



CCNM

CANADIAN COLLEGE OF
NATUROPATHIC MEDICINE

REPORT TO THE COMMUNITY 2025

THE GROWING IMPACT

of Naturopathic Medicine



Caitlin Ross, second-year student, CCNM - Toronto Campus

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THE GROWING IMPACT OF NATUROPATHIC MEDICINE

Impact is how we educate, deliver clinical excellence, and engage with communities across Canada.

Impact is preparing students to succeed in diverse professional environments, strengthening the evidence base that supports naturopathic approaches to care, and fostering connections with alumni and community partners to transform the profession's future.

Impact is CCNM extending its leadership and influence as naturopathic medicine continues to grow in scope.

Impact is our graduates advancing their role within the evolving health-care landscape.

At CCNM, impact defines our success.



MESSAGE FROM THE CHAIR

As the pan-Canadian provider of naturopathic medical education, the Canadian College of Naturopathic Medicine occupies a unique and meaningful place in our national health-care landscape. With that distinction comes responsibility – not only to equip future naturopathic doctors with the knowledge and skills to treat the whole person, but to lead in a compassionate manner, innovate purposefully, and contribute to a more integrated and sustainable health-care system rooted in prevention.

This year's Report to the Community reflects a period of continued momentum. At the CCNM – Toronto Campus in Toronto, Ontario, and the CCNM – Boucher Campus in Metro Vancouver, British Columbia, the College continues to strengthen its ability to deliver high-quality education, expand clinical impact in our communities, and further the evidence base for naturopathic medicine. These accomplishments are the result of deliberate planning, cross-campus collaboration, and the shared commitment of our faculty, staff, students, and alumni to uphold the College's vision.

That vision – to make naturopathic medicine an integral part of health care through pre-eminent education, research, and clinical services – guides our daily actions and long-term strategic objectives.

The Board of Governors articulates and advances this vision through its five ends:

Excellence in Education

Educate naturopathic doctors on the basis of a clear and focused curriculum, delivered by the most competent faculty, and graduate high-quality naturopathic doctors.

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.

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.

Leading Voice

Increase the awareness and trust of CCNM as a leading voice for naturopathic medicine.

Change Agent

Be a leader and advocate of naturopathic medicine as positive change to our health, our environment and our health-care system.

Together, these ends provide a clear edifice for governance and ensure that CCNM remains focused on outcomes that assert the integrity of the profession and the principles of naturopathic medicine.

Excellence in education remains foundational. Through continual refinements to the case-based curriculum and learner-centred pedagogy, the College prepares graduates who exhibit clinical proficiency, intellectual curiosity, and the capability to deploy their qualifications and expertise across the spectrum of



health-care settings. This responsibility extends beyond the classroom – in addition to increased opportunities for faculty development, CCNM fosters an environment in which lifelong learning and continuing education are critical components of professional success.

Equally essential are clinical education and patient care. CCNM's onsite teaching clinics and community health centres provide students with immersive, hands-on learning experiences while delivering excellent naturopathic health care to diverse and underserved populations throughout Ontario and British Columbia. The dynamic integration of the academic and clinical spheres at the College is instrumental in socializing students in the role of naturopathic doctors and demonstrates the value of practical, experiential learning as a catalyst for self-assurance and competence in practice.

Research remains a key pillar at CCNM. By conducting and disseminating studies in an array of topics pertinent to naturopathic medical practice, the College contributes to a growing evidence base that supports the profession's ongoing maturation. The emphasis on research literacy among students and faculty alike

reinforces a culture in which inquiry is encouraged and nurtured through joint collaborative studies, monthly discussion groups, and funding grants.

As a leading voice and change agent for naturopathic medical education, CCNM continues to build the profession's reputation by promoting awareness and engaging with a variety of stakeholders. Our faculty and alumni are integral in these efforts, embodying the principles of naturopathic medicine in clinical practice, policy formulation, research, and higher education across Canada, North America, and beyond.

Underlying all this progress is the dedication and hard work of the people who make CCNM what it is. I extend my sincere thanks to the CCNM community whose collective energies and enthusiasm move us towards a healthier future for all Canadians.

This year marks my final term as Chair of the Board, and I have the utmost confidence in the College's direction. CCNM remains firmly positioned in a growth-oriented framework rooted in the five ends. It has been a privilege to serve the College in this capacity to help advance naturopathic medical education.



A handwritten signature in black ink that reads "David Duzier ND". The signature is written in a cursive, flowing style.

Dr. David Duzier, ND, MBA
Chair of the Board



MESSAGE FROM THE PRESIDENT

The theme of this year's Report to the Community – The Growing Impact of Naturopathic Medicine – captures an evolution that is steadily unfolding across naturopathic medical education, research, and clinical practice. At CCNM, that impact begins with how we train future naturopathic doctors for a successful and fulfilling career in a profession experiencing an inflection point – the powerful and timely moment when the strengths of naturopathic medicine converge with the needs and expectations of a transforming health-care landscape.

Impact in Education

The foundation of CCNM's rising influence rests in our academic model. In 2025, the College achieved a profession-shaping milestone by rolling out the final year of its learner-centric, case-based curriculum to fourth-year students across both campuses. This innovative methodology is the first of its kind for CCNM, prioritizing active and small-group learning, the development of clinical reasoning beginning in first year, and the cultivation of interprofessional competencies. Through exposure to complex cases and real-world scenarios typically encountered in modern clinical practice, students develop the skills required to navigate uncertainty, think critically, and apply evidence-informed therapies to patient care.

Importantly, this model expands how our graduates contribute to health care in Canada and beyond. Today's naturopathic doctors are widening their

impact across multiple domains, including research, integrative care settings, public health and policy, academia, and natural health industries. By conferring students with adaptable skill sets, robust clinical training, and a wide range of treatment tools, CCNM ensures that students are prepared to meet diverse professional demands while maintaining a patient-centred perspective grounded in preventative and holistic care.

The case-based curriculum is the result of the pioneering work of CCNM's administration and faculty over a nearly 10-year period. This Report provides a comprehensive overview of its progressive implementation and measured design, supplemented by faculty and student voices offering additional insights into course development and practical application, respectively.

The growing impact of education at CCNM is further amplified through intentional partnerships with like-minded

academic institutions such as Trent University. Through the establishment of accelerated and structured 4+4 pathways, students can seamlessly complete their undergraduate degree at Trent and pursue focused studies at CCNM. These initiatives seek to facilitate access to naturopathic medical education, especially for students currently in high school, and ease their transition into the program. Furthermore, these professional agreements highlight our commitment to interdisciplinary learning and academic excellence, while reinforcing naturopathic medicine's place within Canada's postsecondary ecosystem.

Impact in Clinical Inquiry

Research continues to play a vital role in amplifying the credibility, visibility, and impact of naturopathic medicine to treat an extensive breadth of chronic conditions and illnesses commonly seen in clinical practice. Globally,



CCNM remains a leader in expanding the existing body of evidence by demonstrating the quality and efficacy of naturopathic therapeutics. We are currently engaged in 24 funded research projects, including six clinical trials, with collaborators from around the world.

Looking ahead, 2026 will denote the 10th anniversary of CCNM's Patterson Institute for Integrative Oncology Research, as well as our annual Research Day. These combined milestones provide an opportunity to celebrate a decade of groundbreaking contributions to adjunctive cancer care and naturopathic research more broadly.

Impact in Engagement

CCNM's pan-Canadian reach does not end at graduation – rather, our alumni play a pivotal role in extending the College's mission by contributing directly to the increasing integration and recognition of naturopathic medicine within the wider health-care system.

Closer to home, alumni engagement also includes investing in CCNM students through mentorship, philanthropy, and the generous sharing of experience and expertise. These contributions take many meaningful forms – from establishing

scholarships and bursaries to supporting clinical observation, teaching, and serving on committees as volunteers, to name a few. Giving back is a personal choice that creates lasting impact, enriching the student experience today and strengthening the profession for the naturopathic doctors still to come.

Every contribution, no matter the size, impacts the future of our profession. While this Report to the Community details this year's accomplishments of considerable impact, it is often the finer and ancillary tasks of our students, faculty, staff, alumni, donors, and partners that render gradual progress over months, years, and generations. Without these continuous, cumulative gains that stretch back to the College's inception nearly 50 years ago, CCNM would not accomplish all that it does.

Let us continue this impact by building on our established foundation and responding conscientiously – and always with the naturopathic principles in mind – to the opportunities and challenges ahead. As you read this year's Report to the Community, I invite you to think about the impact of naturopathic medicine on our communities and the health of Canadians – and CCNM's role in guiding that growth.



With respect and appreciation,

A handwritten signature in black ink, appearing to read 'R. Karim, DC'.

Dr. Rahim Karim,
B.Sc., DC, MBA, CHE, ICD.D
President & CEO



CELEBRATING 25 YEARS OF THE CCNM – BOUCHER CAMPUS

Looking back on a history filled with growth, innovation, and naturopathic excellence



To all the remarkable, hardworking, and committed individuals who helped shape the CCNM – Boucher Campus into what it is today – cherished alumni, friends of the College, and past and present faculty and staff – thank you for honouring and celebrating 25 years of Boucher excellence with us.

Among the highlights at our Boucher 25th anniversary celebration event in October 2025 were welcoming more than 20 graduating years, ranging from the classes of 2004 to 2025. It was a joy to acknowledge, reconnect, and reminisce with the graduates of Boucher's inaugural years, as they led the growth of the profession in British Columbia and throughout Canada and continue to promote health, balance, and wellness in the lives of others.

We also commemorated the 25th anniversary of the CCNM – Boucher Campus by unveiling a new donor wall spotlighting our historical and ongoing partnerships and supporters, followed by a fulsome on-site tour to showcase the exciting renovations to our classrooms, administrative areas, and the Boucher Naturopathic Clinic.

Boucher has come a long way since opening its doors in January 2000 – from its earliest beginnings in a massage therapy school, to finding and securing a permanent location suitable for student learning, to rising numbers of applications and enrolment, the Campus has more than earned its reputation as a premiere destination for naturopathic medical education on Canada's West Coast.



Alumni from the earliest graduating years of the Boucher Campus gather at the anniversary celebration.



Dr. Marika Berni, ND (right), presents a gift basket to Dr. Michelle Marcoux, ND (CCNM – Boucher Class of 2010).



Dr. Mirjana Baspaly, ND (CCNM – Boucher Class of 2009).



The reception at The Boathouse Restaurant in New West.



Cesar Chung, friend of the CCNM – Boucher Campus (centre), in conversation.



Friends and classmates gather at the 25th anniversary celebration.



Dr. Rahim Karim delivers a welcome address at the event.



L-R: Dr. Marika Berni, ND (CCNM – Toronto Class of 1997), Dr. Julie Durnan, ND (CCNM – Boucher Class of 2006), and Erin Morawetz (Manager, Advancement and Alumni Engagement).



The CCNM – Boucher Campus celebrates 25 years of academic excellence on Canada's West Coast.



L-R: Rena Neufeld (student volunteer), Nico Chiodo (student volunteer), Dr. Rahim Karim, and Carissa Sy (student volunteer).



L-R: Dr. Prabhjot Chohan, ND (CCNM – Toronto Class of 2022) and Dr. Heidi Standeven, ND (CCNM – Boucher Class of 2018).



L-R: Dr. Nathalie Allen-Desrochers, ND (Instructor), Dr. Sasha DaSilva, ND (CCNM – Toronto Class of 2020), and Peter Allen.



L-R: Robbin Coedy, Asante Vokwana (Coordinator, Advancement at the CCNM – Boucher Campus), Dr. Mila Kostic-Damnjanovic, ND (CCNM – Boucher Class of 2024), and Romy Dawkins (second-year student).



Dr. Rahim Karim unveils the new donor wall at the CCNM - Boucher Campus.



Friends catch up at the reception.



L-R: CCNM - Boucher Class of 2019 graduates Dr. Rhea Hurnik, ND, and Dr. Jessica Wu, ND.

To highlight the early years of Boucher's evolution, let's meet a few of our graduates.

Dr. Albert Kim, ND CCNM – Boucher Class of 2005

"I had originally planned to become a surgeon. When I sought my parents' advice, they showed zero enthusiasm. They were quite traditional and still remembered the days when only members from the butcher class entered the field of surgery. Traditionally, a member of the Kim family could become a physician, but not a surgeon.

Around that time, I came across CCNM's academic calendar. I had never heard of naturopathic medicine before, nor was I aware that there

was a school for it as a profession. I was immediately drawn to its philosophy. The idea that the true healer resides within every person (*vis medicatrix naturae*) resonated deeply with me.

While deep into my academic studies during my first year at the CCNM – Toronto Campus when I heard a piece of unbelievable news: Metro Vancouver has a new naturopathic medical school! I transferred in 2000, making me Boucher's first transfer student.

Unlike Toronto, Boucher had no campus. It operated out of a single classroom. The total student body consisted only of 11 first-year

students who were highly intelligent, independent thinkers, perhaps even bordering on rebelliousness, but united by (1) the fear that the school might shut down at any time and (2) their love of cracking the healing code. When I reflect on this, I am often awestruck by how a small group of professors and students forged ahead towards graduation, accreditation, NPLEX examinations, and ultimately licensure by the College to practice. It was one miracle after another. My gratitude is always with my classmates and professors."

Dr. Albert Kim, ND



**Dr. Albert Kim, ND
(CCNM – Boucher Class of 2005)**

With classmates at Boucher's 25th reunion.



**Dr. Rebecca Pitfield, ND,
CCNM – Boucher Class of 2006**

“Assisting in building the Boucher Campus took many difficult years, so being able to celebrate its success felt especially meaningful. I was part of the third graduating class, with only 17 students in 2006, so reconnecting with the College brought back a deep sense of pride and nostalgia.

Before discovering naturopathic medicine, I had been considering medical school. But I was raised to look for ways to heal at home first,

so when I learned about naturopathic medicine, its philosophy resonated immediately. Meeting David Scotten (Dean of the Boucher Campus) ultimately sealed my decision – his vision for the profession, grounded in both science and practical understanding, convinced me that this was where I belonged.

One of my most unforgettable memories from Boucher was traveling to Saskatchewan for a full-body cadaver dissection. The experience was emotional, humbling, and incredibly bonding for our small class. Because we were a tight-knit

group, we all pitched in whenever the school needed support – whether that meant moving boxes during a campus relocation or helping with day-to-day tasks. Those early years created relationships that have lasted to this day, and many of us remain close.

Since graduating, I’ve been teaching for more than ten years, carrying forward the spirit of community and curiosity that defined my time at Boucher.”

Dr. Rebecca Pitfield, ND



**Dr. Rebecca Pitfield, ND
(CCNM – Boucher Class of 2006)**

The CCNM – Boucher Class of 2006 pose for a photo before their convocation ceremony.



CREATING A LEGACY THROUGH GIVING

Through planned giving, supporters of naturopathic medicine positively impact the profession for generations to come

Dr. Rebecca Kellerstein, ND, CCNM – Toronto Class of 2000, passed away in August 2024, just before her 51st birthday. One year later, her parents, Faye and Martin, reached out to CCNM to create a memorial scholarship in their daughter’s name, asking to specifically highlight a candidate with strong diagnostic skills – something Faye says was one of her daughter’s greatest strengths.

“As a practitioner, Rebecca had a gift for zeroing in on a problem, asking many questions, and trying to find out specifically what would be the best remedy,” Faye says about her daughter, who served as an instructor at CCNM since her graduation, as well as a naturopathic practitioner for nearly three decades. “As an instructor, she shared this same approach with her

students. Being a naturopathic doctor was a very natural choice for our Becky, not only as her profession but also as a labour of love.”

Like Faye, many families and individuals find meaning and healing in creating a lasting legacy through giving. Creating a memorial scholarship is one powerful way to keep a loved one’s memory alive, and CCNM is proud to help them

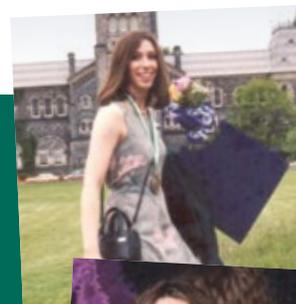
honour their loved ones through memorial scholarships and endowments.

And while many choose to honour a loved one’s memory through a scholarship, others look ahead. Through planned gifts such as charitable bequests or gifts of insurance, donors can ensure their impact continues for generations to come.



Dr. Rebecca Kellerstein, ND
(CCNM – Toronto Class of 2000)

For Faye and Martin Kellerstein, supporting future students ensures their daughter Rebecca’s name and passion for naturopathic medicine continues to inspire generations to come – a true testament to the power of legacy.





Dr. Stefan Kuprowsky, ND, is one of those generous benefactors. An instructor at the CCNM – Boucher Campus from September 2004 until he passed away in the spring of 2025, Dr. Kuprowsky, ND, left a generous gift of \$10,000 in his will to the CCNM – Boucher Campus, a true testament of his dedication to support future naturopathic doctors.

“Stefan was always interested in anthropology, medical anthropology and alternative medical healing. It was like an ‘a-ha’ moment when he realized he could become a naturopathic doctor,” says Helena Hartwood, Dr. Kuprowsky, ND’s sister. “Through his naturopathic practice, he saw a lot of development and healing responses in his patients, and it was important to him to pass on that knowledge to his students. That was his true legacy.”

Legacy or planned giving can take many forms – from charitable bequests in a will, to gifts of RRSP/RRIF funds, securities, or life insurance. Not only reserved for large estates, planned giving is a meaningful way for anyone to create lasting impact in the causes closest to their heart.

A long-time friend of the College, Heinz Vollenweider, informed CCNM back in 2009 that he had included the College as a beneficiary of his life insurance policy. His passing in June 2023 resulted in a \$65,000 gift which will support a scholarship endowment.

“Planned gifts are truly that – a gift,” says Trevor Ellis, Chief Financial Officer of CCNM. “For a donor to look ahead and make a commitment for a future investment truly shows the level of care and thoughtfulness they are putting into how they want to be remembered.”

For Faye and Martin Kellerstein, supporting future students ensures their daughter Rebecca’s name and passion for naturopathic medicine continues to inspire generations to come – a true testament to the power of legacy.

“We wanted her name to be recognized and to create a way for her not to be forgotten, but instead to be remembered as someone who was a bright light in the profession,” says Faye. “It’s important to us to know that she continues to make a positive contribution through this memorial scholarship.”

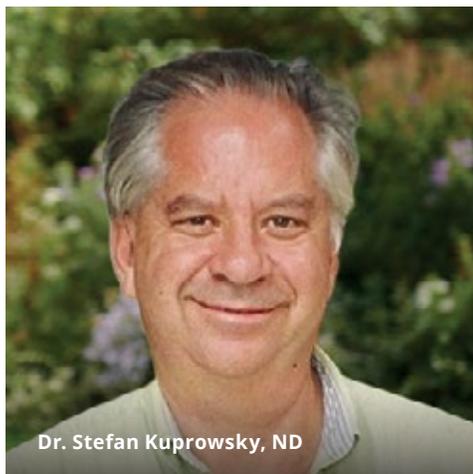
Leaving a Legacy Gift

Planning ahead and leaving a legacy gift is one of the most impactful ways to shape the future of naturopathic medicine.

With a legacy gift, you can help fund the growth of CCNM and naturopathic medicine into the next generation – and beyond.

Interested in learning more? The CCNM advancement team and our CEO will work closely with you throughout the legacy giving process to ensure your gift is spent in the way you envision and that your contribution is recognized with a customized plan.

Please reach out to advancement@ccnm.edu to start these meaningful conversations.



Dr. Stefan Kuprowsky, ND

“Through Stefan’s naturopathic practice, he saw a lot of development and healing responses in his patients, and it was important to him to pass on that knowledge to his students. That was his true legacy.”

Helena Hartwood (Dr. Kuprowsky, ND’s sister)



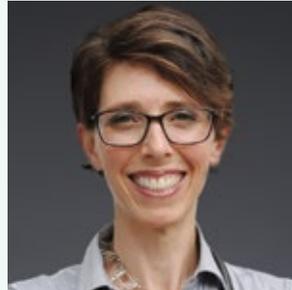
MEMORIAL SCHOLARSHIPS AT CCNM

We are grateful for the many supporters of memorial scholarships at CCNM, which honour the memories of the following individuals:



Dr. Mubina Jiwa, ND

Established by friends and family of the late Dr. Mubina Jiwa, ND, to honour her memory, the scholarship of \$2,000 is awarded to a student of CCNM at either campus.



Dr. Rebecca Kellerstein, ND

To honour the memory of Dr. Rebecca “Becky” Kellerstein, ND, the Rebecca Kellerstein Memorial Scholarship was established by her parents, Faye and Martin Kellerstein, to support one fourth-year CCNM – Toronto Campus student who demonstrates an aptitude in diagnostic skills with \$1,000.



Dr. Kenn Luby, ND

To honour the memory of Dr. Kenn Luby, ND, the Dr. Kenn Luby, ND Memorial Scholarship for Excellence in Homeopathic Medicine was established by his husband, David Klausner. An award of \$2,500 is awarded to two students at CCNM who demonstrate excellence in homeopathic medicine.



Dr. Richard McCrorie, ND

Sponsored by Roger and Mary McCrorie and Lisa McCrorie-Hogan in honour of their late son and brother, the Richard McCrorie, B.Sc., DC, ND Bursary awards \$2,000 to one CCNM student at either campus.



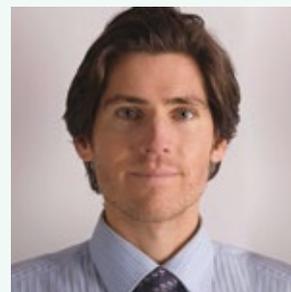
Dr. Nicole Robinson, ND

The Dr. Nicole Robinson Memorial Award was established to honour the memory of a beloved CCNM – Boucher Campus alumna who passed away shortly after her graduation in 2006. One \$5,000 scholarship is awarded to a third-year student.



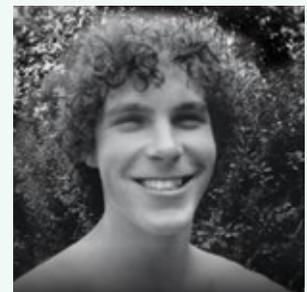
Yvonne Sinnott

This scholarship was established to honour the memory of Yvonne Sinnott. This \$2,500 scholarship recognizes two full-time CCNM students in any year or campus who demonstrate Yvonne’s passion for volunteerism and community service.



Dr. Andy Somody, ND

One \$1,000 scholarship is awarded to a student in year two or year three who best demonstrates their belief in homeopathy and how they would apply it in their practice.



Dr. James Spring, DC, ND

To honour the memory of Dr. Jim Spring, DC, ND, the Dr. James W. Spring DC, ND Memorial Scholarship was established by his family and friends. An award of \$2,000 is given to a third-year CCNM student who exemplifies Jim’s warmth, collegiality, and passion for the naturopathic profession.

Interested in setting up a memorial scholarship at CCNM in memory of a loved one? Please reach out to advancement@ccnm.edu.

LAUNCHING THE INTEGRATIVE CANCER CARE SHIFT AT THE BOUCHER NATUROPATHIC CLINIC

CCNM expands its clinical services on the West Coast

When the Boucher Naturopathic Clinic launched its Integrative Cancer Care shift in May 2025, it not only marked the start of a new offering at the clinic, it reaffirmed CCNM's vision to make *'naturopathic medicine an integral part of health care through pre-eminent education, research and clinical services.'* Led by clinic supervisor Dr. Matthew Greenwood, ND, the shift combines his passion for teaching and his experience in integrative cancer care to provide evidence-informed care to patients.

Dr. Greenwood's path to naturopathic medicine began far from where he ultimately ended up. Growing up in Muskoka, Ontario and later completing an engineering degree at the University of Guelph, he initially held a position in environmental remediation. But the work lacked the human connection he craved. "I'd always had a passion to work with people," he explains. "I loved the teaching and the health-care side of it, and putting them together – for both patients and students – felt like a dream job for me."

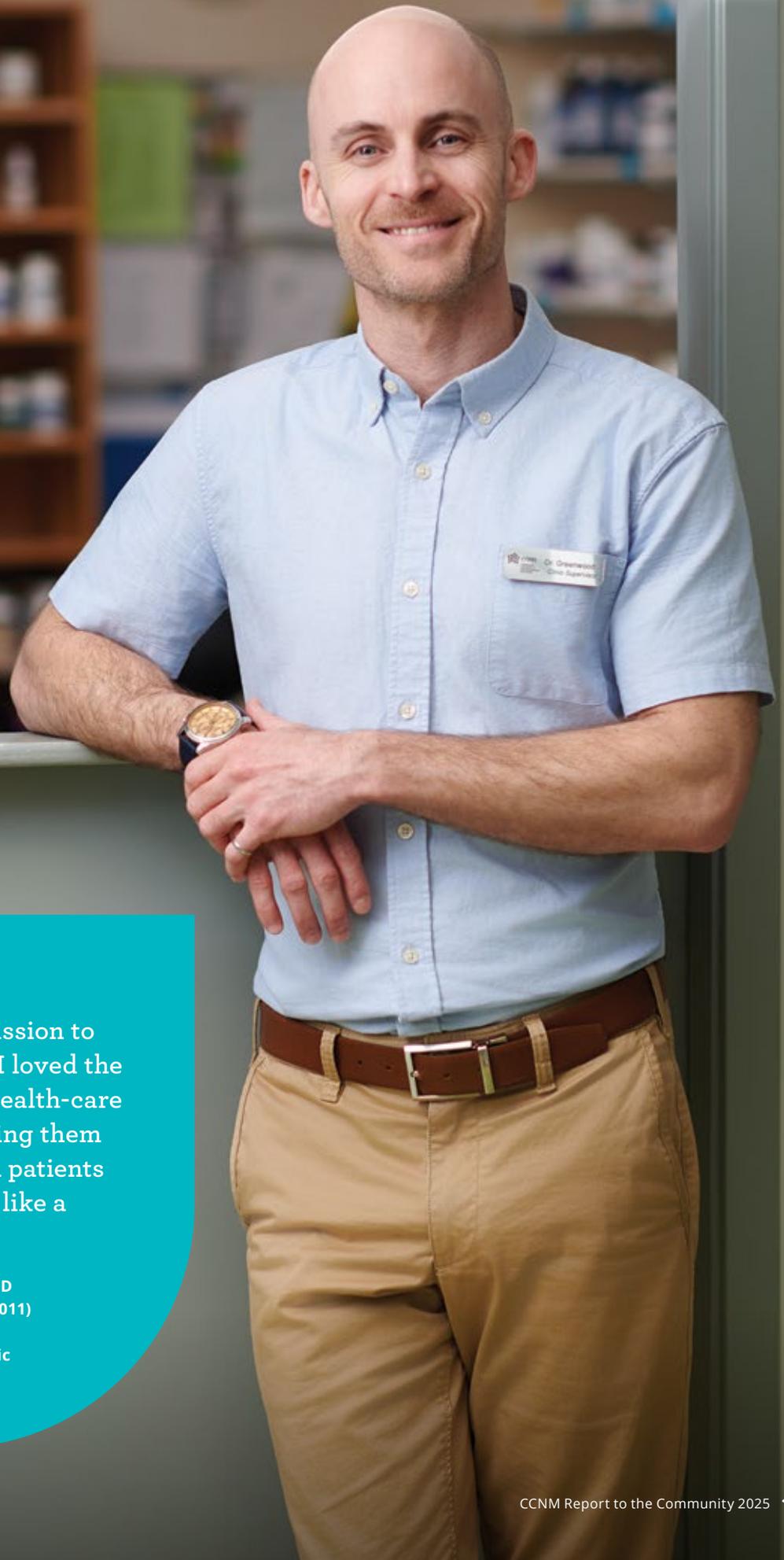
He was exposed to natural medicine through his family and became drawn to the West Coast after multiple childhood visits. So, when it came time to move on from his engineering career, he applied to the CCNM – Boucher Campus, graduating in 2011.

After several years of practising in Squamish, British Columbia, Dr. Greenwood found himself increasingly caring for patients with cancer. "There weren't many people that were doing it (cancer care) up here. The clinic I worked at didn't have anyone focused on that, so I started learning it out of necessity," he explains.

In addition to working with cancer patients in Squamish, Dr. Greenwood also supervised at Friends for Life Society, an organization serving those with life-threatening and chronic illnesses such as HIV and cancer.



The dispensary at the Boucher Naturopathic Clinic.



“I’d always had a passion to work with people. I loved the teaching and the health-care side of it, and putting them together – for both patients and students – felt like a dream job for me.”

Dr. Matthew Greenwood, ND
(CCNM - Boucher Class of 2011)
Clinic Supervisor,
Boucher Naturopathic Clinic

This work naturally filtered into his faculty role at Boucher, and when CCNM Clinics looked to expand its roster of focus shifts to provide interns with learning and experience in a specific clinical area, integrative cancer care made the most sense.

“With the success of the Integrative Cancer Clinic on the Toronto Campus, beginning an integrative cancer care shift on the Boucher Campus was a good initial focus for us,” says Dr. Lauren Bennett, ND, Director of Clinical Services and CCNM – Toronto Class of 2016 graduate.

“The shift provides individualized, whole-person care to support people with cancer at every stage – from prevention, during active treatment, into recovery, and throughout survivorship. There is an evidence-informed, collaborative approach, ensuring that our therapies safely complement the patients’ conventional cancer treatments,” she adds.

“Our team, comprised of a supervising naturopathic doctor and senior interns, works together to enhance patients’ well-being using therapies that include nutrition and lifestyle counselling, acupuncture, IV therapy, mistletoe therapy, botanical medicine and physical medicine.”



The integrative cancer care shift on the Boucher campus provides individualized, whole-person care to support people with cancer at every stage:

- **prevention**
- **active treatment**
- **recovery**
- **survivorship**

“With the success of the Integrative Cancer Clinic on the Toronto Campus, beginning an integrative cancer care shift on the Boucher Campus was a good initial focus for us.”

Dr. Lauren Bennett, ND
(CCNM – Toronto Class of 2016)
Director of Clinical Services,
CCNM Clinics



For Dr. Daniel Lander, ND, Director of CCNM's Integrative Cancer Clinic in Toronto, the new shift at Boucher aligns with his broader vision for integrative cancer care. "Naturopathic care provides whole-person support that complements conventional treatment. Patients often experience improved energy, digestion, sleep, mood, and treatment tolerance," explains the CCNM – Toronto Class of 2006 graduate.

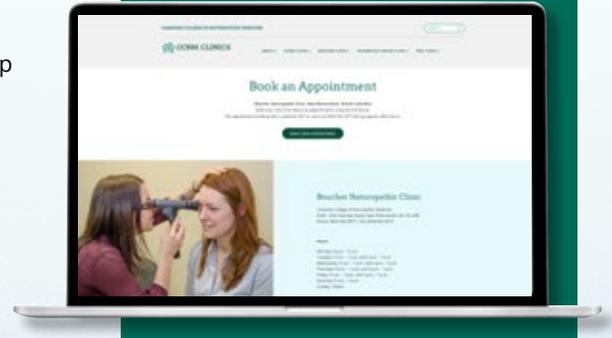
"My goal is to develop CCNM into one of the leading centres for integrative cancer care education and patient care in North America."

For Dr. Greenwood, the shift is as much about mentorship as it is about medicine. "*Doctor as teacher* is the naturopathic principle that hits home for me," he says. "When you can plant that seed or see the light bulb go on, that ripple effect is huge. The more experience our learners get with real cases – whether easy, moderate, or complex – the better they will be when they graduate.

"My motivation is to really build up and encourage and make this profession as good as it can be."



Scan the QR code to learn more about the Boucher Naturopathic Clinic.



After several years of practising in Squamish, British Columbia, Dr. Greenwood found himself increasingly caring for patients with cancer.

"There weren't many people that were doing it (cancer care) up here. The clinic I worked at didn't have anyone focused on that, so I started learning it out of necessity."

**Dr. Matthew Greenwood, ND (CCNM – Boucher Class of 2011)
Clinic Supervisor, Boucher Naturopathic Clinic
(pictured in Squamish, British Columbia)**



INTEGRATION IN ACTION

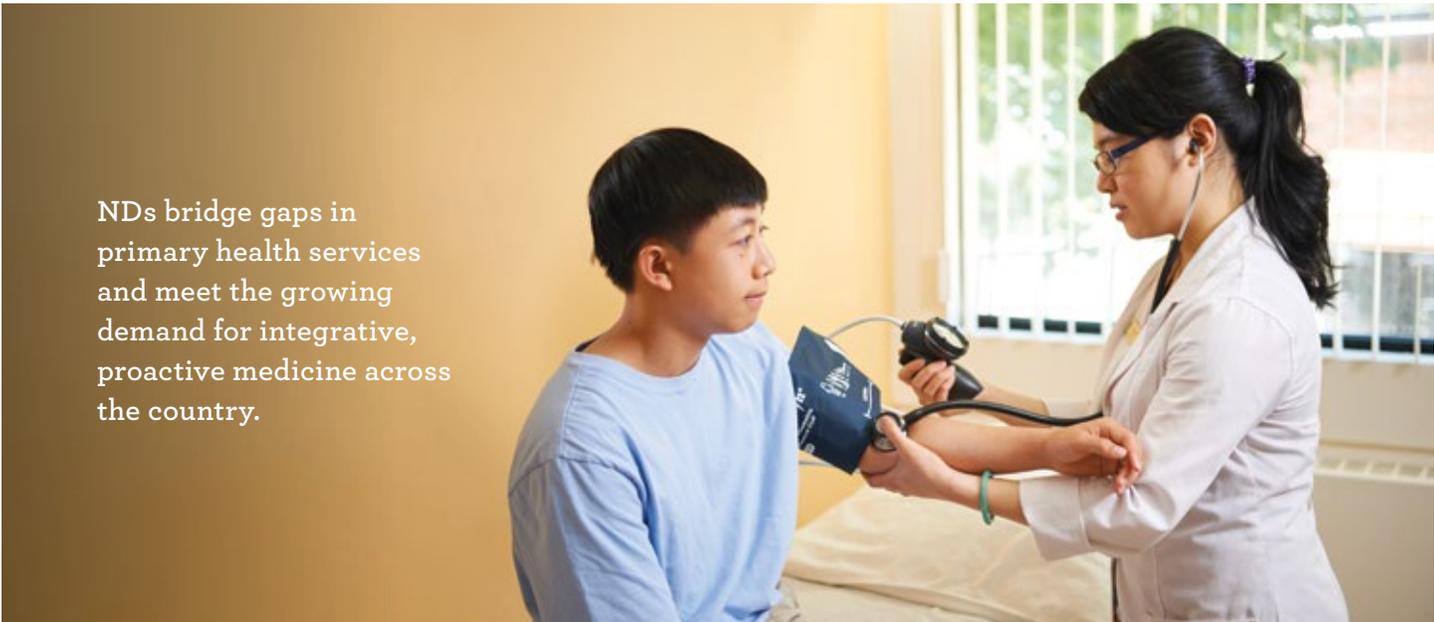
As more Canadians turn to whole-person health care, the demand for team-based medicine rises

Naturopathic doctors are increasingly recognized as vital contributors to Canada’s evolving health-care landscape. With a focus on prevention, evidence-informed therapies, and whole-person care, NDs bring a perspective that complements conventional medicine by emphasizing proactive, natural healing methods.

Their role is especially significant at a time when Canada’s health-care system faces mounting pressures. Extended waiting times, a shortage of family physicians, and rising rates of chronic illness have created challenges for patients and providers alike. These challenges underscore the need for innovative approaches to medicine that help strengthen the integrity of the health-care system and improve patient outcomes.

Integrative medicine offers one such solution. Broadly defined, this model of health delivery combines conventional medical treatments with complementary therapies – including naturopathic medicine – to provide care that is comprehensive, collaborative, and individualized.

Within this environment, NDs play a critical role. From furthering the evidence base for naturopathic therapies, developing clinical guidelines, and practising within multidisciplinary models of care, NDs bridge gaps in primary health services and meet the growing demand for integrative, proactive medicine across the country.



NDs bridge gaps in primary health services and meet the growing demand for integrative, proactive medicine across the country.



Advancing Integrative Health Care Through Research

Dr. Prabhjot Chohan, ND

With an extensive background in interprofessional settings and a longstanding commitment to clinical research, Dr. Prabhjot Chohan, ND, offers a distinctive perspective on the future of integrative medicine and how health-care providers can collaborate to advance it.

Dr. Chohan's outlook is shaped by more than two decades of experience across both conventional and naturopathic medicine. After graduating from medical school in India in 2003, she completed postgraduate studies in physiology in 2008 before moving to the United States in the same year, where she assisted family and internal medicine physicians to support marginalized communities. In 2013, she relocated to Toronto, working in primary care and clinical research environments before earning her Doctor of Naturopathy degree from CCNM's two-year International Medical Graduate (IMG) stream in 2022.

Following convocation, Dr. Chohan returned to the U.S. and completed two residencies – one in Phoenix, Arizona and another in Omak, Washington – that deepened her understanding of integrative medicine. This exposure reinforced the very reasons she chose to become a naturopathic doctor: to incorporate whole-person, preventative care within her existing medical training.

"I wanted to lead a purposeful life where I could grow personally and professionally while making meaningful contributions to the community and serving humanity as a whole," she explains. "In India, home remedies rooted in culture sparked my interest in naturopathic medicine, particularly the use of various botanicals and herbs. Furthermore, I wanted to elevate my understanding of patient management with natural healing methods by integrating them with conventional medicine."

Dr. Chohan's first residency was a one-year clinical position at the Sonoran University of Health Sciences (SCNM), where she mentored students at the onsite medical clinic under the supervision of licensed faculty. Her second placement was at Family Health Centers, a federally qualified health system in North Central Washington servicing disadvantaged populations. In this integrated setting – where medical doctors work alongside NDs, pharmacists, dentists, nurses, and other health-care professionals – she initiated a research project to examine the use of integrative medicine in people with opioid use disorder.

That interest, first developed during her time working in private research companies in Toronto, has since become central to her career. Today, a Research Fellow at the CCNM – Boucher Campus, she supports student and faculty projects while advancing the evidence base for naturopathic medicine.

"I'm currently reproducing a research study that was originally completed at the National University of Naturopathic Medicine called INCLD Health, or the International Cohort on Lifestyle

Determinants of Health Study," she says. "This explores how students' behavioural habits and microbiomes change after incorporating naturopathic therapies and practices into their lives. I'm also investigating potential research opportunities at our community health centres."

Her research has already earned recognition, including the 'Best Scientific Poster' award at CCNM's annual Research Day in 2021, later published in the *Undergraduate Research in Natural and Clinical Science and Technology (URNCSST) Journal*¹. More recently, Dr. Chohan co-published a case report on Gu Syndrome² and authored a review of a patient with acute Parvovirus B19 infection³.

For Dr. Chohan, these achievements are part of a larger mission – to build the growing body of evidence supporting the efficacy of naturopathic therapies. As a medical professional, naturopathic doctor, and member of CCNM's research team, she invites students, faculty, and the natural health industry to continue advancing this conversation and ensure that integrative medicine remains central to the future of Canadian health care.

"I believe the future of integrative medicine is bright in Canada," she says. "The fourth principle of naturopathic medicine is *docere*, or doctor as teacher. As NDs, we have a responsibility to guide and educate students, patients, and policymakers on how naturopathic medicine can integrate with traditional care."

1 Chohan PK, Gratton A. The effect of natural therapies in combination with usual care for depression: A narrative review. *URNCSST Journal*. 2022 Feb 07; 6(2). <https://urncst.com/index.php/urncst/article/view/321>. DOI Link: <https://doi.org/10.26685/urncst.321>

2 Chohan P K, Brunhammer E (October 14, 2025) Self-Directed Recovery of Gu Syndrome: Reversal of Multisystem Dysfunction via Microbiome Restoration and Subconscious-Guided Protocols. *Cureus* 17(10): e94595. doi:10.7759/cureus.94595

3 Prabhjot, C. (2025) Polyarthralgia with Rash: A Case of Parvovirus Arthritis Mimicking Post-Streptococcal Sequelae. *Naturopathic Doctor News and Review*, 2025, September, epublished <https://ndnr.com/infectious-disease/parvovirus-arthritis-case/>

“The fourth principle of naturopathic medicine is *docere*, or doctor as teacher. As NDs, we have a responsibility to guide and educate students, patients, and policymakers on how naturopathic medicine can integrate with traditional care.”

Dr. Prabhjot Chohan, ND
(CCNM - Toronto Class of 2022)
Research Fellow,
CCNM - Boucher Campus



Translating Research into Practice

Dr. Ellen Conte, ND

For Dr. Ellen Conte, ND, evidence is the cornerstone that strengthens integrative medicine.

The Associate Researcher for CCNM's Patterson Institute for Integrative Oncology Research, Dr. Conte is contributing to a landmark, multi-year project: the development of clinical practice guidelines (CPGs) that gathers the current body of evidence – including clinical trials, observational studies, and traditional knowledge – to outline the value and appropriate usage of natural health products (NHPs) in managing cancer-related side effects and symptoms.

Called Clinical Practice Guidelines for Natural Products in Oncology, or NATPRO, the initiative has the potential to transform the conversation around naturopathic medicine and its place within integrative and multidisciplinary environments. The first CPG dives into the research on chemotherapy-induced peripheral neuropathy and is slated for publication in open-access medical journals sometime in the fall of 2026.

"Guidelines are powerful because they synthesize the available evidence and combine that with expert consensus to formulate recommendations to manage a particular scenario. CPGs don't dictate how a clinician must practice; they're not rules, nor are they meant to restrict or limit. Instead, they alleviate some of the burden from health-care providers," Dr. Conte says.

"CPGs provide a tool for communication and promote interprofessional collaboration," she adds. "A guideline carries a lot more weight than presenting one study to an oncologist

or health-care practitioner. CPGs can also help steer further research because they can identify knowledge gaps."

CCNM's Patterson Institute, founded in 2016, further broadens the College's commitment to research by advancing the evidence base for integrative cancer therapies. Since its inception, Dr. Conte has been involved in clinical trials, observational studies, program evaluation, and monograph development – the vast majority of which is focused on supportive and adjunctive cancer treatments, such as supplementation and dietary concerns, to measure quality of life, safety, and health outcomes.

"Evidence is the language of medicine. This is how medical providers communicate and how we show the efficacy of our treatments," she explains. "CPGs are common in the medical community, and now NDs are in a position where we can create guidelines and objectively demonstrate the value and limitations of naturopathic medicine. I think these will open the door to greater integration in the health-care system, and collaborative settings in general."

Dr. Conte's own interest in research began as a clinical resident at the Ottawa Integrative Cancer Centre (now the Centre for Health Innovation). After graduating from the CCNM – Toronto Campus in 2015, she assisted in studies and provided patient care under the supervision of Dr. Dugald Seely, ND (CCNM – Toronto Class of 2003). It was here that she discovered a passion for research that has endured to the present day.

In 10 years, Dr. Conte has witnessed firsthand CCNM's expanded research capacity, including more opportunities for faculty-student collaborations and regular events to discuss new studies and publications that are relevant to NDs and the naturopathic profession.

"As a clinician, it's easier to practise in a research-driven way now because there are more studies of natural therapies than ever before," she says. "Our ability to apply an evidence-informed lens has grown significantly."

Based in Halifax, Nova Scotia, Dr. Conte's practice is centred around complementary cancer care through side-effect management during treatment and survivorship, quality of life support, and overall health literacy.

Her research background, coupled with extensive experience working within this patient population, gives Dr. Conte a unique insight into the use of natural health products to support cancer care. And with high patient usage (up to half of cancer patients report using an NHP), and no consensus on efficiency, the development of CPGs becomes especially critical.

"We know health-care providers recommend them, and patients use them," Dr. Conte says of natural health products. "When evidence is compiled in a way that is understandable, aligns with medical standards, and indicates the safety and effectiveness of these therapies, then oncologists, researchers, and other health-care practitioners can see the value. And CPGs are the gold standard method to showcase that."

Funded by two small grants from the Oncology Association of Naturopathic Physicians and the Canadian CAM Research Fund, though longer-term financial support will be essential to sustain the project, NATPRO represents a significant step toward advancing and promoting evidence-informed, integrative cancer care. With its methodology refined and adapted over two years, an advisory committee established, the first expert panel assembled, and Dr. Seely acting as lead investigator, Dr. Conte expects to release a new guideline every six months.

“As a clinician, it’s easier to practice in a research-driven way now because there are more studies of natural therapies than ever before. Our ability to apply an evidence-informed lens has grown significantly.”

Dr. Ellen Conte, ND
(CCNM – Toronto Class of 2015)
Research Associate,
CCNM’s Patterson Institute for
Integrative Oncology Research



Bridging Nursing and Naturopathic Medicine in Women's Health

Dr. Vanessa Youssef, ND

With dual qualifications in both naturopathic medicine and nursing, Dr. Vanessa Youssef, ND (CCNM – Toronto Class of 2011), provides a window into the inner complexities of Canada's health-care system – and how NDs can become equal partners in real-world medical settings.

Although pursuing a second career in a complementary discipline wasn't her initial plan, a combination of factors led Dr. Youssef to explore nursing as a potential addendum to her work in naturopathic medicine. The first involved providing emergency medical assistance during two separate incidents on Toronto's transit system; the second was her family's existing connection to nursing.

"There were two acute events – one where someone had a seizure and another where someone fainted. Both times, I was there to provide first aid in some form," she recalls. "It made me think about other professions that work in emergency scenarios. I considered becoming a paramedic, but with my mom and sister both nurses, it felt like a natural progression for me."

Dr. Youssef was also drawn to the nursing skills set: managing fast-paced, rapidly evolving, and often life-threatening situations; providing wound care and medication administration; and maintaining empathy and compassion for patients and their next of kin.

And during her onsite clinical placements, a requirement for the nursing degree she completed at the University of Toronto, Dr. Youssef experienced the provincial health-care system in a new light.

"Each location was eye-opening for many reasons. I learned that practitioners do collaborate in health-care settings. For example, in rehab, you'll see occupational therapists, physiotherapists, psychiatrists, pharmacists, and nutritionists all working together."

Dr. Youssef also witnessed the challenges faced by these providers. "While working as a labour and delivery nurse, I frequently missed breaks because we were short-staffed and I was literally running from the postpartum unit, to a labouring woman, then scrubbing in for a C-section, then running down to triage, all in a 12-hour shift" she recalls. "The obstetricians were often even more run off their feet, as their shifts lasted 24 hours and during that time, just one obstetrician was responsible for nearly all the pregnant and postpartum patients in the ER, birthing unit and postpartum floors, rarely getting a moment to sleep on busy nights."

ND appointments are structured to avoid this kind of burnout and allow more one-on-one time with patients. Still, Dr. Youssef notes the overlap between both professions, particularly in assessing overall physical and mental wellbeing during treatment. This was especially evident with postpartum mothers and their newborns (collectively, dyads) and the reason why Dr. Youssef chose to shift her practice focus to women's health.

"Nursing can be a lot like naturopathic medicine. With dyads, we review the mother's nutritional status, vitals, and mental state. Does she need closer monitoring? Does she have a history of trauma? We also teach new mothers how to care for their baby and themselves, coordinate with social workers or other professionals when needed, and always strive to make patients feel safe."

This perspective also informed how she communicates with the medical community. Though she has not practised as a nurse since 2021, one of her naturopathic practices in the Kitchener and Waterloo region of Ontario is located within an integrated women's health clinic led by a gynecologist she previously worked with in a hospital setting. The other is situated in a team-based environment that includes massage therapists, chiropractors, a psychotherapist, an acupuncturist, and a kinesiologist, emphasizing cross-referrals and interdisciplinary care to ensure patients receive treatments individualized to their needs.

As Dr. Youssef explains, the reality is that patients will inevitably turn to the publicly funded system to address their health concerns at some point in their lives. Comfort with both naturopathic and conventional medicine is therefore essential, as NDs may be called upon to step into primary care roles. During nursing school, various medical providers highly regarded Dr. Youssef's naturopathic background and actively sought her perspective on certain cases. This reflects the growing awareness of naturopathic medicine, and how integrative teams benefit from the knowledge base that NDs possess.

"Preventative care would reduce health-care costs. We would have fewer people hospitalized and going to the emergency room. We already know there is a shortage of doctors; I have many patients that see registered nurse practitioners because they don't have a primary care physician. When NDs fill these gaps, I believe everybody would be healthier and happier for it."



“We already know there is a shortage of doctors; I have many patients that see registered nurse practitioners because they don’t have a primary care physician. When NDs fill these gaps, I believe everybody would be healthier and happier for it.”

Dr. Vanessa Youssef, ND
(CCNM - Toronto Class of 2011)

AN INTEGRATIVE, CASE-BASED MODEL OF NATUROPATHIC MEDICAL EDUCATION

CCNM re-envisioned naturopathic medicine with a patient-centred, clinic-first method to learning

“The evolution of CCNM’s integrative, case-based curriculum reflects bold leadership, disciplined planning, and a thoughtfully executed pan-Canadian implementation anchored in real-world clinical practice.”

Dr. Rahim Karim, President & CEO, CCNM

In medical and health care education, case-based learning is an approach where students work collaboratively in small groups to examine and explore real-world or simulated patient scenarios that mirror the complexity of clinical practice. By integrating the foundational biomedical sciences, clinical reasoning, hands-on therapeutic skills, and an understanding of the social determinants that influence health, students bridge classroom and clinical training by connecting theory to practice.

In this environment, faculty act primarily as facilitators by guiding discussion and asking deliberate, probing questions. Learning is further supported through a combination of focused lectures, self-directed study, guided inquiry, in-person and online sessions, structured asynchronous and synchronous activities, and supervised clinical experiences.

At CCNM, the four-year naturopathic medical program utilizes a case-based model that is uniquely designed to deliver the graduate competencies (see Figure 1 on page 34), guided by the six naturopathic principles and clinical training rooted in individualized, whole-person care. The curriculum provides students with a complex, progressive exposure to biomedical sciences, clinical medicine,

naturopathic therapeutics, and the art and practice of naturopathic medicine as they advance in their learning.

Clinical education is a hallmark of CCNM’s full-time naturopathic medical program, allowing for direct and indirect patient management starting in year one. This ensures students become socialized to the role of naturopathic doctors at the earliest point in their education and prepares them to practise throughout all registered jurisdictions in North America.

CCNM’s case-based curriculum represents a transformative step in naturopathic medical education, placing integration, active learning, and clinical readiness at its core. Grounded in current research, the science of learning, and best practices in health-professional education (see Figure 2 on page 35), this approach is

endorsed by CCNM’s accrediting body, the Council on Naturopathic Medical Education (CNME), and ensures graduates are fully prepared to deliver safe, ethical, and effective health care.

Cross-campus Collaboration

Through the integration of faculty and administrative expertise from both the CCNM – Toronto and CCNM – Boucher campuses, CCNM developed an innovative, first-of-its-kind case-based curriculum grounded in a singular commitment to academic excellence.

Planning began with the fundamentals. Once CCNM constructed the overarching framework and received approval to revitalize the delivery of its naturopathic program from CNME, the College had roughly 18 months to put it all together.



“Both campuses contributed to curriculum content for all years of the program. Academic and faculty leaders collaborated on the flow of courses, creating timetables, and deciding the key topics and associated curriculum in each lesson plan.”

Dr. Jasmine Carino, ND (non-clinical), M.Ed.
(CCNM - Toronto Class of 1998)
Associate Dean, Curriculum
and Residency

“After we decided to implement the first year of the case-based curriculum in September 2022, we immediately gathered team members from across the country into working groups to help create the architecture of the program,” says Dr. Jasmine Carino, ND (non-clinical), M.Ed., Associate Dean, Curriculum and Residency.

“Both campuses contributed to curriculum content for all years of the program,” she explains. “Academic and faculty leaders collaborated on the flow of courses, created timetables, and decided on the key topics and associated curriculum in each lesson plan. With learning outcomes and assessments being consistent and standardized across both campuses, the naturopathic medical program is truly a two-campus, one-curriculum entity.”

Like Dr. Carino, Dean of CCNM, Dr. Nick De Groot, ND (non-clinical), M.Ed., has an exceptional depth of knowledge in medical curricula design and a shrewd insight into the evolving role of naturopathic doctors within health care. As graduates of the CCNM – Toronto Campus in 1998 and drawing on decades of experience, both emphasize the creative fortitude and shared vision that drove CCNM’s case-based format.

Within the structure and content of the curriculum, the strengths of each campus are on full display. The CCNM – Boucher Campus, renowned for its smaller class sizes and innovative approach to teaching the biomedical sciences, provided significant expertise to the foundational naturopathic subjects

and a conceptual framework to train naturopathic doctors in primary care. Robust clinical instruction defines the learning experience at the CCNM – Toronto Campus, as well as leading initiatives such as course electives and the Objective Structured Clinical Examinations (OSCEs).

When combined, these insights and perspectives create a balanced and impactful approach to naturopathic education – allowing for the large-scale implementation of student assessments and advanced clinical therapeutics, structured within an intimate, cohort style of learning.

“Our curriculum model is built upon this underpinning of the core sciences to help students understand clinical reasoning and patient management. At the same time, it’s also an opportunity for both campuses to be equally represented in the naturopathic program. Together, we’ve been able to create a better educational approach than we’ve had before,” says Dr. De Groot.

The Case-based Difference

Both educators reiterate an intentional shift from siloed subjects to integrated, clinic-centred reasoning. In other traditional forms of naturopathic and medical education, courses often taught content in isolation; in a case-orientated approach, patient stories are the nucleus of learning.

“The arc of the case-based curriculum allows students to think and act like naturopathic doctors from day one,

flexing their burgeoning clinical reasoning skills which will develop over four years,” says Dr. Carino. “They review each of the naturopathic therapies in the context of a patient case, and this reinforces the concepts they learn each week. There is a lot to learn in naturopathic medical programs, and integration of the material helps to reduce cognitive load, support stronger professional judgment earlier in the program, and aligns with health professional education trends across medicine, nursing, and pharmacy.”

The breakdown is as follows: in each module, which is approximately one to two weeks in length, students are exposed to a simulated case involving a series of complaints, illnesses or physical conditions. The scenario also encompasses varied cultural, social, and economic backgrounds and demographics.

Concurrently, in small, facilitated groups and integrated didactic courses, students then explore the anatomy, biochemistry, physiology, immunology, pathology and diagnostics that connect to that patient case, followed by the application of clinical management and therapeutics (see Figure 3 on page 36). The approach of anchoring learning around the natural drive to understand and solve a patient’s needs, according to Dr. De Groot, motivates students to learn and accelerates their proficiency in the core concepts required for naturopathic practice.

Within the structure and content of the curriculum, the strengths of each campus are on full display.



CCNM – BOUCHER CAMPUS

- Smaller class sizes
- Innovative approach to teaching the biomedical sciences
- Expertise in the foundational naturopathic subjects
- Conceptual framework to train naturopathic doctors in primary care

CCNM – TORONTO CAMPUS

- Robust clinical instruction
- Leading initiatives such as course electives and the Objective Structured Clinical Examinations (OSCEs).

“Our curriculum model is built upon this underpinning of the core sciences to help students understand clinical reasoning and patient management. At the same time, it’s also an opportunity for both campuses to be equally represented in the naturopathic program.”

Dr. Nick De Groot, ND (non-clinical), M.Ed.
(CCNM - Toronto Class of 1998)
Dean



“The endgame of the curriculum is to help people. And how do we do that? We do that by increasing student engagement and encouraging them to make constant connections between the concepts they learn. These concepts recur and deepen over four years, so students are essentially always returning to what they’ve learned,” he says.

Research around case-based learning suggests that not only can students retain knowledge more easily, but it also leads to increased confidence and engagement when analyzing patient cases.¹ When coursework is delivered with that in mind, the net effect is reinforcement without redundancy.

Measuring Student Success

An essential hallmark of the naturopathic medical program is its assessment model, utilizing both qualitative and quantitative methods. “There are multiple opportunities for faculty to assess students’ readiness and competence throughout the four years,” says Dr. Carino. “There are low stakes assessments, such as quizzes, which give students the opportunity to

improve on concepts they may struggle with. Then there is a combination of assignments, tests, exams, and OSCEs that evaluate students’ preparedness before the next level of education.”

The Objective Structured Clinical Examinations – or OSCEs – are a pre-clinical milestone representing a culmination of all students have learned since first year. Before entering their clinical internship, students must demonstrate the ability to take patient history, perform a physical exam, determine differential and working diagnoses, and propose a preliminary management plan.

CCNM has also adopted the Entrustable Professional Activities (EPAs), a standardized measurement used throughout medical professional education. Based on a scale rather than the typical pass/fail grade, clinic supervisors determine whether a student can independently execute the integral clinical duties based on similar criteria to the OSCEs. Encouragingly, Dr. Carino notes that students are consistently performing well at this stage of their learning.

Regular, formative feedback is rooted in the program, beginning in the first term when students participate in the clinic environment. By the time they reach third year, they have already completed dozens of observation shifts – approximately 24 hours per term in years one and two – before transitioning into a secondary role with more hands-on responsibilities. This gradual escalation in clinical involvement allows faculty to provide the appropriate level of guidance at every stage, from simulated cases in the first term to managing real patient encounters as a primary intern in fourth year.

This level of clinical oversight also prepares CCNM graduates to write entry-to-practise examinations in Ontario and British Columbia, and in every other regulated province and state.

Learning Outcomes

By the time students graduate from CCNM’s case-based medical program, they will have accumulated the necessary competencies and skills to manage their own private clinical practice or collaborate within

¹ Tsekhmister, Yaroslav “Effectiveness of case-based learning in medical and pharmacy education: A meta-analysis”. *Electronic Journal of General Medicine*, vol. 20, no. 5, 2023, em515. <https://doi.org/10.29333/ejgm/13315>



multidisciplinary settings. This intentionality was inserted into the curriculum in several ways – through the course streams themselves, particularly Patient-centred Integrated Clinical Studies, Clinical Medicine, and the Art and Practice of Naturopathic Medicine, and by weaving evidence-informed values throughout the learning process.

The complexities of interprofessional care, including communicating with health-care providers and understanding various scopes of practice, are embedded within the curriculum's composition. Patient cases include prompts that require students to consider and coordinate with other clinicians, such as physicians and nurse practitioners. Since primary care in Canada is steadily shifting towards team-based forms of medicine, the program ensures students are primed to step into this exciting new world.

“Medical language is key to partnering with health professions and is part and parcel of the curriculum. In the clinic, integration with family doctors, chiropractors, nurses, and more is included as an expectation. We model this through clinical supervision in CCNM’s teaching clinics and direct patient care,” says Dr. Carino.

And since learning is deliberately team-focused from the first year, students practise collaborative skills before, during, and throughout clinic. CCNM’s naturopathic program codifies these outcomes, and expanding interprofessional education opportunities remains a strategic priority.

“Interacting with and speaking knowledgably about best practices in medicine is baked into the curriculum,” says Dr. De Groot. “Managing high cholesterol is an example. When students can engage with the clinical norms of the medical community, that enables them to discourse, interrogate, align, and explore the science and immunology behind it. So not only can they treat the patient, they also understand the standards, actions, and thought processes of the wider medical community.”

The role of evidence in the curriculum serves as a way to understand the practice of naturopathic medicine. Students are trained to apply the spectrum of research – from traditional sources to contemporary, randomized control trials – when managing patient cases. Analyzing and integrating evidence becomes critically important when balancing clinical judgment and decision-making with other health-care practitioners as well.

“The patient cases serve as a jumping off point for discovery and investigation,” Dr. Carino says. “Faculty teach standards of care that draw on multiple research and clinical studies, and students are asked to apply those standards to support their thinking. This also extends into the clinic and patient care. If evidence is proven to be safe and effective, we’ll incorporate it.”

This emphasis on evidence, integration, and collaboration reflects CCNM’s broader vision: to graduate naturopathic doctors who are clinically competent and deliver high-quality care to their communities. By anchoring the program in the sciences, the naturopathic therapies, and clinical expertise, CCNM ensures its graduates can navigate diverse patient populations, regulatory environments, and team-based care models with assurance and proficiency.

“Our ultimate goal is simple: to graduate well-trained naturopathic doctors who can practise anywhere in Canada or the U.S., in any health-care setting,” says Dr. De Groot. “The case-based curriculum gives them the tools to think critically, apply evidence, and collaborate effectively – skills that matter not just for passing exams, but for thriving in real-world practice.”

“Medical language is key to partnering with health professions and is part and parcel of the curriculum. In the clinic, integration with family doctors, chiropractors, nurses, and more is included as an expectation.”

Dr. Jasmine Carino, ND (non-clinical), M.Ed.
(CCNM – Toronto Class of 1998)
Associate Dean, Curriculum and Residency



FIGURE 1

Upon graduation, CCNM students will demonstrate robust competencies across multiple professional domains, preparing them to excel as:

Naturopathic Medical Experts

Capable of accurate diagnosis, evidence-based patient management, and holistic care delivery.

Health Professionals

Adhering to ethical standards, upholding patient privacy and autonomy, and committing to lifelong professional development.

Communicators and Collaborators

Skilled in effective, empathetic communication and capable of teamwork within interdisciplinary health-care settings.

Health Scholars

Practicing evidence-informed care and reflective learning, continually engaging in professional development.

Naturopathic Managers

Proficient in ethically managing practice operations and fostering interprofessional collaborations.

Health Advocates and Leaders

Actively advocating for health promotion, illness prevention, and contributing to community health through leadership and policy influence.

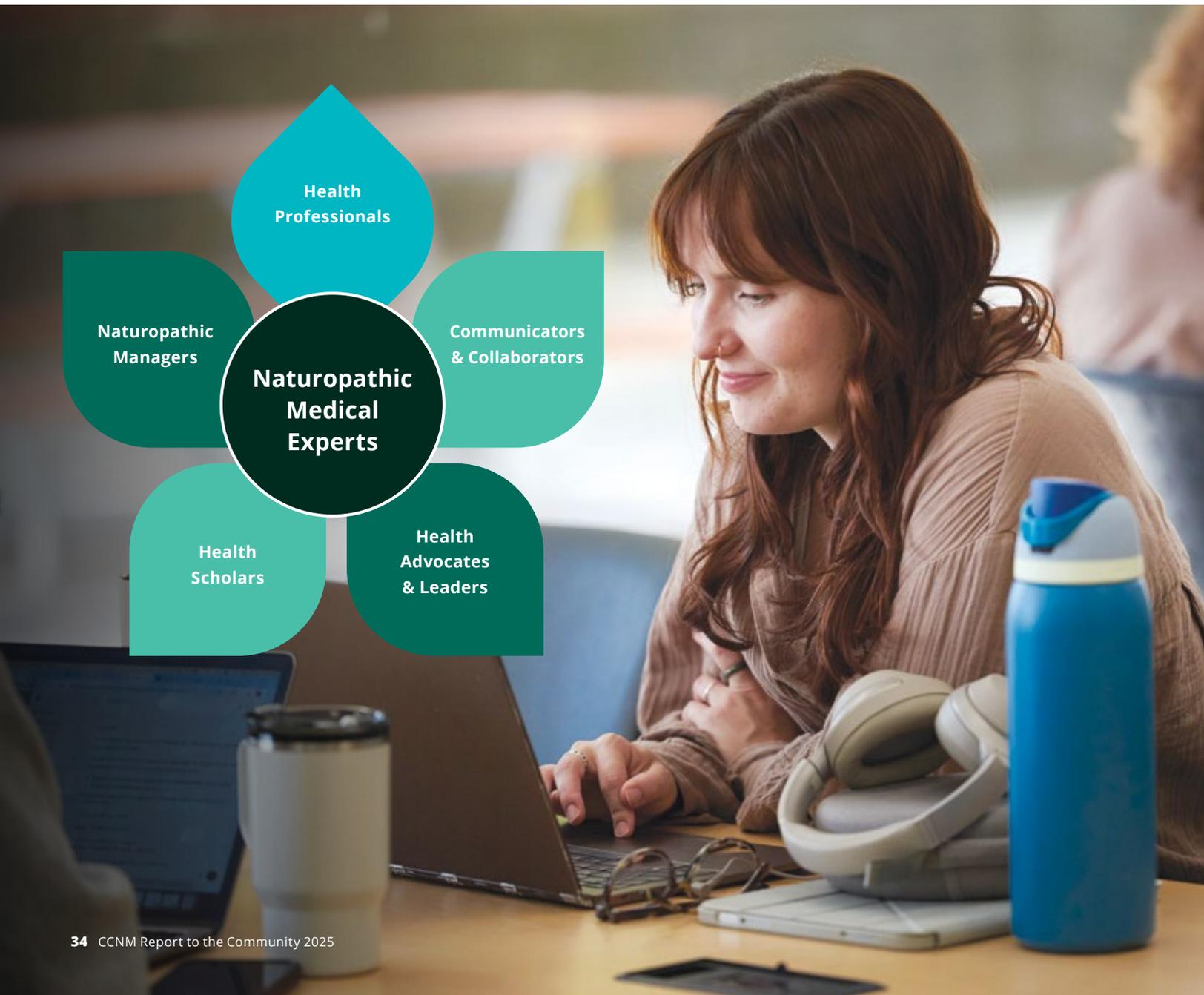


FIGURE 2

This meticulously designed, integrated curriculum positions CCNM graduates to enter the health-care field as skilled, reflective, and versatile naturopathic doctors, capable of making substantial, positive impacts on individual patient well-being and broader community health outcomes.



DESIGN PRINCIPLES OF THE CURRICULUM

Integration

A streamlined course structure balancing cognitive load, enhancing learning retention, and promoting deeper understanding.



Assessment Alignment

Cohesive assessments designed to reflect authentic naturopathic practice scenarios, ensuring relevant and practical competency evaluations.



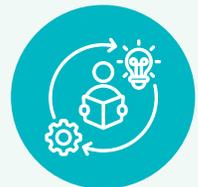
Contextualized and Authentic Learning

Clinical cases presented as realistic scenarios to anchor theoretical knowledge in practical applications.



Active and Self-Regulated Learning

Promotion of autonomous learning through increased emphasis on interactive online modules, self-study resources, and small-group discussions.



Early and Continuous Clinical Exposure

Comprehensive clinical experiences starting early in the curriculum and progressively intensifying, ensuring robust practical skills development and clinical competence.



FIGURE 3

The curriculum is structured around clearly articulated core themes: Biomedical Sciences, Clinical Sciences, Naturopathic Therapeutics, Art and Practice of Naturopathic Medicine, Patient-centred Integrated Studies, and Clinical Education.

Fundamental concepts introduced early in the curriculum are strategically revisited and expanded through increasingly complex clinical scenarios, reinforcing critical competencies and fostering adaptive professional expertise.



KEY FEATURES OF THE CURRICULUM

Diverse and Flexible Learning Modalities

A versatile educational framework incorporating in-person instruction and hands-on practicums, with structured asynchronous learning and online interactive modules.



Case-Based Integration

Practical clinical cases anchor curriculum content, providing context, enhancing motivation, aligning interdisciplinary knowledge, and supporting active learning strategies.



Integrated Curriculum Structure

Unified, extensive courses consolidate multiple disciplines, replacing fragmented small courses, and facilitating deeper, integrated learning.



Early and Extensive Clinical Exposure

Clinical training begins from Year 1, with students commencing primary internships four months earlier than traditional curriculum models.



Strong Theory-Practice Linkages

Immediate and sustained integration between theoretical instruction and clinical application, enabling continuous practical contextualization throughout the entire four-year program.



CCNM'S CASE-BASED COURSES

Art and Practice of Naturopathic Medicine

The history, philosophy and principles of naturopathic medicine are introduced in this course series. Students apply their developing research literacy skills as they relate to naturopathic practice and management of the weekly case from the Patient-centred Integrated Studies course. Students 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 four-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 counselling, traditional Chinese medicine & acupuncture, pharmacology, and physical medicine. These sets of courses are 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.



TWO CAMPUSES, ONE VISION

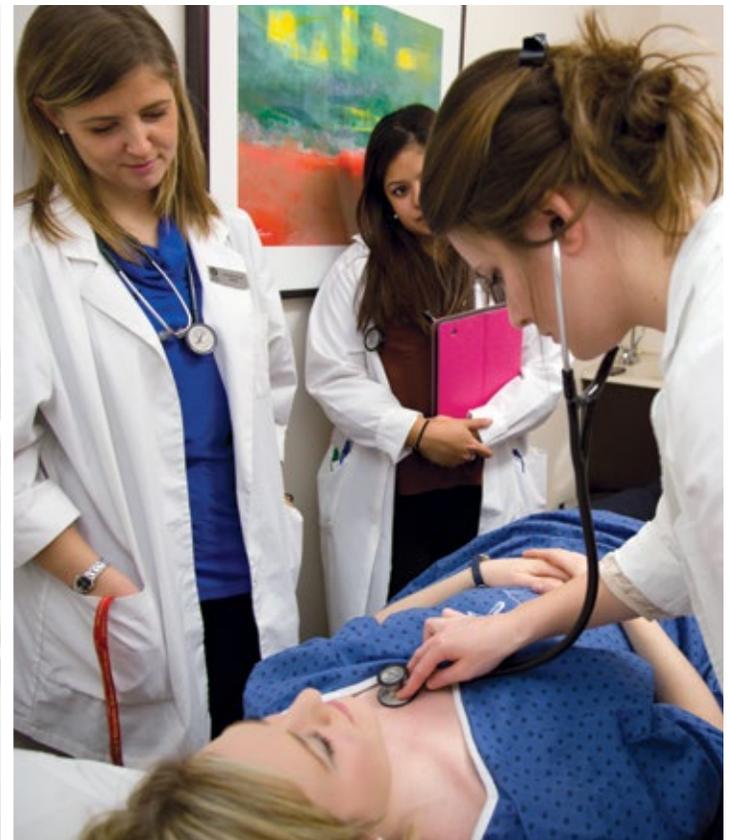
How leveraging faculty expertise and leadership shaped CCNM's case-based curriculum

As CCNM continues to evolve as a unified institution, the development of the case-based curriculum stands as one of its most ambitious academic initiatives. Behind this work are faculty from both Toronto and Boucher – educators who not only understand the scope and breadth of naturopathic medicine in Canada, but who also have a unique insight into the histories, strengths, and identities of their respective campuses.

Among the voices defining this new era are Dr. Ellen Wong, ND (CCNM – Toronto Class of 2009) who has held nearly every academic and clinical teaching role over 15-plus years,

and Dr. Rhea Hurnik, ND (CCNM – Boucher Class of 2019) who has become central to developing the biomedical sciences stream. Together, their involvement demonstrates how

CCNM designed a modernized, flexible, and practice-ready curriculum without losing the strengths that have influenced each campus's legacy.



Clinical readiness is baked into the curriculum from the first term. Students prepare for a practicum at the CCNM – Boucher Campus (left), while clinic interns assess a patient at the Schad Naturopathic Clinic (right).



L-R: CCNM graduates Dr. Kaitlin Janes, ND, Dr. Yousef Sadat Nejad, ND, Dr. Ayshwarya Gauba, ND, and Dr. Brennan Dedecker, ND.



A classroom at the CCNM – Boucher Campus.

The Toronto Campus

Art and Practice of Naturopathic Medicine and Developing Key Skills

Since graduating in 2009, Dr. Wong has been closely involved in nearly all facets of the Toronto Campus' academic fabric. She began as a clinical resident for two years, gaining opportunities to lecture, act as a teaching assistant, and supervise interns at the Schad Naturopathic Clinic and community health centres. Dr. Wong then moved into a full-time faculty role, with involvement in research, therapeutics, and diagnostic courses throughout all four years of the naturopathic program.

These skills eventually expanded into consulting, coordinating, and writing content for the case-based curriculum.

Her academic focus is the Art and Practice of Naturopathic Medicine (ANM) stream, which aims to teach students the non-core medical knowledge required to succeed as an ND and build a clinical practice in today's world.

The profession's history, philosophy, and principles serve as the introduction, followed by developing research literacy and professional competencies and expectations, which includes topics in ethics, jurisprudence, practice management, continuing education, community health, and leadership.

"CCNM strives to deliver excellent education and graduate highly skilled naturopathic doctors. I think the difference between an excellent doctor and an exceptional doctor is what students learn in ANM," Dr. Wong says.

In building the case-based curriculum, Dr. Wong notes that measuring student success is no longer limited to Single Best Answer or One Best Answer assessments. These types of multiple-choice examination formats are commonly used in medical education, but CCNM has shifted away from rote evaluations to publishable case reports and assignments, where appropriate. In this way, students express what they have learned and how they can apply it in specific clinic scenarios without resorting to simple memorization of facts.

"Within ANM, there are many key skills and disciplines that lend themselves well to multiple choice exams," she says. "In ethics and jurisprudence, there's either the correct answer or the incorrect answer, and it should be easy for students to select the correct answer if they understand the material. But with research, we ask students to apply what they have learned to patient care, which then means that multiple choice will not be suitable. The same is true for public health and practice building, where there are multiple, correct methods to address an issue."

Her updates to ANM have also accounted for CCNM's dual-campus reality. Regulatory frameworks differ between Ontario and British Columbia, requiring thoughtful design of course content and assignments so that students from both campuses receive education that is accurate, relevant, and jurisdiction-appropriate. "I ensured that the teaching material could be applied to both campuses," Dr. Wong says. "Some topics, such as research, don't require as much differentiation. In areas such as provincial health-care systems, practice models, or jurisprudence, contextual differences matter and were taken into consideration."

There are developing areas that she and the curriculum team continue to monitor – the impact of Generative AI in education is an ongoing conversation, as well as the evolving language of medicine. Students must also be prepared to understand the role of the naturopathic doctor within various integrative health-care models once they graduate. But adaptation and scale are benefits of implementing case-based learning, and Dr. Wong is positive that CCNM will continue meeting its already high expectations for academic excellence.





“CCNM strives to deliver excellent education and graduate highly skilled naturopathic doctors. I think the difference between an excellent doctor and an exceptional doctor is what students learn in ANM.”

Dr. Ellen Wong, ND
(CCNM - Toronto Class of 2009)
Clinic Supervisor, Associate Professor

The Boucher Campus

Biomedical Integration and the Value of Close-Knit Learning

At the CCNM – Boucher Campus, located on Canada’s scenic West Coast, Dr. Rhea Hurnik, ND, brings an equally important insight into curriculum renewal – one that is rooted in a strong reputation for biomedical sciences (BMS) and an intimate, relationship-driven learning environment.

A graduate of the Boucher Campus in 2019, Dr. Hurnik joined the faculty in 2021 and became involved in the early transition to case-based learning, first as a consultant and later as a lead instructor for the biomedical sciences BMS stream.

Part of her responsibilities included administrating the courses themselves, coordinating assessments, and building lecture notes around the topics of biochemistry, physiology, and pathology.

This behind-the-scenes knowledge, coupled with her recent experiences as a student in the previous naturopathic curriculum, ensured that she entered the project with a clear understanding of what made Boucher’s biomedical stream so successful.

“Our goal was to maintain the rigour of the BMS foundation while integrating the flexibility of the case-based model,” she explains. “The key differences are that we’ve introduced concepts in musculoskeletal anatomy, neuroanatomy, and microbiology within the stream to provide students with a comprehensive understanding of the sciences to tackle patient cases in the naturopathic therapeutics courses.”

With case-based learning, cross-course alignment is intentional. The design ensures that students learn concurrently between the BMS, Patient-centred Integrated Clinical Studies (PCS), Naturopathic Medicine Therapeutics (NMT), and Clinical Medicine (CMS) streams. Students are expected to bring forward what they know in physiology and pathology into diagnostics, case interpretation, and patient management, thus strengthening the continuity of their learning.

At the same time, the curriculum design team aimed to keep student health and well-being in mind by balancing the intensity that had made Boucher’s curriculum – and BMS specifically – historically demanding.

“There’s more balance than before. For example, we still have closed-book, proctored examinations. But students can also complete formative quizzes outside of the classroom so they have the opportunity to correct their work, if necessary, on their own schedule,” Dr. Hurnik explains.

Some of the well-known features of the CCNM – Boucher Campus are its smaller class sizes, immersive learning atmosphere, and focus on interpersonal relationships. Despite the growing impact of naturopathic medicine in British Columbia and increasing enrolment, the campus retains the intimate feel that has been central to its identity.

“I still know all my students by name,” Dr. Hurnik says. “They drop in for help during office hours, they study on campus, and there are lots of informal chats not only with my current students but with upper-year students who’ve moved on to their clinical internship. Because we have this tight-knit community, we’re able to form these lifelong academic bonds with our students.”





“There’s more balance than before. For example, we still have closed-book, proctored examinations. But students can also complete formative quizzes outside of the classroom so they have the opportunity to correct their work, if necessary, on their own schedule.”

Dr. Rhea Hurnik, ND
(CCNM - Boucher Class of 2019)
Assistant Professor

DEVELOPING INTO NATUROPATHIC DOCTORS

Two second-year CCNM students share their experiences with case-based learning

The rollout of CCNM's case-based learning model represents a significant shift in how naturopathic doctors are trained in Canada. But beyond the years of planning, faculty summits, and discussion documents to guide the curriculum renewal process, the true heart of this transformation lies within our students experiencing it directly.

On opposite ends of the country, Caitlin Ross at the CCNM – Toronto Campus and Kennedy Bond at the CCNM – Boucher Campus reflect on how the curriculum has reshaped everything they knew about learning and provided the confidence to embrace their own unique vision of naturopathic medicine.

Caitlin Ross

“Case-based learning makes medicine feel cohesive and real.”

Growing up in Sudbury, Ontario, second-year student Caitlin Ross imagined a future in health and wellness, even if she didn't yet know what form it would take.

“I grew up in a granola household, where my mom would cook homemade meals from scratch,” she says. “I was always conscious of what we put into our bodies and how those choices affect our health.”

An academically minded student with a passion for science, she pursued an undergraduate degree in biochemistry at Dalhousie University. Following convocation, Caitlin applied to and received acceptance

at a chiropractic college but realized during her first term that her career aspirations lay elsewhere.

“I kept dreaming of the natural aspect of medicine and healing the whole person, and naturopathic medicine is really that perfect blend. It also focuses on empowering patients to take responsibility for bettering their lives so they can live healthier. This approach, with the backing of evidence-based science, resonated with me.”

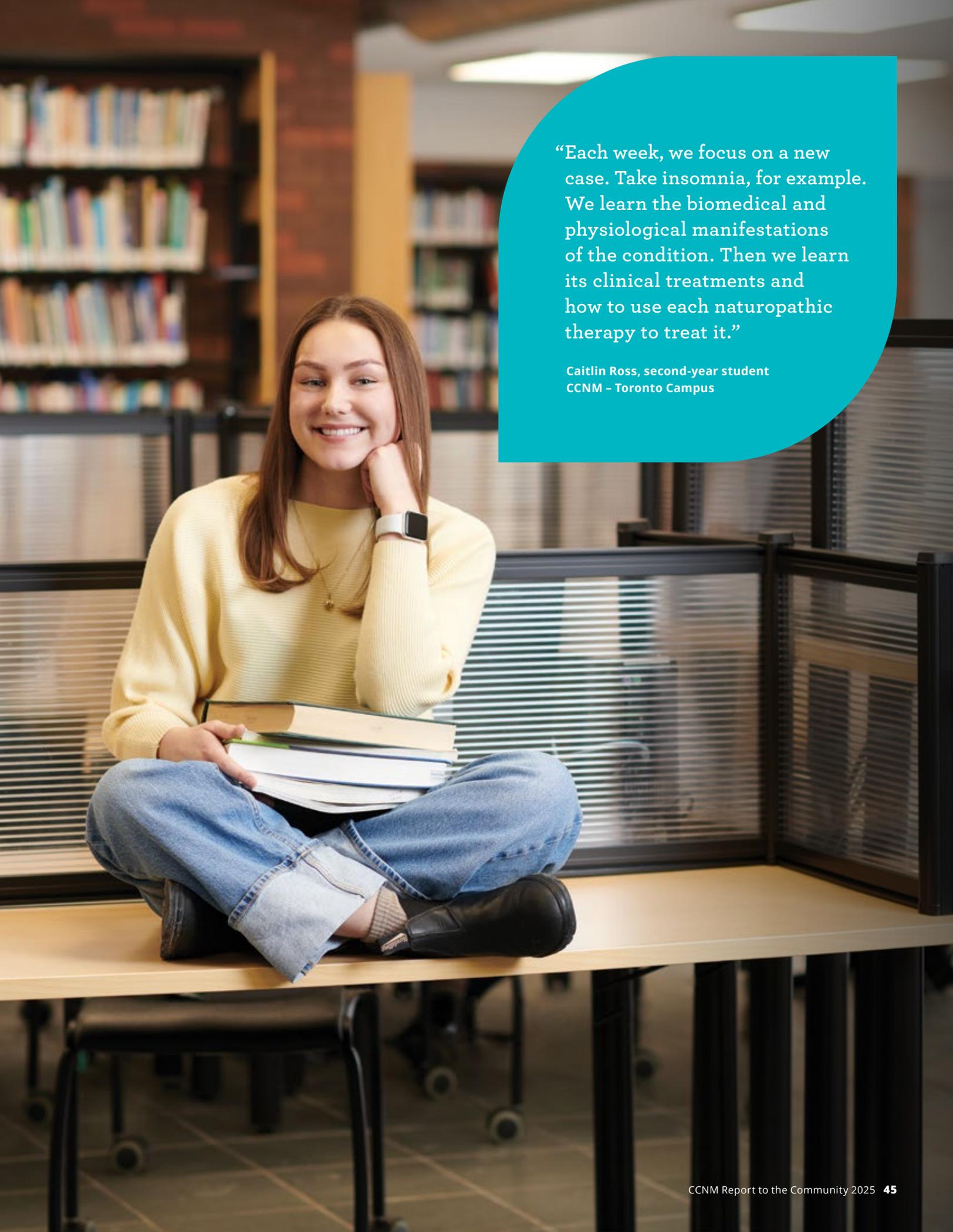
Her search led her to consult practising NDs about their experiences in the profession and their choices in schooling. In the end, Caitlin selected the CCNM – Toronto Campus for its strong reputation in clinical training and proximity to home. She entered the program in the January 2025 intake and remembers being pleasantly surprised at the intensity and fast pace of her studies.

Though her biochemistry background supported her early coursework, she found other areas, especially anatomy and physiology, more rigorous. The benefits of the case-based model, however, ensured that content never felt disconnected or abstract.

“Each week, we focus on a new case,” explains Caitlin. “Take insomnia, for example. We learn the biomedical and physiological manifestations of the condition. Then we learn its clinical treatments and how to use each naturopathic therapy to treat it. The structure of the weekly cases helps to integrate the knowledge in a way that's logical and makes it stick.”

Clinic observation, beginning in the first year, is a vital component of the naturopathic program. Shadowing fourth-year interns at the onsite Schad Naturopathic Clinic and listening to their pre- and post-visit discussions left Caitlin feeling energized and inspired – and ready to step into the shoes of a clinician.

“You see the thought process of both the intern and the ND supervisor, and it reinforces and connects everything that you're already learning. As you gain more experience and knowledge through the program, you can also provide input into those discussions. It's just a great learning experience.”



“Each week, we focus on a new case. Take insomnia, for example. We learn the biomedical and physiological manifestations of the condition. Then we learn its clinical treatments and how to use each naturopathic therapy to treat it.”

Caitlin Ross, second-year student
CCNM - Toronto Campus

Kennedy Bond

“From day one, you learn to think like a clinician.”

For Kennedy Bond, second-year student at the CCNM – Boucher Campus, the journey to naturopathic medicine began with a simple fascination: what was happening in the body, and why?

Originally from Calgary, Alberta with a love for the outdoors and a strong interest in preventative care, Kennedy was naturally drawn to a profession that provided an understanding into the root cause of illness and offered a wide scope of tools – from nutrition to botanical therapeutics, acupuncture to physical medicine – to guide patients towards long-term wellness.

After receiving her undergraduate degree in kinesiology at Western University, she knew she wanted to move closer to the mountains again. Attending the CCNM – Boucher Campus was the ideal choice – and with easy access to the SkyTrain and the Fraser River across the street, where she and her classmates go for lunchtime walks and host running events, the decision was intuitive.

“Being able to study naturopathic medicine during the weekdays and recharge with a hike in the mountains on the weekends is the perfect balance for me,” she says.

For Kennedy, the differences between university and case-based education are noticeable. Memorization is less of a priority than clinical reasoning – gathering patient details, connecting symptoms to the underlying cause, and recommending the most effective physical examinations and tests are the essential skills of a naturopathic doctor.

But the transition wasn't always easy. The volume of information – especially in the first year – was initially a challenge to assimilate, but supportive professors and teaching assistants helped Kennedy learn to trust her instincts and organize the cases so the steps involved were less imposing.

She describes the integration across courses as one of the curriculum's biggest strengths. “Instead of being overwhelmed by all the separate classes, you learn to bring everything together into one weekly patient case,” Kennedy says.

“Participating in group discussions is also important to hone your problem-solving abilities and challenge your thinking.”

One pivotal experience came in the second term of first year, when she observed a fourth-year intern at the Boucher Naturopathic Clinic treat a patient with a persistent sore throat. Fortunately, she had studied that particular condition during the semester and even arrived at the same diagnosis as the intern.

“This was a reassuring moment to know that I'll be a competent and well-trained intern by fourth year,” Kennedy says. “The case-based approach teaches you how to think about and understand naturopathic medicine in a complex way, not just learn facts. By the time you reach your clinical year, you've already ‘met’ dozens of patients through cases and gained exposure to different presentations and personalities. All of this makes you confident, prepared, and ready to help real people.”



Kennedy recently completed her internship with Preventous Collaborative Health. She led an online educational series designed for individuals aged 70 and older, with the goal of providing knowledge on strategies to prevent or slow functional decline.

“The case-based approach teaches you how to think about and understand naturopathic medicine in a complex way, not just learn facts. By the time you reach your clinical year, you’ve already ‘met’ dozens of patients through cases.”

Kennedy Bond, second-year student
CCNM - Boucher Campus



A HISTORY OF THE CASE-BASED CURRICULUM AT CCNM

JAN. 2016



CV40 Steering Committee

A steering committee is created to develop timelines for the Curriculum Visioning (CV40) project and draft a discussion document that will eventually be sent that summer to the wider naturopathic community.

At the time, the committee's membership consisted of senior administration but later expanded to include faculty members and students. The committee meets biweekly to analyze the data and responses received from the profession, engage the appropriate stakeholders, form the core curriculum of the program, and then implement the changes pending approval by CCNM's Board of Governors.

SUMMER 2016



Discussion Document

In order to pinpoint key topics to discuss and review, the discussion document is sent to faculty, students, alumni, patients, and other stakeholders in the summer of 2016.

The idea is to gather feedback and encourage dialogue on the nature of curriculum change at the College. The questions are intentionally provocative – can the program be delivered online? Could it be shorter or does it need to be longer than four years?

From that survey, four themes are identified:

- program values
- the role of the naturopathic doctor
- the role of evidence
- the importance of defining the core curriculum



NOV. 13, 2016



CV40 Summit

Students, faculty, staff, and alumni are invited to the CV40 summit, held at the College, to discuss these critical themes further.

Each attendee is placed in a small working group and from there, each group is tasked with linking the themes to the curriculum and determining what values underpin the profession. Responses are recorded and analyzed – both for the purposes of discussion within the summit itself and for review at a later date. The summit is characterized by positive energy and enthusiasm – representatives of the profession speak honestly and openly about the future of naturopathic medicine. Although views are disparate at times, the feedback received is immensely helpful and stakeholders appreciate the opportunity to participate and be represented. There are a real desire and endorsement for change.

SUMMER 2017



Naturopathic Medicine Key Topics Survey

Unlike the discussion document, the survey that follows almost one year after the summit is entirely focused on the ND.

It is modeled after successful surveys conducted by the College of Family Physicians of Canada, which they used to identify their core values and competencies and design a new curriculum. Sent to approximately 1,000 NDs and alumni, and with 300 responses received, the survey is more specific and contains only a handful of questions. The survey's brevity ensures precise answers about the "what" – what should NDs know when they start practising? What should they expect? What types of pathologies are they more likely to see? In reviewing the curriculum over the past 12 months, it becomes apparent that graduates need to adapt to the changing needs of health-care delivery. How can the curriculum provide that for students?



A HISTORY OF THE CASE-BASED CURRICULUM AT CCNM

SEPT. 2017 – MAR. 2018

Values Document



Taking into consideration the feedback received from the discussion document, the summit, focus groups, and the profession, the values document acts as a roadmap to guide further action.

Primarily, the values document makes everyone involved in academic delivery think about the educational climate, evidence-informed approaches, and cultural safety. These factors – and many more – inform the outcomes of the College’s naturopathic medical program, the management of curriculum development, and how both faculty and students will be educated moving forward.



SPRING 2021

Establishment of Cross-Campus Committees



After a brief hiatus, when all available College resources were dedicated to online learning due to the COVID-19 pandemic, the curriculum renewal project returns to the forefront.

Academic leaders form a working group and several subcommittees, consisting of faculty and administrators from both the Toronto and Boucher campuses. These teams meet weekly for several hours to calibrate approaches, share expertise, and co-develop the methodologies of the new curriculum. Their work includes creating course frameworks, standardizing lesson plans and assessments across campuses, and ensuring consistency in delivery. This collaborative process cements the foundation for a unified, national curriculum and indicates the start of intensive planning leading up to the first-year rollout.



SUMMER 2021

Curriculum Mapping



A flurry of activities ensues, such as developing a comprehensive assessment plan and strategy, establishing program-wide learning outcomes, and generating a blueprint for approval by CCNM’s naturopathic and provincial accrediting bodies.

By the early spring of 2022, this blueprint comes to serve as the basis for the Year 1 curriculum.



SUMMER 2022

Final Preparations

Faculty complete training to deliver the new case-based curriculum, ensuring alignment with its integrated, patient-centred approach.

Academic leaders finalize timetables for both campuses and confirm consistency in course delivery. This period also includes readiness checks for technology, resources, and faculty support systems, setting the stage for the first-year rollout in September 2022.



SEPT. 2022

First-year Rollout



CCNM's case-based curriculum officially launches for first-year students across both campuses, marking a significant milestone in the College's nearly 50-year history.



PURPOSE-DRIVEN PARTNERSHIPS

CCNM and Trent University redefine academic collaboration for the next generation of NDs

In 2022, Dr. Rahim Karim, President & CEO of CCNM, introduced an innovative approach to achieving the College's strategic plan. This approach is known as the 5P Framework (Participation, Planning, Practice, Programming, and Partnership) and serves as our North Star, driving CCNM's objectives and actions in order to achieve our five ends.

Partnership is outward-facing, public-oriented, and collaborative. It expands CCNM's profile by building bridges with academic institutions, governments, the natural health industry, community and professional associations, the private sector, and international partners based on common interests and goals.

The most recent, groundbreaking example is CCNM's partnership with Trent University. In 2023, both institutions signed a five-year agreement to explore new and innovative student learning pathways, research opportunities, and joint development on preparatory qualifications.

In September 2024, CCNM announced an Early Entry Pathway (EEP). This innovative pathway allows eligible Trent students to apply and receive conditional acceptance to CCNM in their second year of study enabling them entry into CCNM upon successful completion of their Trent degree.

In 2025, Trent and CCNM launched the first formalized double degree pathway between a public university and naturopathic medical college.

Students admitted directly from high school, upon meeting the necessary requirements, can now earn both a Bachelor of Arts and Science at Trent University and a Doctor of Naturopathy degree at the CCNM – Toronto Campus in just seven years.

The CCNM and Trent partnership represents a shared commitment to excellence, collaboration, and future growth.

Further reading:

ccnm.edu/about/new-pathways

ccnm.edu/about/eep

trentu.ca/news/story/25/09/10/trent-university-and-canadian-college-of-naturopathic-medicine-launch-first-of-its-kind-double-degree



By uniting Trent's interdisciplinary undergraduate strengths with CCNM's professional naturopathic training, the pathways create a seamless, integrated academic journey that prepares graduates with the foundational knowledge and clinical competencies for careers in integrative health.



“The unique partnership between Trent University and CCNM plays a vital role in building a strong health-care workforce for Canada.”

Dr. Rahim Karim, President & CEO, CCNM
pictured with Dr. Daiana Castleman, ND (CCNM - Toronto
Class of 2021) at the 2025 Ontario Universities' Fair, where the
Trent-CCNM partnership was highlighted



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By investing in research, scholarships, teaching clinics, and other areas at the College, our supporters help CCNM lead the development of primary health care through education in naturopathic medicine and foster positive change in our health, our environment, and our health-care system.

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- Area of greatest need

ccnm.edu/donate

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	McGill University		
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SENIOR LEADERSHIP TEAM

CCNM executives strategize essential day-to-day business operations, lead core initiatives, and establish organization-wide policies and procedures.



Dr. Rahim Karim,
B.Sc., DC, MBA, CHE, ICD.D
President & CEO



Dr. Nick De Groot, ND (non-clinical), M.Ed.
Dean



Trevor Ellis, MBA, CPA
Chief Financial Officer



Simone Philogène, MA
Chief Enrolment, Marketing
and Communications Officer
President, CCNM Press



Reid Wildeman, M.Ed.
Director, Campus Operations
and Academic Affairs,
CCNM – Boucher Campus



Barbara Young, BA
Executive Director,
Human Resources

ACADEMIC AND CLINICAL LEADERSHIP

Our administrative team brings together leading researchers, clinicians, and teachers in naturopathic medicine to help students prepare for successful careers as NDs.



Dr. Lauren Bennett, ND
Director, Clinical Services



Dr. Jasmine Carino, ND (non-clinical), M.Ed.
Associate Dean of Curriculum and Residency,
CCNM – Toronto Campus



Dr. Kieran Cooley, ND (non-clinical)
Director of Research



Lauren Edwards, MA, JD
Legal Counsel



Rochelle Heisel, PhD
Associate Dean of Education,
CCNM – Boucher Campus



Meghan Henesey, BA
Registrar



Dr. Jonathan Prousky, ND, M.Sc., MA
Chief Naturopathic Medical Officer



Dr. Dugald Seely, ND, M.Sc.
Executive Director,
CCNM's Patterson Institute for
Integrative Oncology Research



Dr. Jonathan Tokiwa, ND, RN, M.Ed.
Associate Dean, Academic Education,
CCNM – Toronto Campus



Dr. Hanieh Vedadi, B.Sc., ND
Associate Dean, Clinical Education,
CCNM – Boucher Campus



Dr. Mitchell Zeifman, B.Sc., ND (non-clinical), M.Ed.
Associate Dean, Clinical Education,
CCNM – Toronto Campus

BOARD OF GOVERNORS 2025*

The Canadian College of Naturopathic Medicine (CCNM) is a federally registered charitable organization which operates campuses in Ontario and British Columbia.

CCNM is dependent on student tuition, clinical and residence fees, and donations for its operations.

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

through effective policy oversight and by ensuring executive performance achieves the vision and goals of the organization.

*as at August 2025.

BOARD OF GOVERNORS

Dr. David Duizer, ND (Chair)
Co-Owner, Noble Naturopathic
Vancouver, British Columbia

Dr. Carol Morley, BKin., ND (Vice-Chair)
Owner, Zawada Health
Etobicoke, Ontario

Dan Abrahams, BA, LLB (Vice-Chair)
Vice President, Policy & Governance
& Chief Legal Officer, Association of
Professional Engineers of Ontario
Toronto, Ontario

Dr. Elaine Lewis, ND
Owner, One Elephant
Integrative Health Team
Oakville, Ontario

Dr. Reina Persaud, B.Sc., ND
Clinic owner
London, Ontario

Dr. Orest Szczurko, ND, M.Sc.
Clinical Director, Noumena Health Clinic
Mississauga, Ontario

**Dr. Katherine Anderson,
ND, MBA, FABNO**
Director, Virtual Health
City of Hope
Tulsa, Oklahoma

Garth Gayle, CPA
Director Finance & Procurement
University of Toronto,
Faculty of Dentistry
Toronto, Ontario

Mark A. Schmuckler, PhD
Professor, University of
Toronto Scarborough
Toronto, Ontario

Dr. John Cosgrove, ND, M.Sc.
President, FuturPharma
Barrie, Ontario

Dr. Heidi Standeven, MA, ND
Owner/CEO, Foundations
Naturopathic Health
New Westminster, British Columbia

Shayne Barbour-Ladak, MD, CMD
National Medical Director, Hospice and
Palliative Medicine, Curana Health
Albuquerque, New Mexico

Gordon Piercey, CPA, CA, MFAC, ICD.D
President, GWP Advisory Inc.
East York, Ontario

Carissa Sy, BA
Student Governor
(CCNM – Boucher Campus)

Sarah Hutchinson, B.Sc., Hom.DOMP
Student Governor
(CCNM – Toronto Campus)

NON-VOTING REPRESENTATIVES

**Dr. Rahim Karim,
B.Sc., DC, MBA, CHE, ICD.D**
President & CEO

Amanda Di Martino
(Secretary)
Executive Assistant, President's Office

Dr. Lauren Bennett, ND
(Toronto Campus Staff Representative)
Director, Clinical Services

Desil Manapat, BA, MA
(Boucher Campus Staff Representative)
Manager, Student Life

Dr. Jessica Hobson, ND, B.Sc.
(Boucher Campus Faculty
Representative)
Academic Faculty

Dr. Poonam Patel, ND
(Toronto Campus Faculty Representative)
Faculty

VALUES, VISION, MISSION, AND FIVE ENDS

CCNM is Canada's leading naturopathic medicine education provider and has been educating naturopathic doctors for over 45 years.

OUR VALUES

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

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

OUR VISION

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

OUR 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.

FIVE ENDS

To drive CCNM in its pursuit of excellence in naturopathic medicine, CCNM's Board of Governors has developed five "Ends" or goals:

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.

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.

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.

Leading Voice

Increase the awareness and trust of CCNM as a leading voice for naturopathic medicine.

Change Agent

Be a leader and advocate of naturopathic medicine as positive change to our health, our environment and our health-care system.

AT CCNM, IMPACT DEFINES OUR SUCCESS.

BOUCHER CAMPUS

CCNM - Boucher Campus
#330 - 435 Columbia Street
New Westminster, British Columbia
Canada V3L 5N8

TORONTO CAMPUS

CCNM - Toronto Campus
1255 Sheppard Avenue East
Toronto, Ontario
Canada M2K 1E2

ccnm.edu



CCNM

CANADIAN
COLLEGE OF
NATUROPATHIC
MEDICINE

Educating naturopathic doctors
for over 45 years



Dr. Matthew Greenwood, ND
(CCNM - Boucher Class of 2011)
Clinic Supervisor,
Boucher Naturopathic Clinic