

College of  
Medicine and  
Healing Arts



# Prospectus & Curriculum

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# College of Medicine and Healing Arts

## Founder and Principal

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*“Come, come, whoever you are,  
wonderer, worshipper, lover of leaving,  
it doesn’t matter.*

*Ours is not a caravan of despair,  
Come, even if you have broken  
your vow a thousand times.  
Come, yet again, come, come.”*

Mevlana Jelaluddin Rumi

1207 – 1273



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# Our Patrons & Advisors

## Our Patrons

**Prof. Hakim Syed Zillur Rahman** - President of Ibn Sina Academy of Medieval Medicine and Science, Aligarh, India.

**Dr. Mohammed Khalid Siddiqui** - Former Director General, Central Council for Research in Unani Medicines (CCRUM).

**Prof. Mir Ajab Khan** - Former Dean, Quaid-i-Azam University, Islamabad, Pakistan.

**Hakim Ziauddin Ahmad** - New Delhi, India.

## Our Consultant Advisors

**Hakim Haroon Azam Niazi** - Rawalpindi, Pakistan.

**Dr. Rafeek Hameed** - ND, PHD, MGNI, Sri Lanka.

## A Brief Introduction

Welcome to the College of Medicine and Healing Arts: the leading organisation for practice, research, and training in the wisdom and science of *Tibb* – whole-person healthcare and medicine, established in Leicester, England.

We are an initiative dedicated to develop and synthesise traditional knowledge and forms of medicine such as *Unani Tibb* and *Tibb-un-Nabawi*, along with useful and beneficial research and innovations from Complimentary & Alternative Medicine (CAM).

Mohsin Health (providing consultations, natural remedies and trusted health information), since 1978, and College of Medicine and Healing Arts (CoMHA), since 2011, are the pioneers and custodians of this knowledge and these skills.

The College welcomes you into its fold and we look forward to serving you as our valued student learner. Details of the programmes the College offers are available in the next section.



# Tibb: Whole-Person Healthcare & Medicine

*Tibb* is an Arabic word which in different places of the world, has been referred to as *Arabic*, *Greco-Arab*, *Hikmah*, *Yunani*, *Oriental*, *Islamic* and *Sufi* medicine. Some of the most illustrious names such as *Ar-Razi* of Persia, and *Ibn Al-Baytar* of Andalusia, Spain, are associated with the tradition of *Tibb*. Maimonides of Cairo, Egypt and *Ibn Sina* (Avicenna) were practitioners and teachers of *Tibb*. *Tibb* is a tradition of health whose synthesis was in the crucible of the Middle East, and integrates elements from Egypt, India, China and Classical Greece.

Today, *Tibb* continues to provide relief for millions of people in India, Pakistan, Afghanistan, Bangladesh, Malaysia, various parts of the Middle East, Africa, USA, Europe and the United Kingdom. *Unani Tibb* medicine is recognised by the World Health Organisation as a tradition of medicine.

## Wholeness and Balance

*Tibb*, which literally means “nature”, is a body of knowledge and practice, which maintains health and endeavours to restore it when lost. Health is a purposeful

condition of *i'tidal* – dynamic balance, in which all the functions of the human being are carried out in a correct and whole manner. The concept of *wholeness and balance* permeates the philosophy, principles and practice of *Tibb*. Once, the condition of wholeness and balance was a norm for most human beings. However, as people and societies moved away from *fitrah* – the natural way of life, disharmony and diseases increased.

## Diagnosis

There are three types of professionals within *Tibb*: *Hakim* – a consultant physician; *Tabeeb* – a physician; and *Muhallij* – a practitioner. Every physician within the *Tibb* tradition works with the whole person. In their diagnosis or evaluation, they assess the whole person, while attempting to find the locus of any given disease. An imbalance may be found on one or more of four levels: physical, emotional, mental and spiritual. Depending upon the individual patient's *Mizaj* – temperament, the physician can use one or more of the available techniques or modalities to restore order and balance.

## Treatment

On the physical level, the physician may select massage, manipulation or cupping. This may be complemented with subtle changes in diet supported by a single or a

compound remedy from a rich materia medica – selection of healing materials, mostly plant-based.

If necessary and appropriate, the physician can use Nafisiyat – holistic psychotherapeutic measures to balance the inner dimensions of emotions or thoughts. If there is a spiritual imbalance, then the Hakim may use Ruhaniyat – logotherapy – to harmonise the transcendental aspects of Ruh - soul, the core of the human being.

# Programmes Available

## Foundation in Natural Health

Suitable for those wanting to improve their own and their family's health using the time-tested healing wisdoms of Tibb: Whole-Person Healthcare & Medicine.

- Stage 1 – Life Balance & Healthy Living
- Stage 2 – Whole-Person Healing & Medicine

Visit [www.CoMHA.org.uk/Foundation](http://www.CoMHA.org.uk/Foundation) to enrol.

## Professional Diploma Qualifications

After completion of both Stages 1 and 2 in Foundation in Natural Health, learners may wish to continue onto one of two professional Diplomas

- Diploma in Herbal & Naturopathic Medicine (Tibb)
- Diploma in Counselling & Psychotherapy (Nafsiyat)

These programmes are suitable for those interested in learning traditional (Tibb) and modern (Complimentary & Alternative) skills to help their patients and clients.

Details of these two professional Diploma programmes including curricula are presented later on in this prospectus.

## Specialisation Diploma Qualifications

After enrolling in a Professional Diploma programme, students may choose to add a particular specialisation.

In order to successfully achieve their specialisation Diploma qualification, students are required to:

- Fulfil all the requirements for successfully achieving their Professional Diploma (see Assessment Criteria in the Student Handbook).
- Attend additional classes run by the College for their particular specialisation;
- Complete additional assignments pertaining to their particular specialisation;
- Pass additional exams pertaining to their particular specialisation.

Candidates who fulfil all of the above four requirements will achieve two Diploma qualifications: 1. their Professional Diploma, and 2. their Specialisation Diploma.

Currently available Specialisation Diplomas for students are:

- Diploma in Iridology.

## Online Programme(s)

Those who are unable to currently attend in-person can join as an online learner. To enrol in Life Balance & Healthy Living online visit [www.CoMHA.org.uk/Online](http://www.CoMHA.org.uk/Online).

Please note that there online courses do not replace in-person attendance. To help facilitate our online learners to transfer to our in-person programmes, we offer 20% off when transferring from the online programme to Stage 1: Life Balance & Healthy Living in-person.

## More Information

We look forward to your participation on our programmes. If you have any specific questions or need further information/clarification, you can either:

- E-mail us at [admissions@CoMHA.org.uk](mailto:admissions@CoMHA.org.uk); or
- Call us on **(+44) (0)116 273 86 14**

# Validation & Qualifications

## Accreditation

The College of Medicine and Healing Arts (CoMHA) is accredited by the International Association of Natural Medicine (IANM).

CoMHA has excellent credibility and reputation within the fraternity of *Tibb*, due to its high standards.

Graduates of CoMHA are respected by their peers within complementary and alternative medicine (CAM).

## International Association of Natural Medicine (IANM)

Successful graduates can apply to join the association and participate in its running.

## Opportunities for Graduates

Here are some of the options available to our graduates:

- **Diploma in Herbal & Naturopathic Medicine (Tibb):** you may wish to set up your own practice as a herbalist, naturopath, nutritionist, wellbeing counsellor, personal health coach or advisor. Those who choose to add the specialisation Diploma in Iridology will also be able to practice as an iridologist.
- **Diploma in Counselling & Psychotherapy (Nafsiyat):** you may wish to set up your own practice as a counsellor, relationship counsellor, health coach, life coach, wellbeing advisor or psychotherapist. Those who choose to add the specialisation Diploma in Iridology will also be able to practice as an iridologist.
- You may wish to work as a practitioner at one of our clinics.
- You may also continue your training with the College of Medicine and Healing Arts, expanding your range and depth of knowledge, and the skills that this classical tradition offers you.
- You may wish to apply with our College to become certified as a trainer and teacher of this tradition.



## Professional Indemnity Insurance

Successful graduates of CoMHA can apply for professional insurance before they begin their practice. This protects them and the public.

## Support After Graduating

As a CoMHA graduate you will have continuing support after graduating as well as clinical supervision.

# Foundation in Natural Health – Aim & Objectives

## Aim of the Foundation Programme

To be able to understand the importance of health and wellbeing, and to gain the basic knowledge and skills needed to look after their own and their family's health and wellbeing in a safe, effective and sustainable way, based on the Tibb tradition, incorporating useful knowledge and skills from Complimentary & Alternative Medicine (CAM).

## Stage 1 – Life Balance & Healthy Living

In this stage, learners are introduced to the *Tibb* whole-person approach, specifically the seven components of the human constitution – *umoor-e-tabiyat*.

Learners are introduced to the Six Life-Balance Factors – *asbaab-e-sittah-zururiah*, and how to use them to promote their own health.

Learners practically prepare a range of spice mixtures, drinks and dishes according to the recipes in *Alchemy in the Kitchen* – *alkimia-fil-matbakh*.

## Stage 2 – Whole-Person Healing & Medicine

In this stage, learners further their learning by exploring specific interventions pertaining to the Six Life-Balance Factors. One major focus in this stage is nutrition, including *Tibb* nutrition and the seven critical nutritional components.

A key theme introduced in this stage is the healing crisis. Learners are also introduced to single remedies and compound formulations, and begin developing their practical skills in safely preparing these home remedies.

# Foundation in Natural Health – Curriculum

## Stage 1 – Life Balance & Healthy Living

### Introduction to Tibb

Unit	Title
1.1	Hikmah: The Philosophical Foundations of Tibb
1.2	Definitions and Subject Matter of Tibb
1.3	Arkan: The Elements
1.4	Mizaj: Temperament
1.5	Akhlat: The Humours
1.6	A'dha: The Organs
1.7	Arwah: The Spirits
1.8	Quwwah: The Faculties
1.9	Af'aal: The Functions

### Introduction to Life Balance

Unit	Title
2.1	Introduction to Life Balance
2.2	Seasons and Air
2.3	Food and Drink
2.4	Psychological Activity and Rest
2.5	Physical Activity and Rest
2.6	Sleep and Wakefulness

- 2.7 Elimination and Retention
- 2.8 Life Balance Worksheets

## **Alchemy in the Kitchen**

- | Unit | Title                                   |
|------|---|
| 3.1  | Health and Safety in the Kitchen        |
| 3.2  | Health and Safety with Herbs and Spices |
| 3.3  | Chapatti/Roti/Paratha                   |
| 3.4  | Curry Powder                            |
| 3.5  | Garam Masala                            |
| 3.6  | Ghee (Clarified Butter)                 |
| 3.7  | Kitchari                                |
| 3.8  | Nabeez (Date Drink)                     |
| 3.9  | Lassi                                   |
| 3.10 | Moroccan Soup (Harira)                  |
| 3.11 | Pumpkin and Barley Soup                 |
| 3.12 | Saffron Elixir Tea                      |
| 3.13 | Stuffed Date Halwa                      |
| 3.14 | Water                                   |
| 3.15 | Wholemeal Bread                         |
| 3.16 | Zaytoon (Olive) Oil                     |

## **Stage 2 – Whole-Person Healing & Medicine**

### **Whole-Person Healing**

Unit Title

1.1 Understanding Whole-Person Health

### **Creating a Balanced Lifestyle**

Unit Title

2.1 Seasons, Air & Environment

2.2 Food & Drink

2.3 Physical Activity & Rest

2.4 Psychological Activity & Rest

2.5 Sleep & Wakefulness

2.6 Retention & Elimination

### **Tibb: Whole-Person Nutrition**

Unit Title

3.1 Introduction & Definitions

3.2 Keys to Understanding Whole-Person Nutrition

3.3 Nutrition & Wholistic Health

### **Naturopathic Nutrition**

Unit Title

4.1 Introduction to Naturopathic Nutrition

4.2 Macronutrient Composition

4.3 Dietary Fibre and It's Health Benefits

4.4 Essential Fatty Acids

4.5 Balance of Minerals

- 4.6 Micronutrient Composition
- 4.7 Glycaemic Index
- 4.8 Acid-Alkali Balance

## **Materia Medica**

Unit Title

- 5.1 Single Medicaments
- 5.2 Compound Medicaments

## **The Healing Crisis**

Unit Title

- 6.1 Introduction to the Healing Crisis

# Diploma in Herbal & Naturopathic Medicine (Tibb) – Aim & Objectives

## **Aim of the Diploma Programme**

For the graduate to be able to run a safe, effective, legal and financially sustainable naturopathic and herbal practice based on the Tibb tradition, incorporating useful knowledge and skills from Complimentary & Alternative Medicine (CAM).

## **Stage 3 – Naturopathic Physician Training & Clinical Skills**

Students in this stage begin to develop their consciousness, approach and skills as future naturopathic physicians. They continue to develop the knowledge and skills they began to develop in Stage 2, with their now patient-centred approach.

In this stage, students learn and develop the skills to conduct a patient interview and take relevant case notes, as well as to professionally assess an individual client/future patient.



The training delivered in this stage emphasises professional considerations such as health and safety, confidentiality, record keeping and data protection.

After completing Stage 3, students can begin to take their own individual clinical case studies.

## **Stage 4 – Therapeutics & Practice Management**

Basic holistic anatomy and physiology is introduced in this stage. Specific disease examples are explored with a view to learning how to successfully manage maintenance of health and treatment of diseases.

Students in this stage are informed of the basic procedures with respect to accidents and emergencies, and to know when to refer a patient elsewhere.

In Stage 4, just like in Stage 3, professional considerations are emphasised, with a particular focus on UK legislation that is relevant to their practice. In addition, students learn the main business considerations relevant to their practice.

## **Stage 5 – Clinical Practice**

This is a practical stage where students acquire the skills they need to eventually demonstrate safe, effective, legal and financially viable naturopathic and herbal practice.

In Stage 5, students practically learn how to prepare and manage their clinic premises and equipment, receive patients, interview their patients, and learn important skills to do with making and dispensing medicines.

Students are required to attend this stage which will allow them to experience various clinical activities and preparing and dispensing medicines.

## **Stage 6 – Review & Consolidation**

This stage is to review the progress of each learner, in regards to their personal development as well as their professional development.

As well as a general review, the focus is specifically on reviewing and updating students' individual clinical case studies. In this stage, students prepare to complete any remaining coursework and be ready for their exams.

# Diploma in Herbal & Naturopathic Medicine (Tibb) – Curriculum

## Stage 3 – Naturopathic Physician Training & Clinical Skills

### **Naturopathic Physician Training**

- 1.1 The Naturopathic Physician's Role and Responsibilities
- 1.2 Professional Considerations
- 1.3 Patient Care and Management
- 1.4 Physician Heal Thyself
- 1.5 Managing the Healing Crisis
- 1.6 Preparing for Clinical Case Studies
- 1.7 Patient-Centred Assessment

### **Clinical Skills**

- | Unit | Title                                  |
|------|--|
| 2.1  | The Art of History Taking              |
| 2.2  | Physiognomy                            |
| 2.3  | The Pulse                              |
| 2.4  | Stools and their Diagnostic Importance |
| 2.5  | Urine Analysis                         |

## **Materia Medica**

Unit Title

3.1 Single Medicaments (Continued)

3.2 Compound Medicaments (Continued)

## **Stage 4 – Therapeutics & Practice Management**

### **Anatomy and Physiology**

1. The Digestive System
2. The Respiratory System
3. The Cardiovascular System
4. The Skeletal System
5. The Muscular System
6. The Lymphatic System
7. The Endocrine System
8. The Excretory System
9. The Nervous System
10. The Reproductive System
11. The Sense Organs and Skin

### **Etiology & Pathology**

Unit Title

1.1 Essential Understanding of Etiology

1.2 Essential Understanding of Pathology

### **Therapeutics**

Unit Title

2.1 Introduction to Therapeutics

- 2.2 Classifications of Diseases
- 2.3 Specific Disease Examples
- 2.4 Emergencies and Accidents
- 2.5 Death and Dying
- 2.6 Patient-Centred Treatment
- 2.7 Guidelines for Good Practice
- 2.8 Phytopharmacy

## **Practice Management**

Unit Title

- 3.1 Legislation
- 3.2 Professional Considerations
- 3.3 Business Considerations
- 3.4 Resources for Good Practice

## **Handbook for Successful Practice Management**

- 1. The Choice of Practice Premises
- 2. Health and Safety
- 3. Setting Up a Practice
- 4. Employment of Staff
- 5. Financial Management
- 6. Advertising

# Diploma in Counselling & Psychotherapy (Nafsiyat) – Aim and Objectives

## Aim of the Diploma Programme

For the graduate to be able to run a safe, effective, legal, financially sustainable and professional counselling and psychotherapy practice based on IIm-un-Nafsiyat within the Tibb tradition, incorporating useful knowledge and skills from contemporary research and practices from diverse disciplines.

Learners who begin this journey will examine contemporary confusions about the nature of knowledge, existence and reality. The solution to this labyrinth is the paradigm of *Hikmah*, holistic cosmology and life affirming solutions.

## Stage 3 – Counselling & Psychotherapy Training

Students in this stage begin to develop their consciousness, approach and skills as future counsellors and psychotherapists. They continue to develop the

knowledge and skills they began to develop in Stage 2, with their now client-centred approach.

In this stage, students learn and develop the skills to conduct a client interview and take relevant case notes, as well as to professionally assess a client. The training delivered in this stage emphasises professional considerations such as health and safety, confidentiality, record keeping and data protection.

Students gain a basic understanding of psychological faculties and energies, and learn about causes of the diseases of the self. They begin to develop the essential qualities of a successful counsellor and psychotherapist.

They begin to transform their own inner dimensions and learn how these qualities and processes can facilitate their clients' psychological health and wellbeing (the inner alchemy).

## **Stage 4 – Psychotherapeutics & Practice Management**

In Stage 4, students learn the protocol for maintenance of psychological health, and the protocol for treatment of psychological diseases.

Specific disease examples are explored with a view to learning how to successfully manage maintenance of

psychological health and treatment of psychological diseases.

Students in this stage are informed of the basic procedures with respect to accidents and emergencies, including psychological emergencies, and to know when to refer a patient elsewhere.

In Stage 4, just like in Stage 3, professional considerations are emphasised, with a particular focus on legislation that is relevant to their practice. In addition, students learn the main professional considerations relevant to their practice.

After completing Stage 4, students can begin to take their own individual client case studies.

## **Stage 5 – Practice of Counselling & Psychotherapy**

This is a practical stage where students continue to develop and demonstrate the skills needed for professional, safe, effective, legal and financially sustainable counselling and psychotherapy practice.

In Stage 5, students continue to learn and demonstrate how to prepare and manage their premises and equipment, receive clients, and interview their clients.

Students are required to attend this stage which will allow them to experience various activities related to successful practice of counselling and psychotherapy.



## Stage 6 – Review & Consolidation

This stage is to review the progress of each learner, in regards to their personal development as well as their professional development.

As well as a general review, the focus is specifically on reviewing and updating students' individual client case studies. In this stage, students prepare to complete any remaining coursework and be ready for their exams.

# Diploma in Counselling & Psychotherapy (Nafsiyat) – Curriculum

## Stage 1 – Life Balance & Healthy Living

### Introduction to Tibb

Unit	Title
1.1	Hikmah: The Philosophical Foundations of Tibb
1.2	Definitions and Subject Matter of Tibb
1.3	Arkan: The Elements
1.4	Mizaj: Temperament
1.5	Akhlat: The Humours
1.6	A'dha: The Organs
1.7	Arwah: The Spirits
1.8	Quwwah: The Faculties
1.9	Af'aal: The Functions

### Introduction to Life Balance

Unit	Title
2.1	Introduction to Life Balance
2.2	Seasons and Air
2.3	Food and Drink
2.4	Psychological Activity and Rest

- 2.5 Physical Activity and Rest
- 2.6 Sleep and Wakefulness
- 2.7 Elimination and Retention
- 2.8 Life Balance Worksheets

## **Alchemy in the Kitchen**

- | Unit | Title                                   |
|------|---|
| 3.1  | Health and Safety in the Kitchen        |
| 3.2  | Health and Safety with Herbs and Spices |
| 3.3  | Chapatti/Roti/Paratha                   |
| 3.4  | Curry Powder                            |
| 3.5  | Garam Masala                            |
| 3.6  | Ghee (Clarified Butter)                 |
| 3.7  | Kitchari                                |
| 3.8  | Nabeez (Date Drink)                     |
| 3.9  | Lassi                                   |
| 3.10 | Moroccan Soup (Harira)                  |
| 3.11 | Pumpkin and Barley Soup                 |
| 3.12 | Saffron Elixir Tea                      |
| 3.13 | Stuffed Date Halwa                      |
| 3.14 | Water                                   |
| 3.15 | Wholemeal Bread                         |
| 3.16 | Zaytoon (Olive) Oil                     |

## **Stage 2 – Whole-Person Healing & Medicine**

### **Whole-Person Healing**

Unit Title

1.1 Understanding Whole-Person Health

### **Creating a Balanced Lifestyle**

Unit Title

2.1 Seasons, Air & Environment

2.2 Food & Drink

2.3 Physical Activity & Rest

2.4 Psychological Activity & Rest

2.5 Sleep & Wakefulness

2.6 Retention & Elimination

### **Tibb: Whole-Person Nutrition**

Unit Title

3.1 Introduction & Definitions

3.2 Keys to Understanding Whole-Person Nutrition

3.3 Nutrition & Wholistic Health

### **Naturopathic Nutrition**

Unit Title

4.1 Introduction to Naturopathic Nutrition

4.2 Macronutrient Composition

4.3 Dietary Fibre and Its Health Benefits

4.4 Essential Fatty Acids

4.5 Balance of Minerals

- 4.6 Micronutrient Composition
- 4.7 Glycaemic Index
- 4.8 Acid-Alkali Balance

## **Materia Medica**

Unit Title

- 5.1 Single Medicaments
- 5.2 Compound Medicaments

## **The Healing Crisis**

Unit Title

- 6.1 Introduction to the Healing Crisis

# **Stage 3 – Counselling & Psychotherapy Training**

## **Client-Centred Practice**

- 1.1 The Counsellor/Psychotherapist's Role and Responsibilities
- 1.2 Professional Considerations
- 1.3 Client Care and Management
- 1.4 Managing the Healing Crisis
- 1.5 Preparing for Client Case Studies
- 1.6 Client-Centred Assessment

## **Clinical Skills**

Unit Title

- 2.1 The Art of History Taking
- 2.2 Physiognomy

- 2.3 The Pulse
- 2.4 Stools and their Diagnostic Importance
- 2.5 Urine Analysis
- 2.6 Use of Equipment in the Clinic and Pharmacy

### **Materia Medica**

Unit Title

- 3.1 Single Medicaments (Continued)
- 3.2 Compound Medicaments (Continued)

### **The Inner Alchemy**

Unit Title

- 4.1 Psychological Faculties and Energies
- 4.2 Causes of the Diseases of the Self
- 4.3 Qualities of a Successful Counsellor
- 4.4 Psychotherapist Heal Thyself

## **Stage 4 – Psychotherapeutics & Practice Management**

### **Psychotherapeutics**

Unit	Title
2.1	Introduction to Psychotherapeutics
2.2	Classifications of Psychological Diseases
2.3	Specific Disease Examples
2.4	Emergencies and Accidents
2.5	Death and Dying
2.6	Client-Centred Therapy
2.7	Guidelines for Good Practice
2.8	Phytopharmacy

### **Practice Management**

Unit	Title
3.1	Legislation
3.2	Professional Considerations
3.3	Business Considerations
3.4	Resources for Good Practice

### **Handbook for Successful Practice Management**

1. The Choice of Practice Premises
2. Health and Safety
3. Setting Up a Practice
4. Employment of Staff
5. Financial Management
6. Advertising

# Diploma in Iridology – Aim

## **Aim of this Specialisation Diploma**

Students wishing to achieve this Specialisation Diploma need to successfully complete the Diploma in Naturopathic & Herbal Medicine (Tibb) or the Diploma in Counselling & Psychotherapy (Nafsiyat). Please see the relevant sections earlier in this prospectus.

The aim of this Specialisation Diploma is for students already on a Professional Diploma programme to add to their repertoire of knowledge and skills by becoming a skilled and competent iridologist.



# Diploma in Iridology – Curriculum

## Iridology Training

### **Towards Becoming an Iridologist**

- 1.1 The Iridologist's Role and Responsibilities
- 1.2 Professional Considerations
- 1.3 Patient Care and Management
- 1.4 Stages of Disease
- 1.5 Physician Heal Thyself
- 1.6 Hering's Law of Cure and the Healing Crisis
- 1.7 Preparing for Clinical Case Studies
- 1.8 Patient-Centred Assessment
- 1.9 Other Complimentary Medicine Disciplines

### **Basic Understanding of Iridology**

- | Unit | Title                                   |
|------|---|
| 2.1  | Anatomy & Physiology (Revisit Stage 4)  |
| 2.2  | History of Eye Assessment and Diagnosis |
| 2.3  | History of Iridology                    |
| 2.4  | Anatomy & Physiology of the Human Eyes  |
| 2.5  | Iridology Equipment                     |
| 2.6  | Iris Synthesis ®                        |

## **Health Analysis and Assessment Using Iridology**

Unit Title

- 3.1. Iris colours
- 3.2. Anaemia Ring
- 3.3. Atherosclerosis
- 3.4. Arcus Senilis
- 3.5. Autonomic Nerve Wreath
- 3.6. Bowel Pockets or diverticuli
- 3.7. Crypts
- 3.8. Defect signs
- 3.9. Diamond Lacunae in organ areas
- 3.10. Heterochromia, central and sectoral
- 3.11. Intra-focal lesion origins
- 3.12. Lesions
- 3.13. Lymphatic rosary or tophi
- 3.14. Nerve rings
- 3.15. Psora
- 3.16. Pterygium
- 3.17. Pupillary margin
- 3.18. Pupil shape
- 3.19. Radial Line correspondences
- 3.20. Radii solaris
- 3.21. Reflexive signs
- 3.22. Sclera markings
- 3.23. Scurf rim
- 3.24. Sodium or Calcium hypercholesterol ring
- 3.25. Stomach halo

3.26. Transversals

3.27. Eleven constitutions:

1. Neurogenic, sensitive and robust
2. Lymphatic
3. Hydrogenic
4. Biliary or mixed
5. Haematogenic
6. Glandular pathological
7. Mesenchymal pathological
8. Larvate titanic or Anxiety titanic
9. Lipaemic
10. Uric acid diathesis
11. Dysenzymatic

## How to Register and Enrol

You can register as a student by enrolling on any of our available courses and programmes. You can enrol through our website [www.CoMHA.org.uk](http://www.CoMHA.org.uk), or e-mail us at [admissions@CoMHA.org.uk](mailto:admissions@CoMHA.org.uk).

## Online Programmes

Visit [www.CoMHA.org.uk/Online](http://www.CoMHA.org.uk/Online) to enrol on any of our online programmes.

## Get In Touch With Us

If you have further questions, just get in touch with our team. You can:

- Phone us on: (+44) (0)116 273 86 14
- E-Mail us at: [admissions@CoMHA.org.uk](mailto:admissions@CoMHA.org.uk)
- Write to or visit us: 446 East Park Road  
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# Prospectus



*“Honor your body, which is your representative in this universe. Its magnificence is no accident.*

*It is the framework through which your work must come; through which the spirit and the spirit within the spirit speaks.*

*The flesh and the spirit are two phases of your actuality in space and time. Who ignores one, falls apart in shambles. So it is written...”*



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