

The Seattle School of Homeopathy

Education for a healthier world

1124 6th Avenue S., , Edmonds WA 98020

425-672-4485 fax 206-546-1715

CURRICULUM: A SUBJECT BY SUBJECT OVERVIEW

Pathophysiology for Homeopaths

(3 hours/month, 10 months/year, spanning 3 years)= 90 hours total

Goals: An understanding of the western pathophysiological model of disease is essential both to accurate homeopathic assessment, as well as to making timely and appropriate referrals, where necessary. A key component of the Comprehensive Program is “Pathophysiology for Homeopaths,” an innovative 90-hour training program designed for unlicensed students (or others desiring a review) in anatomy, physiology, and pathophysiology. In addition to training safer and better-grounded homeopaths, our course is also designed to meet the prerequisite requirements for certification through the CHC.

Course content:

Year 1—In the first year, the class studies those processes that underlie disease in general—emphasizing inflammation, immunity, cancer, and infectious disease. The year 1 curriculum, although challenging, gives students depth of understanding of disease from the western perspective, so they might apply critical thinking skills as they study individual organ systems, and diseases as they manifest in each, in subsequent years.

Year 2--By the second year, the course becomes increasingly case-based and student-centered. Lectures on organ systems (and potential pathologies therein) alternate with problem-based workshops in case-assessment. The student is thus put increasingly in charge of gathering the necessary information from texts and other resources to make competent assessments of study cases, and determine necessity (and degree of urgency) for referrals. Anatomy and physiology are thereby learned within the more vital context of case studies—much as the homeopath would encounter them in actual practice—and not as mere disjointed facts. Anatomical systems covered in the second year include the cardiovascular, gastrointestinal, respiratory, musculoskeletal, and genito-urinary. Additional attention is given in this year to presentation of illnesses unique to the pediatric population, as well as assessment, management, and referral of emergency cases. Also-- because faulty diet is often what Hahnemann termed a “maintaining cause” of disease-- our Pathophysiology course will also provide a three-hour summary of key dietary strategies in disease-prevention.

Year 3—Continuing the learning format of year 2, students gain understanding of the neuro-psychological system. In addition to reviewing fundamental neuro-anatomy, they learn to distinguish normal developmental stages from psychopathology, and to identify quirks that individualize a cases. Study of the endocrine organs and their functions/dysfunctions are also included in year 3. A study of the properties of commonly-used medications and supplements concludes this year’s studies.

Teaching, learning and assessment methods: Primary teaching methods in the first year are lecture, visual aids, demonstration, and discussion—as well as extensive homework reading. The second and third years include more student-directed learning, primarily through solving cases. Frequent self-assessment tests enable the student to keep pace with the material, and seek appropriate tutorial help when seriously challenged. Comprehensive final exams are given each year, with an oral exam concluding the third year.

(Note: Licensed applicants to the Comprehensive Program wishing to waive the Pathophysiology requirement must demonstrate successful completion of equivalent college-level course work).

Homeopathic Philosophy

Part of the satisfaction in studying and practicing homeopathy lies in from the fact that homeopathy is not just pragmatic, but is philosophically satisfying as well. Philosophy, like other subjects at SSH, is taught whenever possible with reference to cases, so that its practical relevance remains foremost. The course will open with a complex case which illustrates key tenets of homeopathic philosophy, and puts the central question squarely before us, “What, exactly, is in need of cure?” We will scrutinize central passages from Hahnemann’s Organon, relating them to the case, and comparing them to subsequent writings from key homeopathic thinkers, such as Hering, Kent, and contemporary interpreters of “the master.” In subsequent weekends, major tenets of homeopathic philosophy will be reinforced, in their relevance to actual cases. Writings to be considered in depth, aside from the entirety of The Organon, include Kent’s Lectures on Homeopathic Philosophy, Vithoulkas’ writings, and the ideas of Rajan Sankaran,

Let no man delay the study of philosophy, and let no man become weary of it; for it is never too early nor too late to care for the well-being of the soul. --Epicurus

Homeopathic Pharmacy

Any and all things from the world around us can be made into a homeopathic medicine for humankind’s benefit. While the precise action of a homeopathic micro-dose remains a conundrum, the actual pharmacy process is systematic, and the standards governing preparations of our medicines are consistent. We welcome homeopathic master pharmacist Michael Quinn in assisting us in our study, grasping more intimately such pharmacological concepts as dilution, trituration, succussion, and potency through actually preparing a homeopathic medicine. A short time will be devoted to exploring the more compelling scientific theories of how a micro-dose can be effective, as we draw analogies to such phenomena as hormesis, ice-crystals, and waves.

History

In the first class weekend, as well as in the introduction to the acute care weekend, students will gain an overview of key events homeopathic history, against the backdrop of allopathic history. Historical perspective will also be woven deeply into the “Provings” weekend.

Homeopathy is the bridge between the materialistic medicine of yesterday, and the energy medicine of tomorrow. – Kate Payne (1916-2008)

Provings and Homeopathic Research

Homeopathy’s roots have been durable, in part, because they are grounded in an empirical, and not dogmatic, approach. The foundation of our knowledge of our medicines, at least until recently, has been provings. A “proving” refers to the process whereby the properties of a substance, and what it can cure, are revealed through the experience of a group of healthy volunteers. At SSH, students will have the opportunity to empirically know the key concepts associated with provings by actually participating in one. Guided by master prover Melanie Grimes (whose published works include several homeopathic provings), students will come a deeper, more personal understanding of the history and meaning of our material medica, through a unique relationship with a particular remedy. They will be able to then learn about the process through which their own proving experiences are turned into published material medica and repertory rubrics.

We will also survey research into homeopathic medicines based on the scientific model, and assess the contribution of more recent double-blind studies to our knowledge of homeopathic medicines, as well as to the public acceptance of homeopathy.

Case-taking

It has been stated that “a case well-taken is a case half-cured.” Yet there have become as many different methods of case taking as there are teachers of homeopathy. How can students make sense of the confusion?

In the first year of training, students will be grounded in basic logistical, as well as ethical-legal, aspects of case taking and documentation. Special attention will be devoted to methods for sensitively establishing genuine rapport and trust, while simultaneously keeping good professional boundaries, as well as “keeping out of the patient’s way” enough to fully reveal a full picture of his disease-state. Self-scrutiny-- through journaling, meditation, personal therapy, or other self-reflective practices-- will be encouraged to help free the homeopathic student of bias, which might otherwise cloud objectivity, distorting the accurate perception of the patient.

Common pitfalls of case taking will be reviewed, and more effective strategies will be modeled by experienced videotaped and live homeopaths. The clinical year (Year 3) will allow students the opportunity to take cases of actual patients, under the guidance of expert homeopaths.

First the patient, second the patient, third the patient, fourth the patient, fifth the patient, and then maybe comes science. --Bela Schick

Materia Medica

If philosophy is the soul of homeopathic study, materia medica study is the flesh, blood, and bones. Materia medica is the study of the properties of our medicines-- as revealed through portraits of healthy volunteers who take, or else sick people who have been cured by, those substances. Learning materia medica can also involve studying the sources of those medicines, their natural history and toxicologies. It is a rich, lifelong study.

A foundation in materia medica will be laid in Year One through the identification of simple remedy patterns and “keynotes.” Students will become adept at recognizing the gestalt of approximately a hundred “polycrest” remedies as they present in acute and first aid situations. Later, students will be led through the subtle steps of such pattern recognition in more complex and chronic cases.

In Years Two, Three and Three, a student’s internal “library” of remedies will be vastly and rapidly expanded. In Year Two, medicines are presented primarily via case studies, within taxonomic and thematic groupings-- a method which vastly simplifies memorization when applied judiciously. Our postgraduate year (Year 4) will see the introduction of progressive methods of studying and learning material medica which, for many homeopaths, have revolutionized the study and practice of homeopathy.

Homeopathy is essentially not only many-sided but all-sided. She investigates the action of all substances. ... She gives new meaning to that ancient, oft-quoted saying of Paul, “Prove all things.” --Constantine Hering

Repertory study

A homeopathic repertory is simply an index of thousands of symptoms, organized chiefly by body part, which allows its user to shortcut the cumbersome process of leafing through volumes of materia medica. The introduction of the first homeopathic repertory by James Tyler Kent in the late 1800’s was nothing short of a revolution in homeopathy. The creation of the first computerized repertory program in the early 1990’s was perhaps the next major revolution in homeopathy, further expediting the homeopath’s task, and allowing her greater access to a huge range of information. Since then, powerful library search programs have further transformed a homeopath’s work; but for most, the repertory remains an indispensable tool.

AT SSH, we lay the foundation in repertory use by studying the design of Kent’s Repertory in Year One. We increase familiarity with its layout through its use in lots of practice cases. In the spring of Year 1, students will have an opportunity to meet with representatives of various homeopathic software companies, and to observe strategies for optimizing the computer’s use as modeled by their instructors, as well as in optional software-use classes.

Acute Care and First Aid

First aid is where most homeopaths get their start; it is easy to learn, and the feedback loop is rapid. It can be applied in the treatment of everything from sprains or strains to emotional traumas and epidemic diseases. There are few experiences more empowering to a parent of young children—or to any person striving for greater self-reliance-- than that of buying a homeopathic first aid kit and learning how to use it.

Midway through Year One, students will have the opportunity to consolidate what they have learned about repertory-use, disease pattern-recognition, and potency selection and repetition, through the study of approximately 40-50 acute care and first aid cases. They will also gain further knowledge of pathophysiology and when to refer. One of the final weekends of Year Two, “Emergency Homeopathy,” will further the students’ basis in acute homeopathic care.

Acute care homeopathy is also offered at SSH as a ten-week series of classes, open to the lay and professional public alike. See drop-down menu under “curriculum” for complete course description.

Chronic disease and Miasms

Hahnemann observed certain patterns in chronic diseases which were missing in true acute disease, and which he termed “miasms.” Although he considered it the direct result of infection, miasm was perhaps Hahnemann’s equivalent to the modern notion of “genetic inheritance.” While some of today’s homeopaths have discarded this concept, many excellent homeopaths find the identification of miasmatic influences in a case to be an essential dimension of case-analysis.

By considering how we recognize miasmatic influences in actual patients, the concept of miasm will be traced historically from its inception (in Hahnemann’s Chronic Diseases) through its very practical interpretation by later homeopaths including Choudhury, Henny Hudens-Mast, and (in Year 4) Rajan Sankaran.

Case analysis, follow-up, and case management

How does a homeopath ever find the image of what truly needs to be cured in the patient, in the overwhelming panoply of raw data a patient presents? Though the process is painstaking, it can be learned! SSH faculty will make this seemingly impossible task systematic, starting with straightforward tools and methodologies for analysis of simple cases, and progressing over the years through methods of gradually increasing subtlety. In the process, students will learn how to assess a patient’s response to the treatment over time, and what actions, if any, need to be taken.

Clinical Topics Seminars and Part-Time Options

**(Open to the larger homeopathic public. Consult Class Schedule or Curriculum pages drop down menu periodically for more details and updates).

In the spring of Year 2, students will have the opportunity to apply and enhance what they have learned via a series of “Clinical Topics Seminars.” The first such seminar (March, 2009) will address The Homeopathic Approach to Infertility and Women’s Health Problems.

The second (April, 2009) will be taught by a naturopathic family practitioner, who will consider The Homeopathic Treatment of Children.

The third (May, 2009) will be a clinician’s look at Homeopathic Emergency Medicine.

The final (June, 2009) weekend in Year 2 will bring guest instructor, Todd Rowe MD, Director of the American Medical College of Homeopathy, (scheduled to open in Phoenix in 2010). In this benefit for AmCoH, Dr. Rowe will teach remedies and cases from The Desert Kingdom.

Year 3: Clinical Year.

Open only to Comprehensive Program students, or other advanced students by permission.

This year will solidify the information gained in prior years, as students have the opportunity to observe experienced homeopaths directly in the clinical setting, and to take actual cases themselves under direct supervision. Much time will be spent considering ethical, legal, and business dimensions of homeopathic practice, as well as future study and training options.

During the final year, students will complete and present course projects and case studies. They will also complete their “Pathophysiology” studies and exams. One-two hours will be devoted by each student to an oral exam and individual conference with the Program Director and one other faculty member, to review the student’s course work, assess strengths and future goals, and suggest remediation where appropriate.

Year 4 (Post-graduate)

Advanced homeopathy: Training in the methods of Rajan Sankaran, and other contemporary homeopathic masters.

The first weekend of Year 4 will feature an introduction to the “Vital Sensation” methodology of Rajan Sankaran. Subsequent weekends will feature well-known homeopathic teachers who are very experienced in applying the method successfully, including Laurie Dack, CCH, and Murray Feldman, CCH, both of the Vancouver Homeopathic Academy; the last three weekends of 2011 will be devoted to case-conferences or else advanced methodology of other masters. Consult website after spring of 2009 for dates and details.