

Role of NABH Accreditation in Improving Quality of Ayurvedic Education

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Abstract

Background: Only a standardised good quality educational hospital can be good tool for quality education. Despite of Minimum Standard Requirement Regulations prescribed by the Central Council of Indian Medicine (CCIM) to Ayurvedic hospital and regular inspection by regulatory body Ayurvedic education system still needs improvement in its quality education. Private hospital establishment acts of state government also yet to achieve in quality medical care. NABH Quality accreditation to college hospitals gives better learning tools for medical students. *Aims & Objective:* Implementation of principles of NABH in Ayurvedic college hospitals increases quality of Ayurvedic education. *Materials & Method:* Chapter by Chapter guidelines of NABH, like Infrastructure, Documentation, human resource Management, Standard operation procedures, facility management systems, etc protocols are analysed for improvement in learning methodology in education. *Discussion:* As NABH is autonomous assessment body which prescribes and frames quality guidelines to health care system, is most trusted organisation in issuing quality accreditation. Lacuna in regulatory body in assessment of quality of health care system in Ayurvedic college hospital may be assessed by NABH which in turn helps the apex body, to grant permission to its affiliated colleges and to improve the quality of education. *Conclusion:* Principles of NABH helps to adopt standard operating procedures (SOP), Good clinical practices (GCP), Good Laboratory Practices (GLP) etc. in turn acts like ideal tools in learning methodology.

Keywords: NABH; Quality Education; Ayurveda.

Introduction

National Accreditation Board for Hospitals and health care providers (NABH) is a constituent board of quality council of India set up to establish and operate accreditation programme for health care organization [1].

NABH is an Institutional member as well as a Board of International society for quality in health care providers.

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NABH has been established with a objective of enhancing health system and promoting continuous quality improvement and patient safety [2]. Accreditation is a self-assessment and external peer review process used by health care organizations to accurately assess their level of performance in relation to established standards and to implement ways to continuously improve the health care system. Community feels proud and safety in services provided by NABH Accredited Ayurvedic hospitals. Accreditation helps regulatory bodies like IRDA, KPME, CCIM, AYUSH etc to reliable and Certified information on facilities, infrastructure and level of care.

The staff in an accredited Ayurvedic hospital is satisfied lot as it provides for continuous learning good working environment, leadership and above all ownership of clinical process. It improves over all professional development for clinicians and Para medical staff and provides leadership for quality

improvement with medicine and nursing. Quality education is merely not focus on academic performance rather comprehensive development of student skill, medical ethos, personality development and leadership capability. Central council of Indian medicine, New Delhi has prescribed minimum standard requirements (MSR) to Ayurvedic college and hospitals. Central Council of Indian medicine experts believes that there minimum standards are mandatory to fulfil the basic education needs [3].

KPME/Hospital registration Bodies of states also prescribes certain standards for hospitals. Irrespective several govt regulatory bodies, working on prescribing and analysing quality of hospitals, mushrooming of substandard college hospitals are emerging which in turn detrimental to quality education. Indeed NABH has achieved bench mark in analysing and Prescribing guidelines on quality hospital and health care organization [4]. Govt organizations and private sector organizations have appriated transparency and quality assessment of NABH. Hence quality hospital improves quality education in Ayurveda.

Ayurveda shastra says Vaidya (Doctor), Oushada (Medicine), Paricharaka (Nurses and allied suporting staff) and Rogi (Patient) are four pillars of chikitsa (Chikitsa chatushpadas) [5]. It prescribe four qualities to each pillars, but tools to measure these four qualities are analysed and explained in NABH in objective way which may be more reliable.

Materials and Methods

NABH explains ten chapters (one to ten) namely

- ACC: Access, Assessment and Continuity of Care.
- COP: Care of Patients. MOM: Management of Medication.
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- PRE: Patient Rights and Education.
- HIC: Hospital Infection Control.
- QCI: Continuous Quality Improvement.
- ROM: Responsibilities of Management.
- FMS: Facility Management and Safety.
- HRM: Human Resource Management.
- IMS: Information Management System.

In this article we did effort to review the inter - relation between principels, objectives of NABH

and their impact on improving the quality education of Ayurveda.

Discussion

As a part of medical education, hospitals which are ment for ayurvedic medical education also regulated by Central council of Indian medicine. It has prescribed several minimum standards in Infrastructure, documentation, qualified medical teachers/practitioners etc.. Indeed these rules enhanced Ayurvedic education and hospital quality. Mushrooming of substandard education institutes & their attached hospitals are spoiling Ayurvedic medical education. Several state Govt has brought private medical establishment act to standardised medical care and registration of hospitals. The regulations prescribed the state govt is poorly implemented, hence quality in medical care remained substandard.

Whereas NABH achieved bench mark in quality guideline prescribing and assessing them transparently. As it is autonomous body under QCI has Govt Industry, Practitioners, patient etc. are stalk holders. Govt organization and private sector has faith in NABH accreditation is more reliable in quality health care. Hence we assume that NABH accredited college hospitals provide quality education.

Chapter by chapter guidelines of NABH and their impact on improving quality ducation [6].

AAC: Access, Assessment and Continuity of Care

Student comes to know about in which area they are possible to learn by displaying scope of services; also helps to plan their dissertation topic. Students learns transferring skills of patients (one organization to other), Standard operating procedures in lab services helps in systematic learning of procedures. Documentation of regular re-assessment in shodana (purification) and shaman procedure helps in learning course of disease and get to know about probable drugs function. Initial assessment in OPD and IPD helps in segregating patients in deferent department (Learning services). Documentation of discharge summary helps in retrospective study & helps to learn the course of treatment & disease.

COP: Care of Patients

Students learn regarding applicable laws regulations, guidelines in consolerance with the care

of patients in medico legal aspects policies helps in Agadatantra vidhivaidhyaka PG scholars, UG Students can practically more oriented. Each clinical departments developing standard operating procedures, helps in meticulous learning and appropriate documentation skills in students.

MOM: Management of Medication

It motivates students to learn best prescribing skills which consolute with relevant laws of state. RSBK, Dravyaguna PG scholars get wide range learning tools in systematic way. Policies guiding MOM prevents medication errors, adverse events even by junior doctors, residents, interneers. Teaching intuitions may demonstrate the rational use of drugs to its students.

PRE: Patient Rights and Education

It encourage students to follow research ethics by following consent policy of college hospital. It teaches the students to respect the patients' rights. It improves the communication between students /research scholars with patients inter alia develops mutual trusts.

HIC: Hospital Infection Control

Adhering to norms of infection control not only helps patients but students also protected from iatrogenic infection. These policies teaches action plan to control outbreak of infection, dis-infection/sterilization Practices, Bio-medical waste management skills, etc.

QCI: Continuous Quality Improvement

It teaches best documentation skills not only pertaining to patient but all relevant data on infrastructure, instruments, operating procedures, and their outcomes especially in the high risk situations. This develops hospital management skills in students. It develops the concept of "Quality services in health care"

ROM: Responsibilities of Management

It helps students to have knowledge, that an Ayurvedic hospital may need to complies with applicable law and regulations. It generates skills of hospital management. It encourage them to become hospital administration like jobs.

FMS : Facility Management and Safety

It develops skills of clinical and support service equipment management It gives idea regarding safety of patients and hospital structures. It teaches interneers, PG scholars regarding relevant laws and requisite facility for inspection requirement.

HRM: Human Resource Management

Only a qualified teaching faculty can gives assurance to effective quality education, It is to aquire, retain and maintain competent people in right numbers to meet the need to hospital and educational goals. It provides appreciation to post graduate, interneers and post doctoral students in their best performances.

IMS: Information Management System

It teaches students how a proper information system helps in effective and efficient delivery of health care. It improves the communication skills in students, teachers good information system in policies improving clinical outcome as well as overall organization performance.

Conclusion

NABH accreditation not only helpful in improvement of good quality health care but also helps in improving good quality Ayurvedic education standards which is also endorsed by Central Council of Indian medicine, New Delhi.

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