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**EMP 837: Functional Medicine 2: Investigations of a Modern Paradigm of Nature  
(3 Credits)**

## Overview

The course will provide *further advanced* readings in a paradigm of investigating nature that is neither mystical or mechanistic, the usual modes modern man has of acquiring knowledge. Functional thinking, which stresses subjectivity as a primary mode of apprehending reality, was utilized by the alchemists of the Middle Ages, became the focus of Wolfgang Goethe's approach to nature, and was formalized by the physician and scientist, Wilhelm Reich in the 20th Century. The student will read the writings of these investigators and others who contributed to this alternative paradigm.

## Experimental Portion

An opportunity to do experimental work will also be provided at the Orgone Biophysical Research Laboratory in Ashland, Oregon.

Students should, if possible, attend a course on experimental orgonomy at the Orgone Biophysical Research Laboratory in Ashland, Oregon and write a scholarly paper based on some original research conducted there.

## Doctoral program students

If this is not possible for logistical reasons, doctoral students should write a publishable quality, 20-page scholarly dissertation on some body of contemporary thought from a functional point-of-view. This paper should be submitted to a peer-review journal.

## Course Topics

- Perennialism - The relationship between man and external reality.
- Goethe's Science, emphasizing subjectivity in the investigation of nature.
- Modern Theories of "vital energy", Bergson, Dreisch, subtle energy.
- The Origin of Life from vitalism through mechanism to functional concepts.
- Wilhelm Reich's discoveries in the nature of emotions, the origin of life, the discovery of "orgone energy", orgonomic biophysics and cosmology.
- Contemporary research and thought on consciousness: the work of Jahn and Dunne at the PEAR laboratory in Princeton, N.J.
- Functional Art and Architecture.
- Functional Ecology.

## Learning Objectives

The goal of the course is to provide the student with a *further advanced* mode of thought and investigation that is a viable, potentially more productive alternative to mechanism or mysticism, an alternative that can provide a truer, deeper understanding of Man and nature.

## Audience

Open to all students in the Doctoral Program

## Need Statement

What is Functional Medicine?

Functional medicine is a science-based field of health care that is grounded in the following principles:

\* Biochemical individuality describes the importance of individual variations in metabolic function that derive from genetic and environmental differences among individuals.

\* Patient-centered medicine emphasizes "patient care" rather than "disease care," following Sir William Osler's admonition that "It is more important to know what patient has the disease than to know what disease the patient has."

- \* Dynamic balance of internal and external factors.

- \* Web-like interconnections of physiological factors – an abundance of research now supports the view that the human body functions as an orchestrated network of interconnected systems, rather than individual systems functioning autonomously and without effect on each other. For example, we now know that immunological dysfunctions can promote cardiovascular disease, that dietary imbalances can cause hormonal disturbances, and that environmental exposures can precipitate neurologic syndromes such as Parkinson’s disease.

- \* Health as a positive vitality – not merely the absence of disease.

- \* Promotion of organ reserve as the means to enhance health span.

Functional medicine is anchored by an examination of the core clinical imbalances that underlie various disease conditions. Those imbalances arise as environmental inputs such as diet, nutrients (including air and water), exercise, and trauma are processed by one’s body, mind, and spirit through a unique set of genetic predispositions, attitudes, and beliefs. The fundamental physiological processes include communication, both outside and inside the cell; bioenergetics, or the transformation of food into energy; replication, repair, and maintenance of structural integrity, from the cellular to the whole body level; elimination of waste; protection and defense; and transport and circulation. The core clinical imbalances that arise from malfunctions within this complex system include:

- \* Hormonal and neurotransmitter imbalances

- \* Oxidation-reduction imbalances and mitochondriopathy

- \* Detoxification and biotransformational imbalances

- \* Immune imbalances

- \* Inflammatory imbalances

- \* Digestive, absorptive, and microbiological imbalances

- \* Structural imbalances from cellular membrane function to the musculoskeletal system

Imbalances such as these are the precursors to the signs and symptoms by which we detect and label (diagnose) organ system disease. Improving balance – in the patient’s environmental inputs and in the body’s fundamental physiological processes – is the precursor to restoring health and it involves much more than treating the symptoms. Functional medicine is dedicated to improving the management of complex, chronic disease by intervening at multiple levels to address these core clinical imbalances and to restore each patient’s functionality and health. Functional medicine is not a unique and separate body of knowledge. It is grounded in scientific principles and information widely available in medicine today, combining research from various disciplines into highly detailed yet clinically relevant models of disease pathogenesis and effective clinical management.

Functional medicine emphasizes a definable and teachable process of integrating multiple knowledge bases within a pragmatic intellectual matrix that focuses on functionality at many levels, rather than a single treatment for a single diagnosis. Functional medicine uses the patient’s story as a key tool for integrating diagnosis, signs and symptoms, and evidence of clinical imbalances into a comprehensive approach to improve both the patient’s environmental inputs and his or her physiological function. It is a clinician’s discipline, and it directly addresses the need to transform the practice of primary care.

### **Faculty-Student Communications**

Students will contact me at [RABlasband@sbcglobal.net](mailto:RABlasband@sbcglobal.net) to arrange for telephone contact at 415-331 2536 or personal contact at my office in Sausalito, California, USA.

## Course Delivery Style

### COURSE DELIVERY STYLE

Distance Education - Coursework is completed at a location determined by the student utilizing a computer that has the ability to play audio and video clips, with Microsoft Office Word, Excel, PowerPoint, Adobe Reader, along with a current web browser, internet connection and email address. Contact and communication with distance students is typically conducted by telephone, Internet, Skype, text chat, and email. Students are also encouraged to contact the University by facsimiles, and postal mail, and by personal visit to the University.

All lessons, coursework and papers must be copied to lessons@energymedicineuniversity.org from both the student and professor.

- 1) Students will read the course assignments and text materials described below.
- 2) Email Contact. For any questions or reflections on the course material.

### *Assignments*

Students in conference with the instructor will map out research readings, and a research project within the study of Functional Medicine. The project will pertain to the student's Energy Medicine specialty and

### **Final Examinations:**

The first exam to be given either in person or by telephone and will cover the reading assignment. A second oral defense of the research study will be the final examination.

### **Course Grading Determinants**

Reading required texts and discussion of the material via e-mail or telephone will provide 40% of the grade.

Course paper or project -30%

Essay and Oral Examination -30%

A passing grade is 70%. The instructor will assign all other above-passing grades in a functional manner depending upon a mix of his subjective perception of how well the student truly understands the material, the quality of his course paper or project, and the quantitative evaluation of his essay examination.

### **Course Completion Timetable**

<u>Assignment</u>	<u>Week</u>
1	1,2
2	3
3	4
4	5
5	6
6	7,8
7	9,10
8	11
9	12
10	13-15
11	16

All coursework must be completed in a timely fashion. Students are encouraged to phone or e-mail the instructor whenever they need advice, comments, or instruction. If possible, all students should send instructors a short bio and photograph for their files.  
References below are required reading. The information may be supplemented by readings from the other references.

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