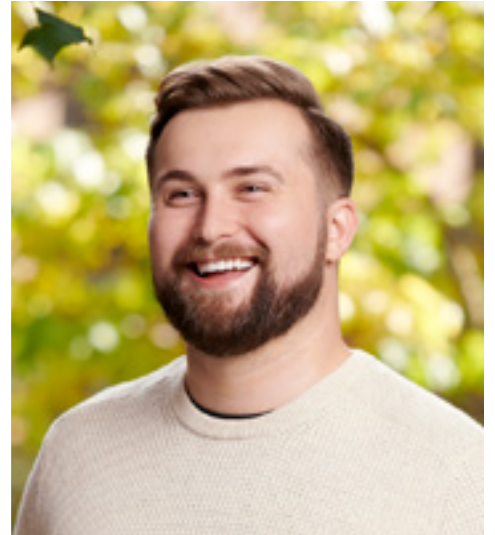


Building and Strengthening our Community



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Building and Strengthening our Community

What can be said about 2020? We have all been deeply affected by the events of the year, which fundamentally reshaped the way we live, work and learn.

At CCNM, our efforts to continue building and strengthening our community did not stop. We demonstrated what we can do when faced with adversity and worked as a team to meet each challenge. We picked each other up when we got stuck. We solved problems through creativity and resourcefulness.

The year will be remembered for many things. For us, 2020 represents a time of unity, innovation and the momentum to keep moving forward.

Message from the Chair

For the Canadian College of Naturopathic Medicine, along with much of the world, the end of the 2020 fiscal year brought dramatic change.



It is not the strongest or the most intelligent who will survive, but those who can best manage change.

Leon C. Megginson (1963) summarizing the contributions of Charles Darwin

For the Canadian College of Naturopathic Medicine, along with much of the world, the end of the 2020 fiscal year brought dramatic change.

The pandemic appeared to change everything, but in reality it did not. Values, beliefs, and visions could be pursued – but the paths to be followed were very different. This report to the community is a celebration of that success and a tribute to the many individuals who contributed over and above their normal roles to keep the College successful.

The guiding vision remains the same – CCNM will make naturopathic medicine an integral part of health care through preeminent education, research and clinical services. The Board of Governors of the College has articulated five broad goals that it has directed the College to pursue:

1. Excellence in Education:

Educate NDs on the basis of clear and focused curriculum, delivered by the most competent faculty and graduate high quality NDs.

2. High Quality Clinical Services:

Provide high quality naturopathic care in a clinical setting, resulting in positive educational experiences for students and positive outcomes for patients and clients.

3. Excellence in Research: Conduct and disseminate research relevant to naturopathic medicine and help develop skills among faculty, students, and graduates that foster research activity and a culture of evidence-informed clinical practice.

4. Leading Voice: Increase awareness and trust of CCNM as a leading voice for naturopathic medicine.

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

This year's annual report outlines the many changes the College experienced in moving to online delivery. It discusses the building of a sense of community among physically distant cohorts; the challenge in providing virtual supports for mental health; and the wonderful support provided by CCNM community members for emergency financial support for students in need.

It also highlights the commitment of the College to advancing diversity, equity and inclusion. The College acknowledges the presence of anti-black racism and it is

committed to providing stronger supports for Black, Indigenous, and People of Colour (BIPOC) in their roles as students, patients, faculty and staff.

A special report highlights the contribution of the late Dr. Kenn Luby, ND. Kenn not only contributed as a valued faculty member and naturopathic doctor, he ensured that his support would continue through a significant donation to the College.

As the fiscal year was drawing to a close in July, the College was working under a non-disclosure agreement to investigate a potential merger with the Boucher Institute of Naturopathic Medicine in British Columbia – a merger that is coming to fruition as I write this report. CCNM is becoming a truly pan-Canadian institution.

The secret of change is to focus all of your energy not on fighting the old, but on building the new.

Socrates

I am proud of the success that CCNM has shown in building a successful new path in its pursuit of its values, beliefs and vision.

A handwritten signature in black ink, appearing to read 'CmQ', with a long horizontal flourish extending to the right.

Dr. Colleen McQuarrie, ND
Chair of the Board

Message from the President

As the fiscal year moved to a close we initiated discussions with the Boucher Institute of Naturopathic Medicine to merge to create a pan-Canadian institution that is a world leader in naturopathic education and research.



As Chair Dr. Colleen McQuarrie, ND has noted, the last year has been one of significant and often unexpected change.

The past year seemed like many different years were rolled into one. Prior to March 2020, we spent much of the year working on curriculum development, the transition of the Ottawa Integrative Cancer Centre to an independent clinic, and the preparation for program and organizational reviews associated with our accreditation from the Council on Naturopathic Medical Education and the right to grant a degree as authorized by the Ontario Minister of Colleges and Universities.

For CCNM, the arrival of the pandemic crisis occurred at a strange time. The College had just completed the concurrent Council on Naturopathic Medical Education (CNME) and Ontario degree granting assessment visits (March 9-11) and then the world seemed to change overnight. Physical academic classes on site ceased as of the end of teaching on March 13, as the Ontario provincial government announced the closure of public schools. The College was well positioned for this crisis and the academic team performed a remarkable job at keeping the ND program on track for our students and continuing to provide valuable care to our patients.

I am proud of the manner in which the CCNM community pulled together in solidarity to position the College for the future in the midst of these challenging times. Recognizing the need to keep people

informed, the College immediately entered into a comprehensive communication strategy. Faculty, staff, and students were updated daily from March 11 to April 24, and two times a week thereafter, regarding the most relevant information regarding COVID-19 and the institution's response to the challenges created.

We moved all of our courses online (within two business days of the decision to stop in-person classes), launched video and phone visits for our patients (within eight business days, with special medical visit software, Doxy.me), successfully ran our annual Research Day via Zoom and welcomed our incoming international medical graduates to begin their program online starting May 4. The faculty have been incredibly accommodating in implementing the changes required, and the students have been very appreciative. Most of our employees worked from home. Our student residence remained open, albeit with many fewer residents. And we engaged in discussions with North York General Hospital about whether they would have a need for our facilities for hospital overflow.

All of the fourth years who would have been eligible to graduate without the COVID-19 interruption were provided learning and evaluation opportunities to ensure they could graduate on time. Where targeted numbers for specific skills fell short, the students were evaluated virtually in their knowledge of how to safely and effectively perform procedures.

Some of the practical training that students would have received at the end of the winter term was deferred until students were able to physically return. For the hands-on practicums, we committed to scheduling intensive sessions in the early fall. For students who could not make those periods, additional sessions were scheduled for when they could safely travel to the campus. We moved our OSCE examination to virtual delivery and the observers from the University of Toronto Faculty of Medicine commended CCNM on the quality of the experience.

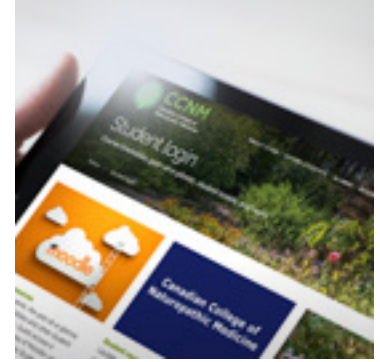
And then, as the fiscal year moved to a close we initiated discussions with the Boucher Institute of Naturopathic Medicine to merge to create a pan-Canadian institution that is a world leader in naturopathic education and research. This was a year of change, and from that change emerges a strong, healthy, Canadian institution devoted to naturopathic medicine that will be world renowned.

A handwritten signature in black ink, appearing to read 'Bob Bernhardt', with a stylized flourish at the end.

Bob Bernhardt, PhD
President & CEO

Moving mountains to deliver online naturopathic education

Transferring CCNM's Doctor of Naturopathy program and clinical education into the online world involved nonstop collaboration from all departmental teams. Working together like never before, the College achieved something truly remarkable in an impossibly short timeframe.



Every CCNM staff member, academic instructor, clinic supervisor and student will never forget March 2020. We challenged ourselves to evolve, and we did.

MOVING PATIENT CARE AND CLINICAL INTERNS ONLINE

On order from Ontario's Ministry of Health and the profession's regulator, the College of Naturopaths of Ontario, all naturopathic medical clinics were shut down for patient care in March. Immediately, CCNM's clinical operations team began moving towards implementing telemedicine at the Robert Schad Naturopathic Clinic (RSNC) and investigated several online platforms that could best reproduce the patient experience (eventually settling on Doxy.me).

With roughly six weeks remaining in the clinical year, the fourth-year interns were understandably nervous and apprehensive about how they would complete their graduation requirements. In lieu of in-person visits to the RSNC, Dr. Mitchell Zeifman, ND (Class of 2003), Associate Dean of Clinical Education, initially modified several parameters of student assessment to align with the new online system. But as telemedicine continued, opportunities presented to improve overall clinical education and standards of care.

First, interns who had not completed the minimum requirements for certain clinical activities before the switch to telemedicine were expected to complete competency based examinations. Evaluations for

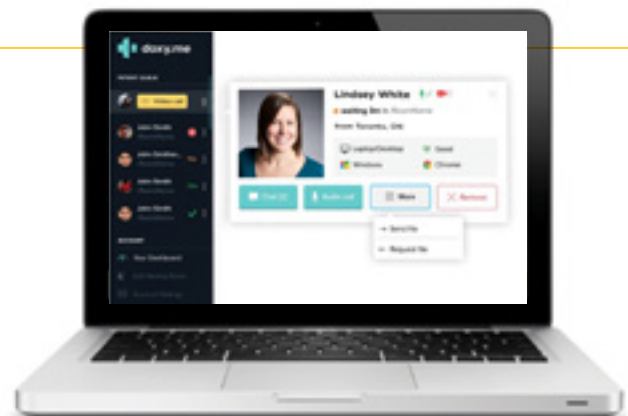
naturopathic manipulation, for example, involved a clinic supervisor presenting a case to the interns and asking them to describe how they would perform a patient intake and what maneuvers they might use.

Second, when the new group of clinical interns started in May, training on how to use the RSNC's virtual platforms, including Doxy.me and Med Access, started promptly. Using online training developed by clinic staff, they were taught how to use the systems to make informed decisions regarding patient care.

Virtual resources set up in Microsoft Teams provided RSNC supervisors with additional, clinically relevant activities or teaching opportunities during shifts.

Doxy.me

CCNM's clinical operations team closed down and began moving towards implementing telemedicine at the Robert Schad Naturopathic Clinic (RSNC) and eventually selected doxy.me as the online platform that could best recreate the patient experience.



Supervisors also submitted their own cases as a way to educate interns about the fundamentals and complexities of patient care. This was especially helpful when patient numbers dipped during the early summer months before the provincial government allowed in-person health care to resume in July.

Finally, once it became clear that reopening the clinic for in-person patient visits was imminent, Mitchell and Clinic Consultant Dr. Lauren Bennett, ND (Class of 2016) put together 51 simulations based on the model used during the objective structured clinical examination (OSCE). By recruiting faculty members with OSCE experience and students to act as standardized patients, interns were given a scenario and instructed to develop provisional management for the case, perform clinical skills and chart the visit. These simulations would then be discussed between the interns and their supervising ND.

Given that the transition to telemedicine took place under considerable time

constraints, what Mitchell and his team accomplished in a few short months was outstanding.

“Everybody has worked extremely hard and put in a lot of extra time,” he says. “This crisis demonstrates what people can do when faced with a challenge. It’s actually allowed us to be more collaborative, engaged and innovative.”

In Mitchell’s point of view, the challenges and adversity of the year forced clinical education and delivery to evolve. Telemedicine was just one of the innovations from 2020 that will impact the future of naturopathic medicine. In this regard, interns are already one step ahead.

“We’ve had to pivot our way of delivering this learning and educational experience, and the interns had to pivot the way of receiving it. No doubt it’s been difficult for them, being isolated and separated from their supervisors and peers. But they have shown a lot of resilience, patience and integrity throughout the process,” says Mitchell.

In July, once it became clear that reopening the clinic for in-person patient visits was imminent, Mitchell and Clinic Consultant Dr. Lauren Bennett, ND (Class of 2016) put together 51 simulations based on the model used during the objective structured clinical examination (OSCE).

Dr. Lauren Bennett, ND (Class of 2016)



“This crisis demonstrates what people can do when faced with a challenge. It’s actually allowed us to be more collaborative, engaged and innovative.”

Dr. Mitchell Zeifman, ND (Class of 2003)

MOVING ACADEMIC DELIVERY ONLINE

In his 14 years of working in information technology within the higher education sector, Yusuf Suliman was once in a situation where every student received a laptop configured with software specific to the degree program they were enrolled in.

But that rollout happened over one summer and then continued annually with each new class. In March, when the College had only three weeks remaining in the winter 2020 academic term, the Director of Information Systems and his team focused on leveraging CCNM's existing tools, such as Zoom, Moodle and Panopto, to support faculty and minimize disruptions.

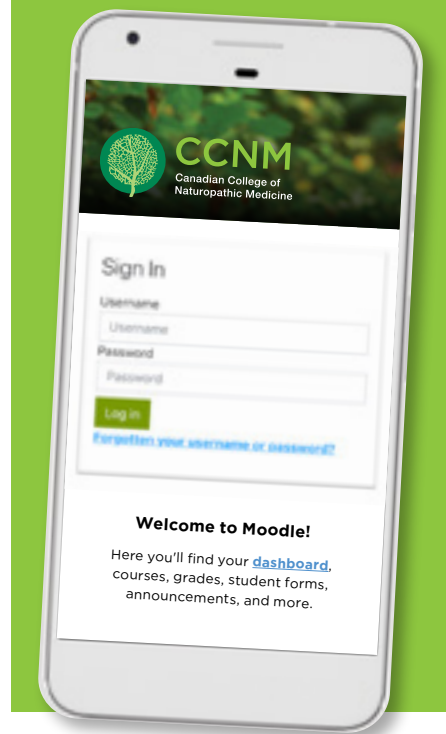
“We had good infrastructure in place, a mix of cloud and onsite technology and a lot of flexibility from people,” Yusuf explains.

“If instructors were comfortable with YouTube, go for it. If they preferred GoToMeeting, great. At the same time, we had purchased Zoom licenses in December 2019 and were using them, so we were in a good position to expand the use of Zoom throughout the institution without having to start from scratch.”

The interactive nature of these platforms, primarily used to livestream, facilitate group learning, pre-record lectures or

deliver course content, complemented well with Moodle, CCNM's learning management system.

For many of the faculty, virtual education was a completely new experience but Moodle had been in place at the College for over a decade. That familiarity helped bridge the gap between classroom and online teaching.



In addition, Panopto, a secure, non-ad environment providing lecture recording and video streaming, was a relatively new technology to CCNM that, coincidentally, was scheduled to roll out to faculty around the time of the shutdown. All these worked in conjunction to augment student learning and meet the challenges of teaching in a digital classroom.

The work of the IS department continued as the term ended and the pandemic stretched into the summer and fall. Students were set up with Office 365 email in the summer, the online proctoring service Examity was launched during midterms week in October and the College's Microsoft SharePoint site became the hub for all CCNM-related news and information.

Although terms like “Zoom fatigue,” “Zoom-bombing” and “remote learning” have entered the public lexicon in 2020, without the contributions of technology, life would be at a standstill. Yusuf credits the instructors and staff at CCNM for being adaptive, collaborative and open-minded in what could have easily turned into a desperate and dire situation near the beginning of the year.

“I see CCNM as a circle of trust with people who make things happen together. We were all part of the solution. Because it truly was a team effort, I also saw a lot of energy from everybody,” he says. “We all pitched in, did things that weren't even necessarily part of our jobs, rolled up our sleeves and made it happen.”

In March, when the College had only three weeks remaining in the winter 2020 academic term, Yusuf and his team focused on leveraging CCNM's existing tools, such as:



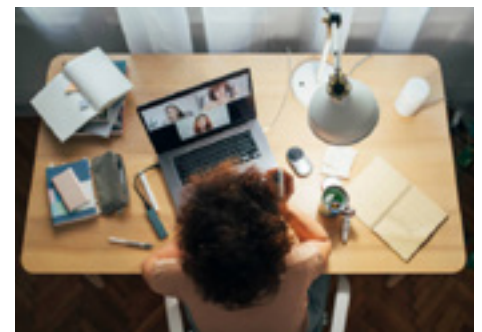
Zoom



Moodle



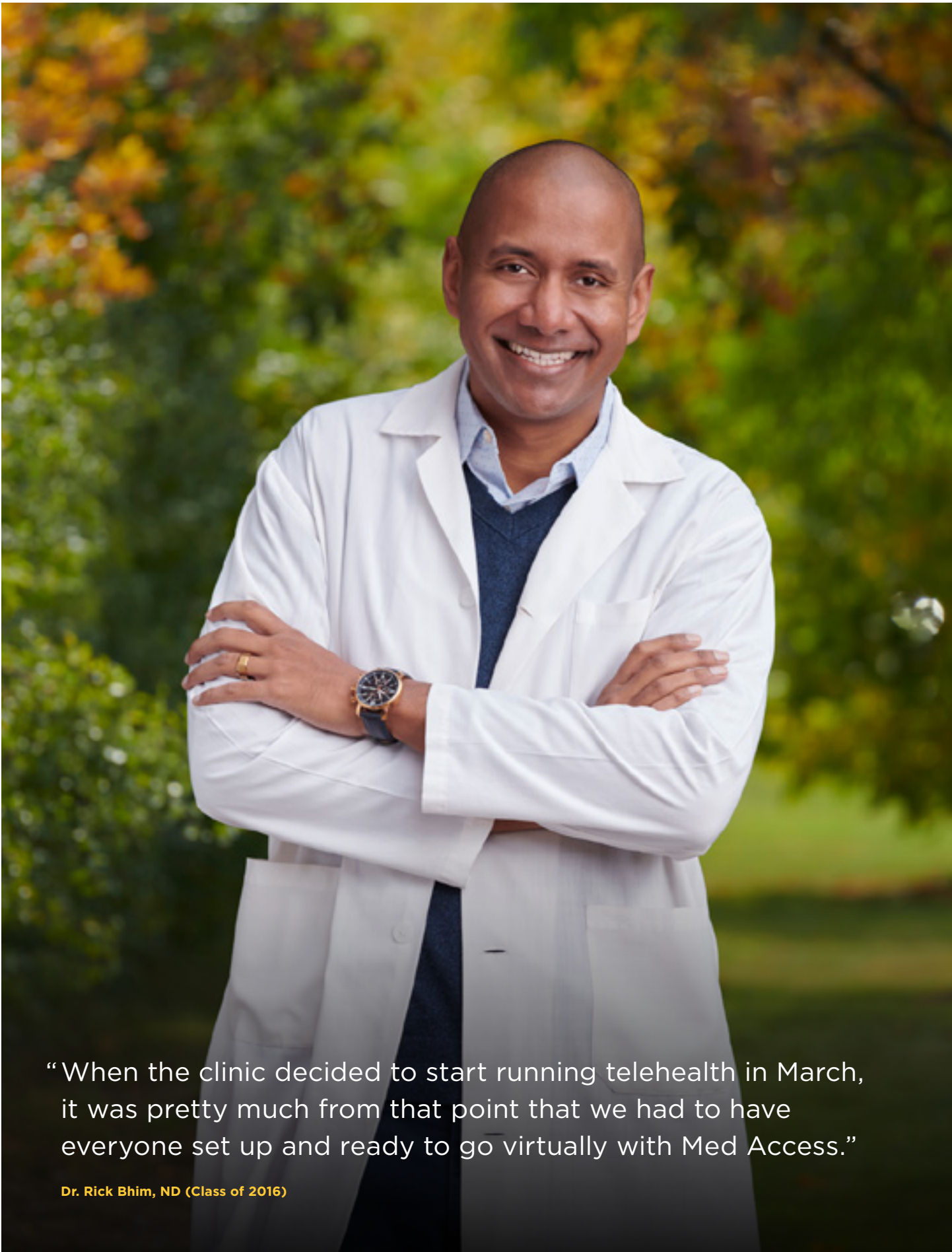
Panopto





“I see CCNM as a circle of trust with people who make things happen together. We were all part of the solution. We all pitched in, did things that weren’t even necessarily part of our jobs, rolled up our sleeves and made it happen.”

Yusuf Suliman, Director, Information Systems



“When the clinic decided to start running telehealth in March, it was pretty much from that point that we had to have everyone set up and ready to go virtually with Med Access.”

Dr. Rick Bhim, ND (Class of 2016)

MOVING PATIENT CHARTING ONLINE

During the RSNC's transition to telemedicine, Dr. Rick Bhim, ND (Class of 2016) played a primary role in making sure that clinic staff, supervisors and interns could remotely sign in to the CCNM's electronic medical records (EMRs) platform, Med Access.

Nearly all health-care clinics use some version of EMRs to create a standardized procedure for clinical documentation, allow for consistent, accurate charting and retrieve patient files when appropriate. Med Access was only available onsite however, until Yusuf and his team figured out a second-factor authentication process that worked from anywhere.

At that point, Dr. Lindsey White, ND (Class of 2012) and Dr. Jennifer Whalley, ND (Class of 2016), members of CCNM's clinical leadership, drafted a step-by-step guide and it was up to Rick to ensure everyone who needed access to the system had it.



Dr. Lindsey White, ND (Class of 2012) and Dr. Jennifer Whalley, ND (Class of 2016)

“When the clinic decided to start running telemedicine in March, it was pretty much from that point that we had to have everyone set up and ready to go virtually with Med Access,” recalls Rick. “It was necessary for the interns and supervisors to get them up and running quickly so they could not only see patients but chart their visits.”

In May 2018, Med Access was piloted at the CCNM Integrative Cancer Centre (CCNM ICC), where Rick was a clinical resident, before being rolled out to the RSNC. As a result, he was one of the first superusers. Having a strong familiarity with the ins and outs of the platform and other technologies at the clinic made Rick a natural choice to lead the project.

“I was able to figure out how people were getting stuck with the authorization and if they needed a reset. Some of the supervisors needed help using Teams appropriately for clinic preview and review, and some needed to adjust to Doxy.me and virtual appointments,” he says.

Although a handful did struggle with the switch to telemedicine initially, everyone was motivated to learn the new systems and get back to seeing patients – even in an online setting – as quickly as possible. And Rick was more than happy to pitch in wherever he was needed.

“Those who weren't very tech savvy needed to become tech savvy, but through the growing pains we got there,” Rick adds.



WHAT IS MED ACCESS?

Supported by Telus Health, Med Access is designed for primary care physicians and specialists, and is a highly configurable EMR that adapts to a clinic, user and workflow needs.

This fast, web-based solution offers robust reporting, powerful task management, point-of-care decision support and convenient remote access.

 MED ACCESS EMR

 TELUS Health

Although a handful did struggle with the switch to telemedicine initially, everyone was motivated to learn the new systems and get back to seeing patients – even in an online setting – as quickly as possible.



MOVING THE PRIMARY CARE OSCEs ONLINE

The objective structured clinical examinations, or OSCEs, are used in medical schools the world over to assess students' real-world skills in case handling, history taking, charting, communication, ethics, professionalism and decision-making.

As the leader of the OSCEs since it's implementation in 2008, Nellie Pachkovskaja, MD, PhD, Professor and Senior Coordinator, had never tackled a professional challenge like the one presented by COVID-19.

She spent countless hours mulling over the ways in which the OSCEs could be delivered virtually, developing multiple plans outlining the scope, parameters and deliverables and identifying what resources and technology might be required.

"It was a very intense time," Nellie says. "The available research did not show a lot of information or guidance on how to do the OSCEs online. All we knew is that we had to maintain high quality education that is reflective of our learning objectives and apply the technology to make it work for us."

At CCNM, OSCEs are set up like this: working closely with the Standardized Patient Program in the Faculty of Medicine at University of Toronto, third-year students are rotated through a series of stations with simulated patient care situations. Each station possesses a different challenge and students are

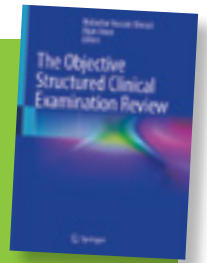
observed and scored by several examiners using a rubric. The results provide both summative and formative assessments which are then shared through a Moodle and review session. Upon successful completion of the OSCEs, the students enter their final clinical year at the College.

Replicating the in-person OSCE experience was a tall order, but Nellie and the OSCE team (including Class of 2016 graduate Dr. Lauren Bennett, ND and academic assistant Kayla Romero) successfully used Zoom and Moodle in tandem to produce the first iteration of the virtual OSCEs (which was so groundbreaking that other naturopathic colleges in North America inquired about observing CCNM's process).

Every aspect was documented for staff to review and improve upon, training was provided and instructional guides were prepared for students so they did not feel lost or overwhelmed. Nellie says her priority on this project was the human factor – ensuring all participants felt cared for, supported and appreciated.

"For this project to work, in this extremely stressful situation and very intense time, we had to acknowledge that everyone – staff, students and examiners – were under huge stress. So we were available to them anytime and this was so important because it made everybody feel better. As I explained to them – we are all in this together. I was impressed with the collaborative efforts, mutual support and determination that we demonstrated and grateful to everyone for working as a team to make it happen," Nellie says.

OSCEs are used in medical schools the world over to assess real-world skills in:



Case Handling



History Taking



Charting



Communication



Ethics



Professionalism



Decision-making



Nellie and the OSCE team (including Class of 2016 graduate Dr. Lauren Bennett, ND and academic assistant Kayla Romero) successfully used Zoom and Moodle in tandem to produce the first iteration of the virtual OSCEs (which was so groundbreaking that other naturopathic colleges in North America inquired about observing CCNM's process).





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Dr. Nellie Pachkovskaja, MD, PhD



“The model was as thorough as possible to demonstrate that the learning could be done effectively. It accounted for every student and every hour of practicum that they needed.”

Dr. Cindy Beernink, ND (Class of 2012)

CREATING A SAFE SPACE FOR HANDS-ON LEARNING

Practicum sessions are an integral part of CCNM's four-year Doctor of Naturopathy program and two-year bridge delivery for international medical graduates (IMGs). They provide students with hands-on training in modalities such as physical medicine and acupuncture under the watchful guidance of their instructors, all within a controlled environment.

Attendance is mandatory for all courses containing a practicum element (which include laboratories, small group sessions and clinical components). And since students in second year, third year and the first IMG term must complete this in-person learning to meet the requirements of the program, the question was – how would CCNM accomplish this for the fall 2020 term and keep faculty, staff and students safe at the same time?

The answer came from Project Manager Dr. Cindy Beernink, ND (Class of 2012), who proposed two-week intensive practicum sessions, staggered in September and October, for each cohort.

“The model was as thorough as possible to demonstrate that the learning could be done effectively. It accounted for every

student and every hour of practicum that they needed,” she says. “There was a strong feeling in the scientific community that case rates were going to exponentially increase in the colder parts of North America, and we saw that happen. So another advantage was that we would be done all our practicums for the term by the middle of October, before the second wave hit.”

After approval by CCNM's senior leadership in June, Cindy and staff from the Office of Academic Affairs began prepping for the students' return to campus.

To better understand the how the practicum sessions would be organized, she sent a survey to each cohort to identify what arrangements would be necessary – such as accommodating work schedules, commuting needs and keeping immunocompromised students together to minimize the number of their potential exposures.

After gathering the relevant information and coordinating with faculty and maintenance, the practicum schedule was released. Beginning with Year 3 on September 8 and concluding with Year 2 on October 16, each session was broken

down into small groups of no more than 10 students. Following Toronto and Ontario public health directives, students were required to wear masks onsite and during practicum sessions, avoid gathering during breaks and maintain physical distancing of two metres or more. Due to everyone's strict adherence to safety protocols, the practicum period ended with no incidents.

From her vantage point of overseeing the College's ongoing curriculum renewal project, called CV40, Cindy says that the academic team's mindset is attuned towards finding innovative approaches to enhance student knowledge acquisition and retention.

“Should they focus on fewer things for a shorter period of time and then move on to something else, rather than having 11 courses over a term and constant juggling? Ultimately, students want to know that their activities at school are relevant to the job they're being trained for and that's an important way to engage them,” she says.

The intensive practicum sessions certainly qualify, and with subsequent student feedback indicating support for this type of modular learning, there might be a place for it in CCNM's academic delivery moving forward. *

IN-PERSON FALL 2020 PRACTICUM SCHEDULE

Due to everyone's strict adherence to safety protocols, the practicum period ended with no incidents. The following safety protocols were implemented:



Each session was broken down into small groups of no more than 10 students



Students were required to wear masks onsite and during practicum sessions



Avoid gathering during breaks and maintain physical distancing of two metres or more



Adjusting to a new normal... in more ways than one!

With almost all staff working from home, Trevor Ellis joined CCNM as its new Chief Financial Officer.



A welcome from human resources, meeting with your boss, seeing your new office space, and walking around to meet all your new colleagues; common elements that make up a typical first day at a new job. But in a year that has been *anything* but typical, what does joining a new organization look like? With almost all staff working from home, Trevor Ellis joined CCNM as its new Chief Financial Officer. Having just passed his six-month mark in December, we spoke to him about what it's been like adjusting to his new job in the midst of the COVID-19 pandemic.

Prior to joining the College, Trevor worked in Canada and the UK in roles centred around organizational support areas like finance, IT, facilities, advancement and HR. It was the combination of the health and education sectors from his previous experience that drew him to CCNM.

“A number of my roles, either volunteer or in my career, have been focused on health, consumer protection and education. Prior to joining the College, I worked for the Responsible Gambling Council here in Canada, which was focused on consumer protection. In the UK, I worked for the advertising regulator, again in consumer protection and I sat on the board of the Royal Society of Tropical Medicine and Hygiene. Since returning to Canada, I joined the board of the Ontario Tourism Education Corporation. For me, joining CCNM was a good combination of my interests.”

Trevor was hired in March – just as COVID-19 cases were getting diagnosed in Canada – but he didn't begin his job until June, well into the height of the first wave. While there were no apprehensions about starting in the middle of the pandemic, by then, the impact of the case numbers had resulted in almost all CCNM staff working from home. Trevor's first day was spent in an empty building and meeting many of CCNM's students and employees via a virtual Town Hall and meetings.

“It's very strange because there are still some members of my team, probably most of them actually, that I haven't met physically. I think that's the hardest part because in the first week you have that whirlwind tour, you meet everybody, at least you've met them,” he says.

As a result, one of the challenges Trevor says is trying to maintain a sense of team when everyone so far away from one another.

“Not being closely connected physically, people might tend to focus more on their own areas because they don't have that day-to-day physical interaction. So the challenge is getting them to realize they're still part of a wider team, even though they're not physically together,” he says.

It's been a busy first six months for Trevor. In November, CCNM announced its intent to merge with the Boucher Institute of Naturopathic Medicine in B.C. Trevor is leading the amalgamation project between the two organizations.

“There's my CCNM job and now there is this other role which I have to manage knowing that I can't let go of the existing role. My challenge is trying to balance the two aspects of my role and recognizing that now, in addition to my team, there's a wider group that needs to be in sync and moving in the right direction,” he explains.

Despite his unique start with the College and helping to lead such a big change in the organization, Trevor says his first six months with CCNM have been good.

“I've changed jobs enough to know that there's a learning curve and that you have to be comfortable with not knowing and not understanding how things work because you will learn.”

It's hard to know when the COVID-19 pandemic will be a thing of the past and things go back to a 'normal' but there is one thing Trevor is looking forward to when that happens.

“I think just meeting everyone, being able to share and interact and help others. You can do it online, but it's just not the same. My one concern is around people's capacity to manage the situation because the longer it goes on, the more difficult it will be. I'm just hoping they can hold on until things change.” *

CCNM's community comes together to support students affected by COVID-19

The Student Relief Fund was created to respond to the needs of CCNM students and Class of 2020 graduates who were facing unexpected and significant financial hardships due to the COVID-19 pandemic. In May, we sent out an appeal to our staff, faculty, friends and alumni and received an overwhelming response.

Nearly 50 donors contributed to the Student Relief Fund and together, we were able raise enough funds to provide immediate financial support for 88 students.

It was truly inspiring to witness CCNM's community unite in such a challenging time. There are many characteristics that define us - strength, determination and grace, to name just a few. Eight recipients of the Student Relief Fund tell us, in their own words, how these characteristics describe themselves, the naturopathic profession and CCNM.



Tina Canto (Year 3)

ON EMPOWERMENT

“Empowerment involves feeling a greater sense of strength and confidence. It means having the motivation to remain driven towards achieving a certain goal, and the inspiration to take action while working towards a greater purpose. Feeling empowered includes persistently striving to accomplish something you are passionate about. As we see around us everyday, when people empower each other, they can work together to stand up and fight for something that they believe in.”



Brennan Dedecker (Year 3)

ON SUSTAINABILITY


“Sustainability is a duty that we have to ourselves and to future generations. It’s about our collective duty to act, consume and live in a way that leaves the Earth in as good or a better position than we inherited it. As a future naturopathic doctor, I believe that it is vital that we serve as stewards of the Earth and take opportunities to give back and preserve the planet that gives us so much. Simply put, without nature there is no naturopathic medicine.”



Anna Garber (Year 4)

ON WELL-BEING

“Well-being is the state when physical, mental, and spiritual health are aligned, balanced and free from dysfunction. The way of naturopathic medicine is beautiful in the sense that it sees and treats the body as a whole, which truly impacts the well-being of people. As a lover and advocate of naturopathic medicine, I strive not only for personal well-being, but to contribute to the well-being of my family, friends and patients.”

A portrait of Elizabeth Klassen, a young woman with long, wavy brown hair, smiling warmly. She is wearing a dark red, long-sleeved turtleneck top and grey plaid pants. The background is a soft-focus outdoor setting with green and yellow foliage.

Elizabeth Klassen (Year 4)

ON RESILIENCE

“Resilience is the decision to persevere through challenging situations. It’s an unshakeable knowledge that hardships and setbacks are put there for your growth rather than your detriment. Resilience is what allows us to do great things against all odds.”



LaToya Lewis (Year 4)

ON COMMUNITY

“Community is the collection of individuals who are united based on shared goals or belief systems. The benefits of having a strong community is a sense of belonging, support and empowerment. I have lived in several states and countries over the last two decades. Being able to establish a sense of community in the different geographical locations where I’ve lived has made each new location feel like home.”



Mikayla Raddysh (Year 4)

ON GRATITUDE

“Gratitude is a sense of fullness and appreciation within one’s self that comes after receiving a gift of any kind (education, experience, financial, material).”



Sydney Speer (Year 4)

ON SPIRIT

“Spirit is the soul of a person. It is the driving force behind all great achievements. It influences how we interact with others and our outlook on situations. It connects our mind and emotions and influences our decisions and actions.”



Kirsten Vandenheuvel (Year 2)

ON SELFLESSNESS

“Selflessness is the ability to think about others before oneself. It is sacrificing what we want for what others need. Selflessness is an act of kindness and love that can be experienced both through words as well as with a person’s actions. It takes strength and bravery to be selfless.”

Great IDEAs gain traction during year of upheaval

During a year of unprecedented change and focus on issues that form the core of its mandate, The IDEA (Inclusion, Diversity, Equity and Advocacy) Committee of CCNM found an opportunity amid the pandemic to further its work.



The IDEA Committee's co-chair, Kayzie Sutton (Class of 2018), is a strong proponent of the view that CCNM's training for naturopathic doctors of the future must include diversity and empathy along with the science and treatment modalities provided in the curriculum.

This past year's highlights for the IDEA Committee included hearing from students through collecting stories, updating clinic policy and assisting with an inaugural event called "The Healing Space," held to foster crucial conversations on creating safer spaces for all members of this community. Overseen by Kayzie with the help of Dahlia Dixon (a second-year student), The Healing Space helped open doors to have conversations needed to ultimately change organizational policies.

"All levels within the CCNM community have made it possible to have difficult conversations and address concerns raised," Kayzie says. "Dr. Jasmine Carino, ND and other senior CCNM members supported The Healing Space initiative to hear from BIPOC (Black, Indigenous, and People of Colour) members of our community. It's this willingness to listen and adapt that will eventually remove systemic barriers for BIPOC and other minority groups at CCNM."

The IDEA Committee advocates for change when CCNM's students, faculty, alumni, or patients bring forward concerns related to one of its four focus areas: inclusion, diversity, equity and advocacy.

Seeking to learn from these experiences and create a more inclusive CCNM

community that promotes education and understanding of diversity while at the same time providing an equitable space to learn, work and receive health-care services is where the action happens.

This past year's positive developments included the IDEA Committee's enhanced reach across the CCNM community, facilitated by having meetings over Microsoft Teams or on Zoom platforms. Doing so enabled more people to get involved, and essential conversations held in a timelier manner than may have been possible before the pandemic. Of note is the work of CCNM's Information Systems Director, Yusuf Suliman, who ensured the committee could remain productive during the massive shift to remote learning and work.

The IDEA Committee advocates for change when CCNM's students, faculty, alumni, or patients bring forward concerns related to one of its four focus areas:

1. Inclusion 2. Diversity 3. Equity 4. Advocacy



“CCNM’s training for naturopathic doctors of the future must include diversity and empathy along with the science and treatment modalities provided in the curriculum.”

Kayzie Sutton (Class of 2018)

“We are working on a new naturopathic oath, inspired by similar strides taken at the University of Pittsburgh, which will address gaps in health care for marginalized communities. We hope to move this forward in a very concrete way in 2021.”

Amanda Garcia (Year 2)



The committee’s mission, centred on fostering a healthier, more open and accepting community, is gaining traction. Many individuals genuinely believe in healing, are willing to learn and be accountable for actions.

“I have seen growth in all of us, our compassion and empathy, and our devotion to doing this challenging work has blossomed over this past year,” adds Kayzie.

The committee’s communications lead and second-year student, Amanda Garcia, agrees. “The action-oriented mindsets we share among committee members give me hope about the changes that will come from those efforts.”

Committee members are determined to listen to concerns actively and find ways to address those issues.

“We are working on a new naturopathic oath, inspired by similar strides taken at the University of Pittsburgh, which

will address gaps in health care for marginalized communities,” said Amanda. “We hope to move this forward in a very concrete way in 2021.”

Working groups such as outreach and communications and policy and curriculum endeavours exist for students to get involved. Working together with staff, faculty, and administration will help create an environment where the education and environment at CCNM fully reflect our world’s diversity. *

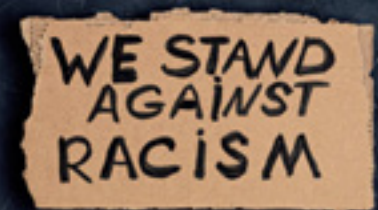
CCNM’s statement on addressing racism and discrimination

The Canadian College of Naturopathic Medicine (CCNM) believes that anti-Black racism is real and prevalent and as an institution it is committed to fighting it.

The Inclusion, Diversity, Equity and Advocacy (IDEA) Committee is assisting the College in this process, by gathering the experiences of those in the CCNM community who have been impacted by racism and discrimination.

Through awareness, education, and open dialogue with our students, staff, faculty and patients, we are dedicated to upholding the values that govern our College: integrity, collaboration, innovation & adaptability and respect for equity, diversity and inclusion.

The College recognizes that this will be an ongoing task and it is committed to continue to work on the elimination of racism and discrimination until every member of the CCNM community feels safe and included.



Making student mental wellness a virtual priority

In the early days of the pandemic, CCNM's leadership recognized the need to continue supporting students' mental health and wellness, even though this meant moving to virtual platforms.



Perhaps predicting the toll of limited social connections among students, when combined with an intense and rigorous naturopathic medicine program, CCNM put front-and-centre two offerings: Empower Me and Thrive.

EMPOWER ME SUPPORTS WELL-BEING

Empower Me has long been a passion for Sonia Drouin, fourth-year clinic intern. When Sonia served as the Naturopathic Student Association's (NSA) Student Governor in 2019, and spoke to students who had struggled with suicidality, she knew she had to act, as she had also lost a loved one to suicide. "My Student Governor report focused on the mental health needs of CCNM's students, and the 2021 report will again highlight this issue," notes Sonia.

Students' usual ways to stay connected and build community were fragmented as students resigned to online learning and fewer in-person consultations.

"When COVID-19 hit, and CCNM decided to pay for every single student to have access to Empower Me, it was a firm acknowledgement of the need for this service, during a time of unprecedented social isolation for our students," says Sonia.

When courses went online, it was essential to ensure that students were aware of the service through social media, Moodle and other CCNM communication channels.

NSA furthered these efforts when students received care packages detailing all of the Empower Me services offered.

The need to create resiliency within the CCNM student population is key to producing vital naturopathic doctors who will be better able to support patients' mental well-being. Empower Me includes a 24/7, 365-day-a-year hotline for students to connect with skilled counsellors.

Empower Me services extend beyond mental health counselling for anxiety, stress and more. Other areas include career counselling after graduation, time management, financial planning, relationship and interpersonal conflict resolution and more. Empower Me professionals include psychologists, social workers, sex therapists, nurses and kinesiologists, all of whom provide confidential and culturally sensitive support.

Empower Me

Empower Me services extend beyond mental health counselling for anxiety, stress and more. Other areas include career counselling after graduation, time management, financial planning, relationship and interpersonal conflict resolution and more.





“When COVID-19 hit, and CCNM decided to pay for every single student to have access to Empower Me, it was a firm acknowledgement of the need for this service.”

Sonia Drouin (Year 4)

THRIVE EVENTS CREATE CONNECTION

The other well-being initiative supported by CCNM is known as Thrive, with a mission to facilitate students' opportunities to explore and practise skills that lead to optimal health, resiliency and create a shared sense of community at CCNM.

Sasha DaSilva (Class of 2020) is passionate about the value of the program's offerings, including yoga, breathwork and creative dance, to name but a few.

Thrive events also shifted to a virtual format and used both live and pre-recorded content. Doing so provided a unique opportunity for the presenter to promote events via video, which enabled more engagement with students before sessions than before the pandemic.

"As a student at CCNM, you have to commit to your mental wellness while in the program, or you won't end in a place of strength to take on licensing exams and clinic work. It's so important

to take time to pause, reflect and recentre," Sasha says. "In my first year, senior students told me to 'take care of myself,' but it didn't register at that time. At the end of my program, when I reflected, it was clear what they meant, as stress management is as essential as learning our course work."

This past year, one of the challenges was determining the students' needs and where they required extra support. Thrive relied on its student assistants to share their thoughts on what they noted when conversing with their classmates. Sasha Monteiro, a student assistant for Thrive, explains, "recognizing the amount of screen fatigue students were encountering, our events encouraged more standing, moving and scheduling of self-care time, to help mitigate the demands of virtual learning."

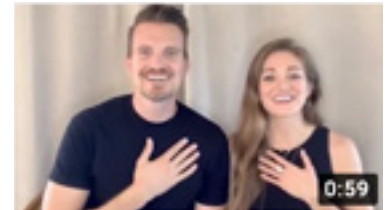
The sense of community that Thrive initiatives build amongst CCNM's students was paramount in 2020. They provided opportunities for students to lessen the impact of social isolation from their classmates.

Together, these two initiatives support students' mental health and well-being before, during and after the pandemic. *

THRIVE EVENTS PRESENTED VIA VIDEO INCLUDED:



Thriving Together: Self-care Practises for #CCNM Students



Thriving Together: Emotional Release through Breathwork



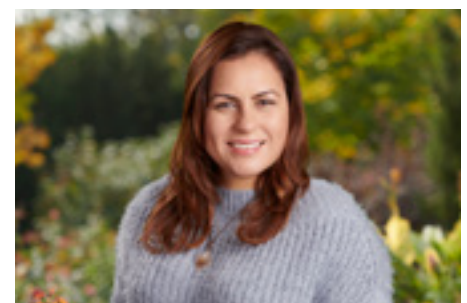
Thriving Together: Optimizing your Virtual Learning Experience



Thriving Together: Yoga and Meditation Practice for New Beginnings

"As a student at CCNM, you have to commit to your mental wellness while in the program, or you won't end in a place of strength to take on licensing exams and clinic work. It's so important to take time to pause, reflect and recentre."

Sasha DaSilva (Class of 2020)



Rebuilding the CCNM community – virtually

How do we build a socially distant community in a community oriented profession? While this year has brought challenges to the way CCNM usually engages with students, our staff and faculty have conjured up new and creative ways to remain connected.



RESEARCH DAY – MARCH 23 Promoting a culture of research at CCNM

Normally on Research Day, the CCNM community comes together to celebrate, discuss and learn more about the research emanating from student and faculty collaboration and the College’s own research department. The methods, results and application from these research projects are presented in poster format, which are then hung like artwork in CCNM’s main foyer.

The research team had originally scheduled the event for March 23, but recommendations from the Ontario government on March 12 to immediately suspend large get-togethers and public gatherings forced them to consider other available options.

With only 11 days to find an alternate solution, they thought about delaying

the event, but ultimately decided to turn Research Day into an online affair using Zoom and Facebook Live.

“On Zoom, each poster was displayed individually on the screen and the poster presenter had three minutes to present their research orally. There were two minutes for questions as well,” says Dr. Monique Aucoin, ND (Class of 2012 and Research Fellow at CCNM).

While that portion of Research Day worked well, pulling off the presentation of awards for two competitions – top scientific poster and people’s choice, voted on by a team of judges and all attendees, respectively – required a different platform. This was achieved using Facebook Live.

“After the event, we added up the votes and the scores from the judging panel and identified our top four winning posters. We wanted to recreate the experience of announcing the winners to a live audience as much as possible,” Monique says.

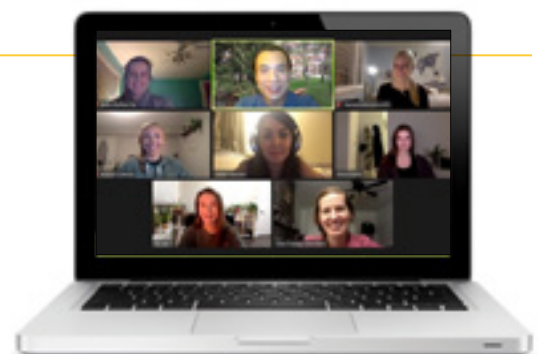
“Using Facebook Live we were able to do that – poster presenters tuned in live to hear the announcement of the winners and viewers were able to add their reactions and congratulations in real time.”

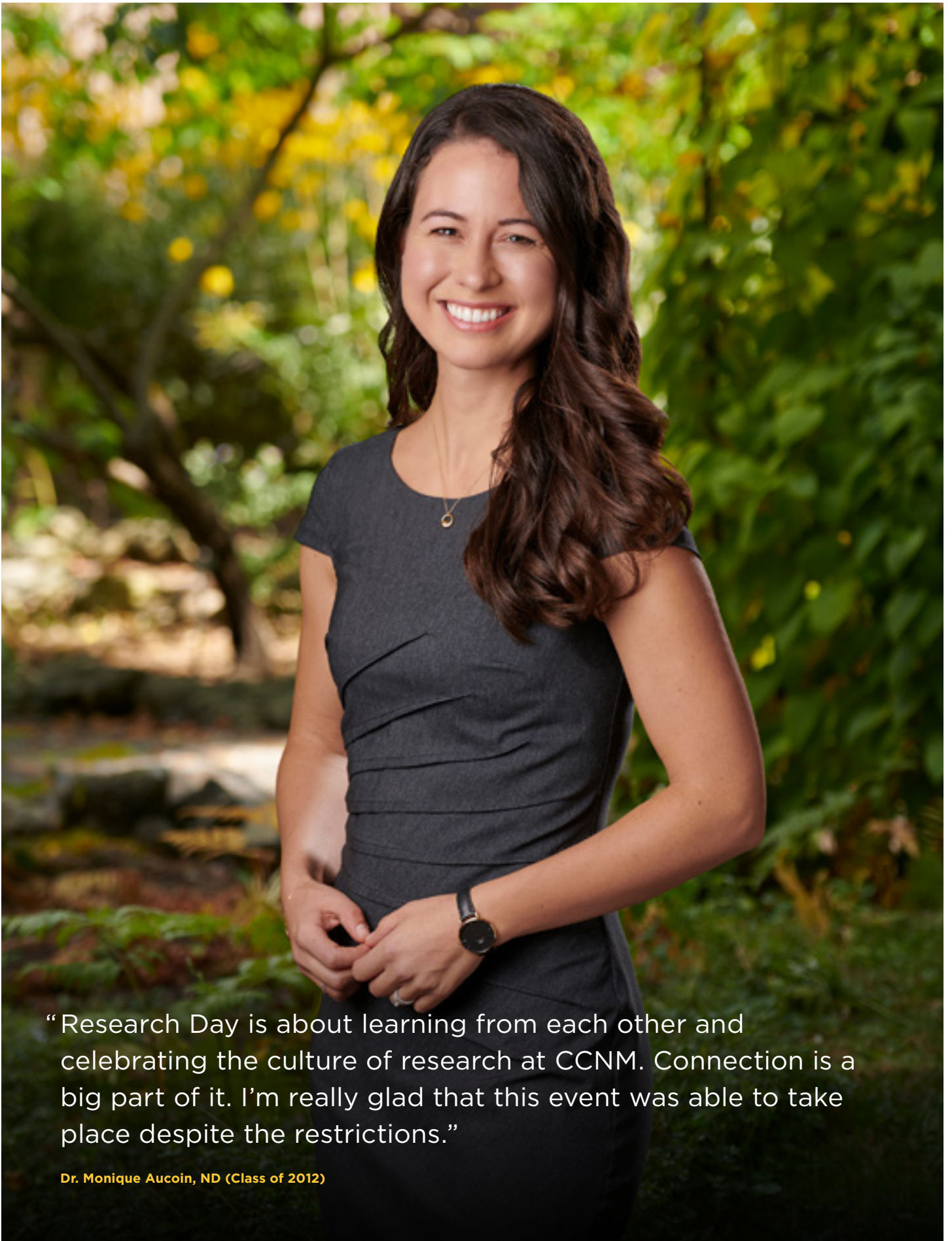
Virtual Research Day turned into a great success. Monique was thrilled at the lively discussion in the question periods and the palpable excitement around the emerging research at CCNM. Results from a post-event survey were overwhelmingly positive.

“I think that students and faculty felt that their presentations were heard and valued. This is really important because the community aspect of the event is such a key component,” says Monique.

“Research Day is about learning from each other and celebrating the culture of research at CCNM. Connection is a big part of it. I’m really glad that this event was able to take place despite the restrictions.”

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Dr. Monique Aucoin, ND (Class of 2012)

GRAD LUNCH – APRIL 27

Celebrating the Class of 2020

In the leadup to CCNM’s annual convocation ceremony in May, graduating fourth-year students are normally treated to grad lunch. In addition to enjoying a healthy meal with their classmates, they hear from staff and faculty about licensing exams and requirements, joining the College’s expanding alumni community and tying up any loose ends before departing.

Grad lunch is also one of the final occasions where an entire class is together before convocation. This year, with the ceremony cancelled and students left reeling at the unexpected end to their final year, the event carried a different tone.

“In the past, we brought everyone together to deliver pertinent information related to being a naturopathic doctor,” explains

the event’s host, Dr. Lindsey White, ND (Class of 2012). “This year was less about operational and logistical issues and more about celebrating what these students have accomplished by doing some reflecting, playing games, having inspirational speeches and handing out fun awards.”

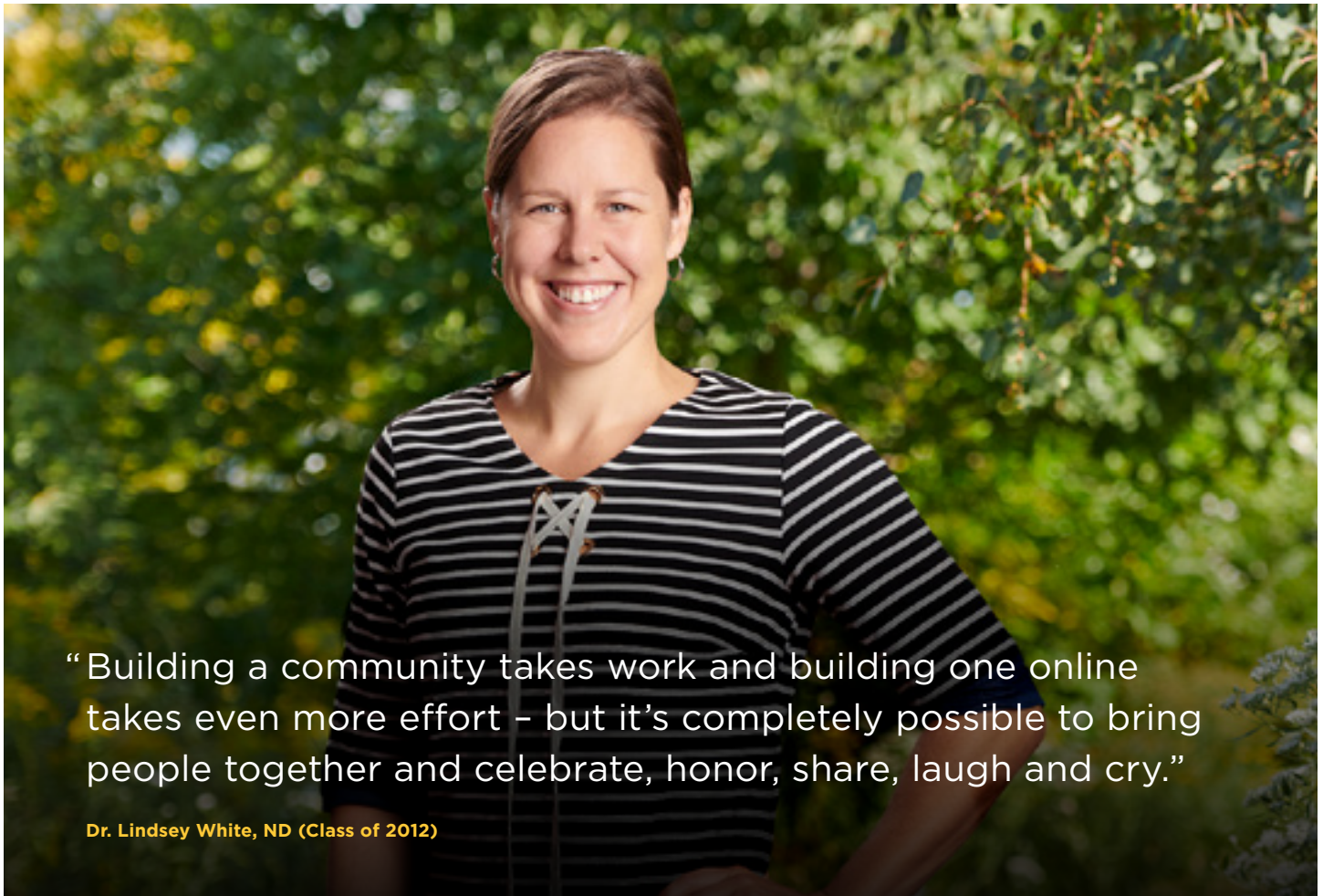
As the Director of Clinical Services at CCNM, Lindsey works closely with clinical interns and ND supervisors to ensure the Robert Schad Naturopathic Clinic (the College’s onsite teaching clinic) is delivering high-quality patient care. But as cases of COVID-19 shot up in Ontario and the clinic shifted all in-person visits to virtual care on March 26, she witnessed a high level of stress and anxiety proliferating amongst the student population.

“I met with the fourth-year class representatives at the time (Class of 2020 graduates Carly McLarty and

Kriya Siewrattan) and we felt that we needed to do something for the class, to not only recognize their hard work but to let them know that we’re here for them,” says Lindsey.

Using Zoom, grad lunch achieved Lindsey’s goal of boosting morale during an uncertain time. But perhaps more importantly, it allowed everyone to gather and reaffirmed the importance of connection – and staying connected – in a virtual world.

“Building a community takes work and building one online takes even more effort,” Lindsey says. “You have to work a little bit harder, but it’s completely possible to bring people together, no matter where they might be, and celebrate, honor, share, laugh and cry. Our students know we’re all part of the same community.”



**NEW STUDENT ORIENTATION -
SEPTEMBER 7**

**Welcoming first-year students
to the CCNM community**

In September 2020, CCNM’s New Student Orientation was delivered online to the four-year Doctor of Naturopathy degree students. The interesting challenge for orientation leader and emcee, Dr. Jasmine Carino, ND (Class of 1998), was to retain the social nature of the event and translate it into the online realm using Zoom.

“There would be a natural congregating of people that would occur during orientation,” she says. “A lot of this obviously had to change as we moved online.”

Orientation typically takes place during the first two days of school and

gives new classmates the time and space to get to know one another. The in-person experience involves a welcoming committee (comprising members of the Office of Academic Affairs, Student Services and the Naturopathic Students Association) greeting each new student as they enter the campus building, plus a healthy, catered lunch and opportunities sprinkled throughout the day to meet and mingle with faculty and staff.

For Jasmine, recreating these interactive elements was the key component to ensuring the success of orientation. Using Zoom’s native capabilities, she designed a lighthearted and comfortable environment that enabled both outgoing and shy students to participate with her or the group as a whole.

“We asked students to keep their cameras and microphones on so that we could all see and hear each other,” she explains. “They could converse on the chat and during breaks, we put them into randomized groups so they could continue to talk but in a smaller setting.”

Knowing that most of the new students had never stepped foot on CCNM grounds, Jasmine periodically swapped out her background by using different scenes from the College such as the herb garden, a clinic room, the front entrance with the naturopathic oath, and more.

CONGRATULATIONS CLASS OF 2020

Dina Al-Kayssi
Samantha Allen
Katrina Allison
Nina Amelifard
Yevgenia Bacon
Curtis Baker
Fateme Behjoian
Mohammad Bhuiyan
Celeste Borghese
Nana-Adjoa Bourne
Nathalie Burnier
Ariana Candaras
Sophia Chachula
Armin Changizi
Victoria Chiappetta
Ye-lim Chung
Crysana Copland
Sasha DaSilva
Maille Devlin
Maryanne D’Silva
Oleksandra Eden
Tadecher Ellis
Samantha Endo
Dolores Fernandez
Erynn Fisk
Maria Fletcher

Ashley Florestal
Valerie Gettings
Mahdi Ghazanfari
Anna Graczyk
Marlee Guy
Hossein Hafezghoran
Jessica Heupel
Christina Holmquist
Joanne Hutton
Stefania Iovine
Tehsina Jaffer
Abirna Kadambamoorthy
Caitlyn Keates
Alexis Kershaw
Saiyemah Khalil
Jacqueline Koudys
Mackenzie Kranics
Hilary LaJoie
Aishwarya Lakshmanan
Yulia Lasenko
Alexandra Lucyshen
Alicia MacDougall
Cameron MacIntyre
Jessica Maloh
Lauren Mandych
Elena Matsneva

Karin McFarlin
Kira McGrath
Carly McLarty
William Meditskos
Arlie Millyard
Shakila Mohmand
Kristina Mokhir
Mireille Momdjian
Elena Moore
Amanda Morelli
Matas Nakrosius
Cassandra Paiano
Xermā Kennedy Palmares
Kathryne Petrov
Andrea Picardo
Sophie Pollon-MacLeod
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Catherine Rabo
Roxanne Ramlal
Erica Rizzolo
Alyssa Robbins
Caitlyn Rowe
Rokhsan Rroozrogousheh
Kayla Ruschkowski
Mehrdad Sadeghi
Farnoush Salimy

Kriya Siewrattan
Natalie Stradiotto
Jenna Tabachnick
Jennifer Tang
Sarah Tayebi
Evrin Tezcanli Tjon
A Meeuw
Aravvinthan
Thangarooopan
Jessica Thompson
Sarah Thomson
Marissa Thomson
Claire Watson
Michèle Webb
Larissa Wheeler
Amy Wilson
Owen Wiseman
Nazila Yal
Maryam Yavari



In addition, she changed an item of clothing or drank from a different CCNM mug whenever she reappeared on camera (which students quickly picked up on) and encouraged them to add their favourite inspirational songs to a “Classof2024” collaborative playlist she created on Spotify.

According to Jasmine, these seemingly small acts generated excitement in the first-year students and made them feel part of the larger CCNM community.

“What come through, even in an online format, is the care that we have for everyone’s wellbeing. Even though we’re not in the same physical space, that feeling transcends and the students know we’re here for them.”

CAREER FAIR – OCTOBER 5 Online networking for fourth-year students and new grads

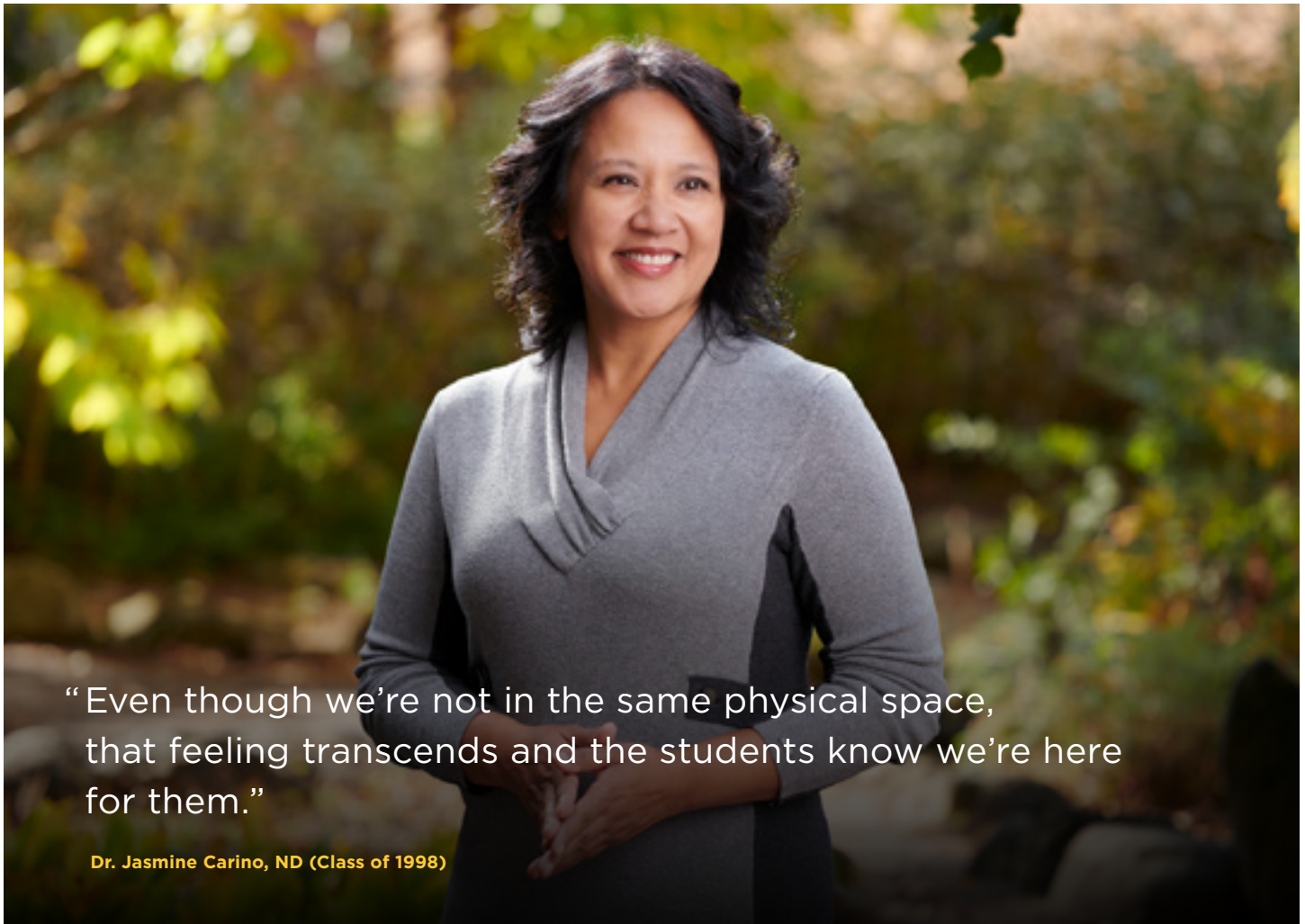
In the spring of 2020, the advancement department, led at the time by its manager Frances Makedessian, was facing a tough decision. Should the third annual Career Fair, scheduled on October 5, carry on as a virtual event?

The Career Fair is essential for fourth-year clinical interns and recent CCNM graduates, as it provides space to network and interview with members of the naturopathic and complementary health care professions; in attendance are multi-disciplinary health clinics, companies specializing in natural health products,

researchers and academics from across the country to discuss employment and mentorship opportunities.

But with the pandemic raging and every Canadian province in various states of lockdown at any given moment, Frances wondered if NDs and other health-care practitioners would even be in a position to hire new employees or mentor a student close to graduation. In the end, Frances and the advancement team adopted an optimistic approach to the situation.

“Even if the physical doors of clinic offices were not ready to open in the fall, NDs would be pivoting to virtual care, and, of course, it was important to network anyway regardless of when physical distancing would no longer be an issue,” she says.



“Even though we’re not in the same physical space, that feeling transcends and the students know we’re here for them.”

Dr. Jasmine Carino, ND (Class of 1998)

With the decision made, Frances enlisted the Information Systems department for technological support and guidance. Together, they leveraged existing online tools and platforms, such as Moodle, LinkedIn, Eventbrite, SurveyMonkey and Zoom, to virtualize the Career Fair.

The event went ahead as planned and succeeded in connecting interns and new graduates with potential employers. On the day of the Career Fair, 266 one-on-one interviews took place between 158 registered interns and grads and more than 30 professionals. (Even more impressive was that nearly 90 per cent of the latter indicated that they intended to follow-up directly with an interviewee.)

Additionally, the online process permitted interns and graduates to connect with exhibitors on their own time, something that was not available before. “A robust base of exhibitor data remains available through Moodle,” says Frances. “Even if they were unable to secure an interview with any of the popular exhibitors, they are still able to access their information and make direct contact post event.”

Transitioning the Career Fair online led to several important discoveries for the team, namely that keeping an open mind, being flexible and embracing technology can unlock new possibilities.

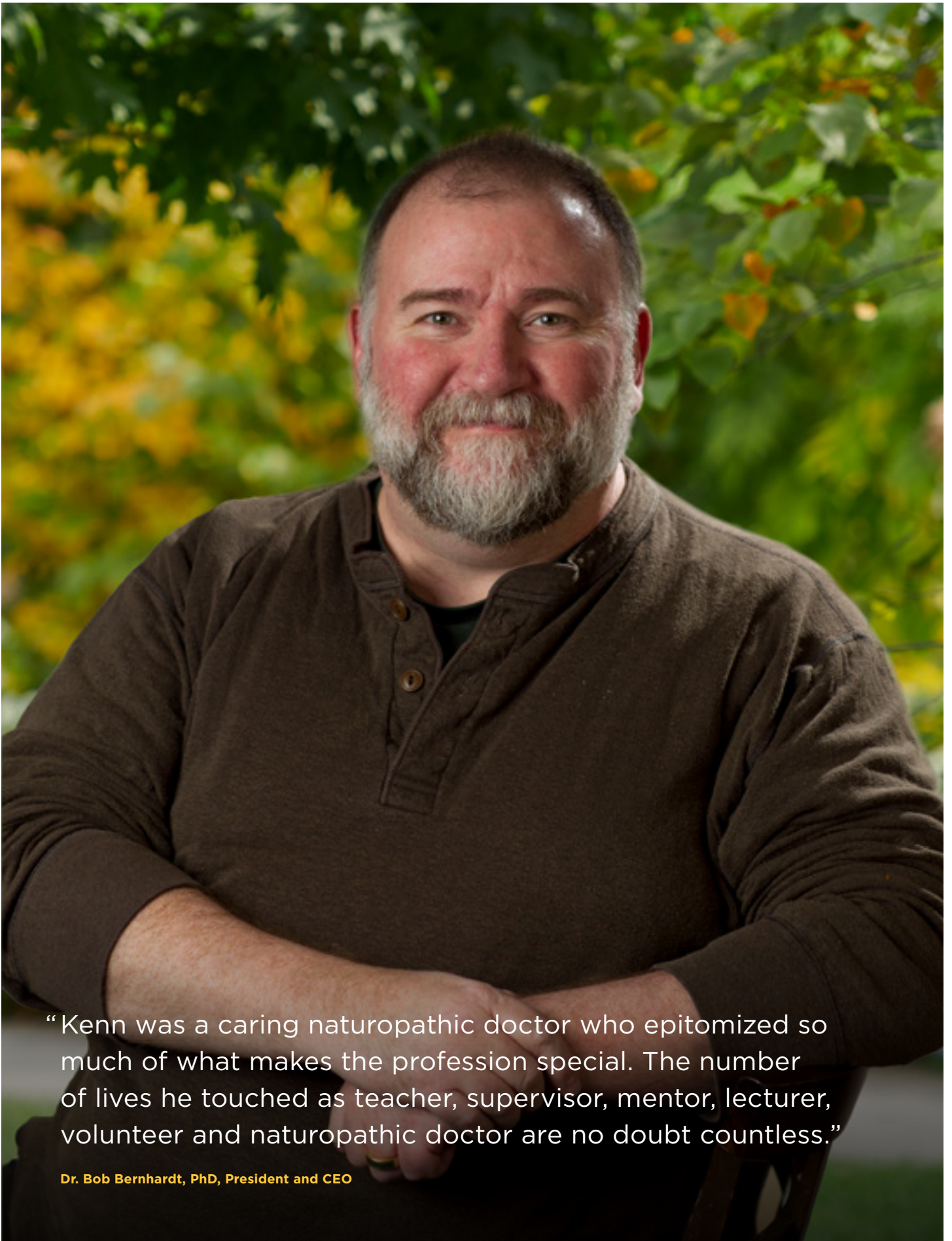
“In retrospect, there is lots of learning when you are doing something new. If we had organized another onsite Career Fair, it would have been the ‘same-old, same-old’ perhaps with a few enhancements. A virtual event challenged our creativity and out-of-the-box thinking.”

At the end of 2020, Frances capped off a long and successful career in advancement and fundraising by officially retiring. Although the pandemic pushed her and the advancement team to explore the online world in a way they had never done before, their work has laid the foundation for larger, immersive events in the coming years. *



“In retrospect, there is lots of learning when you are doing something new. A virtual event challenged our creativity and out-of-the-box thinking.”

Frances Makdessian



“Kenn was a caring naturopathic doctor who epitomized so much of what makes the profession special. The number of lives he touched as teacher, supervisor, mentor, lecturer, volunteer and naturopathic doctor are no doubt countless.”

Dr. Bob Bernhardt, PhD, President and CEO

Honouring the legacy of Kenn Luby (Class of 1990)

Kenn's influence on naturopathic and homeopathic medicine was immeasurable. He taught immunology at the College and was the first ND to be invited to speak at the International AIDS conference, dedicating his career to caring for people with HIV/AIDS.

A well-respected and renowned practitioner and instructor of homeopathic medicine, Kenn tragically passed away on August 21 but his legacy at the College and many contributions to the profession will not be forgotten. To continue supporting his life's work, his husband generously gifted over a quarter of a million dollars to CCNM.

Kenn was a strong team member within our homeopathy program for years and it is very fitting that his legacy will support scholarships that will be provided to students within the third-year homeopathy elective. The fund will also support the library, and the homeopathy resources within

the library, and will ensure the College has the academic resources to fully support the delivery of its homeopathy courses. Kenn also donated his private book collection to the library, which will be appreciated by students for years to come.

“The College will be a stronger institution as a result of this generous contribution. Kenn was a caring naturopathic doctor who epitomized so much of what makes the profession special. The number of lives he touched as teacher, supervisor, mentor, lecturer, volunteer and naturopathic doctor are no doubt countless,” said Bob Bernhardt, PhD, President and CEO.

KENN LUBY WAS A DEDICATED MEMBER OF THE CCNM FACULTY COMMUNITY

Over the years since his graduation in 1990, Kenn took on many roles at the College including teaching assistant, instructor, clinic supervisor and faculty representative to the Board of Governors. While Ken stopped teaching at the College in 2015, he continued to provide coverage at the Robert Schad Naturopathic Clinic and continued to volunteer his time on a weekly basis as a mentor and teacher for the CCNM Homeopathy Club. In addition to this, Kenn ran his private practice out of the CCNM Integrated Healthcare Centre from its inception in September 2009. *

“Kenn Luby mentored generations of naturopaths in the importance of rigorous scholarship balanced with practising from a place of loving-kindness and compassion. He prioritized mentoring before money and human rights before the opinions of skeptics. His patients miss him deeply; their love for him continues to inspire me to be a better practitioner, a more deeply empathetic listener and to lead with heart-centred intelligence. Kenn Luby was my professor, my own naturopath, then my mentor, my shamanic soulmate and my friend.”

Dr. Kimberlee Blyden Taylor, ND (Class of 1999)
Clinic Supervisor, Associate Professor



Thank You CCNM Supporters



The Canadian College of Naturopathic Medicine (CCNM) is fortunate to benefit from a long list of friends and supporters. The following individuals and organizations help CCNM achieve its mission to educate, develop and train naturopathic doctors through excellence in health education, clinical services and research that integrate mind, body and spirit.

By investing in research, scholarship, 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.

CCNM is a charitable education institution, and receives no direct financial support from federal or provincial governments. Our financial health depends on the generosity and commitment of our supporters, who believe in the work we do and support naturopathic education and research. On behalf of our students, alumni, faculty, staff and clinic patients, we thank you.

The following list recognizes cumulative giving from active supporters who contributed \$50 or more between August 1, 2019 and July 31, 2020.

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ND and Dr. Christina
Bjorndal, ND
Dr. Nick De Groot, ND
Dr. Patricia J. Wales, ND

\$5,000 Plus

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Dr. Kenneth Luby, ND
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Dr. Verna Hunt, ND
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GIFT-IN-KIND CONTRIBUTIONS

The following companies have generously donated gifts-in-kind in the past year:

Alpha Science Laboratories	Chelsea Green Publishing Co.	Healthy Planet	Restorative Formulations
Atrium Professional Brands	Costco	InteraXon	Thorne Research Inc.
Biotics Research Canada	Cyto-Matrix Inc.	Matthew Blixt	Webber Naturals
Boiron Canada	Electro-Therapeutic Devices Inc.	Nutritional Fundamentals	Pharmaceuticals Ltd.
CanPrev Premium Natural Health Products	(ETD Inc.)	for Health Inc.	York Downs Pharmacy

TRIBUTE AND IN-MEMORIAM DONATIONS

We are grateful for the gifts made in honour of and in memory of the following individuals:

In honour of:	In memory of:	Dr. Mubina Jiwa, ND
Cary Lander	Donna Tinker	Paula Chronopoulos
Marcin Padlewski	Emary Kada	Ronald A. Ingard
	Luigi Frustaglio	

LEGACY GIVING

We thank the following donors who have made gifts of a lifetime through bequests or life insurance:

Estate of Frances Eastman	Estate of Joyce Isabella Vanderburgh	Estate of Lucy Hopkins	Estate of Roger and Mary McCrorie
Estate of Gordon Wilinski	Estate of Linda Ganly	Estate of Marilyn A. Scheifele	Heinz Vollenweider
Estate of Ina Meares		Estate of Patricia Thorsley	

STRONG HISTORICAL SUPPORT

We thank the following for their generous historical contributions to CCNM. Although they are not current donors, we appreciate their support over the years.

\$1 Million Plus	\$100,000 Plus	\$25,000 Plus	\$10,000 Plus
Husky Injection Molding Systems Ltd.	Jane M. Wilson	Mississaugas of Scugog Island First Nation	Carp Agricultural Society
\$500,000 Plus	\$50,000 Plus	Progressive Nutritional Therapies	Dion Phaneuf
John & Thea Patterson	Biomed International Products Corporation	Robert and Susan Rafos	Ernst & Young
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RESEARCH PARTNERS AND SUPPORTERS

The following research partners and supporters have engaged in projects with the CCNM and the OICC.

Abbey Retreat Centre	CHEO Foundation	Marsden Centre for Excellence in Integrative Medicine	The Lotte and John Hecht Memorial Foundation
Academic Collaborative for Integrative Health (ACIH)	Cyto-Matrix Inc.	National University of Natural Medicine (NUNM)	The Naturopathic Medical Students Association
Advanced Orthomolecular Research Inc. (AOR)	Endeavour College of Natural Medicine	Nutritional Fundamentals for Health (NFH)	The University of Toronto
Assured Natural Distribution Inc. (Bioclinic Naturals)	Gateway for Cancer Research	Oncology Association of Naturopathic Physicians (OncANP)	The World Naturopathic Federation (WNF)
Bastyr University	Health Source Integrative Medical Centre	Ottawa Hospital	William Osler Health System & Brampton Civic Hospital
Biotics Research Inc.	Integrated Health Clinic	Research Institute	Wise Elephant Family Health Team
Canadian Association of Thoracic Surgeons	Cancer Care Centre	The Canadian CAM Research Fund	Women's Breast Health Centre, The Ottawa Hospital
Canadian Interdisciplinary Network for Complementary and Alternative Medical Research (INCAM)	John and Thea Patterson and family	The Canadian College of Osteopathy	York Downs Chemists
	KGK Science Inc.		
	Knowledge in Naturopathic Oncology Website (KNOW)		
	Leslie Dan School of Pharmacy, University of Toronto		

Thank You OICC Foundation Supporters



In December 2016, the Ottawa Integrative Cancer Centre Foundation received its status as a registered charity and became the fundraising arm for the Ottawa Integrative Cancer Centre (OICC). The OICC is fortunate to benefit from many friends and supporters. The following individuals and organizations helped the centre achieve its mission to provide evidence-informed integrative and preventative cancer care, research and education across the spectrum of prevention to survivorship. The OICC is a flagship model interdisciplinary centre that provides whole-person integrative care to people with cancer, cancer survivors and others seeking cancer prevention.

By investing in research, subsidized care and specialized patient programs, our supporters help people living with cancer cope better with their disease and find relief from the debilitating effects of chemotherapy, surgery and radiation.

The OICC receives no direct financial support from federal or provincial governments. Our financial health depends on the generosity and commitment of our supporters, who believe in the work we do. On behalf of our clinic patients, health-care providers and staff, we thank you.

The following list recognizes cumulative gifts from supporters who contributed \$50 or more between January 2020 and December 2020.

\$10,000 Plus

Anonymous
Canprev o/a Cyto-Matrix Inc.
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TRIBUTE AND IN-MEMORIAM DONATIONS

We are grateful for the gifts made in honour of and in memory of the following individuals:

In honour of:

Harlan Rain Karlsson
Jean Pare
Jillian O'Connor
Ludwig Von Mises

In memory of:

Anne Adams
Bryan Murray
Cathy Gaffney
Chris Linden
Geoffrey Kubrick
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Maxine Valiquette
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STRONG HISTORICAL SUPPORT

We thank the following for their generous historical contributions. Although they are not current donors, we appreciate their support.

\$10,000 Plus

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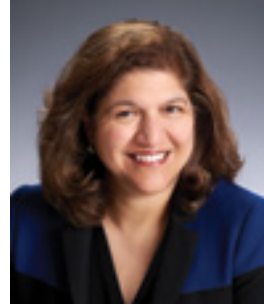
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Governance

BOARD OF GOVERNORS 2020*

The Institute of Naturopathic Education and Research (INER) operates CCNM and the Robert Schad Naturopathic Clinic (RSNC). INER is registered as a charitable organization and CCNM receives no direct government funding.

CCNM's Board of Governors consists of naturopathic doctors and laypersons from a variety of disciplines, elected by INER members. The Board's mandate is to govern the organization [the Corporation (INER) operating as the Canadian College of Naturopathic Medicine (CCNM)] through effective policy oversight and ensuring executive performance achieves the vision and goals of the organization.

*as at July 31, 2020

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Values, Vision, Mission, and Five Ends

OUR VALUES

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

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

OUR VISION

CCNM will make naturopathic medicine an integral part of health care through preeminent 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.

A Tribute to our Community

This report to the community is a celebration and tribute to the many individuals who contributed over and above their normal roles to keep the College successful.

In 2020, we learned that building and strengthening our community requires a constant and ongoing commitment to our values.

As the year moved to a close, we discussed plans to merge with the Boucher Institute of Naturopathic Medicine in British Columbia to create a world leader in naturopathic education and research. This was a year of change, and from that change emerges a strong, healthy, Canadian institution devoted to naturopathic medicine that will be world renowned.

And as we enter a new year, we can see many new opportunities on the horizon that will continue to propel CCNM forward.



BACK COVER

1st row (l to r): Kirsten Vandenheuvel (Year 2), Elizabeth Klassen (Year 4), Kayzie Sutton (Class of 2018)

2nd row (l to r): Dr. Nellie Pachkovskaja, MD, PhD, Dr. Cindy Beernink, ND (Class of 2012), Sonia Drouin (Year 4)



3rd row (l to r): Sydney Speer (Year 4), Amanda Garcia (Year 2), Dr. Rick Bhim, ND (Class of 2016)

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