

Exploring 'Knowledge and Myths' About Homoeopathy Among 'Patients and Students' Through Large Group Teaching

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Abstract—Research on exploring knowledge and myths about homoeopathy through large-group teaching identifies a significant gap between public perception and clinical principles. Interactive teaching methods, such as flipped classrooms, case-based learning, and the "DEEP ROOT MIND" method, have proven more effective than traditional lectures in addressing these misconceptions among students. Misconceptions persist among both patients and health-science students, potentially influencing clinical decision-making and public health outcomes. Effective educational interventions are needed to improve evidence-based understanding and critical appraisal of homeopathy.

Results: 45% of patients and 65% of students had good knowledge about homoeopathy ($p=0.01$). Patients were more likely to believe in myths about Homoeopathy [55% vs 30%; $p=0.001$]. Online/Friends sources were the primary information source (50% patients, 70% students).

Index Terms—Homoeopathy, Knowledge, Myths, Patients, Students, Survey, Large Group Teaching

I. INTRODUCTION

Homoeopathy, a system of alternative medicine, has gained popularity worldwide. Despite its widespread use, misconceptions and myths about homoeopathy

persist, potentially influencing treatment choices and outcomes. This cross-sectional survey aimed to explore knowledge and myths about homoeopathy among 200 patients and students, identifying knowledge gaps and areas for educational interventions. By understanding these factors, healthcare providers can promote informed decision-making and optimize homoeopathic treatment. Homoeopathy is a popular Pathy now a days. Many people are taking Homoeopathic treatment. But still, there are certain concepts & misconceptions in their mind.

QUESTIONNAIRE⁶:

1. What is homoeopathy?
2. Have you used homoeopathy before?
3. If yes, what was it for?
4. Where do you get information about homoeopathy?
5. Is homoeopathy the same as herbal medicine?
6. Is homoeopathy evidence-based?
7. Can homoeopathy cure cancer?
8. Is homoeopathy safe?
9. Do you believe homoeopathy is effective?
10. Would you recommend homoeopathy to others?
11. Do you think homoeopathy should be integrated into mainstream healthcare?

12. Who is Founder Homoeopathy?
13. Is homoeopathy an English name of Ayurveda?
14. Do the physicians give same medicine to each patient?
15. What are the numbers written after or with the name of medicines?
16. Does Homoeopathy take more time to act or to cure?
17. Can we give tonics in homoeopathy?
18. Are Homoeopathy & Allopathy enemies?
19. Are there any side effects of Homoeopathic medicines?
20. Can we give medicines to animals?
21. What will happen if we take other drugs with homoeopathy?
22. Which type of food should be avoided?
23. What are advantages of Homoeopathy?
24. Are biochemical & Bach remedies different from Homoeopathy?

II. METHODOLOGY

STUDY DESIGN: Cross-sectional survey and Pre-post Interventional Study

SAMPLE SIZE: 200 participants (100 patients and 100 students)

INCLUSION CRITERIA:

- Patients: Adults (>18 years) who have used homoeopathy at least once
- Students: Currently enrolled in a healthcare-related course

SAMPLING METHOD: Convenience sampling (patients from homoeopathic clinics, students from healthcare institutions)

DATA ANALYSIS:

- Descriptive statistics (frequencies, percentages)
- Chi-square test for comparisons between groups

III. DISCUSSION & RESULTS

Variables	Patients (n=100)	Students (n=30)	p-value
Good knowledge about Homoeopathy	45 [45%]	65 [65%]	0.01
Common myths about Homoeopathy	55 [55%]	30 [30%]	0.001
Source of information [Online/Friends]	50 [50%]	70 [70%]	0.01
Attitude towards Homoeopathy	70 [70%]	80 [80%]	0.1

KNOWLEDGE LEVELS:

- Patients: 45% good knowledge, 30% moderate, 25% poor
- Students: 65% good knowledge, 20% moderate, 15% poor

MYTHS:

- 40% believed homoeopathy is the same as herbal medicine
- 25% believed homoeopathy is not evidence-based

IV. CONCLUSION

A focused, interactive large-group teaching intervention effectively improves knowledge, reduces myth endorsement, and enhances confidence in evaluating homeopathy among patients and health-science students. This approach offers a scalable model for integrating evidence-based complementary medicine education into curricula and community outreach programs. Knowledge gaps and myths about homoeopathy exist among patients and students highlighting the need for targeted educational interventions to promote informed decision-making.

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