

**Complementary Health Professionals**

**Essential Oil Practitioners' Diploma**

**Syllabus**

# **Overall Aim of the CHP course.**

The CHP accredited course seeks to provide education and training opportunities in developing a proficient professional thinking therapist who has the ability to work within both the field of complementary and contemporary health care settings and adapt their practise accordingly. The course will provide the student essential oil therapist with the opportunity for self development and facilitate an awareness of the importance of evidence based practice within the field of essential oil practice. It follows the Aromatherapy Council's Core Curriculum minus all elements relating to the giving and blending for massage.

# General Learning Outcomes of the Essential Oil Practitioner Diploma**.**

**Knowledge and Understanding (theory) Outcomes.**

* Develop a comprehensive knowledge and understanding of the principles of Essential Oils from a historical and philosophical perspective
* Explore and develop an in depth understanding of the art and science of using aromatic materials safely, in a range of therapeutic treatments (except with massage)
* Examine the concept of health, illness, a range of medical conditions and the factors which may impact upon the use of Essential Oils as a therapeutic intervention
* Develop an in depth understanding of the anatomy, physiology and pathology of the human body in relation to the use of essential oils for health and wellbeing
* Identify and evaluate the necessary skills to assess individual needs and the implementation of appropriate external treatment, based on sound research-based evidence
* Recognise and critically appraise the importance of personal and professional development and the need for lifelong learning in a critical and systematic way
* Explore and discuss the socio-economic and political factors from a national and local perspective

# Practice/Ability Outcomes.

* Apply a comprehensive knowledge and understanding of Essential Oils in assessing the needs of the individual
* Demonstrate and justify the use of a variety of therapeutic skills within a chosen practice setting
* Create a safe and appropriate working environment, taking into account the socio-economic and political influences which may impact on professional practice
* Utilise reflective practice and the use of personal and professional development within the boundaries of client management
* Demonstrate and utilise knowledge of an evidence base to support decisions for chosen treatment plans with essential oils in a range of therapeutic applications

# **CHP Course Components.**

186 hours of guided online home study to complete you theoretical understanding of this complex subject, which includes the completion of your case studies.

**Anatomy, Physiology and Pathology Syllabus** - 65 hours online learning and 85 hours of study outside this in terms of reading and completing coursework.

**Case Studies**. An essential ways of developing your techniques and knowledge, and putting theory into practice.

**Definition of a case study:**

|  |  |
| --- | --- |
| **A CASE STUDY** | **A TREATMENT** |
| A case study will consist of a collection of at least 2 treatments written up on a consultation record document (the AC has produced an industry standard template), placed together in date order accompanied by a statement from the client that the treatment has taken place and a reflective practice essay from the student evaluating their performance and whether treatment outcomes have been met. | A treatment is one treatment carried out using a consultation record document that has been signed by the client to prove consent has been given. The consultation will include a full medical history, skin type, postural analysis, lifestyle routine and contraindications and local caution check. It will also include a record of the treatment given, any notes on the treatment, essences and carriers used, dilution ration, reasons for use and aftercare advice. |

**Case studies** are required in order to evidence the ability to develop treatment options and adapt to the differing needs of clients. Your case studies will be checked for authenticity to prove that you have carried them out and your client will need to complete and sign a feedback form to verify that the treatments have been carried out. You will need 15 volunteers to work on for your case studies.

**Number of Case Studies:**

You will create blends for 10 people who will come back for at least 1 follow up (so 2 treatments x 10 = 20 treatments)

You will create blends for a further 5 people who may not necessarily return for a follow up ( 5 treatments)

Within this you need to ensure you use the following methods at least once:

* a face cream
* a hand cream
* a foot cream
* a lotion
* a bath dispersing oil
* an inhalation
* a compress

Within these, you need to have used a range of base products, including a range of vegetable oils, aloe vera and shea butter. You also need to use at least 20 different essential oils from the list in your case studies, but ideally many more.

Each case study must receive their treatments over a period of weeks in order to achieve the desired learning outcomes. After the two (or more) treatments for 10 clients, you will write up a short reflection on the outcomes of treatments.

# **CHP Course Criteria**

* Only CHP accredited schools may offer a CHP accredited training programme.
* Only CHP accredited schools can use the CHP portfolio system for summative assessment (should they choose)
* All elements of the CHP programme must be summatively assessed i.e. assignment and final examinations. All parts must be passed
* Completion of the CHP course will provide a certificate of competence to practice from the CHP and eligibility to become a full member of the CHP and will be eligible to gain practitioners' insurance through their block scheme

# Transferability of levels of education and training achievements

Full practitioner level requires a level 3 qualification to practise as an Essential Oil Practitioner, which is equivalent to A levels in the UK. The CHP course has clear levels of academic and practical standards of achievement and exceeds the level 3 requirements the competences as set out in the National Occupational Standards (NOS) for Aromatherapy.

The outcomes on an CHP accredited course are equivalent to levels 4/5 within a

Higher education programme for APL purposes.

**ESSENTIAL OIL PRACTITIONER COURSE SYLLABUS**

**AIMS:**

* To develop a detailed understanding of how the human body works in terms of structure and function and an understanding of dis-ease and dysfunction through illness or trauma. This will include recognition of common drugs and interactions.
* To develop a comprehensive knowledge and understanding of the principles of Essential Oils from a historical and philosophical perspective
* To explore and develop an in depth understanding of the art and science of using aromatic materials safely, in a range of external therapeutic applications
* To identify and evaluate the necessary skills to assess individual needs and the implementation of appropriate treatment based on sound research-based evidence.
* To recognise and critically appraise the importance of personal and professional development and the need for lifelong learning in a critical and systematic way
* To explore and discuss the socio-economic and political factors from a national and local perspective.
* To develop the skills necessary for effective consultation and safe treatment with essential oils and related products
* To utilise reflective practice and the use of personal and professional development within the boundaries of client management
* To identify the factors required to create a safe and appropriate working environment, taking into account the socio-economic and political influences, which may impact on professional practice
* To develop an understanding of the ethics, limitations and business requirements of the practice of an Essential Oil Practitioner
* To develop an awareness of current research and legislation into Essential Oils and associated products used in its practice and evaluate its usefulness to practice

**ANATOMY, PHYSIOLOGY AND PATHOLOGY**

The student will be able to understand the medical terminology used to identify parts of the human body. They will also be able to name and locate bones and muscles, lymph nodes and organs of the human body and be able to understand how each body system works and interacts.

In terms of pathology, the student will be able to understand a wide range of common problems and the effects of stress on the human body. They will know where to go and research information they are not familiar with, which includes looking up drug usages, side effects and how these might interact with essences. The student will also study the impact age, the environment and mental health has on well-being.

**HISTORICAL AND PHILOSOPHICAL PERSPECTIVES**

The student will be able to trace the development of Essential Oils from its roots in the ancient use of aromatics to its emergence as a 21st Century system of natural medicine. The student will be able to explain the meaning of health and illness and the role of the Essential Oil Practitioner in modern health care.

The student will be able to:

* Describe the evolution of Essential Oils: the traditional use of aromatics;
* the development of distillation
* the modern history of essential oil use to the present day
* Explain what is meant by modern natural medicine in relation to:
* its holistic principles
* a comparison between biochemical, energetic, structural and psychological forms of natural medicine
* Evaluate the importance of:
* the relationship between orthodox and complementary medicine
* briefly summarise the CAM therapies in groups 1 & 2 of the House of Lords report
* current issues with regards to socio-economic and political factors, integrated healthcare and the creation of the Complementary and Natural Healthcare Council (CNHC)
* self v. statutory regulation and protection of title

**SCIENCE & SAFETY**

Develop an understanding of the science and issues around the production and composition of essential oils and related products, and apply this in safe practice

The student will be able to:

* Define and discuss terms such as:

|  |  |  |
| --- | --- | --- |
|  Essential Oil Practitioner |  resinoid |  absolute |
| essential oil  | chemotype | synergy |
| essence | fixed oil biosynthesis |  biosynthesis |
| aromatic extract | hydrolat |  |

* Describe the taxonomic classification of aromatic plants
* Describe a typical plant cell, explaining the structure and related function of:

|  |  |  |  |
| --- | --- | --- | --- |
| nucleus | golgi bodies | cell wall | cell membrane |
| central vacuole | chloroplasts |  |  |

* Explain basic plant structure and functions including:
* tissue root stem leaf flower fruit seed glandular structures
	+ essential oil biogenesis
	+ pathways of biosynthesis
	+ roles of essential oils within the plant
	+ the influence of external factors on the development and quality of essential oil within the plant
* Define and describe transpiration, photosynthesis, respiration, diffusion and osmosis
* Define the terms atom, element, molecule, organic and inorganic compounds
* Briefly describe the structure of an atom.
* Explain the following terms in relation to Essential Oils:

ions, valency, single and double bonds, co-valency, hydrogen bonds, saturates, poly- unsaturates, polar and non-polar solvents, isomers

* Define the terms oxidation and reduction and explain their relevance in relation to essential oil storage and safety
* Describe essential oil chemistry including the relevant principles of organic chemistry: Major families of essential oil components (Monoterpenes, sesquiterpenes, diterpenes, alcohols, phenols, aldehydes, ketones, acids, esters, oxides, ethers), including more recent research debunking this line of thought

and, where appropriate, relate the therapeutic action or possible hazard to the presence of a functional group.

* Understand and critically appraise safety issues relating to chemical composition
* Define and apply the terms “precaution” and “contraindication” in relation to the safe practice of an Essential Oil Practitioner
* Explain essential oil safety and its relevance to clinical practice, including:
* hazard and risk
* photosensitivity
* dermal irritation
* allergic contact dermatitis
* sensitisation
* acute and chronic toxicity
* essential oil metabolism & excretion
* cross sensitisation
* anaphylactic shock
* safety for the therapist

**ESSENTIAL OIL PRODUCTION & QUALITY**

The student will develop a knowledge and understanding of how essential oils and related products are produced and identify the factors that influence their purity and quality.

The student will also demonstrate the ability to apply this knowledge within safe practice The student will be able to:

* Describe the following methods of extraction :

hydrodistillation water and steam distillation

steam distillation expression

solvent extraction CO2 extraction enfleurage

* Evaluate the criteria for essential oil identification:
* organoleptic analysis (colour, viscosity, aroma profile and taste)
* physical analysis
* adulteration
* Describe methods of essential oil analysis and understand their relevance to the aromatherapist, including Gas Liquid Chromatography (GLC), Specific Optical Rotation and Mass Spectroscopy (MS)
* Explain the significance of the principles of safe handling and storage of essential oils
* Demonstrate and apply knowledge of the issues surrounding safe bottling and labelling (refer to current legislation)
* Explain how shelf life is affected by oxidation
* Evaluate related botanical products in terms of their production, quality control, importance and therapeutic uses:

hydrolats (aromatic waters) tisanes decoctions tinctures herbal oils

* Demonstrate knowledge of the following fixed oils in terms of their botanical name, production, quality control, importance and therapeutic uses:

|  |  |  |  |
| --- | --- | --- | --- |
| Sweet almond*Prunus communis* L. | Apricot kernel*Prunus armeniaca* L. | Avocado*Persea americana* Mill. | Borage |
| Castor oil*Ricinus communis* L. | cocoa butter | Coconut*Cocos nucifera* L. | Evening Primrose*Oenothera biennis* L. |
| Grapeseed*Vitis vinifera* L. | Hazelnut*Corylus avellana* L. | Jojoba*Simmondsia chinensis* Schneid. | Kukui |
| Macadamia nut*Macadamia ternifolia* F. Muell. | Olive*Olea europaea* L. | Peanut*Arachis hypogaea* L. | Peach kernel *Prunus vulgaris* Mill |
| Rose hip | Safflower | Sesame seed*Sesamum indicum* L. | Sunflower seed*Helianthus annuus* L. |
| Soya*Glycine max* Merr. | Tamanu | Walnut*Juglans regia* L. |  Wheatgerm *Triticum vulgare* Vill. |

**METHODS OF APPLICATION & BLENDING**

The student will gain an understanding of the various routes through which essential oils are absorbed by the body, together with the ways they are applied therapeutically.

The student will be able to:

* Demonstrate knowledge and understanding of the mechanisms of actions of essential oils in relation to:
* inhalation (olfaction, respiratory absorption)
* theories of olfaction
* theories of how essential oils work at a cellular level skin absorption
* internal administration (for reference only)
* effects of Essential Oil Practitioner massage
* Identify and critically appraise the ways in which essential oils might be used therapeutically

baths compresses

massage inhalation

douches poultices

direct / neat application creams / ointments / lotions / gels

clay applications hair, skin and mouth care products

* Demonstrate knowledge and application of the different approaches and theories of blending:
* according to fragrance, chemistry, taxonomy
* aesthetic, clinical and psychological approaches to blending
* principles of synergy and antagonism
* time of day and client's movements after treatment
* Critically assess and demonstrate the ability to blend essential oils with various media

i.e. carrier oils, herbal oils, creams, lotions, gels, floral waters, clay

* Examine and justify the theoretical principles and demonstrate the practical skills relating to the accurate diluting of essential oils according to the therapeutic requirement of the individual and the method of application.

**INDIVIDUAL ESSENTIAL OILS**

* The student will be able to demonstrate an in depth knowledge of the following 52 essential oils, resinoids and essences and their main chemotypes, including:

|  |  |  |  |
| --- | --- | --- | --- |
| botanical name | synonyms | botanical family | geographical origin |
| chemotypes | habitat | plant morphology | extraction method |

* aroma
* relevant chemical composition
* physical characteristics traditional & general uses
* therapeutic indications uses (researched and anecdotal)
* cautions and contraindications

|  |  |  |  |
| --- | --- | --- | --- |
| **Plant Family** | **Common Name** | **Botanical Name** | **Part of Plant used** |
| LAMIACEAE (LABIATAE) | Lavender | *Lavandula angustifolia* Mill.  | flowers |
|   | Lavandin | *Lavandula x intermedia* Emeric ex Loisel | flowers |
|   | Lavender, spike | *Lavandula latifolia* Medik.  | flowers |
|   | Clary sage | *Salvia sclarea* L.  | herb |
|  | Marjoram | *Origanum majorana* L.  | herb |
|   | Rosemary | *Rosmarinus officinalis* L.  | herb |
|   | Thyme | *Thymus vulgaris* L.  | herb |
|   | Peppermint | *Mentha x piperita* L.  | herb |
|   | Basil | *Ocimum basilicum* L. | herb |
|   | Patchouli | *Pogostemon cablin* Benth.  | leaves |
| RUTACEAE | Neroli | *Citrus aurantium* L. | flowers |
|   | Petitgrain | *Citrus aurantium* L. | leaves |
|   | Orange, bitter | *Citrus aurantium* L.  | fruit |
|   | Orange, sweet | *Citrus sinensis* (L.) Osbeck  | fruit |
|   | Bergamot | *Citrus bergamia* Risso.  | fruit |
|   | Lemon | *Citrus limon* (L.) Burm.  | fruit |
|   | Mandarin | *Citrus nobilis* Lour. | fruit |
|   | Grapefruit | *Citrus paradisi* Macfad. | fruit |
| ASTERACEAE (COMPOSITAE) | Chamomile, Roman | *Chamaemelum nobile* (L.) All. | flowers |
|   | Chamomile, German | *Matricaria recutita* L.  | flowers |
| MYRTACEAE | Eucalyptus | *Eucalyptus globulus* Labill | leaves |
|   | Eucalyptus | *Eucalyptus citriodora* Hook | leaves |
|   | Eucalyptus  | *Eucalyptus dives* Schauer  | leaves |
|   | Eucalyptus | *Eucalyptus smithii* R.T. Baker | leaves |
|   | Tea tree | *Melaleuca alternifolia* Cheel | leaves |
| GERANIACEAE | Geranium | *Pelargonium graveolens* L’Her.  | leaves |
| PIPERACEAE | Pepper, black | *Piper nigrum* L. | fruit |
| APIACEAE (UMBELLIFERAE) | Fennel  | *Foeniculum vulgare* Mill.  | fruit |
| ROSACEAE | Rose, damask | *Rosa damascena* Mill.  | flowers |
|   | Rose, cabbage | *Rosa x centifolia* L.  | flowers |
| OLEACEAE | Jasmine | *Jasminum grandiflorum* L. | flowers |
| ANNONACEAE | Ylang-ylang  | *Cananga odorata* (Lam.) Hook.f. & Thoms. | flowers |
| SANTALACEAE | Sandalwood | *Santalum album* L. *Santalum spicatum* (R.Br.) A.DC.) | wood |
| BURSERACEAE | Frankincense  | *Boswellia sacra* Flueck. | resin |
|   | Myrrh  | *Commiphora myrrha* Engl.  | resin |
| STYRACACEAE | Benzoin | *Styrax benzoin* Dryand.  | balsam |
| ZINGIBERACEAE | Ginger | *Zingiber officinale* Rosc. | rhizome |
| POACEAE (GRAMINAE) | Lemongrass  | *Cymbopogon citratus* Stapf.  | grass |
|  | Vetivert  | *Vetiveria zizanioides* Nash ex Small  | roots |
| PINACEAE | Cedarwood, Atlas | *Cedrus atlantica* Manetti  | wood |
| CUPRESSACEAE | Cypress | *Cupressus sempervirens* L.  | twigs |
|  | Juniper  | *Juniperus communis* L.  | berry |

* The student / school will choose a further 10 oils from the following list and study those oils in the same manner as those above:

Angelica Root and Seed (*Angelica archangelica*)

Cajeput (*Melaleuca*

Cardomum (Elettaria Cardamomum)

Clove bud (*Syzygium aromaticum*)

Everlasting (*Helichrysum italicum*)

Ho leaf and wood (*Cinnamomum camphora CT linalol*)

Hyssop (*Hyssopus officinalis*)

Melissa (*Melissa officinalis*)

Myrtle (*Myrtus communis*)

Niaouli (*Melaleuca quinquenervia*)

Rosewood (*Aniba roseadora*)

Yarrow (*Achillea millefolium*)

* The student will be able to discuss environmental issues, which may influence the current use and / or availability of essential oils, for example Rosewood and Sandalwood.

**RESEARCH SKILLS**

The student will develop appropriate skills to enable them to source and evaluate information pertinent to their work as a professional aromatherapist.

The student will be able to:

* + Source and critically evaluate a variety of research papers and information about essential oils.
	+ Demonstrate an awareness of a variety of outcome measures to allow them to evaluate their practice
	+ Provide evidence of use of at least one measure in their practical work
	+ Demonstrate an understanding of the process of audit and its relevance to professional practice
	+ Demonstrate understanding of the different types of research methodology

**ESSENTIAL OIL PRACTITIONER IN CLINICAL PRACTICE**

The student will develop the knowledge and skills required for the safe and effective clinical practice as an Essential Oil Practitioner

The student will be able to:

* Prepare the treatment area in accordance with industry defined standards
* Identify and evaluate the necessary skills to assess individual needs and the implementation of appropriate treatment, based wherever possible on sound research- based evidence
* Identify and justify key points in the compilation of a consultation sheet / record card
* Complete a consultation sheet / record card in an accurate and legible manner
* Demonstrate and apply a knowledge of procedures required in order to perform a client consultation and assessment for type of application
* Conduct an effective consultation to demonstrate the following:
* empathetic listening skills
* appropriate use of open and closed questions
* analysis of body language
* offer suggestions regarding diet and lifestyle
* session closing skills
* monitoring of on-going progress
* when to refer to another practitioner
* Perform a range of diagnostic tests to include:
* skin analysis
* identification of cellulite and oedema
* Identify and justify clinical contraindications which require the avoidance of specific products or treatment methods
* Demonstrate an effective approach to treatment:
* appropriate, detailed and researched essential oil selection
* safe, hygienic and accurate blending
* appropriate and safe treatment
* Devise a treatment plan to meet individual client needs
* Give advice on aftercare and make recommendations for home care
* Identify and analyse potential situations & conditions which require client referral to medical and non-medically trained healthcare professionals
* Identify and evaluate the importance of recognising one’s own limitations as a therapist
* Explain the use of Essential Oil Practitioner for special client groups: the use of essential oils and related products in special situations:

skin care & associated conditions pregnancy

baby and child care stress-related conditions

the elderly cancer care

physical & learning difficulties

* Evaluate the use of essential oils and related products in clinical environments; persons who are debilitated or on intensive medication
* Explain the term “Psychological” Essential Oil Practitioner and its application in a variety of settings:
* the mental – emotional benefits of essential oils
* placebo effect and mind – body links

**PRACTICAL ESSENTIAL OIL PRACTITIONER SKILLS**

The student will be able to:

* Apply a comprehensive knowledge and understanding of Essential Oils in assessing the needs of the individual.
* Demonstrate the ability to blend oils safely and appropriately for clients' needs.
* Create a safe and appropriate working environment, taking into account the socio- economic and political influences, which may impact on professional practice.
* Demonstrate and utilise knowledge of an evidence base to support decisions for chosen Essential Oils and their application, including suitable after care advice and home treatments.

**PROFESSIONAL PRACTICE MANAGEMENT**

The student will have a working knowledge of the ethical management of a professional Essential Oil Practitioner practice.

The student will be able to:

* Assess the implications for the practitioner of the CHP codes of conduct and ethics with regards to:
* maintenance of up-to-date and secure client records confidentiality
* time management
* health and safety in the clinic / home setting boundaries of the therapeutic relationship
* liaison with other health care professionals
* working within an orthodox healthcare setting
* Demonstrate an understanding of the roles of the following bodies:
* The UK Medicine and Healthcare Regulation Authority (MHRA)
* The UK Essential Oil Practitioner Trade Council (ATC)
* The Complementary and Natural Healthcare Council (CNHC)
* The Aromatherapy Council (AC)
* Explain the requirements for the establishment of

A sole trader a partnership a limited company

* Identify and evaluate the issues for an essential oil therapist in connection with the following:
	+ curriculum vitae
	+ scope of practice
	+ insurance: professional indemnity / public / product liability
	+ advertising and marketing
	+ financial management and accountability: accounts and taxation
	+ data protection
	+ NI contributions
	+ pensions
* Explain the implications of legal requirements for good practice:
* Health, Hygiene and Safety at Work Act
* COSHH
* RIDDOR
* Local authority by-laws
* Data Protection Act
* Consumer Protection Act
* Goods & Services Act
* Veterinary Surgeons Act
* Trades Description Act
* Inland Revenue

**PROFESSIONAL SELF-DEVELOPMENT**

The student will develop an understanding of the key elements of continuing professional development and research.

The student will be able to:

* Critically appraise the value of personal self-development
* Demonstrate an understanding of the current CPD requirements of the CHP
* Recognise and critically appraise the importance of personal and professional development and the need for lifelong learning in a critical and systematic way
* Appreciate the necessity of keeping up to date with changes in the profession
* Demonstrate an understanding of the advantages of participation in local support groups
* Appreciate the value of understanding research in terms of:
* introduction to research methodologies
* ethics of conducting research
* conducting literature searches accessing scientific data
* read and critically analyse research papers
* Identify strategies for maintaining practitioner health and well-being
* Develop an awareness of other complementary therapies, in particular those discussed in the House of Lords Report 2000