

Update article

Advance Teaching of Fundamentals of Homoeopathy (ATFH): Redefining Competency Based Approach

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Abstract

The curriculum in academic medicine is defined by writing effective Learning objectives (LO). LO is elaborated based on perceptions of unbiased written aspects, of course, the rationale in statements is explained and tested through the completion of educational activity. These are the foundations for defining the outcomes in building up strong educational policies which are instructional aligned through predefined effective curriculum courses with added mapped outcomes. This letter provides the ongoing aspect of the development of Homoeopathic education in India regulated by the National Commission for Homoeopathy for the subject course of Advance Teaching of Fundamentals of Homoeopathy (ATFH). The essential components for the ATFH subject course with LO and outcome assessment is been discussed and would provide a new arena of academic research in building up rationale in the programed [Doctor of Homoeopathy(MD,(Hom))].

Key Words: Advanced Teaching of Fundamental of Homoeopathy, Learning objectives.

Abbreviations:

LO: Learning Objectives

ATFH: Advance Teaching of Fundamentals of Homoeopathy

MD, (Hom): Doctor of Homoeopathy

NCH: National Commission for Homoeopathy

CCH: Central Council of Homoeopathy

HM: Homoeopathic Medicine

HP: Homoeopathic Philosophy

DZ: Drug Standardization

CBE: Competency-Based Education

SMART: Specific, Measurable, Attainable, Relevant, and Time-bound



Letter to Editor:

The homeopathic educational system in India regulated by National Commission for Homoeopathy (NCH) is a strong foundation for providing effective academic programs [BHMS & MD (Hom)] with defined course outcomes. Over the decades there has been a paradigm shift in academic, preclinical, and clinical research investigating Homoeopathic Medicine (HM), Homoeopathic philosophy (HP), and Drug standardization (DZ) [1]. Translating these research outcomes for academic curriculum with defined structured outcomes remains challenging. Further, the question of the application of outcomes in clinical practice documented on HM, HP, and DZ is found to be significant if the course outcomes are aligned and mapped with defined program outcomes. LO in homeopathic education remain individual percepts that are drawn from learning goals. LO forms the guiding statement which reflects the reality perceived from the learning experience with a defined assessment planned [2].

Central Council for Homeopathy (CCH) in 2018 had amended changes in the Post-Graduation syllabus, wherein the new subject was introduced named Advanced Teaching of Fundamentals of Homoeopathy (ATFH) which comprises the integration of knowledge (learned at degree level course) in respect of subjects namely, Organon of Medicine and Homoeopathic Philosophy, Homoeopathic MateriaMedica, and Repertory [3].

ATFH forms an essential curriculum that defines the cutting-edge research documented in Homoeopathy. However, LO for ATFH remains undetermined to date. ATFH might be well defined by 5 crucial elements: who, what will do, how much or how well, of what, by when [4]. These elements would help in outlining the Skills, Knowledge, Attitude, and Analysis through LO which might form a measurable tool in assessing the Post Graduate Scholar.

ATFH course with well-defined LO might be designed through Bloom's Taxonomy (Revised version 2001) which describes the action verbs to LO for the cognitive domain in 6 levels of hierarchy: Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation [5]. Specific, Measurable, Attainable, Relevant, and Time-bound (SMART) on the contrary would help in communicating Post Graduate Scholars in interpreting LO, which would be more focused, and performance based.

Both SMART and Bloom's Taxonomy would play a major role in writing effective outcomes for the subject of ATFH. This would shape the quality assessment of the subject and improvement in learning sessions for Post Graduate Scholars. Competency -Based Education (CBE) is needed of hour for appeal the policymakers of NCH. ATFH is the core of CBE in homeopathy which would further enhance improvement in the application of Knowledge and Skills.

Conclusion:

Curriculum writing with effective LO in ATFH would help policymakers for lifting the academic excellence. Bloom's Taxonomy and SMART might form effective tools for defining LO for ATFH. CBE in homeopathy needs to be leveraged for regulating defined goals with valuable outcomes for Post Graduate Scholars.

Note:

NCH has been constituted by an act of parliament known as NCH Act, 2020 which came into force on 05.07.2021 by gazette notification dated 05.07.2021. The Board of Governors in supersession of CCH

constituted under section 3 of The Homoeopathy Central Council Act, 1973 stands dissolved thereafter.

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