NATP111 SUBJECT STUDY GUIDE

NATP111 is not about memorizing facts and recalling those facts on exams. It is about broadening your understanding and perspective on the human organism as a whole, on what it means to heal/cure, and on how a naturopath approaches patient care from a grounded experience of clinical theory and philosophy. It is about thinking deeply about what it means to be a naturopath and to practice naturopathy and starting to come to a vision of how you, as an individual, wish to approach your own healing and the healing of others. It is about questioning and being open to answers that may or may not align with your current views, and then making your own decision about the form and philosophy of professional engagement that you might bring into the world. Glad to have you along for the ride . . .

As students in the ‘knowledge-age’, you are increasingly confronted with a vast array of information that is sometimes conflicting and contested. As students and later professionals, you must be able to seek, evaluate and synthesise information, and be active participants in the development of your own knowledge and understanding. Subsequently, you will become more responsive and dynamic professionals who are able to ensure your ongoing capacity to effectively work within the changing nature and demands of society and enhance the field of natural health practice.

How to best utilise directed self-learning

This Subject Study Guide (SSG) has been produced to assist you to explore, investigate, critically analyse and evaluate the principles and practice in this subject of study and to encourage you to achieve deeper levels of learning. As an approach to study, it is suggested that you read the section for each session first. This will guide you through your reading, note-taking and research.

The following suggestions will assist you to pre-read effectively:

- Highlight the key points during your pre-readings.
- In the case of lengthy readings or documents, summarise and write your own synopsis.
- Answer questions or complete activities as directed.
- Jot down any queries, questions or concerns for discussion.

If you need extra help with terminology you may like to refer to the Glossary of Terms that is accessible within the LMS.

Textbook

References to readings in the set text in this document apply to:

- Lindlahr H, Nature Cure, 2010 Watchmaker Publishing, Seaside, OR (please note that there are many printings and editions of this 1913 classic of naturopathic medicine—references in this document are to chapters by their title, instead of by page numbers, for ease of location in different editions or printings)

**Readings and lectures in this subject must be completed each week prior to engaging in the Tutorial activities.**
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NATP111 SESSION 1: Conceptual/Philosophical/Ideological Underpinnings

Session Aims
This session will provide opportunities for students to:

- Begin to explore the philosophy and principles of traditional naturopathy
- Begin to define foundational ideas, concepts and terms that will provide a framework for future clinical practice
- Address Learning Outcome(s) 1-3
- Become familiar with the Student Subject Guide and the Learning Outcomes and Assessment Tasks for this Subject of Study.

Session Topics
- 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

Read the NATP111 Subject Outline and pay particular attention to the Learning Outcomes, Set Texts and Assessment Tasks for the Subject of Study. Make certain that you understand what is expected of you to complete this subject successfully.

Summary

TOPIC
You will now begin your exploration of what it means to be a naturopath and to practise naturopathy. Lecture and tutorial forum discussion will provide you the opportunity to consider your study of naturopathy as a complementary medical practice in a broad context, including current and historical influences upon naturopathic practice and how naturopathy differs from other health disciplines. Lastly, you will be introduced to the importance of a philosophical framework as a guiding force in patient care.

For this session you are required to complete the following:

Assessment research and preparation: Refer to the Subject Outline (SO) for assessment items that accompany this subject. Please note the requirements and dates for submission and structure your study plan to accommodate these. Please also note that there is a participation requirement for Tutorial activities. If you have any queries regarding this please contact your tutor for further information.

Lecture: Prior to joining in tutorial discussion, watch the recorded lectures for this session.

Reading: Complete the following reading for this session prior to watching the lectures:


Discussion Questions for Tutorial Forum:

- What are your personal medical beliefs and how do they relate to your personal medical and/or healing experiences? How do they relate to what was covered in lecture? Be aware of your reactions as your group members talk about their beliefs and experiences.
- What in your life have you put your faith or trust in without direct experience or knowledge? Is experience or information from outside yourself more important to you, i.e., to whom or what do you grant authority in your life?
- Is it a surprise to you that naturopathic clinical theory is based upon concepts that have been in existence for many years, over a century or longer? Do you feel at this point in time that these concepts are still valid?
- Did anything in the reading from *Nature Cure* make you angry or bother you? Surprise you? Motivate you?

Critical thinking: Continue to discuss the tutorial questions above and lecture ideas throughout the week.

Glossary: If you need extra help with terminology you may like to refer to the Glossary of terms that is accessible within the LMS.

Email Communication: Remember you can make contact with your tutor. Be sure to read The Loop regularly.

Revision Questions / Activities

1. Journal for yourself about one of your personal experiences with medicine, either conventional or natural/alternative. What from that experience felt right to you? Wrong?
2. Write a paragraph or two that describes what you currently believe Naturopathy to be. Seal this in an envelope and address it to yourself, then put it somewhere to save it until the end of this semester, when you can review it to see if anything has changed.
NATP11 SESSION 2: Vis Medicatrix Natura—The Healing Power of Nature

Session Aims
This session will provide opportunities for students to:

- Develop an understanding of the vitalistic nature of naturopathic practice and the foundation of vitalism that underlies all whole medical systems and differentiates these systems from conventional medicine
- Consider the healing power of the human organism and the healing power of natural substances and forces as aspects of the Vis Medicatrix Natura
- Compare materialistic and vitalistic views of nature
- Consider the roles of energetics and spirituality in naturopathic practice and the importance of connection to nature for health
- Address Learning Outcome(s) 1-2

Session Topics

- 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 Vis
- Relationship of spirituality to the concept of the Vis Medicatrix Natura
- Connection to/love of nature, working in synergy with nature
- Modern energy medicine

Summary

TOPIC
The Vis Medicatrix Natura is the most important factor that distinguishes between naturopathy and modern biomedicine—it is a vital ideological and philosophical difference. In this session, you will be introduced to this, the first principle of naturopathic medicine, and explore its meaning and historical precedents, as well as how it relates to a materialist view of medicine, energy medicine, and spirituality.

For this session you are required to complete the following:

⚠️ Lecture: Prior to joining in tutorial discussion, watch the recorded lectures for this session.

📖 Reading: Complete the following reading for this session prior to watching the lectures:

- Lindlahr, H 2010: Skim the chapter entitled Catechism of Nature Cure. This chapter contains a concise summary of many of the complex topics that we will cover in this subject. Just start to get familiar with the language and concepts—these will be addressed in great detail as the semester progresses.
Tutorial Activity: find a quiet and private place in which you can sit and participate in a guided meditation. Listen to and experience the recorded guided meditation on the LMS under this week’s activities. Discuss your experience on the online forum.

Discussion Questions for Tutorial:

- How do you personally understand the principle of Vis Medicatrix Naturae, and how do you imagine attending to it in your own life? Do you have any personal experience with the Vis in your own healthcare?
- What is your opinion of the inclusion of spirituality in encounters with patients? Have you ever experienced the inclusion of spirituality in a medical encounter (conventional or alternative)? What role do you believe spirituality plays in health?
- What types of energy medicine, if any, have you experienced?

Critical thinking: Continue to discuss the tutorial questions above and lecture ideas throughout the week.

Glossary: If you need extra help with terminology you may like to refer to the Glossary of terms that is accessible within the LMS.

Email Communication: Remember you can make contact with your tutor. Be sure to read The Loop regularly.

Revision Questions / Activities

1. How do we assess vitality in a person? Consider the people you encounter—do you have a sense of which ones have a strong vitality and which ones may have a lowered vitality?
2. How comfortable are you with the idea of a major part of an alternative health system being based upon something that material science has not yet explained, but which can be observed and experienced?
3. Spend an hour or more in nature this week—go on a hike, or simply sit under a tree—and focus your awareness on the experience. Reflect on what you observed in nature and in yourself.
NATP111 SESSION 3: The Process of Disease and Healing — The VMN in Action

Session Aims
This session will provide opportunities for students to:
- Explore the processes by which disease develops and resolves
- Learn to differentiate the signs of healing from the signs of worsening illness
- Apply the concepts learned so far to a naturopathic case study
- Address Learning Outcome(s) 1-4

Session Topics
- 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

Summary

TOPIC
The first step for a naturopath beginning to work with a patient is viewing the current state of that patient within a framework that allows the naturopath to know something about where things are and where they are going. Today, students will be introduced to that first step in analysing a case. A naturopath must also have a method for differentiating the changing state of a patient as treatments are applied (evaluating outcomes)—if symptoms get worse, does this mean that the treatment was the wrong one? We will find out in this session that the answer depends upon exactly how the symptoms worsened.

For this session you are required to complete the following:

🔍 Lecture: Prior to joining in tutorial discussion, watch the recorded lectures for this session.

📖 Reading: Complete the following reading for this session prior to watching the lectures:
- Lindlahr, H 2010: Read the chapter entitled The Laws of Cure and part of the chapter entitled Inflammation, from the beginning, stopping at the heading “Suppression During the Third Stage of Inflammation”.
- Zeff, J, ’The process of healing: a unifying theory of naturopathic medicine’. Journal of Naturopathic Medicine, vol. 7, no. 1, pp. 122-25. This is a short article that previews our discussion today of the Process of Healing. It also contains a preview of material to be covered in future weeks in this course—please read the entire article, but place emphasis on the first half.

🎧 Tutorial Activity: If possible within your schedule, attend the live webinar discussion to get your first experience with analysing and discussing a patient’s case naturopathically. If live attendance is not possible, then watch the recording.

🗣️ Discussion Questions for Tutorial:
- Have you ever had an experience of the naturopathic process of disease and healing? Experienced an acute reaction and discharge that you felt brought you to a greater level of health after it had passed?
• Consider your own daily habits—what can you see that are disturbing factors in those habits that might be negatively impacting your health?

😊 Critical thinking: Continue to discuss the tutorial questions above and lecture ideas throughout the week.

📚 Glossary: If you need extra help with terminology you may like to refer to the Glossary of terms that is accessible within the LMS.

✉ Email Communication: Remember you can make contact with your tutor. Be sure to read The Loop regularly.

Revision Questions / Activities
1. Choose one of your personal disturbing factors from your daily habits and consider changing that habit so that it is supporting your health instead of being a negative influence on health.
2. Think back to the last time you had a cold. What did you do in response to that cold? Journal about how your took care of yourself (or didn’t) through that illness and consider that process in light of what you learned about disease and healing during this session.
NATP111 SESSION 4: *Primum Non Nocere* — First Do No Harm

**Session Aims**
This session will provide opportunities for students to:
- Consider different perspectives about what in medicine can be considered harmful
- Connect the concept of suppression to the Process of Disease and Healing
- Continue to explore the expression of disease symptoms as related to the *Vis Medicatrix Naturaee*
- Address Learning Outcome(s) 1-4, 6

**Session Topics**
- Definition of the principle; Hippocratic history
- Concept of the least force intervention
- Stages of inflammation
- 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

**Summary**
**TOPIC**
One of the most important considerations in naturopathic diagnosis and treatment is that we must avoid doing harm to the patient. Some potential types of harm are likely obvious to you from the outset of this session, while a new concept, that of harming the patient via suppressing the process of healing, may not be so obvious. In discussing this concept, we start exploring the use of judgment on the part of the naturopathic practitioner. In practicing naturopathy, we are not simply recommending a remedy or therapy because it is indicated for a given condition. Instead, we are applying our discernment to the current state of illness in the patient and determining what particular therapies are best applied to support the healing process, while excluding to the greatest extent possible those therapies that may work against the healing process, and thus, potentially harm the patient.

**For this session you are required to complete the following:**

**Lecture:** Prior to joining in tutorial discussion, watch the recorded lectures for this session.

**Reading:** Complete the following reading for this session prior to watching the lectures:
- Lindlahr, H 2010: Read the chapter entitled *Suppression Versus Elimination* and the remainder of the chapter entitled *Inflammation*, from the heading “The Five Stages of Inflammation” to the end.

**Tutorial Activity:** find a quiet and private place in which you can sit and participate in a guided meditation. Listen to and experience the recorded guided meditation on the LMS under this week’s activities. Discuss your experience on the online forum.

**Discussion Questions for Tutorial:**
- Have you ever experienced harm, whether intentional or unintentional, from someone in whom you trust? How did you respond to that harm? To what standards, if any, do you hold those in whom you place trust?
- What are your experiences with suppression of symptoms of illness?
- Where in your life do you choose to suppress natural functions of your body/mind/spirit? When and for what purpose? Example: drinking coffee to stay awake for studying.

**Critical thinking:** Continue to discuss the tutorial questions above and lecture ideas throughout the week.
Glossary: If you need extra help with terminology you may like to refer to the Glossary of terms that is accessible within the LMS.

Email Communication: Remember you can make contact with your tutor. Be sure to read The Loop regularly.

Revision Questions / Activities
1. Choose one of the ways that you tend to suppress the natural functions of your body/mind/spirit as identified in Tutorial discussion, and consider how you may be able to discontinue that suppression. Develop some supportive strategies for reducing your need for that suppression. If you feel called to, utilise those strategies and journal about the changes you experience in the state of your body/mind/spirit as a result.
NATP111 SESSION 5: The Therapeutic Order—The Guiding Force for First Do No Harm

Session Aims
This session will provide opportunities for students to:
- Begin to explore how naturopathic therapies are selected by following the six naturopathic principles
- Begin gaining a general understanding of how different types of therapies are acting in the body to assist healing
- Address Learning Outcome(s) 1-2, 4, 6

Session Topics
The Therapeutic Order:
1. Establish the conditions for health
2. Stimulate self-healing mechanisms
3. Support weakened or damaged systems or organs
4. Address structural integrity
5. Address pathology with specific natural substances, modalities or interventions
6. Address pathology with specific pharmacologic or synthetic substances
7. Suppress pathology

Summary

TOPIC
The naturopathic Therapeutic Order is the guide by which naturopaths ensure that we are honoring the Vis Medicatrix Naturae in our practice and minimizing the possibility of harm to our patients. It also helps us to apply our other principles, such as Treating the Cause and Treating the Whole Person, which we will discuss later in this semester. The Therapeutic Order is, by its nature, a hierarchy—it places healing value upon each of its levels of intervention, with the lower level interventions being considered as having more utility in deeper healing and affecting a true cure than the higher interventions. However, a naturopath must always keep in mind that s/he must prescribe therapies according to whichever level(s) of the Therapeutic Order are called for in each particular case in order to achieve the safest and best outcome for the patient.

For this session you are required to complete the following:

✍ Lecture: Prior to joining in tutorial discussion, watch the recorded lectures for this session.

📖 Reading: Complete the following reading for this session prior to watching the lectures:
- Lindlahr, H 2010: Read the chapters entitled The Treatment of Acute Diseases by Natural Methods and Chronic Diseases

💡 Tutorial Activity: If possible within your schedule, attend the live webinar discussion to participate in analysing and discussing a patient’s case naturopathically. If live attendance is not possible, then watch the recording.

🗣 Discussion Questions for Tutorial:
- What do you feel might be a naturopath’s greatest challenge in following the Therapeutic Order in naturopathic practice? Of the types of therapies that you are currently familiar with, at what level of the Therapeutic Order do these fall?
- What approach might a naturopath take in teaching a patient about the Process of Disease and Healing and the Therapeutic Order so that they may understand why the naturopath is recommending the treatments they are, and why the full healing process may be longer and slower than perhaps was expected?
Critical thinking: Continue to discuss the tutorial questions above and lecture ideas throughout the week.

Glossary: If you need extra help with terminology you may like to refer to the Glossary of terms that is accessible within the LMS.

Email Communication: Remember you can make contact with your tutor. Be sure to read The Loop regularly.

Revision Questions / Activities
1. What if a patient were to resist or be unable to implement recommendations at the first and/or second level of the Therapeutic Order? What might this tell you about their current state? What might be your approach as a naturopath in this instance?
NATP111 SESSION 6: Tolle Totem — Treat the Whole Person

Session Aims
This session will provide opportunities for students to:

- Consider the multiple levels on which naturopaths learn about and help their patients.
- Consider the necessity of health on all levels of the being in order for true health to exist.
- Begin to establish a framework for how to approach a patient and their illness holistically.
- Address Learning Outcome(s) 1-3, 6

Session Topics
- 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
- Biopsychosocial/spiritual context/approach
- Overview of Integral Theory
- Role of spirituality in medicine and healing

Summary

TOPIC
In this session, we will explore the third principle of naturopathy, Treat the Whole Person. We have already been introduced to an aspect of the holistic approach to patient care in our consideration of the VMN—reliance upon the VMN in healing naturally results in a holistic view of the patient, because it lends itself to allowing the innate intelligence and vitality that is within the whole human organism to bring the patient back to health. The Process of Healing and the Therapeutic Order also are arranged holistically, as they counsel first looking at all aspects of the patient and their lifestyle, wherein there may be disturbing factors that are impacting health. In this session, we will start exploring how we actually go about addressing a patient in a holistic way, i.e., how we investigate all the aspects of a patient and create a whole picture of how an illness is impacting them.

For this session you are required to complete the following:

뇌 Lecture: Prior to joining in tutorial discussion, watch the recorded lectures for this session.

📚 Reading: Complete the following reading for this session prior to watching the lectures:

- Lindlahr, H 2010: Read the chapters entitled The Two-fold Attitude of Mind and Soul, The Symphony of Life, The Three-fold Constitution of Man, Mental Therapeutics, How Shall We Pray?, Scientific Relaxation and Normal Suggestions. These are all short chapters.


- Please read and be familiar with Tables 1 & 2 on page 294. Reading the remainder of the article is optional.

🔗 Tutorial Activity: find a quiet and private place in which you can sit and participate in a guided meditation. Listen to and experience the recorded guided meditation on the LMS under this week’s activities. Discuss your experience on the online forum.

話し Discussion Questions for Tutorial:
- Which aspects of Lindlahr’s ideas about the mental and spiritual aspects of healing do you feel are applicable to life in today’s world and which may not be? Was there anything in his views of these realms of healing that was particularly intriguing to you or that you disagreed with?
- What have been your experiences as a patient with a holistic practitioner—how did you feel when all aspects of your life were explored?

😊 **Critical thinking:** Continue to discuss the tutorial questions above and lecture ideas throughout the week.

臘Glossary: If you need extra help with terminology you may like to refer to the Glossary of terms that is accessible within the LMS.(399,425),(703,465)

✉ **Email Communication:** Remember you can make contact with your tutor. Be sure to read The Loop regularly.

**Revision Questions / Activities**
1. Have a conversation with one of your friends wherein you each ask the other about your spiritual beliefs. Consider how you feel both asking about these beliefs and talking about them. Be mindful of any judgments that might come up for you internally during this process.
SESSION 7: Constitutional Medicine—Treating the Whole Person in Practice

Session Aims
This session will provide opportunities for students to:

- Begin to view the human organism through the lens of the constitution
- Understand a number of constitutional frameworks that can be used to address a patient’s concerns holistically
- Practice the art of pattern identification
- Address Learning Outcome(s) 1-2

Session Topics
- “Constitution” defined
- Overview of the constitutional systems of homeopathy, Ayurveda and Five Element Acupuncture
- Identification of patterns: physical, mental, emotional

Summary

An approach to diagnosis and treatment of patients that includes reference to some constitutional medical framework is vital to treating the whole person through naturopathy. Historically, homoeopathy has been the form of constitutional medicine that has been practised by naturopaths, most likely owing to the common roots of naturopathy and homoeopathy in Germany. Over time, naturopaths have also branched out into other forms of constitutional medicine, such as Ayurveda and Five Element Acupuncture. Without a constitutional framework within which to view patients, it can be difficult to contextualise the many symptoms with which patients present and to formulate a cohesive treatment approach that is holistic. In today’s session, you will gain a broad overview of several systems of constitutional medicine.

For this session you are required to complete the following:

- **Lecture:** Prior to joining in tutorial discussion, watch the recorded lectures for this session.

- **Reading:** Complete the following reading for this session prior to watching the lectures:

- **Tutorial Activity:** If possible within your schedule, attend the live webinar discussion to participate in analysing and discussing a patient’s case naturopathically. If live attendance is not possible, then watch the recording.

- **Tutorial Activity:** Go to a public area, such as a shopping centre, and randomly select ten people and observe one characteristic in each of them: body frame/posture, breathing pattern, movements, skin tone/hair colour, face shape/expressions, etc. Any characteristic that can be observed is fine. Jot down notes on the 10 people.

- **Discussion Questions for Tutorial:**
  - No Tutorial questions for this session. Instead, discuss on the forum what conclusions you might make in the activity about each person’s health, vitality, and personality as you observed them. Consider upon what you might base these conclusions? Is this a judgment,
based upon a stereotype? How do you know? Constitutional medicine recognizes and identifies patterns. How do we do this with discernment and without judgment?

Critical thinking: Continue to discuss the tutorial questions above and lecture ideas throughout the week.

Glossary: If you need extra help with terminology you may like to refer to the Glossary of terms that is accessible within the LMS.

Email Communication: Remember you can make contact with your tutor. Be sure to read The Loop regularly.

Revision Questions / Activities

1. Choose one physical, mental or emotional characteristic that you feel may be informative with regard to a person’s constitution. Observe this one characteristic in all the people you meet in the next week and jot down notes about what you observe.
NATP111 SESSION 8: *Tolle Causam* — Treat the Cause

**Session Aims**
This session will provide opportunities for students to:
- Understand the cause of illness from the naturopathic perspective
- Consider the roles of toxicity and digestive capacity/strength as precursors to illness
- Expand on learning re: constitution/temperament to consider the concepts of miasm and terrain
- Address Learning Outcome(s) 1-3, 5

**Session Topics**
- Definition of the principle
- Causes of illness according to historical medical thought, e.g., Ayurveda
- Unity of Disease (Lindlahr)
  - Primary and secondary causes of disease
- Terrain, miasm and temperament vs. pathogen
- Toxemia
- Imbalance of microflora
- NDD – Nature Deficit Disorder
- Modern sources of toxicity

**Summary**

**TOPIC**
In discussing the Process of Healing and the Therapeutic Order this semester, we have touched many times on the topic of "disturbing factors" or "obstacles to cure", and through case studies, we have just begun to explore some of the potential dietary and lifestyle factors that fall into these categories. Thus far, however, we have not explored how it is that such disturbing factors can actually serve as causes for illness. In modern culture, we often look to external factors as causes of illness, such as viruses implicated in colds and flu. In today's session, we will look at how the "landscape" of the patient themself lays the groundwork for setting up conditions for illness to take hold or for health to flourish.

For this session you are required to complete the following:

**📚 Lecture:** *Prior to joining in tutorial discussion*, watch the recorded lectures for this session.

**📖 Reading:** Complete the following reading for this session *prior to watching the lectures*:
- Lindlahr, H 2010: Read the chapters entitled *The Unity of Disease and Treatment, The Unity of Acute Diseases*, and *The Laws of Cure*. Please note also the two tables immediately preceding these chapters, which concisely summarize the material.

Highly Recommended:

**🗣 Discussion Questions for Tutorial:**
- How does a naturopath determine what the cause is in any given case? What common themes in illness might a naturopath draw on when creating a hypothesis of cause for any given patient?
- What is your feeling about spiritual unrest or disconnection being a cause of illness?
- Is cure possible without addressing the cause of illness?
Critical thinking: Continue to discuss the tutorial questions above and lecture ideas throughout the week.

Glossary: If you need extra help with terminology you may like to refer to the Glossary of terms that is accessible within the LMS.

Email Communication: Remember you can make contact with your tutor. Be sure to read The Loop regularly.

Revision Questions / Activities
1. Consider the toxicity in your environment and lifestyle. What chemicals are you exposed to every day/often or have you been exposed to in the past? Do you have a history of taking a lot of prescription or over the counter medication, recreational drugs, or alcohol? Do you tend toward negative emotions or self-criticism or have people around you who do?
NATP111 SESSION 9: The Determinants of Health and Nature Cure – Treating the Causes of Illness

Session Aims
This session will provide opportunities for students to:

- Consider how to treat the cause by addressing the determinants of health with patients
- Understand the historical practices of Hygiene and Nature Cure
- Be introduced to the concept of Emunctorology
- Address Learning Outcome(s) 1-2, 5, 6

Session Topics

- 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

Summary

TOPIC
When naturopaths begin to develop therapeutic recommendations for their patients, it is helpful to have a foundation upon which to begin that ensures that they are addressing the causes of illness: the disturbing factors and obstacles to cure. The Determinants of Health provide us with this foundation. Even when we may be a bit confounded by a patient’s presentation, we can always start with these Determinants—they are the basis for health. The historical practices of Hygiene and Nature Cure were founded upon principles similar to our determinants of health—getting back to the basics, following nature’s laws.

For this session you are required to complete the following:

○ Lecture: Prior to joining in tutorial discussion, watch the recorded lectures for this session.

📚 Reading: Complete the following reading for this session prior to watching the lectures:
- Lindlahr, H 2010: Review the chapter entitled The Treatment of Acute Diseases by Natural Methods. Read the chapters entitled The True Scope of Medicine, The Treatment of Chronic Diseases and Hydrotherapy in the Treatment of Chronic Diseases.

建设用地: If possible within your schedule, attend the live webinar discussion to participate in analysing and discussing a patient’s case naturopathically. If live attendance is not possible, then watch the recording.

話し合い: Develop a list of questions that you might ask someone in order to learn how they are living with regard to the Determinants of Health. Do you think it would be more effective to ask these questions in writing or by interviewing them? Which of these questions might be difficult for a person to answer? Do you feel that there is any therapeutic value or teaching opportunity in simply asking these questions?

😀 Critical thinking: Continue to discuss the tutorial questions above and lecture ideas throughout the week.
Glossary: If you need extra help with terminology you may like to refer to the Glossary of terms that is accessible within the LMS.

Email Communication: Remember you can make contact with your tutor. Be sure to read The Loop regularly.

Revision Questions / Activities
1. Sit down with a list of the Lifestyle and Hygienic Factors of the Determinants of Health and consider how you are tending to each of these with regard to your own health.
NATP111 SESSION 10: *Docere* — Naturopath as Teacher

**Session Aims**
This session will provide opportunities for students to:

- Consider the many different ways that a naturopath can “teach” a patient so as to facilitate their movement toward health
- Explore the value of therapeutic presence and creation of a safe space for patients to expand their understanding and experience of health
- Consider the inherent power of a patient to heal and how that can be accessed
- Address Learning Outcome(s) 1-3, 5-6

**Session Topics**
- Definition of the principle
- Role of the naturopath as educator and guide
- Assessing readiness for change
- Types of support and ways of “teaching”
- Walking the talk—role modelling
- Therapeutic presence
- Individual vs. group visits
- Outreach to community
- Writing/speaking

The Placebo Effect- the patient as a modality
- Placebo in treatment
- Total treatment effect
- Placebo in research
- Therapeutic value of the placebo effect

**Summary**

**TOPIC**
In modern society, we are faced with pervasive media messages and even advice from healthcare professionals that encourage us to do things that are detrimental to health. From advertising of over the counter medications that suppress symptoms of illness to advertising of processed foods as “natural” or even “healthy”, to media images of “ideal” body types that encourage unhealthy eating patterns or methods of weight loss, the dominant cultural influences in Western society are not generally geared toward a true and meaningful picture of health. One of the most powerful ways that a naturopath can help their patients is by teaching them about the power of nature to heal and about how the process of healing works. Beyond that, we can also teach about specific ways to achieve and maintain increased health through practice of natural habits. And perhaps most profoundly, we can teach and provide guidance with regard to spiritual wellbeing and mental/emotional aspects of health. Today’s session examines the many different ways that naturopaths can approach this “teaching” and do it in an individualised and effective way.

**For this session you are required to complete the following:**

- **Lecture:** *Prior to joining in tutorial discussion*, watch the recorded lectures for this session.

- **Reading:** Complete the following reading for this session *prior to watching the lectures*:
  - Lindlahr, H 2010: Read the chapters entitled *Air and Light Baths* and *Correct Breathing*. Review the chapters entitled *Mental Therapeutics* and *Scientific Relaxation and Normal Suggestions* from the perspective of how a naturopath might teach these things to patients.
**Tutorial Activity:** Mock “Patient” Interview

Request for a friend or family member to play the role of a “patient” in this exercise, or students in the class who live near to each other can get in touch via The Loop and meet up to do this exercise together.

In this exercise, the “naturopath” should take 20 minutes to interview the “patient” regarding their health and self-care habits. You can use your questions from the Determinants of Health tutorial discussion as a guide if you wish, or you can do the interview in a less structured, more organic way. During this interview, identify one particular habit that could be negatively impacting your “patient’s” health. When that has been identified, you can gently and respectfully delve deeper into why your patient may have that habit and whether they feel it is negatively impacting their health. If you have time, you can go further into assessing the “patient’s” readiness for change and practicing one or more of the aspects of Docere that were discussed in lecture.

Share your experience of this exercise via discussion on the forums, whilst ensuring the maintenance of confidentiality of the identity of who you interviewed and the information that person shared with them.

Forum discussion is guided by these questions: How did it feel to take the role of a naturopath for the first time? How did it feel to discuss the details of someone’s health habits with them as the naturopath? Were there any points at which you felt uncomfortable? Did you have a desire to give a direct recommendation to your patient? If you did this, what was the response? If they were in a real naturopathic visit, do you think this interaction would have resulted in a behaviour change for them?

**Discussion Questions for Tutorial:**

- What are other ways a naturopath can teach/educate their patients in addition to giving information?
- How does confidence in naturopathic theory and philosophy and the effectiveness of its practice impact *Docere*?
- How does the naturopath keep their “teaching” individualized and non-routine?

**Critical thinking:** Continue to discuss the tutorial questions above and lecture ideas throughout the week.

**Glossary:** If you need extra help with terminology you may like to refer to the **Glossary of terms** that is accessible within the LMS.

**Email Communication:** Remember you can make contact with your tutor. Be sure to read The Loop regularly.

**Revision Questions / Activities**

1. Reflect on yourself. Write down your name. Then write down 2 - 3 sentences describing yourself as objectively as you can. Briefly describe the therapeutic situation in which you, as a patient, would most likely thrive, blossom, grow in your individual direction. What kind of naturopath and what kind of relationship with him/her would be best for you?
NATP111 SESSION 11: Practitioner as a Therapy: Docere Through Being the Medicine

Session Aims
This session will provide opportunities for students to:

- Consider the variety of ways to provide therapeutic benefit to patients in addition to the standard naturopathic therapies
- Understand the different aspects of the patient-practitioner relationship to which a naturopath needs to be attentive
- Begin or continue to explore self-development as a path to being a more effective and healthy naturopath
- Address Learning Outcome(s) 2-3, 6

Session Topics
- Self-development as a practitioner/wounded healer
- Interactive Skills
  - Unconditional Presence
  - Healthy boundaries
  - Listening without judgment
  - Verbal and non-verbal communication
  - Self reflection
  - Therapeutic touch
- The patient/practitioner relationship
  - Distribution of power within a clinical setting
  - Rapport building
  - Horizontal & vertical vectors implicit within a patient/practitioner relationship
  - Patient centred practice: key concepts

Summary

TOPIC
In a healthcare setting such as a naturopathic visit, where the patient and practitioner are spending considerably more time together, and the patient is being asked to share personal information and experiences with the practitioner on a deeper level than in conventional settings, the patient-practitioner relationship can be a major factor in the overall therapeutic approach and can carry great power for both the patient and the practitioner. Development of such complex and rewarding relationships with our patients is one of the reasons why holistic healthcare providers often experience greater patient satisfaction and continuity with patients and as part of the total treatment effect, is one of the reasons why holistic therapies are often more effective at generating true healing.

For this session you are required to complete the following:

📝 Lecture: Prior to joining in tutorial discussion, watch the recorded lectures for this session.

📚 Reading: Complete the following reading for this session prior to watching the lectures:


- Zucker, D 2011, ‘An inquiry into integral medicine’. Journal of Integral Theory and Practice, vol. 6, no. 4, pp. 131-36. Please read this article with particular attention to the value that this physician brings to her medicine by virtue of having moved through her own journey to health in a very deep way.
Discussion Questions for Tutorial:

If you were to choose to become a naturopath, what would bring you to that decision? What did you know about naturopathy before you started your study? What experiences in your life led you in this direction? What connection do you have to naturopathy that sparks your passion?

Other Tutorial Discussion Questions:
- What experiences have you had with any sort of healthcare practitioner who provided a strong healing presence? What experiences have you had where you felt that the practitioner offered no healing presence?
- Do you think it is acceptable for a healthcare practitioner to share aspects of their own health or healing experiences with their patients?
- In a healthcare setting, what has helped you to feel rapport with your healthcare practitioner?

Critical thinking: Continue to discuss the tutorial questions above and lecture ideas throughout the week.

Glossary: If you need extra help with terminology you may like to refer to the Glossary of terms that is accessible within the LMS.

Email Communication: Remember you can make contact with your tutor. Be sure to read The Loop regularly.

Revision Questions / Activities

1. On a piece of paper, draw a horizontal line and label the left end with “0” and the right end with your current age. This is your life timeline up to now. Spend some time considering the events in your life that you feel influenced the person you are today—major life changes, illnesses, family events, relationships, learning experiences, anything that you’ve experienced that you feel had major meaning for you, either at the time it happened, or in retrospect. Plot these events on the timeline, marking events that you feel were positive emotionally above the line, and events that you feel were negative emotionally below the line. See what comes up for you as you consider the wandering line that emerges.
NATP111 SESSION 12: Preventare — Prevention

Session Aims
This session will provide opportunities for students to:
- Learn the differences between primary, secondary and tertiary prevention
- Consider the differences between how naturopathy and conventional medicine view prevention
- Explore the key foci of effective prevention at different stages of life
- Address Learning Outcome(s) 1-3, 5-5

Session Topics
- 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
  - Patient engagement
  - Intention and healing
  - Healing power of the mind
- Psychoneuroimmunology

Summary

TOPIC
A naturopath engages in helping a patient to prevent illness and maintain health in much the same way as a naturopath engages in helping a patient heal from illness. The primary strategies for prevention lie in the first two levels of the Therapeutic Order, the Hygienic and Lifestyle Factors of the Determinants of Health, and teaching the patient about the Process of Disease and Healing and the importance of not suppressing acute illness. This is all familiar to us at this point. In today’s session, as we address the last of the six naturopathic principles, we will focus more closely on the power of the patient to prevent illness and the various different preventive emphases that are called for at different times in a patient’s life.

For this session you are required to complete the following:

📚 Lecture: Prior to joining in tutorial discussion, watch the recorded lectures for this session.

📖 Reading: Complete the following reading for this session prior to watching the lectures:

🌍 Tutorial Activity: If possible within your schedule, attend the live webinar discussion to participate in analysing and discussing a patient’s case naturopathically. If live attendance is not possible, then watch the recording.

🗣️ Discussion Questions for Tutorial:
- Do you feel that illness can be prevented by including a handful of health-supportive behaviours or products in one’s lifestyle while not being attentive to removing disturbing factors? Why or why not?
- How would you discuss and encourage health supportive life changes with someone who is not currently experiencing illness?
Critical thinking: Continue to discuss the tutorial questions above and lecture ideas throughout the week.

Glossary: If you need extra help with terminology you may like to refer to the Glossary of terms that is accessible within the LMS.

Email Communication: Remember you can make contact with your tutor. Be sure to read The Loop regularly.

Revision Questions / Activities
1. Create a vision of who you want to be when you are 65 years old. What does it feel like to be you at that age? What sorts of activities do you want to engage in regularly? What will be your priorities in life? How much energy will you have? How will you live each day? And how will you have taken care of yourself between now and then in order to be that person at age 65?
NATP111 SESSION 13: Creating a Healthy World Through Prevention

Session Aims
This session will provide opportunities for students to:

- Explore the potential impact that naturopaths might have on planetary health
- Consider in more depth the environmental and socioeconomic determinants of health
- Explore the worldwide existence and future potential of naturopathy
- Address Learning Outcome(s) 2, 5, 7

Session Topics
- Socioeconomic Determinants of Health
- Sustainable (economic/environmental)/restorative health care—a vision
- The Gaia hypothesis and health—whole systems
- Humanity’s impact on the environment & vice versa
- “Metaflammation” and climate change—the link
- Soil depletion and food quality
- Consequences of global population growth

Diversity of the naturopathic profession and its dynamic state of development
- Naturopathic medicine in North America, India and Europe
- Recent important developments in naturopathy—Foundations of Naturopathic Medicine Project
- 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

Summary

TOPIC
In our last session for this semester, we will explore the vast potential impact that naturopaths can have on the health of the planet. We will consider a number of frameworks, in addition to working directly with patients, within which naturopaths and others can take action to create a healthy world, whether through supporting the health of the environment, serving as an advocate for social and economic justice, or working within neighbourhoods to create healthy communities. Here, we expand our ideas of prevention, holism, and treating the cause beyond individual patients.

For this session you are required to complete the following:

 pena Lecture: Prior to joining in tutorial discussion, watch the recorded lectures for this session.

📖 Reading: Complete the following reading for this session prior to watching the lectures:

🗣️ Discussion Questions for Tutorial:
- What aspects of the environmental, social, or economic issues discussed in lecture today were the most compelling to you? Which do you feel are the most critical to the health of individuals and communities today and why?
What is your vision of all the activities that a naturopath might undertake? What might that include other than seeing patients one-on-one? What might a naturopath’s office be like? Who might their patient population be? Are you interested in working with any particular sort of illness as a “specialty” in your future career? Bounce ideas off of your classmates and see if any of their ideas appeal to you!

Critical thinking: Continue to discuss the tutorial questions above and lecture ideas throughout the week.

Glossary: If you need extra help with terminology you may like to refer to the Glossary of terms that is accessible within the LMS.

Email Communication: Remember you can make contact with your tutor. Be sure to read The Loop regularly.

Revision Questions / Activities
1. Create a mind map of your vision for your future in a complementary medicine field. If you are unfamiliar with the concept of mind maps, you can find information on the internet on how to create one.