

# Family Holistic Practitioner Sample Course

These are inserts taken from the "Family Holistic Practitioner" course.

From **TERMINOLOGY INTRODUCTION**

## Why Study Terminology?

Most lay people are at first intimidated by medical terminology. To some it seems as if doctors are trying to keep their patients in a state of confusion. However, this is not the case. Professionals in many fields, including health care, have over the years found it difficult to find terms from our everyday language that adequately and precisely described what they dealt with. They thus turned to ancient Greek, and to a lesser extent Latin, to find new words to express their ideas and discoveries.

Some early medical scientists turned to the early Greek and Roman physicians, especially Hippocrates, Galen, and Celsus, and borrowed terms directly from their medical treatises. Hippocrates for example was the first physician to use the words asthma, diarrhea, and epilepsy.

We will find that by learning some common Greek and Latin combining forms, along with some suffixes and prefixes that modify these forms, we will often be able to figure out the meaning of a word by breaking it down into its component parts. With this basic knowledge, and a good dictionary, we can continue to learn and expand our vocabulary each time we come across new material. The intimidation that scientific terms once held for us will gradually give way as we gain confidence in our ability to ascertain the meanings of words that were once a mystery to us.

To illustrate how words are made, and how this knowledge can help increase our comprehension and understanding, I will tell you a story about the word rhinoceros: Sometime during the 14th century someone decided to give this mammal its present-day name. The characteristic of the animal that struck them the most was the large horn that grew from its nose. The Greek word for nose is rhis, and the combining form (the form that is used when it is combined with other word elements) is rhin-. The Greek word for horn is keras. So, this animal was named a "nose-horn animal" or a "rhinoceros." (The Greek letter for "k" is often changed to a "c" when it is transliterated to another language.) By knowing the etymology, or word origin, of the word rhinoceros we have learned two useful combining forms that can help us understand the meanings of other words that we might come across in the future. The following example will illustrate:

Suppose you are not feeling well and find yourself sitting in a doctor's office. After examining you the doctor writes something in your file and leaves the room. You take a peek in your file and discover that she wrote "acute rhinitis" as your diagnosis. Now having taken this course, you know that "acute" just means sudden onset (as opposed to something that you have had for months or years) and you know that "-itis" simply means

an inflammation. You remember our rhinoceros story and realize that all she wrote was "acute inflammation of the nose," which means nothing more than a "common cold." You now sit back and relax in the assurance that you are not going to die from this malady. (By the way, if the doctor had written "allergic rhinitis," you would have known that you were suffering from rhinitis due to an allergy a condition that lay people usually refer to as "hay fever" or "allergies.") Also from our rhinoceros' story you learned that kerat- is a combining form meaning "horn" and that the k is sometimes changed to a c. If you run across the word keratosis and you know that -osis is simply a suffix that means "a condition or disease," you might be able to figure out (if it is on a multiple-choice test) that keratosis means an area of skin marked by overgrowth of horny tissue. Does this mean that keratitis refers to "inflammation of the horn?" Well literally it does, but this word actually refers to inflammation of the cornea the outermost clear portion of the eyeball through which light is transmitted. Someone decided that since that portion of the eyeball is hard, like a horn, they were going to name it the cornea. The word cornea actually comes from the Latin word, cornu, which came from the Greek word keras. As mentioned before, the Greek k is often changed to a c when brought into another language. Incidentally, this is also the origin of the word corn, when used to describe that little "Horney" or "hard-like-a-horn" growths that grow on our feet from wearing ill-fitted shoes. I have given the above examples to illustrate how words are formed and how you can use this knowledge to improve your vocabulary. In the future I, will not emphasis the Greek and Latin words themselves as much as I will their combining forms, because it is the combining forms that we will see in our everyday language. For example, rather than introduce you to the Greek word arthron which means articulation or joint, I will skip directly to the combining form arthr-, which we derived from the Greek word. From what you have learned so far, see if you can answer the following question.

### **What does the word arthritis mean?**

1. Inflammation of the joints
2. Inflammation of the comea
3. Runny nose due to hay fever

### **The word arthritis means inflammation of the joints.**

We learned that the suffix -itis means "inflammation." So, the word arthritis means "inflammation of the joints." Another example of arthr- is arthralgia. If I tell you that the suffix -algia means "pain," you will know that the word arthralgia simply means "pain in the joints."

The combining form neur- or neuro- means having to do with a nerve or the nerves. Some examples are:

**Neuron** - a nerve cell

**Neurosis** - a condition effecting the nerves (the suffix -osis means "a condition")

**Neuroma** - a nerve tumor (the suffix -oma means "tumor")

**What does the word neuralgia mean?**

1. Pain in a nerve
2. Pain in a joint
3. Inflammation of a nerve

## **From TERMINOLOGY Part B**

### **Botanical Names**

In Part A of this lesson, we explored terminology pertaining to health and health care. In Part B, we will introduce the terminology associated with the classification of plants. Such classification is called taxonomy or systematics.

Plants are classified according to their structure, function, development and evolutionary history. The system of universal cataloguing now in use was developed in the 18th Century by the Swedish naturalist Carl von Linné (Linnaeus.)

The highest classification according to the Linnaean system is the kingdom. Living organisms are classified into two kingdoms; the plant kingdom and the animal kingdom. The hierarchy of the plant kingdom is further divided as follows:

### **Division > Class > Order > Family > Genus > Species**

These categories are sometimes divided further (e.g., subdivision, superclass, subclass, subspecies, etc.) As an example, the taxonomic classification of a rose is presented below:

Kingdom: Plant

Division: Tracheophyta

Subdivision: Pteropsida

Superclass: Spermatophyta

Class: Angiospermae

Subclass: Dicotyledonae

Order: Rosales

Family: Rosaceae

Genus: Rosa

Species: Rosa multiflora

Note that the names of classes usually terminate with -ae, orders usually terminate with -ales, and families terminate with -aceae.

According to internationally accepted rules, a species is always identified by two technical names. With plants, this is known as the botanical name or the species name.

Botanical names are in Latin and are used uniformly all over the world. For example, a species of hedge roses is called *Rosa multiflora*. Such species names should always be either underlined or printed in italics and the first:

### **Where does the herb pygeum (*Prunus africana*) come from?**

Australia            Canada  
Europe                Africa

From its botanical name, *Prunus africana* we can tell that the herb pygeum comes from Africa.

Occasionally the botanical name is nothing more than the Latin version of the common name. The botanical name for white oak, for example, is *Quercus alba*, which literally means "white oak." (The Latin *alba* means "white" and is related to our word "albino.") For a few herbs, the botanical name reflects one of the traditional uses for the herb. For example, Safflowers have been used since antiquity to make a yellow dye. This is indicated by its botanical name, *Carthamus tinctorius*. "Tinctorius," which is related to our word "tincture," means "used for dyes."

Guess which of the following herbs is noted for its ability to increase sex drive?

*Turnera aphrodisiaca* (damiana)  
*Hypericum perforatum* (St. John's wort)  
*Rubus idaeus* (red raspberries)  
*Petroselinum sativum* (parsley)

### **From THE DIGESTIVE SYSTEM Lesson 20**

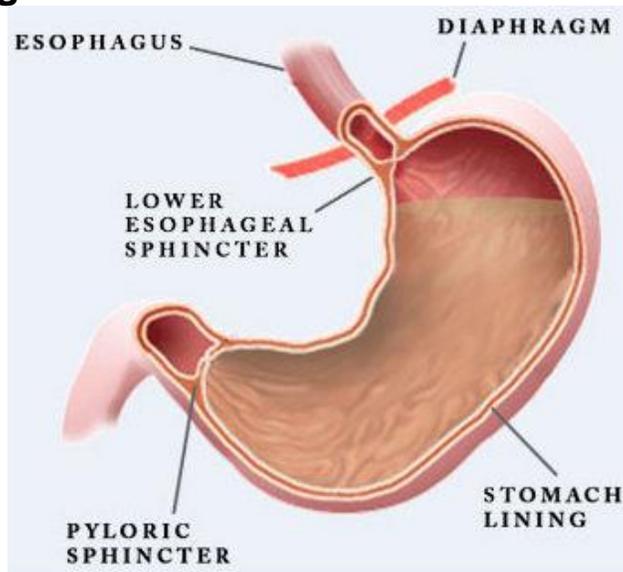
The body is built, fueled, and maintained by about a half ton of food per year. This fuel should be selected carefully to provide maximum performance. But having the right kind of fuel is not enough; the foods we eat must be properly digested and assimilated in order to provide the raw materials and energy our bodies require.

The digestive system is responsible for the breakdown of our food and the assimilation of the nutrients that are essential for life. If this system is not functioning properly, even the best nutrients will do us little or no good. Various secretions of the digestive system, most notably the enzymes provide the spark that breaks down our foods into compounds that the body can absorb and use.

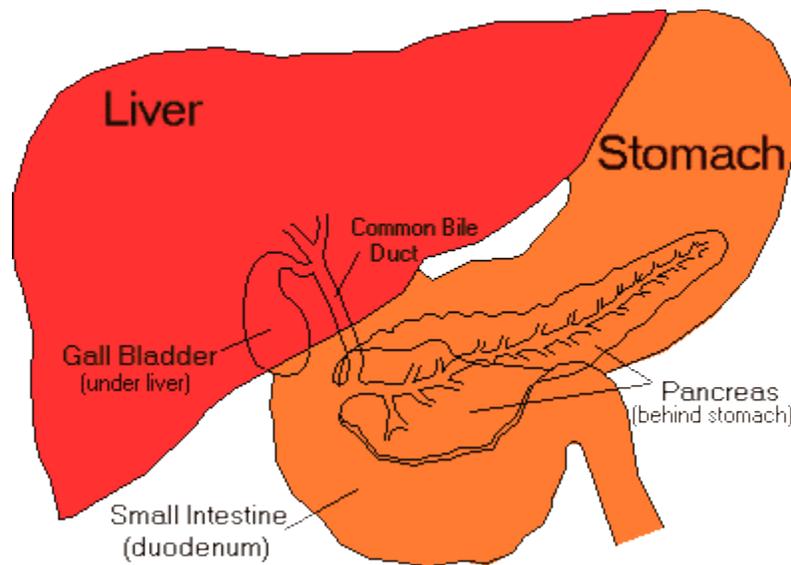
## The Anatomy and Physiology of Digestion System

The digestive process begins with the senses. When we see and smell food, especially when we are hungry, our mouths begin to "water." Saliva is secreted into the mouth from salivary glands located in the cheeks and jaw. Saliva contains the first enzymes that will act upon our food. The first step of digestion is mastication, the chewing process. The food particles must be broken down into very tiny pieces and mixed with saliva in order for the enzymes to do their job. Many digestive disturbances could be avoided with proper chewing. In our fast-paced society most people eat too fast and swallow their food without proper mastication. When chewed properly food will be in an almost liquid form when swallowed. From the mouth, the food moves to the stomach by way of the esophagus, a muscular tube that passes through a hole in the diaphragm to enter the abdominal area. The muscles in the esophagus squeeze the food downward with a wavelike motion, a process referred to as peristalsis. Because of this muscular action, food can be swallowed in zero gravity, or even when the body is upside down. Whereas the pH (acidity) in the mouth and esophagus is very basic (high pH), the pH in the stomach is very acidic (low pH). This low or acid pH is the result of the secretion of hydrochloric acid (HCL), and is necessary for the action of the enzymes in the stomach that are responsible for breaking down protein. The stomach is protected from this acid by a mucus lining. The stomach acid is kept out of the esophagus by the action of the cardiac valve, a sphincter muscle which opens when food passes through, but which immediately closes to prevent the contents of the stomach from backing up into the esophagus.

**See the stomach diagram.**



Another sphincter valve, the pyloric sphincter, keeps the food in the stomach until it has been properly churned and mixed. Once the enzymes that require an acid environment have had time to do their job, the pyloric sphincter opens and the food passes into the small intestines where most of the absorption of nutrients takes place. The digestion of proteins, which occurs primarily in the stomach, requires a very acid environment, provided in the stomach by HCL (hydrochloric acid.) The first portion of the small intestine is the duodenum. Bile, produced in the liver and stored in the gall bladder, is secreted into the duodenum by contractions of the gall bladder. The primary function of the bile is the emulsification of fats. Emulsification is the process whereby large globules of fat are broken down into smaller globules and made water soluble. One of the primary ingredients in the bile is cholesterol.



At the same time that bile is secreted by the gall bladder, and the pancreatic juices are secreted by the pancreas into the duodenum. The bile and pancreatic juices change the pH from acid back to basic. This higher pH is necessary for the action of the pancreatic enzymes, which continue the digestive process by breaking down carbohydrates and fats into tiny particles that can be absorbed in the intestines. The substance secreted by the liver and stored in the gall bladder and released into the small intestines for the emulsification of fats is bile.

From the duodenum, the food passes through the next two parts of the small intestines, the jejunum and the ileum. The process by which food moves through the intestines (peristalsis) is made possible by involuntary wavelike contractions of the smooth muscles in the intestinal wall.

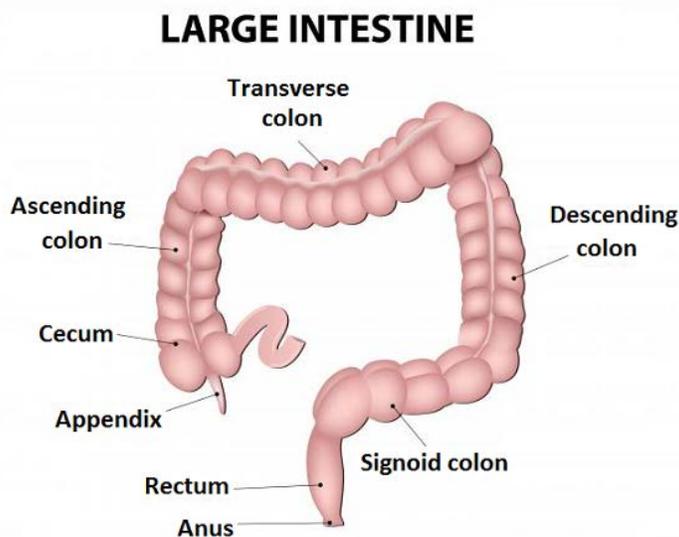
The small intestines are where the majority of absorption takes place. The nutrients are absorbed into tiny lymph vessels called lacteals, and are passed to a larger vein, the portal vein, to the liver. The liver breaks down any toxins that may be present and prepares the nutrients for release into the bloodstream. The bloodstream carries the

nutrients to every cell in the body, where they are used for energy and for tissue building and repair.

## From **THE INTESTINAL SYSTEM Lesson 21**

In order to help and work with our patients, it is imperative that we understand how the colon works, why we need to keep it clean, and how to help teach them the importance of keeping a clean colon. For a Holistic Practitioner, we're only as good as the knowledge we acquire.

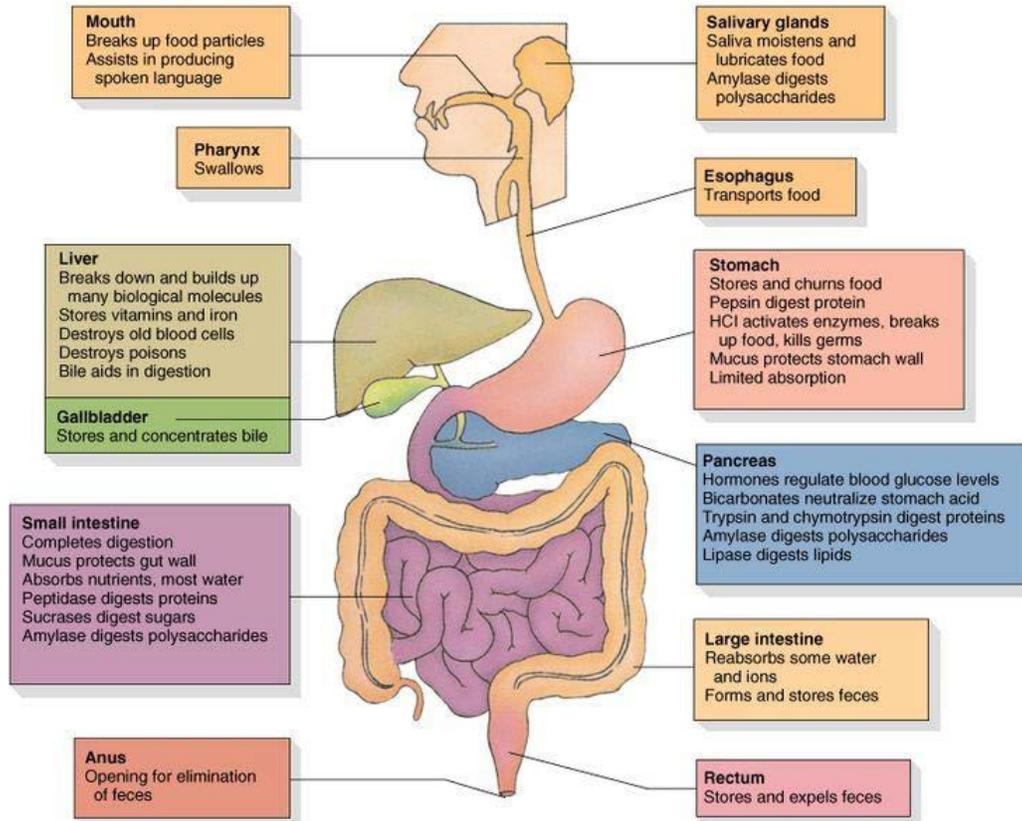
The intestinal system extends from the stomach to the anus and includes both the small and large intestines. The small intestine is involved with the digestion and assimilation of food. The large intestine is primarily involved with the storage and disposal of waste material. The small intestine was covered in the lesson on the digestive system. For the remainder of this lesson, we will concern ourselves with the large intestine. The large intestine, also known as the lower bowel or colon, is anatomically divided into the cecum, the ascending colon, the transverse colon, the descending colon, the sigmoid (meaning "S-shaped") colon, the rectum, and the anus.



A typical adult colon is approximately five feet long. It is not as long as the small intestine, which typically measures 20 feet in length; but the colon is about two and a half inches in diameter or three times larger than the diameter of the small intestine and that's why it is referred to as the "large intestine."

By the time the food reaches the colon, it is in a semi-fluid state and is referred to as chyme. The chyme passes from the small intestine to the colon via the ileocecal valve. This valve opens and closes by the action of a sphincter muscle, which allows the chyme

to pass from the small intestine to the colon while keeping the contents of the colon from backing up into the small intestine.



## Detailed Digestive System Diagram

### What is the Function of the Colon?

As the final link in the digestive chain, it is the colon's job to 1) absorb any remaining water and electrolytes from the chyme, 2) to continue moving the waste material along its way, and 3) to store the waste material until it is time for it to be evacuated.

The colon moves material through by involuntary wavelike contractions, made possible by smooth muscles within the colon wall, a process that is referred to as peristalsis.

### The 6 Keys to Colon Health Are:

#### 1. Fiber

The colon works best when it has a lot of bulky material to push through. This makes the process of peristalsis easier and is the reason fiber, or roughage, is an essential ingredient in our diet. When there is sufficient fiber, the waste material moves through faster and easier. Fiber also absorbs many harmful fats and toxins that can contribute to colon cancer and carries them out of the body.

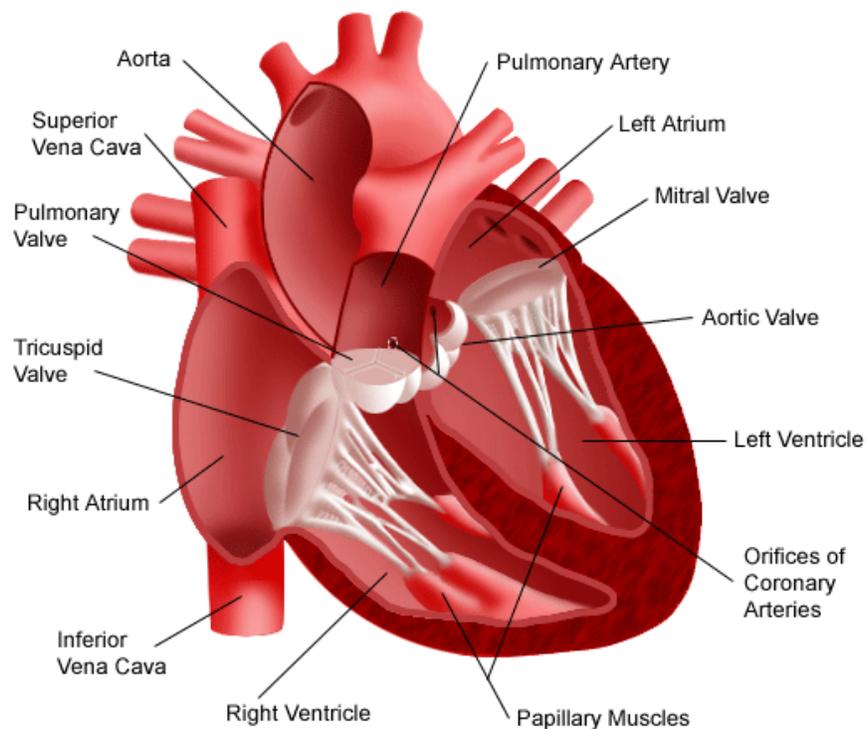
## From: **The Circulatory System -Part I: Anatomy and Physiology**

The circulatory system is responsible for the transport of water and dissolved materials throughout the body, including oxygen, carbon dioxide, nutrients, and waste. The circulatory system transports oxygen from the lungs and nutrients from the digestive tract to every cell in the body, allowing for the continuation of cell metabolism. The circulatory system also transports the waste products of cell metabolism to the lungs and kidneys where they can be expelled from the body. Without these important function, toxic substances would quickly build up in the body.

### **Anatomy of the Circulatory System**

The human circulatory system is organized into two major circulations. Each has its own pump with both pumps being incorporated into a single organ the heart. The two sides of the human heart are separated by partitions, the intertribal septum and the interventricular septum. Both septa are complete so that the two sides are anatomically and functionally separate pumping units. The right side of the heart pumps blood through the pulmonary circulation (the lungs), while the left side of the heart pumps blood through the systemic circulation (the body).

**Interior View of the Heart**



The human heart is a specialized, four-chambered muscle that maintains the blood flow in the circulatory system. It lies immediately behind the sternum, or breastbone, and between the lungs. The apex, or bottom of the heart, is tilted to the left side. At rest, the heart pumps about 59 cc (2 oz.) of blood per beat and 5 l (5 qtr.) per minute. During exercise, it pumps 120-220 cc (4-7.3 oz.) of blood per beat and 20-30 l (21-32 qtr.) per minute. The adult human heart is about the size of a fist and weighs about 250-350 gm (9 oz.).

The human heart begins beating early in fetal life and continues regular beating throughout the life span of the individual. If the heart stops beating for more than 3 or 4 minutes' permanent brain damage may occur. Blood flow to the heart muscle itself also depends on the continued beating of the heart and if this flow is stopped for more than a few minutes, as in a heart attack, the heart muscle may be damaged to such a great extent that it may be irreversibly stopped.

The heart is made up of two muscle masses. One of these forms the two atria (the upper chambers) of the heart, and the other forms the two ventricles (the lower chambers). Both atria contract or relax at the same time, as do both ventricles.

An electrical impulse called an action potential is generated at regular intervals in a specialized region of the right atrium called the sinoauricular (or sinoatrial, or SA) node. Since the two atria form a single muscular unit, the action potential will spread over the atria. A fraction of a second later, having been triggered by the action potential, the atrial muscle contracts.

The ventricles form a single muscle mass separate from the atria. When the atrial action potential reaches the juncture of the atria and the ventricles, the atrioventricular or AV node (another specialized region for conduction) conducts the impulse. After a slight delay, the impulse is passed by way of yet another bundle of muscle fibers (the Bundle of His and the Purkinje system.) Contraction of the ventricle quickly follows the onset of its action potential. From this pattern, it can be seen that both atria will contract simultaneously and that both ventricles will contract simultaneously, with a brief delay between the contractions of the two parts of the heart.

The electrical stimulus that leads to contraction of the heart muscle thus originates in the heart itself, in the sinoatrial node (SA node), which is also known as the heart's pacemaker. This node, which lies just in front of the opening of the superior vena cava, measures no more than a few millimeters. It consists of heart cells that emit regular impulses. Because of this spontaneous discharge of the sinoatrial node, the heart muscle is automated. A completely isolated heart can contract on its own as long as its metabolic processes remain intact.

At the rate at which the cells of the SA node discharge is externally influenced through the autonomic nervous system, which sends nerve branches to the heart. Through their stimulatory and inhibitory influences, they determine the resultant heart rate. In adults at

rest this is between 60 and 74 beats a minute. In infants and young children, it may be between 100 and 120 beats a minute. Tension, exertion, or fever may cause the rate of the heart to vary between 55 and 200 beats a minute.

## **Medical Terminology**

An understanding of Medical Terminology enables us to communicate effectively with our patient's primary care providers, and other professionals in the field of health care. While it is not often used in actual practice, it will enable us to speak the proper language and read clients charts when appropriate.

The best way to learn medical terminology is to learn what the individual parts such as root words, prefixes, and suffixes. This enables us to not only memorize a large list of words, even those that may be new to us. Medical terms are often quite descriptive, so learning the word parts should reveal the meaning of any combination.

### **Let's review the parts of a word:**

**Root word:** The main part of the word to which a prefix or suffix is added; often is the center of the word.

**Prefix:** The beginning of a word, usually identifying a subdivision or part of the main intent.

**Suffix:** The ending of a word, modifies the first part (s) of the word to include more specifics of the action (s).

Therefore, a compound words contains two or more root words, and by changing the root word (s) of a word, the entire meaning can be altered. A great example of this is hypothyroidism and hyperthyroidism.

The two-sound similar and are spelled similarly, but the minor change to the prefix makes the word practically opposites.

The goal of this unit is to become familiar with medical terminology and memorize many of the more common root words, prefixes, and suffixes so that you will be able to read through your patient's medical charts, and understand the language of modern medicine. You're going to study the list below and commit many of the terms to memory before continuing on with the unit.

**These are only a few of the root words taken out of our medical terminology unit.**

**Root words:**

Abdomin/o	abdomen
Aden/o	gland
An/o	anus
Andr/o	man
Append/o	appendix
Angio/o	blood vessel or tube
Arteri/o	artery
Arthro	joint

**There will be A – Z for root words, then prefixes, and suffixes.**

In addition to the medical terms, it is also important to understand medical abbreviations. These are most often found in medical charts and patients records, as well as in prescription medicine. Understanding these terms also helps you to communicate with our medical colleagues, and the terms can also be incorporated into your natural wellness practice.

AA	of each
AC	before meals
Ad	lib as desired
Aq	water
C	with
C/O	complaining of
Dx	diagnosis
Hb/Hgb	hemoglobin

Pt	patient
U	unit
Ung	ointment
v/s	vital signs

## **Do you have this fear about life?**

One of the reasons people never take the leap to follow their passion in life is they don't know if they'll be able to make a living doing work they love. They fear their own ability to make their dream a reality. Do you have this same fear? It's true, taking the leap to go for your passion can feel scary at first. But there's something you can do to make it easier. Surround yourself with supportive people. Because if you have a supportive community of like-minded people cheering you on, it's a lot less scary. And you get to where you're going a lot faster with support. That's why at the **SHH** we're committed to supporting you to be successful as a Family Holistic Practitioner. We don't just teach you some of the things you need to know, we teach you everything you need to actually be successful Holistic Practitioner.

### **Take a look at the actual program objectives and the school curriculum you will be studying as a Holistic Practitioner:**

This course trains you in, alternative medicine, traditional medicine, and other natural healing approaches for self-help or self-healing with personal growth and to develop a successful professional career and practice working with clients.

### **Program Objectives:**

#### **All graduates of SHH that become a Certified Family Holistic Practitioner will be able to:**

1. Outline the steps to set up a business, including insurance, management, legal issues, ethics, keeping records, listening and observation skills, informed consent, marketing, business planning, nutritional, lifestyle, and wellness counseling.
2. Locate information from state regulatory bodies to ensure compliance with local and state requirements.
3. Discuss herbal medicine, aromatherapy, or basic nutrition, their history, and status of current research, including how to locate studies in peer-reviewed journals.
4. Indicate when to refer individuals to their licensed healthcare provider for diagnosis and treatment.
5. Discuss and describe the body's structure and function in a healthy state.

6. Understand and identify the mechanical and biochemical changes caused by a variety of diseases or imbalances to be able to address system imbalances and provide education that individuals can use to restore wellness.
7. Educate others about the basics of nutrition and the importance of a healthy diet and lifestyle in the support of long-term health, including how to locate studies in peer-reviewed journals
8. Use and understand appropriate medical terminology to facilitate discussion with licensed healthcare providers and facilitate integration of CAM into the healthcare system, yet understand the appropriate terminology for use with consumers.
9. Educate others about appropriate holistic health protocols that can help to rebalance the body and restore wellness, both for general good health and when particular ailments demonstrate an imbalance in the body and lifestyle.
10. Discuss the safe use of aromatherapy, flower essences, herbal medicine, homeopathy, iridology, or dynamic phytotherapy to support long-term evidence-based natural health.
11. You will be trained in basic research methods, on Epidemiology, which is the science that studies the patterns, causes, and effects of health and disease conditions in defined populations.

## **COURSE OUTLINE /BOOK ONE**

### **UNIT ONE**

History of Medicine  
Germ Theory vs. Terrain Theory  
The Truth About Whole Grains  
Holistic Nutrition Part One  
Holistic Nutrition Part Two  
Land of Milk and Honey

### **UNIT TWO**

How Our Cells Work?  
Anti-Oxidants and Phytonutrients  
Macronutrients and Micronutrients  
Adaptogens What Is It?  
Peripheral Neuropathy

### **UNIT THREE**

Herbology 1: Medicinal Properties

Herbology 2: Actions of Herbs

Herbology 3: Herbal Terminology

Herbal Preparations

Learn to create medicinal medicine for family and clients with recipes!

## **COURSE OUTLINE /BOOK TWO**

### **UNIT FOUR**

Introduction to Herbalism

History of Herbalism

Terminology Introduction Part A

Terminology Part B

Natural Health Philosophy

Back to Basics

### **UNIT FIVE - The Body System**

The Digestive System

The Intestinal System

The Circulatory System

The Immune System

The Nervous System

The Glandular System  
The Respiratory System  
The Urinary System  
The Muscular System  
The Skeletal System

## **COURSE OUTLINE / BOOK THREE**

### **UNIT SIX**

Detoxification  
Day Detox program  
Juicing for Life  
Our Body is a Natural Juicer  
Supplements and Juicing

### **UNIT SEVEN**

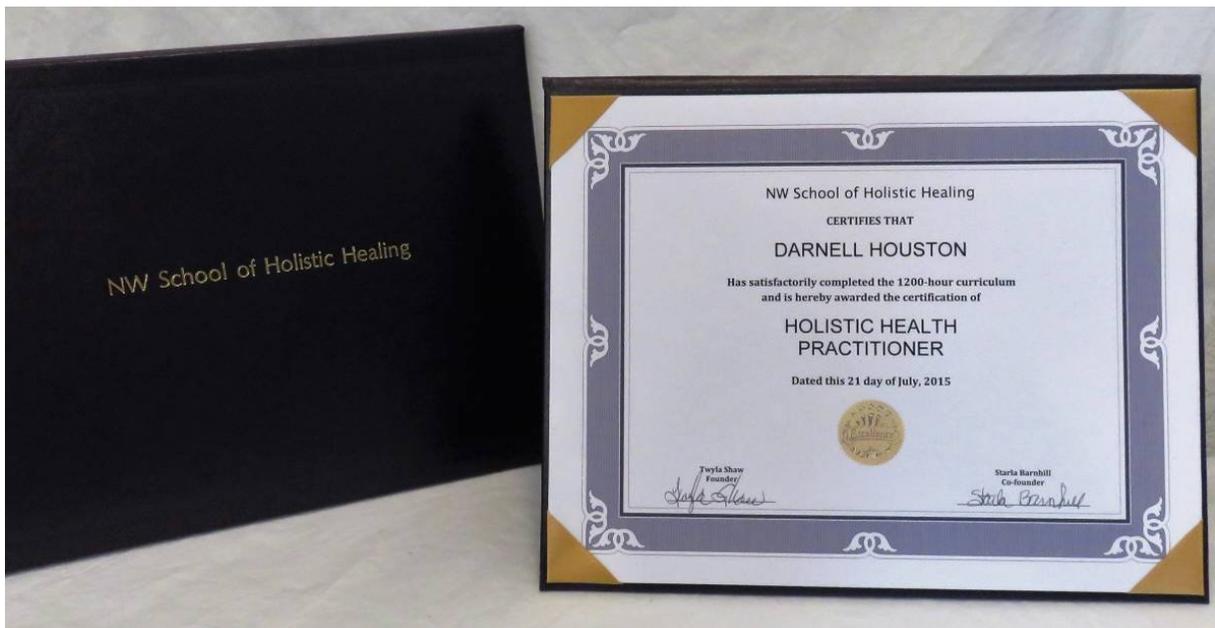
What is Hemp  
Eating Healthy with Hemp  
Benefits of Hemp Seed Oil  
Organic Hemp Powder Benefits  
Colonics for Health  
Diseases  
Complex Regional Pain Syndrome (RSD)  
Crohn's Disease

Celiac Disease  
Adult ADHD  
ADHD in Children  
Asperger's Syndrome  
What do these diseases have in common?

## **UNIT EIGHT**

Healing the Mind and Spirit  
Weight Management  
Medical Terminology  
Hydrotherapy  
Intake Strategies, Professional ethics, Practice  
Legal issues  
Wellness Consulting  
Lectures / Workshops / Seminars  
Marketing yourself for business

When all course requirements have been met, you will become a Certified Family Holistic Practitioner and you will receive your certification with our gold embossed seal stating that you have been awarded the title of Family Holistic Health Practitioner.



## **Forms included after graduation:**

Holistic Health Questionnaire  
Medical History Form  
New Client Intake Form

Holistic Privacy Act Form  
Health Progress Survey Form  
Authorization and Permission Form  
Nutritional Informed Consent Form  
Initial Consultation Form  
Declaration and Release Form  
Design Your Health Strategy Form  
Wellness & Weight Loss Questionnaire  
Wellness & Weight Loss Medical History Client Forms

It will take approximately 6 to 8 months to get through the program, and it is a study at home at your own pace. So, the amount of time it takes to get through the program is entirely up to you. A lot of our student's work, and do their studies in the evening, some of our students are stay at home mom's. You will have the ability to go online and study as well as download the entire course right from our website. All your test and Final Exams, are taken online right from the comfort of your own home, or take your test online from work on your lunch hour, or sitting in a park.

And if you'd like to learn more right away, feel free to browse our website: [www.schoolofholistichealing.org](http://www.schoolofholistichealing.org), or Simply give us a call **206-519-6868**.

We wish you the best. Love, Health & Success,  
Twyla Shaw

**READ OUR GREAT CUSTOMER REVIEWS FROM THE BETTER BUSINESS BUREAU BELOW.**

<http://www.bbb.org/eastern-washington/business-reviews/holistic-practitioners/northwest-school-of-holistic-healing-in-post-falls-id-1000013073/customer-reviews>

**Shawn Conklin: \*\*\*\*\***

The school has an excellent Family Holistic Practitioner program, and the staff and teachers are very pleasant, helpful, as well as knowledgeable. After graduation, they came through as promised and helped me to get my practice up and running. The intake forms, and medical paperwork was invaluable. I will be forever grateful to them for their caring and dedication to their students.

This customer had a **POSITIVE** experience with this business.

This customer WOULD recommend the business to a friend, family member, neighbor or colleague. by S. C. on 12/16/2015

**Maddie Conner's: \*\*\*\*\***

When I found out we were going to have our first child, I knew I didn't want to raise my child on a bunch of antibiotics. I wanted to learn how to take care of my family in a healthy way. So, I started researching holistic schools and came across NWSHH. I decided while I was pregnant this would be a good time to go back to school. It took me 8 months, but I graduated in September 2014, and have been busy acquiring clients for my business. This worked out great for me in the beginning because of my newborn, I worked out of my home for the first 6 months, which allowed me to care for my clients and I didn't have to worry about paying day care. I am amazed at how many people are turning to holistic healing. I had 3 clients before I graduated, and have built my client base from there. I have been given the opportunity to have my business in an office space for a relatively fair price. My chiropractor had an empty room he wasn't using, and he offered it to me for my practice. I just want to say thank you, for all of your help and great advice. I could never have done this if I had not taken your Family Holistic Practitioner course. Thank you,

This customer had a **POSITIVE** experience with this business.

This customer WOULD recommend the business to a friend, family member, neighbor or colleague. **by M. C. on 2/4/2016 |**