

ACHENA Community Forum # 1: Protecting Academic Freedom in Homeopathic Education

1. How can ACHENA and schools work together to foster continued excellence in education of future professional homeopaths?
2. How can we protect the diversity that exists among schools?
3. How do we promote innovation in homeopathic education?
4. How can we ensure that students who enter a program hoping to become professional homeopaths are truly prepared for practice upon graduation?
5. How do we create an environment where people who want to become professional homeopaths are confident in choosing a school?

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Who is ACHENA?

- **5-15 commissioners**
 - Homeopathic practitioners
 - Homeopathic educators/school representatives - up to 50% of the commission
 - Individuals with expertise in school accreditation from the higher ed. community
 - student
 - members of the general public - at least one-seventh of the total
- **Established in 1982**
- **Operating for 32 years**
- **Established conflict of interest policy**
- **Policies in place to ensure fairness in accreditation decision-making**
- **Public comment policy**
- **Member of ACCAHC**
- **Member of ASPA following national standards for accrediting bodies**

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School and Educator Concerns

- I don't want someone telling me how to teach...
- It seems like accreditation is just about making all programs look and sound alike...
- Accreditation will handcuff me into meeting rigid requirements...
- Who would review my curriculum – what do they know about homeopathy, anyway?
- I know my curriculum – its just not all written down...

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Founded in 1898, _____ is a global, experiential, research university built on a tradition of engagement with the world, creating a distinctive approach to education and research.

Rooted in an abiding faith in the talent, imagination, and responsibility of the individual, _____ college invites students to pursue and shape their own intellectual inquiries, and in doing so to discover the interconnection of things.

_____ college's learning process is:

- active, collaborative, inquiry-based;
- discussion-rich, project-driven, writing-intensive;
- challenging, pushing students beyond what they think they can achieve.

The mission of _____ College is "Transforming Consciousness Through Education". Consciousness is the capacity and willingness to live life with intentionality and the highest possible level of awareness regarding our personal, social and spiritual purpose for being here. We strive to provide a multicultural learning environment which fosters ethical development as a foundation for professional growth and excellence in Counseling, Art Therapy/Counseling and related helping activities.

Accredited schools come in all shapes, sizes and philosophies....

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Goal of Accreditation

- Promoting quality and freedom in education
- Ensure that education provided by institutions of higher learning meets levels of quality that have been established by the field
- Accreditation is a means of conducting nongovernmental, peer evaluation of educational institutions and programs

Accreditation = SELF REGULATION, not governmental regulation

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Accreditation

Widely accepted practice in education because of its many benefits

Assurance of quality to the general public

Assurance and protection to students

Guidepost for schools

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Core Principles of Accreditation

- **Community-Accepted Standards:** Standards are established with community input via inclusive public comment process
- **Self Study:** School communities engage in a process of self-study to promote growth based on their mission and values
- **Documentation of Policy and Procedure:** Documented policies and procedures ensure that students, faculty and administrators fully understand the scope of their rights and responsibilities and how they will work together
- **Peer Review:** The peer review site visit provides schools an opportunity to discuss their program with other experienced homeopathic educators and administrators of schools

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Standard # 1: School Mission/Purpose

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| <ul style="list-style-type: none"> • Schools shall: <ul style="list-style-type: none"> – Have a clearly defined mission statement – Articulate values/philosophy which is reflective of its community and constituents – Demonstrate that its programs are consistent with its own mission | <ul style="list-style-type: none"> • Accreditation is not about making schools look alike • Respectful of diversity of values, teaching methods and philosophy • <u>KEY QUESTION:</u> Does the school meet community standards in a manner consistent with its own mission and values? |
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What are ACHENA's Educational Standards?

Focus on training professional homeopaths:

- ✓ Upon graduation a student should be prepared to begin practice as a professional homeopath
- ✓ Educational standards should ensure that a student is prepared to sit for, and pass, the credentialing exam

ACHNEA accreditation standards do not apply to schools that seek to solely educate parents, general consumers or lay homeopaths. Separate standards are in place for continuing education programs.

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What constitutes curriculum?

- Clearly articulated learning objectives or competencies
 - Organized in reasonable time increments with a logical progression
- Instructional content organized in narrative, outline or slide format
 - Organized in reasonable increments with a logical progression over time
- Description of teaching methodologies
- Assessment tools
- List of reference books, materials, primary sources
- Reading assignments/ out of class assignments

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How do ACHENA standards compare to CHC standards?

CHC	ACHENA
<p>Applicants must complete 500 hours of education in homeopathy</p> <ul style="list-style-type: none"> • Philosophy/ Organon • Materia Medica • Provings • Repertory • Posology • Case Taking/Analysis/ Management • Code of Ethics 	<p>Standards address these topics & the program is at least 500 hours</p> <ul style="list-style-type: none"> • History of Homeopathy • Philosophy/ Organon • Materia Medica • Provings and Research • Repertory • Posology • Case Taking/ Analysis Management • Ethics and Legality • Practice Development and Personal Development

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How do ACHENA standards compare to CHC standards?

CHC	ACHENA
<p>Applicants must document 390 hours of clinical training</p> <ul style="list-style-type: none"> • 500 hours of observation and analysis • 10 supervised cases, plus 2 follow-ups are required, and will count for 140 of these hours (10 hours per intake, 2 hours per follow-up). The balance of the clinical hours may be obtained through observation /analysis or supervised cases. 	<p>Schools provide at least 500 hours of clinical education.</p> <ul style="list-style-type: none"> • Clinic environment and a progressive program • Students observe experienced practitioners • Students independently manage a range of cases with appropriate clinical supervision

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How do ACHENA standards compare to CHC standards?

CHC	ACHENA
Completion of a 3 credit college level course in Anatomy and Physiology and a 3 credit course in Pathology and Disease.	Accredited schools may either: 1) offer the equivalent of a 3 credit college level course in Anatomy and Physiology and a 3 credit course in Pathology and Disease, or 2) offer students a list of options/ resources where coursework may be completed.

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How do ACHENA standards compare to CHC standards?

CHC	ACHENA
Applicant studies may be completed via distance education format. However, at least 10% of the education must be on-site.	Standards ensure quality distance education <ul style="list-style-type: none"> • Schools offer an on-campus clinical training component • School determines length of on-campus requirement to ensure students are prepared for clinical practice and instructors have an opportunity for assessment of student's skills

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Myths and Facts about ACHENA Educational Standards

MYTH	FACT
ACHENA requires specific hours for each topic, hand-cuffing schools into a rigid curriculum	No specific hour requirements. Hour-based topic requirements were removed in 2012
ACHENA dictates HOW schools should teach	Schools establish their own mission statement, values and teaching methods
ACHENA standards are impossible to meet	Any school that prepares a student for the CCH credential can meet ACHENA's educational standards

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Myths and Facts about ACHENA Educational Standards

MYTH	FACT
Accreditation requirements are bureaucratic nonsense that make for "busy" work and detract from real quality	Accreditation offers real tools and processes that are embraced and proven throughout higher education The questions is: How will schools of homeopathy use these tools?

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How is Self Study Applied to Curriculum?

SAMPLE Self Study Questions

- To what extent does the program meet the accreditation standards for length, core curriculum and competency requirements?
- How effectively does the institution demonstrate and document that the program of study is consistent with mission, goals, objectives and expected student learning outcomes?
- To what extent are class size, instructional load, the nature and purpose of didactic and clinical program components supportive of preparing students to grow into effective professional homeopaths?
- How can the school maximize opportunities for all members of the school community - school leaders, faculty, students, administrators – to work together to strengthen the educational experience?
- Is the level of integration of coursework, topics and use of different instructors supportive of preparing an effective homeopath?

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How is Self Study Applied to Curriculum?

SAMPLE Self Study Questions

- To what extent does collaboration between school leaders, faculty and students promote on-going refinement and improvement in the curriculum and course work?
- To what extent is the level of clinical supervision, variety of clinical supervisors, patient populations, and variety of medical conditions among patients appropriate to support quality clinical training consistent with mission, goals, objectives and student learning outcomes?
- How might course syllabi be improved to better articulate course purpose, objectives, prerequisites, content, lab instruction, methods of instruction, course requirements, grading system, and reading requirements?
- How well are program graduates performing on national certification exams and how do graduates rate their own level of clinical confidence and effectiveness?
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Peer Review

- **Team of 2-3 reviewers, with the following combined expertise:**
 - **Content** – certified homeopathic practitioner
 - **Education** – experience as instructor/ professor of homeopathy
 - **Administrative** – experience as an admissions representative, registrar, student advisor, or a supervisor of any of these roles
 - **Management** – experience in reviewing enrollment agreements and other financial documents, strategic planning and managing employees
- **Curriculum review performed by content and education specialists**

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Peer Review

CONCERNS

- Sharing trade secrets
- Giving info away to competitors
- Reviewer neutrality
- Conflict of interest

REMEDIES

- Accreditation fosters a culture of peer learning
- Peer reviewer training
- Peer reviewers agree to and sign confidentiality and conflict of interest statements
- School can refuse a reviewer

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What are your concerns?

- Program of study
- Faculty requirements
- Teaching methods
- Clinical training requirements
- Hourly requirements
- Peer review process

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Summary

How can we protect the diversity that exists among schools?

- Accreditation respects the unique mission, values and philosophy of each school
- Focus is on meeting standards and competencies
- Expand school representation on ACHENA commission

How do we promote innovation in homeopathic education?

- ACHENA does not play the role of cop; respect unique values of philosophy of schools
- Accreditation promotes communication and interchange within a school community, leading to innovation and problem-solving
- Apply principles of self-study to refine innovations, document their effectiveness and identify opportunities for growth
- How can we support open exchange of ideas between schools?

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Summary

How can we ensure that students who enter a program hoping to become professional homeopaths are truly prepared for practice upon graduation?

- Support community identified standards
- Support strong, meaningful and fair student assessment practices
- Support strong, diverse clinical experience for students
- Schools focus on meeting standards using self-study to demonstrate successes and identify where improvement is needed

How do we create an environment where people who want to become professional homeopaths feel confident in choosing a school?

- Support transparency and clarity
- Schools, ACHENA and CHC should support each other's unique role and find effective ways of working together
- Expand the ranks of accredited schools in each region of US and Canada

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Next meeting

Date And Time:

- August 20th, 5:00 – 6:30 pm east coast time

Topics:

- Process for achieving accreditation
- Costs associated with achieving and maintaining accreditation

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