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 become a Fellow of the College of Medicine and be part of a community of like-minded clinicians who share a vision of whole person healthcare in the future?
PCIM is a centre of excellence for Integrative Medicine (IM) which supports the transformation of healthcare, within a model that combines the best of conventional and complementary modalities to deliver a holistic approach to health and wellbeing.

PCIM brings together a team of healthcare professionals and CAM practitioners 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 communities where they can be best accessed
• Support for the Local and National Self-Care Strategy, and the National Social Prescribing initiative, 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 students 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
Academic Director PCIM
Prior Learning and Criteria for Admission
Candidates must be current, statutory-registered healthcare professionals (in the country where they practise) with a BSc or equivalent qualification in a health-related area. Candidates for whom English is not their first language will require evidence of proficiency in English.

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.

Programme Outcomes
The programme will provide opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:

It is intended that candidates will:
1. Develop and maintain a sound knowledge of IM and a critical and enquiring approach to a variety of therapeutic interventions and their use in a range of common conditions
2. Have developed the knowledge and skills to respond to the needs of contemporary patients, wishing to use a variety of approaches in the management of their health, e.g. in managing chronic illness and maintaining wellness across different phases of their life
3. Have developed self-confidence and skills in holistic assessment such that they can help patients towards maintaining health, personal resilience, and self-empowerment
4. Be able to deal with the rigours of contemporary working environments through enhanced self-reflection, personal resilience, and self-care
5. Have developed confidence and skills to assist them to manage and communicate transitions into their own IM clinical practice
6. Understand the importance of planning and evaluation in the development of holistic integrated practice
7. Contribute to a network of practitioners with a knowledge of practice-based research and its role in evidence-informed integrative medicine
8. Participate in a community of practice that helps to redefine the concept of health as contextual, communal and connected to nature

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, students may extend their learning across a maximum of 4 years for the diploma with the agreement of the Academic Director. Each year is arranged into two semesters with a break over the July-August period and standard holidays recognised. There will be 3 three-day residential intensives where students will all join us in Bristol. Students will also be able to access, and will be encouraged to take advantage of, a range of CPD events that occur more frequently over the year.

The Learning Environment
We aim to provide a learning environment that inspires collaboration, dialogue and appropriate social responsibility. Students 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
Students who experience study or learning difficulties may require additional support to successfully complete their subjects. Lecturers will provide additional learning support in such circumstances, and tutoring assistance can be accessed through the Academic Team who will arrange appropriate support.

Fellowship
This Diploma is supported by the College of Medicine. Those completing the Diploma course will be automatically eligible to apply for Fellowship of the College of Medicine and become part of a network of alumni extending the frontiers of Integrative Medicine in the UK. The College of Medicine advocates for 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
DURING THE PROGRAMME

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 WILL BE DELIVERED BY AN EXTENSIVE TEAM WITH A SIMILAR RANGE OF SKILLS AND EXPERIENCE.

YOU WILL DEEPEN

Intellectual skills which will enable you to:
1. Use critical judgement to enhance practice
2. Critically evaluate research outputs
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 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 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 networks
7. Develop effective communication skills – verbal, non-verbal, listening and written
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

FEATURES, STRUCTURE AND HOURS

This Level 7 Diploma in the Study of Integrative Medicine 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

MODE OF STUDY

The diploma is designed to be undertaken part-time and delivered via a blended learning platform. Each year is arranged into two semesters with a break over the Summer period. Three 3-day, face-to-face intensives are timetabled each year and students will also be able to access and take advantage of a range of CPD events that occur more frequently over the year, taught by leaders and expert clinicians in their specific fields. Bristol is fortunate to have a range of lifestyle and CAM institutions which offer the opportunity for course participants to sit alongside practitioners to observe and gain direct experience of the work they do.

Course-ware (how teaching is delivered) includes:
- Subject outlines, Lectures and Core presentations, Interviews of experts, Readings, Assessments (see below) and Study Guides. These will be augmented with live attendance at the 3-day intensives.

SUPPORT FOR STUDENTS AND THEIR LEARNING:
- All students are allocated a personal tutor 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
- Students will experience a spiral of learning, revising topics and knowledge as their experience grows
- Students 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, CAM practitioners, researchers and health commissioners to support networking and to build a community of change-makers for the future

ASSESSMENT

The PCIM 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
- Negotiated project work including field work
- Reports from clinical attachments
- Video of holistic consultations
- Case studies to reflect learning
- Reflective journal
- Self-testing quizzes
- Dissertation
LEARNING MODULES WITHIN THE DIPLOMA

THE MODERN CONTEXT OF IM: PHILOSOPHY, HISTORY AND CHANGING TIMES IN MEDICINE

IM MANAGEMENT OF APPROACHES AND 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 students to gain an understanding of the different approaches and how they might be used in the care of patients. It does not train the student to become proficient in the practice of these therapies though we may teach some simple techniques and 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, Cardiac Coherence), 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, including:
- Stress, Cardiovascular health and disease (including hypertension), Fatigue (including chronic fatigue and fibromyalgia), Chronic pain (including lower back pain), Musculoskeletal health and disease, Gut health and disease.

IM MANAGEMENT OF APPROACHES AND CONDITIONS 1 (300hrs)

IM APPROACHES AND MANAGEMENT OF CONDITIONS 1

CRITICAL APPRAISAL OF MEDICINE AND INTEGRATIVE MEDICINE

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

This module provides the student 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 students’ understanding of the role of the modern healthcare practitioner within the wider healthcare system.

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

Students will study the structures of existing holistic assessments using existing holistic tools as exemplars. Once acquainted with the structure they will then practise with real clinical scenarios. This will include role-play comparing non-holistic with holistic assessments to experience directly their 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. Students 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. Students 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, students will present an assignment within which they examine and critique a paper relating to their area of clinical practice.

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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 students to make use of community resources to enhance their practice. For example, students 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. Students 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 students 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 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 your leadership skills, acknowledging that you are likely to be creating change in your field of practice. You 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 of what we would like this Diploma to support.

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 student 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, Cardiac Coherence), Body-focused Approaches (e.g. Nutrition, Exercise-medicine, Osteopathy, Alexander Technique) and many more. The Conditions covered come under various areas of health, including: Women’s Health, Men’s health, Child health, Later Life, Cancer, Neuro-degenerative disorders, Infection, Auto-immune conditions, Inflammation, Endocrine Conditions, Skin conditions, Mental health issues. We also look at the complex area of multi-morbidity.

INDEPENDENT STUDY ON INNOVATION IN INTEGRATIVE MEDICINE (100hrs)

This module provides the student with an opportunity to demonstrate knowledge and understanding obtained through undertaking previous modules. It will provide the opportunity for the student 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.

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COURSE DEVELOPMENT AND DELIVERY

A TEAM OF SUBJECT EXPERTS WITH EXPERIENCE IN MAINSTREAM AND COMPLEMENTARY MEDICINE, AS WELL AS EDUCATIONAL AND ACADEMIC EXPERTISE, HAVE WORKED WITH STAFF FROM CROSSFIELDS INSTITUTE TO DEVELOP THIS DIPLOMA.

The course will be delivered by an extensive team with a wide range of skills and experience.

The core Diploma Development Group (DDG) have included:

Chair and Director of the DDG
Alastair Gray

And the Writing & Development Team:

Dr Elizabeth Thompson
Dr Duncan Still
Pat Turton

The Extended Diploma Development and Delivery Group include:

The Extended Diploma Development and Delivery Group include Dr Catherine Zollman, Simon Mills, Professor David Peters, Fiona Hamilton, Helen Cooke, Dr Julia Wallond, Celia Carrington, Dr Georgina Geoffries, Sam Burkey, Dr Alan Kellas, Rhonda Brandrick, Dr Michael Dixon, Dr Trevor Thompson, Dr Andrew Morrice, Dr Marion Steiner, Dr Julie Geraghty, Dr Helen Seers and Jackie Evans. Please also see our website as the team grows and evolves.

ACCREDITATION AND QUALITY

ACCREDITATION

This new Diploma in Integrative Medicine, the only one currently available in the UK, is certified as a self-regulated qualification (SRQ) by the awarding organisation, Crossfields Institute. The Institute is an education charity that works to promote holistic education.

www.crossfieldsinstitute.com

QUALITY

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

Within PCIM, the Diploma Development Group (DDG) provides leadership in creating, shaping and reviewing the centre’s IM courses and associated resources. In consultation with Crossfields Institute the DDG will review, on an ongoing basis, the content of the qualification and ensure that high standards are being maintained. The DDG will also liaise internally with the centre’s Quality, Standards & Compliance processes to ensure continuous improvement in relation to the provision of the Diploma. The DDG complements the work of the Diploma Advisory Group and other Governance Committees of the centre and will provide advice to PCIM, where relevant, on matters pertaining to good practice.
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”.

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.

For more information on education contact us at: education@portlandcentrehealthcare.co.uk

For more information about services contact us at: enquiries@portlandcentrehealthcare.co.uk

Or check out our website: www.portlandcentrehealthcare.co.uk