

Emunctorology Course Module Overview

*Emunctorology; Integrative application of the science and principles of naturopathic
medicine*

Course Description

Emunctorology is the science and clinical practice involved in the maintenance of normal pathways of elimination that are essential for the regulation of homeostasis and homeodynamics in the human organism. Its definition, history, theory, patho-physiology and clinical presentations lay the ground work for the modalities and clinical applications used in naturopathic medicine and nature cure to treat disease and maintain health. The student will already have completed anatomy, physiology, biochemistry and pathology prior to attending the course.

Objectives of the Emunctorology Educational Module:

- 1. To understand the traditional concepts and scientific basis for the individual components of the emunctories system and their physiological function(s) and the role that they play**
- 2. To promote an integrated understanding of the emunctories and how the emunctor system is actually functioning comprehensively to regulate the components of homeostasis**
- 3. To understand the disturbances and development of disease in emunctor systems**
- 4. To understand the role the emunctories play in the exacerbation and development of disease, ill health, and illness and how they affect the healing process.**
- 5. To understand the distinction between drainage and detoxification**
- 6. To understand naturopathic therapeutic options available to modify, ameliorate, tonify and treat the emunctories.**
- 7. To be able, through case presentations, formulate, implement and evaluate treatment plans.**
- 8. Understand the history, theory, principles, philosophy and schools of thought which are the foundations of emunctorology)**
- 9. To have an understanding of the application of the modalities as they pertain to emunctorology (counseling, Homeopathy and minute dose medicine, hydrotherapy, botanical medicine, nutrition, physical medicine).**

Instructor Lecture Outline

Lecture #1: Introduction (2 hours)

History, Definition and Theory (insert glossary of terms)

Learning Objectives

By the end of the lecture students shall have an understanding of the definition of Emunctories and how it has changed with increasing knowledge of human anatomy, physiology, biochemistry, and mind/body interaction. The student will also have an understanding of how the Emunctories are viewed by naturopathic medicine. The student will gain an appreciation of how the Emunctories are viewed by other schools of medicine and in other philosophies. The student will also have an appreciation of the important role that Emunctories have played in the development of the naturopathic profession. The student will also be introduced to the concepts of drainage.

Projected Competencies:

1. Describe when did the concept of emunctories first emerge in the historical medical literature? What is emunctorology?
2. Explain the difference between drainage, elimination vs. detoxification
3. What do the various schools of thoughts dictate is the purpose of emunctories?
4. What are the direct applications of the science of emunctorology as they relate to the naturopathic profession?
5. Attain knowledge of the nuances between all of the processes of elimination.

Self-Enrichment (or Assignment)

- Outline the key points in the following article: *“Lecture on Emunctories given to the Australian Health Society” 1882 Sydney*
- Review the inflammation cascade and the body’s response to stress.
- Work through the attached case study applying the concepts you have learned today.

Lecture #2: Emunctories as a Functional Complex System (2 hours)

Emunctories Systems:

- i. *Primary emunctories: KD, LU, GI, GU, Skin*
- ii. *Secondary emunctories: ancillary, and others*

Learning Objectives

By the end of the first lecture students will have an understanding of both primary and secondary Emunctories and their interaction in maintaining homeostasis. The student will have an understanding of what a normal functioning of each Emunctory is and what constitutes abnormal or altered function. The student will also have an appreciation of the important role that Emunctories play in the formation and treatment of disease as well as have an understanding of their role in the Hierarchy of Healing, Naturopathic Model of Healing and the Therapeutic Order.

Projected Competencies:

1. How do we differentiate primary vs. secondary emunctories?
2. What the embryological and physiological relationships between the emunctories?
3. How is mucus created and expelled throughout the respiratory system and the uro-genital tract?
4. What is the inflammation cascade and what is its role in elimination?
5. Describe the trigger for histamine release?
6. What is the physiological response of the various emunctories to stressors?
7. How do the various systems of elimination support one another?

Self-Enrichment (or Assignment)

- Review the case provided and list which emunctories are engaged, where the “center of gravity” in the case lies, where the vital force lies, and how you would know that homeostasis has been achieved.

Lecture #3: Patho-Physiology of the Emunctories (2 hours)

Learning Objectives

By the end of this lecture the student will have an understanding of the basic patho-physiology of the formation of products of elimination, development of inflammation, attempts of the organism to correct an imbalance and their relationships to the signs and symptoms of disease. The student should also be able to assess the “center of gravity” of the case based upon the signs and symptoms presented, which will allow them to formulate treatment plans that do no harm and directly address the needs of the individual patient’s vital force.

Projected Competencies:

1. How is mucous formed and what does excess mucous production in any of the emunctories indicate?
2. What is the role of the inflammation cascade in elimination?
3. Elaborate on the formation & role of sweat, bowel movement and urine.
4. Study fevers & their role in maintaining homeostasis and elimination.
5. Steady state concept – what are the interactions between the organism and environment and what is the role of the emunctories?
6. What do the signs and symptoms of activated emunctories tell us about the patient’s disease state?
7. What do the signs and symptoms of the activated emunctories say about the patient’s vital force?
8. How do genetics influence the response of the emunctories?

Self-Enrichment (or Assignment)

- Define what a “normal” fever response is and delineate the stages.
- What does each of the “level” of mucus production tell you clinically?

Lecture #4 and Lecture #5: Two Lectures on Bowel Toxemia (4 hours)

Learning Objectives

At the end of this lecture the student will have an understanding of the concept of bowel toxemia and its relationship to the formation of disease, as well as have a basic understanding of the different views and philosophical approaches to auto-intoxication and the formation of disease within the naturopathic medical model. The concept of foods as the cause of toxemia as well as their use as medicines will be explored. A modern scientific model of bowel toxemia and its relationship with disordered bowel function, dysbiosis and altered bowel wall permeability. The scientific evidence for endotoxemia and other systemic disease arising from bowel toxemia will be explored. The concepts of functional medicine and orthomolecular medicine will be introduced as they relate to the GI tract and the process of elimination. Finally, the relationship between bowel toxemia and other emunctories will be discussed.

Projected Competencies:

1. What are the differences between detoxification, emunction, and drainage?
2. What do these 3 terms have in common?
3. How does the naturopathic model view foods as both medicine and causes for toxemia?
4. What concepts of the Unity of Disease are applicable to Emunctorology?
5. What are the implications of auto-intoxication with regard to nature cure, drug therapy, and diet?
6. What is the relationship between the concept of bowel toxemia and the other emunctories?
7. Using the tenets of functional medicine and orthomolecular medicine define the role of emunctories?
8. How is the Myenteric Plexus affected by bowel toxemia?
9. How is the serotonin secretion affected by bowel toxemia?
10. Dysbiosis, Crohn's, IBS, colon CA all have an aspect that impedes proper elimination. When does the patient become the disease when does the disease become the patient?

Self-Enrichment (or Assignment)

- **Select a case recently seen in clinic or discussed by your supervisor with chief complaint of bowel toxemia and create a schema of how bowel toxemia affects other emunctories.**
- **How might you approach a patient with bowel toxemia?**
- **Outline a scientific model of bowel toxemia?**
- **Explain the scientific evidence for endotoxemia and other systemic diseases arising from bowel toxemia?**

Lecture# 6: Intergumentary, Respiratory and Urogenital Systems and Mental-Emotional emunctories (2 hours)

Learning Objectives

At the end of the lecture the student will have a greater appreciation for the role played by the skin, lungs, and genito-urinary systems as emunctories. Additionally, the students will be introduced to the role of the patient's mental/emotional state as an emunctory will also be discussed.

Projected Competencies:

1. What is the relationship between diseases of the skin, systemic health and the other emunctories?
2. What is the relationship between diseases of the respiratory system, systemic health and the other emunctories?
3. What is the relationship between diseases of the urogenital system, systemic health and the other emunctories?
4. Describe how each of the systems manifest as emunctories?
5. What is the relationship between an individual's mental/emotional, their systemic health and the other emunctories.
6. How does naturopathic medicine view the patient's mental/emotional state in relationship to the emunctories?
7. What signs and symptoms may the patient manifest when their mental/emotional emunctories are blocked?

Self-Enrichment (or Assignment)

- Work through the attached case study applying the concepts you have learned today.
- Comment on allergic triad and review article on "Psoriasis and its relationship to Tobacco smoking".

Lecture #7: Modalities and Perspectives and Simple Case Management (Single emunctories problems) (2 hours)

- *Homeopathy and Minute Dose medicines*
- *(Cell Salts, Homotoxicology, Drainage and Organotherapy Remedies)*
- *Hydrotherapy (Constitutional, Wet Sheet pack)*
- *Chinese Medicine (5 Elements)*

Learning Objectives

The student will be introduced to a variety of clinical approaches that aid the Emunctories in their work. Their theoretical basis of each as well as their strengths and weaknesses will be discussed. The scientific basis as to how each modality works as well as available scientific evidence as to their efficacy will also be discussed.

Projected Competencies:

1. Distinguish between the different modalities available to support and stimulate the emunctories.
2. Explain the difference between each of them.
3. What are the advantages and disadvantages of each of the modalities if they are used in combination?
4. What scientific evidence is available to support the various modalities efficacy?

Self-Enrichment (or Assignment)

- Develop a treatment plan using the modalities discussed in the lecture.
- Work through the attached case study applying the concepts you have learned today.

**Lecture #8: Modalities and Perspectives and Simple
Case Management (cont'd)**

- *Physical Medicine (Massage, Cranio-Sacral Therapy, Acupressure, Bowen Therapy, Reflexology, Visceral Manipulation, Electrotherapy...)*
- *Botanical Medicine (Gemmotherapy, Pungent, Bitters and Nervines...)*
- *Ayurveda (Botanical, Spiritual, Nutritional...)*

**Lecture #9: Clinical Applications and Complex Case Management
(Multiple emunctories problems) (2 hours)**

- *Spirituality, Cognitive Behavior Therapy, Breathing Techniques, Guided Imagery...*)

Learning Objectives

At the end of this lecture the student shall be able to assess under and over activity in the emunctories, formulate specific treatment plans to restore homeostasis and be able to measure outcomes. The student shall also have an understanding of when the patient is not responding to the treatment plan and how to modify it to achieve set goals of therapy.

Projected Competencies:

1. How does one evaluate under and over activity, develop treatment plans, measure out comes?
2. What are the steps necessary in developing a treatment plan?
3. How does the clinician assess patient progress and response?

Self-Enrichment (or Assignment)

- Develop a treatment plan for a patient.

Lecture #10: Specialty and Instructor Focused Lecture: (2 hours)

- *(Biotherapeutic Drainage and UNDA, Homotoxicology, other specialties...)*
- *Tie up loose ends or area of their own interest.
[i.e.: Dr. Kruzel will apply and discuss more cases and Dr. Thomas will show the movie 'Food Inc.']*

Learning objectives

This lecture is designed for the instructor to provide the student in depth knowledge about their respective area of expertise. The topic chosen will be at the discretion of the instructor.

Projected Competencies:

The instructor may create their respective competencies.

Self-Enrichment (or Assignment)

- **Review and research modalities that appeal to you.**
- **Begin to formulate programs for future use to enhance the emunctories for your patients you are currently working with at your respective teaching clinic.**

Lecture #11: Revision and Exploration (2 hours)

Objectives:

**→To review the concepts of Emunctorology and its applications to
Naturopathic Medicine.**

**→To broaden the horizons of the emunctor concept - discuss the socio-
economic, ecological implications and public health concerns with poorly
functioning environmental emunctories.**

**→To present an overview of Intermediate and Advanced Emunctorology
Courses.**

Projected Competencies:

To be determined by the instructor.

Self-Enrichment (or Assignment)

To be determined by the instructor.

Total Scheduled Lectures 1-11 = 22 hours (11 weeks)

Emunctorology Educational Module Accompanying Resources

Virtual Emunctorology Library

- **Electronic bibliography listing 436 books (with live URL links to access each book via Googlebooks)**
- **Links to 4 videos on elimination and detoxification**

Electronic Filesharing—Resources for Students

- **Available to students and CME participants via electronic reserves at participating naturopathic universities/colleges**
- **Slide presentations from the Emunctorology elective taught by Thom Kruzel, ND, at NCNM in Spring 2010**
- **18 articles/books on the history and theory of treating via the emunctories**
- **18 transcripts of key informant interviews on the topic of the emunctories**
- **70 scientific articles touching on the emunctories, including an 1882 lecture on the Emunctories presented to the Australian Health Society and 4 articles on colon hydrotherapy and constipation**
- **2 introductory lectures and a manual on detoxification and drainage from the International Academy for Homotoxicology/HEEL**
- **3 introductory lectures on Detoxification/Drainage, Gemmotherapies, and Miasm/Temperament/Constitution from Seroyal**