

Behavioral Change of Interns towards Post graduation in Homoeopathy – An Observational Study

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Abstract

Background- Post graduation in homoeopathy now becomes essential qualification in academic and in almost all Government Working areas.

Objective- The objective of the study is to examine the behavioral changes in interns towards Post graduation in homoeopathy after an interactive session. The study aims to assess whether the session has a significant impact on intern's willingness to pursue Post graduation in homeopathy and to determine if there is an observable shift in their attitudes and interests towards further specialization.

Material and Methods – Approach used to reach the above defined objective is to interact with the students and to clear the misconceptions they formed over years through an interactive session.

Conclusion- The study reveals behavioral changes occur in students regarding Post graduation in homoeopathy.

Keywords: Post graduation, Behavioral change, Intern, Homoeopathy, AIAPGET.

Introduction- The Postgraduate course in Homoeopathy, MD (Hom) is of three year duration. The eligibility requirement for MD (Hom) is BHMS degree. But the students are not opting it and showing less interest towards attempting All India Ayush Postgraduate Entrance Exam. The majority of students want to do their best in clinical practice for which they think Post graduation will not going to affect their perspective. As homoeopathy aims to treat the patients on the basis of “Individualization” and is based on the principle of “Similia Similibus Curentur”^[1]. Different Pioneers states this in different ways. Dr. Kent states this in his Lectures on Homoeopathic Philosophy “It is the man who is sick and man consist of what

he thinks and what he loves and there is nothing else in a man. Man is the will and understanding and the house in which he lives is his body”^[2]. Dr. Richard Hughes pointed that the final selection of a remedy should be based on individual similarity^[1]. Homoeopathy is considered as one of the most commonly used medical system in world.^[3].

Material & Methods

Study Design – Observational Study

Study Duration – Study was done in 3 continued different interactive session, individual session was 2 hour duration.

Study Setting – The study was conducted in Swasthya Kalyan Homoeopathic Medical College and Research Centre, Sitapura Jaipur.

Participants – Internship students of the year 2022 were included in this study.

Inclusion-Exclusion Criteria

Only Internship students were included in this study, all other students are excluded from this study.

Analysis

Analysis was done on the basis of behavioral change of student which was observed after each these interactive sessions & fixed self made parameter. Following parameter was fixed for quick assessment. Participants can choose either "Not Interested" or "Interested" as their response option for each statement. This simplified parameter allows for a quick assessment of the changes in attitudes and interest towards Post graduation in homoeopathy before and after the interactive session.

1. Not interested in pursuing Post graduation in homeopathy.
2. I am interested in pursuing Post graduation in homeopathy.

Null Hypothesis (H₀): There is no significant behavioral change in interns towards Post graduation in homoeopathy after the interactive session.

Alternative Hypothesis (H_a): There is a significant behavioral change in interns towards Post graduation in homoeopathy after the interactive session.

A paired t-test was conducted to examine the change in student’s willingness to give the entrance exam before and after the interactive session.

Result & Discussion-

Post-graduation in homoeopathy is now becoming an essential qualification in various aspects of homoeopathy. Students should be aware about utility and scope of Post-graduation. In the present study, it was observed that majority of students were satisfied with UG Degree and

argued about the utility of PG in their clinical career. The students had a notion that homoeopathy works on the principle of Individualization^[1] as stated by various pioneers.^{[1][2]} The necessity of specialization in homoeopathy was questionable.

The major key point of the interactive session was to address the scope of pursuing Post graduation in homoeopathy.

It was observed that majority of the students wanted to pursue Post graduation as it will help in the selection in government sector jobs and will further increase their knowledge in clinical and academic areas.

On the other hand some students didn't wanted to pursue PG due to following reasons-

- 1) **Work-life balance:** Balancing academic commitments with personal life and other responsibilities can be challenging. Some students have prioritized other aspects of their life, such as family, relationships, personal interests, over pursuing Post graduation studies.
- 2) **Financial considerations:** Post graduation studies often come with additional costs, including tuition fees, living expenses, and potential loss of income during the study period. Financial constraints have played a role in the decision of some students not to pursue further education at that point.

To Increase Student Engagement in Postgraduate Studies in Homeopathy. The Effective Approaches for Attracting and Motivating Students are-

- 1) **Highlight career opportunities:** Emphasize the diverse and promising career opportunities available to postgraduates in homoeopathy. Showcase success stories of professionals who have pursued Post graduation and achieved notable positions in government organizations, research institutions, private clinics, or academics.
- 2) **Showcase the benefits:** Clearly communicate the benefits of Post-graduation in terms of professional growth, advanced knowledge and skills, increased job prospects, higher earning potential, and opportunities for specialization or sub-specialization within homeopathy.
- 3) **Offer financial support:** Provide financial assistance options such as scholarships, grants, or flexible payment plans to alleviate the financial burden associated with Post graduation. Highlight available funding opportunities or partnerships with organizations that support students pursuing higher education.
- 4) **Provide mentorship and guidance:** Establish mentorship programs where experienced practitioners or alumni can guide and support students interested in Post-graduation. Connect students with mentors who can share their experiences, provide advice, and help navigate the process of applying for postgraduate programs.
- 5) **Organize interactive sessions and workshops:** Conduct interactive sessions, workshops, or guest lectures by renowned experts in the field. These events can expose students to the latest advancements, research, and practical applications of homeopathy, igniting their interest and curiosity.
- 6) **Enhance curriculum and teaching methods:** Continuously update and improve the curriculum to align with the latest industry trends, research findings, and advancements in homeopathy. Incorporate interactive teaching methods, practical case studies, and hands-on training to make the learning experience engaging and relevant.

Positive Behavioral change was observed, the students who were not willing to pursue PG due to lack of knowledge and guidance were now approaching for further such sessions to be conducted to clear concepts and to get tips to crack entrance exam of Post-graduation .

A paired t-test was conducted to examine the change in student's willingness to pursue PG before and after the interactive session. The study included a sample of 60 internship students. Prior to the session, 20 out of 60 students (33.33%) expressed their willingness to pursue PG. However, after the session, the number of students willing to pursue PG increased to 43 out of 60 (71.67%).

The paired t-test yielded a test statistic of $t = 4.1514$ with 59 degrees of freedom. The value of p is 0.00011. The result is significant at $p < .05$. The calculated p -value associated with this test statistic indicates a significant change in students' willingness to pursue PG after the interactive session.

The findings of this study indicate a significant positive behavioral change in interns towards Post graduation in homoeopathy after the interactive session. Prior to the session, a considerable proportion of students were not aware of the scope of Post-graduation in homoeopathy and expressed satisfaction with their undergraduate degree. However, the interactive session aimed to address these misconceptions and highlight the benefits and opportunities associated with pursuing Post graduation.

The results show a substantial increase in student's willingness to pursue PG after the session. This change can be attributed to the session's focus on the scope of Post-graduation, including increased knowledge for clinical and academic areas and the advantage of preferential treatment in government jobs. It appears that the session successfully addressed the students concerns and provided them with a clear perspective on the value of pursuing Post-graduation in homoeopathy.

The observed behavioral change suggests that students who were initially hesitant about pursuing Post graduation in homoeopathy became more open to the idea after receiving information and clarification during the interactive session. The session not only increased awareness but also motivated students to seek further guidance and support in preparing for the entrance exam.

It's important to acknowledge that each student's decision is influenced by a unique combination of factors, and the reasons mentioned above are just a few possibilities. Understanding these reasons can help educators and institutions tailor their approaches to address students' concerns and provide the necessary support and information to encourage more students to consider the entrance exam and Post-graduation in homeopathy as valuable option.

Conclusion

This study shows previously 20 out of 60 (33.33%) students are willing to give entrance exam and after this session 43 out of 60 (71.67%) are willing to give this. Interaction with the students on 3 continued different sessions shows continuous increasing of interest towards postgraduate entrance exam. It demonstrate a significant behavioral change in interns towards

Post graduation in homoeopathy after the interactive session. The session effectively addressed misconceptions and increased students' interest and willingness to pursue Post graduation. These findings highlight the importance of providing comprehensive information and guidance to students regarding the benefits and opportunities associated with advanced studies in homoeopathy.

Study was done on interns of one institute only and further such studies are needed to assess overall behavioral changes of undergraduates.

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