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ARTICLE

Title: Evaluating the effectiveness of Case Based Teaching Methods in the subject of Homeopathic Repertory and Case Taking

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ABSTRACT

i. BACKGROUND: The National Commission of Homeopathy have introduced the subject of Homeopathic Repertory and Case taking from the first year of BHMS. In its Competency Based Dynamic Curriculum (CBDC) for 2nd BHMS there is a topic which requires integration of pathology and Homeopathic repertory. This involves studying pathology and integrating it with two homeopathic Repertories that is Dr. Boerickes Repertory and Dr. Kent Repertory. Thus, this study evaluates a teaching methodology for teaching this topic. **ii. OBJECTIVE:** To evaluate the effectiveness of case based teaching methods namely spot diagnosis, case based learning and rubric hunting in integrating pathology with Homeopathic Repertory **iii. METHODS:** Six consecutive interactive sessions were conducted with 2nd BHMS students. It included there activitie which were as follows:

a. Spot the pathology or the pathological process b. Case discussions c. Rubric hunting using two homeopathic Repertories, first Dr. Boerickes Repertory and then Dr. Kents Repertory. Students were assessed before and after the sessions as a part of their formative assessments. **iv. RESULTS:** The results confirm the statistically significant impact of case based teaching method in learning. **v. CONCLUSION:** This study shows that case based teaching methods improves students understanding and application of homeopathic repertory, particularly in relation to pathological processes.

Keywords: Competency-Based Dynamic Curriculum, Homeopathic repertory, Teaching – Learning methodology, Integration

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INTRODUCTION

This study examines how pathology and homeopathic repertory can be integrated in medical education.

The National Commission for Homoeopathy (NCH) introduced the Competency Based Dynamic Curriculum (CBDC). In the 2nd BHMS curriculum The NCH added a topic: "Representation of Different Pathologies and Pathogenesis in Boericke and Kent in 2nd BHMS." [1, 2] This topic aligns with specific learning objectives (SLOs). These target Knowledge and Homoeopathic Orientation competencies. [3] As per the Miller's Pyramid, the competency level is "Knows How". As per Bloom's taxonomy, it is in the Cognitive domain. [4-6] It aligns with the Level I learning in Guilbert's classification but the objectives priority is "Desirable to Know." [7-8]

This integration is new. It involves a link with subjects like Pathology and Repertory. So educators face the challenge of finding effective teaching methods to teach this topic. Also, the teaching methods must align with the new SLOs.

Hence for teaching this topic Interactive, case-based methods are preferred over rote learning. These methods promote engagement and clinical relevance. They also lead to a deeper understanding.

This study assesses how incorporating pathology through case based repertory analysis improves learning.

For doing so techniques like spot diagnosis and rubric hunting using Dr Boericke and Dr Kent Repertory was done; [9-10] As it demands critical thinking and keen observation skills essential for clinical practice. [11, 12] Student engagement, repertory use, and understanding pathogenesis are evaluated at the end of six consecutive session.

Repertory based learning has long been part of homeopathic education.

Its structured inclusion in competency-based curricula is recent.

This study aims to improve teaching methods and the goal is to promote more effective competency-based education in homeopathy.

I. AIM

To evaluate the effectiveness of case based teaching methods in enhancing 2nd BHMS students' understanding and clinical application of pathological processes through repertory analysis.

II. OBJECTIVES

To evaluate the effectiveness of case based teaching methods:

- Spot Diagnosis,
- Case-Based Learning, and
- Rubric Hunting

In enhancing students' understanding of pathological processes.

To assess students' competency in identifying pathologies and correlating them with appropriate rubrics in Dr. Boericke's and Dr.

Kent's repertories.

III. MATERIAL AND METHOD

i. STUDY DESIGN: A prospective observational cohort design

ii. SETTING AND PARTICIPANTS

- Location: A Homeopathic Medical College in Mumbai, India
- Participants: 95 second-year BHMS students (22 male, 73 female) enrolled under the CBDC
- Sampling Method: Universal sampling—all enrolled students were observed

iii. EDUCATIONAL EXPOSURE

As per the students scheduled curriculum they participated in six consecutive sessions, each lasting one hour. These sessions included:

- Spot Diagnosis: Students were presented with visual clinical patterns and tasked with identifying the underlying pathology.
- Case-Based Learning: Clinical cases were used to analyze symptoms and identify the pathology or the pathological process.
- Rubric Hunting: The students then searched for the rubrics related to the pathology or the pathological process in both repertories.

iv. ASSESSMENT TOOLS

Data collection was done as a part of students formative assessment:

- Pre- and Post-Session Tests: To Assess

students understanding of pathology, rubric correlation, and clinical reasoning

- Competency Checklist: The Competencies were Mapped to Miller's Pyramid, Domain competencies and CBDC-specific learning objectives
- Reflective Journals: Collected at the end of the six sessions

v. DATA ANALYSIS

a. Quantitative Assessment:

Pre-test and Post-test evaluating:

- Pathology identification
 - Rubric correlation in repertories
 - Clinical reasoning using repertory
- Competency checklist aligned with:
- Miller's Pyramid (Knows How level)
 - CBDC-Specific Learning Objectives (SLOs)

b. Qualitative Assessment:

Student feedback using:

- Reflective journals
- Thematic analysis of open-ended responses
- Word cloud analysis of commonly used terms

IV. RESULTS

a. Quantitative Findings:

Graphical represents the percentage of students' results before and after six consecutive sessions (Figure 1)

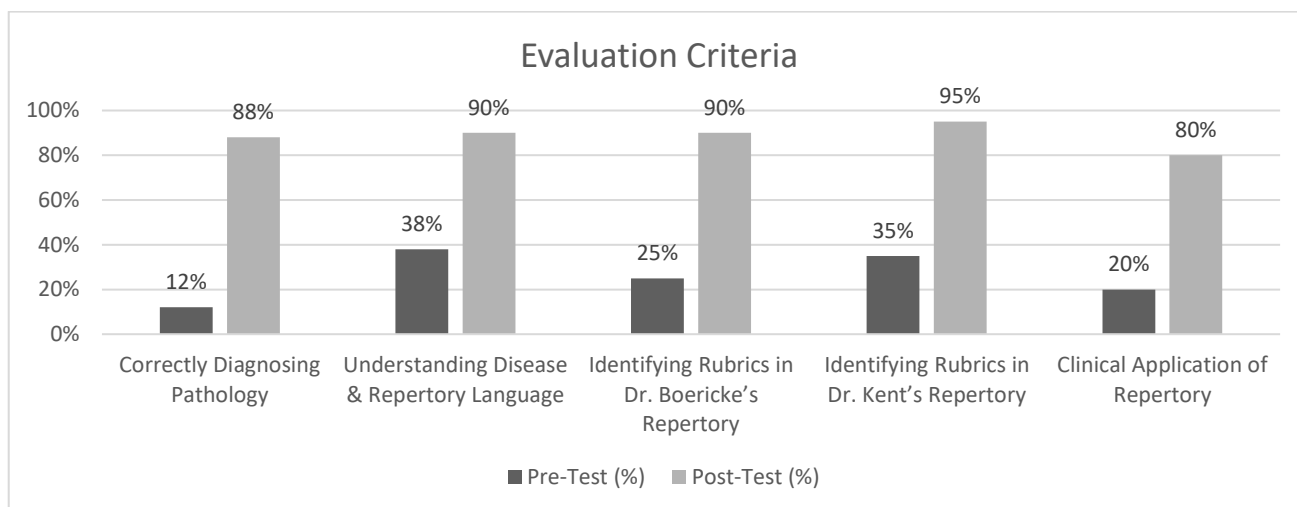


Figure 1. The percentage of students' results before and after the sessions

The paired t-test was applied and the results show a statistically significant difference between

Variable 1 and Variable 2 ($t(99) = -116.02, p < 0.001$).

Competency checklist:

- Bloom's Taxonomy: Students demonstrated their abilities recognize pathologies or pathological process and select appropriate rubrics in the Repertory. This suggests that they progressed beyond remembering and understanding. They moved to the "Applying" and "Analyzing" levels.
- Miller's Pyramid: As the students were able to demonstrate theoretical knowledge and apply it in the given cases scenarios using repertories, so the Competency was mapped to the "Knows How" level.
- Guilbert's Learning Levels: As per the outcome it can be mapped to Level I that is "Desirable to Know". This aligns with CBDC's emphasis on introducing integrative concepts in the curriculum.
- Competency Domains (CBDC-aligned):
 Knowledge (K): About the structure and use of repertories
 Homoeopathic Orientation (HO): By linking pathology and pathological process with appropriate rubric selection in both the repertories.
 Patient Care (PC) (Proposed Extension): Improved clinical reasoning among students and a readiness to apply this knowledge in patients care.

a. Qualitative Feedback:

Student feedback was grouped into the following themes as presented in the tabular representation: (Table 1)

Theme	Sample Feedback
Improved Understanding	"Now I see the logic behind repertory rubric organization."
Engagement & Interest	"Searching for rubrics felt like a detective game which made learning fun!"
Clinical Application	"I can now confidently use repertory in real cases."
Insight & Curiosity	"We were amazed to see that homeopathic remedies already listed in the repertory for the pathological conditions that we are studying."

Table 1. Students' feedback

A word cloud analysis was used to highlight the terms which were frequently used by the students: These terms were engaging, interactive, rubric hunting, pathology identification.

V. DISCUSSION

The results of this study, as presented in the Quantitative Findings (Figure 1), confirm the statistically significant impact of case based teaching methods in the learning.

Representation of different pathology and pathological process in Dr Boriecke and Dr Kent Repertories requires integration of the subject of pathology and Homeopathic Repertory. So the teachers face the challenge

of finding effective teaching methods especially the one that aligns with the SLO to teach this topic. The Case based approach used in this study which included namely spot diagnosis, case based learning and rubric hunting not only enhanced theoretical knowledge and comprehension of the students but also fostered clinical reasoning. As these activities were interactive the engagement level of students was high.

The first activity namely Spot the pathology or the pathological process encouraged critical thinking and keen observation among students. It also helped them use their knowledge of pathology and strengthen their diagnostic skills.

The second activity namely Case based learning reinforced the connection between students theoretical knowledge of subject pathology and Homeopathic Repertory with its clinical application.

The third activity namely Rubric hunting for the respective pathology and pathological process transformed the repertory from a static reference tool into an active clinical tool.

The findings of this study align with the study done by Koley et al. (2017), who demonstrated that case based learning enhances the practical application of homeopathic theory 13. Similarly, studies by Banerjee and Chakraborty (2019) observed that the students involved in interactive repertory exercises displayed superior diagnostic capabilities compared to those taught via traditional lectures 14, as also observed in this study.

The Qualitative Feedback from the students were grouped into themes as represented in Table 1. It revealed improved understanding of the logic and structure of Repertory making the students confident about its clinical application. The activities aroused interest and improved students engagement in the classroom. Students expressed surprise at finding remedies in the Repertory for pathological conditions that they are studying. As seen in this study, similar studies in medical education, such as the one done by Harden (2018), also confirm that competency based approaches significantly enhance knowledge retention and clinical translation 15.

This case based teaching method lead to higher order thinking in students. As it was seen that the students progressed beyond just memorising the symptoms and mechanical searching for rubrics in the Repertory. They began analyzing, interpreting, and synthesizing the information given in the cases. This as per the Bloom's taxonomy

shows that the students are "Applying" and "Analyzing" which demonstrating a move from rote learning to real competence.

This study facilitated horizontal integration of Pathology and the Homeopathic Repertory.

VI. CONCLUSION

This study shows that case based teaching methods namely spot diagnosis, case based learning, and rubric hunting improves students understanding and application of homeopathic repertory, particularly in relation to pathological processes. It also improves students engagement and participation in the classroom.

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