

Courses

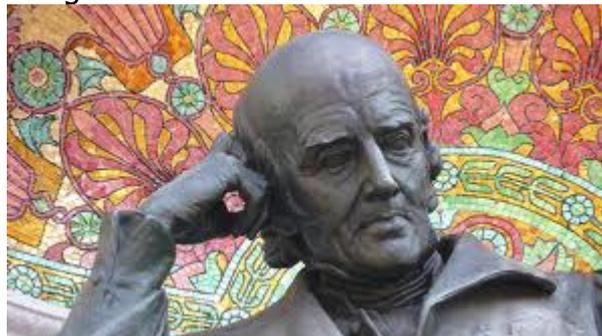
International Diploma in Homeopathy (DipUKHomeo) Course Syllabus and Prospectus



Our joint roots are firmly in clinical learning: you will see different professional homeopaths in action on different continents, and develop your case taking, analysis, prescribing and management skills with their guidance.

Our job is to produce confident, competent homeopaths. With this in mind, we offer both real clarity on the underpinning foundations of homeopathy and a genuine diversity of applied analysis tools, approaches and perspectives.

We aim to reflect both the motto of homeopathy's founder, Samuel Hahnemann - 'Dare to be Wise' - and the characteristics that the wise healer or physician should demonstrate: insight, awareness, knowledge and discernment.



The course detail is presented in two blocks. The first block of information outlines the clinical skills the course aims to cover. These are critical to the design of the learning materials, and, more significantly for you, are the skills you will be judged on in your assessments, with the exception of the research unit assessment. The key skills are followed by the curriculum; all the learning units are set out below. Titles without the word 'video' or 'assessment' refer to online learning materials. Times quotes are the average for reading and understanding learning materials, and do not include the time you spend on assessments.

Key Clinical Skills



Group 1 Key Skills

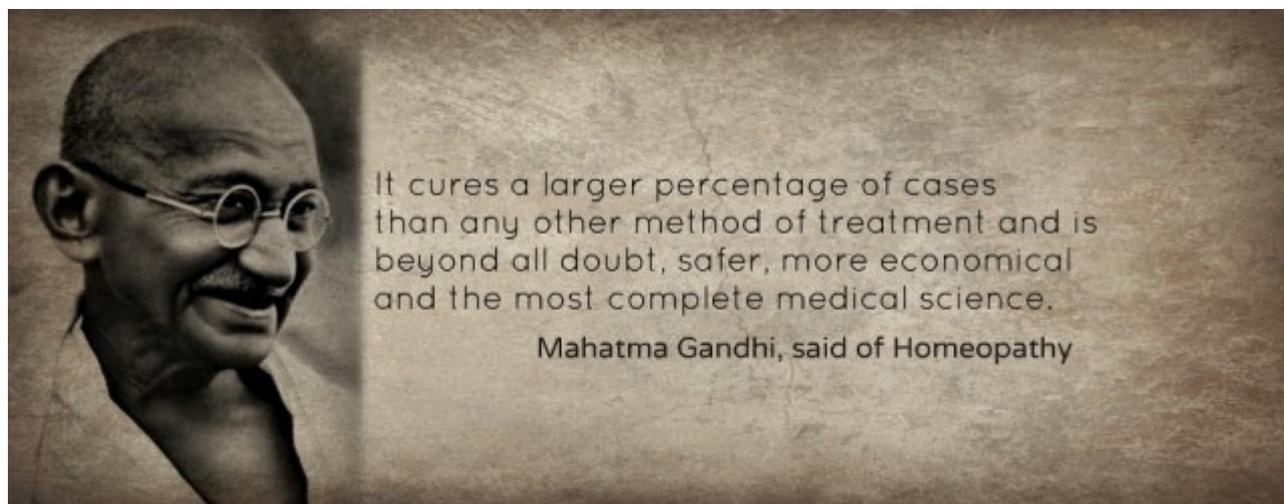
<i>Skill area</i>	<i>Embedding these skills</i>	<i>Developing further these skills</i>
Observation	Apply observations of a patient to case analysis	Evaluate conflicting observations and make a priority judgment
Non-verbal communication	Analyse and evaluate non-verbal cues given by the patient	Make a coherent justification for the clinical relevance of non-verbal communication
Questioning	Ask relevant questions in chronic cases	Use flexible patterns of questioning to arrive at relevant symptoms
Communication	Use a range of communication skills with patients and colleagues	Use appropriate language to communicate ethical or similarly complex issues to patients and colleagues
Unprejudiced observer	Critically self-evaluate one's strengths and weaknesses as an unprejudiced observer	Minimise the impact of bias and preconception through reflective practice
Recording	Record a case clearly and Comprehensively	



Group 2 Key Skills

<i>Skill area</i>	<i>Embedding these skills</i>	<i>Developing further these skills</i>
Centre of the case	Clearly differentiate and offer a synthesis of the critical element/s of the case	Identify core, or uniting patterns of, pathology in intricate cases, showing different approaches
Obstacles to cure	Analyse critically the obstacle/s to cure in a chronic case	
Rubric selection	Evaluate and apply a range of appropriate rubrics from symptoms presented in chronic cases	Transform case information into a synthesised expression of its key elements through rubric choice
Initial case analysis	Effectively apply a range of skills in chronic case analysis, including miasmatic analysis	Volunteer a coherent clinical analysis in unpredictable cases
Chronic pathology	Clearly differentiate different levels of pathology	Apply recognition and understanding of serious pathology to clinical decision making
Initial case strategy	Present a treatment plan for a chronic case	Design and defend a treatment plan for a complex case
Initial prognosis	Communicate to patients and colleagues, a possible	Communicate to patients and colleagues, a range of possible

	outcome of a chronic case	outcomes of an intricate case
Remedy selection	Evaluate and clearly differentiate between a selection of relevant remedy choices in a chronic case	Make authoritative decisions and fine differential judgments, evidencing consolidation and extension of MM knowledge



Group 3 Key Skills

<i>Skill area</i>	<i>Embedding these skills</i>	<i>Developing further these skills</i>
Potency and posology	Offer a complete prescription in a chronic case	Apply and communicate clear criteria, relevant to the case presentation, to judgments about prescription strength, frequency and medium
Referrals and advice	Respond to a patient queries about their prescription and/or other treatment	Recognise appropriate limits to their competence and knowledge, and to recommend relevant referrals
Case monitoring	Critically evaluate patient response in a chronic case	Critically discern and communicate patient response in cases that are unpredictable or display conflicting evidence
Case analysis in follow-ups	Evaluate patient response in chronic cases	Synthesise evidence of progress & deterioration, arriving at a coherent clinical case analysis
Treatment in f/u	Present a relevant treatment plan, acknowledging new information, in a chronic case	Design and defend a prescription and treatment plan relevant to observed developments
Prognosis in f/u	Identify and communicate possible clinical outcomes as a result of new information	Communicate a revised judgment about prognosis on the basis of new information
Practice management	Provide continuity of patient care in a chronic case	Provide continuity of all aspects of patient care, including in adverse circumstances
Professionalism	Engage in debate and discussion in a professional manner	Respond appropriately and ethically to challenging patients, behaviour or circumstances
Reflective	Evidence growth in self-	Both take the initiative in, and act as a

practitioner	awareness through their reflection on clinical practice	result of, critical self-evaluation
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Curriculum Detail

All the learning units are set out below. Titles without the word 'video' or 'assessment' refer to online learning materials. Times quotes are the average for reading and understanding learning materials, and do not include the time you spend on assessments.

Module 1 Learning Programme

Preliminary Activity

1 hour

Welcome video

Introduction to the Course

Your clinical practice:
benchmark assessment

A 'safety check' assessment to ensure you can benefit from the course and that patient safety is assured. The assessment will be looking for basic competence in Group 1 skills.

The Essential Building Blocks of Practice

9 hours

The Patient & Clinic	Establishing the relationship. Questioning with depth and empathy. Observation skills. The physical environment.
Professional tools 1: Materia Medica – principles of use	Synthesising remedy information, to find ways of capturing its central qualities. Identifying characteristic expressions of the remedy at different levels of pathology. Differentiating between remedies and considering remedy relationships.
Professional tools 2: Repertory – principles of use	Building familiarity with Repertory content, layout, and referencing. Exploring strategies for finding rubrics capturing symptom patterns and complexes as well as individual symptoms and patient words.

Clinical Practice A

6 hours

This clinical practice course starts with the video of a case, which forms the basis for the related teaching units. In these units, the decisions made by the clinician are explored, explained and reviewed.

Case 1 video	
Case Taking 1	The clinician in Case 1 describes what they did, and why they did it, with particular reference to Group 1 Key Skills
Case Analysis 1	The clinician in Case 1 describes what they did, and why they did it, with particular reference to Group 2 Key Skills

Module 2 Learning Programme

Clinical Practice B

4 hours

Prescription & Case Management 1	The clinician in Case 1 describes what they did, and why they did it, with particular reference to Group 3 Key Skills. Also covers the patient's clinical response to the prescription and follow-up consultations.
Clinical Practice video	expound the principles of good case taking, analysis and management, illustrated by examples from the case.
Case Review 1	A review of the main learning points from Clinical Practice 1: the principles illustrated; the judgments made; and what we learn with reflection from what went well and what went less well.

Clinical Practice C

10 hours

This clinical practice course starts with the video of a case, which forms the basis for the related teaching units. In these units, the decisions made by the clinician are explored, explained and reviewed.

Case 2 video	
Case Taking 2	The clinician in Case 1 describes what they did, and why they did it, with particular reference to Group 1 Key Skills
Case Analysis 2	The clinician in Case 1 describes what they did, and why they did it, with particular reference to Group 2 Key Skills
Prescription & Case Management 2	The clinician in Case 1 describes what they did, and why they did it, with particular reference to Group 3 Key Skills. Also covers the patient's clinical response to the prescription and follow-up consultations.
Clinical Practice assessment 1	In this assessment you will be asked to illustrate the process you would have followed, and decisions you would have made, as the homeopath in Case 2. This assessment will focus on Group 2 Key Skills. You make best use of this assessment by illustrating <i>independence</i> in thought and evaluation. Where you agree with the clinician, you will be expected to make just as strong a case as to why you make that decision, as we expect where you disagree with the clinician. The time you spend on preparing and submitting this assessment is not included in the course time shown above.
Case Review 2	Our review of the main learning points from Clinical Practice 2: the principles illustrated; the judgments made; and what we learn with reflection from what went well and what went less well.

Clinical Practice D

2 hours minimum

You will receive personalised assessment feedback and directed reading guidance.

Module 3 Learning Programme

Professional Tools

7 hours

Professional tools video	A thorough review of the use of our foremost professional tools: revisiting the principles in Module 1 and how they were applied within the course elements; reviewing effective strategies based on the cases seen; & considering strategies, tools and tactics for making difficult clinical
Professional tools 3: Materia Medica – Case Application	
Professional tools 4:	

Repertory – Case Application	judgments beyond the cases seen.
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Clinical Practice E

2 hours minimum

The time you spend on preparing and submitting this assessment is not included in the course time shown above.

You will receive personalised assessment feedback and directed reading guidance.

Clinical Practice assessment 2	<p>In this assessment, you will be asked to present a case of your own choice, ideally one of your own. If that is not a good option for you, we will provide a case transcript for you to work with. You can use one of your own cases <i>if</i>:</p> <ul style="list-style-type: none"> you are a qualified homeopath with clinical insurance; you are a BHMS student working under clinical supervision with appropriate clinical insurance. <p>BHMS students may also use a case from their teaching clinics.</p> <p>Tell us what you did and/or intend to do with and for the patient. You will be assessed against as many of the key skills as reasonably apply to your case.</p> <p>Consider how you present your information. Our assessment will be based on clinical good practice: the evidence you provide to support your clinical judgments; the clinical skills demonstrated; and, your reflection on the case and what you learnt from it. We will not tell you what to do or what you should have done, although we may additionally comment if there is a line of enquiry or tip we believe may be helpful.</p>
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Research

6 hours

A Tour of Sukul Institute video	
Research principles and methods	
Research evidence	

Goodbye

1 hour

Goodbye video	Certification and further study
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