

SUBJECT OUTLINE



Subject Name:

Subject Code:

Naturopathic Philosophy, Principles and Practice NATP121

SECTION 1 – GENERAL INFORMATION

Award/s:	Bachelor of Health Science (Naturopathy)	Total course credit points:	128	Level:	1 st Year
Duration:	1 Semester				
Subject Coordinator:	Tanya Morris (Brisbane Campus)				
Subject is:	Core	Subject Credit Points:	2		

Student Workload:

No. timetabled hours per week:	No. personal study hours per week:	Total hours per week:
3	2	5

Delivery Mode:

Face to face	2 hour lecture	1 hour tutorial
E-Learning	Details:	Narrated PowerPoint presentations Tutorial - Tutor moderated discussion forum and activities Student handouts, web-based resources
Intensive Delivery	Details:	Summer School - contact hours are delivered over 5 weeks with 2 x 4 hour sessions delivered per week Assessments: Assessments: Workbook 1 due Week 3, Quiz in class Week 4, Workbook 2 due Week 4, final Examination in Week 6
Full Time		
Part Time		

Pre-requisites: Nil

Co-requisites: Nil

SECTION 2 – ACADEMIC DETAILS

Subject Rationale

This subject introduces naturopathic philosophy and the principles that underlie naturopathic clinical practice. Students gain an understanding of the historical background as well as an appreciation of the pioneers of the profession. Through critical questioning and discussion, students engage in exploration of the principles and key concepts and how they relate to treatment modalities. The role of practitioner and client is also explored with a view to supporting the development of self-reflection and self-development throughout the course as well as in later practice. This subject provides an essential foundation for further study and practice of naturopathy.

Learning Outcomes

1. Identify and explain the philosophical principles underlying Naturopathy and their application to clinical practice.
2. Develop a holistic view of health and naturopathic healthcare that encompasses the biopsychosocialspiritual context.
3. Distinguish between the conventional medical approach and the naturopathic approach to symptoms, acute and chronic disease and the evaluation of treatment outcomes.
4. Develop the ability to apply the naturopathic view of the process of healing and the therapeutic order to clinical case analyses.
5. Understand the Unity of Disease theory and the Determinants of Health as frameworks for naturopathic case analysis.
6. Understand the basics of the roles and impact of the practitioner and the client on the healing process.
7. Understand the diversity of the Naturopathic profession and its dynamic state of development.

Assessment Tasks

Type	Learning Outcomes Assessed	Week Content Delivered	Due	Weighting
Workbook 1&2 (maximum 650 words each)	Workbook 1: 1-5 Workbook 2: 1-6	Workbook 1: Weeks 1-5 Workbook 2: Weeks 6-11	Workbook 1: Week 6 Workbook 2: Week 12	40% (2 x 20% each)
Quiz (multiple choice, short answer, case study questions)	1-6	1-8	Week 9	20%
Final Examination (extended response questions, including case analysis)	1-7	1-13	Final Examination Period	40%
Tutorial Attendance	Attendance at no fewer than 10 of 13 tutorials or 10 of 13 online discussion forums/activity posts are required for a grade of Credit or higher for this subject.			

Prescribed readings:

1. Lindlahr, H. (2010). *Nature cure*. Miami, FL: Hardpress Publishing. [ebook available]

Recommended readings:

1. Braun, L., & Cohen, M. (2015). *Herbs and natural supplements: An evidence-based guide* (4th ed., Vol. 1). Chatswood, NSW: Elsevier. [ebook available]
2. Kirchfeld, F., & Boyle, W. (2005). *Nature doctors: Pioneers in naturopathic medicine* (2nd ed.). Portland, OR: NCNM Press.
3. Lloyd, I. (2009). *The energetics of health: A naturopathic assessment*. Edinburgh, Scotland: Churchill Livingstone. [ebook available]
4. Oschman, J. L. (2003). *Energy medicine in therapeutics and human performance*. Edinburgh, Scotland: Butterworth Heinemann. [ebook available]
5. Pizzorno, J. E., & Murray, M. T. (Eds.) (2013). *Textbook of natural medicine* (4th ed.). St. Louis, MO: Churchill Livingstone. [ebook available]

Subject Content		
Week	Lecture	Tutorial
1.	Conceptual/Philosophical/Ideological Underpinnings <ul style="list-style-type: none"> Whole medical systems Definition of Naturopathy & brief history Naturopathic therapies/scope of practice in Australia Conventional vs. naturopathic models/paradigms Evidence-based vs. evidence-informed practice What does it mean to heal or cure? What is health/wellness? (WHO definition, Lindlahr, Hahnemann) Importance/relevance of philosophy and clinical theory in practice Introduction to the framework of the semester 	<ul style="list-style-type: none"> Small group discussion questions per the SSG. On campus: in class. Online: Forum discussion and activities per the SSG.
2.	Vis Medicatrix Naturae – The Healing Power of Nature <ul style="list-style-type: none"> Definition of the principle; key role in naturopathy Vitalism in other whole medical systems (qi, prana, etc) Homeostasis and self-repair Historical roots of vitalism in naturopathic therapies Materialism/bioscience view of the body and the <i>Vis</i> Relationship of spirituality to the concept of the <i>Vis Medicatrix Naturae</i> Connection to/love of nature, working in synergy with nature NDD – Nature Deficit Disorder Modern energy medicine 	<ul style="list-style-type: none"> Small group discussion questions per the SSG. On campus: in class. Online: Forum discussion and activities per the SSG. Experiential exercise: sensing the energy body (two brief exercises and a guided meditation)
3.	Process of Disease and Healing – The Vis in Action <ul style="list-style-type: none"> Naturopathic definition of disease Acute vs. chronic disease Symptoms as expressions of the illness Acute inflammatory process & the body's innate intelligence Schematic of the process of disease and healing Removing obstacles to cure/disturbing factors Hering's Principles of Cure Healing Reactions/Discharge vs. Disease Crisis 	<ul style="list-style-type: none"> Small group discussion questions per the SSG. On campus: in class. Online: Forum discussion and activities per the SSG. Introduction to naturopathic case analysis
4.	Primum Non Nocere – First Do No Harm <ul style="list-style-type: none"> Definition of the principle; Hippocratic history Concept of the least force intervention Spectrum of therapeutic force First Do Nothing as a corollary Distinguishing suppression, palliation and cure/ elimination Restorative practices as least force interventions The role of patience in achieving a cure 	<ul style="list-style-type: none"> Small group discussion questions per the SSG. On campus: in class. Online: Forum discussion and activities per the SSG. Experiential exercise: restorative practice
5.	The Therapeutic Order – The Guiding Force for First Do No Harm <ul style="list-style-type: none"> Establish the conditions for health Stimulate self-healing mechanisms Support weakened or damaged systems or organs Address structural integrity 	<ul style="list-style-type: none"> Small group discussion questions per the SSG. On campus: in class. Online: Forum discussion and activities per the SSG. Naturopathic case analysis and discussion

	<ul style="list-style-type: none"> Address pathology with specific natural substances, modalities or interventions Address pathology with specific pharmacologic or synthetic substances Suppress pathology 	
6.	Tolle Totem – Treat the Whole Person <ul style="list-style-type: none"> Definition of the principle and of holism Treating the person vs. fighting the disease Individualised view of disease Analysis and Synthesis Complexity and variability The role of context/systems in holism Biopsychosocialspiritual context/approach Overview of Integral Theory Role of spirituality in medicine and healing 	<ul style="list-style-type: none"> Small group discussion questions per the SSG. On campus: in class. Online: Forum discussion and activities per the SSG. Experiential exercise: multi-level awareness meditation
7.	Constitutional Medicine – Treating the Whole Person in Practice <ul style="list-style-type: none"> “Constitution” defined Overview of the constitutional systems of homeopathy, Ayurveda and Five Element Acupuncture Identification of patterns: physical, mental, emotional 	<ul style="list-style-type: none"> Naturopathic case analysis and discussion Experiential exercise: exploration of pattern identification
NON-TEACHING WEEK (note that make-up classes may be scheduled in this week) Semester 1 - This aligns with the week after Easter so it may fall between weeks 6 to 8. Semester 2 - The break week falls between Weeks 7 and 8.		
8.	Tolle Causam – Treat the Cause <ul style="list-style-type: none"> Definition of the principle Causes of illness according to historical medical thought, e.g., Ayurveda Unity of Disease (Lindlahr) <ul style="list-style-type: none"> Primary and secondary causes of disease Terrain, miasm and temperament vs. pathogen Toxaemia Imbalance of microflora Modern sources of toxicity 	<ul style="list-style-type: none"> Small group discussion questions per the SSG. On campus: in class. Online: Forum discussion and activities per the SSG. Revision prior to Quiz
9.	The Determinants of Health and Nature Cure – Treating the Causes of Illness <ul style="list-style-type: none"> Define the Determinants of Health Addressing the Determinants of Health History and practice of hygiene and Nature Cure How these approaches address the primary and secondary causes of disease The emerging approach of Emunctorology 	<ul style="list-style-type: none"> Quiz- 40 minutes
10.	Docere – Naturopath As Teacher <ul style="list-style-type: none"> Definition of the principle Role of the naturopath as educator and guide Assessing readiness for change Types of support and ways of “teaching” Therapeutic presence Individual vs. group visits 	<ul style="list-style-type: none"> Small group discussion questions per the SSG. On campus: in class. Online: Forum discussion and activities per the SSG. Experiential exercise: interviewing a patient, exploring teaching style

	<ul style="list-style-type: none"> • Outreach to community • Writing/speaking <p>The Placebo Effect- the patient as a modality</p> <ul style="list-style-type: none"> • Placebo in treatment • Total treatment effect • Placebo in research • Therapeutic value of the placebo effect 	
11.	<p>Practitioner as a Therapy: <i>Docere</i> Through Being the Medicine</p> <ul style="list-style-type: none"> • Self-development as a practitioner/wounded healer • Walking the talk—role modelling • Interactive Skills <ul style="list-style-type: none"> ○ Unconditional Presence ○ Healthy boundaries ○ Listening without judgment ○ Verbal and non-verbal communication ○ Self-reflection ○ Therapeutic touch <p>The patient/practitioner relationship</p> <ul style="list-style-type: none"> • Distribution of power within a clinical setting • Rapport building • Horizontal & vertical vectors implicit within a patient/practitioner relationship • Patient centred practice: key concepts 	<ul style="list-style-type: none"> • Small group discussion questions per the SSG; sharing of call to service. On campus: in class. Online: Forum discussion and activities per the SSG. • Experiential exercise: sensing/perceiving boundaries
12.	<p><i>Preventare</i> — Prevention</p> <ul style="list-style-type: none"> • Definition of the principle • Revisit earlier concepts as they apply to prevention • Health during conception and pregnancy • Health management in childhood and adolescence • Empowering the patient to achieve and maintain health <ul style="list-style-type: none"> ○ Patient engagement ○ Intention and healing ○ Healing power of the mind ○ Psychoneuroimmunology 	<ul style="list-style-type: none"> • Small group discussion questions per the SSG. On campus: in class. Online: Forum discussion and activities per the SSG. • Final naturopathic case analysis and discussion
13.	<p>Creating a Healthy World Through Prevention</p> <ul style="list-style-type: none"> • Socioeconomic Determinants of Health • Sustainable (economic/environmental)/ restorative health care—a vision <p>The Gaia hypothesis and health—whole systems</p> <ul style="list-style-type: none"> • Humanity’s impact on the environment & vice versa • “Metaflammation” and climate change – the link • Soil depletion and food quality • Consequences of global population growth <p>Diversity of the naturopathic profession and its dynamic state of development</p> <ul style="list-style-type: none"> • Naturopathic medicine in North America, India and Europe • Recent important developments in naturopathy- Foundations of Naturopathic Medicine Project 	<ul style="list-style-type: none"> • Small group discussion questions per the SSG. On campus: in class. Online: Forum discussion and activities per the SSG. • Experiential exercise: visioning of your medicine • Revision prior to Final Examination

	<ul style="list-style-type: none"> • Role of naturopathy as a bridge between conventional and traditional medicine in developing countries • Role of integrative/collaborative medicine in developed countries • The future of naturopathy in Australia—professional formation Synthesis of the semester	
14.	Non-Teaching Week/Practical Examination Week 1 Note that make-up classes may be scheduled in this week.	
15.	Non-Teaching Week/Practical Examination Week 2 Note that make-up classes may be scheduled in this week.	
16.	Examination Week 1 Please refer to the Exam Timetable for your local campus for the exact day and time of exam.	
17.	Examination Week 2 Please refer to the Exam Timetable for your local campus for the exact day and time of exam.	