HOMOEOPATHIC CONSTITUTIONAL PRESCRIBING Margaret Roy Published by Scottish College of Homoeopathy Books in 2011. ISBN 0-9550415-2-X

This is the fifth of Margaret Roy's textbooks for students. It is an attempt to understand Hahnemann's theory of Chronic Disease, of miasms, in a modern context, paying attention to the current language of medicine and the current expression of the disease process. With clearly explained theory it attempts to debunk much of the confusion and myth that surrounds the theory of miasms.

The disease symptom pictures manifest by the Vital Force since Hahnemann's time have degenerated considerably under the influence of suppressive allopathic medicines and a more polluted and stressful environment. The textbook tries to trace the changing symptom pictures within the context of the miasms so the student can understand modern cases in homoeopathic terms, and thus apply homoeopathic theory. Five miasms are studied with illustrative cases showing different degenerative stages of the miasm. The materia medica used draws out the characteristics that relate to the miasm. An important part of the work is the relationship of acute and chronic disease. Cases used should demonstrate this clearly. The development of the disease process is shown in tables that relate the different levels of expression of symptoms to selection of potency. Other lessons develop the practical application of the theory enabling the student to track the change in symptoms after treatment and thus accurately assess and monitor the action of the remedy. Within the lessons there are exercises to help the student develop a homoeopathic approach.

Each lesson is accompanied by relevant quotations from Hahnemann's Organon - Chronic Diseases for one lesson. There is a full Bibliography leading the student* to further studies.

At the end of each lesson there is a further section guiding the student through he stages of clinical training, with an appropriate Bibliography to support the work. Two books for one? This section draws on Margaret Roy's experience as a supervisor and as a psychotherapist.

*In Homoeopathy we are all always students as each new case continues to unfold the wonders of life.

Reviews

Ian Townsend write in the Foreword: In a time when ever more complex models for homoeopathic case-taking, practice and analysis are sweeping the world stage, it is rare to find an author with the discipline of taking herself back to Hahnemann and not just reconsidering his work, but building on it: fitting so well into that tradition that is 'our medicine of experience' by observing clinically, producing theory based on that observation, and then refining theory — and practice — in light of that experience. Her current book represents a genuine contribution to homoeopathic thought.

Chapter Headings

Lesson One	Acute and Chronic Disease	Page	15
	What is Disease?	- 1.5	15
	The Cause of Disease.		16
	The Maintaining Cause.		17
	The Exciting Cause.		18
	The Fundamental Cause.		21
	From Acute to Chronic Disease.		21
			23
	Levels of Response to Acute Disease.		
	Individuality and the Hierarchy of the Disease Process		28
	From Acute to Chronic Disease		31
	The Route Back is through Acute Disease		33
	When Are the Major Organs Affected		33
	An Acute Miasm		34
	Clinical Training 1 Interview Technique- Questioning		37
Lesson Two	Chronic Disease – The Homoeopathic Theory of Miasms		39
	A History of Miasmic Theory		39
	The Changing World of Disease		41
	A Different Approach – Dynamic Process		43
	The Challenge of the Pseudo-Miasms		44
	A System of Therapeutics or of Pathology		45
	What is a Miasm Today?		46
			48
	The Difference Between Miasms and Degeneration		
	Acquired Miasms		49
	Latency		50
	Homoeopathic Concept of Chronic Disease – Summary		50
	The Role of he Nosode		51
	When You Finish a Case with a Psoric Remedy		53
	Clinical Training 2 Observations		55
Lesson Three	The Psoric Miasm		57
	We Do Not See It		57
	So What is the Nature of Psora		59
	The Psoric Acute		60
	Characteristics of Psora		61
	And So to Process		63
	The Mental & Emotional Picture		66
	How the Psoric Case Moves After the Remedy		68
	Cases – Sulphur, Calcarea and Lycopodium		68
	Hahnemann's Symptoms of Latent Psora		70
	Hahnemann's Psoric Remedies		71
	Clinical Training 3 The Story		73
	Chinical Training 5 The Story		73
Lesson Four	The Sycotic Miasm		75
	Gonorrhoea		76
	The Disease is not the Miasm		77
	The Miasm as the Fundamental Cause		78
	The Grasping Nature of Sycosis		79
	The Characteristic Symptoms of Sycosis		80
	The Stages of Degeneration of the Miasm		82
	Vaccinosis and Sycosis		84
	Cases		85
	Gout		87
	Some Sycotic Remedies		88
	Clinical Training 4 Techniques – Tracking		95
Leanen Eise	The Symbilitie Misem		0-
Lesson Five	The Syphilitic Miasm		97 98
	Syphilis, the Disease		90

Lesson Six	The Acute Miasm Characteristics of the Miasm Characteristic Symptom Picture of the Miasm Mercurius Cases Clinical Training 5 Techniques – regards Rhythm and Deepening Process The Tubercular Miasm Tuberculosis The Miasm Symptoms of the Miasm The Tubercular Miasm and Congestion The Tubercular Miasm and the Calcium Metabolism A Comparison of Iodum and Calcarea illustrating the Duality of the Miasm	99 101 104 105 107 108 113 114 117 118 120 122 122
	Types of Acute in the Tubercular Miasm The Changing Nature of Acutes Cases Clinical Training 6 Techniques – Deepening Process	124 128 129 132
Lesson Seven	The Cancer Miasm The Nature of the Disease Characteristics of the Cancer Miasm Virus and Fungi Templeton's Proving Symptoms Foubister's Clinical Symptoms Portrait of a Cancer Miasm Type Related Remedies As Pseudo-Sycosis A Compromised Immune System Unnatural Lifestyle Vaccination New Diseases Multiple Allergies Autism and its variants Post-Menopausal Illness Oxytocin Cases Clinical Training 7 Clarity	135 136 137 138 139 140 141 142 147 148 148 149 150 151 152 152 153 156
Lesson Eight	Choosing a Potency Historical Concepts of Potency Selection Three Different Methods of Producing Potency Potency Equals Energy How To Measure Energy X versus C LM Potencies Repeating the Remedy Coming Down in Potency 9C, 12C, 60C, 100C What Happens When This Theory Does Not Work Clinical Training 8 Instructing the Patient	159 159 160 160 161 168 170 171 174 175 175
Lesson Nine	What Happens After you Give the Remedy Criteria of Change When We Ask the Patient What has Changed Nothing Happened After the Remedy Why Has Nothing Happened After the Remedy The Patient Gets Better The Patient Gets Worse Clinical Training 9 Counselling	177 177 180 181 183 188 191

Lesson Ten	The Second Prescription	201
	The Return Visit	201
	When Do You Give a Second Remedy?	203
	When There is a Acute Crisis Following the First Remedy	204
	When the Symptoms Return – a Return to the Starting Point or a New	
	Balancing Point	206
	When the Symptom Picture Changes	208
	How Do You Choose a Second Remedy?	209
	An Acquired Miasm	215
	Clinical Training 10 The Legal Requirements	218
Appendix	1. Answers to Lesson 3	221
••	2. Vaccination	224
	3. Different Words for Miasmic Symptoms of the Mind in Kent's Repertory	227
Bibliography		229
Index		