

## 25. COURSE DESCRIPTORS

### COURSE TITLE:

*Introduction to Critical Thinking*

CREDIT VALUE: 5

LEVEL:

6 why not 6?

PRE-REQUISITES: Nil

CO-REQUISITES: Nil

CONTACT HOURS: 27

TOTAL LEARNING HOURS: 50

### SPECIAL NOTES:

*at level 6*  
This bridging course is available for students who require an introduction to academic capabilities. It is offered over the first semester to provide ongoing support for adaptation to academic expectations in an undergraduate programme. Students who have already completed a bachelor level qualification will be eligible for credits for this course.

### Purpose

To establish information literacy, to enable students to develop and practice critical thinking and problem-solving skills, and to communicate thinking and findings in ways appropriate to academic and professional settings. These skills are seen as transportable life skills, that is, applicable in academic, professional, and general life contexts. Critical thinking will support practice, scholarship, research and leadership abilities.

### Learning Outcomes

At the end of this course students should be able to:

- Identify situations that require a critical thinking approach
- Analyse a range of situations and problems utilising a critical reasoning process
- Locate appropriate sources of credible information
- Present reasoned and well-supported arguments
- Listen critically and respectfully to the views of others
- Reference their work to an academic standard
- Communicate in a range of ways appropriate to academic and professional settings
- Work collaboratively in a group setting.

### Content

1. Expectations of students in academic programmes (including becoming a skilled independent learner)
2. Study skills
3. Learning and developing academic writing, ethical, referencing, and communication skills

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4. Effective use of the library and its facilities
5. Searching the literature (both hard copy and electronic resources)
6. Public speaking and presentations
7. The critical reasoning process and its application to academic writing and professional practice.
8. Problem based learning and working collaboratively in a small group
9. Professionalism and becoming a healthcare professional.

### **Learning and Teaching Strategies**

- Lectures
- Tutorials
- Workshop – academic writing
- Workshop – library as an academic resource
- Problem-based learning exercises
- Working in small groups
- Class discussions and peer review
- Student presentations
- Guest speakers

### **Assessment**

Assessment in this subject will be a presentation and an essay. Students will work collaboratively in small groups and demonstrate a range of academic skills in written, visual and verbal formats.

<b>Assessment No.</b>	<b>Assessment Type</b>	<b>Weighting</b>
1.	Presentation (10 minutes)	(30%)
2.	Essay 1000 words	(70%)

### **Successful completion of this course will contribute to the following Graduate Capabilities:**

2. Integrate knowledge from the paradigms of the western sciences and naturopathy.
3. Acknowledge the requirements of working within an integrated healthcare environment and use appropriate communication skills with patients and other professionals.
4. Demonstrate an open-minded and critical stance in relation to healthcare issues.
5. Engage in ongoing professional development to maintain currency in knowledge and practice.

### **Learning and Teaching Resources**

- Textbooks
- Electronic databases and other Internet resources.
- Journals
- Library tour and facilities
- Teaching equipment, e.g. whiteboard, audio-visual equipment, PowerPoint

**Prescribed Text**

Higgs *et al* 2005, *Communicating in the health and social sciences*. Oxford University Press, Melbourne

**Recommended Reading**

Centre for Academic Development 2007, *Literature Reviews*, University of Auckland, Auckland, accessed online on 22<sup>nd</sup> June 2007, from:  
<http://www.cad.auckland.ac.nz/index.php?p=lr>

Centre for Academic Development 2007, *Critical Thinking*, University of Auckland, Auckland, online at:  
[http://www.cad.auckland.ac.nz/index.php?p=critical\\_thinking](http://www.cad.auckland.ac.nz/index.php?p=critical_thinking)

Ghee, J 2007, *Literature Review*, University of Waikato, Hamilton, online at:  
[http://www.waikato.ac.nz/library/learning/g\\_literaturereview.shtml](http://www.waikato.ac.nz/library/learning/g_literaturereview.shtml)

Gillett, A 2007, *Using English for Academic Purposes- A Guide for Students in Higher Education*, University of Hertfordshire, Hatfield, online at:  
<http://www.uefap.com/writing/writfram.htm>

Inch, J, Warnick, B, & Endres, D 2006, *Critical thinking and communication: the use of reason in argument*, Mass: Pearson/Allyn & Bacon, Boston

Jackson, M, Ignatavicius, D & Case, B 2006, *Conversations in critical thinking and clinical judgment*, Mass: Jones and Bartlett Publishers, Sudbury

Paul, R 2006, *Critical thinking: tools for taking charge of your learning and your life*, NJ: Pearson/Prentice Hall, Upper Saddle River.

Procter, M 2007, *Advice on Academic Writing*, University of Toronto, Toronto, online at:  
<http://www.utoronto.ca/writing/advice.html>

Ruggiero, VR 2007, *The art of thinking: a guide to critical and creative thought (8<sup>th</sup> edn)*, Pearson Longman, New York

Student and Learning Centre 2006, *Some Differences between Academic Writing and Other Writing Contexts*, Massey University, Palmerston Nth., online at:  
[http://owl.massey.ac.nz/aw\\_about\\_academic\\_writing\\_1.html](http://owl.massey.ac.nz/aw_about_academic_writing_1.html)

Student Learning Support Service, *Critical Thinking Process*, Victoria University, Wellington, online at:  
[http://www.vuw.ac.nz/st\\_Services/slss/studyhub/THINK/Critical-thinking-process.pdf](http://www.vuw.ac.nz/st_Services/slss/studyhub/THINK/Critical-thinking-process.pdf)

Student Learning Support Service, *Writing and Critical Thinking*, Victoria University, Wellington, online at:  
[http://www.vuw.ac.nz/st\\_Services/slss/studyhub/THINK/Writing-critical-thinking.pdf](http://www.vuw.ac.nz/st_Services/slss/studyhub/THINK/Writing-critical-thinking.pdf)

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**COURSE TITLE:**

**Human Anatomy & Physiology 1**

**CREDIT VALUE:** 20

**LEVEL:** 5

**PRE-REQUISITES:** Nil

**TOTAL LEARNING HOURS:** 200 hours

**CONTACT HOURS:** 108

**SPECIAL NOTES:**

Successful course completion requires students to gain a pass mark of 50% in **each** of the four summative assessment tasks.

**Purpose**

To provide students with a comprehensive foundation in human anatomy and physiology as a basis for the study of naturopathy.

**Learning Outcomes**

On successful completion the student will be able to:

1. Describe the organisation of the human body
2. Examine the structure and basic function of cells, tissues and membranes
3. Appraise the structure and basic function of :
  - a. Skin
  - b. Musculoskeletal system
  - c. Digestive system
  - d. Respiratory system
  - e. Nervous system
  - f. Endocrine system
  - g. Blood and Cardiovascular system
  - h. Lymphatic system
  - i. Urinary system
  - j. Reproductive system

Learning outcomes have changed.

**Content**

- Introduction to anatomy and physiology
- Introduction to the cell
- Anatomy of and introduction to the physiology of the following systems
  - Integumentary
  - Digestive
  - Skeletal
  - Articular
  - Muscular

- Lymphatic
- Nervous and special senses
- Cardiovascular
- Respiratory
- Endocrine
- Immune
- Genito-Urinary

### Learning and Teaching Strategies

- Lectures
- Tutorials
- Anatomy labs (real-life & virtual)
- Problem based learning exercises
- Group discussions
- Classroom presentations
- Work Books.

### Assessment

Assessment in this subject will be by a series of summative examinations held through the semester, and completion of a workbook of laboratory exercises.

Assessment No.	Summative assessments	Weighting
1.	Exam 1, 1.5 hrs	30%
2.	Exam 2, 1.5 hrs	30%
3.	Exam 3, 1.5 hrs	30%
4.	Lab workbook	10%

*Too much in terms of exam knowledge*

### Successful completion of this course will contribute to the following Graduate Capabilities:

1. Provide a high standard of safe, competent and professional naturopathic healthcare.
2. Integrate knowledge from the paradigms of the western sciences and naturopathy.

### Learning and Teaching Resources

- Textbooks
- Workbook
- Teaching equipment, e.g. whiteboard, audio-visual equipment
- Anatomy models/charts/skeleton etc
- Anatomy & physiology CDs
- Anatomy websites

### Prescribed Texts

Marieb, E & Hoehn K 2006, *Human anatomy and physiology*, 7<sup>th</sup> ed, Benjamin Cummings, San Francisco.

Marieb, E 2004, *Human anatomy and physiology workbook*, 8<sup>th</sup> ed, Benjamin Cummings, San Francisco.

**Recommended Reading**

- Saladin K, 2007. *Anatomy & physiology: the unity of form and function*. 4th ed. McGraw-Hill, New York.
- Tortora G, Derrickson B, 2005. *Principles of anatomy and physiology*. Wiley: Hoboken.
- Martini F, 2005. *Fundamentals of anatomy & physiology*. 7th ed. Benjamin Cummings: Boston.

**Other Resources**

Anatomy & Physiology Revealed (CD-ROMs) 1-4 complete series– Medical College of Ohio

**Websites for labs:**

- <http://www.cbu.edu/~aross/APII/AP218home.htm#1>
- <http://science.nhmccd.edu/biol/ap2lab.htm>
- <http://bioweb.uwfax.edu/APlab/>
- <http://webanatomy.net/microscope/microscope.htm>
- <http://webanatomy.net/weblab/weblab.htm>
- <http://webanatomy.net/anatomy/bio248l.htm>
- <http://www.csuchico.edu/anth/Module/skull.html>

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**COURSE TITLE**

***Foundations of Body Therapies***

<b>CREDIT VALUE:</b>	15
<b>LEVEL:</b>	5
<b>PRE-REQUISITES:</b>	Nil
<b>TOTAL LEARNING HOURS:</b>	150 hours
<b>CONTACT HOURS:</b>	90
<b>SPECIAL NOTES:</b>	Nil

*Added radically (school says) Assessment @ a higher level*

**Purpose**

To equip natural health practitioners in a range of theoretical and practical skills that will allow them to offer massage for relaxation to clients in a clinical setting.

**Learning Outcomes**

On successful completion the student will be able to:

1. Examine the development of massage practice
2. Explore the scope of massage practice and identify when referral must take place
3. Identify effects of and contraindications to massage and relate to anatomical and physiological aspects of body therapies practice
4. Define ethical standards and examine issues related to body therapies practice
5. Prepare the clinical environment for body therapies practice
6. Establish therapeutic body contact in a simulated clinical setting
7. Identify and palpate bellies and locations for relaxation massage practice:
8. Perform a relaxation massage.

**Content**

- History of massage
- Professional ethics
- Indications and contraindications for massage
- Psychological effects
- Therapeutic aids to massage
- Legalities
- Working with special needs groups
- Massage and stress
- Appropriate touch in the massage setting
- Creating a massage environment
- Lubricants for massage
- Use of equipment

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- Basic cautions and contraindications for relaxing massage
- Client modesty and comfort
- Informed consent and client control
- Practitioner self care
- Hygiene standards
- Full body relaxation massage
- Simulated clinical situation (final practical assessment)

**Learning and Teaching Strategies:**

- Lectures on theoretical knowledge
- Tutorials to enhance understanding of the theory
- Group Discussions and exercises with classroom presentations
- Demonstrations of practical techniques
- Client Profiles presentation of selected clients for students to gain understanding of application of techniques and theory
- Role Play to enhance understanding of ethics, draping and massage preparation
- Work Books to ensure theoretical knowledge is understood
- Student Presentations of cases

**Assessment**

The following range of formative and summative assessments is available for use in this course:

- Assignments essay on researched effects of massage
- Self and/or peer assessment worksheets that allow for peer and self review of practical techniques
- Project (group) group presentation of historical aspects of massage and body therapy
- Test on theory
- Oral presentation of cases
- Practical assessment in class practical assessment of massage techniques by tutor

Summative assessments	Learning Outcomes Assessed	Weighting
1000 word essay – <i>Researched effects of massage</i>	3	20%
1000 word essay – <i>Nature and place of massage in the modern world</i>	2	20%
Test – <i>Theoretical aspects</i>	4, 7 (Identify)	20%
Practical competency assessment (takes place over several assessment events – compiled at the end of the paper) made up of:		40% made up of %ages below



## Learning and Teaching Resources

- Textbooks
- Internet articles – *published research and articles from reputable sources*
- Journals
- Teaching equipment, eg whiteboard, audio-visual equipment
- Clinic based learning

## Prescribed Texts

Fritz, Sandy 2004, *Mosby's Fundamentals of Therapeutic Massage*, 3<sup>rd</sup> ed, Mosby Inc, St Louis

Biel A. Dorn R. 2005, *Trail Guide to the Body 3<sup>rd</sup> Ed.*, Books of Discovery, Boulder

## Recommended Reading

Allen, L 2005, *Plain & Simple Guide to Therapeutic Massage & Bodywork Certification*, Lippincott, Williams and Wilkins, Boston.

Ashton, J & Cassel, D 2006, *Review for Therapeutic Massage and Bodywork Certification*, Lippincott Williams & Wilkins, Boston.

Cassleith, B & Vickers, A 2004, 'Massage therapy for symptom control: outcome study at a major cancer center', *Journal of Pain and Symptom Management*, vol. 28, no. 3, pp 244-249, accessed online on 27th October 2007, from:  
[http://www.sciencedirect.com/science?\\_ob=ArticleURL&\\_udi=B6T8R-4D5MW10-F&\\_user=10&\\_coverDate=09%2F01%2F2004&\\_rdoc=1&\\_fmt=&\\_orig=search&\\_sort=d&\\_view=c&\\_acct=C000050221&\\_version=1&\\_urlVersion=0&\\_userid=10&md5=7d9a1b6ca0bd573b37f5413e34cb7a3e](http://www.sciencedirect.com/science?_ob=ArticleURL&_udi=B6T8R-4D5MW10-F&_user=10&_coverDate=09%2F01%2F2004&_rdoc=1&_fmt=&_orig=search&_sort=d&_view=c&_acct=C000050221&_version=1&_urlVersion=0&_userid=10&md5=7d9a1b6ca0bd573b37f5413e34cb7a3e)

Ceylan et al 2007, 'Neck swelling following a vigorous neck massage', *Netherlands Journal of Medicine*, vol. 65, no. 6, pp. 219-221, accessed online on 27th October 2007, from:  
<http://www.zuidencomm.nl/njm/getpdf.php?t=a&id=10000190>

Clay, J & Pounds, D 2006, *Basic Clinical Massage Therapy: Integrating Anatomy and Treatment*, Lippincott, Williams and Wilkins, Boston.

Ernst, E 1999, 'Massage Therapy for Low Back Pain A Systematic Review' *Journal of Pain and Symptom Management*, vol. 17, no. 1, pp. 65-69, retrieved online on 27th October 2007, from:  
[http://www.sciencedirect.com/science?\\_ob=ArticleURL&\\_udi=B6T8R-3VKS340-9&\\_user=10&\\_coverDate=01%2F31%2F1999&\\_rdoc=1&\\_fmt=&\\_orig=search&\\_sort=d&\\_view=c&\\_acct=C000050221&\\_version=1&\\_urlVersion=0&\\_userid=10&md5=bf3eb6d42d57cf90d15cacfd037cf808](http://www.sciencedirect.com/science?_ob=ArticleURL&_udi=B6T8R-3VKS340-9&_user=10&_coverDate=01%2F31%2F1999&_rdoc=1&_fmt=&_orig=search&_sort=d&_view=c&_acct=C000050221&_version=1&_urlVersion=0&_userid=10&md5=bf3eb6d42d57cf90d15cacfd037cf808)

Hemmings, B, Smith, M, Graydon, J & Dyson, R, 'Effects of massage on physiological restoration, perceived recovery, and repeated sports performance', *British Journal of*  
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*Sports Medicine*, 2000;34:109-114, oi:10.1136/bjism.34.2.109 , retrived online on 7<sup>th</sup> June 2007, from:

<http://bjism.bmjournals.com/cgi/reprint/34/2/109>

Keegan, L 2003, 'Alternative and Complementary Modalities for Managing Stress and Anxiety', *Critical Care Nurse*, vol. 23, no. 3, pp. 55-58, accessed online on 27th October 2007, from:

<http://ccn.aacnjournals.org/cgi/reprint/23/3/55>

Sagar, S, Dryden, T & Wong, R 2007, 'Massage therapy for cancer patients: a reciprocal relationship between body and mind', *Current Oncology*, vol. 14, no. 2, pp. 45-56, accessed online on 27th October 2007, from:

<http://www.current-oncology.com/index.php/oncology/article/view/139/105>;

Taylor, et al 2000, 'Biobehavioral Responses to Stress in Females: Tend-and-Befriend, Not Fight-or-Flight', *Psychological Review*, vol. 107, no. 3, pp. 411-429, accessed online on 27th October 2007, from:

<http://www.findem.com.au/resources/tendandbefriend.pdf>

Verhagen, et al 2007, 'Ergonomic and Physiotherapeutic interventions for treating work related complaints of the arm, neck or shoulder in adults: A Cochrane Systemic Review", *Europa Medicophysica*, vol. 43, no. 3, pp. 391-405, accessed online on 27th October 2007, from:

<http://www.minervamedica.it/index2.t?show=R33Y2007N03A0391>

COURSE TITLE:

**Foundations of Naturopathic Practice 1**

**CREDIT VALUE:** 15  
**LEVEL:** 5  
**PRE-REQUISITES:** Nil  
**TOTAL LEARNING HOURS:** 150 hours  
**CONTACT HOURS:** 63  
**SPECIAL NOTES:** Nil

*Assessments a  
tests reviewed*

**Purpose**

The course investigates the traditions of naturopathic medicine and their contribution to modern medicine – allopathic, naturopathic and herbal. It surveys the current healthcare environment in which naturopaths function, and focuses on the principles, practices and lifestyle skills required for successful naturopathic practice. The course introduces the student to the communication skills and professional practice issues required for the development of a professional healthcare provider.

**Learning Outcomes**

On successful completion the student will be able to:

1. Discuss the influence of philosophies, principles and historical traditions on modern naturopathic practice with emphasis on Aotearoa/New Zealand.
2. Explain the role of the naturopath within a modern health care context.
3. Demonstrate personal lifestyle strategies that can lead to improved health outcomes.
4. Demonstrate ethical interpersonal and communication skills required for successful development as a naturopath.
5. Describe the therapeutic relationship.

**Content**

- History of medicine in relation to the development of modern naturopathy
- The changing definitions of natural medicine (alternative, complementary, integrative)
- Role of the naturopath in the current medical environment, including legal issues and profiles of practicing therapists
- Natural medicine practices (nature and characteristics), including Traditional Maori Healing
- Evidence and tradition
- Development of interpersonal/communication skills

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- The therapeutic relationship
- Naturopathic lifestyle practices
- Observation of naturopathic clinical practice.

### **Learning and Teaching Strategies**

- Lectures
- Tutorials
- Problem-based learning
- Group discussions
- Role play
- Demonstrations
- Clinical simulations
- Structured clinical observation

### **Assessment**

Assessment for this subject requires an essay demonstrating academic structure, rigour and integrity appropriate to level five, development of a personal lifestyle plan which applies naturopathic principles, and a practical assessment of communication skills.

### **Hurdle Requirement**

Completion of Clinical Record Book (CRB) requirements. The CRB must be handed in with the final assessment which will not be marked unless the CRB has been submitted.

<b>Assessment No.</b>	<b>Assessment</b>	<b>Weighting</b>
1.	Essay, 2000 words	60%
2.	Lifestyle development plan, 1000 words	20%
3.	Practical assessment, 10 mins. (Communication Skills)	20%

### **Successful completion of this course will contribute to the following Graduate Capabilities:**

1. Provide a high standard of safe, competent and ethical professional naturopathic healthcare to the community.
2. Integrate knowledge from the paradigms of the western sciences and naturopathy.
3. Acknowledge the requirements of working within an integrated healthcare environment and use appropriate communication skills with patients and other professionals.
4. Demonstrate an open-minded and critical stance in relation to healthcare issues.
7. Refrain from discrimination on any grounds, including race, religion, gender, disability, ancestry, nationality, sexual orientation, and economic and social standing.

### **Learning and Teaching Resources**

- Teaching equipment, eg white board, audio-visual equipment
- Journals
- Internet
- Guest Speakers
- Wellpark College Student Clinic

**Prescribed Texts**

Berglund, C. & Saltman, D. (eds) 2004, *Communication for health care*, Oxford University Press, South Melbourne

Di Stefano, V 2006, *Holism and Complementary Medicine*, Allen and Unwin, Sydney.

Kircaldy-Willis, W 2001, *Orthodox and Complementary Medicine: An Alliance for a Changing World*, North Atlantic Books, Berkley.

Robson, T (Ed) 2004, *An Introduction to Complementary Medicine*, Allen & Unwin Academic, Sydney.

**Recommended Reading**

Allsop, J & Saks, M (Eds.) 2002, *Regulating the Health Professions*, Sage Publications, London.

Lee-Treweek, G 2006, *Complementary and Alternative Medicine: Structures and Safeguards*, Routledge, London.

Lee-Treweek, G, Heller, T & Katz, J 2006, *Perspectives on Complementary and Alternative Medicine*, Routledge, London.

Mitchell, A & Cormack, M 1998, *The Therapeutic Relationship in Complementary Health Care. 2<sup>nd</sup> Edition*, Churchill Livingstone: Edinburgh.

Morrison, D 2001, *How We Heal*, North Atlantic Books, Berkeley, California.

Shelton, H 1996, *History of Natural Hygiene and Principles of Natural Hygiene*, Kessinger Publishing, Whitefish (Classic Text).

Stone, J 2002, *An Ethical Framework for Complementary and Alternative Therapists*, Routledge, London.

Turner, R 1991, *Naturopathic Medicine: Treating the Whole Person*, Thorsons Publications, UK.

Weir, M 2000, *Complementary Medicine: Ethics and Law*. Prometheus Publications: Ashgrove Qld.

Wharton, J 2007, *Nature Cures: The History of Alternative Medicine in America*, Oxford University Press, New York.

Wood, M 2000, *Vitalism: The History of Herbalism, Homeopathy, and Flower Essences 2<sup>nd</sup> Sub Ed.*, North Atlantic Books, Berkley

**Websites**

Coalition for Natural Health 2007, '*The History of Traditional Naturopathy*'. Accessed (7th July 2007). Online at:

<http://www.naturalhealth.org/tradnaturo/history.html>

Lin, V, Bensoussan, A, Myers, S, McCabe, P, Cohen, M, Hill S &Howse G 2005, *The Practice and Regulatory Requirements of Naturopathy and Western Herbal Medicine*, Department of Human Services, Victoria: Melbourne. Accessed 7th July 2007. Online at:

<http://www.health.vic.gov.au/pracreg/naturopathy.htm>

NZ Homeopathic Society, 2007, '*Homeopathy in New Zealand*'. Accessed 7th July 2007  
Online at:

<http://www.homeopathica.org.nz/homeonz.html>

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**COURSE TITLE:**

**Chemistry for Health Science**

**CREDIT VALUE:** 5  
**LEVEL:** 5  
**PRE-REQUISITES:** None  
**TOTAL LEARNING HOURS:** 50 hours  
**CONTACT HOURS:** 36

Base course - only 5 credits  
Some re-working done  
One year at university  
Acknowledged that it  
is by W, but see it as  
a base course.

**SPECIAL NOTES:**

Successful course completion requires students to gain a pass mark of 50% in **each** of the three summative assessment tasks.

**Purpose**

This course will introduce students to inorganic and organic chemistry, providing a basis for the subsequent study of biochemistry and the application of basic chemical concepts in nutrition and herbal medicine. It also provides a foundation for the physics of energy to facilitate understanding of energy medicine.

**Learning Outcomes**

On successful completion the student will be able to:

1. Determine the role of the organisation of matter and forms of energy in the structure and composition of molecules that play a role in biological systems
2. Determine the role of inorganic compounds in the body.
3. Explain how the nature of carbon determines the behaviour and characteristics of organic compounds
4. Determine the structural make up of common organic molecules
5. Recognise functional groups that are found in organic molecules
6. Describe the basic physics of energy. |||

**Content**

*Foundations of Chemistry - Inorganic*

- Organisation of matter
- Forms of energy
- Atoms and molecules
- Solutions and colloids
- Chemical bonds
- Chemical reactions
- Acids and bases
- Reaction rates and equilibrium

**Foundations of Chemistry – Organic**

- Organic compounds and their structures
- Functional groups
- Carbohydrates
- Lipids
- Proteins
- Nucleic Acids
- Vitamins

**Basic Physics**

- Light
- Heat
- Sound
- Electromagnetic fields
- Radiation

**Learning and Teaching Strategies**

- Lectures
- Tutorials
- Group Discussions
- Practical laboratory work

**Assessment**

Assessment for this subject is two summative exams and an exercise in laboratory problem solving. The exams will consist of multiple choice, true/false, and simple problem solving questions.

Assessment No.	Summative assessment	Weighting
1.	Exam 1 (1 hour)– organisation of matter and formation of molecules from atoms; inorganic compounds and their role in human body	40%
2.	Exam 2 (1 hour)– Organic compounds and physics of energy	50%
3.	Lab problem solving	10%

*90% to exam.*

**Successful completion of this course will contribute to the following Graduate Capabilities:**

2. Integrate knowledge from the paradigms of western science and naturopathy.

**Learning and Teaching Resources**

- Textbooks
- Internet resources
- Journals
- Teaching equipment, e.g. whiteboard, audio-visual equipment
- Laboratory.



**Prescribed Text**

Sackheim, G 2007, *Introduction to Chemistry for Biology Students – 9<sup>th</sup> Ed*, Pearson Benjamin Cummings, San Francisco.

**Other Resources**

Allan R. 2007, 'AP Chemistry Interactive Practice', ScienceGeek..Net, accessed online on 15<sup>th</sup> March 2007, from:

<http://www.sciencegeek.net/APchemistry/APtaters/directory.shtml>

Biology Animations accessed online on 15<sup>th</sup> March 2007, from:

<http://science.nhmccd.edu/biol/bio1int.htm#biochem>

Erik's Chemistry, accessed online on 15<sup>th</sup> March 2007, from:

<http://members.tripod.com/~EppE/index.htm>

Mokeurs Periodic Table, accessed online on 15<sup>th</sup> March 2007, from:

<http://www.profmokeur.ca/chemistry/>

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**COURSE TITLE:**

***Human Anatomy & Physiology 2***

**CREDIT VALUE:** 15

**LEVEL:** 5

**PRE-REQUISITES:** Human Anatomy & Physiology 1  
555101 – Psychology & Lifestyle Development (AUT)

**TOTAL LEARNING HOURS:** 150 hours

**CONTACT HOURS:** 90

**SPECIAL NOTES:**

Successful course completion requires students to gain a pass mark of 50% in **each** of the four summative assessment tasks.

**Purpose**

This subject builds on Human Anatomy and Physiology 1 to provide students with an extended understanding in human anatomy and physiology as a foundation for the study of naturopathy.

**Learning Outcomes**

On successful completion the student will be able to:

1. Discuss cellular physiology in relation to homeostasis and the mechanisms that maintain health
2. Discuss the relationship between physiological mechanisms and normal structure
3. Appraise the role of physiological pathways in the maintenance of homeostasis in body systems
4. Identify the relationships between the body systems in terms of physiological interactions

**Content**

- Cellular physiology
- Physiological mechanisms and their role in homeostasis
- The physiology of the body systems
- The physiological relationships between the different body systems

**Learning and Teaching Strategies**

- Lectures
- Tutorials
- Physiology labs (real-life & virtual)
- Problem based learning exercises
- Group discussions
- Classroom presentations
- Workbook.

**Assessment**

Assessment in this subject will be by a series of summative examinations held through the semester, and completion of a workbook of laboratory exercises.

Assessment No.	Summative assessments	Weighting
1.	Exam 1, 1 hr	30%
2.	Exam 2, 1 hr	30%
3.	Exam 3, 1 hr	30%
4.	Lab workbook	10%

90%  
jao

**Successful completion of this course will contribute to the following Graduate Capabilities:**

1. Provide a high standard of safe, competent and professional naturopathic healthcare.
2. Integrate knowledge from the paradigms of the western sciences and naturopathy.

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**Learning and Teaching Resources**

- Textbooks
- Workbook
- Teaching equipment, eg whiteboard, audio-visual equipment
- Anatomy models/charts/skeleton etc?
- Anatomy and physiology CDs
- Websites for labs.

**Prescribed Texts**

Marieb, E, Hoehn K, 2006. *Human anatomy and physiology*. 7<sup>th</sup> ed. Benjamin Cummings: San Francisco.

Marieb E, 2004. *Human anatomy and physiology workbook*. 8<sup>th</sup> ed. Benjamin Cummings: San Francisco.

**Recommended Reading**

Martini, F 2005, *Fundamentals of anatomy & physiology* 7<sup>th</sup> ed. Benjamin Cummings: Boston.

Saladin, K 2007, *Anatomy & physiology: the unity of form and function 4th ed.* McGraw-Hill, New York.

Tortora, G & Derrickson, B 2005, *Principles of anatomy and physiology.* Wiley: Hoboken.

**Other Resources**

Anatomy & Physiology Revealed (CD-ROMs) 1-4 complete series, Medical College of Ohio.

Websites for labs:

<http://www.cbu.edu/~aross/APII/AP218home.htm#1>

<http://bioweb.uwlax.edu/APlab/>

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**COURSE TITLE:**

***Foundations of Herbal Medicine***

**CREDIT VALUE:** 15

**LEVEL:** 5

**PRE-REQUISITES:** Nil

**TOTAL LEARNING HOURS:** 150 hours

**CONTACT HOURS:** 63

**SPECIAL NOTES:** Nil

*Not changed much  
apart from learning outcomes*

**Purpose**

To provide students with foundational knowledge for the clinical practice of herbal medicine, including philosophical, theoretical and botanical principles, the professional basis of contemporary practice, manufacturing processes in herbal medicine, and the application of simple herbal remedies (including a range of essential oils and plant essences) to first aid and mild acute conditions

**Learning Outcomes**

On successful completion the student will be able to:

1. Discuss the philosophy, traditions, and basic principles of contemporary herbal medicine practice with emphasis on Aotearoa/New Zealand.
2. Determine the scope of practice of herbal medicine as a naturopathic modality, and relate this to safety concerns, ethical issues and referral protocols
3. Identify and classify selected plants from common botanical families and their medicinal parts used in modern medical herbalism.
4. Determine the health maintenance and preventative medicine benefits of a range of herbs, essential and carrier oils, and plant essences
5. Determine the role of a range of herbs, essential oils and plant essences that can be utilised for first aid and acute situations
6. Describe manufacturing processes used in herbal medicine (extemporaneous and commercial) and manufacture a range of simple herbal products.

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### **Content**

- The role of herbal medicines, plant essences and essential oils in naturopathic practice
- History, philosophy and principles of herbal medicine
- Professional issues in contemporary herbal medicine (including ethics, scope of practice, safety, legal issues, and the role of professional associations)
- Identification, classification and sources of common herbs
- The use of herbs, essential oils and plant essences for health maintenance and preventive strategies
- The use of herbs, essential oils and plant essences in first aid and mild acute conditions
- Structured observation of a professional healthcare practice
- Manufacture of herbal medicine products (commercial and extemporaneous)

### **Learning and Teaching Strategies**

- Lectures
- Tutorials
- Electronic journals and other Internet resources
- Class Discussions
- Problem based learning exercises
- Small group work
- Demonstrations
- Field trip
- Botany lab
- Client Profiles
- Clinical Simulation
- Guest speaker
- Structured observation of an external professional practice.

### **Assessment**

Assessment in this subject will consist of an exam and an assignment. The assignment will require students to draw together various elements included in the subject. Written components should demonstrate a high standard of academic writing and referencing.

### **Hurdle Requirement**

Completion of Clinical Record Book (CRB) requirements. The CRB must be handed in with the final assessment which will not be marked unless the CRB has been submitted.

<b>Assessment No.</b>	<b>Summative assessments</b>	<b>Weighting</b>
1.	Exam (2 hrs)	50%
2.	Assignment	50%

**Successful completion of this course will contribute to the following Graduate Capabilities:**

6. Provide a high standard of safe, competent and professional naturopathic healthcare to the community.
6. Manage a naturopathic clinic professionally and ethically with regard to applicable government and professional regulations and requirements.

**Learning and Teaching Resources**

- Textbooks
- Electronic journals and other Internet resources
- Plant specimens
- Field trip
- Botany Lab
- Herb garden
- Practical laboratory work
- Internet
- Teaching equipment, e.g. whiteboard, audio-visual equipment
- Guest speakers
- Manuals

**Prescribed Texts**

Mills, S & Bone, K 2000, *Principles and Practice of Phytotherapy*, Churchill Livingstone, Edinburgh (this one will be used right throughout the programme years 1, 2 & 3).

Ofsoske-Wyber, F 2003, *The New Zealand Native Flower Essence Handbook*, First Light Flower Essences of New Zealand, Auckland.

Painter, G 1998, *A Herbalist's Medicine Making Workbook*, Gillian Painter, Waitakere City.

Price, S & Price, L 2007, *Aromatherapy for Health Professionals*, (2007) Churchill Livingstone, Edinburgh.

Weir, M 2003, *Complementary medicine: ethics and law*, Qld: Prometheus Publications, Ashgrove

Wohlmuth, H 2001, *Plants and Plant Form*, MacPlatypus Productions, East Lismore.

**Recommended Reading**

Allen, D & Hatfield, G 2004, *Medicinal Plants in Folk Tradition: An Ethnobotany of Britain and Ireland*, Timber Press, Portland.



Griggs, B 1997, *Green Pharmacy*, Healing Arts Press, Rochester.

Haller, J 2001, *The People's Doctor: Samuel Thomson and the American Botanical Movement 1790-1860*, Southern Illinois University Press, Carbondale.

Holmes, P 1997, *The Energetics of Western Herbs Vols 1 and 2*, 3<sup>rd</sup> revised edn, Snow Lotus Press, Boulder.

Valnet, J 1990, *The Practice of Aromatherapy*, The CW Daniel Company, Saffron Walden.

Wood, M 1997, *The Book of Herbal Wisdom: Using Plants as Medicine*, North Atlantic Books, Berkeley.

### Recommended Online Readings

Bennett, J (Undated), *Drug Trade – therapy, pharmacy and commerce in early Europe*, Museum of the History of Science, Oxford, accessed online on 29<sup>th</sup> March 2007, from: <http://www.mhs.ox.ac.uk/drugtrade/html/essay/essay.htm>

Duke. J 2007, *A Mini Course in Medical Botany Syllabus*, University of Maryland, accessed online on 11<sup>th</sup> July 2007, from: <http://www.ars-grin.gov/duke/syllabus/>

Lloyd, J, U 1911, *History of the Vegetable Drugs of the Pharmacopeia of the United States* (on-line version), South West School , accessed online on 29<sup>th</sup> March 2007 [http://www.swsbm.com/ManualsOther/USP\\_Drug\\_History\\_Lloyd.pdf](http://www.swsbm.com/ManualsOther/USP_Drug_History_Lloyd.pdf)

Lloyd, J, U 1909, *Samuel Thomson and the Early History of Thomsonianism* (on-line version), South West School, accessed online on 29<sup>th</sup> March 2007 [http://www.swsbm.com/ManualsOther/Samuel\\_Thomson\\_Lloyd.pdf](http://www.swsbm.com/ManualsOther/Samuel_Thomson_Lloyd.pdf)

Lloyd, J, U, 1910, *Eclectic Alkaloids* (on-line version), South West School , accessed online on 29<sup>th</sup> March 2007, from: [http://www.swsbm.com/ManualsOther/Eclectic\\_Alkaloids-Lloyd.pdf](http://www.swsbm.com/ManualsOther/Eclectic_Alkaloids-Lloyd.pdf)

Miller, G 2005, *A Scandalously Short Introduction to the History of Pharmacy*, Pharmaceutical Society of Australia, accessed online on 29<sup>th</sup> March 2007, from: <http://www.psa.org.au/ecms.cfm?id=91>

Moore, M 2007, *Southwest School of Botanical Medicine Home Page*, Southwest school, Bisbee, accessed online on 11<sup>th</sup> July 2007, from: <http://www.swsbm.com/HOMEPAGE/HomePage.html>

**Unitec Course  
Course Title:**

***Medical Humanities 2***

Course Number:	HEAL5378	Level: 5	Credits: 15
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Main programme: Bachelor of Applied Science (Human Biology)

Pre-requisites:

Co-requisites: Nil

Learning time:

Directed/supervised hours	Self-Directed (Unsupervised) hours	Total Hours
60	90	150

Course aim:

To enable students to examine the influence of socio-economic and political factors on health status, the relationship of socio-economic and cultural theories to health care delivery in New Zealand and explore the impact of discrimination in healthcare.

Learning Outcomes:	Sub-outcomes
Reflect on cultural diversity in New Zealand and discuss the role of culture in the development of beliefs and behaviours relating to health and illness.	<p>Discuss the development of a New Zealand cultural identity and identify the dominant cultural values.</p> <p>Define and discuss socialisation identifying norms and values</p> <p>Discuss the significance of culture and explore variation among the major cultures in New Zealand</p> <p>Discuss the relationship between culture and health practices and relate this to health care delivery in New Zealand.</p>
Apply knowledge of the Treaty of Waitangi to health issues in New Zealand.	<p>Discuss the historical and contemporary significance of the Treaty of Waitangi</p> <p>Review the historical significance of the Treaty in relation to healthcare</p> <p>Discuss the relevance of the Treaty to contemporary healthcare</p>
Discuss the structure of New Zealand society in relation to individuals, groups and institutions.	<p>In the context of New Zealand society, examine social structure in relation to status, roles, groups and institutions</p> <p>Compare pre-industrial with contemporary industrialised societies.</p>
Demonstrate awareness of discrimination and how	Discuss prejudice, discrimination, ethnocentrism and racism.

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<p>this impacts on healthcare, relating this to New Zealand legislation</p>	<p>Discuss the significance of language in healthcare discrimination</p> <p>Explore the impact of discrimination healthcare in New Zealand</p> <p>Review New Zealand and international legislation relating to human rights and equality</p>
<p>Discuss social change theory in relation to current health policies and practices in New Zealand</p>	<p>Define social change.</p> <p>Critically discuss theories of social change</p> <p>Review current Government Health policy and the implications for osteopathy</p>
<p>Evaluate the impact of socio-economic factors on health status.</p>	<p>Discuss and apply major theories of social stratification to New Zealand Society.</p> <p>Examine the relationship between socio-economic status and access to healthcare.</p>

Topics/Content/Outline:

Significance of culture – identification of norms and values, Culture and health and illness, Treaty of Waitangi, Social change and health care delivery, Socialisation theory, Social structure: status, roles, groups, and institutions, Social stratification: social class, social mobility, power, poverty, housing, work and employment, The impact of socio-economic factors on health status – relevant research, Discrimination and its impact on healthcare; NZ Health System and current health policies, Emerging issues in health care.

Assessment:

Weighting	Nature of assessment	Learning Outcomes
40	Written assignment	1,2,4
60	Presentation	3,4,5,6

Learning and teaching approaches:

Lectures, Tutorials, Group work & presentations, Simulation, Role-plays,

Learning resources required:

None

**Learning resources recommended:**

Anon, *Making it easy to do the right thing (Disability responsiveness training)* DVD – Health and Disability Commissioner

Bartley, M. 2003, *Health Inequality: An Introduction to Concepts, Theories and Methods*, Oxford, Polity Press

Bury, M. 2005 *Health and Illness (Polity Short Introductions)*, Oxford, Polity Press.

Dawson, R M. 2006, *Waitangi, Law, and Justice: A Literary and Conversational Turn* Victoria University of Wellington

Gelles, R & Levine, A 1999, *Sociology. An Introduction*. Boston. McGraw-Hill

Greenhalgh, T, Hurvitz, B. (Eds) 1998 *Narrative Based Medicine*, London, BMJ Books.

Hammill, D. 2006, *The Treaty Thoughts on the Treaty of Waitangi First Edition*, Hammill, Wellington

McLennan, G, Ryan, A., Spoonley, P. (2000) *Exploring Society. Sociology for New Zealand students*. Auckland. Pearson Education

Released under the Official Information Act 1982

**COURSE TITLE:**

***Biochemistry for Natural Health Science***

**CREDIT VALUE:** 15

**LEVEL:** 6

**PRE-REQUISITES:** Chemistry

**TOTAL LEARNING HOURS:** 150 hours

**CONTACT HOURS:** 63

**SPECIAL NOTES:** Nil

**Purpose**

The Course involves an investigation of the chemical basis of life. Specifically it deals with the structure and function of major biological macromolecules (carbohydrates, proteins, fats and nucleic acids), metabolism (notably the catabolic oxidation of carbohydrates to provide energy for synthetic anabolic reactions), regulation of the enzymes involved in catalyzing the chemical reactions of metabolism, signal transduction (notably in neurotransmitter- and hormone-regulated processes), information flow in gene expression (involving DNA, RNA and protein gene products); the molecular basis of cell biological processes such as solute transport, motility, immune defence, apoptosis (cell death), repair and replication and the biology of the micromolecules (vitamins and minerals).

**Learning Outcomes**

On successful completion the student will be able to:

1. Determine general structural and functional characteristics of macronutrients (proteins, carbohydrates, lipids and nucleic acids)
2. Determine biochemical pathways for digestion, absorption and utilisation of macronutrients
3. Determine the role of nutrients in cellular physiology
4. Validate the nutritional importance of micronutrients (vitamins and minerals) through determining their role in cellular and extracellular physiology
5. Evaluate the role of macro and micronutrients in conditions commonly encountered in naturopathic clinical practice.

**Content**

- The structural makeup of macronutrients
- Macronutrient digestion and assimilation
- Functions of macronutrients (cellular and extracellular)
- Micronutrient absorption and function
- Enzymes
- Biological membranes and transport proteins
- Immunoglobulins

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- Metabolism in cells, metabolic pathways and abnormalities relating to disease states
- Energy pathways
- Gene expression and regulation
- Biochemistry of hormones
- Nucleic acids and protein synthesis
- DNA/RNA
- Motility and neurotransmission

**Learning and Teaching Strategies:**

- Lectures
- Tutorials
- Group discussions & projects
- Problem based learning
- Labs

**Assessment**

The assessment for this subject is a summative exam and a project. The project will require students to integrate and apply knowledge by addressing biochemical aspects of a common health disorder.

<b>Assessment No.</b>	<b>Summative assessments</b>	<b>Weighting</b>
1.	Exam (2 hour) – Macro & micronutrients	50%
2.	Project (2000 word equiv.)	50%

**Successful completion of this course will contribute to the following Graduate Capabilities:**

7. Provide a high standard of safe, competent and ethical professional naturopathic healthcare to the community.
8. Contribute to the field of naturopathy through engaging in evidence based practice, research, scholarship and mentoring.

**Learning and Teaching Resources**

- Textbooks
- Internet
- Journals
- Teaching equipment, e.g. whiteboard, audio-visual equipment
- Guest speakers
- Manuals
- Workbooks
- Labs

### Prescribed Texts

Bender, D 2003, *Nutritional Biochemistry of the Vitamins*, Cambridge University Press, Cambridge

Bogden, J & Klevay L (eds.) 2000, *Clinical Nutrition of the Essential Trace Elements and Minerals*, Humana Press, Totowa.

Hames, B, Hooper, N & Houghton J 2005, *Instant Notes in Biochemistry – 3<sup>rd</sup> Edition*, Bios Scientific Publishers, Oxford.

### Recommended Texts

Ball, G 2004, *Vitamins – Their Role in the Human Body*, Blackwell Publishing, Oxford.

Berg, J 2006, *Biochemistry*, W.H. Freeman, New York.

Kuche, I P 2002, *Schaum's Easy outline of Biochemistry*, McGraw-Hill, New York.

### Recommended Readings

Adams, D 2000, *Introductory Metabolism Module*, University of South Australia, Adelaide, accessed online on 2<sup>nd</sup> February 2007, from:  
<http://www.unisanet.unisa.edu.au/98366/h&p2ptn.htm>

DeLuca, H 1987, 'The vitamin D story: a collaborative effort of basic science and clinical medicine', *Proceedings of the 71st Annual Meeting of the Federation of American Societies for Experimental Biology*, March 31<sup>st</sup>, pp. 224 - 236

Jackson *et al* 2006, 'Calcium plus Vitamin D Supplementation and the Risk of Fractures', *New England Journal of Medicine*, vol. 354, no. 7, pp. 669-683, accessed online on 2<sup>nd</sup> February 2007, from:  
<http://content.nejm.org/cgi/reprint/354/7/669.pdf>

Anon 2007, 'Protein Metabolism', *Elsevier Books*, accessed online on 2<sup>nd</sup> February 2007, from:  
<http://intl.elsevierhealth.com/e-books/pdf/717.pdf>

Upston, J, Terentis, A & Stocker, R 1999, 'Tocopherol-mediated peroxidation of lipoproteins: implications for vitamin E as a potential antiatherogenic supplement', *The FASEB Journal*, vol. 13, June, pp. 997 – 994.

Yusef, *et al* 2000, 'Vitamin E supplementation and cardiovascular events in high-risk patients. The Heart Outcomes Prevention Evaluation Study Investigators', *New England Journal of Medicine*, vol. 342, no. 3, pp. 154-160, accessed online on 2<sup>nd</sup> February 2007, from:  
<http://content.nejm.org/cgi/reprint/342/3/154.pdf>

Reading is unbalanced  
but should be better  
next year

**COURSE TITLE:**

**Pathophysiology for Natural Therapists**

**CREDIT VALUE:** 20

**LEVEL:** 6

**PRE-REQUISITES:** Human Anatomy & Physiology 2  
Biochemistry for Natural Health Science  
Health in Context (AUT)

**TOTAL LEARNING HOURS:** 200 hours

**CONTACT HOURS:** 90

**SPECIAL NOTES:**

**Purpose**

To enable the student to apply concepts of pathophysiology in clinical situations encountered in naturopathic clinical practice

**Learning Outcomes**

On successful completion the student will be able to:

1. Define terminology and discuss the basic concepts of pathophysiology.
2. Explain the processes of the immune response in human pathophysiology.
3. Analyse the stress response to the development of conditions in human health.
4. Apply knowledge of pathophysiology of selected conditions to commonly encountered clinical situations in natural therapies practice.
5. Categorise commonly used biomedical medications according to their effects on human anatomy and physiology

**Content**

- Terminology and principles of pathophysiology
- The pathophysiology of stress and its effect on the immune response
- The pathophysiology of the inflammatory response
- Microbiology and infectious conditions

The pathophysiology and diagnosis of:

- Trauma and musculoskeletal injury
- Bone and joint disorders
- Cardiovascular conditions
- Respiratory disorders
- Neurological conditions
- Dermatological conditions

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*Assessments & Learning outcomes by 27*

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- Cancer
- Immune system disorders
- Reproductive disorders
- Gastrointestinal disorders
- Haematological disorders
- Endocrine conditions
- Paediatric disorders
- Diseases of the ear, nose, throat and mouth
- Selected mental health disorders.

### Learning and Teaching Strategies

- Lectures
- Tutorials
- Group Discussions
- Problem based learning exercises
- Small group work
- Labs
- Clinical case discussions
- Clinical observations.

### Assessment

Assessment in this subject will be by two summative examinations, a project and completion of one workbook.

Assessment No.	Summative assessment	Weighting
1.	Exam 1 (1.5 hours)	30%
2.	Exam 2 (1.5 hours)	30%
3.	Project (2000 words equiv.)	30%
4.	Lab workbook	10%

### Successful completion of this course will contribute to the following Graduate Capabilities:

2. Integrate knowledge from the paradigms of the western sciences and naturopathy.
3. Acknowledge the requirements of working within an integrated healthcare environment and use appropriate communication skills with patients and other professionals

### Learning and Teaching Resources

- Textbooks

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- Internet resources
- Lab workbooks
- Teaching equipment, e.g. whiteboard, audio-visual equipment
- Models
- specimens
- microscope
- slides

### **Prescribed Texts**

Heuther, et al 2003, *Understanding Pathophysiology – 5<sup>th</sup> Edition*, Mosby, St. Louis.

Lee, G & Bishop, P 2006, *Microbiology and infection control for health professionals*, Pearson Education Australia, French's Forest.

### **Recommended Texts**

Copstead, L 2005, *Pathophysiology*, Saunders, Los Angeles.

Heuther, et al 2005, *Study Guide and Workbook for Pathophysiology: The Biological Basis for Disease in Adults and Children, 5th edition*, Mosby, St. Louis.

McPhee, S, Lingappa, V & Ganong W 2005, *Pathophysiology of Disease: An Introduction to Clinical Medicine*, McGraw-Hill Medical, New York.

Porth, C 2006, *Essentials of Pathophysiology: Concepts of Altered Health States*, Lippincott Williams & Wilkins, Boston.

Price, S & Wilson, L 2002, *Pathophysiology: Clinical Concepts of Disease Processes*, Mosby, St. Louis.

Springhouse Publishing 2005, *Pathophysiology Made Incredibly Easy!* Springhouse corporation, Emeryville

### **Online Resources**

BioMed Central, Open Access Publishers, accessed online on 4<sup>th</sup> February 2007, from:  
<http://www.biomedcentral.com/>

Bowen, R 2006, *Pathophysiology of the Endocrine System*, Colorado State University, Denver, accessed online on 4<sup>th</sup> February 2007, from:  
<http://www.vivo.colostate.edu/hbooks/pathphys/endocrine/index.html>

Bowen, R 2006, *Pathophysiology of the Digestive System*, Colorado State University, Denver, accessed online on 4<sup>th</sup> February 2007, from:  
<http://www.vivo.colostate.edu/hbooks/pathphys/digestion/index.html>

Klatt, E 2007, *Webpath*, Department of Pathology, University of Utah, Salt Lake City, accessed online on 4<sup>th</sup> February 2007, from:  
<http://library.med.utah.edu/WebPath/webpath.html>

**COURSE TITLE:**

***Health Assessment for Natural Therapies 1***

**CREDIT VALUE:** 10

**LEVEL:** 6

**PRE-REQUISITES:** Human Anatomy & Physiology 2  
Biochemistry for Natural Health Science  
Health in Context (AUT)

**CO-REQUISITES:** Pathophysiology for Natural Therapists

**TOTAL LEARNING HOURS:** 100 hours

**CONTACT HOURS:** 45

**SPECIAL NOTES:**

**Purpose**

To enable the student to conduct a health assessment by comparing patients/clients to normal parameters of health

**Learning Outcomes**

On successful completion the student will be able to:

1. Define the normal parameters of health for selected systems and regions
2. Conduct a case interview that enables assessment to be focused
3. Conduct a physical examination that enables comparison with normal parameters

**Content**

- Case History taking
- General principles of physical examination
- Vital signs
- Physical Examination of: skin, head and neck, eyes and ears, the respiratory system, the breasts and axillary area, the cardiovascular system, the Abdominal region, the Musculoskeletal System, Nervous system, the reproductive system
- Physical changes due to pregnancy
- Examination of pregnant clients
- Paediatric clients, Referral protocol

**Learning and Teaching Strategies**

- Lectures
- Tutorials

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- Demonstrations of case taking and assessment
- Group Discussions
- Problem based learning exercises
- Small group work
- Clinical case discussions
- Clinical observations.

### Assessment

Assessment in this subject will be by one summative written examination and one summative practical examination

Assessment No.	Summative assessment	Weighting
1.	Exam 1 - <i>written</i> (1.5 hours)	50%
2.	Exam 2 - <i>practical</i> (0.5 hours)	50%
<b>Hurdle Assessment:</b>	Completion of Lab Workbook	

### Successful completion of this course will contribute to the following Graduate Capabilities:

1. Provide a high standard of safe, competent and professional naturopathic healthcare.
2. Integrate knowledge from the paradigms of the western sciences and naturopathy.
3. Acknowledge the requirements of working within an integrated healthcare environment and use appropriate communication skills with patients and other professionals

### Learning and Teaching Resources

- Textbooks
- Internet resources
- Assessment workbooks
- Teaching equipment, e.g. whiteboard, audio-visual equipment
- Models
- specimens
- microscope
- slides and videos
- DVDs: Physical Examination and Health Assessment DVD Series, version 2: Set of 17 DVDs

### Prescribed Texts

Baukaskas, et al 2002, *Health and Physical Assessment*, Mosby, St Louis, Missouri

Cottingham, P 2008, 'The Assessment Process and Clinical Reasoning in the Naturopathic Clinic', *Wellpark College Study Guide*, Wellpark College .

Heuther, et al 2003, *Understanding Pathophysiology – 5<sup>th</sup> Edition*, Mosby, St. Louis.

Jarvis, C 2007, *Physical Examination and Health Assessment*, Saunders, Los Angeles.

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Jarvis, C 2007, *Student Laboratory Manual for Physical Examination and Health Assessment*, Saunders, Los Angeles.

Jarvis, C 2007, *Pocket Companion for Physical Examination and Health Assessment*, Saunders, Los Angeles.

### **Recommended Texts**

Copstead, L 2005, *Pathophysiology*, Saunders, Los Angeles.

Heuther, et al 2005, *Study Guide and Workbook for Pathophysiology: The Biological Basis for Disease in Adults and Children, 5th edition*, Mosby, St. Louis.

McPhee, S, Lingappa, V& Ganong W 2005, *Pathophysiology of Disease: An Introduction to Clinical Medicine*, McGraw-Hill Medical, New York.

Porth, C 2006, *Essentials of Pathophysiology: Concepts of Altered Health States*, Lippincott Williams & Wilkins, Boston.

Price, S& Wilson, L 2002, *Pathophysiology: Clinical Concepts of Disease Processes*, Mosby, St. Louis

Springhouse 2006, *Health Assessment Made Incredibly Visual!*, Lippincott Williams & Wilkins, Boston

### **Online Resources**

BioMed Central, Open Access Publishers, accessed online on 9<sup>th</sup> February 2007, from:  
<http://www.biomedcentral.com/>

Chandrasekhar A. et. al. 2007, *Physical Diagnosis Screening Exam*, Loyola University, Chicago, accessed online on 22<sup>nd</sup> October 2007, from:  
[http://www.meddean.luc.edu/lumen/MedEd/MEDICINE/PULMONARY/pdself/menu\\_f.htm](http://www.meddean.luc.edu/lumen/MedEd/MEDICINE/PULMONARY/pdself/menu_f.htm)

Moser, M 2004, *Online Physical Exam Teaching Assistant*, University of Florida College of Medicine, accessed online on 22<sup>nd</sup> October 2007, from:  
<http://medinfo.ufl.edu/other/opeta/index.html>

Rathe, R 2000, *Physical Exam Study Guides*, University of Florida, accessed online on 22<sup>nd</sup> October 2007, from:  
<http://medinfo.ufl.edu/year1/bcs/clist/index.html>

School of Health 2007, *Media from A Visual Guide to Physical Examination*, California State University, Dominguez Hills, accessed online on 22<sup>nd</sup> October 2007, from:  
<http://sohstream.csudh.edu/netmedia/content/AVisualGuidetoPhysicalExamination.aspx>

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**COURSE TITLE:**

***Nutrition 1***

**CREDIT VALUE:** 15

**LEVEL:** 6

**PRE-REQUISITES:** Human Anatomy & Physiology 2  
Biochemistry for Natural Health Science

**CO-REQUISITES:** Pathophysiology

**TOTAL LEARNING HOURS:** 150 hours

**CONTACT HOURS:** 63

**SPECIAL NOTES:** Nil

**Purpose**

To introduce students to the biochemistry and pharmacology of nutrients and nutritional components, and to the application of nutritional and nutritional components to a range of common health disorders in naturopathic practice.

**Learning Outcomes**

On successful completion the student will be able to:

1. Analyse common health conditions with reference to the role of micronutrients.
2. Explore the health benefits and risks of micronutrients and relate them to foods and their role in human nutrition.
3. Examine how food components can act as antioxidants in free radical metabolism.
4. Utilise micronutrients for the treatment of common health problems in simulated cases.
5. Analyse common health conditions with reference to the role of the biochemistry of the essential fatty acids
6. Apply knowledge of the biochemistry of macronutrients in a simulated clinical environment
7. Identify a range of food medicines, their significant phytochemical compounds, and the role of those compounds in improving and maintaining health.

## Content

- Benefits and risks of vitamins, minerals and other micronutrients
- Uses and contraindications of minerals and other micronutrients
- Free radical exposure
- Antioxidants
- Treating common health conditions with nutritional approaches
- Digestion and metabolism of nutrients
- Food medicines
- One clinical nutrition session observation.

## Learning and Teaching Strategies

It is intended that the content of this course will, as far as possible, be synchronized with Pathophysiology to enhance student learning. Students will also observe a consultation in the student clinic to bring a 'real-life' context to nutrition and biochemistry theory.

- Lectures
- Tutorials
- Problem based learning exercises
- Group discussions
- Practical laboratory work
- Clinical simulations
- Structured clinical observation

## Assessment

The assessment for this subject is an assignment and an exam. The assignment will require students to apply knowledge of the biochemistry of nutrition to a common lifestyle disease.

## Hurdle Requirement

Completion of Clinical Record Book requirements. // *Want to see sample.*

**Note: The completed Clinical Record Book must be submitted with the final exam. The exam will not be marked unless the Clinical Record Book has been submitted.** //



<b>Assessment No.</b>	<b>Summative assessments</b>	<b>Weighting</b>
1.	Assignment (2000 words)	60%
2.	Exam (1 hour)	30%
3.	Lab Workbook (Pass/Fail)	10%

**Successful completion of this course will contribute to the following Graduate Capabilities:**

1. Provide a high standard of safe, competent and professional naturopathic healthcare
2. Integrate knowledge from the paradigms of the western sciences and naturopathy.

**Learning and Teaching Resources**

- Textbooks
- Electronic journals and other Internet resources
- Teaching equipment, e.g. white board, audio-visual
- Course notes
- Lab workbook

**Prescribed Texts**

Balch, P,A & Balch, J,F 2000, *Prescription for Nutritional Healing*, Avery Books, NY.

Bender, D 2003, *Nutritional Biochemistry of the Vitamins*, Cambridge University Press, Cambridge.

Bogden, J & Klevay, L (eds.) 2000, *Clinical Nutrition of the Essential Trace Elements and Minerals*, Humana Press, Totowa.

Hames, B, Hooper, N & Houghton, J 2005, *Instant Notes in Biochemistry – 3<sup>rd</sup> Edition*, Bios Scientific Publishers, Oxford.

**Recommended Texts**

Berg, J 2006, *Biochemistry*, W.H. Freeman, New York.

Brown, *et al* 2007, *Nutrition through the Life-cycle – 3<sup>rd</sup> Edition*, Wadsworth Publishing, Belmont.

Gropper, S 2000, *The Biochemistry of Human Nutrition*, Brooks Cole, Emeryville.

Gropper, S, Smith J & Groff J 2004, *Advanced Nutrition and Human Metabolism*, Wadsworth Publishing, Belmont.

Haas, E & Levin, B 2006, *Staying Healthy With Nutrition, 21st Century Edition: The Complete Guide to Diet & Nutritional Medicine*, Celestial Arts, Berkeley.

- Hark, L & Morrison, G 2003, *Medical Nutrition and Disease: A Case-Based Approach*, Blackwell Publishing Limited, Oxford.
- Lutz, C & Prszytulski, K 2005, *Nutrition & Diet Therapy: Evidence-Based Applications*, F.A. Davis Co., Philadelphia.
- Rosenthal, J 2005, *Integrative Nutrition: The Future of Nutrition*, Integrative Nutrition Publishing, New York.
- Stipinuk, M (ed.) 2000, *Biochemical and Physiological Aspects of Human Nutrition*, W.B. Saunders Company, Philadelphia.
- Wardlaw, G & Smith, A 2006, *Contemporary Nutrition*, McGraw-Hill, New York.
- Whitney, E 2007, *Understanding Nutrition*, Wadsworth Publishing, Belmont.

### Online Readings

- Evans, J 2007, 'Antioxidants: Do they have a role in the treatment of insulin resistance?', *Indian Journal of Medical Research*, vol 125, no. 3, pp. 355-372, accessed online on 10<sup>th</sup> July 2007, from:  
<http://www.icmr.nic.in/ijmr/2007/March/0311.pdf>
- Evans, P & Halliwell, B 2001, 'Micronutrients: Oxidant/Antioxidant Status', *British Journal of Nutrition*, Vol. 85, supp. 2, pp 67-74, accessed online on 8<sup>th</sup> July 2007, from:  
[http://docstore.ingenta.com/cgi-bin/ds\\_deliver/1/u/d/ISIS/38497360.1/cabi/bjn/2001/00000085/900000s2/art00002/796BD22B6710F2E1118405719105293C33ED093435.pdf?link=http://www.ingentaconnect.com/error/delivery&format=pdf](http://docstore.ingenta.com/cgi-bin/ds_deliver/1/u/d/ISIS/38497360.1/cabi/bjn/2001/00000085/900000s2/art00002/796BD22B6710F2E1118405719105293C33ED093435.pdf?link=http://www.ingentaconnect.com/error/delivery&format=pdf)
- Flores, *et. al* 2007, 'Multiple micronutrient supplementation and dietary energy intake in pregnant women', *Salud Pública de México*, vol. 49, no. 3, pp. 190-198, accessed online on 9<sup>th</sup> July 2007, from:  
<http://www.scielosp.org/pdf/spm/v49n3/04.pdf>
- Mayne, S 2003, 'Antioxidant Nutrients and Chronic Disease: Use of Biomarkers of Exposure and Oxidative Stress Status in Epidemiologic Research', *Journal of Nutrition*, vol. 133, supp. 3, pp. 9333s-940s, accessed online on 9<sup>th</sup> July 2007, from:  
<http://jn.nutrition.org/cgi/reprint/133/3/933S>
- Olthof, *et. al* 2005, 'Effect of Homocysteine-Lowering Nutrients on Blood Lipids: Results from Four Randomised, Placebo-Controlled Studies in Healthy Humans', *Plos Medicine*, vol. 2, no. 5, accessed online on 9<sup>th</sup> July 2007, from:  
[http://medicine.plosjournals.org/archive/1549-1676/2/5/pdf/10.1371\\_journal.pmed.0020135-L.pdf](http://medicine.plosjournals.org/archive/1549-1676/2/5/pdf/10.1371_journal.pmed.0020135-L.pdf)

Ramakrishna, V & Jaikhani, R 2007, 'Evaluation of oxidative stress in Insulin Dependent Diabetes Mellitus (IDDM) patients', *Diagnostic Pathology*, vol. 2, no. 1:22, Epub, accessed online on 10<sup>th</sup> July 2007, from:  
<http://www.diagnosticpathology.org/content/pdf/1746-1596-2-22.pdf>

Released under the Official Information Act 1982

**Course  
Course Title:**

**Medical Humanities 3**

<b>Course Number:</b>	HEAL6377	Level: 6	Credits: 15
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**Main programme:** Bachelor of Applied Science (Human Biology)

**Pre-requisites:** All level 5 courses

**Co-requisites:** Nil

**Learning time:**

Directed/supervised hours	Self-Directed (Unsupervised) hours	Total Hours
60	90	150

**Course aim:**

To enable students to examine psychological theories and interpersonal relationships, to review strategies utilized in developing a therapeutic relationship and to explore the role of creativity in healthcare

<b>Learning Outcomes:</b>	Sub-outcomes
Critically evaluate the therapeutic relationship and its relevance to both the patient and the osteopath	<p>Discuss issues impacting on therapeutic relationships such as boundary setting, burnout, gender, values and culture.</p> <p>Discuss strategies, skills and theories that can be used in effective interpersonal communication.</p> <p>Identify the student's own strengths and weaknesses that contribute toward effective communication.</p>
Discuss psychological theories of the self	<p>Discuss selected theories of the self from a psychological perspective.</p> <p>Examine the impact of psychological theories on interpersonal relationships.</p>
Discuss and interpret the ways in which different forms of art media have been used to express patient or practitioner experience	<p>Explore the relationship between creativity and self expression</p> <p>Explore the importance of creativity and patient narrative in healthcare</p> <p>Discuss ways in which the experiences of patients and practitioners can be expressed creatively</p>

**Topics/Content/Outline:**

Psychological theories of the self; Assertiveness, Bridging differences, Boundaries and burnout, Client-centred counselling, Therapeutic relationship, Congruence, Empathy Problem solving, Self disclosure, Unconditional positive regard, exploring the patient/practitioner experience of health and illness through art and literature, creativity and its role in healthcare, narrative based medicine

**Assessment:**

Weighting %	Nature of assessment	Learning Outcomes
40	Group project and presentation	3
60	Written assignment.	1,2

**Learning and teaching approaches:**

Lectures, Tutorials, Group work & presentations, Simulation, Role-plays,

**Learning resources required:**

None

**Learning resources recommended:**

Arnold R. 2005, *Empathic intelligence: Teaching, learning and relating*, UNSW Press, Sydney,

Bauby J-D. 1998, *The Diving Bell and the Butterfly: A Memoir of Life in Death*, Vintage.

Belkin, L. 1994, *First, Do No Harm*, Fawcett.

Burnett R. 2004, *How Images Think.*, MIT Press, Cambridge

Butler S. & Rosenblum B. 1996, *Cancer in Two Voices*, Spinsters Ink Books.

Buzan T. 2002, *The Power of Verbal Intelligence*, Thorsons, London

Capron A. M. 2002, *The Silent World of Doctor and Patient*, The John Hopkins University Press.

Damasio A. 2000, *The Feeling of What Happens: Body and Emotion in the Making of Consciousness*, Harvest Books.

Finn D. 2000, *How to Look at Everything*, Abrams, New York,

Frank A. W. 1997, *The Wounded Storyteller : Body, Illness, and Ethics*, University of Chicago Press.

- Frank A. W. 2002, *At the Will of the Body: Reflections on Illness*, Mariner Books.
- Greenhalgh T. & Hurvitz B. (Eds) 1998, *Narrative Based Medicine*, BMJ Books, London,
- Leonardo, *Journal of The Society of Science, Art and Technology*, MIT Press (in Unitech library)
- Mannoni L. 2004, *Eyes, Lies and illusions: Drawn from the Werner Nekes collection*, Hayward Galleries/Lund Humphries, London,
- Mattingley C. & Garro, L. C. 2000, *Narrative and the Cultural Construction of Illness and Healing*, University of California Press.
- Rungapadiachy D.M. 1999, *Interpersonal communication and psychology for health care professionals: theory and practice*. Oxford: Butterworth-Heinemann.
- Sachs O. 1984,, *A leg to stand on*, Touchstone, New York,
- Selzer R. 1999, *The Doctor Stories*, Picador, London
- The European Association for the History of Medicine and Health Web Page, Strasbourg, accessed online on 7<sup>th</sup> March 2007, from: <http://www.eahmh.net/>

**COURSE TITLE:**

**Health Assessment for Natural Therapies 2**

**CREDIT VALUE:** 15

**LEVEL:** 6

**PRE-REQUISITES:** Health Assessment 1  
Pathophysiology for Natural Therapies

**TOTAL LEARNING HOURS:** 150 hours

**CONTACT HOURS:** 72

**SPECIAL NOTES:**

There is no clinical requirement for this subject, but it is linked with Clinical Practice 1 and cases sourced from the Student Clinic will provide learning situations for Health Assessment 2.

**Purpose**

To further develop students' ability to assess clients' health status by studying a range of naturopathic assessment methods. These are integrated with biomedical health assessment in the context of a naturopathic clinical environment.

**Learning Outcomes**

On successful completion the student will be able to:

1. Discuss the role of various assessment strategies in naturopathic practice
2. Determine which tests are appropriate for a given client
3. Appraise health status using a range of naturopathic assessment tools
4. Conduct examinations suitable to naturopathic clinical practice
5. Integrate naturopathic and biomedical health assessment techniques
6. Extend knowledge of pathophysiology
7. Interpret medical test results and make clinical decisions based on the interpretation
8. Differentiate between health conditions and refer according to the scope of practice of a naturopath
9. Demonstrate an ability to follow referral and request protocols.

**Content**

- Holistic assessment and the role of diagnostic aids in naturopathy
- Health assessment questionnaires (mental, emotional and physical)
- Physical examination for naturopathy

*Naturopathic  
assessments  
cellular information*

*Privacy issues  
hygiene requirements*

*Released under the Official Information Act 1982*

- Naturopathic assessment strategies – including haemaview, iris analysis, hair analysis, salivary hormone analysis, intestinal permeability, stool diagnosis, face, tongue, hair and nails, reflex points
- Understanding medical test results – blood, urine, tissue, microscopy and cultures, radiological and imagery findings
- Test results and treatment protocols
- Referral and referral protocols

### **Learning and Teaching Strategies**

- Lectures
- Tutorials
- Problem based learning and small group work
- Group discussions
- Clinical case discussions
- Laboratory manuals.

### **Assessment**

The assessment for this subject is an exam and a project. The project will require students to integrate knowledge of various methods of testing in the context of clinical practice.

<b>Assessment No.</b>	<b>Summative assessment</b>	<b>Weighting</b>
1.	Exam (1 ½ hours)	50%
2.	Project (1500 words)	50%

### **Successful completion of this course will contribute to the following Graduate Capabilities:**

1. Provide a high standard of safe, competent and professional naturopathic healthcare.
2. Integrate knowledge from the paradigms of the western sciences and naturopathy.
3. Acknowledge the requirements of working within an integrated healthcare environment and use appropriate communication skills with patients and other professionals.
4. Demonstrate an open-minded and critical stance in relation to healthcare issues.
6. Manage a naturopathic clinic professionally and ethically with regard to applicable government and professional regulations and requirements.

### **Learning and Teaching Resources**

- Textbooks
- Internet
- Examination equipment
- Lab Workbook
- Teaching equipment, e.g. whiteboard, audio-visual equipment

### **Prescribed Texts**



Baukauskas, et al 2002, *Health and Physical Assessment*, Mosby, St Louis, Missouri

Cottingham, P 2008, 'The Assessment Process and Clinical Reasoning in the Naturopathic Clinic', *Wellpark College Study Guide*, Wellpark College

Heuther, et al 2003, *Understanding Pathophysiology*, Mosby, St. Louis.

Jensen, B 1991, *Visions of Health: Understanding Iridology*, Avery, New York.

Nicoll, et. al 2000, *Pocket Guide to Diagnostic Tests*, McGraw Hill, Dubuque.

### **Recommended Texts**

Bamer, D 1996, *Practical Iridology and Sclerology*, Woodland Publishing, North Orem.

Colton, J & Colton, S 1996, *Iridology: Health Analysis and Treatments from the Iris of the Eye*, Element Books, London.

Hall, D 1994, *Iridology*, Piatkus Books, London.

Hauser, W, Karl, J& Stoltz, R 2006, *Information from Structure and Colour (Iridology 1)*, Medicina Biologica, Milan.

Icon health Publishers 2004, *Iridology: A Medical Dictionary, Bibliography, And Annotated Research Guide To Internet References*, Icon Health Publishers, Logan

Jackson, A & Williams, S 1993, *Iridology: A Guide to Iris Analysis and Preventive Health Care*, Tuttle Publishing, North Clarendon.

Jackson-Main, P 2006, *Practical Iridology: Using Your Eyes to Pinpoint Your Health Risks and Your Particular Path to Wellbeing*, Carroll & Brown Publishers, London.

Jensen, B 1982, *Iridology: The Science and Practice in the Healing Arts Collector's Edition*, Bernard Jensen, Escondido.

Jensen, B 2005, *Science and Practice of Iridology*, Whitman, Winona Lake

Navratil, F 2001, *Iridology Flashcards*, Return to Health Books, Prague.

Navratil, F 2001, *For your Eyes Only*, Return to Health Books, Prague.

Riley, J 2005, *Iridology Simplified*, Kessinger Publishing, Whitefish.

Thomas, A & Bunce, K, *Iridology and Health: A Total Approach*, Thomas & Bunce,

**COURSE TITLE:**

***Introduction to Clinical Practice***

**CREDIT VALUE:** 10

**LEVEL:** 6

**PRE-REQUISITES:** Pathophysiology  
Herbal Medicine 1  
Nutrition 1

**TOTAL LEARNING HOURS:** 100 hours

**CONTACT HOURS:** 45

**SPECIAL NOTES:** Nil

*Brand new  
To lead students into  
clinics*

*What are the stresses for.*

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**Purpose**

To introduce students to a clinical practice in naturopathy with emphasis on communication with clients and peers, professional practice issues, clinical procedures, client health assessment and clinical reasoning. Students will function as junior assistants in the clinic, assisting senior students and working under the supervision of the clinic supervisor.

**Learning Outcomes**

On successful completion the student will be able to:

1. Conduct client interview and health assessment professionally to prevent client distress, discomfort or embarrassment
2. Demonstrate ethical and professional behaviours appropriate to a junior assistant in the clinic, including social and cultural awareness
3. Demonstrate development of skills in clinical reasoning, problem solving, information management and communication
4. Record case notes in a clear, accurate, concise and competent manner
5. Discuss and reflect on consultations and clinic experiences
6. Communicate and work effectively with senior students and clinical supervisors
7. Demonstrate awareness of occupational health and safety requirements
8. Demonstrate reception, record management and dispensary skills,
9. Utilise the Clinical Record Book to guide ongoing learning

## Content

- Clinical ethics, protocols, and professional behaviours
- Being a mentoree – the role and its responsibilities
- Clinical observation and health assessment
- Client case-taking and managing clinical information
- Case notes as legal documents
- Clinical reasoning and its application
- Interpreting clinical symptoms
- Treatment strategies
- Case management
- Occupational health and safety in the clinic
- Managing a naturopathic dispensary
- Dispensing naturopathic remedies.

## Learning and Teaching Strategies

- Supervised clinical practice
- Work alongside senior students (buddy system)
- Client health assessment
- Tutorials
- Group discussions.

## Assessment

Assessment for this subject is the Clinical Record Book and a take-home exam. Requirements for the Clinical Record Book are designated items based on the learning outcomes for this subject and students must attain a satisfactory standard in all items (pass/fail).

Assessment No.	Summative assessments	Weighting
1.	Clinical record book	50%
2.	Take-home exam (clinical reasoning exercise)	50%

## Learning and Teaching Resources

- Wellpark Student Clinic and Dispensary
- Wellpark Code of Ethics and Clinic Protocols and Procedures
- Clinical Record Book
- Textbooks
- Clinical case sheets
- Internet resources
- Journals
- Teaching equipment, e.g. white board, audio-visual
- Course notes

**Prescribed Texts**

Baukaskas, et al 2002, *Health and Physical Assessment*, Mosby, St Louis, Missouri

Cottingham, P 2008, 'The Assessment Process and Clinical Reasoning in the naturopathic Clinic', *Wellpark College Study Guide*, Wellpark College

Higgs, J, Sefton, A, Street, A, McAllister, L & Hay, I 2005, *Communicating in the health and social sciences*. Oxford University Press, Melbourne.

Higgs, J & Jones, M 1995, *Clinical reasoning in the health professions*. Butterworth-Heinemann, Boston.

Prousky, J 2007, *Principles & Practices of Naturopathic Clinical Nutrition*, CCNM Press, Toronto.

**Recommended Texts**

Mengel, M, Hollman, W & Fields, S 2002, *Fundamentals of Clinical Practice: A Textbook on the Patient, Doctor, and Society*, Springer.

Mitchell, W, *Plant Medicine: Applications of the Botanical Remedies in the Practice of Naturopathic Medicine (Preparatory Manuscript & Clinical Notes, Year 2000 Update) (Spiral-bound)*, Mitchell.

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**COURSE TITLE:**

**Herbal Medicine 1**

**CREDIT VALUE:** 15

**LEVEL:** 6

**PRE-REQUISITES:** Foundations of Herbal Medicine

**CO-REQUISITES:** Pathophysiology

**TOTAL LEARNING HOURS:** 150 hours

**CONTACT HOURS:** 63

**SPECIAL NOTES:** Students will study at least 40 commonly used medicinal plants in this course

*heavy outcomes  
assessment  
have changed  
Exams & big  
assignment*

**Purpose**

To provide students with the basis of clinical herbal medicine through the study of herbal materia medica, herbal pharmacology and herbal therapeutics.

**Learning Outcomes**

On successful completion the student will be able to:

1. Investigate herbal materia medica and interpret relevant information for the herbal management of disease conditions
2. Differentiate between herbal and orthodox medical management of disease and apply appropriate principles in a simulated clinical environment.
3. Differentiate between the herbal medicine treatment of acute and chronic disease in a simulated clinical environment.
4. Manage client conditions utilising herbal medicine in a simulated clinical environment
5. Apply, with justification, the principles of prescribing and dosage in a simulated clinical environment.

## Content

- Study of herbal materia medica
- The pharmacology of herbs
- Principles of herbal therapeutics in a clinical environment.
- Prescribing and dispensing principles in herbal medicine
- Herbal therapeutics as applied to a range of body systems and disorders.

## Learning and Teaching Strategies

It is intended that the content of this course will, as far as possible, be synchronized with Pathophysiology to enhance student learning.

- Lectures
- Tutorials
- Problem based learning
- Group discussions
- Clinical simulations

## Assessment

Assessment for this course will be by two summative exams with the first being held during the semester and the final one in the exam period. Students will also complete an assignment to integrate learning in this course.

Assessment No.	Summative assessment	Weighting
1.	Exam 1 (1.5 hours)	30%
2.	Exam 2 (1.5 hours)	30%
3.	Assignment (1500 words/equiv)	40%

## Successful completion of this course will contribute to the following Graduate Capabilities:

1. Provide a high standard of safe, competent and professional naturopathic healthcare
2. Integrate knowledge from the paradigms of the western sciences and naturopathy.

## Learning and Teaching Resources

- Textbooks
- Internet
- Journals
- Teaching equipment, e.g. white board, audio-visual equipment
- Course notes and manuals
- Prescription forms and repertory sheets
- Fresh and dried plant specimens?
- Dispensary?

### **Prescribed Texts**

Bone, K 2003, *A Clinical Guide to Blending Liquid Herbs*, Churchill Livingstone, Edinburgh.

Cottingham, P 2006, *Herbal Pharmacology Manual*, Wellpark College, Auckland.

Mills, S & Bone, K 2000, *Principles and Practice of Phytotherapy*, Churchill Livingstone, Edinburgh.

Pengelly, A 2004, *The Constituents of Medicinal Plants: an introduction to the chemistry and therapeutics of herbal plants - 2<sup>nd</sup> edn.*, CABI Publishing, Wallingford.

### **Recommended Texts**

Blumenthal, M, Brinckman, J & Wohlschlaeger, B 2003, *The ABC Clinical Guide to Herbs*, Thieme Medical Publishers, New York.

Capasso, et. al 2003, *Phytotherapy: A Quick Reference to Herbal Medicine*, Springer, New York.

Duke, J 1999, *Green Pharmacy: New Discoveries in Herbal Remedies for Common Diseases and Conditions from the World's Foremost Authority on Healing Herbs*, Rodale Books, New York.

Gruenwald, J (ed.) 2004, *PDR for Herbal Medicines*, Thomson healthcare, London.

Heinrich, et.al 2004, *Fundamentals of Pharmacognosy and Phytotherapy*, Churchill Livingstone, St. Louis.

Hoffman, D 2003, *Medical Herbalism*, Healing Arts Press, Rochester.

Murray, M 2004, *The Healing Power of Herbs: The Enlightened Person's Guide to the Wonders of Medicinal Plants*, Gramercy, Buchanan.

Owen, D 2001, *A herbal Internet Companion*, Haworth Press, Binghampton.

Robbers, J & Tyler, V 1999, *Tyler's Herbs of Choice*, Haworth Press, Binghampton.

Schulz, et. al 2004, *Rational Phytotherapy: A Reference Guide for Physicians and Pharmacists*, Springer, New York.

Smith, E 2001, *Therapeutic Herb Manual*, Ed Smith.

Willamson, E, Okpako, D & Evans, F 1996, *Pharmacological Methods in Phytotherapy Research (Pharmacological Methods in Phytotherapy Research, V. 1)*, Wiley, New York.

### Other Resources

Blumenthal, M (Ed.) 2007, *Herbalgram*, American Botanical Council, Austin, accessed online on 30<sup>th</sup> March 2007, from:  
<http://content.herbalgram.org/abc/herbalgram/>

Center for the Study of Digital Libraries 2007, *Vascular Plant Image Gallery*, Texas A&M University, College Station, accessed online on 30<sup>th</sup> March 2007, from:  
<http://www.csdl.tamu.edu/FLOA/gallery.htm>

Duke, J, 'Dr. Duke's Phytochemical and Ethnobotanical Databases' James Duke, accessed online on 30<sup>th</sup> March 2007, from:  
<http://www.ars-grin.gov/duke/>

Krauss, H *Henriette's Herbal Homepage*, Henriette Kraus, accessed online on 30<sup>th</sup> March 2007, from:  
<http://www.henriettesherbal.com/index.html>

McCaleb, R 2003, 'Herb World News Online', *Herb Research Foundation*, Boulder, accessed online on 30<sup>th</sup> March 2007, from:  
<http://www.herbs.org/current/media.htm>

Moerman, D 2007, *Native American Ethnobotany*, University of Michigan, Deaborn, accessed online on 30<sup>th</sup> March 2007, from:  
<http://herb.umd.umich.edu/>

Moore, M 2007, *Southwest School of Botanical Medicine Home Page*, Southwest School, Bisbee, accessed online on 30<sup>th</sup> March 2007, from:  
<http://www.swsbm.com/HOMEPAGE/HomePage.html>

National Institute of Health, *Herbs at a Glance*, National centre for Complementary and Alternative Medicine, Bethesda, accessed online on 30<sup>th</sup> March 2007, from:  
<http://nccam.nih.gov/health/herbsataglance.htm>

Wooten, J 2007, 'Herb Med', *Alternative Medicine Foundation*, Annadale, accessed online on 30<sup>th</sup> March 2007, from:  
<http://www.herbmed.org/>



**COURSE TITLE:**

**Nutrition 2**

**CREDIT VALUE:** 20

**LEVEL:** 6

**PRE-REQUISITES:** Nutrition 1

**CO-REQUISITES:** Introduction to Clinical Practice.

**TOTAL LEARNING HOURS:** 200 hours

**CONTACT HOURS:** 90

**SPECIAL NOTES:** Nil

**Purpose**

To prepare students to utilise evidence-based clinical nutrition within a naturopathic practice

**Learning Outcomes**

On successful completion the student will be able to:

1. Demonstrate knowledge of assessment of a client's nutritional status
2. Integrate knowledge from traditional naturopathic approaches to nutrition with contemporary research
3. Develop nutritional plans for optimum health in the developmental life stages
4. Develop nutritional plans for selected conditions commonly encountered within a naturopathic clinical practice
5. Compare and contrast naturopathic approaches to nutrition with the approaches of orthodox medicine and nutrition, and integrative medicine.

**Content**

- Comparison of approaches to nutrition in naturopathy, orthodox medicine/nutrition, and integrative medicine
- Nutritional research and its role in informing contemporary naturopathic practice
- The food groups and Recommended Daily Intakes
- Nutrition for health through the developmental life stages
- Nutritional assessment of clients
- Development of nutritional plans for a range of health conditions.

*not changed dramatically  
but learning outcomes  
& assessments  
have been revised*

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## Learning and Teaching Strategies

- Lectures
- Tutorials
- Problem based learning exercises
- Group discussions
- Labs
- Clinical simulation
- Integration of learning and practice with the co-requisite subject *Introduction to Clinical Practice*

## Assessment

Assessment in this course will consist of a literature review, an assignment and an exam. The purpose of the assessment is to integrate knowledge from traditional naturopathy and contemporary nutritional research, and to apply this knowledge to a range of life stages and health conditions.

Assessment No.	Summative assessments	Weighting
1.	Assignment 1 (2500 words)	40%
2.	Literature review (2000 words)	30%
3.	Exam (1 ½ hour)	30%

## Successful completion of this course will contribute to the following Graduate Capabilities:

1. Provide a high standard of safe, competent and professional naturopathic healthcare
2. Integrate knowledge from the paradigms of the western sciences and naturopathy.
5. Engage in ongoing professional development to maintain currency in knowledge and practice.

## Learning and Teaching Resources

- Textbooks
- Electronic databases and other Internet resources
- Teaching equipment, eg white board, audio-visual
- Course notes
- Lab workbook

**Prescribed Texts**

- Balch, P, A& Balch, J,F 2000, *Prescription for Nutritional Healing*, Avery Books, NY.
- Bender, D 2003, *Nutritional Biochemistry of the Vitamins*, Cambridge University Press, Cambridge.
- Bogden, J& Klevay, L (eds.) 2000, *Clinical Nutrition of the Essential Trace Elements and Minerals*, Humana Press, Totowa.
- Hames, B, Hooper, N &Houghton, J 2005, *Instant Notes in Biochemistry – 3<sup>rd</sup> Edition*, Bios Scientific Publishers, Oxford.

**Recommended Texts**

- Gropper, S 2000, *The Biochemistry of Human Nutrition*, Brooks Cole, Emeryville
- Gropper, S, Smith, J& Groff, J 2004, *Advanced Nutrition and Human Metabolism*, Wadsworth Publishing, Belmont.
- Haas, E &Levin, B 2006, *Staying Healthy With Nutrition, 21st Century Edition: The Complete Guide to Diet & Nutritional Medicine*, Celestial Arts, Berkeley.
- Lutz ,C &Prszytulski, K 2005, *Nutrition & Diet Therapy: Evidence-Based Applications*, F.A. Davis Co., Philadelphia.
- Rolfs, S, Pinna, K& Whitney, E 2005, *Understanding Clinical and Normal Nutrition*, Brooks Cole, Emeryville.
- Rosenthal, J 2005, *Integrative Nutrition: The Future of Nutrition*, Integrative Nutrition Publishing, New York,
- Sizer, F &Whitney, E 2006, *Nutrition: Concepts and Controversies, MyPyramid Update*, Brooks Cole, Emeryville.
- Wardlaw, G &Smith, A 2006, *Contemporary Nutrition*, McGraw-Hill, New York.
- Whitney, E 2007, *Understanding Nutrition*, Wadsworth Publishing, Belmont.

## Online Readings

American Dietetic Association, *Evidence Analysis Library*, accessed online on 4<sup>th</sup> March 2007, from:  
<http://www.adaevidencelibrary.com/default.cfm?library=EBG&auth=1>

Brunner, *et. al* 2001, 'Making Public Health Nutrition relevant to evidence-based action', *Public Health Nutrition*, vol. 4, no. 6, pp. 1297 – 1299, accessed online on 4<sup>th</sup> March 2007, from:  
[http://journals.cambridge.org/download.php?file=%2FPHN%2FPHN4\\_06%2FS1368980001001197a.pdf&code=0734acb0210abfc55eecd461067b11c3](http://journals.cambridge.org/download.php?file=%2FPHN%2FPHN4_06%2FS1368980001001197a.pdf&code=0734acb0210abfc55eecd461067b11c3)

Franz, *et. al* 2002, 'Evidence-Based Nutrition Principles and Recommendations for the Treatment and Prevention of Diabetes and Related Complications', *Diabetes Care*, vol. 25, supp. 1, accessed online on 4<sup>th</sup> March 2007, from:  
[http://care.diabetesjournals.org/cgi/reprint/25/suppl\\_1/s50](http://care.diabetesjournals.org/cgi/reprint/25/suppl_1/s50)

Mosca *et. al.* 'Evidence-Based Guidelines for Cardiovascular Disease Prevention in Women', *Circulation: Journal of the American Heart Association*, vol. 109, pp. 672-693, accessed online on 4<sup>th</sup> March 2007, from:  
<http://circ.ahajournals.org/cgi/reprint/109/5/672>

Receveur, O, Boulay, M& Kuhnlein, H, 'Decreasing Traditional Food Use Affects Diet Quality for Adult Dene/Me'tis in 16 Communities of the Canadian Northwest Territories', *Journal of Nutrition*, vol. 127, no. 11, pp. 2179-2186, accessed online on 4<sup>th</sup> March 2007, from:  
<http://jn.nutrition.org/cgi/reprint/127/11/2179>

Roberfroid, M 2000, 'Concepts and strategy of functional food science: the European perspective', *American Journal of Clinical Nutrition*, vol. 71, supp: 1660S–4S, accessed online on 4<sup>th</sup> March 2007, from:  
<http://www.ajcn.org/cgi/reprint/71/6/1660S.pdf>

Schroder, *et. al* 2004, 'Adherence to the Traditional Mediterranean Diet Is Inversely Associated with Body Mass Index and Obesity in a Spanish Population', *The Journal of Nutrition*, vol. 134, no. 12, pp. 3355-3361, accessed online on 4<sup>th</sup> March 2007, from:  
<http://jn.nutrition.org/cgi/reprint/134/12/3355>

Trichopoulos, D, Laggiou, P & Trichopoulou, A 2000, 'Evidence-based nutrition', *Asia Pacific Journal of Clinical Nutrition*, vol. 9, suppl , s4 – s9, accessed online on 4<sup>th</sup> March 2007, from:  
<http://www.healthyeatingclub.org/APJCN/Volume9/vol9supp/Tricho.pdf>

**Unitec Course:**

**Course Title:**

**Research Methods**

<b>Course Number:</b>	HEAL7374	<b>Level:</b> 7	<b>Credits:</b> 15
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**Main programme:** Bachelor of Applied Science (Human Biology)

**Pre-requisites:** All level 6 courses

**Co-requisites:** Nil

**Learning time:**

*at Unitec but will provide a level of support - Follow as regularly*

Directed/supervised hours	Self-Directed (Unsupervised) hours	Total Hours
60	90	150

**Course aim:** To enable the student to develop an understanding of research process and methodology; to develop critical thinking and the organisational skills required for research.

Learning Outcomes:	Sub-outcomes
Critically examine research methodologies	
Examine quantitative and qualitative approaches to data collection and analysis	Critique the use of statistical methods to analyse data
Contextualise research in professional, social, academic and clinical settings	Critically discuss ethical issues relating to research  Assess the ethical risk / benefit issues relating to research  Examine issues of participants' rights, privacy and consent.
Critique selected research papers	Critically evaluate methodology  Critique the analysis of data and the drawing of conclusions.

<p>Complete and present a research proposal on a negotiated topic</p>	<p>Conduct a literature review on selected topic</p> <p>Construct a scientific argument for a research project</p> <p>Contextualise the research project within current understanding of the research field</p> <p>Present research proposal</p>
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**Topics/Content/Outline:**

Scientific method in context of osteopathy (natural therapies); Philosophical, moral and ethical issues in research; Identification of researchable problems; Research methodologies and data collection  
 Qualitative and quantitative analysis; Statistical analysis and interpretation; The use of Information Technology in research; Literature reviews; Communication and presentation of research.

**Assessment:**

Weighting	Nature of assessment	Learning Outcomes
40%	Portfolio	1-4
60%	Research proposal	5

**Learning and teaching approaches:**

Lectures  
 Tutorials/seminars  
 Workshops

**Learning resources required:**

Jenkins S. Price C.J. Straker L. *The Researching Therapist.*, Churchill Livingstone, St. Louis

**Learning resources recommended:**

Berglund C. 2001, *Health Research*, Oxford University Press, South Melbourne

Domholdt E. *Physical Therapy Research: Principles and Applications. (3rd Ed)*, W.B. Saunders Company, Philadelphia

Freeman, L & Lawlis, G 2001, *Mosby's Complementary and Alternative Medicine: A Research-Based Approach.*, Mosby, St. Louis

Fugh-Berman, A 1997, *Alternative Medicine: What Works*, Williams-Wilkins, Philadelphia

Greenhalgh, T 2001, *How to Read a Paper: The basics of Evidence-based Medicine*, Churchill Livingstone, Edinburgh

Holloway I. Freshwater D. *Narrative Research in Nursing*, Wiley, New York

Hunink, et.al., 2001, *Decision Making in Health and Medicine: Integrating Evidence and Values*, Cambridge University Press, Cambridge

Lang TA, Secic M. *How to report statistics in medicine. (2nd ed.)*, American College of Physicians

Rothstein J. Ehternach J. L. *Primer of Measurement: An introductory guide to measurement issues*, American Physical Therapy Association, Alexandria

Released under the Official Information Act 1982

**COURSE TITLE:**

***Clinical Practice for Naturopaths 1***

**CREDIT VALUE:** 30

**LEVEL:** 7

**PRE-REQUISITES:** Successful completion of Years 1 and 2

**TOTAL LEARNING HOURS:** 300 hours

**CONTACT HOURS:** 144

**SPECIAL NOTES:**

1. The course is delivered within the framework of Wellpark College's Clinic Policies and Protocols, and the Clinic's Code of Ethics.
2. Clinical Practice 1 will focus on supervision and direction to support students in making clinical decisions. Towards the end of Clinical Practice 1 students will be assessed as to their progress towards working without supervision, as independent practice will be the goal in Clinical Practice 2.
3. Students' clinical performance (based on requirements identified in the Clinical Record Book) will be assessed at least twice during the semester to allow for identification of areas that require improvement.

**Purpose**

To provide a supervised clinical environment which will support students towards the independent practice of naturopathy in a safe, competent, confident and professional manner, applying traditional knowledge integrated with modern medical science. This subject provides the opportunity for students to synthesise learning from the theoretical and practical studies undertaken throughout the course.

**Learning Outcomes**

On successful completion the student will be able to:

1. Demonstrate professional interaction with clients including the ability to explain negative and positive findings in simple and culturally appropriate terms
2. Demonstrate basic counseling skills and determine when to refer clients for professional counseling



3. Evaluate clients according to naturopathic clinical principles and protocols and formulate treatment and management plans based on that evaluation
4. Present case reports in written and oral formats and contribute to case discussions.
5. Successfully plan and manage the treatment of clients using an evidence base suitable to naturopathic clinic practice
6. Demonstrate ability to synthesise naturopathic treatments according to client needs
7. Describe the legal requirements of a professional healthcare practice
8. Utilise the Clinical Record Book to guide ongoing learning, self-development, and quality assurance
9. Demonstrate key skills in the effective management of a professional natural therapies clinic.
10. Demonstrate consolidation of skills in clinical reasoning, problem solving, information management and communication

### **Content**

- Counselling skills for the clinical environment.
- Legal requirements (including occupational health and safety) in professional practice
- Reflective practice, self-development and quality assurance in clinical practice
- Supervised clinical practice
- Application of clinical policies and protocols including referral protocols.

### **Learning and Teaching Strategies**

- Grand rounds: weekly case presentations and discussions with experienced naturopathic practitioners
- Workshops: counselling
- Problem based learning and clinical reasoning
- Client Profiles
- Observation of experienced naturopathic practitioners in external clinical settings
- Peer review
- Clinical Record Book
- Self and professional development strategies.

*Grand Rounds*

### **Assessment**

Assessment in this subject consists of case presentations and reports, a practical and oral examination, and satisfactory completion of required elements in the Clinical Record Book. The aim of the assessment is to prepare students for the final semester where independent, professional practice is the goal.

November 2007

Note that clinical performance will be assessed via the Clinical Record Book at least twice during the semester to identify areas needing improvement.

**Hurdle Requirements**

1. 80% attendance at weekly case presentations and discussions.
2. Satisfactory completion of at least 38 consultations. *Should be 33.*

Assessment No.	Summative assessments	Weighting
1.	Case presentations reports x 2, 20 mins each. including summaries of literature reviews (1500 words each report)	30%
2.	Written reports x 2 (based on above case presentations and including summaries of literature reviews – 1500 words each report)	30%
2.3.	Practical and oral examination	20%
3.	Oral examination	20%
4.	Clinical Record Book (Pass/Fail)	

**Successful completion of this course will contribute to the following Graduate Capabilities:**

1. Provide a high standard of safe, competent and professional naturopathic healthcare.
2. Integrate knowledge from the paradigms of the western sciences and naturopathy
3. Acknowledge the requirements of working within an integrated healthcare environment and use appropriate communication skills with patients and other professionals.
4. Demonstrate an open-minded and critical stance in relation to healthcare issues.
5. Engage in ongoing professional development to maintain currency in knowledge and practice.
6. Manage a naturopathic clinic professionally and ethically with regard to applicable government and professional regulations and requirements.
7. Refrain from discrimination on any grounds, including race, religion, gender, disability, ancestry, nationality, sexual orientation, and economic and social standing.
8. Contribute to the field of naturopathy through engaging in evidence based practice, research, scholarship and mentoring.
9. Identify opportunities to provide service and leadership in healthcare, the profession, and the community.

**Learning and Teaching Resources**

- Experienced naturopathic practitioners and guest speakers
- Wellpark College Student Clinic
- Wellpark Code of Ethics and Clinic Protocols and Procedures
- Textbooks

- Electronic databases and other Internet resources
- Journals
- Teaching equipment, e.g. whiteboard, audio-visual equipment.

### **Prescribed Texts**

Baukauskas, et al 2002, *Health and Physical Assessment*, Mosby, St Louis.

Braun, L & Cohen, M 2007, *Herbs and Natural Supplements: an evidence based approach*, (2<sup>nd</sup> ed), Elsevier, St Louis.

Heuther, et al 2003, *Understanding Pathophysiology*, Mosby, St. Louis.

Jensen, B 1991, *Visions of Health: Understanding Iridology*, Avery, New York.

Nicoll, et. al 2000, *Pocket Guide to Diagnostic Tests*, McGraw Hill, Dubuque.

Prousky, J 2007, *Principles & Practices of Naturopathic Clinical Nutrition*, CCNM Press, Toronto.

Wellpark College of Natural Therapies 2007, *Haemaview Manual*, author to be determined, Auckland

### **Recommended Texts**

Pizzorno, J & Murray, M 2005, *Textbook of Natural Medicine edition: Text with Continually Updated Online Reference, 2-Volume Set*, Churchill Livingstone, St. Louis.

Pizzorno, J & Murray, M 2005, *The Clinicians Handbook of Natural Medicine*, Churchill Livingstone, St. Louis.

Released under the Official Information Act 1982

**COURSE TITLE:**

***Herbal Medicine 2***

**CREDIT VALUE:** 15

**LEVEL:** 6

**PRE-REQUISITES:** Herbal Medicine 1  
Pathophysiology for Natural Therapists

**CO-REQUISITES:** Nil

**TOTAL LEARNING HOURS:** 150 hours

**CONTACT HOURS:** 72

**SPECIAL NOTES:** Students will study at least 60 commonly used medicinal plants in this course

*Integrated  
Herbal medicine*

**Purpose**

To provide students with ongoing study in clinical herbal medicine through the examination of herbal materia medica, herbal pharmacology and herbal therapeutics.

**Learning Outcomes**

On successful completion the student will be able to:

1. Investigate herbal materia medica and interpret relevant information for the herbal management of disease conditions
2. Differentiate between herbal and orthodox management of disease and apply appropriate principles in a simulated clinical environment
3. Differentiate between herbal medicine treatment of acute and chronic disease in a simulated clinical environment.
4. Manage client conditions utilising herbal medicine in a simulated clinical environment
5. Apply, with justification, herbal medicines to a range of conditions in a simulated clinical environment
6. Identify potential herb and drug interactions and their impact on clinical practice.

## Content

- Study of herbal materia medica
- The pharmacology of herbs
- Herbal therapeutics as applied to a range of body systems and disorders.
- Herb/drug/food interactions and their impact on clinical practice

## Learning and Teaching Strategies

- Lectures
- Tutorials
- Problem based learning
- Small group work
- Group discussions
- Clinical simulation

## Assessment

Assessment for this course will be by two summative exams with the first being held during the semester and the final one in the exam period. Students will also complete a literature review to integrate learning and explore current research in an area of herbal medicine.

Assessment No.	Summative assessment	Weighting
1.	Exam 1 (1.5 hours)	30%
2.	Exam 2 (1.5 hours)	30%
3.	Literature review (1500 words)	40%

## Successful completion of this course will contribute to the following Graduate Capabilities:

1. Provide a high standard of safe, competent and professional naturopathic healthcare
2. Integrate knowledge from the paradigms of the western sciences and naturopathy.
5. Engage in ongoing professional development to maintain currency in knowledge and practice.

## Learning and Teaching Resources

- Textbooks
- Electronic databases and other Internet resources
- Journals
- Teaching equipment, e.g. white board, audio-visual equipment
- Course notes and manuals
- Prescription forms and repertory sheets
- Fresh and dried plant specimens
- Dispensary

**Prescribed Texts**

Bone, K 2003, *A Clinical Guide to Blending Liquid Herbs*, Churchill Livingstone, Edinburgh

Cottingham, P, 2006, *Herbal Pharmacology Manual*, Wellpark College, Auckland.

Mills, S & Bone, K 2000, *Principles and Practice of Phytotherapy*, Churchill Livingstone, Edinburgh.

Pengelly, A 2004, *The Constituents of Medicinal Plants: an introduction to the chemistry and therapeutics of herbal plants - 2<sup>nd</sup> edn.*, CABI Publishing, Wallingford.

**Recommended Texts**

Blumenthal, M, Brinckman, J & Wohlschlaeger, B 2003, *The ABC Clinical Guide to Herbs*, Thieme Medical Publishers, New York.

Capasso, et. al 2003, *Phytotherapy: A Quick Reference to Herbal Medicine*, Springer, New York.

Duke, J 1999, *Green Pharmacy: New Discoveries in Herbal Remedies for Common Diseases and Conditions from the World's Foremost Authority on Healing Herbs*, Rodale Books, New York.

Gruenwald, J (ed.) 2004, *PDR for Herbal Medicines*, Thomson healthcare, London.

Heinrich, et.al 2004, *Fundamentals of Pharmacognosy and Phytotherapy*, Churchill Livingstone, St. Louis.

Hoffman, D 2003, *Medical Herbalism*, Healing Arts Press, Rochester.

Murray, M 2004, *The Healing Power of Herbs: The Enlightened Person's Guide to the Wonders of Medicinal Plants*, Gramercy, Buchanan.

Owen, D 2001, *A herbal Internet Companion*, Haworth Press, Binghampton.

Patarca-Montero, R 2001, *Phytotherapy of Chronic Fatigue Syndrome: Evidence-Based and Potentially Useful Botanicals in the Treatment of CFS*, Haworth Press, Binghamton.

Robbers, J & Tyler, V 1999, *Tyler's Herbs of Choice*, Haworth Press, Binghampton.

Schulz, et. al 2004, *Rational Phytotherapy: A Reference Guide for Physicians and Pharmacists*, Springer, New York.

Smith, E 2001, *Therapeutic Herb Manual*, Ed Smith.

Willamson, E. Okpako, D & Evans, F 1996, *Pharmacological Methods in Phytotherapy Research (Pharmacological Methods in Phytotherapy Research, V. 1)*, Wiley, New York.

### Other Resources

Blumenthal, M (Ed.) 2007, *Herbalgram*, American Botanical Council, Austin, accessed online on 1<sup>st</sup> March 2007, from:  
<http://content.herbalgram.org/abc/herbalgram/>

Center for the Study of Digital Libraries 2007, *Vascular Plant Image Gallery*, Texas A&M University, College Station, accessed online on 1<sup>st</sup> March 2007, from:  
<http://www.csdl.tamu.edu/FLORA/gallery.htm>

Duke, J 2007, 'Dr. Duke's Phytochemical and Ethnobotanical Databases' James Duke. Accessed (insert date) accessed online on 1<sup>st</sup> March 2007, from:  
<http://www.ars-grin.gov/duke/>

Krauss, H 2007, *Henriette's Herbal Homepage*, Henriette Kraus. Accessed (insert date) accessed online on 1<sup>st</sup> March 2007, from:  
<http://www.henriettesherbal.com/index.html>

McCaleb, R 2003, 'Herb World News Online', *Herb Research Foundation*, Boulder. accessed online on 1<sup>st</sup> March 2007, from:  
<http://www.herbs.org/current/media.htm>

Moerman, D 2007, *Native American Ethnobotany*, University of Michigan, Deaborn, Accessed (insert date) accessed online on 1<sup>st</sup> March 2007, from:  
<http://herb.umd.umich.edu/>

Moore, M 2007, *Southwest School of Botanical Medicine Home Page*, Southwest School, Bisbee, accessed online on 1<sup>st</sup> March 2007, from:  
<http://www.swsbn.com/HOMEPAGE/HomePage.html>

National Institute of Health, *Herbs at a Glance*, National centre for Complementary and Alternative Medicine, Bethesda, accessed online on 1<sup>st</sup> March 2007, from:  
<http://nccam.nih.gov/health/herbsataglance.htm>

Wooten, J 2007, 'Herb Med', *Alternative Medicine Foundation*, Annadale. Accessed (insert date) accessed online on 1<sup>st</sup> March 2007, from:  
<http://www.herbmed.org/>

**COURSE TITLE:**

***Clinical Practice for Naturopaths 2***

**CREDIT VALUE:** 30

**LEVEL:** 7

**PRE-REQUISITES:** Successful completion of Years 1 and 2 & Semester 5

**TOTAL LEARNING HOURS:** 300 hours

**CONTACT HOURS:** 144

**SPECIAL NOTES:**

1. Students will prescribe herbal medicine in at least 80 per cent of their cases.
2. The proportion of self-directed clinics will increase in this programme to 50%
3. The course is delivered within the framework of Wellpark College's Clinic Policies and Protocols, and the Clinic's Code of Ethics.
4. An External Examiner will be employed to examine students during the final practical examination.

**Purpose**

To enable students to independently practice naturopathy in a competent, confident and professional manner applying traditional wisdom and knowledge integrated with modern medical science.

**Learning Outcomes**

**On successful completion the student will be able to:**

1. Demonstrate professional interaction with the client/patient.
2. Evaluate clients according to naturopathic clinical principles and protocols and formulate treatment plans based on that evaluation
3. Present case analyses in written and oral formats.
4. Successfully plan and complete the treatment of a minimum of 20 clients throughout the year using an evidence base suitable to naturopathic clinic practice.



5. Create a personal development plan based on reflection and evaluation within the clinical environment
6. Demonstrate key skills in the effective management of a professional natural therapies clinic.

### **Content**

- Business practice for naturopathic clinics
- Observation of experienced practitioners in the clinical environment.
- Reflective practice, self-development and quality assurance in clinical practice
- Application of clinical policies and protocols including referral protocols
- Supervised clinical practice.

### **Learning and Teaching Strategies:**

- Grand rounds: weekly case presentations and discussions with experienced naturopathic practitioners
- Workshops
- Problem based learning and clinical reasoning
- Client Profiles
- Observation of experienced naturopathic practitioners in external clinical settings
- Peer review
- Clinical Record Book
- Self and professional development strategies

### **Assessment**

#### **Hurdle Requirements**

1. 80% attendance at weekly case presentations and discussions.
2. Satisfactory completion of at least 33 consultations
3. Each component of the assessment must achieve a pass of 50% (pass for clinical record book).

The following range of formative and summative assessments is available for use in this course:

- Oral presentation
- Practical assessment
- Written case presentations

A lot of assessment  
 Too much for the  
 Wellpark College of Natural Therapies  
 Judas!

30 cp = 7.5-9000 wds. Pres 20 min = 1000 wds

Assessment No.	Summative assessments	Weighting
1.	Case presentations x 2 (20 mins each) Case analyses -10 to be completed (500 words each equivalent)	20%
2	Written reports x 2 (based on above case presentations and including summaries of literature reviews – 1500 words each report)	20%
2.	Case Presentation (1/2 hour)	10%
3.	Business Plan (1500 words)	10%
4.	Clinical Record Book (Pass/Fail)	10%
5.	Objective Structured Clinical Exam (1.5 hours, Panel to conduct)	30%

Successful completion of this course will contribute to the following Graduate Capabilities:

1. Provide a high standard of safe, competent and professional naturopathic healthcare.
2. Integrate knowledge from the paradigms of the western sciences and naturopathy.
3. Acknowledge the requirements of working within an integrated healthcare environment and use appropriate communication skills with patients and other professionals.
6. Manage a naturopathic clinic professionally and ethically with regard to applicable government and professional regulations and requirements.
7. Refrain from discrimination on any grounds, including race, religion, gender, disability, ancestry, nationality, sexual orientation, and economic and social standing.

#### Learning and Teaching Resources

- Textbooks
- Internet
- Journals
- Teaching equipment, eg whiteboard, audio-visual equipment
- Guest speakers
- Clinic based learning

#### Prescribed Texts

Baukauskas, et al 2002, *Health and Physical Assessment*, Mosby, St Louis

Braun, L & Cohen, M 2007, *Herbs and Natural Supplements: an evidence based approach*, (2<sup>nd</sup> ed), Elsevier, St Louis.

Heuther, et al 2003, *Understanding Pathophysiology*, Mosby, St. Louis

Jensen, B 1991, *Visions of Health: Understanding Iridology*, Avery, New York.

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Medhurst, R 2002, *The Business of Healing: a guide to practice establishment and practice management for non-medical healthcare professionals*. Author-published: Medhurst R, PO Box 153 Greenock Sth Aust 5360: [medhurstr@yahoo.com](mailto:medhurstr@yahoo.com)

Nicoll, et. al 2000, *Pocket Guide to Diagnostic Tests*, McGraw Hill, Dubuque

Prousky, J 2007, *Principles & Practices of Naturopathic Clinical Nutrition*, CCNM Press, Toronto.

Wellpark College of Natural Therapies 2007, *Haemaview Manual*, Author, Auckland

Released under the Official Information Act 1982

**COURSE TITLE:**

**Nutrition 3**

**CREDIT VALUE:** 15

**LEVEL:** 7

**PRE-REQUISITES:** Nutrition 2  
Clinical Practice 1  
Health Assessment 2

**TOTAL LEARNING HOURS:** 150 hours

**CONTACT HOURS:** 63

**SPECIAL NOTES:**

**Purpose**

This course covers both clinical and sociological aspects of nutrition, preparing the student to explore and comment on current nutritional issues and link these to the clinical practice of nutrition.

**Learning Outcomes**

On successful completion the student will be able to:

- Analyse research related to social issues in nutrition
- Appraise the role of nutrition in social development
- Critically interpret nutritional information in terms of clinical practice and social development
- Appraise the role of nutrition in health-related conditions prevalent among the population in Aotearoa/New Zealand
- Demonstrate ability as a nutrition educator via role plays and poster.

**Content**

- Nutrition and society in Aotearoa/New Zealand
- The evidence base for developing nutritional strategies
- Epidemiological evidence and how this applies to nutrition
- The impact of sociological aspects of nutrition on clinical practice
- The clinical management of obesity, diabetes, cardiovascular disease, paediatric conditions, geriatric conditions and cancer as a reflection of national nutritional goals
- Health education concepts and practices.

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### Learning and Teaching Strategies

- Lectures
- Tutorials
- Problem based learning
- Group discussions
- Role plays

### Assessment

Assessment in this subject will consist of a project and a poster. The project will require students to apply the knowledge gained in this subject to a real life setting. The poster is required to be of a standard suitable for presentation at a conference (approx. size 75 x 100 cms). The best posters will be displayed in the College and the student clinic.

Assessment No.	Summative assessments	Weighting
1.	Project (2500 words)	60%
2.	Poster (equiv 1500 words)	40%

### Learning and Teaching Resources

- Textbooks
- Electronic databases and other Internet resources
- Journals
- Teaching equipment, e.g. white board, audio-visual
- Course notes.

### Successful completion of this course will contribute to the following Graduate Capabilities:

1. Provide a high standard of safe, competent and professional naturopathic healthcare
2. Integrate knowledge from the paradigms of the western sciences and naturopathy.
5. Engage in ongoing professional development to maintain currency in knowledge and practice.

**Prescribed Text**

Gibney, M, Margetts, B & Kearney, J 2004, *Public Health Nutrition*, The Nutrition Society, Oxford.

Gilbert, G & Sawyer, R 2000, *Health Education: Creating Strategies for School and Community Health*, Jones and Bartlett, Sudbury.

**Recommended Texts**

Bagachi, D & Preuss, H (eds.) 2007, *Obesity - Epidemiology, Pathophysiology and Prevention*, CRC Press, Broken Sound Pathway

Dangour, A, Grundy, E & Fletcher, A 2007, *Ageing Well – Nutrition, Health and Social Interventions*, CRC Press, Broken Sound Pathway

Deen, D & Hark, L 2007, *The Complete Guide to Nutrition in Primary Care*, Blackwell Publishing, Malden

Germov, J & Williams, L (eds) 2004, *A Sociology of Food and Nutrition*, Oxford University Press, Melbourne

Gibney, M, McDonald, I & Roche, H 2005, *Nutrition and Metabolism*, Blackwell Science, Oxford

Samour, P & King, K 2005, *Handbook of Pediatric Nutrition*, Jones and Bartlett Publishers, Sudbury

Scott, S & Duncan, C 2002, *Demography and Nutrition*, Blackwell Science, Oxford.

Willet, W 1998, *Nutritional Epidemiology*, Oxford University Press, New York.

**Other Resources**

Ezzati, *et. al* 2005, 'Rethinking the "Diseases of Affluence" Paradigm: Global Patterns of Nutritional Risks in Relation to Economic Development', *PloS Medicine*, vol. 2, no. 5, pp. 404-412, accessed online on 6<sup>th</sup> March 2007, from:  
[http://medicine.plosjournals.org/archive/1549-1676/2/5/pdf/10.1371\\_journal.pmed.0020133-L.pdf](http://medicine.plosjournals.org/archive/1549-1676/2/5/pdf/10.1371_journal.pmed.0020133-L.pdf)

Health Ed 2007, *Searchable catalogue of resources about key public health topics*, Ministry of Health, Wellington, accessed on 8<sup>th</sup> July 2007, online at:  
<http://www.healthed.govt.nz/>

Garcia, D (Director) 2004, *The Future of Food*, Lily Films

Katan, M 2007, 'Does Industry Sponsorship Undermine the Integrity of Nutrition Research?', *PLoS Medicine*, vol. 4, no. 1, pp. 3-4, accessed online on 6<sup>th</sup> March 2007, accessed online on 6<sup>th</sup> March from:

<http://medicine.plosjournals.org/perlserv/?request=get-document&doi=10.1371/journal.pmed.0040006>

Lesser, *et. al* 2007, 'Relationship between Funding Source and Conclusion among Nutrition-Related Scientific Articles', *PLoS Medicine*, vol. 4, no. 1, pp. 41-46, accessed online on 6<sup>th</sup> March 2007, from:

[http://medicine.plosjournals.org/archive/1549-1676/4/1/pdf/10.1371\\_journal.pmed.0040005-L.pdf](http://medicine.plosjournals.org/archive/1549-1676/4/1/pdf/10.1371_journal.pmed.0040005-L.pdf)

Millett, *et. al* 2007, 'Ethnic Disparities in Diabetes Management and Pay-for-Performance in the UK: The Wandsworth Prospective Diabetes Study', *PloS Medicine*, vol. 4, no. 6, pp. 1087-1093, accessed online on 6<sup>th</sup> March 2007, from:

[http://medicine.plosjournals.org/archive/1549-1676/4/6/pdf/10.1371\\_journal.pmed.0040191-L.pdf](http://medicine.plosjournals.org/archive/1549-1676/4/6/pdf/10.1371_journal.pmed.0040191-L.pdf)

Spurlock, M (Director) 2004, *Super Size Me - DVD*, Arts Alliance America, Washington

Released under the Official Information Act 1982

**COURSE TITLE:**

***Evidence Based Practice for Natural Therapies***

**CREDIT VALUE:** 15

**LEVEL:** 7

**PRE-REQUISITES:** Research Methods (Unitec) or equivalent

**CO-REQUISITES:** Clinical Practice for Naturopaths 2

**TOTAL LEARNING HOURS:** 150 hours

**CONTACT HOURS:** 63

**SPECIAL NOTES:** Nil

*Phillip to teach  
this one  
having at  
evidence base  
for natural  
therapies*

**Purpose**

To equip the student to include applicable research findings in the formulating of treatment plans, utilise the evidence base in a variety of ways and settings to enhance the practice of natural medicine, and participate in the debate on evidence and research methodologies. The importance of ongoing professional development is emphasized.

**Learning Outcomes**

On successful completion the student will be able to:

1. Discuss the role of scientific evidence in natural therapies settings
2. Select and apply applicable evidence-based information in a naturopathic clinical practice
3. Appraise the role of research compared to the role of traditional and clinically accepted methods in formulating treatment and management plans for natural therapies practice
4. Debate the concept of 'Best Practice' in natural medicine
5. Critically appraise the evidence base of particular cases, utilising case outcomes
6. Critique the role of the manufacturing sector as providers of ongoing professional development for naturopaths.

**Content**

1. The nature of evidence and evidence-based practice
2. Evidence, tradition, and the critical stance
3. The application of scientific evidence in a natural medicine practice
4. Levels of evidence and their application in practice
5. Critical evaluation of the role of research in a natural medicine practice
6. Case presentations utilising a range of evidence types
7. Defending treatment decisions



8. Ongoing professional development for naturopaths.

### Learning and Teaching Strategies

- Lectures
- Tutorials
- Problem based learning exercises
- Literature review
- Group discussions and peer review
- Client profiles
- Student presentations

### Assessment

Assessment for this subject consists of an essay on a topic relevant to the evidence debate, and a report where evidence from published research and from traditional clinical sources is considered in the context of three current cases. The cases are sourced from students' clients in Clinical Practice

Assessment No.	Summative assessments	Weighting
1.	Essay (2000 words)	50%
2.	Report: Application of evidence (scientific and traditional) to three current cases (2000 words) <i>3 cases</i>	50%

### Successful completion of this course will contribute to the following Graduate Capabilities

1. Provide a high standard of safe, competent and ethical professional naturopathic healthcare to the community.
2. Integrate knowledge from the paradigms of the western sciences and naturopathy.
3. Acknowledge the requirements of working within an integrated healthcare environment and use appropriate communication skills with patients and other professionals.
4. Demonstrate an open-minded and critical stance in relation to healthcare issues.
5. Engage in ongoing professional development to maintain currency in knowledge and practice.
8. Contribute to the field of naturopathy through engaging in evidence based practice, research, scholarship and mentoring.
9. Identify opportunities to provide service and leadership in healthcare, the profession, and the community.

### Learning and Teaching Resources

- Textbooks
- Electronic databases and other Internet resources
- Journals
- Teaching equipment, e.g. whiteboard, audio-visual equipment
- Guest speakers

- Clinic based learning

### **Prescribed Text**

Hunink, et.al., 2001, *Decision Making in Health and Medicine: Integrating Evidence and Values*, Cambridge University Press, Cambridge

### **Recommended Texts**

Berglund C. 2001, *Health Research*, Oxford University Press, South Melbourne

Freeman, L & Lawlis, G 2001, *Mosby 's Complementary and Alternative Medicine: A Research-Based Approach.*, Mosby, St. Louis

Fugh-Berman, A 1997, *Alternative Medicine: What Works*, Williams-Wilkins, Philadelphia

Greenhalgh, T 2001, *How to Read a Paper: The basics of Evidence-based Medicine*, Churchill Livingstone, Edinburgh

Jenicek, M 2003, *Foundations of Evidence-Based Medicine*, Taylor and Francis, London

Weir M, 2000. *Complementary Medicine, Ethics and Law*. Prometheus Publications: Ashgrove Qld.

Mantle, F 1999, *Complementary Therapies: Is there an Evidence Base?* Nursing Times Books, Market Harborough

Oken, B 2003, *Complementary Therapies in Neurology: An evidence-based approach*, Taylor and Francis, London

Sagar, S 2001, *Restored Harmony: An Evidence Based Approach for Integrating Traditional Chinese Medicine into Complementary Cancer Care*, Dreaming Dragonfly Communications, Hamilton

Strauss, et.al 2005, *Evidence Based Medicine*, BMJ Publishing Group, London

White, S & Stancombe, J 2003, *Clinical Judgement in the Health and Welfare Professions: Extending the Evidence base*, Open University Press, Maidenhead.

### **Recommended Articles**

Eisenberg, et al 2001, 'Perceptions of Complementary Therapies', *Annals of Internal Medicine, American College of Physicians—American Society of Internal Medicine*, vol.135, no.5, pp 344-5, accessed online on 5th May 2007, from: <http://www.annals.org/cgi/reprint/135/344.pdf>

Ernst, E 2000, 'The Role of Complementary and Alternative Medicine', *British Medical Journal* vol.321, no.7269, pp. 1133-1135, accessed online ~ 5~ May 2007, from: <http://bmj.bmjournals.com/cgi/reprint/321/7269/1133>

Guyatt, *et al* 2000, 'Practitioners of evidence based care. Not all clinicians need to appraise evidence from scratch but all need some skills', *British Medical Journal*, vol.320, no.7240, pp.954-955, accessed online on 5th May 2007, from: <http://bmj.bmjournals.com/cgi/reprint/320/7240/954>

Linde, *et al* 2001, 'The methodological quality of randomised controlled trials of homoeopathy, herbal medicines and acupuncture', *International Journal of Epidemiology* vol.30, no.3, pp.526-531, accessed online on May 2007, from: <http://ije.oxfordjournals.com/cgi/reprint/30/3/526>

Sackett, *et al* 1996, 'Evidence-Based Medicine: What it is and what it isn't', *British Medical Journal*, vol. 312, 711-72, accessed online on 2<sup>nd</sup> March 2006, from: [http://www.cebm.net/ebm\\_is\\_isnt.asp](http://www.cebm.net/ebm_is_isnt.asp)

Vickers, A 2000, 'Recent Advances in Complementary Medicine: Clinical Review', *British Medical Journal*, vol.321, no.7262, pp.683-6, accessed online on 5th May 2007, from: <http://www.pubmedcentral.nih.gov/pocrender.fcgi?artid=118559&blobtype=pdf>

#### **Other Resources**

Journal of Evidence-Based Medicine, accessed online on 6<sup>th</sup> March 2007, from: <http://ebm.bmjournals.com/>



**WELLPARK COLLEGE OF NATURAL THERAPIES**

**BACHELOR OF NATUROPATHY  
AND HERBAL MEDICINE**

**APPLICATION FOR APPROVAL AND  
ACCREDITATION**

**APPENDICES**

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November 2007

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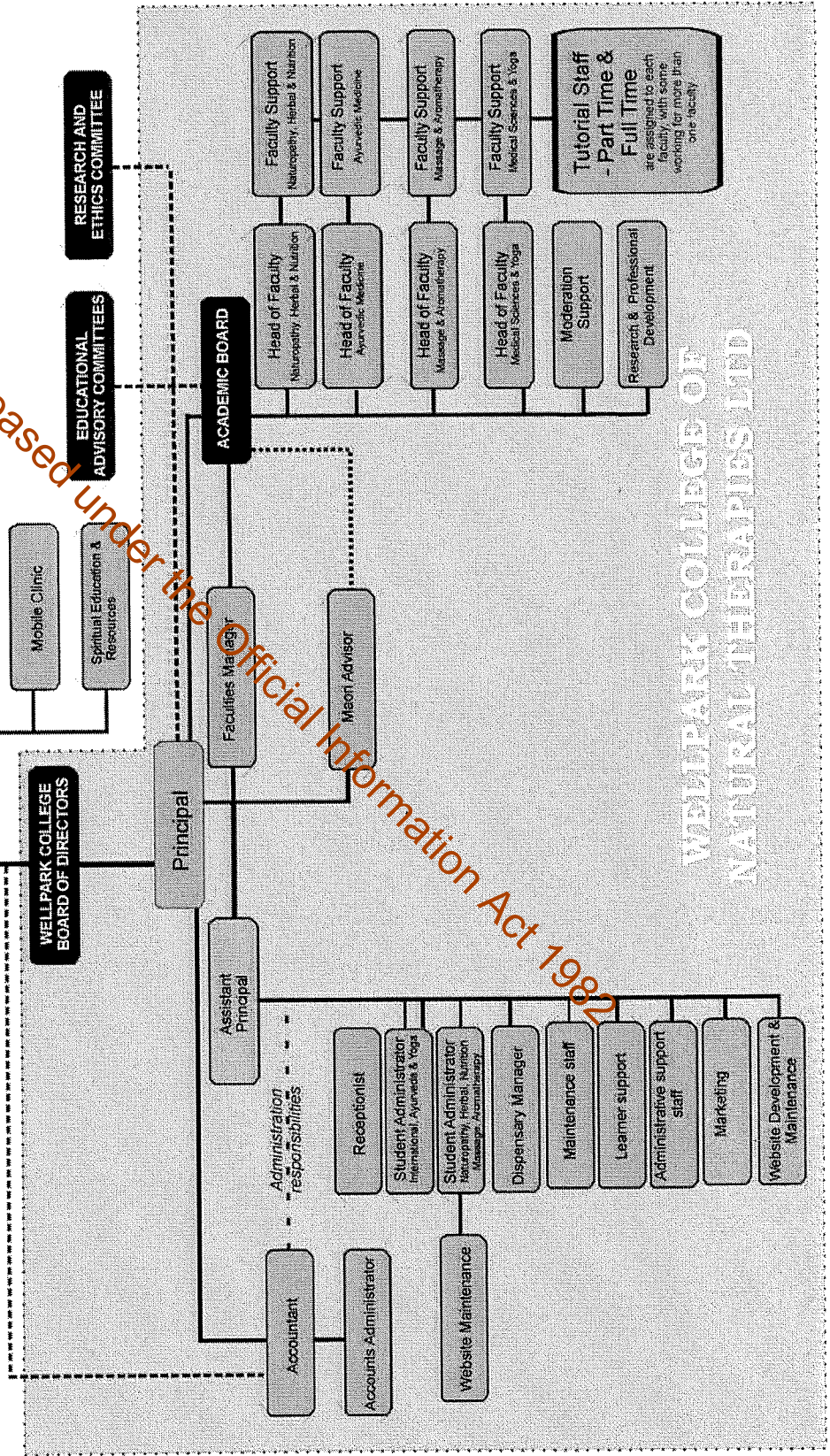
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# Appendix 1 Structure Chart and Functions of Committees

## STRUCTURE CHART PREMA TRUST & WELLPARK COLLEGE

## PREMA TRUST



## Committee Functions

### **Prema Trust Board**

The composition of the Prema Trust Board is:

Grant Litchfield	Chairperson	<i>Lawyer</i>
Lindsay Peart	Secretary	<i>Teacher (retired)</i>
Dinesh Lal	Trustee	<i>Surgeon</i>
Peta Joyce	Trustee	<i>Natural Therapist</i>
Phillip Cottingham	Principal	<i>Naturopath</i>
Jenny Cottingham	Assistant Principal	<i>Psychologist</i>

### **Prime Function**

The prime function of the Trust Board is to monitor the overall performance of Wellpark College of Natural Therapies and to approve and advise on the strategic direction of the educational establishment as a whole.

### **Responsibilities of the Board of Trustees**

- Setting strategic objectives for the College
- Reviewing and approving strategic plans
- Monitoring the College's progress towards and achievement of strategic objectives
- Reviewing and approving College budgets
- Reviewing and approving the hiring of senior management staff
- Monitoring the Principal's performance and conducting his annual performance review
- Reviewing and approving capital expenditure over \$3,000
- Overseeing compliance with legislation and regulations of agencies to whom the College is accountable
- Ensuring that the management systems of the College are consistent with the aims and objectives of the Trust
- Reviewing and approving any activities that broadly affect the aims and objectives of the Trust
- Maintaining the reputation, culture and image of the College and advocating on its behalf

### **System Operation**

The Trust Board will meet quarterly or more frequently if required to discuss the performance of the Trust as a whole on the basis of documentation provided by subsidiary support units (i.e Wellpark College, Satyavan and the Services Arm). In addition, the Principal is required to submit reports on the financial performance of the College and the extent to which it is achieving its strategic plan. The Board will work to a pre-determined agenda and its meeting decisions will be minuted. Copies of agendas and minutes will be held by all trustees.



### **Board of Directors**

The composition of the Board of Directors is:

- Principal
- Assistant Principal
- Two Trust Board members

### **Prime Function**

The prime function of the Board of Directors is to oversee and manage the ongoing operation of the College

### **Responsibilities of the Board of Directors**

- Reviewing and developing policies and procedures for all aspects of administrative and academic management
- Approving purchases within stipulated budgets
- Contributing to strategic planning
- Approving staffing appointments and monitoring staffing levels
- Approving the development of new courses/programmes
- Reviewing the relevance and currency of existing courses
- Determining student selection criteria and admission procedures
- Monitoring the delivery of programmes
- Ensuring compliance with employment legislation
- Overseeing the welfare of academic and administrative staff
- Approving professional development grants
- Dealing with administrative issues
- Ratifying audit and review reports

### **System Operation**

The Board of Directors meets monthly to monitor all aspects of the operational management of QRC and to make decisions on issues which arise. At each meeting the members deal with standard agenda items and general business. Minutes are taken to record key decisions, along with responsibilities and a timeline for completion for each agreed action. Minutes of meetings are circulated to each member and a master copy held on file in the Principal's office.

In addition to the formal monthly meetings, members of the Board of Directors meet informally to share information and discuss events as required.

### **Academic Board**

The composition of the Academic Board is:

- Principal
- Assistant Principal
- Heads of Faculty (4)
- Faculty Administrator
- Student representative (as required)
- Administration representatives (as required)
- Maori Advisor (as required)

November 2007

**Prime Function**

The prime function of the Academic Board is to set the academic policies of the College, co-ordinate the development and approval of new courses/ programmes, manage all aspects of course/programme delivery and to fulfil a broad quality assurance and continuous improvement function.

**Responsibilities of the Academic Board**

- Reviewing courses/programmes and approving newly designed or redesigned courses/programmes
- Approving major programme changes
- Assisting in the development of academic policies and procedures
- Monitoring internal moderation practice and external moderation data
- Assisting the Principal in matters of faculty management, curriculum development and delivery
- Assisting in mediation in matters of dispute between faculties or tutors
- Reviewing disciplinary cases
- Sighting written summaries of student evaluation feedback
- Considering student grievances and appeals
- Contributing to and sighting internal and external reviews/audits

**System Operation**

The Academic Board meets monthly to review all aspects of the delivery of programmes and make decisions on any issues which arise. At each meeting, the members deal with standard agenda items and general business. Minutes are taken to record key decisions along with responsibilities and a timeline for completion for each agreed action. Minutes of meetings are circulated to each member and a master copy held on file in the office of the Principal.

In addition to the formal once monthly meetings, members of the team meet informally to share information and discuss events as required.

**Administration Meetings**

Administration team meetings will be run on a fortnightly basis and be attended by the College's administrative staff. These will focus on operational procedures and practices. Minutes will be taken of key decisions reached and circulated to the team.

## **Advisory Committees**

The College's Advisory Council has been replaced by the establishment of three Advisory Committees to support the Faculties as follows:

1. Naturopathy, Herbal Medicine, Aromatherapy
2. Ayurvedic Medicine and Yoga
3. Massage

### **The composition of each Advisory Committee is:**

- Wellpark College Principal (ex officio)
- Heads of Faculty (ex officio)
- Academic from institution running natural therapies programmes (without conflict of interest)
- Graduate student/s
- Up to four practitioners for each modality covered
- Iwi representative
- Representative from the key professional association/s
- Clinical Supervisor – Prema Clinic (as appropriate)
- Committee Secretary (Wellpark College)

Members are appointed for a two year term. Further members are seconded for one year appointments on an 'as needs' basis. Each Advisory Committee meets twice each academic year.

### **Terms of Reference for each Committee**

- To strengthen links between the College and members of the profession.
- To monitor the quality of the range of the College's programmes for the relevant Faculty/ies through receiving reports on student achievement.
- To advise on the ongoing development of the curriculum so that the programmes remain current and at the leading edge of natural therapies education.
- To advise on the content of any related courses of study that will meet the ongoing professional development needs of graduates of the modalities represented.
- To provide information and advice on career paths and employment opportunities for graduates of the modalities represented.

Minutes, with actions, are retained for all Committee meetings.

## **Research and Ethics Committee**

The composition of the Research Ethics Committee is:

- External Academic as Chair
- Research Leader
- Three members or representatives of the Academic Board of whom at least one member is actively involved in research
- One representative from the Principal's department
- External representatives from Natural Therapies industry

NOTE: All members of the Committee are to have a working knowledge of the Privacy Act, Human Rights Act, Treaty of Waitangi and the College's research protocols.

### **Prime Function**

The prime function of the Research Ethics Committee is to guide and promote the development of research within the College and to address research-related issues.

### **Responsibilities of the Research and Ethics Committee**

- Approving all research proposals in accordance with the Research Code of Ethics
- Ensuring that supervisors of research are familiar with and comply with the Research Code of Ethics
- Dealing with research activities within the College's programmes
- Dealing with complaints relating to research ethics
- Recommending changes to the Research Code of Ethics to the Academic Board

### **System Operation**

The Research and Ethics Committee meets at least twice each year. At each meeting, the members will consider proposals for research which have been pre-circulated. Minutes of meetings are circulated to each member and a master copy held on file in the office of the Principal. The Principal will provide ongoing reports on the Committee's progress to the Academic Board and also compile an annual research report which will be made available to the Academic Board, the Board of Directors and the Prema Trust Board.

In addition to the formal meetings, members of the team meet informally to share information and discuss events as required.

**APPENDIX 2 World Health Organisation:*****Traditional Medicine: Report by the Secretariat, March 2003*****56<sup>th</sup> WORLD HEALTH ASSEMBLY**

Released under the Official Information Act 1982



# WORLD HEALTH ORGANIZATION

FIFTY-SIXTH WORLD HEALTH ASSEMBLY  
Provisional agenda item 14.10

A56/18  
31 March 2003

## Traditional medicine

### Report by the Secretariat

#### GLOBAL SITUATION

1. In the past decade there has been renewed attention and interest in the use of traditional medicine globally.<sup>1</sup> In China, traditional medicine accounts for around 40% of all health care delivered. In Chile 71% of the population, and in Colombia 40% of the population, have used such medicine. In India, 65% of the population in rural areas use Ayurveda and medicinal plants to help meet their primary health care needs. In developed countries, traditional, complementary and alternative medicines are becoming more popular. For example, the percentage of the population that has used such medicines at least once is 48% in Australia, 31% in Belgium, 70% in Canada, 49% in France and 42% in the United States of America.
2. Traditional, complementary and alternative medicines (referred to hereafter as "traditional medicine") are commonly used to treat or prevent disease and chronic illness and to improve quality of life. Some evidence points to promising potential. The efficacy of acupuncture in relieving pain and nausea, for instance, has been conclusively demonstrated and is now acknowledged worldwide. A national expert panel of the United States National Institutes of Health concluded in 1997 that there is clear evidence that needle acupuncture treatment is more effective and has fewer side-effects for certain symptoms than conventional treatments. In Germany and in the United Kingdom of Great Britain and Northern Ireland, 70% and 90%, respectively, of pain clinics use acupuncture.
3. Traditional medicine has also been used in the treatment and care of such life-threatening illnesses as malaria and AIDS. In Ghana, Mali, Nigeria and Zambia, herbal medicines are the first line treatment for more than 60% of children with high fever. Studies in Africa and North America have shown that up to 75% of people living with HIV/AIDS use traditional medicine alone or in combination with other medicines for various symptoms or conditions.

#### CHALLENGES

4. As of 2000, only 25 countries reported having a national policy for traditional medicine, even though regulation or registration procedures for herbal products exist in nearly 70 countries.

<sup>1</sup> In some countries where traditional medicine has not been incorporated into the national health care system, it is often termed "complementary", "alternative" or "nonconventional" medicine.

A56/18

5. Many consumers use traditional medicine as self-care because there is a wide misconception that “natural” means “safe”. They may be unaware of potential side-effects, and how and when herbal medicines can be taken safely. In most countries, either no safety monitoring system exists or the existing safety monitoring system excludes herbal medicines. Because of lack of quality control and of improper use by consumers, cases of misuse of herbal preparations have been reported. For instance, in 1996 more than 50 people in Belgium suffered kidney failure after taking a herbal preparation which contained *Aristolochia fangchi* (a toxic plant) instead of *Stephania tetrandra* or *Magnolia officinalis*.

6. Although traditional medicine has long been used, there is little systematic evidence regarding its safety and efficacy. The evolution of traditional medicine has been influenced by cultural and historical conditions, making systematic evaluation difficult, since factors such as the philosophy and theory which underlie its use must be taken into account. Absence of evaluation has in turn slowed down development of regulation and legislation. In addition, there is a lack of cooperation and sharing of information among countries as to regulation of herbal products on the market.

7. Traditional medicine is easily available and affordable in low-income countries, but with increasing globalization, knowledge holders are concerned about the erosion of traditional lifestyles and cultures through external pressures, including loss of their knowledge and reluctance of younger members of the community to maintain traditional practices. Other causes of concern are misappropriation of natural resources, preservation of biodiversity and protection of medicinal plant resources for the sustainable development of traditional medicine.

8. Two main obstacles hamper the rational use of traditional medicine: lack of appropriate training for providers and of proper qualification and licensing schemes, which make it difficult for national authorities and consumers to identify qualified providers. There is also a lack of organized networks of traditional practitioners.

#### A STRATEGY FOR TRADITIONAL MEDICINE

9. In order to meet the growing demand, WHO issued a strategy paper on traditional medicine in 2002.<sup>1</sup> This strategy describes the commonly used traditional therapies and therapeutic techniques, including Ayurveda, Chinese, Arabic, Unani and indigenous medicine. A number of WHO Member States and partners in traditional medicine (organizations of the United Nations system, international organizations, nongovernmental organizations, and global and national professional associations) contributed to preparation of the strategy and have expressed their willingness to participate in its implementation.

10. WHO's role is to broaden the recognition of traditional medicine; to support its integration into national health systems depending on the circumstances of its use in countries; to provide technical guidance and information for the safe and effective use of such medicine; and to preserve and protect medicinal plant resources and knowledge of traditional medicine with a view to its sustainable use.

---

<sup>1</sup> WHO traditional medicine strategy 2002-2005. Document WHO/EDM/TRM/2002.1. Available in the meeting room.

11. In recent years regional committees for Africa, South-East Asia, the Eastern Mediterranean and the Western Pacific discussed traditional medicine and adopted resolutions on the use of traditional medicine.<sup>1</sup>

### Objectives

12. The strategy has four main objectives, in line with those of WHO's medicines strategy:
- to integrate relevant aspects of traditional medicine within national health care systems by framing national traditional medicine **policies** and implementing programmes;
  - to promote the **safety, efficacy and quality** of traditional medicine practices by providing guidance on regulatory and quality assurance standards;
  - to increase **access** to, and affordability of, traditional medicine;
  - to promote **rational use** of traditional medicine.

### Implementation

13. **Policy.** A national policy is urgently needed in those countries where traditional medicine is popularly used in primary health care, and governments are becoming increasingly aware of it. For instance, in the Western Pacific Region, only four countries had a national policy on traditional medicine in 1994; the number had risen to 14 by 2001. In general, such policy should include a definition of the government's role in developing traditional medicine in the health-care delivery system, and contain a mission as well as goals and objectives. Integration of traditional medicine into the national health system will enable the two systems to work effectively together, to the benefit of the government, patients and consumers.

14. **Safety, efficacy and quality.** Governments need to undertake a series of activities to ensure the safety and efficacy of traditional medicine, including establishment of a national expert committee, formulation of national regulations for herbal medicines, licensing of the practice of traditional medicine, and provision of support for research.

15. Member States are becoming increasingly aware of the importance of the safety and efficacy of traditional medicine. Countries with regulations on herbal medicines have increased from 50 in 1994 to 70 in 2001. National research institutes for traditional medicine have also been established and research funding has increased. For example, in the African Region, 21 out of 46 countries have institutes carrying out research in traditional medicine. In the Western Pacific Region the number of such institutes has risen from four in 1990 to 11 in 2001. In the United States, the budget of the National Center for Complementary and Alternative Medicine has increased from US\$ 2 million in 1992 to US\$ 113.2 million in 2003.

16. **Access.** Low-income countries need inexpensive and effective treatment for common diseases. The fact that traditional medicine practitioners live and work at community level makes such treatment available and affordable to most of the population. The role of traditional practitioners should be recognized and cooperation between them and community health-workers should be strengthened. In

<sup>1</sup> Resolutions AF/RC50/R3, SEA/RC55/18 Rev.1, EM/RC49/R.9 (D), and WPR/RC52/R4.



**APPENDIX 3 PROPOSED 'YEAR 4' COURSE (FIRST DRAFT)**

**Working Title: *Graduate Diploma in Naturopathy and Herbal  
Medicine with two embedded Graduate  
Certificates***

Released under the Official Information Act 1982



**Wellpark College of Natural Therapies Ltd.**  
 P.O. Box 78-229, 6 Francis Street, Grey Lynn, Auckland  
 Phone: 09-360 0560 Fax: 09-376 4307  
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## TO ADVISORY COMMITTEE MEMBERS

### GRADUATE QUALIFICATIONS

Discussions around the development of the Bachelor of Naturopathy and Herbal Medicine included whether the length of the degree should be three or four years. In New Zealand the majority of health practitioner degrees are three years, with the exception of Physiotherapy where four years is required to meet the competencies of the Registration Board. It was decided therefore to develop a three year degree but look towards four years (equivalent) of formal study to ensure students have support during the transition from supervised clinical experience to professional practice.

As the College set about developing a course of study that would meet graduate needs, it sought to provide the following:

1. The opportunity for graduates to reflect (individually and with colleagues) on their current practice as they begin to apply their knowledge and skills in practice.
2. Experienced practitioners being available to provide graduate support which may include, for example, opportunities to debrief on particular cases or on an aspect of running a private practice.
3. The establishment of partnerships with the College community so that both parties learn from each other through the exchange of knowledge. This in turn enriches the delivery of the curriculum to the under-graduate degree students.

The proposed Graduate Diploma in Naturopathy and Herbal Medicine, which is to run part time over two years, will provide mentoring/support from experienced practitioners during, in effect, a total of five years formalized study.

Two graduate certificates have been embedded in the proposed graduate diploma to enable a wider cross section of the health community to engage in formalized professional development and at the same time gain from regular involvement with other health professionals. It is anticipated that the course entitled *Health Research Project* will result in strengthening local research particularly in integrative medicine and in CAM.

Attached is a draft outline of the proposed Graduate Diploma, together with the two Graduate Certificates which will be presented to the Advisory Committee meeting on Tuesday. Your response to the concept and the objectives/graduate profile of the programmes would be most appreciated.

Grace Sylvester  
 Curriculum Adviser

14 June 2006

November 2007

## GRADUATE DIPLOMA IN NATUROPATHY AND HERBAL MEDICINE (LEVEL 7)

### DRAFT OUTLINE

#### ***Purpose of programme***

To enable Naturopathy and Herbal Medicine graduates to build upon and enhance their skill base through:

- Applying more evidence base to their practice.
- Gaining the knowledge, skills and attitudes to work in an integrated setting, thus enabling greater experience in working with other practitioners and creating an opportunity to broaden their scope of practice
- Exploring integrative medicine
- Carrying out research into their field of interest.

Successful completion of the programme will enable students to study for post-graduate qualifications.

#### ***Target Group/Entry Criteria***

Practising graduates who have completed the Wellpark Bachelor of Naturopathy and Herbal Medicine (or equivalent degree). Academic Board approval for entry will be required for candidates who have the academic qualifications but who are not currently practising.

Other practitioners of Naturopathy and Herbal Medicine who have extensive knowledge and clinical experience will be considered for admission on a case by case basis. All candidates must have successfully completed either courses in evidence based practice and research methodology or give evidence of equivalent knowledge in these areas.

#### ***Proposed Programme Structure (120 credits)***

The one year equivalent, Level 7 programme will be delivered part time over four semesters and participants will be required to complete the programme within six semesters. The programme includes the following four compulsory courses:

- |  |            |
|--|------------|
| 1. Clinical Practice of Naturopathy and Herbal Medicine(A) | 30 credits |
| 2. Clinical Practice of Naturopathy and Herbal Medicine(B) | 30 credits |
| 3. Integrative Medicine                                    | 30 credits |
| 4. Health Research Project                                 | 30 credits |

## Scope of Practice

After graduation practitioners will be able to gain full registration within their chosen field of natural therapies practice.

## Graduate Profile

1. Enhanced ability to analyse cases from an evidence-based and traditional approach and apply that analysis to treatment plans.
2. The ability to reflect on a cross section of cases to allow for mentor and peer input into the development of treatment objectives.
3. The knowledge, skills and experience to apply for full registration with Natural Medicine Registers in New Zealand and Australia.
4. An understanding of the health sector through an exploration of the commonalities among the professions, as well as the distinctive characteristics of each, and the contribution of each to the healing process.
5. The ability to articulate the benefits that integration can bring to the health care sector locally, nationally and internationally.
6. Incorporate the principles of integration into a health care practice.
7. Select and apply relevant research methodologies to the health sector.

## Graduate Certificate programmes

Two 60 credit graduate certificate programmes drawing on the courses within the proposed graduate diploma have also been developed in draft form. The programmes are:

- Graduate Certificate in Natural Medicine (Clinical Practice)
- Graduate Certificate in Integrative Medicine

Enrolment in these qualifications will enable a greater cross section of health practitioners to engage in a formal process of professional development.