

SUBJECT OUTLINE

Subject Name:

Advanced Herbal Medicine

Subject Code:

WHMF314

SECTION 1 – GENERAL INFORMATION

Award/s:	Total Course Credit Points:	Level:
Bachelor of Health Science (Naturopathy)	128	4 th Year
Duration:	1 Semester	
Subject Coordinator:	Julie Wilkinson-Flores (Gold Coast Campus)	
Subject is:	Subject Credit Points:	2
Core		

Student Workload:

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

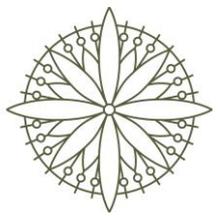
Delivery Mode:

Face to Face (On Campus)	1 x 3 hour integrated lecture and case discussions
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: Continuous Skill Development - Weeks 1-5; Oral Presentation (as rostered) - Weeks 2-5; Mid-semester Exam - Week 4; Final Written Exam - Week 6 Full Time Part Time
Pre-requisites:	WHMC311
Co-requisites:	Nil

SECTION 2 – ACADEMIC DETAILS

Subject Rationale

This subject enables students to extend their knowledge of evidence based herbal medicine practice. Exploration of advanced herbal formulation for treatment and prevention of complex conditions associated with multiple causes, associated factors and outcomes of value to naturopathic clients. Herbal synergy of herbal formulations is considered in detail as well as key elements to balancing a formula for individual health needs. A case-based approach using clinical examples, enables students to synthesise traditional and contemporary knowledge for and provide herbal medicines based on holistic naturopathic philosophy. Students will develop rational arguments to defend their herbal treatment decisions based on holistic naturopathic medicine philosophy, and supported by relevant traditional and scientific evidence.



Learning Outcomes

1. Evaluate strengths and limitations of herbal treatment approaches in relation to individual cases in acute, chronic and complex conditions.
2. Appraise traditional and scientific evidence of herbal medicine in relation to population health needs, efficacy and safety.
3. Construct a sophisticated, evidence informed herbal intervention based on herbal synergy, type of preparation, administration and dosage.
4. Explain long term outcomes from herbal medicine treatment within holistic naturopathic care.
5. Evaluate and explain clinical decisions of herbal medicine based on holistic naturopathic medicine philosophy, traditional and scientific evidence appraisal and client expectations from naturopathic care.

Assessment Tasks

Type	Learning Outcomes Assessed	Session Content Delivered	Due	Weighting
Continuous Skill Development (80% attendance and active participation required)	N/A	N/A	Sessions 1-13	Pass/Fail
Oral Presentation with slides (15-20 minutes)	1-5	1-12	Sessions 4-13 (as rostered)	30%
Mid-semester Written Exam case based (1 hour)	1-5	1-6	Session 7	20%
Final Written Exam case based (2 hours)	1-5	1-13	Final Examination Period	50%

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

Prescribed Readings:

Nil



Recommended Readings:

The following resources have been highlighted by the Subject Coordinator as being among the most useful for this subject and students are encouraged to source classic texts and other journals as well:

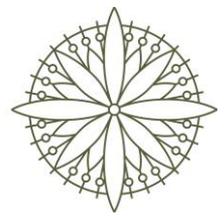
1. American Botanical Council. (2008). *Resource library*.
<http://cms.herbalgram.org/herbstream/library/homePage/>
2. American Botanical Council. (2009). *HerbMed*. <http://www.herbmed.org>
3. American Botanical Council. (2013). *Herbal medicine: Expanded commission E online*.
<http://cms.herbalgram.org/herbstream/library/HerbalMedicine/index.html>
4. *Australian Journal of Herbal and Naturopathic Medicine*. [Access online via ScienceDirect]
5. Bradley, P. (Ed.). (1992). *British herbal compendium: A handbook of scientific information on widely used plant drugs* (Vol. 1). British Herbal Medical Association.
6. Bradley, P. (Ed.). (2006). *British herbal compendium: A handbook of scientific information on widely used plant drugs* (Vol. 2). British Herbal Medical Association.
7. British Herbal Medicine Association. (1996). *British herbal pharmacopoeia* (4th ed.). British Herbal Medicine Association.
8. Cho, W. (2011). *Evidence-based anticancer materia medica*. Springer. [ebook available]
9. Cho, W. (2011). *Materia medica for various cancers*. Springer. [ebook available]
10. *Journal of Ethnopharmacology*. [Access online via ScienceDirect]
11. Moore, M. (2008). *Southwest School of Botanical Medicine*.
<http://www.swsbm.com/HOMEPAGE/HomePage.html>
[Digitised open source classic texts of herbal medicine]
12. *Phytotherapy: International Journal of Phytotherapy and Phytopharmacology*. [Access online via ScienceDirect]
13. *Phytotherapy Research* [Access online via ScienceDirect]
14. Watson, R. R. (2009). *Complementary and alternative therapies in the aging population: An evidence-based approach*. Academic Press. [ebook available]
15. Wood, M. (2016). *The earthwise herbal repertory: The definitive practitioner's guide*. North Atlanta Books.

Subject Content

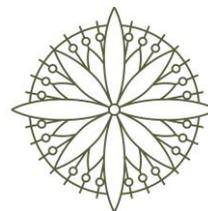
Week	Integrated Lecture and Case Discussions
1.	<p>Introduction (Subject Outline / Subject Aims / Assessment / Teaching Resources)</p> <p>Evidence Based Practice</p> <ul style="list-style-type: none"> ➤ Key elements of evidence based practice in herbal and naturopathic medicine ➤ Optimising search strategies for current and future evidence <p>Traditional Evidence for Western Herbal Medicine</p> <ul style="list-style-type: none"> ➤ Eclectic herbalists ➤ John Uri Lloyd ➤ Scudder



	<ul style="list-style-type: none"> ➤ Ellingwood ➤ Synergistic formulations <p>Case study with alternative approaches</p>
2.	<ul style="list-style-type: none"> ➤ Formulation approaches (continued) <p>Infants and Children</p> <ul style="list-style-type: none"> ➤ Appropriate preparations for infants and children ➤ Contraindications ➤ Acute conditions <ul style="list-style-type: none"> ○ Coughs ○ Earaches ○ Colic ○ Colds and flu <p>Case studies with acute and chronic conditions</p>
3.	<p>Infants and Children's Health Conditions (Continued)</p> <ul style="list-style-type: none"> ➤ Chronic conditions <ul style="list-style-type: none"> ○ Failure to thrive ○ Allergies ○ Asthma ○ Other conditions <p>Case study analysis and related class discussion on formulation approaches</p>
4.	<ul style="list-style-type: none"> ➤ Beginning Week 4, student presentations will comprise part of the class, with other topics covered by the Lecturer <p>Adolescents and Young Adults</p> <ul style="list-style-type: none"> ➤ Acne ➤ Depression & anxiety ➤ ADD/ADHD ➤ Recreational alcohol toxicity ➤ Other conditions <p>Case study analysis and related class discussion on formulation approaches</p>
5.	<p>Gynaecological</p> <ul style="list-style-type: none"> ➤ Monthly rhythm attunement ➤ Balancing oestrogen and progesterone ➤ Metrorrhagia ➤ Amenorrhea ➤ PMS ➤ PCOS ➤ Menopause <ul style="list-style-type: none"> ○ Symptomatic relief ○ Stabilising hormones <p>Case study analysis and related class discussion</p>



6.	<p>Reproductive Medicine</p> <ul style="list-style-type: none"> ➤ Fertility enhancement ➤ Pregnancy <ul style="list-style-type: none"> ○ Nausea treatment ○ Uterine tonic formulae ➤ Postpartum <ul style="list-style-type: none"> ○ Uterine involution ○ Restorative formulae ○ Postpartum depression ➤ Lactation <ul style="list-style-type: none"> ○ Enhancing milk flow ○ Painful nipples ○ Mastitis <p>Case study analysis and related class discussion</p>
7.	<p>Mid-semester Exam</p> <p>Men's Health</p> <ul style="list-style-type: none"> ➤ Cardiovascular support ➤ Liver support ➤ Hypertension ➤ Prostate health ➤ Sexual function ➤ Andropause <ul style="list-style-type: none"> ○ Restoring testosterone levels <p>Case study analysis and related class discussion</p>
<p>NON-TEACHING WEEK (note that make-up classes may be scheduled in this week)</p> <p>Semester 1 – This aligns with the week after Easter so it may fall between Weeks 6 to 8</p> <p>Semester 2 – The non-teaching week falls between Weeks 7 and 8</p>	
8.	<p>Conditions Associated with Ageing</p> <ul style="list-style-type: none"> ➤ Decreased digestive capacity ➤ Fatigue ➤ Decreased cognitive capacity ➤ Diminished eyesight <p>Case study analysis and related class discussion</p>
9.	<p>Chronic Immune Deficiency Syndromes</p> <ul style="list-style-type: none"> ➤ Chronic fatigue syndrome ➤ HIV/AIDS ➤ Frequent low grade infections, colds, flu <p>Case study analysis and related class discussion</p>
10.	<p>Autoimmune Conditions</p> <ul style="list-style-type: none"> ➤ Treating occult infection



	<ul style="list-style-type: none"> ➤ Regulating the immune system <p>Case study analysis and related class discussion</p>
11.	<p>Cancer Support</p> <ul style="list-style-type: none"> ➤ Restoring normal cell function- apoptosis, adherence, differentiation ➤ Chemotherapy and radiotherapy support ➤ Organ support <p>Case study analysis and related class discussion</p>
12.	<p>Chronic Liver Conditions</p> <ul style="list-style-type: none"> ➤ Liver congestion ➤ Gall bladder disease ➤ Hepatitis C ➤ Non-alcoholic fatty liver disease ➤ Cirrhosis <p>Case study analysis and related class discussion</p>
13.	<p>Metabolic Syndrome, Type 2 Diabetes</p> <p>Stress and Adrenal Fatigue</p> <p>Case study analysis and related class discussion</p>
14.	<p>Non-Teaching Week/Practical Examination Week 1</p> <p>Note that make-up classes may be scheduled in this week</p>
15.	<p>Non-Teaching Week/Practical Examination Week 2</p> <p>Note that make-up classes may be scheduled in this week</p>
16.	<p>Final Examination Week 1</p> <p>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.</p>
17.	<p>Final Examination Week 2</p> <p>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.</p>