

## SUMMER SCHOOL: AN INTEGRATED PROFESSIONAL EXPERIENCE IN HOMOEOPATHIC MEDICAL EDUCATION\*

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The Institute of Clinical Research, Bombay planned and executed its first Summer School Programme for three weeks in May 1977. It was aimed at effecting a fundamental change in the attitude of the homoeopathic physician to practice, regarding it as a precise application of theory to the problems presented by the patient. The physician was persuaded to view his patient from a larger dimension and thus relate him effectively to the life situation which the patient made an attempt to solve to the best of his ability, the illness representing the solution effected, *albeit*, at a lower level of efficiency.

Teaching of Homoeopathy was represented as sharing an experience of practice in the most effective manner possible by paying special attention to the fundamental principles of learning, exposition and methodology along with appropriate techniques. It was suggested that exposition of any subject benefits the practitioner through effecting clarity in understanding which, otherwise, cannot be obtained readily.

Precision in the use of words, language and thinking was emphasised through the demonstration of these processes in a group learning situation. Deduction as well as induction were demonstrated in the group situation by introducing sufficient number of facts, related as well as unrelated, and persuading the learner to establish their proper inter-relationship and the evolution of the logical structures formed by vertical as well as horizontal relationships.

Educational philosophy and organization in its special impact on the field of homoeopathic medical education was presented and its relevance to the current situation pointed out.

Demonstration lectures were given in certain selected areas and the manner of converting a syllabus into a curriculum, units and lessons discussed.

Further, the participants got an opportunity of working out certain topics by going through the library, casting notes and then the black-board notes and on the basis of these to lecture to the group, treating the lecture as a demonstration lecture. The group commented on the lecture and a criticism was subsequently offered by the guide.

Case histories were sent out along with the detailed programme in advance. The working of the cases in accordance with the method of reperi- torization was demonstrated.

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Diseases of liver and their management in homoeopathic practice was taken up in a fully integrated manner so that the basic concepts in respect of structure and function and alterations induced in these through environmental factors and the various clinical expressions with their correct interpretations from the standpoint of management, general as well as homoeopathic, was demonstrated so that the method of exposition and its implications were grasped in a clear manner.

From all this, it will appear that considerable care was given to designing a truly balanced syllabus and curriculum that would indeed help those engaged in the teaching of Homoeopathy and clinical medicine in homoeopathic medical institutions.

In addition, certain areas were illuminated through discussion and presentation following certain new concepts and techniques pertaining to the integrated method of evolving Hahnemannian totality either from the patient or from the symptoms in the source books of the homoeopathic materia medica. Comparative materia medica was also demonstrated as well as the advantage in presenting the inorganic homoeopathic materia medica from the standpoint of the periodic table and in groups. Finally, an exposition of the concept of structures and their implications for the study of disease, natural as well as drug-induced, were discussed.

Clinical training concentrated upon the demonstration of the Interview Technique and the follow-up on a Case. About 2-3 sessions of 3 hours duration were arranged every week for each physician who joined. These took place in the private practice of Dr. M. L. Dhawale and Dr. K. N. Kasad who constituted the teaching faculty. Cases of general interest and which were recorded during these sessions were presented and discussed by the student-physicians who attended the session, the guide pointing out the areas missed and correcting the interpretations made.

The Summer School represented a totally new experimental approach to the problem of inducting a fundamental change in the attitudes and methods practised by the learner hitherto and which were patently defective and hence landing him repeatedly in trouble. In order to achieve this, we decided to concentrate for the most part on X-C method of discussion in which the group is involved. In this a large number of facts are deliberately inducted in a manner which will make their relevance to the situation a bit obscure; the levels and areas of discussion are also changed rapidly. The learners are persuaded to participate actively through persistent and intensive prodding and made to establish the relevance and significance of these facts and derive the proper concepts from these; the application of these to various regions is again demonstrated as an experience for the participants. The clinical situation in homoeopathic practice represents a like situation in which a physician is forced to adapt to a rapidly changing situation in which unassorted facts (symptoms) require to be elicited and followed through in a logical manner so that right conclusions in respect of the diag-

nosis, prognosis and therapy are arrived at in a reasonable period of time. The group discussion learning situation as practised at the I.C.R. Summer School, thus, is best suited to modify the physician-learner so that he emerges from the experience, a totally re-oriented and re-integrated personality in possession of right methods and techniques and the will to apply these to the clinical situation.

#### RESULTS

Seven physicians joined the Summer School: 2 Principals, 3 Lecturers, 1 Organizer of a Study Group and with prior experience of Lecturing and a Ph.D. in mathematics and who had obtained a valid homoeopathic registration with a State Board. Out of these 2 could not complete the programme on account of personal reasons: they left in the middle.

The five that remained were modified as under:

1. One learner improved to the extent of a total acceptance of the new approach as practised at the Summer School, this producing a new awareness. He, however, found it difficult to translate this into practice on account of the loss of ability to put in concentrated and prolonged effort required and the faculty of being readily deflected by extraneous forces operating in the near vicinity.

2. One learner did accept the new programme but could not really adapt himself to it on account of his personal problems and a state of confusion that obtained in his thinking.

3. One learner made a valiant attempt to accept the programme and to change. But, his efforts were, to a large extent nullified on account of his half-hearted acceptance of the philosophy underlying the Summer School (his greater accent on information-given learning) and his inability to face up to the new situation that demanded a radical change in his life, personal as well as professional: he found himself a victim of circumstance—a fairly common phenomenon.

4. The remaining two learners, already working in the same study group as well as in private, found the impact of the Summer School to be quite salutary. They did pass through a shock wave that produced a state of Confusion, dis-orientation, benumbed feeling, anger, mortification and despair. They had, however, the perspicacity to relate all these to themselves and their past and not to the learning situation which they took up as a challenge to their faculties and abilities. This disposition carried them through and they emerged out with flying colours. The impetus and direction given to them continued as evidenced by the work they put in after their return to the hometown. These two learners who maximised the learning situation, extending their working day to nearly 16 hours in the day, expressed their strong desire to have a second opportunity next year to repeat their experience so that they may improve themselves further.

The learning group was driven hard no doubt; but till one really gets

an opportunity to drive himself to the limits, one hardly ever realises what these limits are. One also cannot approach perfection unless one demands it of oneself. And when one works in that spirit a wonderful experience can be created and an opportunity for sharing it provided. And that was the joy of the Summer School.

The Summer School had 3 faculty members, 4 evaluators and 7 learners: 14 in all. All were encouraged to forget themselves; those who could, learnt the most; the learning situation shed its light evenly around all the 14 learners, each benefited according to his capacity: none left without adding an iota to his wisdom.

#### CONCLUSION

The I.C.R. Summer School was dedicated to the spirit of professional excellence. In its operations it demonstrated: service above self. Full intellectual freedom can be had only through internal discipline of the most severe variety was learnt the hard way through the rigours that humbled all pride—the main obstacle to learning. Total integration of philosophy, practice, techniques and research could be experienced in the Summer School. Thus can be produced the integrated learner for whom, and for whom alone, the Summer School becomes a *kalpataru*. Thus man progresses from darkness to light, shedding progressively the dead weight that anchors him down to his base self. No mission ever succeeds as long as self remains. Hahnemann could realise this in his life and thanked Providence for choosing him as the agent of the divine will. We could hope to reach the same level of evolution provided we follow faithfully in his footsteps without claiming the arrogance to improve upon him and his methods while making a pretence to be a homoeopathic physician.

Man progresses: the Summer School cannot help being progressive as it is manned by men. Men who seek to acquire the capacity to dissect themselves without squirming the least are best fitted for research. And we train ourselves for that in a manner more rigorous than that of the Summer School. Progress involves change in relation to a more truthful appreciation of time and circumstance. And we welcome change as the price we must pay for improved operational efficiency.

The I.C.R. stands for controlled operational efficiency of the highest order through methodological application of research. It can, therefore, truthfully assure that the I.C.R. Summer School 1978 will be better than the predecessor on account of the research conducted by us on ourselves on the basis of the written records maintained for us by all the 14 learners of the I.C.R. Summer School 1977. It will also benefit from the critical experience of the regular I.C.R. training programmes since 1975 including the radical innovations (Case → Concept: Problem Oriented System) introduced in the 1977-78 programme.

A postponement of the I.C.R. International Homoeopathic Symposium

(October 1977) on the theme: Hahnemannian totality: *Balanced Integrated Evolutionary Approach and Its Standardization in Homoeopathic Practice* was forced upon us through the manipulation of circumstance. Time gave us the opportunity to utilise the latest research findings and incorporate these in improving tremendously the content and quality of the symposium. Loss and gain make up the balanced whole! We are now in a happy position to top off the I.C.R. Summer School 1978 with the cream of Hahnemannian Totality Symposium that would, in the years to come, be the standard reference work on this most important aspect of Homoeopathy. Given the requisite co-operation we should, certainly, like to make such symposia a regular feature of the I.C.R. Summer Schools in the future.

We wish well to all in 1978 so that a brighter future is assured.

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