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To realise the real: An action research in organon of medicine

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Abstract

The action research was conducted in the classroom, when it was found that the reality written by Hahnemann in the Organon of Medicine was misinterpreted as in the three different cases of what happens when two dissimilar diseases meet together in the living organism. In the first case, “when two dissimilar diseases equal in strength meet, the new disease is repelled by the older one” is Hahnemann’s original writing, but it was misinterpreted as in the case of third, when they are equal in strength they are form the complex diseases. In reality it is misinterpreted by and misguides the learners of Organon of Medicine. So it is an immediate need to realise the real writing of Hahnemann. The topic was revised again, each one of the aphorisms were comprehended line wise and the learning was evaluated by conducting an open book examination. The results were excellent on observation, 96% of the learners had keenly observed the comprehensive session, 90% of the learners involved in the feed back session with interest and 50% of the learners scored 96% of marks and 48% of the learners scored 94% marks in the open book examination session, thus to realise the real.

Keywords: Action research, homoeopathy, dissimilar diseases

Introduction

Action research is a systemic process of enquiry conducted by practitioners, teachers and healthcare professionals to improve their practices. Action research differs from traditional research as it is, context, specific, collaborative and aimed at practical problem solving approach. It is change oriented; the goal is to bring about immediate improvements in professional practices. In education, teachers use action research to improve classroom practices, student engagement and learning outcomes. It is time consuming due to the interactive nature. The action research was conducted in the classroom, when it was found that the students had written misinterpreted information leading to misguided learning of the Organism of Medicine. The misinterpreted information was in the concept of what happens when two dissimilar diseases meeting together in the living organism especially when they are of equal strength, not allowing the new one to enter, but it was mentioned wrongly as when they are of equal in strength it forms a complex disease. The need for action is to realise the misguided information and to realise the real information written by Hahnemann.

Background

The author is the teacher, who asked the students to prepare an assignment on the topic what happens when two dissimilar diseases meet together in the living organism. The following information was misinterpreted.

Condition 1

When the existing disease is stronger, the new disease is repelled as it is weaker.

Condition 2

When the existing disease is weaker, the new disease is suspended as it is stronger.

Condition 3

When two diseases are of equal strength they form a complex disease.

The above statements are completely wrong when compared to Hahnemann’s writings in the Organon of Medicine, fifth and sixth edition.

In aphorism 36, if the two diseases meeting together in the living organism be of equal strength, or still more of the older one be the stronger, the new disease will be repelled by the old one from the body and not allowed to affect. It has been realised that the information is misguided to the learners. It is an immediate need to take action to realise the real by the teacher's. This study is pertaining to the steps involved in the action research.

Objectives

1. To realise the topic, what happens when two dissimilar diseases meet together in the living organism.
2. To comprehend the aphorisms 35-42 in the fifth and sixth edition of Organon of Medicine linewise.
3. To evaluate their understanding through an open book examination.

Methods

Step 1

The teacher taught the subject again according to Hahnemann's perspective. The keypoints about the action of dissimilar diseases in the living organism. The teacher also enabled the learner to realise the action of dissimilar medicines in the natural diseases.

Step 2

The students had realised, by explaining aphorisms line wise with its original meaning. Simultaneously the feed back questions were asked and students answered relevantly.

Step 3

Fifty multiple choice questions were prepared and the students were asked to answer through an open book examination.

Observations

Observation 1

96% the students keenly understood the comprehensive session

Observation 2

90% the learners involved in the feed back session voluntarily

Observation 3

50% of learners scored 96% marks and 48% of learners scored 94% marks in the open book examination session.

Discussion

Organon of Medicine a book written by the master and founder of Homoeopathy, is the bible to every homoeopathic physician, teacher, student and researcher. The commands that he dictated is to be followed by precise comprehension. The Organon is never to be misinterpreted, the knowledge of young learners of Homoeopathy should not be misguided as the misguided information passes down through generations of Homoeopaths. The Homoeopathic teacher should not tolerate and accept this misinterpretation and must react against such misinterpretation. The Organon can be explained and applied in the management of different diseases, in the modern way with scientificity but is not to be misguided. This study is the action against the misinterpreted information.

Conclusion

This study, action research is helpful to realise the real information written by Hahnemann. The misinterpretation information shall be communicated to young learners of Homoeopathy and they must be made to realise the real writing of Hahnemann.

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Conflict of Interest

Not available

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