



Prospectus

Postgraduate Diploma in the Study of Integrative Medicine

For doctors, nurses and other graduate medical healthcare professionals

BCiM
British College of Integrative Medicine



Putting the heart and
soul back into medicine

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“The course has surpassed all my expectations. It has consolidated and reminded me why I have worked so hard to get here. The standard of teaching is second to none and the course setting provides a perfect environment to learn in.”

Dr Anna Forbes, BCIM student 2009



A new dawn in medicine
integrating the healing arts
with healing science...

“I hope to engage with like-minded practitioners, learn from people whose knowledge and expertise I admire, make new friends and have an enormously enjoyable and fulfilling experience.”

Doctor student



A warm welcome to the British College of Integrative Medicine from College Director Dr Rosy Daniel and Programme Leader Joy Darch

It gives us great pleasure to welcome you to our 2011 Prospectus for Britain's first postgraduate Diploma in the Study of Integrative Medicine (DipSIM) for doctors, nurses and other graduate medical healthcare professionals.

This course will pave the way for the development of career pathways in Integrative Medicine (IM) and ultimately for the recognition of Integrative Medicine as a medical speciality. Those who take this course will undoubtedly be the pathfinders who will set up the IM services of the future.

We hope that you will be one of those pioneers and join us on this exciting and important journey of innovation. We look forward to meeting you, understanding your goals and vision, and answering any questions you might have about this inspiring course.

To speak to us about the Diploma in the Study of Integrative Medicine please call us at the British College of Integrative Medicine in Bath on 00 44 (0)1225 319131.



“Health is a state of complete physical, mental and social well-being, and not merely the absence of disease or infirmity.”

World Health Organisation

Background Information

The British College of Integrative Medicine (BCIM) is a leading provider of postgraduate education for doctors, nurses and healthcare professionals in Integrative Medicine, providing students with the opportunity to make an academically rigorous and scientifically objective study of the principles and practice of IM in the light of current research, knowledge and models of excellence, national and international. This study will enable students to critically appraise the potential value of IM in the care and treatment of patients and in the prevention of illness, whilst also supporting the personal and professional development of students to integrate learning into their own self-care and practice.

Diploma graduates will be entitled to Membership of the British College of Integrative Medicine and registration on the Professional Register of Integrative Medicine Practitioners. Developments are also underway to extend the Diploma to MA level. This will involve a further 600 hours of study and result in the student achieving a Fellowship from the British College of Integrative Medicine.

This prospectus is focused on the Diploma in the Study of Integrative Medicine.

British College of Integrative Medicine Goals

The goals of the BCIM are:

- To provide professional IM education to internationally agreed standards and competencies
 - To facilitate access to the evidence base for IM for the public and healthcare profession
 - To support the establishment of IM career pathways
 - To promote the development and delivery of effective IM for the ill and their carers
 - To promote the development and delivery of effective models of preventive healthcare
 - To create a Professional Register of BCIM graduates to help inform the public
 - To contribute to the setting up of a clinical governance framework for IM practitioners
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Background Information

The Integrative Health Trust (IHT)

The Integrative Health Trust is a charity which was set up in 2007 to provide and model the gold standard in IM education, research and healthcare. The charity has provided funds for the setting up of the British College of Integrative Medicine which opened in 2009, and for the creation of Britain's first degree course in IM.

The establishment of BCIM fulfils one of the charity's primary objectives which is to provide first class Integrative Medicine education and information for doctors, nurses and other graduate healthcare professionals who wish to make an in-depth study of this subject.

The IHT will now focus on broadening its educational programme and on the development of research in IM.

The Trust is managed by Chairman Peter Wallace, Trustees Lambert Coles, Howard Paice and Tracey Merrett, Executive Director Ian Travers-Smith, Medical Director Dr Rosy Daniel and International Director Yong-Seun Chang-Gusko.

What is Integrative Medicine?

We define Integrative Medicine as a gentle holistic approach to healthcare that re-integrates the healing arts with the healing sciences. Integrative Medicine offers patients the very best of orthodox and complementary healthcare and leaves no stone unturned in the search for wholeness and health.

Notably IM focuses on a person's strengths, how to re-kindle enthusiasm and commitment to life, and seeks to transform the crisis of illness into an opportunity for self-development and a healthy reappraisal of values, beliefs and life choices.

IM is practised by qualified healthcare professionals with a particular sensitivity to the interaction of the emotional, spiritual, physical and environmental factors affecting the health and well-being of an individual. People are empowered to make good medical and life choices based upon their unique values and needs. IM practice is supported by a wide range of diagnostic, therapeutic and self-help approaches, selected on the basis of the evidence of their effectiveness and the correct 'fit' for each person.

Underpinning the IM approach is the unique therapeutic relationship created between the practitioner and patient, and the willingness of the patient to commit to learning new skills, acquiring new knowledge and transforming perceptions, habits, attitudes and ultimately their health-defining behaviour. The ability of the practitioner to create rapport, understanding and to catalyse such a positive shift is completely dependent upon the health, wisdom, experience and self-awareness of the IM practitioner which is actively developed in the course's integral self-development programme.

Background Information

Integrative Medicine integrates:

For patients

- Understanding and care of all their needs – physical, emotional, spiritual, social and environmental
- Their own understanding of the cause and meaning of their illness
- Their own wisdom, commitment and engagement in the self-healing process

For therapy

- Orthodox medical diagnostics and treatments
- Complementary and alternative medicines (CAM)
- Psychological and spiritual support
- Nutrition
- Self-help and self-development approaches

For case management

- A multi-disciplinary team approach of all those involved in the person's care and support, with the client at the centre of the team and the client's needs, values and choices as the primary determinant in the IM approach offered
- An organised support network to ensure the best care of the client, carers and family

For IM professionals

- Reflective practice, audit and continuous learning
- Mutual respect and support
- Ongoing professional supervision, personal and professional development and health coaching to promote optimum self-care

For society

- Community involvement in the generation of health and well-being
- Understanding of how to identify and eliminate environmental toxicity
- Sustainable healthcare and green policies in all healthcare environments



“I have taken a great number of professional courses but the quality of this course is by far the best I’ve ever been on. Thank you for the diverse and wonderful learning experience.”

Sarah Folland, BCIM student 2009

Background Information

What is the need for Integrative Medicine?

From the 1960s onwards there has been a great rise in the use of complementary therapies, nutritional supplements, healthy diets and natural health care approaches for common, chronic and life-threatening illnesses.

With the growth of information available through the internet and media the public are bombarded with propositions about a huge range of healthcare approaches without the necessary expert guidance to make safe, informed choices about what may help or harm, what may complement or interfere with mainstream medical approaches and what may be purely exploitative.

On the other hand many people have abandoned their mainstream doctors and medicines in favour of the gentler, more personal and less hurried healing approach of the CAM practitioner, sometimes losing the essential benefits of conventional approaches. Integrative Medicine offers people the 'best of both worlds' from healthcare professionals who are educated to create and monitor effective integrative health programmes based upon both current scientific knowledge and the safe use of traditional healthcare approaches.

Clearly people also value the humanity, communication skills and emphasis on healing and self-help provided by these practitioners, and in this Diploma course the healing arts of medicine and how to maximise the benefits of the therapeutic relationship are cultivated actively in our students.

There is also the pressing problem in society of an immense and costly disease burden being generated by western lifestyle, exacerbated by a steadily increasing life expectancy and medical costs. By guiding and motivating people in effective IM self-help strategies it is now scientifically proven that illness can be prevented and even reversed making IM economically vital as well as of immense benefit to individuals.

These factors make it imperative that there is a focussed effort to educate the healthcare professionals of the future who will develop IM services and inspire individuals, families and communities to take a proactive approach to the care of their health.

It is now UK Government policy to gear the NHS towards getting people healthy and actively involved in their own self-help, which is the primary aim of the integrative healthcare model. Through this Diploma course our students will become educated to take an important leadership role in the development of this new vision for health.

Background Information

What is the role of the IM professional?

The Integrative Medicine practitioner provides a bridge between the worlds of orthodox, complementary, nutritional, psychological, spiritual, social and environmental medicine. This enables practitioner and patient to develop a full understanding of the cause and meaning of illness, the needs of the person who is experiencing illness and their role in the self-healing process.

A good example of the IM approach was created by cancer patient Penny Brohn in 1979 through her world-famous Bristol Cancer Help Centre (now Penny Brohn Cancer Care.) Penny, after a diagnosis of cancer aged 39, used and advocated many types of CAM and self-help approaches to fight and heal her cancer, but was anxious that she may also be taking risks with her health.

She was clear that all those who came to her Centre for support and therapy should be under medical and nursing supervision. The combination of the creative intelligence of the clients alongside the carefully considered back-up of the IM doctors and skilled holistic care of the nurses allows patients at this Centre to achieve remarkable levels of health and well-being whilst navigating their way through the tricky waters of balancing their medical, support and proactive healthcare needs.

The true Integrative Medicine provider is one who is open to the value of all healthcare approaches and will evaluate their benefits with equal rigour based upon the unique medical and personal needs of each individual at the differing stages of their illness journey, and the best evidence available.

They will also work to the client's agenda and values even when this seems contrary to their own. This is very different from the 'Alternative Medicine' doctor who may actively steer the client away from mainstream medicine in favour of his or her own treatment modality, sometimes actively discouraging the use of mainstream medicine alongside their treatment.



“Thank you for bringing my focus back to what truly matters in medicine. I have been to a couple of training courses on Integrative Medicine but the one you have created in Bath is unique and truly integral.”

Dr Yong-Seun Chang-Gusko BCIM student

Background Information

The Advisory Board of the British College of Integrative Medicine comprises:

UK Advisors

- Professor Steven Ersser** – Bournemouth University
- Dr Francoise Freedman** – Cambridge University
- Dr Nicola Hembry** – Integrative Medicine Consultant
- Dr Kim Jobst** – Integrative Medicine Consultant
- Patricia Peat** – IM Nurse Specialist; Cancer Options, Nottingham
- Denise Rankin-Box** – Editor-in-Chief, Complementary Therapies in Clinical Practice
- Janet Saunders** – Nurse Advisor on NHS leadership, policy and practice
- Jean Sayre-Adams** – IM Nurse Specialist, Sacred Space Foundation
- Dr Ruth Sewell** – Academic Consultant to BCIM
- Dr Rajendra Sharma** – Integrative Medicine Consultant
- Professor Karol Sikora** – Director, Cancer Partners UK
- Reverend Stephen Wright MBE** – University of Cumbria

International Advisors:

- Dr Elliott Dacher** – Integrative Medical Consultant, USA
- Professor Aviad Haramati** – Professor and Director of Education, Georgetown University School of Medicine, USA
- Dr Victoria Maizes** – Director, Arizona Centre for Integrative Medicine, USA
- Professor Avni Sali** – Director of the National Institute of Integrative Medicine, Australia
- Dr Somkiat Sangwatanaroj** – Division of Cardiovascular Medicine, Chulalongkorn University, Thailand
- Dr Andrew Weil** – Founder and Director, Arizona Centre for Integrative Medicine, USA





“Integrative Medicine leaves no stone unturned in the search for wholeness and health”

“Three years ago I was diagnosed with diabetes. Although the medical care I have received has been adequate and meets standards set by national guidelines, I have felt alone and unsupported. I would like the opportunity to offer patients more than adequate healthcare. Integrative medicine gives breadth to my training to enable me to empower others to improve their health and wellbeing.” Doctor student

General Information

Entry Criteria: This postgraduate course is for those with a degree in medicine, nursing or other medical disciplines such as clinical psychology, occupational therapy, physiotherapy, dentistry and pharmacology. Nurses who have qualified prior to the awarding of nursing degrees may be able to enter the course on the basis of APCL or APEL. Students must also be able to confirm that they can speak, read and write English to the level of IELTS 7.0 or equivalent, unless all previous training has been in English (please see www.ielts.org).

Structure and Hours - The Diploma in the Study of Integrative Medicine is based on achieving 120 credits; each credit represents 10 hours of study. The resulting 1200 hours is split into five 200 hour modules of 17-20 weeks over two years and a 200 hour dissertation. Study breaks are given over Christmas, Easter and the summer holidays.

The elements of each 200 hour module are:

Course Attendance – 40 hours

Home study – 100 hours

Assignment – 20 hours

Personal Integration – 20 hours

Professional Integration – 20 hours

The course commences on October 12th, 2011 and will comprise:

- Five 17-20 week Modules:
- Modules 1-4 start with a five day attendance (Wed-Sun)
- Module 5 is an elective study week with attendance from Monday to Friday
- The Dissertation runs from Module 4 onwards

It is recommended that students arrive on the night before their taught Modules in order to settle and prepare themselves and arrive fresh for the course.

DipSIM 2011-2013 dates:

Module 1 October 10th 2011 - February 19th, 2012 - Attendance Oct 12th - 16th, 2011

Module 2 February 20th - July 1st, 2012 - Attendance February 22nd - 26th, 2012

Module 3 July 2nd - November 11th, 2012 - Attendance July 4th - 8th, 2012

Module 4 November 12th, 2012 - March 17th, 2013 - Attendance November 14th - 18th, 2012

Module 5 March 18th - July 28th - Elective Attendance March 18th - 22nd, 2013

Elective Reporting Day - June, 2013

Dissertation Study and Write Up July 29th - Sept 20th, 2013

Final Presentation Weekend September 21st - 22nd, 2013

Attendance requirement and qualification

Students are required to attend all of the taught programme and to complete all aspects of their home study programme, personal and professional integration programme and assignments and to pass the assessments in order to qualify. If any part of the course or home study is missed due to unavoidable circumstances, then the student will be required to attend the relevant module or complete the relevant home study in the following year's course and take the assessment the following year.

Home study and assignments will be based upon course material, distance learning modules, book/journal reading, online learning, research and assessments for a minimum of six hours per week which will be supervised in monthly telephone tutorials by the Course Tutor.

Personal Integration of the holistic self-care for the health and well-being of each student will commence with health coaching by telephone at two-monthly intervals for twelve months. This will result in each student forming their own unique programme of self-help and self-development and a self-care activity which is practised for a minimum of one hour per week.

Professional Integration of the learning of each student will be integrated into their working practice over the two years supervised by a Professional Supervisor in a two-monthly telephone session. The student will also be encouraged to maintain a Professional Reflective Journal to keep a good record of the changes in their practice over the course of the Diploma and beyond.

Final Assessment of the course will be based:

- 75% upon the five summative assignments arising one per module
- 15% on the dissertation
- 10% upon final presentations of elective study and dissertation

Competencies of Diploma graduates will include:

- Good communication skills, sensitivity, maturity, and wisdom
- Ability to form good therapeutic relationships
- Ability to make good IM assessments
- Ability to set up, manage and evaluate appropriate IM therapy and self-help programmes
- Good self-care and ability to demonstrate by example
- Self-awareness and good management of the boundaries with patients
- Reflective practice, audit and outcome measurement skills
- Ability to critically appraise IM evidence base

Course Accreditation The DipSIM is accredited by the University of Buckingham Medical School until September 2011. BCIM is currently establishing academic collaboration with a new university partner and accreditation of the Diploma is pending in time for the October 2011 intake. Accreditation is also in process with the Royal College of Nursing; all course material is compatible with the Knowledge and Skills Framework of competencies. The Diploma complies with the QAA Framework.

General Information

Application and Course Fees

We welcome your interest in the Diploma

To register your interest and receive an application pack for the next course commencing October 2011 please contact Abi Leeder via email at info@integrativehealthtrust.org or by calling +44 (0) 1225 319131.

If you meet our entry criteria, you will be invited for interview with our Course Leaders. Upon acceptance onto the course there is a £500 enrolment fee as a deposit on the full course fee. The 2009 course fee was £9,000 and this fee is currently under review for the 2011 intake. In the event of your place being cancelled, this deposit is returnable up to three months prior to the start of the course less an administration charge of £100. The balance of fees must be in place prior to the start of the course, either through full payment or a student or career development loan.



General Information

Help to raise your fees

Career development loans are available from three high street banks: Barclays, The Co-operative and The Royal Bank of Scotland.

The Integrative Health Trust will provide fund-raising packs to help students to raise their own funds.

The IHT is currently working to establish a student loan option.

Course Capacity – There are up to 50 places on the Diploma course each year.

The course fee covers

- All of the BCIM course materials including DVDs, CDs and access to online learning
- 20 days of face-to-face training
- Lunches and refreshments whilst at the training venue
- Five day elective period followed by a one day group presentation
- 12 hours of professional supervision (an hour every two months for two years)
- Six hours of health coaching and personal mentoring (an hour every two months for a year)
- 24 hours of academic support with the Course Tutor (one hour monthly for two years)
- Training with leading integrative medical doctors, nurses and other leading health professionals
- International teaching through our webinar interface
- Library resources
- E-mail support
- Final presentation, to take place after all course work has been successfully completed
- Graduation at BCIM
- One year membership of the British College of Integrative Medicine
- Registration upon qualifying on the BCIM Professional Register of IM Practitioners

The course fees do not cover

- Accommodation, dinner and breakfast at the training venue
 - Accommodation, fees, travel, drinks and meals at the five-day elective
 - Textbooks
 - Travel expenses to BCIM
 - Personal therapy or 'taster sessions' in CAM and self-development courses
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Facilities, Support & Resources

The Venue

The British College of Integrative Medicine is situated within Bailbrook House on the out-skirts of Bath. This fine historic venue combines for students the benefits of a beautiful, well-equipped teaching facility, IM library, restaurant, gym and three star, en-suite accommodation. See www.bailbrookhouse.co.uk

Course Manual and Induction Pack

Each student will receive an induction pack which will include the reading list and notes about the preparatory steps to be taken before commencing the course. On the first day of the course each student will receive a Course Manual including an introductory section and the course notes for Module 1. This will be supplemented at each of the subsequent attendance weeks with the notes for the next Module.

Tutorial Support

Each student will receive monthly tutorial support which will be the backbone for their study process throughout the two years. The tutoring provided will ensure that each student has the optimum learning experience and manages their course work, home study and assignments to the best of their ability. Students will have a one-to-one meeting with the tutor during the first Module and thereafter one hour per month by telephone throughout the course. Further help will be provided where required and you will have access to your tutor in person during the taught weeks.

Supervision

During the two years of the course each student will receive professional supervision from Dr Rosy Daniel or Dr Mark Atkinson; Annie Hallet or Dr Fran Biley for one hour every two months. This will help with the integration of their learning about Integrative Medicine into their current professional practice. The supervisor will provide the time for students to reflect upon the practical, personal and interpersonal ramifications of the new learning providing support and guidance to ensure a smooth and professional transition in working practice.

Facilities, Support & Resources

Emotional and Spiritual support

The Course Leaders will be available to provide support for students during the attendance weeks to help process any emotions and questions which arise. However, the students are responsible for their own emotional needs once at home. The course leader can advise if desired on appropriate sources of help if further support is needed.

Health coaching

As an important part of the two year course each student will be invited to undergo six hour long sessions over a period of twelve months with a personal Health Mentor. This process will allow the trainee to become intimately aware of their:

- Relationship to themselves in terms of self-esteem, self-care, and self-sabotage
- Current state and needs of body, mind, spirit and environment
- Health-defining behaviour
- Authentic values and purpose
- Self-care strategies
- Optimum lifestyle

Following the self-assessment process the trainee will be coached to form first 'Health Creation Goals' as part of a personal health revival and then 'Lifestyle Goals' as part of a life revival process. The ultimate aim of this process will be to ensure that the BCIM students can practice what they preach, and have a full 'felt' experience of the potential of a transformational self-help process and the appropriate CAM therapies and self-help approaches to strengthen and energise them. It will also ensure that the student is enabled to align personal and professional values and base their future work on a very high level of personal integrity and commitment. We also recommend that a healthy eating consultation is taken during the course to deepen the student's understanding and commitment to experiencing the benefits of healthy eating.

The Course Lecturers

The DipSIM lectures will be provided by an exciting range of the world's leading IM doctors, nurses and practitioners with international leading lights presenting via webinars. See pg 32-33 for details of who is leading and lecturing on the course.

Admin Team

The BCIM office is based at the headquarters of the Integrative Health Trust at Bailbrook House, London Road West, Batheaston, Bath, BA1 7JD. Administrative support is provided by Abi Leeder and Financial Administration by Jo Slee.



It is high time that the healing art of medicine is cultivated actively in our doctors and healthcare professionals.

“I have enjoyed all the courses I have done over the past few years but, from the time I first saw yours mentioned, I knew it was the one I have been waiting for.”

Doctor student

The Diploma in the Study of Integrative Medicine

The Diploma in the Study of Integrative Medicine is a comprehensive programme specifically designed for doctors, nurses and other graduate healthcare professionals who are in practice and want to enrich their clinical work by becoming competent and knowledgeable in the philosophies, theory, science and practice of Integrative Medicine.

The Diploma is two-year, part-time course that provides education in the core skills, philosophy and practice of Integrative Medicine as well as in the area of personal development. It covers the three main aspects of Integrative Medicine:

- Values, attitudes and self-development
- Knowledge and skills
- Applications of Integrative Medicine

Completion of this Diploma will:

- Provide you with a university-accredited Diploma in the Study of Integrative Medicine
- Enable you to adopt a generalist integrative medical approach in your work
- Provide you with professional registration with The British College of Integrative Medicine

The practice of Integrative Medicine goes beyond knowledge, tools, and techniques to include an expanded way of viewing the potential of the therapeutic relationship which is dependent upon the emotional and spiritual maturity of the IM practitioner. Therefore, in keeping with the recent trend in medical education to reaffirm and re-emphasise the humanitarian values at the core of medicine, this course incorporates philosophical and personal development perspectives in addition to knowledge base and therapeutic skills. This underscores clearly the relevance of human experience and interactions in health and medicine. In order to delineate these philosophical perspectives, the standard 'knowledge/attitudes/skills' format for competencies that usually forms the basis of a medical curriculum has been expanded to include a description of values and areas of self-development that form the foundation for teaching and learning in integrative healthcare.

CPD, Masters Programme and Career Pathways

BCiM will offer our students an ongoing programme of Continuing Professional Development courses as well as linking graduate trainees to the CPD trainings being offered by like-minded organisations such as the College of Medicine, British Holistic Medical Association, the British Society for Ecological Medicine and the British Society of Integrative Medicine. Students may also continue their studies to Masters level by completion of a 600 hour Masters Thesis.

Career Pathways in Integrative Medicine

Historically most IM professionals have created their own context in which to work having designed their own training pathway. Most have worked privately starting practices based upon their own area of expertise. Very few jobs have existed for IM practitioners with the exception being posts for doctors and nurses in IM Centres such as the NHS Homeopathic Hospitals, Anthroposophical Centres and charities such as Penny Brohn Cancer Care.

With the professionalisation of IM education by BCiM and the rapidly increasing understanding of the need and demand for IM services by the public, it is likely that more career pathways will emerge and the BCiM graduates will be ideally positioned to take these opportunities. BCiM will continue to work actively to define and create these opportunities both within mainstream medicine and public health.

Obvious examples of potential posts are Directors of IM services within the hospice or addiction setting or hospital-based cardiac, diabetic or cancer services. Indeed, anywhere in medicine where chronic or life-threatening illnesses are being faced, there is great scope for the presence of a good IM team.

Two good examples from America are the role of Dr Barrie Cassileth as Director of Integrative Medicine at the Sloane-Kettering Memorial Hospital and cardiologist Dr Dean Ornish who has set up an IM programme to help stabilise those with arterial disease and even reverse their condition through self-help programmes. In the UK we have the Royal London Hospital for Integrated Medicine and IM services within the Homeopathic Hospitals in Glasgow, Bristol and Liverpool. In General Practice good examples are the practices at Cullumpton of Dr Michael Dixon at the Culm Valley Centre for Integrated Health and Professor David Peters at the Poly-clinic at the University of Westminster.

Continuing Professional Development

International Links

BCIM works with the leaders in IM education within the UK, USA, Australian and European academic IM networks in order to develop a common understanding of the core competencies, educational needs and professional standards for Integrative Medical Practitioners. BCIM graduates will be supported longer term through the Membership Programme to start their own initiatives and research programmes and also to find support and opportunities within mainstream healthcare for the development of innovative practice.

BCIM envisages that graduates will pursue career pathways in one or more of the following areas:

1. Clinical

- Ecological Medicine – nutritional, environmental and allergy medicine
- Psychosomatic Medicine – psychotherapeutics and mind-body approaches
- Spiritual Medicine – interfaith ministry, healing and care of the dying
- CAM practice – including acupuncture, homeopathy, herbal medicine, chiropractic and osteopathy
- Specialisation by illness, gender or stage of life – e.g. cancer, ME, mental health, heart disease, menopause, birth

2. Preventive Integrated Healthcare

- Preventive integrated healthcare for public and workplace health

3. Academic specialisation in IM

- Teaching
- Research
- Writing

4. Leadership & Management

- IM business management
- IM facilities and services management
- Politics and IM – to create positive change in public health

Multi-Disciplinary Teaching

In line with IM practice our teaching is multi-disciplinary to encourage maximum understanding of the roles and responsibilities and interplay across the Integrative Medicine team. The Diploma will allow students to identify both the core skills and knowledge needed by all team members and the specific skills and responsibilities linked to their own primary qualification as doctor, nurse or other healthcare professional.

BCiM Professional Register

Upon achieving the DipSIM award graduates will be registered annually on the BCiM Professional Register of IM Practitioners, which will be available to the general public and potential employers, signalling your professional standing as a well-trained Integrative Medicine Practitioner.

The conditions of annual registration will be:

- A DipSIM qualification
- Adherence to the BCiM Code of Professional IM practice
- Compliance with annual CPD requirement in ongoing IM training
- Active professional insurance
- Compliance with national validation requirements in your speciality

Presence on the BCiM Professional Register will come to be recognised as a standard of excellence in IM training and professional practice, signalling your suitability for IM career posts in NHS or private healthcare and your ability to guide and deliver best IM practice, and optimum whole-person medicine, therapeutic care and preventive healthcare.



Course Philosophy

The Diploma in the Study of Integrative Medicine course is based on the following philosophy and key principles:

- The Integrative Medicine approach to health views the individual as a complex being whose health depends upon the interaction of mind, body, spirit and the environment in which they live and work. These four levels are used to understand the nature of wellbeing, cause of illness, the needs of a person when dealing with illness and the potential pathways to recover from illness and prevent illness.
 - The student is developed both as a resource themselves for their clients, and also as a link to all other appropriate resources, medical, psychological, social, self-help, nutritional, environmental, complementary therapy and spiritual.
 - The facilitation of active partnership between individuals and their healthcare professionals, harnessing the understanding and self healing potential of individuals and promoting authenticity, dignity, respect and control.
 - The patient is empowered first at the therapeutic, then at the self help level to promote health at all levels of body, mind, spirit and environment in order to help them make the transition from dependent to inter-dependent living.
 - The overarching ethos of the approach is the giving of non-judgemental, loving guidance, encouragement and support to empower individuals to find their own way towards healing, health and wholeness.
 - We build on the existing knowledge, skills and experience of the students whatever their starting point and relate the theoretical, practical and personal content of the course to the students' life and personal situation.
 - The course is academic and experiential in nature in order to encourage self development of trainees so that they are best able to guide others in their own self-development, understanding how to overcome resistance to change and self-sabotage.
 - The students provide mutual support for each other within the training group.
 - The students commit to each other to ensure that group agreements regarding confidentiality, personal boundaries and the BCIM Code of Professional Practice are followed at all times.
 - The students commit to their health coaching and professional supervision during the training and to their continuing professional development, reflective practice and ongoing self-development.
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A stimulating and highly rewarding post-graduate learning experience

“I firmly believe that it is vital to integrate all potential aspects in healing systems and that health can only be considered in the context of deeper meaning in life. This course appears to be the framework to practically achieve this.”

Doctor student

Course Aims

As well as providing a stimulating and highly rewarding postgraduate learning experience, the programme aims to enable you to develop depth of knowledge and critical understanding of the theory, research and intellectual history of Integrative Medicine, become proficient in IM assessment methods and the creation of individualised IM patient programmes within medical or public healthcare settings.

The course consists of five modules, plus a dissertation which combine to earn you a total of 120 credit points

1. The Art, Science and Practice of Integrative Medicine – 20 credits
2. Therapeutic Relationship & Diagnostics in Integrative Medicine – 20 credits
3. Therapeutics in Integrative Medicine – 20 credits
4. Applications of Integrative Medicine – 20 credits
5. An Elective Period in Integrative Medicine – 20 credits
6. A Dissertation on Innovation in Integrative Medicine – 20 credits

Aims of module 1

The art, science & practice of integrative medicine
To provide a comprehensive introduction to the research, theory, principles and practices and current debates within integrative medicine.
To teach research methodology, academic resources, audit and reflective practice in Integrative Medicine and to provide guidance in developing discernment & the skills of critical appraisal, evaluation and peer review.
To present an holistic model of the human being, with a focus on the mind-body connection and the influence of the heart and emotions in mind-body medicine.
To provide a comprehensive overview of the physical, emotional, psychological, social, spiritual, subtle energy, and environmental dimensions and influences on human health and the process of healing.
To begin a personal health creation programme of self-development and health promotion with the support of a health mentor
To learn study skills relevant to postgraduate academic study

Course Aims

Aims of module 2

Therapeutic relationship, assessment & diagnostics in integrative medicine
To demonstrate how to form and maintain a therapeutic relationship with a client/patient.
To develop and enhance knowledge of the theory, application and interpretation of a variety of integrative medicine assessment and diagnostic approaches.
To explore and teach the interpersonal and motivational skills that lead to an optimal patient-practitioner outcome.
To show how to make a nutritional and whole person assessment based upon personalised testing.
To explore the role of the IM practitioner.
To teach the Code of Practice of BCIM.

Aims of module 3

Therapeutics in integrative medicine
To introduce and enhance knowledge of the theory, application and evaluation of a variety of CAM and psycho-spiritual interventions.
To develop an appreciation and knowledge of the evidence base for complementary and alternative medicine (CAM).
To learn about drug-nutrient-herb interactions and cautions/contra-indications between CAM and conventional medicine.
To learn a variety of effective self-help tools and techniques that can be taught to patients.



Course Aims

Aims of module 4

Applications of integrative medicine
To introduce the many ways that integrative medicine can be applied in clinical practice, at differing points in the life cycle, to promote healthy living and prevent illness.
To provide a comprehensive integrative medical approach for the most commonly encountered health challenges in health practice.
To present a number of different models of clinical excellence in Integrative Medicine.
To provide guidance in how most effectively to introduce and apply IM knowledge and skills in the work place.
To inform about professional associations, networks and ongoing learning communities for IM professionals.

Aims of module 5

The elective in integrative medicine
To observe the practice of Integrative Medicine in a well-established IM setting of excellence in the UK or abroad and make a critical evaluation of the therapeutic and business model
To study a specialist application of Integrative Medicine.
To deepen and practice Integrative Medicine diagnostic and therapeutic skills under the guidance of a senior IM specialist.
To gain practical knowledge and experience which can be transferred into a current and future IM practice.



Learning Strategies

Home Study Programme

This consists of online learning via BCiM's virtual learning environment 'Moodle', DVDs, audio CDs, and reading textbooks, journals and other literature

Telephone tutoring, health mentoring & supervision

These sessions will support the integration of personal and professional learning elements of the course, enabling each student to make the course most relevant to their own state, needs, progress and situation.

Attendance weeks

Four, five-day attendance sessions at BCiM in Bath have been built in to the Diploma and these are designed to foster a learning community and deepen the student's knowledge and experience of the course content. Students will learn through these methods:

- Presentation and role play
- International webinar and video
- Discussion
- Experiential processes
- Work in pairs, threes and tutorial break out groups
- Healthy eating and exercise such as Tai Chi

Elective

Each student is provided with the opportunity to take a five-day elective at an IM Centre of Excellence to experience the practical application of Integrative Medicine. Emphasis will be placed upon the student participating in the delivery of IM in these settings in order to gain practical experience.

The assignment linked to the Elective will involve the critical evaluation of a range of national and international centres visited and appraised by other students.



Assessment & Graduation

The evaluation process consists of a number of different approaches based on knowledge, skills, wisdom, experience, awareness and personal growth. At the heart of Integrative Medicine is an emphasis on reflective learning.

To receive your Diploma in the Study of Integrative Medicine you will have:

- Completed the five modules, five summative essays and dissertation
- Attended and fully participated in the residential weeks and the elective week
- Successfully presented your elective study
- Successfully presented your dissertation

Graduation

Upon successfully passing your Diploma in the Study of Integrative Medicine you will attend your graduation ceremony at BCIM.

Anyone who does not succeed in reaching the required level at assessment will be guided to complete any further relevant study and to retake the assessment process in the following year.

Registration

Upon successful graduation you will become a Member of BCIM and be invited to register on the BCIM Professional IM Practitioner Register upon presentation of your current professional insurance and upon signing to say that you agree to abide by the BCIM Code of Conduct.



Course leaders

Dr Rosy Daniel – Director BCIM

Dr Daniel, Director of the British College of Integrative Medicine, trained in medicine at the University Hospital of Wales until 1983 and gained a first class degree in Physiology during her training in 1980. She was former Medical Director of the Bristol Cancer Help Centre (1993-1999) and since has pioneered a proactive health coaching model for the prevention of illness and promotion of optimum health and productivity for use by individuals and organisations known as Health Creation.

She is an IM consultant specialising in the support and empowerment of people with cancer and her long-term commitment to high-quality individualised care and interest in the prevention and reversal of lifestyle-related illness has led her to develop a new Regenerative Health Programme at her Health Creation Centre in Bath, which runs alongside BCIM.

Dr Daniel addresses conferences and seminars nationally and internationally and is a regular broadcaster on radio and television. She is the author of the 'Cancer Lifeline Kit' and five other books including 'The Cancer Directory'.

Joy Darch – Programme Leader

Joy is a Registered General Nurse with a particular interest in cancer care. Her clinical experience at ward management level was followed by practice development and education at a senior level as Nursing Development Coordinator at the Princess Margaret Hospital. She studied at Brunel University on the MSc Nursing Studies programme and the MSc Health Studies Programme at Bath Spa University.

She has been employed as a visiting lecturer at The University of West of England on the BSc Adult Nursing Branch and facilitated work-based learning. Her passion and deep belief in Integrative Medicine was inspired by working for several years as patient helpline support at the Bristol Cancer Help Centre (now Penny Brohn Cancer Care).

Joy joined the Education Management Team at BCIM in 2010 to tutor our students and contribute to course development whilst managing the running of the UK's first DipSIM course.

Key Course Lecturers

Dr Mark Atkinson - Chairman of the British Society of Integrated Medicine

Dr Rosy Daniel - Director of the British College of Integrative Medicine

Dr Michael Dixon - Chairman NHS Alliance and GP at Culm Valley Centre for Integrated Health

Damien Downing - President of the British Society for Ecological Medicine and Medical Director of the Alliance for Natural Health

Dr Peter Fisher - Clinical Director Royal London Hospital for Integrated Medicine

Prof Aviad Haramati - Director of Education in the Depts of Physiology & Biophysics, Georgetown University Washington DC

Dr Kim Jobst - Editor in Chief, Journal of Alternative and Complementary Medicine

Simon Mills - Herbalist and leader in Herbal Medicine and the Science of Phytomedicine

Prof David Peters - Clinical Director of the University of Westminster Polyclinic

Pat Pilkington MBE - Founder of the Bristol Cancer Help Centre

Prof Nicola Robinson - Head of the Centre of Complementary Healthcare and Integrated Medicine at Thames Valley University

Prof Karol Sikora - Dean of the University of Buckingham Medical School

Prof Harald Walach - Professor in Transpersonal Health Studies, European University Viadrina

Dr Alan Watkins - Honorary Senior Lecturer in Neuroscience and Psychological Medicine at Imperial College, London

Dr Catherine Zollman - GP and Bravewell Fellow training on Arizona IM programme

Along with a further 15 national and international IM leaders



Bailbrook House, London Road West, Bath BA1 7JD
Tel: 0845-890-9131 Website: www.integrativeMedicine.uk.com
Email: info@IntegrativeHealthTrust.org
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