COURSE OUTLINE

1 GENERAL

SCHOOL	School of Applied Biology and Biotechnology		
ACADEMIC UNIT	Department of Biotechnology		
LEVEL OF STUDIES	Postgraduate (Level 7)		
COURSE CODE	(To be assigned)	**SEMESTER**	2nd
COURSE TITLE	Homeopathic Medicine		
INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, state the weekly teaching hours and the total credits*		**WEEKLY TEACHING HOURS**	**CREDITS**
Lectures & Guided Study (Virtual & Pre-recorded)		3	
Laboratory Workshops & Case-based Learning		1	
TOTAL		4	6 ECTS
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail in section (4).			
COURSE TYPE *general background, special background, specialization, general education, skills development*	Specialization / Special Background		
PREREQUISITE COURSES	None formally required; however, background knowledge in basic medicine, pharmacology, biology, or health sciences is recommended.		
LANGUAGE OF INSTRUCTION AND OF ASSESSMENT	English		
MODE OF TEACHING *in-person (%) synchronous distance learning (%) asynchronous distance learning (%) (In the case of synchronous distance learning, the total weekly duration of teaching is recorded)*	Synchronous distance learning (75%) Asynchronous distance learning (25%)		
AVAILABILITY TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	https://oeclass.aua.gr/eclass/		

2 LEARNING OUTCOMES

Learning Outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Brief Guide for drafting Learning Outcomes*

Upon successful completion of the course, students will be able to:

- Explain the core principles of homeopathy, including the "Law of Similimum," individualization of treatment, and the concept of the minimal dose.

- Describe the historical development of homeopathic thought and the emergence of its major schools.
- Demonstrate a comprehensive understanding of the *materia medica* and the diverse sources of homeopathic remedies, including plant, mineral, animal, and nosode origins.
- Utilize structured methodologies for repertorization and remedy selection.
- Demonstrate the basic pharmaceutical processes involved in potentization and remedy preparation at an educational scale.
- Evaluate and compare scientific evidence, clinical outcomes, and meta-analyses related to the field of homeopathy.
- Apply critical reasoning to discuss how homeopathy can be integrated into broader medical and public health frameworks.
- Communicate effectively within interdisciplinary and intercultural clinical contexts, facilitating dialogue between patients and practitioners from diverse therapeutic backgrounds.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and are stated below), at which of the following does the course aim?

Search, analysis and synthesis of data and information, with the use of the necessary technology
Adaptability to new situations
Decision-making
Working independently
Team work
Working in an international environment
Working in an interdisciplinary environment
Production of new research ideas
Project planning and management
Respect for difference and multiculturalism
Respect for the natural environment
Showing social, professional and ethical responsibility and sensitivity to gender issues
Criticism and self-criticism
Production of free, creative and inductive thinking
……
Other…
…….

- Search for, analysis and synthesis of data and information, with the use of the necessary technology (through research skills and evidence appraisal).
- Analytical and comparative evaluation of medical paradigms.
- Case study design and individualized therapeutic reasoning.
- Working in an international environment (through interdisciplinary and intercultural communication).
- Teamwork (essential for integrative medicine environments).
- Ethical and cultural awareness in patient-centered care.
- Production of free, creative and inductive thinking applied to holistic and translational medicine.

3 COURSE SYLLABUS

This course explores the principles, philosophy, and clinical practice of homeopathic medicine, balancing its historical foundations with its role in modern integrative healthcare. The curriculum is structured into the following thematic pillars:

Main Thematic Units

- Foundations and Philosophy: Introduction to the history and fundamental concepts of homeopathy, focusing on the life and work of Samuel Hahnemann and the evolution of the *Organon of Medicine*.
- Core Principles: Detailed study of the "Law of Similimum," the concept of the vital force, and principles of remedy selection.
- Disease Theory: Exploration of the predisposition to disease through the study of constitutions and miasms.
- The Homeopathic Remedy: Comprehensive analysis of remedy sources (plant, mineral, animal, and nosode origins) and the specific methods of potentization and dilution.
    - Materia Medica and Repertory: Systematic study of the *Materia Medica* alongside the structure and clinical use of repertories for therapeutic decision-making.
    - Clinical Practice and Assessment: Methodologies for holistic, individualized case-taking and evaluation.
- Integrative Contexts: Comparative perspectives between homeopathy, herbalism, and conventional pharmacology, as well as the integration of homeopathy within public health and multidisciplinary health systems.
- Evidence and Science: Critical review of evidence-based applications and current scientific debates surrounding homeopathic medicine.

Laboratory Workshops and Case-based Learning
Practical components translate theoretical knowledge into applied skills through:

- Remedy Preparation: Hands-on demonstration of the basic pharmaceutical processes of potentization and remedy preparation at an educational scale.
- Repertorization Exercises: Practical application of structured methodologies for remedy selection using specialized software and digital databases.
- Case Studies: In-depth analysis and discussion of clinical cases to practice individualized therapeutic reasoning and holistic assessment.

4 TEACHING AND LEARNING METHODS - ASSESSMENT

MODE OF TEACHING *Face-to-face, distance learning, etc.*	Hybrid Instructional Modality • Synchronous Components (75%): Includes interactive lectures, seminars, and real-time laboratory workshops focusing on remedy preparation and case-based learning. These sessions are delivered either in-person or via online platforms like AUA e-class • Asynchronous Components (25%): Consists of independent study of primary literature, recorded multimedia lectures, and the completion of weekly assignments.

MODE AND FREQUENCY OF COMMUNICATION WITH THE STUDENTS	• Student Consultation Hours: Instructors are available for direct consultation or by appointment. • Email Communication: The preferred contact method is via email, with an estimated reply within 24 hours during the business week (Monday–Friday, 8 AM–5 PM). • Graded Feedback: Students receive formalized feedback on their progress at least twice during the term, once before the withdrawal deadline and once before final examinations. • Course Updates: All changes to the schedule or assignments are communicated promptly via the LMS.
ENSURING THE MODE OF COMMUNICATION AMONG STUDENTS *Team assignments and discussions, collaborative learning platforms with the use of AI, video conference, QA sessions, κ.α.*	The course utilizes several strategies to promote interactive learning and peer-to-peer engagement in a virtual environment: • Collaborative Case Studies: Students engage in group-based repertorization exercises where they must communicate effectively to synthesize patient symptoms into a coherent therapeutic plan. • Peer Review of Presentations: Students create a 10-minute video presentation on a specialized topic (e.g., a specific remedy or a miasmatic theory). Their peers are required to view and provide constructive academic feedback on these presentations via the LMS. • Peer Communication: Students are expected to communicate effectively in English with their teammates and peers throughout the course. • Synchronous Discussion Hubs: During the weekly live sessions, time is dedicated to student-led discussions and debates regarding the selection of remedies and the interpretation of the "Vital Force."
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, in laboratory training, in the communication with students*	The course integrates specialized software and digital platforms to facilitate the study of homeopathic principles and clinical applications:

	• Learning Management System (LMS): Use of AUA e-class for hosting multimedia lectures, digital resources, and weekly modules. • Virtual Classroom: Use of video conferencing tools for synchronous seminars and recorded 10-minute video presentations. • Repertory Software: Students are trained in using specialized software to master the structure and clinical application of homeopathic repertories. • Digital Databases: Access to online homeopathic databases and primary scientific literature for evidence-based research. • Online Submissions: Digital submission of all case studies, project work, and the final written paper. • Asynchronous Peer Review: Use of online forums for peer evaluation of recorded final presentations.
TECHNOLOGICAL EQUIPMENT REQUIREMENTS	To successfully participate in this hybrid course, students must have access to the following: • Personal Computer / Laptop: A system capable of running standard office software and specialized repertory tools. • Stable Internet Connection: Necessary for accessing the LMS, streaming multimedia content, and participating in live synchronous meetings. • Audio/Video Hardware: A webcam and microphone are required for recorded presentations and live seminars. Software & Access: • LMS: AUA e-class. • Specialized Software: Access to digital homeopathic repertories (as guided by the instructors). • Communication: Installation of Zoom or other approved video conferencing platform for synchronous sessions.
PLAGIARISM POLICY/ PLAGIARISM DETECTION TOOLS	The program maintains a zero-tolerance policy towards academic dishonesty and plagiarism,

	ensuring that all submitted work reflects the student's original research and critical thinking. • Plagiarism Policy: Plagiarism is defined as using the words, ideas, results, or images of others without proper attribution, as well as self-plagiarism (resubmitting prior work). • In alignment with the Agricultural University of Athens (AUA) regulations, all postgraduate assignments and the final thesis must comply with the institutional standards for originality. Plagiarism Detection Tools: • Turnitin: All written assignments (Manuscript Reports, Discussion Board posts, and the final Thesis) are systematically screened through the Turnitin plagiarism detection software. • Originality Reports: Instructors review detailed similarity reports generated by Turnitin to identify improperly cited content or excessive overlap with existing literature. • AI Writing Detection: The program utilizes Turnitin's AI writing detection feature to identify instances where generative AI tools may have been used outside the permitted guidelines. • Consequences: Instances of academic dishonesty are handled according to the procedures of the Office of Student Rights and Responsibilities (OSRR) at Purdue and the Assembly of the Department of Biotechnology at AUA. Sanctions may range from failure of the assignment to dismissal from the dual-degree program.
ARTIFICIAL INTELLIGENCE POLICY *(1) The use of Artificial Intelligence is prohibited in all circumstances* *(2) The use of Artificial Intelligence is allowed only with the permission of the instructor* *(3) The use of Artificial Intelligence is allowed only with an explicit reference to the literature* *(4) Students are free to use Artificial Intelligence*	(2) The use of Artificial Intelligence is allowed only with the permission of the instructor (3) The use of Artificial Intelligence is allowed only with an explicit reference to the literature Description & Implementation: In this course, a constructive but regulated approach to Generative AI (e.g., ChatGPT, Gemini) is adopted:

	• Permitted Use: Students are allowed to use AI tools primarily as "collaborative partners" for brainstorming, structuring outlines, or refining the linguistic clarity of their written reports (e.g., the final manuscript report). • Instructor Approval: Use of AI for specific assignments must be discussed with and approved by the instructor during the initial stages of the project. • Mandatory Disclosure: If AI tools are used, students must include a dedicated "AI Disclosure Statement" in their work, explicitly describing which tool was used and for which part of the assignment. • Academic Integrity: Students remain 100% responsible for the accuracy and scientific validity of the final output. AI-generated text must be critically verified against primary peer-reviewed literature. • Prohibited Use: Using AI to generate entire assignments, perform primary data analysis without disclosure, or bypass critical thinking components of the course is strictly prohibited and constitutes academic dishonesty.
ORGANISATION OF TEACHING *The mode and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, work placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artworks, etc.* *The student's study hours for each learning activity are stated, as well as the hours of independent study, according to the principles of the ECTS.*	

Activity	***Semester workload***
Lectures & Seminars (Synchronous – 3h/week)	39
Laboratory Workshops & Case-based Learning (Synchronous – 1h/week)	13
Independent study of asynchronous modules & digital content	26
Study and analysis of bibliography	32
Class Participation Activities (Short quizzes/discussions)	10

	Preparation of Recorded Video Presentation	12
	Preparation of Final Manuscript Paper	18
	Course total	**150**

STUDENT ASSESSMENT

Description of the assessment method

Language of assessment, methods of assessment, formative or summative assessment, multiple choice questions test, short answer questions, essay questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory assignment, clinical examination of patient, art interpretation, other

Specifically-defined evaluation criteria are given, and if and where they are accessible to students.

Language of assessment: English

Methods of assessment:

The assessment is summative and is designed to measure the achievement of learning outcomes through theoretical understanding and practical clinical reasoning:

1. Class Participation (10%): Evaluated through active engagement in synchronous sessions and performance in short, regular quizzes conducted via the LMS.
2. Recorded Video Presentation (30%): Students prepare a 10-minute video presentation on a specialized homeopathic topic (e.g., a specific remedy analysis or historical milestone). This includes a peer-review component where students evaluate each other's work.
3. Final Written Paper - Manuscript Style (60%): A comprehensive research paper or case analysis report formatted as a scientific manuscript, demonstrating the integration of homeopathic principles with evidence-based reasoning.

Evaluation Criteria:

- Specifically defined criteria: Detailed rubrics for the video presentation and the final paper are provided at the start of the semester.
- Attendance: Attendance is mandatory and is recorded at the beginning of each synchronous session.
- Feedback: Qualitative feedback on the video presentation is provided by both peers and instructors to help guide the development of the final written paper.
- Accessibility: All assessment details, including weighting and deadlines, are available on the AUA e-class platform.

5 RECOMMENDED BIBLIOGRAPHY

Core Texts:

- Hahnemann, S. *Organon of Medicine*.
- Hahnemann, S. *The Chronic Diseases, their Peculiar Nature and their Homoeopathic Cure*.
- Boericke, W. *Pocket Manual of Homoeopathic Materia Medica*.
- Kent, J. T. *Lectures on Homoeopathic Philosophy*.
- Kent, J. T. *Repertory of the Homoeopathic Materia Medica*.

Supplementary Resources:

- Vithoulkas, G. *The Science of Homeopathy*.
- Vithoulkas, G. *Levels of Health*.
- Vithoulkas, G. *Materia Medica Viva* (13 volumes).
- Schroyens, F. *The Essential Synthesis*.
- Boger, C. M. *Boenninghausen's Characteristics - Materia Medica*.
- Coulter, C. R. *Homeopathic Sketches of Children's Types*.

Scientific Literature & Journals:

- *Homeopathy* (Elsevier Journal).
- *The American Journal of Homeopathic Medicine*.
- Systematic reviews and meta-analyses from PubMed/Cochrane Library related to high-dilution pharmacology and clinical outcomes.