

ACADEMIC CALENDAR 2022 – 2023



CCNM

CANADIAN
COLLEGE OF
NATUROPATHIC
MEDICINE



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About CCNM

The Canadian College of Naturopathic Medicine (CCNM) is Canada's premier institute for education and research in naturopathic medicine. CCNM offers a rigorous four-year, full-time naturopathic program on two campuses in Canada: one in the Greater Toronto Area and the other at the Boucher Campus in Metro Vancouver.

HISTORY

A pioneer in Canadian naturopathic education, the Canadian College of Naturopathic Medicine first opened its doors in 1978 (as the Ontario College of Naturopathic Medicine in Kitchener). By 1983 the College was offering Canada's first four-year, full-time professional program in naturopathic medicine. In 1984, CCNM relocated to Toronto, where it has continued to grow, educating students from across Canada and around the world. CCNM's 4.3-acre campus includes an on-site 202-bed residence, modern classrooms, a well-equipped library, a 240-seat lecture theatre, a healthy-foods cafeteria and a bookstore/dispensary. The campus is also home to the Robert Schad Naturopathic Clinic, Canada's largest naturopathic teaching clinic.

In 2021, the College amalgamated with the Boucher Institute of Naturopathic Medicine and as a result offers naturopathic education on two campuses: The CCNM – Toronto Campus in the Greater Toronto Area, and the CCNM – Boucher Campus in Metro Vancouver region.

CCNM is accredited by the Council on Naturopathic Medical Education (CNME). Accordingly, CCNM's program standards are held in high regard: they ensure that the education and training students receive equips them to practice the full scope of naturopathic medicine in the province of Ontario, the province of British Columbia and other regulated and licensed jurisdictions across North America.

The program is broadly composed of several main areas of study: biomedical sciences, clinical sciences, the art and practice of naturopathic medicine, patient-centred integrated studies, clinical education and naturopathic therapeutics.

CCNM's Board of Governors consists of naturopathic doctors and laypersons from a variety of disciplines. The Board's mandate is to govern the organization, operating as the Canadian College of Naturopathic Medicine (CCNM), with a strategic perspective through effective policy governance and assurance of executive performance that allows the vision and ends of the organization to be achieved with excellence.

LOCATION

The CCNM – Toronto Campus is located at 1255 Sheppard Avenue East, Toronto Ontario. The CCNM – Boucher Campus is located at #330 – 435 Columbia Street, New Westminster, British Columbia.

ACCREDITATION

In Ontario, the program at the CCNM – Toronto Campus is offered under the written consent of the Ministry of Colleges and Universities for the period from April 26, 2022 to April 26, 2029.

In British Columbia, the CCNM – Boucher Campus is EQA designated by the Province of BC Education Quality Assurance (EQA) as an institution that has met or exceeded provincial government recognized quality standards.

The College is accredited by the Council on Naturopathic Medical Education (CNME), the accrediting agency for naturopathic colleges and programs in Canada and the United States.

Year-at-a-Glance

CCNM - TORONTO CAMPUS

Years 1-4 and International Medical Graduate (IMG) Stream

| FALL TERM 2022 | |
|-------------------|--|
| Aug. 22 - Sept. 9 | Advanced standing application period opens for Year 2 courses only |
| Aug. 31 | Deadline for Registration Agreements and all 22-23 enrolment docs |
| Sept. 5 | Labour Day, CCNM closed (clinic & library closed Sept. 3 and 5) |
| Sept. 6 | Fall term classes begin at the CCNM - Toronto Campus (September intake Year 1, IMG and Years 2, 3 & 4) |
| Sept. 9 | Last day to apply for advanced standing |
| Sept.12 | Welcome Back BBQ |
| Sept. 6-20 | StudentCare.ca NSA health plan opt-out period for CCNM (both campuses) |
| Sept. 14 | Year 1 Jan, Year 4 & IMG unofficial summer grades released to Moodle |
| Sept. 17 | Last day to add or drop fall term and full year courses without financial penalty |
| Sept. 19 | Tuition due (Fall term) (both campuses) |
| Sept.19-20 | Registration begins for Spring 2022 term supplemental exam period |
| Sept. 19-23 | Advanced standing decision notifications sent |
| Sept. 20 | StudentCare.ca NSA health plan opt-out deadline for CCNM (both campuses) |
| Sept. 21-27 | Spring 2022 term supplemental exam period |
| Sept. 26 | CCNM - Toronto Campus Town Hall |
| Sept. 30 | Last day to make tuition payment arrangement without late fee |

CCNM - BOUCHER CAMPUS

Years 1-4

| FALL TERM 2022 | |
|----------------|--|
| Sept. 5 | Labour Day, CCNM closed (clinic & library closed Sept. 5) |
| Sept. 6 | Fall term classes begin at CCNM - Boucher Campus (September intake Year 1) |
| Sept. 7-11 | Term break, CCNM - Boucher Campus (Years 2-4) |
| Sept. 12 | Fall term classes begin at the CCNM - Boucher Campus (Years 2-4) |
| Sept. 6-20 | StudentCare.ca NSA health plan opt-out period for CCNM (both campuses) |
| Sept. 19 | Tuition due (Fall term) (both campuses) |
| Sept. 20 | StudentCare.ca NSA health plan opt-out deadline for CCNM (both campuses) |
| Sept. 23 | Last day to drop (6-week courses 1st half) (Years 2-4) |
| Oct. 7 | Last day to drop (12-week courses) (Years 2-4) |
| Oct. 10 | Thanksgiving, CCNM closed (clinic & library closed Oct. 10) |
| Oct. 14 | CCNM - Boucher Campus Town Hall |
| Oct. 17-21 | Fall 2022 term Academic Study Period,* CCNM - Boucher Campus (Year 1) |
| Oct. 21 | Last day to withdraw (12-week courses) (Years 2-4) |
| Nov. 4 | Last day to drop (6-week courses 2nd half) (Years 2-4) |
| Nov. 10-16 | Term break, CCNM - Boucher Campus (Years 2-4) |

Note: These dates were accurate at time of creation, but is subject to ongoing change.

CCNM - TORONTO CAMPUS

Years 1-4 and IMG

| FALL TERM 2022 | |
|-------------------|--|
| Oct. 3 | Second tuition installment due (Fall term) |
| Oct. 10 | Thanksgiving, CCNM closed (clinic & library closed Oct. 8 & 10) |
| Oct. 17-21 | Fall 2022 term Academic Study Period,* CCNM - Toronto Campus |
| Oct. 24-28 | Fall 2022 term midterm exam week (Years 2-4, IMG) |
| Oct. 31 - Nov. 2 | Registration for Fall 2022 midterm rescheduled exam period |
| Nov. 1 | Third tuition installment due (Fall term) |
| Nov. 3-8 | Fall 2021 midterm rescheduled exam period |
| Nov. 14-18 | Last week to drop Fall term courses to receive any prorated tuition refund |
| Nov. 16 | Fall midterm grades posted to Moodle (main sitting) (exam review sign-up - check Moodle) |
| Nov. 28 - Dec. 2 | Last week to drop Fall term courses without academic penalty |
| Dec. 1 | Final tuition installment due (Fall term) |
| Dec. 9 | Fall term classes end, CCNM - Toronto Campus (Years 2-4, IMG) |
| Dec. 12-23 | Exam period (fall term), CCNM - Toronto Campus (Years 2-4, IMG) |
| Dec. 16 | Fall term classes end, CCNM - Toronto Campus (Year 1) |
| Dec. 19-23 | Exam period (fall term), CCNM - Toronto Campus (Year 1) |
| Dec. 19 - Jan. 13 | Advanced standing application period opens for Year 2 Winter courses |
| Dec. 24 - Jan. 2 | Clinic closed |
| Dec. 24 - Jan. 8 | Holiday break (September Year 1, IMG, Years 2, 3), CCNM - Toronto Campus |

CCNM - BOUCHER CAMPUS

Years 1-4

| FALL TERM 2022 | |
|------------------|---|
| Nov. 11 | Remembrance Day, CCNM - Boucher Campus closed (clinic & library closed Nov. 11) |
| Nov. 18 | Last day to withdraw (6-week courses 2nd half) (Years 2-4) |
| Dec. 5-9 | Exam week, CCNM - Boucher Campus (Years 2-4) |
| Dec. 9 | Fall term classes end (Years 2-4) |
| Dec. 19-23 | Exam Period (fall term), CCNM - Boucher Campus (Year 1) |
| Dec. 12 - Jan. 3 | Holiday break, CCNM - Boucher Campus (Years 2-4) |
| Dec. 18 - Jan. 2 | Boucher clinic closed |

CCNM - TORONTO CAMPUS

Years 1-4 and IMG

| WINTER TERM 2022 | |
|------------------|---|
| Jan. 3 | <ul style="list-style-type: none"> CCNM - Toronto Campus reopens (for staff) RSNC reopens - clinic students return |
| Jan. 6 | Deadline to submit health records if applicable (TB test/risk assessment form, Hep B vaccination/waiver and/or CPR certification - January intake) |
| Jan. 9 | Winter term classes begin, CCNM - Toronto Campus |
| Jan. 9-10 | <ul style="list-style-type: none"> New student orientation (January intake) Registration begins for Fall 2022 final rescheduled exam period |
| Jan. 9-23 | StudentCare.ca NSA health plan opt-out period (January intake, CCNM - Toronto Campus) |
| Jan. 11 | Last day to make Winter term tuition payment arrangement without late fee |
| Jan. 11-17 | Fall 2022 final rescheduled exam period |
| Jan. 13 | Last day to apply for advanced standing |
| Jan. 16 | Tuition due (Winter term) (both campuses) |
| Jan. 23-27 | Advanced standing decision notifications sent |
| Jan. 18 | Fall 2022 grades released to Moodle (main sitting) (exam review sign-up - check Moodle) |
| Jan. 21 | Last day to add or drop Winter term courses without financial penalty |
| Jan. 23-24 | Registration begins for Fall 2022 supplemental exam period |
| Jan. 25 - Feb. 1 | Fall 2022 term supplemental exam period |
| Feb. 1 | Second tuition installment due (Winter term) |
| Feb. 20 | Family Day, CCNM - Toronto closed (clinic & library closed Feb. 18 & 20) |
| Feb. 20-24 | Winter 2023 term Academic Study Period* |

CCNM - BOUCHER CAMPUS

Years 1-4

| WINTER TERM 2022 | |
|------------------|---|
| Jan. 3 | <ul style="list-style-type: none"> Boucher clinic opens Winter term academic courses start, CCNM - Boucher Campus (Years 2-4) |
| Jan. 9 | Winter term classes begin, CCNM - Boucher Campus (Year 1) |
| Jan. 13 | <ul style="list-style-type: none"> Last day to drop (6-week courses 1st half) (Years 2-4) CCNM - Boucher Campus Town Hall |
| Jan. 16 | Tuition due (Winter term) (both campuses) |
| Jan. 20 | Last day to withdraw (6-week courses 1st half) (Years 2-4) |
| Jan. 27 | Last day to drop (12-week courses) (Years 2-4) |
| Feb. 10 | Last day to withdraw (12-week courses) (Years 2-4) |
| Feb. 20 | Family Day, CCNM - Boucher closed (clinic and library closed Feb. 20) |
| Feb. 21 | Non-academic day (no classes) |
| Feb. 20-24 | Winter 2023 term Academic Study Period,* CCNM - Boucher Campus (September and January intake Year 1) |
| Feb. 24 | Last day to drop (6-week courses 2nd half) (Years 2-4) |

CCNM - TORONTO CAMPUS

Years 1-4 and IMG

| WINTER TERM 2022 | |
|------------------|--|
| Feb. 27 - Mar. 3 | Midterm exam week, CCNM - Toronto Campus (Years 2-4, IMG) |
| Mar. 1 | Third tuition installment due (Winter term) |
| Mar. 6 | CCNM - Toronto Town Hall meeting |
| Mar. 6-7 | Registration for Winter 2023 midterm rescheduled exam period |
| Mar. 8-14 | Winter 2023 midterm rescheduled examination period |
| Mar. 20-24 | Last week to drop Winter term courses to receive any prorated tuition refund |
| Mar. 22 | Winter midterm grade release to Moodle (all years) (main sitting) |
| Apr. 3 | Final tuition installment due (Winter term) |
| Apr. 3-6 | Last week to drop Winter term courses without academic penalty |
| Apr. 14 | Winter term classes end, CCNM - Toronto Campus (Years 2-4, IMG2) |
| Apr. 17-28 | Winter 2023 final exam period, CCNM - Toronto Campus (Years 2-4, IMG2) |
| Apr. 21 | Winter term classes end, CCNM - Toronto Campus (Year 1) |
| Apr. 24-28 | Winter 2023 final exam period, CCNM - Toronto Campus (Year 1) |
| Apr. 24 | Grad lunch (CCNM - Toronto Class of 2023) |
| Apr. 28 | Clinic winter term ends, CCNM - Toronto Campus |
| Apr. 30 - May 7 | Clinic closed, CCNM - Toronto Campus |
| May 1-2 | Registration for Winter 2023 final rescheduled exam period |

CCNM - BOUCHER CAMPUS

Years 1-4

| WINTER TERM 2022 | |
|------------------|---|
| Mar. 3 | Last day to withdraw (6-week courses 2nd half) (Years 2-4) |
| Mar. 17 | CCNM - Boucher Campus Town Hall |
| Mar. 20-24 | Exam week, CCNM - Boucher Campus (Years 2-4) |
| Mar. 24 | Winter term academic courses end, CCNM - Boucher Campus (Years 2-4) |
| Mar. 28 - Apr. 2 | Term break, CCNM - Boucher Campus |
| Apr. 14 | Winter term classes end, CCNM - Boucher Campus (Year 1) |
| Apr. 24-28 | Winter 2023 final exam period, CCNM - Boucher Campus (Year 1) |

CCNM - TORONTO CAMPUS

Years 1-4 and IMG

| SPRING TERM 2023 | |
|------------------|--|
| May 3-9 | Winter 2023 final rescheduled exam period |
| May 8 | Spring term classes begin (January & IMG intake) |
| May 8-9 | <ul style="list-style-type: none"> New student orientation (IMG intake) Clinic orientation (IMG2 and Year 4) |
| May 8-22 | StudentCare.ca NSA health plan opt-out deadline (IMG intake) (www.studentcare.ca) |
| May 10 | Clinic reopens for Spring term |
| May 15 | Tuition due (Spring term) |
| May 16 | Winter 2023 grades posted to Moodle (all years) |
| May 19 | Last day to add/drop courses without financial penalty |
| May 22 | Victoria Day, CCNM - Toronto closed (RSNC & library closed May 20 & 22) |
| May 23 | Convocation (clinic closed) |
| May 23-24 | Registration for Winter 2023 supplemental exam period |
| May 25-31 | Winter 2023 term supplemental exam period |
| Jun. 1 | Second tuition installment due (Spring term) |
| Jun. 19-23 | Spring 2023 term Academic Study Period* |
| Jun. 26-30 | Spring 2023 midterm exam week (IMG) |
| Jul. 3 | Canada Day, CCNM & clinic closed on Jul. 1 & 3 |
| Jul. 4 | Third tuition installment due (Spring term) |
| Jul. 4 | Registration for Spring 2023 midterm rescheduled exam period |
| Jul. 5-11 | Spring 2023 midterm rescheduled exam period |
| Jul. 17-21 | Last week to drop spring term courses to receive any prorated tuition refund |
| Jul. 19 | Midterm grades posted to Moodle (main sitting) (January, IMG & Year 4) (exam review sign up - check Moodle) |

CCNM - BOUCHER CAMPUS

Years 1-4

| SPRING TERM 2023 | |
|------------------|---|
| Apr. 3 | Spring term academic courses start (Years 2 - 4) |
| Apr. 7 | Good Friday, CCNM closed (clinic & library closed Apr. 7) |
| Apr. 10 | Easter Monday, CCNM - Boucher Campus closed (clinic and library closed Apr. 10) |
| Apr. 14 | Last day to drop (6-week courses 1st half) (Years 2-4) |
| Apr. 21 | Last day to withdraw (6-week courses 1st half) (Years 2-4) |
| Apr. 28 | Last day to drop (12-week courses) (Years 2-4) |
| May 8 | Spring term academic courses start (Year 1) |
| May 12 | Last day to withdraw (12-week courses) (Years 2-4) |
| May 22 | Victoria Day, CCNM - Boucher closed (clinic and library) |
| May 23 | Non-academic day (no classes) |
| May 26 | <ul style="list-style-type: none"> Last day to drop (6-week courses 2nd half) (Years 2-4) CCNM - Boucher Campus Town Hall |

CCNM - TORONTO CAMPUS

Years 1-4 and IMG

| SPRING TERM 2023 | |
|-------------------|--|
| Jul. 31 - Aug. 4 | Last week to drop Spring term courses without academic penalty |
| Aug. 1 | Final tuition installment due (Spring term) |
| Aug. 7 | Civic Holiday, CCNM closed (clinic & library closed Aug. 5 & 7) |
| Aug. 11 | Spring term classes end (January intake and IMG) |
| Aug. 14-25 | Spring 2023 final exam period, CCNM - Toronto Campus (IMG) |
| Aug. 21-25 | Spring 2023 final exam period, CCNM - Toronto Campus (January intake) |
| Aug. 28-29 | Registration for Spring 2023 final rescheduled exam period |
| Aug. 30 - Sept. 6 | Spring 2023 final rescheduled exam period |
| Sept. 1 | Clinic spring term ends, CCNM - Toronto Campus |
| Sept. 8 | Exam grades released to Moodle (January, IMG and Year 4) (Main sitting) (exam review sign up - check Moodle) |

CCNM - BOUCHER CAMPUS

Years 1-4

| SPRING TERM 2023 | |
|------------------|--|
| Jun. 2 | Last day to withdraw (6-week courses 2nd half) (Years 2-4) |
| Jun. 19-23 | Spring 2023 term Academic Study Period,* CCNM - Boucher Campus (September intake Year 1) |
| Jun. 23 | Spring term academic courses end (Years 2-4) |
| Jun. 24 | Clinic term ends, CCNM - Boucher Campus |
| Jun. 26-30 | Term break, CCNM - Boucher Campus (Years 2-4) |
| Jul. 3 | Canada Day, CCNM closed (clinic and library closed July 3) |
| Jul. 3-8 | Year 2 Dissection Lab dates (tentative) |
| Aug. 7 | Civic Holiday, CCNM closed (clinic & library closed Aug. 7) |
| Aug. 21-25 | Spring 2023 final exam period, CCNM - Boucher Campus (Year 1) |

How to Apply

CCNM accepts applications for admission for the four-year program through the Naturopathic Doctor Centralized Application Service (NDCAS): www.ndcas.org. Complete instructions regarding the completion of the online admissions application are available at https://help.liaisonedu.com/NDCAS_Applicant_Help_Center.

The online application for the two-year bridge delivery for international medical graduates (IMG) is available on the [CCNM website](#).

Please direct all inquiries to:

Student Services

E-mail: info@ccnm.edu

Tel: 416-498-1255/1-866-241-2266 ext. 245

About NDCAS

1. Be sure to read CCNM's academic requirements prior to starting your online admissions application.
2. The NDCAS application may be completed all at once or over multiple sittings.
3. The application fee is payable online and is \$115 for the first school or program designation and \$40 for each additional school or program designation.
4. Once the admissions application has been received and verified by NDCAS, it will be forwarded to CCNM for further review and response.

| Session Start | Priority Application Date | Final Application Deadline (for late applications and if space permits) |
|--------------------------------|---------------------------|---|
| January 2023 | August 14, 2022 | November 11, 2022 |
| May 2023 (IMG Bridge Delivery) | January 6, 2023 | April 3, 2023 |
| September 2023 | January 6, 2023 | July 23, 2023 |
| January 2024 | August 1, 2023 | November 19, 2023 |

Possessing the minimum admission requirements published herein does not guarantee an offer of admission. In addition to these requirements, the College will admit only those candidates who, in the judgment of the College, are of good character, are capable of completing the program in its entirety, and show promise of becoming worthy members of the naturopathic profession.

Admission Requirements

The Canadian College of Naturopathic Medicine (CCNM) is committed to excellence in naturopathic education and to the success of our graduates. All candidates for admission are evaluated based on their academic history and personal interview, as well as their motivation for becoming a naturopathic doctor, leadership skills, problem solving and critical-thinking skills, and specific personal qualities and characteristics.

ACADEMIC REQUIREMENTS

To be considered for admission to the naturopathic program, applicants must have completed a three- or four-year bachelor's degree in any discipline at an accredited institution (a university), evaluated by the submission of

official transcript(s). For September admission, courses must be completed by **August 31** of the year of application. For January admission, courses must be completed by **December 31**. Applicants are encouraged to **apply early**. Admission requirements may be subject to change at any time without notice.

Applicants must have a minimum cumulative grade point average of 2.7 on a four-point scale. Historically, the average cumulative GPA of accepted students has been 3.0 to 3.3 on a four-point scale.

PREREQUISITE COURSES

The table below outlines the prerequisite courses that applicants must take prior to starting the program.

| Required Courses | Credit Hours | Units | Requirements |
|-------------------------------|--------------|-------|---|
| General Biology | 3 | 0.5 | May be fulfilled by one semester of biology, anatomy, botany, cell biology, endocrinology, genetics, immunology, or zoology. Example: SBI100 General Biology (offered at CCNM) |
| Human Life Sciences | 6 | 1.0 | May be fulfilled by one-year or two semesters of biology, chemistry, organic chemistry, biochemistry, cell biology, anatomy, microbiology, physiology, immunology, pathophysiology and/or pharmacology Example: SBC100 Biochemistry and SPH100 Physiology (offered at CCNM) |
| General Chemistry | 3 | 0.5 | May be fulfilled by one semester of any chemistry. General, organic and/or biochemistry courses would be accepted. Example: SGC100 General Chemistry (offered at CCNM) |
| Psychology | 3 | 0.5 | May be fulfilled either by one semester of introductory psychology, health psychology, developmental psychology, or other similar courses. Example: SPS100 Psychology (offered at CCNM) |
| Social Sciences or Humanities | 6 | 1.0 | Acceptable courses include, but are not limited to: sociology, economics, organizational behaviour/management, English, history, gender studies, etc. This elective must include an essay-writing component. Foreign language courses are not accepted towards the humanities prerequisite. Example: University of Toronto – Introduction to Sociology |

ONLINE PREREQUISITES OFFERED AT CCNM

CCNM offers online general chemistry, general biology, physiology, and psychology courses throughout the year. Each course is delivered in a format which combines online self-study modules with weekly interactive online tutorial sessions. [Find out more on CCNM's website.](#)

PERSONAL STATEMENT/ESSAY

Applicants for all streams are required to complete a personal statement/essay. Essay questions are included in the application. Please follow the specific instructions provided when answering the essay questions. The essay should be no longer than 500 words.

CONFIDENTIAL REFERENCES

Three letters of reference must be submitted online through NDCAS. The following references are required:

- One academic reference
- One reference from a regulated health-care professional
- One additional reference from either of the above categories or a past employer/volunteer
- Referees must have known you for a minimum of one year, although it is strongly recommended that you choose someone who has known you for two years or more

International medical graduates (IMG) must submit two letters of reference (either academic or from a past employer) through the online application on the [CCNM website](#).

When selecting your referee, you should choose someone who can comment on your capacity in the following areas:

- Ability to handle stressful situations
- Business management skills
- Commitment to upholding high ethical standards
- Demonstration of tolerance, compassion and empathy
- Initiative
- Maturity
- Problem solving skills
- Self-discipline

RESUMÉ

All applicants must submit a current curriculum vitae/resumé including the following information:

- Education
- Work experience
- Volunteer experience
- Awards
- Skills and abilities

PERSONAL INTERVIEW

This is an essential part of the admissions process. The purpose of this interview is to assess an applicant's ability to successfully complete the program and become an effective naturopathic doctor. Applicants will be chosen for interviews based on their academic performance.

Interviews are conducted in-person at the respective campuses or via Zoom for applicants unable to travel to the campus.

The personal interview lasts approximately 45 minutes. The interview team consists of one faculty member and one fourth-year student intern. There are three components to the interview:

- Several vignettes/scenarios with applicable questions (for which no prior medical knowledge is required)
- Additional questions related to motivation and familiarity with naturopathic medicine
- An opportunity for open dialogue

ADMISSION DECISION

The decision to admit an applicant is based primarily on the applicant's undergraduate grade point average and admissions interview. Additional criteria will include:

- applicant's academic history
- essay
- references
- resumé

If an applicant is offered admission, a deposit of \$2,000 is required to confirm acceptance of the offer. For the CCNM – Boucher Campus this deposit as per PTIB (Private Training Institutions Branch) will be required once all admission requirements have been satisfied. The deposit will be applied to the student's first-year tuition fee. Please note that if an applicant withdraws their acceptance of the admission offer after 48 hours, but before the start of the program, or if they do not attend the first ten consecutive days of scheduled classes, they will receive a refund of the deposit and an administrative charge of \$500 will be assessed. Withdrawals received after the start of the program will receive a refund calculated according to the program withdrawal policy.

DEFERRED ENROLMENT

Letters of acceptance are only valid for the intake session for which the applicant was admitted. Applicants who do not enrol in the intake for which they applied, may defer to the subsequent intake, in which case the funds will be credited towards that intake start. Applicants who wish to defer beyond one intake must reapply. Additional fees may apply on submission of the new application.

MATURE STUDENT POLICY

As outlined in the above section on admissions requirements, completion of a bachelor's degree from an accredited university is expected. A limited number of exceptions are made for mature students who do not possess a bachelor's degree. Mature students wishing to apply to CCNM must have completed a minimum of three years of university study (90 credit hours, 15 full courses) towards a baccalaureate degree. Competitive applications must have an average cumulative grade point average of at least 3.3 on a four-point scale (equivalent to B+). A lower grade point average (minimum 2.7) may be acceptable, depending on the applicant's academic history, interview, essay, references and career-related experience.

Applicants applying as mature students must possess all of the minimum prerequisites as outlined in the above section on admission requirements. In addition, anyone applying as a mature student must be able to demonstrate a minimum of four years of work and life experience outside of university. Please note that possessing the published minimum admission requirements does not guarantee an offer of admission. Please contact Student Services for more information at info@ccnm.edu.

ENROLMENT REQUIREMENTS

Students accepted for admission to CCNM must satisfy the following enrolment requirements in order to be registered in the program:

TB TESTING POLICY

All new students must submit a two-step Mantoux (PPD) skin test. All TB test results must be submitted to Student Services. All students who test positive for tuberculosis must submit the results of one baseline chest x-ray to rule out active disease. If any student is found to be high-risk, they may be required to submit the results of an additional TB test or chest x-ray to rule out active disease.

All returning Toronto Campus students are required to submit a TB Risk Assessment form annually (this is an online questionnaire - no in-person doctor visits are required unless you've tested positive for TB and require a chest x-ray). If you are required to submit a chest x-ray, you must do so prior to the start of the term you are submitting the results for. Failure to submit TB test results and/or Risk Assessment form prior to the start of a student's intake may result in deregistration from all clinic-related activities including classes. Questions regarding the student TB testing policy should be directed to info@ccnm.edu.

All returning Boucher Campus students are required to submit a one-step TB Test annually to the Clinical Education Department.

HEPATITIS B POLICY (TORONTO CAMPUS)

Students who have been vaccinated for Hepatitis B must submit proof of vaccination or immunity to Student Services by one of these two methods:

1. A letter from your MD stating that you received the vaccination within the last 15 years or;
2. Laboratory testing demonstrating immunity to Hepatitis B.

Students who do not wish to be or have not been vaccinated for Hepatitis B must submit a Hepatitis B waiver form to Student Services prior to the start of in-person classes. This form can be found in Moodle. **If getting vaccinated is delayed due to COVID-19, please submit the Hepatitis B waiver in the interim until you can provide Student Services with proof of vaccination.**

This is a one-time only requirement. Once a student has submitted appropriate documentation to Student Services, it will be kept on file for the duration of their enrolment at CCNM. Failure to submit proof of Hepatitis B vaccination or waiver form may result in deregistration from all clinic-related activities including classes. Questions regarding the Hepatitis B policy should be directed to Student Services.

HEPATITIS B POLICY (BOUCHER CAMPUS)

Hepatitis B documentation must provide evidence that immunization has occurred in the past ten years, or that a natural immunity has been confirmed. A student may choose to sign an informed consent waiver declining the immunizations which includes providing yearly documentation of Hepatitis B surface antigen (HBsAG) testing. Students who believe they are immune must provide current documentation (seroconversion) from a qualified healthcare practitioner. HBsAG for non responders and/or students with Hep B waivers is a yearly requirement.

CPR CERTIFICATION REQUIREMENT

Toronto Campus students CPR and first aid:

Toronto Campus students are required to submit one of the following types of CPR certification upon enrolling in the Doctor of Naturopathy program as a new student and for re-certification of their CPR requirements every two years as a returning student: [Health Care Provider (HCP) Level, Basic Life Support (BLS) or Advanced Cardiac Life Support (ACLS)], Please ensure the course has a hands-on practical assessment and evaluation of skills. There are courses that are hybrid in nature (i.e., learn the theory through self-study online and get evaluated in-person at a testing site). This would also be acceptable. Certification must clearly state the "Issued on" and "Expiry" dates and copies will only be accepted as attachments in these formats: PDF or JPEG. Please send your updated certification to info@ccnm.edu. It is the student's responsibility to ensure that they re-certify CPR every two years. CPR certification must be kept up-to-date at all times for the duration of enrolment at CCNM. CPR courses are available through the [Continuing Education department](#) at CCNM and certification is also accepted from organizations such as St. John's Ambulance, Red Cross, and the Heart and Stroke Foundation. Failure to submit CPR certification may result in deregistration from all clinic-related activities including classes.

Boucher Campus students CPR and first aid:

As a CCNM student, you will be involved in the clinic onsite at a variety of stages during your program. The associated governing provincial college for licensing requires that all NDs in British Columbia maintain current certification in CPR and First Aid.

Recertification must be completed at least **every two years** or less depending on the expiry date of the initial certification.

Students must acquire one of the following CPR and First Aid combination certification types and submit certificate of completion to info@ccnm.edu: **Standard First Aid plus BLS; Standard First Aid plus CPR for HCP; or Standard First Aid plus CPR(C).**

Note that health requirements may change at any time, depending on regulations in our two jurisdictions.

CRIMINAL BACKGROUND CHECK

All students on both campuses are required to submit a Vulnerable Sector working with children and vulnerable adults from your local jurisdiction. Local jurisdiction refers to the **permanent** address you indicated on your application to the program.

Please note, a **valid** Vulnerable Sector Criminal Records Check will also be required for registration with the College of Naturopathic Physicians of British Columbia (CNPBC), and this registration is required prior to matriculation for any interaction with patients in the clinics.

You must advise Student Services at info@ccnm.edu if while a student you are charged or convicted of criminal offence.

ESSENTIAL SKILLS AND ABILITIES REQUIRED FOR THE STUDY OF MEDICINE

CCNM is responsible to society to provide a program of study enabling graduates to possess the knowledge, skills, professional behaviour and attitudes necessary to enter the regulated practice of naturopathic medicine. Graduates must be able to diagnose and manage health problems and provide compassionate primary care to their patients. For this reason, students in the ND program must possess the cognitive, communication, sensory, motor and social skills necessary to interview, examine and counsel patients, and competently complete certain technical procedures in a reasonable time while ensuring patient safety. Prospective applicants should note that cognitive, physical examination, management and communication skills, as well as professional behaviour, are all evaluated in timed simulations of patient encounters.

All applicants are expected to assess their ability to meet the standards set out in this policy. This policy does not preclude individuals with disabilities from attending the College. Applicants who anticipate requiring disability-related accommodation are responsible for notifying CCNM in a timely manner; however, applicants should be aware that the awarding of the program credential is dependent on candidates demonstrating skill in a number of areas, some of which require physical dexterity.

A candidate for the naturopathic program must demonstrate the following abilities:

Observation skills

The candidate must be able to demonstrate skills in observation. In particular, a candidate must be able to accurately observe a patient at a distance and close at hand. Observation necessitates the functional use of the sense of vision and somatic sensation, enhanced by tactile, olfactory, and auditory information.

Communication skills

A candidate must be able to speak to, hear and observe patients and coherently summarize a patient's condition and management plan, verbally and in writing. A candidate must be able to communicate effectively and sensitively with patients, families, employees and other health-care practitioners.

Motor skills

A candidate must demonstrate sufficient motor function to safely perform a physical examination on a patient in a timely fashion, including palpation, auscultation, percussion and other diagnostic techniques. A candidate must be able to use common diagnostic aids or instruments either directly or in an adaptive form, and be able to perform basic laboratory tests. A candidate must be able to execute fine and gross motor movements that are required to provide general medical care to patients.

Intellectual-conceptual, integrative and quantitative abilities

A candidate must demonstrate critical thinking, sound judgment, analysis, reasoning, and synthesis, essential to the problem-solving skills demanded of physicians. In addition, the candidate should be able to comprehend three-dimensional relationships and to understand the spatial relationships of structures.

Behavioural and social attributes

A candidate must consistently demonstrate the emotional maturity and stability required for full utilization of their intellectual abilities. The application of good judgment and the prompt completion of all responsibilities attendant to the diagnosis and care of patients are essential attributes. The development of mature, sensitive and effective relationships with patients, families, employees and other health-care practitioners is also required. The candidate must be able to tolerate the physical, emotional and mental demands of the program and function effectively under stress. Adaptability to changing environments and the ability to function in the face of uncertainties inherent in the care of patients are both necessary.

Compassion, integrity, concern for others, interpersonal skills, intellectual curiosity and self-motivation are all personal qualities that naturopathic doctors and naturopathic medical students must demonstrate.

IMG Bridge Delivery for Foreign-trained Medical Doctors

CCNM offers bridge delivery stream of its naturopathic medical program, developed specifically for foreign-trained medical doctors as an opportunity to further their health care careers in Canada. Required courses are organized into a compressed period of 24 months. The six-term curriculum incorporates all of the competencies of the four-year naturopathic medical program, acknowledges previous medical experience and education, while providing additional supports to address the unique needs inherent to foreign-trained medical doctors. Graduates receive the Doctor of Naturopathy degree.

Many foreign trained medical doctors feel that the nature of a naturopathic doctor's practice is much closer to their experience as a medical doctor. Modalities associated with naturopathic medicine are used world-wide: clinical nutrition; lifestyle management; traditional Chinese medicine and acupuncture; botanical (herbal) medicine; physical medicine, and homeopathy are used the world over and are delivered at CCNM.

Please note: at this time the bridge delivery of the naturopathic program for IMGs is only available at the CCNM – Toronto Campus.

WHO ARE IMGs?

An international medical graduate (IMG) is an individual who has graduated from a medical school outside of Canada. They may have several years of independent practice experience in their country; have just recently completed medical school; have completed a residency training program; have gone directly into practice with no requirement for a residency; be from a country with a medical education system similar to Canada's; or be from a country whose medical education system is very different from Canada's.

DO I QUALIFY FOR BRIDGE DELIVERY OF THE ND PROGRAM?

1. Applicants must have graduated from an MD degree program that is validated by an official [WES \(World Education Services\)](#) course-by-course evaluation, sent directly from WES to CCNM.
2. Graduates from non-English language medical programs must submit proof of English proficiency and satisfy the minimal grade required by CCNM in [Test of English as a Foreign Language \(TOEFL\)](#).

CCNM's minimum requirements are: TOEFL IBT:
minimum 86 out of 120 (CCNM TOEFL DI Code: 024)

Information for International Students

CCNM welcomes applications from international students to the naturopathic program. Every year, students choose the College because of its reputation as a leader in naturopathic education and research. **An applicant is considered an international student if they are not a Canadian citizen or does not have permanent resident or landed immigrant status.** For those applicants from the United States who wish to return home to practice after graduation, CCNM graduates meet the eligibility requirements for all regulated jurisdictions in the U.S. Applicants who intend to practise outside North America are advised to contact the local naturopathic medicine licensing body to inquire about requirements for licensing in that jurisdiction.

International applicants must ensure that their academic credentials meet Canadian equivalency. Please see the 'Evaluation of International Transcripts' section below. If you are an international medical graduate, you may qualify for bridge delivery of the Doctor of Naturopathy program. For more information please see the 'IMG Bridge Delivery For Foreign-Trained Medical Doctors' section of the academic calendar.

LIVING, STUDYING AND WORKING IN CANADA

CCNM is recognized by the Government of Canada as a [designated learning institution \(DLI\)](#) for study permit purposes. Our DLI number is O19305338292. International applicants must comply with Immigration, Refugees and Citizenship Canada's [admissibility requirements](#) and must obtain a [study permit](#). Study permit applicants should expect to complete a [medical exam](#) and/or a [security check](#) prior to entering Canada. International students are encouraged to apply for admission to CCNM as soon as possible so that they can allow ample [processing time](#) for their study permit application.

CCNM - Toronto Campus graduates may be eligible to work both [on](#) and [off](#) campus without a work permit while enrolled at CCNM. Additionally, CCNM - Toronto Campus graduates may be able to extend their stay in Canada after graduation, under the [Post-Graduation Work Permit Program \(PGWP\)](#). Spouses or common-law partners of students who carry a valid study permit may be eligible to apply for a [work permit](#) in Canada.

For more information about studying in Canada, visit the [Immigration, Refugees and Citizenship Canada](#) website.

International students can also choose from CCNM's affordable, [on-site residence](#) or nearby, [off-campus housing options](#).

In addition to the Naturopathic Students' Association (NSA) extended health and dental plan, international students must also have basic health insurance protection. CCNM makes available a basic health insurance plan through a third party. Cost for this insurance must be paid by the student. Additional protection can be purchased at the student's expense for spouses and/or dependents.

CCNM is the only naturopathic school in Canada approved to administer [financial aid](#), such as unsubsidized Direct Loans to U.S. students. **This is only available at the CCNM - Toronto Campus at this time.** When completing the [Free Application for Federal Student Aid \(FAFSA\)](#) please use the following identification number for CCNM: 03273300/G3273300.

ADMISSION REQUIREMENTS FOR INTERNATIONAL STUDENTS

In addition to CCNM's admission requirements, international applicants must ensure they acquire a valid study permit prior to the start of the intended intake. Please note that the institution will not retain or withhold an international student's passport, study permit, or similar document under any circumstances. CCNM only requires a copy of the student's study permit. Should the student renew their study permit, they must provide an updated copy to Student Services.

EVALUATION OF INTERNATIONAL TRANSCRIPTS

Students applying for the four-year naturopathic program who have completed their university study at an institution outside North America must have their transcripts evaluated and translated (if necessary) on a course-by-course basis. (This is not required for bridge delivery applicants.)

World Education Services

www.wes.org

Toronto: 1-800-361-6106

New York City: 212-966-6311

PROFICIENCY IN ENGLISH

As the CCNM curriculum is delivered in English, all applicants are expected to demonstrate sufficient facility in the English language to fully participate in the learning process. If an applicant's post-secondary studies were completed outside of North America in a language other than English, proof of English proficiency must be submitted to CCNM. CCNM's minimum requirements are indicated below.

TOEFL IBT: minimum 86 out of 120 (CCNM TOEFL

DI Code: 0245)

The Office of the Registrar

The Office of the Registrar supports students in a number of ways, including help with registration, graduation and important dates during the school year.

STUDENT RECORDS

The Registrar maintains permanent academic records of every student enrolled at CCNM. A student's file contains their application, information related to the business of the College, grade reports and comments, and records of official action taken by CCNM concerning the student.

Records may be made available to members of the faculty and administration with a demonstrated need. Except as may be required by law, no part of a student's record will be released to any person outside CCNM without written consent of the student.

CONFIDENTIALITY OF STUDENT ACADEMIC RECORDS

1. A student's academic record is defined as the information concerning the student, held by the Registrar at CCNM.
2. Academic records are the property of CCNM.
3. Release of information:
 - a. Except as may be required by law, a student's academic record will not be released to any third party without the written authorization of the student.
 - b. Students may request that an official copy of their transcript be issued to a third party by completing the transcript request form.
 - c. Students may obtain an unofficial copy of their transcript by accessing their SONIS portal.
 - d. Students may request an official copy of their transcript for themselves by completing the transcript request form. Please note that official transcripts issued directly to students will be marked "Issued to student."
 - e. Student academic records may be released to authorized CCNM staff or faculty for the execution of job responsibilities as approved by the Registrar or designate.
 - f. Any authorized review of a student's file must be supervised by the Registrar or designate.
 - g. Biographic and financial aid information will be forwarded to the designate of the Ministry of Colleges and Universities for the purposes of conducting the required Key Performance Indicator (KPI) surveys for graduation and employment rates.

STUDENT GRADES AND TRANSCRIPTS

Students can access official grades through [SONIS](#) by logging in with their Moodle user ID and password.

The transcript is an official record of all academic and clinic credits earned toward CCNM's naturopathic program. It lists the course title, course code, number of credit hours and the numerical or letter grade for all courses taken.

Unofficial transcripts are provided to students free of charge. Official transcripts are available at \$25 each.

Official transcripts may be requested to be released directly to educational institutions, licensing boards or potential employers, etc., whom the student has authorized to receive the transcript. Students may request official transcripts for themselves, however the transcript will be marked "Issued to Student." Transcript request forms can be accessed on the [MYCCNM student portal](#) and [eCampus](#).

REGISTRATION

Registration information and instructions will be shared with students each year in the summer for the appropriate action they need to take. The Registrar's Office will be responsible for completing registrations and opening online registration for electives and section courses as needed during this period. Students will be registered for all terms associated with the academic year study period.

Any student not on a regular full-time track should complete a course enrolment/adjustment form and submit it to the Registrar's Office at info@ccnm.edu. Students who fail to communicate and register by the deadline indicated to add courses will not be considered enrolled in that class and coursework will not be credited. Failure to register during this period will result in a late registration fee of \$100.

AUDITING COURSES

Students who wish to audit course must submit a course enrolment/adjustment form to the Registrar's Office at info@ccnm.edu during the first period of add/drop. Any requests submitted after the "add" period will not be fulfilled. Any course(s) added for audit cannot be dropped, will not show on the transcript, and will not have any cost associated with it. Courses excluded from auditing would be those which are practical in nature, or have a practical component. An auditing student may attend lectures and access online materials, however may NOT participate in class activities, practical sessions and may not submit assignments or write examinations.

TRANSFER CREDITS AND ADVANCED STANDING

CCNM considers applications for transfer and advanced standing from applicants as well as enrolled students who have completed comparable courses from a degree program as defined by provincial accrediting agencies (i.e., Post-secondary Education Quality Assessment Board).

Courses are assessed in equivalency or better in the number of credit hours, appropriate minimum grade achievement as outlined by each campus and each course must be substantively equivalent (minimum 70 per cent) in content/learning outcomes to the CCNM course it replaces.

TRANSFER STUDENTS

Transfer students from another CNME-accredited program are required to go through the admissions process as well as provide a letter of recommendation from a senior administrator at the transferring institution. The letter should indicate that the transferee was in good standing and has not been subject to any disciplinary actions.

TRANSFERRING FROM ONE CAMPUS TO ANOTHER

Students requesting a transfer between campuses must obtain permission from the Registrar's Office.

LIMITATIONS ON AMOUNT OF CREDITS AWARDED FOR TRANSFERS AND ADVANCED STANDING

No more than 50 per cent of CCNM's naturopathic program can be completed via transfer or advanced standing credits.

ADMINISTRATION

All courses approved for advanced standing or transfer credit will show as EQV (equivalent) on the CCNM transcript and will not be calculated into a student's GPA. All course information and final grades will be verified by official transcripts. A detailed course outline (not a course description) for each course must be submitted.

Any applicant/student who has applied for transfer or advanced standing will be notified in writing of the decision.

An individual who is denied a requested transfer or advanced standing has the ability to appeal the decision. Should the decision be made to exercise the right to appeal, the applicant must provide a written request for review with a rationale for the request, along with any relevant documentation to Student Services, within five business days of the notice being issued. All documentation will be forwarded from Student Services to the Associate Dean, Curriculum and Residency, who will review the written materials and make an independent determination. The Dean will then conduct a final review and will advise the Registrar's Office of their final decision in writing within ten business days of receiving the appeal. The Registrar's Office will communicate the final decision to the student within this 10-day period.

Please note that CCNM is on a block/program tuition model which applies to both campuses. The block/program tuition fee applies to all students whose course load percentage falls between 76 per cent and 120 per cent, calculated on a term basis. Students who register and attend for two terms, who have an overall course load that falls below 76 per cent will have their fees adjusted to a cost per credit charge.

For students who enrol in three academic terms, the block fee will be recalculated for the entire year to ensure they pay no more than the annual tuition fee, unless the total annual course load exceeds 120 per cent of the course credits. Credits and tuition fees are not reduced when advanced standing is granted. Students whose course load is outside of the designated range will have their tuition calculated on a cost per credit basis.

WITHDRAWAL

Students who intend to withdraw from CCNM for any reason **must** request a withdrawal form from Student Services, then complete and submit the form as their written notice to the Office of the Registrar. The form must be dated and signed by the student. It is important to note that the date of form submission will be used as the withdrawal date from the program and will be reported for any loan purposes. If no form is received, the last date of attendance will be the effective date of withdrawal and will be the date used to close out the student's account. Any tuition refunds or remaining financial obligations to the College will be assessed based on the last date of attendance. **Failure to attend for 10 consecutive scheduled class days without notice will be deemed to constitute a withdrawal from the College.**

REFUND CALCULATION FOR WITHDRAWAL FROM THE PROGRAM

Upon providing written notice of their decision to withdraw, the student's refund will be assessed based on the time spent in the program. Once the program has started, if the student withdraws, the amount of tuition owing (earned tuition) will be prorated for the term, calculated on a course-by-course or block tuition basis using the following formula:

(Number of Weeks Prior to Withdrawal / Total Number of Weeks in the Term) x Course or Block Tuition = Earned Tuition (Tuition Owing)

Once the time spent in a course reaches past 11 weeks, no refund will be issued.

An administrative charge of \$500 is assessed on withdrawals. The \$500 administrative charge will be credited to the student's account should that student return to the ND program within one year.

DEFERRAL, DISCONTINUATION OR CANCELLATION OF THE PROGRAM

In the event of deferral, cancellation or discontinuation of the program, the College will refund to the applicants unearned tuition. At their option, an applicant may choose to defer their application to the subsequent intake in which case the funds will be credited towards that intake start.

WITHDRAWAL FROM A COURSE(S)

Toronto Campus students who chooses to withdraw from a specific course or courses must advise the Registrar's Office in writing using the Course Enrolment Adjustment Form found on the [MYCCNM student portal](#) and [eCampus](#). Boucher Campus students in Years 2 - 4 should contact the Assistant Registrar.

The student's registration will be adjusted to reflect the course load reduction. The submission date of the request for the reduction in course load will be used to calculate the amount of the refund (if any).

Refund calculation for withdrawal from a course(s)

Once a student has reduced their course load below 76 per cent, the refund (if any) for a specific course(s) will be calculated by the Registrar's Office as follows:

(Number of Weeks Prior to Course Withdrawal / Total Number of Weeks in the Term) x Course Tuition = Earned Tuition (Tuition Owing)

Once the time spent in the course(s) reaches past 11 weeks, no refund will be provided. If the course has not yet started, no tuition charges will be incurred.

READMISSION

Students who voluntarily withdraw or are required to withdraw from CCNM's naturopathic program may apply for readmission. Generally, students may only reapply for the program once. Dismissed students may reapply once one year has passed from their dismissal date. Boucher students in Years 2 - 4 may not request readmission after dismissal.

Readmission in every case is at the discretion of the Registrar and/or Admissions Committee. Students should submit all required readmission documentation and resolve any outstanding fees at least three months before the date they wish to return. If program admission requirements have changed since the reapplicant initially matriculated the reapplicant must demonstrate satisfaction of those requirements prior to returning to the program.

Readmission must occur within three years of the date of withdrawal in order to guarantee credit for previously completed courses. After three years, students readmitted to the program may, at the discretion of the Registrar's Office and/or Admissions Committee, be required to demonstrate competence and/or retake courses at the current cost. In cases where there has been a substantial change to a course previously completed, the student will have to take the new version of that course.

Reapplicants must meet all the current requirements for graduation. Students who withdrew prior to successfully completing the last term for which they were registered and who are accepted for readmission must repeat, in their entirety, any courses not successfully completed at the current cost.

It is the responsibility of the student who has been deemed withdrawn by the College, has voluntarily withdrawn for any reason, and/or whose leave of absence has expired to advise the Registrar's Office at least three months in advance of the intake they would like to return to the program. Students will be responsible to complete a Return to Studies Form as part of their readmission assessment and approval.

REQUIREMENTS FOR GRADUATION

Students of the CCNM program must fulfill the following requirements to graduate:

1. Attend all required and four elective courses in the prescribed curriculum (CCNM - Toronto Campus students only) and achieve a passing grade in all required courses in the naturopathic program.
2. Attain a cumulative grade point average of 2.7 or better on a 4.0 scale.
3. Attend the required number of hours in clinical training and fulfill all other requirements of the clinical program with a passing grade.
4. Satisfy all financial obligations to CCNM.

Students who have not met all of the requirements for graduation listed above may still be allowed to participate in convocation; however, no degree will be given until all requirements are met. Should there be any outstanding requirements remaining, transcripts and verification letters will be withheld from being sent to the licensing body for which they have registered to write an exam, until all outstanding requirements have been resolved. Students to whom this applies will have their situations reviewed on a case-by-case basis.

STUDENT STATEMENT OF RIGHTS

Canadian College of Naturopathic Medicine – Boucher Campus is certified with the [Private Training Institutions Branch \(PTIB\)](#) of the British Columbia Ministry of Advanced Education and Skills Training.

Before you enrol at a certified private training institution, you should be aware of your rights and responsibilities.

You have the right to be treated **fairly** and **respectfully** by CCNM – Boucher Campus.

You have the right to a **student enrolment contract** that includes the following information:

- amount of tuition and any additional fee for your program
- refund policy
- if your program includes a work experience, the requirements to participate in the work experience and the geographic area where it will be provided
- whether the program was approved by PTIB or does not require approval

Make sure you read the contract before signing. The CCNM – Boucher Campus must provide you with a signed copy.

You have the right to access the institution's **dispute resolution process** and to be **protected against retaliation** for making a complaint.

You have the right to make a **claim** to PTIB for a **tuition refund** if:

- CCNM – Boucher Campus ceased to hold a certificate before you completed an approved program
- you were misled about a significant aspect of your approved program

You must file the claim one within **one year** of completing, being dismissed or withdrawing from your program.

Learn more about [PTIB and how to be an informed student](#).

Student Support Services

PEER TUTOR PROGRAM

For those students in need of additional academic support, CCNM helps to match high-achieving upper-year students with students experiencing academic difficulty for individual tutoring in a specific subject area. To become a peer tutor, receive tutoring assistance or for more information about this program, contact Pouneh Kharabi (pkharabi@ccnm.edu) who is the Accessibility and Student Support Advisor in the Academics department. For more information you can also review CCNM's [tutoring services](#).

COUNSELLING SERVICES

Short-term counselling is available free of charge. This confidential service is designed to assist students who are dealing with personal issues that are impacting their student and/or personal lives. CCNM students can contact jpalmer@ccnm.edu at the Toronto Campus and mchung@ccnm.edu at the Boucher Campus to make an appointment.

EMPOWER ME

All students have access to [Empower Me](#), a mental health and wellness service that seeks to contribute to a resilient student community by supporting existing on-campus and Studentcare mental health resources.

Empower Me allows students to connect with qualified counsellors, consultants, and life coaches for a variety of issues. As a Plan member, you are entitled to sessions delivered in person, by telephone, by video-counselling, or by e-counselling.

RESIDENCE/HOUSING

The CCNM – Toronto Campus offers on-campus residence rooms and co-ed accommodations on both a short-term and year round basis for CCNM and non-CCNM students. Conveniently located within the main Toronto Campus building, residents are just steps away from the fitness facility, library, a healthy food cafeteria and the RSNC. Each floor has a number of shared lounges complete with satellite television and a balcony overlooking the courtyard. A kitchen equipped with major appliances adjoins each lounge. Laundry facilities are available on each floor.

All residence rooms are single occupancy only. Rooms include a single bed, desk and chair, wardrobe closet, personal refrigerator and Internet access, which is cabled in the room and wireless in the lounges.

For more information, email residence@ccnm.edu.

Please note:

- All new entrants into residence are to be COVID-19 vaccinated prior to coming to the residence, or within 14-days if it is difficult to obtain a vaccination in their jurisdiction of origin.

Off-campus housing listings are [available online](#) on CCNM's website.

Currently, on-campus residence at the Boucher Campus is not available.

STUDENT HELP DESK

Toronto Campus students: for academic inquiries and/or questions related to academic advising, examinations, grades in Moodle, tutoring services, or library services, please send your email to studenthelpdesk@ccnm.edu.

Boucher Campus students: for academic advising, examinations and grades, please contact both the Associate Dean and the Director of Academic Affairs. For library inquiries, please contact the Boucher Campus librarian. Finally, all tutoring questions should be sent to studenthelpdesk@ccnm.edu.

ACCOMMODATING STUDENTS WITH DISABILITIES

In accordance with the spirit and principles of the *Ontario Human Rights Code* (OHRC), the *BC Human Rights Code* (BCOHRC) and the *Canadian Charter of Rights and Freedoms*, CCNM will use all reasonable efforts to accommodate students with disabilities in a manner designed to provide them with education equity in order to meet the standards of the program.

At the request of a student, reasonable accommodations will be provided with respect to the documented disability, permanent or temporary, that affects the student's ability to function in an academic setting.

CCNM will endeavour to offer the most appropriate accommodation in a manner that does not compromise program standards, respects the dignity of the student, meets individual needs, best promotes inclusion and maximizes confidentiality.

APPLICATION FOR ACADEMIC ACCOMMODATION

To facilitate appropriate accommodation, students are encouraged to register with Accessibility Services as early as possible to avoid a delay in service. First-year students should register as soon as they are accepted to the College. In addition, further information may be required than is provided in the original documentation. The provision of accommodations begins after the registration process.

REGISTERING WITH ACCESSIBILITY SERVICES

Students requiring accommodations will need to provide documentation about their disability from a recognized health-care professional (see “Medical Certificate” accessed through Moodle). This documentation will be kept in confidence and used solely to assess requests for accommodations. This information is maintained separately from the student’s academic file. The documentation verifying the disability (or disabilities) is then reviewed with the student, and eligible accommodations are discussed. Accessibility Services then determines the eligible accommodations, and provides the student with a letter outlining the approved accommodations for that academic year. A copy of this letter is provided to the Office of Academic Affairs, who assists in facilitating the stated accommodations. There may be instances where students may need to provide a copy of the letter to their instructor(s).

Students are required to re-register with Accessibility Services prior to the start of the next academic year while they are enrolled in the naturopathic medical program.

Note for students with disabilities:

Accommodations provided by CCNM may or may not be acceptable to a given licensing board or examining body independent of the College. Students with disabilities are strongly advised to consult the naturopathic licensing board in the province or state in which they intend to be licensed.

Where to Apply?

To access the appropriate documentation, please download the [Medical Documentation Form \(PDF\)](#) or go to Moodle > Student Resources > Accommodation Services to find the form.

Application Deadlines for the 2022 – 2023 academic year

- Fall 2022 midterms: October 3, 2022
- Fall 2022 finals: November 21, 2022
- Winter 2023 midterms: February 6, 2023
- Winter 2023 finals: March 27, 2023
- Spring 2023 midterms: June 5, 2023
- Spring 2023 finals: July 24, 2023

Please submit your documentation to klumsden@ccnm.edu by the posted deadlines.

Fees and Financial Information

Please note that like most post-secondary institutions, CCNM is on a block (model) tuition model. The block (program) tuition fee applies to all students whose course load percentage falls between 76 per cent and 120 per cent, calculated on a term basis. Students who register and attend for two terms, who have an overall course load that falls below 76 per cent will have their fees adjusted to a per credit charge. For students who enrol in three academic terms, the block fee will be recalculated for the entire year to ensure they pay no more than the annual tuition fee, unless the total annual course load exceeds 120 per cent of the course credits. Credits and tuition fees are not reduced when advanced standing is granted. Students whose course load is outside of the designated range will have their tuition calculated on a course-by-course basis.

CCNM – TORONTO CAMPUS

| TUITION FEES Four-year Doctor of Naturopathy Degree Program | |
|--|-------------|
| Year 1 – Year 3, Year 4 September start fee 2022 – 2023 | \$25,800 |
| Year 4 (May 2022 start) fee 2022 – 2023 | \$25,431.50 |
| Cost per credit | \$500 |
| TUITION FEES – International Medical Graduate (IMG) Bridge | |
| IMG Year 1 fee 2022 - 2023 | \$38,147.50 |
| IMG Year 2 (May 2022 start) fee 2022 - 2023 | \$25,431.50 |
| IMG Year 2 (September 22 -23 start) | \$25,800 |
| Cost per credit 2022 – 2023 | \$500 |
| MANDATORY FEES Doctor of Naturopathy Degree Program (non-refundable*) | |
| Naturopathic Students' Association (Year 1) | \$200 |
| Naturopathic Students' Association (Years 2-4) | \$85 |
| Naturopathic Medical Student Association (NMSA) fee | \$60 |
| NSA Health and Dental Plan (September start) | \$590 |
| NSA Health and Dental Plan (January start – pro-rated) | \$393.33 |
| NSA Health and Dental Plan (IMG start – pro-rated) | \$196.67 |
| Basic Health Plan (International Students, 12 Months Coverage) | \$550 |
| Basic Health Plan (International Students, 8 Months Coverage) | \$367 |
| Basic Health Plan (International Students, 4 Months Coverage) | \$185 |

CCNM – BOUCHER CAMPUS

| TUITION AND REQUIRED SCHOOL FEES Doctor of Naturopathic Medicine Program | |
|---|----------|
| Annual Tuition | \$25,800 |
| Year 4 (July 2022 start) fee 2022-2023 | \$25,636 |
| Boucher Naturopathic Student Association (BNSA) Annual Membership Fee | \$100 |
| Naturopathic Medical Student Association (NMSA) Membership Fee | \$60 |
| Student Records Archiving Fee | \$5 |
| NSA Health and Dental Plan (September start) | \$590 |
| NSA Health and Dental Plan (January start – pro-rated) | \$393.33 |
| Cost per credit, Year 1 | \$500 |
| Cost per credit, Years 2- 4 | \$300 |
| ADDITIONAL FEES (payable to a third party) | |
| Required Textbooks Fee (payable through BNSA Bookstore or through a third party) – estimate | \$2,150 |
| Vaccination Fees (see Communicable Disease policy) – estimate | \$300 |
| Personal Medical Equipment (estimated amount – to be paid to a third party) | \$1,500 |

Withdrawal From a Course(s) – Course Drops or Withdrawals

A student who chooses to withdraw from a specific course or courses must advise the Registrar's Office in writing using a Course Enrolment/Adjustment Form (formerly known as Course Add/Drop). The student's registration will be adjusted to reflect the course load reduction. The submission date of the request for the reduction in course load will be used to calculate the amount of the refund (if any). Once a student has reduced their course load below 76 per cent, the refund (if any) for a specific course(s) will be calculated by the Registrar's Office.

CCNM - TORONTO CAMPUS

| EXAMINATION FEES | |
|--|-----------------|
| Off-site exam administration fee | \$100 |
| Supplemental exam fee (excluding OSCE) | \$150 |
| Rescheduled bell ringer exam fee | \$150 |
| Rescheduled practicum exam fee | \$75 |
| Rescheduled mandatory practicum fee (with a standardized patient) | \$100 |
| Rescheduled and supplemental OSCE | \$200 |
| Rescheduled written/computerized exam fee | \$75 |
| Rescheduled written/computerized exam fee - late booking | \$100 |
| ADDITIONAL FEES Doctor of Naturopathy Degree Program (non-refundable*) | |
| Late registration fee | \$100 |
| Late payment fee | \$50 |
| Rescheduled mandatory practicum fee | \$75 |
| Rescheduled mandatory practicum fee (with a standardized patient) | \$100 |
| Clinic Entry Readiness Examinations | \$350 (maximum) |
| Clinic shift extension, per shift | \$108 |
| Official transcript fee | \$25 |
| Returned cheque | \$30 |
| Student ID card replacement fee | \$15 |
| Clinic name badge replacement fee | \$20 |

CCNM - BOUCHER CAMPUS

| MISCELLANEOUS ADMINISTRATIVE FEES (when applicable) | |
|--|---------------------------------|
| Re-write, deferred, supplemental or late examination fee | \$80/course |
| Course re-take fee | Regular tuition rates may apply |
| Remediation fee* | \$80/course |
| Late payment of tuition interest charges | \$100 plus \$50 per month |
| Convocation fee | \$100 |
| Late enrollment fee | \$100 |
| Late registration fee | \$100 |
| Duplicate T2202A form | \$25/each |
| Official Transcript | \$25/each |
| Student ID card replacement fee | \$15 |
| Clinic name badge replacement fee | \$20 |
| Replacement security access card | \$15 |
| Lost library books | Full Replacement Cost |

Additional Expenses

Tuition fees include delivery of all classroom and clinic curricula and include library and other resources.

Textbooks, school supplies, lab coats, personal medical equipment, etc. are the responsibility of the individual student.

Second year students who are participating in the dissection lab, are responsible for their own transportation and accommodation costs for the duration of the lab.

In the clinical program, student interns may be required to travel to external clinics, including the Family Naturopathic Clinic (FNC) in Victoria twice a month for a six-month period of time. Travel expenses and accommodations related to this are the student's responsibility; however, there will be a stipend of \$40.00 for secondary clinicians and \$60.00 for primary clinicians for each round-trip ferry expense to Victoria. Receipts must be submitted to the Clinical Studies Coordinator for reimbursement. Please note that all fees, fines, and tuition must be paid in full prior to graduation and release of final transcripts and diploma.

Note: that because personal laptops/computers are required for studies at CCNM - Boucher Campus, this expense may be eligible as a tax deduction. Please consult your tax professional.

* If a course requires the remediation of both a written and practical exam, there will be a separate \$80 fee for each exam.

Fees and Financial Information cont'd

CCNM - TORONTO CAMPUS

| COST OF BOOKS AND EQUIPMENT Doctor of Naturopathy Degree Program (estimated) | |
|--|---------|
| Year 1: Books | \$2,392 |
| Year 1: Equipment | \$452 |
| Year 2: Books | \$1,578 |
| Year 2: Equipment | \$771 |
| Year 3: Books | \$1,674 |
| Year 3: Equipment | \$0 |
| Year 4: Books/Equipment | \$0 |

Fees are non-refundable except in the event of deferral, cancellation or discontinuation of the program or in the event that the student does not attend the first 10 consecutive days of scheduled classes.

CCNM - BOUCHER CAMPUS

| Fees and Fines | |
|--------------------------------|-----------------------------|
| Transfer Credit Assessment Fee | \$100/course |
| Course/Rotation Retakes | Regular tuition rates apply |
| Late Tuition Payment Fee | \$50 |
| Late/Early/Re-Write Exam Fee | \$80 |
| Supplemental Exam Fee | \$80 |
| CTA (male) exam fee | \$80 |
| CTA (female) exam fee | \$125 |
| NSF Cheque Charge | \$50 |

NATUROPATHIC STUDENTS' ASSOCIATION (NSA) HEALTH AND DENTAL PLAN

NSA members (students enrolled in the Doctor of Naturopathy degree program and Doctor of Naturopathic Medicine program) are assessed a fee for the NSA health and dental plan. The plan provides CCNM students with health and dental coverage for 12 months, from September 6, 2022 to August 31, 2023. Students already covered through another plan may opt out of the NSA health and dental plan at studentcare.ca no later than September 20, 2022.

Proof of coverage is required to opt-out. Students can also enrol their spouse and/or dependents in the plan by going to studentcare.ca. Students starting in January 2023 will be assessed a fee pro-rated for eight months of coverage (January 1 to August 31, 2023). The opt-out deadline for January intake students is January 23, 2023. IMG students starting in May 2023 will be assessed a fee pro-rated for four months of coverage (May 1 to August 31, 2023). The opt-out deadline for IMG students is May 22, 2023. Please note that plan fees are subject to change prior to the start of the coverage period. The NSA health and dental plan is only available to students enrolled in the ND program.

For more information, contact Student Care at 1-866-369-8791.

EMPOWER ME

Empower Me is a confidential support service offered by www.studentcare.ca, available 24/7, 365 days a year. No issue is too big or too small—regardless of what students may be experiencing. Empower Me has a number of professionals with various domains of expertise to support and respond effectively to diverse issues of any kind, such as:

- depression, anxiety, and stress
- disordered eating
- relationships, conflicts, and family responsibilities
- substance misuse/abuse
- time management
- career counselling
- financial planning and financial insecurity
- nutrition, and much more

Access Empower Me by calling 1-833-628-5589.

INTERNATIONAL STUDENTS' BASIC HEALTH PLAN

International students must carry basic health insurance protection. This will be arranged by CCNM and applied to the student account unless the student has existing comparable insurance already in place. Proof of coverage is required to opt-out through Student Care CIHIP (College International Health Insurance Plan). Students can also enrol their spouse and/or dependents in the plan by contacting the plan provider directly. For more information, contact CIHIP or email service@cihip.ca.

THE NATUROPATHIC MEDICAL STUDENTS ASSOCIATION (NMSA)

[The Naturopathic Medical Students Association \(NMSA\)](http://The Naturopathic Medical Students Association (NMSA)) is an international, student-governed, non-profit organization established to support naturopathic medical students at accredited schools in the U.S. and Canada. The NMSA provides access to unique leadership experiences, travel grants, educational resources, as well as professional development opportunities to promote success in future careers as health-care professionals. NMSA annual membership fee is \$60 per student.

RIGHTS RELATED TO REFUND OF TUITION FEES AND OTHER CHARGES

As a student registered in a program in Ontario for which consent has been provided to grant a degree, your tuition fees are protected against a failure on the part of the College to provide a refund as per the tuition refund policies. This would also apply to a situation in which the College ceased operations prior to the end of the term for which you have paid tuition. In the unlikely event that this should occur you can submit a claim against a security that the College has filed with the Ontario Government (the Crown). The claim can be for tuition, and other mandatory fees paid for the term in question. The regulation giving rise to this right is Ontario Regulation 391 (O. Reg. 391/11, s. 10) and can be accessed through <https://www.ontario.ca/laws>.

FILING A CLAIM AGAINST THE SECURITY HELD BY THE CROWN

An individual who is, or was, a student in the program for which the security was maintained may apply in writing to the Minister of Colleges and Universities (for Ontario students only) for a payment from the security for up to two years after the date of the event giving rise to the right of a refund. Note that in order to file you will be required to present a signed copy of your registration agreement to make your claim against the security, so each term you should store a copy of the signed document until the term is completed.

Tuition Fees and Financial Policies

TUITION BY CASH (UP TO \$5,000 LIMIT PER TERM) AND FEE PAYMENT

Tuition and all other fees are payable by online banking. Cheques, money order or cash (up to a limit of \$5000) are also accepted. Cheques do not need to be certified; however, any student who tenders a cheque that subsequently is not honoured by the banking institution (NSF) will be charged a \$30 fee plus the appropriate interest charge. Credit card payments are not be accepted.

In order to complete their registration, students must have paid all required fees within a week of the first day of scheduled classes. Tuition fees are due on a monthly basis, although students may choose to pay a term at a time. Students seeking alternate payment arrangements must meet with the finance office before tuition is due to avoid late payment fees.

Students may request that funds be directly disbursed to CCNM from their government student loans program and other similar sources. In such cases, students will be allowed a grace period from interest charges, until funds are transferred from government loans. Students must provide details to the finance office by the due date.

The tuition fee is reviewed each year and increased as required to adjust for program growth and inflation.

STATEMENT OF ACCOUNT

A statement of account is available through SONIS. Students are responsible for communicating with the Finance Office (finance@ccnm.edu) regarding any questions or concerns.

OUTSTANDING BALANCE

Students whose accounts are in arrears will not be permitted to enrol in the following term until a satisfactory solution is reached with the finance department. Students who fail to communicate a plan to address their outstanding balance may be subject to non-academic sanctions.

Students who complete their academic studies with an account in arrears will not be issued a transcript for any purpose, including CONO exams and will also not have clearance to write the NPLEX exams.

For students who will be graduating, all outstanding fees must be paid on or before May 15 of the graduating year as part of the graduation requirements. Outstanding fees after May 15 will result in the following:

- transcript hold
- degree issuance hold
- verification letter (NPLEX or other) issuance hold (if applicable)

PLANNING YOUR FINANCIAL COMMITMENTS

Students are encouraged to plan ahead to manage the financial commitments of the program. The following points are important to remember:

- Recognize and quantify the total expenses related to the program as well as your personal expenses during this period of time.
- Consider all avenues of financing, including personal and family resources, loans, and bursaries.
- Be aware of the limitations and uncertainties of provincial and federal loans and bursaries. These loans and bursaries cover only a portion of your tuition. A sound financial plan should include a contingency plan in case the expected loans and bursaries are not received in time or are not for the anticipated amount.
- Be diligent and prompt in following up on all matters related to your finances, such as submitting loan documents and communicating with the Student Services and/or Finance departments.
- Review your statement of account available through Sonis.

CCNM's financial policies are based on an understanding and acceptance of the responsibilities of the student and the College. It is important to have a clear understanding of the following relationships:

1. CCNM has no direct relationship with government agencies such as the National Student Loan Service Centre in matters of finance. Students are responsible for all financing arrangements, including government student loans. The relationship is between the government, the bank, and the student, and *does not involve CCNM*.
2. Tuition fees and any enrolment matters are strictly between the student and CCNM. Students are solely responsible for the total amount of tuition and other costs of education.

Financial Aid (Canadian Students)

FINANCIAL ASSISTANCE

CCNM is not responsible for loans arriving past the tuition due date. For this reason, promissory notes are available in your SONIS portal: Forms > Registration Documents > Promissory Note. Any delays relating to processing and advancing of loans beyond the promissory note extension are the student's responsibility.

PROVINCIAL STUDENT LOANS AND BURSARY PROGRAMS

Under the Canada Student Loans Program and the provincial governments of Canada, students may be eligible for student loans and/or bursaries.

Canadian students enrolled in the naturopathic program may be eligible, if qualified, for assistance under components of one or more of the following:

- Canada Student Loans (CSL)
- Ontario Student Assistance Program (OSAP)
- StudentAid BC (SABC)
- Student loan program in your province of residence

The federal and provincial government may not cover the full cost of tuition. A student may only apply from the province of residence in which he or she has most recently lived for at least 12 consecutive months, excluding time spent as a full-time student at a post-secondary institution.

A loan application must be submitted for each academic year you attend. Student loan applications are administered by your provincial loan office and usually become available at the beginning of June. Online applications are available on the website of your provincial loan program and are typically the preferred method of applying. Paper applications have, in some cases, been eliminated.

It is recommended that you submit your application as early as possible (mid-June) to ensure your program information can be confirmed and disbursements can be scheduled.

Processing times may vary and could take eight to 10 weeks.

You may obtain student loan information from your provincial loan office or by contacting Student Services.

Be sure to read your loan application, accompanying guide and all other documents carefully. You are responsible for your student loan and its repayment. Your provincial loan application guide details eligibility requirements, maximum

loan amounts, repayment process, etc.

Nunavut and the Northwest Territories operate their own student assistance plans. If you are a resident of Nunavut or Northwest Territories, contact the territorial student assistance office for further information.

IMPORTANT INFORMATION ON STUDENT LOANS

CCNM complies fully with the performance requirements for the administration of the Ontario Student Assistance Program (OSAP) by Private Schools (non-PVS) as set out by the Ministry of Colleges and Universities to ensure the proper administration of public funds and the prevention of program abuse and fraud. The Ministry's full requirements can be accessed through the website at <http://osap.gov.on.ca>.

The CCNM – Boucher Campus is a designated institution of Canada Student Loans as well as provincial and territorial student loan programs. Student loan eligibility is determined by the student loan agency upon confirmation of enrolment by CCNM – Boucher Campus.

SATISFACTORY SCHOLASTIC PROGRESS POLICY

All students receiving OSAP, SABC or other provincial loans are required to adhere to applicable regulations and conditions, regarding satisfactory scholastic progress to the full extent of CCNM's satisfactory academic progress requirements. Students will be disqualified from eligibility for OSAP or government loans and withdrawn from loan arrangements if they fail to meet the following requirements:

- failure to attend for 10 consecutive scheduled days without valid documentation
- maintain a course load of 60 per cent
- participate in 20 hours of instruction per week for four consecutive weeks

Withdrawal from loan eligibility is automatic and does not require written notification.

Financial Aid (Canadian Students) cont'd

In addition, students receiving provincial student loans must achieve satisfactory scholastic progress at the institution and a passing grade in each course while maintaining the above-stated conditions.

Those not meeting the scholastic progress requirement will be subject to the following consequences and remedies, as required by the Ministry of Colleges and Universities.

| Academic Situation | Consequence | Requirements |
|---|--|--|
| Failure to make satisfactory academic progress during 1 academic year. | Student is on probation for the remainder of the current academic year, if any (for example, due to a withdrawal), and the next FULL academic year. During the probationary period, the student remains eligible for full-time OSAP or part-time OSAP, unless there is a part-time academic penalty on file. | Must succeed in following academic year to maintain continuous Full-Time OSAP eligibility. |
| Failure to make satisfactory academic progress for two successive academic years. | Student loses eligibility for Full Time OSAP and Part-Time OSAP for a minimum of 12 months (1 year). | N/A |
| Second failure to make satisfactory academic progress for two successive academic years - has previous one-year restriction. | Student loses eligibility for full-time OSAP and part-time OSAP for a minimum of 36 months (three years). | N/A |
| Third failure to make satisfactory academic progress for two successive academic years - has previous three-year restriction. | Student loses eligibility for full-time OSAP and part-time OSAP for a minimum of 60 months (five years). | N/A |
| Fourth failure to make satisfactory academic progress for two successive academic years - has previous five-year restriction. | Student loses eligibility for full-time OSAP and part-time OSAP for part-time students. | Must repay all loans prior to obtaining new loans. |

ONTARIO STUDENT ASSISTANCE PROGRAM (OSAP)

Once you have completed your online application, you may be required to print out the following forms:

- Master Student Financial Assistance Agreement (MSFAA). You are required to take this form to a postal outlet for further processing. Be sure to bring appropriate ID (Social Insurance Card and government-issued photo ID) as well as any other documentation requested.
- Declaration and Signature pages. These forms must be completed and returned to Student Services either in person or by mail. If mailing the forms, please be sure to include **“Attention Student Services”** on the envelope.

Please keep in mind that all loans will require approximately one to two weeks before funds are transferred into your account. If you expect to receive a government student loans, please sign and return a promissory note (see your SONIS portal: Forms > Registration Documents > Promissory Note) and ensure that you have submitted your registration agreements in SONIS. **Confirmation of enrollment to release funds will not be done if there is no registration agreement on file.**

MAINTAINING INTEREST-FREE STATUS FOR FEDERAL AND PROVINCIAL LOANS

If you have a previous Canada-Ontario Integrated Student Loan, Canada Student Loan, and/or are on OSAP, it is important that these remain in interest-free status. To maintain interest-free status, the lender holding your previous loans (bank, financial institution and/or National Student Loan Service Centre – “NSLSC”) must be informed that you are still in school. This is done automatically once CCNM has electronically confirmed your enrolment with the appropriate provincial office and the NSLSC. The provincial office will electronically inform your previous lender that you are still in school. Note: A student who is not applying for loans in the current year but has previous loans, must go online to complete the “[Continuation of Interest Free Status](#)” with the NSLSC.

Note: Canadian students only.

LOAN RESPONSIBILITIES REGARDING REPAYMENT

Loan repayment begins six months after the completion of your studies, or when you have stopped being a full-time post-secondary student. The rates and conditions for repayment are set at the time of repayment.

It is the borrower’s responsibility to understand the loan terms and conditions. Specific information is available on provincial loan websites. For students who temporarily cannot repay their loans due to low income, interest relief and/or debt-reduction, programs may be available to aid you in paying the interest on these loans. Applications are available from the financial aid office or your lender.

FINANCIAL ASSISTANCE OFFICES (PROVINCES AND TERRITORIES)

Alberta

Student Aid Alberta
P.O. Box 28000, Station Main
Edmonton, AB T5J 4R4
www.studentaid.alberta.ca
1-855-606-2096
Fax: 780-422-4516

British Columbia

Student Aid BC,
Ministry of Advanced Education
P.O. Box 9173, Stn Prov. Govt.
Victoria, BC V8W 9H7
www.studentaidbc.ca
250-387-6100 or 1-800-561-1818
Fax: 1-888-262-2112

Manitoba

Manitoba Student Aid,
Advanced Education and Literacy
401-1181 Portage Ave.
Winnipeg, MB R3G 0T3
204-945-3744 or 1-866-626-4862
TTY: 204-945-4796
Fax: 204-948-3421
www.manitobastudentaid.ca

Newfoundland

Student Financial Services Division
Department of Education
P.O. Box 8700
St. John’s, NF A1B 4J6
709-729-5849 or 1-888-657-0800
Fax: 709-729-2298
www.aes.gov.nl.ca/studentaid

Northwest Territories

Government of NWT, Department of
Education, Culture and Employment,
Student Financial Assistance
P.O. Box 1320
Yellowknife, NT X1A 2L9
www.nwtsfa.gov.nt.ca
1-867-873-7190 or 1-800-661-0793
Fax: 867-873-0336 or 1-800-661-0893

New Brunswick

Student Financial Services, Dept. of
Post-secondary Education, Training and
Labour
P.O. Box 6000, 77 Westmoreland Street
Fredericton, NB E3B 6Z3
www.studentaid.gnb.ca
506-453-2577 or 1-800-667-5626
Fax: 506-444-4333

Nova Scotia

Student Assistance Office
Department of Education
2021 Brunswick Street, P.O. Box 2290,
Halifax Central
Halifax, NS B3J 3C8
<http://studentloans.ednet.ns.ca>
902-424-8420 or 1-800-565-8420
(within NS)
Fax: 902-424-2058

FINANCIAL ASSISTANCE OFFICES (PROVINCES AND TERRITORIES) cont'd

Nunavut

*Financial Assistance for Nunavut
Students Department of Education*
P.O. Box 390, Arviat, NU X0C 0E0
1-877-860-0680
Fax: 1-877-860-0167
www.edu.gov.nu.ca

Ontario

*Ontario Student Assistance Program,
Student Support Branch,
Ministry of Colleges and Universities*
P.O. Box 4500
Thunder Bay, ON P7B 6G9
<http://osap.gov.on.ca>
1-877-672-7411
1-800-465-3958 (TDD/TTY)
Fax: 807-343-7278

Prince Edward Island

*Student Financial Services,
Dept. of Innovation and Advanced
Learning*
P.O. Box 2000
90 University Avenue, Suite 212
Charlottetown, PE C1A 7N8
902-368-4640
Fax: 902-368-6144
www.studentloan.pe.ca

Saskatchewan

*Student Financial Assistance Branch
Saskatchewan Education,
Employment and Immigration*
200-3303 Hillside Street
Regina, SK S4S 6P4
[www.saskatchewan.ca/residents/
education-and-learning/student-loans](http://www.saskatchewan.ca/residents/education-and-learning/student-loans)
306-787-5620 or 1-800-597-8278
Fax: 306-787-1608

Yukon Territory

*Students Financial Assistance Advanced
Education Branch Department of
Education, Government of Yukon*
P.O. Box 2703
Whitehorse, YT Y1A 2C6
www.education.gov.yk.ca
867-667-5131
1-800-661-0408 ext. 5131
Fax: 867-667-8555

ADDITIONAL FINANCIAL INFORMATION

The National Student Loan Service Centre

1-888-815-4514
TTY: 1-888-815-4556
Fax: 1-888-815-4657

Bank Loans

Loans and professional/student lines of credit are available to CCNM students at a number of financial institutions. Please contact your bank for more information. If the bank requires a proof of acceptance and/or enrolment, please contact Student Services.

Royal Bank of Canada (RBC)

RBC offers the "[Special Program - Naturopathic Program](#)" which can provide up to \$90,000 for a student line of credit to CCNM students who qualify. Qualification, as with all loans, will be contingent on your own personal financial situation, including a good credit rating. For more information email info@ccnm.edu.

Financial Aid (U.S. Students)

CCNM – Toronto Campus students may be eligible for U.S. based financial assistance such as Direct Unsubsidized Loans and Direct Grad PLUS Loans.

It is recommended that U.S. students begin the application process as soon as possible recognizing the dates reflected

in the table below. If this is your first time applying for Federal Student Aid (FSA) you will need to obtain an [FSA ID](#) as soon as possible at [studentaid.gov](#). Only one application is required per academic year. Funding will be awarded in two or three installments for students starting in September. Students must re-apply each academic year.

| U.S. Federal Student Aid Chart | | |
|--------------------------------|-----------------------------|----------------------------|
| Academic Year 2022 – 2023 | | |
| Intake | FAFSA application available | FAFSA application deadline |
| May 2022 | October 1, 2021 | June 30, 2023 |
| September 2022 | October 1, 2021 | June 30, 2023 |
| January 2023 | October 1, 2021 | June 30, 2023 |
| Academic Year 2023 – 2024 | | |
| Intake | FAFSA application available | FAFSA application deadline |
| May 2023 | October 1, 2022 | June 30, 2024 |
| September 2023 | October 1, 2022 | June 30, 2024 |
| January 2024 | October 1, 2022 | June 30, 2024 |

APPLICATION PROCESS

1. Complete a free application for Federal Student Aid (FAFSA). Please choose Institute of Naturopathic Education and Research (INER), which is CCNM’s official name (032733 00/G3273300) as one of your school choices to have your Institutional Student Information Record (ISIR) available to the school online. Please be reminded that CCNM is considered a foreign school and you must choose “foreign country” under “state.”
2. Contact Student Services at info@ccnm.edu to request your “How to Apply” instructions.

DIRECT UNSUBSIDIZED LOANS

A Direct Unsubsidized Loan is a federally insured student loan that is not needs-based. The maximum annual loan amount is \$20,500 U.S. Interest accrues on this loan while you are attending school.

DIRECT GRAD PLUS

To be eligible for the Grad PLUS loan, you cannot have an adverse credit history. Students can borrow up to the cost of attendance, minus other estimated financial assistance in the Federal Family Education Loan (FFEL) program (e.g., Stafford loan). Unless the student submits an In-School Deferment form or the lender activates an automatic deferment, the student will be required to begin making payments 60 days after the loan is disbursed in full. The standard repayment term is 10 years; however, it may be extended up to 25 years depending on the amount borrowed. Note: Depending on the amount requested, a co-signer may be required.

All students are required to complete an “Annual Student Loan Acknowledgement” each year.

ENTRANCE AND EXIT COUNSELLING FOR DIRECT LOANS

Students with Federal Student Loans (Direct Loan) must complete [these online counselling tools](#) as a requirement of using Direct Loans.

ENTRANCE COUNSELLING

Students who are using a Direct Loan must complete entrance counselling before loans will be certified by CCNM. Please see instructions above to find entrance counselling online.

EXIT COUNSELLING

Students who are graduating or withdrawing and who have received U.S. Federal Student Loans while at the CCNM must complete exit counselling. Student Services will email a link to all graduating/withdrawing students at the end of the academic year.

Please contact Student Services at info@ccnm.edu for more information.

RETURN TO TITLE IV (R2T4)

U.S. students who withdraw from CCNM for any reason must give written notice to the Office of the Registrar/ Student Services. Any tuition refunds or remaining financial obligations to the College will be determined from the last date of attendance. Failure to attend for 10 consecutive class days without notice may be deemed to constitute a withdrawal from the College. The date of withdrawal determination is the date of the form submission or the date of last attendance, whichever is earliest.

Refund Calculation

Upon withdrawal, the tuition refund will be assessed based on the time spent in the program. The amount owing (earned tuition) will be prorated and calculated using the following formula:

$$\left(\frac{\text{Number of Weeks Attended}}{\text{Total Number of Weeks}}\right) \times \text{Tuition} = \text{Earned Tuition (Tuition Owing)}$$

The same formula will be used to calculate the unearned portion of funds, however by using number of days attended instead of number of weeks by subtracting the Earned Tuition from the Tuition.

$$\text{Term Tuition} - \left[\left(\frac{\text{Number of Days Attended}}{\text{Total Number of Days in Term}}\right) \times \text{Tuition}\right] = \text{Unearned Tuition}$$

Once the time spent in the term exceeds 11 weeks, no refund will be issued. For US Department of Education refund calculations, once the number of days attended exceeds 60 per cent of total days no refund will be issued. An administrative charge of \$500 is assessed on all voluntary withdrawals. The student will be advised by the College through email of the amount they are required to return.

After the amounts above are calculated, they will be credited to outstanding balances in the following order:

1. Unsubsidized Stafford loan
2. Direct Grad Plus

The calculations noted above and refund, if applicable will take place no later than 30 days of the student's withdrawal. If the R2T4 calculation is an amount that exceeds the school's portion the student will be informed of the amount and the need to repay the funds directly to the US Department of Education. Any loan funds that the student must return, the student (or the student's parent for a Direct Grad Plus) repay in accordance with the terms of the US Loan promissory note.

Post Withdrawal Disbursement

Students will receive any loan funding less tuition due for the enrolment period within 14 days of the disbursement date. In a situation where all funds have not been disbursed and a student withdraws, loans will be offered to the student within 30 days, allowing the student at least 14 days to respond. After 14 days, if the student chooses to accept the additional loan funds, the balance will be posted to the student's account and the credit will be paid within 14 days.

DEFAULT MANAGEMENT POLICY

As part of default management, new students are required to do entrance counseling. Graduates and students who withdraw from the program are required to complete exit counseling. These tools are available on the [US student loan website](#). Upon completion of entrance and exit counseling, a report of each is kept in the student's file.

During the course of a student's studies, academic progress is monitored by a collaborative effort between Academics and the Office of the Registrar to identify early on if students are maintaining satisfactory scholastic progress. Steps are then taken to advise and discuss support measures to improve student performance.

Practice management courses, an annual Career Fair and [online practice opportunities](#) on CCNM's website are provided in support of a student's career success after graduation.

Scholarships, Bursaries, and Awards

CCNM offers a number of scholarships, bursaries and awards through the generosity of donors. Students can apply for these scholarships and bursaries in the MYCCNM Student Portal under [Finance > Scholarships, Bursaries and Awards](#).

ALPHA SCIENCE LABORATORIES PRIZE FOR EXCELLENCE IN BOTANICAL MEDICINE

Three prizes of \$1,000 each will be awarded to students for the highest mark in Botanical Medicine I, II and III in the academic year 2022 - 2023.

BURSARIES FOR RETURNING STUDENTS

A number of \$2,500 bursaries are available to returning students (Years 2-4 and returning IMG students) and will be directly applied to the students account. Eligible applicants must be registered as full-time students (minimum 60 per cent course load) in year two, three or four of the four-year program or the second year of the IMG bridge delivery, demonstrate financial need by qualifying for government student loans and have a cumulative GPA of 3.0 or better.

CYTO-MATRIX SCHOLARSHIPS FOR NATURAL HEALTH LEADERSHIP

This scholarship recognizes two students enrolled full-time in the CCNM program that have demonstrated leadership in natural health while maintaining superior academic standing. Scholarships of \$5,000 will be awarded to one student in Year 1 and Year 2 based on a minimum cumulative GPA of 3.7.

DR. ANDY SOMODY SCHOLARSHIP IN HOMEOPATHY

One scholarship of \$1,000 is awarded to a second- or third-year CCNM - Boucher Campus student who best demonstrates why they believe in Homeopathy and how they would apply it in their practice.

DR. JAMES W. SPRING, DC, ND MEMORIAL SCHOLARSHIP

To honour the memory of Dr. Jim Spring, DC, ND, who passed away in June 2021, this scholarship was established by his family and friends and awards one third-year student at the CCNM - Toronto Campus who embodies his ethos. In addition, the recipient will be offered to intern at Dr. Spring's clinic, Dundas Naturopathic Centre, and receive mentorship from his colleagues.

DR. KENN LUBY, ND MEMORIAL SCHOLARSHIP FOR EXCELLENCE IN HOMEOPATHIC MEDICINE

To honour the memory of Dr. Kenn Luby, ND, the scholarship awards two third- or fourth-year students who demonstrate excellence in homeopathic medicine through submission of a constitutional homeopathic case report.

DR. NICOLE ROBINSON MEMORIAL AWARD

The award was established to honour and keep alive the memory of a beloved CCNM - Boucher Campus alum who passed away shortly after her graduation in 2006. One amount of \$5,000 will be awarded to a third-year student at the Boucher Campus.

ETD-SEIRIN SCHOLARSHIP FOR EXCELLENCE IN ASIAN MEDICINE

The ETD-Seirin Scholarship for Excellence in Asian Medicine was established to recognize excellence in Traditional Chinese Medicine among CCNM students. The recipient of the scholarship will receive \$3,000.

ENTRANCE BURSARIES

A number of \$2,500 entrance bursaries are available to new students and will be directly applied to the students account. Candidates must be registered as a new student with a minimum 60 per cent course load in year one of the naturopathic program.

FULLSCRIPT SCHOLARSHIP FOR EXCELLENCE IN RESEARCH

The Fullscript Scholarship for Excellence in Research will award \$2,500 to one student enrolled full-time in the CCNM program that has demonstrated an interest in research while maintaining strong academic achievement.

INDIGENOUS SCHOLARSHIP

CCNM sponsors a bursary for students who are Canadian status Indian, Inuit or member of a recognized First Nations band, including Métis. A sum of \$10,000 will be divided amongst eligible students.

LINDA JOYCE GANLY MEMORIAL BURSARY

Two awards of \$2,500 for two Year 2 students, applied to tuition for the 2022-2023 academic year, sponsored by the estate of Linda Joyce Ganly in recognition of her belief in and support of the efficacy of naturopathic medicine.

PASCOE SCHOLARSHIP FOR EXCELLENCE IN NATUROPATHIC MEDICINE

The scholarship will award \$2,500 to one student enrolled full-time in the CCNM program that has demonstrated an interest in advancing the naturopathic profession while maintaining strong academic achievement.

PLANT A SEED AND SEE WHAT GROWS BURSARY

Two awards of \$1,000 will be awarded to one student at each campus in the 2022-2023 academic year with an interest in organized garden and farming.

MUBINA JIWA MEMORIAL SCHOLARSHIP

The scholarship was established by friends and family of the late Dr. Mubina Jiwa, ND, to honour her memory. A scholarship of \$2,000 will be awarded to a student in Year 2 of the program at CCNM. Once awarded to a recipient, the scholarship will continue on an annual basis until graduation provided a minimum GPA of 3.7 is maintained.

NFH SCHOLARSHIP FOR COMMUNITY EXCELLENCE

The scholarship will award \$1,000 to four students on the Toronto campus in Years 1, 2, 3 and 4, and \$1,000 to one third-year student on the Boucher campus. The recipients will be students who recognize the importance of community involvement and demonstrate an interest in being part of the greater community either in school or outside of school.

ROBERT SCHAD FOUNDATION BURSARIES

Eight bursaries of \$2,500 are available. They will be awarded to two students in each year of the program. Students must have a GPA of 3.7 or higher and demonstrate financial need. First year students will be assessed based on their GPA prior to entering the ND program.

ROBERT SCHAD LEADERSHIP SCHOLARSHIP

The Robert Schad Leadership Scholarship will be awarded to the candidate who demonstrates the potential to develop into a leader and change-maker within the naturopathic profession. The scholarship will be awarded to a student in year two. The winner will receive \$10,000 for years two, three and four of the program, providing they continue to rank in the top 10% of their class. Applicants must academically rank in the top 10% of their class in year one and demonstrate financial support.

CONVOCATION AWARDS

Members of the graduating class who have excelled in the naturopathic program and who have exhibited exceptional school spirit and a passion for the profession may be nominated for several convocation awards.

GOVERNORS' AWARD OF EXCELLENCE - SPONSORED BY CCNM

\$1,000 awarded to the graduating student who has demonstrated outstanding academic performance in the naturopathic program.

HUMANITARIAN AWARD - SPONSORED BY CCNM

\$1,000 awarded to the graduating student who has best exemplified dedication to the betterment and service of humanity, as demonstrated through words and deeds that reflect the principles of naturopathic medicine and that produce meaningful change in the lives of others.

LEADERSHIP AWARD - SPONSORED BY CCNM

\$1,000 awarded to the graduating student who has best exemplified outstanding leadership within the CCNM community.

NSA COMMUNITY SPIRIT AWARD - SPONSORED BY THE NSA

\$1,000 awarded to the student who has demonstrated exceptional commitment and a consistent desire to promote student life during their time at CCNM, and through their involvement has greatly contributed to raising school spirit by making a positive imprint on the CCNM community.

NSA NATUROPATHIC HONOUR AWARD - SPONSORED BY THE NSA

\$1,000 awarded to the student who has revealed outstanding leadership, contribution and dedication to CCNM throughout their four years. More specifically, it is in recognition of a student who served as a role model to other students, inspired students to take action, and most actively and positively impacted CCNM as an agent of change.

Key Performance Indicators

In accordance with the Ministry of Colleges and Universities' Performance Guidelines, CCNM publishes performance indicators for Toronto Campus students on employment rates, graduation rates and student loan default rates.

EMPLOYMENT RATES

CCNM graduates participate in the NPLEX (Naturopathic Physicians Licensing Examinations) in August of their graduation year and are not eligible for licensure until

September or October. Please note that the employment rate is calculated in November, which is only one or two months after students gain licensure.

Note: The Ministry of Colleges and Universities did not conduct surveys to determine employment rates or graduation rates for the 2005 - 2017 graduating classes. The graduation rates shown for 2007 - 2021 are based on our own calculations.

| Graduate Class | Graduation Rate |
|----------------|-----------------|
| 2021 | 84% |
| 2020 | 89.1% |
| 2019 | 96.4% |
| 2018 | 86.2% |
| 2017 | 85.3% |
| 2016 | 82.7% |
| 2015 | 88.4% |
| 2014 | 90.5% |
| 2013 | 88.5% |
| 2012 | 84.5% |
| 2011 | 90.5% |
| 2010 | 85% |
| 2009 | 91% |
| 2008 | 91% |
| 2007 | 86% |

| Graduate Class | Employment Rate |
|----------------|-----------------|
| 2005 | 81% |
| 2004 | 72% |
| 2003 | 76% |
| 2002 | 87% |
| 2001 | 81% |
| 2000 | 83% |
| 1999 | 85% |

Note: like many post-secondary institutions, CCNM was also affected by the COVID-19 pandemic from 2020-2022.

Key Performance Indicators cont'd

DEFAULT RATES

The default rate reflects the repayment status of Toronto Campus students who were issued Ontario student loans in the academic years prior to graduation.

| Graduate Class | Number of Loans Issued | Loans in default | Default Rate |
|----------------|------------------------|------------------|--------------|
| 2020 | 102 (2017-18) | 0 | 0% |
| 2019 | 94 (2016-17) | 1 | 1.1% |
| 2018 | 89 (2015-16) | 1 | 1.1% |
| 2017 | 97 (2014-15) | 0 | 0% |
| 2016 | 106 (2013-14) | 0 | 0% |
| 2015 | 164 (2012-13) | 0 | 0% |
| 2014 | 69 (2011-12) | 1 | 1.4% |
| 2013 | 84 (2010-11) | 0 | 0% |
| 2012 | 92 (2009-10) | 1 | 1.1% |
| 2011 | 60 (2008-09) | 0 | 0% |
| 2010 | 46 (2007-08) | 2 | 4.3% |
| 2009 | 49 (2006-07) | 0 | 0% |
| 2008 | 70 (2005-06) | 0 | 0% |
| 2007 | 52 (2004-05) | 0 | 0% |

Program Structure

CCNM's academic program and policies are designed to help create a College environment that is learner-centred and focused on helping our students succeed in their academic and professional careers. It is CCNM's goal to see our students succeed. If you are experiencing difficulties of an academic or personal nature, it is highly recommended that you contact the Office of Academic Affairs (studenthelpdesk@ccnm.edu) or Student Services (info@ccnm.edu) as soon as possible so that assistance and support can be provided.

PROGRAM DURATION

Students normally complete the curriculum over a four-year period. Students who do not intend to, or cannot complete the curriculum in four years should consult with the Registrar at their earliest opportunity.

A full-time student is expected to complete the curriculum in no more than six years. However, recognizing that some students complete the program through part-time study, students may complete the curriculum in up to seven and one half years with the approval of the Dean.

ACADEMIC SESSIONS

The curriculum is comprised of four academic years. The 2022 – 2023 academic year is divided as follows:

| | Term Start | Term Start | Term Start |
|---------------------------------|-------------------------|----------------------------|----------------------------|
| September Start | | | |
| Year 1 | Sept. 6 - Dec. 23, 2022 | Jan. 9 - Apr. 28, 2023 | - |
| Year 2 | Sept. 6 - Dec. 23, 2022 | Jan. 9 - Apr. 28, 2023 | - |
| Year 3 | Sept. 6 - Dec. 23, 2022 | Jan. 9 - Apr. 28, 2023 | - |
| September Start - Clinic | | | |
| Year 4 | Sept. 6 - Dec. 23, 2022 | Jan. 3 - Apr. 29, 2023 | May 8, 2023 - Sept 1, 2023 |
| IMG* Year 2 | Sept. 6 - Dec. 23, 2022 | Jan. 3 - Apr. 29, 2023 | May 8, 2023 - Sept 1, 2023 |
| January Start | | | |
| Year 1 | Jan. 9 - Apr. 28, 2023 | May 8, 2023 - Sept 1, 2023 | - |
| May Start | | | |
| IMG Year 1** | May 9 - Sept 2, 2022 | Sept. 6 - Dec. 23, 2022 | Jan. 9 - Apr. 28, 2023 |
| May Start - Clinic | | | |
| Year 4 | May 9 - Sept 2, 2022 | Sept. 6 - Dec. 23, 2022 | Jan. 3 - Apr. 29, 2023 |
| IMG Year 2 | May 9 - Sept 2, 2022 | Sept. 6 - Dec. 23, 2022 | Jan. 3 - Apr. 29, 2023 |

*International Medical Graduate (IMG)

**IMG Orientation - May 3 and 4

Academic Policies

ACADEMIC PROMOTION AND STANDING

Grade point average

1. Each course is assigned a unit value based on the nature of the instruction and the number of contact hours for the course. A weighted grade point average for each academic year will be calculated using the credit hours of each course as the weight. Transcripts of academic record will include a grade point average for each academic year and a cumulative grade point average (CGPA).
2. Grades for courses that are measured on an “achieved competency” basis and with final grades of “W,” “INC,” or “EQV” will not be used in the calculation of grade point averages. Withdrawals from a course(s) will be included in attempted hours.
3. When a course is taken for a second time, both grades are recorded on the student’s transcript. However, only the higher of the two grades is used in CGPA calculations. All repeats are included in a student’s pace of progression as attempted credits.
4. Final grades for a course will normally be derived from a series of examinations, quizzes, tests or assignments. Final grades will be reported to the Registrar as a percentage grade. This percentage grade will be converted to an alpha grade and a grade point based on the following scale:

| Per cent grade | Alpha grade | Grade point |
|----------------|-------------|-------------|
| 90 to 100 | A+ | 4.0 |
| 85 to 89 | A | 3.9 |
| 80 to 84 | A- | 3.7 |
| 77 to 79 | B+ | 3.3 |
| 73 to 76 | B | 3.0 |
| 70 to 72 | B- | 2.7 |
| 67 to 69 | C+ | 2.3 |
| 65 to 66 | C | 2.0 |
| <65 | F | 0 |

| Explanation of symbols | |
|------------------------|-------|
| Pass | P |
| Fail | F |
| Incomplete | INC |
| Withdrawal | W |
| Advanced Standing | EQV |
| Transfer Credit | TRANS |

5. Each student’s grade point average (GPA) is calculated on a term-by-term basis, to determine their academic standing in the program. The cumulative GPA (CGPA) they attain will result in them being placed in one of the following three categories:

Good Standing

A CGPA of 2.7 or above maintains good academic standing and is the College’s graduation requirement.

Academic Probation

- I. If at the end of a term a student’s CGPA is less than a 2.7, or for two consecutive terms their term GPA (TGPA) is less than 2.7, that student will be placed on academic probation. Academic probation reflects a warning that the student’s current performance is below what’s required to continue in the program. The student must improve their academic achievement to avoid dismissal from CCNM.
- II. If at the end of the probationary term the CGPA is raised to 2.7 or above, a student is returned to good academic standing; if at the end of the probationary term the CGPA is still below 2.7, but the TGPA is 2.7 or above, the student remains on probation for an additional term.
- III. Students on academic probation are encouraged to discuss with the appropriate course instructor and academic advisor the problems leading to poor academic performance. Student Services may suggest additional options, such as peer tutoring.
- IV. In situations where academic probation applies, probation status is indicated on the student’s transcript.

Academic Dismissal

- I. The College will normally dismiss a student if their academic progress is unsatisfactory based on any of the following criteria:
 - The CGPA is below 2.3 after the first term of enrolment.
 - After a probationary term both the TGPA and CGPA are below 2.7.
 - A student fails a course twice.
- II. A student may submit a written appeal of their academic dismissal to the Office of Academic Affairs. A student who is successful in their appeal receives a written contract outlining the conditions for reinstatement.
- III. A dismissal for academic standing is recorded on a student's transcript.

STUDENT PROGRESS COMMITTEE

It is the role of the Student Progress Committee to identify, as early as possible, students who are facing significant academic challenges. This committee meets twice a term and is responsible for reviewing students' academic performance with the aim to provide the support they need to improve their academic standing. Students who are not being successful in the program will initially be offered additional support, but if they continue to exhibit low performance, they will be dismissed from the program.

If dismissal is confirmed, a student may submit a written appeal of their academic dismissal to the Registrar's Office. A student who is successful in their appeal receives a written contract outlining the conditions for reinstatement.

ATTENDANCE POLICY

CCNM believes that student attendance leads to optimum academic achievement. With respect to practicums and clinic shifts, attendance is imperative.

Students are expected to attend all classes and are responsible for learning the content from any classes that they miss.

Each course outline describes the attendance requirements for the course. For courses with a practicum component, such as laboratories, practicums, small group sessions and clinical components, attendance is essential and the course outline will stipulate the number of permitted class absences. Students who exceed this number will fail the course.

Teaching assistants, in consultation with the course instructor, have the authority to determine whether a student's lateness should be considered an absence.

If a student fails to attend all classes for 10 consecutive scheduled days without valid documentation they will be deemed to have withdrawn. The last date of attendance will be used as their date of withdrawal. Note: Boucher students with SABC loans are responsible for adhering to their attendance regulations.

Procedure

If a student misses a practicum session, the student must reach out to their instructor who will determine whether the missed learning outcomes can be achieved by means of an alternate educational method (for example self-study or watching a video) and will inform the student. If a make-up practicum is required, the instructor will inform the student of the date and time once it has been arranged through the Office of Academic Affairs.

EXAMINATION PROCEDURES

1. All examinations will start on time unless advance notice is provided by the Office of Academic Affairs (OAA). Students who arrive 30 minutes after the start time will not be permitted to write the exam.
2. The following items are prohibited from all testing stations:
 - a. Electronic devices, including cell phones, pagers, PDAs, laptop computers, calculators, digital watches, recording or filming devices, digital or analog music players, etc.
 - b. Backpacks, handbags, briefcases, wallets
 - c. Books, notes, study materials
 - d. Coats, outdoor jackets, hoodies, gloves, hats, caps, hoods, scarves (with the exception of religious head coverings)
 - e. Sunglasses, visors, eyeglass cases
3. Irregular behaviour or cheating exhibited by a student will result in an academic misconduct investigation. For more information please refer to the section on Student Conduct. Irregular behaviour or cheating includes:
 - a. Copying or allowing answers to be copied while taking the examination
 - b. Talking to other examinees once the testing period has begun
 - c. Accessing written or electronic information while taking the examination
 - d. Reproducing exam content (e.g., taking notes about or digital pictures of exam items)

All examination dates are posted on Moodle. It is the responsibility of the student to confirm the dates of specific examinations as the examination date approaches.

GRADING POLICIES

INCOMPLETE GRADES POLICY

1. Students who have not completed all required components of a course will be assigned a grade of INC.
2. If all required course components have not been achieved by the end of the academic term, the INC will convert to an F in SONIS seven business days after the posted deadline for rescheduled and supplemental examination periods.
3. An incomplete is included in attempted courses when calculating a student's pace of completion (for students receiving Title IV funding). In addition, once the INC is changed to a letter grade, the letter grade will be included in the student's GPA in the next SAP (Satisfactory Academic Progress) evaluation.

Please note that written examinations will have standardized start times for this academic year (such as 9:30 a.m., 11 a.m. and 1 p.m.). Specific details of the exam start times will be listed in the exam schedule posted at minimum two weeks before an examination period.

RESCHEDULED EXAMINATION POLICY

1. All students are expected to attend examinations at the scheduled times. Students who miss a scheduled examination will be eligible for a rescheduled examination within the published timeline.
2. Students will be limited to no more than two rescheduled (written and/or practical) examinations per exam period.
3. Rescheduled examinations must be completed prior to the published deadline.

RESCHEDULED WRITTEN EXAMINATIONS POLICY

1. If a student fails to attend a rescheduled examination they will receive a grade of zero unless they submit supporting documentation to the Office of Academic Affairs via studenthelpdesk@ccnm.edu within 24 hours of the missed exam.
2. A three-person administrative panel will review the supporting documentation submitted by the student and they will inform the student of their decision within seven business days.

Sign up is not required, as rescheduled written exams will be made available to students by the rescheduled exam date.

RESCHEDULED PRACTICUM EXAMINATIONS POLICY

1. Immediately following a scheduled practicum examination the instructor, or their designate, will submit to the Office of Academic Affairs an attendance list. Those students who did not attend will be charged the appropriate rescheduled practical exam fee (see Fees and Financial Information: Additional Fees).
2. Students must reach out to their instructor to arrange a rescheduled practicum examination so that their instructor can reserve a practicum rescheduled exam spot for the student during the rescheduled examination period.
3. If a student fails to attend a rescheduled examination they will receive a grade of zero unless they submit supporting documentation to the Office of Academic Affairs via studenthelpdesk@ccnm.edu within 24 hours of the missed exam.
4. A three-person administrative panel will review the supporting documentation submitted by the student and they will inform the student of their decision within seven business days.

RESCHEDULED EXAMINATION WEEKS FOR WRITTEN AND PRACTICUMS

Fall 2022 term

- Midterms: November 3 - 8, 2022
- Finals: January 11 - 17, 2023

Winter 2023 term

- Midterms: March 8 - 14, 2023
- Finals: May 3 - 9, 2023

Spring 2023 term

- Midterms: July 5 - 11, 2023
- Finals: August 30 - Sept 6, 2023

Course Failure:

Students who receive a course grade of less than 65% may be eligible for a reassessment of failed discipline, unless they failed all the disciplines of the course, in which case they will need to write a supplemental examination.

Discipline Reassessment

1. Students who receive a course grade of less than 65% in the course and a failing grade of less than 65% on some but not all discipline specific components, as outlined in the course outline, are eligible to write a reassessment of those disciplines.
2. Students are permitted two attempts to pass the discipline.
3. A student who receives a grade of 65% will be deemed to have passed the discipline reassessment. If the new course grade is greater than or equal to 65% it will be indicated on transcripts of academic records as 65%.
4. Failure to pass all the disciplines will result in the student failing the course.
5. The right to sit a discipline reassessment expires on the last day of the supplemental examination period for the term to which the reassessment would apply.
6. The discipline reassessment must be completed within one month of the end of the course.

SUPPLEMENTAL EXAMINATIONS POLICIES

1. Students receiving a failing grade of at least 50%, who have failed all the disciplines in the course (less than 65%) and who have completed the majority of coursework will be eligible to write a supplemental examination.
2. Students who have a failing grade as a result of an assigned zero in a missed examination may be permitted to write a supplemental examination.
3. Supplemental examinations are comprehensive for the course and may include a variety of assessment techniques, which may differ from those used for the standard examination period.
4. A student who receives a grade of 65% will be deemed to have passed the supplemental exam. Supplemental examination grades greater than or equal to 65% are indicated on transcripts of academic records as 65%.

5. Failure of a supplemental examination will result in the student failing the course.
6. The right to sit a supplemental examination expires on the last day of the supplemental examination period for the term to which the supplemental would apply.
7. Supplemental examinations should not be written if passing the examination will not result in the student having a CGPA greater than 2.3.
8. Students should be aware that choosing to write the supplemental examination may result in them having to wait to enroll in the failed course until the next iteration of the course.

EXAMINATION DEADLINES FOR SUPPLEMENTALS

Student grades that are INC after the examination period will be converted to an 'F' in SONIS seven days after the posted deadline.

SUPPLEMENTAL SIGN-UP PROCEDURE

Students can sign up to write supplemental examinations using the same protocol as rescheduled examinations but during the supplemental examination sign up period.

EXAMINATION DEADLINES FOR SUPPLEMENTALS

Student grades that are INC after the examination period will be converted to an 'F' in SONIS seven days after the posted deadline.

| | Supplemental exam week |
|------------------|------------------------|
| Fall 2022 term | Jan. 25 - Feb. 1, 2023 |
| Winter 2022 term | May 26 - June 1, 2022 |

PREREQUISITES

Prerequisite requirements are designed to ensure that students have the requisite knowledge to participate effectively in the course requiring the prerequisite.

We recognize that students who actively participate in a course, but who have not earned a credit, may still have acquired most of the prerequisite concepts, and that students may have completed a portion of a course before it is known that they have not passed the prerequisite course in the previous term. As such, students who have participated in a prerequisite course, and have not yet earned a credit in that course, and who are eligible for further testing and/or remediation, may be permitted to enrol in the subsequent course. This will not be permitted where there is a safety concern, where the student's grade in the prerequisite course is too low to qualify them for supplemental examination privileges, or when the subsequent course is in the next year of the program (e.g., the student fails a Year 1 course that is a prerequisite for a Year 2 course).

Students who choose to attempt a course for which they have not earned credit in the prerequisite, do so at their own risk, and the lack of the prerequisite is not grounds for appealing a failing grade.

Students are advised to consult with program faculty prior to enrolling in the course for which they have not successfully completed the prerequisites regarding the challenges they may face in attempting the subsequent course.

Students are still required to earn credit in prerequisite courses when they have passed the course requiring the prerequisite, as the content in the subsequent course does not include all of the competencies of the prerequisite course(s).

REMEDIATION

The purpose of remediation is to permit a student who fails selected academic courses to avoid program delay.

Remediation is a personalized program of intensive study and focused review of the course material, accompanied by appraisal, in order to raise a student's comprehension of the subject to an acceptable standard. An instructor or teaching assistant will lead the remediation and a course of self-study will be assigned. The focus of the remediation will be on those learning outcomes where improvement is most required. The appraisal will be a comprehensive evaluation of the student's knowledge of the entire course material and may include a variety of assessment techniques, which may differ from those used for the standard examination period.

Remediation is a privilege, not a right. The Associate Dean, Academic Education, will determine if a student is eligible for remediation and what form the remediation will take. Prior to officially enrolling in a course of remediation, a student will be advised on the details of the remediation and the associated costs the student will be responsible for.

A student must have obtained a final mark of at least 60 per cent on the supplemental examination to be eligible for remediation. Students who fail a course for the second time will not be eligible for remediation. The College will not always be able to offer remediation in a course. There are no supplemental privileges in remediation courses.

Successful completion of the remediation (i.e., achieving 65 per cent or greater on the remediation exam) will result in a total course grade of 65 per cent. Unsuccessful remediation (i.e., achieving less than 65 per cent on the remediation exam) counts as a double failure in the course and places the student at risk of dismissal.

VACATION

Students taking courses in Years 1, 2 and 3 must restrict their vacations to the periods set out in the academic calendar as official breaks. Year IV students must submit a Student Clinic Absence Form to the Student Message Centre mailbox at least three weeks before their intended vacation. Approval will be contingent upon CCNM's ability to provide adequate ongoing clinical services. Please see the Primary Intern Manual: Clinical Operations for greater detail.

STANDARDS OF STUDENT CONDUCT

Upon enrolment at CCNM, students are expected to clearly understand their rights and obligations with respect to the institution, fellow students, faculty and staff, the naturopathic profession, other professions and the public. A student must respect and uphold the core values of the organization and understand that behaviour that is consistent with these values will benefit all who participate in the community.

The standards of student conduct define the boundaries within which a rewarding and mutually supportive learning environment can be maintained.

A student must be prepared to abide by certain rules and regulations. In this regard, CCNM retains the right to ensure that the students will conduct themselves in a professional manner.

Any breach of conduct involving morality, ethics or legality, on or off campus, may be subject to disciplinary action. CCNM retains the right to initiate disciplinary action in a case where a student conducts themselves in a manner unbecoming of a member of the educational institution. Students are obliged to adhere to and uphold the highest ethical standards.

The Naturopathic Doctor's Oath is one expression of these standards. The College and the profession are seen in the eye of the general public through the actions and behaviour of their individual members. Thus, in all dealings in and outside of CCNM where students evoke the College's name or reputation, students are expected to conduct themselves according to these standards.

Students will therefore conduct themselves in a professional manner, both in behaviour and appearance. Students will give proper attention to dress and hygiene while on College property or while representing the College off campus. While in clinic, the dress code as stipulated in the clinic policies and procedures will be followed.

Students are expected to maintain a respectful and attentive presence in the classroom. Disruptive behaviour such as talking, cell phone use, distractive computer use or noisy children will not be tolerated, as this affects the learning environment for other students. Faculty are expected to ensure adherence to this standard.

Relationships between faculty and students should remain professional at all times. Students must refrain from forming inappropriate relationships with faculty and staff where a conflict of interest in their professional relationship can be reasonably determined.

Additional guidelines for professional conduct are stipulated in the Primary Intern Manual.

ACADEMIC OFFENCES

Academic offences relate to the honesty and fairness of the teaching and learning relationship, especially with respect to evaluation. Thus, the essence of an academic offence by a student is the seeking of a credit by fraud or misrepresentation, rather than on the basis of merit.

It is the responsibility of the student to be aware of and to abide by all College academic and clinic policies and procedures.

To protect the integrity of the degree granted by this institution, CCNM has the power to recall and cancel any degree granted to a graduate who, while a student, committed an academic offence that, if detected before the granting of the degree, would have resulted in the degree not being granted.

Every CCNM student has an obligation to participate in the enforcement of these regulations. Any student who fails to report the existence of a violation by another student may be found guilty of participating in the said violation.

Any student who is in violation of the regulations may be subject to disciplinary action and penalty.

ACADEMIC MISCONDUCT

Academic misconduct at CCNM will be treated very seriously. The first incident of academic misconduct may result in failure in the class involved; a second incident may result in dismissal from the program.

Academic misconduct comprises but is not necessarily limited to the following:

- using unauthorized means to complete academic work
- plagiarism by submitting academic work that uses the ideas or words of another without proper attribution
- submitting for credit any work for which credit has been obtained or is being sought in another academic course at CCNM or elsewhere, without authorization from the faculty member to whom it is submitted
- any dishonest act committed to complete academic work

NON-ACADEMIC OFFENCES

- Any breach of conduct involving morality, ethics or legality, on or off campus, may be subject to disciplinary action.
- Students are expected to conduct their behaviour both in and outside of the classroom in a manner that is consistent with the CCNM Honour Code. Specifically, students will not:
 - a. demonstrate a lack of respect, courtesy or professionalism in any of their dealings with other students, faculty, staff, patients or other member of society;
 - b. damage, destroy or steal College property, or
 - c. fail to return borrowed College property on time and in good condition.

OFFENCES AGAINST PERSONS

Students will not:

1. Make comments or otherwise behave in a way that offends the *Ontario Human Rights Code* or the principles of the *Canadian Charter of Rights and Freedoms*;
2. Engage in acts or threats of bodily harm, property damage or sexual assault, or
3. Knowingly create a condition that unnecessarily endangers the health or safety of other persons.

OFFENCES AGAINST PROPERTY

1. Students will not knowingly take, destroy or damage any physical property that is not her/his own.
2. Students will not enter into offices, rooms or other places to which they are not entitled.

PARTIES TO OFFENCES

1. A CCNM student is a party to an offence who:
 - a. actually commits it;
 - b. aids or assists another individual to commit an offence, or
 - c. counsels another individual to commit or be party to an offence.

Every party to an offence is liable to the sanctions applicable to that offence.

SANCTIONS

Sanctions will vary from case to case in accordance with the nature of the misconduct. A wide range of sanctions may be applied including warnings, loss of privileges, suspension, course failure and expulsion.

DISCIPLINARY PROCEDURES FOR ACADEMIC OFFENCES

1. Where an instructor has reasonable grounds to believe that an academic offence has been committed by a student, the instructor shall so inform the Associate Dean of the details of the suspected academic offence.
2. The Associate Dean, in conjunction with the Dean, will investigate the matter in a fair and expeditious manner. The student will be advised in writing of the charge made against them and will be given the right to be heard before any sanction is applied. If the student admits guilt or if after completing the investigation the Dean believes that an academic offence has been committed, the Dean will impose disciplinary sanction consistent with College policy and advise the student in writing.
3. Serious academic sanctions will become part of the student's permanent academic transcript.

DISCIPLINARY PROCEDURES FOR NON-ACADEMIC OFFENCES

1. Students who are suspected of committing acts of non-academic misconduct are subject to disciplinary action by the College. Violation of CCNM's Residence Policy will usually be investigated and, if appropriate, subject to sanction by the Chief Financial Officer. However, misconduct by a CCNM student in the CCNM residence that raises concerns as to that student's suitability to become a naturopathic doctor may be subject to additional sanction.
2. Non-academic offences committed in locales other than the CCNM residence will be investigated by the College legal counsel.
3. The student will be advised in writing of the charge made against them and will be given the opportunity to be heard before any sanction is applied. If the College legal counsel determines that the student is guilty of a non-academic offence, the Dean, in consultation with the College legal counsel, will impose a sanction and advise the student in writing.

If the student is dissatisfied with the finding of guilt or with the sanction, the student may request that the matter be referred to the Appeals Committee. The Appeals Committee will review the case and determine whether or not the sanction is deemed appropriate.

The College may withhold the granting of a degree, either as part of the disciplinary sanction or pending the resolution of the investigation. A student may be permitted to use CCNM facilities while a decision is pending, unless the Dean determines that it would be a threat to the safety or security of others or a disruption of the learning environment if the student were permitted to remain on campus. In such instances, the student's access to CCNM facilities may be restricted.

The Dean may cause a notation to be recorded on the student's academic record and transcript, until the final disposition of the matter, to indicate that a student's standing in a course or academic status is under review. A student upon whom a sanction has been imposed shall not be allowed to withdraw from a course so as to avoid the sanction imposed.

Serious academic sanctions will become part of the student's permanent transcript.

Clinic offences will be dealt with pursuant to the process set out in the Primary Intern Manual.

APPEALS

The Appeals Committee is constituted to hear academic and disciplinary appeals. The Committee is comprised of one faculty member appointed by the chair of faculty council, one CCNM student (not in the same year as the appellant) appointed by the president of the NSA and a chair who is appointed by the president. Only individuals who have been trained in the policies and procedures associated with the Appeals Committee are eligible to serve on the committee.

APPEAL OF A COURSE GRADE

Any student who wishes to appeal an academic issue (e.g. they believe a final course grade has been arrived at incorrectly) must first consult with the Associate Dean, Academic Education.

- If the matter cannot be resolved to the student's satisfaction with the Associate Dean, the student must consult with the Dean.
- In the event that the matter is not resolved to the student's satisfaction, the student may appeal to the Appeals Committee.
- The student must notify the Registrar in writing of their intention to do so within 10 working days after receiving written (or electronic) notification of the final course grade, clearly setting out the grounds for the appeal.
- The appeal must clearly set out the specific facts and assertions on which the appeal is based. Claiming that the decision will cause the student to suffer career disruption, emotional upset or program delay is not a valid ground of appeal.
- Upon receipt of the notice of appeal from the student, the Registrar will review it to determine whether the grounds for appeal comply with the requirements stipulated in these procedures. If the Registrar finds that the grounds for appeal do not comply, the Registrar shall advise the student within two working days and permit the student to either revise or withdraw the notice of appeal. If the appeal is in order, the Registrar will advise the student of the date, time and place of the hearing within five working days. The hearing will be scheduled as expeditiously as possible.

PROCEDURE FOR HEARINGS OF THE APPEALS COMMITTEE

- At the hearing, the student is entitled to be represented by legal counsel at their own expense. In the event the student elects to have legal counsel they must inform the College at least five days in advance of the hearing; CCNM may or may not choose to be represented by legal counsel. At least three working days prior to the hearing, each party must identify who will represent them, the witnesses they will call, and the material they will provide in evidence.

Note: Failure to provide notice of issues before hand will normally cause those issues to be excluded from the hearing.

- Copies of the student's notice of appeal, as well as the supporting documentation from each party will be made available to each party at Student Services at least three days prior to the hearing.
- At the beginning of the hearing, the chair will advise the parties that the committee members have read the appeal and the supporting documentation and summarize the rules of the hearing. The student or the student's representative will then be permitted to present evidence, examine witnesses and introduce arguments in support of the appeal. The College's representative may cross-examine any of the student's witnesses. The College representative will then be permitted to present evidence, examine witnesses and introduce arguments in opposition to appeal. The student or the student's representative is entitled to cross-examine any witness called by the College. The members of the Appeals Committee may question all parties or witnesses. The student or student's representative and the College's representative may make closing statements.
- Admission of any person to the hearing shall be at the discretion of the chair of the Appeals Committee.
- All procedural questions are subject to the final decision of the chair of the Appeals Committee.
- At the conclusion of the hearing, the Committee will proceed to consider the matter and determine its decision on the appeal, during which time all persons other than the members of the committee are excluded and shall withdraw.

- The decision will be determined by a majority vote. A formal written decision with reasons will be drafted. The Committee may only determine whether or not the grade or sanction is appropriate.
- Following the decision of the committee, the Registrar will immediately notify the student of the decision.
- The decision of the committee is final.
- Proceedings of the committee are confidential and no individual who is not a committee member, committee secretary, a party to the proceedings or witness may be in attendance during the hearing, unless specifically permitted by the chair.

SPECIAL RULES FOR APPEALS OF OBJECTIVE STRUCTURED CLINICAL EXAMINATION (OSCE) GRADES

Due to the unique nature of the OSCE, a process specific to appeals of OSCE grades has been implemented that differs from the regular CCNM academic appeals process.

Prior to the release of grades, a three person panel of CCNM faculty reviews all failing grades and by majority vote may change a failing grade to a passing grade.

After the release of OSCE grades, a student may appeal a failing grade to a three person panel comprised of CCNM faculty that is completely different from the panel that reviewed the failing grade prior to their release. The student has the option of submitting a written appeal or they may attend in person before the panel and make oral submissions.

A student may appeal the decision of the faculty panel to the College's Appeals Committee. However, the basis for such an appeal is limited to assertions that the College did not follow proper procedural grounds in reaching its decision.

Honour Code

CCNM's Honour Code applies to all College constituents, including students, faculty and staff members.

As part of the College's commitment to academic excellence, the highest standards of ethical behaviour are expected from

everyone associated with this institution. The foundation for proper conduct is established by the fundamental Principles of Naturopathic Medicine and the following core values:

| | |
|--------------------|--|
| Autonomy | Recognizing the dignity and intrinsic worth of individuals and their right to make personal choices |
| Beneficence | Making the best interests of patients, society and the environment of paramount consideration |
| Compassion | Being sensitive to individual and societal needs for comfort and health |
| Competence | Striving to achieve and consistently demonstrate the highest levels of knowledge, judgment and ability |
| Integrity | Incorporating core values as the basis for ethical practice and as the foundation for honourable conduct |

| | |
|------------------------|--|
| Justice | Treating all individuals in a fair and equitable manner |
| Professionalism | Being committed to the service of humanity |
| Tolerance | Respecting the rights of individuals to hold and express disparate opinions and beliefs and recognizing that these differences may arise from personal, ethnic, religious or cultural values |
| Veracity | Valuing truthfulness as the basis for trust in personal and professional relationships |

Dispute Resolution Policy

In an effort to resolve disputes equitably and expeditiously, CCNM has adopted a dispute resolution policy to enshrine the principles of natural justice into all College policies that involve disputes between College stakeholders. Individuals are entitled to know and understand the charges or complaints made against them, and in any matter involving a possible sanction, the individual should be provided with this information in writing. Individuals also have the right to

be heard in response to charges or complaints made against them before disciplinary action is taken. The onus is on the College to demonstrate it has acted as expeditiously as reasonably possible in the circumstances. This policy applies to all students, staff, faculty and administration of CCNM. CCNM students, staff and faculty are required to abide by the College policies applicable to them. [View full policy.](#)

Academic Freedom

GENERAL PRINCIPLES

CCNM acknowledges that the enrichment of the intellectual experience is dependent upon the existence of a free and open academic community. Conflict of ideas cannot occur unless there is the guaranteed opportunity for a variety of viewpoints to be expressed. Tolerance for the opinions of others is an inescapable condition of the meaningful pursuit of truth. CCNM recognizes its responsibility to provide opportunity for expression of diverse points of view as a means of guaranteeing academic freedom. As set out in the Policy Statement of the Canadian Association of University Teachers, “academic freedom carries with it the duty to use that freedom in a manner consistent with the scholarly obligation to base research and teaching on an honest search for knowledge.”

FACULTY

Faculty members are entitled to freedom in research and in the publication of results, subject to the review of the College’s ethics review board and the adequate performance of their other academic duties. They are also entitled to freedom in lecturing or conducting demonstrations in their subject or field of competence. They are entitled, as any other member of the community in which they live, to establish membership in voluntary groups, to seek or hold public office, to express their opinions as individuals on public questions and to take lawful action in accordance with their views.

It is expected that faculty members will be cognizant of their responsibilities to their profession and to this institution. They must attempt to be accurate, to exercise sound judgment and respect the rights of others to express opinions. They have an obligation, when appropriate, to make clear that their actions, statements and memberships do not necessarily represent the views of the institution.

STUDENTS

Students are entitled to be taught within an environment in which the exploration of ideas is encouraged, and to have access to all information pertinent to their subjects of study. They have the right to intellectual disagreement with their instructors and associates and to question them without fear of recrimination or punishment. They are also entitled to seek publication of their views, to seek membership in voluntary groups, to seek or hold public office and to take lawful action in accordance with their views. Students also have the obligation, when appropriate, to make it clear that their actions, their statements and their memberships do not necessarily represent the views of the institution.

GUEST SPEAKERS AND OTHER PROGRAMS

A guest speaker or program may be presented under the sponsorship of any duly recognized student, faculty or administrative organization or any individual instructor. It is not necessary that the point of view presented be acceptable to CCNM, members of the staff or student body individually, or to individual members of the wider community. Speakers must be accorded the courtesy of an uninterrupted presentation. Speakers must attempt to be accurate, to exercise sound judgment and respect the rights of others to express opinions. They must also accept as a condition of their appearance the right of their audience to challenge or question statements made in their address. The invitation or scheduling of such a program must represent the desire of the institutional sponsor and not the will of external individuals or organizations. The sponsor must take full responsibility and must make clear, when appropriate, that the points of view expressed in an address or program do not necessarily represent the position of the institution. No presentation may violate the laws of Ontario or Canada.

Intellectual Property

Research leading to new knowledge for the benefit of humanity and the dissemination of knowledge through teaching and service are fundamental objectives of CCNM. The College plays a leading role in the research of natural health products in Canada and in the development of naturopathic medical education. To achieve these objectives, CCNM encourages the creation of scholarly works and the development of useful materials and processes.

Such knowledge and technology has the potential to have commercial value and should be treated as a financial asset of CCNM to be used appropriately to generate a financial return. Creative and scholarly works and inventions that have commercial potential may be protected as “intellectual property,” a term that includes patents, copyrights, trademarks and other rights. In order to establish the respective rights of CCNM, its faculty, staff and students, the following policy has been created.

OBJECTIVES

- to generate new knowledge by encouraging research, scholarship and a spirit of intellectual inquiry and discovery
- to provide an administrative system to determine the commercial potential of intellectual property and assist in bringing these into public use
- to provide for the equitable division of rights to intellectual property among the College, the originator and, where applicable, the sponsor
- to provide incentives to originators in the form of personal development, professional recognition and financial compensation
- to safeguard intellectual property so that it may receive adequate legal protection against unauthorized use

COVERAGE AND DEFINITION

This policy applies to all intellectual property conceived, first reduced to practice, written or otherwise produced by faculty, staff or students of CCNM using College funds, facilities or other resources.

For the purpose of this policy, intellectual property is defined as the tangible or intangible results of research, development or any other intellectual activity including, but not limited to, the following:

- inventions and discoveries or other new developments capable of being patented
- written materials, sound recordings, videotapes, films, computer programs, computer assisted instruction materials and any other material capable of being copyrighted
- tangible research property such as biological materials, computer software, databases and analytical procedures, even if these may not be capable of being patented or copyrighted

GENERAL

This policy applies to all CCNM employees and students.

All rights to intellectual properties as defined in this policy shall be owned and controlled by CCNM, subject to the exceptions set out in this policy. When a College faculty member, staff member or student develops or originates an item of intellectual property which, under the terms of this policy is to be owned and controlled by the College, such individual may have an interest in and share in any income derived from the commercialization of such property depending on the circumstances surrounding the item's development.

SCHOLARLY ACTIVITY

Traditional products of scholarly activity, which have customarily been considered to be the unrestricted property of the author or originator, are exempt from this policy, unless they are created as “works for hire.” These traditional products include student projects/assignments, journal articles, reviews and textbooks.

WORKS FOR HIRE

Intellectual property produced by CCNM faculty, staff or students who are employed for the purpose of producing works for instructional or administrative use are deemed to be “works for hire” and are therefore the College’s property. These works include course materials such as syllabi and manuals as well as instructional items such as videotapes, telecourses, drawings, slides, models, computer programs, etc. Any revenue sharing arrangements may be made as part of an individual’s employment contract. Nothing in this paragraph shall limit the rights of CCNM faculty and staff members to works produced or developed outside the scope of their employment and not involving the significant use of College facilities or other resources.

Rights to intellectual property resulting from sponsored projects shall be owned and controlled by CCNM subject to the terms of the sponsored project agreement.

Collaboration between CCNM faculty, staff or students and individuals not employed by, or associated with, the College may result in the development of intellectual property owned jointly by CCNM and other individuals or their employers. Accordingly, it is essential that individuals involved in or contemplating collaborative activities that may result in the development of intellectual property advise the College of such activity.

ALL OTHER WORK

The originator and CCNM shall share intellectual property ownership if developed by CCNM faculty, staff or students through an effort that makes significant use of College resources. In general, CCNM shall not construe the provision of office space, library resources or the use of office computers as significant use of College resources. Significant use of College resources shall include, but not be limited to, use of research funding, use of CCNM-paid time within the employment period, use of support staff, use of telecommunication services and the use of facilities other than the library or the individual’s office.

Net income is defined as gross receipts received by CCNM from license activity minus the out-of-pocket costs incurred by CCNM in protecting and licensing the intellectual property. Unless otherwise provided for and agreed to in writing by CCNM and the originator, net income derived from the commercialization of intellectual property covered by this policy shall be shared as follows: 40 per cent to the originator, 60 per cent to CCNM.

CONSULTING

Any faculty or staff member engaged in consulting work is responsible for ensuring that any contractual arrangements they make are not in conflict with this policy and that CCNM’s rights and the individual’s obligations to this College are in no way abrogated or limited by the terms of such agreements.

Doctor of Naturopathic Medicine Program – Year 1

The Doctor of Naturopathic Medicine program at the Canadian College of Naturopathic Medicine educates students in meeting the six key roles played by naturopathic doctors in the health-care field:

- Naturopathic medical expert
- Health professional
- Communicator and collaborator
- Health scholar
- Naturopathic manager
- Health advocate and leader

The enhanced curriculum design is focused, integrated and case-based, allowing for students to develop important skills in critical inquiry through the application of evidence informed practice. Through a combination of didactic lectures, self-directed learning, guided inquiry, asynchronous and synchronous learning activities, small group and large group learning, and skills-based training, CCNM provides students with a thorough exposure to increasingly complex theory in biomedical sciences, clinical medicine, naturopathic therapeutics, and the art and practice of naturopathic medicine. Clinical education is a hallmark of this program, allowing for direct and indirect patient management starting in year 1 of the program. This four-year full-time program graduates naturopathic doctors prepared to practice throughout North America.

The Enhanced Curriculum (EC) provides a single curriculum for both CCNM campuses (the Boucher Campus and the Toronto Campus). The EC thus provides a wonderful opportunity to combine the strengths of both and adopt important advances in educational science. Highlights of the design principles are the following:

- Cased-based and context-based learning approaches to curriculum delivery
- Enhanced integration of naturopathic curriculum content
- Curriculum delivery model that includes a combination of in-person instruction, practicums, asynchronous structured learning experiences, as well as online delivery

Doctor of Naturopathic Medicine Program – Year 1 cont'd

GRADUATE COMPETENCIES

The graduate of the Canadian College of Naturopathic Medicine's (CCNM) Doctor of Naturopathic Medicine is a primary-care professional who draws upon the art and science of natural healing in a patient-centred model of medicine. Utilizing naturopathic principles, naturopathic doctors employ evidence-informed approaches to facilitate patient wellness and promote the body's ability to restore and maintain optimal health. With a focus on whole-person wellness, naturopathic doctors diagnose and manage the treatment of patients with acute and chronic conditions. They are leaders who value relationships, effective communication, and lifelong learning.

The principles underlying the practice of naturopathic medicine include:

- Utilization of therapies that minimize the risk of harm and are the least invasive, in order to restore health. (First, do no harm.)
- Recognition and support of the inherent self-healing ability of the individual. (The healing power of nature.)
- Identification and treatment of the underlying cause of disease. (Treat the cause.)
- The primary role of the naturopathic doctor is to educate and support patients in taking responsibility for their health. (Doctor as teacher.)
- Treatment of the whole person through individualized care.
- Prevention of disease through encouraging a healthy lifestyle and controlling risk factors.

ART AND PRACTICE OF NATUROPATHIC MEDICINE

The history, philosophy and principles of naturopathic medicine are introduced in this course series. Students will apply their developing research literacy skills as they relate to naturopathic practice and management of the weekly case from the PCIS course. Students will demonstrate an understanding of professional competencies and expectations, which includes ethics, jurisprudence, practice management, lifelong learning, public health and leadership roles.

BIOMEDICINE

Within the biomedical stream of courses, the first term of the program focuses on biomedical concepts which lays a foundation for a comprehensive case-based learning environment within the 4-year program. These concepts serve as scaffolding for understanding the biomedical and clinical medicine themes that centre around the patient case. This course is coordinated with the simulated case, and delivers in an integrated fashion, an in-depth study of the

human body encompassing the core basic sciences: anatomy, physiology, histology, embryology, immunology, biochemistry, microbiology, genetics, pathology and pharmacognosy.

CLINICAL EDUCATION

Clinical education runs parallel to each year of the program, with active connections made between the academic and clinical areas made by the student through regular mentored small-group discussions. This series is primarily experiential, and involves preceptorship, internship and mentorship experiences associated with the teaching clinics of CCNM and the naturopathic medical community.

CLINICAL SCIENCES

This theme includes outcomes associated with clinical medicine such as patient assessment, clinical reasoning, differential diagnosis, laboratory medicine, and primary care. The skills required to assess, manage, and coordinate care of patients in naturopathic medical practice will be taught in these series of courses, and include health assessment, visual, auditory, and tactile recognition, universal precautions, phlebotomy, and sexual health exams.

NATUROPATHIC THERAPEUTICS

This theme orients the student towards the naturopathic therapeutic disciplines and their integration in patient management. Students will gain competence in the following naturopathic therapeutics: botanical medicine, clinical nutrition, homeopathy, health psychology, prevention and lifestyle counseling, traditional Chinese medicine & acupuncture, pharmacology, and physical medicine. These sets of courses is coordinated with the patient-simulated cases that are offered in the Patient-Centred Integrated Studies course.

PATIENT-CENTRED INTEGRATED STUDIES

Central to the design of the curriculum, is case-based learning. The Patient-centred Integrated Clinical Studies courses are designed to anchor and integrate the curriculum delivered concurrently throughout the term and support case-based learning. The weekly simulated patient experience provides students an opportunity to integrate, practice, and refine core clinical skills. Students engage actively through small group work and the case-based guided inquiry assignment to support cognitive integration of the learning outcomes.

Course descriptions for years 2-4 for both campuses can be found in the Appendix of this document as they are part of the legacy curriculum.

Course Listing for Year 1

HOW TO READ COURSE CODES

The following legend will assist you in understanding the course codes. The first three letters in the enhanced curriculum (BMS = Biomedical Sciences indicate the

subject area/theme. The first number of the three digits indicates the academic year in which the course is delivered.

| Subject Areas | | | |
|---------------|---|-----|---|
| ANM | Art and Practice of Naturopathic Medicine | CMS | Clinical Medicine |
| BMS | Biomedical Sciences | NMT | Naturopathic Medicine Therapeutics |
| CLE | Clinic Education | PCS | Patient-Centred Integrated Clinical Studies |

| FIRST Year Required Courses | | |
|-----------------------------|---|---------------------------|
| Course Code | Course Name | Credit Hours |
| ANM100 | Introduction to Naturopathic Medicine | 3.0 |
| ANM150 | Art & Practice of Naturopathic Medicine | 3.0 |
| BMS100 | Introduction to Biomedical Sciences | 14.3 |
| BMS150 | Biomedicine I | 8.8 |
| CLE100 | Clinic I | 1.5 |
| CLE150 | Clinic II | 1.5 |
| CMS100 | Foundations of Clinical Medicine | 4.8 |
| CMS150 | Clinical Medicine I | 4.8 |
| NMT100 | Introduction to Naturopathic Therapeutics | 5.5 |
| NMT150 | Naturopathic Therapeutics I | 8.8 |
| PCS150 | Patient-Centred Integrated Studies | 3.0 |
| | | TOTAL YEAR ONE: 59 |

One credit hour is defined as the credit for one lecture hour per week for one term. A full-year course will earn two credit hours for each hour of lecture per week. Lab and practicum hours are credited at a one-half rate (e.g., two hours per week for a term is required to earn one credit hour) and clinic time is credited at a two-thirds rate.

Course Descriptions for Year 1

YEAR 1

ANM100: Introduction to Naturopathic Medicine

The primary purpose of this course is for students to be oriented to the naturopathic profession through an understanding of the history and philosophy that underpin the modern profession of naturopathic medicine. The identity of the naturopathic profession will be explored in both historical context and within the contemporary healthcare model, examining the historical evolution of medicine and the naturopathic profession. The course engages students in an exploration of the basic underlying principles of naturopathic medicine which are understood through philosophical discussion of concepts such as holism, vitalism, and health. Students will engage in self-reflection and critical appraisal of commonly held naturopathic theories, principles and practice to gain greater self-awareness and insight into their own personal approach to future practice. Students will begin to develop research literacy skills as they relate to naturopathic practice. Students will also develop an understanding of cultural safety and develop skills to increase self-awareness and reduce bias. The curriculum supports students in acquiring an efficient, critical approach to making clinical decisions based on an objective assessment of medical literature.

ANM150: Art and Practice of Naturopathic Medicine I

This course explores the professional role of the naturopathic doctor. Qualities and skills desired for an effective naturopathic doctor will be discussed and cultivated in the context of clinical practice for each of the modules. This course is designed to help naturopathic medical students apply the principles and philosophical foundation discussed in Introduction to Naturopathic Medicine (ANM100) to the framework of naturopathic practice. The aim of this course is to explore the art of naturopathic medicine and develop appreciation for the nuances involved in the application of naturopathic principles to clinical practice with awareness of the diversity in therapeutic approaches to care. Students will engage in self-reflection and critical appraisal of commonly held naturopathic theories, principles and practice to gain greater self-awareness and insight into their own personal approach to future practice. The goal of this course is to go beyond the one-on-one patient encounter to explore the professional identity and current situation of naturopathic physicians in the greater field of healthcare. Students will have the opportunity to explore and develop their own professional identity. The major qualities and skills required for naturopathic medicine are addressed in the context of the program, as well as the ongoing experience necessary to cultivate those skills and qualities. (Prerequisite: ANM100)

BMS100: Introduction to Biomedical Sciences

Biomedicine provides a basis for understanding the human body in health and disease. The course synthesizes the disciplines of biochemistry, anatomy, physiology, histology, embryology, pathology, microbiology, pharmacology, and laboratory diagnosis to promote an integrative and holistic view of medicine. This course will introduce biomedical concepts; a concept is a theme that broadly explains many entities and allows students to address multiple biomedical situations. Students will demonstrate competency by applying these concepts to solve real-world, clinically relevant questions. The student will accrue foundational knowledge in biomedicine using a concept- and case-based format that encourages critical thinking and an analytic approach to problem solving. This course will set the stage for the case-based design used in subsequent terms to reinforce robust clinical reasoning.

BMS150: Biomedicine I

Biomedicine provides a basis for understanding the human body in health and disease. As a synthesis of several fields of study, the biomedicine program sets out to promote an integrative and holistic view of them. The concepts that were introduced in the Introduction to Biomedical Sciences course (BMS100) are further explored and expanded upon in Biomedicine I. The course includes contributions from physiology, biochemistry, pathology, histology, microbiology, immunology, embryology, anatomy, pharmacology, and laboratory diagnosis. It provides a comprehensive coverage of these topics to describe the structure, organization, function, and dysfunction of the human body and ways in which we measure and manipulate these parameters. A biomedicine foundation will allow for case study and analysis which are central to the case-based design and is highly integrated with the Patient-Centred Integrated Studies course and the Clinical Medicine I course. (Prerequisite: BMS100; Corequisite: PCS150)

CLE100: Clinical Education I

This course introduces students to the professional roles and competencies expected of naturopathic doctors. Students are introduced to medical record keeping, including the writing of medical notes. Students have the opportunity to shadow senior clinic interns as they treat patients under supervision of a Clinic faculty member. This course will assist students in acquiring the knowledge, skills and attitudes expected of professional naturopathic doctors in private practice and as part of a larger health-care community.

YEAR 1 cont'd

CLE150: Clinic II

Clinic II provides an opportunity for first year students to continue to develop their clinical skills aligned with Clinical Medicine I (CMS150) and Patient-Centred Integrated Clinical Studies (PCS150) through their participation within the CCNM teaching clinics. As secondary interns, students will observe the clinical encounter conducted by the patient, clinician and supervising naturopathic doctor, and reflect upon observed behaviours and activities. Students will be encouraged to analyze the roles and responsibilities of the naturopathic clinician with their patients including: professionalism, communication, clinical medical proficiency, and record keeping, and reflect upon their burgeoning identity as a student of naturopathic medicine. (Prerequisite: CLE100)

CMS100: Foundations of Clinical Medicine

Foundations of Clinical Medicine introduces students to the key clinical thinking concepts and basic clinical skills that naturopathic doctors employ through each stage of the clinical encounter and prepares the learner toward competent clinical reasoning. The student in this course will learn and apply skills in performing physical examinations, while relating them to the concepts described in the co-requisite course Introduction to Biomedical Sciences (BMS100). The course will prepare students with the core skills and knowledge foundational for success through the integrated case-based format of term 2. Teaching methods include lectures, practicums, and TA guided small group tutorials.

CMS150: Clinical Medicine I

Clinical Medicine I builds on Foundations of Clinical Medicine (CMS100). Educational goals align with patient cases presented in the Patient-centred Integrated Clinical Studies course (PCS150). Through lectures (live and asynchronous), practicums, and direct integration with the weekly case, students will develop and practice clinical knowledge and skills relevant to naturopathic clinical practice. Curricular integration with Biomedical Sciences I (BMS150) promotes relational learning of the biomedical sciences with clinical medicine in a contextualized and authentic learning experience. (Prerequisite: CMS100; Corequisite: BMS150, PCS150)

NMT100: Introduction to Naturopathic Therapeutics

This course introduces the theory and application of the major therapeutic disciplines of naturopathic medical practice, and the manner that they may be incorporated into a unified approach to patient care. They include counselling, botanical medicine, homeopathy, clinical nutrition, traditional Chinese medicine, and physical medicine. Students will learn to apply specific hands-on techniques associated with the naturopathic therapeutics.

NMT150: Naturopathic Therapeutics I

This course follows the Introduction to Naturopathic Therapeutics (NMT100) course in Term 1. Each of the naturopathic therapeutics will be explored in the context of the case-based learning design for each of the modules of the term. The theory, application and skills development of the major therapeutic disciplines of naturopathic medical practice including counselling, botanical medicine, homeopathy, clinical nutrition, traditional Chinese medicine, physical medicine, and prescribing/drug therapeutics will be explored in addition to their utility in prevention and health promotion. The course will be delivered through a combination of lecture, flipped classroom, small group activity, hands-on practicum, and self-directed learning. (Prerequisite: NMT100)

PCS150: Patient Centred Integrated Studies I

Patient-centred Integrated Clinical Studies is designed to anchor and integrate the concurrent courses in the term. The weekly simulated patient experience provides students an opportunity to integrate, practice, and refine core clinical skills. Through small group work, and the case-based guided inquiry assignment, students engage actively to support cognitive integration of the learning outcomes of the supporting courses. Patient-centred Integrated Studies I introduces students to common and usual clinical manifestations aligned with the systems-based curriculum structure. (Corequisites: ANM150, BMS150, CMS150, NMT150)

Clinical Requirements

In order to graduate, students need to achieve a certain number of clinical hours and patient contacts throughout the program. In order to better understand these requirements, the following terms will be defined:

Primary Contact is defined as assessment and/or treatment of patients, performed by the student clinician primarily responsible for patient care while under the supervision of a licensed naturopathic doctor acting as clinical faculty. Primary contacts are accrued at CCNM teaching clinics and externship postings.

Secondary Contact is defined as a patient interaction with a student or clinical intern that is primarily limited to patient observation but may include some clinical activity under the direction of the primary intern and/or supervising clinical faculty. Secondary contacts may be accumulated at CCNM teaching clinics, preceptorship and externship postings.

Preceptorship is a period of practical experience where students primarily observe the delivery of patient care by a regulated health-care provider. Preceptorships may be engaged in all years of the program. For more information on our preceptorship requirements, please see the section of the academic calendar relating to preceptorship.

Externship is a period of practical experience where students are responsible for the primary assessment and/or treatment of patients under the supervision of an approved externship host (licensed ND). Externships may only be performed during the terminal clinical internship period.

Clinical Requirements cont'd

Students will achieve their clinical requirements through activities linked to specific clinical courses. The minimum

clinical requirements are listed below for the four-year, five-year, and IMG programs, respectively:

| Four-year Program | | | |
|---|---------------------------|--|---|
| Academic Year | Clinical Education Course | Clinical Hours/ Patient Contacts in Teaching Clinics | Preceptorship Hours/ Patient Contacts* |
| Year 1 | CLE100 | 6 hrs/5 Secondary Contacts | Required at end of CLE450 |
| Year 2 | CLE201 | 30 hrs/10 Secondary Contacts | Required at end of CLE450 |
| Year 3 | CLE310 | 66 hrs/20 Secondary Contacts | Required at end of CLE450 |
| Year 4 | CLE 404/412/450 | 1,032 hrs/225 Primary Contacts; 140 Secondary Contacts | 70 hrs/50 Secondary Contacts |
| Totals for all Minimum Clinical Requirements | - | 1,134 Clinic Hrs/225 Primary Contacts/ 175 Secondary Contacts | 70 hrs/50 Contacts |

| Five-year Program | | | |
|---|---------------------------|---|---|
| Academic Year | Clinical Education Course | Clinical Hours/ Patient Contacts in Teaching Clinics | Preceptorship Hours/ Patient Contacts* |
| Year 1 | CLE100 | 6 hrs/5 Secondary Contacts | Required at end of CLE450 |
| Year 2 | - | No requirements | Required at end of CLE450 |
| Year 3 | CLE201 | 30 hrs/10 Secondary Contacts | Required at end of CLE450 |
| Year 4 | CLE310 | 66 hrs/20 Secondary Contacts | Required at end of CLE450 |
| Year 5 | CLE 404/412/450 | 1,032 hrs/225 Primary Contacts; 140 Secondary Contacts | 70 hrs/50 Secondary Contacts |
| Totals for all Minimum Clinical Requirements | - | 1,134 Clinic Hrs/ 225 Primary Contacts/ 175 Secondary Contacts | 70 hrs/50 Contacts |

Clinical Requirements cont'd

| IMG Program | | | |
|--|---------------------------|--|---|
| Academic Term | Clinical Education Course | Clinical Hours/ Patient Contacts in Teaching Clinics | Preceptorship Hours/ Patient Contacts* |
| Term 1 | CLE307i - term 1 | 12 hrs/10 Secondary Contacts | Required at end of CLE450 |
| Term 2 | CLE308i - term 2 | 24 hrs/5 Secondary Contacts | Required at end of CLE450 |
| Term 3 | CLE310 - term 3 | 66 hrs/20 Secondary Contacts | Required at end of CLE450 |
| Term 4 | CLE404/412/450 | 1,032 hrs/280 Primary Contacts; 45 Secondary Contacts | 70 hrs/50 Secondary Contacts |
| Totals for all Minimum Clinical Requirements | - | 1,134 Clinic Hrs/225 Primary Contacts/175 Secondary Contacts | 70 hrs/50 contacts |

*For the 2021 - 2022 academic and clinical year, course-associated preceptorship hours and patient contacts will only be required for completion of the clinical internship, due to the COVID-19 pandemic. Preceptorship requirements for the 2021-22 academic and clinical year have been reduced to 70 preceptorship hours and 50 preceptorship patient contacts. Students may precept with any registered and approved health care practitioner, with no minimums set for engaging with naturopathic doctors.

Teaching clinic targets for hours and patient contacts are specific to the course with which they are associated (i.e., CLE100/307i, CLE202/308i and CLE310). Any clinical hours or contacts collected in excess of the course targets will be added to the total number of secondary credits required during a student's primary internship (CLE404/412/450) and will not be used to meet the clinical course requirements of CLE201, and 310.

Preceptorships occur throughout a student's enrolment in the naturopathic program but must meet the prescribed targets and academic requirements outlined in the associated clinical course. Failure to meet the minimum targets for preceptorship requirements in their designated courses will result in failure of the associated course. Preceptorship hours and contacts accumulated beyond minimum targets will contribute to future course requirements for preceptorship. Details of the preceptorship program may be found in this document.

Preceptor Program

Preceptorship is a component of the ND program that engages students in observing with and learning from health-care practitioners in the community. The goal of the preceptor program is to provide CCNM students with a variety of experiences in different health-care settings in order to develop the clinical knowledge, attitudes and skills relevant to the role of a naturopathic doctor.

Students are oriented to the self-directed engagement with preceptors beginning in Year 1 of the program. Preceptorship activity may be achieved by working with registered naturopathic doctors or other regulated health-care practitioners. The Office of Clinical Education must pre-approve all preceptorship requests with health-care practitioners not already registered with the CCNM Preceptorship Program.

PRECEPTORSHIP PROGRAM REQUIREMENTS

1. Students are required to complete 100 hours of clinical preceptorship and observe 1,000 unique patient interactions before graduation.
2. Preceptorship hours and patient contacts may be completed with any approved health-care practitioner. Preceptorship with naturopathic doctors and other health-care practitioners may occur at any time during the program. To qualify as a preceptor, a health-care practitioner should be a member of a regulated profession or a profession in transition towards regulation in the jurisdiction in which they practise and must be currently licensed and in good standing with their regulatory body. For health-care practitioners working in unregulated jurisdictions or for non-traditional health-care practitioners, suitability as a preceptor will be determined by the Office of Clinical Education (OCE) and/ or the Associate Dean, Clinical Education. Naturopathic doctors and other health-care practitioners should have at least one year of practice experience to qualify as a preceptor.
3. Students are expected to contact potential preceptors independently. CCNM provides a list of active preceptors (located on Moodle > Student Forms and Resources > Preceptorship). However, since practitioners on the CCNM list are contacted frequently, students should also consider sourcing practitioners not found on the active preceptor list.
4. If a health-care practitioner is not already listed on the CCNM preceptorship list, the student should forward the practitioner a Preceptor Registration Form and a Preceptorship Information Package **prior** to the start of preceptorship (Preceptor Program documents may be found on Moodle > Student Forms and Resources > Preceptorship and in the [MYCCNM student portal](#)):
 - Preceptorship Information Package
 - Preceptor Registration Form
5. The completed registration form should then be submitted to the Office of Clinical Education for approval **at least five (5) days prior** to the planned preceptorship dates. The Office of Clinical Education reserves the right to reject any preceptorship request not submitted accordingly and/or any preceptorship credits submitted without prior approval of the preceptor host. Students will only be contacted if a preceptor is not accepted.
6. On the dates of preceptorship, the student must bring the Student Preceptorship Record to the preceptor location for sign-off by the preceptor.
7. Submission of preceptorship records: preceptorship records may be submitted to the OCE at any time during the program for recording. Only the original, signed preceptorship record or an electronically signed record will be accepted. All paper documents should be submitted to the Clinical Education drop box, located in the RSNC by the file room; electronic forms should be emailed to OCE@ccnm.edu. Students are reminded to keep a copy of all paperwork for their personal records. Further information about the program, as well as preceptorship documents and forms, are available online through Moodle > Student Forms and Resources > Preceptorship or the [MYCCNM student portal](#). Students are representing not only themselves, but the College and the profession and, as such, are expected to demonstrate professional attitudes and behaviours at all times, when contacting potential preceptors and while at the preceptorship sites. Reports of unprofessional behaviour will be approached as a CCNM Code of Conduct issue and may result in penalties.
8. Preceptorship program policies and procedures may be subject to change. Students should note that they are also required to comply with any additional policies and procedures, as required by the preceptor.

GLOBAL HEALTH PRECEPTORSHIP

In addition to the standard preceptor program, CCNM recognizes the importance of students being exposed to health-care delivery in other countries, particularly those lacking the infrastructure that exists in Canada and other developed nations. Such exposure should provide students with a greater appreciation of the need to develop sustainable medical services in developing nations as well as an understanding of the inter-relationship between barriers to care and health outcomes. To encourage the development of clinical skills and greater appreciation of global health issues, students at CCNM can apply to do a global health preceptorship during the program.

Students applying to do a global health preceptorship with a medical professional during an academic term need to demonstrate:

1. that the opportunity will strengthen their clinical knowledge, skills and behaviours
2. that the opportunity will develop enhanced skills in cultural competency and communication
3. that the preceptoring opportunity is only available during the academic term and not during non-academic time (i.e., summer)
4. that they are in good academic standing

Please note that global health preceptorships are approved through the Office of Academic Affairs and, if approved, students will be allowed to miss up to one week of academic class time. This time does not include exam periods or the week preceding exam periods (midterms or finals). Any academic/course-based learning objectives missed due to preceptorship will be the students' responsibility to meet.

Students participating in a global preceptorship will be required to abide by the laws governing the delivery of medical services in the relevant jurisdiction. Students are also prohibited from engaging in any medical services for which they have not been trained.

Clinical Education and Clinic Operations

This section provides an outline of the clinical curriculum, policies and procedures. Complete details of the final year curriculum can be found in the Primary Intern Manuals for Clinical Education and Clinical Operations, which are available on Moodle.

CLINICAL CURRICULUM

At the core of the 2022 - 2023 clinical curriculum is the application of knowledge, skills and behaviours learned in the academic program to clinical practice. The curriculum is designed to provide a progression of clinical responsibility as students advance in the program. The clinical learning experience is founded on the integration of the philosophy and principles of naturopathic medicine with the best evidence available, as applied to clinical practice and patient care. All clinical education courses are designed around clearly outlined objectives and clinical competencies.

Clinic I (CLE100), IMG Clinic Bridging I (CLE307i): In the first year of the ND program and first term of the IMG bridge delivery, students participate in clinical shifts by shadowing faculty supervisors while learning core concepts of professionalism, medical record keeping, privacy legislation and clinical reasoning.

Clinic II (CLE201), IMG Clinic Bridging II (CLE308i): In the second year of the ND program and second term of the IMG bridge delivery, students continue shadowing clinic faculty, but can now participate in elements of patient care. Under the mentorship of fourth-year interns and clinical faculty, students perform portions of the patient intake and physical exam and are assessed on clinical competencies.

Clinic III (CLE310): To prepare for their role as primary interns, third year and IMG students transition to practicing in the clinic through a mentoring relationship. Together with clinical interns, and supervised by a naturopathic doctor, these secondary interns co-manage patients, where they can apply their skills in physical examination, medical history taking, case analysis and patient management.

In the final year of the program, students serve as primary interns for patient care under the supervision of licensed naturopathic doctors. Students must fulfill the requirements and expectations outlined in the Primary Intern Manual: Clinical Education to successfully complete the ND program.

Full-time, primary interns (those enrolled in CLE404, 412 and 450) are scheduled for four shifts per week in the RSN and off-site teaching clinics. Shift times may not overlap with other shifts or courses. The Associate Dean of Clinical Education reserves the right to make necessary changes to the student clinic shift schedule at any time.

ACCOMMODATIONS FOR CLINIC SHIFTS

Students in the clinical portion of their education who have religious practices, child or parental care responsibilities or medical issues that restrict the times they may participate on clinic shifts will be provided reasonable schedule accommodations, in accordance with the requirements of human rights legislation. Students must provide evidence in support of their request for accommodation.

If the requirement for a student to be present for a clinic shift at a specified time violates the tenets of their faith regarding religious observance, they will be accommodated.

The *Ontario Human Rights Code* defines family status in terms of a parent-child relationship and prohibits discrimination on the basis that an individual is a caregiver. The care may be that of a parent caring for a child or a child caring for a parent. The College will accommodate the needs of caregivers by providing them flexible working hours.

Individuals with medical issues or disabilities that affect one's ability to meet clinic shift schedule requirements should first register for accommodation with Accessibility Services. See "Accommodating Students with Disabilities" for details.

Please note that there is no legal obligation for the College to accommodate a student who has conflicts with their work schedule, athletic training, or other educational courses or activities.

Other College Policies with Potential Application to Students and Applicants

DRUG-FREE POLICY

CCNM will not tolerate, and will take action against, the unlawful manufacture, distribution, dispensation, possession or use of a controlled substance on College premises by any employee or student, or by any employee or student conducting College business.

As a condition of College employment or enrolment, all employees and students agree to abide by the prohibition against controlled substances and to notify the College of any criminal drug statute conviction for a violation occurring in a location in which the College operates no later than five days after such a conviction.

FRAGRANCE-FREE POLICY

Due to health concerns arising from exposure to scented products, CCNM is committed to providing a fragrance-free environment to all employees, students, residents, patients and visitors. Fragrances are defined as any product that produces a scent strong enough to be perceptible by others, including but not limited to cologne, after shave lotion, perfume, perfumed hand lotion, fragranced hair products, scented oils and/or similar products. Any student who is found in violation of this policy on CCNM property will be issued a warning, and any further violation of this policy will result in progressive discipline up to and including suspension or expulsion from CCNM.

Please be aware that we have a number of students who have serious chemical sensitivities and anaphylactic allergies that can be life threatening. The College tries its best to provide a safe environment for these students. We expect the student body to support us in these efforts. Please be aware of those around you and do not consume food items that you know are sensitive to other students. [View full policy.](#)

SMOKE-FREE POLICY

The smoking of any substance is prohibited anywhere in the building and on the grounds of the College.

AODA

The provincial government enacted the Accessibility for Ontarians with Disabilities Act (AODA) with the goal to create an accessible province by 2025. All members of the CCNM community are expected to provide consistently high customer service standards for all clients, students, patients and customers. All customer service provided by CCNM shall follow the ideals of dignity, independence, integration and equal opportunity.

CCNM will meet or exceed all applicable legislation regarding the provision of customer service for people with disabilities.

This policy applies to every person who deals with members of the public or other third parties on behalf of CCNM, whether the person does so as an employee, student, agent, volunteer or otherwise. An employee, student, agent, volunteer or otherwise is defined as anyone who has interaction with the public, CCNM students, patients at the Robert Schad Naturopathic Clinic (RSNC) or patients at the Ottawa Integrative Cancer Care Clinic (OICC). CCNM employees, students, agents and volunteers working at non-CCNM sites should be aware that the AODA policy at that site will apply.

CCNM will provide training about the provision of accessible goods and services to its employees, students and others who interact with persons who wish to obtain goods and services provided by CCNM. [View full policy.](#)

VIOLENCE AND HARASSMENT IN THE WORKPLACE

In compliance with the Occupational Health and Safety Act (OHSA), CCNM is committed to providing a safe work environment for all employees, students, and visitors. The College proclaims “zero-tolerance” for violence and therefore will not tolerate any acts of violence by or against any employee, contractor, student, patient, resident, or visitor.

“Workplace Violence” is any act in which a person is abused, threatened, intimidated or assaulted in the course of employment. Workplace violence includes threatening behaviour, verbal or written threats, verbal abuse and physical attacks.

Each member of the CCNM community is responsible for creating an environment that is free from workplace violence. Employees are required to report any violence or any serious potential of a violent situation immediately to management, security, or the Human Resources department. The Human Resources department is responsible for providing training to all workers on the harassment and violence policies.

[View full policy.](#)

EQUAL OPPORTUNITY

The Canadian College of Naturopathic Medicine works to ensure that the principles of the Ontario Human Rights Code are reflected in our dealings with all of our constituents.

The Ontario Human Rights Code states:

Every person has a right to equal treatment with respect to services, goods and facilities, without discrimination because of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, age, marital status, same-sex partnership status, family status, or handicap.

This applies to all matters of the College.

DISCRIMINATION AND HARASSMENT

All members of the CCNM community are expected to be sensitive to and respectful of other members of the community and those with whom they come into contact while representing CCNM. All forms of harassment and discrimination are prohibited.

Discrimination refers to action or behaviour that results in the unfavourable, adverse or preferential treatment related to the following prohibited grounds: race, colour, ancestry, place of birth, national origin, citizenship, creed, religious or political affiliation or belief, sex, sexual orientation, physical attributes, family relationship, age, physical or mental illness or disability or place of residence.

Harassment is a form of discrimination. It includes unwanted remarks, behaviour or communications in any form based on a prohibited ground of discrimination where the person responsible for the remarks, behaviour or communications knows, or ought reasonably to know these are unwelcome, unwanted, offensive, intimidating, hostile or inappropriate.

Sexual harassment means engaging in a course of vexatious comment or conduct of a sexual nature including, but not limited to: sexual assault, verbal abuse or threats of a sexual nature, unwelcome and repeated sexual invitations, dates, flirtations or requests, unwelcome innuendo or taunting about a person's body, physical appearance or sexual orientation.

Conduct also constitutes harassment, whether or not it is based on the prohibited grounds as listed above, when it creates an intimidating, demeaning or hostile working or learning environment.

If at any time you believe you are being subjected to harassment or discrimination, if you become aware of such conduct being directed at someone else, or if you believe another student or employee has received more favourable treatment because of discrimination, please promptly notify the director of human resources, the department dean, your supervisor or the president.

Please note that in addition to reporting harassment and discrimination, CCNM students, employees and faculty have a legal obligation to report to the Children's Aid Society when he or she believes on reasonable grounds that a child is or may be in need of protection.

This policy is intended to assist CCNM in addressing any conduct that is offensive and inappropriate in a learning and working environment. All reported incidents will be investigated under the following guidelines:

- All complaints will be kept confidential to the fullest extent possible and will be disclosed to such individuals necessary to permit the proper investigation and response to the complaint. No one will be involved in the investigation or response except those with a need to know.
- Anyone who is found to have violated the harassment and discrimination policy is subject to corrective action up to and including immediate expulsion or discharge. Corrective action will depend on the severity of the offence. Action will be taken to prevent an offence from being repeated.
- Retaliation will not be permitted against anyone who makes a complaint or who cooperates in an investigation.

[View full policy.](#)

INSTITUTIONAL CLOSURE

To meet the standards required of the Postsecondary Education Quality Assessment Board (PEQAB), CCNM has created a policy on Institutional Closure. In the unlikely event that CCNM is required to close, to ensure that the needs of students and graduates are met, CCNM would:

1. Provide a "teach out" for existing cohorts;
2. Arrange with sister institutions across North America for the transfer of students who for personal reasons did not feel they could complete the program in the schedule associated with the "teach out"; and
3. Contract with a third party so that academic records would be maintained, and could be accessed by graduates, for a period of not less than 75 years.

FORMAL COMPLAINT POLICY

As required for the Council on Naturopathic Medical Education accreditation, CCNM maintains a formal process for receiving and responding to significant student complaints related to the naturopathic program. Students with a serious complaint about the naturopathic program should submit their concerns in writing to the President's Office, noting that the submission represents a formal complaint. The president will review all complaints, ensure that all necessary parties are consulted and attempt to resolve any matters in dispute. All formal complaint decisions will be delivered in writing back to the student.

Regulation and Licensure

CANADA

Naturopathic practice is regulated under provincial law in five provinces: British Columbia, Alberta, Manitoba, Saskatchewan and Ontario. Nova Scotia has legislation which provides Title Protection. Naturopathic doctors are required to complete an undergraduate degree with prerequisite medical studies at a recognized university, four years of full-time naturopathic education at a CNME-accredited naturopathic medical program, and pass rigorous regulatory board examinations that are standardized for North America.

For information on the practice of naturopathic medicine in Canada, contact the Canadian Association of Naturopathic Doctors.

416-496-8633 or 1-800-551-4381

info@cand.ca

www.cand.ca

ONTARIO

The profession of naturopathic medicine has been regulated since 1925 in Ontario. On July 1, 2015, the *Naturopathy Act* was proclaimed in force bringing the profession into the same legislative structure as other regulated health professions in Ontario and granting members of the profession the authority to prescribe certain drugs. The provincial regulatory authority is the College of Naturopaths of Ontario (CONO).

CONO

Telephone: 416-583-6010

info@collegeofnaturopaths.on.ca

www.collegeofnaturopaths.on.ca

Ontario Association of Naturopathic Doctors (OAND)

Tel: 416-233-2001

info@oand.org

www.oand.org

BRITISH COLUMBIA

Naturopathic doctors have been licensed in BC since 1936 under the *Naturopathic Physicians Act*. Changes to legislation in 2009 resulted in the granting of prescribing authority for NDs. The provincial regulatory authority is The College of Naturopathic Physicians of British Columbia (CNPBC).

CNPBC

Tel: 1-877-611-8236

office@cnpsc.bc.ca

www.cnpsc.bc.ca

British Columbia Naturopathic Association

Tel: 1-800-277-1128

bcna@bcna.ca

www.bcna.ca

ALBERTA

As of August of 2012, the naturopathic profession in Alberta is regulated under Schedule 14 of the *Health Professions Act* of Alberta. Naturopathic doctors must meet the requirements for the restricted activities they perform in their practice and must maintain competence for them. Upon proclamation of the legislation, the Alberta Association of Naturopathic Practitioners became the College of Naturopathic Doctors of Alberta which oversees the regulation of the profession.

College of Naturopathic Doctors of Alberta

Tel: 403-226-2446

info@cnda.net

www.cnda.net

SASKATCHEWAN

Naturopathic doctors have been regulated since 1954 under the *Naturopathy Act* (revised 1978). The legislation is currently under review. The Saskatchewan Association of Naturopathic Practitioners acts as both the professional association and the regulatory authority.

Saskatchewan Association of Naturopathic Practitioners

Tel: 306-955-2633

info@sanp.ca

www.sanp.ca

MANITOBA

Naturopathic doctors in Manitoba have been regulated under *The Naturopathic Act* since 1946. The profession will be transitioning under umbrella legislation for all health care professionals in the next few years and the Manitoba Naturopathic Association acts as both the professional association and the regulatory authority.

Manitoba Naturopathic Association

(regulatory body/provincial association)

Tel: 204-947-0381

directormna@gmail.com

www.cndmb.org

QUEBEC - UNREGULATED

Quebec Association of Naturopathic Doctors

514-279-6629

www.qanm.org

NEW BRUNSWICK - UNREGULATED

New Brunswick Association of Naturopathic Doctors

Tel: 506-773-3700

www.nband.ca

NEWFOUNDLAND AND LABRADOR - UNREGULATED

Newfoundland and Labrador

Association of Naturopathic Doctors

healthforlifennl@me.com

NOVA SCOTIA

Naturopathic doctors have title protection under *The Naturopathic Doctors Act* passed in 2008. The Act provides regulation of the profession, title protection and recognition of the profession ensuring patients can claim ND services as a medical tax deduction.

Nova Scotia Association of Naturopathic Doctors

Tel: 902-431-8001

info@nsand.ca

www.nsand.ca

NORTHWEST TERRITORIES - UNREGULATED

Northwest Territories Association of Naturopathic Doctors

ntand@hotmail.ca

<https://nwtand.wordpress.com>

NUNAVUT - UNREGULATED

No professional association.

PRINCE EDWARD ISLAND - UNREGULATED

Prince Edward Island Association of Naturopathic Doctors

902-894-3868

info@peiand.com

www.peiand.com

YUKON - UNREGULATED

Yukon Naturopathic Association

www.yand.ca

UNITED STATES OF AMERICA

At present, NDs are licensed in 22 U.S. states: Alaska, Arizona, California, Colorado, Connecticut, Idaho, Hawaii, Kansas, Maine, Maryland, Massachusetts, Minnesota, Montana, New Hampshire, New Mexico, North Dakota, Oregon, Pennsylvania, Rhode Island, Utah, Vermont, Washington, the District of Columbia, and the territories of Puerto Rico and the U.S. Virgin Islands.

Active legislation campaigns to license NDs are underway in Illinois, Iowa, Michigan, Mississippi, Nevada, New York, and North Carolina.

The American Association of Naturopathic Physicians (AANP)

www.naturopathic.org

LICENSING EXAMINATIONS

To obtain a naturopathic medical diploma or degree that qualifies the recipient to sit for a licensing examination in a province or state with a licensing board and standards of practice, students must have attended a CNME-approved naturopathic medical program following three years of standard pre-medical education. Some naturopathic medical programs require a baccalaureate from an approved university as a prerequisite for entry into the program.

COLLEGE OF NATUROPATHS OF ONTARIO (CONO)

Students planning to practise in Ontario, will be required to write the entry-to-practice examinations from the College of Naturopaths of Ontario (CONO). See an [overview of the exams](#).

NATUROPATHIC PHYSICIANS LICENSING EXAMINATIONS (NPLEX)

NPLEX is the standard examination used by all licensing jurisdictions for naturopathic physicians in North America. It includes six basic science exams (anatomy, physiology, pathology, immunology, biochemistry, and microbiology) that are taken after the first two years of naturopathic medical school. The clinical science examinations are taken following graduation (after the fourth year of school). They include: physical, clinical, and lab diagnosis, diagnostic imaging, botanical medicine, clinical nutrition, physical medicine, homeopathy, psychology, emergency medicine and pharmacology. Individual jurisdictions may require additional examinations in minor surgery and acupuncture before complete licensure.

Passing the NPLEX is only one aspect of the requirements to become licensed in any of the jurisdictions, and passing the exams does not guarantee that the examinee will be licensed.

NORTH AMERICAN BOARD OF NATUROPATHIC EXAMINERS (NABNE)

NABNE is a non-profit organization established in 1999.

Its purpose is:

- To set policies regarding the qualifications of applicants to sit for NPLEX;
- To set policies regarding the administration of the NPLEX;
- To verify the qualifications of applicants to take the NPLEX; and
- To administer those examinations at testing sites in the U.S. and Canada.

For more information visit www.nabne.org.

CCNM Vision and Mission

VALUES

The Canadian College of Naturopathic Medicine is committed to reflect the following values in its deliberations and actions:

- Integrity
- Collaboration
- Innovation and adaptability
- Respect for equity, diversity, inclusion

VISION

CCNM will make naturopathic medicine an integral part of health care through pre-eminent education, research and clinical services.

MISSION

The Canadian College of Naturopathic Medicine will:

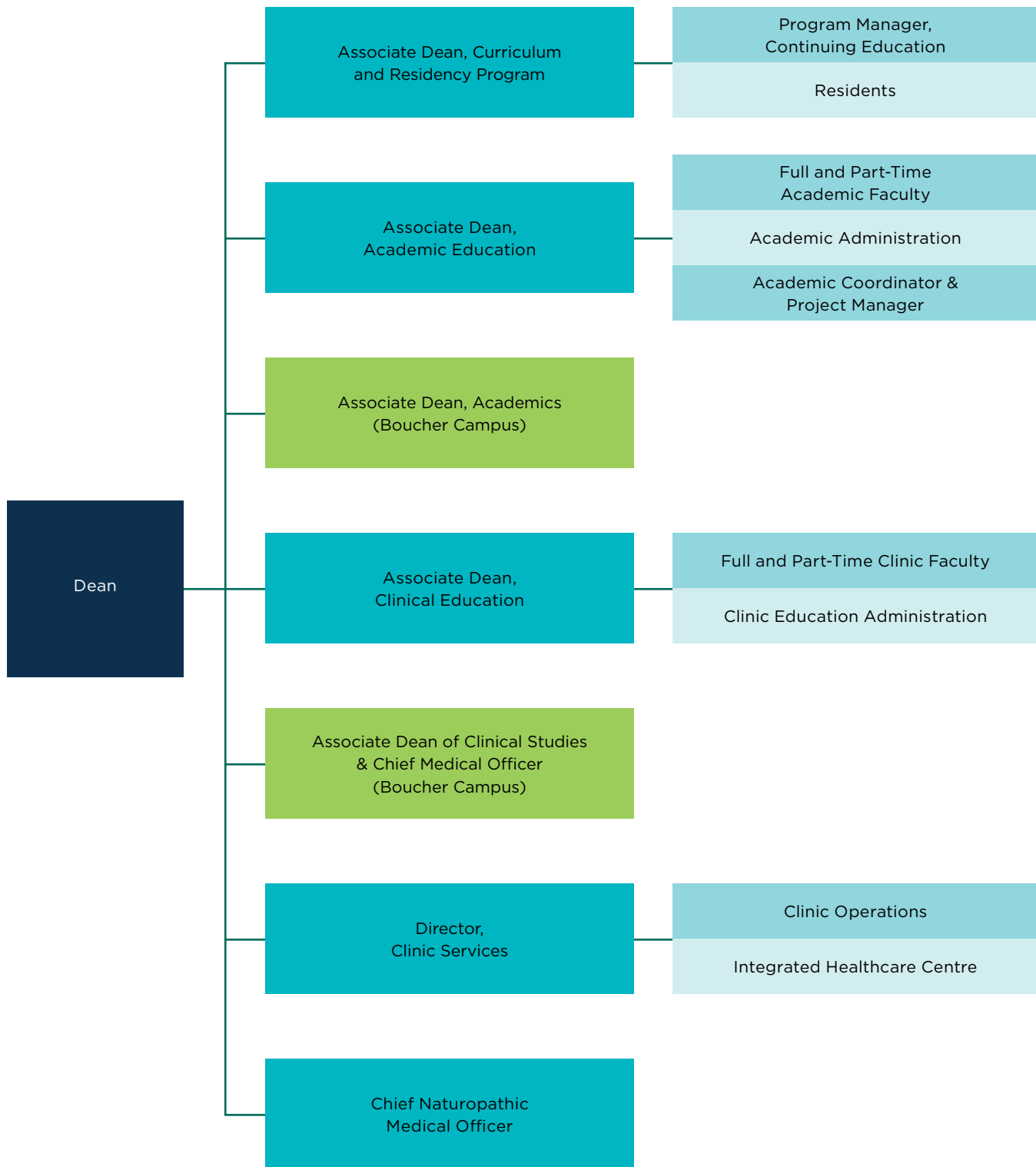
- Demonstrate excellence in education to our students, supporting them throughout their careers;
- Provide a working environment that allows our faculty and staff to excel;
- Expand our knowledge of naturopathic medicine through high quality research;
- Excel in delivering naturopathic medicine to our patients;
- Forge a strong relationship between allopathic and naturopathic medicine with a focus on affordable, accessible and effective health care;

...and so make the practice of naturopathic medicine widely acknowledged as key to maintaining patient health.

To drive CCNM in its pursuit of excellence in naturopathic medicine, CCNM's [Board of Governors](#) has developed a series of "Ends":

1. **Excellence in Education**
Educate naturopathic doctors on the basis of clear and focused curriculum, delivered by the most competent faculty, and graduate high-quality naturopathic doctors.
2. **High-Quality Clinical Services**
Provide high-quality naturopathic care in a clinical setting, resulting in positive educational experiences for students and positive outcomes for patients and clients.
3. **Excellence in Research**
Conduct and disseminate research relevant to naturopathic medicine and help develop skills among faculty, students, and graduates that foster research activity and a culture of evidence-informed clinical practice.
4. **Leading Voice**
Increase the awareness and trust of CCNM as a leading voice for naturopathic medicine.
5. **Change Agent**
Be a leader and advocate of naturopathic medicine as positive change to our health, our environment and our health-care system.

Academic Structure



Administration and Faculty

ADMINISTRATION

| Name | Title | Credentials |
|-----------------------|---|--|
| Carino, Jasmine | Associate Dean, Curriculum and Residency Program Associate Professor | B.Sc., ND, M.Ed., Laurentian University, CCNM, University of Toronto |
| Cooley, Kieran | Director, Research | B.Sc., ND, University of Saskatchewan, CCNM |
| De Groot, Nick | Dean | B.Sc., ND, M.Ed., University of Toronto, CCNM, University of Toronto |
| Ellis, Trevor | Chief Financial Officer | B.Sc., CPA, MBA, University of Western Ontario, Edinburgh Business School |
| Fairman-Young, Karrin | Associate Dean of Clinical Studies & Chief Medical Officer | BPE, ND, University of Calgary, CCNM |
| Heisel, Rochelle | Associate Dean, Academics | B.Sc., PhD, University of British Columbia |
| Henesey, Meghan | Registrar | BA, Burlington College |
| Karim, Rahim | President and Chief Executive Officer | B.Sc., DC, MBA, University of Toronto, Canadian Memorial Chiropractic College, University of Leicester |
| Manapat, Desil | Manager, Student Life | BA, MA, St. Paul University (Manila), University of the Philippines Diliman |
| Lander, Dan | Director, Integrated Cancer Centre | B.Sc., ND, University of Guelph, CCNM |
| Pownall, Keith | Legal Counsel, Associate Professor | BA, LLB, LLM, University of Toronto, University of Windsor, Osgoode Hall Law School |
| Philogène, Simone | Chief Enrolment, Marketing & Communications Officer, President, CCNM Press | BA (Hons.), MA, University of Ottawa, McGill University |
| Prousky, Jonathan | Chief Naturopathic Medical Officer, Professor | B.Sc., BPHE, ND, M.Sc., MA, University of Toronto, Bastyr University, University of London, Yorkville University |
| Seely, Dugald | Executive Director, Research | B.Sc., ND, M.Sc. Acadia University, CCNM, University of Toronto |
| Tahiliani, Sasha | Program Manager, Continuing Education | B.Sc., ND, McMaster University, CCNM |
| Tokiwa, Jonathan | Associate Dean, Academic Education | B.Sc.N, RN, ND, M.Ed., University of Toronto, CCNM, University of Calgary |
| Wildeman, Reid | Director of Academic Affairs, Acting Executive Director, CCNM - Boucher Campus | BA, B.Ed., M.Ed., University of British Columbia, Simon Fraser University |
| Young, Barbara | Executive Director, Human Resources | BA, York University |
| Zeifman, Mitchell | Associate Dean, Clinical Education | B.Sc., ND, University of Toronto, CCNM |

FACULTY

| Name | Title | Credentials |
|---------------------|---|---|
| Allen, Nathalie | Instructor | ND |
| Asasi, Mahsa | Instructor | Doctor of Pharmacology, Islamic Azad University |
| Azad, Pezhman | Instructor | ND, CCNM |
| Barlow, Kerry | Instructor | B.Sc., ND, University of Guelph, CCNM |
| Bhim, Rick | Clinic Supervisor, Instructor | B.Sc., MD, ND, University of Waterloo, University of Sint Eustatius, CCNM |
| Bowler, Sarah | Clinic Supervisor | B.Sc., ND, University of Birmingham, CCNM |
| Brooks, Kristina | Clinic Supervisor | B.Sc., ND, University of Guelph, CCNM |
| Browman, Jessica | Instructor | BA, ND, M.P.H., University of Toronto, CCNM, University of Waterloo |
| Brum, Alan | Clinic Supervisor | ND |
| Burns, Shelley | Clinic Supervisor | BA, ND, Wilfrid Laurier University, CCNM |
| Cabrera, Chanchal | Instructor | Master Herbalist |
| Callas, Patrick | Instructor | ND, CCNM |
| Carlson-Rink, Cathy | Instructor | ND |
| Chow, Gabriella | IV Clinic Supervisor | B.Sc., ND, McGill University, CCNM |
| Clifford, Jason | Instructor | ND |
| Coggins, Evelyn | Instructor | B. Ed./MSc./Reg. Herbalist |
| Cooper, Scarlett | Instructor | ND |
| Creech, Allison | Instructor | BA, M.Ed., ND, Duke University, University of Virginia, CCNM |
| Dang-Tan, Thien | Instructor | B.Sc., DC, State University of New York, New York Chiropractic College |
| Davis, Paul | Clinic Supervisor | B.Sc., ND, University of Toronto, CCNM |
| DeMelo, Jaime | Clinic Supervisor | ND |
| Dhindsa, Navdeep | Clinic Supervisor/Instructor /TA / Phys Med Coordinator | ND |
| DiPieri, Lucy | Instructor | PhD Microbiology and electronics., DCH |

Administration and Faculty cont'd

FACULTY cont'd

| Name | Title | Credentials |
|---------------------|---|---|
| D'Onofrio, Philippe | Instructor | B.Sc., M.Sc., PhD, University of Toronto |
| Doroudi, Majid | Instructor | MSc., PhD Anatomical Sciences |
| Earls, Aoife | Instructor | B.Sc., M.Sc., ND, McMaster University, CCNM |
| Eckel, Amber | Instructor | DC |
| Facca, Melanie | Instructor | B.Sc., M.Sc., ND, University of Waterloo, D'Youville College, New York, CCNM |
| Fontes, Mark | Clinic Supervisor | B.Sc., ND, McMaster University, CCNM |
| Frances, Colin | Instruction | MSc |
| Fraser, Ian | Instructor | BA, M.Sc., PhD, University of Western Ontario, Dalhousie University |
| Franc, Valerie | Instructor | B.Sc., ND, University of Guelph, CCNM |
| Fritz, Axel | Instructor | DC, Canadian Memorial Chiropractic College |
| Fung, Romi | Clinic Supervisor / Instructor | ND |
| Gilbert, Cyndi | Clinic Supervisor | BA, ND, Trent University, CCNM |
| Gluvic, Brian | Instructor | ND |
| Gowan, Matt | Instructor | B.Sc., ND, University of Waterloo, CCNM |
| Gratton, Adam | Clinic Supervisor, Associate Professor | B.Sc., M.Sc., ND, University of Toronto, University of Michigan, CCNM |
| Greenwood, Matt | Clinic Supervisor | ND |
| Grimwood, Ann | Clinic Supervisor / core faculty (Temp) | ND |
| Goraya, Navkiran | Clinic Resident | B.Sc., ND, Brock University, CCNM |
| Grossman, Jay | Instructor | B.Sc., M.Sc., DC, ND, University of Guelph, CMCC, CCNM |
| Gurm, Sharon | Instructor | ND |
| Hall, Alexander | Clinic Supervisor, Assistant Professor | B.Sc. (Eng.), P.Eng. MPH, ND, University of Guelph, University of Waterloo, CCNM |
| Hall, Jasmine | Instructor | B.Sc., ND, University of Calgary, CCNM |
| Handford, Rebecca | Clinic Supervisor, Instructor | ND |

Administration and Faculty cont'd

FACULTY cont'd

| Name | Title | Credentials |
|---------------------|--|---|
| Harbun, Kathryn | Instructor / Clinic Supervisor | ND |
| He, Sen | Clinic Supervisor | ND |
| Henry, Nicole | Clinic Supervisor, Coordinator, IMG | B.Sc., ND, McMaster University, CCNM |
| Hobson, Jessica | Core Faculty / Instructor | ND |
| Hsu, Steven | Clinic Supervisor | ND |
| Huff, Hal | Clinic Supervisor, Professor | BA, ND, M.Sc., Lakehead University, CCNM, McMaster University |
| Hurnik, Rhea | Core Faculty / Instructor | ND |
| Hussein, Hind | Medical Laboratory Technologist Lead | B.Sc., M.Sc., Omdurman Ahlia University, University of Khartoum |
| Jamieson, Drew | Instructor | ND |
| Kassam, Neemez | Instructor | B.Sc., M.Sc., ND, University of British Columbia, Bastyr University, CCNM |
| Kato, John David | Instructor | B.Sc., DC, M.Sc., University of British Columbia, Palmer College of Chiropractic West, Ithaca College |
| Kaur, Paaras | Clinic Supervisor | ND |
| Kawasaki, Misa | Clinic Supervisor | B.Sc., ND, University of Waterloo, CCNM |
| Kexel, Nadine | ICC Resident | B. Sc., ND, McMaster University, CCNM |
| Khalili, Afsoun | Clinic Supervisor, Associate Professor | B.Sc., ND, Concordia University, CCNM |
| Kuprowsky, Stefan | Instructor | ND |
| Lad, Ajay | Clinic Supervisor | B.Sc., ND, Queen's University, CCNM |
| Lafreniere, Justin | Instructor | ND |
| Land, Robyn | Instructor | ND |
| Lane, Ashleigh | Clinic Supervisor | ND |
| Lewis, Robyn | Faculty TA | ND |
| Lowe, James | Dept Chair / Instructor | MA (counselling) |
| MacKenzie, Jennifer | Clinic Supervisor / Instructor | ND |

FACULTY cont'd

| Name | Title | Credentials |
|-------------------------|--------------------------------|--|
| Marciano, Marisa | Dept Chair / Core faculty | ND |
| Marr, Jason | Dept Chair / Instructor | ND |
| Martin, Sylvi | Instructor | B.Sc.N, ND, Laurentian University, CCNM |
| Maya, Bev | Instructor | B.Sc./D. Phyt |
| Mazari-Andersen, Alicia | Instructor | MSc, PhD (Bot) |
| McConnell, Sean | Clinic Supervisor | BA, ND, Concordia University, CCNM |
| McCrinkle, Louise | Clinic Supervisor, Instructor | B.Sc., ND, University of Alberta, CCNM |
| Meffe, Cristina | Clinic Supervisor | BPHE, ND, University of Toronto, CCNM |
| Min, Daniel | Faculty TA | ND |
| Mitha, Rupi | Clinic Supervisor | B.Sc., ND, University of Guelph, CCNM |
| Mohammed, Ehab | Clinic Supervisor, Instructor | MBBCh, MA, ND, Cairo University (Egypt), CCNM |
| Mohan-Ram, Sanjay | Instructor | BSc. ND |
| Moore, Amber | Clinic Supervisor | B.Sc., ND, Wilfrid Laurier University, CCNM |
| Morales, Lara | Clinic Resident | B.Sc., MD, ND, University of Santo Tomas, CCNM |
| Moyer, Krista | Instructor / Clinic Supervisor | ND |
| Nasmith, Greg | Clinic Supervisor | BA, MA, ND, Queens University, Dalhousie University, CCNM |
| Nick, Peter | Instructor | B.Sc. (Hons.), PhD |
| O'Halloran, Jane Rohon | Clinic Supervisor | ND |
| Osati, Farzaneh | Clinic Supervisor | ND |
| Pachkovskaja, Nellie | Professor, Senior Coordinator | MD, CMS (PhD), University of Medicine (USSR) |
| Parikh-Shah, Sejal | Clinic Supervisor | B.Sc., ND, University of Toronto, CCNM |
| Park, Eileen | Instructor | B.Sc. , M.Sc., ND, University of Toronto, CCNM |
| Patel, Rita | Instructor, Clinic Supervisor | B.Sc., M.Ed., ND, University of Toronto, University of Calgary, CCNM |

Administration and Faculty cont'd

FACULTY cont'd

| Name | Title | Credentials |
|--------------------|---|--|
| Petrescue, Janelle | Instructor | RMT |
| Pickrell, Chris | Clinic Supervisor, Instructor | B.Sc., ND, University of Calgary, CCNM |
| Pirani, Tasneem | Core Faculty / Cdx Coordinator | MSc./ND |
| Pitfield, Rebecca | Adjunct instructor | ND |
| Popov, Larissa | Instructor | B.Sc., ND, University of Waterloo, CCNM |
| Poulton, Krista | Instructor | B.Kin, Dip.Phyt, RHT |
| Psota, Erin | Clinic Supervisor | B.Sc., ND, University of Waterloo, CCNM |
| Ragbir, Rajesh | Clinic Supervisor | B.Sc., ND, University of West Indies, CCNM |
| Raina, Romi | Clinic Supervisor | B.Sc. & BA, ND, McMaster University, CCNM |
| Richea, Michelle | Clinic Supervisor, Associate Professor | B.Sc., ND, University of Toronto, CCNM |
| Roberts, Chris | Clinic Supervisor, Instructor | B.Sc., B.Ed., ND, University of Toronto, CCNM |
| Rouchotas, Philip | Instructor | B.Sc., M.Sc., ND, University of Guelph, CCNM |
| St. Arnault, Rae | Clinic Supervisor | ND |
| Saunders, Paul | Clinic Supervisor, Adjunct Professor | PhD, ND, DHANP, Duke University (USA), OCNM, National College of Naturopathic Medicine, Diplomate Homeopathic Academy of Naturopathic Physicians |
| Shapoval, Maria | Clinic Supervisor, Instructor | B.Sc., ND, University of Toronto, CCNM |
| Sheridan, Jon | External Site Coordinator and Core Clinical Faculty | ND |
| Singh, Onkar | Clinic Supervisor | B.Sc., ND, McMaster University, CCNM |
| Solomonian, Leslie | Clinic Supervisor, Associate Professor | B.Sc., ND, University of Guelph, CCNM |
| Smolders, Fiona | Instructor | ND |
| Steeves, Susan | Clinic Supervisor | ND |
| Stephens, Rebecca | Instructor | Dr.TCM/R.Ac. |
| Suneja, Ashima | Instructor | B.Sc., ND, University of Toronto, CCNM |
| Tamburic, Sanja | Instructor | ND |

Administration and Faculty cont'd

FACULTY cont'd

| Name | Title | Credentials |
|----------------------|--|---|
| Tassone, Michael | Instructor | ND |
| Teasdale, Tracey | Clinic Supervisor, Instructor | B.Sc., ND, McMaster University, CCNM |
| Tebruegge, Peter | Instructor | B.Sc., RMT, ND, University of Windsor, Ontario Business College, CCNM |
| Terzic, Ljubisa | Associate Professor | MD, University of Sarajevo |
| Trowell, Stefanie | Clinic Supervisor | B.Sc., ND, University of Saskatchewan, CCNM |
| Truscott-Brock, Erin | Clinic Supervisor | B.Sc., ND, University of Toronto, CCNM |
| Uraz, Zeynep | Clinic Supervisor, Associate Professor | B.Sc., ND, Acadia University, CCNM |
| Vargo, Andrew | ChairBiomed / Instructor | MD |
| Vedadi, Hanieh | Clinic Supervisor | B.Sc., ND, Azad University, CCNM |
| Viinberg, Rachelle | Clinic Supervisor | B.Sc., ND, University of Victoria, CCNM |
| Villegas, Pilar | Clinic Supervisor | B.Sc., ND, University of Toronto, CCNM |
| Vizniak, Nik | Instructor | DC |
| Vu, Alan | Clinic Supervisor, Instructor | B.Sc., ND, University of Toronto, CCNM |
| Willms, Heidi | Clinic Supervisor | BA, ND, McGill University, CCNM |
| Wilson, Sherry | Clinic Supervisor | ND |
| Wong, Aaron | Instructor | B.Sc., ND, University of British Columbia, CCNM |
| Wong, Ellen | Clinic Supervisor, Associate Professor | B.Sc., ND, University of Waterloo, CCNM |
| Yardley, Katolyn | Instructor | Medical herbalist |
| Ytsma, Natalia | Instructor | B.Sc., ND, McMaster University, CCNM |

Note: This list was accurate at time of creation, but is subject to ongoing change.

TORONTO CAMPUS



CCNM

TORONTO
CAMPUS

Appendix A



[ccnm.edu/campuses/
ccnm-toronto-campus](https://ccnm.edu/campuses/ccnm-toronto-campus)

Doctor of Naturopathy Degree (Toronto Campus) Program Objectives – Years 2, 3, 4, IMG1, IMG2

Through excellence in health education, clinical services and research that integrate mind, body and spirit, CCNM's Doctor of Naturopathy degree program develops primary-care doctors accomplished in the art and practice of naturopathic medicine.

Graduates of the program will be able to:

1. Integrate naturopathic philosophy and principles with medical knowledge in the care of patients.
2. Educate patients and the public in health promotion and disease prevention.
3. Manage the underlying spiritual, social, mental and physical causes of disease.
4. Practice in a manner that exemplifies professionalism, strong ethics and a commitment to the principles of naturopathic medicine.
5. Communicate effectively with patients.
6. Appraise and apply research in treating patients.
7. Integrate biomedical with clinical science knowledge in the assessment, diagnosis and management of patients.
8. Utilize naturopathic therapeutics in the individualized care of patients including but not limited to:
 - Traditional Chinese medicine and acupuncture
 - Botanical medicine
 - Clinical nutrition
 - Counselling and health psychology
 - Homeopathic medicine
 - Lifestyle modification
 - Nature cure
 - Pharmaceuticals
 - Physical medicine
9. Identify the need for urgent and emergent health care and direct appropriate resolution.
10. Establish and manage a naturopathic practice.
11. Manage chronic disease.
12. Demonstrate leadership in health advocacy and environmental stewardship.
13. Collaborate effectively and work in partnership with other health-care practitioners.
14. Demonstrate commitment to the advancement of the naturopathic profession.

CCNM's four-year accredited professional program in naturopathic medicine provides more than **3,000 hours of classroom training and 1,200 hours of clinical experience.**

Doctor of Naturopathy Degree – Years 2, 3, 4, IMG1, IMG2

Naturopathic medicine is a primary health-care profession that focuses on the promotion of health, assessment of the physical and mental condition of an individual, and the diagnosis, prevention and treatment of diseases, disorders and dysfunctions. It does this through the integrated use of therapies and substances that promote the individual's inherent self-healing mechanisms.

The principles underlying the practice of naturopathic medicine include:

- Utilization of therapies that minimize the risk of harm and are the least invasive, in order to restore health. (First, do no harm.)
- Recognition and support of the inherent self-healing ability of the individual. (The healing power of nature.)
- Identification and treatment of the underlying cause of disease. (Treat the cause.)
- The primary role of the naturopathic doctor is to educate and support patients in taking responsibility for their health. (Doctor as teacher.)
- Treatment of the whole person through individualized care.
- Prevention of disease through encouraging a healthy lifestyle and controlling risk factors.

The ND degree program is broadly composed of three main areas of study: the biomedical sciences, the clinical sciences and the art and practice of naturopathic medicine.

BIOMEDICAL SCIENCES

The biomedical sciences segment of the curriculum provides an in-depth study of the human body through lectures and labs. Students take courses in anatomy (which includes gross anatomy, prosection, neuroanatomy, embryology and histology), clinical physiology, biochemistry, immunology, microbiology, public health (including infectious diseases), pharmacology and pharmacognosy.

CLINICAL SCIENCES

The clinical sciences segment of the curriculum thoroughly prepares students to educate patients and the public in health promotion and disease prevention. It also prepares them to identify and diagnose a range of primary care conditions and to effectively help patients manage their conditions utilizing an array of therapeutics. Laboratory and clinical demonstrations are employed to foster the development of practical skills.

Diagnostics courses include physical and clinical diagnosis, clinical medicine, and primary care. Focused health care issues are covered in courses such as pregnancy, labour and newborn care to pediatrics.

Primary care management is covered in the study of botanical medicine, homeopathy, emergency medicine, nutrition, physical medicine (including naturopathic, osseous and soft tissue manipulative therapy, physiotherapy, sports medicine, therapeutic exercise and hydrotherapy), counselling, nature cure, traditional Chinese medicine and acupuncture and minor surgery.

ART AND PRACTICE OF NATUROPATHIC MEDICINE

A defining element of naturopathic medicine is the integration of naturopathic philosophy and principles with medical knowledge in the care of patients. In the program, students are exposed to the practical application of this knowledge and are encouraged to develop an appreciation of both the art and practice of naturopathic medicine. In addition, students will develop the skills to practise in a manner that exemplifies professionalism, strong ethics and a commitment to the principles of naturopathic medicine.

NATUROPATHIC THERAPEUTICS - AN OVERVIEW

There are six major modalities that help to define naturopathic practice. Each is a distinct area of practice and includes diagnostic principles and practices as well as therapeutic skills and techniques. The integration of these modalities to effectively meet the individual health needs of each patient is one of the major outcomes of CCNM's ND degree program. Below is an overview of the major modalities covered in the program.

TRADITIONAL CHINESE MEDICINE/ ACUPUNCTURE

Students learn about the philosophy and principles of traditional Chinese medicine: Yin and Yang theory, the meridians and channels system, the five-element theory and the symptoms and signs involving the 12 master meridians. Applying these principles in the context of patient assessment and treatment is emphasized, with acupuncture and therapeutic botanicals being the main approaches.

BOTANICAL MEDICINE

The pharmacognosy, clinical indications, interactions and toxicology of plants and crude plant extracts are examined. Traditional and historical uses of botanical medicines are analyzed as a foundation for modern usage and current research. Field trips for identification of local botanicals are part of the program, along with an exploration of herbs in light of their ecological significance and contribution to the history and evolution of medicine.

CLINICAL NUTRITION

The clinical nutrition stream provides students with current knowledge and research in clinical nutrition, and its application in the prevention and treatment of disease processes. Macro and micro nutrients and their interacting biochemical roles in human metabolism are investigated; the concept of biochemical individuality is highlighted. Etiological considerations and clinical manifestations of nutritional imbalances and food sensitivities are appraised. Evaluation of nutritional status is presented while prescriptive therapeutic strategies such as fasting, detoxification, specific diets, supplementation, orthomolecular therapy, use of food extracts, glandular concentrates and digestive aids are critically reviewed.

HOMEOPATHIC MEDICINE

The history, principles and philosophy of homeopathy are discussed in depth. Practical application of homeopathic principles in patient assessment and management is emphasized for acute and constitutional cases. Skills are developed in case analysis, repertorization, *materia medica* search, remedy differentiation and selection and prescribing the appropriate posology.

PHYSICAL MEDICINE

Students are taught a variety of assessment techniques ranging from orthopedic tests to naturopathic manipulation. Students learn to manipulate the osseous and soft tissues in order to correct structural and/or postural imbalance or pathology, including active and passive manipulation of spinal, costovertebral, costosternal and limb articulations. The prescription of restorative and/or preventive exercise for patients requiring these measures is also taught. The therapeutic application and effects of physical modalities such as hydrotherapy, physiotherapeutic machines and naturopathic manipulation are discussed and practiced. Internal and topical therapeutic uses of water are examined, including immersion baths, douching, thermal body wraps, fomentations, and constitutional hydrotherapy.

HEALTH PSYCHOLOGY AND LIFESTYLE COUNSELLING

Courses in health psychology review current psychological theories and help students acquire practical counselling skills. These courses discuss the importance of the mind-body connection and teach approaches to enhance this connection in patient care. Lifestyle counselling is taught throughout the program.

CLINICAL EDUCATION PROGRAM

The ND program's extensive classroom training prepares students for their roles as primary interns, co-managing patient care with licensed naturopathic doctors in the CCNM teaching clinics. Students are introduced to clinical practice through staged courses between years one and three of the program, culminating in an intensive fourth year of clinical internship. During their fourth year, students are mentored in the art and practice of naturopathic care, employing a patient-centred approach to preventative and therapeutic health care. The international medical graduate (IMG) cohort becomes clinical interns in their second year. Primary interns are taught and assessed by clinical faculty in areas of naturopathic medical competency such as clinical knowledge and diagnosis, communication skills, naturopathic therapeutics, research skills, systems-based practice and professionalism.

The Robert Schad Naturopathic Clinic is CCNM's main teaching clinic, hosting approximately 25,000 patient visits per year and furnished with 38 patient treatment rooms and nine media-equipped conference rooms. The clinic allows its interns and practitioners to provide a range of services, including acupuncture, physical therapeutics, IV therapy and sauna/hydrotherapy. In addition, clinical interns work in the on-site laboratory and collection centre and in the botanical compounding room, formulating medicinal tinctures and dried herbal prescriptions.

The CCNM's Brampton Naturopathic Teaching Clinic (BNTC) is a satellite clinic of the Robert Schad Naturopathic Clinic. Located in Urgent Care Centres in Brampton, patients can see a naturopathic clinic intern and supervisor team.

Clinical interns are also expected to complete at least one 12-month placement in an external community health-care clinic site, where they gain in-depth knowledge of the practice of community-based medicine. The external sites are located in seven community health centres:

- Sherbourne Health Centre
- LAMP Community Health Centre
- Parkdale Community Health Centre
- Queen West Community Health Centre
- Flemingdon Health Centre
- Rexdale Jamestown Hub
- Unison Health and Community Services
- Scarborough Centre for Healthy Communities

The clinical education program has established five focused care clinics in the RSNC:

- sports medicine and pain management
- pediatrics
- mental health
- fibromyalgia and chronic fatigue
- reproductive health/fertility

These areas of focus were created to address the specific need for an introduction to focused training of clinical interns and specialized care of individuals in these demographic groups and/or affected populations. Successful clinical intern applicants are led by naturopathic doctors who have extensive experience in their respective areas of interest.

Course Listing for Four-Year Full- and Part-Time Students – Years 2, 3, 4, IMG1, IMG2

HOW TO READ COURSE CODES

The following legend will assist you in understanding the course codes. The first three letters indicate the subject (BAS = Basic Sciences). The first number indicates the academic year.

| Subject Areas | | | |
|---------------|--|-----|--|
| BAS | Basic Science | NAS | Biomedical Integration |
| BOT | Botanical Medicine | NMS | Naturopathic Practice Management Skills |
| CLE | Clinical Education | NPH | Naturopathic History and Philosophy |
| CLS | Clinical Science | NPS | Naturopathic Practice Clinical Skills |
| CPH | Community and Public Health | NUT | Nurition |
| ECE | Elective - Clinical Education | PHM | Physical Medicine |
| ETE | Elective - Naturopathic Therapeutics Education | PSY | Psychology |
| FNM | Foundations of Naturopathic Medicine | RES | Research |
| HOM | Homoepathic Medicine | TCM | Traditional Chinese Medicine and Acupuncture |

Course Listing for Four-Year Full- and Part-Time Students – Years 2, 3, 4, IMG1, IMG2 cont'd

| SECOND Year Required Courses | | |
|------------------------------|--|-----------------------------|
| Course Code | Course Name | Credit Hours |
| BAS209 | Pharmacology | 3.0 |
| BAS215 | Microbiology I | 2.0 |
| BAS216 | Microbiology II | 2.0 |
| BOT203 | Botanical Medicine II | 3.0 |
| CLE201 | Clinic II | 1.5 |
| CLS215 | Clinical Medicine I | 9.0 |
| CLS216 | Clinical Medicine II | 9.0 |
| CLS223 | Physical and Clinical Diagnosis Practicum I | 1.0 |
| CLS224 | Physical and Clinical Diagnosis Practicum II | 1.0 |
| FNM201 | Foundations of Naturopathic Medicine | 2.0 |
| HOM206 | Homeopathic Medicine II | 2.0 |
| HOM207 | Homeopathic Medicine III | 2.0 |
| NUT202 | Clinical Nutrition II | 3.5 |
| PHM204 | Physical Medicine | 3.5 |
| PSY203 | Health Psychology II | 1.5 |
| TCM202 | Traditional Chinese Medicine II | 2.5 |
| TCM203 | Acupuncture II | 1.0 |
| TCM204 | Acupuncture III | 1.0 |
| | | TOTAL YEAR TWO: 50.5 |

Course Listing for Four-Year Full- and Part-Time Students – Years 2, 3, 4, IMG1, IMG2 cont'd

| THIRD Year Required Courses | | |
|---|------------------------------------|--------------|
| Course Code | Course Name | Credit Hours |
| BOT303 | Botanical Medicine III | 3.0 |
| CLE303 | Primary Care | 2.5 |
| CLE310 | Clinic III | 3.5 |
| CLS301 | Pregnancy, Labour and Newborn Care | 2.0 |
| CLS302 | Pediatrics | 2.0 |
| CLS304 | Emergency Medicine | 1.5 |
| CLS308* | Sexual and Reproductive Health I | 3.0 |
| NMS310 | Practice Management I | 2.0 |
| NPH306 | Integrated Therapeutics I | 5.0 |
| NPH316 | Integrated Therapeutics II | 5.0 |
| NPS315* | In-Office Procedures I | 2.5 |
| NUT303 | Clinical Nutrition III | 3.0 |
| PHM301* | Naturopathic Manipulation II | 3.0 |
| PSY303 | Health Psychology III | 2.5 |
| TCM304* | Traditional Chinese Medicine III | 3.0 |
| TOTAL YEAR THREE (without electives): 43.5 | | |

* Courses designated with an asterisk (*) must be taken no more than six months prior to commencing CLE404. If more than six months has elapsed from the time a student completed these courses to the commencement of CLE404, the student will be required to pass the Clinic Entrance Readiness Examination to demonstrate their competency prior to entry into clinic. *Additionally, if a fourth-year student withdraws for over six months, s/he will be required to pass the Clinic Entrance Readiness Exam before re-entering the Primary Internship program.*

Students in Year 3 of the program need to complete all the required courses and a minimum of two electives before entering their clinical internship. The standard load of electives in Year 3 is three. **Four electives are required to graduate.** One of the four electives **must** be a therapeutic-focused (i.e., ETE designated) course. Students can take more than four electives if schedule permits.

Course Listing for Four-Year Full- and Part-Time Students – Years 2, 3, 4, IMG1, IMG2 cont'd

| Electives | | |
|--|--|--------------|
| Course Code | Course Name | Credit Hours |
| ECE301 | Naturopathic Integrative Fertility | 3.0 |
| ECE311 | Fibromyalgia and Myalgic Encephalomyelitis | 3.0 |
| ECE321 | Naturopathic Integrative Oncology | 3.0 |
| ECE331 | Pediatrics | 3.0 |
| ECE341 | Sports Medicine | 3.0 |
| ECE351 | Mental Health | 3.0 |
| ETE300 | Special Topics in Traditional Chinese Medicine | 3.0 |
| ETE310 | Special Topics in Botanical Medicine | 3.0 |
| ETE320 | Special Topics in Homeopathic Medicine | 3.0 |
| ETE330 | Special Topics in Clinical Nutrition | 3.0 |
| ETE340 | Special Topics in Physical Medicine | 3.0 |
| TOTAL YEAR THREE (with three electives): 52.5 | | |

| FOURTH Year Required Courses | | |
|--|-----------------------------------|--------------|
| Course Code | Course Name | Credit Hours |
| CLE404 | Clinic IV | 17.5 |
| CLE412 | Clinic V | 17.5 |
| CLE450 | Clinic VI | 17.5 |
| CLS408 | Sexual and Reproductive Health II | 2.5 |
| NMS410 | Practice Management II | 2.5 |
| NPS402 | In-Office Procedures II | 1.0 |
| TOTAL YEAR FOUR (with one elective): 58.5 | | |

Note: One credit hour is defined as the credit for one lecture hour per week for one term. A full-year course will earn two credit hours for each hour of lecture per week. Lab and practicum hours are credited at a one-half rate (e.g., two hours per week for a term is required to earn one credit hour) and clinic time is credited at a two-thirds rate.

Course Descriptions for Four-Year Full- and Part-Time Program – Years 2, 3, 4, IMG1, IMG2

IMG1

BOT101i: Botanical Medicine I

This course is designed for medical professionals with a solid biomedical and clinical background, and discusses concepts of herbal prescribing in managing patient conditions commonly encountered in naturopathic practice. The focus of the course is on matching the medicinal actions of classes of botanical constituents with common patient presentations.

HOM100: Homeopathic Medicine I

This introductory course in homeopathic medicine introduces the basic concepts of homeopathy, including: an introduction to the history, principles, and philosophy of homeopathic medicine; repertory; principles of homeopathic treatment; first aid prescribing; acute prescribing; and basic case-taking. course concludes with a mock entry-to-practice multiple choice progress exam.

NMS101i: Ethics and Jurisprudence

This course is designed for the international medical graduate cohort where the medico-legal aspects of naturopathic practice in Ontario and other Canadian provinces are examined. The emphasis is on identifying and discussing the ethical duties of naturopathic physicians to their patients, other medical practitioners and to society.

NPH101: Naturopathic History, Philosophy and Principles

This course engages students in an exploration of the basic underlying principles of naturopathic medicine. These principles are understood through philosophical discussion of concepts such as holism, vitalism, and health. The historical evolution of medicine and the naturopathic profession are examined. Students will know and understand the Naturopathic Doctor's Oath, and identify what the values and principles in the oath mean to them.

NPH102: Art and Practice of Naturopathic Medicine

This course explores the many facets of naturopathic medicine, including its major modalities and the manner by which they are incorporated into a unified approach to healing. The major qualities and skills required for naturopathic medicine are addressed in the context of the program, as well as the ongoing experience necessary to cultivate those skills and qualities. The principles discussed in NPH101 are applied in a small group setting. (Prerequisite or Corequisite: NPH101/NPH101i)

NUT102i: Clinical Nutrition I

This course is the first of three nutrition courses and lays the foundations for analyzing nutritional approaches to health with an emphasis placed on rational and evidence based strategies for dietary recommendations in both the average patient population and special populations. This course is designed for medical health professionals, and examines the structure and function of macro and micro nutrients required for human health and assessing nutritional status.

PHM104i Massage and Hydrotherapy

This course is designed for the international medical graduate student. The relationship between structure and function are explored in the physical medicine stream. Students apply their physical assessment skills in diagnosing pathology, and administer/prescribe therapeutic intervention using physical agents. In this course, students will clinically assess soft tissues and administer hydrotherapy and massage treatments. In supervised hands-on classes, students learn the therapeutic value of touch and bodywork by giving and receiving massage, and the importance and healing power of water is experienced through the exchange of naturopathic hydrotherapy treatments. There is an emphasis on developing self-awareness, presence, respect, and healing intent as key therapeutic tools, as well as the communication skills necessary to properly guide and instruct the patient in a clinical setting.

TCM102: Traditional Chinese Medicine I

Students focus on the fundamentals of traditional Chinese medicine including basic history, philosophy, and development. They are introduced to fundamental theories such as Yin/Yang, five elements and Zang-Fu. Therapeutic and diagnostic theories such as 8 principles, 6 Pathogenic Factors, Qi, Blood, Body Fluids, and 7 emotions are diagnosis medicine, are discussed. Acupuncture channels, pulse and tongue as well as other therapies employed in traditional Chinese are introduced.

TCM103: Acupuncture I

The first in a series, this course covers the location, action, surrounding anatomy, and needling methods for acupuncture points. Points and meridians from the 12 regular channels and 8 extra meridians as well as extra points will be covered. (Prerequisite: TCM102, BAS120)

YEAR 2

BAS209: Pharmacology

The study of pharmacological principles develops a strong foundation in understanding the factors that influence drug action. This course examines the indications, mechanisms of action, adverse effects and interactions of the most common pharmaceutical drugs. Case analysis and group research projects develop students' understanding of pharmacological agents and their influences on the practice of naturopathic medicine. (Prerequisites: BAS103, BAS118, BAS119; Prerequisite/Corequisite: CLS215)

BAS215: Microbiology I

This course focuses on the role of microorganisms in clinical disease. Students demonstrate the capacity to track the course of diseases arising from infection, understand transmission modes, and determine appropriate labs for diagnosis of micro-organisms. This course stresses the integration of scientific information with naturopathic approaches. (Prerequisites: BAS115, BAS118, BAS119)

BAS216: Microbiology II

This course continues and builds on the curriculum of Microbiology I. The role of microorganisms in clinical diseases is discussed. Students demonstrate the capacity to track the course of diseases arising from infection, understand transmission modes, and determine appropriate labs for diagnosis of micro-organisms. This course stresses the integration of scientific information with naturopathic approaches. (Prerequisites: BAS115, BAS118, BAS119, BAS215)

BOT203: Botanical Medicine II

This course organizes the study of herbs based on their specific clinical effects and affinities for different body systems, providing training in pharmacognosy and the clinical use of whole plants and extracts. Along with a traditional lecture format, clinical application of the course material is approached through case-based learning sessions. Topics include: therapeutic actions and indications of specific herbs; dosage and prescribing strategies; contraindications, interactions, and safety issues; therapeutic categories of herbs and principles of botanical practice. Empirical data on traditional uses for plants as medicines is integrated with modern scientific research on their pharmacological actions and clinical use. (Prerequisites: BAS119, BOT101)

BOT203i: Botanical Medicine II

This course designed for the international medical graduate, uses a clinical-modeling approach to take the student through an examination of the most common conditions encountered by a practicing clinician. BOT203i will explore the relevant herbs based on their clinical effects on different body systems, focusing on indications, dosage, contraindications, interactions and associated pharmacological data. Empirical data on the traditional uses of plants as medicines is integrated with scientific research on their pharmacological and clinical actions. Formulation and prescribing principles are presented. (Prerequisites: BOT101/101i)

CLE201: Clinic II

This course allows students to continue the development of their clinical skills through direct contact with patients. Under the mentorship of fourth-year interns and clinical faculty, students perform portions of the patient intake and physical exam on RSNP patients. Students spend time shadowing clinic faculty and their fourth-year mentor, and are assessed on clinical competencies such as patient rapport, intake skills, professionalism and medical record keeping. (Prerequisites: BAS118, BAS119, BAS120, BAS121, CLE100, NMS101; Corequisites: CLS223)

CLS215: Clinical Medicine I

The curriculum of Clinical Medicine I is integrated with CLS223 (Physical and Clinical Diagnosis Practicum I). Presented in modules, the Clinical Medicine series is designed to support the student in developing competence in each stage of the clinical encounter: history, physical examination, laboratory investigation, imaging, differential diagnosis, and concepts related to management.

Each module uses case studies to discuss incidence, etiology, pathology, and progression of common primary care concerns relevant to clinical practice. Students explore and incorporate the functional organization and operational mechanisms used by cells, tissues, organs and systems. Clinical cases provide context for selecting and applying specific physical examinations and laboratory tests. The student interprets and critically evaluates information derived from history, physical exam, imaging studies, and laboratory investigations, and uses their developing clinical reasoning skills to arrive at relevant and appropriate working diagnoses, based on real-life signs and symptoms presented in clinical practice.

YEAR 2 cont'd

Successful course completion of CLS215 enables students to understand basic patterns of human pathologies and their application to varying disease processes, recognize the presentation of life-threatening disorders, identify and interpret clinical manifestations of common diseases, and provide a rationale for underlying treatment. The course serves as a foundation for the clinical reasoning skills used in the practice of primary care. (Prerequisites: BAS120, BAS121, BAS118, BAS119; Corequisite: CLS223)

CLS216: Clinical Medicine II

Clinical Medicine II is a continuation of Clinical Medicine I, and is integrated with CLS224. It builds on the competencies acquired in CLS215, and is designed to continue student development in each stage of the clinical encounter: history, physical examination, laboratory investigation, imaging studies, differential diagnosis, and concepts related to management.

Case studies are used as the backdrop to discuss incidence, etiology, pathology, and progression of common primary care concerns relevant to clinical practice. They provide context for selecting and applying specific physical examinations and laboratory tests, and students interpret and critically evaluate information derived from history, physical exam, imaging studies, and laboratory investigations. Students use their clinical reasoning skills to arrive at relevant and appropriate working diagnoses, based on real-life signs and symptoms presented in clinical practice.

Successful course completion of CLS216 enables students to understand basic patterns of human pathologies and their application to varying disease processes, recognize the presentation of life-threatening disorders, identify and interpret clinical manifestations of common diseases, and provide a rationale for underlying treatment. The course serves as a foundation for the clinical reasoning skills used in the practice of primary care. (Prerequisites: BAS118, BAS119, BAS120, BAS121, CLS215, CLS223; Corequisite: CLS224)

CLS223: Physical and Clinical Diagnosis Practicum I

The curriculum of CLS223 is integrated with Clinical Medicine I and the cases used in each of the modules are designed to support the student in developing the technical competence in taking a patient history and performing a physical examination efficiently and accurately. This course develops the skills necessary to conduct a thorough systems-based physical examination, interpret physical findings, elicit a complete medical history, and document the information appropriately. (Prerequisites: BAS118, BAS119, BAS120, BAS121; Corequisite: CLS215)

CLS224: Physical and Clinical Diagnosis Practicum II

This course follows CLS223 and CLS213; the curriculum for Physical and Clinical Diagnosis Practicum II is integrated with Clinical Medicine II. The cases used in each of the modules are designed to support the student in developing the technical competence in taking a patient history and performing a physical examination efficiently and accurately. This course develops the skills necessary to conduct a thorough systems-based physical examination, interpret physical findings, elicit a complete medical history, and document the information appropriately.

The course also introduces concepts in behavioural medicine relevant to the clinical practice of naturopathic medicine and encourages students to utilize applied counselling skills. (Prerequisite: BAS118, BAS119, BAS120, BAS121, CLS223, PSY103; Corequisite: CLS216)

FNM201: Foundations of Naturopathic Medicine

Students are engaged in examining, debating and assessing the principles, philosophical and practical underpinnings that define naturopathic medicine. Active learning is facilitated through group writing and debate, as well as through panel discussions with practicing naturopathic doctors. (Prerequisites: NPH102)

YEAR 2 cont'd

HOM206: Homeopathic Medicine II

Students continue their study of homeopathic medicine, and discuss the underpinning principles and philosophy, using *The Organon of the Medical Art* as a template. The *materia medica* of homeopathic remedies is taught according to their classification in the animal, plant or mineral kingdoms, as well as the families and/or groups within the kingdoms. Case studies are used to orient the student to the practical application of homeopathy, and students develop skills in homeopathic case taking, repertorizing, case analysis, and single-remedy prescribing taught in accordance with *The Organon of the Medical Art*. (Prerequisite: HOM100)

HOM207: Homeopathic Medicine III

In HOM207 students continue their study of homeopathic medicine. Interactive lectures are used to teach *materia medica* of homeopathic remedies, and case studies are used to orient the student to the practical application of homeopathy. Students further develop their skills in homeopathic case taking, repertorizing, case analysis, and single-remedy prescribing taught in accordance with *The Organon of the Medical Art*. (Prerequisite: HOM206)

NUT202: Clinical Nutrition II

This course outlines objective evidence in the field of nutritional science as it relates to health promotion, disease prevention and disease treatment. The focus is on diet and lifestyle-based interventions. The goal is to provide students with evidence-based intervention plans that safely and effectively facilitate the primary care management of presenting metabolic diseases. (Prerequisite: NUT102, RES100)

NUT202i: Clinical Nutrition II

This course is the second of three nutrition courses designed for the medical health professional that provides a foundation for analyzing nutritional approaches to health with an emphasis placed on rational and evidence based strategies for dietary recommendations in both the average patient population and special populations. The goal of NUT202i is to explore the influence of nutritional therapies on the pathophysiology of common chronic degenerative conditions. (Prerequisite: NUT102 or NUT102i)

PHM204: Physical Medicine

Students learn a system of evaluating musculoskeletal disease and injury, and the principles of rehabilitation for each condition. Rehabilitation is directed by the stage of healing and body part injured. Students will be able to appropriately manage these orthopedic pathologies using naturopathic modalities. The focus is on the application of manual techniques, hydrotherapy principles, patient education, exercise and utilization of therapeutic machines including ultrasound, TENS and interferential current. Hands-on sessions in small tutorial groups are conducted under the guidance of experienced practitioners in the field of physical medicine. (Prerequisite: CLS223, CLS215)

PHM204i: Physical Medicine

This course is designed for the international medical graduate students with a solid background in biomedical and clinical sciences, where students will evaluate musculoskeletal disease and injury, and appropriately manage these conditions using naturopathic modalities employing principles of rehabilitation for each condition. Hands-on sessions in small tutorial groups are conducted under the guidance of experienced practitioners in the field of physical medicine.

PSY203: Health Psychology II

This course deepens students' understanding of health psychology and encourages them to explore counselling as a naturopathic modality. Year 2 builds on the foundation established in Year 1 and teaches students to consider the relationships between thoughts, emotions, behaviours and health. The course also introduces concepts in behavioural medicine relevant to the clinical practice of naturopathic medicine and encourages students to utilize applied counselling skills. (Prerequisite: PSY103)

TCM202: Traditional Chinese Medicine II

This course focuses on the understanding of traditional Chinese medicine (TCM) diagnosis. Students learn etiologies, pathogenesis, pattern identification, and pulse and tongue diagnosis. Other diagnostic theories such as 6 channels, 4 levels, and 3 burners are presented. Case studies are implemented in order to facilitate learning. Discussion on the use of acupuncture points is limited as students are not required to take TCM203 concurrently. (Prerequisites: TCM102)

YEAR 2 cont'd

TCM203: Acupuncture II

This is the second in a series of courses that covers the location, action, surrounding anatomy, and needling methods for acupuncture points on the body. Points and meridians from the urinary bladder, kidney, conception vessel, and governing vessel will be covered. Students performing acupuncture are taught the clean needle technique as per the guidelines for the NCCAOM program. Additionally, students learn how to correctly and safely use acupuncture needles in a clinical setting. (Prerequisites/Corequisites: TCM102, BAS120, BAS121)

TCM204: Acupuncture III

This is the final course in a series that covers the location, action, anatomy, and needling methods for acupuncture points on the body. Points and meridians from the stomach, spleen, liver, and gall bladder meridians as well as extra points will be covered. Students performing acupuncture are taught the clean needle technique as per the guidelines for the NCCAOM program. Additionally, students learn how to correctly and safely use acupuncture needles in a clinical setting. (Prerequisites/Corequisites: TCM102, BAS120, BAS121)

YEAR 3

BOT303: Botanical Medicine III

This course continues the examination of herbs based on their clinical effects on different body systems, focusing on indications, dosage, contraindications, interactions and associated pharmacological data. Empirical data on the traditional uses of plants as medicines is integrated with scientific research on their pharmacological and clinical actions. Formulation and prescribing principles are presented. (Prerequisites: BAS209, BOT203, CLS216 for non IMGs)

CLE303: Primary Care

Primary care standards govern the systematic process of symptom/sign recognition, cost-effective laboratory investigation, procedural diagnosis and case management. Students will learn to identify, analyze and manage clinical problems in order to provide effective and efficient patient care. Competencies achieved in this course provide the foundation for clinical rotations, independent medical practice, and postgraduate training. The Objective Structured Clinical Examination (OSCE) is part of the evaluation of this course. (Prerequisites: CLS215, CLS216, CLS223, CLS224; Corequisite: CLE310, NPH306/316)

CLE307i: Clinic Bridging I

This course is the first of a series of three courses that is designed specifically to support the success for the international medical graduate in the ND program. Clinic Bridging I incorporates course competencies associated with Clinic I (CLE100), Principles in Research (RES100) and Physical and Clinical Diagnosis (CLS223/224). The course introduces the international medical doctor to the professional roles and competencies expected of naturopathic doctors in Canada, including review of interview, charting, physical exam, diagnosis, assessment and treatment; students also are provided the opportunity to shadow RSNC faculty as they supervise fourth-year primary interns over two clinic shifts. In addition, they will review evidence-based medicine.

CLE308i: Clinic Bridging II

This course is the second in a series designed specifically to support the success for the international medical graduate in the ND program. It incorporates elements of Clinic I, II and III, as well as provides a review of course competencies from courses in the four-year ND program (Public Health). During the fall term of Clinic Bridging II, students continue the development of their clinical skills through the observation and mentorship of fourth-year interns. Students spend time observing and working with fourth-year interns for four weeks, and are expected to perform portions of the patient intake and physical exam with RSNC patients. Students are assessed on clinical competencies such as patient rapport, intake skills, professionalism and medical record keeping.

YEAR 3 cont'd

CLE310: Clinic III

To prepare for their role as primary intern, third year students enter the clinic in a mentored environment. Together with fourth year students and supervised by a naturopathic doctor, these secondary interns co-manage patients at the Robert Schad Naturopathic Clinic where they are able to apply their skills in physical examination, medical history taking, case analysis and treatment planning and delivery. (Prerequisites: CLE201, CLS215, CLS216, CLS223, CLS224; Corequisite: CLE303)

CLS301: Pregnancy, Labour and Newborn Care

Students are provided with the fundamental knowledge of prenatal, labour, birth, and postpartum physiological processes. An emphasis is placed on birth being a normal physiological process rather than a pathological one. The diagnosis and treatment of common complaints of pregnancy and postpartum periods are addressed including both allopathic and integrative approaches. Complications that can arise in the childbearing year are also discussed to give students a foundation in understanding when referral is necessary. (Prerequisites: CLS216, CLS224)

CLS301i: Pregnancy, Labour and Newborn Care

This course is designed for medical health professionals. Emphasis will be placed on naturopathic and conventional medical management of common complaints of pregnancy and postpartum periods, including in-depth discussions of contraindications and criteria to identify the possible presence of a condition requiring referral and collaborative care.

CLS302: Pediatrics

This course examines the growth, development and health promotion of pediatric patients. It also examines common and critical pediatric conditions with respect to case management. Students practice their skills in taking a medical history and performing a physical exam on children of varying ages. They learn how to manage the application of naturopathic principles and therapies to pediatric practice, and how to engage in effective parent education. Emphasis is placed on developing a creative and flexible approach to pediatric care and the importance of referral and contraindications to treatment. (Prerequisites: CLS216, CLS224)

CLS302i: Pediatrics

This course for medical health professionals with a background in biomedicine and clinical sciences will focus on naturopathic management of the pediatric population. Students will appreciate pediatric care through the examination of well-child development, health promotion, and management of illnesses common in pediatric practice. Emphasis is placed on working with the family unit, interpreting the evidence for naturopathic modalities to children, and applying naturopathic principles to treating the whole child.

CLS304: Emergency Medicine

Students learn the key principles of basic life support and develop thought processes required to effectively handle emergency situations. Clinically relevant case scenarios and supervised practical sessions are presented. The RSNC emergency procedures are incorporated to prepare students to implement protocols during their internship. Successful graduates will possess the knowledge, skill and experience to develop emergency protocols for their clinical practice. (Prerequisites: CLS216, CLS224)

CLS306i: Sexual and Reproductive Health

This course provides students with a medical background, a comprehensive overview of the most commonly seen health concerns related to men's and women's health in clinical practice. Students will review conventional approaches, and apply naturopathic treatment options to men's and women's health concerns based on levels of evidence that currently exist. Students will identify, apply and perform sex-specific and age-based physical exams and screening tests based on current research and regional guidelines.

CLS308: Sexual and Reproductive Health I

This course provides students with a comprehensive overview of the most commonly seen health concerns related to men's and women's health in clinical practice. Students are able to identify and apply gender-specific and age-based screening tests based on current research and regional guidelines. They develop skills in performing gender-specific physical examinations and interpreting relevant lab results. Therapeutic management of gender-specific health concerns is emphasized. (Prerequisites: CLS216, CLS224)

YEAR 3 cont'd

NMS310: Practice Management I

The goals of the practice management modules are to provide students with a general knowledge of business concepts, practices and activities and to give them a framework for understanding the steps in the development of their future business as a naturopathic doctor. The course will guide the student towards understanding the business purpose, targeting patient segments, attracting and retaining patients, marketing, professionalism, and designing the patient experience. Students will be introduced to accounting and finance and develop a personalized portfolio that will capture their successes/qualifications for their career choices as well as document a plan for post-graduation career success.

NPH306: Integrated Therapeutics I

This course is a companion to Primary Care (CLE303). Integrated Therapeutics I discusses and evaluates the best practices in therapeutic intervention for commonly seen conditions in primary care. Naturopathic principles and philosophy are aligned in patient management, and the naturopathic therapeutics including, but not limited to traditional Chinese medicine, botanical medicine, clinical nutrition, counselling, homeopathic medicine, lifestyle modification, nature cure, pharmaceuticals, and physical medicine. Students will attain skills to appropriately prescribe pharmaceuticals and monitor therapy to ensure safe and effective treatment for various medical conditions. These are discussed in the context of commonly seen conditions. (Prerequisites: TCM202, BAS209, HOM207, NUT202, PHM204, PSY203, RES100; Corequisite: CLE303; NUT202i, TCM202)

NPH316: Integrated Therapeutics II

Integrated Therapeutics II is a continuation of NPH306, and is a companion course to Primary Care (CLE303). The objective is to discuss and evaluate the best practices in therapeutic intervention for commonly seen conditions in primary health care. Naturopathic principles and philosophy are aligned in patient management, and the naturopathic therapeutics including, but not limited to traditional Chinese medicine, botanical medicine, clinical nutrition, counselling, homeopathic medicine, lifestyle modification, nature cure, pharmaceuticals and physical medicine. Students will attain skills to appropriately prescribe pharmaceuticals and monitor

therapy to ensure safe and effective treatment for various medical conditions. These are discussed in the context of commonly seen conditions, and independent clinical learning projects enhance student knowledge for patient case preparation and treatment. Primary, secondary and tertiary prevention strategies are also discussed. (Prerequisite: NPH306; Corequisite: CLE303)

NPS315: In-Office Procedures I

Students learn the procedures needed to obtain a good quality specimen (i.e., blood, hair, skin, throat and urine) for testing, which include patient preparation, collection of the specimen, processing the specimen, and storing and/or transporting the specimen. Students develop an appreciation for the clinical utility of parenteral therapies by naturopathic doctors, and learn how to administer intramuscular injections. The course also covers the administration of naturopathic parenteral preparations of therapeutic benefit to patients. Topics include vitamins, minerals, and evidence supporting the use of outpatient intravenous therapy. (Prerequisite: CLS214; Corequisites: CLS304)

NUT303: Clinical Nutrition III

The application of biomedical and clinical sciences to nutrition offers students valuable perspectives on the treatment and prevention of disease, and health optimization. This course is taught in modules, including biochemical individuality, clinical nutritional examination and the toxicology of commonly used vitamins. (Prerequisites: CLS216, NUT202)

PHM301: Naturopathic Manipulation II

This course exposes students to the clinical assessment and mobilization techniques of the cervical, thoracic, lumbar and sacro-iliac segments of the axial skeleton, as well as costosternal, costo-vertebral and peripheral articulations. Clinical assessment of the spine primarily involves the use of motion palpation of these areas, augmented with instruction in static palpation and basic visual assessment techniques. Treatment is accomplished by high velocity, low amplitude spinal and manipulative techniques. Indications, contraindications, and appropriate referral for spinal and peripheral joint manipulative therapy will also be discussed. (Prerequisite: PHM204/204i)

YEAR 3 cont'd

PSY303: Health Psychology III

Health Psychology III focuses on selected clinical topics of significance including: stress management, health maintenance, adaptation to chronic illness, life span challenges, psychopathology, and crisis intervention. This course provides students with opportunities to integrate skills, model psychological adjustment, and gain the confidence necessary to maintain healthy relationships with patients when engaging in therapeutic conversation. (Prerequisite: PSY203)

TCM304: Traditional Chinese Medicine III

Clinical Applications

Various allopathic diagnoses are considered from a traditional Chinese medicine perspective. Common pathologies are discussed in terms of their etiology, pathogenesis, TCM pattern identification, acupuncture treatment prescriptions, and adjunct treatment options. Students are taught the main TCM patent herbal formulas used in clinical practice. Adjunct therapies such as cupping, moxibustion, scalp acupuncture, auricular acupuncture and various needling techniques are taught. (Prerequisites: TCM202, TCM203, TCM204/ASM204, CLS216)

Note: Courses designated with an asterisk (*) in the course listing section must be taken no more than six months prior to commencing CLE404. If more than six months have elapsed, the student is required to pass the Clinic Entrance Readiness Examination to demonstrate competency prior to starting CLE404. Additionally, if a student is away from clinic for greater than six months for any reason, the student will be required to pass the Clinic Entrance Readiness Examination before resuming as a primary intern.

ELECTIVES

ECE301: Naturopathic Integrative Fertility

The fertility elective examines the various etiologies, diagnostic tests and procedures, and management of individuals or couples seeking to conceive. Conventional and naturopathic treatments will be reviewed so students understand the full range of treatment options available to the couple/individual at pre-conception, conception, and pregnancy. Naturopathic treatment plans will be outlined using evidence-informed medicine. (Prerequisite: NPH306, CLS308 or concurrent with CLS306i)

ECE311: Fibromyalgia and Myalgic Encephalomyelitis

The fibromyalgia elective is designed to enhance knowledge in assessing, diagnosing, and treating complex chronic illnesses, in particular myalgic encephalomyelitis (ME) and fibromyalgia (FM). Students will develop clinical skills and academic knowledge required for best practices in naturopathic ME and FM care. The treatments used will rely on evidence-based medicine as well as functional medicine and traditional healing methods. The main goal of the course is to achieve the integration and enhancement of academic knowledge with naturopathic clinical skills in working with this patient population. (Prerequisite: NPH306)

ECE321: Naturopathic Integrative Oncology

This course examines the etiology, diagnosis, natural history, and management of the most commonly occurring cancers. Naturopathic integrative approaches and innovative therapeutics are discussed and a comprehensive approach to patient management is emphasized. Conventional treatments will be reviewed to understand the full range of treatment options for individuals living with cancer. Naturopathic treatment plans will be outlined using evidence-based, empirical, and case-based medicine. Students will learn the necessary research skills to assess oncology cases and cancer therapeutics to create a comprehensive integrative management plan. The fundamental goal of this course is to provide clinically relevant information to allow interns to more effectively support patients with cancer. (Prerequisite: NPH306)

ECE331: Pediatrics

The Pediatrics elective is designed to enhance the knowledge gained by students in CLS302 (Pediatrics) with a focus on selected topics that are of significance to the naturopathic doctor when treating children. The range of topics will include evidence-based therapeutics for more complex pediatric conditions, while traditional healing methods will be discussed. (Prerequisite: NPH306, CLS302/CLS302i)

ELECTIVES cont'd

ECE341: Sports Medicine

The Sports Medicine elective course provides students an opportunity to acquire knowledge, learn and practice skills as they relate to sports medicine. Special emphasis is given to evidence-based performance-nutrition strategies that range from daily nutrition requirements to very specific ergogenic sport supplementation. Soft/connective tissue injury assessment and rehabilitation strategies are taught to treat conditions regularly experienced by a vast array of athletes, from "weekend warriors" to world champions. (Prerequisite: NPH306, PHM204/324/324i)

ECE351: Mental Health

The mental health elective course will examine naturopathic care in the treatment of chronic mental illness with an emphasis on clinical nutrition and botanical medicine from an evidence-informed perspective. Students will further develop their skills in establishing effective clinician-patient relationships, practical counselling techniques, completing a thorough intake from a mental health perspective, conducting a mental status examination, understanding mental disorder diagnoses, critically assessing the current biomedical model, and learning about other mental health resources. (Prerequisites: NPH306, NUT303, PSY303, NPH306)

ETE300: Special Topics in Traditional Chinese Medicine

The elective course provides the student with more in-depth knowledge of topics related to traditional Chinese medicine and acupuncture. Students will continue to develop their skills in patient analysis and management from a TCM perspective, and explore some of the research behind this naturopathic therapeutic. (Prerequisite: TCM302/302i/302i, TCM303, or TCM304)

ETE310: Special Topics in Botanical Medicine

This course is designed for students and practitioners who wish to significantly improve their ability to prescribe botanicals in clinical practice. The focus of this course is the deepening of the practitioners understanding for the rationale of how and when and why any specific herb is chosen, and the ability to put this knowledge into immediate clinical application. (Prerequisite: BOT302/302i or BOT303)

ETE320: Special Topics in Homeopathic Medicine

The homeopathic medicine elective course provides the student with more in-depth knowledge of topics related to homeopathy. Students will develop their skills in constitutional homeopathic case-taking and analysis, expand their *materia medica* knowledge, and explore some of the research behind this naturopathic therapy. (Prerequisite: HOM205/205i or HOM207)

ETE330: Special Topics in Clinical Nutrition

The clinical nutrition elective course provides the student with more in-depth knowledge of topics related to this subject area. Students will develop their skills in patient analysis and management from a clinical nutrition perspective, while exploring the evidence supporting the use of this naturopathic therapy. (Prerequisite: NUT302/302i or NUT303)

ETE340: Special Topics in Physical Medicine

The physical medicine elective course will explore several topics relevant in the assessment and management of patients with biomechanical pathologies. Concepts, skills and procedures previously taught in the physical medicine stream will be reinforced and built upon, while additional techniques that would be useful in the naturopathic management of patients with MSK complaints will be explored. (Prerequisite: PHM301)

YEAR 4

CLE404: Clinic IV

Students work as primary interns under the supervision of licensed NDs and are responsible for managing the care of patients in the RSNC and its satellite teaching clinics. Students are required to demonstrate the competencies outlined in the Primary Intern Manual and to complete all relevant requirements. (Prerequisite: successful completion of courses in Years 1, 2 and 3 as per clinic entry requirements in academic calendar)

CLE412: Clinic V

Students further develop their skills as primary interns treating patients in the Robert Schad Naturopathic Clinic and its satellite teaching clinics, supervised by licensed naturopathic doctors. Students are required to demonstrate the competencies outlined in the Primary Intern Manual and to complete all relevant requirements. (Prerequisite: CLE404)

CLE450: Clinic VI

Students further develop their skills as primary interns treating patients in the Robert Schad Naturopathic Clinic and its satellite teaching clinics, supervised by licensed naturopathic doctors. Students are required to demonstrate the competencies outlined in the Primary Intern Manual and to complete all relevant requirements. (Prerequisite: CLE412).

Note: If a student is away from clinic for greater than six months for any reason, the student will be required to pass the Clinic Entrance Readiness Examination before resuming as a primary intern.

CLS408: Sexual and Reproductive Health II

This course provides students with a comprehensive overview of the most commonly seen health concerns related to men's and women's health in clinical practice. This course is intended as a continuation of CLS308. Students will further develop their ability to perform sex-specific physical examinations and interpret relevant lab results. They will also be exposed to a variety of primary care and alternative treatment options. They will be able to apply naturopathic treatment options based on levels of evidence that currently exist. By the end of this course, the student will be able to work up and manage a patient case, from a naturopathic perspective based on the topics covered. (Prerequisite: CLS308).

NMS401: Ethics and Jurisprudence II

The course concludes the study of the medico-legal aspects of naturopathic practice. Civil litigation is emphasized as it relates to medical malpractice. Students are taught how to provide written and oral testimony as expert witnesses. The business aspects of establishing a practice are also discussed, including topics such as commercial leases, employment arrangements and partnership law. (Prerequisite: NMS101; Corequisite: NMS410)

NMS410: Practice Management II

The goals of the course are to build on the skills learned in NMS310. This course will guide the student toward understanding the basic financial statements of a business, and the skills needed to start, organize, develop and market a successful practice. Students will interact with successful guest speakers from the profession, and the course will include hands on experience with a popular accounting software package. Students will complete the development of a formal business plan suitable for presentation to a financial institution. (Prerequisite: NMS310; Corequisite: NMS401)

NPS402: In-Office Procedures II

A continuation of NPS315, In-Office Procedures II prepares the students to perform point-of-care procedures in a primary care setting including an introduction to minor surgery which is not within the scope of practice for naturopathic doctors in Ontario. This course prepares the student for more advanced training in those jurisdictions where such licensing applies. This introductory course covers minor surgical procedures such as suturing of wounds and treatment of commonly encountered conditions such as skin abscess, removal of a foreign body or performing a biopsy/removal of suspected skin lesions.

The use and application of general/local and topical anesthetics and proper use of basic surgical instruments are reviewed as well as principles of asepsis, antisepsis and sterilization. (Prerequisite: NPS316)

Course Listing for International Medical Graduate (IMG) Bridge

| FIRST Year Required Courses | | |
|-----------------------------|---|--------------|
| Course Code | Course Name | Credit Hours |
| BOT101i | Botanical Medicine I | 2.5 |
| BOT203i | Botanical Medicine II | 3.0 |
| BOT303 | Botanical Medicine III | 3.0 |
| CLE307i | Clinic Bridging I | 3.0 |
| CLE308i | Clinic Bridging II | 1.5 |
| CLE310 | Clinic III | 3.5 |
| CLE303* | Primary Care | 2.5 |
| CLS301i | Pregnancy, Labour and Newborn Care | 2.0 |
| CLS302i | Pediatrics | 2.0 |
| CLS306i | Sexual and Reproductive Health | 5.0 |
| HOM100 | Homeopathic Medicine I | 2.0 |
| HOM206 | Homeopathic Medicine II | 2.0 |
| HOM207 | Homeopathic Medicine III | 2.0 |
| NMS101i | Ethics and Jurisprudence I | 1.0 |
| NMS310 | Practice Management I | 2.0 |
| NPH101 | Naturopathic History, Philosophy, Principles | 2.0 |
| NPH102 | The Art and Practice of Naturopathic Medicine | 2.0 |
| NPH306 | Integrated Therapeutics I | 5.0 |
| NPH316 | Integrated Therapeutics II | 5.0 |
| NUT102i | Clinical Nutrition I | 3.0 |
| NUT202i | Clinical Nutrition II | 3.5 |
| NUT303 | Clinical Nutrition III | 3.0 |

Course Listing for IMG Bridge cont'd

| FIRST Year Required Courses (con't) | | |
|--|----------------------------------|-----|
| PHM104i | Massage/Hydrotherapy | 2.0 |
| PHM204i | Physical Medicine | 3.5 |
| PHM301 | Naturopathic Manipulation II | 3.0 |
| PSY203 | Health Psychology II | 1.5 |
| PSY303 | Health Psychology III | 2.5 |
| TCM102 | Traditional Chinese Medicine I | 2.0 |
| TCM103 | Acupuncture I | 1.0 |
| TCM202 | Traditional Chinese Medicine II | 2.5 |
| TCM203 | Acupuncture II | 1.0 |
| TCM204 | Acupuncture III | 1.0 |
| TCM304 | Traditional Chinese Medicine III | 3.0 |
| TOTAL YEAR ONE (with three electives): 92.5 | | |

| Electives (winter term) | | |
|-------------------------|--|--------------|
| Course Code | Course Name | Credit Hours |
| ECE301 | Naturopathic Integrative Fertility | 3.0 |
| ECE311 | Fibromyalgia and Myalgic Encephalomyelitis | 3.0 |
| ECE321 | Naturopathic Integrative Oncology | 3.0 |
| ECE331 | Pediatrics | 3.0 |
| ECE341 | Sports Medicine | 3.0 |
| ECE351 | Mental Health | 3.0 |
| ETE300 | Special Topics in Traditional Chinese Medicine | 3.0 |
| ETE310 | Special Topics in Botanical Medicine | 3.0 |
| ETE320 | Special Topics in Homeopathic Medicine | 3.0 |

Course Listing for IMG Bridge cont'd

| Electives (winter term) (con't) | | |
|---------------------------------|--------------------------------------|-----|
| ETE330 | Special Topics in Clinical Nutrition | 3.0 |
| ETE340 | Special Topics on Physical Medicine | 3.0 |

The standard load of electives in Year 1 for IMG students is three. The minimum number of electives to complete before entering their clinical internship is two. To graduate students must complete a minimum number of four electives. One of the four electives must be a therapeutic-focused (i.e., ETE designated course). Students can take more than four electives if schedule permits.

| SECOND Year Required Courses | | |
|---|--------------------------------------|--------------|
| Course Code | Course Name | Credit Hours |
| CLE404 | Clinic IV | 17.5 |
| CLE412 | Clinic V | 17.5 |
| CLE450 | Clinic VI | 17.5 |
| FNM201 | Foundations of Naturopathic Medicine | 2.0 |
| NMS401 | Ethics and Jurisprudence II | 1.0 |
| NMS410 | Practice Management II | 1.0 |
| TOTAL YEAR TWO (with one elective): 56.5 | | |

BOUCHER CAMPUS



CCNM



BOUCHER
CAMPUS

Appendix B



[ccnm.edu/campuses/
ccnm-boucher-campus](https://ccnm.edu/campuses/ccnm-boucher-campus)

Doctor of Naturopathic Medicine – Years 2, 3, 4 (Boucher Campus)

Naturopathic medicine is a primary health-care profession that focuses on the promotion of health, assessment of the physical and mental condition of an individual, and the diagnosis, prevention and treatment of diseases, disorders and dysfunctions. It does this through the integrated use of therapies and substances that promote the individual's inherent self-healing mechanisms.

The principles underlying the practice of naturopathic medicine include:

- Utilization of therapies that minimize the risk of harm and are the least invasive, in order to restore health. (First, do no harm.)
- Recognition and support of the inherent self-healing ability of the individual. (The healing power of nature.)
- Identification and treatment of the underlying cause of disease. (Treat the cause.)
- The primary role of the naturopathic doctor is to educate and support patients in taking responsibility for their health. (Doctor as teacher.)
- Treatment of the whole person through individualized care.
- Prevention of disease through encouraging a healthy lifestyle and controlling risk factors.

The ND program is broadly composed of three main areas of study: the biomedical sciences, the clinical sciences and the art and practice of naturopathic medicine.

BIOMEDICAL SCIENCES

The biomedical sciences segment of the curriculum provides an in-depth study of the human body through lectures and labs. Students take courses in anatomy (which includes gross anatomy, prosection, neuroanatomy, embryology and histology), clinical physiology, biochemistry, immunology, microbiology, public health (including infectious diseases), pharmacology and pharmacognosy.

CLINICAL SCIENCES

The clinical sciences segment of the curriculum thoroughly prepares students to educate patients and the public in health promotion and disease prevention. It also prepares them to identify and diagnose a range of primary care conditions and to effectively help patients manage their conditions utilizing an array of therapeutics. Laboratory and clinical demonstrations are employed to foster the development of practical skills.

Diagnostics courses include physical and clinical diagnosis, clinical medicine, and primary care. Focused health care issues are covered in courses such as pregnancy, labour and newborn care to pediatrics.

Primary care management is covered in the study of botanical medicine, homeopathy, emergency medicine, nutrition, physical medicine (including naturopathic, osseous and soft tissue manipulative therapy, physiotherapy, sports medicine, therapeutic exercise and hydrotherapy), counselling, nature cure, traditional Chinese medicine and acupuncture and minor surgery.

ART AND PRACTICE OF NATUROPATHIC MEDICINE

A defining element of naturopathic medicine is the integration of naturopathic philosophy and principles with medical knowledge in the care of patients. In the program, students are exposed to the practical application of this knowledge and are encouraged to develop an appreciation of both the art and practice of naturopathic medicine. In addition, students will develop the skills to practise in a manner that exemplifies professionalism, strong ethics and a commitment to the principles of naturopathic medicine.

NATUROPATHIC THERAPEUTICS - AN OVERVIEW

There are six major modalities that help to define naturopathic practice. Each is a distinct area of practice and includes diagnostic principles and practices as well as therapeutic skills and techniques. The integration of these modalities to effectively meet the individual health needs of each patient is one of the major outcomes of CCONM's ND program. Below is an overview of the major modalities covered in the program.

TRADITIONAL CHINESE MEDICINE/ ACUPUNCTURE

Students learn about the philosophy and principles of traditional Chinese medicine: Yin and Yang theory, the meridians and channels system, the five-element theory and the symptoms and signs involving the 12 master meridians. Applying these principles in the context of patient assessment and treatment is emphasized, with acupuncture and therapeutic botanicals being the main approaches.

BOTANICAL MEDICINE

The pharmacognosy, clinical indications, interactions and toxicology of plants and crude plant extracts are examined. Traditional and historical uses of botanical medicines are analyzed as a foundation for modern usage and current research. Field trips for identification of local botanicals are part of the program, along with an exploration of herbs in light of their ecological significance and contribution to the history and evolution of medicine.

CLINICAL NUTRITION

The clinical nutrition stream provides students with current knowledge and research in clinical nutrition, and its application in the prevention and treatment of disease processes. Macro and micro nutrients and their interacting biochemical roles in human metabolism are investigated; the concept of biochemical individuality is highlighted. Etiological considerations and clinical manifestations of nutritional imbalances and food sensitivities are appraised. Evaluation of nutritional status is presented while prescriptive therapeutic strategies such as fasting, detoxification, specific diets, supplementation, orthomolecular therapy, use of food extracts, glandular concentrates and digestive aids are critically reviewed.

HOMEOPATHIC MEDICINE

The history, principles and philosophy of homeopathy are discussed in depth. Practical application of homeopathic principles in patient assessment and management is emphasized for acute and constitutional cases. Skills are developed in case analysis, repertorization, *materia medica* search, remedy differentiation and selection and prescribing the appropriate posology.

PHYSICAL MEDICINE

Students are taught a variety of assessment techniques ranging from orthopedic tests to naturopathic manipulation. Students learn to manipulate the osseous and soft tissues in order to correct structural and/or postural imbalance or pathology, including active and passive manipulation of spinal, costovertebral, costosternal and limb articulations. The prescription of restorative and/or preventive exercise for patients requiring these measures is also taught. The therapeutic application and effects of physical modalities such as hydrotherapy, physiotherapeutic machines and naturopathic manipulation are discussed and practiced. Internal and topical therapeutic uses of water are examined, including immersion baths, douching, thermal body wraps, fomentations, and constitutional hydrotherapy.

HEALTH PSYCHOLOGY AND LIFESTYLE COUNSELLING

Courses in health psychology review current psychological theories and help students acquire practical counselling skills. These courses discuss the importance of the mind-body connection and teach approaches to enhance this connection in patient care. Lifestyle counselling is taught throughout the program.

Course Descriptions

| | Course | Credits | Code | Hours | Course Description |
|-------------------------------------|--------------------------|---------|---------|-------|--|
| YEAR 1 FALL (TERM 1) | Anatomy I | 6 | HSAN511 | 72 | The anatomy curriculum focuses on the organization and function of the bones, muscles, ligaments, fascia, joints, vessels, peripheral nerves, of the human body, and use this knowledge to introduce basic anatomical pathologies and physical assessments. These courses provide the foundation for an understanding of the anatomical principles underlying orthopedics, massage, pathology, and acupuncture. Anatomy I cover's the regions associated with the axial skeleton. |
| | Biomedical Sciences I | 9 | HSBM511 | 108 | As a synthesis of several fields of study, the Biomedicine program integrates physiology, biochemistry, pathology, histology, embryology, neuroanatomy, pharmacology, and laboratory diagnosis with a systems-based approach. Biomedicine I focuses on the biochemistry and physiology of the cell, with a focus on cell structure and function, metabolism, enzymes, and roles of water-soluble vitamins. |
| | Botanical Medicine I | 1.5 | NMBM511 | 18 | This is an introductory course to create context and give a solid theoretical framework for later learning of specific herbs for specific conditions. It covers basic botany, philosophy and history of botanical medicine, introduction to chemical constituents and to making simple teas and water extracts. Emphasis is on developing a systematic understanding of the indications and actions of medicinal plants that can be applied practically in the clinical context. |
| | History and Philosophy I | 3 | CPHP511 | 36 | This course focuses on the key concepts such as Therapeutic Order and the Six Principles in contemporary naturopathic medicine. A broad history of medicine is covered from prehistoric to Hippocratic to modern medicine. The classical era of naturopathy is covered with the key role that Dr. Benedict Lust played in its creation and development and the emergence of modern naturopathic medicine from 1956 under the leadership of Drs. John Bastyr and Joseph Boucher. The role of naturopathic medicine in the contemporary medical system is highlighted. |

Course Descriptions cont'd

| | Course | Credits | Code | Hours | Course Description |
|-------------------------------------|-------------------------------|---------|---------|-------|---|
| YEAR 1 FALL (TERM 1) | Homeopathic Medicine I | 1.5 | NMHO511 | 18 | In this first course, the students will be introduced to the history, theory, and main definitions of homeopathic practice. They will discover two remedies, Arnica and Sulphur (note: will be changed to Calcarea carbonica starting fall of 2021) and begin the exploration of the repertory. |
| | Naturopathic Counselling I | 3 | NMNC511 | 36 | The Naturopathic Counselling series prepares students to work with patients, peers, and supervisors. The courses have a workplace focus and include team building and relationship building. This series of courses support and compliment the integration of personal and professional identity and focuses on how to develop essential clinical rapport with patients, which is the foundation of the Doctor-Patient relationship. Focusing on the concepts of empathy, compassion, and self-care, students develop an understanding of the role of the doctor in terms of the doctor-patient relationship. Topics include stress management and burnout, wellness and prevention and cognitive learning. |
| | Nutrition I | 1.5 | NMNU511 | 18 | The physiological functions, metabolism, and requirements for some macronutrients (carbohydrates, fat) as well as the effects of individual nutrients given at supraphysiological doses will be discussed in Nutrition I. Nutrition I also covers physiology of digestion, as well as water and energy requirements. Instruction is provided for assessing diet quality and nutritional status. The clinical use of dietary management and nutrient supplementation is discussed from the standpoint of both prevention and therapeutics. Various diets are investigated, and protocols for diet/supplementation programs relative to specific disease processes and stages of the human life cycle are examined (the later will be explored in more detail in Nutrition III and beyond). |

Course Descriptions cont'd

| | Course | Credits | Code | Hours | Course Description |
|-------------------------------------|------------------------------|-----------|---------|------------|---|
| YEAR 1 FALL (TERM 1) | Traditional Asian Medicine I | 1.5 | NMAM511 | 18 | The Foundations of Traditional Asian Medicine (TAM) provides a detailed introduction to the basic theories of traditional Chinese medicine as they relate to the patient and the environment. (e.g.: Yin/Yang, Eight Principles, Five Elements, etc.). The course provides a brief introduction into the history and development of TAM as well as a general overview of its diagnostic, therapeutic and treatment options. Finally, it introduces the student to the benefits and routes of integrating TAM into the naturopathic model of care. |
| | Public Health | 3 | CSPH521 | 36 | This course will introduce students to the concepts of epidemiology and public health by providing a historical overview and exploring contemporary health issues related to the delivery of care at a global, national, and provincial level. The concept of universal healthcare will be considered by examining various healthcare models in place around the world. In addition, the impact of the key social determinants of health on potential health outcomes and the impact of naturopathic care will be discussed. |
| TOTAL | | 30 | | 360 | |

Course Descriptions cont'd

| | Course | Credits | Code | Hours | Course Description |
|---------------------------------------|---------------------------|---------|---------|-------|--|
| YEAR 1 WINTER (TERM 2) | Anatomy II | 6 | HSAN522 | 72 | A detailed study of the anatomical structures and systems of the human body, with special attention to clinically relevant surface and palpative anatomy. The musculoskeletal, vascular, lymphatic, and nervous systems of the upper arm, forearm and hand are studied in depth in order to appreciate the relevance of landmarks and how physical relationships affect function. Introduction to the upper limb, axial & appendicular skeletons, upper limb bones, review the very basic concept of the upper limb joints kinesiology. Introduction to the spinal nerves, somatic nerve plexuses, brachial plexus, muscles acting on the shoulder girdle. |
| | Biomedical Sciences II | 9 | HSBM522 | 108 | As a synthesis of several fields of study, the biomedicine program sets out to promote an integrative and holistic view of how they contribute to the function and dysfunction of the human body. The courses include contributions from physiology, biochemistry, pathology, histology, embryology, neuroanatomy, pharmacology, and laboratory diagnosis. Biomedicine II is the start of a systems-based look at the human body, beginning with basic cellular pathology and moving into epithelial and connective tissue, bone, and skin. Embryology is also introduced at this level. |
| | Botanical Medicine II | 1.5 | NMBM512 | 18 | Botanical Medicine II is a continuation of botanical medicine I with a focus on digestive health & detoxification with an in-depth study of selected herbs. It considers constituents such as mucilage, the bitter principle & volatile oils, and explores the making of water-soluble & dried herb extracts. Classes are designed to explore key botanical applications in relation to the safe, effective, and conscientious use of herbal bitters, hepatics, antispasmodics, carminatives, anti-emetics, vulneraries (demulcents, emollients & bulking laxatives) and alternatives. |
| | History and Philosophy II | 3 | CPHP522 | 36 | This course will provide the foundation for an understanding of the basic principles of the philosophy of naturopathic practice. Students will gain the knowledge and understanding of naturopathic roots via exploring accomplished historical medical practitioners and methods from the standpoint of modern naturopathic medicine with special emphasis on nature cure and ancient medical systems. |

Course Descriptions cont'd

| | Course | Credits | Code | Hours | Course Description |
|---------------------------------------|--------------------------------|---------|---------|-------|--|
| YEAR 1 WINTER (TERM 2) | Homeopathic Medicine II | 1.5 | NMHO512 | 18 | In this second course, the students will gain a firm understanding of the development and methodology of homeopathy, especially in first aid situations, and of 22 single remedies often used in acute/first aid conditions. They will use the repertory to find key symptoms in first aid/ acute cases. This is a flipped classroom course. |
| | Microbiology I | 1.5 | HSMB521 | 18 | This introduction to microbiology includes: theories of life and ecosystems, introduction to microscopy. Prokaryotes and Eukaryotes, including the Gram-stain classification of bacteria. The evolution of bacteria and bacterial genetics and an introduction to prions and viruses is covered. Laboratory tests and safety protocols are reviewed. |
| | Naturopathic Counselling II | 3 | NMNC522 | 36 | The second course in the series introduces the self-awareness skills for the doctor to perform the role in terms of the doctor-patient relationship. It focuses on cognition, self-awareness using role-playing and clinical applications. Intro to mental health and lifespan issues are also covered. Practices around cultivating joy are used to support resilience in medicine. Cycles of violence and abuse are examined, and students will learn reporting requirements for child abuse. |
| | Nutrition II | 1.5 | NMNU512 | 18 | The physiological functions, metabolism, and requirements for some macro and micronutrients (protein, fat-soluble vitamins, water-soluble vitamins, minerals) as well as the affects/effects of individual nutrients given at supraphysiological doses will be discussed. Instruction is provided for assessing diet quality and nutritional status. The clinical use of dietary management and nutrient supplementation is discussed from the standpoint of both prevention and therapeutics. Various diets are investigated, and protocols for diet/ supplementation programs relative to specific disease processes and stages of the human life cycle are examined (the latter will be explored in more detail in Nutrition III and IV). |

Course Descriptions cont'd

| | Course | Credits | Code | Hours | Course Description |
|---------------------------------------|-------------------------------|-----------|---------|------------|--|
| YEAR 1 WINTER (TERM 2) | Research I | 1.5 | PDRS521 | 18 | Research I will introduce statistical and research design concepts that are prevalent in medical research. Students will identify the optimal study design and statistical model to answer a variety of research questions, and critically appraise a published controlled trial in a robust and systematic way. The class will also learn to properly formulate a research question using the PICO model and apply this model to a literature search using a research database. The impact of the placebo effect and common study biases and confounders will also be discussed, as they pertain to interventional studies. |
| | Traditional Asian Medicine II | 1.5 | NMAM512 | 18 | In TAM II students will learn the causes of disorders (climate, emotional, lifestyle) and the four “Exams” of TAM Diagnosis: Observation (colour, tongue, eyes, build), Olfaction, Palpation (pulse, affected areas), and Interrogation (Ten questions). |
| Total | | 30 | | 360 | |

Course Descriptions cont'd

| | Course | Credits | Code | Hours | Course Description |
|---------------------------------------|--------------------------|---------|---------|-------|---|
| YEAR 1 SPRING (TERM 3) | Anatomy III | 6 | HSAN533 | 72 | Anatomy III focus on the organization and function of the bones, muscles, ligaments, fascia, joints, vessels, and nerves, of the lower limb, sacrum, hip, cranium, neck, and thorax. Visceral anatomy covers the gastrointestinal system, reproductive systems. |
| | Biomedical Sciences III | 6 | HSBM533 | 72 | As a synthesis of several fields of study, the Biomedicine program integrates physiology, biochemistry, pathology, histology, embryology, neuroanatomy, pharmacology, and laboratory diagnosis with a systems based approach. Biomedicine III covers the structure and function, histology of the central and peripheral nervous systems, describe the vasculature, including the blood-brain barrier, and begins an exploration of the special senses with the study of vision. |
| | Botanical Medicine III | 1.5 | NMBM513 | 18 | Botanical Medicine III focuses on the understanding of plant constituents, their pharmacology, and applications in relation to their mechanism of actions. Plant constituents will act as a template for learning nomenclature, energetics, folklore, pharmacology, pharmacy, toxicology & contraindications of chosen botanicals. Beyond their chemical make-up, the herbs will be explored based on both their traditional and modern usage. |
| | Homeopathic Medicine III | 1.5 | NMHO513 | 18 | In this course, the students will be introduced to acute case taking and case analysis, the use of repertory rubrics in repertorization. They will learn the keynote, mental and physical symptoms of four homeopathic remedies, and continue their review of the homeopathic principles and practice through the "Organon of Medicine". Case based learning and live interviewing will provide practical application of material. |
| | Neuroanatomy | 3 | HSNA531 | 36 | Neuroanatomy provides detailed study of the structure and function, and the physiology and selected pathologies of the nervous system. Special attention is given to the ascending and descending nerve tracts. The complexities of consciousness, memory, learning, and emotion are explored. |

Course Descriptions cont'd

| | Course | Credits | Code | Hours | Course Description |
|---------------------------------------|--------------------------------|---------|---------|-------|--|
| YEAR 1 SPRING (TERM 3) | Nutrition III | 1.5 | NMNU513 | 18 | Nutrition III builds on the foundational nutrition learned in Nutrition I and II and deepens the understanding of diet and nutrition. Specific nutritional considerations for optimal nutrition will be explored including phytonutrients, gut flora and fermented foods and pre/probiotics, and identification of food sensitivities and intolerances. Instruction will be provided for assessing diet quality and nutritional status using medical history, diet history, anthropometrics, and focused laboratory tests. Supplementation will be discussed and there will be an emphasis on nutrition from whole food. |
| | Microbiology II | 3 | HSMB622 | 36 | Microbiology II involves the study of various infectious agents, including all viruses and bacteria, and their role in disease in the human body. Transmission, virulence, laboratory identification and diagnosis, pathological presentation, and pharmacology of treatment are investigated. The normal resident and transient flora of the human body are examined in relation to their beneficial roles in health and normal function. |
| | Traditional Asian Medicine III | 1.5 | NMAM513 | 18 | TAM III covers the theory of acupuncture channels, reviews the 12 primary meridians, 8 extraordinary meridians, divergent and confluent meridians. Specifically, the function of the Lung and Large Intestine meridians will be explored with TAM diagnosis developed through case studies. Students will learn needling techniques, point location, and applications of the Lung and Large Intestine acupuncture points and apply these techniques through practical sessions. |

Course Descriptions cont'd

| | Course | Credits | Code | Hours | Course Description |
|---------------------------------------|---------------------|--------------|---------|------------|--|
| YEAR 1 SPRING (TERM 3) | Naturopathic Ethics | 3 | PDNE511 | 36 | Naturopathic ethics introduces students to the professional roles and responsibilities of the naturopathic physician as a health care professional. The framework will guide students in issues such as informed consent, right to refuse treatment, patient privacy and confidentiality, cultural and diversity issues, maintenance of professional relationships and boundaries, providing equity in the delivery of health care services, abortion, and life and death decision making. |
| | Clinic Shadow I | 0.25 | CPCE501 | 4 | Clinic shadow shifts provide students with an orientation to the teaching clinic, introduces students to the various roles and functions in the clinic, and provides students with the opportunity to observe licensed naturopathic physicians and interns in the process of case discussion and patient care. |
| TOTAL | | 27.25 | | 328 | |

Course Descriptions cont'd

Please note: course prerequisites can be found on [eCampus](#) (under Academic > Course Prerequisite)

| | Course | Credits | Code | Hours | Course Description |
|-------------------------------------|------------------------------|---------|---------|-------|--|
| YEAR 2 FALL (TERM 4) | Biomedical Sciences IV | 9 | HSBM614 | 108 | <p>Biomedicine IV focuses on the special senses with the study of vision, anatomy of the ear, physiology of hearing and equilibrium, anatomy and physiology of smell and taste. Pathologies of the HEENT are reviewed.</p> <p>An introduction to the endocrine and immunological systems covers an overview of storage and synthesis of hormones, the autocrine and paracrine systems, and mechanisms of action. Students will also learn the anatomy, physiology and pathology of the endocrine structures including pituitary, hypothalamus, pineal gland, thyroid, parathyroid, pancreas and adrenal glands. An overview of anti-diabetics and lab diagnosis is included.</p> <p>The anatomy, physiology and pathology of skeletal muscle is covered and includes energy production, muscle types, myopathies, dystrophies, and tumours.</p> <p>Students will also learn immunology in Biomed IV including organs and cells of the immune system, different types of immunity, innate and humoral immunity, cell-mediated immunity, and the lymphatic system.</p> |
| | Botanical Medicine IV | 1.5 | NMBM624 | 18 | <p>Botanical Medicine IV considers issues of connective tissue health and inflammation focuses on flavonoid/polyphenolic constituents with an in-depth study of selected herbs and explores the making of topical botanical applications. Student will engage in formulating, compounding, and pharmacognosy, as well as toxicology and safety issues. Emphasis is on developing a systematic understanding of the indications and actions of medicinal plants that can be applied practically in the clinical context.</p> |
| | Clinical Diagnosis I (CDX I) | 3 | HSCD611 | 36 | <p>In CDX I students learn basic skills in interviewing and differential diagnosis and documenting the patient encounter. Instruction focuses on the differential diagnosis of common neurological and the endocrine system disorders. Development of clinical skills pertaining to the physical exam, general survey, charting, and vital signs is supported with practical sessions.</p> <p>Topics are coordinated with Biomedicine IV to provide integrated learning of the endocrine and immune systems. Case discussions, group work and practical classes support learning.</p> |

| | Course | Credits | Code | Hours | Course Description |
|-------------------------------------|---------------------------------|---------|---------|-------|---|
| YEAR 2 FALL (TERM 4) | Homeopathic Medicine IV | 1.5 | NMHO624 | 18 | In this course the focus is on understanding the presentation and treatment of first aid and acute conditions. Case taking and analysis and review of homeopathic remedies, as well as applying the material from the previous three homeopathy courses is applied to clinical cases. Topics include respiratory infections, urinary tract infections, and GI conditions. |
| | Soft Tissue Mobilizations | 3 | NMST531 | 36 | This course focuses on developing the knowledge and skills required to conduct a therapeutic massage using various systems of soft tissue mobilization are taught. Students will learn proper draping, pillow support and fundamental biomechanics to ensure therapist safety while conducting treatment. Appropriate uses of pressure, rhythm, and movement to enhance the massage's effects are discussed as well as the indications, effects, and precautions for each treatment modality. Record-keeping techniques are also introduced, as well as exploring the issues associated with touch and trust. |
| | Naturopathic Counselling III | 3 | NMNC613 | 36 | Building on NC I & II students will continue to develop counselling skills such as summarizing, paraphrasing, reflection of meaning and emotions and transition to problem solving. The role and self-awareness skills are put into practice in the third role-playing course where students develop and practice the essential empathy and communication skills to build rapport. |
| | Nutrition IV | 1.5 | NMNU624 | 18 | In Nutrition IV, clinical topics relating to nutrition for sports & exercise performance, bone health & osteoporosis, conditions involving the brain & central nervous system are addressed including, autism, ADHD, Epilepsy, Alzheimer's, MS, Parkinson's disease & ALS and lastly mood disorders including depression, anxiety, bipolar and schizophrenia are all expanded upon. In all of these sections the clinical use of dietary management and nutrient supplementation is presented from the standpoint of both prevention and therapeutics. Various diets are investigated, and protocols for supplementation programs relative to specific disease processes and stages of the human life cycle are examined. |

Course Descriptions cont'd

| | Course | Credits | Code | Hours | Course Description |
|-------------------------------------|-------------------------------------|-----------|---------|------------|--|
| YEAR 2 FALL (TERM 4) | Physical Medicine I | 3 | NMPM611 | 36 | Physical Medicine I provides lecture style and hands-on training in physical assessment and pathology recognition for the upper extremity (shoulder, elbow, wrist, and hand). Included is the evaluation of common myofascial, articular, osseous, neurologic, and vascular pathologies of the upper extremity. A variety of core patient assessment methods are identified, including patient history, postural assessment, detailed palpation, range of motion assessment, orthopaedic testing, diagnostic imaging and basic patient management. The principles and practice are also applied with patient simulation exercises and practical clinical examinations. |
| | Professional Development I | 3 | PDPD611 | 36 | The Professional Development Program series is designed to assist students in developing the business, branding, marketing, sales and leadership skills and expertise necessary to build, sustain and grow a profitable business in the first 36-months of practice. The series culminates in the creation of a viable career plan and business strategy for each individual student; the Professional Practice Portfolio. Professional Development I focuses on identifying and developing the skills and mindset of a successful entrepreneur, establishing financial capabilities and responsibilities, managing debt, and laying the foundation for a viable business model and hyper-local marketing strategy. |
| | Traditional Asian Medicine IV | 1.5 | NMAM624 | 18 | TAM IV focuses on Spleen & Stomach acupuncture points locations & functions. Students will learn to safely locate and needle acupuncture points on the Stomach and Spleen meridians and will be able to list the indications and contraindications for these points. Students will develop knowledge of TAM symptom pattern and diagnosis for the Stomach and Spleen organs from a TAM perspective. Practical classes will focus on tongue and pulse diagnosis and needling. |
| TOTAL | | 30 | | 360 | |

Course Descriptions cont'd

| | Course | Credits | Code | Hours | Course Description |
|---------------------------------------|-----------------------|---------|---------|-------|--|
| YEAR 2 WINTER (TERM 5) | Biomedical Sciences V | 9 | HSBM625 | 108 | The courses include contributions from physiology, biochemistry, pathology, histology, embryology, neuroanatomy, pharmacology, and laboratory diagnosis. Biomedicine V covers components of blood, anemias, disorders of the blood, the cardiovascular system (anatomy, biomechanics, hemodynamic disorders, pathologies). Pharmacology of cardiac drugs is reviewed including diuretics, antiarrhythmics, and antihyperlipidemics). Students will learn the anatomy, physiology and histology of the pulmonary system, respiration, and mechanics of ventilation. Pathologies and pharmacological interventions of the respiratory system are reviewed. |
| | Botanical Medicine V | 1.5 | NMBM625 | 18 | Botanical Medicine V is a continuation of all prior botanical medicine courses, with a focus on botanical therapies specific to the immune & respiratory systems. Classes are designed to explore key botanical applications in relation to treating infectious diseases, supporting immune & lymphatic system functions, and understanding safe, effective, and conscientious use of herbal antimicrobials & immunomodulators. |
| | Clinical Diagnosis II | 3 | HSCD622 | 36 | The CDx II course covers an introduction to laboratory diagnosis and development of differential diagnosis of nervous, cardiovascular, and endocrine systems. Through the study of cases, students will learn how to assess mental health and identify red flags, and differentiate hematological, cardiovascular and HEENT disorders. Practical classes support student skills development pertaining to physical exam of the lung, thorax, and the cardiovascular system. |

Course Descriptions cont'd

| | Course | Credits | Code | Hours | Course Description |
|---------------------------------------|--------------------------|---------|---------|-------|---|
| YEAR 2 WINTER (TERM 5) | Dermatology | 1.5 | CSDE631 | 18 | Dermatology examines the etiology, presentation and pathophysiology of various skin conditions encountered by the practicing physician. Recognition and identification of the physical presentation of various skin lesions is emphasized. |
| | Diagnostic Imaging & Lab | 1.5 | HSDI624 | 18 | This course will familiarize students with laboratory tests commonly ordered to assist in patient assessment and management. It will familiarize students with different forms and interpretation of diagnostic imaging, as well as which is best suited for a particular patient presentation or condition. The lab component of this course will allow students to perform common "in-house" laboratory testing, as well as reviewing various images. |
| | Homeopathic Medicine V | 1.5 | NMHO625 | 18 | The focus of this course is case taking. A student will develop the skills and knowledge required take an acute and chronic case and describe the difference between acute and chronic case taking. They will be able to repertorize cases and prescribe appropriate remedies. Their knowledge of Materia Medica will be enhanced by learning five new homeopathic remedies. |
| | Manual Therapies | 3 | NMMT621 | 36 | Manual Therapies reviews the indications and contraindication of the electrotherapeutic (laser, diathermy, ultrasound) and hydrotherapeutic modalities and their application in a variety of conditions. Through lecture and practical classes, students will develop the skills and knowledge for the safe and effective application of various hydrotherapeutic/electrotherapeutic procedures. |

Course Descriptions cont'd

| | Course | Credits | Code | Hours | Course Description |
|---------------------------------------|----------------------|---------|---------|-------|--|
| YEAR 2 WINTER (TERM 5) | Microbiology III | 1.5 | HSBM623 | 18 | Microbiology III involves the study of various infectious agents, including fungi, protozoans and helminths, and their role in disease in the human body. Transmission, virulence, laboratory identification and diagnosis, pathological presentation and pharmacology of treatment are investigated. A discussion of the use of anti-microorganismal medications (antiviral, antifungal, antiparasitic, and antibacterial), as well as naturopathic ways of dealing with these infections is explored. An overview of antibiotic-resistant microorganisms is also explored. |
| | Nutrition V | 1.5 | NMNU625 | 18 | The clinical use of dietary management and nutrient supplementation is presented from the standpoint of both prevention and therapeutics. Various diets are investigated, and protocols for supplementation programs relative to specific disease processes and stages of the human life cycle are examined. The psychological meaning behind foods and food habits are also investigated. Nutrition V focuses on clinical nutrition (diet therapy & supplementation) for the treatment of hypoglycemia, insulin resistance, diabetes mellitus (types 1 & 2), obesity, hypertension, and cardiovascular disease. Etiology, assessment, and pathogenesis will be discussed when relevant to the treatment strategy. |
| | Physical Medicine II | 3 | NMPM622 | 36 | Physical Medicine II provides didactic and practical training in physical assessment and pathology recognition for the lower extremity (hip, knee, leg, ankle, and foot). Included is the evaluation of common myofascial, articular, osseous, neurologic, and vascular pathologies of the lower extremity. A variety of core patient assessment methods are identified, including patient history, postural assessment, detailed anatomy palpation, range of motion assessment, orthopaedic testing, diagnostic imaging and basic patient management. The principles and practice are also applied with patient simulation exercises and practical clinical examinations. |

Course Descriptions cont'd

| | Course | Credits | Code | Hours | Course Description |
|---------------------------------------|------------------------------|-----------|---------|------------|---|
| YEAR 2 WINTER (TERM 5) | Research II | 1.5 | PDRS612 | 18 | Skills and concepts learned in Research I will be applied to study designs beyond controlled trials of interventions. Statistical and design features of n-of-1 trials, systematic reviews, meta-analysis, and trials that evaluate diagnostic methods will be discussed and common threats to the validity of these research designs will be explored. Students will learn to critically appraise these sorts of research designs in a systematic way. As well, fundamental principles of research ethics and the bodies that oversee them will be covered, with a focus on the components that constitute informed consent. |
| | Traditional Asian Medicine V | 1.5 | NMAM625 | 18 | TAM V focuses on Heart, Small Intestine and Kidney acupuncture points locations & functions. Students will learn to safely locate and needle acupuncture points on the Heart, Small Intestine and Kidney meridians and will be able to list the indications and contraindications for these points. Students will develop knowledge of TAM symptom pattern and diagnosis for the Heart, Small Intestine and Kidney organs from a TAM perspective. Practical classes will focus on tongue and pulse diagnosis and needling. |
| TOTAL | | 30 | | 360 | |

Course Descriptions cont'd

| | Course | Credits | Code | Hours | Course Description |
|---------------------------------------|------------------------|---------|---------|-------|---|
| YEAR 2 SPRING (TERM 6) | Biomedical Sciences VI | 9 | HSBM636 | 108 | As a synthesis of several fields of study, the bio-medicine program sets out to promote an integrative and holistic view of how they contribute to the function and dysfunction of the human body. Biomedicine VI integrates the physiology, biochemistry, pathology, histology, embryology, neuroanatomy, pharmacology, and laboratory diagnosis of the gastrointestinal, hepato-biliary, renal, and reproductive systems. |
| | Botanical Medicine VI | 1.5 | NMBM626 | 18 | Botanical Medicine VI is a continuation of all prior bot med courses, with a focus on botanical therapies specific to neuro-endocrine systems. Classes are designed to explore key botanical applications in relation to the communication & control of the hypothalamic/pituitary/adrenal axis, as well as understanding the safe, effective, and conscientious use of herbs for male and female reproductive health, and explores the making of herbal tinctures & glycerites. |
| | Clinical Diagnosis III | 3 | HSCD633 | 36 | CDX III provides instruction in performing a general screening physical exam. Through lecture and lab, students develop the skills to perform examination of the HEENT, skin and nails, nervous system, cardiovascular system, thorax and lungs, abdomen, peripheral vascular system, and musculoskeletal system. The course culminates with a practical Milestone Exam in which students demonstrate competence in a multi-step physical screening exam. Students are required to successfully complete this exam to enter clinic as a secondary intern. |

Course Descriptions cont'd

| | Course | Credits | Code | Hours | Course Description |
|---------------------------------------|--|---------|---------|-------|---|
| YEAR 2 SPRING (TERM 6) | Homeopathic Medicine VI | 1.5 | NMHO626 | 18 | <p>The focus of homeopathy VI is on follow up patient visits and assessment. Students will gain the knowledge that will allow them to conduct follow ups, know the theoretical and clinical applications in approaching the first prescription, for acute cases, explore posology and prognosis. The students will assess when it is time to prescribe a second remedy. Through case based learning, students will gain a working knowledge of remedy selection, posology, and potency that best match the symptoms of the patient.</p> <p>Students will further enhance their knowledge of homeopathic remedies through study of the Materia Medica.</p> |
| | Introduction to Clinical Education | 3 | CPCE631 | 36 | <p>This course prepares students to perform clinical rounds in the teaching clinics. The focus is on roles and responsibilities in clinic, case taking and charting, case research, chart audits, and clinic procedures. This course culminates with the first of the case-based milestone examinations, the Clinical Entrance Exam.</p> |
| | Naturopathic Counselling IV | 3 | NMNC624 | 36 | <p>The Naturopathic Counselling course prepares students to work with patients, peers, and supervisors.</p> <p>Naturopathic Counselling - "Introduction to Mental Health", develops the communication skills for problem solving and then explores trauma, eating disorders, psychosis, and the Diagnostic and Statistics Manual of Psychology.</p> |
| | Nutrition VI | 1.5 | NMNU626 | 18 | <p>Nutrition VI focuses on clinical nutrition (diet therapy and supplementation) for the treatment of renal disease and gastrointestinal disorders. Etiology, assessment, and pathogenesis are discussed when relevant to the therapeutic treatment strategy. Students will learn dietary interventions used to assess and treat digestive issues including elimination diets, food sensitivity testing, food intolerances (sulfites, histamine, FODMAPs), Specific Carbohydrate Diet, GAPS, and low sulfur diet. Clinical nutrition interventions for gastric surgery and dumping syndrome, small and large bowel resection will be reviewed.</p> |

Course Descriptions cont'd

| | Course | Credits | Code | Hours | Course Description |
|---------------------------------------|-------------------------------------|-------------|---------|------------|---|
| YEAR 2 SPRING (TERM 6) | Physical Medicine III | 4.5 | NMPM633 | 54 | Physical Medicine III provides lecture style and hands-on training in physical assessment and pathology recognition for the axial body (sacroiliac, lumbar, thoracic, ribs, cervical spine and TMJ). Included is the evaluation of common myofascial, articular, osseous, neurologic, and vascular pathologies of the axial body. A variety of core patient assessment methods are identified, including patient history, postural assessment, detailed anatomy palpation, range of motion assessment, orthopaedic testing, diagnostic imaging, and basic patient management. |
| | Traditional Asian Medicine VI | 1.5 | NMAM626 | 18 | TAM V focuses on Bladder, Back Shu, Front Mu, Influential, Confluent, and other Special acupuncture points locations & functions. Students will learn to safely locate and needle acupuncture points on the Bladder meridians and will be able to list the indications and contraindications for these points. Students will develop knowledge of TAM symptom pattern and diagnosis for the Bladder organs from a TAM perspective. Practical classes will focus on tongue and pulse diagnosis and needling, cupping, bleeding, moxibustion and gua sha techniques. |
| | Clinic Shadow II | 1 | CPCE601 | 4 | Clinic shadow shifts provide students with an orientation to the teaching clinic and introduces students to the various roles and functions in the clinic and provides students with the opportunity to observe licensed naturopathic physicians and interns in the process of case discussion and patient care. |
| TOTAL | | 29.5 | | 346 | |

Course Descriptions cont'd

| | Course | Credits | Code | Hours | Course Description |
|--------------------------|--------------------------|----------|---------|-----------|---|
| YEAR 2 SUMMER | Dissection Laboratory | 4 | CSDL631 | 48 | Students participate in a detailed dissection to study human anatomical structures and systems; special attention is given to clinically relevant anatomy and pathology. The musculoskeletal, vascular, and nervous, and organ systems are studied in depth in order to appreciate the relevance of landmarks, physical relationships, reasoning for assessment protocols and pathologic process in the body. |
| TOTAL | | 4 | | 48 | |

Course Descriptions cont'd

| | Course | Credits | Code | Hours | Course Description |
|-------------------------------------|---------------------------|---------|---------|-------|--|
| YEAR 3 FALL (TERM 7) | Botanical Medicine VII | 1.5 | NMBM737 | 18 | Botanical Medicine VII is a continuation of all prior botanical medicine courses, with a focus on the treatment of conditions of the nervous system & mental health, addressing issues such as sleep, pain, stress, and anxiety/depression & cognition. Students will learn indications, contraindications, side effects and interactions of botanical medicines with an emphasis on the alkaloids as constituents, their pharmacology, and clinical applications. Inquiry based learning provides students clinical cases to support their diagnostic and prescribing skills. |
| | Clinical Diagnosis IV | 3 | HSCD714 | 36 | In CDx IV students will develop differential diagnosis skills for conditions pertaining to the gastrointestinal, hepato-biliary, and genito-urinary systems. Lecture, cases, and practical classes support student skills and knowledge development. Physical exam skills will focus on advanced examination of the head and Neck, and the advanced abdominal exam. |
| | Emergency Medicine | 1.5 | CPEM721 | 18 | This course will enable students to assess emergency situations and respond immediately as a professional first-responder in order to provide basic life support. Students will learn to recognize and assess an emergency situation, develop an approach to managing emergency situations (cardiovascular, anaphylaxis, trauma) and to diagnose and treat common emergent conditions. |
| | Gynecology | 3 | CSGY711 | 36 | Gynecology examines reproductive health of persons with uteri, including development throughout the life cycle, anatomy and physiology of the reproductive and endocrine system, and investigation and treatment of imbalance /disease. Topics include amenorrhea, fibroid, endometriosis, hormone imbalance, and malignancies. In addition to pathologies and treatments, wider factors are examined, including socioeconomic status and cultural behaviours, and a review of Trans and Non-binary reproductive health. Students will learn how to perform a gynecological exam and pap exam with lecture and practical training. |

Course Descriptions cont'd

| | Course | Credits | Code | Hours | Course Description |
|-------------------------------------|---|---------|---------|-------|--|
| YEAR 3 FALL (TERM 7) | Homeopathic Medicine VII | 1.5 | NMHO737 | 18 | Homeopathy VII focuses on case management and follow ups visits for both acute and chronic cases. Students will learn the theoretical and clinical applications in approaching the second prescription, explore posology and prognosis, understand the effects of the prescription. Through study of The Organon, students will learn about aggravations and proving of the remedy and how to manage these. Students will further enhance their knowledge of homeopathic remedies through study of the Materia Medica. |
| | Naturopathic Clinical Arts and Sciences I (NCAS I) | 3 | NCAS711 | 36 | The NCAS I course introduces students to integrative medicine and functional disorders of the gastrointestinal system and the microbiome and their role in neurodevelopmental disorders. Endocrine system disorders will be reviewed including adrenal, thyroid, and reproductive disorders. Autoimmune dysfunction and common dermatological conditions with a focus on identification and lab diagnosis will be discussed. Students will learn the indications and contraindications of injectable vitamins and practice phlebotomy, and vitamin B12 Injections. |
| | Naturopathic Manipulation I | 3 | NMNM711 | 36 | Through lecture and practical labs, Naturopathic Manipulation I provides students the knowledge and skills to perform an assessment of a regional joint complex and surrounding structures, discuss and identify the significance of regional normal versus pathological end-feels associated with joint dysfunction (subluxation), perform regional joint play mobilizations for assessment and treatment, perform palpation, stretching, strengthening and muscle testing for regional therapeutic applications and demonstrate a high velocity, low amplitude thrusts as indicated. |

Course Descriptions cont'd

| | Course | Credits | Code | Hours | Course Description |
|-------------------------------------|--------------------------------|-----------|---------|------------|---|
| YEAR 3 FALL (TERM 7) | Nutrition VII | 1.5 | NMNU737 | 18 | In Nutrition VII, students will learn dietary and nutritional support for reproductive/hormone disorders such as metabolic syndrome, insulin resistance, menopause, PMS, estrogen dominance, progesterone deficiency and hypothyroidism. Dietary and nutritional support of detoxification pathways are reviewed with consideration of the digestive, hepatic, and renal systems. |
| | Research III | 1.5 | PDRS723 | 18 | Students will develop the ability to effectively search medical literature and databases and summarize and critically appraise medical research. They will appraise the validity and relevance of clinical studies key to developing research literacy in naturopathic medicine. The fundamentals of performing a literature review as well as designing and writing a publishable case study will be taught. Students will write a short literature review on a topic relevant to naturopathic medicine. |
| | Traditional Asian Medicine VII | 1.5 | NMAM737 | 18 | TAM V focuses on Liver, Gallbladder, San Jiao & Pericardium acupuncture points locations & functions. Students will learn to safely locate and needle acupuncture points on the Bladder meridians and will be able to list the indications and contraindications for these points. Students will develop knowledge of TAM symptom pattern and diagnosis for the Liver, Gallbladder, organs from a TAM perspective. Practical classes will focus on tongue and pulse diagnosis and needling techniques. |
| | Clinic Assistant | 3 | CPCE701 | 72 | Clinic assistant rotations provide the novice secondary intern an introduction to clinic operations and include duties in the lab, and dispensary. Students develop their clinic operations skills under the mentorship of the Dispensary Manager and Lab Technicians. |
| | Clinic Secondary | 6 | CPCE501 | 96 | Students are enrolled as secondary interns in the teaching clinic in their third year of the program. Over the course of three terms the secondary intern assumes increasing responsibility in patient care including physical exam, interviewing and charting, patient research and case presentation. |
| TOTAL | | 30 | | 420 | |

Course Descriptions cont'd

| | Course | Credits | Code | Hours | Course Description |
|---------------------------------------|------------------------------|---------|---------|-------|---|
| YEAR 3 WINTER (TERM 8) | Botanical Medicine VIII | 1.5 | NMBM738 | 18 | In this course there is an emphasis on clinical applications of botanical medicine for thyroid/ cardiovascular health and diabetes/metabolic syndrome, and genitourinary health. The ecological, ethnobotanical, and environmental concerns that exist within the practice of botanical medicine is reviewed. Key actions of the herbs will be explored based on both their traditional and modern usage. Through study of the Materia medica, students will learn the pharmacognosy, indications and contraindications of botanical remedies and be able to formulate tinctures for specific conditions. |
| | Clinical Diagnosis V | 3 | HSCD725 | 36 | CDx V continues the differential diagnosis of peripheral vascular, gastrointestinal, hematological neurological, pulmonary, and immunological disorders. Case presentation and symptoms of common mental health issues are covered including anxiety, OCD and PTSD, depression, psychosis, and bipolar disorder. Students developed advance physical exams skills in labs that focus on examination of the lung and thorax and nervous system. |
| | Homeopathic Medicine VIII | 1.5 | NMHO738 | 18 | In this course, students will demonstrate the ability to differentiate between acute in epidemics and acute exacerbation of a chronic disease. Gaining more experience in case analysis and repertorization of acute and chronic paper using homeopathic software. Select homeopathic remedies and determine a posology based on the totality (mental, general, and physical symptoms) of the case. Compare select remedies and describe their characteristic usage. Students will further develop their knowledge of homeopathic remedies through study of the Materia Medica. |

Course Descriptions cont'd

| | Course | Credits | Code | Hours | Course Description |
|---------------------------------------|------------------------------|---------|---------|-------|---|
| YEAR 3 WINTER (TERM 8) | NCAS II | 3 | NCAS722 | 36 | Students who complete NCAS II will be able to understand and identify case presentation, laboratory testing, normal and abnormal physical exam findings, history taking, and both medical and naturopathic treatments required to properly and effectively manage specific patient cases. The topics covered by NCAS II are autoimmune disorders, gastrointestinal conditions (PUD, GERD), renal disease, contraception (IUDs, oral contraceptives), menopause, diabetes, mood disorders, chronic pain, and insomnia. |
| | Naturopathic Counselling V | 3 | NMNC715 | 36 | The Naturopathic Counselling courses prepares students to work with patients, peers, and supervisors. This course continues to focus on how to develop essential clinical rapport with patients, which is the foundation of the Doctor-Patient relationship. Naturopathic counselling V examines the life span of individuals in society by introducing psychosocial development through life and includes terminal conditions, grief, and suicide. This course also includes student centred seminars where current clinical issues can be explored in small groups. |
| | Naturopathic Manipulation II | 3 | NMNM722 | 36 | Naturopathic Manipulation II builds on the skills learned in the previous classes and focus on the development of the skill of high velocity low amplitude manipulation as well as soft tissue techniques and palpatory assessment. Special emphasis will be given to the subjects of pathology and anatomy in the regions of the thoracic spine and sacroiliac area, though all spinal areas will be covered and some extremity adjusting will be introduced. |

| | Course | Credits | Code | Hours | Course Description |
|---------------------------------------|-----------------------------|---------|---------|-------|---|
| YEAR 3 WINTER (TERM 8) | Nutrition VIII | 1.5 | NMNU738 | 18 | In Nutrition VIII, case studies are used to present an evidence-based examination of disease processes as they present in the human body. The student is provided a structured opportunity to explore and incorporate a detailed knowledge of the functional organisation and operational mechanisms used by cells, tissues, organs, and systems as they relate to lecture topic discussed. Debate Topics include: Raw vs Cooked Foods, Vegetarian vs Meat, Grains vs Grain Free, Probiotics vs Fermented Foods, Supplements vs Food, Intermittent Fasting vs 4-6 meals/snacks per day. Presentation Topics include: Psoriasis, Fertility/Infertility, Anxiety, Chronic Fatigue Syndrome, Post Concussive Syndrome, Lyme Disease, Hashimoto's, Mold Toxicity |
| | Professional Development II | 3 | PDPD713 | 36 | Professional Development II provides students with the tools, knowledge, and skills to uncover their unique value to their ideal clients, create a viable business model upon which to base future practice profitability, develop market assessment capabilities, and establish an individual market position. Students will develop a branding and marketing strategy and understand establishing a social media presence. Videos, presentations, and portfolio development creates an interactive and participatory experience, with skills and expertise honed through in class workshops, written assignments and discussion. Course instruction is provided through 1-on-1, small group and larger group coaching and motivational interviewing techniques. |

Course Descriptions cont'd

| | Course | Credits | Code | Hours | Course Description |
|---------------------------------------|---------------------------------------|-----------|---------|------------|---|
| YEAR 3 WINTER (TERM 8) | Traditional Asian Medicine VIII | 1.5 | NMAM738 | 18 | TAM VIII focuses on Du & Ren vessels acupuncture points locations & functions, the 8 extra vessels, and ear acupuncture. Students will learn to safely locate and needle acupuncture points on these meridians, will be introduced to electroacupuncture and will be able to list the indications and contraindications for these points. Practical classes will focus on tongue and pulse diagnosis and clean needling techniques for acupuncture. |
| | Clinic Secondary | 9 | CPCE501 | 144 | Students are enrolled as secondary interns in the teaching clinic in their third year of the program. Over the course of three terms the secondary intern assumes increasing responsibility in patient care including physical exam, interviewing and charting, patient research and case presentation. |
| TOTAL | | 30 | | 396 | |

Course Descriptions cont'd

| | Course | Credits | Code | Hours | Course Description |
|---------------------------------------|--------------------------|---------|---------|-------|---|
| YEAR 3 SPRING (TERM 9) | Botanical Medicine IX | 3 | NMBM739 | 36 | Botanical Medicine IX is the final course in a series delivered during the naturopathic curriculum to complete the botanical medicine program. The development of a systematic understanding of the indications and actions of medicinal plants that can be applied practically in the clinical context is emphasized. Through case studies students will learn the practical application of the herbs for dermatology, geriatrics, cancer, and pregnancy and lactation. Students will develop and present a botanical “first aid kit”. |
| | Clinical Diagnosis VI | 3 | HSCD736 | 36 | <p>The clinical diagnosis courses provide an in-depth study of the significance and interpretation of clinical signs and symptoms for the development of diagnostic skills appropriate to the role of a primary care provider.</p> <p>Emphasis is placed on the collection and interpretation of physical/clinical data to arrive at a naturopathic medical diagnosis. Through lecture, lab, practice and the study of case histories, students develop history taking and physical examination skills, learn to develop diagnostic acumen, cultivate clinical judgment and problem-solving abilities, and develop competency in differential diagnosis and assessment.</p> <p>The topics covered by CDx VI include differential diagnosis of reproductive system, breast disorders, multi-system cardiology, fatigue, and a review of hormone labs. Students will develop clinical skills to perform a focused cardiovascular exam, peripheral vascular exam, urogenital/ prostate Exam, pelvic and breast/chest Exam. This course culminates in a milestone exam utilizing simulated patient cases, the “Mock Patient Assessment”</p> |

Course Descriptions cont'd

| | Course | Credits | Code | Hours | Course Description |
|---------------------------------------|-------------------------------|---------|---------|-------|---|
| YEAR 3 SPRING (TERM 9) | NCAS III | 3 | NCAS733 | 36 | <p>Students enrolled in NCAS III will develop an understanding of the history and evolution of the field of clinical ecology. They will analyze the impact on human health, understand laboratory method of assessing clinical toxicology and allergic disease and learn the application of environmental medicine.</p> <p>Through lecture and practical classes, NCAS III also teaches students to develop the knowledge and skills required to safely and effectively perform injections (Subcutaneous, IM), and IV Therapy.</p> |
| | Naturopathic Manipulation III | 3 | NMNM733 | 36 | <p>This course builds upon the previous two manipulation courses to help students determine the need for, and perform specific spinal and peripheral adjustments of joints in the body. The primary focus is the pelvis, lumbar, thoracic, and cervical spine. Students will learn identification of subluxations, application of adjusting techniques, recognition of risks and benefits and knowledge of contraindications. Students will refine their soft tissue mobilization skills and knowledge on relevant muscle actions, origins, and insertions.</p> |
| | Oncology | 3 | HSO731B | 36 | <p>Oncology provides an in-depth study of the biology of cancer, the cellular mechanisms involved in the development of cancer and the metabolism of neoplastic tissues. It surveys the clinical investigation, staging, grading, epidemiology, and tropism of specific cancers. Integrative supports for standard chemotherapy, radiation and surgery are detailed.</p> |
| | Pediatrics | 3 | CSPD731 | 36 | <p>Pediatrics presents a general overview of pediatric conditions seen in naturopathic practice and the differential diagnosis and assessment of the common problems of infancy, childhood, and adolescence. This includes health maintenance, disease prevention, the early diagnosis and naturopathic treatment of common childhood conditions and diseases, and referral where appropriate.</p> |

Course Descriptions cont'd

| | Course | Credits | Code | Hours | Course Description |
|---------------------------------------|-------------------------------|-----------|---------|------------|--|
| YEAR 3 SPRING (TERM 9) | Traditional Asian Medicine IX | 3 | NMAM739 | 36 | TAM IX provides a working knowledge and skills of the philosophy, theories of diagnosis and therapeutic concepts and techniques of traditional Asian medicine. Integrating the TAM series, students will review theory and apply it to clinical cases covering gynecology, immunology, mental health, and musculoskeletal disorders. Following TAM interviewing and assessment, students will learn to apply treatment with Chinese herbal medicine, and food cures. |
| | Clinic Secondary | 9 | CPCE501 | 144 | Students are enrolled as secondary interns in the teaching clinic in their third year of the program. Over the course of three terms the secondary intern assumes increasing responsibility in patient care including physical exam, interviewing and charting, patient research and case presentation. |
| TOTAL | | 30 | | 396 | |

| | Course | Credits | Code | Hours | Course Description |
|--|----------------|---------|------|-------|---|
| YEAR 4 SUMMER/ FALL (JULY - DEC.) | Clinic Primary | 22 | | 352 | Students are enrolled as primary interns in their fourth year of the program. These rotations provide the student hands-on opportunities to develop clinical knowledge, skills and attitude through patient interviewing, physical exam, lab diagnosis, development of a working diagnosis, development of a treatment plan and application of naturopathic principles and philosophy |

Course Descriptions cont'd

| | Course | Credits | Code | Hours | Course Description |
|--------------------------------------|------------------------------|-----------|---------|------------|---|
| YEAR 4 FALL (TERM 10) | Master Class I | 3 | CPMC811 | 36 | Master Class welcomes experts from across the spectrum of health care to share the wealth of experience and insight they have acquired within their particular specialty. Topics include autism, prescribing, drug-herb interactions, practice management, case reports and the application of naturopathic philosophy to cases. |
| | NCAS IV | 3 | NCAS814 | 36 | Through the PBL activities, the student will demonstrate their ability to apply, analyze, and prioritize the knowledge acquired in school to problems and issues that will be presented in the PBL setting. Students will gather information and analyze data in order to quickly and efficiently research cases. The topics covered are primary prevention of cardiovascular disease and atrial fibrillation, GI disorders (IBD, SIBO, PUD, H. Pylori), PCOS, infertility, menopause, headaches, u, allergy/atopy/asthma, and IV therapy applications. |
| | Naturopathic Manipulation IV | 3 | NMNM814 | 36 | Naturopathic Manipulation IV is the fourth and final part of the series that provides a solid basis for the practitioner to determine the need for, and perform specific spinal and peripheral adjustments of joints in the body. Students will effectively and safely apply appropriate adjusting techniques, of the pelvis, lumbar, thoracic, and cervical spine, shoulder, elbow, wrist and hand, hip, knee and foot and ankle for the most common clinical situations. Students will identify risks and benefits and apply orthopedic tests to determine treatment approach. Lectures are supported by in class practical skills development. |
| | Obstetrics | 3 | CSOB721 | 36 | Obstetrics focuses on the basic practice of obstetrics including adaptations to pregnancy, taking a prenatal history, routine tests offered in pregnancy and indicated physical exam. The diagnosis and prevention of conditions in the perinatal period, scope of practice of obstetrics for naturopathic physicians and indications and contraindications of naturopathic treatments in the care of the obstetrical patient will be emphasized. Recognition and management of high-risk birthing situations, maternal postpartum care, and common lactation problems is emphasized. |
| TOTAL | | 12 | | 144 | |

Course Descriptions cont'd

| | Course | Credits | Code | Hours | Course Description |
|--|---|---------|---------|-------|--|
| YEAR 4 WINTER- SPRING (JAN. - JUNE) | Clinic Primary | 24 | | 384 | Students are enrolled as primary interns in their fourth year of the program. These rotations provide the student hands-on opportunities to develop clinical knowledge, skills and attitude through patient interviewing, physical exam, lab diagnosis, development of a working diagnosis, development of a treatment plan and application of naturopathic principles and philosophy |
| YEAR 4 WINTER (TERM 11) | Genetics | 1.5 | CSGN631 | 18 | This course is a survey of the study of genetics and epigenetics as they apply to medicine and clinical practice. Students will review common terms and vocabulary when discussing genetics and epigenetics, examine the most common genetic disorders and genetic testing encountered in practice, and explore medical applications of genetic research. We will also focus on autoimmune disease as an example of the interplay of genetics and epigenetics. |
| | Geriatrics | 1.5 | CSGR821 | 18 | This course will cover clinical considerations when doing a historical intake, physical exam, nutritional assessment, laboratory investigation, pharmacological and naturopathic interventions for geriatric population health concerns. Some of the more common non-pathological abnormal findings for the geriatric population will also be explored. Commonly found pathologies in the geriatric population will be discussed. |
| | Naturopathic Clinical Arts and Sciences V | 3 | NCAS825 | 36 | The topics covered by NCAS V are cultural competence in healthcare, gender sensitivity, racism and discrimination in health care, and trauma informed care. students will be able to explain the impact of cultural and socioeconomic disparities in health care delivery. Case studies and group work will focus on anxiety/depression, atrial fibrillation, scabies, Parkinson's, gastroenteritis, and asthma. |

Course Descriptions cont'd

| | Course | Credits | Code | Hours | Course Description |
|--|------------------------------|----------|---------|------------|--|
| YEAR 4 WINTER (TERM 11) | Professional Development III | 3 | PDPD813 | 36 | Professional Development III facilitates students in creating an individual customer acquisition and retention strategy based on the individual student's career plan, skillset, and mindset. Collaborative coaching and discussion topics include contract negotiations, logistics, systems, and operations. The course culminates in the completion of the Professional Practice Portfolio: The Client Service Plan (CSP). The CSP provides a framework for execution and consistency for the practitioner's everyday interactions and business dealings and provides a basis for any staff, employees or associates to execute a consistent service delivery. |
| TOTAL | | 9 | | 108 | |

Course Descriptions cont'd

| | Course | Credits | Code | Hours | Course Description |
|--|--|----------|---------|------------|--|
| YEAR 4 SPRING (TERM 12) | Jurisprudence | 1.5 | PDJU831 | 18 | Jurisprudence prepares the student for the provincial licensing jurisprudence board exam. Students receive instruction on the legislation that governs healthcare practice in general and naturopathic medicine in particular. The bylaws for the College of Naturopathic Physicians of BC are also explored. Included in this conversation are the ethical aspects and considerations of clinical practice – duties of the doctor, liability, negligence, standards of care, consent to treatment and confidentiality. |
| | Medical Procedures | 1.5 | CPMP831 | 18 | Provides instruction in identifying commonly encountered pathologies that are amenable to minor surgical techniques under the scope of practice for a naturopathic physician. Selection of surgical techniques is covered including identifying the risks, benefits, and contraindications of each surgical technique. Minor surgical procedures such as suturing techniques, incisions, the use of topical anaesthetics and bandaging/drainage techniques are also covered. This course includes a suturing and biopsy laboratory component which allows students to practice minor surgical and suturing techniques. |
| | Naturopathic Clinical Arts and Sciences VI | 3 | NCAS836 | 36 | The topics covered by NCAS VI help prepare the graduating student with lectures on the Clinic Exit Exam Overview, PTSD and trauma informed care, infertility, chronic kidney disease, hypogonadism, prostate health, and SIBO. One class is dedicated to preparation for licensing Board Exams. |
| | Naturopathic Counselling VI | 3 | NMNC816 | 36 | The sixth course in the series explores chronic pain, drug and alcohol use from a psychosocial perspective, the purpose of patient behaviours and modern transference and counter transference. This course also prepares students to exit the program through an experiential retreat that supports student to professional transition and for the next stage of their careers. This course also includes student centred seminars where current clinical issues can be explored in small groups. |
| TOTAL | | 9 | | 108 | |

Clinic Requirements

CLINICAL EDUCATION PROGRAM

The clinic curriculum extends across all four years of the program, with the main completion of clinical requirements during the 3rd and 4th years. Students must successfully complete the entire clinic curriculum within the 7 years as per the Completion Policy.

Students complete 36 weeks as a secondary clinician. The terms run from September to December, January to March, and April to June.

Senior interns complete two terms as a primary clinician over 12 months which run July through December and January through June. An eligible clinician may only enter the clinic at the beginning of a term.

CLINICAL COMPETENCIES

The purpose of clinical competencies is to evaluate the skills, knowledge and attitudes required of physicians including; medical interviewing, physical exams, differential diagnosis, assessment, therapeutics, and communication skills.

Competencies are divided into several categories to reflect the progressive development of the knowledge, skills and attitudes required of the student.

All secondary clinical competencies must be completed, approved, and submitted before a student may advance to primary clinician status. All primary clinical competencies must be completed, approved, and submitted by the end of the student's clinical training program in order to be recommended to graduate.

Note: these competencies are not linked to the clinic rotation grades. They are a separate requirement for graduation, and a signed-off competency does not assure a grade of "satisfactory" on any clinic rotation.

TRANSITION TO SECONDARY CLINICIAN REQUIREMENTS

Transition to secondary usually happens at the beginning of the first term of the 3rd year of the program. Secondary internship is 12 months (three 4-month terms). All documents and course requirements must be completed for transition to be approved. Students on a modified track will likely have an altered clinic entrance schedule.

Note: View the full Transition to Secondary Clinician Requirements on page 170 of the Student Handbook located in eCampus.

TRANSITION TO PRIMARY CLINICIAN REQUIREMENTS

Transition to Primary usually happens at the beginning of the first term of the 4th year of the program (July or January). Primary Internship is 12 months (two 6-month terms). All documents and course requirements must be completed for the transition to be approved. Students on a modified track or who are requesting a reduced clinic course load, need to meet with the ACDS prior to clinic entrance.

COMPLETION REQUIREMENTS

For recommendation for graduation clinic interns must fulfil the following Clinical requirements:

A minimum of 1400 hours broken down as:

- Minimum of 1200 hours as a student in clinic as outlined in the syllabi (shadow, assistant, secondary and primary hours);
- Minimum of 100 hours preceptor hours;
- Minimum of 100 hours of Professional Development;
- A minimum of 50 hours of acupuncture (as a primary clinician included in 1200 hrs above);

All clinical competency sign offs completed;

A minimum of 225 patient contacts as a primary clinician;

A minimum of 450 patient contacts total (primary, secondary, preceptor, externship);

A minimum of 13 completed case summaries (3{one per term} as a secondary and 10{5 per term} as a primary);

- A minimum of 1 case report;
- A minimum of 5 complete chart audits;
- Successful completion of all Clinic Rotations/Courses;
- Successful completion of Clinic exit exam.

Successful completion of all competency requirements.

Written notification of successful completion of all clinical requirements will be provided by the CSC to the Registrar of CCNM - Boucher Campus.

Upon satisfaction of all of the above conditions, the Registrar will finalize approval for the conferring of the naturopathic doctor diploma for eligible candidates.

PRECEPTORSHIPS

In keeping with Boucher's commitment to mentorship models of learning all students must fulfill 100 preceptor hours as part of their clinical education. A minimum of 50 of these hours must be with licensed naturopathic physicians (at least 4 different physicians). The remaining 50 hours may be attained with licensed naturopathic physicians or any regulated health care professional. For more information on preceptorship requirements, please see the Preceptorship Policy in this Calendar.

PRECEPTORSHIP POLICY

The goals of the preceptor program at CCNM - Boucher Campus are as follows:

- 1) expose students to diverse forms of healthcare and clinical practice which may not be taught or emphasized in curriculum at CCNM - Boucher Campus;
- 2) expose students to a variety of practice management strategies and styles;
- 3) provide networking opportunities to students before they are in a professional role, which may lead to job placement and/or mentorship in regards to patient care.

Note: View the full policy and procedures on page 184 of the Student Handbook located in eCampus..

EXTERNSHIPS

All clinical training is available through the Boucher Naturopathic Medical Clinic and community clinics, however primary intern students may choose to attain some of their clinic hours under the guidance (and license) of a practicing naturopathic physician in the community.

Students requesting an externship must be in Good Standing at the time of their application and throughout their externship in order to participate. Should a student not be in good standing at any time during the externship, they will be required to withdraw from the externship rotation.

Externship participation must not fulfill more than 10% of total clinical hours (maximum of 120 hrs) and/or 20% of clinical components. Competency sign offs may be achieved at externships, however a maximum of 35 sign offs is permitted.

Primary interns who wish to accrue externship hours in lieu of their regularly scheduled clinic hours must submit their complete externship package (student and host documentation plus insurance) three (3) months before the start of the term they wish to begin their externship.

All Externship Naturopathic Physicians must be in good standing with their regulatory board with no limitations, and practice in Canada.

Complete details regarding the program, including applications and forms, can be found on eCampus. (eCampus > clinic > Shadow, Externship).

STUDENT PRACTICE POLICY

All CCNM – Boucher Campus students represent CCNM – Boucher Campus and the naturopathic profession to the general public. Except as outlined below, students are not permitted to give medical advice of any kind; this is considered practicing medicine without a license. It is imperative that all CCNM – Boucher Campus students comply with the rules defined in this policy in order to maintain the highest professional and ethical standards, as well as to protect the school and themselves from potential credibility, legal and liability issues that could otherwise arise.

1. CCNM – Boucher Campus students may not practice, advertise, or accept compensation in any licensed profession in which they do not have current licensure.
2. CCNM – Boucher Campus students may not practice, advertise, or accept compensation for any unlicensed or unregulated healing profession including but not limited to iridology, homeopathy, or bodywork, or any modality which an unlicensed person is prohibited from practicing.
3. If a prospective student is a practitioner in an unregulated field at the time of application for admission to CCNM – Boucher Campus, he or she must petition the Deans Council for special consideration if he or she wishes to be allowed to continue this practice while a student at CCNM – Boucher Campus. Approval, if given, will be conditional on the student not disclosing their status as a CCNM – Boucher Campus student to their clients, and will be restricted to their prior field. Further restrictions or conditions may be imposed at the discretion of the council.
4. Students who undertake concurrent training in an unregulated field external to their training at CCNM – Boucher Campus may not practice in that field while a student at CCNM – Boucher Campus, unless they obtain specific written permission from the Deans Council to undertake such practice. The Deans Council will consider individual written petitions and respond in writing with the decision and any specific conditions.
5. CCNM – Boucher Campus students may not practice naturopathic medicine on any person without supervision by a licensed practitioner approved by CCNM – Boucher Campus. The practice of naturopathic medicine without a license and without adequate, approved supervision is taken very seriously, and may result in dismissal. The CCNM – Boucher Campus Naturopathic Medical Clinic is in operation, and it is appropriate to refer anyone who requests your assistance to the teaching clinic.
6. CCNM – Boucher Campus students may only represent themselves as “naturopathic medical students” once they are registered student members of the CNPBC, otherwise they may not use the terms naturopathic or medical.


Violation of any of the above may result in disciplinary action including dismissal.




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