

North American Homeopathic Educational Survey

Todd Rowe MD, MD(H), CCH, DHT

Abstract: This research is a summary of three national homeopathic surveys conducted by the American Medical College of Homeopathy. These surveys studied the demographics, satisfaction, challenges and expectations of homeopathic students, teachers and school administrators in North America. This research should be helpful to homeopathic leaders in planning the future of homeopathic education.

Keywords: homeopathic education, a national survey

About This Study

This was an online homeopathic educational research study conducted by the American Medical College of Homeopathy Department of Research in 2009. The study consisted of three separate surveys targeted at homeopathic students, homeopathic faculty and homeopathic school directors. This article is a summary only and the full report (170 pages) can be downloaded at www.amcofh.org/Research/CommunityScienceResearch.

This study would not have been possible without the support and input of the North American Network of Homeopathic Educators (www.homeopathyeducation.org). Our gratitude goes out to all who participated—students, teachers and educators.

Design

The survey was difficult to design. The work group that constructed it made every effort to keep the survey as short as possible, while garnering the maximum amount of data. We made an effort to minimize respondent fatigue. 91.5% of respondents completed the survey. General response to the survey was positive, although some found certain questions ambiguous.

Format and Distribution

The survey was primarily conducted on line, although a few surveys were mailed out to individuals who did not have email addresses. It consisted of 40 questions and took approximately 10-15 minutes to complete. The following targeted groups were included:

- All National Homeopathic Schools and Educational Programs
- All National Homeopathic Membership Organizations
- Homeopathic Conference Directors

- Homeopathic Certification Organization Mailing Lists
- State Homeopathic Licensure Mailing Lists
- State Homeopathic Association Mailing Lists
- National Homeopathic Bookseller Mailing Lists
- Forwarded Emails from Homeopathic Practitioners

Homeopathic school directors were asked to distribute the survey to their student and faculty mailing lists. The survey was up and running from March 1st, 2008 through August 31st, 2008.

Confidentiality

Every effort was made to maintain confidentiality of those participating in the survey while maximizing useful data. For example, we did not ask any of the survey participants what school they matriculated at, taught at or directed. However, we did ask students, teachers and school directors in which area of the country they studied, taught or directed.

Purpose of the Surveys

Homeopathic education in North America has a rich tradition dating back to the 1830's. Little however has been done to study this education in a formal research setting. As the homeopathic community continues to develop and grow, it becomes increasingly important to create a better understanding of the nature and scope of homeopathic education. The aims of the survey are as follows:

1. Obtain an overview of currently available homeopathic education in North America.
2. Planning for accrediting bodies, certifying bodies, licensing bodies, regulatory bodies and professional organizations.
3. Promotion of educational standards within the ho-

- meopathic community.
4. Collect, analyze and present basic data describing teaching institutions in North America.
 5. Exploration of the role of school director in an effort to expand awareness of this role.
 6. Exploration of the role of school faculty in an effort to expand awareness of this role.
 7. Exploration of the role of school student in an effort to expand awareness of this role.

5. These surveys relied on memory based data which can be faulty and colored by subjective experience.
6. Language and confusion of terms was not a significant problem on these surveys as all participants with familiar with homeopathic medicine. However, a few questions many have been unclear or could have been worded better.

Comparison of Survey Demographics

(Please see the full report for more details.)

The Growth of Homeopathic Education is Stagnant in the United States

Homeopathic education in the United States has largely remained stagnant in the last ten years. Although many new schools have been formed, many

General Discussion

Demographic	Student Survey	Teacher Survey	School Director Survey
Participants	88	48	20
Consent	Yes	Yes	Yes
Age	49.8 years	54.3 years	51.8 years
Sex	89.8% Female	56.5% Female	55 % Female
Ethnicity	91% Caucasian	92.5% Caucasian	85% Caucasian
Region	Northeast 36% Southwest 23% Northwest 16%	Northwest 28% Southwest 26% Northeast 20%	Southwest: 26% Northwest: 21% Southcentral: 21%
Marital Status	64% Married	62% Married	80% Married
Occupation	Health Care Professional 89%	Homeopathic Practitioner 41%	Homeopathic Practitioner 55%
Highest Level of Education Achieved	Doctoral: 24% Master's: 23% Bachelor's: 22%	Doctoral: 57% Master's: 17% Bachelor's: 11%	Doctoral: 37% Master's: 32% Bachelor's: 11%
Licensure	None: 80% MD/DO: 11%	None: 32% MD/DO: 39% ND: 10%	None: 47% MD/DO: 35% ND: 12%
Certification	NA	CHC: 54% None: 33%	CHC: 42% None: 21%
Length of Time in Position	NA	11.7 years	6.4 years

Study Bias

There are a number of limitations to this study:

1. The primary limitation was the small sample size for all three surveys. We made repeated attempts to reach as much of the homeopathic educational community as possible to participate. However our primary conduit to both teachers and students was through homeopathic schools. If a school decided not to participate, we had no good method to reach their faculty and students.
2. This was a volunteer study. This caused a significant drop-out rate in the surveys from those who began the survey to those who completed.
3. This study required a comfort level with on line communications and technology.
4. Our primary method of reaching students, faculty and schools was through school directors. We also utilized national homeopathic membership organizations and professional organizations. We were not successful in reaching the entire homeopathic educational community.

have also closed.

Estimating Homeopathic Education Numbers in the United States

Based on the above survey results, the following data can be extrapolated:

- Homeopathic Schools and Training Programs Currently in the United States: 29
- Homeopathic Teachers in the United States: 250
- Homeopathic Students Currently Enrolled in the United States: 1080

Comparing Homeopathic Education in the United States to that of Other Countries Around the World

Our hope with this study was to obtain sufficient data to form a comparison study between US homeopathic education and Canadian homeopathic education. Unfortunately this was not the case and we obtained insufficient Canadian data to make this possible.

Discussion and Analysis of Student Survey

Participation in Student Survey

The participation in this survey was somewhat low. Assuming that there are approximately 1,100 students, this represents an 8% participation in the survey. The low rate of participation related to the lack of participation of some schools in the survey. These schools did not inform their students and faculty of the survey and we were unable to find any alternative means to reach these faculty and students.

Demographics

Homeopathic students tend to be older than other students in the health care fields. This reflects the choice of homeopathic medicine often as a second or third career. Most homeopathic students are women (89.8%). The rates described are even higher than that of practitioners in homeopathic medicine (75.7% - see National Homeopathic Practitioner Survey). As with previous studies (National Homeopathic Practitioner Survey), homeopathic students tend to be Caucasian. The homeopathic community has done a poor job in attracting students of ethnic diversity to its programs. Homeopathic students and homeopathic programs in the United States tend to be predominantly bicoastal. North Central and South Central regions are poorly represented. Interestingly, although there are more students from the East Coast, there are more programs from the West Coast. Homeopathic students are twice as likely to be married. This is consistent with their age and with the same statistics for homeopathic practitioners (National Homeopathic Practitioner Survey). Nearly half of all homeopathic students come to the study of homeopathy as a previous health care practitioner. Only 10% of homeopathic students have no previous occupation or career. Homeopathic students tend to be well educated. The most common category is Doctoral degree (29%). Two thirds of homeopathic students have a previous Bachelor's, Master's or Doctoral degree. Most homeopathic students are not licensed to practice before entering their homeopathic training program (80%). The most common category of licensure is MD/DO (11%).

Before Beginning Training

Most homeopathic students learn about homeopathy through experiencing it themselves in treatment (38%). The other most common reasons are treatment of friends or family (27%) or reading a book or article (27%). The internet was surprisingly low (9.5%) as a means to hear about homeopathy. Most students have studied a fair amount of homeopathy before embarking on a formal training program (143 hours). This often creates a challenge in schools to balance training

for those students with no previous exposure to homeopathy with those who have had previous homeopathic education. This also speaks to the importance of pre-training programs that offer short courses as a lead-in to more extensive formal programs. It also reflects the importance of the role of the National Center for Homeopathy in funneling students towards further homeopathic education. Reasons why homeopathic students choose a career in homeopathy are varied and reflect their diverse backgrounds. The most common reason was that they found the study of homeopathy intriguing and exciting (15%). Interestingly, 10% described the failure of allopathic medicine as the primary reason for choosing a career in homeopathy. Most homeopathic students learn about their training program through the internet (56.5%). Referral from friends or family is also important (28.3%). Direct marketing was shown to be largely unsuccessful (2.5%). By far, the most common reason for choosing a program was location (38.8%). High quality (10.5%) and Style of Teaching/Philosophy (10.5%) were other factors. Interestingly, affordability was not a central issue for most students (5.9%), although increasingly becomes an issue as the program progresses.

Current Homeopathic Training

Respondents to the study on average completed 50% of their training program. There was equal distribution of students at all phases of their training represented. Programs varied considerably in length; however the average program (670 hours) was barely sufficient to meet the minimum standards for homeopathic certification. Invariably, students describe their teachers as what they like best about their homeopathic training program (19.5%). Clinical training is the second most important factor (12.6%). Matriculating students described preferring a variety of styles and philosophies in their teachers as opposed to a single style or philosophy.

Students require and need structure. The single factor that they liked least about their training programs was lack of structure (18%). Breaks in structure such as a change in administration, location or program design tended to effect students adversely. The lack of clinical training or poor quality clinical training was the second most important factor (9%). Although location was the single most important quality in choosing a homeopathic training program, it was not a significant factor in what they didn't like about their programs. Most students were happy with their homeopathic training programs and ranked them highly (85%). Most of the specific aspects of their programs they also described highly; such as, Faculty (86%), Lecture Based Training (81%), Materia Medica (82%), Repertory (80%), Philosophy (75%), Resource Materials (79%), Location and Physical Environment (81%), Clinical Training

(74%), History (74%), Posology (72%), Cost (77%) and Administration (75%). Two areas showed significantly less satisfaction: Remedy Preparation (56%) and Business and Marketing Training (45%). Homeopathic practitioners also described poor skills and training in business and marketing (see National Homeopathic Practitioner Survey). Homeopathic training programs tend to be relatively inexpensive compared to most other professional training programs. The average cost is \$13,824. This is also usually spread out over 2-4 years. Unfortunately what complicates this is a lack of scholarships and student loans which can make this cost prohibitive for some students. Nearly all students pay out of pocket (89%) although work study can help some. Homeopathic training is difficult and challenging. Students often complain about the intensity and difficulty of training. Some students study much harder than others, but the average is 11 hours per week or 1.5 hours per day. Most students belong to at least one homeopathic organization. The NCH is by far the most common (50.8%), with NASH taking second place (18.6%), and state homeopathic organizations third place (10.2%). The majority of students are in homeopathic treatment during their training programs (72.4%). There has been much discussion about whether this should be required, recommended or simply left up to the student.

Future Practice

Most students feel fairly optimistic regarding how well their training program has prepared them for practice (78.6%). Interestingly, homeopathic practitioners are less generous in how they feel they were trained. This may either reflect an improvement in the quality of homeopathic training programs over time or a more realistic assessment of one's training program once one is out in practice. Interestingly, students felt best prepared for practice in the area of Case Taking (24.2%). Case analysis (18.7%) and Materia Medica (17.6%) followed closely. Only one student described knowing how to learn as the best preparation for practice. Students felt least prepared in the area of business (21%). Homeopathic schools and training programs do a poor job in this aspect of student training. Posology was also a problem for many students (19.4%), as was Materia Medica (17.7%) and Repertory (17.7%). Interestingly, only 4.8% described medical sciences as a deficit in their training. The majority of students list homeopathic practice as being their primary goal after graduating (70%). Other choices include Continuing Education (11.4%), Medical Training (8.6%), and Certification (7.2%). As the next question shows, most students plan on becoming certified, but only after they set up their practice. The great majority of students plan on becoming certified after graduation (88.1%). Not all that plan on doing this go on to become certi-

fied. Many become busy with their practices and never seem to get to the certification process. Fear is another issue. For those who do not plan on becoming certified, a variety of reasons are described including: Not sure that it is helpful (33.4%), Too Expensive (16.7%), I did not realize it was possible (16.7%), Not a priority right now (16.7%) and Time constraints and other responsibilities (16.7%). Some schools place a priority on their students becoming certified after graduation while others do not. The majority of students feel that they will legally be able to practice after graduation (64%). The average expected income is \$46,000. However, the vast majority of respondents said that they did not know (65%). It would be important for schools to better educate their students about the economics of practice.

Discussion and Analysis of Faculty Survey

Participation in the Survey

The participation in the faculty survey was fairly good. Of the approximately 250 teachers in the United States (see IIIA), 19.2% participated in the survey. As with the student survey, not all schools participated in the survey and those schools did not inform their faculty of the survey. We were unable to find any alternative means to reach these faculty.

Demographics

Homeopathic teachers tend to be older than either homeopathic students or homeopathic practitioners. The average age is 54.3 years old. This presumably reflects the maturity that is required to successfully teach. Although the vast majority of students are female (90%) and practitioners are female (75%), males are much more common as teachers (43.5%). This has also been observed in leadership roles within the homeopathic community. As with students and practitioners, homeopathic teachers are nearly all Caucasian. Homeopathy does a poor job in attracting ethnic diversity. The majority of homeopathic teachers come from the West Coast (55%). This is interesting in that the majority of students come from the East Coast (IIIB). There is a paucity of teachers from the central regions of the United States. The majority of homeopathic teachers are married (62%). This is consistent with their age and with the same statistics for homeopathic practitioners (National Homeopathic Practitioner Survey).

Most homeopathic teachers define themselves first and foremost as homeopathic practitioners (41%) and not as teachers (13%). Very few are practicing full time as teachers. Homeopathic teachers, like homeopathic students, tend to be well educated. The majority of homeopathic teachers hold a Doctoral Degree (57%) or Master's Degree (17%). The majority of homeopathic

teachers either hold no licensure degree (32%) or an MD/DO degree (39%). The majority of homeopathic teachers are nationally certified (66.7%). The Council for Homeopathic Certification is by far the most common (81% of those certified).

Past Teaching

The average homeopathic teacher has been teaching for 12 years. Most teachers, once they embark on teaching careers, continue to teach. This indicates a fairly high satisfaction with homeopathic teaching. Homeopathic teachers have a wide variety of past experience that they bring to their teaching. Although the most common category is extensive prior experience (23%), many also describe no prior experience (14%). There is a need for more and better quality teacher training.

Most homeopathic teachers feel they were well prepared for homeopathic teaching (60%). 35% described feeling moderately prepared. Schools would be well advised to provide some type of teacher support for new homeopathic teachers. The most common reason to pursue homeopathic teaching is being asked to do so (26%). Other common factors are loving homeopathy (17%), enjoying teaching (15%) and desiring to share what one has learned with others (9%). A few chose teaching because they want to improve the quality of homeopathic teaching following bad personal experiences (7%). Also a few described themselves as teachers before they discovered homeopathy (6%). One respondent said that "teaching means learning twice."

Current Teaching

The majority of homeopathic teachers teach at only one program (57%). 30% teach at two programs. The ones that teach at multiple programs tend to define themselves more as a homeopathic teacher than a homeopathic practitioner. The most common type of teaching is classroom-based teaching (45%). Clinical teaching is the second most common (29%). Seminar-based teaching is less common (10%). This is a change from the past where seminar-based teaching was more common. What homeopathic teachers like best is helping homeopathic students grow (29%). Passing on knowledge (17%) and inspiring others (12%) were also common answers. Some teachers described the "aha" moment when students catch on (10%). Others pointed to providing service to the profession (10%). Answers in this area varied greatly. The most common response was feeling that they did not have enough time to teach the material (13%). There is a feeling in teachers of too much to do in the time allotted. Longer training programs may be a partial solution to this, although it is possible that teachers would feel this way regardless of how much time they were given. Time for preparation was another factor (11%). Homeopathic teaching

is somewhat unique in that it requires more preparation time than other professions (see below). Correcting papers (8%) was described by some. This could be alleviated by sharing this task or automating this task when possible. Financial concerns (8%) was another complaint. Homeopathic teachers tend to be paid more than teaching in other allied health professions. However the intensive time for preparation and frequent travel may offset this. Long teaching days was also a concern of some (8%). Homeopathic teaching tends to be intensive and the homeopathic teacher often shares much of themselves in the process. Classes are often held on weekends and teachers are expected to teach several days sequentially. This can be grueling, especially for those teachers who come from out of town. Respondents described an average of 170 teaching hours per year. There was however a considerable range. Assuming an average income of \$100 per hour, this indicates an average part-time income of \$17,000 per year. Teachers ranked their training programs fairly high (75%). They tended to rank their primary training program more highly (80%) than their secondary training programs (65%). Components of their training programs that they ranked lower include Clinical Training (62%), Administration (65.2%), Preparation of Students for Practice (67.3%), Resource Materials (65.7%) and Business and Marketing Training (35.7%). Teachers tend to evaluate clinical teaching as being less effective than their students. Faculty often tend to be at odds with administration, the most common issue being balancing the needs of the program versus teaching what the individual teacher wants to teach. Both teachers and students alike agree that business and marketing training tends to be poor. The average homeopathic teacher gets paid \$17,000 per year. The average pay is \$89.18 per hour although the majority of teachers get paid \$100 per hour. This is a higher salary than for most other alternative medicine health professions. A homeopathic teacher spends on average three hours of time preparing for each in-class hour. This is a higher ratio than found in many other professional training courses.

Future Teaching

There was broad diversity in areas that teachers felt they needed to improve on. The most common was Computer Based Teaching (14%). Improved Organizational Skills (7%), Compressing Material to What is Important (7%) and Working with Problem Students (7%) were also important factors. Because most homeopathic teachers are older, this means that they are primarily technology immigrants rather than technology natives. Many struggle with technology, even to the point of technophobia. It is important for training programs to provide some type of technology support for their faculty. Organizational Skills are a common

problem for homeopathic teachers. Homeopathic teaching seldom involves textbooks and teachers are required to draw on a wide diversity of teaching materials, as well as provide students with handouts to help organize their thinking. This requires significant organizational skills and the ability to compress material into what is essential for students to learn. Problem students are a significant issue for faculty. Again it is important that the administration provide ongoing support for faculty around this issue and help give teachers a wider context for viewing problematic teacher/student relations. Teacher training can also be quite helpful in this area.

The most common response to this question was that the homeopathic teacher felt they needed to teach more (25%). Developing more knowledge and skills (13%), Continuing to evolve and work on oneself (9%), Writing (9%) and further Teacher Training (6%) were also important. It would be helpful for schools to find ways of supporting teachers in their writing. Many noted that they could make far more money in practice than through teaching, yet they found homeopathic teaching greatly rewarding. There was also a desire to share teaching resources so that teachers did not have to reinvent the wheel when they taught. A desire for better teacher training was also expressed.

Discussion and Analysis of School Director Survey

Participation in the School Director Survey

Of the 29 homeopathic schools and training programs identified in this survey, only 20 participated. This represented a 69% participation rate.

Demographics

Homeopathic administrators tend to be older than administrators in other health care professions. The average is 52 years old. This reflects that the majority are homeopathic practitioners first before they become administrators. Although the vast majority of students are female (90%) and practitioners are female (75%), males are much more common as teachers (43.5%) and school directors (45%). As with homeopathic students, practitioners, and teachers, homeopathic school directors are nearly all Caucasian (85%). Homeopathy does a poor job in attracting ethnic diversity. The majority of homeopathic school directors in the United States are from the West Coast (47%). This is interesting in that the majority of student respondents to this survey were from the East Coast. Eighty percent of school directors are married. This is higher than the rate for homeopathic students, homeopathic teachers or homeopathic practitioners. One could argue that marital stability is an important factor in being able to take on such a great

undertaking as the formation and administration of a school. Spouses also sometimes support each other in this process. Most homeopathic school directors describe themselves as homeopathic practitioners (55%). Only 9% describe themselves as administrators and only 5% describe themselves as teachers. Homeopathic administrators, like teachers and students, tend to be well educated. The majority of homeopathic school directors hold a Doctoral Degree (37%) or Master's Degree (32%). Nearly half of school directors hold no licensure degree (47%). For the remainder, the most common licensure degree is MD/DO (35%). Most homeopathic school directors are nationally certified in homeopathy (79%). Of those who are certified, the most common certification is from the Council for Homeopathic Certification (51.9%).

Past Administration

The average length of time that a school administrator has been administering is six years. There was considerable variability in responses to this question. Some school administrators start a program and run it successfully for three to five years and then quit. The job is demanding. Others are able to continue in an administrative role over the long term. There is little support for school administrators other than through the North American Network of Homeopathic Educators. Most school administrators describe a lack of training in school administration before becoming a homeopathic school administrator. Thirty percent describe no training and 52% describe little to moderate training. There was a diversity of responses to the question of how well prepared school administrators felt for their job. This ranged from Poorly or Not at All (34%) to Very Well Prepared (29%). The reasons why school directors start in their roles includes Wanting to Promote Homeopathy (33%), Encouraged to Start a School (28%) and Need With No One Else Available (28%). Often schools are started by popular demand of a community to generate a school, which requires little or no marketing. Once that community goes through the program, the school can face a crisis of whether to continue or fold.

Current Administration

School administrators average 68 hours per month working as a school administrator (16.5 hours per week). This is more than twice as much time as the average teacher. Most homeopathic school directors do other work in addition to school administration. Typically homeopathic administration averages only 42% of their time. Most school directors also teach (81%). This averages 192 hours per year (considerably less than the average for faculty). Most school directors see themselves as fairly effective in their work. Significantly effective (43%) was the most

common response, along with moderately effective (29%). A few saw themselves as not at all effective (7%). The most common response to this question was the successful practice of students (35%). Graduating students (18%) and Contributing to the Profession (12%) were also common. Some noted that they did not like administrating but that it had to be done (6%). Half of school directors described problem students, staff and faculty as what they liked least about their job. Paperwork was also a fairly common complaint (17%). A number of responders described lack of support (8%) and dealing with state bureaucracies (8%) as complaints. Homeopathic administrators tend to be very poorly paid – much less than faculty. The average was \$5,200 per year. Many stated that they were not paid for their time. The primary reason for founding a school was described as community need (67%). Another important factor was the desire to improve the quality of homeopathic education (25%). Most schools offer multiple programs. The average number is six. The majority of programs are for profit (60%). Non-profit comprises only 30%. Equal numbers of schools are licensed in their state (45%) or not licensed in their state (45%). The average annual operating budget is \$136,000. The bulk of this money goes towards paying faculty. For the descriptions below note that primary programs tend to be longer and the primary focus of a school. All programs include shorter acute care courses and short distance learning courses.

- **Length:** The average length of the primary training program at a school was 30 months (550 hours). This is insufficient to meet certification standards so that many students need to seek additional training after graduation. When you look at all programs, this is reduced to 22 months (387 hours).

- **Frequency of Classes:** Most primary programs are held monthly (78%) with only 14% being self-paced. When you look at all programs, this is reduced to 48% monthly and 40% self-paced.

- **% Classroom Based:** The majority of teaching remains classroom based. Seventy percent of primary program hours are classroom based. Sixty-five percent of all programs are classroom based.

- **% Clinically Based:** Only 19% of primary program hours are clinically based. This is unchanged for all programs.

- **% Distance Learning Based:** Seventeen percent of primary program hours are distance learning based. Thirty-one percent of all program hours are distance learning based. This seems to be gradually increasing over time.

- **Prerequisites:** This question was poorly designed and the responses are unclear. Twenty-five percent of all programs have no program prerequisites. The majority of programs have some prerequisites ranging from high school graduate to bachelor's degree.

Anatomy and physiology is required by most programs (75%).

- **Graduation Requirements:** This question was poorly designed and the responses are unclear. 90% of all primary programs require regular attendance, completion of all course work, passing all exams and paying of all fees.

- **Method of Evaluation:** Schools use a variety of methods of evaluation. For all programs, this includes primarily Homework Completion (30%), Supervised Case Taking (34%) and Examinations (40%).

- **Accreditation:** Only 37% of programs are nationally accredited or nationally recognized in any way. This is gradually improving as an increasing number of schools are finding value in accreditation and the accrediting process.

- **Total Tuition:** The total tuition for the primary program averages \$8,500. This drops to \$6,100 for all programs. This tuition is considerably less than the average tuition for Asian Medicine Training (approximately \$60,000) or Naturopathic Medicine Training (approximately \$100,000).

- **Number of Faculty:** The average number of faculty for all programs is eight. There was considerable variability in this question from only one teacher for a school to 50.

- **Number of Paid Staff:** Most schools average one paid staff. Often this is not the school director.

- **Number of Volunteers:** Schools (whether for profit or non-profit) often rely on volunteers to assist in their mission. Schools average five volunteers.

- **Size of Facility:** None of the schools are large. The average size is 880 square feet. Some rent space whereas others own it.

- **Number of Students Who Start Program:** The average number of students who start the program is 16.

- **Number of Students Who Finish Program:** The average number of students who finish the program is 10. This represents an average loss of 37.5% of students over the course of the program. This is higher than rates for other professional programs, which tend to run closer to 20%. The reason for this is unclear.

- **Average Number of Alumni:** The average number of alumni is 46. This varies considerably from program to program.

- **Size of School Library:** Students describe being happy with school resources. One of the primary school resources is its library. The average size of the school library is 900 volumes, although many schools describe none.

- **Alumni Who Become Certified:** Some schools place greater importance on national certification than others. On average, school directors describe 54% of their alumni going on to get certified.

- **Preparing Students for Practice:** Generally

school directors feel their students are well prepared for practice (63%).

The primary reasons cited why students drop out of school are financial limitations of practice (27%), legal limitations of practice (18%), personal financial issues (18%) and overwhelmed by what homeopathy really is (18%). Students need to be better educated about the financial realities of practice (see National Homeopathic Practitioner Survey). It is quite possible to make a good income practicing homeopathy. Schools need to work together to find methods of supporting students financially. The homeopathic community needs to work together to provide means of providing low interest loans and scholarships for needy students. The homeopathic community needs to continue to work together to find ways of expanding the legal practice of homeopathy. Students need to feel that they can legally practice after graduation and are supported by a strong profession. The study of homeopathy is a great undertaking and students often become overwhelmed by its vastness. Some students are not suited to the study of homeopathy and learn this early on in their training and drop out. Others, however, need encouragement and support. Schools need to provide a better job of mentoring students and providing both peer, faculty and administrative support. The most common reasons why inquirers decide not to apply to homeopathic training programs include lack of a stable career path (33%) and lack of funding (33%). See above for a discussion of these issues. 50% of programs offer some training for faculty. Faculty training and support is particularly important for new faculty. Schools could do a better job in training and supporting their faculty. All of the

schools in the United States are fairly new. The average length of time that a program has been open is 8 years. With the exception of the naturopathic colleges, none have been operating longer than 20 years. Most homeopathic schools have either a governing board or advisory board (67%). This can be a crucial factor in offering support and feedback to the school director.

Future Administration

The most common response to the question what needed improvement was time management (20%). Directing a school is a complex job that requires considerable skill in balancing many aspects. School directors also need to balance other jobs and teaching with their administrative time. Delegation skills were also described as an area that needed improving (13%). Many homeopathic practitioners and homeopathic leaders are entrepreneurial. They are used to working on their own and lack skills in delegating tasks to others. Management Skills were also identified as a problem (13%). Problem students, faculty and staff are what school directors identified as liking least about their job. The primary focus for school directors as the next step was to expand clinical training programs (25%). Further training for themselves (17%), hiring more help (17%) and expanding outreach (17%) were also described.

Comparison to European Data

* I am grateful to Petter Viksveen for sharing preliminary data from a similar study being done simultaneously in Europe. 148 institutions were included in the study throughout Europe with a focus on undergraduate education. Below lies a comparison between the data.

Category	North American Data	European Data
Response Rate	69%	54.7%
Offer Postgraduate Education	Not studied	47%
Offer Medical Education as Part of the Program	40%	60.5%
Average Number of Students Enrolled Per Course	20	49
Average Number of Students Graduating	80	177
Part Time vs. Full Time	100% Part Time	92.5% Part Time
Average Length	30 months	3.5 Years
Average Teaching Hours	550 Homeopathic Hours	977 Hours (555 for homeopathy only)
Clinical Training Hours	200 Hours	210 Hours
Courses That Offer Medical Training	Not studied	334 Hours of Medical Teaching
Recommended Home Study	10 hours per week	Homeopathy: 323 hours Medical: 522 hours Clinical: 557 hours
% Accredited or Recognized	37%	82%
Duration	8.25 Years	13 Years

Comparison to Previous Studies

Overview

A survey of the National Homeopathic Education Community was conducted by Joel Kreisberg DC, CCH, and Molly Phelps in 1998. The title of the article was *Trends in Homeopathic Education: A Survey of Homeopathic Schools in North America*. A point by point comparison of the results of this study to our current study lies below. This comparison provides a useful roadmap for how the homeopathic educational community has changed in the last ten years.

4. We need more homeopathic schools in the central regions of the United States.
5. We need more homeopathic teachers from the central regions of the United States.
6. Homeopathic schools need to find ways to attract younger students.
7. Homeopathic schools need to find ways to attract more men.
8. Homeopathic schools need to find ways to attract more ethnically diverse students.
9. Homeopathic schools need to do a better job of attracting homeopathic students as their first career.
10. Homeopathic schools need to find ways to better

Parameter	1998 Study	2008 Study	Comments
Number of Schools	36	29	This represents a 19.4% reduction in the number of schools.
Response Rate to Study	67%	69%	
Average Length of School	10 Years	8 Years	Some of the oldest schools have closed in the last decade.
Average Number of Alumni	35	46	
Total Number of Graduates	650	1850	
Alumni That Become Nationally Certified	Undetermined	50%	
Institutions That Solely Focus On Homeopathic Training	78%	85%	
State Government Recognition	57%	50%	
Corporate Status	61% Non Profit 39% For Profit	30% Non Profit 60% For Profit	
Postgraduate Institutions	30%	Undetermined	
Location	East Coast: 46% West Coast: 41% Mid Regions: 13%	East Coast: 26.4% West Coast: 47.4% Mid Regions: 26.2%	
Program Length	30 months	30 months	
Course Hours	599 hours (mean)	550 hours	
Percentage Hours Lecture Based	70%	65%	
Clinical Training	74%	95%	Nearly all programs now offer some form of clinical training.
Number of Faculty	4	8	There has been a gradual movement away from programs that have a single faculty member teaching to programs that have a diverse faculty.

Recommendations

1. Homeopathic schools need to do a better job teaching homeopathic remedy preparation.
2. Homeopathic schools need better training in business and marketing skills.
3. Homeopathic schools need to do a better job educating their students about the economics of practice.
4. We need more homeopathic schools in the central regions of the United States.
5. We need more homeopathic teachers from the central regions of the United States.
6. Homeopathic schools need to find ways to attract younger students.
7. Homeopathic schools need to find ways to attract more men.
8. Homeopathic schools need to find ways to attract more ethnically diverse students.
9. Homeopathic schools need to do a better job of attracting homeopathic students as their first career.
10. Homeopathic schools need to find ways to better attract DC's and PA's.
11. Further research needs to be done comparing the results of this survey to other alternative medicine fields within the United States.
12. Further research needs to be done comparing the results of this survey to international homeopathic studies.

13. Homeopathic schools should seek out methods to improve affordability for its students.
14. Schools should provide more technology support for their faculty and students.
15. There is a need for better teacher training and support, especially for new faculty.
16. There is a need for better support for school directors.
17. School directors need to be better paid for their work.
18. The homeopathic community needs to work together to find ways of expanding the legal practice of homeopathy. Students need to feel that they can legally practice after graduation and are supported by a strong profession.
19. Schools need to do a better job of mentoring students and providing both peer, faculty and administrative support.
20. Homeopathic schools in North America would benefit from better standards and pursuit of accreditation.
21. This survey should be repeated every ten years.

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About the author: Todd Rowe MD, MD(H), CCH, DHt has been practicing classical homeopathy for over 17 years. He is the director of the Desert Institute of Classical Homeopathy and associated clinic. He is board-certified in psychiatry and a graduate of the Hahnemann College of Homeopathy. He is also the president of the newly-forming medical school, the American Medical College of Homeopathy. He has written several books on homeopathic education, including "Homeopathic Methodology," "The Homeopathic Journey" and "Choosing a Career in Homeopathic Medicine." AH



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