

Homoeopathic Case Analysis

Contents

- Lesson 1** **Finding the Symptoms – recognising Individuality and Susceptibility**
Differentiating between presenting and prescribing symptoms. Defining types of symptoms. To demonstrate the shift in symptoms over time. To recognise the symptoms that build up into a case using three cases.
Basic Skills The Order of Sections in the Repertory with exercises on finding symptoms in the repertory.
- Lesson 2** **Exciting and Maintaining causes and the Total Symptom Picture**
To identify exciting and maintaining causes and the symptoms that arise from these then how they relate to the Total Symptom Picture of the constitutional case. Two cases are used to illustrate and work with.
Basic Skills More | Repertory Work converting symptoms into rubrics, tackling the language of the repertory. Lots of exercises.
- Lesson 3** **Looking for an Essence**
Looking for the Essence of the case. Building a list of symptoms into a Totality, a pattern of symptoms that makes a case. How to see the essential quality of a case in the language used, the process of degeneration of the miasm and the tonal quality of the symptoms. Differentiating keynotes, characteristics and nature of the Vital Force. Three cases to work on.
Basic Skills repertorising a Case The basic process of putting prescribing symptoms into a hierarchy, finding rubrics then the process of elimination. 5 small cases to work on. Answers provided in appendix.
- Lesson 4** **The Chronic Disease**
Definition of chronic disease and distinction as to how the term is used in orthodox medicine. How the characteristics of chronic disease affect the expression of symptoms and explain the change in symptoms, i.e. the dynamic process of chronic disease. The process of chronic disease in relation to The field of action of a homoeopathic remedy. The miasm as fundamental cause. Miasmatic degeneration responsible for the manifestation of the pattern of symptoms at any one stage. Using one case but bring it to bring together all previous lessons.
Basic Skills Using Individuality and Susceptibility in repertorising – 5 cases to work on with answers in the appendix.
- Lesson 5 The Degeneration of the Miasm, the Disease Process and the Timeline.**
So important to know in dealing with today's complex cases, how the manifestation of the miasm changes through a lifetime. How it changes location, mode of defense mechanism and of course symptom picture. What **do** we mean when a case moves deeper? Using a timeline to illustrate the point of change and what symptoms change. Two cases to illustrate theory and with exercises to help understanding.
Basic Skills Individuality, Susceptibility and the Core Symptoms In other words, identifying what remains the constitutional remedy through the disease expression. Three cases to work on with a detailed explanation of one.
- Lesson 6 How Family Patterns Show the Degeneration (or internalisation) of the Miasm**
Using three families, one of three generations, to show how these express stages of the miasm. This will change with each subsequent child and can be recognised through the core symptoms, the different locations and defense mechanism used on the disease process, and illustrated in the use of a table of comparison. Coincidentally there is material on the shift between the tubercular and cancer miasm.

Basic Skills Case Taking Establishing the value of symptoms and the pattern of symptoms plus means of acquiring information.

Lesson 7 Choosing a Potency

On what criteria is this selection based? Relating potency selection to the speed of change of the symptoms and their level of manifestation, and the defense mechanism used by the Vital Force. – i.e. indicators of the vitality of the vital force and the degree of chronicity. Using three cases to illustrate.

Basic Skills Observation with a questionnaire to help separate from mere description. How to go about it, step one, recognising impressions with its mass of potential information.

Lesson 8 The Miasm and the Use of the Nosode

This lesson looks at nosodes in terms of resonance patterns and the energy level of the Vital Force. What guidelines can we establish? Why is the use of the nosode different from that of other remedies? Review of two cases already studied then further study of 3 cases to show different situation in which a nosode can be used.

Basic Skills Tracking the patient. How can we be with the patient during the interview, getting information without influencing it. In other words, if we cannot be truly objective, how can we interact? ‘Tracking is done unconsciously and naturally by the good conversationalist’.

Lesson 9 Assessing the Action of the Remedy

To understand the change in a symptom picture after giving a remedy. What symptoms have changed and how have they changed. And what does change mean. By what criteria can we evaluate change in the symptom picture. Review of 5 cases already studied.

Basic Skills Observation 2 Synopsis of body types in the work of Stanley Keleman. How can these be used in Homoeopathy so the evidence of a physical nature informs us of the underlying motivation and experience?

Lesson 10 When the Remedy Changes

This boils down to how we evaluate change in the symptom picture. Here we look at different criteria including the acute after treatment, interfering causes of an exciting or maintaining nature, and evidence of retrogressive change in the expression of the miasm. Three cases are used to demonstrate different types of change

Basic Skills Language 1 the physical aspects of making sound as related to the repertory. And of course, more repertory exercises.

Lesson 11 Using Repeat Doses in Long Term Management

This includes discussion on the concept of the Single Dose, the effect of repeat doses on the Vital Force and the use of Cell Salts and LM potencies. Why would we want to repeat the dose? Two cases illustrate this Lesson’s theory.

Basic Skills Language 2 What does the language we use tell us of the mental and emotional processes and the essence of the remedy?

Lesson 12 Treating Acute Illness

This lesson looks at the different types of acute and how these arise from the constitutional symptom picture. How do we recognise these different types of acute and hence choose an appropriate potency and management of the case? With case examples.

Basic Skills Life Strategies or Belief Structures. Putting it all together to show the relationship between Essence, language and manifestation of disease.