

ORGANON OF MEDICINE AND PRINCIPLES OF HOMOEOPATHIC PHILOSOPHY & PSYCHOLOGY

FIRST B.H.M.S.

INTRODUCTION TO SCIENCE OF HOMEOPATHY

Organon Philosophy is a vital subject which builds up the conceptual base for the Physician. It illustrates those principles which when applied in practice enable the Physician to obtain results, which he can explain rationally and repeats them in practice with greater competence. Focus of the Education and Training should be to build up the conceptual base.

Homeopathy should be introduced as a Complete Rational System of Medicine with its Holistic, Individualistic and Dynamistic approach to life, Health, disease, Remedy and cure.

In order to achieve this, study of logic, psychology and fundamentals of Homeopathic Science become quite important.

It is imperative to have clear grasp over Inductive-Deductive Logic, and its application and comprehending the fundamentals of Homeopathic Science. Homeopathic approach to the patient is a Holistic approach. Science demands from the Homeopathic Physician, to comprehend his patient as a PERSON, his dispositional state of Mind (and body), along with the disease process with its causes. Since we lay great emphasis on knowing the mind, knowledge of the psychology becomes imperative for a Homeopathic Physician. Thus introduction to Psychology will assist HOMEOPATHIC student to build up his conceptual base in his direction.

I. Fundamentals of Homeopathic Science.

Preliminary lectures on the evolution of medicinal practice by the ancients giving stress to rationalistic and vitalistic thoughts.

1. Short history of Hahnemann's life and contributions.
2. Brief life and contributions of early pioneers after Hahnemann.
3. Brief study of early history of spread of Homeopathy & position of Homeopathy in various countries..
4. Hahnemann's Organon of Medicine from aphorism 1 to 70.
5. Fundamentals Principles of Homeopathy.
6. Health: Hahnemann's and modern concept.
7. Introductory lectures on diseases, their classification, drug diseases, case taking and drug proving.

II. Logic.

The term 'Logic' means 'thought' 'reason' 'Law' and is used to denote the totality of rules to which the process of thought is subjected, a process that reflects the reality. It is also used to denote the science of the rules of reasoning and the forms in which it occurs.

As discussed earlier, to comprehend ORGANON-PHILOSOPHY, it is essential to acquaint with understanding of LOGIC in order to grasp inductive-deductive reasoning.

III. Introduction to Psychology.

1. Definition of Psychology - as a Science and its differences from other Sciences. Concept of Mind - Contemporary schools of psychology with special reference to Behaviouristic and psychoanalytic approaches.

2. Scientific study of behaviour, intelligence, cause - effect relation - behavioristic (Pavlov, Watson, Skinner) and dynamics of behaviour (Freud and Neo Freudians).

3. Basic concepts of sensation, perception, illusion, Hallucination, Delusion, image, intelligence, aptitude, attention, thinking and memory.

4. Emotion, motivation, personality, anxiety, conflict, frustration, psychomatic manifestations and dreams.

5. Developmental Psychology - normal developments since birth to maturity (both physical and psychological) and deviations - its effects on later behaviour

*The attempts should be made to make a student receptive to various terms in teachings of Materia Medica and Homeopathic Philosophy.

II. B.H.M.S.

IN THREE SECTIONS

Section 1

Hahnemann's Organon of Medicine Aphorism: 1 to 145

The purpose of Homeopathic case taking is not merely collection of symptoms but comprehending the PERSON IN WIDER DIMENSION with the correct appreciation of the factors responsible for the genesis and maintenance of illness i.e. Fundamental Cause, PREDISPOSING CAUSE, MAINTAINING CAUSE & ONE SIDED DISEASES.

There should be compulsory case taking term for each student wherein he learns to build up PORTRAIT of the disease by undertaking :-

(i) Evolutionary study of the patient comprising of well defined characteristics.

(ii) Studying individual in His life-span and in relation to his family environment and work.

(iii) Processing of the interview and the entire case so as to grasp the principles of MANAGEMENT of these patients.

He should be taught to classify various symptoms which he has elicited in his case taking. He puts down his evaluation of those characteristics. His capacity for analysis and synthesis should evolve. In appendix, Analytical paper for symptom classification and evaluation is attached. If practiced properly, has potential to improve analytical faculty of the student.

Physician, Teaching Staff, R.M.O. and house staff shall spend enough time with the students and interns and scrutiny of their written cases, discussing mode of interview and processing of the case.

There should be standardization in imparting training in ANALYSIS AND EVALUATION. Each institute shall keep the standard guide-lines of Case-taking.

GUIDELINES ANALYSIS - EVALUATION OF OBJECTIVES OF ANALYSIS EVALUATION OF SYMPTOMS.

(1) To individualize the case so as to prepare an effective totality which allows us to arrive at the SIMILIMUM, prognosis the case, and advise management and impose necessary restrictions on mode of life and diet.

(2) To infer about state susceptibility by appreciating the quality of characteristics state of susceptibility and diagnosis about miasmatic state would allow physician to formulate comprehensive plan of treatment.

(3) Order of evaluation of the characteristics, of the case would become stepping stone for the reportorial totality.

(iii) CLASSIFICATION OF SYMPTOMS. Their scopes and limitations in arriving as a totality.

Symptom should not be considered superficially at its face value. It should be analyzed and evaluated by taking into account following factors.

(i) Thorough grasp over the underlying dynamics: (Psychological, Physiological, Pathological aspects).

(ii) This would demand thorough comprehension over the evolution of DISEASE, taking into account FUNDAMENTAL, EXCITING & MAINTAINING CAUSES.

(iii) Knowledge of socio-cultural background is quite imperative for correct analysis and evaluation. Details regarding SYMPTOMATOLOGY can be comprehended by referring to the classical books in philosophy.

The Department of Organon & Philosophy while training in Case Taking shall co-ordinate with various other departments where student is sent for the pre-clinical and clinical training. This would ensure not only streamlining of the clinical Centres but also cultivate Homoeopathic perspective when student is attending other special clinics.

EVALUATION - EXAMINATION

(1) Student's performance shall be evaluated periodically. There shall be periodical card tests and internal (theory and practical) examinations in each academic year. The concerned teaching staff shall file his general report on the conduct of internal examinations and also on student's performance, which shall be discussed in departmental and interdepartmental meetings.

(2) Each student appearing for II and III BHMS shall maintain one journal comprising of 20 cases (10 short and 10 long cases) with complete processing of the case material for each examination, which shall be evaluated by the head of the department.

(3) There shall be provisions for the internal assessment of all these examinations and journal work in the Final II and III BHMS examinations respectively.

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When student enters third year, he has already grasped basic Sciences of Anatomy, Physiology, Pathology and has been introduced to Clinical Medicine, Surgery, Gynaecology and Obstetrics.

Organon including Philosophy is the subject which builds up the conceptual base for the physician. It illustrates those principles which when applied in practice enable physician to obtain results which he can explain rationally and repeats them in practice with greater competence. Focus of the Education & Training should be to build up this conceptual base. This can be delivered effectively if there is proper integration of various disciplines, various knowledge throughout the subject of ORGANON-PHILOSOPHY.

(I) HAHNEMANN'S THEORY OF CHRONIC DISEASE

Proper emphasis should be made on the way in which each miasmatic phase evolves and the characteristic expressions which are thrown off at various level. This will bring out characteristic PATTERN of each miasm.

Definite attempt should be made to understand theory of CHRONIC MIASM in the light of our knowledge of basic sciences of ANATOMY, PHYSIOLOGY, PATHOLOGY & MEDICINE. This would demand CO RELATION OF HOMOEOPATHIC PHILOSOPHY with allied sciences.

Teacher should bring out clearly therapeutic implications of THEORY OF CHRONIC MIASM in practice. This will demand comprehension of EVOLUTION OF NATURAL DISEASE from miasmatic angle. This will require to be correlated with applied Materia Medica. Here you demonstrate how various drugs would come up in Psoric, Sycotic and syphilitic state of the clinical diseases.

Thus ORGANON & PHILOSOPHY will bring out effectively integration of Anatomy, Physiology Psychology, Pathology, Clinical Medicine, Materia Medica and Therapeutics. This would demand greater interdepartmental co-ordination.

(II) HAHNEMANN'S ORGANON OF MEDICINE VTH & VITH EDITIONS (including Aphorism 1 to 294).

(a) Kent's lectures, Robert and Stuart close works in Philosophy.

(b) POSOLOGY.

(c) DIET, ANCILLARY MODE OF TREATMENT.

(d) INTRODUCTION OF REPERTORY.

Student should maintain journal of 20 cases wherein thoroughly worked out cases from their clinic attendance would be there.

Cases should demonstrate student's work on: CASE TAKING - CASE ANALYSIS - EVALUATION-DISEASE, DIAGNOSIS-MIASM-POSOLOGY-REMEDY SELECTION.

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Here the focus is on applied aspect of Organon & Philosophy. Maximum emphasis shall be given on practice oriented teaching of Organon and Philosophy.

This can be effectively achieved by studying the various cases taken by students in OPD & IPD.

Case analysis, evaluation and synthesis takes into account the application of entire ORGANON from Aphorism 1 to 294 and all principles of Philosophy as illustrated in I, II, III BHMS.

More emphasis to be given on case taking, case analysis, evolution, posology miasmatic diagnosis, potency selection and repetition of doses, second prescription, diet, regimen and other pressures with principle of management during OPD and IPD visits, so that the students can have the practical knowledge of the treatment and management of the patient.

The following topics shall be taught during IV BHMS in depth:-

- (1) History of Medicine.
- (2) History of Homoeopathy, its spread to different countries.
- (3) Life and living environment.
- (4) Concepts of health and factors modifying it.
- (5) Concept of susceptibility and vital reaction.
- (6) Concept of disease and totality of symptoms.
- (7) Concepts of Drug, Medicine and Remedy.
- (8) Concept of Cure and Disease and Drug relationship.
- (9) Scope and limitations of different modes of employing medicines in disease Antipathy, Allopathy and Homoeopathy.
- (10) Various methods of classification and evaluations of symptoms common and characteristic. General and particular
- (11) Concepts of incurable disease, suppression and palliation.
- (12) Prophylactics.
- (13) Scope and limitations of Homoeopathy.
- (14) Remedy response, prognosis after administration of a remedy.
- (15) Principles and criteria for repetition and selection of potency.

Paper 1- Topics from 1 -15.

Paper II - Topics from Kent's lectures,

Stuart close and Roberts Philosophy,

Case taking at bedside.

Appendix

Purpose of the Homoeopathic Case Taking is not merely collecting the symptoms but comprehending the person in wider dimensions, with correct appreciation of the causes for the illness.

The adequacy in Case Taking and Physical examination should be judged from the following angle:-

- (1) To carry out successful individualization of the case and to conclude about state of the susceptibility.
- (2) Finding out a simillimum with correct potency and doses.
- (3) Prescribing proper diet to the patient.
- (4) Advising the management of the case.
- (5) The pathology and homoeopathic prognosis.
