1800s, who established the first independent school of osteopathy in 1892 (1,2).

Osteopathy (also called osteopathic medicine) relies on manual contact for diagnosis and treatment (3). It respects the relationship of body, mind and spirit in health and disease; it lays emphasis on the structural and functional integrity of the body and the body's intrinsic tendency for self-healing. Osteopathic practitioners use a wide variety of therapeutic manual techniques to improve physiological function and/or support homeostasis that has been altered by somatic (body framework) dysfunction, i.e. impaired or altered function of related components of the somatic system; skeletal, arthrodial and myofascial structures; and related vascular, lymphatic, and neural elements (4).

Osteopathic practitioners use their understanding of the relationship between structure and function to optimize the body's self-regulating, self-healing capabilities. This holistic approach to patient care and healing is based on the concept that a human being is a dynamic functional unit, in which all parts are interrelated and which possesses its own self-regulatory and self-healing mechanisms. One essential component of osteopathic health care is osteopathic manual therapy, typically called osteopathic manipulative treatment (OMT), which refers to an array of manipulative techniques that may be combined with other treatments or advice, for example on diet, physical activity and posture, or counseling. The practice of osteopathy is distinct from other health-care professions that utilize manual techniques, such as physiotherapy or chiropractic, despite some overlap in the techniques and interventions employed. As a handsome approach to patient care, osteopathy has contributed to the body of knowledge of manual therapies and complementary and alternative medicine.

Osteopathy is practiced in many countries throughout the world. In some countries, manual therapists use osteopathic techniques and claim to provide osteopathic treatment, although they may not have received proper training.

This document presents what the community of practitioners, experts and regulators of osteopathy considers to be adequate levels and models for training osteopathic practitioners, as well as for dispensers and distributors. It provides training benchmarks for trainees with different backgrounds, as well as what the community of practitioners of osteopathy considers being contraindications for safe practice of osteopathy and for minimizing the risk of accidents. Together, these can serve as a reference for national authorities wishing to establish systems of training, examination and licensure that support the qualified practice of osteopathy.

Bachelor of Naturopathic and Osteopathic Medicine

(BNOM) 6-7 Years Program

Doctor of Naturopathic and Osteopathic Medicine

(DNOM) 3- 4 Years Program

(Boad Licensure Qualifying)

Degree Nomenclature

BNOM or DNOM

Course type

Type I training programs

Bachelor of Naturopathic and Osteopathic Medicine

(BNOM) 6-7 Years Program

Type II training programs

Doctor of Naturopathic and Osteopathic Medicine

(DNOM) 3- 4 Years Program

Type I training programs student are usually awarded a BNOM degree after the fourth and fifth years of success completion of studies and the DNOM after the Sixth and Seventh year of studies

(Boad Licensure Qualifying) in various specialties such as

Program`s EU and UK NVQ level

Levels 6 ,7, 8.

Naturopathic Surgery: minor wounds and lacerations dressing only.

Duration

42 -60 months (360 ECTS) or U.S 230 Credits.

4000 Clock Hours of Didactics . 2500 Clinical Clock Hours

Code

BNOM6000-8000 or DNOM8000

Language of instruction

English

Start

Year round

Faculty

The University of America College of Natural Health Sciences

Program Entry Requirement

Completion of High School Diploma or 12 Grade Completions

Completion of Semesters of University General Studies

Bachelor of Naturopathic and Osteopathic Medicine

Doctor of Naturopathic and Osteopathic Medicine

Program Course Overview

1. The basic principles of osteopathy

1.1 Philosophy and characteristics of osteopathy

Osteopathy provides a broad range of approaches in the maintenance of health and the management of disease. Osteopathy is grounded in the following principles for treatment and patient management:

- ***the human being is a dynamic functional unit, whose state of health is influenced by the body, mind and spirit;***
- ***the body possesses self-regulatory mechanisms and is naturally selfhealing;***
- ***structure and function are interrelated at all levels of the human body.***

Within that framework, osteopathic practitioners incorporate current medical and scientific knowledge when applying osteopathic principles to patient care. Osteopathic practitioners recognize that each patient's clinical signs and symptoms are the consequences of the interaction of many physical and nonphysical factors. It emphasizes the dynamic interrelatedness of these factors and the importance of the patient-practitioner relationship in the therapeutic process. It is a patient-centred, rather than disease-centred, form of health care.

Structural diagnosis and osteopathic manipulative treatment are essential components of osteopathy. Osteopathic manipulative treatment was developed as a means of facilitating normal self-regulating/self-healing mechanisms in the body by addressing areas of tissue strain, stress or dysfunction that may impede normal neural, vascular and biochemical mechanisms.

The practical application of this approach is based on several structure-function relationship models described below. Osteopathic practitioners use these to gather and structure diagnostic information and to interpret the significance of neuromusculoskeletal findings for the overall health of the patient. Osteopathy is thus not limited to the diagnosis and treatment of musculoskeletal problems, nor does it emphasize joint alignment and radiographic evidence of structural relationships. Osteopathy is more concerned with the manner in which the biomechanics of the musculoskeletal system are integrated with and support the entire body physiology. Although manual techniques are used by various manipulative therapy professions, the unique manner in which osteopathic manipulative techniques are integrated into patient management, as well as the duration, frequency and choice of technique, are distinctive aspects of osteopathy. Osteopathic manipulative treatment employs many types of manipulative techniques, including spinal thrust and impulse techniques, as well as gentle techniques (1).

Benchmarks for training in osteopathy

1.2 Structure-function relationship models

Five main models of structure-function relationships guide the osteopathic practitioner's approach to diagnosis and treatment. These models are usually used in combination to provide a framework for interpreting the significance of somatic dysfunction within the context of objective and subjective clinical information. The combination chosen is adapted to the patient's differential diagnosis, co-morbidities, other therapeutic regimens and response to treatment.

1.2.1 The biomechanical structure-function model

The biomechanical model views the body as an integration of somatic components that relate as a mechanism for posture and balance. Stresses or imbalances within this mechanism may affect dynamic function, increase energy expenditure, alter proprioception (one's sense of the relative position and movement of neighboring parts of the body), change joint structure, impede neurovascular function and alter metabolism (5-7). This model applies therapeutic approaches, including osteopathic manipulative techniques, which allow for the restoration of posture and balance and efficient use of musculoskeletal components.

1.2.2 The respiratory/circulatory structure-function model

The respiratory/circulatory model concerns itself with the maintenance of extracellular and intracellular environments through the unimpeded delivery of oxygen and nutrients, and the removal of cellular waste products. Tissue stress or other factors interfering with the flow or circulation of any body fluid can affect tissue health (8). This model applies therapeutic approaches, including osteopathic manipulative techniques, to address dysfunction in respiratory mechanics, circulation and the flow of body fluids.

1.2.3 The neurological structure-function model

The neurological model considers the influence of spinal facilitation, proprioceptive function, the autonomic nervous system and activity of nociceptors (pain fibres) on the function of the neuroendocrine immune network (9-15). Of particular importance is the relationship between the somatic and visceral (autonomic) systems. This model applies therapeutic approaches, including osteopathic manipulative techniques, to reduce mechanical stresses, balance neural inputs and reduce or eliminate nociceptive drive.

1.2.4 The biopsychosocial structure-function model

The biopsychosocial model recognizes the various reactions and psychological stresses which can affect patients' health and well-being. These include environmental, socioeconomic, cultural, physiological and psychological factors that influence disease. This model applies therapeutic approaches, including osteopathic manipulative techniques, to address the effects of, and reactions to, various biopsychosocial stresses.

The basic principles of osteopathy

1.2.5 The bioenergetic structure-function model

The bioenergetic model recognizes that the body seeks to maintain a balance between energy production, distribution and expenditure. Maintaining this balance aids the body in its ability to adapt to various stressors (immunological, nutritional,

psychological, etc.). This model applies therapeutic approaches, including osteopathic manipulative techniques, to address factors which have the potential to deregulate the production, distribution or expenditure of energy (6,7,16).

2. Training of osteopathic practitioners

2.1 Categories of training programmes

Regulating the practice of osteopathy and preventing practice by unqualified practitioners requires a proper system of training, examination and licensing. Benchmarks for training have to take into consideration the following:

- content of the training;
- method of the training;
- to whom the training is to be provided and by whom;
- the roles and responsibilities of the future practitioner;
- the level of education required in order to undertake training.

Experts in osteopathy distinguish two types of training depending on prior training and clinical experience of trainees.

Type I training programs (Bachelor of Naturopathic and Osteopathic Medicine 6-7 Years Program) are aimed at those with little or no prior health-care training, but who have completed high school education or equivalent. These programmes typically are Six- Seven year, full-time programs. Supervised clinical training at an appropriate osteopathic clinical facility is an essential component, and students are required to complete a thesis or project.

Type II training programs (Doctor of Naturopathic and Osteopathic Medicine 3- 4 Years Program) are aimed at those with prior training as health-care professionals. (RN ,PA-C, LNP. DC. DVM) Type II programs have the same aims and content as the Type I programs, but the course content and length may be modified depending on the prior experience and training of individual applicants. In some cases, the development of a Type II program may be a temporary step pending the development of Type I programmes in osteopathy.

Experts in osteopathy consider that acquiring appropriate mastery of osteopathy to be able to practice as primary-contact health-care professionals, independently or as members of a health-care team in various settings, requires time. A typical Type I programme would take **4200 hours**, including at least **2300 hours** of supervised clinical practice and training. Osteopathic skills and physical examination training must be delivered via direct contact. Other academic curricular content may be delivered by various staff and in various training formats. Training may be full-time, part-time or a combination of the two.

While training of the osteopathy focuses on those subjects and skills that form the basis for the osteopathic approach, basic knowledge and understanding of the common allopathic medical treatments available to patients are necessary for competent practice as a primary-contact health-care practitioner. In addition, the osteopathic practitioner must also understand the rationale behind common standard treatment protocols; how the body responds to these treatments; and how the protocols may influence the selection and implementation of osteopathic treatment.

All elements of the curriculum are delivered in the context of focusing on the patient rather than the disease, viewing the patient as someone who seeks the facilitation of their optimum health, and on the importance of the patient and practitioner forming a therapeutic partnership.

2.2 Core competencies : Learning Outcome;

Osteopathic practitioners share a set of core competencies that guide them in the diagnosis, management and treatment of their patients and form the foundation for the osteopathic approach to health care. The following are essential competencies for osteopathic practice in all training programmes:

- a strong foundation in osteopathic history, philosophy, and approach to health care;
- an understanding of the basic sciences within the context of the philosophy of osteopathy and the five models of structure-function. Specifically, this should include the role of vascular, neurological, lymphatic and biomechanical factors in the maintenance of normal and adaptive biochemical, cellular and gross anatomical functions in states of health and disease;
- ability to form an appropriate differential diagnosis and treatment plan;
- an understanding of the mechanisms of action of manual therapeutic interventions and the biochemical, cellular and gross anatomical response to therapy;
- ability to appraise medical and scientific literature critically and incorporate relevant information into clinical practice;
- competency in the palpatory and clinical skills necessary to diagnose dysfunction in the aforementioned systems and tissues of the body, with an emphasis on osteopathic diagnosis;
- competency in a broad range of skills of OMT;
- proficiency in physical examination and the interpretation of relevant tests and data, including diagnostic imaging and laboratory results;
- an understanding of the biomechanics of the human body including, but not limited to, the articular, fascial, muscular and fluid systems of the extremities, spine, head, pelvis, abdomen and torso;
- expertise in the diagnosis and OMT of neuromusculoskeletal disorders;
- thorough knowledge of the indications for, and contraindications to, osteopathic treatment;
- a basic knowledge of commonly used traditional medicine and complementary/ alternative medicine techniques.

2.3 Benchmark training curriculum for osteopathy

Basic science

History and philosophy of science;

Gross and functional anatomy

Basic embryology,

Neuroanatomy and visceral anatomy;

Fundamental bacteriology,

Fundamental biochemistry,

Fundamental cellular physiology;

Training of osteopathic practitioners

Physiology with special emphasis on the Neuroendocrine Immune network, the autonomic nervous system, the arterial, lymphatic and venous systems and the musculoskeletal system; • biomechanics and kinetics.

Clinical science

- Models of health and disease;
- Safety and ethics;
- Basic Pathology and Pathophysiology of the nervous, musculoskeletal, psychiatric, cardiovascular, pulmonary, gastrointestinal, reproductive, genitor-urinary, immunological, endocrine and otolaryngology systems;
- Basic Orthopaedic Diagnosis;
- Basic Radiology;
- Nutrition;
- Basic Emergency Care.

Osteopathic science

- philosophy and history of osteopathy;
- osteopathic models for structure/function interrelationships;
- clinical biomechanics, joint physiology and kinetics;
- mechanisms of action for osteopathic techniques.

Clinical Practical skills

- obtaining and using an age-appropriate history;
- physical and clinical examination;
- osteopathic diagnosis and differential diagnosis of the nervous, musculoskeletal, psychiatric, cardiovascular, pulmonary, gastrointestinal, endocrine, genitor-urinary, immunological, reproductive and otolaryngology systems;
- general synthesis of basic laboratory and imaging data;
- clinical problem-solving and reasoning;
- understanding of relevant research and its integration into practice;
- communication and interviewing;
- clinical documentation;
- basic life-support and first-aid care.

Clinical Osteopathic skills

- osteopathic diagnosis;
- osteopathic techniques, including direct techniques such as thrust, articulatory, muscle energy and general osteopathic techniques;
- indirect techniques, including functional techniques and counterstrain;
- balancing techniques, such as balanced ligamentous tension and ligamentous articulatory strain;
- combined techniques, including myofascial/fascial release, Still technique, osteopathy in the cranial field, involuntary mechanism and visceral techniques;

- reflex-based techniques, such as Chapman's reflexes, trigger points and neuromuscular techniques;
- fluid-based techniques, such as lymphatic pump techniques (1).

Practical supervised clinical experience

Osteopathic manipulative treatment is a distinctive component of osteopathy. It requires both cognitive and sensory motor skills, and knowledge, and the development of these clinical and manual skills requires time and practice. Supervised clinical practice is an essential component of the training of osteopathic practitioners and should take place in an appropriate osteopathic clinical environment so that high-quality clinical support and teaching can be provided. This will include a minimum **of 2500 hours of supervised clinical practice.**

2.4 Adaptation of Type I to Type II programmes

The Type II programme is designed to enable other health-care professionals to become qualified osteopathic practitioners. The syllabus and curriculum for Type II programmes will vary depending upon the prior health-care training and clinical experience of each individual student. Graduates of Type II programmes must demonstrate the same competencies of osteopathy as graduates of Type I programmes. This programme typically **has a duration of 2000 hours**, to be adapted depending on the individual's prior training and knowledge.

Bachelor of Naturopathic and Osteopathic Medicine

(BNOM) 6-7 Years Program

Doctor of Naturopathic and Osteopathic Medicine

Table 1 - Indicative Type I program structure

Phase 1 - First Year

Scientific and professional underpinning studies	CLK Hrs
Basic science	
BMED1001 -History and philosophy of science;	5
BMED1002 -Gross and functional anatomy	150
BMED1003 -Basic embryology,	100
BMED1004 -Neuroanatomy and visceral anatomy;	100
BMED1005 -Fundamental bacteriology,	50
BMED1006 -Fundamental cellular physiology;	50
BMED1007 -Anatomy	150
BMED1008 -Naturopathic Medicine And Holistic Health-care systems	5
BMED1009 -Basic Computer Packages and ICT skills	3
BMED1010 -Principles and philosophy of osteopathy	100
BMED1011 -Neurology/neuroscience	32
BMED1012 -Peripheral and spinal biomechanics	26
BMED1013 -Physiology	140
BMED1014 -Biochemistry	60
BMED1015 -Nutrition	40
BMED1016 -Palpatory skills and diagnosis	40
BMED1017 -Psychology/Psychosomatics	5
BMED1018 -Medical Sociology	20
Research studies	5
BMED2001 -Quantitative & Qualitative Research Methodology/ Critical Analysis I	
Clinical/professional studies	
BMED2002 -Applied clinical osteopathy	28
BMED2003 - Radiological diagnosis and clinical imaging	6
BMED2004 - Orthopedics and trauma	8
BMED2005 - Case-analysis studies	6
BMED2006 - Professional practice management	2
BMED2007 - Obstetrics and Gynecology	4
BMED2008 - Pediatrics and osteopathic care of children	4
BMED2009 - Osteopathic technique	150
BMED2010 - Osteopathic clinical practice I - Closely supervised osteopathic clinical practice in suitable clinical environment(s)	500

Phase 2

Scientific and professional underpinning studies

CLKMD3001-Clinical Anatomy	150
CLKMD3002-Health Statistics and Information System	16
CLKMD3003-Homeopath Medicine and Holistic health-care systems	12
CLKMD3004-Principles and philosophy of osteopathy	50
CLKMD3005-Neurology/neuroscience	12
CLKMD3006-Pathology	50
CLKMD3007-Peripheral and spinal biomechanics	100
CLKMD3008-Applied physiology	140
CLKMD3009-Exercise physiology	10
CLKMD3009-Emergency support skills/first-aid	10
CLKMD3010-Clinical methods and procedures	60
CLKMD3011-Palpatory skills and diagnosis	34
CLKMD3012-Psychology/psychosomatics	10
Research studies	
CLKMD3013-Research methodology Research thesis Writing	18
CLKMD3014-Critical analysis and Scientific Writing for Medical Journal	7
CLKMD3015-Research ethics	4
Clinical/professional studies I	
CLKMD3016- Case-history taking and patient communication	9
CLKMD3017- Applied clinical osteopathy	20
CLKMD3018- Differential and clinical diagnosis and clinical problem solving	20
CLKMD3019- Radiological diagnosis and clinical imaging	20
CLKMD3020- Orthopedics and trauma	14
CLKMD3021- Case-analysis studies	15
CLKMD3022- Osteopathic evaluation and patient management	38
CLKMD3023- Professional ethics	6
CLKMD3024-Osteopathic technique	150
CLKMD3025-Nutrition & clinical dietetics	6
CLKMD3026-Osteopathic clinical practice II	140
Closely supervised osteopathic clinical practice in suitable clinical environment(s)	

Phase 3

Scientific and professional underpinning studies

CLKMD4001-Pathology	18
CLKMD4002-Peripheral and spinal biomechanics	100
PHARM4003-Pharmacology	120
CLKMD4004-Principles and philosophy of osteopathy	21
CLKMD5005-Physiology	6
CLKMD5006-Neurology/neuroscience	24
CLKMD5007-Clinical laboratory techniques	4
CLKMD5008-Palpatory skills and diagnosis	6

CLKOM6009-Health economics	2
CLKOM6010-Health financing	2
CLKOM6011-Health law	2
CLKOM6012-Psychology/psychosomatics	100

Clinical Naturopathy Course Units:

NAT7001: Ayurveda Medicine	100
NAT7002: Chinese Medicine	100
NAT7003: Tibetan & Unani Medicine	10
NAT7004: Homeopathy	100
NAT7005: Naturopathy	100
NAT7006: Homotoxicology	10
NAT7007: Psychosocial Medicine	10
NAT7008: Iridology	10
NAT7009: Hydrotherapy	10
NAT7010. Naturopathic Dentistry	10
NAT7011. African Traditional Orthopedics Medicine	150
NAT7012. Herbal Medicine	150

Research studies

CLKMD70013-Medical Biostatistics	36
CLKMD70014-Critical analysis	10
CLKMD70015-Dissertation/research paper II	100

Clinical/professional studies

CLKOM70016-Case-history taking and patient communication	7
CLKOM70017-Differential clinical diagnosis & clinical problem solving	100
CLKOM70018-Professional ethics	6
CLKOM70019-Radiological diagnosis and clinical imaging	50
CLKOM7020- Orthopedics and trauma	60
CLKOM7021-Pediatrics and osteopathic care of children	100
CLKOM7022-Osteopathic sports care	20
CLKOM7023-Case-analysis studies	18
CLKOM7024-Applied clinical osteopathic technique	150
CLKOM7025-Ergonomics	10
CLKOM7026-Osteopathic evaluation and patient management including reflective practice	13
CLKOM7027-Gynaecology and obstetrics	40
CLKOM7028-Rheumatology	12
CLKOM7029-Osteopathic care of the elderly	12
CLKOM7030-Nutrition & clinical dietetics	6

Osteopathic clinical practice III

Closely supervised osteopathic clinical practice in suitable clinical environment(s)

CLKOM7031-Minor Surgery and Wound Care I	150
BCHEM7032-Plant Chemistry and Phytochemistry	

BTPHARM7033- Botanical Pharmacy and Pharmacognosis	100
OHMT7034- Oriental Herbal Medicines and therapies I	50
OHMT7035- Oriental Herbal Medicines and therapies II	50
OHMT7036- Oriental Herbal Medicines and therapies III	50
OHMT7037- Western Herbal Medicines and therapies I	50
OHMT7038- Western Herbal Medicines and therapies I	50
OHMT7039- Western Herbal Medicines and therapies II	50
OHMT7040- Western Herbal Medicines and therapies III	50
OHMT7041- African Herbal Medicines and therapies I	50
OHMT7042- African Herbal Medicines and therapies II	50
OHMT7043- African Herbal Medicines and therapies III	50

Phase 4

Scientific and professional underpinning studies

CLKMD8001- Anatomy	6
CLKMD8002- Principles and philosophy of osteopathy	11
CLKMD8003- Pathology	15
CLKMD8004- Peripheral and spinal biomechanics	9
CLKMD8005- Clinical Pharmacology II	40
NHOM8006- Clinical Homopathic Medicine and Materia Medica	50
NHOM8007- Homeopathic Provings, Pharmacy & Potentisation	50
NHOM8008- Homeopathic Pathology and Diagnosis	50
NHOM8009- Homeopathic Remedies and therapies	50
NHOM8010- Homeopathic Pharmacology and Prescribing	50
NHOM8011- Homeopathic Research	50

Research studies

CLKMD8012- Research methodology (quantitative and qualitative)	29
CLKMD8013- Critical analysis	5
CLKMD8014- Dissertation/research paper	200

Clinical/professional studies

CLKMD8015- Clinical Anatomy and Osteopathic Manipulative Medicine	10
CLKMD8016- Physical Assessment Case-history taking and patient communication	20
CLKMD8017- Differential and clinical diagnosis and clinical problem solving	8
MDLAW8018- Professional ethics , Law and Jurisprudence	18
CLKMD8019- Radiological diagnosis and clinical imaging	12
CLKMD8020- Gynecology and obstetrics	20
CLKMD8021- Dermatology	6

OMM8022-Orthopedics and trauma Case-analysis studies	9
OMM8023-Pediatrics and osteopathic care of children	12
OMM8024-Applied clinical osteopathic technique	150
CLKMD8025- Professional practice management	50
OMM8026-Osteopathic evaluation and patient management	18
OMM8027-Osteopathic clinical practice	470
OMM8028-Osteopathic Minor Surgery and Wound Care II Clinical	150
Closely supervised osteopathic clinical practice in suitable clinical environment(s)	
OMM8029-Foundations of Osteopathic Medicine: Philosophy, Science, Clinical Applications, and Research.	100
OMM8030-Physical Assessment and Diagnosis in Osteopathic Manipulative Medicine	100
OMM8031-Clinical Manual Osteopathy I : Osteopathic Manipulative Diagnosis and Treatment for 10 specific diseases.	100
OMM8032-Clinical Manual Osteopathy II : Osteopathic Manipulative Diagnosis and Treatment for 11 specific diseases	100
OMM8033-Clinical Manual Osteopathy III : Osteopathic Manipulative Diagnosis and Treatment for 11 specific diseases.	100
OMM8034-Clinical Manual Osteopathy IV : Osteopathic Manipulative Diagnosis and Treatment for 11 specific diseases.	100
OMM8035-Introduction to Evidence- based Osteopathic Techniques I	<u>100</u>
OMM8036-Introduction to Evidence- based Osteopathic Techniques II .	<u>100</u>
OMM8037-Introduction to Evidence- based Osteopathic Techniques III	<u>100</u>
OMM8038-Osteopathic and Chiropractic Techniques : Spinal and Peripheral ManipulationsV	<u>100</u>
OMM8039-Patient Safety and Scope of Osteopathic Practice.	100
OMM8040-Professional Ethics and Legal Issues in Osteopathic Practice (U.S and Canada)	100

3. Safety issues

Osteopathic practitioners have a responsibility to diagnose and refer patients as appropriate when the patient's condition requires therapeutic intervention that falls outside the practitioner's competence. It is also necessary to recognize when specific approaches and techniques may be contraindicated in specific conditions.

Osteopathic practitioners consider that a contraindication to OMT in one area of the body does not preclude osteopathic treatment in a different area. Likewise, a contraindication for any specific technique does not negate the appropriateness of a different type of technique in the same patient. Absolute and relative contraindications for OMT are often based upon the technique employed in each particular clinical situation.

The contraindications identified by the community of osteopathic practitioners are regrouped in function of the osteopathic techniques considered: these can be direct, indirect, combined, fluid and/or reflex-based (1). Direct techniques, such as muscle energy, thrust and articulatory manoeuvres, pose different risks from indirect, fluid and reflex-based techniques. There is only little published evidence on which techniques should be avoided in specific conditions. Osteopathic practitioners use their understanding of the pathophysiology of the patient's condition and the mechanism of action of the technique to establish absolute and relative contraindications that are biologically plausible. On that basis the lists below have been established.

3.1 Contraindications to direct techniques

Direct techniques, may use thrust, impulse, muscle contraction, fascial loading or passive range of motion, to achieve tissue response. They can be applied specifically to a joint or nonspecifically to a larger area of the body. Often an area that should not be treated using a direct technique may safely and effectively be treated using an alternative technique, e.g. indirect, fluid or reflex-based. There are absolute and relative contraindications to direct techniques.

Systemic conditions that constitute absolute contraindications to direct techniques • suspected bleeding disorder; • prolonged bleeding times; • anticoagulant pharmacotherapy without recent evaluation of therapeutic level; • clotting abnormalities; • congenital or acquired connective tissue diseases that result in compromised tissue integrity; • compromised bone, tendon, ligament or joint integrity, such as might occur in metabolic disorders, metastatic disease and/or rheumatoid diseases.

Systemic conditions that constitute relative contraindications to direct techniques • osteoporosis; • osteopenia.

Absolute contraindications to direct techniques specifically applied at a local site • aortic aneurysm; • open wounds, skin derangement, recent surgery; • acute hydrocephalus; • hydrocephalus without diagnostic workup; • acute intracerebral bleed; • acute cerebral ischemia, including transient; • suspected cerebral arterial-venous malformation; • cerebral aneurysm; • abdominal pain; • acute cholecystitis with suspected leakage or rupture; • acute appendicitis with suspected leakage or rupture; • acute or subacute closed head injury; • acute intervertebral disc herniation with progressive neurological signs; • suspicion or evidence of vascular compromise; • suspected vertebral artery compromise; • known congenital malformation; • acute cauda equine syndrome; • ocular lens implant (early post-operative period); • uncontrolled glaucoma; • neoplasm; • suspected bone compromise, such as osteomyelitis, bony tuberculosis, etc, or risk of same.

Absolute contraindications to direct techniques that specifically involve thrust or impulse applied at a local site • specific technique at the site of surgical internal fixation of the joint; • compromised bone or joint stability, such as might occur focally in neoplasm, metastatic disease, suppurative arthritis, septic arthritis,

rheumatoid diseases, osteomyelitis, bony tuberculosis etc; • acute fracture; • bony or intramuscular haematoma or abscess.

Relative contraindications to direct techniques that specifically involve thrust or impulse applied at a local site • intervertebral disc herniation; • strained ligaments at the site; • acute acceleration-deceleration injury of the neck.

3.2 Contraindications to indirect, fluid, balancing and reflex-based techniques

Indirect, fluid, balancing or reflex-based techniques may be applied specifically to a joint or non-specifically to a larger area of the body. These techniques do not engage the restrictive barrier. They may include fascial and soft-tissue loading or unloading, hydraulic pressures, phases of respiration and cranial or postural adjustments, as part of the application of the technique. Relative contraindications to indirect techniques usually concern the clinical-temporal profile of the problem.

Absolute contraindications to indirect, fluid, balancing or reflex-based techniques applied at a local site • acute hydrocephalus without diagnostic workup; • acute cerebral bleed; • acute intracerebral vascular accident; • suspected cerebral arterial-venous malformation; • cerebral aneurysm; • suspected acute peritonitis; • acute appendicitis or other visceral disease with suspected leakage or rupture; • recent closed head injury.

Relative contraindications to any indirect, fluid, balancing or reflex-based technique applied at the local site • metastatic disease; • neoplasm; • closed head injury.

Text Books/References

1. Gevitz N. The DOs: Osteopathic Medicine in America, 2nd ed. Baltimore, Johns Hopkins University Press, 2004.
2. Trowbridge C. Andrew Taylor Still 1828-1917, 1st ed. Kirksville, MO: the Thomas Jefferson University Press, 1991.
3. World Osteopathic Health Organization. Osteopathic glossary. (www.woho.org, accessed 19 April 2008).
4. American Association of Colleges of Osteopathic Medicine. Glossary of Osteopathic Terminology. (<http://www.aacom.org>, revised 2002).
5. Hraby RJ. Pathophysiologic models: aids to the selection of manipulative techniques. American Academy of Osteopathy Journal, 1991, 1(3):8-10.
6. Rimmer KP, Ford GT, Whitelaw WA. Interaction between postural and respiratory control of human intercostal muscles. Journal of Applied Physiology, 1995, 79(5):1556-1561.

7. Norré ME. Head extension effect in static posturography. *Annals of Otolology, Rhinology, and Laryngology*, 1995, 104(7):570-573.
8. Degenhardt BF, Kuchera ML. Update on osteopathic medical concepts and the lymphatic system. *Journal of the American Osteopathic Association*, 1996, 96(2):97-100.
9. Donnerer J. Nociception and the neuroendocrine-immune system. In: Willard FH, Patterson M, eds. *Nociception and the neuroendocrine-immune connection: Proceedings of the 1992 American Academy of Osteopathy International Symposium*. Indianapolis, American Academy of Osteopathy, 1992:260-273.
10. Emrich HM, Millan MJ. Stress reactions and endorphinergic systems. *Journal of Psychosomatic Research*, 1982, 26(2):101-104.
11. Ganong W. The stress response - a dynamic overview. *Hospital Practice*, 1988, 23(6):155-158, 161-162, 167.
12. Kiecolt-Glaser JK, Glaser R. Stress and immune function in humans. In: Ader R, Felton DL, Cohen N, eds. *Psychoneuroimmunology*, 2nd ed. San Diego, CA, Academic Press, 1991:849-895.
13. McEwen BS. Glucocorticoid-biogenic amine interactions in relation to mood and behavior. *Biochemical Pharmacology*, 1987, 36(11):1755-1763.
14. Van Buskirk RL. Nociceptive reflexes and the somatic dysfunction: a model. *Journal of the American Osteopathic Association*, 1990, 90(9):792-794, 797-809.
15. Willard FH, Mokler DJ, Morgane PJ. Neuroendocrine-immune system and homeostasis. In: Ward RC, ed. *Foundations for osteopathic medicine*, 1st ed. Baltimore, Williams and Wilkins, 1997:107-135.
16. Winter DA et al. Biomechanical walking pattern changes in the fit and healthy elderly. *Physical Therapy*, 1990, 70(6):340-347.

Clinical Anatomy and Osteopathic Manipulative Medicine

Clinical Anatomy and Osteopathic Manipulative Medicine: Complex Review (Board Review Series) (Modi, COMLEX Review)

by [Rupen G. Modi](#) and Naishadh Shah | Aug 15, 2005.

COMLEX Review: Clinical Anatomy and Osteopathic Manipulative Medicine offers an overview of anatomy and osteopathic manipulative medicine for the

COMLEX. Ideal for exam and course review, this new book targets the essential information that osteopathic medical students need during the first two years of medical school and beyond. Written by osteopathic medical students, **COMLEX Review** offers high-yield coverage of COMLEX content and advice by students, for students.

Features include:

- Two-column Q&A format for easy retention and self-assessment
- Over 150 images illustrating key anatomy and OMT
- Key concepts highlighted for rapid review

OMM6000. Foundations of Osteopathic Medicine: Philosophy, Science, Clinical Applications, and Research.

Foundations of Osteopathic Medicine: Philosophy, Science, Clinical Applications, and Research 4th Edition,

by [Michael Seffinger](#) (Author) Format: Kindle Edition

ISBN-13: 978-1496368324

ISBN-10: 1496368320

The most current, comprehensive osteopathic text available, Foundations of Osteopathic Medicine, Fourth Edition, defines osteopathic terminology and techniques and instills the confident understanding essential to clinical success. This proven resource is the standard text for teaching the osteopathic profession, providing broad, multidisciplinary coverage of osteopathic considerations in the basic sciences, behavioral sciences, family practice and primary care, and the clinical specialties.

Endorsed by the American Osteopathic Association, this popular text makes the key tenets of osteopathic practice more accessible than ever and demonstrates a wide variety of osteopathic manipulative methods in vivid detail. More than half of this new edition is made up of all-new content, reflecting current practices in basic sciences foundation, the osteopathic approach to patient care, somatic dysfunction and treatment, osteopathic considerations in the specialties, and research investigating osteopathic principles. New illustrations and a full-color design bring concepts to life, and enhanced pedagogical features make the entire text easier to use for students and practitioners alike.

Physical Assessment and Diagnosis in Osteopathic Manipulative Medicine
A Teaching Guide for Osteopathic Manipulative Medicine Kindle Edition

by [Kendi Hensel](#) (Author), [Tyler Cymet](#) (Author) Format: Kindle Edition

Introduction to Evidence- based Osteopathic Techniques I

Atlas of Osteopathic Techniques Third Edition

by [Alexander S. Nicholas DO FAAO](#) (Author), [Evan A. Nicholas DO](#) (Author)

ISBN-13: 978-1451193411

This one-of-a-kind reference is ideal for exam preparation and clinical rotations, as well as an excellent refresher for day-to-day clinical practice. Get step-by-step, full-color guidance on manipulative methods commonly taught and used in osteopathic medical education and practice. More than 1,000 vibrant photos and illustrations highlight concise, readable text—all on the same or adjacent page for quick and easy reference. The third edition includes extensive additions to the chapter on cranial techniques, as well as significantly revised overviews of high-velocity, low-amplitude techniques, muscle energy techniques, and counter strain techniques.

Introduction to Evidence- based Osteopathic Techniques II

This step-by-step instruction manual with videos introduces a spectrum of osteopathic manipulative techniques incorporating principles of psychomotor learning that enable optimal skill acquisition during both independent and supervised practice. Introductory chapters contain historical and essential concepts for performing osteopathic manipulative techniques including somatic dysfunction diagnosis. Each technique chapter includes pertinent background and summary concepts, key features of somatic dysfunction diagnosis, an end-goal focus for performing the technique, relevant anatomic image(s), and performance steps to foster knowledge retention.

Key Highlights

- Online access to 160 technique video demonstrations
- High quality illustrations that reinforce anatomy
- Psychomotor skills learning and assessment strategies
- Nearly 100 self-study/review questions in multiple choice format, also accessible via WinkingSkull.com

This evidence-based manual for learning manipulation treatment is the must-have tool for all osteopathic medical students and residents.

Osteopathic Techniques: The Learner's Guide

by Sharon Gustowski, Ryan Seals, et al. | May 3, 2017

Introduction to Evidence- based Osteopathic Techniques III

The 5-Minute Osteopathic Manipulative Medicine Consult Second Edition

by [Millicent King Channell D.O.](#) (Author), [David C. Mason D.O.](#) (Author)

Now in striking full color, this pocket-sized Second Edition of the first osteopathic clinical manual organized by diagnoses continues its proven quick-reference format. Presented in the tradition of *The 5-Minute Consult Series*, each diagnosis is presented in an at-a-glance, two-page spread. The first page defines

the disease and lists associated autonomic and motor innervations and common somatic dysfunctions, while the second page lists appropriate techniques. ICD-10 billing codes, updated photos, and easy-to-understand schematic drawings combine with concise content to help readers make quick, accurate diagnoses that ensure the best possible care for every patient. Expanded coverage of OMT techniques and new color photos make the second edition an even more useful quick clinical reference.

- **Portable, pocket-size format** makes it easy to flip to clinically relevant information on diagnoses, conditions, and tests
- **Time-related treatment options for each diagnosis** include 2-Minute Treatments, 5-Minute Treatments, and Extended Treatments
- **An intuitive four-part organization** covers *Topics* (diseases and disorders), *Techniques*, *Specialized Tests*, and *Summary Charts*.
- **Expanded content** includes guides for high yield focused structural exams, an expanded techniques section and a quick reference guide for preceptors of residents and students
- **New! A full-color design** and updated, high-quality photos clarify techniques and concepts
- **Updated!** ICD-10 codes for billing are included for each technique
- **eBook available for purchase.** Fast, smart, and convenient, today's eBooks can transform learning. These interactive, fully searchable tools offer 24/7 access on multiple devices, the ability to highlight and share notes, and more

OMT6000. Clinical Manual Osteopathy I : Osteopathic Manipulative Diagnosis and Treatment for 10 specific diseases.

OMT6000. Clinical Manual Osteopathy II : Osteopathic Manipulative Diagnosis and Treatment for 11 specific diseases

OMT6000. Clinical Manual Osteopathy III : Osteopathic Manipulative Diagnosis and Treatment for 11 specific diseases

OMT6000. Clinical Manual Osteopathy IV : Osteopathic Manipulative Diagnosis and Treatment for 11 specific diseases

The Pocket Manual of OMT is a practical, concise clinical reference for

physicians and osteopathic medical students learning and using manipulative diagnosis and treatment techniques. The book's organization by body region enables readers to select appropriate treatments for specific diseases. For each technique, the book provides indications, contraindications, a stepwise description, and a photograph.

This edition presents 43 new techniques, including seated facet release and

inherent motion diagnosis and treatment techniques. Updated and expanded descriptions of osteopathic principles are complemented by new illustrations and clinical correlations. Exercises that clinicians can prescribe to patients appear after the appropriate treatments.

A companion website offers the fully searchable text; online case studies with COMLEX-style multiple-choice questions for each chapter; and 250 instructional technique videos.

The Pocket Manual of OMT: Osteopathic Manipulative Treatment for Physicians
Second Edition

by [David R. Essig-Beatty](#) (Author), [To-Shan Li](#) (Author), [Karen M. Steele](#) (Author), [Zachary J. Comeaux](#) (Author), [John M. Garlitz](#) (Author), [James W. Kribs](#) (Author), [William W. Lemley](#) (Author)
4.3 out of 5 stars20 ratings

The West Virginia School has, over a few editions, made one of the most useful and portable books of Osteopathic Techniques available today. The approach is by body region, which is pretty much what most practitioners do, and gives the range of direct and indirect treatments for each body region. In addition, the exercises are most useful in helping patients (and sometimes the practitioners themselves) maintain the joint and muscle motion achieved by the Osteopathic treatments. Very useful, handy to carry around, well organized and documentation, especially the charts on sacral dysfunctions, are extremely useful.

Very well constructed and organized to the approach to treating body segments specifically, easy to read, pictures are very informative. Only negative is the last chapter wasn't bound in my book, instead was loose-leaf and upside down and backwards, but I fixed it manually myself (after about an hour of labor)

This book is simply amazing. It breaks down every region (cervicals, thoracic, lumbar, pelvis, etc) by how to diagnose somatic dysfunction and the most common treatments. Its very easy to read. A great pocket book to have in the office and during rotations. I highly recommend it. This is the BEST omt tretment/techniques book that I've seen.

Osteopathic and Chiropractic Techniques : Spinal and Peripheral Manipulations

Osteopathic and Chiropractic Techniques for Manual Therapists: A Comprehensive Guide to Spinal and Peripheral Manipulations 1st Edition

by [Giles Gyer](#) (Author), [Jimmy Michael](#) (Author), [Ricky Davis](#) (Author)
ISBN-13: 978-1848193260
ISBN-10: 1848193262

the first book ever to bring together the best techniques from chiropractic and osteopathy, this easy-to-use guide is necessary reading for any manual therapist wishing to hone their skills, and discover related techniques that will enhance their practice.

Offering practical step-by-step instruction on how to treat a full scope of musculoskeletal conditions, this duo-disciplinary guide draws on current anatomical and physiological research to bring all the most advanced and adaptive manipulation therapy techniques to your fingertips. Providing a brief history of the two central branches of manual therapy, it gives a valuable insight into how manipulation therapists can benefit from sharing ideas and integrating versatile techniques across practices, before providing clear, illustrated references for how to apply the methods on specific sections of the body.

Demonstrating how to relieve common ailments, recognise contraindications and take excellent safety precautions, this is the ideal companion for practitioners and students of manipulation therapy for the whole body

Review

A superb collection of valuable information regarding the use of HVLAT manipulations for any manual therapist, regardless of background or school of thought. This book would make a remarkable addition to anyone's library who wishes to further their understanding and performance of the techniques they are utilizing. Author: Cody Phillips, PTA Director of Social Networking at American Musculoskeletal Institute

This book is an essential buy for undergraduate and postgraduate physiotherapists, osteopaths and chiropractors looking to develop their manual therapy skills. I have attended the authors' Chiropractic and Osteopathic Manipulation course, and the book complements it perfectly with clear illustrations and descriptions of the techniques they taught, along with enhanced theoretical knowledge to enable their safe and effective application. I will certainly be using this book to facilitate my continued clinical practice. Author: Joe Lewis BSc MCSP HCPC, Premier League Football Physiotherapist

A much needed compendium ... which delivers a greater body of knowledge and practical skills to any practitioner of manual manipulation. Author: Ulrik Sandstrom BSc, DC, ICCSD, FRCC, FBCA, FEAC, elite sports chiropractor and fellow of the Royal College of Chiropractors

Book Description

The first book ever to bring together the best techniques from chiropractic and osteopathy

About the Author

Giles Gyer is a specialist musculoskeletal osteopath. He travels around the world teaching manual therapy techniques with his CPD company OMT Training. His courses cover osteopathic spinal manipulation, articulation and advanced soft tissue techniques as well as dry needling. He is an internationally published author with books in dry needling, medical acupuncture and in osteopathic articulation techniques.

Jimmy Michael is a specialist musculoskeletal osteopath who holds degrees in Sports and Exercise Science and Osteopathy. As a senior lecturer with OMT training he has run courses for such organisations as the NHS, Liverpool FC and Manchester City FC. He also lectures internationally on various topics such as osteopathic articulation techniques, spinal and peripheral joint manipulation, medical acupuncture and advanced soft tissue techniques.

Ricky Davis is a clinical director and chiropractor consulting at Summit Wellbeing and Pure Sports Medicine in London. He has a special interest in lower limb biomechanics. Ricky is certified with CycleFit and the Titleist Performance Institute, working with cyclists, golfers and London Scottish rugby club. He is a lecturer at OMT Training teaching chiropractic manipulation techniques and is also a full member of the General Chiropractic Council, British Chiropractic Association, Royal College of Chiropractors and a member of the British Chiropractic Sports Council.

Program Preparation Credits

UoA Osteopathy Curriculum is Prepared in Consultation with Consultation on Osteopathy Milan, Italy, 26–28 February 2007 to meet and exceed the WHO Benchmarks for training in osteopathy Milan, Italy, 26–28 February 2007

Our Credits goes to:

Annex: WHO Consultation on Osteopathy, Milan, Italy, 26–28 February 2007: list of participants.

Participants

Dr Peter B Ajluni, President-Elect, American Osteopathic Association, Chicago, Illinois, United States of America

Mr Peter Arhin, Director, Traditional and Alternative Medicine Directorate, Ministry of Health, Accra, Ghana Dr Iracema de Almeida Benevides, Consultant and Medical Advisor, National Policy of Integrative and Complementary Practices, Ministry of Health, Brasilia - DF, Brazil

Dr Boyd Buser, Dean and Vice President, Health Services (Interim), UNECOM, Biddeford, Maine, United States of America [Co-Rapporteur]

Dr Jane E. Carreiro, Associate Professor and Chair, Department of Osteopathic Manipulative Medicine, College of Osteopathic Medicine, University of New England, Biddeford, Maine United States of America [Co-Rapporteur]

Mr Nigel Clarke, Chairman, General Osteopathic Council, London, United Kingdom

Mr Etienne Cloet, Principal, Sutherland College, Heuvelland, Belgium

Dr Saverio Colonna, President, Association of Osteopathic Physicians, Zola Predosa, Italy

Ms Madeleine Craggs, Chief Executive & Registrar, General Osteopathic Council, London, United Kingdom

Mr John Crosby, Executive Director, American Osteopathic Association, Chicago, Illinois, United States of America

Mr Vince Cullen, Head of Development, General Osteopathic Council, London, United Kingdom

Dr Kilian Dräger, President, German Physicians Society for Osteopathy, Hamburg, Germany

Dr Raimund Engel, Forum for Osteopathic Regulation in Europe (FORE), c/o Wiener Schule für Osteopathie, Wien, Austria

Professor Ferruccio Ferrario, Dean, Medicine and Surgery Faculty, State University of Milan, Milan, Italy

Dr Armand Gersanois, President, European Federation of Osteopaths, Strasbourg, France

Dr Léon Ranaivo-Harimanana, Head, Clinical Trial Department in the Centre National d'Application des Recherches Pharmaceutiques, Antananarivo, Madagascar
Dr Mona M. Hejres, Education Medical Registrar, Office of Licensure and Registration, Ministry of Health, Manama, Kingdom of Bahrain

Dr Augusto Henriques, Representative of Osteopathy, Official Portuguese InterMinisterial Commission to Study and Propose the Regulation of Osteopathy, Oledo, Portugal

Dr Kenneth H. Johnson, Interim Associate Dean, Clinical Affairs, University of New England, College of Osteopathic Medicine, Biddeford, Maine, United States of America

Dr John Licciardone, Osteopathic Research Center, University of North Texas Health Science Center, Fort Worth, Texas, United States of America

Dr Alfonso Mandara, Director, High Institute of Osteopathy, Milan, Italy

Mrs Linda L. Mascheri, Director, Division of State Government & International Affairs, American Osteopathic Association, Chicago, Illinois, USA

Professor Emilio Minelli, WHO Collaborating Centre for Traditional Medicine, Centre of Research in Bioclimatology, Biotechnologies and Natural Medicine, State University of Milan, Milan, Italy

Dr Dmitry Mokhov, President, Register of Osteopaths of Russia, SaintPetersburg, Russian Federation

Ms Marianne Montmartin, International Affairs Committee, Registre des Ostéopathes de France, Merignac, France

Dr Mahmoud Mosaddegh, Dean, Traditional Medicine and Materia Medica Research Center, Shahid Beheshti University of Medical Sciences, Teheran, Islamic Republic of Iran

Dr Michael Mulholland-Licht, President, World Osteopathic Health Organization, Balgowlah, Australia

Dr Ray Myers, Head, Discipline of Osteopathy, School of Health Sciences, Portfolio of Science Engineering and Technology, RMIT University, Victoria, Australia [Co-Chairperson]

Dr Reza Nassiri, Professor and Chair, Department of Clinical Pharmacology, Director of International Affairs, Lake Erie College of Osteopathic Medicine, Erie, Pennsylvania, United States of America

Annex

23

Dr Susanne Nordling, Chairman, Nordic Co-operation Committee for Nonconventional Medicine, Committee for Alternative Medicine, Sollentuna, S-191, Sweden [Co-Chairperson] Dr Vegard Nore, Senior adviser, Norwegian Directorate for Health and Social Affairs, Department for Community Health Services, Oslo, Norway

Ms Emma-Jane Roberts, Rivonia, Geautang, South Africa

Professor Umberto Solimene, Director, WHO Collaborating Centre for Traditional Medicine, Centre of Research in Bioclimatology, Biotechnologies and Natural Medicine, State University of Milan, Milano, Italy

Dr Clive Standen, Associate Head, School of Health & Community Studies, Unitec, Auckland, New Zealand

Dr Olga Steggerda, Member, Russian Register of Osteopaths, Riga, Latvia

Mr Philippe Sterlingot, President, Syndicat Français des Ostéopathes, Nantes, France

Dr Yong-Jun Wang, Director, Orthopaedics Department, Longhua Hospital, Shanghai University of Traditional Chinese Medicine, Shanghai, China

Mr Michael Watson, Chief Executive, British Osteopathic Association, Luton, United Kingdom

Dr Ingunn Backe Wennberg, President, Norsk Osteopat Forbund, Drammen, Norway

Dr Monica Wong Man-ha, Principal Medical and Health Officer, Department of Health, Wanchai, Hong Kong SAR, China

Local Secretariat

Dr Simon Andrew Duncan, President, European Osteopathic Union, Biella, Italy WHO Secretariat

Dr Samvel Azatyan, Technical Officer, Department of Technical Cooperation for Essential Drugs and Traditional Medicine, World Health Organization, Geneva, Switzerland

Dr Xiaorui Zhang, Coordinator, Traditional Medicine, Department of Technical Cooperation for Essential Drugs and Traditional Medicine, World Health Organization, Geneva, Switzerland.

The University of America

College of Natural Health Sciences

Wilhelminalaan 13 , Curaçao, P.O. Box 4762
Willemstad, Curaçao, Netherland Antilles

Et folia ligni ad sanitatem gentium



UoACNHS .

The leaves of the tree were for the healing of the nations.Rev. 22:2

Naturopathic Medicine Curriculum

Type I training programs

Bachelor of Naturopathic Medicine & Surgery

(BNOM) 6-7 Years Program

Type II training programs

Doctor of Naturopathic and Osteopathic Medicine

(DNM) 3- 4 Years Program

UoA Naturopathy Curriculum is Prepared in Consultation with Consultation
on Naturopathy Milan, Italy, 26-28 February 2007 and is judged to have met
and exceeded the WHO Benchmarks for training in osteopathy Milan, Italy,
26-28 February 2007

Prof. Gamaliel Onyeka. Prince . PhC. D.Sc. PhD. President
Prof Princess Shullam O. NMD . NBBS. PhD, Chief Medical Officer

The University of America College of Natural Health Sciences (UoACNHS)

Bachelor of Naturopathic Medicine & Surgery(NBBS) (6-7 years program)
Doctor of Naturopathic Medicine(NMD):
3-4 years Post-baccalaureate Program

Program overview

About Naturopathy

Naturopathy is a system of healthcare with a deep history of traditional philosophies and practices, medically trained practitioners and a breadth of natural treatment options to serve patients.

Naturopathic History.

Naturopathy has been part of healthcare for thousands of years. Many of the principles and philosophies of modern traditional naturopathy originated in Germany and Europe in the 16th and 17th century. The original naturopaths – prior to 1900s – from around the world, were trained by Egyptian doctors - and later -the European doctors , using hydrotherapy, herbal medicine and other traditional forms of healing. Currently, European countries consider their practice of naturopathy as a system of healthcare that has evolved by incorporating the traditional medicine of each country with the naturopathic principles, theories, modalities and traditions that have been codified in North America. Traditional forms of naturopathic teaching and practice are still common in Europe. North America is considered the home of modern naturopathy, or naturopathic medicine. There are strong national and regional naturopathic associations, ongoing naturopathic research and specialized groups and journals to support the practice of naturopathic medicine. North America is credited with codifying the naturopathic principles and for contributing some of the established theories and practices that are now used worldwide. Throughout its history, naturopathy / naturopathic medicine is introduced into a country when a naturopath / naturopathic doctor that has been trained in North America or Europe moves and takes their skills with them. There is a synthesis of

the European or North American training with the traditional systems of medicine in their country. For example, naturopathy was introduced to India after a medical doctor was trained by naturopaths in Europe; two of the respondents from South East Asia indicated that they were originally trained in the USA. The World Naturopathic Federation is currently undergoing a research project to clarify and codify the historic roots of naturopathy from around the world.

Naturopathic Principles

Although there has been historically broad discussions on the principles and practice of naturopathic medicine, there was no formal codification process until 1986, when the American Association of Naturopathic Physicians (AANP) formed a committee that consisted of naturopathic doctors Pamela Snider, Jared Zeff and others. These practitioners spent over three years reviewing the historic data and documents and interviewing over 1,000 people. In 1989, a definition of naturopathic medicine and the description of the six naturopathic principles was formally codified and accepted by the two North American national naturopathic associations (American Association of Naturopathic Physicians (AANP) and the Canadian Association of Naturopathic Doctors (CAND)). Based on the 2014/2015 global naturopathic workforce survey these principles appear to have international recognition and acceptance. The naturopathic principles taught in most countries include:

- First, Do No Harm (*primum non nocere*)
- Healing Power of Nature (*vis medicatrix naturae*)
- Treat the Cause (*tolle causam*)
- Treat The Whole Person (*tolle totum*)
- Doctor as Teacher (*docere*)
- Disease Prevention and Health Promotion
- Wellness

Naturopathic Theories:

There are a number of naturopathic theories practiced around the world including:

- Humoral Theory

- Therapeutic Order
- Emunctories
- Theory of Complex Systems

Naturopathic Modalities

- In the UOA Curriculum Traditional Naturopaths must be trained to master these above core naturopathic modalities or therapies used around the world. These common naturopathic modalities includes but not limited to :

- **Clinical Nutrition**
- **Botanical Medicine (Herbalism)**
- **Homeopathic Medicine**
- **Traditional Chinese Medicine**
- **Physical Medicine**
- **Hydrotherapy – Water Cure**
- **Prevention and Lifestyle Counseling**
- **Hygiene Therapy**
- **Nature Cure.**

- Graduates of the above the curriculum will receive diplomas and degrees limited to holistic health science, Holistic Medicine and Traditional Naturopathy and certified as Naturopathic Technician and Naturopaths and cannot perform or give Prescription medication, IV Therapies , Minor Surgery and injections

- UoA Curriculum for those studying to qualify as naturopathic doctors or naturopathic primary physician will have additional training in Biomedical Sciences, Traditional Naturopathic Modalities and other natural therapies which includes but not limited to :

- **Biomedical sciences** in scope and breath as allopaths do
- **Clinical Medicine** in scope and breath as allopaths do
- **Ayurvedic Medicine**
- **Prescription Rights**
- **IV Therapies**
- **Chelation Therapy**
- **Minor Surgery**
- **Colon Therapy**
- **Naturopathic Nursing**

- **Naturopathic Gynaecology/ Midwifery**

Graduates of the above the curriculum will receive diplomas and degrees in Naturopathic Medicine and Surgery , as well as qualify to be certified as Licensed Naturopathic Doctor and Licensed Naturopathic Physician and may perform or give Prescription medication, IV Therapies , Minor Surgery and injections as long as these are scopes of practice allowed in their countries of jurisdiction

Duration for the UoA Naturopathic Medicine Education

Duration in Years: NBBS: 6 -7 years. **NMD :** 3-4 years

Training in Clock Hours: 6500- 7000 Clock Hours

Biomedical Science : 1000 Clock Hours of Didactics

Clinical Medicine : 2000 Clock Hours of Clinical rotations

Naturopathic Medicine: 1000 Clock Hours of Didactics

Clinical Naturopathic Medicine: 2500 Clock Hours of Clinical rotations

Clinical Clerkship I- Every admitted student must be attach under a medical clinic for 2000 clock hours of Clinical rotation and must show evidence of mastering :

Patuent History, Physical Assessment and Differential Diagnosis
Xrays, MRI. CATS Scan and Lab Result Reading
General Family Medicine.
Minor Surgery and Wounds Care
Gyaenacology and 71 Childbirths
Pediatry

Clinical Clerkship II

Every admitted student must be attach under a well-established Naturopathic medical clinic for 2500 clock hours of General Clinical Naturopathic Medical practice in 10 major Areas of naturopathic modalities before graduation

Degree Nomenclature:

Applicant without a First Pre- Medical degree will earn professional first degree NBBS in Medicine after 5 -6 years of study and earning the Doctorate in the final year of studies NMD

Thpse Applicant with a Biomedical degree, PA, Nursing, Pracitioner degree, or MBBS medical related degree will complete it in 3-4 years period to earn the Doctorate **NMD**

Program Standard:

The UoA program meets and exceeds program requirements for Traditional Naturopathy and Naturopathic Medical education set for WHO, WNF, and WCRNO
Curacao Naturopathic & Osteopathic CNOMC

Why study with us?

1. Longevity

Established in 1983 UoA is going from strength to strength. We are now one of the longest running natural medicine schools in the world

2. Celebrating the individual

our course blends many models and approaches and actively encourages each student to find their own self expression through their work - their own unique style in the practice of natural medicine.

3. World class curriculum

you will leave with a whole range of skills and methods and hopefully a highly tuned sense of self awareness to take you through many years of practice. We have a worldwide reputation of being at the highest level of quality and depth of learning and many of our students enrol through personal recommendations from students and graduates alike.

4. Flexibility to suit your needs

you can start our home study courses whenever it suits you and work at a pace that complements your daily commitments. All our courses offer double the amount of time required to complete the study so you have plenty of flexibility if you need to take a short break from studying, or indeed if you wish to work faster!

5. No unnecessary stress

all our courses are made up of easy to manage study Units which are marked and assessed using continuous assessment with a specialist personal tutor. There are no exams, only an end of Course graded essay- so there is no need to get stressed!

6. Student support & nurture

Our group of dedicated staff and faculty are available all week (Monday-Friday 24/ 7 for care and practical support. You will receive ongoing and individual care and feedback through our network of mentors, tutors and teachers with written feedback for every piece of your work. All being well, you will stay with your personally assigned mentor throughout your course and this allows for a greater bond and understanding.

7. We create healers, not just practitioners

our courses are well known for taking students on a journey of discovery into self-awareness and self-reflection, using various teaching methods to bring this to life. We aim to unravel the mysteries of life and health and help to integrate this into a wealth of Naturopathic knowledge and practical skills.

8. Quality assured and accredited courses

9. High levels of student care and support

10. World recognized and prestigious credentials that makes all our graduates eligible for membership in the following organization:

1. European Federation for Naturopathy (EFN- ECHAMP). echamp.eu

2. World Naturopathy Federation
worldnaturopathicfederation.org

3. European Federation for Complementary and Alternative Medicine.
efcam.eu

4. Union Europeene de Naturopathie.
naturopathy-union.eu

5. amne-ngo.eu

6. cam-europe.eu

7. uia.org

Global Naturopathic Regulation

Naturopathy is practiced in every world region, spanning over eighty countries. Statutory regulation of the naturopathic profession currently exists in jurisdictions in North America, India, Europe and Latin America. To be a full member of the WNF, associations must support and be working toward regulation. They must also support educational accreditation and advancement of educational standards.

Naturopathic Regulatory Process

The statutory regulation of naturopathy, like all professionals, is strongly correlated with educational standards and is influenced by the political landscape in each country and the

regulation of other traditional and complementary systems of medicine in the region. Every country or region that has regulation is supported by a professional naturopathic association. For those countries / regions that do not yet have regulation, the WNF encourages that professional naturopathic associations engage in self-governance activities that protect the public as they work towards regulation.

Overview of Statutory Naturopathic Regulation Globally

The regulation of naturopathic practitioners is diverse. It covers Naturopathic Technicians, Licensed Naturopaths, Diploma in Naturopathy and Naturopathic Doctors. Naturopathic practitioners in Europe are referred to as Heilpraktiker or Naturopaths. In North America and India, naturopathic practitioners are regulated as Naturopathic Doctors and/or Naturopathic Physicians. In Latin America, regulation exists for both Naturopathic Technicians and Doctors of Naturopathy. This difference reflects the educational differences, yet the foundational philosophy and principles are the same. Click to read the [WNF's Global Naturopathic Regulation](#) report

- ## **Bachelor of Naturopathic Medicine & Surgery**

(6-7 years program)

Doctor of Naturopathic Medicine:

3-4 years Post-baccalaureate Program

Bachelor of Naturopathic Medicine & Surgery Program

Doctor of Naturopathic Medicine:

(Boad Licensure Qualifying)

Degree Nomenclature

NBBS and NMD

Course type

Option 1:

Bachelor of Naturopathic Medicine & Surgery Program

(Boad Licensure Qualifying) in various specialties such as

Program`s EU and UK NVQ level

Levels 6 ,7, 8.

Option 2:

Doctor of Naturopathic Medicine: 3-4 years Program for those with first degree, usually **Option 1** students are awarded **NBBS** after **5-6 years** of successful studies and awarded the **NMD** after **six – seven years** of completion of the Curriculum

Naturopathic Surgery: Limited to minor wounds and lacerations dressing only and is based on the jurisdiction of the students and graduates. . Please find out what your state and country law allows and prohibits before applying

Medical Prescription and IV Therapy: Medical Prescription and IV Therapy scope of Practice is based on the jurisdiction of the students and graduate. Please find out what your state and country law allows and prohibits before applying.

Duration

42 -60 months (360 ECTS) or U.S 230 Credits.

2000 Clock Hours of Didactics . 2500 Clinical Clock Hours

Code

NBBS6000

Language of instruction

English

Start

Year round

Faculty

The University of America College of Natural Health Sciences

Program Entry Requirement

Completion of High School Diploma or 12 Grade Completions

Completion of Semesters of University General Studies

UoA NBBS and NMD Program Introduction

Bachelor of Naturopathic Medicine & Surgery

(6-7 years program)

Doctor of Naturopathic Medicine:

3-4 years Post-baccalaureate Program

Program Course Overview

In the 21st century, the Western paradigm for healthcare is changing. Notwithstanding the great strengths of medical science, many people now have concerns about key features of our health-care system—among them, the widespread use of medical drugs and a relative deemphasis on preventive care.

But traditional Western medicine is not the only healing system rooted in science. Medical systems from other cultures, including those of India and China, have used natural treatments for centuries, some of which are now directly influencing our own health-care professions. These approaches not only emphasize healing with natural substances, but devote considerable attention to illness prevention and healthful living by considering the whole person rather than just targeting a condition.

What is the most effective way to nurture your own optimal health? Are there sound alternatives to the drugs so common in our health-care system, which can carry unwanted consequences and side effects? What about the range of natural methods, such as herbal medications, micronutrients, and the use of food itself as medicine? Are these approaches valid? And, if so, can we integrate the best of Western medicine with the best natural treatments to enjoy prime health and longevity?

Western medicine focuses on disease without getting to the underlying cause, and physicians are trained to make a diagnosis and offer a drug or surgical treatment. The result is that the people of the United States are the greatest consumers of pharmaceutical therapy. It is one thing to make a diagnosis, but to offer medication without including instructions for how to reverse the disease process is shortsighted. The goal of this course is to turn these approach inside out, offering solutions to disease prevention and treatment that are embedded in how we live our lives. Treating disease after it occurs is not the solution. Once a diagnosis is made, the next obvious questions are why and how to reverse the process. Focusing on health, vitality, and longevity requires a completely different approach. Macro- and micronutrition, physical activity, herbal medicine, enhanced resiliency, and spirituality are just a few of the key components to healing. This course will explore causes of disease along with state-of-the-art biomarkers and imaging for diagnosis. Most importantly, this course will offer solutions to immediately improving many chronic problems, including arthritis and heart disease. In general, this course will offer the necessary tools to prevent disease.

This course focuses on the role of nutrition in health?offering clear guidance on eliminating common inflammation-causing and allergy-inducing foods and how to replace them with foods that lead to the production of healthy proteins. The role of herbal medicine in health, vitamins, and supplementation will be discussed, and questions regarding the right supplements, choices, and options for dosing and purity will be addressed. The course will also discuss which foods should be purchased organic and how the industrialized food system has altered nutrition options. Full programs will be offered for naturally treating diabetes, high cholesterol, and high blood pressure

The Science of Natural Health Sciences leads you in a compelling and practical exploration of holistic approaches to healthcare, introducing you to the many nature-based treatments and methods that are both clinically proven and readily available to you. In 24 incisive and revealing lectures, you look deeply into the science behind natural treatments and preventive healthcare, including how medical conditions ranging from high blood pressure to heart disease and diabetes can be treated naturally with remarkable effectiveness.

You also discover, perhaps surprisingly, that a large number of ailments and illnesses that we usually accept as part of life are in fact directly linked to lifestyle factors—and that positive changes in lifestyle, diet, and physical activity can have a major effect in both preventing and treating illness.

By probing the underlying causes for common medical conditions such as inflammation, high cholesterol, arthritis, and migraines, and the range of natural ways to treat them—

including the use of improved nutrition, plant substances, supplements, and stress-reduction techniques—**The Study of Natural Health Sciences** leaves you with a rich spectrum of choices and possibilities for your own healthcare, as well as practical tools for creating a truly healthful lifestyle.

Healing the Whole Human Being

As a guiding context for your study of natural healing, you learn about a new paradigm for healthcare, as embodied in the field of integrative holistic medicine. (“Holistic” simply means “whole.”) Integrative holistic medicine takes a large view, focusing on the whole person—aiming to prevent and treat illness through a full-spectrum approach that looks deeply at the factors of your genetic makeup, environment, lifestyle, nutrition, physical activity, and psychology.

Integrative holistic medicine is thoroughly grounded in traditional Western medical practice but also incorporates the use of proven natural substances and healing methods, looking for the underlying causes of illness and dedicated to caring for body, mind, and spirit.

This course focuses on the role of nutrition in health?offering clear guidance on eliminating common inflammation-causing and allergy-inducing foods and how to replace them with foods that lead to the production of healthy proteins. The role of herbal medicine in health, vitamins, and supplementation will be discussed, and questions regarding the right supplements, choices, and options for dosing and purity will be addressed. The course will also discuss which foods should be purchased organic and how the industrialized food system has altered nutrition options. Full programs will be offered for naturally treating diabetes, high cholesterol, and high blood pressure. Today, many people are struggling with stress, anxiety, and depression. Acute and chronic stress affect both the physical and mental bodies of individuals; high blood pressure and high cholesterol as well as diabetes and insomnia are just a few of the effects that are experienced. One of the keys to enhancing resiliency is to change perception and practice, utilizing techniques that lead to emotional flexibility. In this course, you will explore natural approaches to stress, including breathing techniques, guided imagery, and meditation. The use of natural supplements for mental well-being along with exercise and mind-body techniques will be offered. Throughout this course, you will explore the connection between people and the planet as you journey to an understanding of ecology and health. The choices that you make for your health are also healthy choices for the planet. From eating less dairy and meat to walking instead of driving, you will gain an understanding of how even small contributions to your health can lead to big contributions for the planet. Practical tools for improving the health of the planet while eliminating toxins, pesticides, and plastic are just a few of the topics that will be addressed. This course will teach you everything that you need to know to stay healthy from a mind-body-spirit perspective. Whether you are seeking solutions to common diseases or wanting to achieve optimal health, this course will explore simple solutions that can be put into practice immediately. Health is our greatest wealth, and with simple tools and practical solutions, it is absolutely possible to achieve.

The Promise of Nature-Based Healthcare

In this far-ranging inquiry, you delve into core subjects such as these:

- **The power of food in healing:** By studying fundamental principles of nutrition, food sensitivity, and the impact of foods on the genome, discover the remarkable ways in which you can both prevent and treat numerous illnesses by what you eat.
- **Micronutrients and natural supplements:** Investigate the healing properties of natural substances, including probiotics, selenium, and the hormone vitamin D, and their effectiveness in treating and preventing ulcerative colitis, diarrhea, and cancer.
- **Clinically proven herbal medicines:** Study the medicinal uses of aloe, ginger, and licorice for the GI tract, cranberry and saw palmetto for urogenital conditions, and herbal treatments for migraines.
- **Natural treatments for common medical conditions:** Apply the integrative treatment model and its many tools to specific conditions, including inflammation, cholesterol abnormalities, high blood pressure, and diabetes.
- **The mind-body connection in healing:** Review substantial research on the mind's effect on the body, including an in-depth study of stress, and learn about the use of guided imagery, yoga, meditation, and other mind-body modalities to treat physical illness.
- **Natural approaches to mental and spiritual health:** Explore eye-opening data ranging from the effects of micronutrients and herbs on depression to studies showing the correlation between spiritual practices and longevity. Learn practical techniques for deepening an affirmative mental outlook and feeling state.

Teaching of Rare Scope and Vision

Revealing both an extraordinary depth of knowledge and a passionate investigative spirit, Dr. Guarneri points you to numerous empowering avenues and alternatives for healthful living. You study the many benefits of the Mediterranean diet and how to choose specific foods for your own optimal health. You observe the critical importance of exercise in both illness prevention and treatment, and you learn a range of methods (including the use of your own breathing) to disarm stress and deepen the experience of well-being. Dr. Guarneri enlivens these lectures with unusual and often astonishing facts and stories, inviting you to challenge common assumptions and habitual thinking about health. You learn that

- 75 to 90 percent of all visits to health-care providers result from stress-related disorders;
- plant substances such as garlic and wakame seaweed substantially reduce systolic blood pressure; and

- debilitating conditions such as arthritis and migraines can be triggered by simple sensitivity to foods.

In a penetrating exploration of the mind-body connection, Dr. Guarneri makes it clear that the health of the body is intimately related to the health of the mind and spirit.

- You review hard-nosed research demonstrating the role of healthy relationships in positive health outcomes.
- You learn why chronic anger increases the risk of heart attack by 230 percent.
- You track the medical consequences of depression and hopelessness, and studies linking positive emotions and strong social bonds to markedly lower incidence of illness.

You'll also see the integrative paradigm in action in real-life case studies, including the profile of a woman with diabetes, high blood pressure, arthritis, and depression. Then, observe how an integrative treatment plan for her includes dietary changes, specific micronutrients, exercise, stress-reduction techniques, and renewed social connection.

In presenting the case studies, Dr. Guarneri demonstrates, with great compassion and discernment, how the integrative physician can guide patients through the emotional challenges of difficult illness and recovery so that they retain their spirit and identity.

Your Health: A New Possibility

No matter what kind of life you're living, optimal health is one of the greatest assets you can have. In **The Science of Natural Healing**, Dr. Guarneri offers you the opportunity to take a highly proactive and informed role in your own healthcare—to make use of the best of nature-based medicine, to live a truly nurturing lifestyle, and to care for your own well-being in the most comprehensive and far-reaching way. In speaking deeply to a truly integrative approach to healing, these lectures can make a profound difference in your health now and in the future and help you live your life to the absolute fullest.

Bachelor of Naturopathic Medicine & Surgery

(6-7 years program)

Doctor of Naturopathic Medicine:

3-4 years Post-baccalaureate Program

Program Learning outcomes

Discover unique ways to take care of your needs before you have to take medical drugs.

Explore medical systems from other cultures (ranging from India to China) and how they've evolved over the years.

Uncover real, practical tools for creating a truly healthful lifestyle.

Understand what causes ailments, such as high blood pressure, heart disease, and diabetes.

See the remarkable ways you can both prevent and treat numerous illnesses by changing what you eat.

Review treatments plans that involve dietary changes, stress-reduction techniques, and renewed social connections.

Understand what causes ailments, such as high blood pressure, heart disease, and diabetes.

See the remarkable ways you can both prevent and treat numerous illnesses by changing what you eat.

Review treatments plans that involve dietary changes, stress-reduction techniques, and renewed social connections

This Naturopathy Course is designed to broaden the understanding of alternative medicine; for those who want to understand naturopathic philosophy and work in a more naturopathic way; or for lay people who are interested in learning more about a naturopathic approach to health, or who want to learn about the different subjects (medicines) before choosing which to specialise in. *Most naturopaths will be self-employed. Some may work from a dedicated room in their home while others may rent rooms in a clinic or natural healthcare centre. In order to practice professionally, naturopaths must hold professional insurance, maintain strict client confidentiality and comply with the data protection legislation.*

A Naturopath works in Natural Healthcare and on a one-to-one basis with their clients - all advice is tailored specifically for that person health issues. An initial consultation typically lasts between 1 and 2 hours, depending on the techniques used, and during this the naturopath will:

1. Identify the main issues that the client wants to address.

2. Take a full medical history, plus details of diet, lifestyle, and emotional factors such as stress or anxiety.

3. Take details of family medical history, to give a full picture of any possible genetic traits or familial patterns.

4. Make observations of the client's skin, hair and nails.

5. Use any other diagnostic techniques they are trained in, such as tongue diagnosis, iridology or kinesiology.

6. If required, pathology tests like blood tests or stool analysis, may be recommended to gain further information.

7. If the naturopath feels they are not the best person to help the client, they may refer the client on to another practitioner. The naturopath may also write to the client's GP to explain the treatment being offered. This is often the case if a client is on medication and needs a GP approval before following some of the Naturopath's advice.

8. Some advice may be given to a client on the spot, but is usually followed up with an email or letter outlining their recommendations. This will include specific advice on diet, exercise, rest and relaxation as well as particular

herbal or homoeopathic remedies that the naturopath thinks would benefit the client. The naturopath must consider how easy or difficult it will be for the client to make changes, and tailor their advice to be achievable for that particular person.

9. A follow-up consultation is usually recommended a few weeks later, to check for any changes to the symptoms and adjust the treatment plan if necessary. This is also a good time to find out how much of the advice the patient has managed to follow, and provide additional motivation where necessary.

10. Naturopathic treatment is about long-term changes to encourage optimal health, so it is common for a patient to return for a number of consultations over a period of months or even years, adjusting the treatment plan little by little until the body is back in a state of balance.

Bachelor of Naturopathic Medicine and Surgery (NBBS) and Doctor of Naturopathic Medicine (NMD) Curriculum

BIOMEDICAL SCIENCE AND CLINICAL MEDICINE CURRICULUM COURSE DESCRIPTION -from first year to first semester to third year first semester

FIRST YEAR- January 20- Dec 22, 2013

FIRST SEMESTER

PRMED500- Gen. Biology and Lab.	4 Credits
PRMED501- Gen. Chemistry and Lab	4
PRMED502- Organic Chemistry and Lab	4
PRMED503- Biochemistry and Molecular Biology with Lab	7
PRMED504- Physics and Lab	4
PRMED505- English Composition and Writing	4
PRMED506- Intro to Computer and Software packages	4
PRMED507- Principles of Genetics	3

SECOND SEMESTER

PRMED508- Histology and Embryology,	4
PRMED509- Cell and Molecular Biology	4
PRMED514- Biostatistics	4
PRMED515- Psychology and Human Behavior	4
PRMED517- interpersonal Skills and Communication	4
PRMED518- Nutritional Medicine	4
PRMED519- Pharmacology	5
PRMED520- Intro Medical Diagnostic laboratory Science	14
PRMED520- Intro to Xrays, CATS Scans,MRI Readings/Diagnosis	3

SECOND YEAR- January 7 - Dec 22, 2014

FIRST SEMESTER	in CLK HRS
MED 511 – Scientific Foundations of Allopathic Medicine	68
MED 516 – Clinical Skills I= Advanced Physical Assessment	30
MED 512 – Human Body Structure & Function	223
MED 513 – Cell / Tissue Structure & Function	120
MED 611 – Metabolism & Nutrition.	131
MED 612 – Genetics & Development	101

SECOND SEMESTER

MED 613 – Infection / Defense / Response	145
MED 616 – Clinical skills II Advanced Clinical Diagnosis- & Practice Across the Lifespan Practicum	125
MED 619 –Evidence-Based Medicine Research	36
MED 617 – Foundational / Applied Clinical Correlate	28
MED 711 – Neuroscience, Mind & Behavior	181
MED 712 – Systems & disease I (INTRODUCTION/NEURO)	155
713 – Medical Ethics	26

THIRD YEAR- January 7- Dec 22, 2015

FIRST SEMESTER

MED 716 – Clinical Skills III - Differential Diagnosis - - & Primary Care Practicum	125
MED 717 – Epidemiology	30
MED 718 – Foundational / Applied Clinical Correlate	28
MED 811 – Systems & Disease II (REPRO/ENDO)	122
MED 812 – Systems & Disease III (CV/RESP/RENAL)	160
MED 813 – Systems & Disease IV (GI/PEDS)	97
MED 816 – Clinical Skills IV	120

SECOND SEMESTER

MED 911 – Systems & Disease V (HEME/IMMUNE/INTEGUMENT/MSK/MULTISYSTEM)	183
MED 916 – Clinical Skills V	44
MED 918 – Foundations of Clinical Medicine	246
MED 919 –Critical Appraisal of Contemp Medical literature,	16
MED 911 – Adv. Pathophysiology: Systems & Disease V.	16
MED 913 – Epidemiology & Prev.Med.Research Project	30
MED 1000 – Independent Research Project & Thesis-	30

Fourth YEAR- January 7- Dec 22, 2015

FIRST SEMESTER

- BINM6000- Lecture 1- BINM6000A- Understanding Holistic Integrative Medicine I - Shifting the Health-Care Paradigm**
- Lecture 2- BINM6000B- Understanding Holistic Integrative Medicine II**
- Lecture 3- BINM6001- nutrigenomics and pharmacogenomics- You Are More Than Your Genes**
- Lecture 4- BINM6002A- Nutritional Medicine I- Food Matters**
- Lecture 5 -BINM6002B- Nutritional Medicine II- Not All Foods Are Created Equal**

Lecture 6- BINM6003- Natural Approaches to Inflammation
Lecture 7- BINM6003- Nutritional Medicine III- Food Sensitivity and the Elimination Diet
Lecture 8- BINM6004- Nutritional Medicine IV- Vitamins and Supplements
Lecture 9- BINM6005- Botanical Pharmacy and Herbal Remedies
Lecture 10- BINM6006- Lowering Cholesterol Naturally
Lecture 11- BINM6007- Treating High Blood Pressure Naturally
Lecture 12- BINM6008- Treating Diabetes Naturally
Lecture 13- BINM6009- Naturopathic Approaches to Mental Health I - Stress and the Mind-Body Connection
Lecture 14- BINM6010- Naturopathic Approaches to Mental Health II - Turning Stress into Strength
Lecture 15- BINM6011- Oriental and Chinese Medicine
Lecture 16- BINM6012- Naturopathic Approaches to Mental Health III
Lecture 17- BINM6013- Biofield Therapies
Lecture 18- BINM6014- Medical Sociology - The Power of Love
Lecture 19- BINM6015- Spirituality in Health I
Lecture 20- BINM6016- Spirituality in Health II- Components of Spiritual Wellness
Lecture 21- BINM6017- Naturopathic Clinical Practice - Applying the Lessons of Natural Healing
Lecture 22- BINM6018- Ecology and Health
Lecture 23- BINM6019- Environmental and Community Health - Healthy People, Healthy Planet
Lecture 24- BINM6020- Medical Psychology - You Are Your Own Best Medicine

***FOURTH YEAR SECOND SEMESTER AND FIFTH YEAR
 ADVANCED CLINICAL NATUROPATHIC PRACTICE I***

Fourth YEAR- January 7- Dec 22, 2015 FIRST SEMESTER

CNP1-7001. Homeopathy Credit 3
CNP1-7002. Hydrotherapy Credit 3
CNP1-7003. Pharmacology Credit 5
CNP1-7004. Traditional Chinese Medicine Credit 2
CNP1-7005. Natural Health Assessments Credit 4
CNP1-7006. Natural Solutions to Food Allergies and Food Intolerance Credit 3
CNP1-7007. Natural Health Approaches I Credit 5
CNP1-7008. Natural Health Approaches II Credit 3
CNP1-7009. Natural Health Approaches III Credit 3

CNP1-7010. Natural Health Approaches IV Credit 4
CNP1-7011. Natural Health Approaches V Credit 3
CNP1-7012. Natural Health Approaches VI Credit 3

CNP1-7013. Traditional Naturopathic Approaches Credit 1

CNP1-7014. Nutritional Herbology Credit 3

Fourth Year Second Semester

CNP1-7015. Natural Health and Nutrition Credit 2

CNP1-7016. Dietary Wellness for Life Credit 2

CNP1-7017. Herbology Credit 4

CNP1-7018. Herbal First Aid Credit 2

CNP1-7019. Chemistry and Nutrition Credit 2

CNP1-7020. Enzyme Nutrition Credit 3

CNP1-7021. pH Balance for Optimal Wellness Credit 1

CNP1-7022. Reflexology Credit 3

CNP1-7023. Kinesiology Credit 3

CNP1-7024. Energy Medicine Credit 2

CNP1-7025. Amino Acid Therapy Credit 2

CNP1-7026. Digestive Wellness Credit 4

CNP1-7027. Practical Iridology Credit 3

CNP1-7028. Micro-circulation Enhancement Credit 1

CNP1-7029. Nail, Skin, Tongue Analysis' Credit 2

Fifth Year - first semester

CNP1-7030. Cancer, GMO's and Vaccines Credit 4

CNP1-7031. Effective Modalities & Products for Optimal Health and Wellness Credit 1

CNP1-7032. Anti-Aging and Longevity Approaches Credit 2

CNP1-7033. Orthomolecular Nutrition Credit 3

CNP1-7034. Cell Salts and Homeopathic Remedies Credit 1*

CNP1-7035. Reflexology Credit 3 *

CNP1-7036. Reflective Foot Analysis Credit 1 *

CNP1-7037. Basic Reflexology Credit 1

CNP1-7038. Aromatherapy Credit 3

CNP1-7039. Bach Flower Remedies Credit 2

CNP1-7040. Biological Theory of Ionization as Applied to Human Nutrition Credit 4

CNP1-7041. Nutrition for Children Credit 2DSM-IV Credit 4

CNP1-7042. Clinical Botanical Medicine II Credit 4

CNP1-7043. Fitness & Weight Management Credit 3

Fifth Year - Second Semester

CNP1-7044. Wellness Counseling Practices for Natural Health Professionals Credit 2 *

CNP1-7045. Energy Medicine II Credit 4 *

CNP1-7046. Traditional Chinese Medicine Credit 2

CNP1-7047. Anti-Aging and Longevity Approaches Credit 2

CNP1-7048. Orthomolecular Nutrition Credit 3

CNP1-7049. Cell Salts and Homeopathic Remedies Credit 1*

CNP1-7050. Business and Practice Matters for Natural Health Professionals Credit 1*

CNP1-7051. Pulsed Electromagnetic Field Therapy (PEMF) Credit 2 *

CNP1-7052. The Natural Health Professional's Guide to Integrative Wellness Credit 3

CNP1-7053. Starting Your Business as a Natural Health Practitioner Credit 2

SIXTH YEAR ADVANCED CLINICAL NATUROPATHIC PRACTICE II

Sixth Year –Clinical Rotation

MD in Integrative & Naturopathic Medicine

CLK HRS

DINM800A- Clinical Naturopathic Therapeutic Modalities 185

DINM800B- Botanical Medicine I-V (Didactic with Lab) 185

DINM817-.Naturopathic Counseling I –VI 85

DINM801- Homeopathy I-IV 85

DINM802- Naturopathic Nutrition I-VIII 185

DINM803- Clinical Orthopedic and Manual Osteopathic Medicine 190

DINM804-Naturopathic Physical assessment and Pathology- 135

/Physical Medicine I, II, III

DINM805-Traditional Chinese Medicine I-V	135
Clinical Science	
DINM822- DINM806-Clinical Ecology	85
DINM807- <i>Naturopathic Dermatology</i>	85
DINM820- <i>Naturopathic Geriatrics</i>	135
DINM809- <i>Naturopathic Gynecology (Didactic with Lab)</i>	135
ADINM810- <i>Naturopathic Clinical Art and Sciences NCAS I-VI</i>	85
DINM8011- <i>Naturopathic Obstetrics</i>	135
DINM812- <i>Naturopathic Pediatrics</i>	135
DINM813- <i>Naturopathic Public Health</i>	135
DINM814-Clinical Practice and Integration	85
DINM815-History and Philosophy of Naturopathic Medicine I-III	85
DINM816- Introduction to Naturopathic Patient Clinical Education	85
DINM818-African Traditional Medicine and Botanical Pharmacy	135
DINM819- African Traditional Orthopedics	135
DINM821-Spiritual Medicine and therapies	85
DINM822- Professional Practice Development and legal issues	85

BIOMEDICAL SCIENCE AND CLINICAL MEDICINE CURRICULUM COURSE

DESCRIPTION -from first year to first semester to third year first semester

FIRST SEMESTER

Population Health, Epidemiology, & Statistical Principals

This course introduces students to advanced practice competencies related to population health, epidemiology, and statistical principles. Students explore, analyze, apply, and evaluate biostatistics for evidence-based practice and population-based care. Topics include the use and application of epidemiology and statistics for the delivery and monitoring of aggregate populations.

Advanced Pathophysiology

This course provides students with advanced content in pathophysiology and human physiologic responses. The student explores, analyzes, applies, and evaluates the normal and abnormal human responses to selected pathophysiologic mechanisms and conditions.

Advanced Pharmacology

This course expands knowledge of pharmacological principles specific to the role of the APN. Students explore, analyze, apply, and evaluate commonly used drugs for the treatment of chronic diseases and self-limiting acute conditions.

Advanced Physical Assessment

This course expands the knowledge and skills of health assessment principles necessary to perform a thorough health assessment. The student will develop assessment techniques related to history and physical examination of clients across the lifespan, including psychiatric-mental health and related supportive assessments. Students will explore, analyze, apply, and evaluate these principles in the classroom and laboratory. *A Health Assessment Performance Evaluation will occur in the laboratory setting, requiring the student to visit the Chamberlain campus offering this evaluation.*

MED 511 – SCIENTIFIC FOUNDATIONS

Students will gain an understanding of basic cellular functions. Topics include: macromolecules along with their functions and regulation, basic cell biology, epigenetics, biotechnology and principles of pharmacology. The topics covered in this course will serve as the foundation for numerous longitudinal aspects of the basic sciences curriculum. Each of the mechanisms and processes discussed in Scientific Foundations will be reinvestigated in more detail as students progress through semesters 1 – 5. The mechanistic elements of basic cellular processes will be related to medical applications. A thorough understanding of the foundational information presented in this course is critical to establishing a structure upon which to add levels of detail in subsequent courses. Additionally, Foundational/ Applied Clinical Correlate sessions will introduce students to the relationship between basic science and clinical medicine with emphasis on diagnostics, therapeutics and disease causation. These sessions will include didactic instruction, group problem – solving exercises and critical appraisal of the primary literature. (5 credits: 68 hrs.)

Biochemistry and Molecular Biology with Lab: How Life Works -Great course

One of the triumphs of modern science has been our ever-improving understanding of how life works—how chemical reactions at the cellular level account for respiration, digestion, reproduction, locomotion, and a host of other living processes. This exciting subject is biochemistry—and its allied field of molecular biology. In the past century, progress in these complementary disciplines has been astonishing, and a week rarely passes without major advances in medicine, physiology, genetics, nutrition, agriculture, or other areas, where biochemistry and molecular biology are shedding new light on life.

- Discover the handful of elements involved in biochemical reactions, the bonds they form, and the wide array of molecules that result.
- Study the ways that cells regulate enzyme activity by directing the synthesis and breakdown of biomolecules.
- Survey the fats that obsess us in our diets and body shapes, notably triglycerides in their saturated and unsaturated forms.
- Discover how to eat in a way that minimizes harm and efficiently fixes the inevitable cellular damage from living.

Professor Kevin Ahern, PhD . Oregon State University.

Foundations of Organic Chemistry. Course No. 1185

Associate Teaching Professor Ron B. Davis Jr., Ph.D.

Georgetown University

Chemistry is defined as the study of matter and its properties. With regard to this definition, the roots of the study of chemistry can be traced back to more than one ancient civilization. Most notably, the Greeks and Chinese each independently postulated thousands of years ago that there must be a small number of elemental substances from which all other things were created as admixtures. Remarkably, both civilizations theorized that air, earth, water, and fire were among those elements. It was much more recently, however—just about 300 years ago—that famed French nobleman and chemist Antoine Lavoisier correctly identified one of the elements experimentally. Lavoisier's discovery is often cited as the event that heralded the birth of chemistry as a proper science. Theorizing based on observation of natural systems began to give way to controlled testing of the properties of matter, leading to an explosion of understanding, the echoes of which are still ringing in modern-day laboratories.

Take a detailed look at atomic structure and chemical bonding: the roots of organic chemistry.

Discern the various types of chemical reactions: substitution, elimination, and addition.

Take a biologically-oriented look at the foundations of organic chemistry with carbohydrates and sugars.

Learn about purifying by recrystallization, distillation, extraction, and chromatography.

MED 516 – CLINICAL SKILLS I

This is the first course in a five-part series that focuses on communication skills, eliciting the patient's history, performing a physical exam, and communicating their findings to healthcare professionals through oral presentations and written notes. In this course, students will learn and practice the foundations of patient-physician communication skills, including initiating the session, building the relationship, exploration of problems, understanding the patient agenda and structuring the consultation. Students will also learn the first steps of eliciting the patient's story in a patient centered manner and the initial components of a physical exam. In addition, students will begin to develop their skills documenting their findings in a patient note. (2 credits: 30 hrs.)

MED 512 – HUMAN BODY STRUCTURE & FUNCTION

This course explores basic gross human anatomy, allowing students to understand the relationship between anatomical structure and function. Through lectures, regional dissections of cadavers and evaluation of radiographs (including CT and MRI), students acquire a basic knowledge of the normal gross structure, functional and clinical anatomy of organs and systems of the adult human body, including the brain and spinal cord. Computer-based tutorial programs and structured reviews are used to supplement the lectures and labs. (15 credits: 223 hrs.)

MED 513 – CELL / TISSUE STRUCTURE & FUNCTION

This is a lecture and laboratory course that examines the microanatomy of cells, tissues and organs. Lectures illustrate the microstructure of major tissues and organs in relation to their function. Laboratory exercises use the light microscope to study these components and make use of slides and electron micrographs for review and discussion. This lab-oriented program presents the molecular biology and histology of normal cells, tissues and organ systems at various developmental functional stages. Students learn how individual cell functions interact with one another and how such interactions are accomplished from the tissue levels to the organ levels. The course introduces molecular and control systems and prepares students for an understanding of normal (homeostasis) systems and pathological conditions. In addition, students learn how molecular building blocks are utilized for growth and differentiation, wound healing and tissue repair, defense mechanisms and transfer of hereditary characters. (8 credits: 120 hrs.)

SECOND SEMESTER

MED 611 – METABOLISM & NUTRITION

The biochemical pathways of living organisms are studied with a focus on metabolic processes. Topics include pathways linking nutritional intake and energy yielding processes as well as the application of underlying principles discussed in Scientific Foundations (First Semester – First Block). Broad content includes a study of the chemistry and reactions of constituents of living matter, including carbohydrates, lipids, proteins, nucleic acids, vitamins, coenzymes, and minerals. In addition, the chemistry and regulation of the reactions and processes of whole organisms will be examined including: endocrinology, enzymology, nutrition, intermediary metabolism and biochemical mechanisms involved in select disease states. The content of MED 611, Metabolism & Nutrition, is integrated with the course MED 617, Foundational / Applied Clinical Correlate, allowing for the direct application of the principles learned to human health. (9 credits; 131 hrs.)

MED 612 – GENETICS & DEVELOPMENT

This course provides students with an understanding of the principles and concepts upon which current clinical genetic practice (diagnosis, treatment, and genetic counselling) is based. It also incorporates human development, allowing students to understand the relationship between embryonic development, in terms of human body structure & function, and the underlying genetic mechanisms of congenital abnormalities. This course covers the genetics of human populations and introduces recent and ongoing discoveries so that their future applications may be understood. It

builds upon the material introduced in MED 511 Scientific Foundations and is integrated with MED 617 – Foundational / Applied Clinical Correlate. (7 credits; 101 hrs.)

MED 613 – INFECTION / DEFENSE / RESPONSE

This course considers the characteristics and properties of microorganisms, their role in the disease processes and selected aspects of diagnosis and treatment of infectious disease. Other topics include the basic principles of bacteriology, mycology, parasitology, virology, immunology and microbial genetics, including cultural characteristics and pathogenic properties of medically important species of bacteria, fungi, and viruses. Students will build upon basic pharmacology included in MED 511 – Scientific Foundations. This course covers the basic immunologic concepts of the cells and humoral products of the immune system. Lectures include the molecular biology and genetics of antigen recognition and immunoglobulin production plus the characteristics and detection of antigen-antibody reactions. The approach is to correlate these basic concepts with clinical manifestations of disease, the immunopathologic mechanisms of hypersensitivity, autoimmunity, transplantation, tumor immunology, hematology, reproduction, infectious diseases, immunodeficiency and pharmacotherapy. This course will be integrated with the course MED 617 – Foundational / Applied Clinical Correlate. (10 credits; 145 hrs.)

MED 616 – CLINICAL SKILLS II

After a review of the skills developed in Clinical Skills I, students will learn additional components of a patient-centered history, including explaining and planning a treatment plan and communication skills in specific situations including delivering bad news, cultural and social diversity, and demonstration of empathy. Instruction on the history continues with the past medical history, family history, social history and a complete review of systems. Students will also learn to perform a complete screening physical exam, and will continue to develop documentation skills with oral presentations and the patient note. (4 credits; 54 hrs.)

MED 619 – RESEARCH CURRICULUM – EVIDENCE-BASED MEDICINE

Student will have an opportunity to develop research skills related to Evidence-Based Medicine (EBM). Students will be introduced to concepts of research analysis and critical thinking. At the end of this course, students will be able to identify and frame a clinical question based on therapy, diagnosis, prognosis or etiology; develop a focused search strategy to identify articles that best answer the clinical question; find the appropriate medical database; and critically appraise articles for validity. Students will be required to independently utilize various types of EBM resources. Students will use technological resources that are available online and in the Saba University School of Medicine library. Skills acquired in this course will allow students to successfully complete the research module, Research: Literature Review and Analysis (RLRA). (2 credits; 36 hrs.)

MED 617 – FOUNDATIONAL / APPLIED CLINICAL CORRELATE

In Foundational / Applied Clinical Correlate sessions, students will be introduced to the relationship between basic science and clinical medicine with emphasis on diagnostics, therapeutics and disease causation. In addition, there will be integration of concepts learned in MED 616 – Clinical Skills II. Each of these interactive sessions will include didactic instruction, group problem –solving exercises and critical appraisal of the primary literature. Students will present different aspects of contemporary scientific and medical literature including the background, current understanding and future directions. This course will also be integrated with MED 611 – Metabolism & Nutrition, MED 612 – Genetics & Development and MED 613 – Infection / Defense / Response. (2 credits; 28 hrs.)

THIRD SEMESTER

MED 711 – NEUROSCIENCE, MIND & BEHAVIOR

This course will include an interdisciplinary investigation of the physiology and the gross and microscopic structure of the brain, spinal cord, and nervous system of humans. Aspects of brain energy metabolism, neurotransmitter synthesis and degradation, and psychopharmacology are presented. This course integrates anatomical and physiological material to assist the student in understanding common neurological disease processes. Laboratory exercises will provide slides and dissection of the human brain, spinal cord, and relevant structures. Students will be introduced to modern methods of neuroimaging, including CT scans and MRI. Additionally, this course presents the basic principles of human behavior including biological, social, and cultural substrates. Both normal and abnormal behavior theories will be included in an overview of personality development. Workshops will cover areas such as interviewing techniques, death education, human sexuality, and psychophysiological disorders including stress management and biofeedback. Additional lectures present various classes of psychotropic drugs and their indications. This course will be very closely integrated with MED 718 – Foundational / Applied Clinical Correlate and MED 712 — Systems & Disease I. (12 credits; 181 hrs.)

MED 712 – SYSTEMS & DISEASE I (INTRODUCTION/NEURO)

Basic principles of human physiology are first studied followed by an investigation of the Neurological System. This course employs the Neurological System as a transition to semesters 4 and 5 where the remainder of the systems will be discussed. As with the rest of the Systems & Disease courses, each system will begin with a detailed review of pertinent human body structure & function as well as cell / tissue structure & function. This will be followed by the presentation of the individual systems in detail, including relevant pathology, physiology, pharmacology, clinical skills and clinical presentations of disease. All content will be integrated. Additionally, Clinical Correlate sessions will introduce students to the relationship between individual systems, pharmacology and

clinical medicine with emphasis on diagnostics, therapeutics and disease causation. These sessions will include didactic instruction, group problem –solving exercises and critical appraisal of the primary literature. (10 credits; 155 hrs.)

MED 713 – MEDICAL ETHICS

This course provides a comprehensive study of the legal and ethical issues involved in the practice of medicine. Medical ethics will consist of a series of seminars devoted to discussion of various topics such as disclosure, confidentiality, informed consent, and death and dying. The inclusion of ethics case discussions will allow students to discuss and debate ethical scenarios. Legal cases posing dilemmas that relate to each case will be presented, along with abstract material to facilitate conceptual and ethical analysis. This course will be integrated with MED 716 – Clinical Skills III. (2 credits; 26 hrs.)

MED 716 – CLINICAL SKILLS III

After a review of the skills developed in Clinical Skills I & II, students will learn to communicate in a patient-centered manner in other specific situations including patients with mental illness, obtaining information from other caregivers, providing advocacy and support and medically unexplained symptoms. Students will continue to refine their ability to obtain a complete history and conduct a complete physical exam. Students will also refine their ability to obtain a complete history and physical exam in a patient-centered manner, and will begin to learn to obtain a problem-focused history. Documentation skills will focus on the complete history and physical exam with oral presentations and the patient note. (3 credits; 48 hrs.)

MED 717 – EPIDEMIOLOGY

This course addresses the fundamental principles of the distribution of diseases and their causes in human populations. Students will learn how to conduct epidemiologic investigations, how to critically review medical literature and how to use this information in a clinical environment. Students will acquire a basic level of proficiency in epidemiologic principals, biostatistics and be able to apply these in clinical practice. (2 credits; 30 hrs.)

MED 718 – FOUNDATIONAL / APPLIED CLINICAL CORRELATE

In Foundational / Applied Clinical Correlate sessions, students will be introduced to the relationship between basic science and clinical medicine with emphasis on diagnostics, therapeutics and disease causation. In addition, there will be integration of concepts learned in MED 716 – Clinical Skills III. Each of these interactive sessions will include didactic instruction, group problem –solving exercises and critical appraisal of the primary literature. Students will present different aspects of contemporary scientific and medical literature including the background, current understanding and

future directions. This course will also be integrated with MED 711 – Neuroscience, Mind & Behavior. (2 credits; 28 hrs.)

FOURTH SEMESTER

MED 811 – SYSTEMS & DISEASE II (REPRO/ENDO)

The Systems & Disease series of courses begin with a detailed review of pertinent human body structure & function as well as cell / tissue structure & function. This will be followed by the presentation of the individual systems in detail, including relevant pathology, physiology, pharmacology, clinical skills and clinical presentations of disease. All content will be integrated. Additionally, Clinical Correlate sessions will introduce students to the relationship between individual systems, pharmacology and clinical medicine with emphasis on diagnostics, therapeutics and disease causation. These sessions will include didactic instruction, group problem-solving exercises and critical appraisal of the primary literature. This course covers the Reproductive and Endocrine systems. (8 credits; 122 hrs.)

MED 812 – SYSTEMS & DISEASE III (CV/RESP/RENAL)

This course covers the Cardiovascular, Respiratory and Renal systems, and follows the structure described in MED 811 – Systems & Disease II. (11 credits; 160 hrs.)

MED 813 – SYSTEMS & DISEASE IV (GI/PEDS)

This course covers the Gastrointestinal system and Pediatrics, and follows the structure described in MED 811 – Systems & Disease II. (6 credits; 97 hrs.)

MED 816 – CLINICAL SKILLS IV

After a review of the skills developed in Clinical Skills I – III, students will continue to develop their communication skills and ability to perform a complete history and physical exam. Physical exam skills will be reinforced by more in-depth instruction in the physical exam skills that correspond to the systems studied in Systems & Disease, concentrating on the integumentary, cardiovascular, respiratory, renal and neurological systems. Students will further develop their ability to complete a problem-focused history and physical exam. Documentation skills will focus on the complete history and physical exam with oral presentations and the patient notes for both a complete history and physical exam and a focused patient visit. (8 credits; 120 hrs.)

FIFTH SEMESTER

MED 911 – SYSTEMS & DISEASE V (HEME/IMMUNE/INTEGUMENT/MSK/MULTISYSTEM)

This course covers the Hematologic, Immune, Integumentary and Musculoskeletal systems as well as Multisystem disease. It follows the structure described in MED 811 – Systems & Disease II. (12 credits; 183 hrs.)

MED 916 – CLINICAL SKILLS V

After a review of the skills developed in Clinical Skills I – IV, students will continue to develop their communication skills and ability to perform a complete history and physical exam. Physical exam skills will be reinforced by more in-depth instruction in the physical exam skills that correspond to the systems studied in Systems & Disease V, concentrating on the gastrointestinal, endocrine, reproductive, and musculoskeletal systems. Students will further develop their ability to complete a problem-focused history and physical exam. Documentation skills will be further developed with focused patient visits, with additional instruction on medical order writing, diagnostic decision-making, and prescription writing. (3 credits; 44 hrs.)

MED 918 – FOUNDATIONS OF CLINICAL MEDICINE

This course utilizes daily live lectures and other materials to provide a structured, integrated review of the basic sciences. An emphasis is placed on understanding of disease processes and clinical problem solving. Students attend daily live lectures. Early in the course students are given a diagnostic pre-test to help identify problem areas and individualize learning goals. At the end of the course students are administered a full-length, simulated comprehensive exam. (16 credits; 246 hrs.)

MED 919 – RESEARCH CURRICULUM – CRITICAL APPRAISAL

Students will participate in the critical appraisal of contemporary medical literature, including publications representing various study designs as well as the incorporation of basic science principles. Selected primary literature will range from preclinical investigation through the various phases of clinical trials. Templates such as PICOT (population, intervention, comparison, outcome and time) will be introduced and utilized. This course will be integrated with the content presented in MED 911 – Systems & Disease V. Skills acquired in this course will allow students to successfully complete the research module, Research: Literature Review and Analysis (RLRA). (1 credits; 16 hrs.)

ELECTIVE COURSES (SEMESTERS 1-5)

Students at Saba University are invited to take elective courses during the first five semesters. The objective of an elective course is to provide the student with a structured, in depth experience in a subject matter that will contribute to the student's basic science knowledge base and promote scientific inquiry skills.

MED 913 – EPIDEMIOLOGY AND PREVENTATIVE MEDICINE RESEARCH PROJECT

This elective allows the student to apply the principles of epidemiologic investigation to an independent clinical research project. Special attention is given to projects that will contribute to the health care needs and statistical data base of the island of Saba. The student is expected to prepare a written report and give an oral presentation. (1 or 2 credits)

MED 1000 – INDEPENDENT RESEARCH ELECTIVE

This elective allows the student to participate in a structured research project at the SABA University Research Center. Students will participate in ongoing research projects with 1:1 faculty supervision or may propose their own project. The student is expected to prepare a written report as well as an oral presentation. (2 credits)

FOURTH YEAR-FIRST SEMESTER COURSE DESCRIPTION

1. BINM6000- Lecture 1- BINM6000A- Understanding Holistic Integrative Medicine I - Shifting the Health-Care Paradigm

Investigate the fundamental paradigm of Western medicine—its strength in the treatment of symptoms and its relative deemphasis on illness prevention and long-term health concerns. In contrast, consider an approach to healthcare focusing on the whole human being, integrating the elements of your environment, genes, lifestyle, nutrition, and mental/psychological makeup. 30:53

2. Lecture 2- BINM6000B- Understanding Holistic Integrative Medicine II - Understanding Holistic Integrative Medicine

Holistic integrative medicine creates a bridge between Western medicine and the world's other evidence-based healing traditions, making a spectrum of health-care approaches available to you. Learn the philosophy underlying integrative medicine, rooted in partnering with the patient, finding the underlying causes of disease, and caring for the body, mind, and spirit. 28:11

3. Lecture 3- BINM6001- Nutrigenomics and Pharmacogenomics- You Are More Than Your Genes

This lecture highlights the critical relationship between your genes and how you live your life. Investigate the ways in which nutrition, lifestyle, and stress can affect the outcome of your inborn genetic makeup. Explore the fields of nutrigenomics and pharmacogenomics, which study the interaction of nutrition and medications with the genes. 28:56

4. **BINM6002A- Nutritional Medicine I- Food Matters**

Holistic integrative medicine speaks deeply to the connection between food and health outcomes. Here, track scientific findings that demonstrate how the food you eat directly affects your heart health as well as numerous medical conditions. Learn about the benefits of the Mediterranean diet and the kinds of foods that promote optimal health. 33:02

5. **Lecture 5 -BINM6002B- Nutritional Medicine II- Not All Foods Are Created Equal**

Certain key foods have unique properties that set them apart as nutrition “superstars.” Starting with the importance of whole foods and fiber, study the most healthful foods in different categories, including grains, legumes, fruits, vegetables, and proteins, and grasp how the way you cook food affects its nutritional value. 30:58

6. **Lecture 6- BINM6003- Natural Approaches to Inflammation- Natural Approaches to Inflammation**

Inflammation, a fundamental protective reaction of your body, is also a pathway to many diseases. Discover the multiple causes of chronic inflammation, from pollutants and bacteria to stress and sleep disorders. Learn how to use food as medicine, emphasizing a variety of foods, herbs, and spices that prevent and/or reverse inflammation. 30:40

7. **Lecture 7- BINM6003- Nutritional Medicine III- Food Sensitivity and the Elimination Diet**

Perhaps surprisingly, numerous physical symptoms and medical conditions can be triggered by sensitivity to foods. Study the six primary food groups related to food sensitivity and allergy, examine the astonishing data linking them to conditions such as migraines and arthritis, and learn about the elimination diet, which locates the specific source of food-related symptoms. 32:03

8. **Lecture 8- BINM6004- Nutritional Medicine IV- Vitamins and Supplements**

This lecture introduces the central subject of natural supplements. First, investigate the natural products industry and how to determine the quality and purity of supplements you may use. Then study key supplements, including probiotics, selenium, and vitamin D, and their effectiveness in treatment and prevention of ulcerative colitis, diarrhea, and cancer. 30:18

9. **Lecture 9- BINM6005- Botanical Pharmacy and Herbal Remedies I**

Many natural herbal substances have proven and significant healing properties. Discover the remarkable medicinal uses of aloe, ginger, and licorice for the GI tract, and of cranberry and saw palmetto for urogenital conditions. Also follow a case study showing the diagnosis and herbal treatment for a patient with chronic migraines. 28:11

10. **Lecture 10-BINM6006- Nutritional Medicine V- Lowering Cholesterol Naturally**

Pharmaceuticals are not the only avenue for reaching healthy cholesterol levels. Begin by investigating the two kinds of cholesterol and the triglycerides, and their role in your physiology. Learn about specific foods

that raise and lower cholesterol and triglycerides, nutritious alternatives to animal protein, and key natural supplements for controlling your cholesterol. 29:26

11. **Lecture 11-BINM6007- Treating High Blood Pressure Naturally**

A surprisingly rich array of natural treatments is available to counteract high blood pressure. Review the startling statistics showing how blood pressure is lowered by both weight loss and reduced sodium intake. Also study the marked effects of foods, including garlic and seaweed, and micronutrients such as magnesium, vitamin D, and the enzyme CoQ10. 27:53

12. **Lecture 12-BINM6008- Treating Diabetes Naturally**

Diabetes is the result of a continuum that begins with the preconditions of insulin resistance and metabolic syndrome. Learn how all of these conditions are directly linked to lifestyle, and how to prevent and even reverse them through the kinds of foods you eat, healthy sleep patterns, and consistent exercise. 28:30

13. **Lecture 13-BINM6009- Naturopathic Approaches to Mental Health I**

- Stress and the Mind-Body Connection

In the first of three lectures on stress, you investigate the body's stress response. Study the three stress hormones, the physiological changes they produce, and the unhealthy effects of both acute and chronic stress. Also track the psychological impact of stress, and stress's effects on the immune system and aging. 31:36

14. **Lecture 14-BINM6010- Naturopathic Approaches to Mental Health II**

-Turning Stress into Strength

Your response to stress is intimately related to how you view the world. In learning to neutralize stress, map your own emotional life and consider research on the effects of positive emotions. Then learn a technique, using focused breathing and imagery, for reaching a positive feeling state and disarming the stress response. 32:01

15. **Lecture 15- BINM6011- Oriental & Chinese Medicine - Meditation, Yoga, & Guided Imagery**

Mind-body techniques are now shifting the paradigm of Western medicine. Learn practical ways to use them in your own life, and review their remarkable clinical effects, including the use of meditation for lowering blood pressure, yoga for treating spinal problems, and mantra repetition in treating post-traumatic stress disorder. 28:18

16. **Lecture 16- BINM6012- Naturopathic Approaches to Mental Health III**

Holistic medicine also offers many avenues for responding to issues of mental health and well-being. Here, explore research on the role of nutrition and nutrient deficiencies in depression and bipolar disorder. Consider holistic approaches to treating depression, including the specific uses of diet, exercise, herbal remedies, and light therapy. 31:49

17. Lecture 17- BINM6013- Naturopathic Approaches to Mental Health IV -Biofield Therapies

“Biofield” or energy therapies, although controversial, show ample evidence of a positive impact on health. Study the principles of acupuncture, tai chi, homeopathy, and Healing Touch, as well as clinical data on their use in treating a spectrum of conditions, including pain, stress, and cardiac disease. 28:37

18. Lecture 18- BINM6014- Medical Sociology - The Power of Love

This lecture poses the question, “Do personal relationships affect health?” Review the extensive clinical research correlating supportive parental, spousal, and social relationships—as well as optimism—with more favorable outcomes for major diseases. Consider the evidence for social connections as treatment for illness and as key ingredients of good health. 30:44

19. Lecture 19- BINM6015- Spirituality in Health I

Increasingly, research is showing a strong connection between spirituality and health. Investigate the evidence demonstrating greater resilience to disease among spiritually active people, and why this may be so. Explore the medical implications of depression and hopelessness, and how holistic medicine integrates physical, mental, and emotional healing. 33:24

20. Lecture 20- BINM6016- Spirituality in Health II- Components of Spiritual Wellness

Holistic integrative medicine views spirituality as an element of optimal health. In approaching spiritual wellness, track research on forgiveness and positive thought and their effects, both physiological and psychological. Learn specific ways to develop an affirmative emotional outlook, including working with your internal thought patterns and practicing gratitude. 32:21

21. Lecture 21- BINM6017- Naturopathic Clinical Practice - Applying the Lessons of Natural Healing

Here, a patient case study demonstrates the integrative approach to healing. Follow the story of a woman whose profile showed diabetes, depression, high blood pressure, and arthritis. See how a comprehensive health plan for her included the factors of dietary changes, micronutrients, specific exercise, stress-reduction tools, and social connection. 27:59

22. Lecture 22- BINM6018- Medical Ecology - Ecology and Health

In critical ways, human health is directly linked to the health of our planet. Track the effects on human bodies of environmental factors, including climate change, air pollution, greenhouse gases, the livestock industry, and industrial chemicals, and consider approaches to addressing these matters effectively. 30:40

23. Lecture 23- BINM6019- Environmental and Community Health - Healthy People, Healthy Planet

This lecture looks at constructive actions that impact not only your own health, but the health of the planet. Investigate ecologically sound choices such as buying organic foods and reducing the use of plastics, as

well as actions by governments and health-care facilities to eliminate hazardous substances and foster healthy food production. 32:13

24. **Lecture 24- BINM6020- Medical Psychology - You Are Your Own Best Medicine**

The course concludes with a look at a final fundamental element of your healing: yourself. As provocative food for thought, review research on the question of why people heal and examine clinical evidence on the influence of the patient's outlook and beliefs on the healing process.

FOURTH YEAR SECOND SEMESTER AND FIFTH YEAR ADVANCED CLINICAL NATUROPATHIC PRACTICE I

Holistic Wellness Approaches

Anatomy and Physiology

Natural Health and Nutritional Wellness

Dietary Wellness for Life

Anti-aging and Longevity Approaches

Effective Modalities & Products for Optimal Health and Wellness

Holistic Wellness Approaches

The eBooks have been written by Lawrence DeSantis, CFMP, ND

Amino Acid Therapy for Better Health

Amino Acids and Their Function

- * Reasons Why People Can Be Deficient in Amino Acids
- * The Amino Acid Survey
- * The Amino Acid Survey Worksheet & Recommendations
- * Links for Further Information on Amino Acids

An excellent eBook by Lawrence DeSantis, CFMP, ND

Natural Health Assessment Part 1- VI

Natural Health and Wellness DVD Workshop

Cost: \$239.00 . Excellent workshop consisting of five DVD's (Over 10 hours of professional education with demonstrations). **DVD's consist of:**

DVD I: Practicing Natural Health and Wellness Legally / How to Use Wellness Surveys

DVD II: When to Recommend Labs and Supplements / PEMF Therapy & Oxygen Therapy

DVD III: Natural Health Assessment Part 1: Nail, Skin, Tongue, Iris Assessment

DVD IV: Natural Health Assessment Part 2 & 3: Sclera and Foot Analysis

DVD V: Natural Health Assessment Part 4 & 5: Muscle Testing / EMF Testing / Demonstrations.

Herbology –

This manual covers the study of herbs and their application. It is a compilation of researched herbs backed by clinical studies. This book will provide a foundation of knowledge for the preparation of the herbal enthusiast or professional. Material covered; history of herbalism, classification of herbs, herbal combinations, herbal assessment, herbal glossary, herbal preparations, essential oils, herbal solutions from A to Z. **Pages: 152** eBook (2010) Lawrence DeSantis, CN, ND

Amino Acid Therapy for Better Health

An excellent eBook by Lawrence DeSantis, CFMP, ND

Topics Covered:

- * Amino Acids and Their Function
- * Reasons Why People Can Be Deficient in Amino Acids
- * The Amino Acid Survey
- * The Amino Acid Survey Worksheet & Recommendations
- * Links for Further Information on Amino Acids

Anatomy and Physiology

Anatomy and Physiology eBook. Excellent manual for the study of basic anatomy and physiology from a natural health and nutrition perspective. Contains a natural health assessment questionnaire for each body system that includes natural health support solutions. This manual is used as a textbook for several natural health schools.

92 Pages . eBook, Edited and compiled by Lawrence DeSantis, CN, ND

Anti-Aging and Longevity Approaches

Anti-Aging and Longevity Approaches eBook .

An excellent eBook that covers the following topics; The aging process, factors to aging, aging research, longevity assessments, keys to health and longevity, anti-aging & longevity approaches Anti-Aging and Longevity Approaches (eBook) by Lawrence DeSantis, ND A must for those students and practitioners wanting to specialize in Anti-Aging and Longevity.

Basic Aromatherapy

A to the point aromatherapy eBook with an A to Z list of essential oils and their use. Includes special uses for essential oils in foot baths, natural deodorants, and more.

Compiled and Edited by Lawrence DeSantis, ND

Biblical Wellness eBook

An excellent book on true wellness. Topics covered are:

The Biblical Diet, Biblical Herbs and Foods, Various Biblical Subjects, A Summary of the Bible Books, and More.

Business and Practice Matters for Natural Health Professionals

An excellent eBook that covers the following topics:

- * Setting Up a Legal Business or Practice
- * Effective Advertising
- * Protecting Your Assets and Planning a Secure Future
- * Keys to a Successful Business or Practice

Written by Lawrence DeSantis, CN, ND (2016)

Colon Wellness

An eBook that covers the topic of Colon Wellness - the Path to a Healthier Life.

Content includes: Colon wellness assessment, how to create optimal wellness through colon health, holistic approaches to colon wellness, and colon hydrotherapy.

Written by Lawrence DeSantis, CFMP, ND

Dietary Wellness for Life

An excellent eBook by Lawrence DeSantis, CN, ND

A health changing book on how to eat.

Content:

Correct Dietary Habits for Optimal Health

pH Balanced Diets for Healthy Living

Proper Food Combining

Dietary Wellness Planning Based On Bio-Individuality

Vegetarianism versus Flesh Food Eating

Raw Foods Verses Cooked Foods

Nutrition from Whole Foods

Food As Medicine

Effective Modalities & Products for Optimal Health and Wellness

An excellent eBook by Lawrence DeSantis, CFMP, ND Topics Covered:

- * Effective Natural Modalities for Optimal Wellness
- * Effective Natural Products for Health and Wellness
- * Effective Natural Health Assessment Tools
- * Natural Health Protocols for Various Conditions

Eleven Keys to Health and Longevity eBook

Description: An excellent eBook on the major steps to maintaining and/or restoring physical, mental and even spiritual health.

The topics covered are; improving oxygenation to your cells, proper hydration, exercise, spending time outdoors, stress reduction, right thoughts, loving, periodic fasting and under eating, your social life, knowing your purpose in life, and more.

Written by [Lawrence DeSantis, CFMP, ND](#)

This eBook was written for anyone with a heart to live a healthier and longer life through natural health and wellness guidance.

The eleven keys that are covered in this book have been proven to improve the quality of life as well as help restore individuals back to health.

Full of resources and links.

Faith Based Iridology (F.B.I)

A faith based book in Physical and Emotional Iridology. Recommendations for behavioral and emotional findings are based on the Holy Scriptures. Excellent material that removes guesswork, provides genetic predispositions and offers sound biblical solutions. Author: **Lawrence DeSantis, C.I.P, ND, D.PSc**

Natural Health and Nutrition and Genesis One Diet (G.O.D) eBook

125 pages on the topic of natural health and nutrition from a Genesis perspective (Biblical).

Topics covered are; Air, water, light, electro-magnetic fields, vegetables, Beans and grains, nuts and seeds, fruit, flesh foods, rest and exercise, use of herbs, detoxification and fasting, dietary supplements, weight loss, glycemic index, ORAC values, vitamins and minerals, amino acids, fats and starches, juicing, sprouting, and much more.

Excellent book that includes several links to anatomy, biblical counseling and other topics. Wriiten by Lawrence DeSantis, ND

*Another version of this book is the **Natural Health and Nutrition** eBook that is offered on*

Guide to Complementary and Integrative Health

Guide to Complementary and Alternative Health- This book is a good guide on major complementary and alternative health practices. About twenty different alternative health approaches are covered. **By Lawrence DeSantis, ND**

Herbology

This manual covers the study of herbs and their application. It is a compilation of researched herbs backed by clinical studies. This book will provide a foundation of knowledge for the preparation of the herbal enthusiast or professional.

Material covered; history of herbalism, classification of herbs, herbal combinations, herbal assessment, herbal glossary, herbal preparations, essential oils, herbal solutions from A to Z. Pages: 152 eBook (2010) Lawrence DeSantis, CN, ND

Iridology

This ebook covers iridological signs. It includes a worksheet with solutions and over a dozen iris photos. Emotional Iridology has been added to this ebook. An Iris chart is included. A great tool for students and practitioners.

Micro-circulation Enhancement: Holistic Approaches

Micro-circulation Enhancement: Holistic Approaches eBook by Lawrence DeSantis, EMP, ND is powerful reading material on the topic of micro-circulation enhancement for overall wellness.

Content includes: The cell, the micro-circulatory system and its importance to overall health, indications when the micro-vessels are not operating properly, conditions related to poor micro-circulation, the importance of micro-circulation in sports performance, holistic approaches to micro-circulatory enhancement, and more.

Muscle Testing for Optimal Wellness

A very useful eBook on the art of muscle testing for dietary and nutritional needs.

Written by Lawrence DeSantis, EMP, ND

Content: Muscle testing for optimal wellness, procedures before starting the muscle test assessment, how to muscle test, anatomical testing points, things to know, testing kits and supplements, complementary assessment and therapy tools.

Natural Health and Nutrition

This book takes a Genesis perspective on health and nutrition. Probably one of the best compiled manuals for its topic. Topics covered are; Air, water, light, electro-magnetic fields, vegetables, Beans and grains, nuts and seeds, fruit, flesh foods, rest and exercise, use of herbs, detoxification and fasting, dietary supplements, weight loss, glycemic index, ORAC values, vitamins and minerals, amino acids, fats and starches, juicing, sprouting, and much more. Pages: 77 eBook (2010) Lawrence DeSantis, CN, ND

Natural Health and Nutritional Wellness

A book on the subjects of natural health and nutrition. One of the best compiled manuals. Topics covered are; Air, water, light, electro-magnetic fields, vegetables, Beans and grains, nuts and seeds, fruit, flesh foods, rest and exercise, use of herbs, detoxification and fasting, dietary supplements, weight loss, glycemic index, ORAC values, vitamins and minerals, amino acids, fats and starches, juicing, sprouting, and much more. Written by Lawrence DeSantis, CN, ND. The eBook will be emailed within 1-2 business days following payment. No refunds on eBooks.

DVD I: Practicing Natural Health and Wellness Legally / How to Use Wellness Surveys

DVD II: When to Recommend Labs and Supplements / PEMF Therapy & Oxygen Therapy

DVD III: Natural Health Assessment Part 1: Nail, Skin, Tongue, Iris Assessment

DVD IV: Natural Health Assessment Part 2 & 3: Sclera and Foot Analysis

DVD V: Natural Health Assessment Part 4 & 5: Muscle Testing / EMF Testing / Demonstrations

Great DVD workshop for students and practitioners of Natural Health and Wellness.

With the purchase of this workshop New Eden School of Natural Health and Herbal Studies will credit 25 actual hours towards internship time.

The IANHP approves this workshop towards a RNHP registration. www.ianhp.org

The DVD's will be mailed out within 5-6 business days.

Note: A wall certificate will be emailed with your purchase. This certificate will indicate the content of the DVD Workshop.

No refund on any eBooks or DVD's, unless damaged.

Note: If payment does not go through, email us at info@primitius.com and we will invoice you.

Client Assessment and Diet & Supplement Determination

Natural Health Approaches, A Manual for Natural Health Practitioners

Excellent manual on client assessment and diet & supplement determination. Material covered; processed foods, heavy metals, leaky gut, candida, parasites, food sensitivities, pH, benefits of sweating, blood types, vital signs, blood workup, hair analysis, evaluating the natural health questionnaire, glandular health assessment, A to Z natural support for health conditions, and more. Pages: 93 .

by Lawrence DeSantis, CN, ND

Optimal Wellness Survey

An in-depth questionnaire survey with worksheet for Natural Health Professionals to use for wellness assessment.

Original Medicine Approaches, A Holistic Manual in Biblical Wellness

This manual covers Biblical approaches to spirit-soul-body health issues. Material covered includes; the need for fasting, detoxification, the practice of under-eating, the Genesis One Diet (G.O.D), Holistic Health Survey, and an A to Z Biblical Protocol to health conditions. This is an ideal manual for holistic ministers and practitioners.

Pages: 90 . eBook Written by Lawrence DeSantis, ND, CCHA (2012)

PEMF Therapy for Wellness

This eBook explains the benefits of Pulsed Electromagnetic Field (PEMF) Therapy.

PEMF Therapy is one of the most effective modalities to enhance circulation, improve energy levels, and increase cellular nutrition and oxygenation.

The author shares about the most beneficial, but cost effective unit on the market.

Written by Lawrence DeSantis, ND

pH Balance for Optimal Wellness

excellent eBook about saliva and urine pH and how to balance them through food and supplements in order to optimize health. Once purchased, the ebook will be emailed to you within 1-2 business days.

Quantum Magnetic Resonance Analysis, Report and Plan

Quantum Magnetic Resonance eBook

Compiled and edited by Lawrence DeSantis, E.M.C, ND

This eBook is a must tool for those using the Quantum Magnetic Resonance Analyzer.

It is an aid in understanding the QMRA report results and in creating a wellness plan based on the Quantum Magnetic Resonance Analysis.

Reflective Foot Analysis (R.F.A) eBook

This eBook covers the topic of Reflective Foot Analysis. It is a holistic wellness assessment art for the interpretation of fine lines, markings and discolorations of the soles of the feet for the purpose of determining wellness.

Full title: Reflective Foot Analysis, A Holistic Wellness Assessment Art

Author: Lawrence DeSantis, ND

[The Natural Health Professional's Guide to Integrative Wellness](#)

An excellent eBook covering the following areas of natural health and wellness:

Body Systems, Dietary Wellness, Nutrition, Amino Acid Therapy, Micro-circulation Enhancement, PEMF Therapy, Nutritional Muscle Testing, EMF's, Irido-scleral Analysis, Reflective Foot Analysis, Guidelines and legalities in the Practice, Client Assessment and Labs, Natural Health Products that Work. By Lawrence DeSantis, ND

[Traditional Naturopathic Approaches](#)

This manual covers the following educational information about Traditional Naturopathy:

What Traditional Naturopathy is the different levels of training in Naturopathy Assessments and Modalities used A to Z Guide to Traditional Naturopathic Solutions to Health Issues .Written by Lawrence DeSantis, ND (2014) Form: e-book

[Wellness and Longevity Assessment Tools for Natural Health Professionals and Coaches](#)

A very informative eBook for wellness coaches and health professionals who desire to focus on wellness and longevity assessments and protocols.

The assessments have a proven track history.

Written by Lawrence DeSantis, CFMP, ND

Wellness Counseling Practices for Natural Health Professionals

An excellent e-manual in effective natural health and wellness counseling.

Pages:88 . Author: Lawrence DeSantis, CFMP, ND (2015)

Topics: Wellness Counseling and the Optimal Wellness Survey, toxic emotions, muscle testing, EMF assessment, in-house lab kits, Functional Medicine and lab tests, Hyperbaric Oxygen Therapy, Nutrigenomics, and Human Bio-Energy Field Scanning.

Wellness SPA Concepts

An informative eBook on the products and services a Wellness Spa should offer.

Very good book for those wanting to open a Wellness SPA or Center.

Written by Lawrence DeSantis, CN, ND (2016)

SIXTH YEAR ADVANCED CLINICAL NATUROPATHIC PRACTICE II

DINM800 Clinical Naturopathic Therapeutic Modalities

We teach all of the current naturopathic modalities to ensure that our students have a well rounded education. From traditional Asian medicine to naturopathic counseling, students receive enough practice hours to be able to perform a wide array of practices upon graduation. When Boucher students finish their education, they are able to pursue a wide range of career options.

Botanical Medicine I-V (Didactic with Lab)

The Botanical Medicine course series provides students with an in depth study of the botanical materia medica and the clinical use of whole plants and extracts. There is substantial time devoted to formulating, compounding and pharmacognosy, as well as toxicology and safety issues. The development of a systematic understanding of the indications and actions of medicinal plants that can be applied practically in the clinical context is emphasized.

Naturopathic Counseling I -VI

Naturopathic counseling prepares students to work with patients, peers and supervisors. The courses have a workplace focus that includes team building and relationship building. This series of courses supports and compliments the integration of personal and professional identity and focuses on how to develop essential clinical rapport with patients; which is the foundation of the doctor-patient relationship.

The course starts with patient-centered principles, and then integrates these with the naturopathic therapeutic order. Motivational interviewing is introduced just before students begin their clinical experience.

In addition to case conceptualization and communication skills, the courses examine the mind/body relationship and the process of death and dying for both patients and the patient's clinician. Designed to

help the naturopathic doctor understand mental health systems, the course also examines the DSM. In the latter years, the counseling courses focus on clinical applications of knowledge and skills when students are working in the clinic.

DINM801- *Homeopathy I-IV*

This is a four part sequence that prepares the student to prescribe homeopathic remedies in an acute and classical manner. Early classes define and describe the rationale and use of homeopathics, its theories, and its definitions. Repertory, case-taking, posology, case analysis and case management are covered in detail, with individual remedies subsequently studied. Students will acquire a working knowledge of the homeopathic materia medica and repertory in the treatment of acute and chronic conditions.

DINM802- *Naturopathic Nutrition I-VIII*

The Nutrition Series begins with an examination of the physiological functions, metabolism, and requirements for all macro- and micro- nutrients. This is followed by concepts in dietary optimization, including phytonutrient intake, dietary influences on the microbiome and identification of food allergies, sensitivities and intolerances. Once these foundational concepts are in place, the nutrition curriculum focuses on clinical nutrition – the assessment and treatment of different health states and diseases with both dietary protocols and nutraceutical supplementation. Topics covered include blood sugar imbalance (hypoglycemia, insulin resistance, diabetes), obesity, cardiovascular disease, sports nutrition, bone health/osteoporosis, brain health (autism, ADHD, mental health, neurodegenerative disorders), chronic renal failure, gastrointestinal disorders, ophthalmology, hormone regulation, detoxification and autoimmune disorders. Clinical nutrition is a key part of courses outside the Nutrition Curriculum including Oncology, Dermatology, Geriatrics and Pediatrics. Clinical relevance and individualizing of care are emphasized.

DINM803- Clinical *Orthopedic and Manual Osteopathic Medicine* *Physical Methods and Agents*

Program

The Physical Methods and Agents Program provides hands-on training in physical assessment and physical medicine modalities. Included in the course are:

- The evaluation of soft tissue pathologies
- Orthopaedic testing
- Structural analysis

- Gait analysis, and the examination and assessment of the vertebral column, pelvis, and peripheral joints

The principles and practice of goniometry and manual muscle testing are introduced. Various systems of soft tissue and osseous manipulation are taught, such as:

- Swedish massage
- Manual lymph drainage
- Trigger point therapy
- Strain/counterstrain
- Fascial release therapy
- Joint mobilization

Training in preventive and therapeutic exercise provides a foundation in the principles, techniques and therapeutic application of exercise and stretching for an improved relationship to one's body. A patient can experience strides in their strength, coordination, balance, posture, ergonomics, relaxation, and cardiovascular training.

The following seven courses comprise the physical methods and agents program:

Manual Therapies

surveys the electrotherapeutic modalities, such as ultrasound, TENS and laser, and their application in a variety of conditions, including musculoskeletal disorders, and pain management. The hydrotherapy component provides students an in depth understanding of the physiological principles of hydrotherapeutic treatment and the skills to properly apply various hydrotherapeutic procedures, including constitutional hydrotherapy and contrast hydrotherapy.

Exercise and Rehabilitation

Focuses on the rehabilitative education of patients with injured tissues, and the maintenance of healthy ones.

Soft Tissue Mobilizations

This course describes the various techniques for soft tissue work.

Naturopathic Manipulation is a four part series of courses that provides a solid basis for the practitioner to determine the need for and perform the specific spinal and peripheral adjustments of joints in the body. The primary focus of this modality is the spinal column.

DINM804-Naturopathic Physical assessment and Pathology /Physical Medicine I

Provides lecture-style and hands-on training in physical assessment and pathology recognition for the upper extremity (shoulder, elbow, wrist and hand). Included is the evaluation of common myofascial, articular, osseous, neurologic and vascular pathologies of the upper extremity. A variety of core patient assessment methods are identified, including patient history, postural assessment, detailed palpation, range of motion assessment, orthopaedic testing, diagnostic imaging and basic patient management. The principles and practice are also applied with patient simulation exercises and practical clinical examinations. This course allows students to identify pathological dysfunction in the upper extremity, and to select appropriate treatment options given the specifics of each individual case.

Naturopathic Physical Medicine II

Provides lecture-style and hands-on training in physical assessment and pathology recognition for the lower extremity (hip, knee, leg, ankle and foot). Included are the evaluation of common myofascial, articular, osseous, neurologic and vascular pathologies of the lower extremity. A variety of core patient assessment methods are identified, including patient history, postural assessment, detailed anatomy palpation, range of motion assessment, orthopaedic testing, diagnostic imaging and basic patient management. The principles and practice are also applied with patient simulation exercises and practical clinical examinations. This course allows the student to identify pathological dysfunction in the lower extremity, and to select appropriate treatment options given the specifics of each individual case.

Naturopathic Physical Medicine III

Lecture-style and hands-on training in physical assessment and pathology recognition for the axial body (sacroiliac, lumbar, thoracic, ribs, cervical spine and TMJ). Included is the evaluation of common myofascial, articular, osseous, neurologic and vascular pathologies of the axial body. A variety of core patient assessment methods are identified, including patient history, postural assessment, detailed anatomy palpation, range of motion assessment, orthopaedic testing, diagnostic imaging and basic patient management. The principles and practice are also applied with patient simulation exercises and practical

clinical examinations. Specifically, this course allows the student to identify pathological dysfunction in the axial body, and select appropriate treatment options given the specifics of each individual case.

DINM805-Traditional Chinese Medicine I-V

This series of courses provides a working knowledge of the philosophy, theories of diagnosis, and therapeutic concepts and techniques of Traditional Asian Medicine. It emphasizes and demonstrates the use of acupuncture, tongue and pulse diagnosis, five-element theory, and the basic use of Asian botanicals.

Clinical Science

In Clinical Science, students will learn the principles and methods that allow them to evaluate and investigate medical treatments. In addition, they will learn about and practice applying the steps involved in laboratory testing.

DINM806-Clinical Ecology

Clinical Ecology provides students a look into the background, history and mechanisms behind chemical and environmental toxicology. In the course, students will explore strategies for detoxification, various tests, and other evaluative techniques. An in-depth presentation of allergy and allergy testing and treatment methods is included.

DINM807-Dermatology

Dermatology examines the etiology, presentation and pathophysiology of various skin conditions. Identification of physical presentation is emphasized throughout the module.

DINM808-Genetics

This module develops an understanding of the role of a person's genetic makeup and its contribution to their health. The rapidly changing field of genetics and its contribution to medicine is examined and discussed, as is the emerging role of genetic counselling as practiced in British Columbia.

The course looks at the following specific topics as they relate to genetics:

- General terms
- Normal karyotype
- Examples of Mendelian disorders
- Cytogenetic disorders and single gene disorders with nonclassic inheritance

The role of biotechnology in society, as well as possible naturopathic roles and applications for the treatment of individuals with genetic diseases will be examined.

Naturopathic Geriatrics

This six week course will cover clinic considerations when doing a historical intake, physical exam, nutritional assessment and laboratory investigation. Some of the more common abnormal non-pathological findings of the geriatric population will be explored. Common pathologies in the geriatric population will be discussed, as well as the naturopathic considerations. This course will also attempt to cover social constructs the geriatric patient may have to endure and discuss possible solutions.

DINM809-Naturopathic Gynecology (Didactic with Lab)

Our Gynecology course examines women's health from a naturopathic perspective. The course includes the study of normal development throughout the life cycle, understanding of hormone balance and differential diagnosis, investigation and treatment of imbalance or disease. Because many factors specifically affect the health and wellbeing of women, this course takes a holistic, woman-centred perspective on gynecology. In addition to pathologies and allopathic and naturopathic treatments, wider factors are examined – including socioeconomic status and cultural behaviours – to develop a broader perspective on how practitioners can best provide women's health-care.

DINM810-Naturopathic Clinical Art and Sciences NCAS I-VI

These courses are designed to prepare students for the reality of a clinical setting, in which people are human and problems are occasionally unclear. The course will cover many approaches, including Problem Based Learning (PBL), case based collaborative learning, patient research, and case analysis. This course begins with clinical entrance in the third year, and continues to the end of the naturopathic medicine program. It serves as an educational core, uniting the curriculum with clinical practice

The courses include a series of projects in each term based on clinical problems or topical issues. These issues are usually presented as patient cases. It examines each facet of clinical practice to sharpen clinical, diagnostic and treatment skills, case management and professional attitudes.

The students are responsible for making the process work. The instructor's function is to facilitate and support the group by acting as a resource and serving as an unobtrusive educational coach to guide students in reasoning their way through the presented challenge.

Learning is promoted through facilitating students' access to their own prior knowledge, articulation of this knowledge as it relates to the problem, and the identification of the limitations of their knowledge. The

instructor also engages students in reflection on the process and provides feedback and evaluation. As the course progresses throughout the program, students become more and more responsible for their own learning and become increasingly independent of the instructor for their education.

DINM8011-Naturopathic Obstetrics

Obstetrics covers natural childbirth in the home or hospital setting. Diagnosis, prevention, and treatment of problems of labour and delivery are addressed. Recognition of high-risk birthing situations and appropriate management are emphasized. Also included is maternal postpartum care and treatment of common lactation problems. The scope of practice of obstetrics for naturopathic physicians and indications and contraindications of naturopathic treatments in the care of the obstetrical patient will be emphasized.

DINM812-Naturopathic Pediatrics

Pediatrics presents a general overview of pediatric conditions seen in naturopathic practice and the differential diagnosis and assessment of the common problems of infancy, childhood and adolescence. This includes health maintenance, disease prevention, the early diagnosis and naturopathic treatment of common childhood conditions and diseases, and referral where appropriate. Emphasis is on the development of a healthy lifestyle at an early age.

DINM813-Naturopathic Public Health

Public health will introduce students to concepts of public health. Public health is characterized by community development, active public policy, ecosystem wholeness, and inter-sectoral approaches. This course will emphasize the importance of interprofessional practice and will provide opportunities for students to work with local community health organizations and contribute their naturopathic lens to a community health project.

DINM814-Clinical Practice and Integration

Prior to beginning their clinical training, our students spend time learning general clinical and emergency practices and the specific functioning of the Boucher Clinic. This allows students to familiarize themselves with the necessary procedures before starting their clinic shifts.

Naturopathic Emergency Medicine (Didactic and Lab)

This course will enable students to assess any emergency situation and respond immediately as a professional first-responder in order to provide basic life support and pre-hospital/pre-ambulance care. Emergency medical skills are developed with a focus on the balance between confidence in established competencies, and being able to recognize the limits of one's personal knowledge and abilities.

The development of referral skills will also be a focus of this course.

DINM815-History and Philosophy of Naturopathic Medicine I-III

This course explores the fundamental seat of naturopathic medical practice. In the age of pharmaceutical prescribing rights, it is critical that graduates understand and apply naturopathic philosophy and principles in case management. This course explores the historical evolution of the naturopathic profession, the principles and philosophy that drive patient care, and an overview of past and pivotal literature.

DINM816-Introduction to Naturopathic Patient Clinical Education

This course introduces you to the structure and functioning of a typical Naturopathic Clinic. It covers the procedures and policies that apply to patient care and clinical rotations,, as well as the role of the overseeing doctor and student clinicians. Through a directed review of the student clinical handbook, students learn proper documentation and understand patient flow. To reinforce learning, students engage students in mock patient exercises in the clinical setting.

Master Classes

The Master class series welcomes experts from across the spectrum of health care to share the wealth of experience and insight they have acquired within their particular specialty. These valuable classes allow the students to interact with those making a difference in their communities.

Medical Procedures (Didactic and Lab)

The Medical Procedures course provides instruction in performing minor surgical procedures such as suturing techniques, lancing, the use of topical anesthetics and bandaging techniques.

Clinical Training

Clinical training provides clinic interns with the opportunity to learn and develop the skill, knowledge and attitude required to become proficient and effective Naturopathic Physicians. This includes integration and application of core principles, clinical problem solving and diagnostic skills, as well as expertise in ethical patient care and use of core modalities. Clinic interns observe, support, and manage patient care, giving them the opportunity to expand their knowledge and experience under the guidance of professional clinical faculty.

Of the 1,400 clinic hours required to graduate, 1100 hours are spent in the teaching clinic, and 125 in precepting roles. The remaining hours are spent on assistant shifts in the clinic (75 hours), and in professional development (100 hours)

Integrating what is taught in the classroom with real patient experience is critical to the development of a well rounded naturopathic clinic intern. At Boucher, our student clinicians and clinical supervisors work together as a patient care team. Under the supervision of the licensed naturopathic physician, the team develops a plan for investigation and diagnosis, and ultimately implements and monitors a treatment plan for each individual patient.

African Traditional Medicine and Botanical Pharmacy

African Traditional Orthopedics

Manual Osteopathic Medicine

The Pocket Manual of OMT : Osteopathic Manipulative Treatment for Physicians,

2/E. Print ISBN: 9781608316571.

Foundations of Osteopathic Medicine ; ISBN : 9780781766715

ATLAS of Osteopathic Techniques, 3rd Edition

Osteopathic and Chiropractic Techniques for Manual therapists: A Comprehensive Guide to Spinal and Peripheral Manipulations. 1st Ed. Omttraining.co.uk

A Teaching Guide to Osteopathic Manipulative Medicine ISBN : 9780997441161

Clinical Anatomy and Osteopathic Manipulative Medicine: COMLEX REVIEW. ISBN-13: 978-1405104487

The 5- Minute Osteopathic Manipulative Medicine Consult, 2nd Ed. Millicent king channel

Osteopathic books.net

<https://shop.lww.com/>

Activebeat.com

Homeopathy -Homeopathy is a system of natural medicine that has been in use worldwide for over 200 years. It has been available on the NHS since its inception in 1948. The name homeopathy, coined by its originator, Dr Samuel Hahnemann, is derived from the Greek words for “similar suffering” referring to the “like cures like” principle of healing. He was born in Germany 250 years ago.

Homeopathy is a system of natural health care that has been in worldwide use for over 200 years. Homeopathy treats each person as a unique individual with the aim of stimulating their own healing ability. A homeopath selects the most appropriate medicine

based on the individual's specific symptoms and personal level of health. It is recognized by the World Health Organization as the second largest therapeutic system in use in the world. While it is most popular in India and South America, over thirty million people in Europe, and millions of others around the world, also benefit from its use.

Homeopathy Research- *Are you interested in research in the field of homeopathy? If so, this course may well be of interest to you. In this Research course we study research methods in healthcare and how they have been employed in homeopathy research. Firstly, we ask why we might need research in homeopathy and then take a look at how the perspective of the researcher (the paradigm) influences the type of research that is undertaken. Following this we go through the steps involved in designing a research project and consider how to find and evaluate existing research information. Finally, we look at the concept of evidence-based medicine and the evidence base in homeopathy. If you are new to research it can be challenging to take in all of the concepts that are covered in this module all at once. Please don't be concerned about this. Learning the jargon in research takes time, just as it does when you enter any new field. This course is not intended to enable you to train as a researcher. It is simply to help you understand the place of research in the profession of homeopathy.*

<i>Assessment Method</i>	computer test/weekly quiz, individual assignment , individual oral presentation , intermediate exam (open and mc questions) , written exam (open and mc questions) (Midterm, end-term and resit exam with multiple choice and open questions.) graded Essays.
---------------------------------	--

Laboratory participation and Clinical Practica -2500 CLK HS

Instructors/ faculty Members

Dean/ HoD / CMD:

Dr Princess Shullam. NMD. PhD .NBBS

Faculty members

Biology and Life Sciences

General Biology. Microbiology, Marine Biology and Oceanography. Evolutionary Biology and Paleontology, Zoology and Botany, Anatomy and Physiology, Environmental Sciences and Engineering

Professor Stephen Nowicki, Ph.D.



- Duke University
- Cornell University

It's almost 75 years later, and we find ourselves in much the same position as Wells described in 1929. Our knowledge of biology has exploded in recent years and it continues to expand exponentially.

Dr. Stephen Nowicki is Bass Fellow and Professor of Biology at Duke University. He is also Dean and Vice Provost of Undergraduate Education at Duke, and holds appointments in the Department of Psychological and Brain

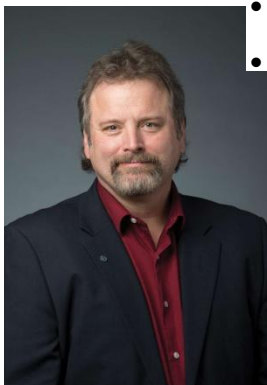
Sciences and in the Neurobiology Department at Duke University Medical Center. Prior to taking his position at Duke, he was a post-doctoral fellow and assistant professor at The Rockefeller University. Professor Nowicki earned his undergraduate degree and a master's degree at Tufts University, and his Ph.D. from Cornell University. He is the recipient of the Robert B. Cox Distinguished Teaching Award from Duke University. He has been awarded fellowships from the Mary Flagler Cary Charitable Trust, the Alfred P. Sloan Foundation, and the John Simon Guggenheim Foundation. Professor Nowicki has published more than 65 scholarly articles in academic journals and is coauthor of the book *The Evolution of Animal/Communication: Reliability and Deceit in Signaling Systems*.

Testimonials

"Professor Nowicki's approach to making the complexities of biology comprehensible to a science illiterate like me is very effective. Excellent communicator."

***The Great Courses Professor of General Biology. Microbiology**

Professor Sean K. Todd, Ph.D.



- College of the Atlantic
- Memorial University of Newfoundland

We should save the ocean because it is our ethical responsibility—because we can; and because if we do, the ocean will likely save us.

Sean K. Todd holds the Steven K. Katona Chair in Marine Sciences at the College of the Atlantic in Bar Harbor, Maine. Professor Todd received a Joint

Honors undergraduate degree in Marine Biology and Oceanography from Bangor University in the United Kingdom and his master's and doctoral degrees in Biopsychology at Memorial University of Newfoundland in St. John's, Newfoundland and Labrador, Canada. He joined the College of the Atlantic as a faculty member in Biology & Marine Mammals and became the inaugural holder of the Steven K. Katona Chair in Marine Sciences in 2006. That same year, he also became director of Allied Whale, the college's marine mammal research program, which includes the Marine Mammal Stranding Response Program, one of two programs responsible for stranding response in Maine.

Professor Todd's marine mammal research interests include foraging ecology, population studies, bioacoustics, and fishery interactions. He has authored or coauthored a variety of peer-reviewed papers for journals including the *Canadian Journal of Zoology*, *Marine Mammal Science*, the *Journal of the Marine Biological Association of the United Kingdom*, and *Marine Policy*. He has also completed several invited chapters for books, and his work has been featured on BBC, CBC, PBS, NPR, and Scientific American Frontiers. ***The Great Courses Professor of Marine Biology, Oceanography**

Professor Donald E. Moore III, Ph.D.



- Smithsonian's National Zoo and Conservation Biology Institute

- State University of New York College of Environmental Science and Forestry

While most the time, the public sees a zoo as an entertaining and educational way to spend a Saturday afternoon-and it very much is-your average accredited zoo is also a vital part of research and conservation activities going on across the world.

Dr. Donald E. Moore III, director of the Oregon Zoo and senior science advisor at the Smithsonian's National Zoo and Conservation Biology Institute, is a conservation biologist with nearly 40 years of experience in wildlife

conservation, animal welfare, and zoo management. He earned a bachelor's degree in Wildlife Management and Zoology and a doctoral degree in Conservation Biology from the State University of New York College of Environmental Science and Forestry.

Dr. Moore worked at the Smithsonian's National Zoo from 2006 to 2016. He was the associate director of Animal Care Sciences from 2006 to 2014 and served as a senior scientist for conservation programs on assignment with the Association of Zoos and Aquariums. In his time at the Smithsonian's National Zoo, Dr. Moore helped implement major renovations, such as the Elephant Trails and American Trail exhibits. Prior to joining the Smithsonian, Dr. Moore worked at the Wildlife Conservation Society in New York, where he was curator of Central Park Zoo, director of Brooklyn's Prospect Park Zoo, and co-chair of the society's renowned Animal Enrichment Program.

Dr. Moore has led international workshops in modern zoo design and accreditation, animal behavior and enrichment, and ecotourism in Spain, Malaysia, and South America, where he has conducted much of his

conservation biology research. He is the author of Disney Learning's *Disney's Wonderful World of Animals*. ***The Great Courses Professor of Biology and Zoology**

Professor Catherine Kleier, Ph.D.



- Regis University
- University of California, Los Angeles

Wherever we look, I think we can be surprised at what's out there in the plant kingdom.

Dr. Catherine Kleier is a Professor of Biology and former chair of the Department of Biology at Regis University in Denver, Colorado. Professor Kleier holds a Ph.D. in Organismic Biology, Ecology, and Evolution from the University of California, Los Angeles. She also holds an M.S. in General

Science with an emphasis in botany and plant pathology from Oregon State University and a B.A. in Ecology, Population, and Organismic Biology from the University of Colorado Boulder.

The recipient of numerous honors and awards, Dr. Kleier was named Colorado Professor of the Year in 2015 by the Council for Advancement and Support of Education and the Carnegie Foundation for the Advancement of Teaching. In 2014, she was elected Faculty Lecturer of the Year at Regis University. In previous years, she was selected as a scholar for the Aspen Institute's Aspen Environment Forum and was a Visiting Fulbright Scholar at the University of Otago in New Zealand.

Professor Kleier teaches courses in plant physiology, ecology, and environmental science. Her current research includes long-term restoration ecology on trails in the Colorado Rocky Mountains, plant impacts from skiing, and urban ecology. Her laboratory work has focused on the effect of magnesium chloride on the growth and reproduction of plants.

***The Great Courses Professor of Plant Science: An Introduction to Botany. Ecology, Population, and Organismic Biology**

If you look around right now, chances are you'll see a plant. It could be a succulent in a pot on your desk, grasses or shrubs just outside your door, or trees in a park across the way. Proximity to plants tends to make us happy, even if we don't notice, offering unique pleasures and satisfactions. In *Plant Science: An Introduction to Botany*, Dr. Catherine Kleier opens our eyes to the phenomenal and exciting...

Professor Stuart Sutherland, PhD



- The University of British Columbia
- University of Leicester

I love investigating life's story and how major geological events have colored that story. I am also passionate about helping people 'read the rocks' so they can peel back the pages of Earth's history for themselves.

Dr. Stuart Sutherland is a Professor in the Department of Earth, Ocean and Atmospheric Sciences at The University of British Columbia (UBC). Raised in the

United Kingdom, he earned an undergraduate degree in geology from the University of Plymouth and a Ph.D. in Geological Sciences from the University of Leicester for his studies on Silurian microfossils called

chitinozoa. Professor Sutherland discovered his passion for teaching during an appointment at Brunel University in London. He went on to postdoctoral research at the Natural History Museum in London, working with other paleontologists to understand the Devonian organic-walled microfossils of the Cantabrian Mountains of northern Spain. During this time, he completed a postgraduate teaching degree at Sheffield Hallam University. Since 2000, Professor Sutherland has been on the faculty at UBC's Vancouver campus, where his interests center on Earth history and paleontology. He is a three-time winner of the UBC Earth and Ocean Sciences Teaching Award. He also received the Faculty of Science Teaching Award and the Killam Teaching Prize, and he was named a "popular professor" in two editions of Maclean's Guide to Canadian Universities..

***The Great Courses Professor of Introduction to Paleontology.**

Professor Alyssa Crittenden, Ph.D.



- University of Nevada, Las Vegas
- University of California, San Diego

Our long evolutionary relationship with food is often hailed by anthropologists as one of the key milestones in human evolution.

Dr. Alyssa Crittenden is an Associate Professor of Anthropology at the University of Nevada, Las Vegas, where she is also an Adjunct Associate Professor in the School of Medicine. She received her M.A. and Ph.D. in Anthropology from the University of California, San Diego.

Dr. Crittenden's focus in anthropology is on behavioral ecology and nutritional anthropology. She does field research among the Hadza hunter-gatherers of Tanzania, East Africa. Her research interests include the evolution of the human diet, the evolution of childhood, and the origins of the division of labor between the sexes. Dr. Crittenden's work crosses several disciplines, including anthropology, psychology, ecology, nutrition, and human biology.

Dr. Crittenden has received multiple awards for her research contributions, including the prestigious Nevada Regents' Rising Researcher Award for 2017. Her research on the role of honey in human evolution and her work on Hadza diet and the gut microbiome have been widely published in both top-tier academic journals and highlighted in popular outlets, such as National Geographic magazine, Smithsonian magazine, and Psychology Today. Dr. Crittenden has also appeared on the BBC, on PBS and NPR, as well as in several documentaries. Her research among the Hadza was the basis of a TED Talk for EDxUNLV in 2016.

1. *The Great Courses Professor of Food, Science, and the Human Body

In these 36 lectures, get answers to questions about the evolution of the human diet and its relationship to our bodies. Bringing together insights from fields including anthropology, health science, biology, and sociology, this partnership between The Great Courses and National Geographic lays bare what science can teach us about food.

Professor Scott M. Lacy, Ph.D



- Fairfield University
- University of California, Santa Barbara

Anthropology inspires us to integrate multiple perspectives to enthusiastically explore our human condition and all its history and diversity.

Scott M. Lacy is an Associate Professor of Sociology and Anthropology at Fairfield University in Connecticut, where he teaches anthropology, environmental studies, and black studies courses. He earned his Ph.D. in Anthropology at the University of California, Santa Barbara, and his research interests include cross-cultural knowledge production, food systems, intellectual property rights associated with seed, and the anthropology of happiness.

In addition to being an award-winning teacher and two-time Fulbright Scholar, Dr. Lacy is a coauthor of two popular textbooks, *Applying Anthropology* and *Applying Cultural Anthropology*, and he has published a number of book chapters and articles that document cross-cultural knowledge production in agriculture, community development, engineering, and even nanotechnology. Dr. Lacy has presented his work as a consultant or keynote speaker for numerous organizations, including Engineers Without Borders and the Peace Corps. His nonprofit and academic work has been featured in two major documentaries: *Sustaining Life* and *Nyogonfe: Together*.

Dr. Lacy has worked in Mali since 1994, when he first served in the Peace Corps. Since then, he has partnered with family farmers, teachers, community leaders, plant scientists, engineers, and a host of other knowledge specialists in Mali and throughout the world. He is also the founder and executive director of African Sky, a nonprofit organization that serves hardworking farm families in rural Mali, West Africa.

***The Great Courses Professor of Anthropology and the Study of Humanity**

What does it mean to be human? Where did we come from? And what unites us in our diversity today? Tackle these questions and more in Anthropology and the Study of Humanity, a comprehensive survey one of the world's most engaging sciences. In 24 wide-ranging lectures, Professor Scott Lacy of Fairfield University takes you on a journey through the world of anthropology, or the study of humanity across time and space.

Professor Stuart Sutherland, Ph.D.



- The University of British Columbia
- University of Leicester

I love investigating life's story and how major geological events have colored that story. I am also passionate about helping people 'read the rocks' so they can peel back the pages of Earth's history for themselves.

Dr. Stuart Sutherland is a Professor in the Department of Earth, Ocean and Atmospheric Sciences at The University of British Columbia (UBC).

Raised in the United Kingdom, he earned an undergraduate degree in geology from the University of Plymouth and a Ph.D. in Geological Sciences from the University of Leicester for his studies on Silurian microfossils called chitinozoa. Professor Sutherland discovered his passion for teaching during an appointment at Brunel University in London. He went on to postdoctoral research at the Natural History Museum in London, working with other paleontologists to understand the Devonian organic-walled microfossils of the Cantabrian Mountains of northern Spain. During this time, he completed a postgraduate teaching degree at Sheffield Hallam University. Since 2000, Professor Sutherland has been on the faculty at UBC's Vancouver campus, where his interests center on Earth history and paleontology. He is a three-time winner of the UBC Earth and Ocean Sciences Teaching Award. He also

received the Faculty of Science Teaching Award and the Killam Teaching Prize, and he was named a “popular professor” in two editions of Maclean’s Guide to Canadian Universities.

***The Great Courses Professor of Geology, Paleontology, Earth, Ocean and Atmospheric Sciences**

Physics

Professor Richard Wolfson, Ph.D.



- Middlebury College
- Dartmouth College

Physics explains the workings of the universe at the deepest level, the everyday natural phenomena that are all around us, and the technologies that enable modern society. It's an essential liberal art.

Dr. Richard Wolfson is the Benjamin F. Wissler Professor of Physics at Middlebury College, where he also teaches Climate Change in Middlebury's Environmental Studies Program. He completed his undergraduate work at MIT and Swarthmore College, graduating from

Swarthmore with a double major in Physics and Philosophy. He holds a master's degree in Environmental Studies from the University of Michigan and a Ph.D. in Physics from Dartmouth.

Professor Wolfson's published work encompasses diverse fields such as medical physics, plasma physics, solar energy engineering, electronic circuit design, observational astronomy, theoretical astrophysics, nuclear issues, and climate change. His current research involves the eruptive behavior of the sun's outer atmosphere, or corona, as well as terrestrial climate change and the sun–Earth connection.

Professor Wolfson is the author of several books, including the college textbooks *Physics for Scientists and Engineers*, *Essential University Physics*, and *Energy, Environment, and Climate*. He is also an interpreter of science for the nonspecialist, a contributor to *Scientific American*, and author of the books *Nuclear Choices: A Citizen's Guide to Nuclear Technology* and *Simply Einstein: Relativity Demystified*.

Testimonials

"Dr. Wolfson covers his topics in physics thoroughly and in an entertaining fashion. His sequence of subjects is novel and he manages transitions and cross-references extremely well."

"Professor Wolfson lectures were superb, enthusiastic, never dull. He is an excellent teacher. Highly recommended, I wish I could go back to college and take more courses from him!"

"Professor Wolfson is easily the most gifted lecturer I have ever encountered including in 5 years of college and 2 years of grad school."

"One can't beat Richard Wolfson as a coherent, organized, knowledgeable and effective lecturer."

General Chemistry, Biochemistry and Molecular Biology

Professor Frank Cardulla, M.S.



- Niles North High School

- University of Illinois

I hope you choose to join our family of students in high school, college, home school, and those who want to learn just for learning's sake. Helping students has been my life's mission and I'd love to try and help you as well.

Professor Frank Cardulla taught at Niles North High School in Skokie, IL, from 1964 to 1999. He subsequently taught at Lake Forest High School and Libertyville High School. Professor Cardulla earned both his B.S. in Teaching

of Chemistry with honors and his M.S. in Teaching of Physical Sciences from the University of Illinois. He has received the National Catalyst Award for Outstanding Chemistry Teaching, a Presidential Award for Science Teaching, and the National James Bryant Conant Award. Additionally, he has received citations from institutions such as MIT and the University of Chicago for being named "most influential teacher" by attending students. He has taught a wide variety of high school science courses, including regular-level and Honors and Advanced Placement Chemistry; Chemistry for the Health Sciences and Chemistry in the Community; regular-level Physics; and Science for Special Education Students. He served as Science Seminar Director and, additionally, was an Adjunct Professor for the Science Methods Teaching Course at Northwestern University.

Testimonials

"Frank Cardulla is a born educator. He knows how to break a complex topic down so it makes sense to a novice. I'm a "mature" student taking chemistry for the first time, and I don't know how I'd get through my course without this series."

"Of the many Great Courses I have purchased over the years, this was, by far, the best. Frank Cardulla was consistently engaging and should win a 'teacher of the year' award!"

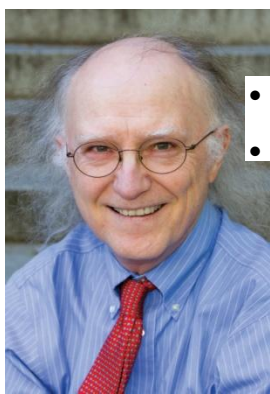
"Well taught. Excellent organization. Professor Cardulla truly made it easy to learn chemistry."

Chemistry, 2nd Edition

Discover why success in chemistry depends only on a genuine understanding of the field's concepts and ideas. Chemistry, 2nd Edition provides a foundation for future success by giving students a deep and thorough grasp of the fundamental problem-solving skills needed to study chemistry. Veteran science teacher and Professor Frank Cardulla's 36 carefully designed lectures are valuable tools for struggling students,...

***The Great Courses Professor of General Chemistry**

Professor Kevin Ahern, PhD



- Oregon State University

- Oregon State University

Biochemistry combines the best of chemistry with the best of biology.

Kevin Ahern is a Professor of Biochemistry and Biophysics at Oregon State University (OSU), where he also received his Ph.D. in Biochemistry and Biophysics. He has served on the OSU faculty in Biochemistry/Biophysics since the mid-1990s. Dr. Ahern is the coauthor of three popular biochemistry textbooks; two cowritten with his wife, Indira Rajagopal. In addition, he has published more than 700 articles. Professor Ahern has been widely recognized for his teaching and was a two-time national finalist for Baylor University's prestigious Robert Foster Cherry Award for Great Teaching, as well as OSU's nominee for the U.S. Professor of the Year Award in 2009. He received OSU's highest teaching recognition, the Elizabeth P. Ritchie Distinguished Professor Award, and is an Eminent Professor of OSU's Honors College. In addition, he was named an OSU top professor by students, a record of 14 times, and was inducted into OSU Libraries' Open Access Hall of Fame in 2013. In 2019, Professor Ahern was the recipient of a Fulbright U.S. Scholar Award. As an academic advisor, he won every university award given in that field. Among his students, Dr. Ahern is renowned for writing and performing poems and songs to help them learn complicated material, with more than 100 "metabolic melodies" to his credit.

*The Great Courses Professor of **Biochemistry and Molecular Biology: How Life Works**

Taught by Professor Kevin Ahern of Oregon State University, this course covers the essential topics of a first-semester college course in biochemistry and molecular biology, introducing amino acids, proteins, enzymes, genes, and dealing with the intricate workings of living cells. A background in high school-level chemistry is helpful.

Professor Ron B. Davis Jr., Ph.D.



- Georgetown University
- Pennsylvania State University

I hope this will be a lifelong journey exploring and appreciating the rich and beautiful chemistry which breathes life into our planet, the chemistry of molecules based on carbon.

Dr. Ron B. Davis, Jr. is an Associate Teaching Professor of Chemistry at Georgetown University, where he has been teaching introductory organic chemistry laboratories since 2008. He earned his Ph.D. in Chemistry from

The Pennsylvania State University. Prior to teaching chemistry at the undergraduate level, Professor Davis spent several years as a pharmaceutical research and development chemist.

Professor Davis's research focuses on the fundamental forces governing the interactions of proteins with small organic molecules. His research has been published in such scholarly journals as *Proteins* and *Biochemistry* and has been presented at the Annual Symposium of The Protein Society. He also maintains an educational YouTube channel and provides interviews and content to various media outlets, including The Discovery Channel.

At The Pennsylvania State University, Professor Davis received a Dalalian Fellowship and the Dan Waugh Teaching Award. He is also a member of the Division of Chemical Education of the American Chemical Society.

"This is a great opportunity for the everyday person to learn the difference between butane and octane, or the difference between a carbohydrate and protein or why the leaves turn red in the autumn. The benefits are abundant and the possibilities are endless."

1. ***The Great Courses Professor of Chemistry and Our Universe: How It All Works**

Chemistry is the study of matter and energy at the scale of atoms and molecules. Covering a year's worth of introductory general chemistry at the college level, plus intriguing topics that are rarely discussed in the classroom, this visually engaging and comprehensive course requires nothing more advanced than high-school math and is suitable for any science background.

2. **Foundations of Organic Chemistry**

Every living thing on Earth uses carbon as a basic building block. Yet organic chemistry—the study of carbon-containing matter—is feared by many interested learners. Making this field relevant and graspable is the forte of Professor Davis. Combining years of classroom and lab experience, he's crafted vibrantly illustrated lectures designed for everyone seeking to understand this challenging, fascinating...

Professor Roy Benaroch, M.D.



- Emory University
- Emory University

Doctoring is about listening and paying attention. There's a lot to know, too-- but if you're not paying attention, you'll be misguided by what you think you already know. An open mind is a better diagnostic tool than one stuffed with facts.

Dr. Roy Benaroch is Adjunct Assistant Professor of Pediatrics at the Emory University School of Medicine. He earned his B.S. in Engineering at Tulane University, followed by his M.D. at Emory University. He completed his residency through Emory University's affiliated hospitals in 1997, serving as chief resident and instructor of pediatrics in 1998. Board certified in general pediatrics in 1997, Dr. Benaroch practices full time at Pediatric Physicians, PC, located near Atlanta, Georgia. In his dual roles, he teaches medical students and residents at his practice and gives regular lectures to physician's assistants at Emory University.

Dr. Benaroch has published two books on parenting and pediatric health topics: *Solving Health and Behavioral Problems from Birth through Preschool: A Parent's Guide* and *A Guide to Getting the Best Health Care for Your Child*. He also has a blog for parents and health professionals at pediatricinsider.com, and he has served as a featured expert on WebMD.com. Dr. Benaroch also serves on the board of directors of the Cobb Health Futures Foundation, Inc., a nonprofit group dedicated to public health for people of all backgrounds.

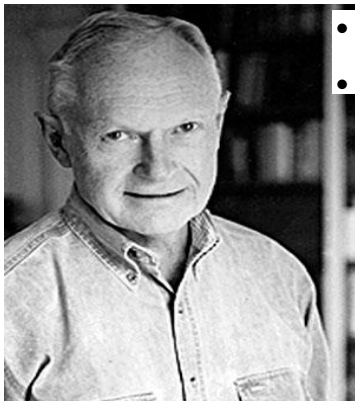
Testimonials "Dr. Benaroch does an excellent job of presenting possible cases in a systematic and interesting manner which should engage listeners at all levels."

***The Great Courses Professor of Medical School for Everyone: Pediatrics Grand Rounds.. Medical School for Everyone: Emergency Medicine**

The Skeptic's Guide to Health, Medicine, and the Media

Medical School for Everyone: Grand Rounds Cases

Professor Sherwin B. Nuland. MD



- Yale School of Medicine

- Yale School of Medicine

The underlying philosophy of the Hippocratic physicians was that disease involves a patient's entire body and mind, so therapy must be directed to the whole context of the patient's life situation rather than a small part of it.

Dr. Sherwin B. Nuland (1930-2014) was Clinical Professor of Surgery at the Yale School of Medicine and Fellow of the university's

Institution for Social and Policy Studies. He served on the executive

committees of Yale's Whitney Humanities Center and its Interdisciplinary Bioethics Project. Professor Nuland was a graduate of the Bronx High School of Science, New York University, and the Yale School of Medicine, from which he earned his M.D. After training in surgery at the Yale-New Haven Hospital, he practiced and taught there for three decades. He considered the bedside and operative care of over 10,000 patients to be the most rewarding work of his career. He taught bioethics and medical history to undergraduates and medical students. Dr. Nuland is the author of eight books, including *Doctors: The Biography of Medicine and The Wisdom of the Body*. He is also the author of *How We Die*, a reflection on the modern way of death, which was on the New York Times best-seller list for 34 weeks. This book won the National Book Award and was a finalist for the 1995 Pulitzer Prize and the Book Critics Circle Award. Dr. Nuland has written dozens of articles for magazines and periodicals, including *The New Yorker*, *Time*, *Life*, *National Geographic*, *Discover*, *The New York Times*, and the *Los Angeles Times*.

Testimonials

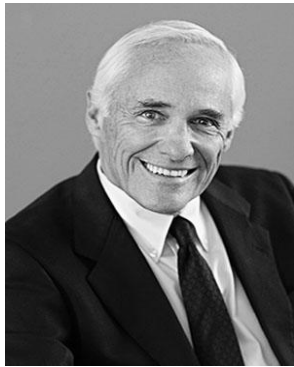
"Dr. Nuland's lecture is like sitting and listening to a story teller. The subject matter is extremely interesting and it is just fascinating to hear him tell it. You can tell that he really loves the material and has a gift for presenting it."

*The Great Courses Professor of

Doctors: The History of Scientific Medicine Revealed Through Biography

What major discoveries made modern medicine possible? Who were the fascinating individuals responsible for these discoveries? What qualities prepared each of them for their unique roles in medical history? Discover the answers in Doctors: The History of Scientific Medicine Revealed. Here, Professor Sherwin B. Nuland draws on the lives of 12 of medicine's greatest contributors to tell the human story behind the...

Professor Anthony A. Goodman, M.D.



- Montana State University
- Cornell Medical College

It is the greatest gift to be able to explore the ever-changing outer edges of science and share them with my students.

Dr. Anthony A. Goodman is Adjunct Professor of Medicine at Montana State University and Affiliate Professor in the Department of Biological Structure at the University of Washington School of Medicine. He earned his B.A. from Harvard College and his M.D. from Cornell Medical College and

trained as a surgical intern and resident at the University of Michigan Medical Center in Ann Arbor. He completed his surgical training and served as chief resident at the Harvard Surgical Service of Boston City Hospital, the New England Deaconess Hospital, the Lahey Clinic, and Cambridge City Hospital. For 20 years, Dr. Goodman worked as a general surgeon in south Florida and served as Clinical Associate Professor of Surgery at the University of Miami School of Medicine. In addition, he served as a surgeon with the U.S. Army Medical Corps and on the hospital ship for Project HOPE. He was also Visiting Professor of Surgery at the Christchurch, New Zealand, Clinical School of Medicine. Founder of the Broward Surgical Society, Dr. Goodman is a Fellow of the American College of Surgeons and a Diplomate of the National Board of Medical Examiners and the American Board of Surgery.

Testimonials

"Dr. Goodman should be cloned. He is better than any professor I had in college. I didn't want his courses to end."

"Dr. Goodman obviously finds his subject fascinating and made it fascinating to me. His presentations were clear and always related to issues the average person cares about."

*The Great Courses Professor of

The Myths of Nutrition and Fitness

Lifelong Health: Achieving Optimum Well-Being at Any Age

The Human Body: How We Fail, How We Heal

Understanding the Human Body: An Introduction to Anatomy and Physiology

The Skeptic's Guide to Health, Medicine, and the Media & Lifelong Health

Your Essential Guide to Living Longer & Better

The New Science Of Health, Mind, and Body

What Science Knows about Cancer & Lifelong Health: Achieving Optimum Well-Being at Any Age

Medical Myths, Lies, and Half-Truths & Lifelong Health

An Introduction to Infectious Diseases

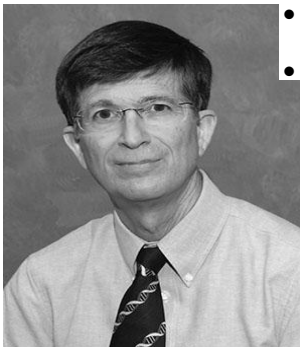
Stress and Your Body

Understanding the Human Body: An Introduction to Anatomy and Physiology

Mysteries of the Microscopic World

How to Stay Fit as You Age & Lifelong Health: Achieving Optimum Well-Being at Any Age

Professor David Sadava, Ph.D.



- City of Hope Medical Center, Claremont Colleges

- University of California, San Diego

The DNA double helix, discovered in 1953, is one of the great icons of science in our society, rivaling the atom in its pervasiveness in our culture. Dr. David Sadava is Adjunct Professor of Cancer Cell Biology at the City of Hope Medical Center in Duarte, CA, and the Pritzker Family Foundation Professor of Biology, Emeritus, at The Claremont Colleges. Professor Sadava graduated from Carleton University as the science medalist with a B.S. with first-class honors in biology and chemistry. A Woodrow Wilson Fellow, he earned a Ph.D. in Biology from the University of California, San Diego. Following postdoctoral research at the Scripps Institution of Oceanography, he joined the faculty at Claremont, where he twice won the Huntoon Award for Superior Teaching and received numerous other faculty honors. He has been a visiting professor at the University of Colorado and at the California Institute of Technology. Professor Sadava has held numerous research grants and written more than 55 peer-reviewed scientific research papers, many with his undergraduate students as coauthors. His research concerns resistance to chemotherapy in human lung cancer, with a view to developing new, plant-based medicines to treat this disease. He is the author or

coauthor of five books, including the recently published 10th edition of a leading biology textbook, *Life: The Science of Biology*, as well as a new biology textbook, *Principles of Life*.

Testimonials

"Excellent! I'm impressed with the ability of Dr. Sadava to make a complicated subject so easy and fully comprehensive. Excellent teacher!"

***The Great Courses Professor of Genetics and What Science Knows about Cancer**

Naturopathy, Complementary and Integrative Medicine Professor Mimi Guarneri, M.D.



- Pacific Pearl La Jolla
- FACC The State University of New York Downstate Medical Center

You have the power to be your own best medicine. It is my personal hope that the science of natural healing provides you with all the necessary tools, science, and wisdom to start your healing journey.

Dr. Mimi Guarneri is board-certified in cardiology, internal medicine, nuclear medicine, and holistic medicine. She earned her medical degree from The State University of New York Downstate Medical Center, where she

graduated first in her class. She completed her internship and residency at New York-Presbyterian Hospital/Weill Cornell Medical Center, and held cardiology fellowships at New York University Langone Medical Center and the Scripps Clinic in La Jolla, California. While serving as an attending physician in interventional cardiology at the Scripps Clinic, Dr. Guarneri recognized the need for a more comprehensive and holistic approach to cardiovascular disease. As a result, she founded the Scripps Center for Integrative Medicine, where she used state-of-the-art cardiac imaging technology and lifestyle-change programs to prevent, diagnose, and treat cardiovascular disease. In recognition of her leadership in the field of integrative medicine, Dr. Guarneri received the Linus Pauling Functional Medicine Lifetime Achievement Award in 2012 and the Bravewell Physician Leadership Award for Integrative Medicine in 2011. She was recently elected president of the American Board of Integrative and Holistic Medicine and is a fellow of the American College of Cardiology, Alpha Omega Alpha, and the American Medical Women's Association. She is also a diplomate of the American Board of Holistic Medicine. Dr. Guarneri has authored several articles that have appeared in professional journals such as the *Journal of Echocardiography* and the *Annals of Internal Medicine*. She is also the author of *The Heart Speaks*, a collection of stories from heart patients who have benefited from integrative medicine approaches. *The Heart Speaks* and her clinical work have been featured on NBC's *Today* show and PBS's *To the Contrary* and *Full Focus*. Her work was also featured in a two-part PBS documentary, *The New Medicine*.

***The Great Courses Professor of Naturopathy - the science of natural healing**

Professor Brent A. Bauer, M.D.



- Director of the Mayo Clinic Complementary and Integrative Medicine Program
- Mayo Graduate School of Medicine, Mayo Clinic College of Medicine

There has been a shift of focus toward wellness and preventative medicine in medicine today, and this is where complementary practices can play a huge role.

Brent A. Bauer, M.D., is board-certified in internal medicine, a Professor of Medicine, and the director of the Complementary and Integrative Medicine Program at Mayo Clinic, where he has been on staff for 24 years. His main research interest has been the scientific evaluation of integrative medicine

therapies, which patients and consumers are using with increasing frequency. Dr. Bauer's work is at the forefront of the emerging field of integrative medicine, which combines the best of conventional medicine with the best of evidence-based complementary therapies.

Dr. Bauer has written several book chapters and more than 100 papers on integrative therapies, and he is the medical editor of *Mayo Clinic Book of Alternative Medicine*. He is a member of numerous scientific review panels and is currently collaborating on more than 20 studies being conducted at Mayo Clinic. He is the medical director of Rejuvenate, the first spa at Mayo Clinic, and of the Well Living Lab, a collaboration between Delos and the Mayo Clinic Center for Innovation.

***The Great Courses Professor of Science of Integrative Medicine.
Complementary and Integrative Medicine**

Professor Jason M. Satterfield, Ph.D.



- University of California, San Francisco
- University of Pennsylvania

Doing a comprehensive course on mind-body medicine has been a lifelong dream. We can all manage our health and alter our environments. Next up: cognitive therapy tools that can improve health and wellness. Onward and upward!

Professor Jason M. Satterfield is Professor of Clinical Medicine, Director of Social and Behavioral Sciences, and Director of Behavioral Medicine in the Division of General Internal Medicine at the University of California, San

Francisco (UCSF). He earned his B.S. in Brain Sciences from the Massachusetts Institute of Technology and his Ph.D. in Clinical Psychology from the University of Pennsylvania. He currently directs the UCSF Behavioral Medicine Unit, which integrates mental and behavioral health services into adult primary care.

Professor Satterfield's book, *A Cognitive-Behavioral Approach to the Beginning of the End of Life: Minding the Body*, was recognized as a Self-Help Book of Merit by the Association for Behavioral and Cognitive Therapies. He served on the Behavioral and Social Science Subcommittee that revised the

Medical College Admission Test-work that was recently featured in the New England Journal of Medicine and The New York Times. Professor Satterfield is also part of a core interdisciplinary team that is writing a medical textbook based on the biopsychosocial model. He has been nominated for multiple teaching awards at UCSF, and he is often competitively selected to teach at national conferences for a wide variety of health professionals, including physicians, nurses, social workers, and psychologists.

physicians, nurses, social workers, and psychologists.

Testimonials

"Professor Satterfield is a masterful instructor who presents a wealth of information with empirical studies and good examples."

***The Great Courses Professor of Mind-Body Medicine: The New Science of Optimal Health**

Masters of Mindfulness: Transforming Your Mind and Body

Cognitive Behavioral Therapy: Techniques for Retraining Your Brain

Professor Dean Hodgkin, B.Sc.



- University of Portsmouth
- University of Portsmouth

Connect with Professor:

Teaching people how the body works and so how exercise can be of benefit is my mission in life, hence I'm so grateful for the opportunity to work with The Great Courses.

International fitness expert Dean Hodgkin has presented master classes and seminars to fitness instructors in more than 30 countries. Voted Best

International Fitness Presenter at the One Body One World awards in New York, he has appeared on numerous television and radio programs worldwide. A three-time World Karate Champion and a two-time European Karate Champion, Hodgkin earned a B.Sc. honors degree in Mathematics and Management Studies from the University of Portsmouth. He continued his education at Leicester College, where he was awarded the Certificate in Exercise and Health Studies by the Physical Education Association of Great Britain and Northern Ireland, the leading qualification in the field at the time. Since then he has accrued a wide and impressive array of vocational qualifications and is a regular attendee at conferences focused on the latest health and fitness research findings. At the 2012 International Fitness Showcase-Europe's largest group exercise event, attracting more than 7,000 participants-Hodgkin received a Lifetime Achievement Award for his services to the fitness industry.

***The Great Courses Professor of Physiology and Fitness and Essentials of Strength Training**

Professor Kimberlee Bethany Bonura, Ph.D.



- Fitness and Wellness Consultant

- Florida State University

Connect with Professor:

Fitness at any age is built on a solid foundation of self-care, including sufficient sleep, stress management, and a healthy diet; supportive and nurturing relationships; and an exercise program that you actually enjoy.

Dr. Kimberlee Bethany Bonura is a fitness and wellness consultant with decades of experience teaching the benefits of physical and mental health to

elite athletes, higher education institutions, nonprofit community organizations, and corporations. She earned her Ph.D. in Educational Psychology, with a research emphasis in sport and exercise psychology, from Florida State University. Her doctoral dissertation won national awards from the American Psychological Association (Division 47) and the Association for Applied Sport Psychology. Dr. Bonura is a triple-certified yoga instructor, registered with the Yoga Alliance and a member of the International Association of Yoga Therapists. She also holds certifications as a personal trainer, group fitness instructor, kickboxing instructor, tai chi and qigong instructor, senior fitness specialist, weight management instructor, and prenatal and youth fitness specialist—all issued by the Aerobics and Fitness Association of America and the International Fitness Professionals Association. She has developed specialized programs in seated/chair yoga for older adults; yoga for empowerment to encourage self-esteem; partner yoga for family and marital enhancement; and more. Featured widely in national and international publications, Dr. Bonura is a peer reviewer for journals including the Journal of Aging and Physical Activity, and the Journal of Sport & Exercise Psychology.

Testimonials

"Professor Bonura is highly knowledgeable in the area and is VERY thorough in presenting the material! Bravo!"

***The Great Courses Professor of : How to Make Stress Work for You**

In the 18 enriching, inspiring lectures of How to Make Stress Work for You, discover how to finally manage and minimize the stress in your life. Packed with scientifically-backed behavior modifications and cognitive exercises, Popular Great Courses instructor Dr. Kimberlee Bethany Bonura's course helps you build a personal stress management toolkit so you can better manage your stress response—and your busy life.

1.

How to Boost Your Physical and Mental Energy

Wouldn't it be great if you could wake up every morning with an unending reserve of energy? Get a step-by-step guide and toolkit that will spark your life with a jolt of vitality. It's not just a list of "superfoods" or trendy exercises; the course takes a rigorous scientific approach to human vitality. Energy is a limited resource - learn to allocate yours in the best way possible to make the most of each...

2.

How to Stay Fit as You Age

As we get older, we discover changes in how our bodies move and behave—changes that contradict how young we feel on the inside. But you can make deliberate decisions that can transform your experience of aging into a positive and, above all, healthy one. And it all starts with staying fit. Now, with the 12 engaging lectures and 6 active training sessions of How to Stay Fit as You Age by certified fitness...

Professor Barbara K. Bruce, Ph.D., L.P.



- Mayo Clinic College of Science and Medicine, Mayo Clinic
- Louisiana State University

Everyone agrees that pain is a universal human experience, but not everyone knows what to do about it.

Barbara K. Bruce, Ph.D., L.P., is a clinical health psychologist in the Mayo Clinic Department of Psychiatry and Psychology, and Associate Professor of Psychology at the Mayo Clinic College of Science and Medicine, Mayo Clinic. She holds a Ph.D. in Clinical Psychology from Louisiana State University in Baton Rouge, where she also earned her Bachelor's Degree in Psychology. In

addition, she holds a Master's Degree in Physiological Psychology from the University of New Orleans. Dr. Bruce has spent her entire career in the field of pain management. She served as Clinical Director of the Mayo Clinic Pain Rehabilitation Center Program in Rochester, MN, where she also led the development of the Mayo Clinic Pediatric Pain Rehabilitation Program. She is currently located at Mayo Clinic in Jacksonville, FL, where she has developed and currently leads its fibromyalgia and chronic abdominal pain treatment programs.

Dr. Bruce is widely published in scholarly journals addressing issues of pain management, including *The Clinical Journal of Pain*, *Clinical Pediatrics*, *Mayo Clinic Proceedings*, and *Journal of Pediatric Psychology*. Her research interests include the effective treatment for chronic benign pain and cancer pain, controversial use of maintenance opioid therapy in chronic non-cancer pain, and understanding the role of multidisciplinary psychosocial factors in treatment.

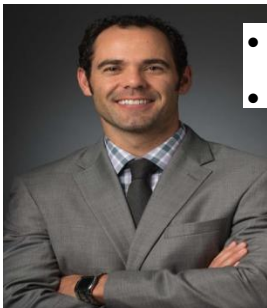
1.

*The Great Courses Professor of **The Mayo Clinic Guide to Pain Relief**

Barbara K. Bruce

If your life or the life of someone you love has been hijacked by pain, you're not alone. One out of every three U.S. adults lives with chronic pain. In *The Mayo Clinic Guide to Pain Relief* with Barbara K. Bruce, Ph.D., L.P., you will learn new science-based behaviors that can lessen your pain, how to build a health care team, and how to create your individualized pain-management program addressing issues of...

Professor Michael Ormsbee, Ph.D.



- Florida State University
- East Carolina University

The quality of our calories has as much of an impact on our body composition overall health as the total number of calories that we eat daily.

Dr. Michael Ormsbee is an Associate Professor in the Department of Nutrition, Food, and Exercise Sciences and Interim Director of the Institute of Sports Sciences and Medicine in the College of Human Sciences at Florida State

University. He received his B.S. in Exercise Science from Skidmore College, his M.S. in Exercise Physiology (research emphasis in Sports Nutrition) from South Dakota State University, and his Ph.D. in Bioenergetics from East Carolina University. He is an Honorary Research Fellow at the University of

KwaZulu-Natal in Durban, South Africa and a Fellow of the American College of Sports Medicine and the International Society of Sports Nutrition.

Dr. Ormsbee researches the interaction of exercise training, nutrition, and supplementation to achieve optimal body composition, human performance, and health in populations ranging from younger athletes to older adults. His work has been published in numerous scientific journals as well as consumer publications, and he has been featured as a nutrition and exercise expert on radio and TV.

Both his teaching and research have been recognized with numerous awards, including the 2013–2014 University Teaching Award, the Excellence in Online Course Design Award, the Excellence in Online Teaching Award, and the 2013 Transformation through Teaching Award. In 2015, he received the prestigious FSU Guardian of the Flame Award, granted to faculty members whose contributions have advanced FSU as a leading institution of higher education.

1. **Changing Body Composition through Diet and Exercise**

Uncover the latest scientific research in the field of performance nutrition. From the macro to the molecular, this solid, science-based information will help you understand your own body better than you ever have. Gain access to cutting-edge research that demonstrates what works from a renowned expert, along with diet and exercise recommendations that men and women of all ages and fitness levels can follow.

***The Great Courses Professor of Nutrition Medicine Diet and Exercise**

Professor Roberta H. Anding, M.S.



- Baylor College of Medicine and Texas Children's Hospital
- Louisiana State University

I thoroughly enjoyed making 'Nutrition Made Clear' with The Teaching Company. The attention to detail and accuracy was impressive and beyond my wildest dreams. Not only did I become a humble professor, I became a customer.

Professor Roberta H. Anding is a registered dietitian and Director of Sports Nutrition and a clinical dietitian at Baylor College of Medicine and Texas Children's Hospital. She also teaches and lectures in the

Baylor College of Medicine's Department of Pediatrics, Section of Adolescent Medicine and Sports Medicine, and in the Department of Kinesiology at Rice University. In addition, she is a registered dietitian with the American Dietetic Association, a certified specialist in sports dietetics, a certified diabetes educator, and the dietitian for the Houston Texans NFL franchise. She received her bachelor's degree in Dietetics and her master's degree in Nutrition from Louisiana State University. Throughout her prolific career, Professor Anding has received numerous awards and accolades, including the Texas Distinguished Dietitian Award, the Texas Dietetic Association Media Award, the John P. McGovern Outstanding Teacher of the Year Award from the University of Houston School of Nursing, and the Houston Area Dietetic Association's Texas Distinguished Dietitian of the Year award several years running. She has also published work in a variety of scientific and medical publications, including Pediatrics, the Journal of Adolescent Health, and Critical Care Nursing.

Testimonials

"Professor Anding's experience and practice is impressive and her use of real-world examples are sure to be relevant to your interests in nutrition."

***The Great Courses Professor of Nutrition Made Clear**

Replace nutritional misconceptions with hard science you can understand in Nutrition Made Clear. In 36 in-depth lectures taught by dietitian and Professor Roberta H. Anding, explore the fundamentals of good nutrition and learn how to practically apply them to your unique lifestyle. Designed to appeal to anyone at any age, this course is an invaluable source of medically backed, statistically proven information about...

Faculty of Neuroscience & Psychology

Professor Elizabeth A. Murray, Ph.D.



- Mount St. Joseph University
- University of Cincinnati

Connect with Professor:

With nearly 30 years in the field, I guess I was 'forensic' before it was cool! I find forensic science to be a fascinating subject that incorporates law, ethics, psychology, history, and technology, as it aids our global community.

Dr. Elizabeth A. Murray is a forensic anthropologist and also Professor of Biology at Mount St. Joseph University, where she teaches doctoral-level human gross anatomy and undergraduate-level anatomy and physiology, as well as forensic science. She

earned her bachelor's degree in biology from Mount St. Joseph University and her master's degree in anthropology and Ph.D. in Interdisciplinary Studies in Human Biology from the University of Cincinnati. Most of Professor Murray's forensic casework has been in Ohio and Kentucky, where she has participated in hundreds of investigations. She is one of fewer than 100 anthropologists certified as a Diplomate by the American Board of Forensic Anthropology. Professor Murray has been honored with the Sears-Roebuck Foundation Teaching Excellence and Campus Leadership Award, and she twice earned the Clifford Excellence in Teaching Award. She has served as an instructor for numerous organizations, including the U.S. Department of Justice, the Armed Forces Institute of Pathology, and the International Association of Coroners & Medical Examiners. Her television appearances include National Geographic's *Buried Secrets*, Discovery Health's *Skeleton Stories*, *The New Detectives*, and *Forensic Files*. Her book *Death: Corpses, Cadavers, and Other Grave Matters* was named one of the top ten summer titles for students by the American Association for the Advancement of Science. Her 2012 book, *Forensic Identification: Putting a Name and Face on Death*, was recently selected as one of the outstanding books of 2012 by the prestigious National Science Teacher's Association.

"Professor Elizabeth Murray is a world-class lecturer, with well-paced and interesting lectures. What a find she is for The Great Courses!"

***The Great Courses Professor of Forensic History: Crimes, Frauds, and Scandals**

2, Trails of Evidence: How Forensic Science Works

Professor Alyssa Crittenden, Ph.D.



- University of Nevada, Las Vegas
- University of California, San Diego

Our long evolutionary relationship with food is often hailed by anthropologists as one of the key milestones in human evolution.

Dr. Alyssa Crittenden is an Associate Professor of Anthropology at the University of Nevada, Las Vegas, where she is also an Adjunct Associate Professor in the School of Medicine. She received her M.A. and Ph.D. in Anthropology from the University of California, San Diego.

Dr. Crittenden's focus in anthropology is on behavioral ecology and nutritional anthropology. She does field research among the Hadza hunter-gatherers of Tanzania, East Africa. Her research interests include the evolution of the human diet, the evolution of childhood, and the origins of the division of labor between the sexes. Dr. Crittenden's work crosses several disciplines, including anthropology, psychology, ecology, nutrition, and human biology.

Dr. Crittenden has received multiple awards for her research contributions, including the prestigious Nevada Regents' Rising Researcher Award for 2017. Her research on the role of honey in human evolution and her work on Hadza diet and the gut microbiome have been widely published in both top-tier academic journals and highlighted in popular outlets, such as National Geographic magazine, Smithsonian magazine, and Psychology Today. Dr. Crittenden has also appeared on the BBC, on PBS and NPR, as well as in several documentaries. Her research among the Hadza was the basis of a TED Talk for EDxUNLV in 2016.

***The Great Courses Professor of Food, Science, and the Human Body**

Alyssa Crittenden

In these 36 lectures, get answers to questions about the evolution of the human diet and its relationship to our bodies. Bringing together insights from fields including anthropology, health science, biology, and sociology, this partnership between The Great Courses and National Geographic lays bare what science can teach us about food.



Prof. Princess Shullam

Nationality: USA

Position : Chief Medical Officer and Provost.

UA Temecula Natural Health Centre.

UoA College of Natural Health Sciences

Rank: Associate Professor

Awards and Recognitions

1. **Excellence Award** from Board of Regents and Faculty Senate of The University of America November 2018.
2. **Associate Professor Rank** from the Faculty Senate of UoA 2018
3. **The U.S. President's Award** from President Donald Trump 2020
4. **Recognition of Academic Excellence Award** from California State House of Assembly 2018.
5. **The President's Lifetime Achievement Award and Gold Medal** for Academic in Education from President Obama .2016.
6. **Recognition of Academic Excellence Award** from California State Senate 2014

Education and Experience

Over 30 years of experience in the health field.

MD.(Naturopathic Medicine) UoA CNHS Curacao

PhD. Rel, Pol. &Pol. Philosophy. UoA USA 2012

NMBBS. Bachelor of Naturopathic Medicine & Bachelor of Surgery NMBBS.
UoA CNHS Curacao

Bachelor of Health Sciences and Social Care. U.K

M.Ed. Salt Lake Baptist College. Utah. U.S

B.Litt. Salt Lake Baptist College. Utah. U.S

Dip. Nursing. Radiance College. W.DC. U.S.1997

Monitor Technician Certificate. Howard Community College. Maryland.U.S.
1994

Certified Geriatric Aid Certificate. Prince George's Community College 1994

Other Experience/ Licensing and Certifications

Director of Staff Development (DSD) since May 2008

Working as DSD,ADON for Las villa del Norte

Palomar Vista Healthcare Center. Charge Nurse. 2007-2010

Licensed Vocational Nurse CA since 2004

Certified Geriatric Nursing Assistant by the State Maryland Department of Health & Mental Hygiene. Licensed Practical Nurse MD/VA/CA since 1997

Research and Publication

1. Bachelor Project,
2. Master Dissertation,
3. PhD Research thesis.

Author and Co- Author of Five books

Research and thesis Supervision

Supervised and mentored over 20 projects and theses at undergraduate, graduate and post graduate levels.

Professional Memberships

American Naturopathic Medical Association

American Board of integrative Medicine

Cyprus Naturopathic Association.

Fellow **International Board for Physicians and Practitioners Of Integrative and Complimentary Medicine (FIBPICOM)**

Mrs. Gracia Lynne Roemer,

M.Ed.. BA.Phil .. ASB

Nationality: USA

Position : University Registrar

Position 2 : Lecturer in Philosophy

Education :

M.Ed . Salt Lake Baptist College Utah

BA (Hons) Philosophy/Religion Minor; business administration,
Northeast Missouri State University

ASB. Court Reporting Truman State University

Experience : 20 years of court reporting, education

Prof. Andreas Nicolaou



Rank: Adjunct Professor

Education:

35 years of practice, theory and practice, safety and efficacy in Natural Medicines prevention and treatment methodologies. Andreas Nikolaou is the Founder and pioneer of the Health Sciences (Physiopathic) Neocropate in Greece and Cyprus who after many studies, observations and experience adopted many of the basic ideas and perceptions of Hippocrates and other Hippocrates and after linking all of this to the 2,500 years of vast knowledge and experience in the biological sciences, he established his own system of prevention, treatment and education.

NMD in Naturopathy and Holistic Medicine. UoA College of Natural Health Sciences

HND in TCM. College of Oriental Medicine London . U.K

Diploma Naturopathy/ Herbal Medicine . CNM College of Natural Medicine . UK.

Experience

Studied in many of the traditional areas of Natural Medicine and acquired many titles. Too many studies and proving of naturopathic, herbal and homeopathic medicines to myself and thus gained not only knowledge but also personal experience of natural therapeutic powers.

I practiced and continue to practice Naturopathy over 35 years by devoting all of my forces to the revival and implementation of new-Hippocratic perception of medicine.

I am the founder and Director of Neo-Hippocrates school and also founder and president of three alternative therapies Associations in Cyprus .

I am also representative of the ANME -European Association of natural medicine for Cyprus/Greece. After a long-term process and action in the field of unified Natural Care system have managed to create my own therapeutic model that has proved beneficial to the sick and healthy.

Member Cyprus Naturopathic Association



Andreas Axentiou (Paphos-Cyprus):

Dr. Physiopathy-Acupuncture-Kinesiology. Graduate CNM College of Naturopathic Medicine U.K & University of AMERICA (USA). Andreas Axentiou is a distinguished-enthusiastic health scientist who performs amazing therapeutic applications always making a positive impression on his visiting patients. Personal responsibility for health - prevention and treatment is the central idea of Andrea Auxentiou.

It is always the opinion that each person separately owes good or not. state of his health, except for events that are beyond our will. He is impressed with his passion for his ideals of working towards a unified therapeutic system that serves the human being and not the commercial interest.

Contact telephones: 00357-99699141



Paschalis Iliopoulos (Drama-Greece):

Dr. Physiopathy - Nutrition-Orthopedics. Graduate of Neo-Hippocratic School, CNM-College of Naturopathic Medicine U.K. & University of AMERICA USA. It is a dynamic presence in the field of natural non-drug prevention & treatment in Thessaloniki, Greece where it maintains a Drama Center for Physiopathic Approaches and Practices in Drama.

He is a scientist with specialized knowledge and clinical experience. He believes in anthropocentric orientation - he is primarily concerned with restoring the health of the patient by naturally harmless means and considers and considers any other ethics of commercializing good health as rejectable and condemnable. He is of the opinion that the physiopathic physician should seek to find out what loads the patient's defense and mental system and after identifying them prescribe in the ill self-treatment instructions - corrective actions, such as the elimination of harmful toxins from the body with appropriate nutrition, orthopathic application and at the same time guides the patient himself to feel responsible for his problems and to participate in holistic self-therapy.

Contact telephones: 2521030665, 6944531010

Prof. George Georgiou



Prof. George Georgiou

Rank : Adjunct Professor and Dean UoA Larnaca Cyprus [Da Vinci Institute of Holistic Medicine](#) as well as the Founder Director of the [Da Vinci Holistic Health Center](#), a cutting-edge holistic centre specializing in the treatment of chronic diseases.

Education and Experience: Prof. George Georgiou, born 14th December 1956, has over 25 years Clinical and teaching experience

- **Fellowships and Charters**
- **Fellow** of the American Academy of Clinical Sexologists, USA (**FAACS**)
- **Associate Fellow** of the British Psychological Society, UK (**AFBPsS**)
- **Chartered Psychologist**, UK, BPS (**C.Psychol**)
- **Registered Clinical Psychologist**, Health Professions Council, UK
- **Diplomate** of the American Board of Sexology, USA (**Dipl.ABS**)
- **Registered Sex Therapist** with ABS, USA

NMD. Doctor of Naturopathic Medicine from the UoA USA Curacao 2019

D.Sc. Doctor of Science degree in Alternative Medicine from the International Open University of Alternative Medicine – his main research interests are studying the use of natural compounds in the detoxification of heavy metals (inventor of [HMD](#)), [oral immunotherapy](#) for chronic diseases and finding novel approaches to eradicate microorganisms using bioresonance.

Ph.D. Doctor of Philosophy degree in Clinical Sexology from The Institute for Advanced Study of Human Sexuality, San Francisco, USA.

M.Sc. Master's of Science degree in Clinical Psychology from the University of Surrey, Guildford, England,

B.Sc. Bachelor of Science honors degree in Biology/Psychology from Oxford Brooks University, Oxford, England. He also holds diplomas (all with distinction) in **Clinical Nutrition (Dip.ION)** from the Institute of Optimum Nutrition (ION), London, England; Diplomas in Naturopathy, Medical Herbalism (M.H.) and Iridology (**R.Ir.,MRNI**) from the Holistic Health College, London, UK; and a Diploma in Electronic Impulse Therapy (**Dip.E.I.Th**) from the Euro College of Complementary Medicine, UK. He has also been awarded a Diploma in Homeopathic Medicine (**DIHom.**) from the British Institute of Homeopathy, Middlesex, England. He has a Licentiate Diploma in Chinese Acupuncture (**L.Dip.Ac.,aM.A.C.Ac.-TCMI**) from the College of Oriental Medicine, UK and the Cyprus Acupuncture Institute; and is a qualified Su Jok Acupuncturist. He is also a Hellinger Family Constellations facilitator.

Prof. George Georgiou has also been a clinician most of his life and is the Director of the [Da Vinci Holistic Health Centre](#) in Larnaca, Cyprus which specialises in many aspects of Holistic Medicine such as naturopathy, herbal medicine, thermography, colon hydrotherapy, iridology/sclerology, homeopathy, VEGA allergy testing, Bio-resonance therapy, Live Blood Analysis, Biological Terrain Analysis, Rife technology, PAPIMI, Hyperthermia, Infrared and ozone sauna, MRT, HRV, ART, Orgone Accumulator, Psychotherapy and Naturopathic Sexology and others.

The Da Vinci Holistic Health Centre specializes in the treatment of chronic diseases, heavy metal toxicity and Candidiasis, along with many other health problems. His patients come from all walks of life with more than half his patient population coming from abroad.

Research and Publications:

On the research front, which is one of his loves, he has been the Principal Investigator for the World Health Organization in studies on AIDS and Drug Use, as well as other research involving alcoholism, drug abuse and sexual dysfunctions. He is also the Director and Founder of the Da Vinci BioSciences Research Centre, equipped with a PE 3000XL Inductively Coupled Plasma Optical Emission Spectrometer (ICP-OES) and a PSA Mercury Analyzer for research in heavy metal toxicity and detoxification. His research has led him to develop a unique, natural heavy metal detox agent that has been thoroughly tested using a double-blind, placebo-controlled trial with 350 people – he is the IP rights owner of this discovery which is called HMD™ (www.detoxmetals.com). He has lectured to Masters students in Psychology at an external campus for Indiana University, USA, and has been a prolific writer of health articles for the general public. He has [written 23 books](#) and had his own radio program for 2 years entitled *Human Sexuality* on the island of Cyprus, and is the Editor for the chapter on Cyprus in the International Encyclopedia of Sexuality, Volume 4.

This wealth of knowledge and clinical experience is now being transformed into the [Da Vinci Institute of Holistic Medicine](#), of which Dr. Georgiou is the Academic Director.

There are [Bachelors](#), [Masters](#) and [Doctorate degrees](#) in Naturopathy and Holistic Medicine, accredited by the School of Integrative and Complementary Medicine, University of America, USA.

Wearing other hats, he has also been an Aviation Consultant/Human Factors (Aeronautical Medicine) and Crew Resource Management Program Developer and Facilitator Trainer (Crew safety) for a number of years to Cyprus Airways and EuroCypria Airlines, given that he is also a keen Private Pilot himself.

Professional Memberships

On a professional front, he is a Member of the following Associations/Institutes:

- Member of the Society of Biology, UK (MSB)
- Chartered Biologist, UK (C. Biol)
- The Royal Microscopy Society, UK
- The General Council and Register of Naturopaths, UK (GCRN)
- The Register of Naturopathic Iridologists, UK (M.R.N.I.)
- The British Association of Nutritional Therapists, UK (BANT)
- The Association of Master Herbalists, UK. (AMH)
- Fellow of the British Institute of Homeopathy, UK (FBIH)
- The American College of Clinical Thermology, USA
- The International Su Jok Therapy Association, Russia
- The Institute of Complementary Medicine, UK (ICM)
- The American College of Sexologists, USA (ACS)
- The World Association for Sexology (WAS), USA
- **Member Cyprus Naturopathic Association**

Prof. George J Georgiou , N.M.D. Ph.D., N.D., D.Sc (AM)., M.Sc., B.Sc., C. Psychol., AFBPsS., C.Biol.,MSB., FAACS., ABS., ACS., DiplON., M.H., AMH., GCRN., MRNI., FBIH. is married to Maria, a Psychotherapist/ Senior Lecturer and has 4 children aged between 19 and 31 years. His hobbies and interests include flying a private plane, classic antique car restoration, antique furniture restoration, horology, web master, research and writing, supplement formulation, travelling and a family life.

Dr Ralph Wilson



Dr. Ralph Wilson is an active tutor for the Naturopathic Medicine course and the NM402 courses. He is also an active advocate for widespread study of the many aspects of natural medicine. Below follows a brief biography of his many achievements:

Rank: Senior Lecturer

Education and experience

- **M.Sc. Acupuncture**, Bastyr University (www.Bastyr.edu). 1995.
Certificate Spirituality, Health & Medicine, 2000.
- University of Michigan Medical School (www.med.umich.edu/medschool/) Enrolled 1970 in Class of 1974 for doctorate in medicine. Took leave of absence after successfully completing the first year of school and ended up going on what became his personal journey of healing.
- **B.Sc.** Two Majors: Basic Science and Life Sciences (pre-medicine). US. AirForce Academy (www.USAFA.af.mil) Graduation 1969. Senior year project: Algae as Oxygen Generation Source in a Closed Environment (for living in space or on the Moon). Dr. Wilson

Type of Practice

Functional Medicine, Energy Medicine, and Therapeutic Education to support the natural self-healing power (called the *Vis medicatrix naturae*).

Licenses: Naturopathic Physician: Washington DC, USA.

Bastyr University (www.Bastyr.edu). Naturopathic Physician, 1989.

Academic Enrolments (most recent first):

- Academy of Functional Medicine, Dentistry and Psychology (www.AcademyOfFunctionalMedicine.com). Currently.
- Capital University of Integrative Medicine (www.CUIM.edu). Audited classes 2002-2004

Educator Experience:

- Adjunct Faculty: Bastyr University
- Clinical Laboratory Procedures (incl. IV therapy, neural therapy): 2000
- Physical Examination: 1996-1998
- Adjunct Faculty: Capital University of Integrative Medicine
- Iridology: 2002-2004
- Adjunct Faculty: Washington Institute of Natural Medicine's associated school
- Classical Homeopathy clinical practice review supervisor: 2008
- Academic Planning Committee: The DaVinci College of Holistic Medicine, Larnaca, Cyprus. 2003-present.

Associations — Member:

- International Association for Biologically Closed Electric Circuits in Medicine and Biology: IABC. Formed in 1993 by Bjorn Nordenstrom, M.D. (www.IABC.readywebsites.com)
- Canadian Neuro-Optic Research Institute: Board of Directors. (www.CNRI.edu)
- Institute of Noetic Sciences (www.Noetic.org)

Associations — Not Currently Dues-Paying Member:

- American Association of Naturopathic Physicians (www.Naturopathic.org)

- Washington Association of Naturopathic Physicians (www.WANP.org)
- Association for Applied Psychophysiology and Biofeedback (www.AAPB.org)
- Oncology Association of Naturopathic Physicians: (www.ONCANP.org)
- National Capital Lyme Support Group (www.NatCapLyme.org)
- Center for Frontier Sciences (www.Temple.edu/CFS)
- Int'l Society for the Study of Subtle Energies and Energy Medicine (www.issseem.org)
- Association for Comprehensive Energy Psychology (www.EnergyPsych.org)
- DC Area Guild of Body Psychotherapists (www.BodyPsychotherapy.org)
- International Iridology Practitioners Association (www.IridologyAssn.org)
- Mensa (www.Mensa.org) Joined in 1982.

[/vc_column_text][/vc_column]

Independent Study Currently Underway:

- Ph.D. in Energy Medicine. Thesis: "Human Energy Anatomy: Scientific Groundwork for Clinical Practice." (2007 to present)

Selected Workshops Produced or Assisted:

- Vibrational Medicine Seminar (1989): Richard Gerber, M.D.; Jacques Benveniste, M.D.; Jacqueline Wilson, N.D.; Robert Milne, M.D.; Tom Kruzel, N.D.; Mitchell Stargrove, N.D.; Jane Heimlich. Produced w/ help of Burton Goldberg, who spoke at the banquet.
- Dental and Health Interactions: 1) Scientific Symposia (1990s). Featuring Hal Huggins, DDS; Mark Gignac, ND and others. 2) DAMS coordinator, planned guest speakers (1990s).
- Well Mind Association Conferences (1990s).
- Autonomic Response Testing, Applied Psycho-Neurobiology: NIHA, Washington DC 2004 onward
- Cranial Bio-Dynamics workshop: Craniosacral Therapy & integrative medicine. 1988-onward

Selected Learning Experiences and Workshops Attended:

- Neuro Science, Inc.: Educational presentations. 2010. [www.NeuroScienceInc.com]
- Integrative Homeopathy:

- Hahneemann College for Heilkunst & Homeopathy (www.Homeopathy.com)
- Enrolled for the DHHP diploma (Doctor of Homeopathy & Heilkunst Practice). Withdrew for financial reasons 2009
- Autism Support: Collaborations with Andrew Moulden, M.D. 2008.
www.BrainGuardMD.com
- Certificate in Post-Combat Behavioral Health. Support for veterans. www.giveanhour.org
- American Academy of Neural Therapy, Workshops: Dietrich Klinghardt, M.D., Ph.D.
- Autonomic Response Testing I, and II:
- Applied Psycho-Neurobiology I and II
- Healing the Brain 2000 and 2008
- Autism 2008 Now: www.KlinghardtNeurobiology.com
- Hypnotherapy training:
- Evergreen Center Institute, Seattle: 1983.
- Bastyr University, Seattle: 1988.
- Hypnosis Motivation Institute, Online: 2007-2009.
- Family Constellation Work Workshops: Multiple events, 2000-2009.
- Darkfield Microscopy: Capital University of Integrative Medicine, Dr. Robert Bradford.
- Met the "Microscopy Blood Assessment Training and Certification requirements for the International Metabolic Research And Development Project, 2005."
- EAV/EDS: Vegatest training (1988), and Computron training workshops, 1987-1994.
- SCENAR training: John Hache, N.D. 2002.
- Tennant Biomodulator (SCENAR technology): www.senergymedicalgroup.com 2004-2008.
- PAPIMI: Pulsed Electro-Magnetic Field Therapy certification. 2001.
- Auriculotherapy: needle-free ear acupuncture point therapy. Michael Adams. 1990s.
- Body psychotherapy workshop, "Pelvic-Heart Integration" with Jack Painter, 2005.
- Emotional Freedom Technique (EFT). Klinghardt's Mental Field Therapy.
- Craniosacral Therapy (Upledger style); Cranial Fluid Dynamics (Solihin Thom, D.O.)
- Integrating Dentistry and Medicine: Hal Huggins, DDS, M.S. 1994.
- Past President, the Association of Health and Dental Awareness Professionals. 2004.
- Developmental Movement Therapy: Treating neural dis-integration from trauma. 1992-1998.

- Acupuncture: China study (two months, 1993). Nine-day preceptorship on mountain w/ Taoist temple physician. Made presentations on dental mercury dangers, Cranio-Sacral therapy.
- Eagle Mountain Lodge training and First Nations experiences; including Carole Conlon, founder of www.AyniLifeweaving.com: Gave appreciation for shamanic wisdom. 1990s.
- Fetzer Foundation Dedication: Met Richard Gerber and others in energy medicine. 1988.

Dr. Maria Georgiou



Rank: Senior Lecturer

Department: [Psychology and Human Behavior course](#),

Education and Experience

Ph.D. in Developmental Psychology from [Durham University, UK](#). Her doctoral thesis examined Attachment influences on understanding of self and others.

Accredited Psychotherapist of the British Association of Counseling and Psychotherapy and has been awarded the European Certificate of Psychotherapy.

Chartered Psychologist of the British Psychological Society.

M.A in Psychology, University of Indianapolis, USA with her Master's dissertation examining the effects of divorce on children.

B.A. in Psychology, Regents College, now known as Excelsior College, New York State University, USA.

Dr Maria Georgiou is presently the tutor for the [Psychology and Human Behaviour course](#), as well as a counselor to any students who may require psychological and emotional support.

She is also a part-time lecturer in psychology at the University of Nicosia, Nicosia, Cyprus. In addition, she is responsible for the background administrative duties of the college that involve academic policy decisions. She is also part of the Doctoral Thesis committee.

Research and Publications:

Georgiou, M., & Meins, E. (2010). Relations between peer attachment, self-esteem and perceived parental bonding in Cypriot and British young adults. *Cyprus Review*. Vol. 22, 1, pp 61-67.

Georgiou, M. 2014. The Brief Systemic Dialogical Therapy Approach (BSDT) in Person-Centered Psychotherapy: new life stories in the process of “becoming”. Proceedings (RX30) of the Joint WPA-INA-HSAPRS Congress (30 October, Athens)

Constandinou, C., **Georgiou, M.** & Perdikogianni, M. 2017 – A Comparative Method for Themes Saturation (COMETS) in Qualitative Interviews. *Qualitative Research*. 1-17
DOI: 10.1177/1468794116686650

Constandinou, C., **Georgiou, M.** & Perdikogianni, M. Medical students’ attitudes and beliefs towards psychotherapy: A mixed research methods study. *Behavioral Sciences Journal*, 7, 55, 2017.

Georgiou, M. Relations between Peer Attachment and perceived parental bonding in Cypriot and British young Adults. Conference for Developmental Psychology organized by The British Psychological Society. University of Edinburgh, UK. Poster Presentation. Sept 2005.

Dr Michalis Koutsoulis



Rank : Adjunct Professor

Department : Education, Philosophy, Sports Science , Physical Education, Management

Education and Experience

D.ED. in Instructional Leadership. John's University, Jamaica, New York, USA, In 1995

MBA in Management at the University of Nicosia, Cyprus. 2010

Master of Sciences in Education, Concentration in Physical Education at the St. John's University, Jamaica, New York, USA. 1992.

Bachelor of Science in Physical Education and Sports Science from the Aristotelian University of Thessaloniki, Greece, Department of Physical Education and Sports Sciences in 1988.

Diploma in Sociology and Journalism in 1987.

Centre for Humanistic Studies & Social Sciences, Thessaloniki, Greece.

has held a number of positions such as:

9/2008 – Today Secondary schools: Position: Physical Education and Sports Science teacher.
First Aid teacher

9/2008 – Today University of Nicosia: Position: Adjunct Professor

9/2004-6/2008 University of Nicosia: Position: Assistant Professor

5/2000-7/2000 & 5/2004-7/2004 St. John's University, Jamaica, New York, Exchange visiting
Professor

9/2001-6/2004 Department of Education, Intercollege Lefkosia

9/1999-6/2001 Department of Education, Intercollege Lemesos

9/1996-6/1999 Department of Education Program Coordinator, Intercollege Larnaka

9/1995-9/1996 AMER/NIELSEN Research company, Researcher, Data analysis

9/1990-7/1993 Corona Greek Parochial School, New York. Physical Education teacher

Areas of Concentration/ Research Interests

Current Research: Teaching of Physical Education and Sports in school. Physical Education and racism Vs. acceptance. Student's wellbeing in secondary schools

Previous Research: School effectiveness, Teacher teaching characteristics

Professional Associations

Cyprus Educational Society, Special Interest Group – Physical Education Member

Greek Educational Society

American Educational Research Association

Funding obtained

KOA: Young athletes in Cyprus (2003-04)

IPE: The Cypriot family (2003-04)

IPE and Family Association: One-parent families (2005-06)

Ministry of Justice: Youth delinquency (2006-07)

European Project NETTLE (2007-08)

IPE: Citizenship (2007-09)

Other Scholarly Activities

MERA, IPE supervisor: European Project with Paliometochos Elementary school, Archangelos Technical School, Junior high school Latsia

Research by students, University of Nicosia: Agios Dometios and Latsia secondary school

Topics: Addiction to Internet (2010), Human relations at school (2011). Friendship among students in Physical Education (2013), Physical education and racism (2014)

Human Resource Development Authority of Cyprus (ANAD) registered instructor of SPSS seminars

Coordinator of students' seminar in Agios Dometios Junior high school. Topic: Co-intuition equals Co-existence: Athleticism as a tool for acceptance

Participation in the 24th Pancyprian theatrical school competition: Choreography

Coordinator of the Physical Education department at Latsia Junior High School

Experience

Administrative

Senate, Intercollege (2002-2005)

Research committee, Intercollege (1997-1999)

Advisory

Advisor of Physical Education and Dance activities in the Kindergarten school Felicita

Student teaching supervision

Student final year projects supervision (MBA and Education)

Board member for the Pancyprian Examinations in Physical Education and Sport Science

Reviewer for the book: Growing a soul for a social change by Tonya Huber-Warring

Teaching

Dance Teaching (Sports Science)

Foundation of Teaching and Pedagogy in Physical Education (Sports Science)

Decision Making and Tools (SPSS) (MBA program)

Educational Research and Statistics (Education)

Research Methods in Business (Business Administration)

Coaching

Ethnikos Latsion Pan-korasides Volleyball team, Latsia 2011-2013

Gymnasio Agiou Dometiou Basketball team 2008-2011

Gymnasio Latsion Basketball team 2013-2014

High school Cyprus Dance Competitions 2008-2011

Voluntary work: Teaching dance at Ethnikos Athletic team, Latsia, Volunteer in Games of the Small States of Europe 2009. Blood donor

Hobbies: Playing football. Dancing (Greek and Cyprus dances, Zoumba). Outdoor activities. Gardening and Construction. Poetry

Research and publications

Doctoral Dissertation:

Dr Michalis Koutsoulis . (1995). *Home environment and its relationship to self-concept, attitude toward school, educational aspirations, career expectations, and achievement of high school students in Cyprus*. Doctoral Dissertation, St. John's University, New York.

Chapters in Books

Koutsoulis, M. (2007). Teacher Evaluation through Inspection: The Point of View from High School Teachers in Cyprus In K. Mutua & C. S. Sunal (Eds.), *Research on Education in Africa, the Caribbean and the Mid East*, The University of Alabama (pp. 337-357). Greenwich, CN: Information Age Publication.

Dr Michalis Koutsoulis . (2004). Teacher and teaching characteristics for acceptance: A unique synthesis. In K. Mutua & C. S. Sunal (Eds.), *Research on Education in Africa, the Caribbean and the Mid East*, The University of Alabama (pp. 283-308). Greenwich, CN: Information Age Publication.

Campbell, J. R. & Koutsoulis, M. (2004). Cross-cultural Instrumentation: Overriding Frameworks. In J. R. Campbell, K. Tirri, Ruohotie, P & H Walberg (Eds.), *Cross-cultural Research: Basic Issues, Dilemmas, and Strategies* (pp. 15-26). Helsinki, Finland: Research Centre for Vocational Education, University of Tampere.

Dr Michalis Koutsoulis & Makrides, Gr. (2001). Classroom culture and math achievement. In A. Gagatsis (Ed.) *Learning in mathematics and science and educational technology* (pp. 337-347). Nicosia, Cyprus: Intercollege press.

Koutsoulis, M. (1999). *SES and family processes*. In J. R. Campbell (Ed.), *Equity studies on the international scene: Studies from the United States, Europe and Asia*. Jamaica, NY: Center for Global Studies St. John's University.

Referee publications

Dr Michalis Koutsoulis & Avraamidou, L. (2010). High school students' perceptions of their physics teachers in Cyprus. *Education, Knowledge & Economy*, 4:2, 89-102.

Koutsoulis, K. M. (2008). How high school students evaluate their physics teacher. *Epistimes tis Agogis*. Greek Educational Science, 3, 195-224.

Koutsoulis, K. M. (2008). In the eyes of the students: How Lyceum students evaluate their Physics teacher. *Epistimes tis Agogis*, 3, 195-224 (Educational Sciences, Greek).

Koutsoulis, K. M. (2007). Teachers aggressive verbal behavior: The other side of violence in the classroom. *Paidagogiki Epitheorisi*, 43, 105-120 (Educational Review, Greek).

Koutsoulis, M. & Campbell, J. R. (2001). Family processes affect students' motivation and achievement in Cypriot high schools. *Structural Equation Modeling: A multidisciplinary Journal*, 8(1), 108-127.

Koutsoulis, K. M. (1998). The definition of the mechanism of the home environment that influence students' achievement. *Paidagogiki Epitheorisi* (Educational Review, Greek), 28, 83-99.

Referred Publications

Koutsoulis, M. (in press). Physical education at school and physical activity. *Parousia*.

Koutsoulis, M. (2011). How high school teachers perceive inspection at schools. *Parousia*, 20, 51-59.

Koutsoulis, M. (2005). Deciding for the future for high school students: Ability or social destiny? *Journal of Business and Society*, 18(1&2), 187-201.

Koutsoulis, M. (2003). *The characteristics of the effective teacher in Cyprus public high school: The students' perspective*. Arlington, VA: American Association of School Administrators. (ERIC Eric Document Reproduction Service No. 478 761

Koutsoulis, M. & Epiphaniou, D. (2000). Family environment, parents' educational aspirations and socioeconomic status of preschool children. *New Peadea*, (Greek) 95, 134-154.

Koutsoulis, K. M. & Campbell, J. R. (1997). Behavioral home environment and its relation to motivation and achievement: gender, place of residence and socioeconomic status differences. *Cyprus Review*, 9, 65-87.

Koutsoulis, M. (1997). The organizational climate of the elementary schools in Cyprus and its relation to perceived effectiveness. *Journal of Business and Society*, 10, 283-291.

Koutsoulis, K. M., & Tarter, C. J. (1997). Organizational health of the elementary school and its relation to perceived effectiveness. *Cyprus Educational Review*, 5, 65-71.

Koutsoulis, K. M. (1996). Students' aspirations and achievement: Empirical data and observations from Cyprus Lyceums. *New Peadea*, (Greek), 79, 25-39.

Editorial

Gagatsis, A., Evaggelidou, A., Ftiaka, E., Kiriakides, L., Tsaggaridou, N. & Koutsoulis, M. (2004). Proceedings of the 8th Pancyprian Symposium of the Cyprus Educational Society. New trends of the educational research and practice.

Gagatsis, A., Ftiaka, E., Kiriakides, L., Tsaggaridou, N. & Koutsoulis, M.. (2002). Proceedings of the 7th Pancyprian Symposium of the Cyprus Educational Society. The educational research in the era of globalization.

Conference Presentations

Koutsoulis, M. (2014/October). Teaching Physical Education at Junior High school: Effects on students' physical activity. Presented at the 13th Meeting of the Cyprus Educational Association, Nicosia, Cyprus.

Koutsoulis, M. (2014/October). Teaching Physical Education at Junior High school: Effects on students' physical activity. Presented at the 13th Meeting of the Cyprus Educational Association, Nicosia, Cyprus.

Koutsoulis, M. & Davarouka, Ch. (2014/October). Racism in Physical Education. Presented at the 13th Meeting of the Cyprus Educational Association, Nicosia, Cyprus.

Koutsoulis, M. (2014). Physical activity and its relationship with Physical Education at school. Presented at the 17th symposium of Physical Education Teachers Association of Northern Greece. Thessaloniki. Greece.

Koutsoulis, M. (2010/May). Attitude toward school: Age differences. Paper presented at the 2nd meeting of the Hellenic Developmental Psychology, Alexantroupoli, Greece.

Koutsoulis, M. (2008/March). Behavioral home environment and its relation to motivation and achievement. Paper presented at the Annual meeting of the American Educational Research Association, New York, USA.

Koutsoulis, M. (2008/July). Delinquent Juveniles and the School. Paper presented at the meeting of XXIX International Congress of Psychology. Berlin, Germany.

Koutsoulis, M. (2007/May). School effectiveness: An opinion from the stakeholders (teachers, students and parents). Paper presented at the International Sociological Association, Lefkosia, Cyprus.

Koutsoulis, M. (2006/Sep.). Teacher evaluation in the high school: students' opinion. Paper presented at the Annual meeting of the European Educational Research Association, Geneva: Switzerland.

Varnava, M. & Koutsoulis, M. (2006/Oct.). Teacher inspection and in-service training as means for teacher and school improvement. Paper presented at the Annual meeting of the Commonwealth Council of Educational Administration and Management. Lefkosia: Cyprus.

Koutsoulis, M., Petrou, S. & Hatzikyprianou, P. (2006/Oct.). Effective school management: Synthesis of research studies in Greek schools. Paper presented at the Annual meeting of the Commonwealth Council of Educational Administration and Management. Lefkosia: Cyprus.

Koutsoulis, M. (2005/April). High school students' evaluation of their teacher's effectiveness in Cyprus. Paper presented at the Annual meeting of the American Educational Research Association, Montréal, Canada.

Koutsoulis, M. (2005). The family and how delinquent students understand it. Article presented at the 1st symposium of the Psychological Society of Northern Greece. Ioannina: Greece.

Koutsoulis, M. & Michailidou, M. (2004/April). Teacher verbal behavior: The other side of aggressiveness in the high school classroom. Paper presented at the Annual meeting of the American Educational Research Association, San Diego, USA.

Koutsoulis, M. (2004/August). Aggressive verbal behavior of teachers in the high school in Cyprus. Paper presented at the XXVIII meeting of International Congress of Psychology, Beijing, China.

Koutsoulis, M. & Charalambous, M. (2004). The problems that high school students face and their suggestions for improvement. Paper presented at the 4th meeting of the Greek Educational Society, Alexantroupoli, Greece.

Koutsoulis, M. & Charalambous, M. (2004). Juvenile delinquency and the school. Paper presented at the 8th meeting of the Cyprus Educational Society, Lefkosia, Cyprus.

Koutsoulis, M. (2003/Nov). Quality in education: from the student perspective. Paper presented at the symposium from the Ministry of Education and Culture of Cyprus. Lefkosia. Cyprus

Koutsoulis, M. (2003/April). The characteristics of the effective teacher in Cyprus public high school: the students' perspective. Paper presented at the Annual meeting of the American Educational Research Association, Chicago, USA.

Koutsoulis, M. (2002/April). Teacher characteristics, classroom culture, and teacher evaluation from students. Paper presented at the Annual meeting of the American Educational Research Association, New Orleans, USA.

Koutsoulis, M. (2002/April). Teacher characteristics, learning environment and teacher evaluation from students: The case in Cyprus lyceums. Paper presented at the Annual meeting of the American Educational Research Association, New Orleans, USA.

Koutsoulis, M. (2001/April). Teaching and production in the classroom: The case in Cyprus lyceums. Paper presented at the Annual meeting of the American Educational Research Association, Seattle, USA.

Koutsoulis, M. Campbell, & J. R. (2000/April). The effects of home environment and student motivation in shaping the achievement of high school students within three SES groups. Paper presented at the Annual meeting of the American Educational Research Association, New Orleans, USA.

Koutsoulis, M. (2000/June). The classroom climate and its' relation to family environment and achievement. Paper presented at the XXVII International Congress of Psychology. Stockholm, Sweden.

Koutsoulis, M. (2000/March). Family environment, classroom culture, the student and school achievement. Paper presented at the 5th meeting of the Cyprus Educational Society at Lefkosia.

New submissions

Koutsoulis, M. Ioannou, A. (2018/April). Students' wellbeing in secondary schools. To be presented at the 3th Meeting of the Greek Sociological Association, Nicosia, Cyprus.

Dr Michalis Koutsoulis is part of the faculty for [Research Methods and Biostatistics](#).

Dr. Rotimi O. Williams

Nationality: USA

PhD. Natural Medicine

DBA California Coast University .

MBA California Coast University

MA. Queens' College The University of the State of New York.

MSc Complementary Medicine. American College of Healthcare Sciences

MBA California Coast University

BA. Queens' College The University of the State of New York.

B.Sc Mgt. California Cost University

Lectures on Nutrition, Natural medicine and Business Administration

Dr Benjamin Ajufo



DR AJUFO, BENJAMIN C, AMLSCN, HMD, MPC, Ph.D (AM), IPA, FAISM

Dr Benjamin Ajufo is:

- Fellow African Institute Of Strategic Managers – 2019
- IBAM Academy, Kolkata, India – 2011-2017
- Federal College of Veterinary & Medical Laboratory Science NVRI Vom, Plateau State – 1998-2000
- School of Medical Laboratory Science, University of Benin Teaching Hospital, Benin City – 1995-1998
- Nnobi Boys Community Secondary School, Nnobi, Anambra State – 1992-1993
- Christ the king Seminary Nnobi, Anambra State – 1986-1992
- Umejei Primary School, Igbozo, Delta State – 1980-1986

Qualifications

- **FELLOW**, AFRICAN INSTITUTE OF STRATEGIC MANAGERS – 2019

- **D.NHM.** UoA Curacao 2020
- **PhD** Alternative Medicine Ph.D (AM) – 2016-2017
- **Masters** In Psychotherapy & Counseling (MPC India) – 2013-2015
- **HMD** -Doctor of Holistic Medicine– 2011-2013
- **Bachelor of Science** in Medical Laboratory Science UoA Curacao 2000
- **Associate** of Medical Laboratory Science Council of Nigeria (AMLSCN CHEMPATH 2000) – 2000
- Certificate Poultry Production & Management – 2000
- Senior School Certificate Examination (SSCE) – 1992/1993
- First School Leaving Certificate – 1986

Working Experience

- **Assistant Chief Medical Laboratory Scientist** FMC Asaba, Delta State – 2016 -till date
- **Principal Medical Laboratory Scientist**, F.M.C. Asaba, Delta State – 2013-2015
- **Senior Medical Lab Scientist:** Federal Medical Centre Asaba, Delta State – 2010-2013
- **Lecturer:** School of Health Technology Jega, Kebbi State – 2001-2002
- **Medical Lab Scientist:** Immaculate Heart Clinic Asaba, Delta State – 2003-2004
- **Medical Lab Scientist:** Nova Specialist Hospital, Ogwashi-Uku – 2004-2005
- **Medical Lab Scientist:** St. Theresa's Catholic Hospital & Maternity Issele-Uku – 2005-2006
- **Medical Lab Scientist I:** Federal Medical Centre Asaba, Delta State – 2006-2009
- Bio-fortification Project/Nutritionist Survey Delta State
- **Medical Lab Scientist** (NYSC/CORPER) Medical Laboratory Department, General Hospital, Jega Kebi State – 2001-2002
- International Institute of Tropical Agriculture (IITA) Ibadan – Nov-Dec 2010
- President/ Founder, Ethnomedicine Advocate International
- President/Founder Ethnomedicine Enrichment Club International
- Founding Member, International Association of Ethnomedicine Nigeria
- CHIEF ADMIN Ethnomedicine Advocate International Group on Facebook
- CHIEF ADMIN Ethnomedicine Enrichment Club International Group on Whatsapp
- Founder/Initiator Gilead Healthcare Services Ibusa, Nigeria – 2003 till date
- Founder/Initiator, Gilead Holistic Medical Centre Ibusa, Nigeria
- Founder/Initiator International Academy Of Ethnomedicine Ibusa, Nigeria
- Founder/Initiator World Ethnomedicine Day Celebration every 31st August-September 3 – 2018 till date.

MEMBERSHIP & CERTIFICATION

- Fellow African Institute of Strategic Managers
- Member [Association of Medical Laboratory Scientist of Nigeria](#).
- Registered Life Member Indian Board Of Alternative Medicine, Kolkata India.

- Registered/Licensed Medical Practitioner (RMP) Government of West Bengal India.
- Registered/Licensed Associate Member Medical Laboratory Science Council of Nigeria
- Registered/Licensed General Practitioner/Physician of Traditional Medicine by Delta State Traditional Medicine Board Nigeria.
- Registered Traditional Medicine Practitioner (RTMP) Nigeria.

AWARDS

- Fellow, African Institute of Strategic Managers, 2019
- Integrity in Professionalism Award (IPA) winner Selected from the Nigerian Health Sector by Institute of Human & Natural Resources, Abuja 2017
- Igbuzo Modern Town Developer Award by Igbuzo Media Practitioners, 2015
- Indian Board of Alternative Medicine Health Excellence Award Winner, 2014

HOBBIES

Reading, Swimming, Research, Travelling, writing, and publications.

PUBLICATIONS

Have over 25 publications on Health Matters

CONFERENCES ATTENDED

1. **AMLSN Conference 2007** – Theme – Evolving A Sustainable Health System In Nigeria: Medical Laboratory Science Priorities
2. **AMLSN Conference 2008** –Theme – Improving Primary Healthcare Delivery through Medical Laboratory Services In Nigeria.
3. **Federal College Of Complementary and Alternative Medicine Nigeria Conference 2009**-Theme – The Role Of CAM In Achieving The Seven Point Agenda And Millennium Development Goals.
4. **AMLSN Conference 2010** -Theme – Translational Medicine
5. **AMLSN Conference 2011** – Theme – Challenges Of Dwindling Life Expectancy in Nigeria.
6. **AMLSN Conference 2013** – Theme – Modernizing the Medical Laboratory Science Profession
7. **India Board of Alternative Medicine kolkata Intl. Conference 2014** – Theme – Alternative Medicine a Holistic Approach.
8. **Word Accreditation Day Conference – 2015** – theme: Accreditation supporting the delivery of health and social care.
9. **Health Communication Capacity Collaborative Conference organized by USAID, MSH and K4Health** – 2016 Theme – Resource Mobilization Workshop.
10. **AMLSN Annual Public Health Lecture – 2017 – Theme** – Effective Management And Control Of Malaria Parasite Infestation

11. **AMLSN CPD Lectures – 2018 – Theme – Manpower Development as a Tool for Efficient Service Delivery: A case study of the Nigerian Health Sector.**

He is the tutor of the [Intro to Medical Diagnostics Lab](#) and other courses.

DR. AJIBADE JESSICA . Ukrainian
BOARD CERTIFIED GENERAL PRACTITIONER
UKRAINIAN LICENSED MEDICAL PRACTITIONER
DOCTOR OF MEDICINE LUGANSK STATE MEDICAL UNIVERSITY UKRAINE
REGISTERED NURSE MEDICINE LUGANSK STATE MEDICAL UNIVERSITY UKRAINE
EXPERIENCE : OVER 5 YEARS OF MEDICAL PRACTICE AS A GENERAL PHYSICIAN AND PEDIATRICIAN.
LECTURER IN MEDICINE AND NURSING

Dr. Ferdinand A. Ikeji.

Fellow Medical and Dental Council of Nig .
(FMDCN)

Licensed General Practice Physician with over 40 year experience in health field.

Diploma of Family Medicine UNN

MPH. Master of Public Health University of Lagos

MBBS. Bachelor of Medicine and Bachelor of Surgery. University of Lagos
1978.

Founding Medical Director, Messiah Foundation Hospital

Dr. Okay Obiagwu.

Licensed Physician General Practice with MDCN

Founding Medical Director of a private hospital with 32 years of experience.

MPH. Master of Public Health Nnamdi Azikiwe University

MBBS. Bachelor of Medicine and Bachelor of Surgery. The University of Jos
1986.



Prof. Obioha Kingsley C. Episteme

Licensed Physician and Board Certified Consultant Physician with the University of Nigeria Teaching Hospital Enugu, as well a visiting Consultant OB/Gyn Physician to UNN Medical Center Nsukka with a 16 years of medical practice.

FCGYN. American Aesthetic Association/American Board of Cosmetic Gynecology (ABCG) U.S.A. 2020
Cosmetic Gynecology/woman beautification.

FIV/FART. Universitat Klinikum Schleswig-Holstein (UKSH) Germany.
Assisted Reproduction . 2020

FICS- International College of Surgeons 2018

FMCOG. Medical College of Ob/Gyn National Postgraduate Medical College of Nigeria 2015

FWACS. West African College of Surgeons Postgraduate Medical College 2014 in Obstetrics and Gynecology

AFMCOG 2006.Basic Medical Sciences.

MWACS 2010. Ob/Gynecology

MMCOG 2011. Obgny.

M.Sc. Human Reproduction and Women Health. Institute of Maternal and Child Health University of Nigeria Enugu Campus 2019.

M.Ed. Science Education. National Open University of Nigeria. 2018

MPA. Master of Public Administration National Open University of Nigeria.2015. Administration.

MPH.Master of Public Health University of Nigeria. 2014. Community Medicine.

P.G.D.E. in Education National Open University of Nigeria. 2013

M.B.B.S. Bachelor of Medicine: Bachelor of Surgery. University of Port Harcourt. 2004.

DR. MIKE AGBOOLA

Ukrainian

BOARD CERTIFIED SURGEON

UKRAINIAN LICENSED MEDICAL PRACTITIONER

DOCTOR OF MEDICINE LUGASNK STATE MEDICAL UNIVERSITY UKRAINE

REGISTERED NURSE MEDICINE LUGASNK STATE MEDICAL UNIVERSITY UKRAINE

EXPERIENCE ; OVER 5 YEARS OF MEDICAL PRACTICE AS A GENERAL PHYSICIAN AND

PEDIATRICIAN.
LECTURER IN SURGERY , MEDICINE AND NURSING

DR. CONSTANCE MBAGWU Nationality: USA
BOARD CERTIFIED PEDIATRICIAN
CALIFORNIA LICENSED MEDICAL PRACTITIONER
TH.D. (RELIGION AND MEDICINE) THE UNIVERSITY OF AMERICA
MBBS UNIVERSITY OF NIGERIA –UNN
EXPERIENCE : OVER 25 YEARS OF MEDICAL PRACTICE AS A GENERAL PHYSICIAN AND
PEDIATRICIAN. C.E.O. MEDICAL DIRECTOR LA SIERRA MEDICAL CLINIC RIVERSIDE CA
USA . LECTURER IN MEDICINE

DR. CHINWE ANYANWU Nationality: Biafran
BOARD CERTIFIED GENERAL PRACTITIONER
CALIFORNIA LICENSED MEDICAL PRACTITIONER
MB.BS UNIVERSITY OF PORTHARCOURT
FELLOW WEST AFRICAN COLLEGE OF PHYSICIANS
EXPERIENCE : OVER 5 YEARS OF MEDICAL PRACTICE AS A GENERAL PHYSICIAN AND
PEDIATRICIAN.
LECTURER IN MEDICINE

PHARMACIST KINSLEY C. OKOLI . RPH. Nationality: Biafran
BOARD REGISTERED PHARMACIST
B. PHARM. UNIVERSITY OF NIGERIA
EXPERIENCE. LECTURER IN PHARMACY AND PHARMACY MANAGEMENT

MS. Suzie Williams RN. Nationality: USA
Registered Nurse in CA, Alabama, GA.
BSN Nursing Auburn University. Alabama USA
Associate of Science Degree in Nursing .

The University of America
College of Natural Medicine & Health Sciences

Wilhelminalaan 13 , Curaçao, P.O. Box 4762
Willemstad, Curaçao, Netherland Antilles

Et folia ligni ad sanitatem gentium



UoACNHS .

The leaves of the tree were for the healing of the nations.Rev. 22:2

Naturopathic Medicine Curriculum

Type I training programs

Bachelor of Naturopathy & Homeopathic Medicine
(BNHM) 6-7 Years Program

Type II training programs

Doctor of Naturopathy & Homeopathic Medicine
(DNHM) 3- 4 Years Program

**UoA Homeopathic Medicine Curriculum is Prepared in Consultation with
Consultation on Homeopathic Medicine Milan, Italy, 26-28 February 2007 and is
judged to have met and exceeded the WHO Benchmarks for training in
osteopathy Milan, Italy, 26-28 February 2007**

Prof. Gamaliel Onyeka. Prince . PhC. D.Sc. PhD. President
Prof Princess Shullam O. NMD . NBBS. PhD, Chief Medical Officer

**Bachelor of Naturopathy & Homeopathic
Medicine (BNHM)** — (5-6 year program for applicant without a Bachelors
degree)

**Or Doctor of Naturopathy & Homeopathic
Medicine (DNHM)** — (3-4 year program for applicant with a Bachelors
degree)

Medical Science Courses

The School uses The School of Health's medical science courses. They are widely recommended and used as an integral part of training by many colleges and societies in the UK and around the world where they meet with rigorous medical science requirements.

What is medical science?

Medical science covers many subjects which try to explain how the human body works. Starting with basic biology it is generally divided into areas of specialisation such as anatomy, physiology and pathology with some biochemistry, microbiology, molecular biology and genetics. Students and practitioners of holistic models of health also recognise the importance of the mind-body connection and the importance of nutrition.

Knowledge of how the body functions is a fundamental requirement for continued studies in the medical profession or for training as a health practitioner. To be able to diagnose disease a practitioner first needs to understand how a fit and healthy body functions, it is difficult to truly evaluate and diagnose disease without the knowledge of the effects of diseases and how the normal function of the body can be restored. As well as giving you a good working knowledge of the human body, our courses give you an understanding of the terminology used by the medical profession allowing you to refer and communicate effectively and confidently with GPs, consultants and other medics. It is essential that as a practitioner your patients have confidence in your professional ability.

The human body is a complex organism, our approach to the study of human physiology is an integrative one, we take the holistic approach in seeing how things can go wrong in the body and how it can be brought back into balance. The term holistic comes from the word 'whole' Diseases can affect people not only physically but also emotionally and our approach recognises the different systems and functions of the body as interdependent and whole.

Anatomy is the study of the component parts of the human body, for example, the heart, the brain, the kidney or muscles, bones and skin. Medical students are required to carry out a practical dissection of a body in order to understand how it all connects up and many colleges of medicine use real bodies where others use computer simulation. Most holistic courses only study the theory of anatomy but some courses may admit outside students to the dissection room.

Physiology is the application of the study of anatomy into the realm of how the body parts normally function independently, and as a component of a system, such as the heart and the circulatory system with blood vessels and blood. In order to make people better it is essential to know how the body systems work in health so that you can tell what is wrong when patients feel ill and be able to track their recovery. It is also vital to understand that organ systems are interconnected too and how they work together.

Pathology is the study of disease states. Medical students are required to diagnose diseases as separate entities and have an enormous vocabulary to describe disease states. (If you have learned Greek or Latin it is easy to understand the terminology as it is descriptive in these languages but if you haven't it is quite daunting!) Holistic therapists are usually less interested in a standard diagnosis for a patient and much more concerned with the symptoms produced by the individual. But both medical systems require an intelligent understanding of prognosis (i.e. what is the likely outcome for the patient with their disease following treatment?)

The study of medical sciences is an essential part of the education of the homeopathic practitioner.

- It enables the practitioner to distinguish symptoms common to disease from those that are idiosyncratic to the patient – the latter being invaluable for a proper homeopathic assessment.
- It enables the practitioner to know how the disease is likely to progress should treatment be ineffective.
- It helps the practitioner know when to re-prescribe or to refer to another health-care specialist or medical doctor.
- It helps communication and confidence both with patients and other health professionals.
- It provides an understanding of conventional diagnosis, prognosis and treatment, and how these may affect and modify management of the case by the homeopath.

The Anatomy & Physiology Course (A&P) teaches you about the human body and its basic functions, while the Pathology & Disease Course (P&D) explains the concepts of diagnosis and treatment used by orthodox medicine and gives advice on the application of this knowledge in alternative practice.

In each course you are guided through the topics by reference to supplied textbooks and given supporting explanations, descriptions, and diagrams. You check your progress and reinforce your learning through self-assessment questions with model answers. At the end of each study unit you send written assignments to a specialist tutor for assessment and helpful feedback. We recommend that you begin the A&P soon after starting the Foundation Diploma Course. P&D ought to be started at the beginning of the Introduction into Practice Course and must be completed before the Practitioner Advanced Diploma. Exemption may be granted for equivalent prior study, but you may still wish to take the courses without tutor marking to refresh or expand your knowledge.

Anatomy & Physiology Course

An introduction and comprehensive study of Anatomy & Physiology. This includes: organisation of the body into cells, tissues, organs, and systems; cell division and growth; blood; nutrition; homeostasis; defence mechanisms against disease; skin; reception of stimuli by the eye and the ear; reproduction.

By the time you have completed this course you will be able to identify, locate and describe the main components and functions of the cardiovascular system, respiratory system, gastrointestinal system, urogenital system, endocrine system, musculoskeletal system, and nervous system. You will also know how to study more details of any of these aspects if your clinical work requires it in the future.

The Anatomy & Physiology Diploma distance learning course is aimed at students and practitioners of the alternative and complementary therapies who have little or no background in the life sciences or have not studied biology for a number of years. However, anyone interested in Anatomy & Physiology can take the course, no previous knowledge of biology is required. This course will help you to readily obtain a good basic knowledge in a way that is both interesting and helpful.

The attainment of knowledge of human anatomy and physiology is essential in natural therapies. In this course the student will develop comprehension of the structure and function of the human body, of the inter-relation of the body systems within the human organism and develop an understanding of the principles of human anatomy and physiology. Physiology is the study of the processes that go on inside the living organism. Since a process is 'the method by which something is done', physiology is actually a study of how and why all the parts of the human body work and how they relate to each other in the whole person; the holistic approach.

The course is carried out by distance learning with the choice of either correspondence or online. It takes about 175 - 200 hours to complete – you fit the study in around your schedule. There is no strict timetable for the completion of the course - you work through the learning materials at your own pace. Use the Online Learning System to set and alter study deadlines and receive notifications. Most students complete the course within a year but we give you a 2 year study period, even after that you can re-enrol 12 months at a time for a small admin fee.

We offer three anatomy and physiology courses to choose from:

Anatomy & Physiology Course for Natural Health

Anatomy & Physiology Course for Nutrition

Anatomy & Physiology Course for Homeopathy

Simply select your preference when enrolling. If you are studying to be a nutritional therapist choose the one for nutrition, if you are studying to become a homeopathic practitioner pick the one for homeopaths, for all other holistic and natural therapies select the one for natural health.

Each course comes with the same course materials but the course content is slightly tailored to meet the needs of your study. For example the Anatomy & Physiology Course for Homeopathy

integrates medical science with homeopathic philosophy, materia medica, repertory work and case taking. The Anatomy & Physiology Course for Homeopathy also comes with Boger's Synoptic Key to Materia Medica and it is assumed, as a student of homeopathy, that you will have a Kent's repertory and good materia medica.

Course Materials

When you enrol on one of our courses you get a lot more than a course sent in the post, you get movie lectures, your own personal tutor, support from the head office, tutorials, access to the Online Learning System, Webinars, Closed Facebook Group, Student groups and the two essential textbooks for the course.

Course manual

The course contains 6 course units of 25 - 35 pages each. Each unit contains explanatory text, reading references for the two textbooks that accompany the course and a number of activity questions to complete as you work your way through the Unit. All the work is to be submitted to your tutor for observation and marking, assessment and feedback. The course activities are completed via continual assessment, there are no exams.

Personal tutor

When you enrol you will be assigned your personal tutor. All our tutors come from the world of natural health and have a strong passion for the holistic way of life, plus they are selected for their nurturing qualities. They will support you through your study answering any questions that arise and marking your

activities. The faculty in the head office are also available to assist as and when required. We are here to help and you can ask for support whenever you need it.

Tutorials

The course includes a skype or phone tutorial with your personal tutor. The tutorial is 20 minutes long and is scheduled 3-4 months after you enrol onto the course.

Movie & Audio lectures

A key part of your study material are the recorded lectures. These specially recorded live lectures with course author Elaine Watson provide a stimulating means of learning about the subject and help to bring the material to life.

Anatomy & Physiology Movie Lectures: 4 hours 54 mins

Anatomy & Physiology Audio Lectures: 48 mins

Online Learning System

You will be able to access your course from anywhere at any time via the School's Online Learning System. In the secure sign-in area you can view the course materials, watch the movie lectures, upload assignments and keep track of your study. Set and alter your study deadlines. Contact other students via maps, teaching groups or instant chat.

Course Books

The course is designed around the two books listed below.

Anatomy and Physiology in Health and Illness (12th edition)

Ross and Wilson; Anne Waugh and Allison Grant

ISBN 9780702053252

The Physiology Colouring Book (2nd Edition)

Wynn Kapit, Robert I. Macey and Esmail Meisami

ISBN 0321036638

Please note: The Anatomy & Physiology Course for Homeopathy comes with the book below rather than the **Physiology Colouring Book**.

Boger's Synoptic Key to Materia Medica

C.M.Boger · ISBN 8170210143

Course Benefits

- Anatomy & physiology with a natural health perspective
- Gives you the necessary knowledge and understanding of the subject in order to best support and complement your practice
- Printed course, binder and books sent through the post
- Personal tutors give guidance and feedback
- Includes a skype or phone tutorial
- Movie lectures on the subject
- Access to the School's Online learning System
- High level of support by email, phone and online
- Study can be started and finished at any time
- Webinars
- Contact other students via closed Facebook group, instant chat, student maps and teaching groups
- Work at your own speed and pace - timetable to suit you
- Set you own study deadlines with notifications
- No prior medical training is required
- Continuous assessment provides ongoing feedback and motivation
- There are no exams
- Certificates are awarded on completing the courses with tutor marking
- Course content is regularly updated
- NUS extra student discount card for UK students

Pathology & Disease Course

Introduction and discussion of the philosophy of pathology, study of basic pathological processes, common medical investigations, infectious disease, cancer, cardiovascular system, respiratory system, urinary system, musculoskeletal system, dermatology, special senses, gastrointestinal system, central nervous system, endocrine system, obstetrics, gynaecology, children's health, and psychological disorders.

Within each topic, the focus is on identification of symptoms, keys to recognising

serious disease (where caution is needed), the use of diagnostic investigations, the components of specific disease states, and the management of these conditions by alternative practitioners, including the ability to communicate with orthodox medical practitioners.

View Course

This distance learning course is aimed at students of most natural health modalities, who have some background in the life sciences or have studied anatomy and physiology at some level. The course explores the absolutely fundamental building blocks for the creation of a fully-functioning, energetic Human Being and unravels the journey from conception through birth to childhood and adolescence. It brings together much of the necessary information that is often scattered throughout the literature.

The second part of the course is a more traditional exploration of the mature Human Being slipping into disease states, whilst retaining the holistic approach to the whole person. Along the way, the course also looks at how natural health therapists can work alone or alongside other health professionals to provide a truly profound healthcare system for patients.

By the end of the course you will have a beautiful book, or file, filled with wonderfully useful information. You will also know your way around the textbooks so that you are never at a loss when a patient consults you with unusual pathology. On top of all of this you are sure to appreciate just how marvellous the Human Body is!

The course can be taken on its own, but our Anatomy & Physiology Diploma Course provides the ideal study necessary before starting the Pathology & Disease Diploma Course. The objective is to give the necessary knowledge and understanding of this subject in order to support and complement your holistic practice.

Students can join us for distance learning with the choice of method: correspondence or online. Taking about 175 - 200 hours to complete, you fit the study around your daily life. There is no strict timetable for the completion of the course - you work through the learning materials at your own pace. Using the

Online Learning System to set and alter study deadlines and receive notifications, the programme is designed to keep you on track. Most students complete the course within a year but we give you a 2-year study period for greater flexibility. If you need more time, you can extend by 12 months at a time for a small renewal fee.

We offer three pathology courses:

Pathology & Disease Course for Natural Health

Pathology & Disease Course for Nutrition

Pathology & Disease Course for Homeopathy

Simply select your preference when enrolling. If you are studying to be a nutritional therapist choose the one for nutrition, if you are studying to become a homeopathic practitioner pick the one for homeopaths; for all other holistic and natural therapies we recommend you select the version for natural health. We can also advise you about which course to take.

Each course comes with the same course materials but the course content is slightly tailored to meet the needs of your chosen subject area. For example, the Pathology & Disease Course for Homeopathy integrates medical science with homeopathic philosophy, materia medica, repertory work and case taking. For the Pathology & Disease Course for Homeopathy it is assumed that, as a student of homeopathy, you will have a Kent's repertory and good materia medica books.

The Course Materials

When you enrol onto one of our courses you receive a lot more than the course pack which we send in the post. Through the Online Learning System, you can enjoy a unique blended learning experience with online movie lectures, your own personal tutor feedback, support from the head office, tutorials, live Webinars, private Facebook Group, Student groups and the two essential textbooks for the course.

Course manual

The course contains 6 course units of around 25 - 35 pages each. Each unit contains explanatory text, reading references for the two textbooks which accompany the course and a number of activity questions to complete as you work your way through the Unit. All the work is submitted to your tutor, Unit by

Unit, for observation and marking, assessment and feedback. The course activities are completed via continual assessment, and there are no exams as we prefer the holistic approach of tutoring and continual assessment.

Personal tutor

When you enrol you will be assigned your personal tutor. All our tutors come from the world of natural health and have a strong passion for the holistic way of life, and they are selected for their nurturing qualities. Your tutor will support you throughout your study by answering any questions that arise and marking your activities. The faculty in the office are also available to assist as and when required. We are all here to help you whilst you learn with us and you can ask for support whenever you need it.

Tutorials

The course includes a skype or phone tutorial with your personal tutor. The tutorial is 20 minutes long and is scheduled 3-4 months after you enrol onto the course, giving you time to get settled in.

Movie & Audio lectures

A key part of your study material are the recorded lectures. These specially recorded live lectures with course author Elaine Watson provide a stimulating means of learning about the subject and help to bring the material to life.

Pathology & Disease Movie Lectures: 4 hours 38 mins

Pathology & Disease Audio Lectures: 1 hour 14 mins

Online Learning System

You will be able to access your course from anywhere at any time via the School's Online Learning System. Through the secure sign-in area you can view the course materials, watch the movie lectures, upload assignments and keep track of your study. Set and alter your study deadlines. Contact other students via maps, teaching groups or instant chat.

Course Books

The course is designed around these texts:

The Nature of Disease

Thomas H McConnell · ISBN 9781609133696

The Concise Human Body

Steve Parker · ISBN 9781405340410

Reading Recommendation:

We also strongly advise you to purchase Dr Gascoigne's book as an optional extra book to accompany this course. Each chapter discusses both holistic and conventional ideas of the system being presented. In addition, there are clear disease classifications that are tailored for the holistic practitioner.

The Clinical Medicine Guide - A Holistic Perspective

Stephen Gascoigne · ISBN: 952218933

Course Benefits

- Enjoy Pathology with a natural health perspective
- Gives you the necessary knowledge and understanding of the subject in order to best support and complement your practice
- Printed course, binder and books sent through the post
- Personal tutors give guidance and feedback
- Includes a skype or phone tutorial
- Movie lectures on your chosen subject
- Access to the School's Online Learning System
- High level of support by email, phone and online
- Study can be started and finished at any time
- Webinars offer a live teaching experience with fellow students
- Contact other students via private Facebook group, instant chat, student maps and teaching groups
- Work at your own speed and pace - timetable to suit you
- Set your own study deadlines with notifications
- Option to extend if you need more time
- No prior medical training is required
- Continuous assessment provides ongoing feedback and motivation
- There are no exams

- Certificates are awarded on completing the courses with tutor marking
- Course content is regularly updated
- NUS extra student discount cards for UK students

Nutrition

This course is also offered by The School of Health, and is an optional 125-hour module that is not part of the main study but which will provide supporting knowledge for your practice. It gives you a sound understanding of the scientific basis of nutrition.

Why nutrition?

Diet, food and health have never been discussed so much in our lives and media as it is today. There are many health issues attributed to poor diet. For example the wrong food can lead to a lack of energy, weight gain, digestive problems and contribute to depression and anxiety. That's why there is a growing awareness of nutrition and a demand for good advice and qualified Nutritional Practitioners.

Our distance-learning nutrition course is designed to give you a holistic and comprehensive education in nutrition. If you struggle to find time to study every day at a traditional college, this home learning course is an ideal solution. You can study whenever you want and at your own pace. There are generous time frames and you can re-enrol to extend study periods. You could complete your course in 6-12 months (if you have the free time) or 24 or 36 months - it's up to you. There are no exams, work is marked by stringent continual assessment. Thousands of students have studied with us from home and enjoyed full support from a tutor.

The Nutrition course is made up of 4 Units:

- **Unit 1** you learn about the macronutrients: the essential functions of carbohydrates, fats and proteins.

- **Unit 2** you will investigate the micronutrients: the world of vitamins, minerals and water.
- **Unit 3** you study the composition of a healthy diets and learn how variety of different diets can support health.
- **Unit 4** focuses on detoxification, the importance of the microbiome, and allergies and additives.

A healthy balanced diet helps you to:

- Lead an active lifestyle
- Meet your nutritional needs
- Protect against health problems
- Improve your mood and stress levels
- Maintain or restore a healthy weight
- Develop your overall health
- Feel good about yourself
- Gain vitality and energy
- Boost your immune system
- Enhance your ability to concentrate

Nourishing

The diploma course is designed to provide you with a thorough and in-depth knowledge of nutrition. You will learn just how important nutrition is to human health and about the relationship that exists between diet and states of health and disease. The easy to follow syllabus helps you identify, understand and appreciate the vital role of nutrition and diet.

This vocational diploma course is the equivalent to a NVQ Level 4 and will provide you with the knowledge to begin setting up your own practice as a nutritional practitioner, if all the requirements are met.

Sustaining

As this is a distance-learning and online course you can integrate the learning into your own lifestyle according to your needs. You receive from us the highest level of support by email or post - including a Skype or phone tutorial. Our personal tutors give you guidance and feedback on your progress upon the

completion of each unit. This form of continuous assessment provides you with ongoing motivation. There are no exams and no prior medical training is necessary. Upon completing the course The School of Health Nutritional Advisor Diploma will be awarded.

Assimilating

The nature of the home-study courses enables you to work and to assimilate the course material at your own pace. Completion of the course takes about 275-300 hours, (approximately 9-12 months). You are free to decide how much time to put in and when, and we play a supporting role.

The printed course manuals are sent to you in convenient ring binders. The learning programme consists of 4 Units. Each unit contains explanatory text, reading references for the textbooks that accompany the course, movie lectures, webinars, short self-assessment questions and longer assignments.

The course is designed to take you through the process of identifying, understanding and appreciating each individual aspect of Nutrition. Step by step you are given a sure education and on your way to becoming a Nutritional Advisor.

Course Materials

We send you the printed course manuals and movie lectures that accompany each of the course units plus the two essential course textbooks for the course.

Course manual

The Nutritional Therapist Course contains 4 course units of 50-80 pages each. Each course unit has a number of Activity questions to complete after studying the material, watching the lectures and reading the relevant part of the text books. All the work is to be submitted to your tutor for observation and marking, assessment and feedback.

Personal tutor

When you enrol you will be assigned your personal tutor. All our tutors come from the world of natural health and have a strong passion for the holistic way of life, plus they are selected for their nurturing qualities. They will support you

through your study answering any questions that arise and marking your activities. The faculty in the head office are also available to assist as and when required. We are here to help and you can ask for support whenever you need it.

Tutorials

The course includes a Skype or phone tutorial with your personal tutor. The tutorial is 20 minutes long and is scheduled 3-4 months after you enrol onto the course.

Movie lectures

A key part of your study material are the recorded lectures. These specially recorded live lectures with course author Mary Sharma and others provide a stimulating means of learning about the subject and help to bring the material to life. The lectures are accessed through the Online Learning System but can be provided on memory stick if you prefer. Nutrition Advisor Movie Lectures: 14 hours

Webinars

In addition to the movie lectures, video webinars are provided as supporting material to enhance and depend your understanding of some key nutritional topics. You will also have the opportunity to attend live webinars throughout the course, as and when they happen (usually bimonthly).

Online Learning System

You will be able to access your course from anywhere at any time via the School's Online Learning System. In the secure sign-in area you can view the course materials, watch the movie lectures and webinars, upload assignments and keep track of your study. Set and alter your study deadlines. Complete the online quizzes to sense check learning and test yourself as you progress. Contact other students via maps, teaching groups or instant chat.

Course Books

There are two selected course textbooks that accompany the Nutrition Therapist course plus a book list with essential and suggested reading. The two course textbooks have been especially chosen to give you the best and most encompassing mix of the holistic perspective and scientific view on the subject:

Diet and Nutrition

Rudolph Ballentine · ISBN 9780893890483

This book provides a holistic and comprehensive overview of the field, bringing the ageless insights of the East together with the modern scientific discoveries of the West. The facts are presented clearly and precisely, providing the reader with an in-depth understanding and practical approach.

Essentials of Human Nutrition

Mann and Truswell · ISBN 9780199290970

This book has already established itself as the most reliable and accessible textbook for students embarking on courses in human nutrition. It has been adopted as a course textbook in several countries and has proven itself to be an invaluable reference work.

Course Benefits

- Become a nutrition advisor
- Written with a naturopathic and holistic perspective
- Printed course, binder and books sent through the post
- Clearly presented, easy to follow and thorough in content
- Personal tutors give guidance and feedback
- Includes a Skype or phone tutorial
- Movie lectures and video webinars on the subject
- Access to the School's Online Learning System (OLS)
- Highest level of support by email or post
- Opportunity to attend live Webinars
- Contact other students via closed Facebook group, instant chat, student maps and teaching groups
- Study can be started and finished at any time
- Work at your own speed and pace - timetable to suit you
- No prior medical training is required
- Continuous assessment provides ongoing feedback and motivation
- There are no exams
- Certificates are awarded on completing the course
- Course material is regularly updated

- NUS extra student discount card for UK students
- Additional courses to enrol onto to further your learning

Naturopathy Components

An in-depth distance learning course in Naturopathy. Choose between Online or Correspondence. Start when you like and study at a pace that suits you. Course includes ten comprehensive Units of study, reading lists, self assessment questions, assignments, tutor marking, movie lectures, a face-to-face clinical event and certification.

Naturopathy Course

What is Naturopathy?

Naturopathic Medicine is a health care system based on natural therapies, underpinned by the fundamental belief that given the right conditions, the body has an innate ability to heal itself. Naturopathic physicians are trained to diagnose, treat and manage acute and chronic conditions. Rather than focusing on a collection of individual symptoms a naturopath looks at a person as a whole – body, mind and spirit.

Naturopaths seek to identify and treat the root cause of any symptoms. They believe in the principle ‘First do no harm’, which means they will select the most gentle and non-invasive treatment possible to restore the body to balance. This could include changes to diet, appropriate exercise, exposure to natural daylight, gentle tissue manipulation, hydrotherapy or non-toxic natural remedies such as herbs, flower essences and homeopathic preparations. Emotional issues may also be addressed using counseling or relaxation techniques such as meditation. A naturopath also aims to educate the patient – empowering them to take responsibility for their own health, so that they may prevent future disease and enjoy optimal vitality.

Naturopathic medicine is based on a set of 6 fundamental principles:

1. The Healing Power of Nature:

Naturopaths believe that nature has an innate ability to heal.

2. Identify and Treat the Causes

Treating symptoms does not stop those symptoms reappearing. Naturopaths seek to find the underlying cause, which may be physical or emotional.

3. First Do No Harm

A Naturopath will always choose the most natural, least invasive and least toxic treatment, to avoid creating other imbalances or side effects.

4. Doctor as Teacher

Part of the Naturopath's role is in educating the patient to take responsibility for their own healing and maintenance of health.

5. Treat the Whole Person

The body is seen as an integrated whole – all aspects of a person are taken into account and the treatment plan encompasses mind, body and spirit.

6. Prevention

Avoidance of toxins and changes to diet and lifestyle are recommended to prevent the onset of future disease.

History

The roots of Naturopathy can be traced back to the Greek philosopher Hippocrates, and the Hippocratic School of Medicine in 400 BC. Hippocrates valued the principles of Eastern medicine. He believed in viewing a person as a whole, seeking the underlying cause of a disease and using the laws of nature to stimulate healing.

The term *naturopathy* was first used by Dr John Scheel in the late 19th century in New York, to describe his methods of healthcare. The term was later purchased by Benedict Lust, a German born naturopath who was sent as a missionary to bring hydrotherapy to America. Lust was a student of Sebastian Kneipp, who is famous for his work on the healing properties of water. Lust is widely considered to be the "Father of Naturopathy".

In 1902, Lust founded the American School of Naturopathy in New York, and in 1919 he founded the American Naturopathic Association, allowing Naturopaths to become licensed for the first time.

By the early 1920s the naturopathic movement had gained a lot of public interest. Conventions were well attended and naturopathic journals provided valuable lessons in disease prevention and promotion of health. But in the late 1930s naturopathy started to become suppressed by the dominance of allopathic medicine – helped by the financial backing of the drug industry, with naturopaths being written off as ‘quacks’. This continued until the 1960s, when a growing public awareness of the importance of nutrition resulted in increasing respect for alternative medicine.

For the naturopathic profession to gain credibility in the mainstream, there was a need for credible research and training. In 1978 the first new naturopathy medical school was opened, and within a decade the first accredited courses were on offer.

Opposition by conventional medical practitioners still existed, but in the 1990s much of the dietary advice found in the early naturopathic journals was validated by the National Institute of Health and the National Cancer institute, who started advocating dietary principles such as increasing fibre and reducing red meat consumption for the prevention of degenerative disease.

The future

Naturopathy is becoming more popular and of greater importance in today's society, with the stresses of modern life taking a toll on health. Some of the issues affecting modern society include:

- chemical and environmental pollutants
- high intake of processed or ‘convenience’ foods
- multiple conflicting responsibilities
- lack of good quality sleep
- insufficient fresh air and sunlight
- long commutes to work becoming the norm
- many hours sitting in the same position

- excessive screen use
- minor health problems treated with drugs that cause side effects

The internet has given the public access to information that they did not previously have, and consumers are researching their conditions and alternatives to conventional treatment. Where an illness is not life-threatening, many people are choosing to start with natural, non-toxic and non-invasive techniques.

We are now seeing a paradigm shift in healthcare. Today there are a small number of NHS funded hospitals specialising in integrated medicine, with consultations that consider the emotional causes of disease and treatments on offer including diet and lifestyle modification, homeopathy, acupuncture, meditation and mindfulness. Conventional medical professionals, who previously shunned the ideas of naturopathy, are now starting to recommend naturopathic techniques including stress reduction, avoidance of pollutants, exercise and dietary modification. While some patients would still rather pop a pill than take responsibility for their own healing, more and more people are now enjoying the benefits of natural healing.

Studying Naturopathy

For anyone who is interested in learning about natural healing and in educating others to promote optimal health, the study of naturopathy will be truly rewarding.

The course encompasses an in-depth study of Naturopathy and Eastern medicine philosophy, and because of this unique blending approach is the only course of its type.

You will study a range of Eastern medicine models, the underpinning naturopathic principles, and be given full training in naturopathic diagnostic and treatment techniques. You will learn to undertake a full client consultation - gaining medical details, observations, diet, lifestyle and emotional factors, and use this information to consider the client in their entirety when devising a treatment plan. The training includes a module on the all-important psychosocial skills – including theories, personality types, psychotherapeutic interventions and the role of both the therapist and the patient in the healing process. On

graduation you will be fully competent not only in diagnosing and offering suitable treatment, but in supporting and monitoring patients until healing is complete.

You will also learn relevant physiology to fully understand how the body reacts to stress on a biological level, and help to understand the impact on the body organs and systems.

The course is designed to be completed within 1 year, but as much of the learning is completed online with flexible deadlines, you can opt to study at a slower pace and complete the training over 2 years. In order to complete within 1 year the average student should expect to study for 14-16 hours per week. Towards the end of the course there will be a Clinical Summer School where you will advance your learning, meet other students and be able to put your knowledge into practice.

This course is written in line with the National Occupational Standards (NOS) for the practise of Naturopathy.

In order to become a fully registered Naturopath, you will also need to have studied medical science (Anatomy, Physiology and Pathology) Bodywork, plus a naturopathic discipline as a specialism, such as Nutrition, Homeopathy, Acupuncture or Herbal Medicine. We offer courses in Homeopathy (level 6 equivalent) or Nutritional Therapy (level 5 equivalent) which make an ideal accompaniment to this course. We also have medical science courses in Anatomy & Physiology (level 3 equivalent) and Pathology & Disease (level 4 equivalent).

Graduates and therapists that meet the requirements as listed above are eligible to join the GNC if they are a member of one of a [GNC recognised professional register](#), if you are not a member of one of these associations then you would need to join one before you apply to the GNC.

Naturopathy Course Units:

1: Ayurveda Medicine

2: Chinese Medicine

3: Tibetan & Unani Medicine

4: Homeopathy

- 5: Naturopathy**
- 6: Homotoxicology**
- 7: Psychosocial**
- 8: Iridology**
- 9: Hydrotherapy**
- 10. Dentistry**

The philosophy which underpins Naturopathy will provide you with a completely different view of health, disease and even life itself. An understanding of Naturopathy can provide you with the knowledge to provide yourself, your family and your clients an increased level of health. Its message is simple and yet immediately resonates with all of those who study it, helping us to make sense of health and disease and empowering people with its simple philosophy.

This Naturopathy Course is designed for existing practitioners who want to broaden their understanding of alternative medicine; for practitioners who want to become a registered Naturopath; for practitioners who want to understand naturopathic philosophy and work in a more naturopathic way; or for lay people who are interested in learning more about a naturopathic approach to health, or who want to learn about the different subjects (medicines) before choosing which to specialize in.

Most naturopaths will be self-employed. Some may work from a dedicated room in their home while others may rent rooms in a clinic or natural healthcare centre. In order to practice professionally, naturopaths must hold professional insurance, maintain strict client confidentiality and comply with the data protection legislation.

A Naturopath works in Natural Healthcare and on a one-to-one basis with their clients - all advice is tailored specifically for that person health issues. An initial consultation typically lasts between 1 and 2 hours, depending on the techniques used, and during this the naturopath will:

- 1. Identify the main issues that the client wants to address.*
- 2. Take a full medical history, plus details of diet, lifestyle, and emotional factors such as stress or anxiety.*
- 3. Take details of family medical history, to give a full picture of any possible genetic traits or familial patterns.*
- 4. Make observations of the client's skin, hair and nails.*
- 5. Use any other diagnostic techniques they are trained in, such as tongue diagnosis, iridology or kinesiology.*
- 6. If required, pathology tests like blood tests or stool analysis, may be recommended to gain further information.*

If the naturopath feels they are not the best person to help the client, they may refer the client on to another practitioner. The naturopath may also write to the client's GP to explain the treatment being offered. This is often the case if a client is on medication and needs a GP approval before following some of the Naturopath's advice.

Some advice may be given to a client on the spot, but is usually followed up with an email or letter outlining their recommendations. This will include specific advice on diet, exercise, rest and relaxation as well as particular herbal or homoeopathic remedies that the naturopath thinks would benefit the client. The

naturopath must consider how easy or difficult it will be for the client to make changes, and tailor their advice to be achievable for that particular person.

A follow-up consultation is usually recommended a few weeks later, to check for any changes to the symptoms and adjust the treatment plan if necessary. This is also a good time to find out how much of the advice the patient has managed to follow, and provide additional motivation where necessary.

Naturopathic treatment is about long-term changes to encourage optimal health, so it is common for a patient to return for a number of consultations over a period of months or even years, adjusting the treatment plan little by little until the body is back in a state of balance.

A-Z of Naturopathy

A fun guide to some of the methods and principles found in Naturopathy. If you would like more information about the subject and content of our Naturopathy Course please contact us.

A is for Agni

Agni is an important component of Ayurvedic medicine, relating to the element of fire. Strong Agni signifies good health, whereas weak Agni leads to disease. There are many different types of Agni but the most important is Jathara Agni, which controls the digestion. This is essential because partially digested food creates Ama, which Ayurvedic medicine views as the cause of all disease within the body.

B is for Benedict Lust

The 'Father of Naturopathy'! German-born Benedict Lust discovered the healing powers of nature over 100 years ago, after being cured of a severe case of tuberculosis using hydrotherapy. Lust founded both the American School of Naturopathy and the American Naturopathic Association, allowing naturopaths to train and become licensed for the first time. His legacy is maintained today by the Lust family, who continue to share his natural healing practices.

C is for Cleansing

A cleansing regime is often the first step in a naturopathic treatment programme, and may include certain foods and fluids, herbs, special nutrients, colon hydrotherapy or enemas. The term cleansing is often confused with detoxification – but detoxification relates to a normal bodily process whereas a cleanse is a specific programme or regime that is followed for a set period of time.

D is for Detoxification

Detoxification is a natural bodily process whereby the body deals with potentially harmful substances. The organs of detoxification include the lungs, skin and colon, but the key organs are the liver and the kidneys. In the liver, toxins are bound to other substances to render them harmless before being eliminated from the body. A naturopath may support the organs of detoxification with natural methods in order to make this process more efficient.

E is for Emotions

A naturopath always considers possible emotional causes to ill health, and seeks to address these in tandem with physical symptoms. Often the onset of disease can be traced back to a significant traumatic or emotional event in a client's history, such as the loss of a loved one, a move to an unfamiliar place, or a traumatic accident. In the case of chronic pain caused by whiplash, the tissue damage seen on scans does not correlate to the level of pain experienced. Pain often continues long after the physical tissue has healed and it is only when the emotional trigger is addressed that the pain diminishes.

F is for First do no harm

'First do no harm' is a key principle of naturopathic medicine, and implies that any treatments used should be non-toxic, use the least amount of intervention possible, support and promote the body's own healing ability and minimize the risk of harmful side effects. It is quite opposite to many drug-based treatments, which can cause uncomfortable side effects that often require further medication.

G is for Gerson

Dr Max Gerson (1881 – 1959) was a German-born American physician who developed the Gerson Therapy for treatment of chronic and degenerative diseases, including migraine, cancer and arthritis. The treatment is a specialized

form of dietary therapy involving large quantities of organic fruit and vegetables, raw juices, natural supplements and regular coffee enemas to support the liver, remove toxins and strengthen the immune system. After Dr Gerson's death in 1959 his daughter, Charlotte, founded the Gerson Institute – a non-profit organization which continues to teach his methods today.

H is for Hering's Law of Cure

Constantine Hering was an early pioneer of Homeopathy. His law defines the order in which symptoms will be cured during a program of treatment, stating: “All **cure** starts from within out, from the head down and in reverse order as the symptoms have appeared or been suppressed”. What this means is that the body must be allowed to eliminate toxins without suppression (from within out); mental symptoms will disappear but may manifest as physical symptoms (from the head down); and the most recent symptom to arise will be the first to disappear (in reverse order).

I is for Identifying the cause

One of the fundamental principles of Naturopathy is to identify and treat the cause, rather than focusing only on symptoms. It is for this reason that a Naturopath takes a detailed case history from a client, including information as far back as childhood. If symptoms are treated without addressing the cause, then those symptoms will simply return once treatment stops. To take a simple example, using astringent lotions for acne may temporarily stop the symptoms but if the underlying cause is a hormonal imbalance, the acne will reappear unless that imbalance is corrected.

J is for John Scheel

John Scheel was a German Homeopath practicing in New York at the end of the 19th century. He is credited as the first person to use of the term ‘Naturopathy’ in 1895. The word ‘Naturopathy’ is derived from Greek and Latin, and Scheel used the word to refer to health care that used natural methods and focused on the whole person. He sold the rights to the term to Benedict Lust in 1902, who popularized it across the globe.

K is for Kneipp

Father Sebastian Kneipp was a Bavarian Priest who worked extensively with the healing powers of water, and developed the famous 'Water Cure' method. Although he is best known for hydrotherapy, Kneipp also used botanical medicine, exercise and nutrition in his healing programmes. It was Kneipp who sent Benedict Lust over to America as a missionary to spread knowledge of hydrotherapy and natural healing. Following his death in 1897, Kneipp's methods became part of mainstream medical practice in Germany and continue to be used to this day.

L is for Lindlahr

Dr Henry Lindlahr (1862-1924) was a German naturopath and one of the great pioneers of Nature Cure. He was the founder of the Lindlahr Sanitarium, which promised no drugs or surgery but instead used diet, breathing, hydrotherapy, exercise, rest, sunlight, and manipulation therapy to promote health. Lindlahr also opened a college in Chicago to train physicians in the various methods of Nature Cure and published a series of books titled *Philosophy of Natural Therapeutics* detailing his methods.

M is for Meridians

The meridian system is a key concept of Traditional Chinese Medicine. The meridians are a series of interconnected energy channels which transport Qi or Chi through the body. Meridians exist in pairs, and each meridian has a number of acupuncture points along its length. Ill health occurs when energy flow through the meridians becomes stagnant or blocked, and stimulation of the correct location can release the energy and return the body to a state of health. The meridian system differs from the circulatory system in the sense that it is an energy medicine concept, and so cannot be seen with scans or imaging.

N is for Nature Cure

Nature cure is a general term used to describe a number of methods of natural healing including diet, exercise, rest and hydrotherapy. It is based on the principle of the healing power of nature, and seeks to stimulate the body's innate ability to heal itself without the use of toxic drugs or invasive surgery.

O is for Organic food

Organic farming prohibits the use of synthetic pesticides and herbicides such as glyphosate, which has been linked to many health concerns. Instead, natural methods such as crop rotation are used, along with natural insect repellents such as citronella. Animal welfare is at the heart of organic farming and follows the naturopathic principle that prevention is better than cure – animals are not routinely treated with drugs, antibiotics or wormers. The Soil Association is the leading organic certification body in the UK, and products that meet their standards display their logo.

P is for Prevention

Prevention of disease is one of the underlying principles of naturopathy. Most patients who visit a naturopath will already be suffering from some kind of disease – but as well as addressing the current symptoms the naturopath will also aim to prevent future disease through changes to diet, exercise and lifestyle. This differs from orthodox medical practice which focuses primarily on relief of symptoms.

Q is for Qi

Qi (also known as Chi) is the Traditional Chinese Medicine concept of vital energy. We commonly think of Qi as energy within body but Qi is actually larger than this - it is considered to be a universal energy - a force that makes up and binds all things in the universe. It embraces all types of energy, including heat, light, nerve impulses, thoughts and emotions.

R is for Relaxation

One of the key principles of Nature Cure is relaxation, and is something that even the most orthodox of medics would not disagree with. When the body and mind relax, tension is released from muscles, the body softens, blood pressure and other functions can return to normal. During deep relaxation the channels of healing are opened.

S is for Stress management

Physical or emotional stress causes release of hormones to help the body to cope. This is natural and necessary; however, being in a constant state of stress means these hormones are triggered repeatedly, creating imbalance and

subsequent ill health. It's impossible to avoid stress altogether, but learning to manage it is key to restoring the body and mind to a state of equilibrium. A naturopath may suggest a range of stress-management techniques including meditation, mindfulness, exercise, massage, time management, or the use of music.

T is for Tongue diagnosis

Tongue diagnosis is a non-invasive diagnostic tool used in Chinese medicine by acupuncturists and herbalists, as well as many other practitioners of natural medicine. The practitioner examines the shape, colour, and coating of the tongue to detect imbalances in a patient's Qi (vital energy). Specific areas of the tongue relate to specific organs, giving further clues about the root cause of the imbalance.

U is for Unani

Unani or 'Unani Tibb' is an Arabic term meaning 'Greek Medicine'. It is a system of medicine which is popular in the Middle East, thought to be derived from physicians in Ancient Greece and with roots in the teachings of Hippocrates, Aristotle and Galen. Unani is based on the balancing of the four humours (blood, phlegm, yellow bile and black bile), with any imbalance between them seen as the cause of disease. Unani methods are similar to other naturopathic therapies – using clean water, pure air and fresh food to prevent disease and seeking a balance between body and mind.

V is for Vitalism

Vitalism is central to Naturopathy, and relates to the invisible life force that might be described as a person's essence, spirit or soul. The principle of vitalism teaches that life cannot be fully explained in physical and chemical terms, but that there is an energetic force within any living organism enabling it to grow, develop and heal.

W is for Water cure

Water cure, or hydrotherapy, is one of the oldest forms of treatment and has been documented as far back as ancient Rome, but was made prominent by Father Sebastian Kneipp. Application of water at specific temperatures constricts the blood vessels and promotes circulation throughout the body. Regular

hydrotherapy can be used to stimulate the body's self-healing capabilities, invigorating the system and giving positive benefits to the nervous system and metabolism.

X is for X-ray

Although naturopaths will use non-invasive diagnostic techniques wherever possible, many are trained in modern methods such as x-ray and other forms of imaging. There are times when x-ray may be necessary, in particular in holistic dentistry, as it gives vital information that cannot be obtained by other methods. The naturopath must use their skill and discretion to determine when an x-ray needs to be performed, and will aim to keep exposure to a minimum.

Y is for Yin and Yang

The concept of Yin and Yang has been integral to Chinese culture for thousands of years. Although some view Yin and Yang as opposites, they are really complementary forces that exist in everything in the universe. There is a constant dynamic flow between the two forces and one can also transform into the other, in the same way that seasons come and go and morning turns to night. Chinese medicine seeks harmony and balance between these two forces, and the complex interconnections of yin and yang are used to diagnose and treat ill health.

Z is for Zirconium

Zirconium is a non-metal alternative that may be used by holistic dentists for crowns and implants. Metal, although strong, can corrode and react with other metals in the mouth. Zirconium shows good acceptance by the bone and gum and is strong enough for general dental work. As a relatively new treatment option, there is no long term evidence relating to its safety and effectiveness.

Unit 1: Ayurveda Medicine

Ayurveda, the science of life, is the mother of all medical systems, and as such will enhance your understanding of any medical discipline and of how we interact with our universe. A study of Ayurveda provides a firm foundation to build your knowledge of health and disease upon. With this foundation you will understand how to support your clients in their return to health.

In this unit you will learn about the history and philosophy of Ayurvedic medicine (Sankya philosophy, the three Gunas, the Five Great Elements of Panchamahabhuta), the Tri Dosha theory (Vata, Pitta and Kapha), Ayurvedic anatomy and physiology, tongue diagnosis, Ayurvedic diet and nutrition, Ayurvedic Samprapti (the course of disease) and balancing techniques.

Interest in Ayurvedic medicine has substantially increased in the last 20 years. In this course you will learn how you can incorporate Ayurvedic principles into your current practice, regardless of your discipline. The course will teach you how to understand your clients both from an emotional and physical perspective; have the tools to provide your clients with a diet and lifestyle to correct and balance their symptoms, and also provide you with an in-depth understanding of the disease process.

Ayurveda Medicine Course

Units: 1

Study Hours: 40 - 60

Time: Estimated 2 months (timing up to you)

Enrolment period: 4 months (with option to extend)

Books: Purchased separately

Certification: Certificate in Ayurvedic Medicine

Study Options: E-learning (online) or Correspondence (paper)

Aims of the Course

- To provide an in depth understanding of Ayurvedic medicine which will act as a firm foundation for any medical discipline.

- To provide a basis for naturopathic philosophy and understanding.
- To introduce the concepts of energetic nutrition and to be able to incorporate this into clinical practice.
- To have a deeper understanding of health and disease and to provide the tools to support clients in a return to health via Ayurvedic diet and lifestyle.

Ayurveda is an ancient system of healing that has its roots in the depths of Indian antiquity. It is the oldest medical system on the planet and most other medical traditions have their roots in Ayurveda. Thousands of years ago 'India' covered a vast area, from as far as Afghanistan to China.

Ayur means 'Life' and Veda means 'knowledge'. Ayurveda then is 'the knowledge of life'. It is a system that helps us understand our true nature and our relationship with everything around us. Ayurveda gives us the knowledge for a long and healthy life by offering a deep understanding of each person's unique body. Ayurveda allows us to recognise the true essence of a person and that we are totally unique, unlike modern western medicine, which likes to place people in categories, name their diseases, and relies upon trials, assuming that everyone is essentially the same.

Historical evidence shows that Ayurveda has influenced almost all medical systems of the world. The Egyptians learnt about Ayurveda long before the invasion of Alexander in the 4th Century BC through their sea trade with India. Greeks and Romans came to learn of Ayurveda after the invasion of Alexander. It was through this connection that Unani medicine came about, which has its origins in Greek, Ayurvedic and Persian cultures. From AD100-300 Ayurveda spread to the East through Buddhism and influenced Chinese and Tibetan medicine. The Islamic physician Avicenna, who helped to form the European medical tradition via Unani medicine, strictly followed Ayurvedic principles. Even Paracelsus, sometimes considered to be the father of modern Western medicine followed the basic teachings of Ayurveda. Greek medicine is very similar to Ayurveda and we will look at those similarities later in the course. Hippocrates is quoted as saying 'foolish is the physician who despises the wisdom of the ancients'. His many sayings can clearly show his understanding of Ayurvedic medicine.

Unit 2: Chinese Medicine

The Chinese Law of the Five Elements provides a wonderful view of observing the universe and making sense of our surroundings. An understanding of how these five elements affect us on every level can only enhance the practice of naturopathy, nutrition and other therapies.

In this unit we will be studying the basic principles of Chinese Medicine and exploring its similarities to Ayurveda. Ayurveda truly is the 'mother of all medicine'. You will learn about the history of Chinese Medicine, the roots of acupuncture, Celestial Stems Terrestrial Branches theory, Traditional Chinese Medicine (Yin and Yang, Qi, the Five Fundamental Textures, Blood, Essence, Spirit, Fluids, the organs, the Yin and Yang organs, the Six Pernicious Influences, the Seven Emotions, the Eight Principle Patterns, heat and cold, excess and deficiency, the Three Causes of Disease, the Six Stages of Disease and Four Stages of Disease), the theory of Ayurvedic Acupuncture (Channels and Humors, the Ayurvedic Energy Wheels, the Wheels of Destruction and Support, Wheel Interactions, the Elements and Seven Dhatus, Aggravation of Humors, Tongue and Pulse diagnosis), Chinese Five Element theory in detail (history and Taoism, the Five Elements (Wood, Fire, Earth, Metal and Water), the Sheng cycle, the Mother and Child relationship, the Ko cycle, the Organs or 'Officials' and the Five Elements, the Law of Midday-Midnight, Constitutions and the Causative Factor, Five Element Resonances, Main Emotions Relating to the Five Elements, the Cause of Disease according to Five Element Theory, Causes of Disease, Nutrition and Chinese Food Energetics (5 rules, eating through the seasons, temperature of food, the 5 flavours and differential diagnosis).

This module will give you a unique approach to understanding human nature that will help in clinical practice. You will learn how to relate the five elements to health, disease, diet and lifestyle which will enhance your understanding of the universal rhythms and also help you make sense of your client's psychology and physical ailments.

Chinese Medicine Course

Units: 1

Study Hours: 40 - 60

Time: Estimated 2 months (timing up to you)

Enrolment period: 4 months (with option to extend)

Books: Purchased separately

Certification: Certificate in Chinese Medicine

Study Options: E-learning (online) or Correspondence (paper)

Aims of the Course

- To provide an understanding of five element theory and how this can be used in naturopathic and nutritional practice.
- To provide a unique approach to viewing human nature and disease.
- To provide a basic understanding of traditional Chinese medicine and its development and relationship to five element Chinese theory.
- To build on knowledge so that practitioners can use Eastern nutritional approaches in their clinical practice.

Why study Chinese medicine?

Chinese medicine is much better known than Ayurvedic medicine. The Chinese have done an excellent job of introducing Acupuncture and Traditional Chinese Medicine (TCM) to the west.

The Chinese Law of the Five Elements provides a wonderful view of observing the universe and making sense of our surroundings. An understanding of how these five elements affect us on every level can only enhance naturopathic and nutritional practice. This module will give you a unique approach to understanding human nature that will help in clinical practice. You will learn how to relate the five elements to health, disease, diet and lifestyle which will enhance your understanding of the universal rhythms and also help you make sense of your client's psychology and physical ailments. The module enhances your understanding of Eastern energetic nutrition and how to apply Eastern medical wisdom in practice.

Unit 3: Tibetan & Unani Medicine

Part A: Tibetan Medicine

Just as Ayurvedic medicine is influenced by Hinduism and Chinese medicine is influenced by Taoism, so Tibetan medicine is influenced by Buddhism. The gentle Buddhist approach to life shines through in this amazingly powerful branch of ancient medicine

In this unit, you will study the basic principles of Tibetan medicine and relate these to Chinese and Ayurvedic medicine. The unit includes the history and philosophy of Tibetan medicine (the Mind and the Three Mental Poisons, the Five Elements, the Three Humours (Wind, Bile and Phlegm), the Fifteen Humour Sub Divisions, Humours and constitutional characteristics, the Seven Bodily Constituents, Vital Essence (Dhang), the Three Excretory Functions, the organs, disease process according to Tibetan medicine (digestion including wind, bile and phlegm, Humour Imbalance in the Seven Bodily Constituents, Four stages of Disease, Hot and cold diseases, the 404 diseases of Tibetan medicine, diagnosis, dietary therapeutics, medicines and the medicine trees. Tibetan medicine is a blend of Ayurvedic, Chinese and Greek medicine which you will clearly see as you work your way through this section. Tibetan medicine is based on the Gyud-Shi which translates as 'The Four Tantras' (Tantra = text). The Gyud-Shi contains the medical teachings that Buddha gave in Varanasi, India when he was 71 years old (c 870 BC). In the 8th century the Gyud-Shi was translated into Tibetan.

Part B: Unani Medicine

***Unani Medicine developed out of ancient Greek medicine
(Unani=Greek; Tibb=medicine in Arabic).***

In this unit you will learn about the similarities between other medical disciplines

and Greek medicine. There are many similarities to Ayurvedic principles which surely had an influence upon Greek medicine and vice-versa. It is likely that the two disciplines developed independently through observation with the temperaments in the natural world.

This unit includes the history of Unani medicine, Unani medicine concepts (the body, the Seven Natural Principles, the Four Elements, the Four States of Matter, temperament, the Humours), the maintenance of health (the Six Essential Causes, Balance and Imbalance, concepts of disease and cure, the disease process, raw humours, black bile as a cause of disease, stages of disease, methods of diagnosis and concepts of treatment), the Four Humours and Psychological Profiles.

Unani medicine has its basis in the universal laws which were understood by the ancient Greek and Egyptians, as well as Arabs and non-Arabs of the middle ages. The earliest surviving manuscripts recording Greek medicine can be traced back to Hippocrates (ca 460BCE-370BCE) and Galen (ca 129CE-199/201CE), both of whom studied medicine in Egypt. Arabic translations did not become available until the seventh and eighth centuries.

Tibetan & Unani Medicine Course

Units: 1

Study Hours: 100

Time: Estimated 2 months (timing up to you)

Enrolment period: 4 months (with option to extend)

Books: Purchased separately

Certification: Certificate in Tibetan & Unani Medicine

Study Options: E-learning (online) or Correspondence (paper)

Aims of the course

- To provide detailed information about these two eastern medical traditions of Tibetan and Unani medicine
- To enhance understanding of an eastern medical approach and how to use this in practice
- To enhance understanding of human nature through study of the three mental poisons and the four temperaments

- To provide energetic nutritional approaches to enhance nutritional and naturopathic practice
- To further an understanding of health and disease from an eastern medical perspective.

Why study Tibetan & Unani Medicine?

Tibetan and Unani medicine, together with Ayurvedic and Chinese Medicine, make up the four main Eastern medical approaches to health and disease. Each discipline offers its own unique blend of amazing knowledge and when combined, gives the student a knowledge and understanding of health, disease and human nature that is unsurpassed in modern medical approaches.

An understanding of these combined four approaches provides an excellent foundation to progress to studying Naturopathic medicine in detail. The Eastern medicine modules will provide an unrivalled approach to Eastern nutrition which will set you apart from other practitioners using more orthodox nutritional approaches to health.

Unit 4: Homeopathy

In this unit we will be looking at the history of homeopathy, the underlying philosophy, and the homeopathic view of disease. You will then learn some practical homeopathy that you can use in your clinic. You will combine your learning of homeopathic philosophy with information about commonly used homeopathic remedies that you will be able to use for simple prescribing in your practice. It is important, as a naturopath, to have an understanding of the most useful homeopathic remedies that your clients will have easy access to and quite possibly be already using at home.

This unit includes the study of homeopathic history, philosophy, miasms (hereditary tendencies), law of cure, the vital force, homeopathic influences (Bach flower remedies and Schuessler tissue salts), potentisation and formulation of remedies, law of minimum dose, susceptibility, suppression, case-taking, dosage, prescription and cautionary guidelines.

Homeopathy is perhaps the best known of all the natural medical disciplines. Most people have heard of homeopathy; it is an in-depth subject that requires a minimum of 4 years' study to become a professional homeopath. However, in this module you will learn the fundamentals of homeopathic philosophy, methodology and case taking so you can look after your patients in a basic way with commonly used remedies. You will learn about 30-40 remedies so that you can carry out simple prescribing in your practice. It is hoped that you will learn enough about homeopathy to recognise how much there is to learn and be aware of your capabilities.

Homeopathy Course

Units: 1

Study Hours: 100

Time: Estimated 2 months (timing up to you)

Enrolment period: 4 months (with option to extend)

Books: Purchased separately

Certification: Certificate in Homeopathy

Study Options: E-learning (online) or Correspondence (paper)

Aims of the course

- To have an understanding of homeopathic philosophy which underpins naturopathic philosophy
- To understand the history of homeopathy and how it fits into the overall development of the history of medicine
- To understand homeopathic miasms and disease resonance and their effects upon health as an underpinning principle to naturopathic understanding
- To be able to understand the basics of homeopathy, remedy-making, case-taking and remedy prescription in practice.

Why study Homeopathy?

The homeopathy module builds on the information included in the Eastern medicine modules and continues the study of the history of medicine. Knowledge and practice of homeopathy is required in order to be a registered naturopath. The natural laws and philosophy that underpin homeopathy lay the foundation for

naturopathic study and understanding, and also provide valuable information about health and disease. This module also teaches simple homeopathic prescribing with the use of 30-40 commonly used remedies which can be used as a major adjunct to any clinical practice.

About Homeopathy

Homeopathy is a system of alternative medicine that is based on the Law of Similars. The Law of Similars states that a substance, when taken in a large amount will cause certain adverse symptoms, but if a minute amount of the substance is taken, then it will heal the symptoms that it would cause if taken to excess. This concept is more commonly known as 'like cures like'. It was Samuel Hahnemann (1755-1843) who realised these natural laws of nature and incorporated them into his new medicine which he called homeopathy.

Read more about homeopathy [here](#)

Unit 5: Naturopathy II

The art of modern naturopathy is to be able to blend advances in modern medicine with the ancient traditions. Science is beginning to prove what the ancient Eastern medical traditions have been teaching for centuries. This unit aims to bring the science of Western medicine and the ancient Eastern knowledge together in the hope that practitioners can truly understand how to help their patients.

In this unit you will learn about the early history of naturopathy (early pioneers and influencers, different schools of thought, the rise and fall of naturopathy), naturopathy today, the therapeutic order, naturopathic philosophy (mechanism/reductionism, the vitalistic approach, the cause of disease, the microzyme theory of Antoine Bechamp, a healthy terrain, the role of other therapies such as Ayurveda, homeopathy and so on in naturopathy, naturopathic detoxification, naturopathic nutrition theory (stress, electrolyte balance, acute and chronic eliminations, naturopathic case-taking, naturopathic techniques (linseed

tea, skin brushing, hot and cold showers, hot rubbing, Epsom salt baths, castor oil packs, enemas, water enemas, Aloe Vera enemas, Chamomile enemas, magnesium enema, flaxseed tea enemas, coffee enemas, liver and Gall Bladder flush, infra-red saunas, the healing crisis and the definition of functional medicine.

A naturopath will give and suggest the least possible to bring the body back into balance. Unless we can understand the healing power of nature and the natural laws that we have learnt from Eastern medicine we will always struggle to understand what our client needs in order to be able to return to health.

Naturopathy Course

Units: 1

Study Hours: 100

Time: Estimated 2 months (timing up to you)

Enrolment period: 4 months (with option to extend)

Books: Purchased separately

Certification: Certificate in Naturopathy

Study Options: E-learning (online) or Correspondence (paper)

Aims of the course

- To understand the history of naturopathy and the many disciplines that have merged together to form it
- To understand the philosophy that underpins naturopathic practice
- To understand how naturopaths view disease and the progression of disease
- To appreciate how the body works as one unit and how structural changes, diet, lifestyle and emotional stressors all combine to create disease symptoms.
- To learn simple naturopathic techniques and know when to use them in practice.

Naturopathy has become an amalgamation of different disciplines, all of which aim to treat the body naturally and respect and acknowledge the vital energy in the body. Although the therapies differ, the underlying message of promoting health and supporting the body's own healing processes runs through them all.

They are: healthy living, natural diet, detoxification, exercise, physical therapy, and mental, emotional and spiritual healing, all using natural therapeutic agents. The schools of thought that influenced naturopathy include hydrotherapy, nature cure, Eclectic school of medicine, the hygienic system, autotoxicity, homeopathic medicine, herbal medicine, osteopathy and chiropractic, exercise and spirituality.

Why study Naturopathy?

An understanding of Naturopathy provides an insight in to disease symptoms that few other disciplines can match. Not only does it provide knowledge of what the body is trying to achieve with its myriad of symptoms that health practitioners are continually confronted with, but it also provides simple answers in the form of dietary and lifestyle changes together with naturopathic techniques. Learning naturopathy gives you the tools to fully understand your clients' symptoms and how to help them return to improved health.

Unit 6: Homotoxicology

Homotoxicology is a blend of naturopathy, homeopathy and modern medicine. The basis of Homotoxicology is the function of the extra cellular matrix, or ECM, which works in the same way as the humours of Eastern medicine; as a regulatory mechanism. The science that Homotoxicology is based on builds on the old understanding of the humoral theory and seeks to find a definition for it in modern scientific research.

In this unit you will learn about the science behind homeopathy (the minimum dose, the Law of Similars, dynamisation of the substance), toxins (unnatural chemical toxins, exogenous and endogenous sources of toxins, emotional and energetic toxins, the importance of liver detoxification and eliminations), the basics of homotoxicology (the Extra Cellular Matrix or Ground Substance of Alfred Pischinger), Regulatory Systems and Feedback Systems, Bioregulatory Medicine, Three Pillars of Homotoxicology, Greater Defence System, Acidosis, By-stander reaction, the 6 Phase Table or Disease Evolution Table and Scientific laws, the Extra Cellular Matrix and Ground Regulation System of Pischinger (components, functions and regulatory responses of the ECM, deposition of toxins in the ECM, inflammation), bioregulatory medicine, the three pillars of

homotoxicology (drainage and detoxification, cell and organ support, immunomodulation), greater defence system (the Reticuloendothelial system, the HPA axis, the Neural Reflex System, detoxification by the liver, detoxification of the Matrix, the Mucous Membranes), acidosis, Immune Bystander Reaction theory, the 6 Phase Table or Disease Evolution Table (excretion/humoral phase, reaction/inflammation phase, deposition phase, impregnation phase, degeneration phase and dedifferentiation/neoplasm phase, and using simple homotoxicology remedies in practice (preparations and remedies used in homotoxicology – Traumeel, Lymphomyosot, Nux Vomica Homaccord, Berberis Homaccord, “The Detox kit”, Engystol, Nervoheel and Neurexan).

The ‘father’ of Homotoxicology is Hans Heinrich Reckeweg (1905-1985) who was a doctor, naturopath and homeopath and whose aim was to ‘marry’ together all of these disciplines. The result was Homotoxicology, the study of toxins and how they affect the human organism.

With its roots in naturopathy, the basis of Homotoxicology is that the body is trying to maintain homeostasis via the elimination of toxicity. All routes of elimination therefore need to be supported.

Homotoxicology and Bioregulatory medicine has been put forward as a medicine of the future.

Homotoxicology Course

Units: 1

Study Hours: 100

Time: Estimated 2 months (timing up to you)

Enrolment period: 4 months (with option to extend)

Books: Purchased separately

Certification: Certificate in Homotoxicology

Study Options: E-learning (online) or Correspondence (paper)

Aims of the course

- To have a basic understanding of Homotoxicology

- To compare Eastern medicine, Naturopathic and Homeopathic understanding and to bring this up to date with modern research which verifies these traditional medical approaches
- To build on Naturopathic and Homeopathic understanding by viewing these two disciplines from a scientific perspective
- To learn about the importance of the extra cellular matrix and its regulatory effect upon health and disease.
- To understand the connections between the extra cellular matrix and the humoral theory of Eastern medicine
- To understand the importance of inflammation, drainage and the progression of disease
- To learn simple Homotoxicology prescribing

Why study Homotoxicology?

Homotoxicology is a blend of Homeopathy, Naturopathy and modern scientific research. It therefore brings these disciplines 'up to date' by studying the science that underlies them and how they work. Study of Homotoxicology offers the student an in-depth scientific understanding of disease which encompasses the humoral foundation of Eastern medicine, Homeopathy and Naturopathy. Students will build on their understanding of the regulatory processes in the body and how toxicity will hinder these processes resulting in pathology. This module brings together everything that has been learnt so far in the course and views it from a modern scientific perspective whilst at the same time maintaining the underlying naturopathic foundation.

Unit 7: Psychosocial Medicine

This unit looks at the role of psychology and psychoanalysis on overall health. All disease stems from the mind; Eastern medicine teaches us that the mind and body directly affect and influence one another. Modern research is proving how important the mind is in maintaining our general health.

Naturopaths need to have an understanding of the history of psychology and the different schools of thought within the psychology and psychoanalysis sector. They also need to have an understanding of how the brain influences the

physical body from a modern scientific perspective and have tools at hand that they can offer to their clients in order to help deal with the various stresses that we all have to cope with.

This unit is therefore divided into two parts. The first part covers the history and basics of various psychotherapeutic models (the origins of psychotherapeutic intervention, psychotherapeutic intervention today, psychodynamic practice, humanistic practice, transpersonal practice and cognitive-behavioural practice) together with the different theories relating to the stress trauma response such as the polyvagal theory and Jungian personal theory. You will learn about the role of the therapeutic process, how to assess and relieve the stress-trauma manifestation, as well as psychotherapeutic strategies to implement in practice.

The second part covers the stress response in more detail and the impact of stress on the physical body and its role in chronic disease. You will learn how to identify and treat adrenal fatigue, how to monitor and support stress levels, the role of flower remedies and aromatherapy. The section ends with information about different constitutional types (the four temperaments of Greek medicine, Jungian personality types, Myers Briggs, David Keirsey's personality types and the Enneagram).

Psychosocial skills Course

Units: 1

Study Hours: 100

Time: Estimated 2 months (timing up to you)

Enrolment period: 4 months (with option to extend)

Books: Purchased separately

Certification: Certificate in Psychosocial skills

Study Options: E-learning (online) or Correspondence (paper)

Aims of the course

- To provide a basic understanding of the history of psychology
- To provide a basic understanding of the different schools of thought in psychoanalysis
- To provide tools to assess stress levels in your clients

- To provide an in-depth look at the effects of emotional stress on the physical body
- To understand how stress impacts the central nervous system, endocrine system and immune system
- To introduce simple psychoneuroimmunology concepts
- To provide detailed information about adrenal fatigue: how to test for it and how to support clients suffering from it
- To understand the impact of stress upon the adrenals and thyroid glands
- To introduce various personality typing concepts

Why study psychosocial skills?

Psychosocial skills are required in order to be a registered Naturopath. Stress is probably the most predominant factor in all disease processes and knowledge of how to help your clients deal with their stress levels is of paramount importance in any holistic medical practice. In this module you will learn about the history of psychology and the different schools of psychoanalysis that have developed in the last century, including basic information about the polyvagal theory. The second part of the module looks at the effects of stress upon our physical and emotional states in depth, including adrenal fatigue and thyroid imbalances. Tools for assessing and monitoring stress levels together with various personality typing protocols are included to enhance your skills in this area of practice.

Unit 8: Iridology

In this unit we are going to take a brief look at Iridology and its history and practice. Iridology can be useful for all practitioners of holistic medicine. For example, chiropractors can identify the part of the spine that most needs attention; massage therapists can use it to identify areas that most need therapeutic massage; colonic hydrotherapists can see the genetic predisposition of the bowel; homeopaths and acupuncturists can use iridology to see which areas of the body may need a remedy; naturopaths and nutritional therapists can identify which areas of the body require support and which nutrients may be required.

This unit examines the history of iridology, the anatomy of the iris, iris charts and zones of the iris, pupil size and shape, the iris (colour in the iris, the stomach

ring, the intestinal ring, the collarette, contraction furrows, nerve rings, scurf rim, lymphatic rosary, circulatory or venous ring, the anaemia ring, cholesterol ring, sodium ring, arcus senilis, bulge), degrees of disease in the iris and lacunae, crypts and defect signs, pigment on the iris, radii, transversals, spleen signs hypothalamus signs, constitutions (the American and Australian School constitutions, the German School, structural sub types, diathesis sub types), emotional / behavioural iridology, miasms, modern iridology and the latest research.

There are two main course books to give you an overview of this subject, however, those of you that are particularly interested in Iridology are also advised to buy Farida Sharon's original edition of 'Iridology: A Complete Guide' as this will give you a thorough grounding in this discipline. For those of you who are not planning on using Iridology in your practice the two essential reading texts will be sufficient for your study.

The unit can therefore be worked through at two levels with the relevant pages of Farida Sharan's book detailed throughout the text to provide you with a deeper understanding of each section of study. This book draws on many naturopathic principles and techniques and will therefore build on your understanding of naturopathic medicine as well and how to integrate naturopathic techniques into your practice.

Iridology Course

Units: 1

Study Hours: 100

Time: Estimated 2 months (timing up to you)

Enrolment period: 4 months (with option to extend)

Books: Purchased separately

Certification: Certificate in Iridology

Study Options: E-learning (online) or Correspondence (paper)

Aims of the course

- To be able to use basic skills of Iridology in a clinical setting
- To be able to identify the main iris signs and relate them to your clients health picture

- To be able to identify the major constitutions and understand the associated predispositions to disease
- *To act as a foundation to more advanced training in Iridology*

Why study Iridology?

Iridology is an amazing diagnostic tool which sits comfortably alongside any alternative medical discipline. This module will provide you with the tools to use this discipline in your practice and enhance your understanding of your client's emotional traits, overall health, constitution, predispositions and inherited factors. The course content will provide you with the necessary information to use Iridology extremely effectively in your practice and also to act as a firm foundation for more advanced study of this incredible discipline.

Note: although this unit does not give you a qualification in iridology, it will give you the basic tools to use iridology in your practice and to be able to identify the main signs in the iris together with the main constitutions. If you are interested in studying iridology in further depth, courses are mentioned at the end of this unit. Iridology is not a prerequisite for being a naturopath but a lot of naturopaths use this useful diagnostic tool. This unit aims to give you a basic overview so that you can use basic Iridology in your practice and also decide whether you would like to learn more about this fascinating subject.

Unit 9: Hydrotherapy

Hydrotherapy, as the name suggests, is all about water; water is a particularly unique substance and is used in all of its forms in hydrotherapy practice – as steam baths, hot and cold applications and as ice packs. We will look at the various techniques and the science behind how they work and provide some simple, yet effective, techniques that can be used with your family, friends and in your clinical practice.

In this unit you will study the history of hydrotherapy, the theory of hydrotherapy (latent heat, the uses of hot and cold in hydrotherapy, the importance of circulation, buoyancy, reflex areas and dermatomes, hydrotherapeutic manipulations and fever), the practice of hydrotherapy (tonic and stimulant, depressant and sedative effect, techniques), balneotherapy (hot, cold and

graduated foot baths, warm and cold arm baths, hot and cold contrast baths, warm/neutral baths, cold baths, graduated baths, alternating leg and arm baths, sitz baths, washings), internal therapy (inhalations, enemas, equipment, water enemas), conditions and suggested techniques (varicose veins and haemorrhoids, hyper/hypotension, angina, thrush, tachycardia, congestive cold, pelvic problems, cystitis, immune function, insomnia, poor circulation, headaches, anxiety and depression, chronic fatigue syndrome, irritable bowel syndrome and poor digestion, weak immune response, adrenal and thyroid support).

Hydrotherapy was the treatment of choice for centuries, being the only medicine available to the poor, where the nearest doctor lived many miles away and was often unaffordable. Hydrotherapy is still practiced today, although it has been developed since the days of Kneipp who generally preferred to use cold water. Certainly cold water swimming has been found to be very beneficial for depression. Modern hydrotherapy includes the use of warm water together with exercises given by physiotherapists for various ailments such as arthritis, rheumatism, muscular pain and anxiety.

Traditional hydrotherapy techniques help to build immunity, improve circulation, improve the quality of the blood and lymph and balances the autonomic nervous system.

Hydrotherapy Course

Units: 1

Study Hours: 100

Time: Estimated 2 months (timing up to you)

Enrolment period: 4 months (with option to extend)

Books: Purchased separately

Certification: Certificate in Hydrotherapy

Study Options: E-learning (online) or Correspondence (paper)

Aims of the course

- To understand the history of hydrotherapy

- To understand how hydrotherapy fits into naturopathic practice
- To understand how hydrotherapy fits into the history of medicine
- To understand the science that underlies the various hydrotherapy techniques
- To be able to effectively apply basic hydrotherapy techniques in practice

Why study Hydrotherapy?

Knowledge of the basic principles of Hydrotherapy is required to be a registered Naturopath. All of the original Naturopaths used Hydrotherapy and developed its use in their practices. This module provides detailed information about the history, science and practice of hydrotherapy allowing you to use this simple but extremely effective tool safely in your practice.

Unit 10: Dentistry

This module focuses on the importance of dental health and how modern dental techniques can impact upon the overall health of the body. This module has been included because the effects of dentistry are often overlooked, ignored or worse still, attributed to something else. Many practitioners have little or no knowledge of how important the health of the teeth is to our overall health and how many diseases originate in unhealthy teeth or regular dental procedures.

In this unit, you will learn about the history of dentistry, including the work of Weston A Price, meridian charts and dental foci, sinus infections, tooth structure and anatomy, the importance of saliva, the gut mouth connection, oxidative stress, dental pathology (tooth decay, gum disease – gingivitis, periodontal disease, chronic apical periodontitis, cavitations, NICO – Neuralgia Inducing Cavitational Osteonecrosis), the effects of modern dentistry on health (extractions, fillings, dental galvanism, bridges, root canal fillings, the use of nickel in dentistry, dental appointment timings), mercury and amalgam fillings (amalgam research, laboratory testing, amalgam removal, mercury detox protocol), cleft palate and tongue tie, and dental health (fluoride, oral hygiene treatments and diet).

We will look at some of the modern dental techniques and how these can have an adverse impact upon health. Many dentists are not aware of how the work they are doing on individual teeth will affect the overall health of the body. This is particularly important in light of the latest trend of ‘cosmetic dentistry’.

It is now accepted that gum disease is associated with heart attacks. Dentists are also aware that the process of dental caries can result in extensive conservation work which can have a biochemical and physiological effect upon the body. For example, they know that procedures such as implants, crowns or root canal treatments should not be carried out when there is overt periodontal disease present in the mouth. Many dentists however are not fully aware of the extent of the effects that these procedures can have upon the otherwise healthy or asymptomatic body.

Dentistry Course

Units: 1

Study Hours: 100

Time: Estimated 2 months (timing up to you)

Enrolment period: 4 months (with option to extend)

Books: Purchased separately

Certification: Certificate in Dentistry

Study Options: E-learning (online) or Correspondence (paper)

Aims of the course

- To have an appreciation of how various dental procedure impact health
- To understand the different dental procedures that are carried out routinely by dentists
- To understand basic dental pathology and disease
- To have an understanding of the various research that has taken place into dentistry and health over the last century
- To be aware of current research into the connections between various medical conditions and dental procedures
- To appreciate the connections between the oral microbiome and the gut microbiome
- To provide information about safe mercury removal and detoxification
- To provide a combined resource of information for all aspects of dental health

Why study Dentistry?

The effects of the various dentistry procedures are often overlooked by practitioners when assessing their client's case history. This module provides a range of information that will provide you with the tools to understand how much your client's oral health is impacting their current symptom picture. For the first time here is a resource that contains details of meridians and teeth, dental foci, research into diet and its impact upon dental and structural health, pathology, disease and dental procedures, latest research into pathology and its connection with dental procedures such as root canals and implants, mercury toxicity and detoxification and dietary considerations for dental health. The information

contained in this module is essential for all practitioners to be aware of, and will serve only to enhance your practice and understanding of your clients conditions.

Homeopathy First Aid for Home Course

Learn the basics of homeopathic first aid prescribing from the comfort of your own home with this distance learning course pack. Take care of your family's health in everyday situations. Home study course includes a kit of 36 homeopathic remedies for immediate use.

Units:1-6

Study Hours: 20

Time: Estimated 1 month period (timing up to you)

Enrolment period: 1 year (with option to extend)

Books: Included with the course

Remedy Kit: 36 remedies (for non UK orders)

Certification: First Aid Certificate in Homeopathy (optional)

Study options: Correspondence

This distance learning Homeopathy First Aid Course & Remedy Kit (the Remedy Kit is only available for non UK orders) will provide an insight into the philosophical background as well as the basic methodology of first aid and acute prescribing in homeopathy, so that you can use it in everyday situations at home, on the sports field, at work and on holiday - for yourself, your family and friends! You will be able to treat many first aid situations, from childhood fevers, teething troubles, attacks of sickness, ear infections, coughs, flu, diarrhoea etc.

Learn how to use quick and effective homeopathic methods to ease first aid symptoms. No prior knowledge of homeopathy or medicine required. Study at home at your own pace. Learning aided by self-assessment questions with optional upgrade to full assessment with certificate. Once you have completed the course you will be able to quickly assess a number of first aid symptoms yourself and decide whether to treat or if you should seek professional help. The information provided can be used in addition to standard first aid and accident procedures.

The course is aimed at those who have little or no prior knowledge of homeopathy and its application. We take you through it step-by-step to help you gain the basic understanding that you can apply in everyday situations. Once you have completed this course, you should be able to quickly assess whether and how you can treat particular symptoms yourself, or whether you should seek professional help.

This course provides information that can be used not instead of, but in addition to, standard first aid and accident procedures. It will enable you to treat many acute situations, from childhood fevers and teething troubles to the problems of old age.

Once you have completed the course, the books *Get Well Soon* and *The Complete Homeopathic Handbook* will be your main reference source for quick and practical guidance. The books will usually be sufficient on their own, but you can also access detailed information about particular medicines on the Internet.

So, what is in the package?

- Homeopathy First-Aid Course manual
- Course DVD
- The book, *Get Well Soon*
- The book, *The Complete Homeopathic Handbook*
- The book, *Homeopathy, A Rational Choice in Medicine*
- Tutor marking
- The homeopathic remedy kit and cream

The course is divided into five parts, each of which is divided into sections to help you understand various aspects of homeopathy and its practical everyday usage. Self-assessment questions are asked throughout the course so you can check your understanding and knowledge. Model answers are provided in the Answers section. Once you have mastered the material, you will be ready to start using the medicines to treat yourself, your family and friends.

Homeopathy First Aid for Pets Course

Learn the basics of homeopathic first aid prescribing for pets and animals from the comfort of your own home with this distance learning course pack. Take care of your

pets and animals health when they most need it. Course includes a kit of 24 homeopathic remedies for immediate use.

Units: 1-9

Study Hours: 20

Time: Estimated 1 month period (timing is up to you)

Enrolment period: 1 Year (with option to extend)

Books: Included with the course

Remedy Kit: 24 remedies

Certification: First Aid Certificate in Homeopathy for Pets

This distance learning Homeopathy First Aid Course for Pets, animals and farm animals will help you understand the basic philosophy and practice of homeopathy, so that you can use it in everyday situations for the furry, feathered or even scaled members of your family i.e. your pets! This will enable you to use quick and effective methods to ease the symptoms of minor problems, or where necessary to provide initial help while also calling the vet.

The home study course is aimed at those who have little or no prior knowledge of homeopathy and its application. We take you through it step-by-step to help you gain the basic understanding that you can apply in everyday situations. Once you have completed this course, you should be able quickly to assess whether and how you can treat particular symptoms yourself, or whether you should seek professional help.

This course provides information that can be used in addition to (not instead of) standard first-aid and accident procedures. It will enable you to treat many situations that can arise in the day to day looking after your pets.

No prior knowledge of homeopathy or medicine required. Study at home at your own pace. Learning aided by self-assessment questions with optional upgrade to full assessment with certificate.

Once you have completed the course, you can continue to use the course as a reference for quick and practical guidance but the book "Everyday Homeopathy

for Animals” by Francis Hunter MRCVS, VetFFHom., will be your main reference source for homeopathy with your animals.

So, what is in the package?

- Homeopathy First-Aid Course manual
- Course DVD
- The book, Get Well Soon
- The book, Homeopathy, A Rational Choice in Medicine
- The book, Everyday Homeopathy for Animals
- Tutor marking and certification
- The homeopathic remedy kit

The course is divided into five parts, each of which is divided into sections to help you understand various aspects of homeopathy and its practical everyday usage for animals. Self-assessment questions are asked throughout the course so you can check your understanding and knowledge. Model answers are provided in the Answers section. Once you have mastered the material, you will be ready to start using the medicines to treat your pets and animal friends.

Homeopathy Year 1

Foundation Homeopathy Course

As well as being the starting point for the Advanced Practitioner Diploma Course and Intro into Practice Diploma Courses, our Foundation Diploma Course is ideal for people who wish to learn about the theory of homeopathy but who might not want to go on to become practitioners.

The Foundation Diploma Course makes a complete arch, from first principles to the finished structure of classical homeopathy. Philosophy is covered in great depth and various approaches for studying materia medica are given, helping you find the way that works best for you. The approach is completely classical, based upon Hahnemannian and Kentian principles. The Foundation Diploma Course has allowed many students in the UK to progress onto year two, not only at our own School, but also at other establishments – its high standard being recognised and appreciated as a sound structure to build upon.

Book List One is required for this course. Alongside the Foundation Diploma Course, if you wish to go onto the Advanced Practitioner Diploma Course, you will also be required to complete The School of Health's Anatomy & Physiology Diploma Course unless you already have equivalent training.

Study Options

You have the option of doing the course by home study or attendance. Attendance is only available in the UK, home study can be done from anywhere in the world. The clinical training aspects of the home study programme alter depending on the region you're studying from (see below).

Attendance

Time: 1 Year.

Study: 10 School study weekends in the UK with home research and monthly written assignments.

The attendance Foundation Course is for you if you can come to classes in the UK and keep up with regular homework. You attend ten weekends each year starting in September.

Correspondence/e-learning

Time: 1 Year (2 year study period given.)

Study: Units 1-7 with assignments, plus direct learning.

Books: Book List One is required for Units 1-7.

Your independent study is supported and strengthened by direct learning sessions. These face-to-face events not only help keep you motivated but also provides specific guidance on casework through the medium of video recordings and workshop-style learning experiences.

Clinical Training

UK students attend an annual 2 Day Summer School in May/June at the School. Australian students attend 20 hours of 'AROH approved' direct learning sessions in Australia in year one. Japanese students can attend seminars put on in Japan by the School of Homeopathy Japan. Students from Europe or the Rest of the

World are expected to come to one of these events, if you are unable to attend you can go to a seminar in your country. To read more about the School's face-to-face activities go the the events area.

All home study students are welcome to join attendance course School weekend sessions by prior arrangement.

Homeopathy Foundation

Course Content

Hahnemann and some background history of homeopathy; the law of similars; the science of homeopathic provings; the organisation of materia medica; homeopathic pharmacy; symbolic as well as medical interpretation of illness; the vital force and the vitalistic view of life; some exploration of the interactions of psyche and soma, plus: Hering's Law; recognising signs and symptoms; how to take the acute and the chronic case; knowing when to be receptive and when to be proactive and which questions to ask; perceiving what needs to be cured; symbolic as well as medical interpretations of illness; hierarchies of symptoms and evaluation of their relative importance; acute, chronic and iatrogenic diseases; susceptibility; the doctrine of polarity; homeopathic repertory; how to understand and find rubrics. Underpinning the study of materia medica is an exploration of remedy signatures.

Remedies Studied

Aconite, Arnica, Argentum Nit, Arnica, Arsenicum Alb, Aurum, Baryta Carb, Belladonna, Bryonia, Calendula, Calcarea Carb, Carbo Veg, Causticum, Chamomilla, Eupatorium, Ferrum Phos, Gelsemium, Ignatia, Ipecachuana, Lachesis, Lycopodium, Medorrhinum, Mercurius, Natrum Mur, Nux Vomica, Phosphoric Acid, Phosphorus, Pulsatilla, Rhus Tox, Sepia, Silica, Staphisagria, Sulphur, Tuberculinum.

Cases Studied

Samantha – assignment case
Mercury – example case
Eva – example case
Amanda – assignment case
Bill – assignment case
Samantha – analysis case
Anastasia – assignment case
Mary – example case
Bill – analysis case
Amanda – analysis case
Malcolm – assignment case
Malcolm – analysis case
Anastasia – analysis case

Full detail of each unit is given below, with the aims, content and learning outcomes

Unit One: Introduction to Homeopathy

Aims

The unit aims to introduce you to the homeopathic concept of health and disease and the fundamental principles that underpin the practice of homeopathy as described by Samuel Hahnemann in his Organon of Medicine. From the first proving through to current day practice you will see how homeopathic principles have been developed. In addition you will also be introduced to the basic tools of homeopathic practitioners, the materia medica and repertory. The study of homeopathic materia medica will be explored, how it is presented in literature and in particular to the uses of five major homeopathic remedies.

Content

Recordings

1. Introduction
2. Philosophy
 - 2.1 Samuel Hahnemann & the First Proving
 - 2.2 The Nature of Man
 - The Body & the Vital Force
 - Health & Disease
 - The Mind of Man
 - (a) The Mental Plane
 - (b) The Emotional Plane
 - 2.3 Development of the Fundamental Principles
 - 2.4 Summary
3. Materia Medica
 - 3.1 Remedy Notes
 - 3.2 Remedies
 - Aconite, Arnica, Belladonna, Rhus Tox and Sulphur
4. Self-Assessment Questions
5. Model Answers
6. Assignments
 - 6.1 Philosophy
 - U1Q1/g: Homeopathy/Allopathy
 - 6.2 Materia Medica
 - U1Q2/g: Rhus Tox & Arnica
 - U1Q3/g: Sulphur Bank Manager
 - U1Q4/g: Themes of Acon/Bell/Sulph
 - 6.3 Repertory
 - U1Q5/g: Definitions & Antonyms
 - 6.4 Personal & Professional Development
 - 6.5 Sending your Assignments
7. Figures

Learning Outcomes

At the end of this unit you will be able to:

- Discuss the historical evolution of homeopathic principles
- Compare and contrast homeopathic concepts of health and disease with allopathic medicine
- Outline the philosophical principles upon which the practice of homeopathy is based
- Discuss the language used in homeopathic materia medica and access information about remedies from a range of homeopathic materia medica sources
- Identify the pictures and usage of five major homeopathic remedies
- Explain the language of Kent's Repertory and clarify situations in which specific rubrics would be used

Unit Two : Provings, Pharmacy & Potentisation

Aims

This unit aims to introduce you to the process of proving remedies, the source of information about homeopathic medicines, and the vital work of Samuel Hahnemann in undertaking his first proving. You will also be shown the methods of homeopathic pharmacy, from the concept of potentisation to the actual process of manufacturing remedies, and see why this method is used. The study of homeopathic materia medica will be further explored, how it is presented in literature, and in particular to the uses of four more homeopathic remedies. In addition you will also be studying the repertory in further detail.

Content

Recordings

1.Introduction

2.Philosophy

2.1 The Provings of Medicines

2.2 Pharmacy

Sources of Drugs

Hahnemann's Early Preparations

2.3 Potentisation

Soluble Products

Insoluble Products

Ranges of Potencies

The Effect

2.4 Summary

3. Materia Medica

Bryonia, Calcarea Carbonica, Chamomilla and Pulsatilla

4. Self-Assessment Questions

5. Model Answers

6. Assignments

6.1 Philosophy

U2Q1/g: Pharmacy & Potentisation

6.2 Materia Medica

U2Q2/g: Themes of Puls/Cham/Bry/Rhus Tox

U2Q3/g: Calc Carb Key Themes

U2Q4/g: Characterisation of Either Puls/Cham/Bry/Rhus Tox

6.3 Repertory

U2Q5/g: Definitions & Antonyms

U2Q6/g: Extract Calc Carb Mind Rubrics

6.4 Personal & Professional Development

Personal Journal

Unit Self Reflection Top Sheet

6.5 Sending your Assignments

7. Figures

Learning Outcomes

At the end of this unit you will be able to:

- Explain the purpose and process of homeopathic provings
 - Discuss the pharmacy and manufacture of homeopathic remedies
 - Define the concept and the purpose of potentisation
 - Identify key themes and symptoms of four homeopathic remedies
 - Describe the symptoms of a remedy in relation to its themes from Kent's Repertory
 - Explain the language of Kent's Repertory and clarify situations in which specific rubrics would be used
-

Unit Three : Language of Disease

Aims

This unit aims to introduce you to the concept of symptom classification in homeopathy, and the language of signs and symptoms in disease. You will be shown how to observe the language of symptoms and how they can be used to find a remedy that has the potential to improve the health of a patient. You will also learn the structure and organisation of the repertory, and study how to translate patient narrative into the language of the repertory. Through the grading of symptoms and the grading of remedies you will explore the building blocks of repertorisation. In addition you will continue your study of materia medica, paying attention to the polarities within remedies, and the study of six more prominent homeopathic remedies.

Content

Recordings

1. Introduction

2. Philosophy

2.1 The Language of Disease

2.2 Signs

2.3 Symptoms

Symptoms - An Aid to Recovery

Observation of Signs & Symptoms

2.4 The Totality of Symptoms

2.5 Classification of Symptoms

Characteristic Symptoms

Common Symptoms

General Symptoms

Particular Symptoms

Pathogenetic Symptoms

Spurious Symptoms

Concomitant Symptoms

Discriminative Symptoms

Eliminative Symptoms

2.6 Modalities

2.7 Indisposition & Maintaining Causes

Indisposition

Exciting Causes

Maintaining Factors or Causes

2.8 Fundamental Causes - Miasms

2.9 Iatrogenic Symptoms

2.10 The Role of Medical Diagnosis

2.11 Summary

3. Repertorisation

3.1 Kent's Repertory

3.2 Knowing Your Repertory

3.3 Conversion of Symptoms into Repertory Language

3.4 Selection of Rubrics

- 3.5 Repertorising
 - Quantifying the Value of Remedies in a Rubric
 - The Mechanics of Repertorisation
- 3.6 Further Study
- 4. Materia Medica
 - Eupatorium Perfoliatum, Ferrum Phosphoricum, Gelsemium, Lycopodium, Nux Vomica, and Sepia
- 5. Self-Assessment Questions
- 6. Model Answers
- 7. Assignments
 - 7.1 Philosophy
 - U3Q1/g: Homeostasis, Action & Reaction
 - 7.2 Materia Medica
 - U3Q2/g: Lycopodium Polarities
 - U3Q3/g: Sepia Polarities
 - U3Q4/g: Nux Vom Polarities
 - 7.3 Repertory
 - U3Q5/g: Extract Sepia Mind Rubrics
 - U3Q6/g: Patient Statements into Rubrics
 - 7.4 Personal and Professional Development
 - Events Feedback Sheet
 - 7.5 Sending your Assignments
- 8. Figures

Learning Outcomes

At the end of this unit you will be able to:

- Identify 'individualising' symptoms which characterise the patient
 - Compare and contrast the different kinds of symptoms in a patient
 - Describe the mechanisms of homeostasis and action and reaction in relation to homeopathic healing
 - Describe maintaining factors and causes in relation to homeopathic healing
 - Identify the key themes and polarities of six major homeopathic remedies
 - Translate the language used by the patient into the language of the repertory
 - Outline the grading of symptoms and remedies and explain their significance
 - Perform a simple repertorisation
-

Unit Four : Direction of Cure

Aims

This unit aims to explain how disease manifests symptoms at different levels within the body, and how healing can be observed through Constantine Hering's concept of 'Direction of Cure'. The direction of cure will be examined from a historical perspective through the development of Constantine Hering's theory, as well as current day understanding and usage. You will also study the materia medica in greater depth, with the study of four more prominent remedies, and be introduced to the significance of 'delusions' in homeopathic case taking and analysis. In addition you will be asked to apply your knowledge by looking at an acute case.

Contents

Recordings

1. Introduction
2. Philosophy
 - 2.1 The Direction of Cure
 - Constantine Hering
 - The Development of Hering's Law
 - The Centrifugal Direction of Growth and Cure
 - 2.2 From the Centre to the Circumference
 - 2.3 From Above Downwards
 - 2.4 From Vital to Less Vital Organs
 - Hierarchy of the Physical Level
 - Hierarchy of the Mental Level
 - Hierarchy of the Emotional Level
 - 2.5 In the Reverse Order of Appearance
 - 2.6 Summary
3. Materia Medica
- Mercurius, Natrum Muriaticum, Phosphoric Acid and Phosphorus
4. Cases
 - Samantha – assignment case
 - Mercury – example case
 - Eva – example case
5. Self-Assessment Questions
6. Assignments
 - 6.1 Philosophy
 - U4Q1/g: Importance of Different Symptoms
 - 6.2 Materia Medica
 - U4Q2/g: Nat Mur Central State
 - U4Q3/g: Phos Delusions, Dreams & Central State
 - U4Q4/g: Merc Life Stages & Polarities
 - 6.3 Repertory
 - U4Q5/g: Extract Merc Generalities Rubrics
 - U4Q6/g: Patient Statements into Rubrics
 - U4Q7/g: Rubric Differentiation
 - 6.4 Cases

U4Q8/g: Samantha
6.5 Personal & Professional Development
Assignment Self-Evaluation Top Sheet
6.6 Sending your Assignments
7. Figures

Learning Outcomes

At the end of this unit you will be able to:

- Explain the individual stages of the Direction of Cure
- Describe the relative importance of different kinds of symptoms in a case
- Illustrate the central state and usage of three homeopathic remedies
- Identify the importance of the totality of symptoms in order to form a remedy picture
- Analyse an acute case and apply that knowledge in order to find an appropriate remedy

Unit Five : Taking the Case

Aims

This unit aims to introduce you to the importance of a carefully taken or 'received' case. From the differences between the homeopathic and allopathic consultation, the role of the 'unprejudiced' observer through to recording the patient's notes correctly, you will learn the process of homeopathic case taking. In addition, you will have the opportunity to deepen your study of the language of Kent's repertory and how to differentiate between remedies that appear within the same rubric. You will continue your study of materia medica with three more key remedies. You will also continue your study of case material and the process of accurately matching a remedy to a patient.

Content

Recordings

1. Introduction
2. Taking the Case
 - 2.1 The Purpose of Case Taking
 - 2.2 Allopathic & Homeopathic Consultations
 - An Allopathic Consultation
 - A Homeopathic Consultation
 - Achieving the Homeopath's Aims
 - 2.3 Case Taking - General
 - Acute or Chronic Case?
 - Observe
 - Note Objective Symptoms
 - Listen and Write
 - Grading of Symptoms
 - 2.4 The Case Taking Process
 - The Start
 - The Art of Case Taking
 - Review & Co-ordinate

- Questions
- Some Important Don'ts
- Discovering Mental & Emotional Symptoms
- An Outline of Areas to be Covered
- 3. Materia Medica
 - Arsenicum, Aurum and Ignatia
- 4. Cases
 - Amanda – assignment case
 - Bill – assignment case
 - Samantha – analysis case
- 5. Self-Assessment Questions
- 6. Model Answers
- 7. Assignments
 - 7.1 Philosophy
 - U5Q1/g: Case Taking Process & Prejudice
 - 7.2 Materia Medica
 - U5Q2/g: Gels, Phos Ac Greif
 - U5Q3/g: Ars Alb Character
 - U5Q4/g: Aurum/Ars/Puls Doubtful of Souls Welfare
 - U5Q5/g: Aurum Visual Expression
 - 7.3 Repertory
 - U5Q6/g: Patient Statements into Rubrics
 - 7.4 Cases
 - U5Q7/g: Amanda Symptom Hierarchy
 - U5Q8/g: Bill (14 yr old) Symptom Hierarchy
 - 7.5 Personal & Professional Development
 - Students Joining at Unit 7B
 - 7.6 Sending your Assignments
- 8. Figures

Learning Outcomes

At the end of this unit you will be able to:

- Critically review the difficulties that arise in the case-receiving process
 - Discuss the do's and don'ts of case-taking
 - Identify individualising factors which characterise the patient
 - Identify modalities of homeopathic remedies
 - Compare and differentiate between the mental, emotional and physical states of different homeopathic remedies
-

Unit Six : Evaluation of Symptoms

Aims

This unit aims to introduce you to the importance of evaluating a patient's symptoms and how they relate to the totality of the case. You will study strange, rare and peculiar symptoms and be shown how to separate the common from the characteristic symptoms. In particular you will cover Kent's approach to this part of the case analysis process; Boenninghausen's view on striking and singular symptoms; and how to list symptoms in keeping with a particular hierarchy. In addition, you will study a further six homeopathic remedies, and continue on with your analysis of patient cases.

Content

Recordings

1. Introduction
2. Evaluation of Symptoms
 - 2.1 Homeopathy - the Art & the Science
 - 2.2 The Totality of Symptoms
 - 2.3 The Procedure
 - The Hierarchy of the Totality of Symptoms
 - First Steps
 - The Intensity of a Symptom
 - A Symptom's Degree of Peculiarity
 - Location in the Hierarchy of the Organism
 - 2.4 The Kentian Approach to the Evaluation of Symptoms
 - Early Techniques
 - 2.5 Keynotes
 - 2.6 Examples
 - 2.7 Summary
3. Materia Medica
 - Argentum Nitricum, Baryta Carbonica, Carbo Vegetabilis, Lachesis, Staphisagria and Tuberculinum
4. Cases
 - Anastasia – assignment case
 - Mary – example case
 - Bill – analysis case
 - Amanda - analysis case
5. Self-Assessment Questions
 - 5.1 Mary
6. Assignments
 - 6.1 Philosophy
 - U6Q1/g: Investigate SRP Symptoms
 - 6.2 Materia Medica
 - U6Q2/g: Lachesis Character
 - U6Q3/g: Arg Nit/Carbo veg/Lyc Wind & Bloatedness
 - U6Q4/g: Baryta Carb Character
 - U6Q5/g: Tub & Tuberculosis
 - U6Q6/g: Staph & Suppression
 - 6.3 Repertory
 - U6Q7/g: Extract Lachesis Generalities Rubrics

- U6Q8/g: Patient Statements into Rubrics
- 6.4 Cases
- U6Q9/g: Anastasia (Bill's mum) Symptom Hierarchy
- 6.5 Personal & Professional Development
- 6.6 Sending your Assignments
- 7. Figures

Learning Outcomes

At the end of this unit you will be able to:

- Describe the meanings of different types of patient symptoms
- Explain the position of symptoms in the symptom hierarchy
- Outline Kent's and Boenninghausen's advice on evaluating symptoms
- Illustrate the key symptoms of certain homeopathic remedies
- Select rubrics pertaining to a remedy
- Analyse case findings, identify the characteristic signs and symptoms and construct a hierarchy of symptoms

Unit Seven : Susceptibility

Aims

This unit aims to familiarise you with the concept of susceptibility and the role it plays in relation to health and disease. You will study ideas about an organism's susceptibility ranging from constitutional weakness, through to family, racial, and medicinal susceptibility. You will also be informed about the difference between acute, chronic and iatrogenic disease; how to analyse and reflect upon a case example in greater depth; and take an in-depth look at three more homeopathic remedies.

Content

Recordings

1. Introduction
2. Philosophy
 - 2.1 Susceptibility
 - The Susceptibility of Plants and Animals
 - The Susceptibility of the Human Organism
 - The Morbific Agent
 - Childhood Contagious Diseases
 - Susceptibility to Maintaining Causes
 - Constitutional Weakness
 - Family Susceptibility
 - Racial Susceptibility
 - Conclusion
 - Susceptibility to Medicines
 - 2.2 Acute, Chronic & Iatrogenic Disease
 - Acute Diseases
 - Classification of Acute Aetiology

- Classification of Acute Disease
- Chronic Disease
- Iatrogenic Diseases
- 2.3 Summary
- 3. Materia Medica
 - Causticum, Ipecacuanha and Silica
- 4. Cases
 - Malcolm – assignment case
 - Malcolm – analysis case
 - Anastasia – analysis case
- 5. Self-Assessment Questions
 - 5.1 Acute Cases
- 6. Assignments
 - 6.1 Philosophy
 - U7Q1/g: Suppression & Homeopathic Suppression
 - 6.2 Materia Medica
 - U7Q2/g: Med Polarities
 - U7Q3/g: Ipecac Mental & Physical Connections
 - U7Q4/g: Caust & Constituent Element
 - 6.3 Repertory
 - U7Q5/g: Patient Statements into Rubrics
 - 6.4 Cases
 - U7Q6/g: Malcolm with Focus & Example on Analysis
 - 6.5 Personal & Professional Development
 - 6.6 Sending your Assignments
- 7. Figures

Learning Outcomes

At the end of this unit you will be able to:

- Outline the factors involved in suppression, and how homeopathic treatment might expose this in a patient
- Relate the concept of suppression to direction of cure and homeopathic aggravations
- Differentiate between how homeopathy can be used to address acute and chronic conditions
- Discuss the factors to which an organism may be susceptible
- Identify the key themes and symptoms of three homeopathic remedies
- Analyse, repertorise and differentiate between remedies for a case and reflect upon the process

Homeopathy Year 2

Into Homeopathy Practice

The Introduction into Practice Diploma Course is ideal if you wish to take the Foundation studies to the next level. The course looks at some of the deeper

philosophical aspects of homeopathy and further investigates case taking in preparation for practise under supervision.

During this part of the course we focus upon casework, introducing you to both the theory and practical applications of two systems for interpreting imbalance and diseases: Hahnemann's theory of miasms and a system based upon constitutions and temperaments, the Mappa Mundi. The theory of miasms is developed in Misha Norland's book, 'Signatures, Miasms, AIDS' while lectures and CD/DVD recordings extend this into the analysis of patients' cases to complement the classical methodology outlined in our Foundation Diploma Course. The distinctive approach of the School of Homeopathy is made evident through the application of the Mappa Mundi as well as the remedy signature teachings – these concepts are partly responsible for our uniqueness, alongside nurturing tutoring and academic rigour. It is often commented that many of our students find a spiritual connection to the work and to healing, and of course, we are delighted to be associated with this.

Book List Two complements this course. Alongside the Introduction into Practice Diploma Course, if you wish to go onto the Practitioner Advanced Diploma Course, you will also be required to start Alternative Training's Pathology & Disease Diploma Course unless you already have equivalent training.

Study Options

You have the option of doing the course by home study or attendance. Attendance is only available in the UK, home study can be done from anywhere in the world. The clinical training aspects of the home study programme alter depending on the region your studying from (see below).

Attendance

Following on from the Foundation Course.

Time: 1 Year.

Study: 10 School study weekends plus extensive home research and monthly written assignments.

The attendance Introduction into Practice Diploma Course is for you if you can come to classes and keep up with regular homework. You attend ten weekends each year starting in September.

Correspondence/e-learning

Following on from the Foundation Course.

Time: 1 Year (2 year study period given.)

Study: Units 8-14 with assignments, plus direct learning.

Books: Book List Two is required for Units 8-14. .Your independent study is supported and strengthened by direct learning sessions. These face-to-face events not only help keep you motivated but also provides specific guidance on casework through the medium of video recordings and workshop-style learning experiences.

Clinical Training

UK students progressing onto the Practitioner Advanced Diploma Course transfer to attendance, in preparation for this you attend the last two study weekends of the second year in May and June at the School to help you integrate with the group. Australian students attend 20 hours of 'AROH approved' direct learning sessions in Australia in year two. Japanese students can attend seminars put on in Japan by the School of Homeopathy Japan. Students from Europe or the Rest of the World are expected to come to one of these events, if you think you will be unable to attend please contact us. To read more about the School's face-to-face activities go the the events area.

All home study students are welcome to join attendance course School weekend sessions by prior arrangement.

Year Two Course

Homeopathy Intro into Practice

Course Content

Beginning in-depth analysis of chronic cases; anamnesis; prognosis; the evolving theory of Miasms and its practical interpretation; the matching of potency to the patient; reviewing plans and strategies for case analysis; evaluating the effects of suppression and other blockages in any given case; evaluating the response to treatment and when to give a second prescription; reviewing the Organon; reviewing Kent's philosophy; introducing the Mappa Mundi and beginning to apply it to casework and remedy synthesis.

Remedies Studied

Alumina, Anacardium, Antimonium Crud & Tart, Apis, Cannabis Indica, Calc Phos, Calendula, Camphora, Carcinosis, China, Cimicifuga, Colocynthus, Conium, Cuprum, Drosera, Helleborus, Hepar Sulph, Hyoscyamus, Hypericum, Kali Carb, Ledum, Lillium Tig, Nitric Acid, Opium, Platina, Plumbum, Psorinum, Pyrogen, Stramonium, Stannum, Syphilinum, Tarentula Cub & Hisp, Thuja, Veratrum Alb.

Cases Studied

Darren – assignment case

Bewildered – example case

Mr DD 1st Casetaking – assignment case

David - example case

Darren – analysis case

Mr DD 1st Casetaking – analysis case

Mr DD 2nd Casetaking – assignment case

Natalia – assignment case

Maya – example case

Miss Soulange – assignment case

Mrs MH – assignment case

Rita – assignment case

Mr DD 2nd Casetaking – analysis case

Rubin – example case

Wilf's Wife – assignment case

Insanity – assignment case

Mrs MH – analysis case

Rita – analysis case

Alexis – assignment case

Wilf's Wife – analysis case

Full detail of each month is given below, with the aims and learning outcomes

2-1 September : Timelines

Aims

This month aims to take your case receiving tools further by introducing you to the idea of a timeline. You will look at timeline as a way of organising case

disease progression and understanding direction of cure. You will begin to integrate the materia medica skills that you acquired in year one, by looking at themes, signatures, and connections between mental and physical states, thus enlarging your knowledge of remedies. You will study a case using the timeline tool.

Learning Outcomes

At the end of this month you will be able to:

- Explain the use and importance of timelines in cases.
- Identify links between a case timeline and direction of cure.
- Analyse, repertorise and differentiate between remedies for a case, by using the method of a timeline.
- Identify key signature elements of homeopathic remedies and relate them to mental, emotional and physical symptoms
- Compare and contrast the key symptoms of three remedies in relation to the same theme

2-2 October : Miasms 3-6

Aims

This month aims to further develop your understanding of Hahnemann's concept of the three fundamental miasms; Psora, Sycosis and Syphilis. You will study the development and history of his theory, and how it has evolved to include the miasms of tuberculosis and cancer. You will then apply your knowledge of miasms to remedies and creatively illustrate aspects of miasm characters. In this month you will begin to keep a working journal, where you will log ongoing notes and thoughts about your own experiences. You will study two further remedies. You will also review the case studied in the previous month to critically evaluate your own analysis and study a further case with an emphasise on miasms.

Learning Outcomes

At the end of this month you will be able to:

- Outline the three fundamental miasms as described by Hahnemann
- Explain the practical application of homeopathic miasm theory

- Identify key signature elements of a homeopathic remedy and relate them to mental, emotional and physical symptoms
- Analyse, repertorise and differentiate between remedies for a case, by using the method of a timeline

2-3 November : Case Management

Aims

This month aims to introduce you to the concept of case management outlining what is involved in assessing how a patient has reacted to a remedy and subsequently how the homeopath can proceed with treatment. You will study aspects such as noticing signs of change, re-prescribing or changing a prescription and the factors that are important when selecting potency and dosage of a remedy. You will also study five remedies from the homeopathic materia medica, three of these belong to the same botanical family and group themes will be explored and identified. You will also review the case studied in the previous month to critically evaluate your own analysis and study a further case with an emphasis on themes.

Learning Outcomes

At the end of this month you will be able to:

- Identify and explain when to re-prescribe or change medicine, frequency or potency during the course of treatment
- Identify synthesis signature information of two homeopathic remedies and relate them to mental, emotional and physical symptoms
- Compare and contrast three remedies from the same botanical family
- Analyse, repertorise and evaluate a remedy choice for a case using miasm theory

2-4 December : Layers & Nosodes

Aims

This month aims to introduce you to the layers theory and how to apply this to case work. You will also look at homeopathic nosodes and how they can be used in case work. In addition you will continue broadening materia medica skills. You will have a brief introduction to Jan Scholten's work on minerals and analysis how the constituent parts of a mineral remedy can be synthesised together to

understand the whole. You will also review the case studied in the previous month to critically evaluate your own analysis and study a further case with an emphasise on themes.

Learning Outcomes

At the end of this month you will be able to:

- Explain the 'layers' theory in case work & analysis
- Identify nosode remedies
- Explain the use of nosode remedies in case work & analysis
- Outline the use a homeopathic mineral remedy can be understood by analysing its constitute parts
- Demonstrate how specific rubrics reflect the greater remedy picture
- Analyse, repertorise and evaluate a remedy choice for a case using themes theory

2-5 January : Case Strategies

Aims

This month aims to introduce you to some alternative strategies of case analysis. You will study a patient's response to a remedy, and look at further outside factors that govern this response. These include accuracy of the prescription, vitality of the patient and the practitioner-patient relationship. You will also be introduced to the idea of earth, water, air and fire in homeopathy. You will also review the case studied in the previous month to critically evaluate your own analysis and study a further case with an emphasise on layers and nosodes.

Learning Outcomes

At the end of this month you will be able to:

- Identify the factors that can affect a patient's response to a remedy
- Analyse favourable and unfavourable reactions to a remedy
- Identify the factors that can affect a patient's response to a remedy
- Summarise the state of a remedy
- Analyse a case example in detail and make appropriate suggestions for remedies, potencies and dosage, using the layers theory

2-6 February : Mappa Mundi

Aims

This month aims to introduce you to the Mappa Mundi (The Four Elements), the interpretation of symptoms and symbols and how this can be applied to analysis and remedy selection. You will learn the origins of the Mappa Mundi, dating back to ancient Egypt, study the four elements and their associated temperaments, and how the Mappa Mundi can be applied in homeopathy. In addition you will study the themes of drug remedies with in-depth analysis of Cannabic Indica and Opium. You will also review the case studied in the previous month to critically evaluate your own analysis and study a further case with an emphasise on miasms.

Learning Outcomes

At the end of this month you will be able to:

- Explain and consolidate your knowledge of the Mappa Mundi
- Illustrate the Mappa Mundi with its associated symptoms
- Describe the remedy state of a homeopathic remedy, and compare this with another remedy
- Analyse, repertorise and evaluate a remedy choice for a case using miasms theory

2-7 March : Follow-Ups

Aims

This month aims to consolidate your knowledge of case management, and test your skills by studying how to manage and take a follow-up consultation. You will also extend your study of the Mappa Mundi by mapping out five key homeopathic remedies. You will also review the case studied in the previous month to critically evaluate your own analysis and study a further case with an emphasise on being an unprejudiced observer.

Learning Outcomes

At the end of this month you will be able to:

- Assess prognosis for a patient after observing the action of the medicine
- Explain the main factors that could alter a patient's prognosis
- Analyse the requirements and factors for different case management scenarios
- Illustrate and map out five homeopathic remedies using a Mappa Mundi
- Critically analyse a case noting discrimination that could arise within it

2-8 April : Vaccination

Aims

This month's aims to deepen your understanding of acute and chronic disease and acute prescribing. You will also study the issue of immunisation by vaccination. You will critique and discuss the issues surrounding this, including the pros and cons in line with homeopathic philosophy, miasms and genus epidemicus. You will evaluate ways in which a practitioner can discuss with patients this controversial subject, and map out a homeopathic remedy using the Mappa Mundi. You will also review the case studied in the previous month to critically evaluate your own analysis and study a further case with an emphasis on considering the other's case and pregnancy.

Learning Outcomes

At the end of this month you will be able to:

- Outline government policy for immunisation in your country
- Critically review immunisation by vaccination with reference to the theory of miasms and genus epidemicus
- Evaluate strategies for patients who appear not to have been well since vaccination
- Illustrate the state of a remedy using a Mappa Mundi
- Analyse, repertorise and differentiate effectively between remedies in a homeopathic case

2-9 May : Introduction to Sensation

Aims

This month aims to introduce you to Rajan Sankaran's concept of Vital Sensation and the Seven Levels. You will also evaluate your skills in taking a case while under supervision. You will reflect on your personal journey throughout a case, noting the techniques you employed and whether they were effective or not. You will continue your study of the materia medica and remedy states. You will also review the case studied in the previous month to critically evaluate your own analysis and study a further case with an emphasise on miasms.

Learning Outcomes

At the end of this month you will be able to:

- Outline the work of Sankaran and introduce the idea of Vital Sensation
- Outline the work of Sankaran and the seven levels
- Critically analyse and reflect upon your casetaking ability
- Describe techniques you used under supervision, and evaluate their pros and cons
- Analyse a case using miasmatic theory

2-10 June : Introduction to Supervision

Aims

This month aims to prepare you for the practise of homeopathy so that you may begin seeing your own patients under supervision. You will be introduced to the clinical supervision process and how to prepare for supervision. Various aspects of case taking under supervision will be covered including how supervision can help you become a better practitioner, finding your supervisor, what is involved in the case-taking process under supervision, the legal and ethical requirements and how to present your cases. You will continue your study of the materia medica and remedy states. You will also review the case studied in the previous month to critically evaluate your own analysis.

Learning Outcomes

At the end of this unit you will be able to:

- Define the meaning of clinical supervision
- Outline the minimum requirements to start clinical supervision
- Take patient cases under clinical supervision
- Explain the importance of ethical behaviour and consider strategies for dealing with ethical dilemmas in practice
- Communicate effectively and ethically with patients, families and other healthcare professionals
- Review and analyse your own process of clinical supervision

Homeopathy Year 3

Higher Diploma (Part 1)

Part 1 of our Higher Diploma Course is designed to take your study to professional level. Here we have a step from theory into practice and students are introduced to the latest advances in homeopathy while at the same time developing themselves as practitioners through continued clinical studies.

In particular we look at the discipline known as the Sensation Method, which has become popular across the world for its usefulness in understanding the deeper levels of the patient's disease. You will be introduced to the concept of the Vital Sensation and how to recognise it in a patient's presentation and expression. You will be introduced to an understanding of the Kingdoms by which the homeopathic Materia Medica is classified and by which patients may be grouped. Your application of miasm theory will be greatly developed. You will learn about the classification of elements, how they form compounds, and how this understanding opens new therapeutic doorways. One of the most important aspects of year three is the self-reflective journey of Supervision. You are now beginning to receive your own cases but under the wing of your supervisor and the School.

Book List Three complements this course. Alongside Part 1 of the Higher Diploma Course (if you wish to certificate as with the Practitioner Advanced Diploma) you will also be required to start Clinical Observation and Clinical Supervision. Clinical Observation is provided via video cases throughout the course, community clinic and Summer Schools arranged by the School. Students are invited to work with our network of supervisors.

Clinical Observation

On the attendance course, clinical training is provided in our on-site low cost community clinic. On the home study program, clinical training is gained through 7-day intensive summer schools and workshops. Each student, whether home study or attendance, must gain a minimum of 100 clinical observation hours. Through live clinics and video cases, students gain the expertise and confidence

to work on a wide range of cases. Clinical training is a fundamental aspect of the course where students put theory into practice and see cases first hand.

Clinical Supervision

Supervision is a key part of the final years of our homeopathy courses if you wish to graduate at Advanced Practitioner Level. During year 3 of the course you will have the option of working with a supervisor. Your supervisor will be a fully trained homeopath who will work along side you during your case receiving. You will discuss all aspects of your cases and practice with them and they will help you to develop your competence as a homeopath as well as ensure your prescriptions. Supervision is essential to becoming a competent, confident, creative and compassionate homeopath.

Study Options

Attendance

Following on from the Introduction into Practice Course.

Time: 1 Year

Study: 10 School study weekends with assignments, 10 Clinical Observation days, Clinical Supervision and the Proving.

Attendance Provings

During the attendance course you will embark on a homeopathic group 'proving' of an unknown remedy. Analysis of the experiences leads to the birth of a new remedy, because we are the living instruments through which it expresses its healing powers. The results of our endeavours are regularly published and comprise a growing library of additional information in homeopathic materia medica. Participation in provings also develops skills of perception and personal process, and deepens our understanding of homeopathic philosophy and methodology.

Correspondence/e-learning

Following on from the Introduction into Practice Course. UK students transfer to the attendance course (see Attendance), International students continue with home study.

Time: 1 Year (2 year study period given.)

Study: Units 15-20 with assignments, Clinical Observation and Clinical

Supervision.

Books: Book List Three is recommended for Units 15-20.

Homeopathy Higher Diploma (Part 1)

Course Content

Beginning with the history of provings; how they are undertaken today; looking at the supervision process and beginning to start clinical supervision; vital sensation according to Rajan Sankaran; kingdoms classification, in particular the mineral kingdom; Jan Scholten and the periodic table; revision and extension of miasm classification in homeopathy.

Remedies Studied

Alumina, Aurum, Baryta Carb, Borax, Calc Carb, Coffea, Colchicum, Cicuta Virosa, Crocus, Lilium Tigrinum, Magnesium Carb, Mercury, Naja, Natrum Carb, Natrum Sulph, Platina, Veratrum Album.

Cases Studied

Sarah – assignment case

Insanity – analysis case

Alexis – analysis case

Imogen – example case

Sarah – analysis case

William – example case

Andrea – assignment case

Hilary – assignment case

Jean – assignment case

Jane – example case

Martine – example case

Harriet – assignment case

Jean – analysis case

Rosa – example case

Andrea – analysis case

Grace – example case

Hilary – analysis case
Molly – assignment case
Harriet – analysis case
Anna – example case
Jack – example case
Simon (Severe Dandruff) – example case
Flossie – assignment case
Laura (Locked Joints) – assignment case
Peter (Young) – example case
Molly – analysis case
Adrian – example case

Full detail of each month is given below with the aims and learning outcomes

3-1 September : Proving & Sensation

Aims

This month aims to further your study of the concept of the vital sensation and seven levels of consciousness as described by Rajan Sankaran. You will study Sankaran's Sensation Method and how to use different techniques to relate his theory to case-taking and analysis. You will explore each of the seven levels at which a patient may communicate their symptoms and how to relate these to the Mappa Mundi. You will also take an in-depth look at what is involved in proving a remedy, studying the proving process, the pre-proving diary. You will be taught how to accurately record your own proving symptoms in a proving diary for use later in the course. In addition you will study a group of related remedy themes and two homeopathic remedies and produce a full description of their states.

Learning Outcomes

At the end of this month you will be able to:

- Explain the term 'Vital Sensation'
- Explain why the vital sensation helps in choosing an accurate remedy
- Relate the vital sensation to the Seven Levels
- Describe your general state daily in your pre-proving diary
- Write a mini synthesis and Mappa Mundi of a homeopathic remedy

3-2 October : Levels

Aims

This month aims to take you further into studying Sankaran's seven levels in homeopathy. You will study the idea of susceptibility, paying special attention to the relation between this, proving and the seven levels. You will also take the proving substance and start the proving process experiencing a new homeopathic substance first hand. You will share proving experiences with your proving supervisor and accurately record your proving experience in your proving diary.

Learning Outcomes

At the end of this month you will be able to:

- Explain 'susceptibility'
- Relate susceptibility to the seven levels
- Relate susceptibility to the proving
- Analysis and cross reference your proving experience with your proving supervisor
- Accurately record your proving experiences in your proving diary

3-3 November : Kingdoms

Aims

This month aims to introduce you to the different kingdoms in homeopathy. You will be taught how to differentiate between kingdoms in your analysis of a patient, and how to identify characteristics of a kingdom to human behaviour. You will study and compare two remedies and further develop your case analysis skills through continued case work. You will also continue your work on the proving sharing your proving experience with the group, your supervisor and the School and continue to accurately record it in your proving diary. You will also extend your study of materia media with the study two related homeopathic remedies. Finally you will study a further case with an emphasis on kingdoms.

Learning Outcomes

At the end of this month you will be able to:

- Explain and outline the kingdoms in homeopathy
- Outline characteristics of the three main kingdoms in relation to human behaviour
- Differentiate the common symptoms of two homeopathic remedies
- Analyse and reflect on a case with the added knowledge of the homeopathy kingdoms
- Analysis and cross reference your proving experience with your proving supervisor
- Accurately record your proving experiences in your proving diary

3-4 December : Supervision

Aims

This month aims to evaluate all you have learnt through the proving and proving supervision experiences. You will present your knowledge and skills gained through the proving, as well as what you thought of the whole process. You will also look at aspects of your own clinical practice by undertaking local market research and audit on how other homeopaths and alternative practitioners market themselves, this is the start of your own personal business planning for your practice. Finally you will analyse a case using the method of a timeline.

Learning Outcomes

At the end of this month you will be able to:

- Accurately record your proving experience in your proving diary
- Evaluate and present your proving and proving supervision experience
- Analyse your proving experience symptoms and map them on the Mappa Mundi or similar
- Research how homeopaths market themselves in your local area
- Outline your own reasons for becoming a homeopath and compare with other local homeopaths
- Analyse a case using a timeline

3-5 January : Minerals & Business Studies

Aims

This unit aims to introduce you to study of the periodic table and its relationship to homeopathy and the materia medica. From the work of Jan Scholten you will look at how the periodic table can be broken down into seven series and eighteen stages and how this may help with your understanding of the Mineral kingdom remedies. You will then apply your knowledge of the periodic table to see how this could help in analysing cases. In addition, you will further develop your business plans by working on your own vision, values and brand idea for your practice. There will also be class discussions on marketing, finance and practice management. You will also review the case studied in the previous month to critically evaluate your own analysis and study a further case with an emphasise on Mappa Mundi and timelines.

Learning Outcomes

At the end of this month you will be able to:

- Outline how patterns can be identified in the series and stages of the periodic table and how these can help to define remedies from the mineral kingdom
- Discuss how three homeopathic remedies can be evaluated using the periodic table from a Scholten perspective
- Describe the differences between some remedies in different kingdoms
- Define the vision, values and brand idea for your business
- Analyse a case using Mappa Mundi and time line tools

3-6 February : Acutes & Business Studies

Aims

This month aims to consolidate the main aspects of setting up your own business as a homeopathic practitioner. Together we will peer review your brand, vision and value statements. Acutes are also explored in more detail, and how to respond in certain first aid situations. In addition the work on the periodic table will continue to include an understanding of the gold series. You will also review the case studied in the previous month to critically evaluate your own analysis and study a further case with an emphasise on polarities.

Learning Outcomes

At the end of this month you will be able to:

- Evaluate your personal business plan
- Consolidate the vision, values and brand idea for your business
- Critically analyse what to consider when treating first aid and acute situations
- Analyse remedies from the Gold series of the periodic table
- Analyse, explore and suggest a remedy for a case

3-7 March : Acutes cont.

Aims

This month aim is to build on the acutes work from last month. You will continue with your study into acutes, by looking at cases in which acute symptoms arise during chronic treatment. You will look at different scenarios of this situation and present strategies for case management. You will also continue with the study of the mineral kingdom, paying special attention to the homeopathic remedies from Stage two of the periodic table. You will also review the case studied in the previous month to critically evaluate your own analysis and study a further case with an emphasize dream analysis and childhood compensation.

Learning Outcomes

At the end of this month you will be able to:

- Analyse different scenarios in which acute symptoms arise from chronic treatment
- Critically review strategies to manage acute symptoms that may arise from chronic treatment
- Discuss how homeopathic remedies from Stage 2 of the periodic table can be evaluated from a Scholten perspective
- Analyse, repertorise and differentiate between remedies in a homeopathic case

3-8 April : Miasms Revisited

Aims

This month aims to review the miasms studied in Year Two and introduce a further six miasms. The latest concepts in miasmatic theory will be explored and how to differentiate between different miasms. You look at how to identify characteristics from the different miasms in patients, and compare this work with your knowledge of the stages in the periodic table. Lastly, you will share your thoughts on the clinic process, evaluating the pros and cons. You will also review the case studied in the previous month to critically evaluate your own analysis and study a further case using the sensation method.

Learning Outcomes

At the end of this month you will be able to:

- Identify the miasms added by Rajan Sankaran
- Indicate which miasms certain words and phrases might belong to
- Discuss personality traits of the miasms in homeopathy
- Describe each of the miasms currently used in homeopathy and relate them to the corresponding disease states
- Compare and contrast the miasms in different life scenarios
- Compare and contrast the miasms in relation to the 18 stages proposed by Scholten
- Analyse homeopathic remedies in respect to their associated miasms
- Analyse a case using the sensation method

3-9 May : Action & Reaction

Aims

This month aims to develop your understanding of Hahnemann's ideas of action and reaction, with reference to paragraph 63 – 67 of the Hahnemann's Organon you will critically review the concepts of similimum and palliation. You will continue your study of the Mappa Mundi by placing a further six homeopathic remedies on the map. In addition, you will apply your knowledge of the Mappa Mundi, Sensation Method and Kingdoms to analysing a case. Finally you will look at writing a leaflet for your homeopathy practice. You will also review the case

studied in the previous month to critically evaluate your own analysis and study a further case using the sensation and Mappa Mundi.

Learning Outcomes

At the end of this month you will be able to:

- Explain the term 'action and reaction'
- Discuss action and reaction as defined by Hahnemann in the Organon
- Explain how giving repeated doses of the similimum to a patient could have an antidotal action.
- Explain about the palliative effects of using remedies and/or drugs
- Critically review situations that could have palliative effects
- Analyse a case using a Mappa Mundi, as well as skills learnt into Sensation and Kingdoms.
- Illustrate the placement of six homeopathic remedies in the Mappa Mundi
- Design and write a leaflet for your homeopathy practice
- Analyse a case using the sensation method and Mappa Mundi

3-10 June : Taking the Case Summary

Aims

This month aims to review all the case taking skills you have learnt to date. You will review how to analyse an individual case from the first consultation, perceiving what needs to be cured, and how to assess the nature of a patient's constitution. The homeopathic concept of prognosis will be described and the many factors that can affect prognosis explored. You will learn how to recognise your responsibilities as a homeopathic prescriber, including how to monitor a patient's reaction to a remedy and management of a follow-up consultation. In addition you will consolidate your knowledge of homeopathic philosophy and its main principles. You will also review the case studied in the previous month to critically evaluate your own analysis.

Learning Outcomes

At the end of this month you will be able to:

- Identify all the case taking skills you have learnt to date
- Assess prognosis for a patient after observing the action of the medicine

- Explain the main factors that could alter a patient's prognosis
- Analyse the requirements and factors for different case management scenarios
- Review your knowledge of homeopathic philosophy and principles

Homeopathy Year 4 (Part 2)

Part 2 of year Four Course is for anyone interested in becoming a professional homeopath. Our highly regarded programme instills the expertise and knowledge to become a confident and successful homeopath.

During this course we continue to develop and consolidate all the techniques and tools learnt throughout, with an emphasis on becoming a well-rounded and competent practitioner, able to prescribe confidently and support the patient with effective case-management. Various approaches are built on and added to so you have more tools to help you analyse the case, such as group classification with the further study of the plant and animal kingdoms and a detailed look at integrating approaches to case analysis. We encourage the use of creative ideas such as these as they often tell us as much about ourselves as they do the subject being studied.

The course also includes studies on setting up in practice and the development of your practice (your business). Learn how to utilise your own unique skills, personality and aspirations in designing a sustainable practice that will nurture you as a practitioner and support your patients towards health.

Book List Four complements this course. Alongside Part 2 of the 4 year Course (if you wish to certificate as with the Practitioner Advanced Diploma) you will also be required to continue with, and complete, Clinical Observation and Clinical Supervision.

Fifth and Sixth year- Clinical Rotation

Clinical Observation and Clinical Supervision are the crucial aspects of your development as a homeopath. Without these you may only qualify to receive a Higher Diploma from your academic studies. You will not have the practical aspects of the training and will not graduate as a homeopath. Under supervision,

you take 30 cases (at least ten cases with follow-ups each over a period of at least 18 months). During this time you work closely with your supervising practitioner. You and your supervisor will undertake a thorough and progressive evaluation of your skills, an important part of which will be your own reflection of what is being learned from each case-taking and about your practice. These cases, their follow-ups and ongoing prescriptions, will be assessed regularly and then again as a complete case portfolio at the end of your study. By demonstrating professional competence and appropriate academic standards you will complete the School's professional award – the B.N, HM.

Study Options

Attendance

Following on from part 1 of the Higher Diploma Course.

Time: 1 Years

Study: 10 School study weekends with assignments, Clinical Observation and Clinical Supervision

Optional fifth year (1 or 2 weekends)

In addition to being an extended farewell and providing the newest insights into practice, this year can also counts towards the CPD requirement for your Society of Homeopaths application. It may also be a buffer. If you, your supervisor or the School would like more time for you to complete all course requirements including medical sciences, then your study and/or supervised practice may be extended, allowing up to a full further year to catch up before the B.N, HM. diploma and registration.

Correspondence/e-learning

Following on from part 1 of the Higher Diploma Course.

Time: 1 Year (2 year study period given.)

Study: Units 21-26 with assignments, Clinical Observation and Clinical Supervision.

Books: Book List Four is recommended for Units 21-26.

Clinical Training

All students attend a minimum of 1000 hours clinical observation through direct learning. Clinics keep you in touch with the newest case analysis techniques and

up-to-date practise information. Teachers facilitate students as they progress towards autonomy and confidence in practise.

Australian students attend 40 hours of 'AROH approved' face-to-face clinical sessions in Australia. Over the duration of the full programme Australian students attend 120 hours of direct learning for registration with AROH or ATMS.

All other international students attend a 7 Day Summer School in May/June at the School of Homeopathy in the UK. Over the duration of the full programme, international students attend a minimum of two 7 Day Summer Schools ensuring the required 100 clinical hours of direct learning.

All home study students are welcome to join attendance course School weekend sessions by prior arrangement.

Certification: The Higher Diploma (Part 2) is awarded after successful completion of the Foundation Course the Introduction into Practice Diploma, the Higher Diploma (Part 1), A&P, P&D, Units 22-26.

For some this is a good break-off point, if you do not wish to complete the clinical training. However the Higher Diploma does not confer a license to practise.

Advanced Practitioners B.N, HM. Diploma

The Advanced Practitioners Diploma is awarded after successfully completing all theoretical aspects of the course (The Higher Diploma Unit 1-26, A&P and P&D), the Clinical Observation and Clinical Supervision.

Homeopathy Research

Are you interested in research in the field of homeopathy? If so, this course may well be of interest to you. In this Research course we study research methods in healthcare and how they have been employed in homeopathy research. Firstly, we ask why we might need research in homeopathy and then take a look at how the perspective of the researcher (the paradigm) influences the type of research that is undertaken. Following this we go through the steps involved in designing a research project and consider how to

find and evaluate existing research information. Finally, we look at the concept of evidence-based medicine and the evidence base in homeopathy. If you are new to research it can be challenging to take in all of the concepts that are covered in this module all at once. Please don't be concerned about this. Learning the jargon in research takes time, just as it does when you enter any new field. This course is not intended to enable you to train as a researcher. It is simply to help you understand the place of research in the profession of homeopathy.

The Complete Homeopathy Handbook by Castro, Miranda

Printed in England, paperback, 257 pages

ISBN9780333555811

Size190 x 243mm

Weight0.66kg

The Complete Homeopathy Handbook is the definitive guide for using homeopathic remedies at home. It includes A-to-Z listings for external and internal remedies, with explanations for correctly diagnosing the symptoms of any particular injury or illness. The book also includes case studies to bring the theory to life, and specific dos and don'ts to follow when treating more than seventy conditions.

Homeopathy is an approach to medicine based on the principle that any substance that can cause illness can also be a cure. Centuries old, its practice has always enjoyed wide popularity among individuals looking for safe and effective ways to treat illness as well as to improve their health. The Complete Homeopathy Handbook is the definitive guide for using homeopathic remedies at home. It includes A-to-Z listings for external and internal remedies, with explanations for correctly diagnosing the symptoms of any particular injury or illness. The book also includes ten case studies and specific dos and don'ts to follow when treating more than seventy conditions.

'The practice of homeopathy, whether in the consulting room or in the home is highly effective in curing a wide range of illnesses from minor health problems to very serious conditions. This book focuses on everyday complaints that you can treat yourself.'

'In this climate of greater life expectancy and yet increasing ill-health and disillusionment with modern wonder drugs, people are looking for safe and effective ways to treat illness as well as to improve their health.'

'Homeopathy offers a safe alternative as it treats the whole person - the physical as well as the emotional - and therefore plays an important role in the movement back to a more holistic approach to health.' Mirando Castro

About the author

I am a British-trained professional homeopath who has been in practice since 1983 and writing and teaching about homeopathy since 1988.

I have a special love of homeopathy, having used it my whole life. I came to classical homeopathy when my son was a year old and suffering from whooping cough. Thankfully, after several false (homeopathic) starts, we found a classical homeopath who was able to cure Daniel by not simply focusing on his physical symptoms alone. As a result, Daniel's general health improved and despite the seriousness of his complaint, he didn't suffer any long term effects or vulnerabilities.

I am a prolific writer with a reputation for being able to discuss both complex and sensitive issues in an approachable, interesting and informative style. I have published three books, am a regular contributor to both professional homeopathic journals and popular publications dealing with complementary health matters and homeopathy!

I have been teaching and talking about homeopathy to the lay public and interested health care professionals since 1988, including groups of midwives, nurses, counselors and doctors. I have a background in acupuncture, iridology, healing, supervision and humanistic psychotherapy. I developed a program of supervision specifically to meet the emotional and more practical needs of the professional homeopath. This has been incorporated into the curriculum of several homeopathic teaching establishments in the UK and has formed a cornerstone for my homeopathy teaching.

On the basis of my writing and teaching I am frequently invited to teach at schools and present papers at conferences, both in the UK and the USA. I am a provocative and entertaining speaker with a specialty on ethics, practice management and practitioner development.

In 1994 I moved from the beautiful but cold, wet and windy Pennines (in the North of England) to Santa Fe, New Mexico where I finished writing my book on Stress and Homeopathy ... in the sun!

I decided to stay in the US and in 1995 I moved to Seattle, Washington where I taught homeopathy at Bastyr Naturopathic University for 5 years and had a private practice.

From 2000 until 2002 I worked with Kent Homeopathic Associates, creators of MacRepertory and ReferenceWorks ... bringing my sales, marketing and teaching skills to the world's premier homeopathic software company.

From 2002 until 2006 I was active in the Florida Health Freedom movement and, as well as teaching and presenting, I consulted on and wrote for Homeopathy Today (the magazine of the National Center for Homeopathy). At the end of 2007 I moved to Gainesville (Florida) where I am practicing and teaching.

<https://www.schoolofhealth.com/books/homeopathy-for-mother-and-baby/>

Medicine Flows, Homeopathic Philosophy by Morrish, Mo

Printed in the UK, paperback, 126 pages

ISBN0955266203

Size148 x 210mm

Weight0.27kg

Medicine Flows: Homoeopathic Philosophy discusses all of the major themes of homoeopathic philosophy from Mo's understanding with reference to the Masters. Most notable of these is Samuel Hahnemann; his Organon of the Medical Art and The Chronic Diseases.

Through his discussion Mo encourages the reader to 'make their own experience' and decide, after all that has been written over hundreds of years, precisely what

the philosophy of homoeopathy means to them.

The book is arranged in five parts; The World, The Human, Disease, The Homoeopath, The Medicines. Full list of contents

Each chapter, where applicable, contains summary 'Notes' and signposts the reader to further 'Resources' they may like to consider.

The book has been written for the homoeopathic student where Philosophy and Principles are key building blocks for their future understanding of homoeopathic practice.

It is not intended to be a 'one stop shop', or a comprehensive overview of everything that has ever been written. What it is is a concise and thought provoking book which will prove to be invaluable to student and teachers alike.

About the author

Mo Morrish BSc, MCCH, RSHom is a practicing homoeopath with over fifteen years experience. He lives, loves and works in Exeter from The Homoeopathic Practice.

Since 1992 Mo has taught at the British School of Homoeopathy and also recently at the sister college The Irish School of Homoeopathic Medicine. He is Senior Lecturer for the colleges exploring the principles and philosophy of homoeopathic medicine. He is committed to individuality, simplicity, clarity and fun. Mo is also the Supervision Coordinator for the BSH.

A microbiologist in a previous life and a poet by nature, out of 'work' Mo enjoys good red wine and relaxing with his wife and family.

Reviews

During its writing, Medicine Flows: Homoeopathic Philosophy was sent out for extensive review by a cross section of homoeopaths including other teachers, other authors, college principals and students. Their feedback was considered and aided the final version of the manuscript, we are very grateful to them for their time and consideration.

"I am so impressed with Medicine Flows! It is beautifully written and will be an important resource for homeopathic teachers and students alike. It is also a

lovely, accessible and interesting guide to Hahnemann's Organon of the Medical Art." Wenda edited and annotated Organon of the Medical Art.

Wenda Brewster O'Reilly Ph.D

"Medicine Flows is a beautiful book: the essence of homeopathic philosophy distilled and percolated through an experienced homeopath's thoughtful mind.

Understanding homeopathic philosophy is a complex journey. It's easy to stumble, easier still to fall. This book provides helpful signposts on the way, pointing out boulders and holes as well as inviting the reader to contemplate the view at regular intervals. This is a must-read alongside the masters for every homeopathy student."

Miranda is the author of The Complete Homeopathy Handbook, Homeopathy for Pregnancy, Birth, and Your Baby's First Year, and A Homeopathic Guide to Stress. She is a practicing homoeopath and international speaker, see www.mirandacastro.com.

Miranda Castro FSHom, RSHom, CCH

"This is an inspiring, heart warming, and engaging book. Its wisdom revitalises our enthusiasm and brings refreshing clarity to all aspects of homoeopathic philosophy." John is the founder of Helios Pharmacy.

John Morgan

"At first read this seems to be a simple book, putting Hahnemann into plain language for students. As such it would, of course, have its' own value, but Medicine Flows is much more than that. Like other really inspiring brief books, Medicine Flows is much more complex than it looks and there are many strands woven together within it. Not only is it a book that explains the basic concepts of Hahnemannian homoeopathy in a simple way, but also it introduces them in such a way that the reader is stimulated to follow the thought processes for himself.

The reader is also encouraged to develop his own views based on the evidence presented from classical sources and of his own thought processes as filtered

through his own experience and susceptibility. I cannot believe that there exists a student of homoeopathy who will not gain from studying and absorbing this book and most of us who are already practicing and/or teaching would do well to read it also. Indeed yet another strand of this book is the way that it presents a sequential guide to homoeopathic principles that could be utilized with benefit by many teachers, especially the section on miasm which is a delight to study in comparison with other source books on this subject.

There is Science and order and logic within this book, but there is also art. Mo speaks personally to us within it in a way which is direct and individual without ever becoming self indulgent. This is no book of a guru, but it will help you to learn more than most gurus ever could about the reality of Hahnemannian principles in the practice of homoeopathy."

Anthony is Principal of the British School of Homoeopathy and a practicing homoeopath.

Anthony Bickley

The University of America

College of Natural Health Sciences

Wilhelminalaan 13 , Curaçao, P.O. Box 4762
Willemstad, Curaçao, Netherland Antilles

Et folia ligni ad sanitatem gentium



UoACNHS .

The leaves of the tree were for the healing of the nations.Rev. 22:2

Herbal Medicine & Nutrition Curriculum

Type I training programs

Bachelor of Herbal Medicine & Nutrition

(BHMN) 4 Years Program

Type II training programs

Doctor of Naturopathic Pharmacy(DNPharm) 3- 4 Years Program

**UoA Herbal Medicine & Nutrition Curriculum is Prepared in Consultation with
Consultation on Herbal Medicine & Nutrition Milan, Italy, 26-28 February 2007
and is judged to have met and exceeded the WHO Benchmarks for training in
osteopathy Milan, Italy, 26-28 February 2007**

**Prof. Gamaliel Onyeka. Prince . PhC. D.Sc. PhD. President
Prof Princess Shullam O. NMD . NBBS. PhD, Chief Medical Officer**

Bachelor of Herbal Medicine & Nutrition

Herbal Medicine Foundation Course

The Herbal Medicine Foundation Course is ideal for anyone who wants to learn about herbal medicines. This one year foundation course is ideal for therapists who want to prescribe herbal medicines in their clinic alongside their main therapy, for people that want to start their professional training or for use at home with family and friends.

Herbal Medicine Foundation Course

The course is divided into four units and is beginner to intermediate level. This course will give you a solid foundation of knowledge and inspiration from which to progress to further studies if you wish to do so. You will learn about the history of herbal medicine and use of herbal medicine today, the way herbs work, how we can use them in relation to the body and how and why we make particular remedies and blends.

The emphasis on this course is to introduce you to 30 herbs and how to use them across a wide variety of health issues and ailments.

What is herbal medicine?

Herbal medicine is the study or practice of the medicinal and therapeutic use of plants and herbal medicines are prescribed for the prevention and treatment of a person in a state of disease or illness. Herbalism is much bigger than the simple prescribing of herbs for an ailment. Herbalism includes botany, medicine making, understanding our environment, understanding the connection between plants and people and how to grow, harvest, store, use and assess plant medicines.

A medical herbalist is someone trained in plant medicine, with clinical skills, including a high level in diagnosis. Herbalists use a holistic approach to treatment and have a long history in the UK. The study of herbalism can range from workshops to small courses, apprenticeships and degree courses. Herbal

medicine in the UK has various professional bodies, the oldest of which is the National Institute of Medical Herbalists (NIMH).

Using herbs and plants for health is the most ancient form of medicine, and in fact remains the most common form of medicine in use today. The World Health Organization estimates that 80% of the global population rely at least partially on herbal medicines for their primary health care needs, and the use of herbal remedies is so widespread that most people do not even realize that they are using them. For example, common herbs and spices added to food frequently aid the digestion, and most people know that dock leaves will ease a nettle sting, and that putting vinegar on a wasp sting will relieve the pain.

Medicinal herbs can easily be found growing in the wild, and can be ethically collected or cultivated. Throughout history, herbalists have gathered medicinal plants from local woodland and fields, and have also imported herbs and spices from abroad. Herbal wisdom has been passed down from generation to generation, and from teacher to student.

Herbal medicine may be used to work with physical/physiological, emotional and energetic or spiritual ailments. The medicines can also be used constitutionally, working with the bodily and personality traits of the individual. Some herbalists also work with the stars, incorporating astrology and other tools into their practice. It is a wide art form and there are many different nuances of use. You'll find what you are attracted to and blossom.

Studying herbal medicine

Herbal medicine is hugely popular, both throughout history and nowadays as the status quo of self-care and healthcare developments. Studying herbal medicine can bring many joys – from the knowledge of plants and how they work in the human body to the understanding of human physiology and how we find health and wellbeing in our natural world.

In this course you will learn about the herbs themselves with monograph tasks – you will learn as much as you can about a given herb and present that learning (with drawings, pictures, thoughts and facts) in a monograph – you also have the

opportunity to make medicines from the herbs and test the herbs in your own home as we go through the course. You are encouraged to do as much outside, experiential work as you can manage – from sitting with a hawthorn tree studying its botany or listening to the tree to tasting a cup of chamomile tea and trying to figure out its constituents.

While studying you will also learn about the role of herbal medicines throughout history and in different parts of the world, for example, how Ayurveda works in comparison and contrast to modern day herbalism. This is to inspire you to explore the great wide world of herbal medicine and find out which parts you may really enjoy.

Studying herbalism at this level will enable you to make and use basic herbal medicines for yourself and your family or friends and can help you to safely prescribe some basic herbs in your practice should you be for example, a nutritionist or a naturopath.

You will also learn about lifestyle factors and the role of nutrition and diet within the realm of herbalism and how herbs affect health and nutrition. In fact diet is one of the foundations of herbal medicine and you will see how a herbalist uses information about dietary intake to assess the patient and which herbs might be indicated. You will learn that herbalism is as much an art as a science and begin to understand how to blend herbs and administer them.

Medicine making is a big part of herbalism and this course will teach phytochemistry, materia medica and medicine making so you can identify, understand and use herbs growing commonly around. You will learn how to make different types of remedies to suit different kinds of people and ailments.

We will look at the physiological systems of the body and see how to apply herbs any why. There are many different ways of using herbs and many to choose from and this course will help you to see which herbs can be used in certain conditions and ailments and why. All basic systems of the body are covered, for example cardiovascular, nervous system etc.

Plant medicine works on many different levels and so can be applied in different ways. This is something that orthodox medicine struggles with. Often people in

the west come to herbalism because they've tried orthodox methods, but they are not finding health. Others come because they have always had a leaning towards more natural treatment. Still, herbalism isn't easy to standardise as the whole plant medicine (as opposed to extracted constituents) seems to work differently on the body in different people. For example, some people react to St. John's wort with tears and sadness while others applaud its uplifting qualities. It is because of this that scientific research is limited. However, there is research on plants that is readily available – it must be critiqued but we can learn so much from a blend of traditional and scientific knowledge.

By studying herbal medicine you will find you have the tools to choose how to further develop your health or plant studies and you will be well equipped to use basic herbal remedies in the home.

We hope you enjoy the course and getting to know the plants and the amazing remedies they each hold.

Herbal Medicine Foundation Course

This herbal medicine foundation home study course is ideal for anyone interested in herbal medicine. The course will provide you with a history of herbal medicine, an excellent basic knowledge of herbal medicine (including plant taxonomy, plant pharmacology etc.), therapeutics, Materia medica and the basics of medicine making for minor ailments, as well as an understanding of how herbal remedies work for more serious and chronic illness. It will provide a wide general overview which is perfect for anyone who wants to use herbal medicine in the home or for those who wish to take the next step to clinical training. It is also a great asset to any naturopath, nutritionist or other therapist who would like to understand more about herbs and incorporate the use of a few herbal medicines into their practice.

Units: 1-4

Study Hours: 200

Time: Estimated 12 months (timing up to you)

Books: 'The Complete Herbal Tutor' by Anne McIntyre and 'Hedgerow

Medicine' by Julie Bruton-Seal and Matthew Seal

Certification: Foundation course in Herbal Medicine

Herbal Medicine Foundation Course

Our Herbal Medicine foundation course provides a good grounding of knowledge on the teachings, philosophy and practice of herbal medicine. It is an ideal starting point for anyone wanting to use herbal medicine in the home for treating minor ailments, as well as for those who wish to do a foundation course before training as a herbalist, or for any naturopath, nutritionist or other therapist who would like to understand more about herbs and incorporate the use of a few herbal medicines into their practice. In the course you will learn how to use over 30 different herbs for different ailments from eczema to PCOS.

The main herbs we will study will each include a monograph, either by the course writer, or made up by you, the student. It is an excellent way to get to know the information on herbs that is out there and also your own knowledge.

Herbs include:

Lavandula angustifolia

Mentha x piperita

Vaccinium myrtillus

Agrimonia eupatoria

Carduus marianus

Calendula officinalis

Matricaria recutita

Taraxacum officinale

Filipendula ulmaria

Crataegus sp.

Leonurus cardiaca

Tilia sp.

Achillea millefolium

Inula helenium

Thymus vulgaris

Withania somnifera

Astragalus membranaceus

Echinacea sp. (angustifolia and purpurea)

Eleutherococcus senticosus
Ganoderma lucidum -
Sambucus nigra
Galium aparine
Hypericum perforatum
Avena sativa
Verbena officinalis
Rosa damascena
Valeriana officinalis
Scutellaria lateriflora
Viburnum opulus
Symphytum officinalis
Urtica dioica
Cimifuga racemosa
Vitex agnus-castus
Rubus idaeus
Serenoa repens
Turnera diffusa
Zingiber officinale
Plantago lanceolata
Zea mays

What is involved with this course?

This course is beginner to intermediate level, and from it you will have a great foundation to do further studies. You will have the inspiration and foundational knowledge to move forward should you choose to. You will be able to make remedies for yourself, your friends and family, and feel empowered that you know about herbs.

Read widely, forage with ethics in mind, and think about how you want to incorporate herbs into your life.

Herbal Medicine Foundation Course Content

Pre-Med Courses

English Composition/Writing

General Mathematics
General Physics
General Biology
Zoology
Botany
organic Chemistry
Microbiology
Anatomy and Physiology
Molecular and BioChemistry
Genetics
Toxicology
Pathophysiology
Epidermiology

The Herbal Medicine foundation course provides a good grounding of knowledge on the teachings, philosophy and practice of herbal medicine.

Contents overview:

Our Herbal Medicine Foundation Course is made up of 4 units:

Unit 1

An introduction to herbal medicine

The history of herbal medicine

***Materia medica*, foraging, growing, medicine making and phytochemistry**

Safety, limitations and the law.

Unit 2

The digestive system including the liver

The integumentary system

The cardiovascular system

The respiratory system

Unit 3

The immune system

The lymphatic system

The nervous system

The endocrine system

Unit 4

The musculoskeletal system

The urinary system

The reproductive system

Oriental Herbal Medicines and therapies I

Oriental Herbal Medicines and therapies II

Oriental Herbal Medicines and therapies III

Western Herbal Medicines and therapies I

Western Herbal Medicines and therapies I

Western Herbal Medicines and therapies II

Western Herbal Medicines and therapies III

African Herbal Medicines and therapies I

Full contents with learning outcomes:

Below is an outline of the syllabus to give you a taster of what is in our Herbal Medicine Foundation course.

Unit 1

Introduction to herbal medicine. Within this unit you will learn about how herbal medicine fits into our world and your life, why you might choose plant medicine, how herbs work, the history of herbal medicine (both locally and worldwide) and how herbal medicine fits in to our lives - with Western, Ayurvedic (Indian) and Chinese herbal medicine taken into account, together with an introduction to herbal energetics and the language of herbal medicine. You will also look at the concepts of health, disease and holism.

Within this unit you will learn the basic principles of herbal medicine and *materia medica*, including ethical foraging and home cultivation, an introduction to plants, ecology and botany, quality control and the efficacy of medicines, herbal monographs (how to create a monograph – drawing, growing, foraging,

observing, reading, researching, cross-referencing, presenting) and energetics (how to feed in energetics to monographs and understand the language of energetics – hot, cold, choleric etc. including cross-referencing with eg. Ayurveda). This unit also includes medicine-making – herbwifery (the beginnings of cultivating your own apothecary), herb growing, harvesting and drying, how herbs are used to make tinctures, infusions, decoctions, creams, ointments, gargles, mouthwashes, douches, poultices, hand and foot baths, with basic remedies and recipes. You will learn how to choose and blend herbal formulas and the synergy, indications and formulation skills that herbalists use. You will also look at interactions and safety, basic clinical skills, the basics of creating an apothecary, formulation blends in case studies and also phytochemistry (basic biochemistry, plant composition, common constituents of plants, interactions and safety).

Within Unit 1 you will learn about becoming a herbalist, including the clinical, practical and legal aspects of herbal medicine. This unit will cover safety considerations for herbal medicine, knowing your limits (when to seek help, when to refer and so on, as well as asking who can be a herbalist), contra-indications and indications (how to use them, red flags), appropriate dosages, Schedule 20 herbs, herbal medicine and the law, and an introduction to the diagnostic skills that a herbalist will learn.

Unit 2

Within this unit you will learn about the digestive system and its important role in overall health. It includes an overview of the alimentary canal with basic biology (more in-depth information about this can be found in our Anatomy and Physiology Course) or one of our Nutrition courses), as well as the gut-brain axis, food, bacteria, microbiome, food as medicine, absorption and excretion (and the role of herbs in our gastrointestinal processes), basic gut ailments (diarrhoea, constipation, indigestion, malabsorption, IBS, heartburn, reflux, appetite, weight management, blood sugar management and so on), together with the connection between gut dysbiosis and other conditions such as inflammatory disorders, candida and so on. We will look at the herbal actions of bitters, carminatives, demulcents and so on, and herbal allies.

In unit 2 you will also study the liver – its basic anatomy and function, foods that help and hinder the liver, common liver disorders and herbal medicine allies such as bitters and tonics, and their actions.

Within this unit you will learn the basic anatomy and physiology of the respiratory system and the cardiovascular system, including how we breathe and how circulation works, as well as common respiratory conditions (ear, nose and throat disorders, coughs, colds, catarrh, sinusitis, tonsillitis, pneumonia, chest infections, asthma and so on), how to maintain lung health (deep breathing, forest bathing, sea air, house plants and so on), herbal allies for the lungs and sinuses, and common circulatory conditions (poor circulation, varicose veins, high or low blood pressure, anaemia etc) and plant allies for these disorders.

Unit 3

Within this unit you will learn about the nervous and endocrine systems and their inter-connection with the immune system. For the immune system, we will look at gut health and the microbiome, basic immune system function and how to maintain good health (rest, diet, relaxation, exercise, mindfulness, breathing, nature), common immune disorders (infections, autoimmune conditions, chronic disease, allergies, candida, rashes and so on), and herbal allies.

For the nervous system, we will examine nervous system health (how to feed the little grey cells that make up our nerves and spinal cord amongst other aspects), as well as definitions of the CNS, PNS and ANS and how to nourish them (sleep, circadian rhythms, rest, digestion, mindfulness and so on), as well as common nervous disorders (such as depression, headaches, anxiety and insomnia), herbal actions and constituents and herbal allies.

Finally, for the endocrine system, you will learn the basic anatomy and hormones and their effect on us, as well as common disorders (hypo- or hyperthyroidism, adrenal fatigue, PMS etc), together with herbal allies and adaptogens.

You will also learn about the lymphatic system, as well as various conditions that affect the eyes, hair, nails and skin. For the lymphatic system, you will learn the basic anatomy, disorders such as swelling and chronic infection, together with herbal allies and recipes/actions.

For the integumentary system, you will learn the basic anatomy of the skin, nails and hair, common ailments such as eczema, psoriasis, acne, rashes, hair loss, brittle nails and eye conditions such as conjunctivitis, dry eyes and sties, together with herbal allies and actions.

Unit 4

Within this unit you will learn the musculoskeletal system, you will learn the basic anatomy of the muscles and bones, chronic conditions (arthritis, fibromyalgia, osteoporosis and so on) as well as herbal allies and actions.

Within this unit you will learn the basic anatomy of the male and female genito-urinary and reproductive systems, hormonal health. You will learn the basic anatomy of the urinary system, common disorders (cystitis, irritable bladder, kidney infections and so on), alongside common disorders of the reproductive organs (hormonal imbalances, PMT and menstrual problems, fertility issues, menopause, prostate dysfunction, balding and so on).

You will also learn about which herbs can be safely used in pregnancy, together with common pregnancy problems (nausea, vomiting, anaemia, heartburn, swelling, constipation, infections, tiredness and so on). You will learn about working with people at different stages of their lives – menopause etc. and the plants we would commonly use.

Optional one-day workshop in Stroud

At this informative, interactive workshop you will learn about medicine-making (infusions, decoctions, tinctures, glycerites, herbal vinegars, syrups, creams, ointments, gargles and poultices), how to grow, harvest and dry herbs, and how to identify fresh and dried herbs.

Optional clinical events

Course author Amy Dadachanji also offers optional face-to-face events that accompanies this home study course really well. During these events you will learn about each season what it means, with the warming of the lands and the opening of the plants, the flowering, the fruiting and the rooting. You will look at spring herbs, foraging and making remedies from wild spring medicines and then through to winter's beginning. The use and type of medicines will be discussed and experienced with plant initiations, tastings, appropriations and meditations.

Who can do the course?

This course is open to anyone with an interest in learning more about herbalism. No prior knowledge is needed. The course is distance learning, therefore you can integrate it into your own life in a way to suit you. There are no exams so there's no pressure; feedback on your progress is given via your own personal tutor and continual assessment; it's a stress free learning experience. We play a supporting role, here to guide you through the process if you feel you need help.

Course Materials

When you enrol on one of our courses you get a lot more than a course sent in the post, you get movie lectures, your own personal tutor, support from the head office, tutorials, access to the Online Learning System, Student groups and the two essential textbooks for the course.

Course manual

The course contains 4 course units of 25 - 35 pages each. Each unit contains explanatory text, reading references for the two textbooks that accompany the course and a number of activity questions to complete as you work your way through the Unit. All the work is to be submitted to your tutor for observation and marking, assessment and feedback. The course activities are completed via continual assessment, there are no exams.

Personal tutor

When you enrol you will be assigned your personal tutor. All our tutors come from the world of natural health and have a strong passion for the holistic way of life, plus they are selected for their nurturing qualities. They will support you through your study answering any questions that arise and marking your activities. The faculty in the head office are also available to assist as and when required. We are here to help and you can ask for support whenever you need it.

Tutorials

The course includes a skype or phone tutorial with your personal tutor. The tutorial is 20 minutes long and is scheduled 3-4 months after you enrol onto the course.

Movie & Audio lectures

A key part of your study material are the recorded lectures. These specially recorded live lectures with course author Amy Dadachanji provide a stimulating means of learning about the subject and help to bring the material to life.

Online Learning System

You will be able to access your course from anywhere at any time via the School's Online Learning System. In the secure sign-in area you can view the course materials, watch the movie lectures, upload assignments and keep track of your study. Set and alter your study deadlines. Contact other students via maps, teaching groups or instant chat.

More information

We hope you choose to enrol with us. If you have any questions or would like more information about the Herbal Medicine Course please [contact us](#), we are here to help.

Course fees & enrolling

You can enrol and pay online through the enrol section on the website.

Course Benefits

- Learn to use over 30 herbs at home
- Help yourself, friends and family with herbal medicines
- Written from a holistic perspective
- Printed course, binder and books sent through the post
- Clearly presented, easy to follow and thorough in content
- Personal tutors give guidance and feedback
- Includes a Skype or phone tutorial
- Movie lectures and video webinars on the subject
- Access to the School's Online Learning System (OLS)
- Highest level of support by email or post
- Opportunity to attend live Webinars
- Contact other students via closed Facebook group, instant chat, student maps and teaching groups
- Study can be started and finished at any time
- Work at your own speed and pace - timetable to suit you

- No prior medical training is required
- Continuous assessment provides ongoing feedback and motivation
- There are no exams
- Certificates are awarded on completing the course
- Course material is regularly updated
- Additional courses to enrol onto to further your learning

Becoming a herbalist

The emphasis on this course is to obtain a wonderful introduction to the world of herbal medicine. You will learn that certain herbs will help with specific health conditions, and how to make up remedies for minor ailments, while understanding that herbs also work for more serious conditions.

After this course, if you decide that you would like to train as a professional herbalist, you can choose from the various degree courses or NIMH (National Institute of Medical Herbalists) accredited courses, in the UK and elsewhere. Following successful graduation from our course if you did want to continue your study in Herbal Medicine to become a Herbalist you may be able to apply for advanced entry into year two of another programme – we are working to secure this. However, if you do plan to do that then it is always good to check with the other course provider in advance.

Questions to ask yourself

The route to becoming a herbalist is a real journey of discovery, from both a personal and professional perspective. You will be encouraged to be reflective and aware of your developing skills as a healer, as well as building a base of herbal knowledge for your practice. We hope that the following questions may guide and help you in making your first choices and please do call us if you would like to chat about your options.

What makes me want to become a herbalist?

Many people spend time creating a career and family and then come to a point where they feel they have unanswered questions about their life. Maybe they are at a 'crossroads' and they fancy a change of direction? Maybe they want to find more balance in life and want to work for themselves? Many people are drawn to studying herbal medicine through positive personal experiences, and just know

that it seems to make sense. Whatever your reason for taking our course, our aim is to listen fully and to provide you with sound information. This will enable you to make a well informed and good decision about your future.

Do I know what I'm getting into?

We highly recommend that you have received treatment from a professional herbalist, so that you understand this system of medicine from personal experience. This will give you an insight into the role of a practitioner, as well as gaining empathy from the patient's perspective and learning about the effect of the herbal remedies.

Do I have the required skills?

You don't need to have any specific prior experience or training to enrol on our Herbal Medicine Foundation course. You do need to be willing to study and if you like researching and pulling together ideas, this is right up your street! Being self-motivated and organised is also pretty vital. But most important of all are general 'life skills' as a level of maturity is needed, and this is rarely an appropriate training for anyone who has just left school.

Have I got the time and commitment?

To become a fully qualified professional herbalist takes three to five years of full time training. Having said this, you can simply take it as far as you wish to, and some people just want to be able to help family and friends, in which case our Herbal Medicine Foundation Course will probably be sufficient.

What will it cost?

Each course provider sets their own fees and we always ensure that our courses are competitively and fairly priced. The price for the Herbal Medicine Foundation course can be found on the course enrolment page.

Have I got the support of friends/family?

It is always good to have the support of friends and family when embarking on any new course of study. Learning a new subject is inspiring but it does take time away from other aspects of life – family and friends will need to support you and give you the time and space to study.

Do I want to be self-employed?

Becoming a herbalist means you can steer your career through many different pathways. However, most herbalists are self-employed, consulting with individual patients and, whilst this can be a big plus for many, it is important to take into account this may also involve a more unpredictable income and the need to be adaptable. Other aspects that you will consider at some stage will be marketing and maintaining accounts etc. It also means you need to set realistic charges and make sure you get paid!

Choosing your education

There are many different courses available, both in the UK and elsewhere, and it is important to find one that is right for you. There are fantastic herbal medicine schools all over the world.

A-Z of Herbal Medicine

A is for Agrimony - Agrimonia eupatoria

Agrimony is an astringent. It is used to tone bodily tissues such as the gut mucosa and thereby aid function. In the gut this helps with better and more efficient absorption of nutrients and reduction of inflammation. It is a bitter tonic, stimulating the digestive juices in the gut and liver which in turn aid digestion. It is a specific for diarrhoea in children and can be used as a tea which is easily taken by children. It is also a wound healer and stops bleeding fast. Collect the aerial parts when in flower.

B is for Burdock - Arctium lappa

Burdock is a fabulous big leaved plant (dock means big leaf), its burs the basis of Velcro. It is invaluable when working with the liver and skin. It is a bitter tonic and so supports the liver and gallbladder, increasing appetite and enhancing digestion. It is highly beneficial for dry scaly skin conditions like eczema and psoriasis and is cooling and soothing. Collect the root (not from wild land) after the first year cycle (the plant is biennial).

C is for Comfrey - Symphytum officinalis

Comfrey is an old ally. Known around the world as 'knitbone' its special quality is that of literally knitting the bones back together after damage. It is a fast tissue

healer so care must be taken to make sure the bone is set properly or the wound is clean inside before applying comfrey. It is also used as a demulcent, soothing irritated tissue, ulcers and lesions and it is a famous bruise healer. Collect the roots or aerial parts

D is for Dandelion - Taraxacum officinale

Dandelion is amazing! You can use all parts of it. The buds can be made in to capers. The flowers can be eaten and the seed blown by children and those wishing to know the time. The stems have sap in which can be used for warts. The leaves are an important diuretic, moving fluid from areas of retention. They are also very bitter stimulate the gall bladder and liver. The roots are nourishing but hold the bitterness that the leaves have and are a great help in cleansing the liver, helping it to flush out any build-up of rubbish and keep it in tiptop condition. Collect the leaves before flowering and the roots after the flowers die back. The rest you can pick as they appear and as appropriate.

E is for Echinacea (Coneflower) - Echinacea angustifolia or purpurea

Coneflower is a now famous anti-infective. It may be used when coughs and colds are starting to appear or when infection is present. It is effective against bacteria and virus alike. If you combine it with yarrow and bearberry or buchu, for example, it makes a brilliant anti-infective for the urinary tract, with other herbs it will work well for other systems. Alone it can be used in washes for external infections and tonics for immune health. It is known as an immunomodulator, stimulating or relaxing the immune system as necessary. It has a long traditional use in N. America by the indigenous inhabitants. Collect the roots and or aerial parts.

F is for Fennel - Foeniculum vulgare

Fennel is a wonderful uplifting herb that can be added to blends for low mood, menopausal angst or SAD. It is also a great carminative, being used in the digestive system for bloating issues or gaseous pain and for stimulating appetite. Fennel is a galactagogue, increasing the flow of breast milk. The essential oil can be used for muscular fatigue and pain when diluted in an oil or balm. Collect seeds.

G is for Goosegrass - Galium aparine

Goosegrass, or cleavers, is an excellent lymphatic tonic and cleanser. As it has alterative and diuretic properties too, it is very useful in aiding the lymphatic system when challenged, and therefore aiding the circulatory and immune systems directly. It can be used for any kind of swelling, like tonsillitis for example, and is really helpful in inflammatory skin conditions. Psoriasis and eczema can be alleviated with the cool, calming effect of goosegrass, shifting stuck heat or inflammation. As a gentle demulcent it is also of use in urinary tract infections. Collect aerial parts before flowering.

H is for Hawthorn - Crataegus sp. (monogyna, laevigata etc.)

Hawthorn is repeatedly referred to as the number one heart herb. It is a cardiotonic and supports the heart and circulatory system aiding in conditions such as high blood pressure, angina, arteriosclerosis, palpitations, heartbreak etc. Hawthorn stimulates the heart into good function. It is widely used and has little side effect though professional guidance is needed. Collect the flowering tops and or berries.

I is for Inula (elecampane) - Inula helenium

Elecampane, or Inula, is best known as a lung trophorestorative. It is healing and has an affinity for lung tissue. It is a great expectorant and really useful in any debilitating lung condition with its tonic effect. It will help relax respiratory passages and tone the mucosa. It brings up and expels catarrh so useful in any phlegmatic condition. It is bitter and aromatic and both cools and warms gently so helpful in stuck conditions. Collect the root after the flowers have died back.

J is for Juniper - Juniperus communis

Juniper is a wonderful native berry which are very astringent and antiseptic. These qualities make them useful for infection and juniper berries are great for urinary tract and kidney infections. If there is kidney disease, however, the essential oil may stimulate nephrons (kidney cells) so professional guidance is needed. The berries have long been used to treat rheumatism and arthritis and are gently warming and tonifying. There is a bitter quality to the berries so they also have a little cooling action which can be soothing. Collect berries when ripe.

K is for Kelp (bladderwrack) - Fucus vesiculosus

Kelp is well known for its excellent effect on underactive thyroid glands and goitre. Hypothyroid symptoms improve with kelp as it regulates the gland and brings symptoms into relief. If obesity is associated with thyroid dysfunction, this herb can help bring about weight loss and thereby aid the thyroid and body in general, increasing confidence if it is lost due to bodily changes. Kelp is also useful in rheumatic conditions and can be applied directly to affected joints. Collect entire plant from rocks though take care to leave the plugs they grow from on the rocks.

L is for Linden - Tilia europea (sp.)

Linden is a beautiful heady scented flower and bract combination which soothes. It is slightly demulcent and cooling so naturally soothing but it is well known for its calming effects. This nervine action brings about calming in body and mind. It is much used across Europe to dispel nervous tension, in anxiety, headaches or however it may manifest. It is also very much a heart herb, working to reduce hypertension and help prevent arteriosclerosis and is commonly used alongside hawthorn. It is also mildly diaphoretic and can be used for fevers and colds. It is excellent for calming agitated kids and elders alike as it is gentle but effective. Collect flowers and bracts on a sunny day.

M is for Marigold - Calendula officinalis

Marigold is a fantastic wound healer. It is used for all kinds of inflammatory conditions and tissue healing. As an alterative it is useful anywhere in the body, for example in cases of irritable bowel syndrome or eczema. It is really useful as an oil around wounds or a lotion for burns and all kinds of skin conditions from nappy rash to fungal infections. Internally it is used to soothe ulcers and repair tissue in the gut mucosa, and helps the gall bladder function with its bitter resin. It is an emmenagogue too and can bring on menstruation while easing painful menstrual cramps. Collect the flowers in their glory.

N is for Nettle - Urtica dioica

Nettle is an excellent anti-inflammatory and tonic herb with much of the plant being used. The leaves can be eaten or used as medicine for mineral rich tonic effect. They are also excellent anti-inflammatory medicine for rheumatism, debility or healing. They are often used as an antiallergenic medicine with

excellent effects in skin reactions and eg. hayfever. Nettle is a galactagogue and yet it is also a styptic, healing profuse wounds. It is a blood nourisher and may be given to those in deficient states. The roots can be used for benign prostatic hypertrophy. The seeds can be used for kidney dysfunction and as a tonic. Collect the leaves before flowering, the seeds after flowering (female only) and the roots after the flowers have died back.

O is for Oats - Avena sativa

Oats are outstanding as a nervous tonic. They are especially useful where there is debility within the nervous system, whether from stress, infection or chronic illness. They are useful for calming and soothing, aiding in sleep and reduction of tension. They are neutral to cooling in effect and can be used widely for irritated skin and internal mucosa. Oatstraw is particularly beneficial for the skin in external preparations. Oats are a tonic herb, building and supporting. When combined with other supportive herbs, including anti-inflammatories, adaptogens or nervines, a very powerful tonic is created. Collect milky oats or oatstraw

P is for Plantain - Plantago lanceolata or major

These beauties make excellent demulcent medicine which soothe and heal tissue. They are great for sore throats, irritated tissue eg. in the gut, bladder or kidneys and are easing for coughs and colds. They have a mild expectorant action so can help the body rid itself of catarrh and phlegm. Plantain also helps stop mast cell proliferation which is really useful in inflammatory cascades such as hayfever where it brings relief, especially as part of an anti-inflammatory blend. Collect leaves before flowering or roots after flowering.

Q is for Quercus (Oak) - Quercus robur

Oak is an astringent – it is fantastic for toning tissue as it is rich in tannins. Haemorrhoids, varicose veins and other distended tissue can all benefit from oak medicine be it applied internally or externally. An enema wash can be used for piles or finely powdered bark applied in a balm or It can help with diarrhoea and loose stools and if infection is present, for example in dysentery, astringents are useful because they are almost always anti-infective. Tonsillitis and other throat infections can be helped by an oak bark gargle, along with inflamed gums. Collect the young bark from branches.

R is for Rose - Rosa gallica, canina or damascena

Rose is the number one grief remedy. The flowers of rose are full of antioxidants and bring much nourishment to the body. The excellent nervine effect rose offers can be used for transition, heart opening and stress. It is gentle and powerful. Much like the rose bush itself with delicate flowers full of potent scent and thorns on the stems. The hips are high in vitamin C and also aid in debility and exhaustion. They are useful in gut issues and the pressed oil can be very beneficial in skin conditions and scarring. Collect buds or flower and hips when ready (after the first frost is indicated but it is not always necessary).

S is for Skullcap - Scutellaria lateriflora

Skullcap is one of the most commonly used nervines in modern *Materia medica*. It is a calming herb first and foremost. It strengthens and relaxes the nervous system while releasing tension. It is often used for headaches and onset of migraine and can be administered for central nervous system issues while releasing tension across the nervous system. It is used for seizures and couple with passionflower it is used in epilepsy and febrile convulsions or states of trauma. It can be used in depressed states of the nervous system. Collect aerial parts while flowering.

T is for Thyme - Thymus vulgaris

Thyme is a lovely herb that has excellent anti-infective properties. It is commonly used as a gargle or mouthwash for throat and mouth infections and also has affinity for kidney and bladder infections. It can be used effectively in cases of vaginal thrush or candida and has antifungal properties. Coupled with liquorice it makes a lovely syrup that kids enjoy for irritated throats, coughs cold etc. Thyme is a carminative and is used in dyspepsia and bloating. It is also an astringent so naturally toning and can also ease bedwetting. The essential oil is powerful and antimicrobial. Collect the aerial parts in summer.

U is for Uva Ursi (Bearberry) - Arctostaphylos uva ursi

Uva ursi is a fantastic urinary tract infection herb. It contains arbutin which is converted to hydroquinone, a substance which maintains healthy bacterial balance in the urinary tract. Uva usri can be given as a tincture or tea and as a simple or in combination with other antiinfectives like Buchu or with soothing demulcents like Zea mays and marshmallow. It's antiinfective qualities also make

it a useful herb for the immune system. Must be avoided in pregnancy. Collect leaves.

V is for Vervain - Verbena officinalis

Vervain is an ancient magical herb. It is held in high regard throughout history and very commonly used today. In France it is a common tisane but it is less well known in English speaking countries with people mistaking it for lemon verbena or *Verbena bonariensis*. It is a nervine which is well used for anxious states, depressive states and debility. It is also a bitter herb and supports the liver and gallbladder while enhancing digestive function. It is a fantastic ally for premenstrual irritability or 'syndrome' with a positive effect on the emotional side of pre-menstruation and also eases physical tension in the womb. It is used for agitation in general with its cooling, calming, destress effect. It is also a vermifuge and can be used for parasites and worms in the body, as well as infections in the nervous system. Collect aerial parts when in flower.

W is for Willow - Salix alba

Willow is a great anti-inflammatory and is often used in different kinds of arthritic conditions. It is cooling and drying and helps ease the dull aches and pains of rheumatism in the joints while relaxing muscles. It is an anodyne containing salicylic acid which we know in its extracted form as aspirin, first found in meadowsweet but synthesized from willow, as such, it is a febrifuge, reducing fever. It is also used in conditions where the connective tissue is inflamed or aggravated. Collect spring bark.

X is for Xanthox (Prickly ash) - Xanthoxylum americanum (or Zanthoxylum)

Prickly ash is used for circulation. It is excellent for encouraging circulation to all the peripheral capillaries and is helpful therefore in conditions such as Raynaud's, varicose veins, cramps and chilblains. It is also beneficial in any condition of stagnancy, like rheumatism, where movement is needed. It is stimulating for the lymphatic system and therefore beneficial in swelling and chronic illness. Collect berries and bark.

Y is for Yarrow - Achillea millefolium

Yarrow is soldierwort – it was used to staunch wounds in battle. It is a fantastic wound healer, anti-infective and styptic, therefore making it an excellent herb for

cuts and wounds. Internally it is a circulatory stimulant, aiding blood flow so any stagnant blood issues, such as painful menstruation, can be eased with a little dose of yarrow. It is part of an excellent fever tea with peppermint and elderflower, bringing the fever out while replenishing the system. It contains azulene which is a powerful anti-infective volatile oil and can be used in soothing bug balms, anti-infective tonics and teas and more. It is a protective herb. Collect the aerial parts in flower.

Z is for Zea mays (Cornsilk) - Zea mays

Cornsilk is exactly that, the silk of the corn. It is smooth and silky and soothing and soft. It is a demulcent and eases irritation in the kidneys while also acting as a tonic herb. It contains allantoin which is a powerful anti-inflammatory, also found in comfrey. It's diuretic properties make it super helpful for kidney issues. It is safe for kids and elders alike. Collect stigmas of corn just before pollination.

The University of America

College of Natural Health Sciences

Wilhelminalaan 13 , Curaçao, P.O. Box 4762

Willemstad, Curaçao, Netherland Antilles

Et folia ligni ad sanitatem gentium



UoACNHS .

The leaves of the tree were for the healing of the nations.Rev. 22:2

Clinical Nutrition and Dietics Curriculum

Type I training programs

Bachelor of Clinical Nutrition and Dietics

(BCND) 4 Years Program

Type II training programs

Doctor of Nutrition Medicine and Dietics

(DNMed) 3- 4 Years Program

UoA *Clinical Nutrition and Dietics* Curriculum is Prepared in Consultation with Consultation on *Clinical Nutrition and Dietics* Milan, Italy, 26-28 February 2007 and is judged to have met and exceeded the WHO Benchmarks for training in osteopathy Milan, Italy, 26-28 February 2007

**Prof. Gamaliel Onyeka. Prince . PhC. D.Sc. PhD. President
Prof Princess Shullam O. NMD . NBBS. PhD, Chief Medical Officer**

Bachelor of Clinical Nutrition and Dietics Courses

We are committed to providing the best education possible for nutritionists and we have been busy developing our courses to reflect the nutrition landscape. We offer a tiered study plan with different levels of course depth and accreditation to choose from - Beginner, Advisor , Therapist , Therapist Advanced and Naturopathy courses.

Pre-Med Courses

English Composition/Writing

General Mathematics

General Physics

General Biology

Zoology

Botany

organic Chemistry

Microbiology

Anatomy and Physiology

Molecular and BioChemistry

Genetics

Toxicology

Pathophysiology

Epidermiology

Nutrition Beginner Course

Perfect for home use with family and friends.

This home study nutrition beginners course has been created for anyone with little or no prior knowledge within the field of nutrition. This distance learning Nutrition Beginner Course will enable you to make food and diet choices for your own health and lifestyle and those of friends and family. Making the link between nutrition and health and looking more in depth at specific conditions in relation to diet, you can begin to make lasting changes to your health.

Nutrition Advisor Course

A great place to start your professional training.

The Advisor nutrition course is ideal as mid level 'starter' programme for anyone wishing to gain foundation level knowledge in order to help themselves or advise

others, and do not want to become a full nutrition therapist. Perfect if you wish to add these skills to your current practice and do not require insurance or registration with a nutritional body, such as the [Federation of Nutritional Therapy Practitioners](#) (FNTTP). This distance learning nutrition course is available online or as correspondence. Students and graduates of this course can also choose to upgrade to the Nutrition Therapist level should they wish to.

Nutritional Therapist Course

Want to be a Nutritional Therapist - this course is for you.

This Diploma programme in Nutrition is fully accredited by the [Federation of Nutritional Therapy Practitioners](#) (FNTTP) and is suitable for those who wish to practice Nutrition. After completion, students are able to gain insurance with the FNTTP and set up in practice as a nutritionist with registration. This course is perfect if your interest lies in holistic health and you would like to learn about naturopathic philosophy. This distance learning nutrition course is available online or as correspondence.

Nutritional Therapist Advanced Course

Want to be NNA registered - this course is for you.

This Advanced course in Nutrition follows on seamlessly from the FNTTP accredited Therapist Course above. Units 9-12 to the Nutritional Therapist Advanced Course include: Applied Nutrition, Research, Setting up in Clinical Practice and Clinical Supervision. Students are also required to complete a clinical event help in Stroud, UK. We are seeking NNA ([Naturopathic Nutrition Association](#)) accreditation for this course.

Naturopathy Course

Progress your nutrition qualification - become a Naturopath.

The Naturopathy Course provides you with a brilliant range of skills across natural medicine subjects: Ayurveda, Chinese Medicine, Tibetan & Unani Medicine, Homeopathy, Naturopathy, Homotoxicology, Psychosocial Skills, Iridology, Hydrotherapy and Dentistry. It can be taken as a whole or you can cherry pick the modules that interest you most. If you have already trained to (or are in the process of training towards) the equivalent of level 6

in: Nutritional Therapy, or Homeopathy, Herbalism, Acupuncture or Osteopathy, then this course may lead to a registration with the GNC (General Naturopathic Council).

Building your practice course

Want help setting up your clinical practice.

This business studies and marketing module is for graduates and students that want to learn more about developing their practice and attracting patients.

For more information about any of these courses please contact us, one of our friendly team will be happy to answer any questions and help you

Nutrition Beginners Course

Learn the basics of nutrition from the comfort of your own home with this basic distance learning nutrition course for beginners. Take care of your family's health in everyday situations. Learn the 14 principles of a nutritionally balanced diet and nutritional support for common conditions. Home study nutrition course includes case studies, health questionnaire, supplements and movie lectures.

Units: 1-6

Study Hours: 20 Time: Estimated 1 month period (timing is up to you)

Books: Included with the course

Disc: 24 Movie lectures

Supplements: Multi-vitamin, Omega 3 and Immunovite

Partners: Cytoplan, The Healthy House and Pulsin

This introductory distance learning course in Nutrition will support you in understanding the basic principles of achieving a healthy whole food diet and to gain an awareness of the connection between food and health on all levels of your being.

It will enable you to make choices for your own health and lifestyle and those of friends and family. Making the links between nutrition and health and looking more in depth at specific conditions in relation to diet, you can begin to make lasting changes to your health.

This beginners nutrition course is aimed at those who have little or no prior knowledge of the field of nutrition. This nutrition course is flexible study so you can study at home at your own pace. Learning aided by self-assessment questions with full assessment with certificate. Throughout this basic nutrition home study course, you will learn the 14 principles of a nutritionally balanced diet and look at 12 conditions you can support through Nutritional and lifestyle changes. Course includes 12 case studies.

We are all bombarded with daily nutrition reports within the media, stories of miracle foods, fad diets and supplements that claim to 'change your health forever!'

We aim to take you step by step through the basics of 'Wholefood' and 'Healthful' nutrition, exploding a few myths along the way and embracing the amazing potential of healing the body through food. Once you have completed the beginners course you should be able to make clear food and lifestyle choices to support health through yours and your family's life stages.

So, what is in the package?

- Nutrition Beginners Course Manual
- Course Memory Stick (24 Movie Lectures)
- Nutrition Book, The Food Doctor, Ian Marber & Vicki Edgson
- Nutrition Book, Gut, Giulia Enders
- Health Questionnaire
- Three Supplements from Cytoplan

The nutrition beginners course is divided into 5 parts, each one building on the next as your knowledge grows. Self-assessment questions are asked throughout the course so you can monitor your knowledge. Model answers are provided in the answers section. Throughout the course, you will also find a variety of different tips and additional recommended reading. The course includes a health questionnaire that you can use as a starting point to the vitamins, minerals and other nutritional factors that may benefit your overall health.

Nutrition Beginners Course Content

The Nutrition Beginners Course comprises of:

- Study of nutrition philosophy and methods
- The influence of Nutrition on health – Making the connection
- 14 Principles of a Nutritionally Balanced Diet
- Nutritional Support for 12 Common Conditions
- 12 Case studies
- Self-assessment questions and cases
- Health Questionnaire
- Tutor assessment and certificate
- DVD of lectures on nutrition
- Two books of nutrition

The beginners course

Here is a quick overview of each of the main sections:

Part 1 – The influence of Nutrition on health – Making the connection

The goal of a healthy body and mind is one that we can all aspire too, but how does what we eat and drink really affect this? This section helps you make the links of how what we take into our bodies affects its function at all levels of our being. It also provides a basic understanding of the digestive process and various specialist diets you may encounter.

Part 2 – Fourteen Principles of a Nutritionally Balanced Diet

Here we examine 14 principles that will support your journey to achieving a nutritionally balanced diet. From the need for adequate levels of water, to superfoods and the overall impact of stress and how this affects our digestion and our nutrient requirements.

Part 3 – Nutrients in Focus

This section looks at the role of the many nutrients we consume through food. Exploring each vitamin and mineral and listing its food sources that you can increase through your diet. It also covers the different life stages and how our nutritional needs change as we progress through life.

Part 4 – Nutritional Support for 12 Common Conditions

Here we take a look at 12 common conditions that you, friends or family may experience. We look at the background to each condition and a how optimising our nutritional intake of various nutrients could support.

Part 5 – Case Studies

This is where you can begin to put the information you have learnt into practice and plan out nutritional suggestions for a range of fictional people, presenting with a range of health complaints. These may resemble people that you know or even yourself and give an opportunity for further learning as you work out a plan to support them

Answers

This section holds all the answers to the self-assessment questions and cases and should not be looked at until you have attempted the questions yourself first.

Assignments

Once you have worked through the course, having completed all the self-assessment questions, watched the movies and read the books, you will be ready to tackle the assignments. These are optional. Please read the Assignments section to find out more.

Course Disc

The Course Disc provides a wonderful route for learning. It is divided into 24 chapters that spread across the main course sections. The movies follow the course, so you can watch the relevant movie as you work your way through the material. Nutritionist Mary Sharma, author of the Nutrition Therapist Course shares lectures on the science, diets, digestion, symptoms, managing health and specific digestive issues.

Course books

The Food Doctor: Healing Foods for Mind and Body, Ian Marber & Vicki Edgson

'The Food Doctor', has sold over half-a-million copies worldwide. With the latest research, new and inspiring recipes and a new chapter on vegetarian and vegan

eating, this invaluable guide will provide all the information you need to improve your health and wellbeing. Packed with nutritious advice, it introduces simple foods with amazing healing properties, gives the definitive list of the top 100 foods for health, vitality and happiness, and shows exactly what to eat to improve your energy, mood and stress levels. There are numerous small changes that you can make to your diet which make a real difference to how you feel. Along with hundreds of nutrition facts you'll discover which foods aid concentration, what can boost your energy or make you sleep better, and how to alter your diet to help with common ailments such as eczema, migraine, hayfever and arthritis. Including, with its expert but practical advice, case studies and 'food cures', health tips and delicious recipes, 'The Food Doctor' will help you to improve your mood and appearance, reduce your stress levels and boost your energy.

Gut, the inside story of our body's most underrated organ,
Giulia Enders

In Gut, Giulia Enders shows that rather than the utilitarian and let's be honest somewhat embarrassing body part we imagine it to be, it is one of the most complex, important, and even miraculous parts of our anatomy. And scientists are only just discovering quite how much it has to offer; new research shows that gut bacteria can play a role in everything from obesity and allergies to Alzheimers. Beginning with the personal experience of illness that inspired her research, and going on to explain everything from the basics of nutrient absorption to the latest science linking bowel bacteria with depression, Enders has written an entertaining, informative health handbook. Gut definitely shows that we can all benefit from getting to know the wondrous world of our inner workings. In this charming book, young scientist Giulia Enders takes us on a fascinating tour of our insides. Her message is simple if we treat our gut well, it will treat us well in return. But how do we do that? And why do we need to? Find out in this surprising, and surprisingly funny, exploration of the least understood of our organs.

Tutor marking

The fee for assessment and certification is included in the price of the Nutrition Beginners Course. Successful completion leads to the The School of Health 'Basic Nutrition' certificate.

Health Questionnaire

The Nutrition Beginners Course includes a personal health questionnaire that you can use as a starting point to the vitamins, minerals and other nutritional factors that may benefit your overall health.

Nutrition products

In creating this course pack we joined forces with three different partner companies: Cytoplan for the supplements, Pulsin for the healthy snack bar and The Healthy House for water filters. All three companies share the same wellbeing ethos as The School of Health, all care passionately about holistic health and nutrition.

Nutrition Supplements

The Nutrition Beginners Course includes three supplements from Cytoplan.

1. Wholefood Multi
2. Immunovite or Foundation Formula 1
3. Krill Oil or Omega 3 Vegan

Cytoplan is a unique science-based supplement company exclusively supplying the needs of health care professionals and their patients. Cytoplan was founded in 1990, by practitioners with many years experience in nutrition science. They have been a leader in the field of food-based supplementation for many years.

Nutrition Protein Bar

The Nutrition Beginners Course includes Orange Choc Chip Protein Snack from Pulsin.

Full course content

Welcome & Guidelines

Introduction

Part 1 - The Influence of Nutrition on Health - Making the Connection

- 1.1 How nutrition supports health
- 1.2 Basic naturopathic nutrition theory
- 1.3 Our basic composition
- 1.4 Overview of the digestive process
- 1.5 How the gut governs health
- 1.6 Impacts of a modern diet on health
- 1.7 Specific diets

Part 2 - Fourteen Principles of a Nutritionally Balanced Diet

- 2.1 Stress
- 2.2 Water
- 2.3 Nine a day
- 2.4 Dirty dozen and clean fifteen - the organic factor
- 2.5 Seasonal local food
- 2.6 The need for fibre and complex carbohydrates
- 2.7 Choosing a processed foods free diet
- 2.8 Sugar free for life
- 2.9 It's just not what we cook, it's the way that we cook it
- 2.10 Eat the rainbow
- 2.12 Superfoods
- 2.12 Fats
- 2.13 Quality protein
- 2.14 Whole person

Part 3 - Nutrients in Focus

- 3.1 Macro v micro nutrients
- 3.2 Maximising nutrients through food
- 3.3 The role of vitamins and minerals
- 3.4 Supplement tips, where diet may not be enough
- 3.5 General life stage nutrition requirements (children to the elderly)
- 3.6 Maximising digestion

Part 4 - Nutritional Support for Twelve Common Conditions

- 4.1 Stress
- 4.2 Constipation
- 4.3 Coughs and colds

- 4.4 Blood sugar balancing
- 4.5 Cystitis
- 4.6 Eczema
- 4.7 Acne
- 4.8 Pre menstrual syndrome (PMS)
- 4.9 Allergies
- 4.10 Irritable bowel syndrome (IBS)
- 4.11 Poor sleep quality
- 4.12 Fatigue

Part 5 - Case Studies

- 5.1 Introduction
- 5.2 Case check list
- 5.3 Cases

- Case 1 Sarah
- Case 2 George
- Case 3 Jenny
- Case 4 Michael
- Case 5 Katie
- Case 6 Billy
- Case 7 Tina
- Case 8 Milly
- Case 9 Tony
- Case 10 Margaret
- Case 11 John
- Case 12 Mandy

Answers

Self Assessment Questions A-I

Self Assessment Cases 3-12

Assignments

Guidelines

Questions

Forms

Health Questionnaire

Your views

Nutrition Advisor Course

This Nutrition Advisor diploma home study course is ideal for anyone interested in nutrition. It can also be taken as a stepping stone to the Nutritional Therapist Course. In this comprehensive course you will learn about importance of nutrition, diet and food to ensure health and well being. Study through distance learning via our online learning system or by correspondence. Foods and their effects on health are something that affects us all, and this course is a great way to start your career in this growing area of interest. The Nutrition Advisor programme comprises of 4 Units of Nutrition and the course is equivalent to NVQ Level 4.

Nutrition Advisor Course

Units: 1-4

Study Hours: 400

Why nutrition?

Diet, food and health have never been discussed so much in our lives and media as it is today. There are many health issues attributed to poor diet. For example the wrong food can lead to a lack of energy, weight gain, digestive problems and contribute to depression and anxiety. That's why there is a growing awareness of nutrition and a demand for good advice and qualified Nutritional Practitioners.

Our distance-learning nutrition course is designed to give you a holistic and comprehensive education in nutrition. If you struggle to find time to study every day at a traditional college, this home learning course is an ideal solution. You can study whenever you want and at your own pace. There are generous time frames and you can re-enrol to extend study periods. You could complete your course in 6-12 months (if you have the free time) or 24 or 36 months - it's up to you. There are no exams, work is marked by stringent continual assessment. Thousands of students have studied with us from home and enjoyed full support from a tutor.

The Nutrition course is made up of 4 Units:

- **Unit 1** you learn about the macronutrients: the essential functions of carbohydrates, fats and proteins.
- **Unit 2** you will investigate the micronutrients: the world of vitamins, minerals and water.
- **Unit 3** you study the composition of a healthy diets and learn how variety of different diets can support health.
- **Unit 4** focuses on detoxification, the importance of the microbiome, and allergies and additives.

A healthy balanced diet helps you to:

- Lead an active lifestyle
- Meet your nutritional needs
- Protect against health problems
- Improve your mood and stress levels
- Maintain or restore a healthy weight
- Develop your overall health
- Feel good about yourself
- Gain vitality and energy
- Boost your immune system
- Enhance your ability to concentrate

Nourishing

The diploma course is designed to provide you with a thorough and in-depth knowledge of nutrition. You will learn just how important nutrition is to human health and about the relationship that exists between diet and states of health and disease. The easy to follow syllabus helps you identify, understand and appreciate the vital role of nutrition and diet.

This vocational diploma course is the equivalent to a NVQ Level 4 and will provide you with the knowledge to begin setting up your own practice as a nutritional practitioner, if all the requirements are met.

Sustaining

As this is a distance-learning and online course you can integrate the learning into your own lifestyle according to your needs. You receive from us the highest level of support by email or post - including a Skype or phone tutorial. Our personal tutors give you guidance and feedback on your progress upon the completion of each unit. This form of continuous assessment provides you with ongoing motivation. There are no exams and no prior medical training is necessary. Upon completing the course The School of Health Nutritional Advisor Diploma will be awarded.

Assimilating

The nature of the home-study courses enables you to work and to assimilate the course material at your own pace. Completion of the course takes about 275-300 hours, (approximately 9-12 months). You are free to decide how much time to put in and when, and we play a supporting role.

The printed course manuals are sent to you in convenient ring binders. The learning programme consists of 4 Units. Each unit contains explanatory text, reading references for the textbooks that accompany the course, movie lectures, webinars, short self-assessment questions and longer assignments.

The course is designed to take you through the process of identifying, understanding and appreciating each individual aspect of Nutrition. Step by step you are given a sure education and on your way to becoming a Nutritional Advisor.

Course Materials

We send you the printed course manuals and movie lectures that accompany each of the course units plus the two essential course textbooks for the course.

Course manual

The Nutritional Therapist Course contains 4 course units of 50-80 pages each. Each course unit has a number of Activity questions to complete after studying the material, watching the lectures and reading the relevant part of the text books. All the work is to be submitted to your tutor for observation and marking, assessment and feedback.

Personal tutor

When you enrol you will be assigned your personal tutor. All our tutors come from the world of natural health and have a strong passion for the holistic way of life, plus they are selected for their nurturing qualities. They will support you through your study answering any questions that arise and marking your activities. The faculty in the head office are also available to assist as and when required. We are here to help and you can ask for support whenever you need it.

Tutorials

The course includes a Skype or phone tutorial with your personal tutor. The tutorial is 20 minutes long and is scheduled 3-4 months after you enrol onto the course.

Movie lectures

A key part of your study material are the recorded lectures. These specially recorded live lectures with course author Mary Sharma and others provide a stimulating means of learning about the subject and help to bring the material to life. The lectures are accessed through the Online Learning System but can be provided on memory stick if you prefer. Nutrition Advisor Movie Lectures: 14 hours

Webinars

In addition to the movie lectures, video webinars are provided as supporting material to enhance and depend your understanding of some key nutritional topics. You will also have the opportunity to attend live webinars throughout the course, as and when they happen (usually bimonthly).

Online Learning System

You will be able to access your course from anywhere at any time via the School's Online Learning System. In the secure sign-in area you can view the course materials, watch the movie lectures and webinars, upload assignments and keep track of your study. Set and alter your study deadlines. Complete the online quizzes to sense check learning and test yourself as you progress. Contact other students via maps, teaching groups or instant chat.

Course Books

There are two selected course textbooks that accompany the Nutrition Therapist

course plus a book list with essential and suggested reading. The two course textbooks have been especially chosen to give you the best and most encompassing mix of the holistic perspective and scientific view on the subject:

Diet and Nutrition

Rudolph Ballentine · ISBN 9780893890483

This book provides a holistic and comprehensive overview of the field, bringing the ageless insights of the East together with the modern scientific discoveries of the West. The facts are presented clearly and precisely, providing the reader with an in-depth understanding and practical approach.

Essentials of Human Nutrition

Mann and Truswell · ISBN 9780199290970

This book has already established itself as the most reliable and accessible textbook for students embarking on courses in human nutrition. It has been adopted as a course textbook in several countries and has proven itself to be an invaluable reference work.

More information

We hope you choose to enrol with us. If you have any questions or would like more information about the Nutritional Therapist Course please contact us, we are here to help.

Course fees & enrolling

You can enrol and pay online through the enrol section on the website.

Course Benefits

- Become a nutrition advisor
- Written with a naturopathic and holistic perspective
- Printed course, binder and books sent through the post
- Clearly presented, easy to follow and thorough in content
- Personal tutors give guidance and feedback
- Includes a Skype or phone tutorial

- Movie lectures and video webinars on the subject
- Access to the School's Online Learning System (OLS)
- Highest level of support by email or post
- Opportunity to attend live Webinars
- Contact other students via closed Facebook group, instant chat, student maps and teaching groups
- Study can be started and finished at any time
- Work at your own speed and pace - timetable to suit you
- No prior medical training is required
- Continuous assessment provides ongoing feedback and motivation
- There are no exams
- Certificates are awarded on completing the course
- Course material is regularly updated
- NUS extra student discount card for UK students
- Additional courses to enrol onto to further your learning

Nutritional Therapist

Course Content

The Nutritional Practitioners Program comprises of the Nutrition Therapist Course, Anatomy & Physiology Course and a 3 Day Nutrition Workshop (21 hours). Below is the full contents of the Nutrition Therapist Course, and a brief contents of the Anatomy & Physiology Course. For the full contents of the Anatomy & Physiology Course please view that section of the website.

Contents overview:

STAGE 1

Unit 1 - Carbohydrates, fats & proteins

Carbohydrates

Hypoglycaemia

Calories

Fats

Proteins

Dairy and wheat intolerances

Nutritional data on food labels

Unit 2 – Minerals, vitamins & water

Water

Sodium & Potassium

Acid-Alkaline balance
Calcium & Magnesium
The microminerals
Vitamins

Unit 3 – Diets & glucose control

The composition of a healthy diet
Food groups
A balanced diet
Special diets
Weight loss
Glucose control and conditions related to blood sugar

Unit 4 – Detoxification, microbiome & allergies

Detoxification and fasting
Elimination
Microbiome (Bowel flora)
Allergies and intolerances
Chemical residues and additives
Organic farming

STAGE 2

Unit 5 - Naturopathic nutrition

Naturopathic philosophies
Core principles
Cause of disease
Movement of disease
Naturopathic concepts
Naturopathic case taking

Unit 6 - Supplementation & named diseases

Mineral and vitamin supplementation
Other types of supplement
Red flag conditions
The ideal diet
Nutritional support for organs and systems
Nutritional protocols for named diseases

Unit 7 - Functional testing

Laboratory testing
Adrenal stress profile
Stool Testing
Hair mineral analysis

Unit 8 – Clinical studies

Case study format and templates

Interpretation of case history
Diet and supplement prescriptions
Follow-up consultations
Example case studies
Setting up in practice documents

3 Day Event

This intensive, interactive learning opportunity is for the more advanced nutritional therapist student who has almost completed their studies in nutrition. The clinical event is designed to provide you with the confidence to practice effectively as a Nutritional therapist in everyday clinical practice. To obtain the most from this intensive 3-day training it is suggested that you attend towards the end of your Nutritional studies so that you can set up in practice upon completion of the event.

Over the 3 days we will cover the following:

- Revision of the basics of nutrition: proteins, fats, carbohydrates, vitamins and minerals
- Revision of allergies and how to approach them in a clinical setting
- Revision of Hans Selye's General Adaptation syndrome
- Revision of the principles of Naturopathic Nutrition
- Revision of blood glucose control
- Revision of gut integrity
- Revision of the immune system and its role in disease
- Revision of the digestive system and the importance of healthy digestion
- Revision of lab testing and an introduction to other tests such as gene testing
- Superfoods and how to incorporate them in practice
- Interpretation of case studies and understanding the underlying cause of your client's symptoms
- The basic Naturopathic nutritional protocols that will help return clients to health
- Hering's Law of Cure and how to use this in a clinical setting
- The stress response and how stress impacts every system of the body
- Endocrine disorders in more detail, building on your existing knowledge from the course
- How autoimmune diseases develop and how to unravel them
- Understand the basics of psychoneuroimmunology (the interactions between the central nervous system, endocrine system and immune system)

Finally, you will learn about some of the many options that are available to Nutritional therapists to use alongside nutrition once you have completed the course. These include kinesiology muscle resistance testing for food sensitivities

and body balancing, blood and gene typing, Zest for Life weight loss consultant, GAPS consultant, Macrobiotic training, counselling, Chrysalis training to specialise in Chronic fatigue, homeopathy, Eastern nutrition, Naturopathy, further training in nutrition and much more. Whatever your particular interest, you can now begin to specialise and create your dream practice.

Full contents with learning outcomes:

Below is an outline of the syllabus - just a taster of what's in our Nutrition course – it's so packed full of goodness that we just had to share it with you!

STAGE 1

Unit 1 – Carbohydrates, fats & proteins

Carbohydrates

Carbohydrate is perhaps the most vital of the three macronutrients as a regular and consistent part of our diet, as it is our main and most readily available source of energy. You will learn how the body uses carbohydrates for fuel for you're the cells and muscles - that's why eating a moderate amount of carbohydrates is necessary for most people. You will explore the structure and food sources of simple and complex carbohydrates, and the effects that these have on the blood sugar. Fibre is also an important member of the carbohydrate family, and you will learn good food sources and benefits to health.

Fats

Fat is the major medium for storing energy in the body. In addition to providing an energy store, your layers of fats also act as a layer of insulation. This unit introduces you to the crucial role that fat plays in providing the raw material for many essential body chemicals, including hormones and bile acids. You will learn about different types of fats - saturated and unsaturated - and their effects on health. You will also discover the therapeutic benefits of essential fatty acids, including benefits to the brain, skin and immune system.

Proteins

Besides carbohydrates and fat, your body requires protein, a nutrient consisting of essential and nonessential amino acids, for good health. For the body to process protein efficiently, the foods that you eat need to contain the nine essential amino acids that are obtainable only from dietary sources. But not all protein is equal - you will learn about the quality of different proteins, and how vegetarian proteins can be combined to create a protein quality as high as meat.

Unit 1 Movie Lectures

Unit 1	Teacher	Length
Carbohydrates part 1	Mary Sharma	14m

Carbohydrates part 2	Mary Sharma	14m
Fats part 1	Mary Sharma	10m
Fats part 2	Mary Sharma	10m
Fats part 3	Mary Sharma	10m
Fats part 4	Mary Sharma	14m
Proteins	Mary Sharma	18m
	Total	1h 30m

Unit 2 – Minerals, vitamins & water

Water

One nutrition writer has commented on water in the following terms: “Drinking enough contaminant-free water is likely to be our most significant nutritional health factor.” This unit explores why water is so vital - it is involved in almost every body function, circulation, digestion, absorption and elimination of wastes to name but a few.

Sodium & Potassium

These two macrominerals work together to balance water within the body, and form a key part of Naturopathic Nutritional training. This will help you to understand body acidity and you will learn how to manipulate the diet to create the ideal alkaline state, to promote optimal health.

Calcium

Most people know calcium for its role in the structure of bone, which accounts for 98% of bodily calcium. However, the remaining 2% performs vital functions including the regulation of heartbeat, the contraction of muscle and the nerve function. The major source of calcium is dairy produce, but for many people dairy causes problems. You will discover excellent non-dairy sources of calcium and how to use this amazing mineral therapeutically.

Magnesium

Magnesium has a considerably lower presence in the body than calcium, since it has a much lower presence in the bone. Here you will about learn its crucial role in the body and therapeutic applications. Magnesium is a vital co-factor in several hundred different enzyme reactions, you will discover how its major presence inside the cells helps naturopathic tissue cleansing and energy generation.

Microminerals

The microminerals are the “little” minerals required for optimal health. Also called trace elements they include iron, zinc, copper, manganese, iodine, molybdenum, chromium, and selenium. Your body needs very small amounts to keep healthy. This section takes you through the roles and functions in the body, food sources and therapeutic uses of each.

Vitamins

Vitamins are organic compounds that play a vital role in helping to maintain regular body functions, such as reproduction, growth and cell repair.

Unfortunately the human body cannot manufacture its own vitamins so obtaining them from the diet is essential. Here you will learn the roles, food sources and therapeutic uses of the fat soluble vitamins (A, D, E and K) and water soluble vitamins (the B vitamins and vitamin C), as well as discovering folic acid (Vitamin B9), choline, inositol and PABA.

Unit 2 Movie Lectures

Unit 2	Teacher	Length
Electrolytes part 1	Mary Sharma	12m
Electrolytes part 2	Mary Sharma	6m
Microminerals part 1	Mary Sharma	10m
Microminerals part 2	Mary Sharma	13m
Vitamins	Mary Sharma	15m
Water part 1	Mary Sharma	10m
Water part 2	Mary Sharma	11m
	Total	1h 17m

Unit 3 – Diets & glucose control

This unit introduces you to the composition of a healthy diet, and shows how small dietary changes can affect the macronutrient balance in a positive way.

A good appreciation of the basic components of a diet that supplies all the necessary nutrients is vital to maintaining good health. The food groups that are essential for a healthy and balanced diet are: Grains, Vegetables, Legumes, Animal proteins (Meat, Fish, Eggs and Dairy), Fermented Foods, Raw foods, Oils and Fats, Water. This unit gives you an understanding of how each of these contributes to health and how diets can be manipulated to ensure that individual nutritional needs are met, for example in the case of a vegan or during pregnancy.

In addition, you will discover how a variety of special diets can influence health, including the food combining diet, the Paleo diet, the Mediterranean diet and the blood-type diet.

Building on your learning from unit 1, you will explore the mechanism of blood sugar control in more detail and learn how addressing this via diet relates to weight loss, diabetes, PCOS, Alzheimers and Dementia.

Unit 3 Movie Lectures

Unit 3	Teacher	Length
Nutrition & Health part 1	Mary Sharma	7m
Nutrition & Health part 2	Mary Sharma	17m
Nutrition & Health part 3	Mary Sharma	14m
Nutrition & Health part 4	Mary Sharma	8m
Nutrition & Health part 5	Mary Sharma	15m
Nutrition & Health part 6	Mary Sharma	14m
Blood Sugar Balancing	Karen Carman	1h 9m
	Total	2h 10m

Unit 4 – Detoxification, microbiome & allergies

Detoxification

‘Detox’ has become such a buzzword in recent years. On this course you will gain an understanding of the facts behind the myths. At the end of this study period you will have an appreciation of the issues involved in fasting and special diets for detoxifying the body.

Bowel Flora

Before the advent of antibiotics there was a strong belief that many disease conditions started in the colon as a result of toxic conditions there, this was known as “autointoxication”. The idea never entirely faded out, however, particularly among naturopathic practitioners, and now it has a new name: “leaky gut syndrome”. In this section you will learn the crucial role gut bacteria play in health, and strategies to improve the balance of the microflora.

Allergies, chemical residues and additives

Allergies are an area of growing concern, with many people wondering what they are, where they come from and what they can do about them. Our course will give you an appreciation of the main dietary contributions to allergies, how allergies and intolerances work, and how best to address them from a dietary point of view. As well as gluten and lactose, we will explore intolerances to other common substances such as fructose, histamine and salicylates. Also covered are: the major sources of chemical residues and additives in our foods; the nature of the additives expressed as ‘E numbers’; and the benefits of organic farming.

Unit 4 Movie Lectures

Unit 4	Teacher	Length
Nutrition & Health cont. part 1	Mary Sharma	8m
Nutrition & Health cont. part 3	Mary Sharma	15m
Nutrition & Health cont. part 3	Mary Sharma	14m
Marvelous Microbiome part 1	Karen Carman	1h 15m
Marvelous Microbiome part 2	Karen Carman	1h 17m
Loving your Liver	Karen Carman	1h 19m
Allergies	Mary Sharma	3h 32m
Allergies Case Studies	Mary Sharma	37m
	Total	8h 27m

STAGE 2

Unit 5 – Naturopathic philosophy

Nutrition can be a rather ‘dry’ subject if we just concentrate on the bulk nutrients, macro and micro minerals. There are many advances into our nutritional understanding on a daily basis and probably more research done in nutritional medicine than any other subject. Explore this exciting research in the course and read about many different nutritional philosophies throughout time, learn the core naturopathic principles for a healthy lifestyle and uncover wisdom from Ancient Greece, Traditional Chinese Medicine, and Ayurveda.

Cause of disease

The nature of disease and its origins is studied here, drawing on homeopathic and naturopathic philosophies from some of the pioneers of modern medicine, such as Claude Bernard, Rudolf Virchow and Elie Metchnikoff.

Movement of disease

How does disease move through the body? Explore this idea from the perspective of Ayurvedic medicine, which says that perfect health is being in balance with the five elements. These elements are held in the body by the Tri Dosha and it is the tri dosha that are then responsible for anabolism, catabolism, metabolism, our food preferences and elimination. You will also study the process of disease as viewed by homeopaths and naturopaths.

Naturopathic concepts

Explore the concept of good health at a cellular level, and find out in detail why the balance of the electrolytes (Sodium, Potassium, Magnesium and Calcium) is crucial to health, through their effect on pH and body acidity. This valuable knowledge is based on the work of Max Gerson and is not included in many

nutritional therapy courses but provides a strong foundation for you to explain and address your clients' symptoms at a cellular level.

Unit 5 Movie Lectures

Unit 5	Teacher	Length
Intro to Naturopathic Philosophy	Mary Sharma	10m
Vitalistic v Reductionist Medicine	Mary Sharma	12m
Cause of Disease	Mary Sharma	14m
Cause of Movement	Mary Sharma	11m
Red Flags	Mary Sharma	19m
Supplements	Ed Joy	1h 20m
	Total	2h 26m

Unit 6 – Supplementation and named diseases

Nutritional supplementation

There is an ever-growing interest in nutritional supplements. Find out for yourself about the issues involved in supplementation, including not only vitamins and minerals but also probiotics, EFAs, digestive enzymes, amino acids, anti-microbials and certain herbs. Each individual will have different requirements, abilities to absorb and susceptibilities to large doses, so what works for one person may not work for another. Explore how the different body organs and systems can be successfully supported through supplementation.

Named diseases and nutritional protocols

Take a look at some of the more common named diseases and how nutritional protocols can help. It's important to remember that every individual will react to dietary changes and supplements in their own individual way. The role of a good therapist is to understand what is happening on a more energetic level and recognising that changes of a physical nature can have a profound effect, influencing cellular energy production and often, a detox reaction. This section also covers 'red flag' symptoms which are indicative of pathology that must be checked by a medical doctor.

Unit 6 Movie Lectures

Unit 6	Teacher	Length
Boosting your Digestion	Karen Carman	1h 5m

Mood Boosting	Karen Carman	1h 8m
Leaky Gut	Karen Carman	1h 16m
Adrenal Fatigue and Thyroid	Karen Carman	1h 7m
Using Supplements	Karen Carman	1h 15m
	Total	5h 51m

Unit 7 – Functional testing

Laboratory tests

In this unit you will be introduced to some of the most useful laboratory tests that you might use in your practice. Lab testing is not essential to create a good nutritional prescription; however it can sometimes provide valuable extra insight into a patient's case, for example when dietary changes and standard supplements do not appear to be helping in the way you would expect. There are a huge number of lab tests available and we recommend you build up your knowledge slowly, as there is a danger of results being misinterpreted by an inexperienced practitioner. This unit gives you in-depth knowledge of three very useful tests – adrenal stress profile, stool testing and hair mineral analysis.

Adrenal stress profile

A simple, non-invasive saliva test which measures the stress hormones cortisol and DHEA at specific times of day and can help identify imbalances which could be causing symptoms of anxiety, depression, chronic fatigue, obesity and dysglycaemia.

Stool testing

Stool tests are available to investigate conditions such as candida, coeliac disease, leaky gut, lactose intolerance and the presence of parasite, viruses and bacteria. As symptoms of different conditions may often appear similar, finding the exact underlying cause helps to identify the most effective treatment strategy. The client can take the sample in their own home without the need for any specialised equipment.

Hair mineral analysis

This is a useful test to identify mineral imbalances in the body which can affect things like blood sugar balance, thyroid function, adrenal function, mental and emotional state and a client's overall vitality. It is also commonly used to test for the presence of heavy metals such as mercury, which is common in clients with amalgam fillings. Again it is a simple test that can be taken in the client's home and the sample posted to the laboratory for analysis.

Unit 7 Movie Lectures

Unit 7	Teacher	Length
---------------	----------------	---------------

Lab tests – Hair Analysis	Sarah Stelling	2h 15m
Lab tests – Stool Analysis	Jacquie Lane	1h 17m
	Total	3h 32m

Unit 8 – Clinical Studies

Case studies

This final module is a Case Studies module, providing you the chance to put all your nutrition theory into practice.

Detailed instructions and templates are provided to help you gather information and format your case studies, and you will get plenty of practice interpreting cases and building safe and effective nutritional prescriptions, with a full rationale to support your recommendations. You will complete 5 sample cases and receive detailed tutor feedback before finding a live case study of your own.

Example Case study: John
 Live video consultation: Amy
 Case study 1: Debbie
 Case study 2: Jenny
 Case study 3: Susan
 Case study 4: Helen
 Case study 5: Annette
 Live case study

Setting up in practice documents

In addition you will receive useful documents and information to assist you in setting up your own practice, including a sample letter to a GP, consent forms, privacy notices, data protection policy and legitimate interest assessment. This completes the information you need in order to set up and run a successful nutritional practice.

Unit 8 Movie Lectures

Unit 8	Teacher	Length
Case Introduction & Main Issues	Mary Sharma	37m
Case Diet Diary	Mary Sharma	16m
Case Family History	Mary Sharma	6m
Case Personal Health History	Mary Sharma	12m
	Total	1h 11m

Unit 8 Answers	Teacher	Length
Case Overview	Mary Sharma	23m

Diet Programme	Mary Sharma	26m
Summary	Mary Sharma	8m
	Total	57m

3 Day Clinic Practice

You will learn how to put theoretical knowledge into practice in a safe therapeutic environment, and you will learn new methods so as to extend your practice, it is also a great place to ask questions, to listen and learn from each other and make new friends. See the full text above for more details about the event.

Research and additional reading references

The course includes many references for opportunities for you to further your learning with additional research areas and specialist books. So you can deepen your learning in areas of personal interest.

Key Learning Outcomes

At the end of this course you will be able to:

- Understand the structure, function and key sources of macronutrients in the diet.
- Understand how the balance of macronutrients in the diet can affect health.
- Understand the role and importance of dietary minerals and vitamins.
- Understand the health impacts of dietary vitamins and minerals and the pros and cons of supplementation.
- Understand topical issues in nutrition, diet and health.
- Understand the composition of a healthy diet and individual needs.
- Understand the dietary contributions to allergies and additives.
- Understand naturopathic philosophy and its principles.
- Understand named diseases and nutritional protocols.
- Take a complete medical case history from a client.
- Analyse and interpret a case history to produce a treatment plan.
- Gather additional data to enable further investigation.

A brief contents of the Anatomy & Physiology course is given below:

Anatomy & Physiology Unit 1

Introduction

The cell

Learning outcomes

Cell structure and function

Other membranes

Maintaining healthy membranes

The importance of knowing cell types

The skin

Learning outcomes

Structure of the skin

Skin pathology

Digestive system

Learning outcomes

Structure of the alimentary canal

Position of the organs in the abdomen

How digestion works

Summary

Anatomy & Physiology Unit 2

Introduction

Skeleton

Learning outcomes

Anatomical position

Bones

Components of bones

Influence of hormones

Fracture repair

Body language of posture

Joints

Learning outcomes

Joints and body language

Muscles

Learning outcomes

The three types of muscle tissue
Function and action of skeletal muscles

Nerves

Learning outcomes
Distinguishing the parts of the nervous system
Components of the nervous system

Musculo-skeletal nutrition

Learning outcomes
Balanced diet and its ideal proportions
Calculating body-mass index
The healthy musculo-skeletal system
Summary

Anatomy & Physiology Unit 3

Introduction

Respiratory system

Learning outcomes
Gaseous exchange
Components of the respiratory system
Mechanism of breathing

Cardiovascular system

Learning outcomes
Anatomy of the heart
Circulatory system
Cardiac cycle
Heart language
Summary

Anatomy & Physiology Unit 4

Introduction

Blood

Learning outcomes
Blood is a connective tissue

Composition of blood
Cellular content of blood

Resistance and immunity

Learning outcomes
Non-specific defence mechanisms
Inflammatory response
Lymph and lymphatic system
Immunity
Importance of memory cells
Acquired immunity
Vaccination issues

Excretory system

Learning outcomes
Necessity for excretion
Repertory exercise
Components of the urinary system
Summary

Anatomy & Physiology Unit 5

Introduction

The Liver

Learning outcomes
Structure of the liver
Function of the liver

The Endocrine System

Learning outcomes
The components of the endocrine system
The target organs

The Brain and Nervous System

Learning outcomes
The brain
Parts of the brain

The blood –brain barrier (BBB)

The structure of the spinal cord

Summary

Anatomy & Physiology Unit 6

Introduction

Male reproductive system

Learning outcomes

Puberty

The parts

Female reproductive system

Learning outcomes

Puberty

The parts

Menstrual cycle

The Special Senses

Summary

For the full contents of the Anatomy & Physiology Course please view that section of the website.

Nutritional Therapist Advanced Course

The Nutritional Therapist Course Stage 3 (Units 9-12) Advanced Course follows on seamlessly from Courses Stages 1 & 2 (Units 1-8).

We will be seeking Naturopathic Nutrition Association (NNA) accreditation for this course. This Advanced Diploma course is ideal for anyone that wants to further their studies in Nutritional Therapy. The Stage 3 upgrade comprises of: 4 Units (9-12) of Nutrition. You will also complete 6 fully supervised consultations and attend a 6 day Clinical Event. The course is equivalent to a NVQ Level 6.

The Naturopathic Nutrition Association (NNA) is a member of The General Naturopathic Council (GNC), which has close ties with the European Federation of Naturopaths. Members of the NNA that have also completed Naturopathic

training are eligible to make an application for registration with the CNHC (Complementary & Natural Healthcare Council) for the Naturopathy and Nutritional Therapy registers.

In addition, membership of the NNA as a Naturopathic Nutritional Therapist also allows you associate membership of the General Naturopathic Council (GNC). Not only will successful students be Naturopathic Nutritional Therapists but also Associate Naturopaths - with the chance to upgrade to full Naturopathic status by completing further studies of naturopathy and associated disciplines. You will need to be practicing for 2 years as a Nutritional Therapist with the NNA before you can upgrade to being a full Naturopath. This allows you time to consolidate your learning and undertake the various training required to allow you to apply for full naturopathic status.

The Nutritional Therapist Advanced Course is a blend of naturopathic nutrition, nutritional science, biochemistry, business studies and research. The clinical event and clinical supervision that is linked to the course helps you put all of your learning into practice and further your career as a successful Nutritional Therapist.

Nutritional Therapist Advanced Course

Units: 9-12 (Stage 3)

Study Hours: 450-500

Books: 2 books included & a book list is required

The course starts with a look at biochemistry and cellular energy production in more detail and then links this to the latest research in epigenetics and how we can use this information as Nutritional Therapists. You will learn about single nucleotide polymorphisms (SNP's) and how to incorporate this information into your consultations. We then move on and look at specific aspects of nutrition and lifestyle medicine and how to help your clients stay healthy; such as the importance of exercise, correct breathing methods, sunlight, fresh air, clean water, adequate sleep and pollution-free food. Within this study we also look at the effects of modern farming methods, soil depletion and the associated effects upon health, plus the research of Dr Paul Clayton and the 'nutrition gap': the difference between the nutrients we obtain from our food and what we actually

need on a biochemical level. You will also study current public health issues and how this relates to nutritional and lifestyle factors.

Included in the course is a detailed exploration of the client-practitioner relationship and how to deal with various scenarios and client compliance, including motivational techniques to encourage your client to carry out your suggested programme. Underpinning all of this is the naturopathic basis which is the foundation of all School of Health courses and you will continue your studies of the cause of disease and various assessment methods - naturopathic, functional and medical - that can be used to assess a client's overall health and/or symptom picture. Legal requirements that Nutritional Therapists need to be aware of and abide by are also covered.

The Nutrition Advanced Course is made up of:

Unit 9 Applied Nutrition

In this unit students will look at detailed nutritional biochemistry and nutrigenomics; Environmental aspects that affect health and disease including water, air, sunlight, exercise and soil health; Investigate the aetiology of presenting symptoms, e.g. psychological, physiological, sociological, cultural, economical or environmental; Study dietary requirements through the life stages, discussing the various factors affecting food choice; Consider sustainability and environmental impacts of food and diet choices; Incorporate current national and international dietary recommendations and government health policies, Dietary Reference Values and safe upper limits as appropriate for the client.

Unit 10 Clinical Practice & Supervision

This unit starts with an overview of the supervision process and involves working with a clinical supervisor. You will find three volunteer clients for a fully supervised consultation, with each client returning for a follow up consultation where you will assess their progress and make changes accordingly. You will complete case taking and analysis, before producing diet and supplement prescriptions and lifestyle advice, which will be checked and approved by your supervisor. Supervision provides us with the opportunity to reflect upon and learn from our work. This is done with someone who is more experienced than us and is outside our situation. Many different professions use supervision, for instance, psychotherapy where it is well established, social workers, nurses, those working

in voluntary organisations, police. The value and importance of supervision is being increasingly recognised in the nutrition profession.

Unit 11 Research

In this module we will be looking at research methods in healthcare and how they have been employed in nutrition research. Firstly we will ask why we might need research in nutrition and then take a look at how the perspective of the researcher (paradigm) influences the type of research that is undertaken. Following that we will go through the steps involved in designing a research project and consider how we might find and evaluate existing research information. Finally we will look at the concept of evidence based medicine and the evidence base in nutrition.

Unit 12 Setting up in practice

This module aims to help you set up or expand your own clinical practice. For most nutritional therapists this also involves starting their own business, so we will be looking at creating a business plan and finding ways in which you can make sure that the practice you run is going to be as healthy financially as it is in providing your clients with a great service. The aim for your practice is for it to reflect you perfectly and uniquely so that it feels comfortable to run and authentic to who you are as an individual. Our aim is to inspire you with new ideas on how to make your practice thrive.

6 Day Clinical Event

Finally there is a 6 day clinical event in which you will be able to consolidate your learning. The event will be a mixture of lectures, discussions, student presentations and plenty of case studies to work through, including paper cases, pair-work and fully supervised live observed cases. Each day of this event will be a blend of new lectures, clinical practice and revision and consolidation of what you have learnt via distance learning on the course. You will start each day with a philosophy lecture covering new areas of learning and development, and then students will work in pairs on a mixture of paper and live clinical cases, before coming together as a group to discuss the case with the tutor.

Certificate

Successful completion of the above leads to the:

Nutritional Therapist Advanced Diploma (NT.Adv.Dip).

Naturopathic Nutrition Association

This Nutritional Therapist Advanced Diploma course will be submitted for accredited by [Naturopathic Nutrition Association](#) and is suitable for those who wish to practice Nutrition to a higher level. The Naturopathic Nutrition Association is a member of The [General Naturopathic Council](#) (GNC), which has close ties with the European Federation of Naturopaths. The GNC has been working towards the establishment of a two-tier GNC register. The upper tier (Registered Naturopaths) is for practitioners who meet all the GNC's core element requirements; the second tier provides a unique opportunity for practitioners, including members of the NNA, to become Associate Members. Members of the NNA that are also Naturopaths are eligible to make an application for registration with the CNHC (Complementary & Natural Healthcare Council). CNHC is a voluntary regulator for complementary healthcare practitioners.

Registration

Once you join the NNA you will be listed as a Nutritional Therapist on their public register. The NNA Register is a published list of nutritionists who work to a set educational standard and within an established code of ethics. Potential clients seeking a nutritional practitioner trained to a high standard can access this Register to find someone in their area. NNA registered Nutritional Therapists can also register and list themselves with the [Nutritionist Resource](#). Please note that completion of our International programme does not always confer an automatic license to practice in your country. Whilst we have a good recognition in the UK it is wise to review the official recognition policies of your own country before setting up in practice.

We hope you choose to enrol with us. If you have any questions or would like more information about the Nutritional Therapist Advanced Course please contact us, we are here to help.

Nutritional Therapist Advanced Course Contents

The Nutritional Therapist Advanced Course Stage 3 (Units 9-12) follows on seamlessly from the School of Health Nutritional Therapist Course Stage 1 & Stage 2 (Units 1-8 inc Anatomy & Physiology) . The Nutritional Therapist Advanced Course Stage 3 comprises of: Units 9-12, Clinical Observation and Clinical Supervision.

Contents overview:

Unit 9 - Applied Nutrition

Within Unit 9 students will study cellular energy and how nutrient deficiencies affect this process leading to various disease conditions. We also study oxidative stress and how this is at the root of many disease states. We then look at the area of gene testing and the various single nucleotide polymorphisms or SNPs and how these impact upon health. Unit 9 builds on the nutritional biochemistry foundation that students learnt in Stages 1 and 2 (Units 1-8).

Unit 9 Contents

Introduction

Nutritional Biochemistry

Introduction to chemistry

Organic chemistry

Functional groups

Structure of carbohydrates, proteins and lipids

The Citric Acid Cycle & Cellular Respiration

Glycolysis

Acetyl Co Enzyme A

The Citric Acid Cycle

Recap

Reduction and Oxidation (Redox)

Nucleotides & Single Nucleotide Polymorphisms

Single nucleotide polymorphisms - SNP's

Nutrition in Practice

Energy production and storage

Metabolic rate

Energy requirements
Energy Balance

Unit 9 Movie Lectures

Carbohydrates part 1	Mary Sharma	14m
Carbohydrates part 2	Mary Sharma	14m
Fats part 1	Mary Sharma	10m
Fats part 2	Mary Sharma	10m
Fats part 3	Mary Sharma	10m
Fats part 4	Mary Sharma	14m
Proteins	Mary Sharma	18m

Unit 10 - Clinical Skills & Supervision-Nutrition Assessment Techniques

In this Unit and the accompanying side book 'Nutrition Assessment Techniques' students look in more depth at the client therapist relationship including taking the case, dealing with difficult clients, progressing the case, motivational techniques and reflective practice. Students will then be working with clients together with the guidance of their supervisor.

Unit 10 Contents

Introduction

Clinical Skills

Maslow's Hierarchy of Needs
Motivational interviewing
Neural Linguistic Programming (NLP) techniques
Behavioural Change Theories
Communicating with your client
Reflective practice
Summary

Clinical Supervision

Guidelines - A Quick Look
Starting in Practice
Already in Practice
What is Clinical Supervision?
Why Do We Need Supervision?

Preparing for Supervision

Duration and Cases
When to Start Supervision
Supervision Costs
Clinical Supervisors

The Supervision Process

Applying for Supervision
Starting Supervision
Practice Under Supervision
Using the Online Learning System
Final Review - Reflection & Assessment
Supervision Extensions
Diploma
School Supervision Team and Extension Fees
School Core Criteria
Guidelines for Setting Up Your Practice
Guidelines for Email/Phone/Skype supervision
Guidelines for Supervision Session
Guidelines for Use of Case Top Sheets
Self-assessment answers
Assignments

Unit 10 Movie Lectures

Electrolytes part 1	Mary Sharma	12m
Electrolytes part 2	Mary Sharma	6m
Microminerals part 1	Mary Sharma	10m
Microminerals part 2	Mary Sharma	13m
Vitamins	Mary Sharma	15m
Water part 1	Mary Sharma	10m
Water part 2	Mary Sharma	11m

Unit 11 - Research & Legal Considerations

In the Unit students will be looking at research methods in healthcare, why research is important, research paradigms, designing a research study, the challenges for clinical trials in nutritional therapy and Evidence-Based Medicine. Students will then go on to look at various legal aspects that they need to be aware of when practicing as a nutritional therapist from ethics, Disability Legislation, Health and Safety, Insurance and Public Health Issues etc.

Unit 11 Contents

Research

Textbooks
Further reading
What is Research?
Why Do We Need Research in Nutrition?
Research Paradigms
Designing a Research Study

Literature as a Resource
Challenges for Clinical Trials in Nutrition Therapy
Evidence-Based Medicine
Figures
Summary
Assignment

Legal Considerations

Dietary Reference Values, recommended intakes and safe upper limits
Professional Indemnity Insurance
Health claims legislation
Code of Ethics
Health and Safety in the Workplace
Disability Legislation
Public health issues
Summary
Self-assessment answers
Assignments

Unit 11 Movie Lectures

Nutrition & Health part 1	Mary Sharma	7m
Nutrition & Health part 2	Mary Sharma	17m
Nutrition & Health part 3	Mary Sharma	14m
Nutrition & Health part 4	Mary Sharma	8m
Nutrition & Health part 5	Mary Sharma	15m
Nutrition & Health part 6	Mary Sharma	14m
Blood Sugar Balancing	Karen Carman	1h 9m

Unit 12 - Setting up in practice

This Unit teaches in business skills and setting up a nutrition practice. The Unit provides information on how to conduct market research and define a business proposition. Students are led through the process of defining a brand strategy, values and vision. The Unit covers internal business activities: finance, marketing, operations and design; and externally activities: service, products, clinic location and layout, website design, social media and communication.

Unit 11 Contents

Setting up in practice

What is a brand?
Getting an Overview

The Business Model

Presenting to the External World

Organising your Internal World

Patient Journeys

Bust a Belief

Sustaining the Flight

Learning from Others

Figures

Summary

Self-assessment Questions

Assignments

In conclusion

Unit 12 Movie Lectures

Nutrition & Health cont. part 1	Mary Sharma	8m
Nutrition & Health cont. part 3	Mary Sharma	15m
Nutrition & Health cont. part 3	Mary Sharma	14m
Marvelous Microbiome part 1	Karen Carman	1h 15m
Marvelous Microbiome part 2	Karen Carman	1h 17m
Loving your Liver	Karen Carman	1h 19m
Allergies	Mary Sharma	3h 32m
Allergies Case Studies	Mary Sharma	37m

Pharmacology booklet

What is pharmacology?

What is a drug?

Drug classification, groups and names

How do drugs get into the body – drug administration

How do drugs know where to work?

How can we tell what prescription drugs patients are taking?

Neurotransmitters

Recreational drugs

Assessment techniques booklet

The initial consultation

Assessment techniques

Progressing the case

Clinical Training

Course Cases

Students complete paper cases for assessment as they work through the course study manual, they received detailed written feedback on each case and these form part of their clinical training.

Clinical Events

Students attend two clinical training events that include a mixture of clinical lectures and cases. Students work on cases in class with feedback from the lecturers. 2 x 3 day events.

Clinical Supervision

During Unit 10 students enter into clinical supervision where they find clients to work with under supervision. They take the cases with the supervisor present, then the student analyses the case and comes up with a treatment plan, this goes to the supervisor for feedback and sign-off.

3 clients, 2 cases each (6 cases in total) over 6 months.

Becoming a Nutritionist

Questions to ask yourself

The route to 'becoming' a nutritionist can be a varied one, and there are many pathways into the profession. If you complete our Nutrition Therapist course you will become an accredited nutritionist, and be able to set up your own practice.

We hope that the following questions may guide and help you in making your choice and please do call us if you would like to chat about your options.

What makes me want to be a nutritionist?

Many people spend time creating a career and nurturing family and then come to a point where they feel they have unanswered questions about their life. Maybe they want to find more balance in life and want to work for themselves? Maybe they want to improve their own health and wellbeing? Many people are drawn to studying nutrition due to a desire to help other people make the best of themselves, to give them the tools to create a healthier lifestyle. Whatever your reason for taking our course, our aim is to listen fully and to provide you with sound information. This will enable you to make a well informed and good decision about your future.

Do I have the required skills?

You don't need to have any specific prior experience or training to enrol with us. You do need to be willing to study and being self-motivated and organised is also pretty vital. You may already have training in Anatomy & Physiology and this is a great stepping-stone into the world of nutrition. If you do have training in A&P you may be eligible for exemption from that section of the course.

Will I be eligible for registration with a nutrition association?

Our Nutrition Therapist course is fully accredited by the Federation of Nutritional Therapy Practitioners. This means upon completion of the course you will be entitled to join the FNTPT as a full member, gain insurance through them and join their register of professional members allowing members of the public to search for you.

Have I got the time and commitment?

Our Nutrition Therapist course can be started at any time and you set your pace of study. To complete the course in 2 years you will require about 5 hours per week. If you can commit more than this you will probably be able to complete the course in less time. As part of your training with us you will also be required to attend a 3-day clinical workshop in Stroud, Gloucestershire so you'll need to take into account whether you'll be able to attend this. Stroud is very accessible with a direct connection to London.

What will it cost?

Each course provider sets their own fees and we always ensure that our courses are competitively and fairly priced. Please see the enrolment form for prices.

Do I want to be self-employed?

Becoming a nutritionist means you can steer your career through many different pathways. You could have the option of working in varied settings, from hospitals and nursing homes to government positions and schools. A lot of nutritionists are self-employed working as consultants for individual clients and, whilst this can be a big plus for many, it is important to take into account this may also involve a more unpredictable income and the need to be adaptable. Other aspects that you will consider at some stage will be marketing and maintaining accounts etc. It also means you need to set realistic charges and make sure you get paid!

Building your Practice Course

This course is designed to help you set up (or grow) your own nutrition practice. For most therapists this also involves starting their own business. We look at ways in which you can make sure that the practice you run is going to be as healthy financially as it is in providing your clients with a great service. The aim of this module is to give you the tools and exercises to ensure you will set up and develop a practice with your own unique approach - so that it feels comfortable to run and authentic to you as an individual therapist.

Our aim is to inspire you with new ideas on how to make your practice thrive. To that end the course guides you through: cultivating your own unique approach; the key aspects of developing a business model; marketing and planning; developing and sustaining the journey into practice.

You may already have some ideas about what a therapist's practice ought to be like. However, unless your practice is true to who you are as a person, how you present your practice to the world and how you sustain it will never feel comfortable and you will feel that being a therapist is somehow different to being you as a person. The aim therefore, is to build the foundations of your practice on ground that feels firm and familiar.

Building a Practice Course Overview

Units: 1

Study hours: 60

Length: 2 months

Nominal completion time: 4 months

Included: course manual, DVD

Study options: correspondence or e-learning

Certificate: CPD Certificate in Business Studies

The *Building Your Practice* Module requires around 60 hours of study to complete the work within 2 month period, i.e. approximately two days a week, or

three hours per day. It is up to you, however, to determine how long you are willing or able to commit to this study each week, and hence how long you actually take to complete the course. However, you are given twice as long enrolment period as you should need and you can always extend your study period by re-enrolling. We regard this flexibility of time as very important, so that you can approach your study in the way that best suits your individual circumstances.

The CPD Module

We send you the printed course module, handouts and movie lectures that accompany the course.

Course Module

The course contains 1 unit of 120-130 pages. The module has a number of activity questions to complete after reading the relevant part of the course. At the end of the module there are a set of assignments to guide you through the most important steps you need to undertake to improve your practice. The assignment work is submitted to your tutor for observation and marking, assessment and feedback.

Movie lectures

A key part of your study material are the recorded lectures. These specially recorded live lectures with the course author provide a stimulating means of learning about the subject and help to bring the material to life.

Books

These two books are strongly recommended for this module, both are available from online bookshops:

Warren: Set Up A Therapy Business: A Step By Step Guide

Harold: Marketing Your Complementary Therapy Practice

Building Your Practice

Course Contents

This module comes complete with the course material, handouts, assignments and movie lectures to guide you through the learning.

Contents

- Before you get started
- Course Structure
- Recordings
- Textbooks
- 1. Introduction
- 2. Philosophy
 - 2.1 It's All About You
 - 2.2 Getting an Overview
 - Exploring your environment
 - The pathway through the landscape
 - The guiding light
 - How you do what you do
 - At the centre of it all
 - I have a dream
 - 2.3 The Business Model
 - 2.4 Presenting to the External World
 - Your environment
 - The service
 - Products
 - The experience
 - 2.5 Organising your Internal World
 - Operations
 - Finance
 - Design
 - Marketing
 - 2.6 Patient Journey's
 - 2.7 Bust a Belief
 - 2.8 Sustaining the Flight

2.9 Learning from Others

2.10 Summary

3. Self Assessment Questions

4. Assignments

4.1 Preparing for Practice

U1PQ1/g: Putting Your Personality Into Your Practice

U1PQ2/g: Patient Journey

U1PQ3/g: Marketing mix and planning

U1PQ4/g: Communication examples

4.2 Sending your Assignments

5. Figures

- A Consistent Story
- Advertising
- Attitudes Towards Business & Money
- Business Planning Model
- Bust a Belief
- Case Study
- Delivering your Vision
- Different Brand Personalities
- Domain Names
- Dream
- Finance Calculator
- Friends in the Market Place
- Increasing Magnetism
- Increasing Value
- Leaflet Design
- Marketing
- Money
- Patient Journey: Version 1
- Patient Journey: Version 2
- Positioning
- Report on Research into Thriving Practice
- Social Media
- Stepping Stones to Success
- The Healthcare Professional's Portfolio
- The Rhythm of Practice

- Thriving Communication
- Thriving Homeopathy Practice
- Values
- Vision

A – Z of Nutrition



A is for Antioxidants

Antioxidants occur naturally in plant based foods and are abundant in brightly coloured (and dark green) fruits and vegetables, chocolate (flavanols), teas and even red wine (resveratrol). Daily intake is essential protect the cells in your body from “free radicals” or “oxidative stress”. Put simply, this is the damage done to your cells every time you breathe, eat or exercise. We can add or reduce this load of oxidative stress through our lifestyle and food choices and boosting our antioxidant intake. Amazingly given the right nutrient balance the body also makes its own antioxidants!

A is for ... Antioxidants

"Antioxidants occur naturally in plant-based foods," explains Mani Norland, principal and managing director of the School of Health www.schoolofhealth.com. "They are also abundant in brightly coloured (and dark green) fruits and vegetables, chocolate (flavanols), teas and even red wine (resveratrol). Daily intake is essential to protect the cells in your body from free radicals or oxidative stress. Put simply, this is the damage done to your cells every time you breathe, eat or exercise. We can add or reduce this load of oxidative stress through our lifestyle and food choices and by boosting our antioxidant intake. Amazingly, given the right nutrient balance, the body also makes its own antioxidants!"



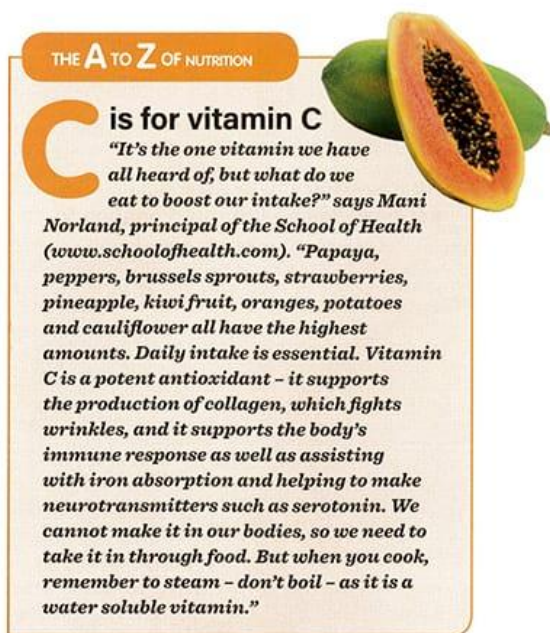
B is for Brassica's

Brassicas are the family of vegetables including brussels sprouts, cabbage, cauliflower, broccoli, kale and kohlrabi. They contain sulphurous and other chemical compounds which have beneficial effects to support your liver in its constant job of detoxifying our hormones and metabolic waste products. Regular consumption can help to ease pre-menstrual tension and recent research has shown that brassica's can also be protective against cancer and heart disease – make sure you have at least 2 portions a day!



C is for vitamin C

It's the one vitamin we have all heard of, but what do we eat to boost our intake? Papaya, peppers, brussels sprouts, strawberries, pineapple, kiwi fruit, oranges, potatoes and cauliflower all have the highest amounts! Daily intake is essential, Vitamin C is a potent antioxidant, it supports the production of collagen (fights wrinkles!) supports the body's immune response, assists iron absorption, helps to make neurotransmitters such as serotonin.....we cannot make it in our bodies, we need to take it in through food..... but when you cook, steam don't boil as it is a water soluble vitamin!



D is for vitamin D

It is in the news every winter, but what does it do for us? Vitamin D is a fat-soluble vitamin. It has a role in bone health by increasing calcium uptake from the bloodstream, it supports the body's immune response, supports cardiovascular function and it may play a part in reducing type 2 diabetes. Our bodies can generate it from sunlight (UVB rays - when not wearing sunscreen!) and boost levels from foods such as oily fish, cow's milk, eggs and shiitake mushrooms. We store it in the body, so caution is advised with long term high dose supplementation.

E is for Essential fatty acids

Omega 3 (linolenic acid, EPA & DHA) and omega 6 (linoleic acid) are ESSENTIAL fatty acids as we cannot make them in the body, they need to come through food or supplementation. Research is currently examining their role in reducing the impact of inflammation, type 2 diabetes, coronary heart disease, cardiovascular disease, depression and other mental health disorders. Boost through diet with eggs and oily fish such as, salmon, mackerel, anchovy, sardines and herrings...remember them as "S.M.A.S.H". Or boost through algae oil if vegan or vegetarian.

F is for Fibre

Boosting your soluble fibre intake on a daily basis from sources such as brown basmati rice, quinoa, oats, milled flax and chia seeds, psyllium, beans, pulses, vegetables and whole fruit with the skin on has many health boosting properties. These include gently slowing digestion so you can absorb the nutrients from your food and supporting blood sugar levels (it has also been shown to aid weight loss) Insoluble fibre is found in bran, nuts and seeds wholemeal bread, potatoes with their skins on and supports the movement through your digestive system, increasing your stools bulk – great if you are constipated. We need a mix of both for a healthy happy gut!

G is for Gut

Is for the importance of the flora and fauna in your GUT – your Microbiome. The microbiome is a highly beneficial ecosystem of bacteria within our bodies, most of them colonising our digestive system. We cannot live without them, they synthesise vitamins, regulate our immune system, provide the first line of defence against pathogens, support our acid/alkaline PH balance and support the production of neurotransmitters such as serotonin. Stress, dehydration, caffeine and processed foods all weaken this teeming ecosystem whereas whole fruit, vegetables, healthy fats, grass fed meats and oily fish all support its vital functions and replication.

H is for vitamin H

Vitamin H (Biotin or Vitamin B7) is a little known water soluble vitamin that plays a vital role in maintaining and improving the condition of our hair, skin, nails and also supporting our blood sugar levels through the metabolism of glucose. It is known as vitamin H after the German words HARR and HAUT, meaning skin and hair! We cannot synthesise it in our bodies, so a small daily intake is essential. Dietary sources include almonds, sweet potato, oats, tomatoes eggs, walnuts and salmon.

I is for Iodine

Iodine is a trace mineral that is best known for its vital role in thyroid hormone production. However, it is also important during pregnancy and early childhood to support the development of the brain. Regular intake of iodine rich foods boasts the health benefits of increased energy, stamina, increased immunity and improved detoxification. Food sources are a good place to begin, iodine rich foods include, sushi and other seaweeds, cranberries, baked cod, plain yoghurt, eggs, dried prunes, strawberries and sardines.

J is for Juicing

With the current trend towards both blending and juicing which one is right for you? Juicing provides a smooth concentrated vitamin, mineral and antioxidant rich drink to nourish, but may sugar quickly in the body and imbalance blood sugar levels later on due to the lack of fibre. Blending makes a larger, bulkier drink (usually with fewer ingredients and therefore less nutrients) More soluble fibre such as seeds, chia and flax etc can easily be added your blended smoothie to help you keep fuller for longer.

K is vitamin K

Vitamin K is a fat soluble vitamin that activates the protein that clots our blood when necessary. It also has a vital role in improving bone density, and supporting our heart and oral health. Our bodies can synthesise vitamin K if our gut flora are in balance. We can also boost K1 and K2 through diet, choosing vegetables such as kale, soy, brussels sprouts, cabbage, broccoli and prunes to boost K1 and dairy products (and the fermentation of our own gut flora) to boost K2.

L is for Liver

Optimum liver function is essential for our digestive, nervous system, hormonal and skin health. Its role is to store nutrients, produce hormones detoxify waste substances and help regulate our blood sugar. Processed or “cooked” fats, high fructose, alcohol or sugars intake puts an extra burden on the liver. To support its daily functions, choose herbal teas such as nettle or fennel and eat at least 2 portions daily of cruciferous vegetables. Have 2 days a week that you are alcohol, sugar and fruit free. Ensure you are well hydrated and keep your blood sugar levels balanced and stress levels down throughout the day so the liver is not called upon too often to release its stored sugars into the bloodstream for energy.

M is for Magnesium

Relaxing in the bath is a great way to boost magnesium levels – add 2 mug falls of either Epsom salts or magnesium chloride flakes. This is an excellent way for transdermal absorption of this critical mineral. Amazingly the body will take just what it needs into the blood, to supply your cells with magnesium to carry out over 300 chemical reactions in the body!

N is for Nibbling

Nibble on nuts and seeds. To lift the fatigue and “cravings” for something sweet between 3-5pm chose a mixture of organic nuts and seeds (with a few dried cherries or cranberries if needed for sweetness!) This is a protein rich and sugar free snack that will support the balance of your blood sugar levels at this time, releasing energy slowly whilst providing vital minerals. Keep them in a sealed container and store in the fridge when not nibbling to preserve the beneficial essential oil content.

O is for Organic

Organic produce cost a little more, its considered more nutritionally dense and better for us...but is this true? Simply put - YES – the organic branding in the UK means that there are far less chemicals that have been sprayed on the food, the soil is often more nutrient dense, thereby being absorbed into the produce grown from it. Buying organic also supports the food chain to enable this way of farming

to grow, working together with nature's pesticides, not chemicals that then add an additional toxic burden to our liver and overall health.

P is for Phytonutrients

Phytonutrients are chemical compounds found in fruits and vegetables that are present to actually protect the food itself from environmental damage such as pests, toxins, pollution and radiation. They also contribute to the plants, taste, colour and smell. So when we eat these antioxidant rich foods we reap the same benefits from them! Dense phytonutrient rich foods include: deeply coloured vegetables, fruits, beans and plant based beverages, green and white tea being the most well-known.

Q is for Quercetin

Quercetin is a chemical compound (polyphenol) antioxidant found in plant foods such as deeply coloured fruit and vegetables, raw red onions, apples, and even red wine. Quercetin is a natural anti-histamine and anti-inflammatory. It plays a role in regulating the immune system's response to outside stressors, supporting allergies of all kinds, one of these being pollens – so it's a great one to supplement alongside vitamin C during the hay fever season.

R is for Rest

How often do we find ourselves eating on the go, when stressed, sat at our desks or in the car? In order for the digestive system to produce enough hydrochloric acid, digestive enzymes and other lubricating juices we need to be resting. When we are physically, emotionally or mentally stressed our body moves in to a "fright, flight, fight" response (adrenaline and cortisol dominant) where blood is diverted to our large muscles to deal with the potential looming threat (often there isn't one – just chronic stress) and away from our digestive system, compromising its function and leading to bloating, IBS, heartburn etc

S is for Smoothies

We have all heard about the benefits of smoothies and they are now available in every supermarket and café. However, they can also be a rapid source of fruit sugar and a consequent rise in our blood sugar levels, adding to blood sugar peaks and troughs through the day. Adding in at least 2 vegetables to every

portion of fruit and a scoop of vegan protein powder ensures a nutritionally balanced smoothie that will keep you feeling fuller for longer.

T is for Time

Time to change your eating habits... Often a good intention to improve your diet ends in falling back into old patterns and “bad” eating habits. Research suggests it takes at least 12 weeks to fully change an eating pattern, so aim for 12 weeks of dedicated change to alter the pattern into a long-term way of life that benefits you!

U is for Under

Under ripe fruit ... In the case of a banana this can be beneficial as slightly green bananas contain higher levels of “resistant starch” and may help you to feel fuller for longer and support your blood sugar levels. For berries, grapes and tomatoes the riper the better as they boast higher levels of antioxidants, (anthocyanins and lycopene in tomatoes) in the final stages of ripening.

V is for Vegetables

How many is enough? Put simply, 9 plus portions daily are now recommended to move towards optimum health. A portion is actually larger than you think. One portion is approximately 80g, or if you do not have a set of scales to hand cup your hands together and the vegetable portion should fill the space!

W is for Water

Filtered, bottled (watch out for the xenoestrogens) purified or straight from the tap our bodies need at least 1.5 litres daily to run all of the bodily functions. To really help your body hydrate why not add a twist of Himalayan pink salt and a slice of lemon, lime or cucumber, this aids your bodies electrolyte balance. Water is best taken in small amounts throughout the day, always check if you are feeling hungry, is it really a thirst signal your body is giving off - have a glass of water first then reassess!

X is for Xenoestrogens

Xenoestrogens are chemicals that mimic the effects of oestrogen in your body. They are widely added to many products we use daily such as foods wrapped in plastics, hair dyes and household cleaning products. Constant exposure adds to the bodies toxic load, potentially leading to chronic disease and hormonal imbalances by blocking or binding to receptors that our own hormones should be using! Avoid them where you can by using natural cleaning products, skincare and avoiding processed packaged foods.

Y is for Yeast

Yeast, beneficial or an allergen? For vegan's and vegetarian's brewers or "nutritional yeast powder" can be a vital source of B vitamins and chromium. It also supports the microbiome, helping to prevent diarrhoea and as a digestive strengthening after antibiotics. However, an increasing amount of people are yeast intolerant, and find that it leads to bloating, flatulence and IBS symptoms when excess yeast is eaten in the diet. Baker's yeast is commonly found in breads and sauces, brewer's yeast in wine, beer and lager.

Z is for Zinc

Vital for the optimum functioning of the immune system, zinc is also an important mineral to make proteins and our genetic material, aid digestion and support hormonal balance. Symptoms of low zinc status include feeling run down, susceptibility to infections, poor wound healing and poor concentration. Food sources include: pumpkin seeds, seafood, fish, lamb, grass fed beef, chickpeas, chicken and turkey.

Why study with us?

I am totally impressed at how thorough and well-designed the course is, how beautifully and seamlessly everything progresses, it is all written and designed with such integrity and professionalism.

1. Longevity

established in 1983 and going from strength to strength.

2. Celebrating the individual

our course blends many models and approaches and actively encourages each student to find their own self expression through their work - their own unique style in the practice of alternative medicine.

3. World class curriculum

you will leave with a whole range of skills and methods and hopefully a highly tuned sense of self awareness to take you through many years of practice. We have a worldwide reputation of being at the highest level of quality and depth of learning and many of our students enrol through personal recommendations from students and homeopaths.

4. Flexibility to suit your needs

you can start our home study courses whenever it suits you and work at a pace that complements your daily commitments. All our courses offer double the amount of time required to complete the study so you have plenty of flexibility if you need to take a short break from studying, or indeed if you wish to work faster!

5. No unnecessary stress

all our courses are made up of easy to manage study Units which are marked and assessed using continuous assessment with a specialist personal tutor. There are no exams, so there is no need to get stressed!

6. Student support & nurture

our office is open all week (Monday-Friday 9.30-5.30), for pastoral care and practical support. You will receive ongoing and individual care and feedback through our network of mentors, tutors and teachers with written feedback for every piece of your work. All being well, you will stay with your personally assigned mentor throughout your course and this allows for a greater bond and understanding.

7. We create healers, not just practitioners

our courses are well known for taking students on a journey of discovery into self-awareness and self-reflection, using various teaching methods to bring this

to life. We aim to unravel the mysteries of life and health and help to integrate this into a wealth of homeopathic knowledge and practical skills.

8. Quality assured and accredited courses

9. High levels of student care and support

10. World recognized and prestigious credentials

UoA is a member of the prestigious body

CMA- UK and supports the ideals of :

(General Naturopathic Council). GNC

[Federation of Nutritional Therapy Practitioners](#) (FNTTP).

[Naturopathic Nutrition Association](#) NNA

European Federation of Naturopaths. (EFN)

Complementary & Natural Healthcare Council (CNHC).