



Core Curriculum

Training Standards for the
UK Aromatherapy Profession

Aromatherapy Council

Ratified by the profession 23rd March 2005
Updated November 2006, January 2009 & May 2009

AROMATHERAPY CORE CURRICULUM

Introduction

This document is the result of wide consultation between the various aromatherapy associations, awarding bodies, individuals and other organisations.

The consultation process identified the core components required for aromatherapy courses to include in order for qualifications to be benchmarked to the National Occupational Standards (NOS) for Aromatherapy. The Core Curriculum is applicable to all education/training programmes offering such courses, so that their graduates are registerable and should be read in conjunction with the NOS. Course providers should be aware, however, that, from time to time, there are legal, safety and/or ecological issues which will not be addressed within the NOS or the Core Curriculum until each is revised, but may need to be addressed more immediately.

The Core Curriculum provides the core framework around which the delivery of courses/programmes leading to the professional practice of aromatherapy should be developed. In terms of content, associations, awarding bodies and course providers are encouraged to go beyond the standards specified here, in the detailed delivery of the programmes they offer in furtherance of developing best practice.

The requirements of the Core Curriculum are specific. It is recognised, however, that each institution will wish to retain its own identity and unique emphasis. The Core Curriculum is not prescriptive as regards the order of training. Organisations have the flexibility to expand and develop the Core Curriculum to include their own content and methodology, to arrange the order, and to integrate core components in a way relevant to their own syllabus and the needs of their students. However, contact hours, case studies, training period and assessment criteria are rigid and cannot be changed. If a course is a Distance Learning Course it should be described and marketed from the outset as such. No claim can be made at a later date that shortfalls in hours are because it is a distance learning course. The setting of minimum course content requirements is part of the process of registration with the regulatory bodies to ensure safe, competent, effective and reflective practitioners aware of the scope and limitations of their aromatherapy practice and the need to continue reviewing and developing their skills.

This document is not intended to be a syllabus although the Guidance Notes attached include clarification and outlines for development of a course syllabus separated out for each component part, as well as

recommended reading, in order to facilitate the development of qualifications.

Format

The Core Curriculum is divided into four units. The Core Curriculum is not intended to be viewed as a linear progression as courses may integrate and order components in ways relevant to their own teaching methods. Each component should be read in conjunction with the Guidance Notes which are intended to help course providers in the development of their syllabi and will be updated from time to time.

- A. Tutors Qualifications**
- B. Training Period**
- C. Assessment Methods**
- D. Course Components**

A. Tutors Qualifications

Course providers must be satisfied that any Aromatherapy training course not only meets the stated requirements in terms of class hours and content but that the principle tutors of courses have themselves received sufficient in-depth training, and are qualified to ensure a high standard of instruction in their specific area. (See guidance note A.)

i. Aromatherapy tutors should be

- a. qualified practitioners able to evidence in depth experience of the theory and practice of aromatherapy over a period of time which is not less than **two years post qualification**

and

- b. hold a Department of Education recognised teaching qualification in line with the Institute for Learning (IfL) requirements

ii. Anatomy & Physiology (A&P) and Pathology tutors should have suitable A&P qualifications and hold a Department of Education recognised teaching qualification in line with IfL requirements.

iii. Non-aromatherapy specific subject tutors or specialists should be able to share their knowledge and experience in their designated area and are not required to hold a teaching qualification although they should hold a qualification and have experience relevant to the subject they are teaching. This might include for example someone specialised to teach business or organic chemistry.

B. Training Period

The training period from commencement to qualification (including theory, practice and completion of all assessments and case studies) should be at least ten months

(one academic year), whether full or part-time. Training must include in class hours where required in the table below and may cover distance learning (both correspondence and e learning). A course may not advertise itself as teaching aromatherapy in any period less than 10 months if it wishes to be recognised either by the profession or the regulators for registration. Where a course offers the required contact hours in class over say a two week period but the rest of the theory and learning is by modular distance learning, it must state this from the outset, clearly demonstrating that the course cannot be completed from start to assessment date in less than ten months.

The following table gives the required contact, distance learning and home study hours. The content of each course component is detailed in D.

Course Components

COURSE COMPONENT	CONTACT HOURS/ DISTANCE LEARNING*	HOME STUDY
	HOURS	HOURS
Anatomy & Physiology	50*	100
Pathology	15*	50
Aromatherapy:		
Applied Aromatherapy (inc. massage log/case studies)	80	120
Theory of Aromatherapy	70*	80
Therapeutic Relationships	7	10
Professional Studies		
Legislation, Conduct & Ethics	7*	20
Business Studies		
Legal framework, Accounting & Marketing	7*	20
Reflective Practice	7	20
Understanding Research	7*	10
TOTAL	250	430

* Indicates components which may be taught by distance learning. All other components are taught along with practical demonstration/interaction/ evaluation and observation and hours which are not asterisked refer to contact hours. In a distance learning course, there are still a minimum 94 contact hours that have to be completed in class, which cannot include any assessment time.

C. Assessment Methods

- These should effectively demonstrate whether or not the learning outcomes detailed in each course component have been achieved.
- Each component of the Core Curriculum including anatomy, physiology & pathology should be evidenced by relevant formative and summative

assessments. These should not only prove the authenticity of the student's knowledge and understanding both during and at the end of a course but also their ability to practise safely and competently as an aromatherapist to the standard of the NOS. Where multiple choice questions used as a summative assessment, this is acceptable for anatomy & physiology, but NOT acceptable for aromatherapy theory. The external examiner at the end of the course will review the formative assessments in the student's portfolios as well as the case studies (see below)

- Each core component will lend itself to various types of formative and summative assessment. Quizzes / multiple choice questions are for example suitable for A,P&P and other tests are better suited to evidenced knowledge of the essential oils, extracts and absolutes (herein known collectively as essences) whereas a more discussive, reflective approach would be required for reflective practice, ethical behaviour and the development of treatment programmes within a therapeutic relationship. Role playing and practical demonstration may be used for not only practical aromatherapy but also for developing and understanding therapeutic relationships.
- **Case studies** are required in order to evidence not only practical skills but the ability to develop treatment programmes and adapt to the differing needs of clients. It is important that the course provider takes every step to ensure the case studies are authentic and have been completed by the student. Case studies are required in order to evidence not only practical skills but the ability to develop treatment programmes and adapt to the differing needs of clients. The Core Curriculum requires **60 aromatherapy treatments grouped as case studies** (see the definition of a case study below) set out as follows:
 - 6 treatments on 6 people with aromatherapy massage
 - 15 treatments made up of other combinations with aromatherapy massage
 - 9 treatments made up of compresses, inhalations, blending of creams/lotions for external use

Each case study must receive their treatments over a period of weeks in order to achieve the desired learning outcomes.. It is not acceptable to count any case studies from a previous massage qualification as being part of the 60 required for aromatherapy. Massage is a separate qualification and the considerations for an aromatherapy treatment in terms of safety and toxicity of essences are not considered in a massage treatment and the massage techniques in a massage qualification are completely different. Aromatherapy is primarily delivered via the medium of a gentle, slow massage incorporating a lot of effleurage and lymphatic drainage, but this is only one way of administering essences.

- **15% of treatment for case studies can be other than massage,** but accompanied with a full consultation record form – i.e. where appropriate compresses, inhalations, blended creams/lotions for specific complaints. All other treatments should be via the medium of massage. The time for case studies is included in the 120 hours for Home Study in the Applied Aromatherapy component.

- Where a course provider is offering a diploma in Complementary Therapies that includes massage, aromatherapy and reflexology, it is NOT acceptable that any of the 60 case studies used for aromatherapy have had some element from the massage part of that diploma for the reasons stated above. It is important that the students are not using the same individuals to complete their case studies on as it would be impossible to track changes and write adequate reflection on those case studies.

- **Definition of a case study**

▪ A CASE STUDY	▪ A TREATMENT
<ul style="list-style-type: none"> ▪ A case study will consist of a collection of at least 3 treatments written up on a consultation record document (the AC has produced an industry standard template), placed together in date order accompanied by a statement from the client that the treatment has taken place and a reflective practice essay from the student evaluating their performance and whether treatment outcomes have been met. 	<ul style="list-style-type: none"> ▪ A treatment is one treatment carried out using a consultation record document that has been signed by the client to prove consent has been given. The consultation will include a full medical history, skin type, postural analysis, lifestyle routine and contraindications and local caution check. It will also include a record of the treatment given, any notes on the treatment, essences and carriers used, dilution ration, reasons for use and aftercare advice.

- The overall programming of assessments and their variety should help lead the student from just recalling information on a given exam date to applying knowledge, reflecting, analysing and developing.
- Whatever methods are used, they should be evidenced in a student workbook or portfolio so that a final assessment **by an external independent examiner** will take into account not only any summative exam, demonstration and/or oral but also a range of suitable, varied and robust formative evidence in order to ensure safe and competent practitioners.

D. Course Components

This is not intended to be viewed as a linear progression or as modules as courses may integrate and order components in order to facilitate teaching and incorporate any additional components which form part of their own courses.

1. Anatomy & Physiology
2. Pathology
3. Theory of Aromatherapy
4. Applied Aromatherapy (requires 80 minimum contact hours)
5. Therapeutic relationships (requires 7 minimum contact hours)
6. Legislation and Code of Ethics
7. Business studies
8. Understanding and using research in practice

9. Reflective practice (requires 7 minimum contact hours)

1. Anatomy & Physiology (A&P)

Aims

- a. To provide an integrated study of human anatomy & physiology
- b. To provide a basis for understanding of the dysfunctions of the human body (i.e. pathology)

Learning Outcomes

To enable students to

- i. Understand and explain the basic biochemical and physiological terminology relating to the human body.
- ii. Name and locate the major bones, muscles, lymph nodes and organs of the body and describe their functions.
- iii. Describe the structure and functions of the different physiological systems of the body.

2. Pathology

Aims

- a. To provide a basic understanding and knowledge of health issues and conditions which may be encountered in the practice of aromatherapy
- b. To provide a basic understanding of the symptoms & effects of common diseases and conditions and when referral to or permission from a medical healthcare professional may be necessary
- c. To provide the aromatherapist with an awareness of the need to research less common conditions

Learning Outcomes

By the end of the module the student will be able:

- i. To understand & describe the physiological effects of a range of common conditions including the effects of stress (see Guidance Notes) utilising medical terminology where appropriate
- ii. To look up and research less common pathologies as they are presented in practice in order to carry out a safe and effective treatment.
- iii. To recognise common drugs used in orthodox treatments, their usages and how to research their side effects and their possible interactions with essential oils, working alongside the medical profession where the patient is under supervision and taking medications.
- iv. To understand the relationship and effects on pathology of age, environment and behaviour and their potential to affect wellbeing.

3. Theory of Aromatherapy

Aims

- a.** To introduce students to the range of essences as listed in the NOS, the plant families and Latin names of each essence used as well as therapeutic properties, contraindications and precautions
- b.** To provide a detailed understanding of what essences are, their history and origins, biosynthesis, methods of production, shelf-life, storage and handling
- c.** To provide knowledge of a wide range of carrier media as included in the NOS and their appropriateness in treatment.
- d.** To provide students with the ability to select appropriate essences, media, dilution ratios and methods of use relevant to the needs of the client
- e.** To enable students to make sound purchases of essences and media based on knowledge of the environmental factors and labelling requirements.
- f.** To enable students to consider both the physical and emotional uses and effects of essences when blending and implementing treatment plans
- g.** To provide knowledge of basic chemistry and the chemistry of essences, including biosynthesis and adulteration relevant to safe and informed practice.
- h.** To provide knowledge of basic botany including plant taxonomy, nomenclature, secondary plant metabolism including environmental factors and how they relate to the quality, production and use of essences and carrier oils.
- i.** To enable students to address both the physical and emotional uses and effects of essences when selecting blends and implementing treatment programmes.
- j.** To enable students to understand and utilise the ways in which essences may affect emotional wellbeing and the effects of aromatherapy treatments on the muscles, organs and physiological systems of the body.
- k.** To enable students to utilise this knowledge to assess and carry out appropriate aromatherapy treatments and to develop treatment plans for clients.
- l.** To enable the sound and safe purchase and storage of essences and media based on knowledge of the environmental factors and labelling requirements
- m.** To provide an awareness of the importance of the case study and its relevance in the safe and suitable selection of materials and method of use and the need for the maintenance of thorough records for each client and treatment

Learning outcomes

By the end of the course students will be able to:

- i. Identify the most suitable range of aromatherapy treatments for each individual client based on detailed case notes
- ii. Blend essences in appropriate media, where relevant, in the correct dilution ratio for the individual patients needs, taking into consideration physical, mental and emotional factors.
- iii. Write up case studies/client record sheets, showing the reasons for choosing the oils and dilutions used, writing the oils using the Latin names with types of treatments recorded and reasons for use including dilution ratios chosen and why.
- iv. Understand the dynamics of blending in relation to botany and plant chemistry and possible interactions with medications
- v. Select safe and appropriate aromatherapy treatments to meet the needs of clients
- vi. Give appropriate aftercare advice and offer support to the patient through the use of aromatherapy preparations (i.e. lotions, creams or blends of essences), to use at home and how to label these preparations.

4. Applied Aromatherapy

Aims

- a. To enable students to select the most appropriate treatment methods for each client and perform treatments safely, effectively and holistically.
- b. To ensure students are competent to provide sound advice to clients on safe and effective home use of essences in their different applications.
- c. To ensure the client receives the treatment most appropriate to their needs on every appropriate level and that the treatment is holistic and effective.

Learning Outcomes

By the end of this component students will be able to:

- i. Demonstrate that they can develop an appropriate treatment plan for clients taking into account contraindications and safety aspects related to the different methods of using essences.
- ii. Demonstrate that they can perform a safe and effective full body massage sequence appropriate to their client's needs; that s/he can competently incorporate other methods of using essences into a treatment as appropriate, i.e. compress or inhalation; that they can provide to clients appropriate aromatherapy preparations for home use and appropriate aftercare advice to clients, taking into account safety aspects related to each method and contraindications.
- iii. List the contraindications to aromatherapy treatment, be able to identify them through their consultation with a client and explain them clearly to a client. Be aware of when and how to contact a client's GP or other healthcare provider if necessary for information regarding a client's condition and/ or to confirm whether or not an aromatherapy treatment would be appropriate in their medical opinion.
- iv. Be able to provide appropriate verbal and written instructions for clients on the safe home use of essences as part of their aftercare treatment as well as advice on frequency of use.

- v. Provide necessary equipment, such as massage couch, towels, cushions, essences, carriers, bowls, bottles and jars, labels, diffuser, oil burner, etc. to enable them to perform or prepare the different applications
- vi. Know where to source appropriate, high quality products for making effective aromatherapy preparations.
- vii. Understand the uses of the different base carriers and media used in making aromatherapy preparations, i.e. when to use a lotion and not a cream, etc.; understand appropriate dilutions; frequency of use; labelling requirements; how to cost the preparations; storage, etc.
- viii. Know how to make their own creams and lotions using bought ingredients and following recipes
- ix. Demonstrate the ability to understand and utilise blending techniques in the correct dilution ration for the client's individual needs.

5. Therapeutic Relationships

Aims

- a. To support self-development leading to effective communication including listening, therapeutic communication skills and empathy as part of the therapeutic relationship not only with clients but with other health care professionals
- b. To encourage the adaptation of skills to meet the differing needs of clients
- c. To reinforce the need for life long learning and an understanding of how personal and psychological factors influence the therapeutic relationship.
- d. To enable students to appreciate the importance of and need for continuous professional development, recognising that learning is a life-long process, and that part of this process is concerned with the ability to frame enquiry within the context of personal practice, reflecting and analysing in a systematic and critical way

Learning Outcomes

By the end of the component, students will be able to:

- i. Carry out an effective consultation, utilising the skills of listening, observation and non verbal communication to develop rapport and ensure client ease.
- ii. Give clear and appropriate information whilst maintaining a professional relationship with clients.
- iii. Identify areas to work on for own self-development and supervision and formulate a plan or program for doing this in the short, medium and long term.

6. Legislation and Ethics

Aims

- a. To ensure a thorough knowledge of the ethical, legal and professional foundations of good practice
- b. To ensure the therapist has knowledge of the legal requirements and code of ethics affecting the following aspects of practice:
 - confidentiality
 - disclosure
 - insurance
 - data protection
 - treatment of minors
 - treatment of those with special needs or disabilities
 - medical ethics
 - rights of patient and rights of therapist to refuse treatment
 - moral and ethical conduct
 - licensing
 - the role of regulation and registration for the therapist

Learning Outcomes

By the end of the component students will be able to:

- i. Describe the legal framework within which an aromatherapist practises and is allowed to treat and dispense aromatherapy products for individual clients
- ii. Understand, and apply, the fundamental principles of medical ethics. Discuss moral, ethical and legal obligations with patients and the public in general, their profession and fellow practitioners, other health-care professionals, and staff they employ.
- iii. Practise in accordance with the relevant code of ethics and conduct and understand the need for being insured and updating skills in order to protect the safety of their clients.
- iv. Demonstrate a clear understanding of their limits of competence and when and how to make referrals.
- v. Identify and access sources of advice, guidance and continuing professional development (CPD) which will enable them to grow and develop as professional aromatherapists.
- vi. Understand the importance of being AC Registered aromatherapists as part of the voluntary self-regulation of the profession.

7. Business Studies

Aims

- a. To enable students to be aware of the legislative requirements of both employment and/or self-employment so as to successfully set themselves up and market their practice.
- b. To have a clear plan for the short, medium and long-term in relation to the development of their practice and their own self-development to enable them to make the best use of their existing skills and qualities and build on those areas in which they are lacking.
- c. To make the student aware of the range of employment opportunities within aromatherapy practice

Learning Outcomes

By the end of the module students will be able to:

- i. Identify the resources and steps required to establish an aromatherapy practice
- ii. Understand how to practice within current national and local legislation.
- iii. Promote themselves and their practice using a variety of appropriate resources
- iv. Understand how a regularly updated business plan may benefit their practice

8. Understanding Research in Practice

Aims

- a. To introduce the principles of research and the critical process of enquiry in the context of health care in general and aromatherapy in particular.
- b. To provide students with an understanding of research methodology so that they can use research evidence to inform clinical practice and understand the need for audit techniques.
- c. To introduce the student to the need to explore the role of aromatherapy research as part of Continuing Professional Development (CPD).

Learning Outcomes

By the end of the course students will be able to:

- i. To describe some of the issues facing Aromatherapy research and why it is difficult for aromatherapy to meet some research criteria.
- ii. Demonstrate the skills of finding, reviewing and critically analysing relevant research literature.
- iii. Demonstrate an awareness of the value of research for both practice and CPD; the need for aromatherapy research; and the importance of audit techniques.

9. Reflective Practice

Aims

- a. To develop a sense of self awareness to enhance the learning experience;
- b. To enable therapists to reflect on the manner and effectiveness of their treatments;
- c. To enable therapists to learn from their experiences, both for their own benefit and for that of their future patients;
- d. To enable students to use their experiences to direct their professional development in a conscious and deliberate way, both as an individual and as part of practice development

- e. To enable students to carry out a review of their clinical practice and reflect on improvements that can be made on a continual basis.

Learning outcomes

The module will provide students with the skills and knowledge to:

- i. Increase their self-awareness by identifying their own attitudes, beliefs, interests, priorities and values in relation to health and well being.
- ii. Enable them to understand the importance of recognising the impact these have on their personal and professional life.
- iii. Enable them to review and evaluate their own knowledge and practice in relation to the NOS and their professional codes of conduct.
- iv. Identify their strengths and limitations.
- v. Enable them to devise development/action plans that will build on their strengths and improve their limitations.
- vi. Recognise appropriate learning opportunities for developing their knowledge and practice.
- vii. Improve their ability for recording/building documentary evidence of their own knowledge and practical experience.
- viii. Identify and utilise support systems and networks appropriate to their practice.

AROMATHERAPY CORE CURRICULUM

GUIDANCE NOTES

A. Tutors Qualifications

- i. a. Two years experience refers to a full time aromatherapy practitioner with a range of clients and depth of experience. For part time practitioners a proportionally longer period of post graduate experience will be required.
 - b. This may include a tutor who is either in the process of gaining a relevant teaching qualification or appointed on the basis that they will complete such a qualification during the course they are teaching. It is advisable that this is included as a condition of their Contract of Employment to avoid confusion. Relevant teaching qualifications **PTLLS - Preparing to Teach in the Lifelong Learning Sector (C&G 7303), or Certificate in Teaching in the Lifelong Learning Sector (CTLLS)**. Older qualifications which predate this qualification and are specific to further education will be acceptable such as City & Guilds 7307/7407 or Certificate in Education (FE) Stage 1.
- ii. b. above applies equally to an A&P tutor. Suitable A&P qualifications are wide ranging and may include qualifications acquired as part of therapy, medical or further education training and practice.
- iii. An example of a specialist would be a qualified and experienced accountant who could provide tuition in Business Skills, a complementary practitioner in a discipline other than aromatherapy may lead the studies in Reflective Practice or Therapeutic Relationships or a researcher in a specific use of essential oils could teach that aspect.

NB It would be unacceptable for courses to be run by unqualified tutors, whether as teachers or aromatherapists, relying on the occasional presence of a qualified member of staff or Principal.

B. Training Period

Within these hours, the relationship between contact hours and home-study hours and distance learning will depend on the design of the course and the previous learning, experience and abilities of the students. Some components do, however, require contact hours and a differentiation is made between these and components suited to distance learning. In the case of Applied Aromatherapy the hours indicated for home study include time allotted for case studies which are a compulsory component part of any course. All component parts of a course and assessments, including case studies, should be completed before a qualification certificate is awarded.

C. Assessment Methods

The Core Curriculum states that tutors should either hold or be in the process of obtaining relevant adult education teaching qualifications. This means that trained tutors will already be familiar with the range of assessment methods available and may also have to integrate the specific requirements of either Awarding Bodies or associations into their own methodology.

Recommended Reading List

http://www.brookes.ac.uk/services/ocsd/2_learntch/methods.html

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

http://www.bbc.co.uk/learning/returning/betterlearner/learningstyle/g_teaching_adults_01.shtml

Seven Decisions when Teaching Students Bligh D. (1981)

Paperback 352 pages Publisher: Intellect Books **ISBN:** 0905314042

D. Course Components

1. Anatomy & Physiology

A&P may be taught either separately or with Pathology.

Outline of Syllabus Contents

- i. Cells: an outline of the function and structure of types of cells and their components
- ii. The Skeletal System: the structure & functions of bone, including the names & positions of principle bones including the vertebrae, ligaments, types of bone and joints and their range of movement and functions.
- iii. The Muscular System: the structure & function including the main muscle types, tissue and connective tissue, muscle tone, isotonic and isometric contraction etc., the position and function of the principle superficial muscles and tendons.
- iv. The Cardiovascular System: the structure & function of the heart, major blood vessels and their positions, types of blood vessels and cells and their roles, the cardiac cycle and blood pressure.
- v. The Lymphatic and Immune Systems: the structure and functions of the lymphatic system including the spleen, the thymus, lymph tissue & nodes,

- the names & positions of nodes, their roles particularly in relation to immunity, allergic responses and the circulatory system
- vi. The Nervous System: the structure and function of the central & peripheral nervous system including the brain (with particular reference to the olfactory & limbic systems), the spinal cord, the autonomic nervous system, the vagus nerve, motor & sensory nerves, and the role of neurotransmitters and synapses within the nervous system.
 - vii. The Digestive System: the structure and function including the location & roles of not only principle parts of the digestive tract from ingestion to excretion but also the structure and function of the liver, gallbladder & pancreas in the digestive process, and the metabolism of carbohydrates, lipids and proteins within the digestive system.
 - viii. The Endocrine System: the structure & function including endocrine & exocrine glands, their hormones and functions with particular reference to the pituitary, hypothalamus, thalamus, pineal, thyroid, parathyroids, Islets of Langerhans (pancreas), adrenal glands and the gonads.
 - ix. The Respiratory System: the functions and purpose of respiration, the structure of the upper and lower respiratory system, external and internal respiration
 - x. The Reproductive System: the structure and functions of the male and female reproductive system & its interaction with the endocrine system including menstruation, menopause and, fertility & pregnancy as well as prenatal and postnatal growth and development.
 - xi. The Urinary System: the structure & function of the kidneys, bladder, urethras (male & female) including nephrons, collecting ducts, urine production, the influences of ADH, and the importance of water and electrolyte balance.
 - xii. Integumentary System: the structure and functions of layers of the skin, including hair and nails, with particular reference to permeability and absorption.
 - xiii. The Special Senses: The structure and functions of the eyes, ears, nose and mouth; sight, hearing, smell, taste & balance with particular reference to smell and taste including interactions with the limbic and endocrine systems.

Recommended Reading List

Kapit W, Lawrence M. Elson (2003) The Anatomy Colouring Book, Random House International Paperback 161 pages ISBN: 0375763422

Page, Martyn Human Body Dorling Kindersley Paperback 448 pages ISBN 0751335142

Ross J, Wilson R Ross & Wilson (Ed) (2004) Anatomy & Physiology in Health & Illness Churchill Livingstone Paperback 504 pages (June 27, 2001) ISBN: 0443064687

Tortora & Grabowski (2003) An Introduction to the Human Body John Wiley Smith T (Ed.) ISBN: 047125150X

2. Pathology

Pathology may be taught either separately or as part of A&P.

Suggested pathologies from which a selection should be made

1. **Skeletal System** - arthritis (rheumatoid, osteo, psoriatic), gout, osteoporosis, Systemic Lupus Erythematosus (SLE,) RSI's (tendonitis, bursitis, Tennis/Golfer's elbow, carpal tunnel etc.), Ankylosing Spondylitis & Cervical spondylosis, back pain (to include disc pathology, whiplash, sciatica and postural defects (lordosis/kyphosis/scoliosis)), joint prostheses
2. **Muscular System** - To discuss the causes and symptoms of: muscle cramp and spasm, micro traumas and adhesions, sprains and strains, muscular atrophy, fibrositis, fibromyalgia, repetitive strain syndrome, muscular dystrophy
3. **Special Senses including the Integumentary System** - eczema, psoriasis, dermatitis, herpes zoster and simplex, vitiligo, acne, impetigo, papillomas (warts), fungal infections: ringworm, athlete's foot , formation of scar tissue pediculosis (lice), rubella, varicella, hives, burns and photosensitivity, skin cancers , skin ulcers, anosmia, mouth ulcers and other taste alterers; visual problems such as glaucoma, cataracts and conjunctivitis; auditory problems such as deafness, tinnitus, vertigo, otitis media
4. **The Digestive System** - Crohn's disease - ulcerative colitis, diverticulitis, gastritis, ulcers - oesophageal/ peptic/ duodenal, candida, constipation/diarrhoea, colitis & IBS, indigestion, hiccoughs, flatulence, heartburn, anorexia/bulimia and obesity, hepatitis A, B, C, D & E , chronic liver disease – cirrhosis, gallstones, jaundice, cancers, gingivitis, oesophageal reflux, hiatus hernia
5. **The Endocrine System** - thyroid dysfunctions (thyrotoxicosis, myxoedema, Grave's disease, Hashimoto's disease) diabetes; mellitus/insipidus, Addison's disease, Cushing's syndrome, myasthenia gravis, gigantism, acromegaly, calcium deficiency (parathyroid)
6. **Urinary System** - cystitis, pyelonephritis, urethritis, kidney stones, glomerulonephritis, incontinence dysuria
7. **Cardiovascular System to include blood** - Heart disease: hypertension, hypotension, myocardial infarction, tachycardia, arrhythmia, PE's, angina, atheroma, arteriosclerosis, thrombosis, phlebitis, anaemia, Sickle Cell syndromes, varicose veins, broken capillaries (thread veins), haemorrhoids Hodgkin's Disease, Non-Hodgkin's Lymphoma, leukaemia, glandular fever - immune system, Reynauds Syndrome, intermittent claudication
8. **Respiratory System** Bronchitis, Common colds, coughs and influenza, Emphysema, Asthma, Pneumonia, Pulmonary fibrosis, Cystic fibrosis, Sinusitis, Tuberculosis, Cancers, MRSA & SARS
9. **The Nervous System** Strokes including TIA's, Parkinson's Disease, Motor Neurone Disease (MND), Epilepsy Cerebral Palsy, Alzheimer's, Headaches & Migraines, Myalgic Encephalomyelitis/ Encephalopathy ME/Chronic Fatigue Syndrome, Bell's Palsy, Multiple Sclerosis (MS), Meningitis, Neuralgia, Spinal Cord Injury, Poliomyelitis, Depression: SAD and clinical depression, Effects of stress
10. **Reproductive System** Menopause including various forms of HRT therapy, Pre-Menstrual Tension, dysmenorrhoea and amenorrhoea , fertility problems and IVF, mastitis, endometriosis, Pelvic Inflammatory Disease (PID), Polycystic Ovary Syndrome, sexually transmitted diseases, prostate problems, various types of cancers in both sexes, vaginitis, pregnancy disorders, post natal depression, pre-eclampsia and ectopic pregnancy
11. **Lymphatic System & Immune System** AIDS/HIV, bacterial infections, viruses, allergens, seasonal rhinitis (hay fever) and rhinitis, lymphadema, lymphadenitis, oedema, enlarged lymph nodes, tonsillitis

Recommended reading

Ball J (1990) Understanding Disease: Health Practitioner's Handbook The C W Daniel Company Ltd
Fox S, Pritchard D (2001) Anatomy, Physiology and Pathology for the Massage Therapist, Corpus Publishing Limited
Henry JA (Ed.) (2004) BMA New Guide to Medicines and Drugs Dorling Kindersley (2003)
British National Formulary BMJ Books Martin E (Editor) (2003)
Martin E (2003) Concise Colour Medical Dictionary Oxford University Press
Mosby's Medical Nursing and Allied Health Dictionary (Oct 2001) Hardcover 432145 pages Publisher: Mosby ISBN: 0323014305
Smith, T Editor (Sep 2000) BMA Complete Family Health Guide Hardback 1104 pages) Dorling Kindersley ISBN 0751327220
Handbook of Signs & Symptoms Second Ed. Paperback 664 pages ISBN 0874348935

3. Theory of Aromatherapy

Outline of Syllabus Contents

1. History and development of the use of plants and their essences. This will involve study from the development of human kind, earliest records both written and others including religious references, Egyptian/Greek/Roman /Arabic records, and ancient Chinese/Indian text. Middle Ages - Avicenna and the spread of knowledge plus the work of leading herbalists (Culpeper, Gerard etc.) The development of allopathic and naturopathic medicine and the role of aromatherapy within this context especially the development of aromatherapy in during the last 100 years including the work of Maurice Gattefossé, Dr. Jean Valnet and Madame Maury and others. Modern research in the fields of aromatherapy, perfume, and smell should be integrated into the developing uses and practice of the profession and its increasing use and popularity as a holistic and complementary therapy. This should be related to the need for regulation of the profession and the introduction of National Occupational Standards.
2. A holistic approach to Aromatherapy - The role and use of aromatherapy as part of a holistic lifestyle should be explored as well as its potential, through treating the whole person, of addressing the subtle energy and changes, which can affect wellbeing. The time and care with which the aromatherapist's consultation and treatment plan defines, treats and meets the needs of the individual and reduces the necessity for conventional treatments, both outside and within the healthcare environment, should be explored.
3. Basic Botanical & Chemical Principles - Students will study the taxonomy, nomenclature, structure and function of plants in relation to the production of both essences & carrier oils; the definition of the atom, molecule, organic and inorganic compounds. Also the definition and recognition of the significant chemical constituents found in essences (terpenes, alcohols, phenols, aldehydes, ketones, oxides, esters and ethers). Students will explore chemotyping, biosynthesis and understanding of oxidation, hydrolysis and essential oil production as well as the causes and avoidance of degradation and spoilage.
4. Therapeutic properties of essences and safety considerations - this includes the essence profile of botanical and plant family name, common name, country of origin, method of extraction, main chemical constituents, therapeutic properties

to assist with conditions; contraindications specific to each essence; potential toxicology of essences, contraindications and safety precautions; prescriptive advice, sourcing and storage. The requirements of the Aromatherapy Trade Council (ATC) for responsible marketing of essences including labeling requirements should also be addressed.

5. Carrier Media: plant oils, hydrolats, water, creams and gels - Methods of production of carrier oils including their chemical composition, sourcing and storage requirements.
6. Blending essences - Detailed study of the reasons for selected specific essences, selection of appropriate carrier mediums, techniques of blending, percentage calculations for dilution specific to client's needs. You will study the legal considerations including the General Product Safety Regulations, Cosmetic Product Safety Regulations and Medicines & Healthcare products Regulatory Agency (MHRA) (Department of Health) requirements.

B. Essences, carrier oils and other media are faithfully reproduced from the NOS. These are the minimum oils which should be included although course providers are recommended to expand this range at least to include common chemotypes where relevant

ESSENCES FOR AROMATHERAPY (reproduced from the NOS)

Plant Family	Common Name	Botanical Name	Part of Plant used
<u>LAMIACEAE</u> (<u>LABIATAE</u>)	Lavender	<i>Lavandula angustifolia</i> Mill.	flowers
	Lavandin	<i>Lavandula x intermedia</i> Emeric ex Loisel	flowers
	Lavender, spike	<i>Lavandula latifolia</i> Medik.	flowers
	Clary sage	<i>Salvia sclarea</i> L.	herb
	Marjoram	<i>Origanum majorana</i> L.	herb
	Rosemary	<i>Rosmarinus officinalis</i> L.	herb
	Thyme	<i>Thymus vulgaris</i> L.	herb
	Peppermint	<i>Mentha x piperita</i> L.	herb
	Basil	<i>Ocimum basilicum</i> L.	herb
	Patchouli	<i>Pogostemon cablin</i> Benth.	leaves
<u>RUTACEAE</u>	Neroli	<i>Citrus aurantium</i> L.	flowers
	Petitgrain	<i>Citrus aurantium</i> L.	leaves
	Orange, bitter	<i>Citrus aurantium</i> L.	fruit
	Orange, sweet	<i>Citrus sinensis</i> (L.) Osbeck	fruit

	Bergamot	<i>Citrus bergamia</i> Risso.	fruit
	Lemon	<i>Citrus limon</i> (L.) Burm.	fruit
	Mandarin	<i>Citrus nobilis</i> Lour.	fruit
	Grapefruit	<i>Citrus paradisi</i> Macfad.	fruit
<u>ASTERACEAE</u> (<u>COMPOSITAE</u>)	Chamomile, Roman	<i>Chamaemelum nobile</i> (L.) All.	flowers
	Chamomile, German	<i>Matricaria recutita</i> L.	flowers
<u>MYRTACEAE</u>	Eucalyptus	<i>Eucalyptus globulus</i> Labill	leaves
	Eucalyptus	<i>Eucalyptus citriodora</i> Hook	leaves
	Eucalyptus	<i>Eucalyptus dives</i> Schauer	leaves
	Eucalyptus	<i>Eucalyptus smithii</i> R.T. Baker	leaves
	Tea tree	<i>Melaleuca alternifolia</i> Cheel	leaves
<u>GERANIACEAE</u>	Geranium	<i>Pelargonium graveolens</i> L'Her.	leaves
<u>PIPERACEAE</u>	Pepper, black	<i>Piper nigrum</i> L.	fruit
<u>APIACEAE</u> (<u>UMBELLIFERAE</u>)	Fennel	<i>Foeniculum vulgare</i> Mill.	fruit
<u>ROSACEAE</u>	Rose, damask	<i>Rosa damascena</i> Mill.	flowers
	Rose, cabbage	<i>Rosa x centifolia</i> L.	flowers
<u>OLEACEAE</u>	Jasmine	<i>Jasminum grandiflorum</i> L.	flowers
<u>ANNONACEAE</u>	Ylang-ylang	<i>Cananga odorata</i> (Lam.) Hook.f. & Thoms.	flowers
<u>SANTALACEAE</u>	Sandalwood	<i>Santalum album</i> L. <i>Santalum spicatum</i> (R.Br.) A.DC.)	wood
<u>BURSERACEAE</u>	Frankincense	<i>Boswellia sacra</i> Flueck.	resin
	Myrrh	<i>Commiphora myrrha</i> Engl.	resin
<u>STYRACACEAE</u>	Benzoin	<i>Styrax benzoin</i> Dryand.	balsam
<u>ZINGIBERACEAE</u>	Ginger	<i>Zingiber officinale</i> Rosc.	rhizome
<u>POACEAE</u> (<u>GRAMINAE</u>)	Lemongrass	<i>Cymbopogon citratus</i> Stapf.	grass
	Vetivert	<i>Vetiveria zizanioides</i> Nash ex Small	roots

<u>PINACEAE</u>	Cedarwood, Atlas	<i>Cedrus atlantica</i> Manetti	wood
<u>CUPRESSACEAE</u>	Cypress	<i>Cupressus sempervirens</i> L.	twigs
	Juniper	<i>Juniperus communis</i> L.	berry

Fixed /Carrier Oils_ (reproduced from the NOS)

18 FIXED OILS FOR AROMATHERAPY

ROSACEAE

Almond *Prunus communis* L.
 Apricot kernel *Prunus armeniaca* L.
 Perah kernel *Prunus vulgaris* Mill.

FABACEAE (LEGUMINOSAE)

Soya *Glycine max* Merr.
 Peanut *Arachis hypogaea* L.

ASTERACEAE (COMPOSITAE)

Sunflower *Helianthus annuus* L.

VITACEAE

Grapeseed *Vitis vinifera* L.

Formatted: English (U.K.)

OLEACEAE

Olive *Olea europaea* L.

LAURACEAE

Avocado *Persea americana* Mill.

PEDALIACEAE

Sesame *Sesamum indicum* L.

LINACEAE

Linseed *Linum usitatissimum* L.

CORYLACEAE

Hazel *Corylus avellana* L.

JUGLANDACEAE

Walnut *Juglans regia* L.

PROTEACEAE

Macadamia *Macadamia ternifolia* F. Muell.

ARECACEAE

Coconut *Cocos nucifera* L.

ONAGRACEAE

Evening Primrose *Oenothera biennis* L.

POACEAE (GRAMINAE)

Wheatgerm *Triticum vulgare* Vill.

EUPHORBIACEAE

Castor *Ricinus communis* L.

LIQUID WAX

SIMMONDSIACEAE

Jojoba *Simmondsia chinensis* Schneid.

Other Media

Creams, lotions, gels, water, air, clay, shea butter

Recommended Reading

- Battaglia, S. (2003) The Complete Guide to Aromatherapy. Second edition The Perfect Potion Paperback 202 pages ISBN: 0646428969
- Bowles E Joy (2003) The Chemistry of Aromatherapeutic Oils Australia, Allen & Unwin Paperback 256 pages ISBN 174114051X
- Buckle, J. (2003) Clinical Aromatherapy 2nd Edition, Churchill Livingstone. Paperback 236 pages (August 20, 2003) ISBN: 0443072361
- Caddy, R. (1997) Aromatherapy: Essential Oils in Colour. Amberwood Publishing
- Clarke, S. (2002) Essential Chemistry for Safe Aromatherapy. Churchill Livingstone Paperback 256 pages (March 27, 2002) ISBN: 0443064857
- Davis, P (1995) Aromatherapy an A-Z C.W. Daniel Co. Ltd Paperback 335 pages ISBN: 0852072953
- Gascoigne, S. (1992) Prescribed drugs and the Alternative Practitioner: The Essential Guide. Energy Medicine Press ISBN: 1-85398-022-6
- Gattefossé, R.M. Gattefossé's Aromatherapy (1993) The First Book on Aromatherapy, C.W. Daniel Co. Ltd. Paperback 176 pages ISBN: 0852072368
- Kusmerik, J. (2002) Liquid Sunshine. Floamicus ISBN: 0-9543295-0-3
- Lawless, J. (2002) The Encyclopaedia of Essential Oils. Harper Collins Paperback 224 pages ISBN: 0007145187
- Sellar, W. (2001) The Directory of Essential Oils. C.W. Daniel Co. Ltd Paperback 191 pages ISBN: 0852073461
- Tisserand, R. Balacs, T. (1995) Essential Oil Safety; A Guide for Health Professionals Churchill Livingstone, Hardcover 296 pages ISBN: 0443052603
- Tisserand, R. (1997), reprinted 1993) The Art of Aromatherapy C.W. Daniel Co. Ltd. Paperback 321 pages ISBN: 085207140X
- Lavabre, Marcel (1997) Aromatherapy Workbook. Inner Traditions International, Paperback 192 pages ISBN: 0892816449
- Price, S. (1983) Practical Aromatherapy. HarperCollins Paperback 128 pages ISBN: 0722508050
- Price, S. (1999) Aromatherapy for Health Care Professionals. Churchill Livingstone. Paperback 394 pages ISBN: 0443062102
- Valnet, J. (1980, re-printed 1991) The Practice of Aromatherapy. C.W. Daniel Co.
- Worwood, V. (1997) The Fragrant Mind. Bantam Paperback 640 pages ISBN: 0553407996

4. Applied Aromatherapy

Outline of Syllabus Contents:

1. Introduction to methods of application of essences. An outline of the range of current uses of essences in professional and home treatments.
2. Practical: Presentation and preparation - environment for massage, equipment, comfort, consultation set up, professionalism - attitude, dress, client management, time management, hygiene, consultation contraindications, physical signs, client welfare.
3. Full Body Massage sequence - names of massage strokes, benefits of strokes, sequence of strokes, how to perform strokes; use of body - posture of therapist; energy and massage; intention and integrity of therapist - the therapeutic exchange; protection of therapist and client; practice sessions on fellow students and models.
4. Preparation of blends for massage treatment - safe dilutions for full body and face; blending techniques for massage and other applications
5. Inhalations: - when to use and for what reasons/conditions helpful for (i.e. respiratory congestion); equipment required; how to prepare; safe dilutions of essences; frequency of use; recommended essences to use; contraindications.
6. Compresses: - when to use and for what reasons/conditions helpful for (i.e. inflammation, etc); equipment required; types of compress (i.e. hot or cold or both); methods of preparing; hydrolats as compresses; safe essence dilutions; recommended essences to use; contraindications.
7. Diffusing: - when to use and for what reasons/conditions helpful for (i.e. contagious conditions, psychological effects, etc); equipment; different ways of diffusing oils, types of diffusers available; safety aspects - diffusing oils to public; psychological effects; recommended safe dilutions and choice of essences; contraindications.
8. Bathing: when to use and for what reasons/conditions helpful for (i.e. stress, insomnia, etc); equipment required; types of carrier for bathing/showering, etc.; safe dilutions; recommended essences, contraindications; sourcing carriers for bathing preparations; labeling.
9. Creams, lotions, hydrolats, gels, sprays, clay, topical application etc.: - when to use and for what reasons/conditions; equipment required; different types of media - creams, lotions, gels, hydrolats, vegetable oils and when to use which type of medium i.e. depending on condition of client; diluting media & safe dilutions with essences; sourcing base creams and lotions and gels, etc for making effective aromatherapy preparations - ingredients and costs, labeling requirements, etc.; making own creams and lotions at home - equipment, ingredients, recipes, etc.

Recommended Reading

Biel A (2001) Trail Guide to the Body Books of Discovery; 2nd Rev Edition Spiral Bound ISBN: 0965853411

Essential Aromatherapy CD Rom, The Revision Package by Essential Training Solutions

Juhan D (1998) Job's Body A Handbook for Bodywork Barrytown Limited Paperback: 412 pages ISBN: 1581770227

West O (1999) The Magic of Massage Hastings House Book Publishers Unbound (1999) ISBN: 0803800002 Other Editions: Paperback

Premkumar Dr K (2003) The Massage Connection: Anatomy, Physiology & Pathology Lippincott Williams and Wilkins Hardcover 704 pages ISBN: 0781734762

Price L & S (2004) Understanding Hydrolats: The Specific Hydrosols for Aromatherapy: A Guide for Health Professionals Churchill Livingstone Paperback, 300 pages, ISBN: 0443073163

Mosby's Fundamentals of Therapeutic Massage. (2004) Mosby Unknown Binding 1408 pages ISBN: 0323026818

Vickers, A. (1997) Massage and Aromatherapy: A Guide for Health Professionals. Nelson Thornes Paperback 328 pages (July 1, 1996) ISBN: 0412576309

5. Therapeutic Relationships

Outline of Syllabus Contents

1. Individual and cultural prejudices, personal areas of strength and weakness, health beliefs, the ability to give and receive feedback, the ability to self-assess.
2. The patient/practitioner relationship - communication skills to include models of conscious and unconscious communication, building empathy, transference and counter-transference, setting boundaries, proper professional conduct, beginning and endings in a therapeutic relationship, dealing with sensitive issues such as bereavement and loss.
3. Aromatherapy within the complementary and conventional health care sector. Students will be provided with an overview of other complementary therapies. Students will also learn when a client's needs are outside of their level of expertise and know when to refer to other healthcare professionals.

Recommended Reading

Brown, G. Esdaile, S. Ryan, S. (2003) Becoming an Advanced Healthcare Practitioner. Butterworth Heineman

Mitchell, A. Cormack, M. (1998) The Therapeutic Relationship in Complementary Health care. Churchill Livingstone

Featherstone C (1996) Medical Marriage Scotland, the Findhorn Press

7. Legislation & Ethics

Outline of Syllabus Contents

1. Confidentiality - confidentiality and the law, Data-protection act, situations in which patient information may be disclosed, sources of legal help and advice; confidentiality within the practice, other staff, making and storing case notes, patient access to their own notes
2. Referrals - to orthodox practitioners, to others within same discipline and to those in other disciplines, patient care when the practitioner is absent.
6. Relationships between practitioners: communication, courtesy, professional and ethical conduct; disputes and complaints procedure; transfer and referral of patients, case histories and patient notes.
7. Continuing professional development; boundaries of the therapeutic space; safeguarding the legitimate needs of the practitioner.
8. Professional misconduct: complaints, disciplinary procedure, advice and guidance, insurance.

9. Prescribed conduct regarding: abortion, venereal disease, notifiable diseases, consent and supervision of minors and people with learning difficulties, procedures for the intimate examination of a patient of the opposite sex, notification of adverse events.

Recommended Reading

S12(1) of the Medicines Act 1968 and proposed review MHRA documents.
The Cosmetic Products (Safety) Regulations 1996
Massage & Special Treatment Licensing Acts & Regulations

8. Business Practice

Outline of Syllabus Contents

1. Advertising standards: methods and wording, creating expectation and making claims (S12(1) of the Medicines Act 1968).
2. How to advertise and promote your business; marketing skills; advantages and disadvantages of the different types of employment; choice of premises; home-visiting practice; networking; financial considerations and business plans; banking and writing a CV. Explanations of business development from sole trader, partnerships and limited company.
3. Setting up a business; fees, charges and costs and insurances.
4. Taxation and business issues; record keeping; taxable expenses; tax shelter; personal pensions, preparing Tax Returns and accounts; hiring an accountant; National Insurance Contributions (NIC).
5. Selling products - Trading Standards; Trades Descriptions Act 1968, The Cosmetic Products (Safety) Regulations 1996, Consumer Protection Act 1987, Sale & Supply of Goods Act 1994.
6. COSHH, CHIPS, Health & Hygiene & Safety at Work Act 1974, Veterinary Surgeons Act 1966. RIDDOR,
7. National laws and Common Law; Byelaws, Local Authority Licensing;

Recommended Reading

Aldred Elaine M., "A Guide to starting your own Complementary Therapy Practice" (2007), Churchill Livingstone ISBN -0-443-10309-7

Bailey, Anthony The "Which" Guide to Starting Your Own Business: How to Make a Success of Going It Alone ("Which?" Consumer Guides); Paperback ~ Paperback 288 pages (March 2003) Publisher: Which? Books ISBN: 0852029306

Bickne, Carrie Web Design on a Shoestring; Hardcover ~ Hardcover 250 pages (July 2003) Publisher: New Riders ISBN: 0735713286

Reuvid, Jonathan & Millar, Roderick Start Up and Run Your Own Business; Paperback ~ Paperback 292 pages (September 3, 2003) Publisher: Kogan Page ISBN: 0749440287

Rooney, Kathy (Editor) Good Small Business Guide: How to Start and Grow Your Own Woods, Caspian From Acorns... How to Build Your Brilliant Business From Scratch; Paperback ~ Paperback 172 pages (December 12, 2003) Publisher: Prentice Hall ISBN: 0273688057

Webb P & S (2003) The Small Business Handbook: An Entrepreneur's Definitive Guide to Starting a Business Paperback 608 pages (December 15, 2003) Publisher: Bloomsbury ISBN: 0747566909

Inland Revenue Leaflets (available as PDF's from

<http://www.hmrc.gov.uk/leaflets/>):

SE/1 Thinking of working for yourself? - Includes an application form to register yourself as a self-employed person and also to register for National Insurance Contributions.

CF10 – Self-employed people with small earnings

ES/FS1 – Employed or self-employed for tax and national insurance contributions

SA/BK4 Self Assessment. A general guide to keeping records.

Gives general advice about the records that need to be kept for tax purposes each year and how long they need to be kept.

SA/BK8 Self Assessment. Your Guide.

<http://www.hmrc.gov.uk/sa/your-tax-return.htm> contains a lot of information useful to the tutor when teaching about tax obligations.

9. Understanding Research in Practice

Outline of Syllabus Contents

1. Define what research is and what function it performs.
2. Discuss hypothesis, control measure, variables, measurements, significance etc.
3. Relate to current medical & scientific research.
4. Explain the meaning of placebos, control groups, double blind etc.
5. Include specific examples of types of medical and aromatherapy research undertaken.
6. Identify the needs of the scientific community
7. Critical analysis and research
8. Discuss examples of research formats and presentations
9. Identify and discuss the differences between qualitative & quantitative research and the difficulties underlying some aspects of aromatherapy research

Recommended Reading

Lewith G. (2001) Clinical Research in Complementary Therapies. Churchill Livingstone Paperback 392 Pages ISBN 044306367

Sutton C (1987) Handbook of research for the helping professions, New York

10. Reflective Practice

Outline of Syllabus Contents

1. An introduction to the philosophy of reflective practice and its relevance to the aromatherapist
2. Understanding Self Attitudes, beliefs, and values; what they are and how they develop and the factors that influence their development. Defining health and well-being.
3. Identifying the therapist's own attitudes and beliefs. The effect these might have on clients and others with whom the therapist may work.
4. Interpersonal skills. The nature of inter-personal relationships, the therapeutic relationship and working with others. How these relationships may affect the therapist's ability to work effectively. To recognise and deal effectively with own behaviour and practice, when it adversely affects working with different people.
5. Effective learning and development. Review and evaluate existing knowledge and professional practice using NOS and Professional Code of Practice to

- identify strengths and limitations. Knowing how we learn, learning styles, what they are, to improve upon the limitations identified above.
6. Learning from experience. To learn effectively from experience requires analysis and interpretation of the event so that it leads to new understanding. Structuring the process to identifying the experience, returning to the experience and describing it, attending to feelings, making sense of the experience and assessing competence.
 7. The role of reflective journaling as part of the learning and self development process
 8. Writing a development plan. Produce a Portfolio of learning evidence and detail programme for future professional progress.
 9. Support for learning and development to gain knowledge of various types of support systems and networks and how to access them.

Recommended Reading

Reflection - <http://www.trainer.org.uk/members/theory/process/reflection.htm>
Boud D, Keogh R & Walker D; (1985) Reflection: turning experience into learning, Kogan Page
Johns C. (2002) Guided Reflection Blackwell Science
Johns C. (2000) Becoming a reflective practitioner; a reflective and holistic approach to clinical nursing, practice development and clinical supervision Blackwell Science
Johns C (1994) Guided reflection. In reflective practice in nursing (Palmer A et al eds) Blackwell science, Oxford
Reflection - <http://www.trainer.org.uk/members/theory/process/reflection.htm>