

INTRODUCTION

The Founder, David Howell FHMA, MHMA, MCPH.

“Welcome to The Homeopathy College.”

“My introduction to Homoeopathy was through experiencing the effects of being treated. Maybe you have discovered its effects for yourself or have been stimulated to discover more from seeing its effects on others.

I initially taught myself Homoeopathy and then trained with Robert Davidson who started the first and the largest College for practitioners in the UK. Together we set up this college in the Midlands in 1987 followed by Colleges in London and Iceland.

In my experience most people become passionate about Homoeopathy through the joy of seeing people regain their health and happiness, the joy of seeing them develop.

In 1999 we re-organised the official standing of the College. It is now a ‘Company Limited by Guarantee’ – which means it is not owned by anyone, it is non-profit making and all the proceeds from the courses are re-invested in the College facilities and its courses. To-day all the Colleges work closely together even though they are separately administered.

Through the years I have seen many changes in Homoeopathy and the way it is taught. This course is continually adapting to the advances made in Homoeopathic practice and the demands of students, teachers, course reviews and external inputs. I believe this is healthy and fits with one of the best definitions of health – ‘the ability to adapt to change’.

In order to be able to respond to the needs of individual students and groups of students, the staff encourage innovation in the course, so there is a balance between structure and flexibility. Robert recently put this very succinctly – ‘Planned spontaneity is not lack of structure’!

In other words some parts of the course are quite rightly going to change, including some things written in this Prospectus. Each change is evaluated in the same way as we evaluate Homoeopathic treatment – by the results. Further changes are then implemented as appropriate. It is all part of the process of development.

Here the Prospectus introduces you to the different areas of the College and course some of which are well structured and some of which are not. I hope it will answer some of the questions you might have, to assist you in deciding whether to come to

this College to study Homoeopathy. If you would have liked to have seen more or different information in this Prospectus please let us know.

If you are considering this course and would like the opportunity to visit the College and meet us for yourself, you are welcome to contact the office and arrange to visit

The only way to really get to know what our course is like is to visit us during a College weekend. Do come.

during a College weekend. You will be able to meet some of the staff and students, sit in on a few lectures and ask questions. This will give you a better sense of what we do. We can

assess our mutual suitability. If you are planning a visit during a College weekend, Christopher will endeavour to arrange your interview during your visit if you wish.

You have my very best wishes and I hope to meet you soon.”

David Howell

The Principal, Christopher Hammond

“I have always been fascinated by what keeps people healthy. Having started out in medicine, studying at St Mary’s Hospital in Paddington, I was left with so many questions unanswered – why did some people catch bugs and not others that were equally exposed? How did some people stay healthy despite a very poor diet and lifestyle whilst others fell ill at the slightest provocation?

It struck me that most of the answers available in orthodox medicine actually dodged the questions by ascribing causes to mechanisms of disease or just giving the process a name and then calling that the reason. The depth of insight into what was going on was lacking.

I also eventually wanted a system of medicine that did not use potentially toxic drugs that only treated the end results of disease in isolated parts of the body system.

Homoeopathy was totally unknown to me and when the name of a particular College kept being drawn to my attention within a space of a few months, I knew that I had to go and study. It was the easiest decision of my life and I have no regrets about taking it.

Starting the course was like coming home for me. It just all made such sense.

There are many routes to this study. From talking with others, I have the impression that this sense of being drawn to it, often not really knowing exactly why, is a fairly common experience. The why may become clearer much later; sometimes years later.

Whatever your reason for enquiring about the course, the question ‘why this course?’ will be in your mind. I could give many reasons but there are two that stand out. The first is the ‘practical’ nature of the course. If you look at our Aims you will see that they are all geared towards helping you get to a position where you can become a successful professional Homoeopath. All the Colleges teaching ‘Practical’ Homeopathy share this goal. The other very important reason is quite simply the fun of it!

Obviously the way we teach is important but the most important aspect lies in the nature of the Homoeopathy that we teach. The single most important criteria is to find out what works in every individual case of sickness.

Homoeopathy has a method for assessing the progress of a client, of deciding whether they are truly getting better or not. With that to guide us, we have many different methods of applying Homoeopathy to make it easier to find remedies that will help the healing process and therefore help us to be more sure of the final result. They are only short cuts in the sense that it makes complicated cases simpler to help,

If someone gets better, what does it matter how they did it? They are healed and that is all that is important.

simpler to see what is needed.

If this way of working appeals to you as much as it did to me or you would just like to know more about this course, come and visit us. You will be made very welcome.”

Christopher Hammond

Homoeopathy is safe, simple and effective.

Homoeopathy is fun

From experience we have found these to be necessary prerequisites for successful practice.

OUR AIMS

Our aim is to support you, by whatever appropriate means, to become an effective, successful, safe homoeopath who has fun in homoeopathy.

Basically we all want three things

- 1 To make a difference
- 2 To be successful
- 3 To be happy

If you believe homoeopathy may be for you, we will help you discover if you are right.

The single most important factor which will contribute to your eventual success in every sense of the word, is

your enthusiasm / passion / love for homoeopathy.

Academic ability is useful but not essential. To some it may even be a handicap as they will likely be challenged to work in new ways! Of course there is an academic element to the course but 'being' a homoeopath is not about being an academic.

We aim to help students discover the simplicity within homoeopathy, which helps them be successful and have fun as practitioners.

We have lots of fun on the training course too.

We work from a basis of mutual respect and encourage you to develop and assess your ability, to discover when you need support before you get out of your depth, to discover what sort of support you need and how to get it.

We trust you to act with integrity and only do that which you would wish to be done unto you. We also keep our ears and eyes open!

All this leads to you developing an inner sense of safety and an appropriate confidence in your ability, allowing you to make a real difference by practicing effectively, being successful and enjoying what you do.

We will help you develop your communication skills, especially those of listening and picking up the subtle and often unspoken information which clients present.

We will teach you sufficient knowledge of human 'normality' and human pathology (dis-ease), of the tools and methods of Homoeopathic practice to enable you to be an effective practitioner.

How did 'Methods' Evolve?

In the mid 80's Robert Davidson, one of the founders of this college, developed the idea of 'Methods' to help practitioners find the easiest way of applying homoeopathy for each patient.

Over many years he personally visited practitioners who were being innovative and successful. One of his many talents is the ability to synthesize information from different sources, to see the common threads and to distil the essence of what is going on. He became aware of many distinctly different methods of applying homoeopathy, each appropriate to distinctly different situations.

It may be likened to running a garage. You would need several sets of tools, each suitable for certain kinds of vehicle. When a vehicle arrives for repair you choose the right toolkit and the job is as easy as it can get. Choose the wrong toolkit and it can be very difficult indeed. Another way of describing this would be to say that if you only have a hammer then all the problems have to be nails in order for you to be able to 'fix' them easily.

One method may work well in one situation but be very difficult to apply in another, which would be simple if viewed from a different perspective or angle.

We call it
"standing where you can see the view"

Homoeopathy has many different methods of practice and we want you to explore all the possibilities of Homoeopathy. These methods help to make it easier to cure the sick and make Homoeopathy much more interesting and fun to work with.

This College has always adopted this very practical approach where we evaluate Homoeopathy ***by the results it achieves in practice.***

We call it the
'What Works' principle

We also use this to guide the way we teach.

THC teaches its students to use all the tools available to a Homoeopath. We think that your clients deserve you to be the best practitioner you can be.

Homoeopathy is continually developing through the experience of practitioners.

Your teachers are practicing Homoeopaths.

THC and its courses are constantly evolving to reflect these developments in Homeopathic practice.

The training process at THC does not 'teach' Homoeopathy, rather it helps people become Homoeopaths.

Being a Homoeopath is not something you '**learn**'.
It is who you '**are**'.

"Minds are like parachutes; they work best when open."

- Lord Thomas Dewar

1. USING THE PROSPECTUS

The prospectus is divided into sections:

2. Practical Arrangements

We introduce you to all the day-to-day, practical arrangements and facilities at 454 - the teaching centre, office and clinic.

3. Resources

Here we outline the main resources and forms of support available to you, both academically and personally.

4. Overview Of The Course

Then we give you an overview of the program and how it works. This is divided into two sections. The first covers the lecture based teaching and the second the clinical training.

5. Your Progress on the Course

This looks at how your progress is monitored and assessed right up to graduation.

6. Administration

Here we look at how to register, pay fees, change of address etc.

7. Appendices

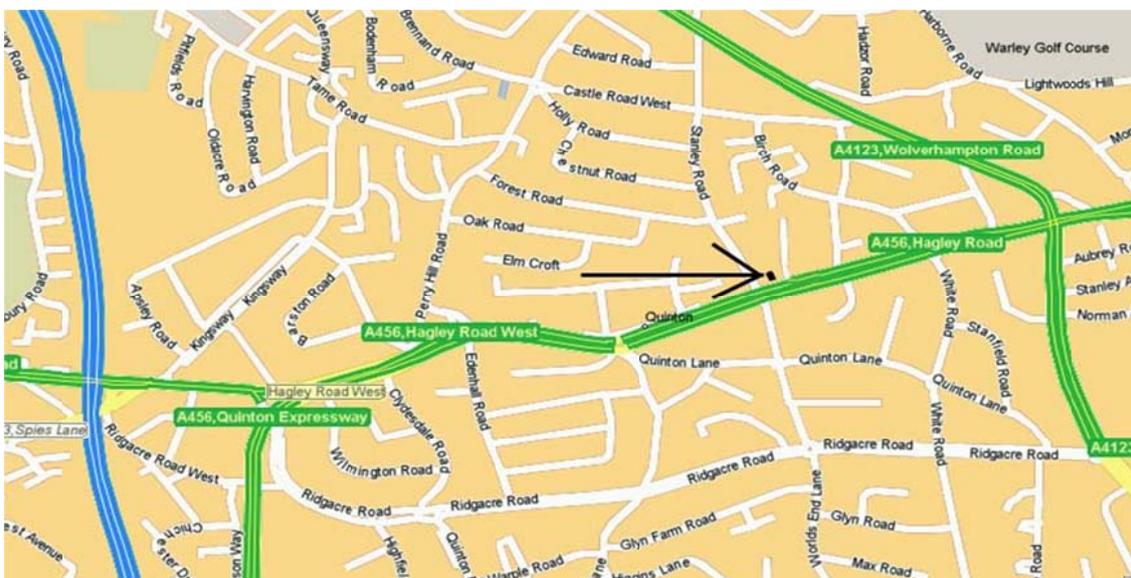
Recommended reading

Reflective journal.

2 PRACTICAL ARRANGEMENTS:

The College uses its own site for teaching which also houses The Homeopathy Practice & Natural Therapies Clinic and is the site of the College office.

2.1 LOCATION – 454 HAGLEY ROAD WEST



- College teaching weekends take place roughly once a month at 454 – see map above.
- There is ample free car parking in the surrounding side streets. The main entrance is at the front of the building.
- Teaching rooms are equipped with facilities for OHP, slide and video presentations.
- There is a refreshment area downstairs and a kitchen upstairs where drinks are on sale in the breaks.
- A large selection of books is available from The Homeopathic Book Company. Books may be ordered for collection usually on the following College weekend.
- Homeopathic supplies are available and there is a demonstration area for Homeopathic computer programs etc.

- **2.2 THE COLLEGE CLINIC AND OFFICE – also at 454**

- The administrative office is also at 454 Hagley Road, which houses the College's multidisciplinary natural health centre. Consulting rooms are available to qualified practitioners when not being used for teaching weekends and the Student Group Clinics.
- In your third and fourth year you will be coming here on one extra day a month for Student Group Clinics (see Section 4.1). You will need to register and meet in the upstairs seminar room.
- We have a homoeopathic and herbal pharmacy for the supply of remedies to clients at the Clinic.

• **3 RESOURCES**

3.1 PERSONAL SUPPORT

- We provide specific supports within the College for students but it is our deliberate policy to help you to recognise when you need support and to strongly encourage and actively support you to develop and use your own support structure. This is part of your development into a successful Homoeopathic practitioner, which reflects how it is out there in the real world. If you learn to know when you need help and how to get it in College, you will be far more able to access the support you need as a practitioner, which at times we all do.
- In the first year you will be assigned a 'Buddy' from the year above to help you. They will welcome you to the College and show you the ropes in your early days. What develops out of this in the future is up to the two of you. If at a later date you wish to have a different Buddy, you are welcome to arrange this or we can suggest one to you. The Buddy system continues through the years and later you will be invited to be a Buddy to one of the new first years.
- We strongly suggest that you organise yourselves into study groups of between 3 and 6 students from your year. Ideally you should arrange to meet between College weekends but when this is not possible you may choose to conference call or meet on the Internet. This gives you the opportunity to talk Homoeopathy and study together on a regular basis. It is a very valuable resource if well used. How you organise your meetings and what you study is up to you but we can make suggestions if needed for how to go about it. Allow space for both study and socializing. A bit of both is good. In these groups you have the support and resources of your peers. We also encourage you to make connections between study groups so you get some idea what the others are doing and you can use them as an additional resource.
- Early in your first year you will be helped to organise yourselves into tutorial groups to meet with an experienced practitioner and study together. This is the next level up of support.
- You will be strongly encouraged and helped to find a mentor – someone already qualified and in practice, to whom you can turn if you are stuck with anything. Most students already have an effective network of support by this time.

- Then there are College weekends and twice yearly interviews when we review how you are getting on. You can raise any issues and ask questions which you have been unable to answer through the above supports.
- Each college weekend there is a 'Suggestions' folder in each year's room. Please use this to make suggestions, give immediate feedback, raise any problems or issues etc. It goes to be read by Christopher at the end of the weekend. Anything more urgent can be raised with Christopher during the weekend.
- I hope you can see that we have in place a graded system of support and feedback, including your peers, the year above you, tutors, later to mentors, to lecturers and finally the staff. ***Please try to resolve issues through this structure and don't jump straight to the top missing out the middle. The top gets easily overloaded if you do!*** Having said that, we must emphasis that we do want you to learn to ask for what you need and do not want you to sit on problems when help is available. Learning to help yourselves in this way is part of your development. You may also give us feedback through many of the above mechanisms and there is a suggestions folder in each teaching room at weekends where you can leave any written feedback, comments or suggestions.

3.2 ACADEMIC RESOURCES

Obviously much of the structure outlined in 3.1 Personal Support comes into play for academic resources too. Please read the following in conjunction with 3.1

- Lectures and workshops are friendly and informal. Constructive questions are welcomed during the lectures and are a necessary part of the learning experience. We recognise that although you may be called students, you are all responsible, mature adults and will be treated as such. Besides lectures to the whole class we form small groups for discussion exercises, practical demonstrations and experiential work.
- Homoeopathy involves a lot of home study and work with books. Some of your study is through guided reading but most will be self-directed. If you want to start reading now, please see the Book List near the end.

4. OVERVIEW OF THE COURSE

4.1. ACQUIRING SKILLS, KNOWLEDGE AND EXPERIENCE

We use a variety of ways to help you acquire skills, knowledge and experience, many of which, depending on your background, will already be familiar to you.

- Lectures and workshops at 454. Six lectures a day of one hour each with timetabled breaks for refreshment and lunch.
- We employ the use of visual aids such as overhead projector, slides, videos, live case taking exercises, group exercises and occasional tapes and videos.
- Lectures take place on 11 College weekends each year approximately every 4 weeks throughout the four year part time course.
- Home study, guided and self directed.
- Self-reflection – see Appendix at end.
- Study groups
- Tutorial groups
- Student Group Clinics. During the last two years of the course you will be attending Student Group Clinics at the Homoeopathy Centre approximately once a month. Here you will work in groups with an experienced Supervisor. You will gain hands on experience of case taking and the whole process leading to the prescription of remedies and case follow up. Two students see each client, one as practitioner and one as observer. They then report the case back to the group who discuss the case and come to a decision on what to do. This structure gives Student Practitioners superb experience and support. It is just like running your own practice but with the help of your group and an experienced practitioner.

4.3. THEMES FOR THE COURSE

Five main themes can be identified in the course:

4.31 Materia Medica

4.32 Methods and Philosophy

4.33 Integrated Human Sciences

4.34 Personal, Professional and Clinical Development

4.35 Nutrition

Casework, rather than being a separate theme, is an aspect of the course that runs through all themes – cases are used for teaching and illustrative purposes in all areas.

Casework is the thread that pulls together all aspects of the course into an integrated whole.

Below is some information about each theme. To some of you this may appear a bit daunting.

Please keep the following in mind as you read this and don't let it put you off. Come and ask us about anything that concerns you.

What each item actually involves in practice is generally not as daunting as it sounds but reflects the difficulty of putting in a few words on paper that which can be easily grasped when discussed in class.

4.31. Materia Medica

Materia Medica is the name for the pictures of all the remedies which homoeopaths use. It is just Latin for medical material! These pictures determine how remedies may be used in sick people to promote healing.

Each remedy has a picture or pattern of disease symptoms for which it is useful. This includes mental and emotional symptoms as well as physical aches and pains. So each remedy has a character and personality. Discovering Materia Medica is like discovering people and really getting to know them with all their strengths, weaknesses and funny little habits and foibles.

You will start off by learning some of the basic characteristics of the common remedies. By looking in the different Materia Medica textbooks you will see how different homoeopaths have understood the remedies. After all, if you ask three people to describe a mutual friend, they will all tell you slightly different things! The lecturers will expand the broader remedy picture and its uses and will very often tell

stories from their own clinical experience of using the remedy, which helps to bring the remedy alive.

As the course continues and your reading, experience and knowledge develop, you will gradually add to your understanding of each remedy. Your Materia Medica notes will grow and who knows, one day you might even be publishing your own Materia Medica textbook when you are a famous and successful homoeopath!

We recognise that some people are not good at learning through reading but do learn through their experience or listening. Audio taping of relevant lectures is encouraged here. Experience shows that such people may find working with the books difficult in the early years but once they get into clinics they flourish.

We provide lots of different opportunities for increasing your knowledge of remedies and their uses. One of the most valuable is through using them. You will be encouraged to prescribe tissue salts and acute remedies from your first year on the course.

4.32. Methods and Philosophy

These are about the fundamental principles of Homoeopathy and how they may be applied in different situations so that it is easier for you to be more effective for more of the time for more sorts of people with their diseases.

At first this may sound a bit complicated but it is actually simple. There are a few very basic principles that are quite easy for most people to understand. Their implications in the reality of each person joining the course may take a bit longer to sink in!

Based on these simple principles it is possible to apply them in lots of different ways that suit the variety of situations faced today by homoeopaths. This is methods. Basically they are tools in a tool bag. If you see a nail then you need a hammer to fix it. If it is a nut and bolt you are faced with, then a hammer is of very limited use to you but the job can be done really easily with a spanner.

4.33. Integrated Human Sciences

The aim of this part of the course is to firstly acquire sufficient knowledge of normal human biology in order to be able to make sense of how it goes wrong, which is the pathology part of the course. You only need to know the broad principles and not the mass of detail in order to be able to function competently as a Homoeopathic practitioner. After all, the homeopathic diagnosis is the remedy or remedies that the client needs, not their orthodox medical diagnosis!

This involves home study of the course text and in class summary and discussion. It will be finished well before the end of your second year, leaving you free to start a self-study course designed for alternative practitioners in pathology to finish before graduation. In class sessions are also included for this when appropriate.

The anatomy and physiology covers such things as:

- The organisation of the body and the functions of the different organs and systems.
- Maintenance of life and the processes of normal human function.
- Adjustment and control.

- Growth, reproduction and the essentials of heredity.
- Response and co-ordination.

The pathology covers such things as:

- An outline of the relationships between organs and disease processes.
- Understanding and recognition of common disease processes.
- Ability to research disease processes.
- The uses and abuses of allopathic and other drugs, vitamins, diet, exercise, foodstuffs and food supplements.
- Ability to research the actions and side effects of drugs, vitamins and food supplements.
- Recognition of healing signs.
- Recognition of warning signs for serious pathology.
- When to refer to another professional.
- Simple clinical examinations, for example blood pressure, pulse, respiration.

4.34. Personal, Professional And Clinical Development

This part of the course is about becoming a Homoeopath. It is about the professional skills you will need. On the clinical side we can offer very direct training and support to help you but it is also about personal growth. This is not something we can teach. What we can do though, is to provide the environment and opportunity for you. You know the old saying – ‘you can take a horse to water but you cannot make it drink’? Well the second part is up to you but we will do our best to provide the water – the setting in which growth can take place. If you really don’t want to change then we recommend that you don’t join this course!

Another part of this more experience based area of the course involves having experienced Homoeopathy from the client’s perspective. Many students starting the course have already done this and may even be on the course because of it. Those that haven’t should do so at some stage during the course.

Natural consequences of all this is a commitment to continuing your personal and professional growth after graduation, developing an involvement with the wider Homoeopathic community and discovering yourself to be an effective, competent, confident and happy practitioner practicing in your own unique way.

We start off early in the course by introducing you to the concepts and then some very practical exercises areas like:

- Reviewing our paradigms
- Simple observation skills and skills when gathering symptoms
- Behaviour types and body language
- Learning to ask appropriate and powerful questions
- Practical case taking

- Some simple NLP of value to Homoeopaths
- Interpreting observations and perceptions - evaluation skills.
- Self-evaluation
- The reflective cycle
- Self-esteem.
- Giving and receiving praise and criticism.
- Useful information for running a successful practice
- Being 'successful' – what it means for each graduate
- Basic 'practice survival skills'
- Practitioner peer group relationships – building a network
- Introduction to Professionalism
- Ethical considerations including reference to Codes of Ethics and Codes of Conduct
- Professional Homoeopathic and medical organisations

4.35. Nutrition

This part of the course is about gaining a basic understanding of the importance of nutrition and how deficiencies arise so commonly these days. We will not be teaching all the details of the biochemistry of minerals and vitamins etc. It is much more about understanding the aspects of nutrition that are important in relation to health, disease and homeopathy and what you can practically do about it.

STUDENT CLINIC HANDBOOK

This handbook gives all the details for this part of your training. It will be issued early in your third year, prior to attending the Student Group Clinics, usually the following February.

"Defeat is not the worst of failures. Not to have tried is the true failure."

-George E. Woodberry

5 YOUR PROGRESS ON THE COURSE

- We provide a range of assessment styles, processes and feedback, so as not to disadvantage any particular individual or group of learners. We strive to make assessments student centred and mainly use self assessment methods. We also use Clinic logbooks, subject based workbooks and reflective journals (see 5.4 below and Appendix at end).
- By its nature Homoeopathy requires a certain amount of basic information to be recalled and a certain amount to be found when needed. Both 'recall-ability' and 'find-ability' are appropriately supported.
- Clear criteria for written assessments (mainly of your own cases) are given during the first two years of the course.
- Assessment tasks are designed not only to demonstrate the acquisition of knowledge or skills but also to promote learning and to produce material, written or otherwise, that will be of value during your career.
- Assessments play a positive role in your learning experience and are normally designed to encourage you to show creativity, comprehension and the ability to apply knowledge to the world of sick humans.
- We tailor assessments to the needs of each group – in other words we do not have a fixed assessment schedule. It is more of smorgasbord from which we select different things as and when they are called for.

5.1 ACADEMIC PROGRESS

5.1.1 Assessments

You are encouraged to start using homoeopathy right from the beginning of the course. In the early part of the course academic assessment is made by essay and paper case assessments to work on at home. There will usually only be about 3 or 4 written assessments a year plus some in class, short Materia Medica recognition tests. You will be given feedback on all assessment cases but the cases themselves will be retained for our records of your progress. All written work handed in for assessment must be type written and a copy made for you to keep.

I cannot emphasis enough that assessments are about giving us all feedback about how you are getting on and what you might need to focus on in order to aid your progress. They are not about passing or failing or having to be the best or top of the class. With this in mind, wherever possible we do not grade assessments. They are given a pass or a needs practice. Even the most 'excellent' ones get individual

feedback about which aspects you did well and which ones you may need to learn something from.

A further use of all assessments is to tell us how well we are teaching the different aspects of the course. Should a large number of students be falling down in one area, it indicates we are not teaching that area well enough and we have some work to do!

You will need to keep a reflective journal (see 5.4 below and Appendix at end). You will be asked to bring your journal to personal interviews and a group session with your peers. You may either bring the whole journal or you may edit out anything that you are not happy to share with us or your peers or you can make a summary of it.

5.1.2 Interviews

We employ a system of self-assessment, plus lecturer's assessment before each interview. Your own assessment of your ability in various areas and your lecturer's assessments are compared – where they match everyone knows what needs to be done. Where they don't, either you are not seeing yourself correctly or we are not – either way we need to find out and take any appropriate steps.

Self-assessment and personal interviews take place twice a year throughout the course.

5.2 CLINICAL PROGRESS

During the last two years of training you are required to attend and achieve a satisfactory standard in the Student Clinics. These clinics are held monthly and supervised by trained supervisors who oversee and assess your work in practice.

You also have to record more than 40 hours external sitting in time with a variety of qualified practitioners during the last 2 years of the course.

5.2.1 Assessments

Assessment of clinical competence is through its demonstration. This is based on our assessments of you during your time in Clinics (usually between 150 and 200 hours) and on your case and graduation case submissions. This involves attending the Student Group Clinic, 21 hours of video Clinic teaching during teaching weekends, reports from external sitting in with other professional Homoeopaths and personal interviews – see below.

Clinic supervisors assess your progress in the Student Clinic. These reports are monitored and any problems that cannot be dealt with immediately are brought up at regular supervisors meetings when all the supervisors compare notes with the Clinic director before Student Clinic interviews take place allowing appropriate action to be considered and implemented.

External Homoeopaths, with whom you sit in, furnish the College with a report of their observations and assessment of you.

Self-assessment techniques as described below are used as well.

5.2.2 Interviews

We employ a system of self-assessment plus Clinic supervisor assessment before each interview. Your own assessment of your ability in various areas and your supervisor's assessments are compared – where they match everyone knows what needs to be done. Where they don't, either you are not seeing yourself correctly or we are not – either way we need to find out and take appropriate steps.

Self-assessment and personal clinical interviews take place twice a year during clinical training.

5.3 VIVAS

If, after all the observations, assessments and records have been reviewed, we are not certain of the standard of a particular student we will assess them by a viva where any suspect aspects of their ability can be looked into. Usually the Principal and one or two appropriate others will facilitate the viva and then decide whether the student is ready to graduate or not and what needs to be done.

5.4 PERSONAL AND PROFESSIONAL PROGRESS

Self-reflection is the ability to honestly look at ourselves, our reactions, our experiences in different situations and to see what meaning they have for us.

- Self-awareness is necessary for growth and is an essential component of being a Homoeopathic Practitioner. This tool helps you monitor your progress and become aware of your needs and how to satisfy them.
- Most College assessments contain a reflective component.
- You are required to keep a self-reflective journal (see Appendix at end), in which you record your experiences and observations etc.
- Assignments may be given based on your experience of doing self-reflection.

5.5 PROGRESSION BETWEEN YEARS

You will usually need to fulfil all the attendance, assessment and administrative criteria in order to progress to the next year.

5.6 GRADUATION CASES

Completion and acceptance of six or more graduation case studies from your own cases is required. A senior member of staff confidentially marks these, with a second member of staff available for reference if necessary.

You will be given helpful feedback on the cases you submit to assist your understanding and development until they are of a standard to be accepted by the College.

5.7 GRADUATION

You will graduate when you have achieved clinical competence, fulfilled the academic, graduation case and administrative criteria including full payment of fees.

As soon as you have fulfilled all the criteria you will graduate. If you need further time to complete the course, we can usually accommodate you on a personally negotiated basis.

Most people graduate in June/July of the final year. The graduation ceremony normally takes place in the following October and the Sunday afternoon is traditionally reserved for ceremony and celebrations!

6 PRACTICAL ADMINISTRATION OF THE COURSE

6.1 FEES

- **Part-time Course**

Sept 2013 to July 2014	£2765.00
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Course fees can be expected to rise in line with inflation

6.2 METHODS OF PAYMENT

6.2.1 Deposits for Year 1

- **ENROLLING** - A non-refundable deposit of £500 may be paid to ensure a place on the course by the date given on your acceptance letter.

6.2.2 Fees – Years 2, 3 and 4 and the balance for Year 1

- **Method 1.** In full before the start of the academic year.
- **Method 2.** Standing order - payments must be initiated before the start of the course and completed before the end of June of the same academic year. This method adds an administrative charge of £100.00 to the fee.

Arrangements for standing orders are given when you attend the College office for interview or can be arranged with the Principal - telephone 0121 423 1913 or 01803 834499.

- **Method 3.** Under special circumstances individuals may make arrangements with the College administration to pay by alternative means. This method also adds an administrative charge of £100.00 to the fee.

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| <ul style="list-style-type: none"> • <i>Once the course you are booked on commences then if you leave the course you forfeit the course fees for the year and if full payment has not been made at that time, you are liable to pay the full course fees irrespective of your reasons for leaving the course.</i> |
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ving the course or dismissed by the College following disciplinary action, is required to meet any outstanding balance of their full year's fee within 14 days of the date of their departure.

6.3 LOANS & GRANTS

- For information on financial assistance to support your learning please visit www.dirct.gov.uk/adultlearning or contact Next Step 0800 100 900

6.4 ATTENDANCE

- You are expected to maintain a minimum attendance of 85%. This means that 2 days can be missed in any single year on the part time course with another day as an 'emergency only' reason for non-attendance, e.g. accidents, serious illness etc. Non-attendance is sufficient reason in itself, to be required to repeat the year.

6.5 CHANGE OF PERSONAL DETAILS

If any of your personal or contact details change, please inform the College Office and change them on your web site account.

We have developed an on line system for students to keep their details up to date. If you have not already registered on it as an enquirer about the course, we will inform you how this works when you join.

Introduction to Books Before Starting the Course

A brief explanation of some of the different types of books:

Materia Medica

Contain comprehensive descriptions of homoeopathic remedies taken from provings and clinical observation. They vary in content and have different uses. e.g. reference, study, comparison of remedies and everyday clinical use. Others are transcripts of lectures given by renowned homoeopaths of the past and present. Some tell stories, others are drier and more factual but you will need both as they present different aspects of remedy pictures. Practitioners and students use a number of different ones in order to study and obtain an accurate and extended picture of each homoeopathic remedy.

Therapeutics books

A cross referencing book with disease symptoms and related remedies. More useful later in the course.

General text books

Cover the philosophy and methodology of homoeopathy.

Books highlighted in blue are good reading for before you start the course but feel free to go further down the list!

Books in yellow are a little less easy reading and those with no colour are less easy still

You will be given a full book list when you start.

Fun and Bedtime reading before the course begins

Physicians Posy by Dorothy Shepherd

This book is good fun easy reading that has inspired over many years
(Not available at the moment! Try Amazon etc second hand books)

Homoeopathy for the First Aider by Shepherd

OUT OF PRINT Try Amazon etc second hand books

Another good fun easy read that has inspired over many years

More Magic of the Minimum Dose by Shepherd

And another good fun easy read that has inspired over many years

In fact, any books by Dorothy Shepherd that you can find are good

Drug Pictures by Tyler

A great materia medica – very readable and lots of stories

Philosophy of Natural Therapeutics by Lindlahr

An excellent book that sets the tone of natural healing

Homoeopathy & Homoeopathic Prescribing by Farrington

Amazing book, take a look

Case Analysis and Prescribing techniques by Murphy

Another but different basic course text

Keynotes of the Materia Medica by Murphy

5 volumes of easy to read lecture transcripts on Materia Medica

Lectures on Materia Medica by Kent

A great classic Materia Medica with many practical tips

Health Defence by Clayton

The basic nutrition text book for the course

The Seven Habits of Highly Effective People by Covey

Get the CD or the book, it is truly great.

Introduction to Homoeopathy by Gunavante

This is a basic course text you will need to study

The 12 Tissue Remedies of Schussler by Boericke & Dewey

A classic text – either get this or Phatak's Rep of the Tissue Salts in recommended list

Materia Medica of Homoeopathic Medicines by Phatak

A good basic reference Materia Medica. Standard text before Murphy

Remedy Notes by Wallace

A good way of learning the key notes of Materia Medica – from an old student of ours

Repertory of the Biochemic Remedies by Phatak

Good stuff on the tissue salts; essential in practice

The Beginners Guide to Homoeopathy by Iyer

David's favourite homoeopathy book! Great therapeutics. A bargain

Homoeopathic Remedies by Hershoff

A very good basic therapeutics book. You will want this by year 2

Accelerated Learning by Rose

How to make learning and study effective easy and fun. We don't stock this one.

Buying Books

We have outsourced our book supplies to Homeopathic Book Company. There are others. Do tell them that you are joining the course. www.homeopathicbooks.com

Year 1 Books

A brief explanation of some other types of books:

Repertories

A cross referencing book with symptom and remedy lists. We will teach you all about repertories on the course. Suffice it to say that you need them!

Miasms

A big subject covered from the end of the first year.

A&P

Basic understanding of the layout and workings of the healthy human body. If you have already have a qualification in this, you should see Christopher to agree your exemption and start on the Pathology course which covers the ways in which the body 'goes wrong' from a traditional and energetic perspective. This course was written for alternative practitioners.

Books highlighted in blue are good reading for before you start the course but feel free to go further!

Books necessary at the beginning of Year 1

Homoeopathic Clinical Repertory by Murphy

Get one - just because you need it!

Nature's Materia Medica by Murphy

This is a recommended Materia Medica. If you cannot afford it yet, buy Phatak's Materia Medica (in recommended list) but you will need 'Nature's Materia Medica' in the second year.

Introduction to Homoeopathy by Gunavante

This is a basic course text you will need to study at home

The 12 Tissue Remedies of Schussler by Boericke & Dewey

A classic text – either get this or Phatak's Rep of the Tissue Salts in recommended list

Case Analysis and Prescribing techniques by Murphy

Another but different basic course text

Keynotes of the Materia Medica by Murphy

5 volumes of easy to read lecture transcripts on Materia Medica. Highly recommended

Health Defence by Clayton

The basic nutrition text book for the course

Books necessary by Weekend 4

A Guide to the Methodologies of Homoeopathy by Watson

Does what the title says!

Commentary on the Organon of Medicine (6th Ed) by Murphy

Up to date interpretation of the master's final insights (Hahnemann of course)

Books necessary by Weekend 7

Indications of Miasm by Choudhury

Chronic Diseases & The Theory of Miasms by Jain

Both are basic texts on miasm and their indications

Additional Books That Are Highly Recommended

Homoeopathy for the First Aider by Shepherd

OUT OF PRINT Try the internet

Another good fun easy read that has inspired over many years

More Magic of the Minimum Dose by Shepherd

And another good fun easy read that has inspired over many years

Materia Medica of Homoeopathic Medicines by Phatak

A good basic reference Materia Medica. Standard text before Murphy

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Get the CD or the book, it is truly great.

There are so many books out there. You can never have too many so long as you don't just use them as wall paper!
Happy hunting and happy reading