

## SUBJECT OUTLINE



Subject Name:

### Naturopathic Philosophy

Subject Code:

**NATP111**

#### SECTION 1 – GENERAL INFORMATION

**Award/s:** Bachelor of Complementary Medicine      **Total course credit points:** 48      **Level:** 1<sup>st</sup> Year  
**Duration:** 1 Semester  
**Subject Coordinator:** Cassie Davenport (Sydney campus) & Andrew Boxer (Melbourne 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:

eLearning      2 hour lecture      1 hour tutorial  
Details:      Narrated PowerPoint presentations, webinars  
Tutorial - Asynchronous Tutor moderated discussion forum and activities  
Prescribed readings, student handouts, web-based resources  
Full Time  
Part Time

**Pre-requisites:** Nil

**Co-requisites:** Nil

#### SECTION 2 – ACADEMIC DETAILS

##### Subject Rationale

This subject introduces philosophy, principles of practice and theories that underlie Naturopathic medicine. Students identify, rationalise, and validate Naturopathic medicine based on western philosophy and unique codified naturopathic principles of practice. Understanding develops through an overview of philosophical thought and an exploration of the ways philosophy forms the foundation of the healthcare professions, with a specific focus on contemporary Naturopathic medicine. Through critical questioning and discussion, students engage in exploration of the principles and key concepts of Naturopathic medicine that derive from philosophical thought, and recognise how these relate to Naturopathic practice. This subject provides foundational knowledge for the informed study and practice of Naturopathic medicine and develops recognition of healthcare discipline philosophical commonality and difference and the unique characteristics that define naturopathic practice.

##### Learning Outcomes

1. Identify the branches of western philosophy and knowledge and determine the ways these inform healthcare generally and Naturopathic practice specifically.
2. Recognise the Naturopathic view of illness and healing as a dynamic process within a rational philosophical framework through application of the principles of naturopathic practice and naturopathic theory.
3. Explain the six primary Naturopathic case management principles and explore the clinical application of these within the concept of the Therapeutic Order.
4. Describe the philosophical basis of knowledge applied by Naturopathic medicine and relate this to clinical reasoning and ethical/values-based behaviour.
5. Comprehend the role of Naturopathic medicine within contemporary healthcare service delivery from a philosophical perspective.

| Assessment Tasks   |                            |                         |               |           |
|--|----------------------------|-------------------------|---------------|-----------|
| Type   | Learning Outcomes Assessed | Weeks Content Delivered | Week Due      | Weighting |
| <b>Tutorial Participation</b><br>(Weekly forum posts on activities and topics, minimum. 100 words) | 1-5                        | 1-13                    | 1-13          | 30%       |
| <b>Essay (template)</b><br>(750 words)   | 1-3                        | 1-7                     | End of week 7 | 20%       |
| <b>Written assessment</b><br>(1000 words)  | 2-5                        | 1-13                    | 14            | 50%       |

#### Prescribed readings:

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

#### Recommended readings:

1. Barcan, R. (2011). *Complementary and alternative medicine: Bodies, therapies, senses*. Oxford, England: Berg.
2. Driesch, H. (1914). *The history and theory of vitalism* (C. K. Ogden, Trans.). Retrieved from <https://archive.org/details/cu31924003039330/page/n5>
3. Kirchfield, F, & Boyle, W. (2005). *Nature doctors: Pioneers in naturopathic medicine* (2<sup>nd</sup> ed.). Portland OR: NCNM Press.
4. Logan, A. C., Goldenberg, J. Z., Guiltinan, J., Seely, D., & Katz, D. L. (2018). *North American naturopathic medicine in the 21st century: Time for a seventh guiding principle—Scientia Critica. Explore, 14(5), 367-372*, <https://doi.org/10.1016/j.explore.2018.03.009>
5. Reiss, J. & Ankeny, R. A. (2016). Philosophy of medicine. In E. N. Zalta (Ed.), *The stanford encyclopedia of philosophy* (Summer ed.). Retrieved from <https://plato.stanford.edu/archives/sum2016/entries/medicine/>
6. Warburton, N. (2013). *Philosophy: the basics* (5<sup>th</sup> ed.). London, England: Routledge.

| Subject Content |   |  |
|-----------------|---|--|
| Week            | Lecture   | Tutorial   |
| 1.              | <p><b>Understanding philosophy as a discipline</b></p> <ul style="list-style-type: none"> <li>• Define philosophy and understand how philosophers think</li> <li>• Introduce the distinct branches of philosophy</li> <li>• A brief history of Western philosophy               <ul style="list-style-type: none"> <li>○ Greece – Aristotle and Plato</li> <li>○ Religious philosophy</li> <li>○ Eastern philosophical influences on Western thought</li> <li>○ The Enlightenment</li> <li>○ <i>Naturphilosophie</i> within German Romanticism and its importance for Naturopathic medicine</li> <li>○ Contemporary philosophy in Western society</li> </ul> </li> </ul> <p><b>Philosophies of healthcare knowledge in practice</b></p> | <ul style="list-style-type: none"> <li>• Small group forum discussion – philosophy in life</li> <li>• What effect does the mind-body split (dualism) have on the way humans see themselves? How does a monistic perspective differ?</li> </ul> |

|                  |  |  |
|------------------|--|--|
|                  | <ul style="list-style-type: none"> <li>• What is healthcare knowledge?           <ul style="list-style-type: none"> <li>○ Philosophies of the body               <ul style="list-style-type: none"> <li>▪ Monism and dualism</li> <li>▪ Balance and homeostasis</li> <li>▪ Illness as meaning-making</li> <li>▪ Bodily typologies and constitutions</li> <li>▪ The body as machine-like</li> </ul> </li> <li>○ Philosophy of disease classification               <ul style="list-style-type: none"> <li>▪ The philosophy of epidemiology</li> <li>▪ Population health</li> <li>▪ Evidence-based medicine</li> <li>▪ Evidence-based practice</li> <li>▪ Practice-based evidence</li> <li>▪ Narrative medicine</li> </ul> </li> <li>○ Philosophy of Naturopathy</li> </ul> </li> </ul>  |  |
| <p><b>2.</b></p> | <p><b>The use of reasoning within healthcare delivery</b></p> <ul style="list-style-type: none"> <li>• Formal and informal logic</li> <li>• Reasoning methods in the clinical setting – the art and science of healthcare           <ul style="list-style-type: none"> <li>○ Practical reasoning               <ul style="list-style-type: none"> <li>▪ Logic shared across a community</li> <li>▪ Ends served by the means</li> <li>▪ Experientiality informing reason</li> <li>▪ Context driving reasoning</li> <li>▪ Reasoning conscious of multivariate causality</li> <li>▪ Controlled environments inform reason</li> <li>▪ Reasoning focusing on isolated causes</li> </ul> </li> </ul> </li> <li>• Logical fallacies and their relevance</li> <li>• Naturopathic medicine and the use of logic within clinical reasoning</li> <li>• Contextualised individualisation of therapeutic interventions           <ul style="list-style-type: none"> <li>○ Holistic and teleological prioritisation</li> <li>○ Emphasising the inter-relational physical/mental/ emotional/spiritual /socio-cultural/existential body</li> <li>○ Unique causal factors within a nexus of interconnection</li> <li>○ Appropriateness of reductionism and mechanism</li> </ul> </li> </ul> | <p>Forum discussion – the role of philosophy in healthcare</p> <p>What does the <i>natura</i> in Naturopath mean?</p> <p>The appropriateness of reductionist and mechanistic philosophy within naturopathic medicine.</p> <p>Experiential learning: sensing the ‘energy body’ (guided exercise).</p> |
| <p><b>3.</b></p> | <p><b>Naturopathic medicine philosophy in practice – principles and theories</b></p> <ul style="list-style-type: none"> <li>• The Naturopathic framework of health and disease           <ul style="list-style-type: none"> <li>○ Nature cure</li> <li>○ Determinants of health</li> <li>○ Model of progression of disease and restoration of health</li> <li>○ Acute and chronic illness</li> <li>○ Suppression and healing</li> <li>○ Hering’s Law of Cure</li> </ul> </li> </ul>  | <p>Small group forum discussion –</p> <p>Class and on-line discussion - explore the condition of solastalgia and discuss its ontological relevance to Naturopathic medicine</p> <p>How might the Healing Power of Nature be explained to others?</p>   |
| <p><b>4.</b></p> | <p><b>Naturopathic medicine philosophy in practice – guiding principles</b></p> <ul style="list-style-type: none"> <li>• Primary guiding principles           <ol style="list-style-type: none"> <li>1. First do no harm</li> <li>2. <i>Vis medicatrix naturae</i></li> <li>3. Holism</li> </ol> </li> </ul>   | <p>Forum discussion.</p> <p>Critical consciousness as a principle in naturopathy.</p> <p>Read and discuss ‘North American naturopathic</p>   |

|    |  |  |
|----|--|--|
|    | <p>4. <i>Tolle causum</i></p> <p>5. <i>Docere</i></p> <p>6. Prevention</p> <p><b>Naturopathic medicine philosophy in practice – clinical principles</b></p> <ul style="list-style-type: none"> <li>The Therapeutic Order as a clinical guide to action           <ol style="list-style-type: none"> <li>Establish the conditions for health</li> <li>Stimulate the <i>vis medicatrix naturae</i></li> <li>Address weakened systems or organs</li> <li>Correct structural integrity</li> <li>Address pathology using natural products</li> <li>Address pathology using synthetic products</li> <li>Remove pathology</li> </ol> </li> <li>The Therapeutic Order is flexible according to clinical presentation</li> </ul>  | <p>medicine in the 21st century: Time for a seventh guiding principle–Scientia Critica’ by Logan, A. C., Goldenberg, J. Z., Guiltinan, J., Seely, D., &amp; Katz, D. L. (2018) EXPLORE</p> <p>Small groups - peer interview to explore the Naturopathic guiding principles</p> |
| 5. | <p><b>Naturopathic Medicine in Practice</b></p> <ul style="list-style-type: none"> <li><i>Vis Medicatrix Naturae</i> – The Healing Power of Nature</li> <li>Relationship of spirituality to the concept of the <i>Vis Medicatrix Naturae</i></li> <li>Connection to/love of nature, working in sync with nature</li> <li>NDD – Nature Deficit Disorder</li> <li>Modern energy medicine</li> </ul> <p><b>Process of Disease and Healing – The Vis in Action</b></p> <ul style="list-style-type: none"> <li>Naturopathic definition of disease</li> <li>Acute vs. chronic disease</li> <li>Symptoms as expressions of the illness</li> <li>Acute inflammatory process &amp; the body’s innate intelligence</li> <li>Schematic of the process of disease and healing</li> <li>Removing obstacles to cure/disturbing factors</li> <li>Hering’s Principles of Cure</li> <li>Healing Reactions/Discharge vs. Disease Crisis</li> </ul> | <p>Small group forum discussion – What is your experience of <i>vis medicatrix naturae</i>?</p> <p>Review a case and discuss the therapeutic order in relation to this</p>   |
| 6. | <p><b>Primum Non Nocere – First Do No Harm</b></p> <ul style="list-style-type: none"> <li>Hippocratic history</li> <li>Concept of the least force intervention</li> <li>Spectrum of therapeutic force</li> <li>First Do Nothing as a corollary</li> <li>Distinguishing suppression, palliation and cure/ elimination</li> <li>Restorative practices as least force interventions</li> </ul> <p><b>The Guiding principle ‘First Do No Harm’</b></p> <ul style="list-style-type: none"> <li>Establish the conditions for health</li> <li>Stimulate self-healing mechanisms</li> <li>Support weakened or damaged systems or organs</li> <li>Address structural integrity</li> </ul>   | <p>Small group forum discussion - personal experience with innate healing capacities.</p>  |
| 7. | <p><b>Tolle Totem – Treat the Whole Person</b></p> <ul style="list-style-type: none"> <li>Treating the person vs. fighting disease</li> <li>Individualised view of disease</li> <li>Analysis and Synthesis</li> <li>Complexity and variability</li> <li>The role of context/systems in holism</li> <li>Biopsychosocialspiritual context/approach</li> </ul>  | <p>Forum discussion – analyse the progression of disease and restoration of health model and relate this to acute and chronic otitis media.</p> <p>Explore the concept of disease suppression through an example of this from</p>  |

|   |   |  |
|---|---|--|
|   | <ul style="list-style-type: none"> <li>• Overview of Integral Theory</li> <li>• Role of spirituality in medicine and healing</li> </ul> <p><b>Constitutional Medicine – Treating the Whole Person in Practice</b></p> <ul style="list-style-type: none"> <li>• “Constitution” defined</li> <li>• Overview of the constitutional systems of homeopathy</li> <li>• Identification of patterns: physical, mental, emotional</li> </ul>   | experience   |
| <p><b>NON-TEACHING WEEK</b> (note that make-up classes may be scheduled in this week)</p> <p><b>Online Students</b> - The break week falls between Weeks 7 and 8.</p> |   |  |
| 8.  | <p><b>Tolle Causam – Treat the Cause</b></p> <ul style="list-style-type: none"> <li>• Definition of the principle</li> <li>• Unity of Disease (Lindlahr)</li> <li>• Terrain, miasm and temperament vs. pathogen</li> <li>• How does one thing cause another?</li> <li>• Is it possible to truly ‘know’ a cause?</li> <li>• Downward causality and emergence</li> <li>• Upward causality and reductionism</li> <li>• Dispositionalism</li> <li>• Toxaemia – sources of toxicity</li> </ul> <p><b>Treating the Causes of Illness</b></p> <ul style="list-style-type: none"> <li>• History and practice of hygiene and Nature Cure</li> <li>• Primary and secondary causes of disease</li> <li>• Emunctorology</li> </ul>  | Forum discussion. How does naturopathic medicine provide <i>Telos</i> in its understanding of causality? |
| 9.  | <p><b>Docere – Naturopath as Teacher</b></p> <ul style="list-style-type: none"> <li>• Definition of the principle</li> <li>• The patient/practitioner relationship</li> <li>• Horizontal &amp; vertical vectors implicit within a patient/practitioner relationship</li> <li>• Distribution of power within a clinical setting</li> <li>• Empowerment</li> <li>• Patient centred practice: key concepts</li> <li>• Role of the naturopath as guide</li> <li>• Therapeutic presence</li> <li>• Self-development as a practitioner/wounded healer</li> <li>• Self-reflection</li> </ul> <p><b>The therapeutic relationship as medicine</b></p> <ul style="list-style-type: none"> <li>• Intention and healing</li> <li>• Walking the talk—role modelling</li> <li>• Rapport building</li> <li>• Interactive Skills</li> <li>• Unconditional Presence</li> <li>• Healthy boundaries</li> <li>• Listening without judgment</li> <li>• Verbal and non-verbal communication</li> <li>• The patient as a modality - the Placebo Effect</li> <li>• Psychoneuroimmunology</li> </ul> | Small group forum discussion - The role of the therapeutic relationship. Experiential exercise.          |
| 10.   | <p><b>Preventare — Prevention</b></p> <ul style="list-style-type: none"> <li>• Definition of the principle</li> </ul>   | Small group forum discussion – how do you reason the healthcare you                                      |

|     |   |   |
|-----|---|---|
|     | <ul style="list-style-type: none"> <li>• Health promotion</li> <li>• Health during pre-conception, conception and pregnancy</li> <li>• Health in childhood and adolescence</li> <li>• Lifestyle behaviours</li> <li>• Risk factors</li> <li>• Engagement and adherence</li> </ul> <p><b>Prevention of disease</b></p> <ul style="list-style-type: none"> <li>• Sustainable (economic/environmental)/ restorative health care—a vision</li> <li>• Social determinants of health</li> <li>• Creating a healthy world</li> <li>• Human impact on the environment</li> <li>• Impact of the environment on humans</li> <li>• The Gaia hypothesis and health—whole systems</li> <li>• “Metaflammation” and climate change – the link</li> <li>• Consequences of global population growth</li> </ul>   | <p>personally use?</p> <p>How does Naturopathic medicine ethically appraise a good or bad outcome?</p> <p>Experiential learning: sensing the ‘energy body’ (guided exercise).</p> |
| 11. | <p><b>Therapeutic techniques in Naturopathy</b></p> <ul style="list-style-type: none"> <li>• Nature as inherently therapeutic <ul style="list-style-type: none"> <li>○ Nutrition</li> <li>○ Plant medicine</li> <li>○ Water</li> <li>○ Touch</li> <li>○ Movement</li> <li>○ Breath</li> <li>○ Meditation</li> <li>○ Homoeopathy</li> </ul> </li> </ul>  | <p>Small group forum discussion</p> <p>Experiential treatment exercise: breath awareness and Movement</p>   |
| 12. | <p><b>Naturopathic medicine philosophy within contemporary healthcare service delivery</b></p> <ul style="list-style-type: none"> <li>• Democracy, capitalism, neoliberalism, and socialism</li> <li>• Philosophy of state healthcare funding</li> <li>• Philosophy of private healthcare insurance</li> <li>• Professional dominance and power in healthcare policymaking and service delivery</li> <li>• Naturopathic medicine interaction with political healthcare philosophies</li> </ul> <p><b>Naturopathic medicine and public healthcare policy</b></p> <ul style="list-style-type: none"> <li>• Philosophical profile of Naturopathic medicine users</li> <li>• Naturopathic medicine use as cultural and political identity</li> <li>• Naturopathic medicine as a public healthcare service delivery to all sectors of society</li> <li>• Naturopathic practitioners as primary healthcare providers</li> <li>• Naturopathic medicine service provision as healthcare of affluence</li> <li>• Naturopathic medicine service provision in poor and underserved communities</li> <li>• Philosophical concerns in healthcare policymaking</li> <li>• Types of knowledge legitimated by healthcare policymakers</li> <li>• Naturopathic medicine presence within healthcare policymaking</li> </ul> | <p>Naturopathic treatment modality exploration –</p>  |
| 13. | <p><b>Naturopathic medicine and philosophical scepticism</b></p> <ul style="list-style-type: none"> <li>• Common sceptical arguments against Naturopathic medicine philosophy</li> <li>• Counter-arguments to scepticism of Naturopathic medicine philosophy</li> </ul>   | <p>Synthesis of learning from this subject</p>  |

|     |   |  |
|-----|---|--|
|     | <b>Communicating Naturopathic medicine philosophy</b> <ul style="list-style-type: none"> <li>• Role as academically rigorous CAM philosophers</li> <li>• Role as philosophical ambassadors for Naturopathic medicine in healthcare</li> <li>• Disseminating Naturopathic medicine philosophy</li> </ul> |  |
| 14. | <b>Non-Teaching Week 1 (note that make-up classes may be scheduled in this week).</b>   |  |
| 15. | <b>Non-Teaching Week 2 (note that make-up classes may be scheduled in this week).</b>   |  |
| 16. | <b>Final Exam Week 1</b><br>This subject does not have an on-campus final exam. See Assessment table above for final exam information.  |  |
| 17. | <b>Final Exam Week 2</b><br>This subject does not have an on-campus final exam. See Assessment table above for final exam information.  |  |