

# BOUCHER INSTITUTE of Naturopathic Medicine

ACADEMIC CATALOGUE  
2019 - 2020



*You. A Doctor. Naturally.*



**BOUCHER INSTITUTE**  
of Naturopathic Medicine





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## The Boucher Institute

### Western Canada's First and Only Accredited College of Naturopathic Medicine

The Boucher Institute of Naturopathic Medicine is Western Canada's first and only accredited college of naturopathic medicine. We offer an intensive four-year 4,770-hour on-site program that includes 1,200 hours of clinical training and culminates in the professional "Doctor of Naturopathic Medicine" designation.

The Boucher Institute is owned by the Boucher Naturopathic Medicine Society, which is incorporated as a non-profit society in BC and is registered with the federal government as a charitable organization. The board of governors guides the management of the school through the appointment of the President.

It is our intention at the Boucher Institute to create, not just an education of the highest standards, but a learning community founded on principles of inclusion, integrity, safety, respect, academic freedom, self-responsibility and innovation. In short, we endeavor to create a community where each member feels heard, valued and supported on their journey of self-discovery and academic exploration and growth.

### In Honour of Dr. Joseph Boucher (1916 - 1989)

Dr. Joseph Boucher (pronounced Boo-shay) was a well-loved naturopathic physician who lived and practiced for many years in BC. His love of naturopathic medicine was demonstrated by his untiring service to his patients and the profession. Dr. Boucher was a founding member of the National College of Naturopathic Medicine in Portland, Oregon, where he taught naturopathic medicine and served for years as President and Secretary of NCNM's Board of Trustees.

Dr. Boucher also served as President of the Association of Naturopathic Physicians of BC (ANPBC). Now the CNPBC, He was secretary of the ANPBC for many years and participated on every committee. He also served in these roles for the National Canadian Naturopathic Association (now the CAND).

Dr. Boucher was a paragon of health, fitness, positive mental attitude and love of service. His practice was truly holistic, blending psychology with natural medicines and exercise. He was a true Hippocratic physician who taught correct living. While Dr. Boucher did not live to see his school's namesake, he was a respected and inspiring advocate for naturopathic medicine and high standards of naturopathic medical education. We honour Dr. Boucher by taking his name for our school and by preserving his example of the highest standards of excellence.

### History of Naturopathic Medicine in BC

The Boucher Institute is located in a province with a strong history of naturopathic medicine. Since 1936 naturopathic medicine has been a regulated profession in the province of British Columbia. Despite the long history of regulatory status, the profession in BC, as elsewhere, was very small in the late 1960s and 70s.

Dr. Boucher, always active in the profession, was integral not only in keeping the profession alive during the years under threat of loss, but also in helping to lay the groundwork for the huge renaissance in naturopathic medicine we see today. British Columbia now has a strong, vibrant naturopathic community of over 600 licensed naturopathic doctors (NDs), encompassing practitioners with a broad range of experience, uniqueness and high levels of dedication to better the profession.

In 2009, approval was granted by the BC Ministry of Health for revisions to the Health Professions Act, Naturopathic Physicians' Regulation (BC Reg. 449/99) and the Bylaws of the College of Naturopathic Physicians of British Columbia. These changes recognized naturopathic physicians as primary care providers and afforded them prescriptive authority and laboratory rights in BC.

### Accreditation and Licensing

The Boucher Institute is accredited in accordance with the Private Training Institutions Board (PTIB) of British Columbia. This allows for all student tuition fees to be insured under the Act and gives our students access to federal and provincial financial aid programs.

"The Council on Naturopathic Medical Education's mission is quality assurance: serving the public by accrediting naturopathic medical education programs that voluntarily seek recognition that they meet or exceed CNME's standards. Students and graduates of programs accredited or pre-accredited (candidacy) by CNME are eligible to apply for the naturopathic licensing examinations administered by the North American Board of Naturopathic Examiners (NABNE), and are generally eligible for state and provincial licensure in the U.S. and Canada." ([www.cnme.org](http://www.cnme.org))

The CNME granted full accreditation to the Boucher Institute in December of 2008. Accreditation indicates that a naturopathic medicine program meets CNME's eligibility requirements and standards. As such, the Boucher Institute's students are eligible to apply to the North American Board of Naturopathic Examiners (NABNE) to write the Naturopathic Physicians Licensing Examinations (NPLEX), whose successful completion is the only avenue to legal naturopathic practice in states and provinces regulated by licensure. Canadian regulated



jurisdictions include British Columbia, Alberta, Manitoba, Ontario, Saskatchewan and those states in the U.S. that regulate the practice of naturopathic medicine. (Visit [www.nabne.org](http://www.nabne.org) for more information on the licensing process.)

Contact information for the Council on Naturopathic Medical Education:

**Council on Naturopathic Medical Education**

P.O. Box 178

Great Barrington, MA 01230 By phone/fax:

Tel.: 413-528-8877

Website: [www.cnme.org](http://www.cnme.org)

The Boucher Institute is on the list of approved schools of the College of Naturopathic Physicians of British Columbia (CNPBC), the regulatory body for the licensing of naturopathic physicians in BC and the Canadian Association of Naturopathic Doctors (CAND), the national association for licensed naturopathic doctors across Canada.

**CNPBC**

840- 605 Robson Street Vancouver, BC V6B 5J3

Tel: (604) 688-8236

Fax: (604) 688-8476

Toll Free: 877-611-8236

Email: [office@cnpsc.bc.ca](mailto:office@cnpsc.bc.ca)

Website: [www.cnpbc.bc.ca](http://www.cnpbc.bc.ca)

The Boucher Institute is also on the list of approved schools with the Alberta Association of Naturopathic Doctors, the Ontario Association of Naturopathic Doctors, the Manitoba Naturopathic Association, the Saskatchewan Association of Naturopathic Practitioners and the Nova Scotia Association of Naturopathic Doctors.

The following Canadian provinces and US states have laws governing the practice of naturopathic medicine: British Columbia, Alberta, Manitoba, Ontario, Saskatchewan, Alaska, Arizona, California, Colorado, Connecticut, District of Columbia, Hawaii, Kansas, Maine, Maryland, Massachusetts, Minnesota, Montana, New Hampshire, North Dakota, Oregon, Pennsylvania, Utah, Vermont, Washington and the territories of Puerto Rico and the US Virgin Islands.

Since each jurisdiction has its own specific and unique requirements, it is the responsibility of each student to contact the jurisdiction in which s/he hopes to practice to determine licensing requirements.

The Boucher Institute of Naturopathic Medicine is a Member of the Association of Accredited Naturopathic Medical Colleges ([www.aanmc.org](http://www.aanmc.org)).

**Licensure**

The Boucher Institute will ensure that pertinent details of licensure and accreditation are communicated to students in

a timely manner as such details become known. The Boucher Institute encourages students to take responsibility for regularly searching out and monitoring changes in licensing requirements in the jurisdiction in which they hope to practice, and to conscientiously abide by all requirements in order to be eligible for licensure.

Within the context of meeting the programmatic and institutional requirements of an accredited school of naturopathic medicine, the Boucher Institute clearly states that individual students are ultimately responsible for their own licensure. Naturopathic licensing boards in North America operate independently from naturopathic medical schools and have different mandates. No operational policies or procedures formally bind these organizations together and therefore all are strongly autonomous in terms of governance and policy development. Each licensing board has different criteria, rules, and procedures for becoming licensed to practice naturopathic medicine. Jurisdictional requirements for licensure can change at any time.

**Message from the President**

“Living better, not just longer,” might very well express the expectations of health-care consumers today. In the late 1970s and early 1980s there was a resurgence of interest in natural medicine in North America. Science and technology had certainly improved mortality rates and ensured that we could indeed “live longer,” but it was becoming distressingly apparent that simply prolonging life was not enough. For many people with chronic health problems it was painfully clear that a long life was not necessarily a good life. In spite of the advances of science and technology, we found ourselves searching for new answers to the question: “How do we restore and maintain optimal health?”

A survey conducted under the direction of the National Health Products Directorate (NHPD) of Health Canada indicated that 73 per cent of Canadians reported using natural health products regularly, with 32 per cent using these products daily. Present trends clearly indicate that these numbers will continue to grow as responsible Canadians seek out new ways to “live better”. As public interest in complementary health care continues to grow, the die is clearly cast for the future of health care in North America. For many health care consumers in the 21st century, the naturopathic physician will be their choice for primary caregiver.

The Boucher Institute of Naturopathic Medicine was founded on a very specific philosophy, embodied by what we believe the ideal 21st century naturopathic physician must be and which is articulated in our vision. One who will have a truly caring nature and genuine desire to serve, who will commit to the ongoing practice of self-reflection and personal growth, who will have a passionate belief in the efficacy of complementary medicine and a commitment to leading our world towards sustainable health. The ethical ideal of “making a difference” must be

supported and enlightened by the realization that, in order to make a difference we must first “live this difference”. Living this difference invariably means practicing what we preach, both in a career and vocational choice and also as a lifestyle commitment that we reaffirm each day of our lives.

Modern naturopathic physicians will be leaders in a cultural revolution that adamantly rejects “living longer” without “living better”. They will explore natural therapies, modalities and lifestyles that offer a desirable and achievable quality of life and they will be vocal advocates for sustainable and responsible stewardship of our planet.

The value system of the naturopathic physician must recognize and validate the precious vulnerability of all patients as persons and cherish the inherent worth and dignity of our common humanity. They will be visionaries who know we must return to and respect our roots in nature, to the belief in the natural healing power of the body, mind and spirit, in order to go forward to optimal health and well-being.

The small class mentorship model of instruction at the Boucher Institute of Naturopathic Medicine supports and fosters the development of such a physician by providing an intensive but nurturing learning community — one that invites naturopathic students to face and reflect on their deepest motives, to take full advantage of the learning opportunities in and out of class and to take responsibility for their ongoing education, both at the Boucher Institute and as lifetime members of the naturopathic profession.

## Our Vision Mission and Core Values

Naturopathic Medicine is a pillar in the maintenance of a strong and healthy society.

### Our Mission Statement

To advance the science, practice, knowledge and awareness of naturopathic medicine through education, research, patient care, outreach, partnering and advocacy.

### Principles and Values

The cardinal strands comprising our organization’s DNA – or core values – have their roots in the six principles upon which naturopathic medicine is founded. These are:

- First do no harm
- The healing power of nature
- Identify and treat the cause
- Treat the whole person
- Doctor as teacher
- Disease prevention and health promotion

We connect deeply to these principals and the implications they hold for our organization, our individual members, and

our community. These six core principles represent what resides within the foundations of the organization, and guides our values and goals as an organization.

The following core values form the backbone of Boucher’s culture, and those who are passionate about living naturopathic principles understand and adopt them. Thus, every strategy, initiative or communication we undertake contains elements of the following core values.

### Respect

At the heart of everything we do and in our interactions, we strive to be respectful to all people. We understand that the only way to truly effect change in ourselves and those around us is to respect ourselves and others. We practice respect by working towards solution that come from integrity with a goal for success for all concerned. As a not-for-profit, we are proponents of “community capitalism” and seek to share these principles with all of our stakeholders.

### Individual Empowerment

We believe knowledge and understanding, correctly imparted, can be powerful tools. We support change, curiosity, mindfulness, and adaptability to facilitate self-awareness, optimal health and the emergence to the inner healer in all of us. We emphasize self-responsibility and personal development for our own health and seek to education our patients, students and community on these principles, BINM trains naturopathic doctors to be ethical and competent through the practice of self-reflection, personal growth and self-empowerment.

### Innovative Learning

We aspire to be pioneers, innovators and leaders in naturopathic medical education. We encourage academic innovation and freedom, and the application of current theories on teaching and learning to our program development. Our faculty and educational model supports critical thinking, self-reflection, self-motivation, objective analysis, clinical reasoning, collaborative learning processes and business savvy. We recognize and validate the contributions of the sciences as well as the traditional healing arts in training for naturopathic medical care.

### Integral Connection

We celebrate and support a life-centered, sustainable worldview, and our goal is to see the interconnectedness of all things in all we do. We strive for the seamless and effective connection of ideas to deliver an educational or patient experience that challenges the status quo, yet remains integral to the core of naturopathic competencies.

### Courageous Intent

At BINM, we believe in personal integrity, the search for truth,

mindfulness, kindness, and the courage of intent. We are committed to providing a safe educational environment and to promoting diversity in our communities. We support our graduates in discovering and embracing their professional privilege to serve society and to develop responsible patient-doctor relationships. We stand as stewards of the traditions of naturopathic medicine towards the wider world, while seeking to embrace the knowledge and skills of future naturopathic medical advances. We practice transparency and are committed to changing the world for the better.

### Accountability

To espouse responsibility to others, we need to embrace our own accountability. We hold ourselves ethically and morally accountable to ourselves and to students, institutions, patients, the profession and the public at large. We are held accountable to maintain the highest of standards because we represent a profession where others entrust the provision of proper guidance and care to us and we recognize this as the highest calling possible. Our sense of responsibility for others connects us to our gratitude for the opportunity to serve others in this way.

## Strategic Goals

### Education

**Goal 1:** To provide an outstanding student experience through a distinctive education in the art and science of naturopathic medicine that remains true to the roots of naturopathic medicine.

**Goal 2:** To recruit, retain and train well qualified and passionate faculty and staff.

### Research

**Goal 3:** To cultivate and participate in naturopathic medical research and evidence informed practice.

### Patient care

**Goal 4:** To provide safe, effective, evidence informed patient care that integrates naturopathic principles and philosophy.

**Goal 5:** To engage in community volunteerism and support underserved populations.

### Community Outreach

**Goal 6:** To serve the health care needs of the public..

### Public Awareness

**Goal 7:** To establish a reputation as reliable information resource regarding current preventive, holistic and primary health-care practices.

### Partnerships

**Goal 8:** To actively partner with individuals and organizations who seek to support and promote the benefits of naturopathic medicine and its education.

### Advocacy

**Goal 9:** To advocate for an approach to health care that supports the career advancement of Boucher graduates and informs the public and policy makers as to the medical, social and economic benefits of naturopathic medicine.

### Institutional Sustainability

**Goal 10:** To develop, implement and maintain an institutional success and sustainability plan by developing a 5-year financial, operations and facilities plan that ensures stability and adequate resources for growth.

## The Boucher Campus

In 2005 the Boucher Institute of Naturopathic Medicine Society moved the school campus to the 46,000 sq. ft. building in New Westminister, conveniently located above at a skytrain station. We are just blocks from the charming New Westminister Quay and newly developed Waterfront Park on the Fraser River. The Boucher Institute now occupies a majority of the building, with plans for further expansion in the near future. Opportunities for growth and development in the future exist to further develop an optimal learning environment and community, attain long-term security, and slowly grow our asset base.

Our campus provides well designed and versatile classrooms, student rest and recreation space, and a kitchen area dedicated to student use.

435 Columbia Street  
New Westminister BC, V3L 5N8  
Phone: 604-777-9981  
Email: [admissions@binm.org](mailto:admissions@binm.org)  
Website: [www.binm.org](http://www.binm.org)



## Library

Our library is a growing resource collection available to students, faculty and staff which contains the collection of the former and renowned Tzu Chi Institute. The library provides print and electronic resources common to small medical libraries as well as those specific to naturopathic medicine. Our physical holdings include:

- 9,500 title stacks;
- Reserve collection containing copies of all texts required and recommended for courses taught at the Boucher Institute;
- Reference collection of more than 575 audio/visual items including anatomic models & visual learning aids;
- more than 750 historical and rare books and journals for in-library use;
- a substantial clinical reference collection.

Our electronic resource collection is available on and off campus. Electronic resources include a collection of subscribed e-journals and databases (AMED, Dynamed, MEDLINE complete, AltHealthWatch full-text). Other electronic resources include online textbooks, individual e-journals and subscriptions to Science Direct College Edition Health and Life Sciences Collection Natural Medicine database & eCPS/eTherapeutics. Our affiliate membership with the Electronic Health Library of BC (e- HLbc) provides access to the core suite of electronic resources available to British Columbia Health Authorities & post-secondary educational institutions.

The library computer stations provide access to the Boucher Library catalogue, Internet, RADAR, MacRepertory and a collection of CD ROMS. The Boucher Library also has memberships with the American Botanical Council and the Homeopathic Academy of Naturopathic Physicians.

Photocopiers capable of colour copying/printing are available for use in the library.

## On-Site Clinic

Conveniently located within the school, the Boucher Naturopathic Medical Clinic is a 4,500 sq. ft. medical clinic whose registered Naturopathic Doctors provide full service naturopathic care to the public while overseeing the student clinical education in our professional clinic setting. The clinic offers a wide range of treatments including traditional therapies including botanical medicine, physical medicine, homeopathy, wellness counselling, therapeutic nutrition, acupuncture, injection therapies and state-of-the-art laser treatments. All modalities are united under the core naturopathic principles.

The clinic dispensary carries a full range of naturopathic products including botanical tinctures, dried herbs,

nutraceuticals and homeopathic remedies. The fully operational clinic laboratory offers in house lab tests (e.g. strep throat, urinalysis, HcG, SIBO testing) and acts as a collection site for samples to be shipped to a number of offsite laboratories for allergy testing, hormone panels, and more.

## External Clinics

In addition to the main teaching clinic in New Westminster, the Boucher Institute is partnered with four external satellite clinics;

### Friends for Life Clinic

Friends for Life was incorporated in 1993 as a not-for-profit society under British Columbia's Society Act. Although it was started in order to meet the needs of people confronting the challenges of the 1990s HIV/AIDS epidemic, today Friends for Life provides services to persons with any life-threatening illness, including cancer and Hepatitis C. Friends for Life hosts Boucher Institute's external clinical site. At this busy, non-profit center Boucher Institute clinic interns are able to work with people with critical health issues and to gain experience managing patient care under these conditions. It has been a popular site with clinic interns since its inception.

### PLBC (Positive Living BC)

Since 1986 Positive Living BC (formerly BC Persons with AIDS) has been dedicated to empowering people living with HIV disease and AIDS through its vision of empowerment, mutual support and collective action. The Society's work is carried out collaboratively by volunteers and staff, both members and allies, who share a commitment to PLBC's mission. Boucher Institute clinic interns find this a challenging and rewarding satellite clinic to attend.

### FNC (Family Naturopathic Clinic)

The Family Naturopathic Clinic is a project of the Young Parents Support Network, Acacia Integrative Health, Dr. Amy Gilchrist, ND, Dr. Kristin Schnurr, ND and The Boucher Institute of Naturopathic Medicine. The only clinic of its kind in Canada, the Family Naturopathic Clinic provides complimentary naturopathic health-care to young parented, low-income families in Victoria, BC. Starting as a pilot project, spearheaded by Dr. Gilchrist in the spring of 2007, the Family Naturopathic Clinic has become a huge success both in utilization by the target population (it has been fully booked since inception) and in outcomes for patients and their families. In the summer of 2009, Acacia, YPSN, Dr. Gilchrist and Dr. Schnurr partnered with the Boucher Institute with the intention of expanding access in order to serve a long wait-list of clients. What developed was a partnership, where 4th year clinic interns deliver care, supervised by a licensed ND. Clinic interns find this external clinic to provide an invaluable experience.

### Katzie (First Nations Health Authority)

Recognizing the shared values of holistic approach to health and the use of traditional medicines in healing, the First Nations Health Authority and the Boucher

Institute entered a joint initiative in January 2016. The first of its kind, this external clinic operates out of the Katzie First Nations Health and Community Centre in Pitt Meadows and delivers free naturopathic care to Katzie members twice a week.

## Student Services

The Student Services Department plays an important role in the support of the students. This begins with the recruiting, admission and orientation processes, and continues through to graduation and alumni services.

Our mission is to provide reliable, personalized, trustworthy and compassionate service and support for members of our community in their individual and collective journeys of self-discovery and personal development. We work to foster a learning environment where students feel safe, encouraged and included in all aspects of their educational experience so they can build the tools necessary to grow into confident, balanced and ultimately successful naturopathic doctors.

### General Services

Student Services currently provides programming and support in the following areas:

- Student records
- Liaising with the student association (BNSA)
- Recreational Activities and Equipment
- Social Events Financial Aid and Awards Information
- Annual Awards Ceremony
- Personal counseling
- Meditation
- Wellness program
- Grad Exit Retreat
- Grad Wrap Up Event
- Convocation
- The LINC mentorship program

### Alumni Relations

The Boucher Institute of Naturopathic Medicine is proud of our growing number of alumni and their various accomplishments and successes. Our goal is to create lifelong connections between alumni and the Boucher Institute, between alumni and

the community and to serve as a platform to foster relationships among our growing community of practicing graduates.

### Student Health Care

Students and staff have complimentary access to both the Boucher Naturopathic Medical Clinic and the West Coast College of Massage Therapy public clinic two blocks down from the school on Columbia St., without requiring fees and having reduced rates for spa treatments, products and nutraceuticals. External procedures, such as blood analysis, must be paid in full with no discount. Students are offered one free visit per week at the Boucher Naturopathic Medical Clinic, unless specially requested by the attending naturopathic physician to the Clinic Director.

The Boucher clinic offers free visits to students, staff, faculty, and spouses or significant others. Up to four friends or family can receive the visit discount of \$20. Forms are available at the BNMC front desk.

Students are eligible to apply for non-medical evidence extended health coverage offered by Great West Life (this plan is administered by Great West Life, not by the Boucher Institute).

#### **This optional plan offers benefits such as:**

- Prescription medication and ambulance service (including air service)
- Dental care (i.e. cleanings, scalings, fillings and examinations)
- Medical supplies (i.e. mobility aids, diabetic equipment, diagnostic lab and x-ray services)
- In-home nursing care
- Paramedical services (e.g. chiropractor, physiotherapist, psychologist, naturopath, acupuncturist)
- Optional coverage is available to Sonata Plan members like Emergency Travel, Accidental Death and Dismemberment (AD&D)

The plan offers Boucher students an affordable extended health coverage which often costs less than a family or employee plan and it includes benefits specifically valuable to students.

### Boucher Naturopathic Students Association

The Boucher Naturopathic Students Association (BNSA) was formed in spring 2003 as an independent non-profit society. The BNSA is the voice of the student body, acts as student/faculty liaison and collaborates with other naturopathic students' associations across North America.

The BNSA is very active in organizing various student activities such as: events, guest speaker series, clubs, global health initiatives and more.

## Admission and Application Process

### General Criteria for Admission

The Boucher Institute of Naturopathic Medicine evaluates all applicants in accordance with the constitutional guidelines that protect the rights of individuals. The primary objective of the applicant screening process is to insure that applicants accepted into the program have made an informed commitment to naturopathic medicine as a career and that there is a good match between the applicant's goals and expectations and what the Institute's unique program has to offer. Applicants must be temperamentally and morally suited to the profession, and must have a reasonable probability of successfully completing the program and becoming licensed to practice in a regulated jurisdiction. **The successful applicant is expected to:**

- have demonstrated academic ability in previous educational endeavours;
- have knowledge of and/or personal experience with naturopathic medicine;
- recognize the ongoing responsibilities inherent in a life of service to the community as a naturopathic physician;
- understand that naturopathic medicine is a rapidly advancing field in which there is a continuing need to update skills and knowledge by keeping current with journals and through continuing education;
- have realistic expectations regarding the income potential of naturopathic physicians;
- be aware of the mental and emotional stresses involved in this occupation;
- have an understanding of the relationship between naturopathic medicine and other healthcare professions;
- have devoted sufficient time and energy to researching the naturopathic medicine profession and, considering personal goals and expectations, be confident in this career choice;
- have an appreciation of the importance of diversity in society and demonstrate the maturity, emotional stability and physical ability necessary to engage in the activities required for naturopathic training and practice;
- demonstrate good communication skills;
- discuss professionalism as it applies to the provision of health care;
- provide references as to character and ability; and
- understand that naturopathic medicine is an entrepreneurial

undertaking requiring business skills and marketing acumen.

The Boucher Institute is aware of its responsibilities to patients who will be a part of the educational process and to future patients who will entrust their welfare to Boucher Institute graduates. As such, specific essential abilities and skills for naturopathic medical practice have been defined and will be used by the Admissions Committee and/or Dean's Council, as criteria for admission to the naturopathic medicine program, for advancement through the program and as requirements for recommendation for graduation from the program.

### **A candidate for the ND diploma must have specific essential abilities in the following areas:**

- Observation;
- Communication;
- Motor Skills;
- Conceptual, Integrative and Quantitative Thinking and
- Behavioural, Social and Ethical Skills.

Details of the essential abilities and skills required are specified in our Essential Skills and Abilities of Naturopathic Medical Students and Physicians Policy available from the Student Services Department.

Applicants who meet the academic requirements specified below and who have also satisfied the above criteria as evidenced through their application, essay and interview, are eligible for admission to the Institute at the discretion of the Admissions Committee.

### **Academic Admissions Requirements**

A degree and no less than 90 credits overall from a recognized<sup>1</sup> or authorized<sup>2</sup> Canadian or a regionally accredited American post-secondary institution is required for entry into the program. For credentials and credits earned outside of Canada and the United States a "comprehensive evaluation" must be submitted from either International Credential Evaluation Service (ICES) or World Education Services (WES) and must demonstrate equivalency to a North American degree and minimum credit requirements prior to matriculation.

<sup>1</sup> Recognized Institution: Public or private institution that has been given authority to grant degrees, diplomas, and other credentials by a public or private act of the provincial/territorial legislature or through a government-mandated quality assurance mechanism.

<sup>2</sup> Authorized Institution: Public or private institution that has been given authority to grant specific degrees, diplomas, or other credentials through a government-mandated quality assurance mechanism, and/or by a private act of the provincial/territorial legislature



The following specific courses are required prerequisites and applicants must show a minimum final grade of 60 per cent or 'C'. Prerequisite courses must be taken at a recognized post-secondary institution, or the equivalent, either on-site or online.

The Boucher Institute does not require the separate lab courses as a prerequisite. Lab courses may not be used to fulfill the number of required prerequisite credit hours or be included in calculating prerequisite grades.

**Biology: one full-year (6 credit hours)**

It is strongly recommended that the requirement be fulfilled by 6.0 credit hours of introductory or general biology. This requirement may also be satisfied by 3.0 credits hours of general/introductory biology plus 3.0 credit hours of another appropriate biology, such as botany, cell biology, ecology, genetics, microbiology, zoology etc. Please note: anatomy and physiology courses may not satisfy the biology requirement.

**General Chemistry: half-year (3 credit hours)**

It is strongly recommended to complete 6.0 credit hours of general chemistry to prepare for the rigors of the program.

**Organic Chemistry: half-year (3 credit hours)**

Acceptable courses should have at least 3.0 credits hours of general chemistry as a prerequisite.

**Biochemistry: half-year (3 credit hours)**

Acceptable courses should have at least 3.0 credits hours of general chemistry as a prerequisite. It is strongly recommended that acceptable courses also have at least 3.0 credit hours of organic chemistry as a prerequisite.

**Psychology: half-year (3 credit hours)**

This requirement must be fulfilled by introductory, general or developmental psychology.

**English/Humanities: half-year (3 credit hours)**

This requirement may be fulfilled by courses such as, academic writing, anthropology, English, history, literature, philosophy, sociology, women's studies etc. Coursework must include a significant essay- writing component (typically 40 per cent or greater of the total coursework). Applicants may be required to write a short essay at the time of interview.

Please note: second language courses (Spanish, French etc.) and courses taught in a language other than English may not be used to satisfy this requirement.

**Note:** Minimum admission requirements cannot be waived.

The Boucher Institute of Naturopathic Medicine calculates a cumulative grade point average for all courses that constitute a degree. For a candidate to be considered a competitive applicant, the Admissions Committee expects a degree with a minimum cumulative GPA of 2.7. For candidates who have a cumulative GPA below the expected minimum, but who have

completed additional degree(s) (i.e.: a second Bachelor's degree, a Master's degree, Doctorate, or first professional degree), the Admissions Committee may take additional education into consideration when assessing academic preparation.

The Admissions Committee expects prerequisite courses to be completed no more than seven (7) years prior to an application for admission. Candidates must be prepared to show that they have kept themselves up-to-date in the sciences.

The Boucher Institute may at its discretion accept prerequisite preparatory courses from other CNME approved institutions. This option is generally reserved for students who apply as transfer students. It is preferable for first year applicants to complete their prerequisite courses through a recognized university or college.

Applicants, who satisfy the above criteria, as evidenced through their application and interview, are eligible for admission at the discretion of the Admissions Committee.

In addition to the mandatory prerequisites, prospective students would benefit from completing additional courses in some or all of the following areas showing a final grade of at least 73 per cent or 'B':

Anatomy	Business/Marketing
Calculus	Cell Biology
Community/Cultural Studies	Ecology
Environmental Studies	Genetics
Global/international Studies	Leadership
Management	Marketing
Microbiology	Nutrition
Philosophy	Physics
Physiology	Religious Studies
Sociology	Statistics

**Additional Entrance Requirements**

All applicants who have been offered a seat must provide a criminal record check prior to matriculation. Additionally, upon acceptance into the naturopathic medical program at the Boucher Institute of Naturopathic Medicine, each applicant must submit a completed Communicable Diseases Screening Form and a valid current CPR-HCP prior to entry into the clinical component of the program.

**Language Proficiency Requirements**

Candidates who have completed a degree (all degree credits) at an institution where the official language of instruction is English, completed secondary school (all grades from grade 8), and received their high school diploma at a secondary school where the official language of instruction is English, will meet the minimum language requirement, provided there are no concerns regarding language ability during the admissions

interview. Candidates wishing to meet the English language requirement as outlined above must submit an official transcript from all applicable institutions.

If a candidate does not meet the aforementioned requirements, they are required to satisfy the English language requirement by one of the following:

#### **Test of English as a Foreign Language (TOEFL)**

Boucher only accepts the Internet Based Test (IBT):

- Internet Based Test (IBT): minimum score of 95 overall with a minimum of 23 in each testing section. TOEFL scores over three years old at the time of application will not be accepted.

#### **International English Language Testing System (IELTS)**

- Minimum score of 7.0 overall with a minimum of 6.5 in each testing section. IELTS scores over three years old at the time of application will not be accepted.

If you have questions regarding English proficiency requirements feel free to contact the Admissions Department directly.

International applicants must prove that they are legally permitted to study in Canada and must hold a valid and current passport and study permit for as long as they are classified as an international student throughout the duration of the program. In addition, international applicants must prove that they are able to finance both their education and living expenses during their entire studies. According to current regulations, part-time work (up to 20 hours) is permitted while studying at the Institute. For more information, see [www.cic.gc.ca](http://www.cic.gc.ca).

The Boucher Institute makes no representation that any state or country outside of Canada will accept our diploma. Students are responsible for ensuring their own licensure through the jurisdiction in which they wish to ultimately practice naturopathic medicine.

#### **Transfer Credits from another Naturopathic Medicine Program**

Students who have completed credits at a Council of Naturopathic Medical Education accredited or candidate for accreditation program may apply for transfer into the Boucher Institute Doctor of Naturopathic Medicine program. Students may only apply for transfer into years 1-3 of the Boucher Institute program. Transfer applicants must be in good standing in the program/ institution from which they are transferring and must submit a complete application (with all supporting documents) to transfer into the Boucher Institute within two years of terminating studies at that institution to receive automatic transfer credit for any equivalent courses.

Transfer applicants will not be granted credit for clinic shifts, including shadow shifts and secondary hours. Preceptorship

hours, however, may be recognized. All transfer students must complete the Boucher Institute's Introduction to Clinic course prior to starting any clinic rotations.

To be eligible for admission all transfer applicants must satisfy the degree and minimum credit requirements all prerequisite requirements and all additional criteria for admission (see above) with the following exception: students who transfer into year 3 of the Boucher program and provide official proof of passing the Naturopathic Physician's Licensing Exam Part I (Basic Sciences) will be given automatic credit for all of the Boucher science prerequisites.

Candidates meeting this criterion will be given automatic credit for the following courses: Anatomy, Microbiology, and Neuroanatomy. Credit for all of Biomedicine will also be given, with the following exception: if pharmacology has not been completed at the transfer institution and/or credit has not been granted by the Boucher Institute, a transfer student is required to complete the Boucher pharmacology classes embedded into the biomedical sciences and pass a pharmacology assessment. Transfer applicants who provide proof of passing NPLEX I are eligible to apply for additional transfer credits to those listed above on a course by course basis.

Students transferring into a point of the program prior to the start of year 3 must apply for transfer credits on a course-by-course basis. To receive transfer credit for a Biomedicine course, all the topics covered in that course must have been taken and passed at the previous institution. No partial credits for any of the Biomedicine courses will be given.

#### **Advanced Standing from Other Professions**

To be eligible for admission all advanced standing applicants must satisfy the degree and minimum credit requirements, all prerequisite requirements, and all additional criteria for admission (see above) with the following exceptions:

- A. Medical Doctors who have passed MCCEE or USMLE within the two year limitation:

Applicants receive automatic advanced standing credit for the following courses: Biomedicine; Anatomy, Neuroanatomy, Microbiology, Medical Procedures and Clinical Diagnosis I-III. On a case by case basis medical doctors may receive advanced standing for courses in Naturopathic Counseling and Research. Prerequisite requirements are waived.

- B. Medical Doctors who have passed MCCEE or USMLE outside of the two year limitation:

Applicants are considered for advanced standing credits on a case-by-case basis if they have current and valid medical licensure and have been in continuous practice, involved in medical research and/or teaching in a medical school. The Admissions Committee expects courses to be completed no more than seven (7) years prior to an application for admission for advanced standing consideration.



Applicants will be given automatic credit for all of the Boucher science prerequisites; however, they will not receive automatic advanced standing in the Biomedicine courses. In order to achieve advanced standing in the Biomedicine courses, 60% or above must be achieved on the current final examination for each Boucher Biomedicine course. If a 60% is not achieved the applicant will have to successfully complete the relevant Biomedicine course(s).

C. Medical Doctors who have not passed MCCEE or USMLE  
Applicants who have not passed MCCEE or the USMLE Step 1 will be considered for advanced standing credits on a case-by-case basis.

D. Chiropractors who have passed CCEB or NBCE within the two year limitation

Applicants will be given automatic credit for all of the Boucher science prerequisites and will receive automatic advanced standing credit for the following courses: Biomedicine; Anatomy, Neuroanatomy, Microbiology, Clinical Diagnosis I-III, Physical Medicine, Naturopathic Manipulation and Practice Management. On a case by case basis Chiropractors may receive advanced standing for Soft Tissue Mobilization, and courses in Nutrition, Naturopathic Counseling and Research.

E. Chiropractors who have passed CCEB or NBCE outside of the two year limitation

Applicants will be considered for advanced standing credits on a case-by-case basis if they have current and valid chiropractic licensure and have been in continuous practice, involved in medical research and/or teaching in a medical school. The Admissions Committee expects courses to be completed no more than seven (7) years prior to an application for admission for advanced standing consideration.

Applicants who have passed either the CCEB or the NBCE but outside of the two year requirement will be given automatic credit for all of the Boucher science prerequisites; however, they will not receive automatic advanced standing in the Biomedicine courses. In order to achieve advanced standing in the Biomedicine courses, 60% or above must be achieved on the current final examination for each Boucher Biomedicine course. If a 60% is not achieved the applicant will have to successfully complete the relevant Biomedicine course(s).

F. Chiropractors who have not passed CCEB or NBCE  
Medical doctors who have not passed CCEB or NBCE will be considered for advanced standing credits on a case-by-case basis.

G. Other first professional and graduate degree holders

Applicants with other first professional, graduate or doctorate degrees, or students who have not completed their first professional training will be determined for advanced standing credit on a case-by-case and course-by-course basis. The Admissions Committee expects courses to be completed no

more than seven (7) years prior to an application for admission for advanced standing consideration. In addition to equivalency, relevant factors such as ongoing work in a related field and/or the nature of the course in question may affect the granting of credit.

Each applicant will be evaluated on a case-by-case basis, and may be required to pass a comprehensive examination covering course content. No more than two years advanced standing is granted and there is no waiver of clinic credits, clinic practicum hours, or clinic competencies.

Only post baccalaureate (master's and doctoral level) university courses may be considered for advanced standing credit.

**Courses must meet one of the following requirements:**

- Taken at a recognized post-secondary institution in Canada
- Taken at a regionally accredited institution in the US; or
- Taken at a foreign university accompanied by reports from an approved evaluation service of foreign university post baccalaureate level courses demonstrating North American equivalency.

**Advanced Standing Pre-application Evaluation:**

Prospective advanced standing applicants can pre-determine their eligibility and obtain an estimate of individual program length and course load by submitting relevant post-secondary transcripts and medical licenses together with a non-refundable \$250 Assessment Fee directly to the Admissions Department for evaluation. The Dean of Academics and Dean of Clinical Studies will review all submitted documents and schedule either an in-person meeting, or a phone conversation with the prospective applicant to determine eligibility. A copy of the advanced standing review will be retained on file for up to two years. If the prospective applicant applies within two years of the pre-application, the application fee will be waived; if applicant is offered a seat, the Advanced Standing Credits Assessment Fee will not be charged again.

**Please note:** The applicant's transcripts and application documents will be reviewed again prior to registration by the Deans of Academics and Clinical Studies and the initial evaluation may be subject to change based on information that was not originally available to them. To ensure an accurate pre-assessment, the information provided for review should be complete and accurate, including official transcripts and any supportive documentation regarding the content, level, and/or nature of coursework being considered for transfer of credit.

**International applicants:** Applicants who obtained their post baccalaureate (master or doctoral) degree in a country other than Canada or the US must provide the equivalent documentation from the country in which they obtained their degree and license. For credentials earned outside of Canada and the US, a comprehensive evaluation must be completed from an approved evaluation service, such as WES. Where course

syllabi and/or professional licenses are required, a certified or notarized English translation must be provided.

### Prior Credit Recognition

Students accepted into the program may apply for prior credit recognition if, within the past 10 years, they have completed an equivalent course at a post baccalaureate (master or doctoral) level from a recognized post-secondary institution in Canada, a regionally-accredited institution in the US, or submit a report from an approved evaluation service of foreign university graduate level or post-graduate level courses that demonstrates North American equivalence. In addition to equivalency, relevant factors such as ongoing work in a related field and/or the nature of the course in question may affect the granting of credit.

### Special Needs Students

The Boucher Institute may accept students with special needs whose disabilities or impairments are considered to be such that the safe and effective practice of naturopathic medicine will not be inhibited, and providing that such students can demonstrate that they can meet requirements specified in the *Boucher Institute's Essential Abilities and Skills of Naturopathic Medical Students and Physicians Policy*.

It is the sole responsibility of students attending the Boucher Institute to provide for all specialized equipment and any additional services they may require in order to complete their training. This includes arranging for and taking financial responsibility for any equipment or services required to manage every aspect of the naturopathic medicine program curriculum and clinical practicum. Students with special needs are expected to complete every component of the program to the same performance standard that is applied to all other students. All students are expected to provide for sufficient equipment and additional services as needed to ensure that their theoretical and manual skills meet Boucher Institute standards.

### Notice of nondiscrimination

The Boucher Institute is dedicated to maintaining a safe, diverse community in an environment which respects and appreciates differences.

The Boucher Institute does not discriminate in its selection of new students on the bases of race, color, creed, religion, national/ethnic origin, gender, sexual orientation, gender identity and expression, genetic information, age, marital or parental status, disability, or service in the military or other uniformed services.

## Application Procedure for Admission

There are two application options for admission into the program:

**Option A:** apply directly to the Boucher Institute

**Option B:** apply through the Naturopathic Doctor Central Application Services (NDCAS)

### Option A

If you are only applying to the Boucher Institute follow these steps:

1. **Download** the application for admission form from the Boucher website <https://binm.org/admission-application/>
2. **Complete** the application for admission form. Application form must be submitted with an essay, resume, and \$115 application fee.
3. **Essay:** The essay should be double-spaced and no more than 4 pages. Please include a cover page with your full name and the essay title. The following topic must be specifically addressed:
  - a) Why do you want to become a naturopathic doctor?
  - b) What is the role of naturopathic medicine/ naturopathic doctors in the healthcare system?
  - c) How do you see the naturopathic profession evolving?
  - d) What life experiences have helped to prepare you for the rigorous academic demands and individual challenges associated with this program of study?
4. **Resume:** A current resume with details relevant to becoming a student of naturopathic medicine. Include examples (if applicable) of volunteerism, travel experience, work experience, awards and recognition, continuing education, club and association memberships, sports and hobbies, sustainable living/health and environmental awareness etc.
5. **Arrange** for the following to be submitted directly to Boucher Admissions:
  - **Reference letters:** Applicants must coordinate three referees to submit a Candidate Evaluation Form directly to Boucher Admissions either by mail, fax, or email. Ideally, the applicant should designate references from one academic source, one from a regulated healthcare professional and one from either of the above categories or a past employer/ volunteer supervisor. If the applicant is unable to provide a suitable reference from any of the above categories, they may substitute that category with an additional reference from one of the other categories. Applicants must have known the referee for a minimum of one year (two years or more is strongly recommended). The referee must fill out the Candidate Evaluation Form by evaluating and commenting on at least 8 of the 12

areas.

- **Post-Secondary Transcripts:** Official transcripts from all post-secondary educational institutions you have attended must be sent directly from the issuing institution to Boucher Admissions by mail or email. Students attending institutions not in Canada or the US must submit a report an accepted evaluation service to determine how it converts into the North American system.
- **English Requirements:** Applicants whose first language is not English must meet the minimum English requirements for admission into the Doctor of Naturopathic Medicine Program by presenting official and original evidence of proficiency.

### Option B

Doctor of Naturopathic Medicine Centralized Application Service (NDCAS)

NDCAS is a service of the Association of Accredited Naturopathic Medical Colleges (AANMC). Through NDCAS, applicants submit a single application and select their schools of choice. Applicants only have to submit one set of transcripts, essays and reference letters. The application may be completed all at once or over multiple sittings, and the single application fee is payable via e-commerce transaction. Applicants may then monitor the progress and status of their application online, and can acquire assistance through the helpline during business hours. NDCAS will not determine whether an applicant has met the naturopathic school or college requirements or is eligible for admission; this decision will be made by each school or college.

NDCAS is hosted by [Liaison International](#) located in Boston, Massachusetts. CAS™ systems have rapidly become the solution of choice for health professions associations. The primary goal is to streamline the application process for prospective students applying to multiple ND schools, thereby reducing both time and cost.

The steps outlined below are for applying to Boucher Institute programs through NDCAS. The CV/resume format is specific to Boucher Institute expectations, so be sure to follow the instructions carefully.

1. **Online Application:** Complete the online application which includes:
  - a) Applicant information
  - b) Educational information
  - c) Additional information (awards and experiences)
  - d) Personal Essay: electronically submit a personal essay responding to several essay questions
2. **Resume:** Upload a current resume with details relevant to becoming a student of naturopathic medicine. Include examples (if applicable) of volunteerism, travel experience, work experience, awards and recognition, continuing education, club and association memberships, sports and

hobbies, sustainable living/health and environmental awareness etc.

3. Arrange for the following to be submitted directly to NDCAS:

- **Reference letters:** Designate three referees to submit a reference letter directly to NDCAS. Ideally, you should submit one academic reference, one reference from a regulated health-care professional, and one reference from either of the above categories or a past employer/volunteer supervisor. If you are unable to provide a suitable reference from any of the above categories you may substitute that category with an additional reference from one of the other categories. You must have known the referee for a minimum of one year (two years or more is strongly recommended). The referee should be prepared to evaluate you based on problem solving skills, self discipline, maturity, ability to handle stressful situations, compassion and empathy, initiative, ethical standards, time management skills, and business management skills.

- **Post-Secondary Transcripts:** Official transcripts from all post-secondary educational institutions you have attended must be sent directly from the issuing institution to Boucher Admissions. Students attending institutions not in Canada or the US must submit a report from an accepted evaluation service to determine how it converts into the North American system.

4. **Certification:** Provide NDCAS permission to release selected information regarding your NDCAS application and admission status to the Admissions Committee(s) of the designated school(s) to which you are applying.
5. **Program Designation:** Using NDCAS, select the school(s) and program(s) you wish to apply to.
6. **Application Fee:** Expect a non-refundable application fee of \$115 US (paid through NDCAS) if you only apply to the Boucher Institute. An additional \$40 US must be submitted for each additional designated school.

### Supplemental application procedure

The following steps are included in the Boucher Institute application process after an application to NDCAS or directly to the Boucher Institute has been completed. The documents must be submitted directly to the Boucher Institute admissions department.

**Study plan:** A study plan stating the applicant's plans to complete any outstanding prerequisites at the time of application must be provided prior to an interview if applicable. All of the specified prerequisite courses must be successfully completed prior to matriculation into the naturopathic program. The prerequisite course start and end dates as well as the course name and institution name must be included.

**Important:** Boucher Institute Admissions must receive official



transcripts for all prerequisites and proof of degree completion prior to the start of school in order for the accepted student to matriculate.

Once all documentation and fees are received, the Admissions Committee will contact those applicants selected for a personal interview.

## Tuition, Books and Supplies

Tuition and other fees are subject to incremental increases from time to time to address increases in operating costs. Students should have a personal laptop computer for the first day of classes.

**First year tuition for 2019-2020:** \$25,144 CDN

**Application Fee:** \$115

**BNSA, NMSA and Administrative Fee:** \$165

**Registration Fee:** \$100 plus a 10% tuition deposit

**Required books:** Books are not included in the tuition fees and average \$2315 CDN in first year and approximately \$3800 for the entire program. Books may be purchased through the Boucher Naturopathic Students Association bookstore.

**Clinic supplies and equipment:** approximately \$2,200 in the first year.

### The following is a list of required equipment.

Each student should acquire these items during their first year of studies. An equipment fair is coordinated for the students in the winter or spring term of each year.

- One stethoscope
- One thermometer
- Two aluminum alloy tuning forks
- One percussion hammer
- One panoptic ophthalmoscope/otoscope
- One blood pressure cuff
- One eye chart
- One tape measure

### Recommended Equipment:

- One halogen pen light
- Transilluminator

**Travel and accommodation – Anatomy Dissection Lab:** approximately \$1,200 at the end of second year in Portland.

## Financial Assistance Planning

The Boucher Institute is a designated institution for Federal and Provincial Student Loans. Students may also qualify for grants from National Student Loans when applying through their provincial financial aid office. We are not a designated institution for any US student loan agency at this time.

The Student Services Department administers scholarship and bursary applications from available internal and external resources. Details and applications are available on our website, on the school monitors, and internal awards are listed through Ecampus.

Banks offer professional lines of credit for students enrolled in Naturopathic Medicine Programs. Specific banks, such as certain Scotia Bank branches, have information regarding the naturopathic program and it is recommended to approach them first before contacting other banking centers.

For assistance in applying for student loans, lines of credit or scholarships and awards, please contact the Student Services Officer at 604 777 9981 ext 228 or by email to Yukti at: ykalra@binm.org. The Director of Financial Aid is also available at 604-777-9981, ext. 226 or by email to Tomoko at: tmikuriya@binm.org

## The Boucher Education

### BINM Educational Competencies

The goal of the naturopathic medical program is to produce graduates that possess the skills, knowledge and attitudes required for the entry-level naturopathic physician to deliver safe, competent and effective patient care. To this end, the program has determined the following six Core Competencies to be attained and from these, the specific, measurable learning objectives to be assessed.

The Boucher graduate will...

- 1. Demonstrate a Comprehensive knowledge of the biomedical sciences**
  - Clearly and concisely communicate pertinent biomedical concepts
  - Apply biomedical knowledge to case diagnosis and management
- 2. Demonstrate safe, effective patient care**
  - Demonstrate the ability to elicit and document the health status of the patient
  - Formulate a logical medical diagnosis
  - Demonstrate a patient-centered approach
  - Communicate effectively and collaborate to optimize patient care
  - Demonstrate short and long-term case management skills
  - Create appropriate treatment protocols for patients
- 3. Apply the principles and philosophy of naturopathic medicine**
  - Demonstrate foundational knowledge of naturopathic principles, theory and philosophy
  - Apply naturopathic philosophy and principles to patient care

#### 4. Demonstrate professional, ethical conduct

- Apply and maintain legal and ethical standards for the naturopathic physician
- Apply appropriate standards in communications with other professionals
- Demonstrate respect, compassion and integrity in all interactions
- Recognize ethical business practices

#### 5. Demonstrate involvement in continuous learning and scholarship

- Demonstrate critical thinking in scholastic and clinical activities
- Demonstrate a developing skill-set conducive to life-long learning.
- Apply current research and evidence-informed practice to naturopathic care

#### 6. Demonstrate skills, knowledge and attitudes required to establish and maintain a viable career in naturopathic medicine

- Develop a systematic approach to best practices in management
- Demonstrate leadership skills

#### Highly-Qualified Instructors

The Boucher Institute is committed to attracting and retaining well qualified faculty that are both experts in their field and skilled educators. Health sciences, clinical skills, and professional development courses are taught by instructors with terminal degrees in their subject area (i.e., PhD, ND or other fully-qualified health-care professional such as MD, DC, PT, RMT etc.).

Naturopathic therapeutic modalities, diagnosis and assessment and clinical science courses are taught by naturopathic physicians or other fully qualified health-care professionals (e.g., MD, DC, DTCM, Nutritionist, PT, RMT, NMINH etc.). Clinical background and expertise qualifies these professionals to present and demonstrate the specific knowledge and skills required in these courses of instruction. Clinical practice and integration courses are taught exclusively by licensed, practicing naturopathic physicians.

#### Unique Curriculum

The Institute's curriculum design reflects our academic philosophy, which incorporates principles from both proven conventional academic wisdom, principles of teaching and learning supported by cognitive science, and those of a mentorship program. The small class sizes allow maximum flexibility for incorporating various educational methodologies, including hands-on situational learning.

Foundational principles of the Boucher Institute curriculum include:

- An emphasis on integration throughout the curriculum based on contextualizing with a holistic and humanistic world view and on the philosophy of naturopathic medicine;
- Integration of naturopathic clinical modalities in a general practice framework;
- Situational and systems-based learning;
- The development of critical and analytic thought; and
- The development of clinical mentorships that will support students after graduation.



## Naturopathic Medicine Program Synopsis

3 credits = 3 hours class time per week

<b>Term 1</b>		<b>Term 5</b>	
HSAN511	Anatomy I (6 Credits)	HSBM625	Biomedicine V (9 Credits)
HSBM511	Biomedicine I (9 Credits)	NMBM623	Botanical Medicine V (1.5 Credits)
NMBM511	Botanical Medicine (1.5 Credits)	HSCD622	Clinical Diagnosis II (3 Credits)
CPHP511	History and Philosophy I (3 Credits)	HSCD623	Diagnosis Imaging Lab (1.5 Credits)
NMHO511	Homeopathy I (1.5 Credits)	PDRS611	Research II (1.5 Credits)
NMNC511	Naturopathic Counselling I (3 Credits)	NMHO623	Homeopathy V (1.5 Credits)
CPHP533	Public Health (3 Credits)	CSDE631	Dermatology (1.5 Credits)
NMNU521	Nutrition I (1.5 Credits)	HSMB622	Microbiology III (1.5 Credits)
NMAM521	Traditional Asian Medicine I (1.5 Credits)	NMMT621	Manual Therapies
<b>Term 2</b>		NMNU633	Nutrition V (1.5 Credits)
HSAN522	Anatomy II (6 Credits)	NMPM622	Physical Medicine II (6 Credits)
HSBM522	Biomedicine II (9 Credits)	NMAM633	Traditional Asian Medicine V (1.5 Credits)
NMBM512	Botanical Medicine II (1.5 Credits)	<b>Term 6</b>	
PDRS511	Research I (1.5 Credits)	HSBM636	Biomedicine VI (9 Credits)
CPHP522	History and Philosophy II (3 Credits)	NMBM626	Botanical Medicine VI (1.5 Credits)
HSMB521	Microbiology I (1.5 Credits)	HSCD633	Clinical Diagnosis III (3 Credits)
NMHO512	Homeopathy II (1.5 Credits)	CPCE631	Introduction to Clinical Education (3 Credits)
NMNC522	Naturopathic Counselling II (3 Credits)	NMHO626	Homeopathy VI (1.5 Credits)
NMNU512	Nutrition II (1.5 Credits)	NMNC624	Naturopathic Counseling IV (3 Credits)
NMAM512	Traditional Asian Medicine II (1.5 Credits)	NMNU626	Nutrition VI (1.5 credits)
<b>Term 3</b>		NMPM633	Physical Medicine III (6 Credits)
HSAN533	Anatomy III (6 Credits)	NMAM626	Traditional Asian Medicine VI (1.5 Credits)
HSBM533	Biomedicine III (6 Credits)	<b>Term 7</b>	
NMBM532	Botanical Medicine III (1.5 Credits)	NMBM714	Botanical Medicine VII (1.5 Credits)
CPHP533	History and Philosophy III (3 Credits)	HSCD714	Clinical Diagnosis IV (3 Credits)
NMHO532	Homeopathy III (1.5 Credits)	PDRS711	Research III (1.5 Credits)
HSNA531	Neuroanatomy (3 Credits)	CPEM721	Emergency Medicine (1.5 Credits)
NMNU612	Nutrition III (1.5 Credits)	CSGY711	Gynecology (3 Credits)
PDNE511	Naturopathic Ethics (3 Credits)	NMHO714	Homeopathy VII (1.5 Credits)
NMST531	Soft Tissue Mobilization (3 Credits)	NCAS711	Naturopathic Clinical Arts and Sciences I (3 Credits)
NMAM612	Traditional Asian Medicine III (1.5 Credits)	NMNM711	Naturopathic Manipulation I (3 Credits)
<b>Term 4</b>		NMNU724	Nutrition VII (1.5 Credits)
HSBM614	Biomedicine IV (9 Credits)	NMAM724	Traditional Asian Medicine VII (1.5 Credits)
NMBM624	Botanical Medicine IV (1.5 Credits)	<b>Term 8</b>	
HSCD611	Clinical Diagnosis I (3 Credits)	NMBM738	Botanical Medicine VIII (1.5 Credits)
NMHO624	Homeopathy IV (1.5 Credits)	HSCD725	Clinical Diagnosis V (3 Credits)
HSMB622	Microbiology II (1.5 Credits)	NMHO738	Homeopathy VIII (1.5 Credits)
NMNC613	Naturopathic Counselling III (3 Credits)	NCAS722	Naturopathic Clinical Arts and Sciences II (3 Credits)
NMNU624	Nutrition IV (1.5 Credits)	NMNM722	Naturopathic Manipulation II (3 Credits)
NMPM611	Physical Medicine I (3 Credits)	NMNU738	Nutrition VIII (1.5 Credits)
PDPD111	Professional Development I (3 Credits)	PDPD821	Professional Development II (3 Credits)
NMAM623	Traditional Asian Medicine IV (1.5 Credits)	NMAM738	Traditional Asian Medicine VIII (1.5 Credits)

NMNC715	Naturopathic Counseling V (3 Credits)
<b>Term 9</b>	
NMBM739	Botanical Medicine IX (3 Credits)
HSCD736	Clinical Diagnosis VI (3 Credits)
NCAS733	Naturopathic Clinical Arts and Sciences III (3 Credits)
NMNM733	Naturopathic Manipulation III (3 Credits)
CSPD731	Pediatrics (3 Credits)
NMAM739	Traditional Asian Medicine IX (3 Credits)
HSO731	Oncology (3 Credits)

<b>Term 10</b>	
CPMC 811	Master Class I (3 Credits)
NCAS814	Naturopathic Clinical Arts and Sciences IV (3 Credits)
NMNM814	Naturopathic Manipulation IV (3 Credits)
CSO721	Obstetrics (3 Credits)

<b>Term 11</b>	
CSGN631	Genetics (1.5 Credits)
CSGR821	Geriatrics (1.5 Credits)
CPMC822	Master Class II (3 Credits)
NCAS825	Naturopathic Clinical Arts and Sciences V (3 Credits)
PDPD111	Professional Development III (3 Credits)

<b>Term 12</b>	
PDJU831	Jurisprudence (1.5 Credits)
CPMC833	Master Class III (3 Credits)
CPMP831	Medical Procedures (1.5 Credits)
NCAS836	Naturopathic Clinical Arts and Sciences VI (3 Credits)
NMNC816	Naturopathic Counselling VI

#### *Anatomy Dissection Lab (4 Credits)*

The anatomy dissection lab is a 6-day intensive course held immediately following the end of Term 5 or 6.

#### *Clinic Hours (90 Credits)*

1 credit = 4 hours clinical assistant time  
1 credit = 16 hours clinical intern time

Clinic hours are interspersed with academic courses throughout years 3-4, beginning in Term 7.

**NOTE:** Courses are offered as an integral program and in the appropriate sequence. Electives are not offered. This assures pre-requisite knowledge and variances from the format are allowed

only with special permission from the Dean of Academics.

## Course Descriptions

The academic philosophy and curriculum design incorporates elements of conventional academic wisdom, new research on learning and education, and the tenor of a mentorship program. Our commitment to small class size allows maximum flexibility in the incorporation of relevant educational methodologies including hands-on situational learning. Of the total 4,900 hours in the program, 3,500 hours of instruction are divided among the following five basic categories which constitute the Naturopathic Medical Program academic curriculum.

### Biomedical Sciences & Program

#### Anatomy

Anatomy provides a detailed study of the anatomical structures and systems of the human body, with special attention to clinically relevant surface and palpative anatomy. The musculoskeletal, vascular, lymphatic, and nervous systems are studied in depth in order to appreciate the relevance of landmarks and how physical relationships affect function.

- *Prerequisites for Anatomy II: Anatomy I*
- *Prerequisites for Anatomy III: Anatomy I & II*

#### Dissection Lab

There will be a six-day intensive cadaver dissection component to the anatomy course, allowing a hands-on opportunity to study the underlying structures of the human body. This vehicle of study of gross anatomy is completed through dissection under the supervision of highly qualified instructors. It is a unique experience that involves the "unwrapping" of the cadaver in whole layers progressing from the skin through to the superficial fascia, muscle and internal organs. This process allows the intricacies of the body as a single inter-related unit to be appreciated.

- *Prerequisites: Anatomy I-III*

#### Biomedicine

The courses within the biomedical sciences program incorporate content from the disciplines of physiology (including histology and embryology), biochemistry, pathology, pharmacology and laboratory diagnosis. Coursework is delivered over the first two years of the four-year program (Biomedicine I-VI).

Biomedicine provides a common framework for describing the physical and biochemical structure and functioning of the human body in both normal healthy and pathological states. The rigor of science has, through inquiry based on the scientific method, produced a valuable representation of occurrences in the body. While this science is reductionist in its development, under revision, always disputable and incomplete, it allows detailed insight into processes and relationships that are otherwise invisible to the unaided eye. It thus reframes and

provides a descriptive quality to our mental imaging of how the body works. As a synthesis of several fields of study, the biomedicine courses set out to promote an integrative and holistic view of the basic medical sciences. They provide a comprehensive description of the structure, organization, function and dysfunction of the biological components of the human body, and describes ways in which we measure and manipulate these parameters. Increasing levels of complexity are explored as the courses progress from the lives of cells to the interdependent relationships found within systems.

After reviewing the biochemical nature of molecular building blocks, the cellular incorporation and metabolism of these molecules is described, ultimately providing for the cellular creation of tissues which enable the body to develop, grow and sustain life. Next is an examination of how these tissues are consolidated into organs, which participate in complex interrelated systems that support and provide for a body to grow, thrive, and heal. A great deal of emphasis is placed on cellular metabolism, as this is where our vitality is defended as homeostatic organisms, and it is usually here that pathology begins.

Biomedicine provides us with an ability to predict potential underlying causes of disease in patients, to create and justify treatment rationale, to learn a common language for use in communicating with other medical professionals, and to hypothesize and potentially research theories on the mechanisms behind naturopathic treatments.

**General requirements:** No two Biomedicine courses may be taken concurrently without prior approval from the Associate Dean of Academics or Education. Approval to take concurrent Biomedicine courses typically dictates that the student is on a reduced course load and/or is repeating one or more of the concurrent courses.

- *Prerequisites for Biomedicine II: A mark of 55% or higher in Biomed I*
- *Prerequisites for Biomedicine III: Biomed I plus a mark of 55% or higher in Biomed II, OR Biomed II plus a mark of 55% or higher in Biomed I*
- *Prerequisites for Biomedicine IV: Biomedicine I, II, and 60% or higher in Biomedicine III*
- *Prerequisites for Biomedicine V: Biomedicine I, II, III and 60% or higher in Biomedicine IV, OR Biomedicine I, II, IV plus 60% or higher in Biomedicine III*
- *Prerequisites for Biomedicine VI: Biomedicine I, II, III, IV and 60% or higher in Biomedicine V, OR Biomedicine I, II, III, V and 60% or higher in Biomedicine IV*

#### *Biomedicine—Biochemistry*

The biochemistry component forms the basic language and mechanism of the sciences of physiology, pathology, pharmacology, nutrition and laboratory diagnosis, and

addresses the application of biochemistry to naturopathic knowledge and practice. Topics examined in this context include the energetic relationship of molecules; the nature and function of enzymes; cellular regulatory mechanisms; metabolic fates of proteins, fats and carbohydrates; common metabolic pathways; detoxification reactions; acid / alkali balance; vitamin mechanisms and nucleic acids and DNA.

#### *Biomedicine—Pathology*

The pathology component affords a scientific study of disease. It examines the etiology and pathophysiology of disease states and the potential for progression and sequelae. Beginning with the study of general pathology, the genetic basis of disease, cellular and tissue responses to injury, inflammation, healing and repair and neoplasia, it then progresses to a systematic discussion of specific diseases of the various organs and organ systems of the body (with greatest emphasis on the most common and clinically relevant disease processes). The pathophysiology of local and systemic changes occurring in the body during illness is discussed to better understand the rationale for methods of diagnosis and treatment in clinical practice.

#### *Biomedicine—Laboratory Diagnosis*

The laboratory diagnosis component enables students to critically evaluate and apply the results of commonly-used laboratory tests. Tests covered by this section of the course include serological chemistry and haematology, urinalysis, endocrine panels and other analyses used for the purpose of ascertaining body function and disease diagnosis. Related laboratory parameters and disease states (pathologies) are coordinated throughout the biomedicine courses in order to best integrate the information and to facilitate the learning process.

#### *Biomedicine—Pharmacology*

The pharmacology component examines the major groups of allopathic pharmaceuticals, including select nervous system medications (such as those used for depression, mania, epilepsy, sedation, etc), antihistamines, anti-asthmatics, analgesics, local anaesthetics, anti-inflammatories, cardiovascular drugs, gastrointestinal drugs, topical drugs and endocrine agents.

Prior to addressing the actions of specific pharmaceuticals, the general principles behind the administration, metabolism, withdrawal and excretion of pharmaceutical agents are discussed. In addition, the federal and provincial (British Columbia) drug schedules are outlined, as are the prescribing regulations for British Columbia.

For each specific pharmaceutical studied, the mechanism of action is detailed and used to determine the therapeutic effects, adverse effects and contra- indications of the drug. In addition, selected unique adverse events that cannot be linked to the mechanism of action are highlighted, as well as selected interactions with other pharmaceutical agents.



Related pharmaceutical agents and disease states are covered in conjunction with each other throughout the biomedicine courses in order to best integrate the information and to facilitate learning.

#### *Biomedicine—Physiology*

The physiology component provides a comprehensive coverage of the structure, organization and functioning of the human body explored at progressively more complex levels. Beginning at the chemical level of organization, it progresses through the cellular, histological, organic and systemic levels to characterize the body as an interrelated and holistic entity. Systems are covered in a sequence that describes relevant histology, followed by physiological models of function and homeostatic contribution and finally a look at the embryological development of that system. The subject matter of the physiology component is echoed topically by the content of the other components of the Biomedicine courses.

#### **Clinical Diagnosis I-VI (Didactic with Lab)**

The clinical diagnosis courses provide an in-depth study of the significance and interpretation of clinical signs and symptoms for the development of diagnostic skills appropriate to the role of a primary care provider.

Emphasis is placed on the collection and interpretation of physical/clinical data to arrive at a naturopathic medical diagnosis. The physical clinical diagnostic components teach the mechanics of the physical examination which introduces the techniques and practices of auscultation, palpation, and observation and the use of the appropriate diagnostic tools to identify the physical expressions of disease processes. The art of eliciting a competent history, choosing appropriate further investigations (lab and diagnostic imaging), and documenting patient encounters are included. An understanding of the underlying factors which contribute to the development and the early detection of disease, and the recognition of “red flags” are also examined. Through lecture, lab, practice and the study of case histories, students develop history taking and physical examination skills, learn to develop diagnostic acumen, cultivate clinical judgment and problem solving abilities, and develop competency in differential diagnosis and assessment.

**General requirements:** No two Clinical Diagnosis courses may be taken concurrently without prior approval from the Associate Dean of Academics or Education. Approval to take concurrent Clinical Diagnosis courses typically dictates that the student is on a reduced course load and/or is repeating one or more of the concurrent courses.

- *Prerequisites and corequisites for CDx I:*  
Biomedicine I, II, and 60% or better in Biomedicine III. Registration in Biomed IV is a corequisite.
- *Prerequisites and corequisites for CDx II:*  
Biomedicine I-II, CDx I, 60% or better in Biomedicine III and IV. If 60% or better has not already been achieved in Biomed V, registration in Biomed V is a corequisite.

- *Prerequisites and corequisites for CDx III:*  
Biomedicine I-II, CDx I, 60% or better in Biomedicine III, IV and V, 60% or better in CDx II. If 60% or better has not already been achieved in Biomed VI, registration in Biomed VI is a corequisite.

- *Prerequisites for CDx IV:*  
Biomedicine I-III, CDx I-III, 60% or better in Biomed IV—VI

- *Prerequisites for CDx V:*  
Biomedicine I-VI, CDx I-III

- *Prerequisites for CDx VI:*  
Biomedicine I-VI, CDx I-V

#### **Microbiology I, II, & III**

Microbiology examines constructive organization and wholeness in open systems, introducing the Gaia view of the natural world as a whole, organized and self-regulating “super-organism”, and looking at the concept of “deep ecology” and its relevance to naturopathic philosophy. A general overview of the biospheric cycles including carbon, nitrogen, phosphorus and water are covered. The general health effects of pollution (air, water, soil, electromagnetic etc.), species extinction, climate change, bio-technology and the re-making of nature are discussed.

The theme of constructive organization in the natural world is extended to an introduction to microbiology. Major groups of micro-organisms are identified; archaebacteria, prokaryotes and eukaryotes are explored. Gram-stain and the basic physical elements which differentiate gram positive and gram negative bacteria are covered including their antigenic determinants. The major groups which make up gram-positive and gram-negative are covered. An overview of prions and viruses is also included. The normal resident and transient flora of the skin, conjunctiva, mouth and upper respiratory passages, intestinal tract, urethra and vagina are then examined in relation to their beneficial roles in health and normal function. This is contrasted with some illustrative causes and general effects of abnormal microbial transfer to other localities. The special microbial environments of food and water are considered in relation to infection, pathogenicity, virulence and the role of natural barriers and general immunity in host resistance. The holistic perspective is thus expanded to include the environment and the interface between the individual and the environment as living, dynamic components with both positive and negative health impacts.

Microbiology also examines the study of various infectious agents and their role in disease in the human body. Infectious agents include prions, viruses, bacteria, protozoans, and helminthes. Transmission, virulence, laboratory identification and diagnosis, pathological presentation and pharmacology of treatment are investigated. A holistic approach to deal with all these infectious agents is discussed in class as well as in case studies.

### **Neuroanatomy**

Neuroanatomy is a detailed study of the structure and function of the brain and nervous system. This course expands on the nervous system anatomy covered by the Anatomy courses, and includes the physiology and selected pathologies of the nervous system. Special attention is given to the ascending and descending nerve tracts. The complexities of consciousness, memory, learning and emotion are also explored.

### **Oncology**

Oncology provides an in-depth study into the biology of cancer. It describes the cellular mechanisms involved in the development of cancer and the metabolism of neoplastic tissues. It surveys the clinical investigation, staging, grading, epidemiology and tropism of specific cancers.

Integrative supports for standard chemotherapy, radiation and surgery are detailed. Naturopathic medicine for cancer prevention, therapy, complications and emergencies are given, with a focus on translating science into clinical practice.

### **Professional Development**

#### **Jurisprudence**

Jurisprudence prepares the student for the provincial licensing jurisprudence board exam. The course provides detailed instruction in the legislation governing health care practice in general and naturopathic medicine in particular. The focus of this course is on the administrative law called the Health Professions Act as applied to Naturopathic Doctors in the Province of British Columbia. The concept of Natural Justice and Jurisdictional Rules are discussed. The bylaws for the College of Naturopathic Physicians of BC are discussed in detail as well as ethical aspects and considerations of clinical practice, including duties of the doctor, liability, negligence, standards of care, consent to treatment and confidentiality.

#### **Naturopathic Ethics**

Naturopathic ethics focuses on developing students' ability to analyze many of the ethical issues that will arise throughout their professional careers. The course begins with an introduction to the professional role and responsibilities of the naturopathic physician as a health care professional. It starts from the premise that responsibility to others invariably presupposes responsibility to self and focuses on the integral "owning" of the professional promise to serve the well-being and best interests of the patients and society. Students will be introduced to philosophical traditions that ground Western moral and ethical thought. They will then learn to use a model for decision-making that will facilitate their efforts to work through ethical issues and dilemmas in the context of health care practice. This framework will guide students in working through topics and issues such as informed consent, right to refuse treatment, patient privacy and confidentiality, cultural issues, respect for persons of difference, ageism, maintaining professional relationships and boundaries, providing equity in the delivery

of health care services, abortion and life and death decision making.

#### **Professional Development I - III**

The Professional Development Program is a series of smaller topics and projects that better facilitate the students' transition into profession practice as a primary care naturopathic physician. It was designed as a transitional bridge between the medical and clinical professional instruction of BINM, and the unique challenges new naturopathic doctors face as small business owners in Canada. The program is designed to assist students in developing the business, branding, marketing, sales and leadership skills and expertise necessary to build and grow a profitable business in the first 36-months of practice.

Over the course of three semesters, the program addresses the critical factors influencing the success of graduates as small business owners. Each class is structured to build upon the preceding class, and culminates in the creation of a viable career plan and business strategy for each individual student.

Professional Development I focuses on identifying and developing the skills and mindset of a successful entrepreneur, establishing financial capabilities and responsibilities, managing debt, and laying the foundation for a viable business model and hyper-local marketing strategy.

Professional Development II provides students with the tools, knowledge and skills to uncover their unique value to their ideal clients, create a viable business model upon which to base future practice profitability, develop market assessment capabilities, and establish an individual market position.

Professional Development III facilitates students in creating an individual customer acquisition and retention strategy based on the individual student's career plan, skillset and mindset.

The Professional Development curriculum is designed as an interactive and participatory experience, with skills and expertise honed through in class workshops, written assignments and discussion. The course design provides significant opportunities for individual students to create a plan specific to their individual career aspirations, and to fulfil their vision for their professional future.

#### **Research I - III**

The ability to discern valid or faulty logic while investigating conclusions from research and published articles is an important skill to the practitioner.

Research I is aimed at developing these abilities in the learner by examining the validity and reliability of research findings, increasing the ability to investigate research, analyzing research design and data collection models, understanding the purpose of using statistics and developing analytical and critical thinking skills.

This course is designed to provide students with an introductory understanding of research methods, clinical epidemiology,



evidence-based clinical practice and research issues pertaining to naturopathic medicine. Its aim is to enable students to identify, interpret, appraise and apply research relating to health-care. Students will gain an understanding of the research literature and its implication for clinical practice, as well as the ability to apply valid information from the medical literature to educate themselves and their patients.

In Research II these skills will be put to use as students actively engage in research, resulting in two submissions for review. These submissions could be case reports, a literature review, or research projects under the guidance of a mentor.

### **Naturopathic Therapeutic Modalities**

#### **Botanical Medicine I–IX (Didactic with Lab)**

This series of courses provides an in-depth study of the botanical materia medica and the clinical use of whole plants and extracts. There is substantial time devoted to formulating, compounding and pharmacognosy, as well as toxicology and safety issues.

The development of a systematic understanding of the indications and actions of medicinal plants that can be applied practically in the clinical context is emphasized.

#### **Naturopathic Counselling I-VI**

Naturopathic counseling prepares students to work with patients, peers and supervisors. The courses have a workplace focus that includes team building and relationship building. This series of courses support and compliment the integration of personal and professional identity and focuses on how to develop essential clinical rapport with patients, which is the foundation of the doctor- patient relationship.

The course starts with patient-centered principles and then integrates these with the naturopathic therapeutic order. From there, motivational interviewing is introduced just before students begin their clinical experience.

In addition to case conceptualization and communication skills, the courses examine the mind - body relationship and the process of death and dying for both patients and the patient's clinician. Designed to help the naturopathic doctor understand mainstream mental health systems, the course also examines at the DSM and then in the latter years, focuses on clinical applications of knowledge and skills when students are working in the clinic.

#### **Homeopathy I-VIII**

This is a four-part sequence that prepares the student to prescribe homeopathic remedies in an acute and classical manner. Earlier classes define and describe the rationale and use of homeopathics, its theories and definitions. Repertory, case-taking, posology, case analysis and case management are covered in detail.

Individual remedies are subsequently studied. Students acquire

a working knowledge of the homeopathic materia medica and repertory in the treatment of acute and chronic conditions.

- *Homeopathy I must be taken first*
- *Prerequisites for Homeopathy II and III: Homeopathy I*
- *Prerequisites for Homeopathy IV-VIII: Homeopathy III*

#### **Nutrition I–VIII**

The Nutrition series examines the physiological functions, metabolism, and requirements for all macro- and micro-nutrients, as well as the pharmacological effects of individual nutrients. Instruction is provided for assessing diet quality and nutritional status. Diet planning, sports nutrition, and special nutritional needs are addressed. The clinical use of dietary management and nutrient supplementation is presented from the standpoint of both prevention and therapeutics.

Various diets are investigated, and protocols for supplementation programs relative to specific disease processes and stages of the human life cycle are examined. The psychological meaning behind foods and food habits is also investigated.

- *Prerequisites or corequisites for Nutrition II: Nutrition I*
- *Prerequisites for Nutrition III : Nutrition I, II*
- *Prerequisites for Nutrition IV: Nutrition III*
- *Prerequisites for Nutrition VIII: Nutrition VII*

#### **Physical Methods and Agents Program (Program contains Didactic with Lab experience)**

The Physical Methods and Agents Program provides hands-on training in physical assessment and physical medicine modalities. Included are the evaluation of soft tissue pathologies, orthopaedic testing, structural analysis, gait analysis, and examination and assessment of the vertebral column, pelvis, and peripheral joints.

The principles and practice of goniometry and manual muscle-testing are introduced. Various systems of soft-tissue and osseous manipulation are taught such as Swedish massage, manual lymph drainage, trigger point therapy, neuromuscular technique, muscle energy, strain/counterstrain, craniosacral manipulation, fascial release therapy, and joint mobilization. Training in preventive and therapeutic exercise provides a foundation in the principles, techniques, and therapeutic application of exercise and stretching for improved strength, co-ordination, balance, posture, ergonomics, relaxation, and cardiovascular training.

#### **The following seven courses comprise the physical methods and agents program.**

- **Manual Therapies** surveys the electrotherapeutic modalities and their application in a variety of conditions, including musculoskeletal disorders and pain management. The hydrotherapy component provides an education in the physiological principles and proper application of various

hydrotherapeutic procedures, as hydrotherapy is at the root of naturopathic treatment.

- *Prerequisites: Anatomy I*
- **Exercise and Rehabilitation** focuses on the rehabilitative education of patients with injured tissues, as well as the maintenance of healthy ones.
- **Soft Tissue Mobilizations** describes the various techniques for soft tissue work.
  - *Prerequisites: Anatomy I and Anatomy II*
- **Naturopathic Manipulation** is a four-part series of courses that provides a solid basis for the practitioner to determine the need for, and perform specific spinal and peripheral adjustments of joints in the body. The primary focus is the spinal column.
  - *Prerequisites for Naturopathic Manipulation I: Physical Medicine III*
  - *Prerequisites for Naturopathic Manipulation II: Naturopathic Manipulation I*
  - *Prerequisites for Naturopathic Manipulation III: Naturopathic Manipulation I*
  - *Prerequisites for Naturopathic Manipulation IV: Naturopathic Manipulation I-III*

**Physical Medicine I** provides lecture style and hands-on training in physical assessment and pathology recognition for the upper extremity (shoulder, elbow, wrist and hand). Included is the evaluation of common myofascial, articular, osseous, neurologic and vascular pathologies of the upper extremity. A variety of core patient assessment methods are identified, including patient history, postural assessment, detailed palpation, range of motion assessment, orthopaedic testing, diagnostic imaging and basic patient management. The principles and practice are also applied with patient simulation exercises and practical clinical examinations. Specifically, this course allows the student to identify pathological dysfunction in the upper extremity, and select appropriate treatment options given the specifics of each individual case.

- *Prerequisites: Anatomy I-III*
- **Physical Medicine II** provides lecture style and hands-on training in physical assessment and pathology recognition for the lower extremity (hip, knee, leg, ankle and foot). Included is the evaluation of common myofascial, articular, osseous, neurologic and vascular pathologies of the lower extremity. A variety of core patient assessment methods are identified, including patient history, postural assessment, detailed anatomy palpation, range of motion assessment, orthopaedic testing, diagnostic imaging and basic patient

management. The principles and practice are also applied with patient simulation exercises and practical clinical examinations. Specifically, this course allows the student to identify pathological dysfunction in the lower extremity, and select appropriate treatment options given the specifics of each individual case.

- *Prerequisites: Anatomy I-III*
- **Physical Medicine III** Lecture style and hands-on training in physical assessment and pathology recognition for the axial body (sacroiliac, lumbar, thoracic, ribs, cervical spine and TMJ). Included is the evaluation of common myofascial, articular, osseous, neurologic and vascular pathologies of the axial body. A variety of core patient assessment methods are identified, including patient history, postural assessment, detailed anatomy palpation, range of motion assessment, orthopaedic testing, diagnostic imaging and basic patient management. The principles and practice are also applied with patient simulation exercises and practical clinical examinations. Specifically, this course allows the student to identify pathological dysfunction in the axial body, and select appropriate treatment options given the specifics of each individual case.
  - *Prerequisites: Anatomy I-III*
- **Traditional Asian Medicine I-IXV (Didactic with Lab)** This series of courses provides a working knowledge and skills of the philosophy, theories of diagnosis and therapeutic concepts and techniques of traditional oriental medicine. It emphasizes and demonstrates and practices the use of acupuncture, tongue and pulse diagnosis, five-element theory. Students graduate with the ability to perform acupuncture under their licensure as a naturopathic doctor in BC with no further training.
  - *Prerequisites for TAM II: TAM I*
  - *Prerequisites for TAM III: TAM II*
  - *Prerequisites for TAM IX: TAM I-VIII*

## Clinical Sciences

### Dermatology

Dermatology examines the etiology, presentation and pathophysiology of various skin conditions encountered by the practicing physician. Identification of the physical presentation is emphasized.

### Genetics

Genetics develops an understanding of the role of genetic makeup and its contribution to the health of the individual. The rapidly-changing field of genetics and its contribution to medicine is surveyed. The role of genetic counselling practiced in British Columbia is also considered.

General terms, normal karyotype, examples of Mendelian

disorders, cytogenetic disorders and single-gene disorders with non-classic inheritance will be discussed. As well, the role of biotechnology in society today as well as possible naturopathic roles and applications of the naturopath for the “treatment” of individuals with genetic diseases will be discussed.

### **Geriatrics**

This six-week course will cover clinic considerations when doing a historical intake, physical exam, nutritional assessment and laboratory investigation. Some of the more common abnormal findings that are non-pathological for the geriatric population will be explored. Commonly found pathologies in the geriatric population will be discussed as well as the naturopathic considerations. This course will also attempt to cover social constructs the geriatric patient may have to endure and discuss possible solutions.

### **Gynecology (Didactic with Lab)**

Gynaecology thoroughly examines women’s health, including normal development throughout the life cycle, understanding of hormone balance and effects and differential diagnosis, investigation and treatment of imbalance /disease. Because many factors specifically affect the health and well-being of women, this course takes a holistic, woman-centered perspective on gynaecology. In addition to pathologies and allopathic and naturopathic treatments, wider factors are examined, including socioeconomic status and cultural behaviours, to develop a broader perspective on how practitioners can best provide women’s health-care.

### **Naturopathic Clinical Arts and Sciences NCAS I-VI**

The goal of this series of courses is to bring the clinic to the classroom. It is largely delivered in a case-based collaborative learning environment addressing, patient research, case analysis, therapeutic interventions, patient management, and other topics to help sew the educational experience together. It is designed to prepare future naturopathic physicians to apply the knowledge acquired in school to the problems and issues they will confront in clinical practice. This course begins with clinical entrance in the third year, and continues to the end of the naturopathic medicine program and serves as an educational core uniting the curriculum with clinical practice. This provides for the integration of knowledge of current and historical principles presented in every other component of the program. Each course has a different emphasis depending on the specialty of the physician facilitating it.

These courses can include a series of projects based on clinical problems or topical issues, discussions and dialogue, and other formats as directed by the problem or topic at hand. The goal is to examine each facet of clinical practice to hone professional attitudes, clinical acumen, diagnostic and treatment skills and case management.

### **Obstetrics**

Obstetrics covers natural childbirth in the home or hospital setting. Diagnosis, prevention and treatment of problems of labour and delivery are addressed.

Recognition of high-risk birthing situations and appropriate management are emphasized. Also included is maternal postpartum care, treatment of common lactation problems. The scope of practice of obstetrics for naturopathic physicians and indications and contraindications of naturopathic treatments in the care of the obstetrical patient will be emphasized.

### **Pediatrics**

Pediatrics presents a general overview of pediatric conditions seen in naturopathic practice and the differential diagnosis and assessment of the common problems of infancy, childhood and adolescence. This includes health maintenance, disease prevention, the early diagnosis and naturopathic treatment of common childhood conditions and diseases, and referral where appropriate. Emphasis is on the development of a healthy lifestyle at an early age.

### **Public Health**

Public health will introduce students to concepts of public health, characterized by community development, healthy public policy, ecosystem wholeness and inter-sectoral approaches. This course will emphasize the importance of inter-professional practice and will provide opportunities for students to work with local community health organizations and contribute their naturopathic lens to a community health project.

### **Clinical Practice and Integration**

#### **Emergency Medicine (Didactic and Lab)**

Emergency medicine provides students with training in a variety of medical procedures including immunization, prescription-writing, intravenous and intramuscular injections. This course will enable students to assess any emergency situation and respond immediately as a professional first-responder in order to provide basic life support.

Emergency medical skills are developed with a focus on the balance between confidence in established competencies and the recognition of limitations in personal knowledge and abilities. A similarly balanced perspective is cultivated with regard to non-emergency situations through the development of referral skills.

The scope of practice and training of other health-care professions is reviewed in the context of conditions and situations where referral to another professional is in the best interests of the patient.

- *Prerequisites: Biomedicine V*

#### **History and Philosophy of Naturopathic Medicine I-III**

This course is the fundamental seat of naturopathic medical practice. Especially now, in the age of pharmaceutical prescribing rights, it is critical graduates understand and apply



naturopathic philosophy and principles in case management. The sequences of courses include a thorough description of the historical evolution of the profession, the principles that drive patient care and a survey of past and pivotal literature.

### **Introduction to Clinical Education**

This course introduces you to the structure and functioning of the Boucher Naturopathic Medical Clinic. It covers the procedures and policies that apply to patient care; looks at proper documentation and patient flow, as well as the role of the overseeing doctor and student clinicians; reviews of the student clinical handbook and engages students in mock patient exercises to reinforce learning.

### **Master Classes I-III**

The Master class series welcomes experts from across the spectrum of health-care to share the wealth of experience and insight they have acquired within their particular specialty. These valuable classes allow the student to interact with those making a difference in their communities.

### **Clinical Studies**

Clinical training provides clinic interns with the opportunity to learn and develop the skills, knowledge and attitudes required to become proficient and effective Naturopathic Physicians. This includes integration and application of core principles, clinical problem solving and diagnostic skills, a solid understanding of the history and vision of the profession, as well as expertise in ethical patient care and use of core modalities. By observing, supporting and then managing patient care, clinic interns have the opportunity to build their knowledge and experience under the guidance of experienced clinical faculty.

The clinical education curriculum is a competency based medical education. The outcomes below are the formally adopted Boucher Competency Document.

Upon completion of their training the naturopathic student will demonstrate foundational knowledge, skills and attitudes consistent with what is expected of a professional naturopathic doctor. Our medical outcomes are detailed on pg 19 of this catalogue.

### **Clinical Practice Details**

#### **Clinical Hours**

Of the 1,400 clinic hours required to graduate, 1,225 are spent in direct patient care-1,100 in the teaching clinic and 125 in preceptor roles. The remaining hours are spent on assistant shifts in the clinic and in professional development (100 hours).

#### **Clinical Faculty**

Its rich history in naturopathic medicine favours BC as the ideal region for a naturopathic college. At the inception of the clinic, experienced naturopathic physicians volunteered their time as clinical faculty.

Now, Boucher Institute employs a diverse clinical faculty that

encompasses a wide range of experience, practice styles and interests. Additionally, doctors in the community have welcomed individual Boucher Institute students into their offices for preceptorships and externships. Clinical faculty brings a wide depth and wealth of experience of practice, many while still maintaining their own clinics. Their commonality is a dedication to facilitating the progression of our students from naturopathic student to clinical intern, and finally, to naturopathic doctor. A two way street exists, whereas students are encouraged to engage in assessment and evaluation as learning, they are also encouraged to provide constructive feedback on the effectiveness in the promotion of their learning and growth through regular evaluation of faculty and the clinical education. Feedback and program improvement are cornerstone in faculty development and curricular improvement. Clinical faculty members also consistently upgrade their skills and knowledge through their participation in continuing education and professional development.

### **Student Evaluation and Feedback**

The supervising clinical faculty members provide the clinic interns with advice, direction and evaluation of their progress during their regularly scheduled shifts. A broad range of assessment tools are applied to support individual student's strengths and weaknesses. This includes mock patient encounters, skills demonstration, competency acquisition, and real-time formative feedback in a safe, mentored environment. While meeting clinical hours requirements, interns must demonstrate competency in a number of areas including lab procedures, medical procedures, physical medicine, orthopaedic assessment, diagnosis, communication skills and supervised direct patient care. Interns must attain competence in all areas in order to graduate and must demonstrate the ability to investigate, diagnose, treat and monitor patients with any given condition that sees help at our medical clinic.

### **Developing Clinic Skills**

All patient care has as a core foundation the basic principles of naturopathic medicine. Each patient care team works with patients to educate and empower them to make decisions and plans for their care. The patient care team is generally composed of a third year student, a fourth year student and the clinical supervisor. Interns start rotations in the Boucher teaching clinic in their third year of the program in an observational role. They assume increasing responsibility in patient management over the year and transition into a primary intern role in their fourth year. Clinic interns work towards greater levels of autonomy under the supervision of their clinical supervisor in all aspects patient care. Interns are mentored and guided in assessment, diagnosis and treatment, and critical thinking by their clinic supervisor. As licensed naturopathic physicians, the clinical supervisors are ultimately responsible for the care of clinic patients and have the final say in case management. Clinic interns have frequent opportunity for evaluation and feedback of their performance.

### Practice Management Skills

The Boucher Institute requires students to have exposure to basic business and clinic operation skills. While the clinic administrative staff members ensure the general operation of the clinic, clinic interns are trained and involved in all aspects of normal clinic operation. The teaching clinic is a valuable example for applying knowledge and practical skills. Clinic interns work with clinic staff to learn dispensary, lab and front desk operations.

### Preceptor Program

The preceptor program provides students an opportunity to observe practicing health care practitioners in their private practices or clinical settings. This affords a broader exposure to the treatment of various medical conditions and offering practice management styles. Students must complete a minimum of 125 preceptor hours in order to graduate.

### Externships

In the final year of study, clinic interns in good standing may apply to undertake an externship, working directly under the supervision of a licensed naturopathic doctor in their private practice. This affords the opportunity for the clinic intern to learn in an established clinic and improve specific areas of knowledge and clinical skill in which they may be drawn to. Students must submit a completed externship package for approval by the Clinical Education department.

## Board of Governors

The Boucher Institute of Naturopathic Medicine Society provides direction and leadership to the Institute. The Board of Governors of the Society ensures that the goals of the Boucher Institute are consistent and appropriate for a naturopathic medical school. The board consists of members from both within and outside the naturopathic profession. At least nine but not more than 15 governors shall be appointed and ratified by the membership at an annual general meeting of the Society. Current members and their areas of responsibility are as follows:

*Steve Siblock, BA, Chair*

Steve Siblock graduated from McMaster University and spent eleven years in public college/university administration and the Ministry of Education at Queen's Park, Toronto. He has held operational management positions at several colleges and universities as an assistant and associate registrar, specializing in student information systems, student records, examinations, academic calendar development, admissions, course scheduling/timetabling, and enrollment reporting. After moving to BC, he continued supporting post-secondary education working for the Ministry of Advanced Education and the University of British Columbia, and was the Ministry's accreditation officer for the Boucher Institute when the school attained its initial accreditation. He brings to the Board many years of experience in institutional governance, accreditation, information systems, performance reporting, and student-centered operations of large educational institutions.

*David Duizer, ND, Vice Chair*

Dr. Duizer is the co-founder and Medical Director of DAMYHealth.com an Online Health and Wellness Centre, co-developer of The Healthy Rebel App and a practicing Naturopathic Doctor at the Finlandia Health Centre in Vancouver, BC. He completed his undergraduate Bachelor of Science in Chemistry and Psychology as part of the Regular Officer Training Program (ROTP) at the Royal Military College of Canada and subsequent Naturopathic Physician diploma at the Boucher Institute of Naturopathic Medicine. As a former Canadian military officer, current digital entrepreneur and local practicing Naturopathic Doctor Dr. Duizer brings a passion for integrative medicine, leadership, new media and business to the BINM Board and looks to positively impact the future development of Naturopathic Medicine as a profession.

*Clyde Jensen, PhD*

Dr. Jensen holds a Ph.D. in pharmacology and physiology. He is distinguished as the only person to have served as a leader and professor in colleges of allopathic medicine, osteopathic medicine, naturopathic medicine, oriental medicine, and chiropractic. He is on the Board of Directors at American College of Healthcare Sciences and has served as a public member of the Council on Chiropractic Education and currently serves as



a public member of the Accreditation Council for Occupational Therapy Education.

*Michael Schanz, BSc, MBA*

Michael Schanz was appointed as President of the Boucher Institute in September 2015. He is an experienced CEO and has direct operational experience spans the retail and business banking, wealth management, investment banking, agricultural, industrial and pharmaceutical industries. Mr. Schanz received a BSc from McGill University, and an MBA from Concordia University in Montreal. He is also a Certified Executive Coach.

*Dr. Rebecca Handford, ND, Faculty Representative*

Dr. Handford is a respected member of the Boucher faculty and plays a key role in ensuring that the Board considers all of the faculties needs.

*Garrett Bramall, Student Representative*

Garrett is the voice of Boucher students on the board, ensuring that their needs are being considered and that they help shape the school's policies and goals. The student representative is elected by the entire student body and serves for one academic year.

*Jared Zeff, ND*

Dr. Zeff is a licensed doctor of naturopathic medicine and a licensed acupuncturist. In addition to maintaining a private practice, Dr. Jared Zeff currently teaches at the Bastyr University, College of Naturopathic Medicine in Seattle. Dr. Zeff is considered a traditionalist, practicing a classical form of naturopathic medicine. He was named "Naturopathic Physician of the Year" in 1989 for his contribution to the development of naturopathic clinical theory. In April, 2002, he was given the first Lifetime Achievement Award of the Northwest Naturopathic Physicians Association for his contributions to naturopathic medical education.

*Ingrid Pincott, ND, Secretary & Treasurer*

As an ND Dr. Pincott has served on the CNPBC (College of Naturopathic physicians of BC) board, the CAND national board, and she was instrumental in developing National Naturopathic Medicine Week in Canada for which she received the Verna Hunt award. She was the first female ND to practice in Vancouver in 1985 since the 1930's. She is author of Dr. Pincott's Office and Practice Management Manuals for the new ND graduate. She wrote a bi-monthly column for the Campbell River Mirror Newspaper from 1999 until 2016. She has maintained an active website since 1993 and has all of her articles and newsletters published there. She maintains an active role in continuing her education by attending naturopathic and medical conferences throughout North America several times per year. She is a member in good standing of the BCNA, CNPBC, CNF and CAND

associations. She is an active advocate for the profession.

*Loreen Dawson, ND*

Dr. Dawson is a 1997 graduate of the National College of Naturopathic Medicine (NCNM) in Portland and practices naturopathic medicine in Sechelt, BC. She served as a full-time faculty member at BINM from 2008-2012. Dr. Dawson is a member of the British Columbia Naturopathic Association and has recently served on the BCNA Board of Directors. She was motivated to apply to serve on the BINM Board of Directors to represent the BCNA and has chosen to continue her service on the board of Boucher after the expiry of her term on the BCNA Board of Directors.

*Dr. David Schleich, PhD*

Dr. Schleich is President Emeritus of the National University of Natural Medicine in Portland where he served from 2007 to his retirement in 2019. Prior to joining NUNM, Schleich was president of Truostar Health in Toronto. Before that, he served as president and CEO of Canadian College of Naturopathic Medicine (CCNM) in Toronto. In his earlier career, he held a series of increasingly significant academic positions: academic vice president of Niagara College (Ontario); administrative and faculty positions at St. Lawrence College (Ontario), Swinburne University (Melbourne, Australia), and the University of Alberta (Canada). His academic career spans more than 40 years in elementary, secondary, college and university settings. Schleich earned his PhD from the University of Toronto and a master's from the University of Alberta. His doctoral studies focused on higher education, with a special interest in the regulatory and public policy frameworks that affect medical education.

*Dawne Bohme, LTDip*

Dawne Bohme came on as the librarian in October 2006. She holds a Library Technician diploma from Langara College and has more than twenty-five years of library experience. She's also a BCIT graduate in Medical Laboratory Technology and worked as a histotechnologist in anatomical pathology labs for seventeen years.

## Administrative Staff

### Office of the President

*Michael Schanz, BSc, MBA*  
President  
mschanz@binm.org

*Lin Lawrence, BA*  
Executive Assistant to the President  
llawrence@binm.org

### Marketing Department

*Jacqueline Ranit*  
Marketing and Communications Coordinator  
jranit@binm.org

### Department of Finance and Administration

*Edward Hung, CPA, CGA*  
Chief Financial Officer  
ehung@binm.org

*Alberto Montoto*  
Administration Coordinator & IT Specialist  
itadmin@binm.org

*Alison Zhang*  
Accountant  
azhang@binm.org

*Jin Mok*  
Finance Assistant  
jmok@binm.org

*Marion Felgenhauer*  
Facilities Coordinator  
mfelgenhauer@binm.org

### Department of Clinical Education

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Provost  
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*Ellen Kolvers*  
Assistant to the Dean of Clinical Studies  
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*Dr. Karrin Fairman-Young, ND*  
Associate Dean of Clinical Medicine & CMO  
cfairmanyong@binm.org

*Brenda Fowler*  
Clinic Manager and Laboratory Technician  
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*Karen O'Hearn*  
Dispensary Manager  
kohearn@binm.org

*Mahshid Kashaverz*  
Front Desk Assistant  
mkashaverz@binm.org

*Kaylee Fowler*  
Front Desk Assistant  
kfowler@binm.org

*Sandy Sandhu*  
Front Desk Assistant  
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### Library

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Library Technician  
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### Research Department

*Dr. Terri Bugg, ND*  
Research Director  
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*Dr. Kathryn Harbun, ND*  
Research Associate  
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### Student Services Department

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Acting Associate Dean of Student Services  
jramsey@binm.org

*Tomoko Mikuriya, MA*  
Associate Registrar & Director of Financial Aid  
tmikuriya@binm.org

*Marilyn McNeill*  
Admissions Advisor  
mmcneill@binm.org

*Yukti Kalra*  
Student Services Officer  
ykalra@binm.org

*Raneeta Gopal, MA*  
Counsellor  
rgopal@binm.org

*Kristin Konieczny*  
Counsellor  
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### Academics Department

*David Scotten, BSc, M.Ed, ND*  
Dean of Education  
dscotten@binm.org

*Rochelle Heisel, PhD*  
Associate Dean of Academics  
rheisel@binm.org

*Reid Wildeman, MEd*  
Director of Academic Affairs  
rwildeman@binm.org

*Olena Lyaskalo*  
Academic Office Coordinator  
olyaskalo@binm.org

## Faculty

### Core Faculty

*Marisa Marciano, ND, Chair of Botanical Medicine*  
Boucher Institute of Naturopathic Medicine 2011 BA Kinesiology  
University of Western Ontario 2006  
Courses taught: Bot Medicine Team

*Clara Cohen, DTCM*  
Chair of Traditional Asian Medicine  
TCM College 2003, BSc Grenoble University 1989  
Courses taught: Traditional Asian Med I-V, IX

*Karina Wickland, BSc, ND, Chair of Nutrition*  
Boucher Institute of Naturopathic Medicine 2004  
BSc University of Victoria 1998  
Courses taught: Nutrition III, IV, V, VI

*Rachel Levine, ND*  
Canadian College of Naturopathic Medicine 2008  
MSc University of Central Lancashire 2013  
Courses taught: Homeopathy I, III, V, VII

*James Lowe, MA*  
Chair of Naturopathic Counselling  
Adler School of Professional Psychology 2002  
Courses taught: Naturopathic Counselling I-VI

*Andrew Vargo, MD*  
Chair of Biomedical Sciences University of Saskatchewan 2004  
BSc University of Saskatchewan 1998  
Courses taught: Biomedicine Team

*Denise Cacchioni, BSc, DC, Chair of Physical Medicine*  
DC University of Western States 1999  
BSc University British Columbia 1995  
Courses taught: Physical Medicine series

### Adjunct Faculty

*Nathalie Allen, ND*  
National College of Naturopathic Medicine 1997  
BSc McGill University 1987  
Courses taught: Homeopathy IV

*Michael Bastien, ND*  
Boucher Institute of Naturopathic Medicine 2010  
BSc SFU 2005  
Course taught: Naturopathic Manipulation II

*Honieh Barzegari, MD*  
MD Isalmic Azad University 2003  
Courses taught: Biomedicine

*Erik Boudreau, ND*  
ND CCNM 2004, BA McMaster 1998  
Courses taught: Biomedicine

*Chanchal Cabrera, MNIMH, AHG*  
MSc Univ. of Wales 2003, MNIMH, AHG, Hort. Therapist 2005,  
Master Gardener 1999  
Courses taught: Botanical medicine I-IX

*Cathy Carlson Rink, ND*  
Bastyr University 1995  
RM, Bastry University 1996  
BSc University of Saskatchewan 1987  
Course taught: Obstetrics

*Gary Chan, Dr. TCM, R.Ac.*  
Dr. TCM ICTCMV 2006, BSc. SFU 2003  
Courses taught: Botanical medicine

*Evelyn Coggins, MHS*  
University of New England NSW 2012  
CHT RH Dominion Herbal College 2006  
BEd cum laude Saint Mary's University 1973  
BA Mount Allison University 1971  
Courses taught: Bot Medicine Team

*Scarlett Cooper, BSc, ND*  
Canadian College of Naturopathic Medicine 2013  
University of British Columbia 2009  
Courses taught: Biomedicine Team

*Majid Doroudi, PhD*  
MSc, BSc Tehran University of Medical Sciences 1995  
Course taught: Neuroanatomy



*Amber Eckel, DC*  
Southern California University of Health 2008  
BSc University of Saskatchewan 2004  
Course taught: Naturopathic Manipulation III *Raneeta Gopal, MA*  
Adler School of Professional Psychology 2011  
Courses Taught: Naturopathic Counselling I-VI

*Brian Gluvic, ND*  
Bastyr University 2000  
Courses taught: Pediatrics

*Josh Hergesheimer, BA, MSc*  
London School of Economics 2006  
BA Univeristy of British Columbia 2004  
Courses taught: Research I - III

*Laura Hosein*  
Courses taught: Botanical medicine

*Drew Jamieson, ND*  
Boucher Institute of Naturopathic Medicine 2015  
BSc Simon Fraser University 2009  
Courses taught: Anatomy III

*Stefan Kuprowsky, ND*  
National College of Naturopathic Medicine 1985  
Courses taught: History & Philosophy I, Dermatology, NCAS III

*Justin Lafreniere, ND*  
Boucher Institute of Naturopathic Medicine 2006  
Courses taught: NCAS IV

*Robyn Land, ND*  
Boucher Institute of Naturopathic Medicine 2014  
BA Simon Fraser University 2006  
Courses taught: Phys. Medicine I and III

*Beverly Maya-Lach*  
Courses taught: Botanical medicine III, IV, VI

*Alicia Mazari-Andersen, PhD*  
University of British Columbia 1991  
MSc, BSc Uni. Nacional Autonoma de Mexico 1986  
Courses taught: Microbiology I-III

*Neil McKinney, ND*  
National College of Naturopathic Medicine 1985  
BSc Simon Fraser University 1975  
Courses taught: Oncology

*Sanjay Mohan Ram, ND*  
BSc Honours UBC 1997, ND BINM 2004  
Courses taught: Biomedicine

*Krista Moyer, BSc ND*  
Boucher Institute of Naturopathic Medicine 2008  
BSc University of Western Ontario  
Courses taught: Nutrition VII, VIII

*Saeid Mushtagh, BSc, ND*  
Canadian College of Naturopathic Medicine 2006  
BSc University of Toronto 2001  
Courses taught: Homeopathy II, VI, VIII

*Lani Nykilchuk, ND*  
Boucher Institute of Naturopathic Medicine 2010  
BSc Simon Fraser University 2005  
Courses taught: Nutrition I, II, IV

*Dr. Ibby Omole, BSc, MES, ND*  
Bastyr University 2008  
MES Environmental Studies York University  
BSc University of Western Ontario

*Dr. Cidalia Paiva, PhD*  
PhD, York University, 1989 MA , York University, 1981  
Courses taught: Naturopathic Ethics

*Bobby Parmar, ND*  
Canadian College of Naturopathic Medicine 2007  
BASc Simon Fraser University 2003  
Courses taught: Geriatrics, Genetics

*Janelle Petrescue, RMT*  
West Coast College of Massage Therapy 2007  
BA Trinity Western University, 2002  
Course taught: Soft Tissue Mobilizations

*Rebecca Pitfield, ND*  
Boucher Institute of Naturopathic Medicine 2006  
BComm University of Victoria 1998  
Courses taught: Jurisprudence

*Ron Reichert, ND*  
Bastyr University 1989,  
BA University of British Columbia 1982  
Courses taught: Botanical Medicine Team

*Parisa Saeedi-Mephram, ND*  
Bastyr University 2003  
BSc University of British Columbia 1999  
Courses taught: Gynecology, Physical Clinical Diagnosis Team

*Rebecca Stevens DTCM*  
Pacific Rim College, 2012  
BSc (Hons) Dalhousie University, 2003  
Course taught: Trad. Asian Med. VI, VII, VIII

*Sanja Tamburic ND*  
Boucher Institute of Naturopathic Medicine 2005  
BA University of British Columbia 1998  
Course taught: History & Philosophy II

*Mike Tassone, ND*  
Boucher Institute of Naturopathic Medicine 2013  
BSc Simon Fraser University 2009  
Courses taught: Public Health

*Aaron Van Gaver, BSc, ND*  
Canadian College of Naturopathic Medicine 2003  
BSc University of Guelph 1999  
Courses taught: History & Philosophy III, NCAS II

*Bob Van Horlick, ND*  
National College of Naturopathic Medicine 1988  
Course taught: Naturopathic Manipulation IV, Manual Therapies,  
NCAS V

*Jennie Weisenburger, ND*  
Boucher Institute of Naturopathic Medicine 2006  
BSc University of Auckland 1998  
Courses taught: Clinical Diagnosis Team

*Peter Wood, Dr. TCM, R.Ac., R.TCM.H*  
Dr. TCM ICTCMV 19922, B Phys Ed U Manitoba 1996  
Courses taught: TAM II

*Katolen Yardley, MNIMN, RH (AMG)*  
Courses taught: Botanical medicine

### **Clinic Faculty**

*Dr. Jordan Atkinson, BSc, ND*  
Boucher Institute of Naturopathic Medicine 2008  
BSc Simon Fraser University

*Dr. Dana Barton, ND*  
Bastyr University 1996  
BSc University of Idaho

*Dr. Katherine Chung, ND*  
Boucher Institute of Naturopathic Medicine 2016

*Dr. Scarlett Cooper, ND*  
Canadian College of Naturopathic Medicine 2013  
BSc University of British Columbia

*Dr. Mark Csezko ND*  
Canadian College of Naturopathic Medicine 2004

*Jaime DeMelo*  
Canadian College of Naturopathic Medicine 2004  
BSC University of Toronto 1999

*Dr. Melanie DesChatales BSc, ND*  
Canadian College of Naturopathic Medicine 2010  
BSc (honours) Brock University

*Dr. Vinnie Dhillon BSc, ND*  
Bastyr University 2003  
BA University of Western Washington

*Dr. Nicole Duffee BSc, ND*  
Boucher Institute of Naturopathic Medicine 2006  
BSc University of Alberta

*Dr. Sacha Elliot BA, ND*  
Boucher Institute of Naturopathic Medicine 2010  
BA University of British Columbia

*Dr. Karrin Fairman-Young BPE, N.D.*  
Canadian College of Naturopathic Medicine 2004  
BSc University of Calgary

*Dr. Matthew Greenwood, ND*  
Boucher Institute of Naturopathic Medicine 2011  
BSc University of Guelph 2005

*Dr. Anne Grimwood, ND*  
Canadian College of Naturopathic Medicine 2014  
BA Brock University

*Dr. Sen He, ND*  
Canadian College of Naturopathic Medicine 2004  
BMed Beijing Second Institute of Medicine 1983

*Dr. Margret Holland BSc, ND*  
Canadian College of Naturopathic Medicine 2004  
BSc Dalhousie University 1985

*Dr. Steven Hsu B.Sc, ND*  
Boucher Institute of Naturopathic Medicine 2007  
BSc University of British Columbia

*Dr. Paaras Kaur BMSc, ND*  
Canadian College of Naturopathic Medicine 2009  
BMSc University of Western Ontario

*Dr. Marisa Marciano, ND*  
Boucher Institute of Naturopathic Medicine 2011  
BA University of Western Ontario

*Dr. Krista Moyer, BSc ND*  
Boucher Institute of Naturopathic Medicine 2008  
BSc University of Western Ontario  
*Dr. Saeid Mushtagh, ND*  
Canadian College of Naturopathic Medicine 2006  
BSc University of Toronto 2001

*Dr. Lani Nykilchuk, BSc, ND*  
Boucher Institute of Naturopathic Medicine 2010  
BSc Simon Fraser University

*Dr. Bobby Parmar BSc, N.D.*  
Canadian College of Naturopathic Medicine 2007  
BSc Simon Fraser University

*Dr. Leila Sahabi BSc, ND*  
Boucher Institute of Naturopathic Medicine 2009  
BSc University of British Columbia

*Dr. Kathrine Tavakoli BSc, ND*  
Boucher Institute of Naturopathic Medicine 2007  
BSc University of Toronto

*Dr. Aaron Wong, ND*  
Boucher Institute of Naturopathic Medicine 2012  
BSc University of British Columbia 2004

## The Industry Representative Program

Boucher Institute values and encourages the participation and support of reputable nutraceutical and industry companies for the enhancement of student learning and resources.

Once a company has been approved as part of the Sponsorship Program, student representatives from companies Level 2 or higher are able to present and distribute supplements to the student body contingent on the following:

- Student representatives must sign a waiver releasing Boucher Institute of any legal responsibility and liability that may occur from the use and distribution of these supplements either on or off the premises.
- Product information and promotions may be posted only in designated areas.
- Students may not distribute or share personal or contact information, unless expressly permitted in writing by the student as per our Privacy Policy. (See the Privacy Policy in Appendix)

Please direct your inquiries to the Development Office at [development@binm.or](mailto:development@binm.or)

## Boucher Institute Policies and Procedures

All of the Institute's policies can be viewed on the website. Below are of particular relevance to student life.

### POLICIES

#### ACADEMIC FREEDOM POLICY

BINM is committed to providing an outstanding education in naturopathic medicine which includes: research and discovery, integration of information across disciplines, application of knowledge in service to the community, and dissemination of knowledge to the student body, profession and community at large. As such, the BINM exists for the common good of society and not merely for the good of the Institute or any of its individual members.

The common good depends upon the unhindered search for knowledge and its free exposition. Academic freedom is essential to both these purposes in that faculty and students must always be free to question and test received wisdom, to study and evaluate, and thereby to gain new understanding and insights. Members of the Institute and all others invited to participate in its forum shall not be hindered or impeded in any way by the Institute or any of its subgroups from exercising their legal rights as citizens, nor shall they suffer any penalties because of the exercise of such legal rights.

Academic members of the community are entitled, regardless of prescribed doctrine, to freedom in carrying out research and in publishing the results thereof, freedom of teaching and of discussion, freedom to criticize issue-directed opinion, and freedom from institutional censorship. Academic freedom does not require neutrality on the part of the individual. Rather, academic freedom makes commitment possible.

Academic freedom carries with it the duty to use that freedom in a manner consistent with the scholarly obligation to base research and teaching on an honest search for knowledge and in accord with accepted standards of professional ethics for teachers at institutions of higher learning.

All members of the BINM, and especially Administration, must recognize the importance of the fundamental principle of academic freedom and must share responsibility for supporting, safeguarding and preserving this freedom.

#### ATTENDANCE POLICY

In order to confidently maintain educational standards, the Boucher Institute of Naturopathic Medicine has adopted a mandatory attendance policy. Attendance is tracked by instructors and regularly reported to the Deans and Registrar. This means that students are required to take their attendance seriously and to make every reasonable and conscientious effort to be present for classes in each and every course, as well as for



all scheduled clinic shifts. While 100% attendance is expected, up to 10% absence from the Naturopathic program taken as a whole may be allowed for reasons of health and emergency (documentation may be required) and the student will be responsible for any work missed. Students not meeting the 90% attendance requirement may not be eligible for graduation. The Registrar is required to report extended absences as defined by Student Aid BC which will have negative consequences for student loan recipients.

### CRIMINAL RECORDS CHECK POLICY

The Criminal Records Review Act started in 1996 and was originally designed to help protect children from individuals whose criminal record indicates they pose a risk of physical or sexual abuse. In 2009, the Criminal Records Review Act was expanded to help protect vulnerable adults from physical, sexual or financial abuse.

According to the British Columbia Ministry of Public Safety and Solicitor General; "Registered students in a university or college with a practicum component involving work with children and the successful completion of which is a requirement for registration as a member of governing body must provide a criminal record check authorization to the Criminal Records Review program. This authorization is done (preferably) at the time the student registers with the program."

Effective January 1, 2012, this requirement will be expanded to include any students registered in any certificate, diploma, or degree program that has a practicum involving working with children or vulnerable adults and will not be limited to those leading to membership in a governing body.

### Whereas the Boucher Institute

- Is committed to ensure the safety of patients and volunteers who agree to participate in the education of our students
- Is committed to the standards and requirements as stipulated by the Ministry of Public Safety and Solicitor General
- Recognizes our students are novice members of the naturopathic medical profession whose education and behaviour should emulate that of practicing physicians
- Is committed to providing all reasonable educational accommodations as may be necessary and are consistent with the requirements of our program.

Each applicant to the Boucher Institute will be required to undergo a criminal records check as outlined in the Criminal Records Review Act.

**Reference:** <http://www.pssg.gov.bc.ca/criminal-records-review/who-qualifies/index.htm#students>

### EDUCATIONAL STANDING POLICY

BINM students have the responsibility to recognize when they are experiencing educational difficulties and to initiate requests for assistance from faculty or the appropriate dean well before their educational standing is impacted by a failed or incomplete grade. Formal educational standing is monitored and ascertained at the end of each term in order to identify those students in need of greater assistance to meet programmatic goals or those whose likelihood of successfully completing the program has substantially decreased such that dismissal must be considered. Any standing other than "good standing" means that the overall performance of the student is under review by the Dean's Council. Once identified as being not in "good standing", the student may be contracted to a remedial program to improve the performance areas in question. This plan may take any shape deemed necessary. For example, extra work, repeating a course(s), additional evaluations, mandatory 100% attendance or remedial action. A student remains in a status other than "good standing" until they have completed all requirements of their remedial plan. In order to graduate from BINM, a student must be in "good standing".

A student's educational standing may be designated as other than "good standing" at the discretion of the Council and according to criteria delineated in the **Educational Standing procedure, as a result of unsatisfactory performance indicators, such as:**

1. unsatisfactory educational performance;
2. attendance below the BINM standard of 90%

A student may only appeal to the Dean's Council in the case of an error in calculation or grade reports resulting in a not in "good standing" determination.

Boucher students have the responsibility to recognize when they are experiencing educational difficulties and to initiate requests for assistance from faculty or the appropriate dean well before their educational standing is impacted by a failed or incomplete grade. Formal educational standing is monitored and ascertained at the end of each term in order to identify those students in need of greater assistance to meet programmatic goals or those whose likelihood of successfully completing the program has substantially decreased such that dismissal must be considered. Any standing other than "good standing" means that the overall performance of the student is under review by the Dean's Council. Once identified as being not in "good standing", the student may be contracted to a remedial program to improve the performance areas in question. This plan may take any shape deemed necessary. For example, extra work, repeating a course(s), additional evaluations, mandatory 100% attendance or remedial action.

## GRADE APPEALS POLICY

A student who is unclear about course requirements or the basis for grading, or who is concerned about the marking of a particular assignment, is expected to seek clarification or to express his/her concern to the instructor in a timely manner.

Students may appeal course marks or final grades if they believe an error has been made in the formulation of the mark or that there are valid reasons why the course mark or grade does not accurately reflect their knowledge and competence in the subject area. The student who is seeking reconsideration of the grade in a course is expected to raise the concern with the course instructor without delay. Any student who is unable to contact the course instructor, or who receives no reply from the course instructor after a period of two weeks, or who wishes to further pursue a request for reconsideration of a grade after receiving a response from the instructor, may present an appeal together with the reasons for it in writing to the appropriate Associate Dean (of Academics or of Clinical Studies) - normally within sixty days of the release of grades.

The Dean will perform a clerical review of the calculation and recording of marks and will obtain detailed information from both the student and the instructor(s) involved. It is the student's responsibility to provide all the relevant work which has been returned to him or her and it is the instructor's responsibility to provide all relevant work which has been retained. The Dean may draw on the expertise of a suitably trained consultant to re-evaluate the work in question or may take other action as deemed appropriate. The Dean will convey the results of his/her review in writing to the student.

In the event that the student is concerned that the appeal has not been appropriately dealt with at this level, the student may appeal via the Student Complaints Policy and Procedure to the Executive Director, who will convene a committee of senior educational staff. Any educational staff person who is an instructor of the course at issue will be replaced on the committee by another program instructor. A decision by majority vote of the committee shall be final, subject only to an appeal to the Board. Such appeal may go forward only with the permission of the Chair of Board on clear evidence satisfactory to her/him that there have been improper procedures in consideration of the appeal as undertaken.

The student will be informed in writing of the results of the appeal and of any further actions to be taken.

## HUMAN RIGHTS AND DISPUTE RESOLUTION POLICY

All members of the college community have the responsibility to respect the rights of others. The college does not condone and will not tolerate discrimination or harassment, including sexual and personal harassment, which undermines the dignity, self-esteem or productivity of any student or employee. The Boucher Institute of Naturopathic Medicine considers any

form of harassment or discrimination of any member of the college community to be a serious violation of that individual's fundamental rights.

Violation of an individual's rights is a serious offence which may be subject to a range of resolutions including mediated settlement or, in certain circumstances, disciplinary measures up to and including dismissal or expulsion.

Increased awareness through education and training is the key to eliminating incidents of harassment and discrimination. The college encourages awareness and training on harassment and human rights issues, as well as education as a component of complaint resolution.

This policy applies to all members of the college community. Complaints of harassment or discrimination must pertain to college-related activities.

All members of the college community are responsible for ensuring the college's working / learning environment is free from harassment and discrimination. College administrators and supervisory personnel bear the primary responsibility for maintaining a working and learning environment free from harassment and discrimination. They are expected to act on this responsibility whenever necessary, whether or not they are in receipt of a complaint.

The expertise of the Chair of the Ethics Committee is available to all members of the college community. The Chair of the Ethics Committee provides confidential advisory services regarding harassment and human rights issues and is responsible for the introduction and operation of the Human Rights Policy.

The college must take all necessary actions to ensure the working and learning environment is safe and free from harassment and discrimination. In the college community, power differences exist between or among administrators, faculty, staff and students. Where one person has implied or explicit power or authority over another, there is increased responsibility for the individual in a position of power to ensure harassment or discrimination does not arise.

The paramount goal of the complaint process is to provide a fair and confidential process that permits both the complainant and the respondent to present their cases. All members of the college community will be treated equitably under this policy. All matters arising under this policy will be dealt with in a fair, unbiased and timely manner.

**This policy will be interpreted, administered and applied in conformity with the principles of procedural fairness and natural justice. In particular:**

- A complainant has a right to seek action;
- A respondent has a right to know the allegations and to be

given an opportunity to answer them;

- Both parties have the right to a fair and timely process of resolution.

Those responsible for interpreting, administering and applying this policy will use a “reasonable person” standard.

Any member of the college community has a right to bring forward a complaint of harassment or discrimination. Interference with the conduct of an investigation or retaliation against a complainant or witness, whether the complaint was substantiated or unsubstantiated, may itself be an incident of harassment and may result in disciplinary action by the college.

The Chair of the Ethics Committee deals objectively, impartially and confidentially with all parties. Efforts at informal resolution, with or without the mediation of an appropriate mutually agreed upon staff or faculty member, will normally be encouraged first in dealing with a complaint. Should informal mediation fail, specific steps and procedures shall apply (see Grievance and Dispute Resolution Procedures.)

Confidentiality is required so that those who allege they have been harassed or discriminated against will feel free to come forward. Confidentiality is also required so that the reputations or interests of those accused of harassment or discrimination are protected.

Either party to a complaint may object to the participation of a person administering this policy on grounds that the person has a conflict of interest or if there is a reasonable apprehension of bias.

Every effort should be made by all parties to deal with the complaint process in a timely manner. To ensure that information may be gathered in an accurate and timely way, complaints should be made no later than six months after the last alleged harassment or discrimination. The Chair of the Ethics Committee may waive this requirement, if in her/his opinion, circumstances warrant.

#### **IMMUNIZATION AND COMMUNICABLE DISEASES POLICY**

Whereas the Boucher Institute of Naturopathic Medicine:

- Is committed to ensure the safety of patients and volunteers who agree to participate in the education of our students
- Recognizes our students are novice members of the naturopathic medical profession whose education and behavior should emulate that of practicing physicians
- Promotes high standards of professionalism and dedication to patient care  
Recognizes the ethical duty of physicians to monitor their communicable disease status and modify their activities appropriately

- Is committed to practices that ensure our students are aware of medical issues that could impact their personal health and career choices
- Is committed to providing all reasonable educational accommodations as may be necessary and are consistent with the requirements of our program

#### **The following policy will be implemented:**

Upon acceptance into the Naturopathic medical program at the Boucher Institute of Naturopathic Medicine (BINM), each applicant must submit a completed Communicable Diseases Screening Form. These will be reviewed in a confidential manner on entry to BINM and prior to their clinical internship. All current students and potential applicants to our school will be made aware of this policy through publication on our website, calendar and application literature.

#### **PAYMENT OF TUITION POLICY**

The Boucher Institute is a non-profit private professional school and as such does not receive government funding or subsidies of any kind. Therefore, implementation of our operational budget and our ability to carry on business depends primarily on the revenues generated by the tuition paid by our students.

BINM is accredited by the Private Career Training Institutions of B.C., thereby making our students eligible to apply for student loans through BCSAP. PCTIA also has strict guidelines pertaining to student contracts and payment schedules. A payment schedule is developed with each student at the beginning of each year and specified as part of the student contract.

In order to pay our highly qualified instructors, staff and other regular bills, all tuition must be paid and cashable on time as per the schedule outlined in the student contract.



It is each student's responsibility to honour their financial obligations to the school as outlined in their student contract. Failure to do so will result in the student being barred from classes and examinations until all tuition payments are brought current.

Any student having more than one NSF check returned in an academic year will be required to submit all remaining payments for the year in the form of a money order or bank draft.

BINM reserves the right to submit outstanding student accounts to collections. All tuition and outstanding fees or fines must be paid in full prior to graduation and release of final transcripts.

This Policy stands subject only to an appeal to the Board.

## **TUITION REFUND POLICY**

### **PROGRAM DISMISSAL OR WITHDRAWAL**

The Boucher Institute has adopted the PTIB refund policy to ensure adherence to industry standards in terms of both fairness to students and fiscal responsibility to the Institute. The effective contract date for a student enrolment contract is the later of:

- the date the student signed
- the date the institution signed

In all cases, where the institute has received a student loan disbursement for the most recent contract, any refunds will first be sent to National Student Loans toward the student's debt.

Tuition refunds will be provided within 30 days of notification. Costs for books, equipment or other third party materials are not covered by this policy.

See Withdrawal Policy in the Student Handbook.

TUITION (AND FEES WHERE APPLICABLE) WILL BE REFUNDED WHEN	ENTITLEMENT
<b>An enrolled student, who:</b>	
<ul style="list-style-type: none"> <li>Has not met the admission requirements, and</li> <li>Has not misrepresented the student's knowledge or skills when applying</li> </ul>	100% tuition & fee refund paid to student or person who paid on student's behalf
<ul style="list-style-type: none"> <li>Does not attend the first 30% of the program</li> </ul>	Institution may retain up to 50% of the tuition
<b>Boucher Institute receives a written notice of withdrawal from a student, or an international student delivers a refusal of study permit:</b>	
<ul style="list-style-type: none"> <li>No later than 7 days after the signed contract date, and</li> <li>Before the program start date</li> </ul>	100% tuition refund paid to student or person who paid on student's behalf
<ul style="list-style-type: none"> <li>Between the date the contract was signed and the start date of the program, where that period is less than 7 days</li> </ul>	
<ul style="list-style-type: none"> <li>More than 7 days after the signed contract date, and</li> <li>at least 30 days before the program start date</li> </ul>	Boucher will retain up to 10% of tuition, to a maximum of \$1,000
<ul style="list-style-type: none"> <li>More than 7 days after the signed contract date, and</li> <li>less than 30 days before the program start date</li> </ul>	Boucher will retain up to 20% of tuition, to a maximum of \$1,300
<ul style="list-style-type: none"> <li>After the program starts, but before 11% of contracted instruction hours have been provided</li> </ul>	Boucher will retain up to 30% of tuition
<ul style="list-style-type: none"> <li>After the program starts, and between 11% and 30% of contracted instruction hours have been provided</li> </ul>	Boucher will retain up to 50% of tuition
<b>The Boucher institute delivers a notice of dismissal, or a required to withdraw letter to the student:</b>	
<ul style="list-style-type: none"> <li>Before 11% of the contracted instruction hours have been provided</li> </ul>	Boucher will retain up to 30% of tuition
<ul style="list-style-type: none"> <li>After 10% but before 30% of the instruction hours have been provided</li> </ul>	Boucher will retain up to 50% of tuition

## COURSE REFUNDS

### Course Drop

A student who drops a course as per the course drop procedure will be:

- a) Credited to the current or next tuition payment, where tuition is outstanding
- b) Refunded tuition only but not fees
  1. when a drop happens in the last term of a contract, or
  2. if the student's account is at a 0 balance

### Course Withdrawal

A student who withdraws from a course will not receive a tuition refund

- a) Unless there are extenuating circumstances (medical withdrawal), and
- b) Will be determined by the Registrar

See Modified Enrolment procedure, and Dropping or Withdrawing a course in the Student Handbook.

## STANDARDS OF STUDENT CONDUCT POLICY

All members of the Boucher Institute of Naturopathic Medicine learning community are required to maintain a professional relationship characterised by personal and professional integrity and mutual respect, courtesy and consideration. Staff and students are expected to conscientiously obey the laws of Canada and the province of British Columbia, respect legally constituted authority, and meet all contractual obligations undertaken.

While on the Institute premises, students are expected to maintain appropriate professional standards of conduct including dress and interpersonal behaviour. Students must abide by the existing Institute rules and regulations and are expected to contribute to an atmosphere of non-stressful learning for all members of (everyone at) the Institute. Anyone found to be a consistent detriment to such an atmosphere will be asked to withdraw.

Students are at all times responsible for their own actions. Ignorance of the Institute's rules or the laws of Canada or British Columbia is not a defence against disciplinary action. Lack of intention to violate Institute policy will not generally excuse an infraction.

**Behaviours that demonstrate unacceptable student conduct include, but are not limited to, the following:**

1. Conduct in a manner that interferes with or endangers the operations of the Institute, including interference with other students' ability to learn.
2. Conduct in a manner that endangers the health or safety of other students, staff and/or clients in Institute-related activities on or off campus.
3. The use, possession, or sale of intoxicating beverages in campus buildings or any other public campus area, unless specific written permission by the Institute Administration is obtained.
4. The use, possession, and/or sale of illicit drugs or narcotics on campus.
5. Falsification or the supplying of false information or the withholding of accurate information in order to obtain any Institute document; for example, ID cards, receipts, transcripts, etc. or to obtain admission to an Institute course or program.
6. Disruptive activities or disorderly conduct, including physical or verbal harassment or abuse of another person, for example: abusive, indecent, profane, or vulgar language; obscene actions; disrespect for the rights and privileges of others; or actions which otherwise disrupt the learning environment or hinder the learning process of others.

7. Misuse of property, which includes destruction, damage, mutilation, or misuse of Institute property, including but not limited to buildings, library materials, trees and shrubbery, Institute files and records, safety equipment, including fire alarms and fire equipment.
8. The use, possession, or sale of fireworks, firearms, knives, or other offensive weapons or materials, on college property.
9. Failure to comply with reasonable directions of Institute officials, security personnel, or law enforcement officers acting in performance of their duties on campus or affecting conduct on campus.
10. Aiding, abetting, or acting as an accomplice in the commission of any of the foregoing offences.
11. Persistent, inordinate, or inappropriate demands for time and attention from faculty and staff.
12. Plagiarism, cheating, or misrepresentation, including the impersonation of a student (applicant) at an examination or assessment.

## PROCEDURES

### ABSENTEEISM

A student who will be absent from courses for more than the allowable 10% of class or clinic time must seek approval or risk being withdrawn from the program and from student loans. All attendance and absence information is kept in the student files.

#### Approved Absence

Medical and emergency situations do arise and can adversely affect attendance. An absence exemption should be requested if a student will miss more than maximum 10% of classes or clinic shifts in a given term due to extenuating circumstances. Note that this 10% is over the term as a whole, and does not have to be consecutive days.

The granting of an absence exemption will depend on the ability of the student to be successful despite missing classes, and on the nature of the reason for missing classes. This exemption allows the student to take the courses for the term without necessarily meeting the attendance requirements. It does NOT: imply leniency in any other aspect of the courses, extend to absences in hands-on/experiential courses, absolve students from student loans requirements, ensure that students will meet CNPBC licensing requirements, or prevent students from being placed on Academic Notification or Warning for low attendance. **To obtain an approved absence for courses in a term, a student must within two weeks of the term start:**

1. Receive approval from the appropriate Dean or Associate Dean in the form of a signed approved absence form. This



form will be copied to the relevant Deans and the Registrar.

2. Provide approved documentation for the reason of absence (e.g. a medical note).
3. The approved time away will be noted and relayed to the appropriate instructors/supervisors of each department.

If the Deans Council feels chronic missed attendance is adversely affecting the progress of the student or the overall learning environment, the student may be required to continue as a part time student.

#### **Leave of Absence:**

A leave of absence (LOA) must be requested for any absence longer than two consecutive weeks to prevent a student from being automatically withdrawn from the program. In addition, students who may be absent for more than one week should consult with the Financial Aid Assistant to ensure that any absence does not constitute a withdrawal from student loans.

Generally an LOA must be requested in advance and the student must be in good standing, although accommodations may be made for documented emergencies or medical issues.

While a student returning from an LOA will be guaranteed placement in the program, scheduling of specific courses is contingent on space, which may alter their track and graduation date.

#### **To request a LOA the student should:**

Meet with the Registrar and request a Leave of Absence at least one month prior to the start of the leave period, if possible.

1. Be a current, registered student at the time of the request.
2. Be in good standing with no outstanding fees (all school property, such as borrowed library books, must be returned in order to be approved for a leave).
  - If requesting an LOA for medical reasons, students may be able to receive permission if not in good standing. A supporting letter from a qualified healthcare professional must be submitted stating inability to attend and expected length of time to be absent.
3. Complete the LOA form and return it to the Registrar within five school days of meeting, together with any supporting documentation and a dated letter of intent containing up-to-date contact information and a signature.
4. Within 5 days of receiving all materials the appropriate Deans and the President will review and sign the application form and indicate approval or decline. Comments and conditions of the leave will be given to the student in writing.
5. Each department will sign off on an Exit Checklist indicating

the student has no outstanding items or payments.

6. The Registrar will send an official letter to the student indicating the period approved for an LOA, or the decline and will document all paperwork in the student's file.

#### **A student on approved leave:**

- May not act as a nutraceutical representative for the duration of the leave period.
- May not participate in school events, clubs, or committees during the leave period.
- May continue to access the services of the Boucher Naturopathic Clinic and counseling as offered by Student Services during the approved leave period.
- May continue to use the binm.org assigned email account and access eCampus but will not have network access.
- May not borrow books from the library.
- May not keep their access card.
- Is subject to the terms and conditions of the Boucher Institute Refund Policy.

#### **To Extend a Leave of Absence or Return to Classes a Student Must:**

1. At least 90 days prior to the proposed return date the student should submit a letter of intent to the Registrar that indicates the desire to return or to extend the LOA and the reason for extension.
2. If a student was on a medical leave, a letter from a qualified healthcare professional must also be submitted stating the student's ability to return to classes.
3. At no less than 60 days, the student will meet with the Academic Advisor/Dean of Clinical Studies to determine course load, then meet with the Registrar for enrolment and tuition fees.
4. While a student returning from a LOA will be guaranteed placement in the program, scheduling of specific courses is contingent on space which may alter their track.
5. All current policies will apply including the Tuition Refund Policy, if applicable.

## STUDENT CONDUCT

1. In minor breaches of rules, a written reprimand may be given. A record of all official disciplinary actions, including reprimands, will be kept in the student's file.
2. In major or repeated breaches of rules, the Institute may place a student on probation and give the student a letter by email and mail stating their probationary status.

### The letter will contain:

- A description of the violation, including the time, place, and names of witnesses, if applicable;
- A clear statement that the student's conduct was inappropriate and in violation of specified Institute rules;
- A statement noting the consequence of repeating a breach of conduct during this period.

If the student fails to meet the probationary status requirements, or if the Dean's Council determines that the case is of a more serious nature, such as instances of physical violence, the student may be expelled from the Institute.

For instances of ethical, highly sensitive personal issues or occurrences of harassment, bullying, discrimination or other human rights issues, please refer the Human Rights and Dispute Resolution Policy.

## CRIMINAL RECORDS CHECK PROCEDURE

"The Criminal Records Review Act was passed in 1996 and was originally designed to help protect children from individuals whose criminal record indicates they pose a risk of physical or sexual abuse. In 2009, the Criminal Records Review Act was expanded to help protect vulnerable adults from physical, sexual or financial abuse. In 2013, the Act was expanded to support the volunteer sector in British Columbia by providing free criminal record checks to volunteers working with children or vulnerable adults in public or non-profit organizations that decide to opt into the Criminal Records Review Program (CRRP).

All individuals who work with children or vulnerable adults directly, or have or potentially have unsupervised access to children or vulnerable adults in the ordinary course of their employment, or in the practice of an occupation, or during the course of an education program and who are employed by or licensed by, or receive regular ongoing operating funds for core programs from the provincial government are covered under the Criminal Records Review Act."

Upon acceptance into the naturopathic medical program at the Boucher Institute, each student must complete a criminal record check by completing, signing and submitting the Criminal Record Check form. Accepted students are required to submit official evidence of a completed criminal record check no later

than one month prior to matriculation into the program. Canadian residents who currently reside or have resided in another country as an adult (age 19+) must also submit to a criminal record check from that country no later than one month prior to matriculation into the program. If background check results are in a language other than English, a certified translation must accompany the original documentation.

International Students must also submit to a criminal record check from their home country and all countries (if applicable) in which they resided as an adult no later than one month prior to matriculation into the program. If the background check results are in a language other than English, a certified translation must accompany the original documentation.

The official result must show no evidence of a criminal record indicating the applicant poses a risk of physical, sexual or financial abuse. If the background check indicates a criminal history it is at the discretion of the Boucher Institute Admissions Committee whether or not to admit the student into the program. Applicants considering a career in naturopathic medicine who have been convicted of a criminal offence - even if given an absolute discharge - should write to the Registrar of the College of Naturopathic Physicians of BC (or the jurisdiction in which they wish to practice) prior to completing an application. By discussing this with the College, applicants will best be able to assess their ability to obtain a license in naturopathic medicine.

If an applicant is charged with or convicted of a relevant or specified offence subsequent to their criminal record check, the applicant must promptly report the charge or conviction to Boucher, and submit a new signed Consent for Criminal Record Check form.

If the background check indicates a criminal history it is at the discretion of the Dean's Council whether or not to allow the student to continue as a student of the Boucher Institute. Please note that if you have a criminal background and the Dean's Council permits continuation in the program, this does not guarantee eligibility for licensure in any regulated jurisdiction.

**Reference:** <http://www.pssg.gov.bc.ca/criminal-records-review/responsibilities/index.htm>

## Grade Appeals Procedure

1. Within five business days of receiving a grade for an assignment, exam or course/module a student is expected to raise any concerns about the grade with the course instructor/clinic supervisor. Any student who:
  - a) is unable to contact the instructor or supervisor, or
  - b) receives no formal reply from the instructor or supervisor after a period of five business days, or
  - c) wishes to further pursue a request for reconsideration

of a grade after receiving a response from the instructor, may present an appeal together with the reasons for it in writing to the Associated Dean of Education, Academics or Clinical Studies within three weeks of the release of the grade. The appeal should:

- list the course/module and term it was offered,
  - outline the concerns in grading with the exam or course/module, and timeline if important,
  - list where errors or communication was relayed,
  - be signed and dated by the student
2. Within ten business days of receiving the appeal letter the appropriate Associate Dean will review and complete the evaluation. The Associate Dean may draw on the expertise of a suitably trained consultant, such as the department chair, to re-evaluate the work in question or may take other action as deemed appropriate.
  3. It is the student's responsibility to provide all relevant work that has been returned and it is the instructor's responsibility to provide all relevant work, which has been retained. The Associate Dean will convey the results of the review in writing to the student, the instructor and the Registrar in a dated letter.
  4. In the event that the student is not satisfied with the result from the Associate Dean the student may submit a final appeal via the Registrar within 5 business days of the previous decision. This appeal will be reviewed by a committee consisting of the Provost, a minimum of one Dean's Council member, and one relevant faculty member. The student must provide justification as to why they are appealing the Associate Dean's decision.
  5. The committee will review relevant materials and may interview the appropriate individuals. The committee will generally accept the recommendation of the Associate Dean unless it is determined that the Associate Dean failed to take into account relevant information, and/or failed to follow appropriate procedures, and/or the decision violates Boucher Institute regulations or provincial or federal law. The committee will inform the Registrar and Associate Deans of its decision. The Registrar will then inform the student. The decision of the committee will be final.



