CCNM Alumni Magazine Issue No.21 – Spring 2018

Mind | Body | Spirit

CV40: Curriculum renewal at CCNM

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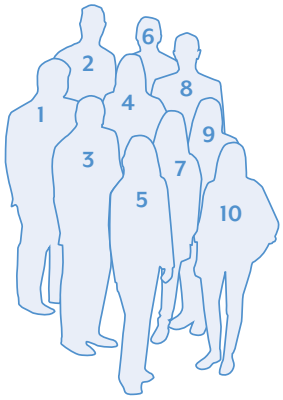

Cover:
1. Dr. Jonathan Tokiwa, ND; 2. Dr. Mitchell Zeifman, ND; 3. Dr. Bob Bernhardt, PhD; 4. Dr. Lindsey White, ND; 5. Dr. Jasmine Carino, ND; 6. Dr. Chris Roberts, ND; 7. Kriya Siewrattan; 8. Dr. Nick De Groot, ND; 9. Dr. Cindy Beernink, ND; 10. Aidanne MacDonald-Milewski

Editor's **letter**

Myths and facts about CCNM's curriculum renewal

By popular demand, this issue focuses on the curriculum renewal (CV40) that CCNM is currently going through. Change is exhilarating to some and unsettling to others, so this is part of CCNM's commitment to making sure that all stakeholders receive ongoing information as we go through this renewal.

Hopefully, as you read through the articles that follow, you will be able to sift through the myths versus the facts. Here is a quick summary of some of those that we would like to address:

Myth #1: CCNM did not consult with alumni/the profession.

Fact: CCNM actually reached out across North America to our alumni (as well as other stakeholders) through surveys, a discussion document and a conference. We received terrific feedback from the front lines of naturopathic medicine. Thank you!

Myth #2: The curriculum is changing substantially.

Fact: The curriculum renewal falls within the parameters set by our accreditors, the CNME (Council on Naturopathic Medical Education) and the government of Ontario which gives us degree granting authority. What we are doing is looking at curriculum delivery methods so that we are more aligned with today's millennial learner as well as updating the curriculum to reflect current practice. And as we do operate within a regulated jurisdiction (Ontario), what we teach is aligned with Ontario law and regulation as they pertain to naturopathic doctors.

Myth #3: CCNM is doing this to improve NPLEX (Naturopathic Physicians Licensing Examinations) results.

Fact: CCNM's NPLEX results are very good. The curriculum renewal focus is continuing to produce outstanding clinicians.

Should you have any questions or comments about CCNM's curriculum renewal, or have myths you've heard about that you want us to clarify, please reach out to us!

Simone Philogène
Editor in Chief

Errata

In the Summer/Fall 2017 issue of Mind Body Spirit in the article, 'Telling the story of naturopathic medicine's elders,' a quote attributed to Dr. Verna Hunt, ND, was printed incorrectly. The quote that was published read:

"She has also worked with the federal and provincial naturopathic associations to promote the profession. The biggest change she has witnessed is the way graduates have been practising – she believes it is 'safer,' while relying on fewer modalities."

The quote should have read: *"She has also worked with the federal and provincial naturopathic associations to promote the profession. The biggest change she has witnessed is the way many new graduates have not been taught and mentored how to incorporate the six principles of naturopathic medicine using practical modalities."*

The correct version of the entire article can be found at https://issuu.com/ccnm/docs/mbs-20-summer-fall-2017. We apologize for the error.

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Curriculum Visioning 40 – **a new academic vision for CCNM**

Making CCNM's curriculum more integrative and stronger for faculty, students, and graduates alike

Coinciding with CCNM's 40th anniversary, Curriculum Visioning 40 (CV40) is the most significant curriculum revision project the College has launched in over 25 years.

It was created with the goal of unveiling a new academic vision for CCNM – one that takes into account the diverse ways in which students learn and the competencies they'll need when they graduate and join the profession. Through a series of surveys, discussion documents, and consultations with the profession, several emerging and dominant themes have been identified – ones that aim to form the foundation of a clinically-focused, modernized, and integrative curriculum at CCNM.

CV40

Curriculum Visioning 40 (CV40) will set a precedent for future academic delivery

CV40 Steering Committee – January 2016
A steering committee was created to develop timelines for the project and draft a discussion document that would eventually be sent that summer. At the time, the membership consisted of senior administration but now includes faculty members and students.

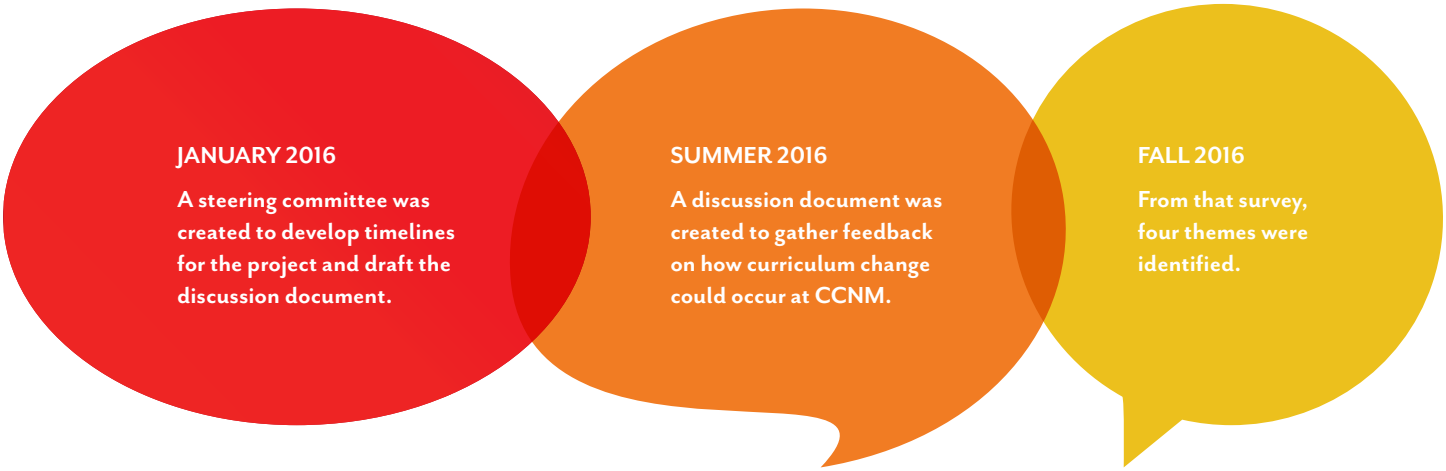
The committee meets biweekly to analyze the data and responses received from the profession, engage the appropriate stakeholders, form the core curriculum of the program, and then implement the changes once they have been approved by CCNM's Board of Governors.

Discussion document – summer 2016
In order to pinpoint key topics to discuss and review, the discussion document was sent to faculty, students, alumni, patients, and other stakeholders in the summer of 2016. The idea was to gather feedback and encourage dialogue on how curriculum change could occur at CCNM. The questions were meant to be provocative – could part of the program be delivered online? Could the program be made shorter or does it need to be longer?

From that survey, four themes were identified:

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

CURRICULUM VISIONING 40 TIMELINE



Although there are several phases to go before the revised curriculum is approved and implemented, CCNM is already benefiting.

CV40 Summit – November 13, 2016
Students, faculty, staff, and alumni were then invited to the CV40 summit, held at the College, to discuss these critical themes further. Each attendee was placed in a small working group and from there, each group was tasked with linking the themes to the curriculum and to determine what values underpin the profession. Responses were recorded and analyzed – both for the purposes of discussion within the summit itself and for review at a later date.

The summit was characterized by positive energy and enthusiasm – representatives of the profession were collectively able to speak honestly about the future of naturopathic medicine. Although views were disparate at times, the feedback received was immensely helpful and stakeholders appreciated that they had the opportunity to participate and be represented. There is a real desire and endorsement for change.

Naturopathic Medicine Key Topics Survey – summer 2017
Unlike the discussion document, the survey that followed almost one year after the summit was entirely focused on the ND. It was 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 was more specific and contained only a handful of questions.

The reason for the survey's brevity was to be precise 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 became apparent that graduates need to adapt to the changing needs of health-care delivery. How can the curriculum provide that for students?

NOVEMBER 13, 2016

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

SUMMER 2017

The Naturopathic Medicine Key Topics Survey that followed almost one year after the summit was entirely focused on the ND.

SEPTEMBER 2017 – MARCH 2018

The values document acts as a roadmap that helps guide further action.

Values Document – September 2017 - March 2018

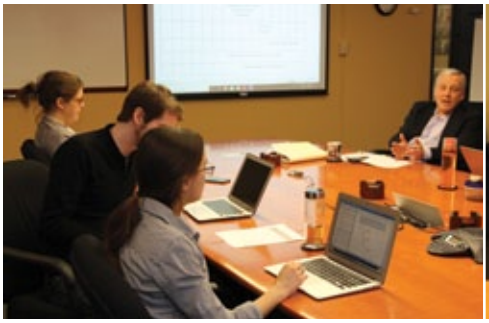
Taking into consideration all of the feedback received from the discussion document, the summit, focus groups, and the profession, the values document acts as a roadmap that helps to guide further action.

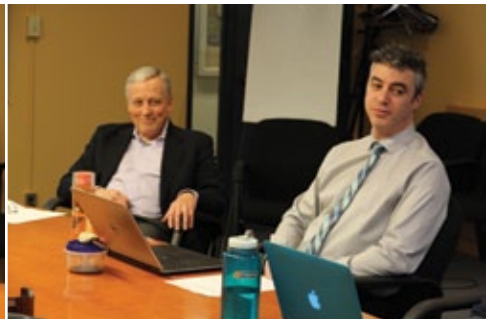
Primarily, the values document makes everyone involved in academic delivery think – about the educational climate, using evidence-informed approaches, and cultural safety. These factors – and many more – inform the outcomes of the College's Doctor of Naturopathy program, how curriculum development is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

The future of CV40

Trends in medical education point to learning that is hybrid, evidence-based, and gives the student the ability to choose. How do they learn best – and how can CCNM improve its methodologies to ensure everyone involved stays engaged?

Although there are several phases to go before the revised curriculum is approved and implemented, CCNM is already benefiting; nine electives were introduced in the third-year of the program (five of them hybrid) and some courses have been integrated to ensure a more streamlined delivery of material and fewer redundancies. These have helped to reinvigorate the student body and faculty and set a precedent for future academic delivery. *





CCNM Curriculum Values

CCNM's vision is to make naturopathic medicine an integral part of health care through pre-eminent education, research and clinical services. Respecting the principles of naturopathic medicine, and in accordance with this vision, the following value statements serve as a foundation for building and maintaining a high quality curriculum.

The values document was approved by the CV40 Steering Committee on March 21, 2018 and has been forwarded to CCNM's Board of Governors for final approval.

We value integrity

- Conduct oneself in accordance with the highest professional standards
- Develop and deliver curriculum with objectivity and fairness
- Demonstrate honesty, transparency and principled behaviour
- Manage activities and relationships to avoid the influence of conflicts of interest
- Respect the rules and regulations governing the practice of naturopathic medicine

We value evidence-informed practice

- Promote critical inquiry and acknowledge bias
- Remain current with the evolving evidence in naturopathic medicine and patient care
- Use the best evidence in education to promote the acquisition of knowledge, skills and attitudes for a diverse population of learners

We value holism, compassion and respect for diversity

- Demonstrate empathy and compassion
- Apply the principles of equity and diversity by promoting an educational climate that is respectful and inclusive
- Appreciate the diverse learning styles of our students and recognize that learning is optimal when the physical, mental and spiritual needs of the individual learner are acknowledged
- Encourage wellness and responsibility for personal well-being within a demanding educational environment

We value collaboration and teamwork

- Recognize that students, staff, faculty, clinicians and patients have a valued and unique perspective to share
- Encourage an atmosphere built on positive and open communication
- Support inter-professional cooperation and communication

We value innovation and adaptability

- Embrace the evolution of naturopathic medical knowledge and its application when exploring new concepts or practices
- Adapt the program to reflect the evolving naturopathic medicine and health care environment
- Foster innovations to enhance the learning experience
- Deliver a program that provides authentic experiences and modelling for future professional activities
- Encourage reflective practice

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Curriculum Visioning 40 – **Steering Committee profiles**

Created to develop timelines for the project and draft the discussion document, the CV40 Steering Committee meets once every two weeks 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 once they have been approved by CCNM's Board of Governors. Membership consists of senior administration, faculty members and students.

DR. CINDY BEERNINK, ND (Class of 2012)
Academic Coordinator and Project Manager

Before pursuing naturopathic medicine, Cindy's previous career was in information technology where she honed her project management skills by running multiple assignments and governance processes. This knowledge and experience has certainly come in handy at CCNM – in January 2018, Cindy was appointed the project manager of CV40 and drives it forward by organizing meetings, fleshing out the project plan, and writing project documents.

"I am continually grateful to CCNM for teaching me about the foundations of good health and how to treat many conditions, and for the personal transformation it catalyzed in me as a student and enables in me as a member of the CV40 team," she says.

Cindy – and nearly every ND who has ever graduated from the College – can attest that the program is rigorous. For students to have a positive learning experience, every facet must be continuously reviewed – and that is what she and the steering committee are doing.

"There is no way that any four-year program can prepare even the keenest health-care professional for everything they will encounter during their subsequent careers," she explains. "But we can help them develop the tools, skills, and habits to be effective lifelong learners and problem-solvers."

"We can help them develop the tools, skills, and habits to be effective lifelong learners."

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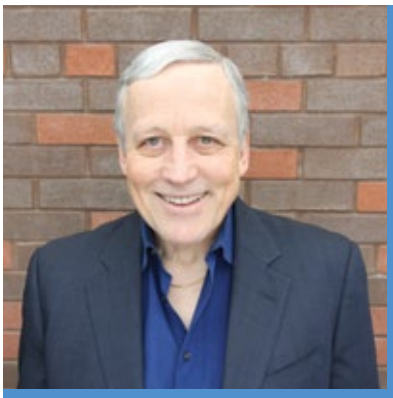

DR. BOB BERNHARDT, PHD
President/CEO

In his 14-year tenure at CCNM, Bob has overseen many important and significant developments that have helped to shape the College's position as a leader in clinical care, naturopathic education, and research. CV40 promises to continue that trend, incorporating several new advances in the way that students learn and how faculty teach and support them.

"Students who grew up with constant access to digital devices have different learning styles and needs than those who came before," he says. "We owe it to the students and to the profession to adapt."

Bob is one of the biggest supporters of CV40 and has high hopes for the new and improved academic program: "We will develop new curriculum which better meets the learning needs of today's students and help us graduate highly competent naturopathic doctors."

"We owe it to the students and to the profession to adapt."

DR. JASMINE CARINO, ND (Class of 1998)
Associate Dean, Curriculum and Residency Program

"The commitment of the profession, the academic faculty, as well as the staff towards students, is the College's greatest strength."

These words were spoken by Jasmine in 2002, back when she had just completed her residency and was a member of the faculty. Sixteen years later, Jasmine, the Associate Dean, Curriculum and Residency Program, serves as chair on the CV40 Steering Committee and continues to be a force for academic improvement and development.

"There are no constants in life. We need to be able to adapt to the shifts and changes in society, health-care, and patient needs. We need a curriculum and program that takes this into account, as well as student learning approaches and faculty expertise. I want us to be innovative, supporting students in their learning as they become outstanding and fearless NDs," she says.

"I want us to be innovative, supporting students in their learning as they become outstanding and fearless NDs."

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DR. NICK DE GROOT, ND (Class of 1998)
Dean

"All professions evolve and naturopathic medicine is no different," says Nick of CV40. "We need to regularly examine what NDs are doing in the field and reflect those practices in the program."

As the Dean of CCNM, Nick plays a major role in developing CV40's project plan and supporting its implementation. The research on how students learn in the medical field is continually being updated and graduates are finding that they need to adapt to their patients' health-care needs. Because of these developments, Nick believes CV40 will result in a more focused curriculum to give students and graduates the tools they need to become successful NDs.

"All professions evolve and naturopathic medicine is no different."

AIDANNE MACDONALD-MILEWSKI
Fourth-year student

For Aidanne, it's important that the CCNM community provides regular constructive feedback and review on the curriculum so that the program can be improved and student experiences bettered.

"Mindful reflection and assessment help to drive progress," Aidanne says. "In order to best educate future NDs in a time where naturopathic medicine is gaining regulation in new jurisdictions, growing in scope, and advancing from research, it's important that we reflect on ways that the curriculum at CCNM addresses these changes."

Having served on the steering committee for two years, Aidanne continually strives to bring a student's point-of-view to the table. "I've learned a lot about the steps involved in large scale curriculum changes and I'm proud to be part of this team that values this progress in education."

"Mindful reflection and assessment help to drive progress."

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GREG NASMITH
Fourth-year student

Greg has a lot of experience with the inner workings of CCNM, being the former VP Academics of the Naturopathic Students' Association. In that position, he met weekly with faculty and administration to go over student concerns and organized mock OSCEs to help students get ready for exams, among other things. And if that weren't enough, he worked for the department of family medicine at the University of Toronto and the College of Family Physicians of Canada for several years before deciding to become an ND.

He's hoping that sharing his knowledge will help to inform a new curriculum that is "integrated, responsive to the needs of current and future learners, and produces ND who are ready to provide excellent patient care.

"In a field that is continually evolving, it is essential that medical education reflect the best available research, clinical expertise, as well as the realities of practice," he continues. "The curriculum must also evolve to incorporate learning technologies and methodologies that will enrich the knowledge and experience of students."

"The curriculum must also evolve to incorporate learning technologies."

DR. CHRIS ROBERTS, ND (Class of 2011)
Clinic Supervisor, Instructor

Chris has never been too far away from CCNM since he started the program – he has been a clinical resident, supervised interns at the College's teaching clinics, taught students in lecture, and more recently, taken on a management role in the RSNC on an interim basis.

He was a teacher before becoming an ND and has remained a teacher in many ways. He values the role that the educator plays in naturopathic medicine and how students' critical-thinking and problem-solving skills develop as they move through the program.

As one of the faculty representatives on the steering committee, Chris is dedicated to bringing CCNM up-to-date with educational best practices, saying that "Medicine changes. If we fail to examine our curriculum, we risk falling behind."

" If we fail to examine our curriculum, we risk falling behind."

KRIYA SIEWRATTAN
Third-year student

Kriya, both a part-time and international student, is using her platform as a CV40 Steering Committee member to ensure that the diversity of CCNM and its student population is represented.

"The environment is rapidly changing and as a leader in naturopathic education, CCNM needs to update to cater to the new generations of students and future NDs," she says.

And what is Kriya excited about? "Cultural competency training for all students starting in first year – and playing with therapy dogs during exam season!"

"The environment is rapidly changing."

JOHANNA SILDAM
Fourth-year student

One of four student representatives on the CV40 Steering Committee, Johanna provides much-needed insight into how students cope with the demands of their education.

She's already seeing the excitement from classmates in her own year who are taking the first set of elective courses offered at CCNM. By allowing students to pursue and focus on their own interests, she says they won't be swamped with an overly-broad curriculum that may not be useful to them in practice.

"No curriculum in any field of study should remain stagnant. In order to make sure our curriculum is up to date and evidence based, we must constantly reassess where our curriculum stands with respect to the world stage of research and knowledge," says Johanna.

" We must constantly reassess where our curriculum stands with respect to the world stage of research and knowledge."

DR. JONATHAN TOKIWA, ND (Class of 2005)
Associate Dean, Academic Education

With knowledge and experience gleaned from a varied career in health care, Jonathan is able to provide a different outlook into CV40.

A registered nurse before becoming an ND, he would later become a faculty member at CCNM after graduating from the program. He moved into the role of Associate Dean, Academic Education in November after working as lead supervisor at the Brampton Naturopathic Teaching Clinic (BNTC) for several years.

"My educational and clinical experience allows me to bring relevant, practice-based approaches to the design of the curriculum," Jonathan says. "My biggest hope for CV40 is an enhanced ability to provide the core naturopathic medical curriculum required to develop competent NDs, which is enforced by relevant clinical exposure and opportunities."

"My educational and clinical experience allows me to bring relevant, practice-based approaches to the design of the curriculum."

DR. LINDSEY WHITE, ND (Class of 2012)
Director, Clinic Services

Lindsey has a unique perspective on CV40 from a clinical perspective, overseeing the daily activity at the Robert Schad Naturopathic Clinic (RSNC) and CCNM's 12 satellite clinics located at nine community health centres in the Greater Toronto Area. She has also operated and managed her own private practice.

In addition to clinical insight, being a graduate of the program also means that Lindsey has first-hand experience with the curriculum.

"Students' ways of learning is in constant flux and it is important that what and how we are delivering our education matches these learners," explains Lindsey. "The climate of health care is changing, the evidence of our medicine is growing, and we need to ensure that our curriculum matches these changes."

Amongst all of the projects taking place at the College, CV40 is the most exciting for Lindsey, saying that educational institutions like CCNM will be the ones to force the shift in how we think about learning – not only in the profession, but in the greater health-care system.

"Students' ways of learning is in constant flux and it is important that what and how we are delivering our education matches these learners."

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DR. ELLEN WONG, ND (Class of 2009)
Clinic Supervisor, Associate Professor

In addition to her work on the CV40 Steering Committee, Ellen is part of the team bringing electronic medical record (EMR) to CCNM's teaching clinics. Her role is mainly focused on the charting aspect of EMR, which she hopes will improve patient care and potentially increase the chances of inter-professional collaboration.

What does EMR have to do with CV40? They might be more connected than you think.

"Health care as a whole is different than it used to be and so the role of the ND is shifting too," she explains. "As a profession, we must continue to evolve to meet the needs of patients."

To truly graduate modern NDs that can meet the challenges and pressures of a changing health-care landscape, Ellen believes that we should take a look at the bigger picture when it comes to the program.

"When we don't step back to examine it, all we're doing is little patchwork fixes for the issues that come up. We need to make sure we're still accomplishing our goals – to have a cohesive, well thought-out curriculum," she says.

"We must continue to evolve to meet the needs of patients."

DR. MITCHELL ZEIFMAN, ND (Class of 2003)
Associate Dean, Clinical Education

What Mitchell is looking forward to most is innovation – in the curriculum changes, the clinical education component of the program, and in the way CCNM instructors teach.

"I hope the curriculum provides a rich, flexible, consistent and engaging experience for our students and inspires our faculty to develop and deliver an exceptional product," Mitchell says. "Regular, consistent, and measurable evaluation keeps a program in line with the outcomes it has set out to achieve."

As the Associate Dean, Clinical Education, Mitchell is invested in students' overall learning outcomes – both academically and clinically. In order to ensure that CCNM is meeting its objectives in the classroom and when caring for patients, consistent program review – with the goal of innovation, for the betterment of students' learning – is an absolute necessity.

"Regular, consistent, and measurable evaluation keeps a program in line with the outcomes it has set out to achieve."

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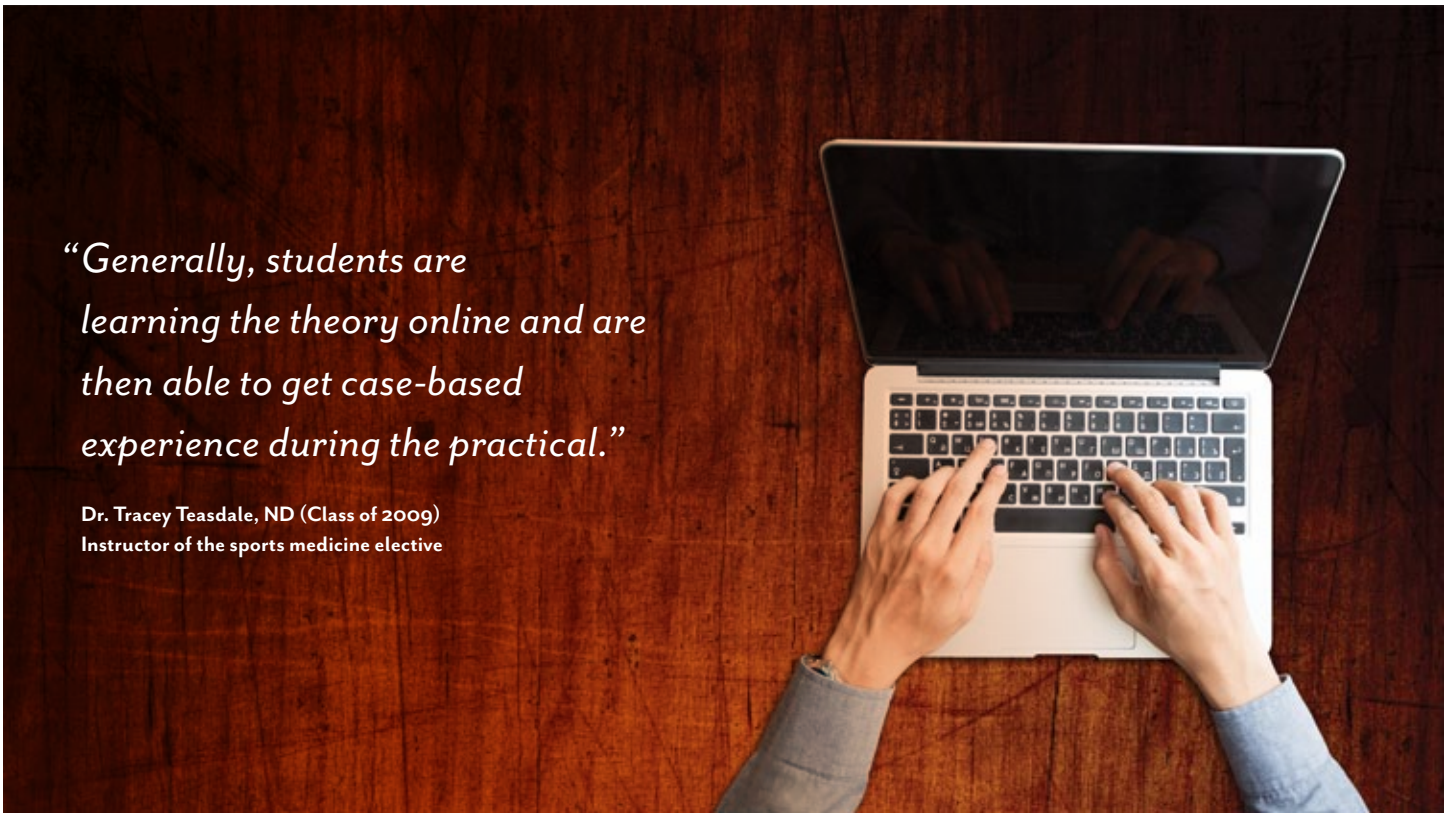
Hybrid elective courses take CCNM **in an exciting, new direction**

The unlimited possibilities of online learning is allowing the College's faculty to rethink the way they teach

Left to right: Dr. Eileen Park, ND, Dr. Tracey Teasdale, ND and Dr. Dan Lander, ND



With the onset of CV40, educational delivery is being reexamined and reconceptualized to fit the needs of an evolving profession and a generation of students who were raised in an online, mobile world.

But what is a "hybrid elective" anyway? In a basic sense, it is a course that contains both online and practical sessions. A student can complete assignments, readings, and other course-related work on their own time and reconvene with their classmates at school when in-person attendance is required.

The electives offer more direct and in-depth training in popular naturopathic focus areas and run for a full term. Third-year students are the first to try out these courses, providing the perfect opportunity to deepen their knowledge prior to entering clinic in fourth year.

Balancing the online elements

The amount of time a student may spend in a classroom depends on the instructor. In the sports medicine elective, taught by Class of 2009 graduate Dr. Tracey Teasdale, ND, weekly practicals are a necessary component to apply the knowledge that students learn from the online portion of the course.

"Generally, students are learning the theory online and are then able to get case-based experience during the practical," explains Tracey. "They're able to practice their case-taking, orthopedic, and charting skills, while beginning to incorporate all of the naturopathic modalities in the treatment and prevention of common sports and musculoskeletal injuries."

Students taking the oncology elective are required to attend a class in person only three times. Since most of the learning is done online, Class of 2006 graduate Dr. Dan Lander, ND, made sure that his course incorporated different types of multimedia to keep students interested and involved.

"The elective is divided into mini lessons that you work through at your own pace," describes Dan. "There are things to read, some videos to watch, and even some podcasts to listen to. I've tried to design it that way, to use different parts of the brain and keep students engaged as they work through the course."

Teaching online vs. teaching in a classroom

Although a professor standing in front of note-taking students is the traditional way the program has been delivered at CCNM, faculty have, over the years, included more interactive and audiovisual aids. And with Google so readily available at their fingertips, students expect quick answers and value finding them.

So although the electives may appear to be a swift departure from the norm, they're actually the next step in the growth of teaching.

"The benefit of electives is that students can learn at their own pace, there is a strong element of self-directed learning which is crucial as a naturopathic doctor, and we can invite expert guest lecturers essentially from anywhere in the world," says Dr. Eileen Park, ND, Class of 2012 graduate and instructor of the pediatrics elective.

Dan designed the oncology elective so that students have options. They decide how they want to navigate through the course and which topics to focus on first, depending on their specific interests. Along the way there are quizzes to make sure that they understand what they're learning.

In Tracey's course, students work in smaller groups to create treatment guidelines for patients and plan appropriate referrals and imaging.

"Students love the setup of the course," says Tracey. "They enjoy improving their practical skills in physical assessment, manual therapies, and rehabilitation. They also like the fact that they are able to consume the information at their own pace and pause or repeat lessons if needed."

"The benefit of electives is that students can learn at their own pace, there is a strong element of self-directed learning which is crucial as a naturopathic doctor, and we can invite expert guest lecturers essentially from anywhere in the world."

Dr. Eileen Park, ND (Class of 2012)
Instructor of the pediatrics elective

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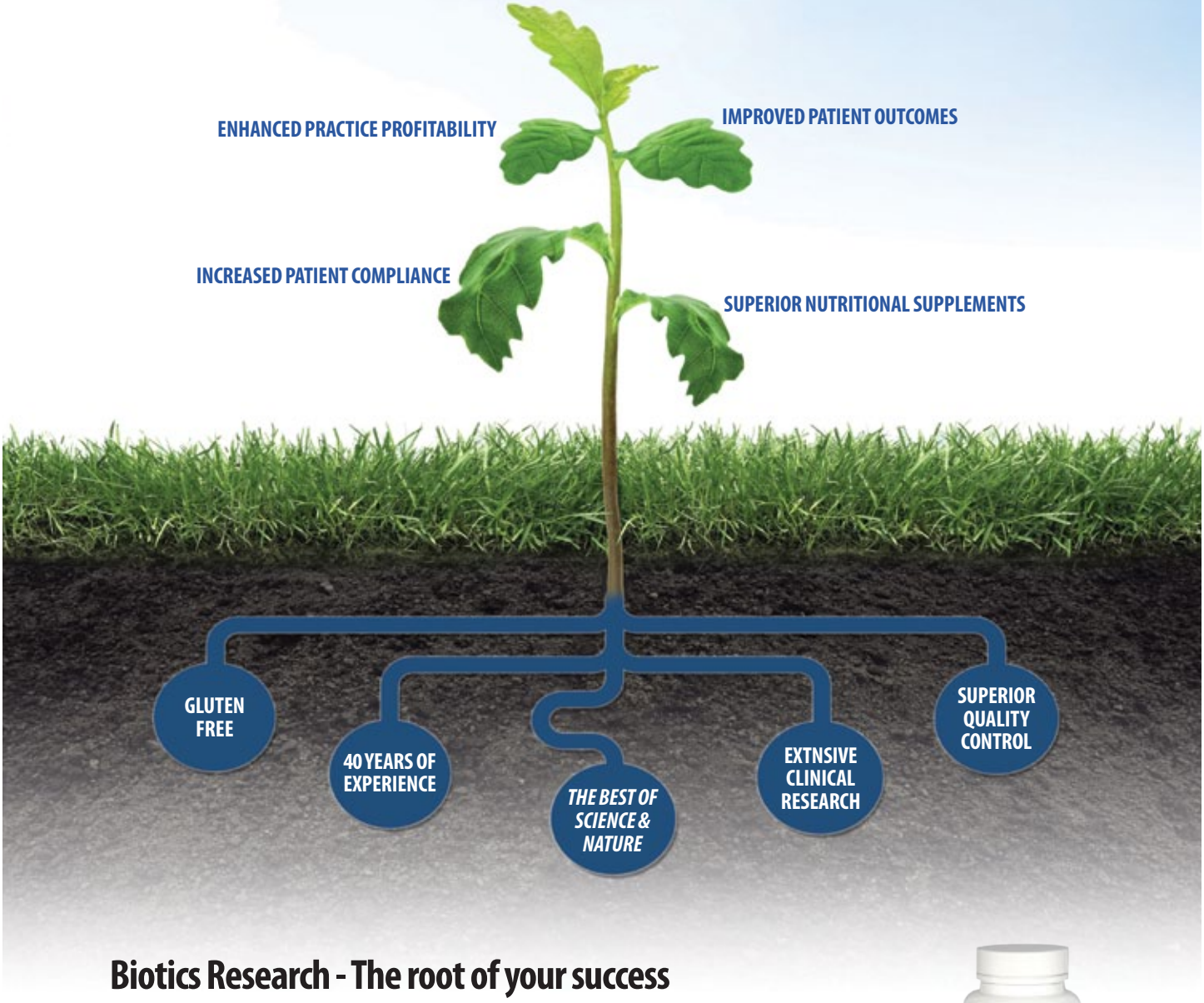

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Part of what makes naturopathic medicine so fascinating is its breadth – while NDs share a common passion for naturopathic medicine and its principles, their interests and focus areas can vary widely. CCNM instructors bring their years of experience and knowledge to their elective – and students are the benefactors.

DR. DAN LANDER, ND

In addition to his responsibilities as a professor at the College and managing a thriving private practice, Dan is the director of the new CCNM Integrative Cancer Centre, which opened in May 2018.

"I hope to see this grow quite big. We're going to focus on integrative medicine and how naturopathic medicine fits within the greater context of cancer care in Ontario. Sixteen students will be rotating through the clinic in the next year and learn how to practice in an integrative setting with cancer patients."

DR. EILEEN PARK, ND

"I started my health-care career as a lactation consultant before becoming an ND so I have always had a special interest in pediatrics – specifically in the first year of life," says Eileen, who has dedicated her career to women's health, particularly the perinatal and postnatal periods.

"The wonderful thing about having a naturopathic practice with children is that I can follow them beyond the one-year mark, continue to help optimize their health, and see what kind of little people they grow into."

DR. TRACEY TEASDALE, ND

Tracey has always had a keen interest in athletics. She graduated with a degree in kinesiology from McMaster University before discovering naturopathic medicine and CCNM.

"I've always been fascinated by the abilities of the human body," she says. "As a student, I became quite passionate about trigger point therapy and dry needling – so much that I wrote an extra-curricular research paper about it. In my practice, I love helping people get into sport, get back to sport, and excel at their sport."

"Sixteen students will be rotating through the clinic in the next year and learn how to practice in an integrative setting with cancer patients."

Dr. Dan Lander, ND (Class of 2006)
Instructor of the oncology elective

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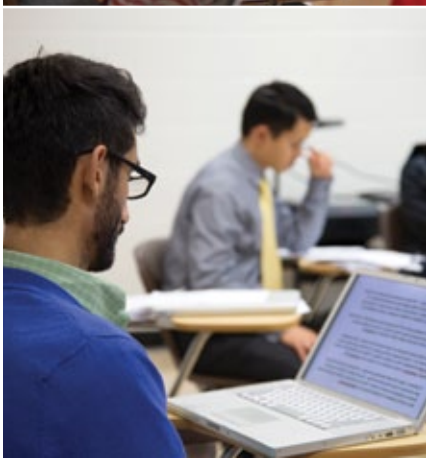


The potential of electives at CCNM

The instructors agree that electives have been promising additions to the curriculum and would like to see more of these types of courses in the future. Some courses will always be taught in a classroom setting, but hybrid delivery offers some intriguing possibilities when it comes to teaching naturopathic medicine.

Perhaps most importantly, students are in charge of how they learn and what they're learning.

"Electives are great way to get students to think about what areas of naturopathic medicine they might want to focus on. They can really delve into subjects they are interested in and learn from experienced NDs who have expertise in these fields," says Eileen.

For Tracey, whose students are obligated to attend class more frequently, the structure of the sports medicine elective encourages accountability. She has created weekly quizzes to ensure students are managing the material well and preparing for the next practical sessions.

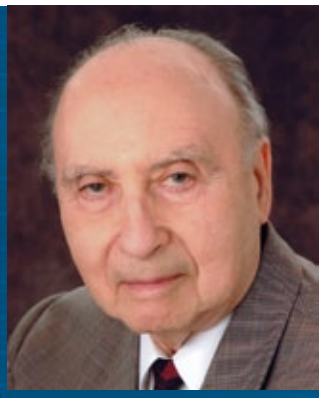
"The main opportunity has been removing structured time and limited geography from the learning equation," Tracey explains. "We are able to access a world of experts and resources. Different formats and delivery styles take into consideration the different learning styles of each student."

Dan is no stranger to hybrid courses, having put together an online oncology course three years ago for fourth-year clinical interns (that course would eventually transform into the current oncology elective). He points out that the elective has done wonders in filling the knowledge gaps.

"Electives expand the options in terms of the education that we provide. Our small space and small faculty size are not limitations. So hopefully we can offer more modality-based and conditions-based electives and students can get more of what they're interested in." *

"We are able to access a world of experts and resources. Different formats and delivery styles take into consideration the different learning styles of each student."

Dr. Tracey Teasdale, ND



DR. ABRAM HOFFER

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As a tribute to his decades-long contributions as a psychiatrist and clinician researcher, the Canadian College of Naturopathic Medicine in collaboration with the Integrated Orthomolecular Network is pleased to announce a call for papers.

All eligible papers must focus on an aspect of orthomolecular treatment in the provision of patient care according to the submission guidelines. The winning paper will receive a $1,500 prize and will be featured at an upcoming wine and cheese reception, sponsored by Cyto-Matrix, in the fall of 2018.

We welcome submissions from the profession including students, interns, and naturopathic doctors.

The deadline is May 31, 2018.

Submission guidelines can be found at:
https://www.ccnm.edu/abram-hoffer.pdf

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Student view on **electives**

The introduction of elective courses highlights the impact of student choice

Left to right: CCNM students Anne-Marie Lacroix, John Michael Lee, and Carissa Bush

For the first time ever, CCNM is offering electives to its 3rd and 4th year students. The electives enable students to delve more deeply into naturopathic modalities or focus more specifically in an area that they are interested in. At minimum, students must take at least four electives over the course of 3rd and 4th year. We asked three students for their feedback.

Q Were you surprised when you heard that CCNM was offering electives?

John Michael Lee: No. CCNM and its program are consistently undergoing evolution and improvement in all aspects. I believe the school is receptive to student input and makes a conscious effort to continually increase the quality of education. To strive for the best, it is necessary for the school to critically evaluate their curriculum in order to ensure a rigorous program is provided. As a result, we have advancements in our curriculum such as the introduction of electives.

Carissa Bush: I was pleasantly surprised that it happened so quickly coming out of CV40.

Anne-Marie Lacroix: I believe these elective courses are a step in the right direction. It allows students to learn more about a specific topic or modality to determine if this is an area they see themselves focusing on in the future.

Q How has taking an elective changed the way you think you will practise when you graduate?

Anne-Marie Lacroix: My electives have ... strengthened my critical thinking, research and problem solving skills as these are emphasized and practiced in our tutorials. These skills are invaluable in a future practice as they allow a naturopathic doctor to select appropriate therapies by interpreting available research and to troubleshoot and individualize treatments based on a patient's unique symptom picture.

John Michael Lee: These electives have provided a greater theoretical understanding of various modalities and have helped hone my practical skills. I believe that through this additional instruction, it has given me more confidence in my skills when I enter medical practice after graduation.

Q Do you have a memorable experience from your electives that you would like to share?

Carissa Bush: I think one of the more significant experiences I had was in the advanced nutrition course during a group assignment. In the past we haven't worked with other students on a nutrition-based treatment plan and being able to hear everyone's opinions and really learn from other students with different backgrounds was great. I know that I will carry what I've learned with me to help my future patients, which is the real goal.

Anne-Marie Lacroix: The father of medicine, Hippocrates said "Let food be thy medicine and medicine thy food." He believed that it was not possible to understand illness without understanding the whole person. I never took nutrition during my undergraduate degree but I have quickly come to realize that this is the foundation of medicine and will be a key component of my future practice. We have very fascinating talks on topics such as the politics of food, weight loss, geriatric nutrition and detoxification to name a few.

"These electives have provided a greater theoretical understanding of various modalities and have helped hone my practical skills. I believe that through this additional instruction, it has given me more confidence in my skills when I enter medical practice after graduation."

John Michael Lee

Botanical medicine is near to my heart because I have seen its benefits since a young age. The setup and instruction for this class are excellent. For our assignments, we make YouTube videos answering patient questions. This is an excellent way to prepare us to speak to patients about botanicals and give recommendations based on available research or lack thereof. Some of the topics we've covered in these videos are immunity, diabetes, pregnancy and improving energy.

John Michael Lee: I appreciated how the Asian medicine elective guided our line of thinking on how to consider TCM (traditional Chinese medicine) cases. During this time, we were able to explore the various thought processes that experienced practitioners go through when considering a case. This guidance will be an invaluable help in the future when approaching patient cases from a TCM standpoint.

Anne-Marie Lacroix: (In Asian medicine) Our exams feel like a thesis defense. They consist of refuting or agreeing with a diagnosis and treatment plan for a case we analyze before the exam. This is an excellent way to develop our critical thinking skills and learn how to interpret research on protocols used for similar patient cases.

Q: Is there anything CCNM could do to make the electives even better?

Carissa Bush: Potentially having speakers or special guests who deal with that patient population outside of CCNM might be a great opportunity to pick the minds of successful practitioners.

Anne-Marie Lacroix: We were the first year at CCNM to do the elective courses. There's always going to be kinks that need to be ironed out in any new program but professors have been receptive to our comments and feedback. The instruction is excellent but the practical component of the courses can continue to be improved upon, especially since teaching assistants are also new to the electives.

John Michael Lee: There are always improvements that can be made. CCNM often requests students to share feedback at the end of the courses on how to improve their experiences. I believe this is important as it shows student feedback is considered in the overall process. Off the top of my head, I think increasing practical instruction should be high on the list of priorities – especially as most students will be heading into clinic after electives.

CCNM offers the following electives:

ECE301 – Fertility Elective	Dr. Zeynep Uraz, ND (Class of 2006)
ECE311 – Fibromyalgia Elective	Dr. Louise McCrindle, ND (Class of 2008)
ECE321 – Oncology Elective	Dr. Dan Lander, ND (Class of 2006)
ECE331 – Pediatrics Elective	Dr. Eileen Park, ND, (Class of 2012)
ECE341 – Sports Medicine Elective	Dr. Tracey Teasdale, ND (Class of 2009)
ETE300 – Asian Medicine Elective	Dr. Neemez Kassam, ND (Class of 2002)
ETE310 – Botanical Medicine Elective	Dr. Paul Saunders, ND (Class of 1990) & Dr. Chris Pickrell, ND (Class of 2008)
ETE320 – Homeopathic Medicine Elective	Dr. Kimberlee Blyden-Taylor, ND (Class of 1999)
ETE330 – Advanced Nutrition Elective	Dr. Afsoun Khalili, ND (Class of 2003)

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The road to **change**

Key players of CCNM's curriculum change share how lessons learned from the past have helped to shape the future of academic delivery

Left to right: Jasmine Carino, ND, Associate Dean, Curriculum and Residency Program and Dr. Nick De Groot, ND, Dean

As CCNM celebrates 40 years of educating naturopathic doctors in Canada, it is also in the midst of the most extensive review of the design of its naturopathic program. Curriculum Visioning 40 or "CV40" will improve the structure and delivery of the program to adapt to the changing needs of today's student.

Leading this curriculum change are Drs. Nick De Groot, ND, Dean, Jasmine Carino, ND, Associate Dean, Curriculum and Residency Program and Cindy Beernink, ND, Academic Coordinator and Project Manager, who among other members of CCNM's administration, faculty and students make up the CV40 Steering Committee.

All three are graduates of the CCNM's program: Drs. De Groot and Carino attended CCNM together and graduated in 1998 while Dr. Beernink graduated in 2012. Having gone through the program at different times, they reflected on their time as students.

"The program of my days was primarily didactic – it was an instructor in front of the class and students would sit and listen. We didn't have the resources to support what was being learned. We actually had to create those resources," recalls Carino.

"My class was the first class to have clinical medicine, we had primary care, and the OSCEs so there was a lot more active learning," says Beernink. "But I also remember it being exhausting with lots of assignments that I really didn't understand how they were relevant or helpful."

How curriculum revisioning overcame the obstacles

There were a few roadblocks to overcome before the curriculum change process gained momentum. The conversation around rethinking and redesigning the program started in the mid 2000s but it wasn't until 2010 that CCNM administration approached the Board of Governors about turning this idea into reality.

"We were hearing from students that there was too much breadth of information and not enough depth," explains De Groot. "We were just teaching too much, there were too many hours in the classroom, there wasn't integration, and there wasn't purposeful planning of the curriculum so people couldn't see the relevance of either the course or the assessments we were doing. Those were the key drivers for us to start something significant."

The College met with members of the Northern Ontario School of Medicine which was the newest medical school in Ontario at that time and various other stakeholders who had training and exposure to curriculum design. An external consultant was also brought on board to kick start the process. However, it wasn't long before the College hit, what De Groot describes as 'an administrative roadblock.'

There were a few roadblocks to overcome before the curriculum change process gained momentum.

"We weren't sure if we could actually embark on this program without doing a bunch of other work – we kind of lost the political will and energy to keep going. So we did a lot of work on the day to day things that needed to be solved: integration, better exams, fewer assignments etc. We continued to evolve the program but not on a big system wide level."

The conversation around the program re-emerged in 2015.

"The Class of 2017 were activists – the attendance in classes was uneven but they really engaged with us. The feedback was helpful," explains Beernink.

"At the time, there was a video of a TVO/ Steve Paikin interview with U of T medical school faculty being circulated where they spoke about having to modernize their approach to teaching and learning to better meet the needs of the millennial generation. I think that helped build the case that our naturopathic medical colleges also need to make these adjustments, revise their curricula, and respond to generational perspectives and preferences. I think that gave more impetus to the cause."

The CV40 process has progressed significantly since. As detailed in the CV40 summary beginning on page 4 in this issue, the CV40 Steering Committee was formed in early 2016. That summer a discussion document was sent out to various stakeholders to gather feedback on how curriculum change could occur at CCNM. The discussion document identified key themes which were then discussed at the CV40 summit in November. A follow up survey was sent out to NDs the following summer to get a more detailed picture on the skill set new graduates should have as they set out to practice. Based on all the feedback collected over the past two years, the values document was drafted earlier this year and will act as a guide for the rest of the CV40 process.

"Our end goal is to graduate competent naturopathic doctors, and there are better ways to do it, we're convinced of it," says Carino. "There is evidence that other health care professionals can meet their competence with fewer hours, fewer exams, with more depth, less breadth, and more focus. There must be a better way than what's currently delivered because we don't want student burnout. We want graduates to be engaged, not only upon graduation but afterwards; that they become advocates, not only for CCNM but for the profession, and most importantly that they're successful." *

"We want graduates to be engaged, not only upon graduation but afterwards; that they become advocates, not only for CCNM but for the profession, and most importantly that they're successful."

Dr. Jasmine Carino, ND

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