

# Whole person care for the future

A DIPLOMA IN INTEGRATIVE MEDICINE WITH THE NATIONAL CENTRE  
FOR INTEGRATIVE MEDICINE (NCIM) IN BRISTOL

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- ⊗ Are you a healthcare professional who would like to broaden your understanding of Integrative Medicine and acquire a professional qualification in this growing field?
- ⊗ Would you like to be part of an exciting new movement for change towards more compassionate healthcare which informs and empowers people before intervening?
- ⊗ Would you like to see a much broader range of approaches such as nutrition, mindfulness, complementary therapies and connecting people to green spaces become part of mainstream healthcare?
- ⊗ Would you like to be part of a community of like-minded healthcare professionals who share a vision of whole person healthcare in the future?



National Centre for  
Integrative Medicine

Inspiring health and wellbeing

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# National Centre for Integrative Medicine (NCIM)

THANK YOU FOR YOUR INTEREST IN THE NATIONAL CENTRE FOR INTEGRATIVE MEDICINE (NCIM), THE LEADING PROVIDER OF INTEGRATIVE HEALTHCARE EDUCATION IN THE UK.

NCIM is a Centre of Excellence for Integrative Medicine (IM) which supports the transformation of healthcare, within a model that combines the best of conventional, lifestyle and complementary approaches to maximise patient choice and individualise care to improve health and wellbeing.

NCIM brings together a team of healthcare professionals focused on health promotion, self-care and lifestyle management. It supports connections between mind and body and between individuals and their communities.

## We believe in:

- Whole person care that supports a working collaboration between patients and practitioners to improve health and wellbeing.
- Increased patient choice and access to services by generating an awareness of IM activities.
- A model that reaches out to deliver services to diverse communities where they can be best accessed.
- Support for the Local and National Self-Care Strategy, and the National Social Prescribing Network, working collaboratively with patients to support, educate and promote self-care and self-management using healthy-living solutions.
- Being a Centre of Academic Excellence for IM education, research and evaluation.

## AIMS OF THE DIPLOMA PROGRAMME

The aims of this programme are to develop the theoretical and practical knowledge, the critical and analytic abilities and the professional and reflective practice of healthcare professionals to help them transform healthcare into a more effective and compassionate practice that respects the individual as a whole person.

## This programme will:

- Lead learners into a sound knowledge of Integrative Medicine and to develop a critical and enquiring approach to a variety of therapeutic interventions and their use in a range of common conditions.
- Develop and inspire a network of practitioners with a knowledge of practice-based research and its role in evidence-informed Integrative Medicine.
- Develop healthcare professionals' self-confidence and skills in holistic assessment to help patients towards maintaining health, personal resilience, and self-empowerment.
- Assist healthcare professionals, through self-reflection and self-care, to build personal resilience and deal with the rigours of contemporary working environments.
- Assist healthcare professionals to manage and communicate a transition towards being an IM practitioner in clinical practice.
- Develop a community of practice that helps to redefine the concept of health as contextual, communal and connected to nature.

Thank you for considering us. We hope you will join us on this exciting journey to create a transformation in healthcare.



**Dr Elizabeth Thompson**  
Founder NCIM

# Course Information

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## PRIOR LEARNING AND CRITERIA FOR ADMISSION

Supporting a transformation in healthcare is also about building multi-professional teams which reflect the ethos of diversity and mutual respect. We therefore welcome a wide variety of healthcare practitioners to apply. Candidates must be registerable healthcare professionals (in the country where they practise) with a BSc or equivalent qualification in a health-related area. Within the last five years, you must have been registered, or have been eligible for registration, in the country where you work.

Admission will also be considered if the candidate is a Complementary Medicine (CM) Practitioner, who:

- Holds a Degree
- A Level 4 Diploma in their field of CM provision
- Two years clinical practice in their chosen CM field
- Is a member of a professional association
- Has a commitment to working within an IM model

We will also consider applicants with equivalent qualifications, at the discretion of the Core Education Team.

Candidates will be expected to be seeing patients on a regular basis throughout the Diploma and will need to be insured for this work (evidence will need to be provided). Candidates for whom English is not their first language will require evidence of proficiency in English. For example an IELTS score of 6.5 or above, or a Cambridge English Scale Score of 176 or above.

Accreditation of Prior Experiential Learning (APEL) arrangements are possible. For example, candidates could enter the course in the second year if they had studied a PGCert or equivalent in Integrative Medicine which could be mapped to the learning outcomes of the first year.

## BLENDED AND FLEXIBLE LEARNING

The mode of study for the Certificate/Diploma is part-time, blended learning including online and face-to-face components. The course would normally be completed over 1 (Certificate) or 2 (Diploma) academic years, but to accommodate busy professionals, learners may extend

their learning across a maximum of 4 years for the Diploma with the agreement of the Academic Director. There will be three 3-day 'intensives' per year. These are a vital part of the course, which learners must attend. Learners will also be encouraged to take advantage of a range of IM related CPD events throughout the academic year.

## THE LEARNING ENVIRONMENT

We aim to provide a learning environment that inspires collaboration, dialogue and appropriate social responsibility. Learners should find a welcoming space that honours their individuality and their struggles yet still encourages personal and collective responsibility. Our conviction is that learning experiences can be gained in many different forms and in a range of environments, including virtual learning forums, and is not limited to lecture halls, seminar rooms or classrooms.

## TUTORING ASSISTANCE

Learners who experience study or learning difficulties may require additional support to successfully complete their subjects. Tutors will provide additional learning support in such circumstances, and tutoring assistance can be accessed through the Academic Team who will arrange appropriate support.

## FELLOWSHIP

As learners graduate with the Diploma, they will become Fellows of NCIM and become part of a network of Alumni extending the frontiers of Integrative Medicine in the UK, in Europe and across the globe.



# Programme Outcomes

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## YOU WILL BROADEN

### Knowledge and understanding of:

1. What constitutes Integrative Medicine (IM)
2. How this concept has developed within the western medical tradition from a local and international perspective
3. What therapeutic modalities might contribute to a holistic model of care in IM
4. Legal and ethical challenges that may arise in integrating different therapeutic modalities within patient care
5. Current research challenges and findings in relation to the evidence base for IM
6. What approaches within an IM framework may be applied in relation to a range of common conditions
7. Leadership and the inner and outer journey that equips us to fulfil our potential and support others to fulfil theirs

## YOU WILL DEEPEN

### Intellectual skills which will enable you to:

1. Use critical judgement to enhance practice
2. Critically evaluate research in the field of IM
3. Define and analyse problems
4. Apply critical reasoning to issues through independent thought and informed judgement from a range of sources
5. Develop the ability to evaluate opinions, make decisions and to reflect critically on the justifications for decisions
6. Employ the ability to balance emotional intelligence and critical reasoning to define and analyse problems
7. Use critical self-reflection to enhance practice and increase professional awareness

## YOU WILL DEVELOP

### Practical skills and be able to:

1. Carry out a holistic assessment
2. Design an appropriate treatment plan for individual patients
3. Utilise a range of self-management techniques to facilitate self-care and inform practice
4. Understand the boundaries of our scope of practice including safe management and connecting people to medical experts where appropriate
5. Establish effective working relationships
6. Develop a programme of audit and evaluation to assess practice
7. Develop a business plan to support the introduction of IM within your practice
8. Identify leadership skills that might be needed to implement those business plans

## YOU WILL LEARN

### Transferable skills and be able to:

1. Model professional values of equality, inclusion and integrity
2. Recognise the emotional issues that, in self and others, will be part of the personal change that education can bring about
3. Demonstrate personal resilience
4. Collaborate successfully with a team
5. Make informed judgements regarding future trends and wider contexts
6. Build and contribute to IM networks
7. Develop effective communication skills – verbal, non-verbal, sensitive listening and effective case taking
8. Develop the ability to engage effectively and appropriately with information and communication technologies
9. Develop leadership skills and support change in your field of work

# Course Architecture

## FEATURES, STRUCTURE AND HOURS

This Level 7 Diploma in the Study of Integrative Healthcare is based on achieving 120 credits at Master's level, with each credit representing approximately 10 hours of study.

- There are six 100-hour modules and two 300-hour modules – see 'Learning Modules' below
- The final module of 100 hours is an independent project
- The elements of each module include:
  - Course Attendance (F2F live) plus E-learning (live) and Home study, Assignments, Personal and Professional Integration
- Each module is also a self-sustaining study module that connects to the longer curriculum
- Please note that learners will need at least 8-10 hours of study time per week to cover the material and assignments of the Diploma.

## MODE OF STUDY

The Diploma is designed to be undertaken part-time and delivered via a blended learning platform.

- Mandatory three 3-day 'intensives' are timetabled each year of the two-year Diploma
- Learners will have access to the Virtual Learning Environment (VLE)
- Regular online tutorials with experts in the field of Integrative Medicine
- Attendance at the NCIM Integrative Healthcare Forums with lectures and interactive workshops with experts in the field of Integrative Medicine. These days are also an opportunity to network with conventional, lifestyle and CAM practitioners
- In Year 2 learners will have the opportunity to sit in IM practices to gain clinical experience of this emerging field of work
- Please note this Master's Level Diploma requires up to 10 hours of home study, using the VLE, studying relevant scientific papers and IM textbooks.

The NCIM Learning, Teaching and Assessment Strategy is inspired by a holistic and integrative approach to education with the aim of engaging a diversity of learners to develop their inherent capacities within an environment of mutual respect, safety and support. There will be a range of assignments which will be assessed over the two years including:

- Essays
- Clinical placements and field work
- Reports from clinical placements
- Video of holistic consultations
- Case studies to reflect learning
- Reflective journal
- Dissertation
- Open-book exams

## SUPPORT FOR LEARNERS AND THEIR LEARNING

- All learners receive one-to-one pastoral support for the duration of the course
- The virtual learning environment is organised to ensure regular contact with tutors and to foster peer-support
- Online learning will support personal learning and study during the two-year period
- Learners will experience a spiral of learning, revising topics and knowledge as their experience grows
- Learners will be supported to undertake an independent project in their chosen field of interest to deepen learning for future areas of professional activity
- One day of each 3-day intensive will be open to other healthcare professionals (including CAM practitioners, researchers and health commissioners) to support networking and to build a community of change-makers for the future.

# Learning Modules Within The Diploma

## THE MODERN CONTEXT OF IM:

-  **PHILOSOPHY, HISTORY AND CHANGING TIMES IN MEDICINE**
-  **IM APPROACHES AND MANAGEMENT OF CONDITIONS 1**
-  **HOLISTIC ASSESSMENT: THE THERAPEUTIC RELATIONSHIP, MOTIVATIONAL INTERVIEWING & CLINICAL DECISION MAKING IN INTEGRATIVE MEDICINE**
-  **CRITICAL APPRAISAL OF MEDICINE AND IM RESEARCH**
-  **HOLISTIC MANAGEMENT: SOCIAL PRESCRIBING, A COMMUNITY APPROACH IN INTEGRATIVE MEDICINE**
-  **MANAGING A DYNAMIC IM PRACTICE AND DEVELOPING LEADERSHIP SKILLS**
-  **IM APPROACHES AND MANAGEMENT OF CONDITIONS 2**
-  **INDEPENDENT STUDY ON INNOVATION IN INTEGRATIVE MEDICINE**

## THE MODERN CONTEXT OF IM: PHILOSOPHY, HISTORY AND CHANGING TIMES IN MEDICINE (100hrs)

This module provides the learner with an understanding of the history underpinning traditional medicine and whole medical systems from early human existence to the present day in diverse cultures worldwide. Social, cultural and political developments are considered in the evolution of healing and medicine, as well as the parallel developments in anatomy, physiology and other sciences. The study of health philosophy across all disciplines and modalities is seen as fundamental to the learners' understanding of the role of the modern healthcare practitioner within the wider healthcare system.

## IM APPROACHES AND MANAGEMENT OF CONDITIONS 1 (300hrs)

Integrative Medicine seeks to provide the very best holistic care and draws from many different traditions in order to do so. Though an IM healthcare practitioner does not need to practise any particular complementary therapy, they do need to know a basic minimum about various different approaches (their underlying philosophy, their methods of assessment, how they deliver treatment and how to refer patients appropriately and safely).

This module will allow learners to gain an understanding of the different approaches and how they might be used in the care of patients. It does not train the learner to become proficient in the practice of these therapies though we may teach some simple techniques and can signpost people to further training. Approaches include Complementary Eastern and Western Traditions (e.g. Traditional Chinese Medicine, Ayurveda, Shiatsu, Homeopathy, Herbal Medicine), Mind-Body Approaches (e.g. Mindfulness, Hypnosis, Healing), Body-focused Approaches (e.g. Nutrition, Exercise-medicine, Osteopathy, Alexander Technique) and many more.

The module will involve face-to-face, online and self-study components. There will be some patient contact and some teaching will be carried out by experienced complementary practitioners. The conditions covered come under various areas of health, such as:

- **Stress**
- **Cardiovascular Health (including hypertension)**
- **Fatigue (chronic fatigue and fibromyalgia)**
- **Chronic pain (including lower back pain)**
- **Musculoskeletal Health**
- **Gut Health**
- **Respiratory Health**
- **Health in Later Life**
- **Cancer**
- **Women's Health**
- **Men's Health**

### HOLISTIC ASSESSMENT: THE THERAPEUTIC RELATIONSHIP, MOTIVATIONAL INTERVIEWING AND CLINICAL DECISION MAKING IN INTEGRATIVE MEDICINE (100hrs)

Learners will study the structures of existing holistic assessments using existing holistic tools as exemplars. Once acquainted with the structure they will then practise with clinical scenarios. This will include role-play comparing non-holistic with holistic assessments to experience progressive learning.

The content will include working in role-plays to practise sensitive listening, and to look at how practitioners can enhance their skills of enquiry to elicit important information that can contribute to the action plan for the individual in front of them. They will also study examples of optimal healing environments and assess and reflect on some of the research available into healing rates influenced by the environment.

They will also study videos of different consulting approaches to investigate the nature of symptoms as a form of communication and pattern recognition across a range of complementary approaches. Learners will also be reflecting and writing about their placements as holistic practitioners in relationship to their holistic assessments. This will include placements with holistic doctors and health professionals. As with other areas of the course, content will also include critical analysis of any evidence base that exists to demonstrate the usefulness of holistic assessments in practice.

### CRITICAL APPRAISAL OF MEDICINE AND INTEGRATIVE MEDICINE RESEARCH (100hrs)

Along with research that will be presented continuously throughout the Diploma, there will also be a focus on critical analysis and skills associated with being able to make sense of data and information presented across a range of IM approaches.

The module will consist of a presentation exploring the issues of carrying out research in medicine, and the particular problems posed by Integrative Medicine.

Learners will be provided with an opportunity to discuss this presentation. They will explore a range of critical appraisal tools which can be used to evaluate research and discuss a selection of appropriate papers, covering both quantitative and qualitative methodologies. Finally, learners will present an assignment within which they examine and critique a paper relating to their area of clinical practice.

# Learning Modules Within The Diploma continued...

## HOLISTIC ASSESSMENT: SOCIAL PRESCRIBING, AND A COMMUNITY APPROACH IN INTEGRATIVE MEDICINE (100hrs)

The content of this module will include a revision of the structure of holistic assessment and the range of treatment options will be enlarged through an understanding of Social Prescribing which encourages learners to make use of community resources to enhance their practice. For example, learners will study the development of the Bristol Kitchen on Prescription Alliance, looking at how connecting to existing networks of health providers can improve lifestyle options for patients. Learners will also study other lifestyle approaches such as Green Care and the Arts in Healthcare provided by community and third sector organisations.

As with other modules in the programme there will be an emphasis on critical analysis and learners will look at the available evidence into the usefulness of Social Prescribing across a range of communities and the challenges of evaluating such initiatives. Content in this module will also include an emphasis on health inequalities and the impact that social deprivation has on quality of life. They will learn the nature of asset-based services that empower individuals and communities to support self-care. They will investigate outcome tools e.g., the Happiness Index and Patient Activation Measure (PAM) to ensure that evaluation is part of their new and dynamic IM practice.

## MANAGING A DYNAMIC IM PRACTICE (100hrs)

This module will cover ways in which IM practice can be implemented. It will include current and future IM clinical models, managing the change from traditional to IM practice, the consequences of the development and implementation of treatment protocols and the implementation of various business models. The importance of record keeping, audit and evaluation will be addressed including scope of practice, ethics, and law. Emphasis will be on the science behind implementing and managing change.

The module will also cover marketing, message, advertising, practice-building and the use of the media. The focus will be on developing a thriving practice, while at the same time managing self-care and staying resilient. This module will also develop leadership skills, acknowledging that you are likely to be creating change in their field of practice. Diploma graduates will be at the leading edge of change in healthcare and gaining confidence and insight and a balanced relationship to the inner and outer journey of taking up your authority in the world will be a key aspect.

## IM APPROACHES AND MANAGEMENT OF CONDITIONS 2 (300hrs)

This module will be a chance to revisit the various approaches covered in IM Approaches and Conditions 1 but the larger part of this module will be devoted to covering the management of various conditions. We do not intend the learner to become proficient in the practice of any particular complementary approach though we may teach some simple techniques and can signpost people to further training.

The Approaches covered include Complementary Eastern and Western Traditions (e.g. Traditional Chinese Medicine, Ayurveda Shiatsu, Homeopathy, Herbal Medicine) Mind-Body Approaches (e.g. Mindfulness, Hypnosis, Healing), Body-focused Approaches (e.g. Nutrition, Exercise-medicine, Osteopathy, Alexander Technique) and many more. The Conditions covered come under various areas of health, such as:

- **Women's Health**
- **Men's Health**
- **Child health**
- **Health in Later Life**
- **Cancer**
- **Neuro-degenerative disorders**
- **Infection**
- **Auto-immune conditions**
- **Inflammation**
- **Endocrine Conditions**
- **Skin conditions**
- **Mental Health**
- **Sleep**
- **Approaching a Good Death**

We also look at the complex area of multi-morbidity.

## INDEPENDENT STUDY ON INNOVATION IN INTEGRATIVE MEDICINE (100hrs)

This module provides the learner with an opportunity to demonstrate knowledge and understanding obtained through undertaking previous modules. It will provide the opportunity for the learner to show how they will introduce a more integrated approach into their practice, and how they propose to evaluate this development.

It will therefore be specific to their own practice, but demonstrate skills of critical analysis and synthesis to an advanced level. It will include discussion of legal and ethical issues that may be encountered, and how these may be addressed.

# Course Development and Delivery

THE TEAM WHO HAVE DEVELOPED THE DIPLOMA HAVE INCLUDED EXPERTS FROM THE FIELDS OF MAINSTREAM AND COMPLEMENTARY MEDICINE, AS WELL AS THOSE WITH EDUCATIONAL AND ACADEMIC EXPERTISE. THE COURSE IS DELIVERED BY OUR CORE AND ASSOCIATE TUTOR TEAM.

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## The Core Tutor Team (CTT) include:



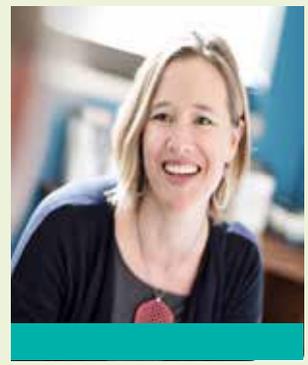
**Dr Elizabeth Thompson**  
Core Team Tutor



**Dr Alastair Gray**  
Core Team Tutor



**Dr Duncan Still**  
Core Team Tutor



**Megan Odell L.Ac.**  
Core Team Tutor



**Dr Sally Moorcroft**  
Core Team Tutor



**Kiriaki Marselou**  
Core Team Tutor



**Dr Nikki Curtis**  
Core Team Tutor

# Accreditation and Quality

## ACCREDITATION

This Diploma in Integrative Healthcare is the only one currently available in the UK and Europe and is certified as an Ofqual regulated qualification by the awarding organisation, Crossfields Institute.

The Institute is an education charity that works to promote holistic education.

[www.crossfieldsinstitute.com](http://www.crossfieldsinstitute.com)

Crossfields Institute 

## QUALITY

As the awarding organisation, Crossfields Institute is responsible for monitoring ongoing delivery, assessment and quality assurance at NCIM. All learners are certified by Crossfields Institute. The Institute will conduct regular reviews of the quality processes and procedures at NCIM to ensure that appropriate standards are being maintained.

Within NCIM, the Core Tutor Team provides leadership in creating, shaping and reviewing the centre's IM courses and associated resources.

In consultation with Crossfields Institute the Core Tutor Team will review, on an ongoing basis, the content of the qualification and ensure that high standards are being maintained. The Core Tutor Team will also liaise internally with the centre's Quality, Standards & Compliance processes to ensure continuous improvement in relation to the provision of the Diploma.

# Sustainable Education

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We are committed to education for sustainable development as outlined in the recently published guidelines by the Quality Assurance Agency. Our learning, teaching and assessment strategy is aligned with many of the principles discussed in their findings. Our strategy will therefore equip you with ‘the knowledge understanding, skills and attributes needed to work and live in a way that safeguards environmental, social and economic wellbeing, both in the present and future generations’.

## BURSARIES

NCIM is committed to accessibility across our clinical and education services. Please find out more about bursaries that could be available to support your training.

This Diploma in Integrative Medicine has been generously supported by the William Kadleigh Fund, set up to commemorate a young holistic doctor who died in the Staines air disaster of 1977.

The College of Medicine supports this Diploma. The College of Medicine advocates a new attitude to healthcare: one which forges partnerships across society, emphasises prevention and a multi-faceted approach and empowers a healthier, happier population.

For more information go to  
**[www.collegeofmedicine.org.uk](http://www.collegeofmedicine.org.uk)**

For more information on education contact us at:  
**[education@ncim.org.uk](mailto:education@ncim.org.uk)**

For more information or to find out about bursaries for those who need financial assistance, contact us at:  
**[education@ncim.org.uk](mailto:education@ncim.org.uk)**

For more information about services contact us at:  
**[enquiries@ncim.org.uk](mailto:enquiries@ncim.org.uk)**

Or check out our website:  
**[www.ncim.org.uk](http://www.ncim.org.uk)**



**COLLEGE OF MEDICINE**  
AND INTEGRATED HEALTH





NCIM PROSPECTUS | [www.ncim.org.uk](http://www.ncim.org.uk)



National Centre for  
Integrative Medicine  
Inspiring health and wellbeing