**SECTION 1 – GENERAL INFORMATION**

**Award/s:**
- Bachelor of Health Science (Naturopathy)
- Bachelor of Complementary Medicine

**Total Course Credit Points:**
- 128: Core 2nd Year
- 48: Elective 3rd Year

**Duration:** 1 Semester

**Subject Coordinator:** Tanya Morris (Brisbane Campus)

**Subject is:** Core or Elective as noted

**Subject Credit Points:** 2

**Student Workload:**

<table>
<thead>
<tr>
<th>No. timetabled hours per week:</th>
<th>No. personal study hours per week:</th>
<th>Total hours per week:</th>
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<tbody>
<tr>
<td>3</td>
<td>2</td>
<td>5</td>
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</table>

**Delivery Mode:**
- Face to Face (On Campus)
  - 1 x 2 hour lecture
  - 1 x 1 hour tutorials
- e-Learning (Online)
  - Narrated PowerPoint presentations
  - Tutorials: Asynchronous tutor moderated discussion forum and activities
  - Student handouts, web-based resources
- Intensive Delivery (Summer School)
  - Contact hours are delivered over 5 weeks with 2 x 4 hour days delivered per week
  - Content: Combination lecture and tutorial activities
  - Assessment: Quiz - Week 2; Mid-semester Written Exam - Week 4; Final Written Exam - Week 6
  - Full Time
  - Part Time

**Pre-requisites:** SOCF111

**Co-requisites:** Nil

**SECTION 2 – ACADEMIC DETAILS**

**Subject Rationale**

This subject provides students with grounding in the knowledge, skills and judgements necessary to clinically apply flower essence therapy. Students study flower essences and their application in working with commonly presenting physical, emotional and psychological states that may present in their clinical practice. Students evaluate both
classical and current literature for individual flower essences and their clinical blends for acute and chronic
treatment of emotional and/or mental and/or physical symptoms. This allows students to apply flower essences
singly and in combination to clinical management of specific health-related issues.

**Learning Outcomes**

1. Discuss the history, doctrines and manufacture of different versions/systems of flower essence therapy.
2. Compare and contrast different systems of flower essence therapy for the purpose of prescribing in
   naturopathic clinic.
3. Appraise the classical and current literature for simplex and complex flower essence therapies for
   management of emotional states and conditions.
4. Formulate complex flower essence prescriptions and calculate appropriate dosage instructions.

**Assessment Tasks**

<table>
<thead>
<tr>
<th>Type</th>
<th>Learning Outcomes Assessed</th>
<th>Session Content Delivered</th>
<th>Due</th>
<th>Weighting</th>
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</thead>
<tbody>
<tr>
<td><strong>Quiz</strong></td>
<td>1-2, 4</td>
<td>1-3</td>
<td>Session 4</td>
<td>20%</td>
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<tr>
<td>Multiple choice, short</td>
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<tr>
<td>answer questions</td>
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<tr>
<td>(30 minutes)</td>
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<tr>
<td>**Mid-semester Written</td>
<td>3-4</td>
<td>1-7</td>
<td>Session 8</td>
<td>30%</td>
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<tr>
<td>Exam</td>
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<tr>
<td>Multiple choice, short</td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>answer questions and</td>
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</tr>
<tr>
<td>case study</td>
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<tr>
<td>(45 minutes)</td>
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<tr>
<td><strong>Final Written Exam</strong></td>
<td>1-4</td>
<td>1-13</td>
<td>Final Examination Period</td>
<td>50%</td>
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<tr>
<td>May include short answer,</td>
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<tr>
<td>extended response and</td>
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<tr>
<td>case studies</td>
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<td>(1.5 hours)</td>
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All written assessments and online quizzes are due at 11:55 p.m. Sunday and submitted through the LMS

**Prescribed Readings:**

Recommended Readings:


<table>
<thead>
<tr>
<th>Week</th>
<th>Lectures</th>
<th>Tutorials</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Introduction (Subject Outline / Subject Aims / Assessment / Teaching Resources)</td>
<td>Relevant activities as directed by the lecturers/tutors through in class discussion and activities or via the student discussion forum. Teaching and learning activities may be modified or adapted to suit the particular learning strategies and delivery style</td>
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<tr>
<td></td>
<td>History of flower essences</td>
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<td></td>
<td>Flower essence varieties</td>
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<td></td>
<td>The doctrine of signature and its application to flower essence therapy</td>
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<tr>
<td></td>
<td>The language of flowers</td>
<td></td>
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<td></td>
<td>How do flower essences work?</td>
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<td></td>
<td>Methods of preparation and dosing</td>
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<td></td>
<td>Flower essence research</td>
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<tr>
<td>2.</td>
<td>The Bach Flower Remedies</td>
<td>Compare and contrast the 5 Bach remedies indicated for fear</td>
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<td></td>
<td>Introduction and history; Edward Bach</td>
<td>Case-study for determining the correct fear essence/s</td>
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<tr>
<td></td>
<td>Bach’s 7 categories of remedies</td>
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<tr>
<td></td>
<td>Bach Remedies for Fear</td>
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<tr>
<td></td>
<td>Rock Rose, Mimulus, Cherry Plum, Aspen, Red Chestnut</td>
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<td></td>
<td>Research / evidence based practice literature supporting the use of flower essences utilisation</td>
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<tr>
<td>3.</td>
<td>Bach Remedies for Uncertainty</td>
<td>Compare and contrast the 6 Bach remedies indicated for uncertainty</td>
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<tr>
<td></td>
<td>Cerato, Scoleranthus, Gentian, Gorse, Hornbeam, Wild Oat</td>
<td>Case-study for determining the correct essence/s</td>
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<td></td>
<td>Research / evidence based practice literature supporting the use of flower essences utilisation</td>
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<tr>
<td>4.</td>
<td>Quiz</td>
<td>Compare and contrast the 7 Bach remedies indicated for lack of interest in the present</td>
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<tr>
<td></td>
<td>Bach Remedies for Lack of Interest in the Present</td>
<td>Case-study for determining the correct essence/s</td>
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</tbody>
</table>
### 5. Bach Remedies for Loneliness
- Water Violet, Impatiens, Heather

### Bach Remedies for Oversensitivity
- Holly, Walnut, Centaury, Agrimony

Research / evidence based practice literature supporting the use of flower essences utilisation

- Compare and contrast the 4 Bach remedies indicated for loneliness
- Compare and contrast the 4 Bach remedies indicated for oversensitivity
- Case study for determining the correct essences

### 6. Bach Remedies for Despondency & Despair
- Crab Apple, Oak, Willow, Star of Bethlehem, Sweet Chestnut, Elm, Pine, Larch

Research / evidence based practice literature supporting the use of flower essences utilisation

- Compare and contrast the 8 Bach remedies indicated for despondency & despair

### 7. Bach Remedies for Overcare for Others’ Welfare
- Rock Water, Beech, Vine, Vervain, Chicory

Bach Remedy for Stress/Emergencies: Rescue Remedy

Research / evidence based practice literature supporting the use of flower essences utilisation

- Compare and contrast the 5 Bach remedies indicated for overcare for others’ welfare
- Discuss the use and application of Rescue Remedy – indications and contraindications

### 8. Mid-Semester Exam

#### Australian Flower Essences
- Introduction to Australian plants as flower essences
- History, background, indigenous use of Australian flowers as therapy
- Examples of Australian flower essence systems – similarities & differences

Throughout the study of Australian flowers as essences, flowers from different genera of plants are examined, including their indications according to the different systems of essences (e.g. “Living Essences” & “Bush Flower Remedies”)

- Research / evidence based practice literature supporting the use of flower essences utilisation

- Discuss the unique characteristics of Australian flowers and their use as flower essences
- Compare and contrast the Bach remedies with Australian flower essences

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### NON-TEACHING WEEK (note that make-up classes may be scheduled in this week)

**Semester 1** – This aligns with the week after Easter so it may fall between Weeks 6 to 8

**Semester 2 & Online students** – The non-teaching week falls between Weeks 7 and 8
9. **Emotional States Relevant to: The Wattles (Acacia Genus)**
   - Kangaroo Paws (Anigozanthos genus)
   - Bottlebrush (Callistemon genus)
   - Research / evidence based practice literature supporting the use of flower essences utilisation
   - What similarities and differences exist in the indications for flowers from the same genus (Wattles; Kangaroo Paws, Bottlebrush)?
   - Critically evaluate and discuss the indications for essences featured in different flower essence systems – how they are similar and different

10. **Emotional States Relevant to: The Boronias (Boronia Genus)**
    - The Banksias (Banksia genus)
    - The Waratahs (Telopea genus)
    - Research / evidence based practice literature supporting the use of flower essences utilisation
    - What similarities and differences exist in the indications for flowers from the same genus (Boronias, Banksias, Waratahs)?
    - Critically evaluate and discuss the indications for essences featured in different flower essence systems – how they are similar and different

11. **Emotional States Relevant to: The Gums (Eucalyptus Genus)**
    - The Water Lilies Nymphaeaceae family
    - The Grass Trees (Xanthorrhoea & Kingia genera)
    - Research / evidence based practice literature supporting the use of flower essences utilisation
    - What similarities and differences exist in the indications for flowers from the same genus (Gums, Water Lilies, Grass Trees)?
    - Critically evaluate and discuss the indications for essences featured in different flower essence systems – how they are similar and different

12. **Emotional States Relevant to: Australian Orchids**
    - What similarities and differences exist in the indications for Orchids used as essences?
    - Research / evidence based practice literature supporting the use of flower essences utilisation
    - Case studies – determine appropriate flower essences to assist with the management of the case

13. Other Australian flowers as essences - a selection of other native Australian plants whose flowers are used as essences
    - Research / evidence based practice literature supporting the use of flower essences utilisation
    - Case studies – determine appropriate flower essences to assist with the management of the case

14. **Non-Teaching Week/Practical Examination Week 1**
    Note that make-up classes may be scheduled in this week

15. **Non-Teaching Week/Practical Examination Week 2**
    Note that make-up classes may be scheduled in this week

16. **Final Examination Week 1**
    Students are required to sit examinations using the Respondus Lockdown Browser software per the Examination Policy – Higher Education. Refer to your local campus calendar for exam opening and closing times.

17. **Final Examination Week 2**
Students are required to sit examinations using the Respondus Lockdown Browser software per the Examination Policy – Higher Education. Refer to your local campus calendar for exam opening and closing times.