

SUBJECT OUTLINE



Subject Name:

Flower Essence Therapy

Subject Code:

NATF311

SECTION 1 - GENERAL INFORMATION

Award/s:	Total Course Credit Points:	Level:
Bachelor of Health Science (Naturopathy)	128	Core 2 nd Year
Bachelor of Complementary Medicine	48	Elective 3 rd Year
Duration:	1 Semester	
Subject Coordinator:	Tanya Morris ([Brisbane campus])	
Subject is:	Core or Elective as noted	Subject Credit Points: 2

Student Workload:

No. timetabled hours per week:	No. personal study hours per week:	Total hours per week:
3	2	5

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

Type	Learning Outcomes Assessed	Session Content Delivered	Due	Weighting
Quiz Multiple choice, short answer questions (30 minutes)	1-2, 4	1-3	Session 4	20%
Mid-semester Written Exam Multiple choice, short answer questions and case study (45 minutes)	3-4	1-7	Session 8	30%
Final Written Exam May include short answer, extended response and case studies (1.5 hours)	1-4	1-13	Final Examination Period	50%

All written assessments and online quizzes are due at 11:55 p.m. and submitted through the LMS

Prescribed Readings:

1. Wells, M. (2011). *The Bach flowers today*. Balwyn North, VIC: Author.

Recommended Readings:

1. Barnao, V., & Barnao, K. (1997). *Australian flower essences for the 21st century*. Perth, WA: Australian Flower Essence Academy.
2. Blome, G. (1999). *Advanced Bach flower therapy: A scientific approach to diagnosis and treatment*. Rochester, VT: Healing Arts Press.
3. Graves, J. (2013). *The language of plants: A guide to the doctrine of signatures*. Great Barrington, MA: Lindisfarne Books. [ebook available]
4. Scheffer, M. (1988). *Bach flower therapy: Theory and practice*. (A. R. Meuss, Trans.). Rochester, VT: Healing Arts Press.
5. White, I. (1999). *Australian bush flower healing*. Sydney, NSW: Bantam Books.

Subject Content

Week	Lectures	Tutorials
1.	Introduction (Subject Outline / Subject Aims / Assessment / Teaching Resources) <ul style="list-style-type: none"> • History of flower essences • Flower essence varieties • The doctrine of signature and its application to flower essence therapy • The language of flowers • How do flower essences work? • Methods of preparation and dosing • Flower essence research 	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 <ul style="list-style-type: none"> • Doctrine of signatures • Comparison of different flower essence therapies • How do flower essences work?

2.	The Bach Flower Remedies <ul style="list-style-type: none"> • Introduction and history; Edward Bach • Bach's 7 categories of remedies Bach Remedies for Fear Rock Rose, Mimulus, Cherry Plum, Aspen, Red Chestnut <ul style="list-style-type: none"> • Research / evidence based practice literature supporting the use of flower essences utilisation 	<ul style="list-style-type: none"> • Compare and contrast the 5 Bach remedies indicated for fear • Case-study for determining the correct fear essence/s
3.	Bach Remedies for Uncertainty Cerato, Scleranthus, Gentian, Gorse, Hornbeam, Wild Oat <ul style="list-style-type: none"> • Research / evidence based practice literature supporting the use of flower essences utilisation 	<ul style="list-style-type: none"> • Compare and contrast the 6 Bach remedies indicated for uncertainty • Case-study for determining the correct essence/s
4.	Quiz Bach Remedies for Lack of Interest in the Present Clematis, Honeysuckle, Wild Rose, Olive, White Chestnut, Mustard, Chestnut Bud <ul style="list-style-type: none"> • Research / evidence based practice literature supporting the use of flower essences utilisation 	<ul style="list-style-type: none"> • Compare and contrast the 7 Bach remedies indicated for lack of interest in the present • Case-study for determining the correct essence/s
5.	Bach Remedies for Loneliness Water Violet, Impatiens, Heather Bach Remedies for Oversensitivity Holly, Walnut, Centaury, Agrimony <ul style="list-style-type: none"> • Research / evidence based practice literature supporting the use of flower essences utilisation 	<ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Research / evidence based practice literature supporting the use of flower essences utilisation 	<ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Research / evidence based practice literature supporting the use of flower essences utilisation 	<ul style="list-style-type: none"> • Compare and contrast the 5 Bach remedies indicated for overcare for others' welfare • Discuss the use and application of Rescue Remedy – indications and contraindications
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		
8.	Mid-Semester Exam Australian Flower Essences <ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Discuss the unique characteristics of Australian flowers and their use as flower essences • Compare and contrast the Bach remedies with Australian flower essences

	different systems of essences (e.g. “Living Essences” & “Bush Flower Remedies” <ul style="list-style-type: none"> • Research / evidence based practice literature supporting the use of flower essences utilisation 	
9.	Emotional States Relevant to: The Wattles (Acacia Genus) <ul style="list-style-type: none"> • Kangaroo Paws (Anigozanthos genus) • Bottlebrush (Callistemon genus) Research / evidence based practice literature supporting the use of flower essences utilisation	<ul style="list-style-type: none"> • 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) <ul style="list-style-type: none"> • The Banksias (Banksia genus) • The Waratahs (Telopea genus) Research / evidence based practice literature supporting the use of flower essences utilisation	<ul style="list-style-type: none"> • 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) <ul style="list-style-type: none"> • The Water Lilies Nymphaeaceae family) • The Grass Trees (Xanthorrhoea & Kingia genera) Research / evidence based practice literature supporting the use of flower essences utilisation	<ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Case studies – determine appropriate flower essences to assist with the management of the case
13.	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 On campus enrolled students: Refer to the Examination Timetable for your local campus for the exact day and time of exam Online enrolled students: You are required to sit examinations on campus per the Examination Policy - Higher Education . The Examination Weeks for subjects offered online are identified in the Online Calendar	
17.	Final Examination Week 2 On campus enrolled students: Refer to the Examination Timetable for your local campus for the exact day and time of exam Online enrolled students: You are required to sit examinations on campus per the Examination Policy - Higher Education . The Examination Weeks for subjects offered online are identified in the Online Calendar	