



Boucher Institute **OF NATUROPATHIC MEDICINE**

Academic Calendar 2006 – 2007



BINM Students, Faculty and Staff

The Boucher Institute of Naturopathic Medicine offers an intensive on-site four-year, 5000-hour program, including 1500 hours of clinical training, culminating in the diploma of Doctor of Naturopathic Medicine.

BINM is governed by the Boucher Institute of Naturopathic Medicine Society which is incorporated as a non-profit charitable organization registered with both the Federal and Provincial British Columbia governments. All donations to the Society are tax deductible and gratefully received.



Accreditation and Licensing

The Boucher Institute of Naturopathic Medicine is accredited in accordance with the Private Career Training Institutions Agency of British Columbia (PCTIA).

The Council on Naturopathic Medical Education (CNME) on December 9, 2003 granted candidacy for accreditation to the Boucher Institute of Naturopathic Medicine. Candidacy is an affiliation with the CNME that indicates a naturopathic medicine program meets CNME's eligibility requirements, complies with CNME's accreditation standards to the degree expected of a program for its stage of development, and has demonstrated the potential for attaining accreditation within five years after initial grant of candidacy. Visit www.cnme.org for more information on the Council.

BINM students are eligible to apply to the North American Board of Naturopathic Examiners (NABNE) to sit the Naturopathic Physicians Licensing Examinations (NPLEX.) Passage of the NPLEX is required for licensure in most regulated jurisdictions, including British Columbia, Manitoba, Ontario and those states in the U.S. that regulate the practice of naturopathic medicine. Visit www.nabne.org for more information on the licensing process.

BINM 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 B.C. Visit the CNPBC website at www.cnpbc.bc.ca for more information on the B.C. regulatory body.

Currently, the following provinces and states have laws governing the practice

of naturopathic medicine: British Columbia, Manitoba, Ontario, Saskatchewan, Alberta, Alaska, Arizona, California, Connecticut, Florida, Hawaii, Kansas, Maine, Montana, New Hampshire, Oregon, Utah, Vermont, Washington and the territories of Puerto Rico and the Virgin Islands. Since each jurisdiction has its own specific requirements, it is the responsibility of each prospective student to contact the jurisdiction in which s/he hopes to

practice to determine licensing requirements.

Please note that the information contained in this Calendar is subject to change without notice. Check frequently with the administration to confirm details.

This Calendar is printed on recycled paper.

Revised February 25, 2005



BINM 2004 Graduating Class

Table of Contents

Accreditation and Licensing.....	2
Message from: The Boucher Institute of Naturopathic Medicine Society.....	5
BINM's Mission Statement.....	6
Our Goals	6
The Boucher Institute of Naturopathic Medicine.....	8
In Honour of Dr. Joseph Boucher (1916-1989).....	8
Our Facilities	9
Our Library	9
Student Services.....	10
Boucher Naturopathic Student Association	10
An Introduction to Naturopathic Medicine.....	11
Admissions and Application Process.....	12
Admissions Policy:	12
General Criteria for Admission.....	12
Academic Requirements	13
BINM's Preparatory Chemistry Program New!	14
Transfer Credits from another Naturopathic Medicine Program	14
Advanced Standing from other Institutions	14
Application Procedure.....	15
International Students	16
Special Needs Students.....	17
Tuition, Books and Supplies	17
Payment of Tuition Policy.....	17
Refund Policy.....	18
Refunds.....	18
Human Rights & Dispute Resolution Policy.....	19
Grievance and Dispute Resolution Procedures.....	21
Ethics Committee Functions and Procedures	22
Standards of Student Conduct.....	22
Procedure Governing Breach of the Standards of Conduct.....	24
Expulsion	24
Academic Policies and Standards	25
Evaluation.....	25
Attendance	26
Withdrawal and Re-Admission	27
Completion Requirements.....	27
Policy on Academic Freedom	27
Highly-Qualified Instructors	28
BINM's Unique Curriculum.....	29
Naturopathic Medicine Program Synopsis	30
Course Descriptions.....	31
Category I - Health Sciences	31
Category II - Professional Development	34
Category III - Naturopathic Therapeutic Modalities.....	36
Category IV - Clinical Sciences.....	39
Category V - Clinical Practice and Integration	42
Clinical Education - ISIS to provide more	43
Board of Governors	46
Administration	47
Faculty	48
Core Faculty.....	48
Adjunct Faculty.....	48
Clinical Faculty.....	51
Term Schedule & Fees 2005 - 2006.....	52
Application deadlines for September 2006 intake:.....	52

Message from: The Boucher Institute of Naturopathic Medicine Society



Dr. David Wang, ND
Co-Chair

“Living better, not just longer,” might very well express the expectations of health care consumers today. In the late 1970s and early 1980s we experienced 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 afflicted 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 ageless question: “How do we restore and maintain optimal health?”

Recent polls and surveys have shown that the number of Canadians using

alternative therapies has increased from 23 to 42 percent in the last five years. 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 dye 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.

What kind of person will this naturopathic physician be? The naturopathic physician of tomorrow will have a truly caring nature and genuine desire to serve, will commit to the ongoing practice of self-reflection and personal growth, and will have a passionate belief in the efficacy of complementary medicine. 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 as a career and vocational choice, and also as a lifestyle commitment that we make every day of our lives.

The naturopathic physician will be a leader in a cultural revolution that adamantly rejects “living longer” via drugs, surgical interventions and scientific technology, without “living better”. They will explore natural therapies, modalities and lifestyles that

offer us a desirable and achievable quality of life.

The value system of the naturopathic physician of the future will recognize and validate the precious vulnerability of all patients as persons and cherish the inherent worth and dignity of our common humanity. He/she will be a visionary who knows we sometimes must return to our past and to 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 supports and fosters the development of such a physician by providing an intensive but nurturing learning community — one that invites the naturopathic student to face his/her deepest motives, to take full advantage of the learning opportunities in and out of class, and to take responsibility for his/her ongoing education, both at BINM and as a lifetime member of the naturopathic profession.

BINM's Mission Statement

- To provide an outstanding and distinctive education in the art and science of naturopathic medicine.
- To reflect, support and conduct research in evidence-based natural medicine.
- To serve as stewards of the traditional, current and future knowledge and skills of naturopathic medicine.
- To cultivate a humanistic approach that respects the vulnerabilities of all persons and supports their health and well-being.
- To serve the health care needs of the community.



Our Goals



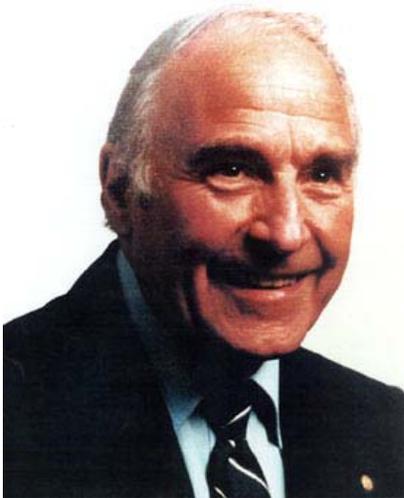
Dr. Patricia Wolfe, ND
Executive Director

- To be faithful to the principles of naturopathic medicine and to recognize and validate the contributions of the sciences, as well as traditional healing arts in the evolution of naturopathic medicine.
- To nurture the development of critical thinking skills, analysis and clinical reasoning by engaging the student, utilizing an integrative educational model which incorporates diverse instructional methods, and by assuring academic freedom.
- To honour, encourage and facilitate the development of the compassionate and authentic naturopathic physician through the process of self-reflection and personal growth so that s/he is capable of recognizing and supporting the patient's individual process of healing.
- To protect the safety and dignity of all students, staff and faculty, thereby ensuring an educational environment conducive to optimal learning.
- To encourage and support students and faculty to engage in a range of research projects from literature reviews to lab and field studies and to publish the results.
- To advance naturopathic medicine through education, research and development and by sharing findings and their implications with both the professional community and the community at large.
- To provide a comprehensive and accurate review of the history and philosophy of naturopathic medicine in an intensive, immersion core course, as well as integrating naturopathic principles throughout the curriculum.
- To provide quality instruction that keeps alive the historical knowledge and skills of the profession, as well as keeping abreast of leading edge advances and discoveries in natural medicine.
- To hire highly qualified program directors, department heads and faculty with terminal degrees and field experience in their areas of expertise.
- To establish, protect and maintain a comprehensive historical section in the Institute library, as well as keeping up to date with current selections.
- To develop a Code of Ethics, a guide for "living the life of an ethical naturopathic practitioner", to be integrated into the curriculum and general school environment.
- To honour diversity in our communities and emphasize the professional privilege of serving society.
- To maintain an exemplary state-of-the-art teaching clinic.
- To establish and maintain a resource-information centre with educational outreach programs for our local community.

The Boucher Institute of Naturopathic Medicine Western Canada's First College of Naturopathic Medicine

After much earnest work and dedication, in January 2000 the founders of what is now the Boucher Institute of Naturopathic Medicine opened the doors to offer Western Canada's first college of Naturopathic Medicine. The program consists of four years, 12 terms, totaling over 5,000 hours and including 1500 clinical practicum hours, leading to the diploma of Doctor of Naturopathic Medicine.

In Honour of Dr. Joseph Boucher (1916–1989)



Dr Joseph Boucher, ND

Dr. Joseph Boucher was a well-loved naturopathic physician who lived and practiced for many years in the Lower Mainland of British Columbia. His love of naturopathic medicine was evidenced by his untiring service to his patients and profession.

Joe Boucher was a founding father of the National College of Naturopathic Medicine (NCNM), where he taught Naturopathic Medicine and served for years as President and Secretary of the Board of Trustees.

Dr. Boucher served as President of the Association of Naturopathic Physicians of B.C. (1981–1982), was Secretary for many years and participated on every committee. He also served in all these roles for the National Canadian Naturopathic Association.

Joe 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 long enough to see this school's inception, he was a respected and inspiring advocate for naturopathic medicine and high standards of naturopathic medical education. We honour Joe by taking his name for our school and by preserving his example of the highest standards of excellence.

Our Facilities



The Institute currently occupies approximately 12,000 square feet in the heritage Begbie Court Building in New Westminster, the original capital city of British Columbia. However, we are enthusiastically planning a move to a new campus in time for the start of our September 2005 term. This new campus will provide us with over 20,000 square feet of contiguous, newly-renovated space for modern classrooms, expanded library facilities, teaching labs, expanded teaching clinic and administrative offices. There will be ample and diverse areas for student studies, socializing or just relaxing. The new campus is situated at the Columbia Street Sky Train stop and just blocks from the charming New Westminster Quay on the Fraser River.

Our Library

The Boucher Library is a young but rapidly growing resource available to students, faculty, the profession, patients and the public at large. BINM was honoured to have been chosen to be the recipient of the entire Tzu Chi Institute library when that renowned centre for alternative health research and treatment lost its funding and had to close its doors. BINM was also fortunate to have acquired the entire Royal Leigh Foundation collection of 4,000 volumes on nutrition.

Currently our library holdings and resources include the following:

A collection of over 6,600 titles (2,600 catalogued)

Approximately 225 audiotapes and videotapes (140 catalogued)

A dozen different periodicals, including The Townsend Letter for Doctors and Patients, The American Journal of Naturopathic Medicine, The Journal of Orthomolecular Medicine, Simillimum, and Alternative Medicine Review.

The library catalogue file is on all library computers, accessible for research to students and faculty.

Study aids, such as charts and posters (anatomy, acupuncture), plastic models (of acupuncture meridians / points), collection of photographs / monograms of medicinal herbs, etc. are also available to our patrons.

Audiovisual equipment includes two LCD projectors, a slide carousel projector, TV monitor and VCR, and a portable overhead projector. Four

overhead projectors are located in the classrooms.

A photocopier for student and administration use is located in the library.

In addition, our students have access to EBSCO's Alt-Health Watch (140 journals/pamphlets' abstracts) and MDConsult Internet services, offering medical textbooks and a searchable database.



Student Services

The students at the Boucher Institute of Naturopathic Medicine have access to essential services throughout the year. These services are consistent with the Mission and Objectives statement of the Institute. Student Services currently provided at BINM include:

Admissions:

Registrar

Student Records:

Registrar

Orientation:

Registrar & Students Association

Advisement:

Dean of Education & Core Faculty

Counseling and Testing:

Registrar & Core Faculty

Financial Aid:

Financial Aid Officer

Bookstore:

Students Association

Extra Curricular Activities:

Students Association

Health Care:

Teaching Clinic

Boucher Naturopathic Student Association

The Boucher Naturopathic Student Association (BNSA) was formed in the spring term of 2003. BNSA is the voice of the student body and is very active in organizing various student activities, such as the immensely successful weekend retreat in September that welcomes new students into the Boucher family and helps reconnect returning students. BNSA operates the school bookstore, organizes fundraisers and actively recruits and encourages students to get involved in enhancing student life at BINM.

An Introduction to Naturopathic Medicine

Naturopathic Medicine was established in North America in 1896 by Benedict Lust when he founded the first naturopathic college, the Yungborn Health Institute in New Jersey.

Naturopathic Medicine is a distinct, primary health-care profession founded on the time-honoured belief in *vis medicatrix naturae*, “the healing power of nature.” It is a holistic, coordinated approach to health care that respects the unique individuality of each person. The naturopathic physician attends to the prevention and treatment of disease and the promotion of optimal health. They view the patient as a whole person, while symptoms of disease are seen as indicators of improper functioning, imbalance and/or poor lifestyle habits. The goal of treatment is to address the underlying cause of disease and to avoid treatments that might induce further harm, either by producing unwanted side-effects or by complicating the existing disease process. This is achieved through the appropriate application of natural substances and modalities that remove obstacles to health and enhance the body's inherent healing abilities.

The following is a list of treatments commonly provided or prescribed by naturopathic physicians:

- Botanical Medicine: The use of plant substances plants for their healing properties and nutritional value.
- Clinical Nutrition: The use of specific individual diets and vitamin, mineral and other nutraceutical supplements to address deficiencies, promote health and treat disease.
- Homeopathy: The use of minute amounts of natural substances to stimulate the body's self-healing abilities.
- Traditional Oriental Medicine: Incorporating Chinese herbology, acupuncture, the practices of Tai Qi, Qi Gong and food medicine.
- Psychological Counseling: The use of counseling, biofeedback and visualization techniques.
- Physical Medicine: The use of water, heat, cold, light, electricity, ultrasound and various hands-on techniques to aid the correction of stress or trauma induced in muscles, connective tissue and the skeletal system.



Admissions and Application Process

Admissions Policy:

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 assure 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 Boucher'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 reasonable academic ability in previous educational endeavours;
- have reasonable knowledge of and realistic attitudes towards health and healing and towards naturopathic medicine in particular, understand the importance of self-care, demonstrate a reasonable understanding of holistic health care, and be able to discuss the

role of the doctor in the natural self-healing process;

- have some knowledge and personal experience of 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 potential for mental and emotional stress involved in this occupation, and have an understanding of the relationship of naturopathic medicine to other health care professions;
- have devoted sufficient time and energy to researching the naturopathic medicine profession and, considering personal goals and expectations, to be confident in this career choice;
- have an appreciation of the importance of diversity in society and show evidence of the maturity, emotional stability, and physical ability necessary to engage in the activities required for naturopathic training and practice;
- be able to demonstrate ability for critical thinking and have good communication skills;
- be able to discuss professionalism as it applies to the provision of health care;
- be able to provide references as to character and ability;

- be able to demonstrate adequate financial resources to become a full time student.

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 Requirements

A university baccalaureate degree is preferred but not required. Applicants must have completed a minimum of three years of course work (90 credit hours — 15 full-year courses or 30 half-year courses) at a Canadian university or the equivalent. At least 30 credit hours (5 full-year courses or 10 half-year courses) must be upper division (i.e. third or fourth year level at a four-year institution).

The following specific courses are required prerequisites:

- Biology –1 full-year (6 credit hours) – May be fulfilled by one year of general biology or one semester of cell biology plus one semester of an appropriate biology, such as botany, genetics, zoology, anatomy, microbiology, etc.
- Psychology – 0.5 full-year (3 credit hours)
- English / Humanities –1 full-year (6 credit hours) – Must include an essay component. (Note: applicants may be

required to write a short essay at the time of interview.)

- General Chemistry –1 full-year (6 credit hours)
- Organic Chemistry – 0.5 full-year (3 credit hours)
- Biochemistry – 0.5 full-year (3 credit hours)

In addition, prospective students would benefit by completing additional courses in some or all of the following areas:

- Anatomy
- Physics
- Microbiology
- Human Physiology
- Genetics
- Sociology
- Statistics
- Cell Biology

A passing mark of 60% is the absolute minimum grade required for all prerequisites. A cumulative grade-point average of 3.0 on a four-point scale (75%) is recommended in order for the applicant to be competitive for the limited seats available.

BINM is developing and endorses a Prior Learning Assessment Policy for our prerequisite courses only. For more information, contact the Registrar's office.

Prerequisite courses completed more than 10 years prior to application for admission are subject to review by the Admissions Committee. Additional course work may be required.

BINM's Preparatory Chemistry Program *New!*

For those applicants who are changing careers or career plans and who have met all criteria and prerequisites for entering the Institute's Naturopathic Medicine program except for obtaining some or all of the chemistry prerequisites, BINM offers an intensive summer program. Beginning in the summer of 2005, qualified applicants may acquire their general chemistry, organic chemistry and biochemistry prerequisites at BINM in intensive university equivalent non-credit courses. Applicants to the BINM chemistry preparatory program must have completed an application to the Naturopathic Medicine program and have successfully met all other requirements, including an interview, and must have been offered a conditional acceptance pending successful completion of BINM's preparatory chemistry course(s). For more information on this option, please contact the Registrar's office.

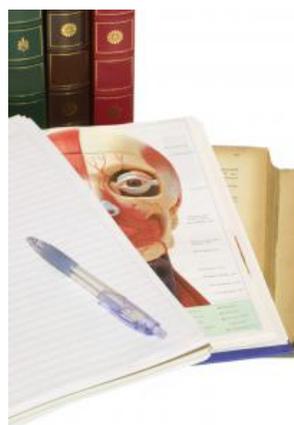
Transfer Credits from another Naturopathic Medicine Program

Transfer credits for academic courses (not clinic hours) may be awarded to students who have successfully completed equivalent courses at a CNME accredited or "candidate for accreditation" college. Transfer students

must meet the same entrance requirements as all other BINM students and must apply for transfer credits on a course by course basis. The student must meet with the Dean of Academics and / or instructor(s) of the course(s) being considered to determine if the course(s) taken meet the criteria for transfer credit(s). A comprehensive examination covering course content may be required. No more than two years of transfer credits will be awarded.

Advanced Standing from other Institutions

Advanced standing is available to students other than transfer students and is determined on a course by course basis. All students requesting advanced standing in a specific BINM course must complete an application form and meet with the instructor of the course being challenged. The applicant 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 clinical courses or clinic time.



Application Procedure

A complete application consists of the following:

Application form: Completed in full. (You may request one from our Student Services office or download an application form from our website.)

Essay: Provide a typewritten or word-processed essay addressing the following points: (Minimum two pages)

- Provide a brief autobiographical sketch.
- Explain why you want to practice naturopathic medicine.
- Describe your experience with naturopathic medicine.
- Discuss what you have to offer the profession of naturopathic medicine.

Resume: Provide a copy of your current resume.

Reference Letters: Arrange to have three personal written references sent directly to the Admissions Committee. These are to be from people, other than family members, who have known you for at least three years, and at least one of the references must be from a member of a regulated profession (e.g. ND, lawyer, dentist, clergy, etc.).

Official Transcripts: All post-secondary education transcripts must be sent directly from the Registrar's office of the issuing institution to the BINM Registrar.

Are your prerequisites in process?

Submit proof of current enrolment for any prerequisite courses not completed at the time of application. All prerequisites must be successfully completed prior to matriculation into the naturopathic program.

Application Fee: Enclose a \$100.00 cheque or money order made payable to BINM with your application form

Interview: A personal interview is required as part of the successful application process. Long distance applicants may be interviewed by telephone on request. Interviews are designed to ascertain suitability for the program and to clarify expectations. Please note: not all applicants are selected for interviews.

Completion of Application: Once all of your documents are received and if you are selected for an interview, you will be notified by the Registrar. Please note: an assessment fee of \$100.00 will be due on the day of your interview.

Financial documentation is optional. To assist you with your financial planning, you may wish to complete the "Student Budget Worksheet" and enclose with the application.

Academic and personal achievements, which demonstrate an ability to commit to and be effective within a professional training program, will be in the applicant's favour. Applicants are asked to follow the instructions on the application form carefully to ensure

processing without delay. (A criminal record check is required prior to entry into the clinical component of training.)

Once the application process is complete, the BINM Admissions Committee meets to review the applications of all interviewed applicants and makes its recommendations as to offers of acceptance to be made. In order to reserve your place among the limited seats available, you must return a signed contract with a \$100.00 deposit by the date specified on your offer of acceptance letter.

International Students

International students may be accepted into the program if they meet the entrance requirements. ESL applicants may be required to pass the BINM English Language Test. Transcripts from schools or institutions outside of Canada and the United States must have a “comprehensive evaluation” by the International Credential Evaluation Service (I.C.E.S) or equivalent mailed directly to the Admissions Committee. The ICES can be contacted through their website at www.bcit.ca/ices/ or by phone at 604.432.8800. The Boucher Institute cannot guarantee that any state or country outside of Canada will accept our diploma.



BINM Students in Squamish, BC

Special Needs Students

The Institute may from time to time accept "special needs" students whose disabilities or impairments are considered to be of such nature that they will not prevent the safe and effective practice of naturopathic medicine.

It is the sole responsibility of any special needs student attending the Boucher Institute of Naturopathic Medicine to provide for all specialized equipment and any additional services they may require 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. Special needs students are expected to complete every component of the program to the same performance standard that is applied to all other students. All special needs students are expected to provide for sufficient equipment and additional services as needed to ensure that their theoretical and manual skills meet BINM standards.

While all instructional areas of the school are wheelchair accessible, the Institute does not have the resources to provide additional services, equipment, or privileges to special needs students or their attendants at this time.

Tuition, Books and Supplies

The 2006–2007 tuition for the four year program, 12 terms of study, is \$15,850 per year for Canadian and international students. Books and school supplies, etc., are additional and average approximately \$1,000 per year, with the first year cost being about twice the average. A comprehensive administrative fee of \$75.00 is due at the beginning of each term. This fee covers the costs of BINM publications distributed to students, student ID's and unofficial transcripts. Tuition rates and other fees are subject to incremental increases from time to time to address increases in operating costs. Lab and additional fees apply depending on the year and term of study. Please see Term Schedule and Fees 2006–2007 on the last page of this Calendar.

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. 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 up to date.

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.

Refund Policy

The BINM has adopted the following refund policy legislated by the Private Career Training Institutions Act. (A copy of the Private Career Training Institutions Act is available from the BINM Student Services office or may be obtained from BC Government Information Services or may be downloaded from www.pctia.bc.ca.)

Refunds

Written notice must be provided by a student to BINM administration when the student withdraws, and the BINM administration to the student where the Institute dismisses a student. Where total fees have not yet been collected, the Institute is not responsible for refunding more than has been collected to date.

Refunds before the program of study starts:

If written notice of withdrawal is received by BINM less than seven (7) calendar days after the contract is made, and before the start of the program of study, BINM may retain the lesser of 10% of the total fees due under the contract or \$100.

If written notice of withdrawal is received by BINM thirty (30) calendar days or more before the start of a program of study, BINM may retain 10% of the total fees due under the contract. If written notice of withdrawal is received by BINM less than thirty (30)

calendar days before the start of a program of study, BINM may retain 20% of the total fees due under the contract.

Refunds after the program of study starts:

If written notice of withdrawal is received by BINM, or a student is dismissed, within 10% of the program of study's duration, BINM may retain 30% of the total fees due under the contract.

If written notice of withdrawal is received by BINM, or a student is dismissed, within 30% of the program of study's duration, BINM may retain 50% of the total fees due under the contract.

If a student withdraws or is dismissed after 30% of the program of study's duration, no refund is required.

Written notice must be provided by a student to BINM administration when the student withdraws, and the BINM administration to the student where the Institute dismisses a student.

Where total fees have not yet been collected, the Institute is not responsible for refunding more than has been collected to date.

Human Rights & Dispute Resolution Policy

All members of the Institute community have the responsibility to respect the rights of others. The Institute 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 Institute 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 Institute 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 Institute community. Complaints of harassment or discrimination must pertain to BINM-related activities.

All members of the Institute community are responsible for ensuring the Institute's working and learning environment is free from harassment and discrimination. Boucher Institute administrators and Clinical 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 Institute community. The Chair of the Ethics Committee provides confidential advisory services regarding harassment and human rights issues and is responsible for the introduction and implementation of the Human Rights Policy.

The Institute must take all necessary actions to ensure the working and learning environment is safe and free from harassment and discrimination. In the Institute 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 Institute 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 Institute 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 Institute.

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.

Informal conflict resolution, with or without the mediation of an appropriate mutually agreed upon staff or faculty member, is encouraged. Should informal mediation fail, the following steps and procedures shall apply.

Grievance and Dispute Resolution Procedures

The BINM Ethics Committee deals with grievances involving students and staff. In the event that the person who is the object of a complaint is a member of the Ethics Committee, that person will be temporarily replaced until that particular grievance has been settled.

All grievances must be presented in writing to the Ethics Committee via Student Services.

The person or persons involved in presenting the grievance must be identified by name. The Ethics Committee will guarantee and protect confidentiality of identity if requested to do so by any person(s) involved in presenting the grievance. Should the grievance be presented on behalf of a class, it must be submitted by the Class Representative in his/her official capacity, together with information as to how consensus was obtained and what proportion of the class is in agreement with the grievance.

A meeting of the Ethics Committee will be called as soon as is reasonably possible, but no later than 10 working days following receipt of a complaint to determine that:

the complaint is valid, and
the problem has been clearly and specifically defined.

If, in the opinion of the Ethics Committee, the complaint is not sufficiently clearly defined, clarification will be requested before proceeding. Where the complaint is found to be valid and well defined, a member of the Ethics Committee shall be designated to notify the person who is the subject of the complaint and request a response within five (5)

working days, which may be made to the Committee in writing the Ethics Committee will conduct whatever further investigation of the circumstances concerning the complaint that may be deemed necessary, and the Ethics Committee will then attempt to bring about a resolution of the problem through active assistance and cooperative interaction with both parties.

The principle objective of the Ethics Committee at all times shall be to resolve conflicts and restore and maintain a harmonious, positive, and effectual atmosphere in which to work and learn. The Ethics Committee shall make every effort to avoid taking sides or making judgments, with exception of circumstances where clear violations of legal or ethical principles are involved. Every attempt will be made to resolve all complaints in a timely fashion, and in any case, no later than 30 days following receipt of a clearly defined written complaint.

Ethics Committee Functions and Procedures

The Ethics Committee will also deal with any complaint received regarding an enrolled student of BINM, regardless of who generated the complaint. All final recommendations of the Committee, addressed to the student who is the subject of a legitimate complaint, will be placed into that student's file. The content of the student's file is available to the registrars of the CNPBC and other

provincial or state naturopathic regulatory body whenever that student applies to become licensed. All information, evidence and material pertaining to a case involving a student will be kept on file in the authorized manner for a period of six years, after which the grievance related contents of the file are to be destroyed.

The procedure for handling ethical or other complaints is the same as the Grievance and Dispute Resolution Procedure as outlined above.

Standards of Student Conduct

All members of the Boucher Institute of Naturopathic Medicine learning community are expected to maintain a professional relationship characterized 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 are to abide by Institute rules and regulations and are expected to contribute to an atmosphere of optimal learning for 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 defense 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:

- Conduct in a manner that interferes with or endangers the operations of the Institute, including interference with other students' ability to learn.
 - Conduct in a manner that endangers the health or safety of other students, staff and/or clients in Institute-related activities on or off Institute property.
 - The use, possession, or sale of intoxicating beverages in campus buildings or any other public campus area, unless specific prior written permission by the Institute Administration is obtained.
 - The use, possession, and/or sale of illicit drugs or narcotics.
 - 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.
- 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).
 - 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.
 - The use, possession, or sale of fireworks, firearms, knives, or other offensive weapons or materials, on Institute property.
 - 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 Institute property.
 - Aiding, abetting, or acting as an accomplice in the commission of any of the foregoing offences.
 - Persistent, inordinate, or inappropriate demands for time and attention from faculty and staff.

- Cheating or plagiarism, including the impersonation of a student (applicant) at an examination or assessment.
- Privacy Policy violations

Procedure Governing Breach of the Standards of Conduct Policy

Minor breaches of the Institute's rules, Standards of Student Conduct, or Human Rights and Dispute Resolution Policy, result in a verbal or written reprimand. A record of all official disciplinary actions, including reprimands, is kept in student files.

Major or repeated breaches of the facility and program rules, Standards of Student Conduct, or Human Rights and Dispute Resolution Policy are placed before the Ethics Committee, which may place the student on probation. The student will receive a memorandum informing them that they are on probation.

The memorandum must contain the following:

- A description of the rule(s) violated including the time, place, and names of witnesses (if applicable).
- A clear statement that the student's conduct was inappropriate and in violation of Institute rule(s), standards, or policies.

- A notice that the student has been placed on probation for a clearly specified period of time.
- An outline of any requirements or expectations to be fulfilled during the probationary period.
- A statement noting that the consequence of repeating a breach of conduct during the specified probationary period will result in further action by the Ethics Committee.
- The student's signature acknowledging that he/she received a copy of the memorandum.

In an instance where the student refuses to accept the memorandum and / or sign for receipt, the Chair of the Ethics Committee should so note.

A student who fails to meet the requirements of their probationary status may be required to withdraw from the Institute, and the decision is noted in the student's permanent file.

Acts of physical violence result in immediate disciplinary suspension and will be subject to further investigation and recommendation.

Expulsion

- Any student, about whom a substantiated complaint is received by the College of Naturopathic Physicians of B.C.,

or other naturopathic regulatory body, may be expelled.

- Any student found participating in cheating on exams or plagiarism will be expelled.
- Any student found in repeated violation of Institute rules will be expelled.
- Any student found to be practicing naturopathic medicine without a license will be expelled.

Expelled students will be held fully and immediately responsible for any accounts owing to the Institute.

Academic Policies and Standards

This section is intended to give prospective students working knowledge of some of the more important policies and procedures pertaining of their academic life at BINM. Please see the current BINM Student Handbook for a full description of policies and procedures. All students are subject to and responsible for knowing and adhering to the policies published in the Handbook, which is distributed at the beginning of term each September. Policies and procedures are subject to change at any time and notices of any such changes will be posted and distributed to the student body.

Evaluation

Course marks, including clinical practicum, are determined through a series of ongoing and varied evaluations. Evaluations may consist of written and/or oral practical examinations, instructor assessment of student participation and performance, term assignments, or any combination of these. Mandatory mid-term progress reports are completed and distributed to students to advise them of any problem areas to be addressed before the term is in jeopardy.

Students are required to pass all courses with a mark of 70% or higher in order to successfully complete the program, except for credit only courses where a Pass grade will be used to indicate that required competencies have been achieved. All preliminary courses in a sequence must be passed before continuing to the next sequential course in the series. In rare instances, the Dean of Academics may waive this requirement.

Students required to withdraw due to academic failure are eligible for re-enrolment at the discretion of the Admissions Committee. In order to initiate this process the student must reapply for admission. See Withdrawal and Re-Admission Policy below.

Definitions for other than percent grades:

Inc – Incomplete. Outstanding work is necessary to achieve competency.

Grade will revert to an “F” if not resolved by the end of the following term.

F – Failure to achieve required competency. Course must be repeated (at current tuition rate.) Any student receiving an “F” will be placed on academic probation. Three or more failures in a term or two failures in two consecutive terms will result in an academic dismissal. Except in extraordinary circumstances, a student may only retake a specific course once.

NR – Not registered in this course.

Pass – Achieved competency in a class where the grade does not have a percentage attributed, or the student has been awarded transfer or advanced standing credits.

Supplemental Examinations

A student who fails to achieve 70% in a course may, at the discretion of the instructor and the Dean, be allowed to write a comprehensive exam prepared and graded by the instructor. There will be a \$50.00 administration fee for all supplemental examinations. Supplemental examinations are not available to anyone receiving a grade of less than 50% in the course.

Appeals

Students may appeal course marks or grades for factual errors only. (Any student with a complaint of harassment or discrimination by an instructor should submit a grievance as per the

Grievance and Dispute Resolution Procedure outlined above.) If a student believes an error has been made in the formulation of the mark, he/she must present an appeal in writing to the Dean stating the suspected error(s). The Dean will perform a clerical review of the calculation and recording of marks and will obtain detailed information from the instructor(s) involved. In the event that the Dean cannot resolve the issue, the appeal will go to a committee called by the Executive Director consisting of the Executive Director, the Dean(s) and other educational staff. A decision by majority vote of the committee is final. The Executive Director will have a casting vote in case of a tie vote. The student will be informed in writing of the results of the appeal and of any actions to be taken as a result of the appeal. The results of the appeal will be binding.

Attendance

Attendance in all courses at the Boucher Institute of Naturopathic Medicine is mandatory.

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. The Institute has adopted a mandatory attendance policy in order to confidently maintain educational standards. 100% attendance is expected, however 20% discretion is allotted for reasons of

health and emergency (documentation may be required.)

Clinic attendance is mandatory: Students who are required to miss a shift for any reason must comply with existing clinic policies or risk disciplinary procedures.

Withdrawal and Re-Admission

Re-admission in every case is contingent upon space availability. Applicants who have withdrawn following failure to meet educational standards or suspension for disciplinary or other non-pre-approved reasons must compete for available space on an equal basis with all other applicants for admission or re-admission. Pre-approved leaves of absence for specified periods may be granted in extraordinary circumstances, such as illness.

Students must reapply within three years of withdrawal in order to guarantee previously attained credits. After three years, students readmitted to the program may be required to take certain courses again at the current cost.

Completion Requirements

Candidates for the ND diploma must fulfill the following requirements to graduate:

- Attend and successfully complete all required courses with a minimum of 70% in each course.
- Attend the required number of hours in clinical training, and successfully complete all requirements of the clinical program of study: a passing grade of 70% in the clinic entrance and exit exams and achieving clinical competencies.
- Be recommended for graduation by the Dean of Academics and the Dean of Clinical Studies.
- Fulfill all financial obligations to BINM.

Policy on Academic Freedom

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 freedo



Orthopedics Class

Highly-Qualified Instructors



Dr. David Scotten, ND
Dean of Academics

BINM is committed to attracting and keeping well-qualified faculty that are both experts in their field and skilled educators. Health Sciences and Professional Development courses are taught by instructors with a terminal degree in their subject area (i.e., PhD, ND or other fully-qualified health care professional such as MD, DC, PT, RMT, etc.) whose expertise and qualifications in their subject area is appropriate. 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, PT, RMT, etc.) Clinical 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. See the tables for a list of faculty, their credentials and courses taught.

BINM's Unique Curriculum



Dr. Isis Van Loon, ND
Dean of Clinical Studies

The academic philosophy as evidenced by the Institute's curriculum design strives to incorporate principles of both proven conventional academic wisdom and a mentorship program. The Institute's commitment to small class size allows maximum flexibility in incorporating various educational methodologies including hands-on situational learning.

The following are foundational principles used in the design of the BINM curriculum:

An emphasis on integration throughout the curriculum based on 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 clinical mentorships that will support students after graduation.

Naturopathic Medicine Program Synopsis

<p>Term 1 History & Philosophy* Learning Skills* Physiology I Biochemistry I Anatomy I Personal Wholeness Botanical Medicine I Nutrition I Environmental Health NCAS I</p>	<p>Term 2 Physiology II Biochemistry II Anatomy II Pathology I Psychological Models Traditional Medicine I Homeopathy I Public Health NCAS II</p>	<p>Term 3 Physiology III Biochemistry III Anatomy III Pathology II Listening and Communication Botanical Medicine II Massage Therapy Naturopathic Ethics NCAS III</p>
<p>Term 4 Physiology IV Pathology III Micro/Infx dz Mind Body/Death and Dying Traditional Medicine II Nutrition II Joint and Muscle Assess Homeopathy II NCAS IV</p>	<p>Term 5 Physiology V Pathology IV Neuroanatomy Psychological Assessment Botanical Medicine III Nutrition III Orthopedics NCAS V</p>	<p>Term 6 Cadaver Intensive Physiology VI Pathology V Lab Dx Physical Clinical Diagnosis Pharmacology Behaviour/Cognitive Therapy Traditional Medicine III Axial Analysis Homeopathy III NCAS VI</p>
<p>Term 7 Differential Diagnosis I Women's Health Oncology Nat Manipulation I Nutrition IV Practice Management I Emergency Medicine NCAS VII Clinic</p>	<p>Term 8 Differential Diagnosis II Obstetrics Diagnostic Imaging Nat Manipulation II Botanical Medicine IV Dermatology Research/Critical Thinking NCAS VIII Clinic</p>	<p>Term 9 Differential Diagnosis III Pediatrics Exercise and Training Medical Procedures Traditional Medicine IV Nat Manipulation III Homeopathy IV NCAS IX Clinic</p>
<p>Term 10 Geriatrics Genetics Master Class I Nat Manipulation IV Botanical Medicine V NCAS X Clinic</p>	<p>Term 11 Master Class II Clinical Ecology Traditional Medicine V Jurisprudence NCAS XI Clinic</p>	<p>Term 12 Master Class III Practice Management II NCAS XII Clinic</p>

* Intensive first week of term course

Course Descriptions

The academic philosophy as evidenced by the Institute's curriculum design strives to incorporate principles of both proven conventional academic wisdom and a mentorship program. BINM's commitment to small class size allows maximum flexibility in the incorporation of various educational methodologies including hands-on situational learning. 3500 hours of instruction are divided among the five basic categories of courses which constitute the Naturopathic Medical Program academic curriculum:

- I. Health Sciences
- II. Professional Development
- III. Naturopathic Therapeutic Modalities
- IV. Clinical Science
- V. Clinical Practice and Integration

Category I – Health Sciences

Physiology

This course 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 we progress through the cellular, histological, organs, and systemic levels to characterize the body as an interrelated and holistic entity. A great deal of emphasis is placed on cellular function where vitality is

defended as homeostatic organisms. 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. This course is taken over six semesters and is echoed by the pathology/pathophysiology classes for each system.

Biochemistry

Biochemistry forms the basis of the sciences of physiology, pathology, pharmacology, nutrition, and laboratory diagnosis. This course addresses the applications 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, metabolism of proteins, fats, and carbohydrates, common metabolic pathways, detoxification reactions, acid/alkali balance, vitamin mechanisms, nucleic acids and DNA, and metabolism of selected minerals.

Anatomy

These courses provide 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.

There is an intensive cadaver dissection component to this 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.

Pathology

This series of courses provides a scientific study of disease, which examines the causes, and pathophysiology of disease, its progression and sequelae. The course begins with the study of general pathology, including the genetic basis of disease, cellular and tissue responses to injury, inflammation, healing and repair, and neoplasia. This is followed by 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. The course is coordinated with the physiology courses in an overall systems approach to learning.

Neuroanatomy

This course offers a detailed study of the structure and function of the central nervous system. It 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 and the five special senses. The complexities of consciousness, memory, learning and emotion are explored.

Infectious Disease

This class involves the study of various infectious agents and their role in disease in the human body. Transmission, virulence, laboratory identification and diagnosis, pathological presentation, and pharmacology of treatment are investigated.

Oncology

This course is 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 and grading, epidemiology, and tropism of specific cancers. The course goes on to describe current treatment and therapeutics studying the efficacy

and mechanisms of chemotherapy, radiation, and surgery, as well as the application of naturopathic approaches.

Physical Clinical Diagnosis

This course teaches the mechanics of the physical diagnosis of disease. It introduces the techniques and practices of auscultation, palpation, and observation using the diagnostic tools needed to identify the physical expression of disease processes.

Differential Diagnosis

These 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 primary care provider. Emphasis is placed on the relevance of signs and symptoms in assisting the clinician to make an accurate diagnosis of common health problems and for the early detection of disease. Through lecture, practice, and the study of numerous case histories, students develop history taking and physical examination skills, learn diagnostic procedures, acquire clinical judgment and problem solving abilities, and develop competency in differential diagnosis and assessment.

Laboratory Diagnosis

Students learn to critically evaluate and apply the results of commonly used laboratory tests including serological chemistry and hematology, urinalysis, and endocrine panels and others for purposes of body function and disease diagnosis.

Diagnostic Imaging

Students are introduced to a variety of imaging techniques commonly used in the evaluation of osseous and soft tissue lesions of the body, including x-ray radiography, ultrasonography, computerized tomography, magnetic resonance imaging, nuclear medicine and fluoroscopy. Training is provided in the interpretation of normal and abnormal radiographic studies of osseous and soft tissues. Instruction is also provided in the selection of appropriate radiological views and patient positioning is practiced. The hazards of radiation exposure and radiological safety are emphasized.

Category II – Professional Development

History and Philosophy of Naturopathic Medicine

Much of the first week orientation to the four-year program in naturopathic medicine focuses on the history of naturopathic medicine, presented within the context of the overall history of the healing arts and their various manifestations at different times and in different cultures. Several models of health and disease are explored, and the unique philosophy of naturopathic medicine is introduced and traced from its historical origins through modern science-based theory and practice. The *vis medicatrix naturae* is discussed in depth as the basis for naturopathic concepts of health and disease and principles of practice, and as the unifying principle that distinguishes naturopathic practice from other forms of medicine and underlies naturopathic therapeutic modalities.

The fundamental concepts and key issues in naturopathic philosophy are examined and their significance discussed in terms of the internal coherence and consistency of the naturopathic body of knowledge. The principles of naturopathic clinical practice and the various therapies used in naturopathic medicine are introduced and discussed. The characteristic features of constructive organization,

interconnectedness, and interdependence in the natural world, in biological organisms and communities, and in individual persons are identified.

The student is thus prepared to apply the concepts of organization and wholeness to the naturopathic study of health, disease and healing, and to the healing methods and agents employed in naturopathic medicine. This survey of naturopathic philosophy supplies an essential perspective for the curriculum as a whole.

Learning Skills and Strategies

This course outlines the types of learning skills required to be successful in the program and demonstrates the effective use of the major learning resources available. It addresses the goals of the College and the core learning competencies and special evaluative features of the program. Critical thinking, problem solving techniques, and various tools, such as mind-mapping for cognitive organization and planning, are introduced. Other topics covered include reading and study skills, time management, and the creation of learning groups within the student body. This course will support term work in other subjects and explore the development of research and presentation skills.

Research and Critical Thinking

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

Naturopathic Ethics

This course introduces naturopathic students to the professional role and responsibilities of the naturopathic physician as a health care professional. It begins 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 patient and society. Students will be introduced to the two philosophical traditions that ground western moral and ethical thought. After which the course will examine the specific application of the ethical principle of respect for persons in the context of the ethical and legal requirements to obtain informed consent, ensure patient privacy and confidentiality, provide fairness and

equity in the delivery of health care services, and maintain appropriate professional boundaries. The course will culminate in the students being introduced to a model for decision making that will facilitate their efforts to work through ethical issues and dilemmas in the context of health care practice.

Jurisprudence

This course provides detailed instruction in the legislation governing health care practice in general and naturopathic medicine in particular. Included are the legal definition, licensing requirements, scope of practice, reportable diseases, responsibilities, accountabilities, and potential liabilities of naturopathic medical practice. Malpractice, patient and physician rights, and the mechanisms by which laws are applied and enforced are discussed. The focus of this course is on jurisprudence as applied to the Province of British Columbia. The roles and functions of provincial regulatory bodies and professional organizations are discussed, as are the requirements and obligations associated with treating patients covered by ICBC, MSP of BC, and private insurers. Ethical aspects and considerations of clinical practice are also discussed, including the therapeutic relationship, professional commitment and common values in health care, code of ethics, consent to treatment, and confidentiality.

Practice Management

These courses provide students with the information and basic personal and business skills necessary for dealing with the management aspects of setting up and operating a naturopathic medical practice. Topics include professional licensing, practice options, office planning, practice building, referrals, marketing, public relations, fee structures, record maintenance, medical legal reports, taxes, bookkeeping and accounting, the use of computers in business, trouble-shooting, personnel hiring and firing, financial planning, professional liability, adequate insurance requirements and the creation of a business plan.

Category III – Naturopathic Therapeutic Modalities

Botanical Medicine I – V

This series of courses provide 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.

Nutrition I – IV

The physiological functions, metabolism, and requirements for all macro and micro nutrients as well as the pharmacological effects of individual nutrients are discussed. Instruction is provided for assessing diet quality and nutritional status. Diet planning, sports nutrition, special nutritional needs related to pregnancy, nursing, infancy, and nutrition for vegetarians are addressed. The clinical use of dietary management and nutrient supplementation is discussed from the standpoint of both prevention and therapeutics. Various diets are investigated, and protocols for 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.

Homeopathy I-IV

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 in detail the rational use of homeopathy, its theories and definitions, repertory, case-taking, posology, case analysis and case management. Individual remedies are then studied in depth. Students acquire a working knowledge of the homeopathic materia medica and repertory for the treatment of acute and chronic conditions.

Psychology and Counseling Program

This series of courses is designed to enable practitioners to effectively assess and recognize the influence of psychological issues on the health of the patient. Proper referral and treatment options along with personal growth and development are examined throughout the program. The following seven courses comprise the BINM Psychology and Counselling Program.

Personal Wholeness and Choice

This course provides a framework for an experientially-based exploration of the personal experience of wholeness and unity of being as a basis for personal health and healing work with others. It assists students in the development of the skills, concepts, and attitudes that are necessary for personal health and success. Students are encouraged to understand and experience the healing process on a personal level in preparation for adopting the role of physician. The role of personal choice in achieving and maintaining this experience is emphasized, and a foundation laid for the development of basic skills in facilitating this experience in others. The course begins with an experientially grounded self-exploration, following which the experience of wholeness and unity of being is examined in relation to

naturopathic principles of health or natural hygiene. The idea of holistic healing is expanded to include the physician's own resources such as self knowledge, intuition and creativity.

Psychological Models & Transpersonal Experience

The goals of this course are to explore the organization and wholeness of human constitution in terms of the interrelationship of body, mind, and spirit; to examine functional & dysfunctional psychological dynamics; and to develop a holistic perspective on psychological and transpersonal illness. The features and stages of psychological growth are surveyed as a context for the parallel development of characteristic attitudes of body and personality. The possibilities and requirements for psychological wholeness, positive transpersonal experience, and unity of being are each examined in terms of the effects of personal growth, natural hygiene, and human health. The principle psychological models in use today are introduced and reviewed. Models of psychophysical typology and some useful intervention models in psychotherapy are discussed and analyzed in terms of their potential diagnostic, prognostic, and therapeutic value. The roles and functions in health and healing of will, thought, emotions, play, humour, reflection, self-worth, compassion, sense of purpose and meaning, and love are discussed. The

effects of personal choice and the role of responsibility, personal integrity, conscience, self-discipline, and commitment in these are also examined. The human need for conscious, active engagement in a larger whole provides the basis for an examination of transpersonal experience and spiritual wholeness. The varieties of spiritual awareness, patterns of transpersonal experience, and common triggers and consequences of spiritual awareness and experience are discussed in terms of their significance for health and healing. The place of transpersonal experience in a holistic approach to medicine is carefully examined.

Listening and Communication Skills

Students learn the essentials of effective communication, including therapeutic communication skills, rapport and empathic response, conflict resolution and problem solving, use of professional language and presentation, communication with other health professionals, boundary and trust issues, and respect for other persons

Death and Dying

This course will provide training specifically in dealing with the issues arising for those who have experienced the loss of a loved one, and for patients with terminal illness and their families.

Mind Body Medicine

Mind Body Medicine examines a variety of topics in psychobiological healing, including bio-feedback, hypnosis and auto-suggestion, visualization and guided imagery, neurolinguistic programming, belief and the placebo response, prayer and meditation, shamanic healing, and focused healing intention. Possible mechanisms of efficacy in psychobiological healing as suggested by research in areas such as psychoneuroimmunology are discussed.

Psychological Assessment

Methods of clinical assessment of the status of the mental / emotional state of the individual are examined. The DMS-IV method of diagnosis is studied. The ability to make judgments regarding the need and sources for referrals where appropriate is discussed.

Behavioural and Cognitive Therapy

This course examines the influential thoughts on why humans feel and act as we do, and probes the cause of “abnormal or dysfunctional” thought and its manifestation in mood and behaviour through personal reflection and “client” interviews. It goes on to discuss therapeutic interventions appropriate in the naturopathic clinical setting.

Traditional Oriental Medical Systems I – V

These courses provide a working knowledge of the philosophy, theories of diagnosis, and therapeutic concepts and techniques of traditional Oriental medicine. They emphasize the use of acupuncture, tongue and pulse diagnosis, five–element theory, and the basic use of oriental botanicals.

Physical Methods and Agents Program

These courses provide hands–on training in physical assessment and physical medicine modalities. Included are the evaluation of soft tissue pathologies, orthopedic 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.

Classes in the Physical Medicine Program

- **Massage:** Describes the various techniques for soft tissue manipulation.
- **Joint and Muscle Assessment:** Allows the student to determine or identify pathological dysfunction in the muscles or joints of the body.
- **Orthopedics:** Investigates the standard orthopedic examination techniques.
- **Axial Analysis:** An in depth course outlining methods to accurately assess axial (spinal) dysfunction.
- **Exercise and Training Methods:** This course focuses on the rehabilitation of injured tissues as well as the maintenance of healthy tissues.
- **Naturopathic Manipulation:** This 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.

Category IV – Clinical Sciences

Naturopathic Clinical Arts and Sciences

This course utilizes many approaches, including the Problem–Based Learning (PBL) approach. Specifically, this course 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. Continuing through all twelve terms of the Naturopathic Medicine program, this course serves as an educational core to the entire curriculum, providing for the integration of knowledge and principles presented in every component of the program.

The courses consist of a series of projects in each term based on clinical problems or topical issues and is presented as patient cases in a variety of formats. Each case complements and integrates the lecture material presented throughout the program. The problems used are ill-structured, messy, complex problems like those encountered in the real world that cannot be resolved on the basis of the information provided with the problem, and that require both the acquisition of new information and the integration and application of new and prior knowledge in order to obtain solutions.

The students are responsible for making the process work. The facilitator's function is to support the group both by acting as a resource and by serving as an unobtrusive educational coach to guide students in reasoning their way through the problem.

Learning is promoted through facilitating students' access to their own prior knowledge, articulation of this knowledge as it relates to the problem, and identification of the limitations of their knowledge. The facilitator also engages students in reflection on process and provides feedback and evaluation. As the course progresses

through the program, students become more and more responsible for their own learning and become increasingly independent of the instructor for their education.

Pharmacology

This course examines the major groups of allopathic pharmaceuticals, their effects and side effects, and their possible interactions with herbal remedies and other naturopathic medical modalities. Particular attention is given to commonly-used therapeutic agents. Drugs included within the scope of practice of naturopathic physicians in various jurisdictions are discussed. The uptake, mode of action, therapeutic and other effects, clinical effectiveness, side effects, metabolism, and excretion of pharmaceutical agents are described.

Public Health

This course contains a survey of the Canadian health care system and examines the role of a naturopathic physician within it. It covers the history of health care in Canada and the challenges facing the system. A general overview of the concept of community and its relationship to health will be provided. Selected factors influencing community well-being will be researched by students, placed in a naturopathic context, and presented to the class.

Dermatology

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

Environmental Health

This course begins with an examination of constructive organization and wholeness in open systems, introduces the Gaia view of the natural world as a whole, organized, and self-regulating “super-organism”, and looks at the concept of “deep ecology” and its relevance to naturopathic philosophy. Effects on health are reviewed in relation to: pollution (air, water, soil, electromagnetic, etc.), species extinction, climate change, biotechnology, and the re-making of nature. The theme of constructive organization in the natural world is extended to an introduction to microbiology. Major groups of microorganisms are identified; their origin and evolution are discussed in relation to basic parameters for life and their role at the organic-inorganic interface in the maintenance of conditions conducive to life. 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 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. The course concludes with an exploration of requirements for environmentally sustainable health care and physician-based contributions to environmental health.

Women’s Health

Women’s Health includes 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-centred perspective on gynecology. In addition to pathologies and allopathic and naturopathic treatments, examines wider factors including socioeconomic status and cultural behaviours to develop a broader perspective on how practitioners can best provide women’s health care.

Obstetrics

Obstetrics covers natural childbirth in the home or clinic. 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 are maternal postpartum care, treatment of common lactation problems, and newborn examination for detection of abnormalities. Competence in neonatal resuscitation techniques is developed.

Pediatrics

This course presents a general overview of paediatric conditions seen in naturopathic practice, and the differential diagnosis and assessment and treatment of the common problems of infancy, childhood, and adolescence. This includes health maintenance, disease prevention, early diagnosis, 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.

Geriatrics

Geriatrics examines the differences found in the care treatment of the aged. Changes in metabolism, healing, risk factors, psychology, and lifestyles and their effect on health maintenance are investigated.

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 counseling as practiced in British Columbia is also considered.

Clinical Ecology

An investigation into clinical ecology studies the background and history, mechanisms behind chemical and environmental toxicology, strategies for detoxification, and various tests and evaluative techniques.

Category V – Clinical Practice and Integration

Master Classes

In these classes, experts from across the spectrum of health-care share with the students the wealth of experience and insights they have acquired within their particular specialty. These valuable classes allow the student to interact with those making a difference in their communities.

Medical Procedures

Instruction is provided in the performance of minor surgical procedures such as suturing techniques, lancing, the use of topical anaesthetics, and bandaging techniques.

Emergency Medicine

This course 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.

Clinical Education

Clinic entry

Students begin clinical training in their third year under the guidance of clinical training is where classroom theory and practice meet the reality of working with real people with health concerns and issues. At the Boucher Institute naturopathic teaching clinic our students and supervisors work together as a patient care team. All patient care has as a core foundation the basic principles of naturopathic medicine. This means that each team works with patients to educate and empower them to make decisions and plans for their health care.





Patient care teams

The patient care teams are composed generally of a third year student in a secondary role, a fourth year student in a primary role, and the clinical supervisor. As students' experience and abilities develop, they are given increasing levels of responsibility for all aspects of patient care. Third year students progress from assisting the senior students and supervisor, to taking a lead role in patient care by their fourth year. Supervisors work cooperatively with students to facilitate learning and provide effective patient management and care. Students are given frequent opportunity for evaluation and feedback both of their skill levels and progress, as well as of their education.

Developing clinical skills

Clinical training provides students with the opportunity to learn and develop the skills to become proficient and effective naturopathic physicians. This includes integration and application of core principles, clinical problem solving, a solid understanding of the history and vision of the profession, as well as expertise in ethical patient care and use of core modalities. The teaching clinic offers a wide range of modalities including botanical medicine, physical medicine, homeopathy, wellness counseling, therapeutic nutrition, acupuncture and injection therapies all united under the core naturopathic principles. In addition to working directly with patients, clinical training also provides experience and required competencies related to practice management, lab, dispensary and front desk operations, to allow students to obtain comprehensive training in the logistics of running a practice.

Clinical education provides 1500 hours of training, divided as follows: 1200 hours in our teaching clinic, and 300 at approved preceptors, seminars and community outreach sites. Each clinical shift opens with case preview, where interns discuss the day's cases prior to seeing patients, and ends with case review. Case presentation includes sharing clinical information about each patient's case, including relevant history, pathophysiology differential diagnosis, diagnostic strategies,

treatment program options and rationale, and follow-up plans. Discussion is facilitated by the Clinical Supervisor(s) and is open to all students on shift. The Clinical Supervisor(s) uses this opportunity for teaching aspects of clinical practice. Patient visits generally range from one half to one and one half hours, depending on the purpose of the

visit. This allows sufficient time for interns to meet with their patient and to consult with the Clinical Supervisor. The Clinic Supervisor also meets each patient, and works with the interns in planning and provision of naturopathic care for each patient.



Students at BINM Teaching Clinic

Board of Governors

The Boucher Institute of Naturopathic Medicine Society provides direction and leadership for the college. The Board of Governors of the Society ensures that the goals of the BINM are consistent and applicable for a Naturopathic college. The Board consists of members from both within and outside the Naturopathic Profession. At least ten but not more than twenty-five 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:

Marnie Wachtler, Student Representative. Marnie is the students' voice on the Board ensuring that their needs are being considered and that they help shape the school's policies and goals.

Rachelle Herdman, MD, ND, Co-Secretary is a practicing Naturopathic Physician at her naturopathic clinic in Bellingham, WA. Dr. Herdman completed her MD training in London, England and her naturopathic training at Bastyr University, WA.

Mahmoud Karkairan, MA, CA, is a chartered accountant who brings over 30 years of management and accounting experience to the Institute.

Heathir Naesgaard, ND, Co-Secretary is a practicing Naturopathic Physician and

a Past-President of the College of Naturopathic Physicians of BC. She served as Chair of the BINM Board of Governors from August 2002 to December 2003.

Timothy Noble, BSc, Treasurer, is Director and President of PH Solutions, Ltd., a company dedicated to the development and marketing of natural healthcare products and services. Mr. Noble brings many years of successful business experience at the upper management level to BINM.

Kevin Nolan, MD, ND. Dr. Nolan brings a link to conventional medicine and is instrumental in building relationships between the two professions. Dr. Nolan has practiced as an MD in Vancouver for thirty years. He is a founding member of the Canadian Complementary Medical Association, and has been a registered Naturopathic Physician since 1992. He was treasurer of the College of Naturopathic Physicians of BC from 1995 to 1998 and of BINMS from 2001 to 2004.

Cidalia Paiva, PhD, Advisor to the Executive. Dr. Paiva was Executive Director of the West Coast College of Massage and was the founder and Executive Director of the West Coast Naturopathic Medical College (the precursor of BINM). Dr. Paiva brings the knowledge and skills of running a private college to the Board. Her doctorate is in medical ethics. She is the chair of the Ethics Committee.

Reiner Rothe, BA, LLB, Co-Chair. Mr. Rothe is a practicing Barrister, Solicitor and Notary Public with a strong personal commitment to and interest in natural health care.

David Scotten, ND, Dean of Academics. Dr. Scotten is responsible for curriculum development and implementation and has been pivotal to the college since its inception.

Wendy Von Statt, Ms. Von Statt has been active in the security and policing fields for over 20 years. She is a third degree black belt in Aikido, and owns and operates Aiki Consulting, which offers creative, non-violent solutions to conflict resolution, as well as personal and property security. Ms. Von Statt is also active in the community, and currently volunteers regularly with the New Westminster Police Victim's Assistance Unit.

David Wang, ND, Co-Chair. Dr. Wang was a guiding influence who led the Board to become an independent not for profit, stand alone institute. Dr. Wang is a past President of the BC Naturopathic Association and is in private practice in Vancouver.

Patricia Wolfe, ND, Executive Director & President of the Society. Dr. Wolfe is responsible for implementing the policies approved by the Board and ensuring that BINM meets and maintains accreditation standards. She was Assistant Executive Director (1992-96) of a United Cerebral Palsy agency and a consultant for the New Jersey State

Board of Medical Examiners. Dr. Wolfe was Research Director and Chief Research Supervisor at the Ontario (now Canadian) College of Naturopathic Medicine (1989-1990) and was a Supervisor in the Teaching Clinic at OCNM (1988-1990)

Administration

Patricia Wolfe, ND,
Executive Director

David Scotten, ND,
Dean of Academics

Isis van Loon, ND,
Dean of Clinical Studies

Pedro Cortina, MA,
Registrar and Development Officer

Kadi Rae, BA,
Executive Assistant

Naz Emami, BA,
Chief Finance Officer

Sue Sparlin, BA, Assistant to the
Registrar / Development Officer

Linda Hale, BSc,
Bookkeeper and Clinic Manager

Nathalie Desrochers-Allen, ND,
Library Technician

John Barson,
Webmaster and Computer Consultant

Faculty

Core Faculty

Dr. Rochelle Heisel, Chair, Sciences	PhD, (Experimental Medicine) University of British Columbia, Vancouver, BC, 2001; BSc, (Biochemistry) University of British Columbia, Vancouver, BC, 1994	Anatomy I–III, Neuroanatomy, Pharmacology Biochemistry I–III
Dr. Quinn Rivet, Chair, Nutrition	ND, Canadian College of Naturopathic Medicine, 1994; BSc, University of Guelph, ONT, 1990	Pathology I–V Nutrition I, III, IV, Naturopathic Clinical Arts and Sciences X, Geriatrics, Genetics, Hydrotherapy, and Laboratory Diagnosis
Dr. David Scotten, Dean of Academics	ND, BSc, Bastyr University, Seattle, WA, 1992; Kinesiology, Simon Fraser University, Vancouver, BC, 1988;	Physiology I–VI
Dr. Isis van Loon, Dean of Clinical Studies	TCM Certificate, Shanghai College of Traditional Chinese Medicine, 1999; ND, BSc, Bastyr University, Seattle, WA, 1995; BA, (Communications) Simon Fraser University, Burnaby, BC, 1984	Pediatrics

Adjunct Faculty

Dr. Neil McKinney, Chair, Traditional Oriental Medical Systems	Board of Directors, CNPBC; Certified Hyperbaric Physician, National Baromedical Services, Palmetto Richland Memorial Hospital; RAc, College of Traditional Chinese Medicine Practitioners and Acupuncturists of BC 1988; ND, National College of Naturopathic Medicine, Portland, OR, 1985; BSc, (Biosciences) Simon Fraser University, Burnaby, BC, 1975	Environmental Health I, Naturopathic Clinical Arts and Sciences IX, Traditional Oriental Medical Systems I–V, History and Philosophy of Naturopathic Medicine, Microbiology/Infectious Disease, Oncology
--	---	--

Dr. Hal Brown Chair, Physical Medicine	RAC, BC College of Acupuncture, 2001; ND, Ontario College of Naturopathic Medicine, 1989; DC, Canadian Memorial Chiropractic College, Toronto, ON, 1977; BA, York University, Toronto, ON, 1971; Charter member, Applied Kinesiology Canada	Naturopathic Manipulation I- IV
Dr. Marcia Baile	ND, National College of Naturopathic Medicine, Portland, OR, 2000; MHSc, (Community Nutrition) University of Toronto, ON, 1980; BSc (Nutrition) University of British Columbia, Vancouver, BC 1977; EMA, Level II, BC Ambulance Service	Emergency Medicine
Dr. Cathy Carlson- Rink	ND, Bastyr University, Seattle, WA, 1995; RM, BC College of Midwives, 1988; BSc (Phys Ed.) University of Saskatchewan, Saskatoon 1985	Obstetrics, Pediatrics
Chanchal Cabrera	MSc (Herbal Medicine) University of Wales, 2003; Professional Member of the American Herbalists Guild, 1993; Member of National Institute of Medical Herbalist (UK) 1987; DipPhyt, School of Herbal Medicine, UK, 1987; Founder Member, Canadian Herbal Society; Member, Institute of Allergy Therapists; Diploma in Swedish Massage; Diploma in Reiki Therapy; Certified Master Gardener	Botanical Medicine I-V, Naturopathic Clinical Arts and Sciences III
Rowan Hamilton, Chair, Botanical Medicine	BEd, Birmingham University School of Education, UK, 1973; DipPhyt, School of Herbal Medicine, UK, 1985; Doctorate (Traditional Chinese Medicine), Canton Medical School, China, 1987; Member, NIMH (UK) and Society of Cosmetic Sciences (UK)	Learning Skills and Strategies
Dr. Loreen Dawson	BSc, University of Manitoba, 1988; ND, National College of Naturopathic Medicine, Portland, OR, 1997	Physical Clinical Diagnosis, Differential Diagnosis I-III, NCAS V, Gynecology, Women's Health
Dr. Nathalie Desrochers-Allen, Asst. Librarian	ND, National College of Naturopathic Medicine, Portland, OR, 1997; BSc, McGill University, Montreal, 1987; Board of Directors, BC Society of Homeopaths and West Coast Homeopathic Society	Homeopathy I & II

Dr. David Bayley	BSc (Kinesiology), Simon Fraser University 1983; ND National College of Naturopathic Medicine, 1987	Jurisprudence
Mike Dixon	RMT, West Coast College of Massage Therapy, New Westminster, BC 1986; Advisory Board, West Coast College of Massage Therapy	Joint and Muscle Assessment, Orthopedics, Axial Analysis, Exercise and Training
Dr. Stefan Kuprowsky	Naturopathic Physician	Naturopathic Clinical Arts and Sciences VII, XI, and XII, Clinical Ecology, Dermatology
Dr. Cameron McIntyre	BSc, (Biopsychology)_____; ND, Boucher Institute of Naturopathic Medicine, New Westminster, BC, 2004; AART certified radiologist, Diagnostic Imaging British Columbia Institute of Technology, 1998; University of British Columbia, Vancouver, BC, 1993; Dip. (Medical Radiography)	Diagnostic Imaging.
Dr. Steve Olsen	ND, Bastyr University, Seattle, WA, 1987; CCH_____	Homeopathy III-IV
Dr. Braven Rayne	ND, National College of Naturopathic Medicine, Portland, OR, 1979; BSc., Neumann College, Kansas, 1975	Psychological Assessment, Behavioural and Cognitive Therapeutics, Personal Wholeness and Choice, Naturopathic Clinical Arts and Sciences I, II & VI, Nutrition II
Dr. Cidalia Paiva	PhD, (Medical Ethics) York University (1989)	Naturopathic Ethics
Dr. Judy Sellner	PhD, Counseling Psychology, Columbia Pacific University, 1984	Psychological Models & Transpersonal Experience, Listening and Communication Skills, Death and Dying, Mind-Body Medicine
Dr. Jennifer Doan	PhD, Counseling Psychology, Columbia Pacific University, 1984	NCAS VIII
Dr. Farah Shroff	PhD (Community Health), Med (Primary Health Care) University of Toronto, Toronto, ONT, 1996; BA, University of Manchester, UK, 1988	Public Health
Ken Waldron	BA, (Economics) Simon Fraser University, Burnaby, BC, 1978; Microsoft Certified Solutions Developer, 1996	Research and Critical Thinking

Leslie Williams	RMT, West Coast College of Massage Therapy, New Westminster, BC, 1995	Massage Therapy
Yael Blum	Registered, Certified Executive Coach	Practice Management I
Dr. Manon Bolliger	BA, Concordia University, 1982; LLB, University of Quebec, Montreal, 1986; ND, OCNM Toronto, 1992; Fellow, Canadian Academy of Homeopathy, 1996; Certified Bowen Instructor Course, 2000	Homeopathy III-IV

Clinical Faculty

Dr. Sarah Beasleigh	BSc, (Pharmacy) University of Toronto 1989; ND, Canadian College of Naturopathic Medicine, 2000
Dr. Hal Brown	BA, York University, Toronto, ON, 1971; DC, Canadian Memorial Chiropractic College, Toronto, ON, 1977; ND, Ontario College of Naturopathic Medicine, 1989; RAc, BC College of Acupuncture, 2001;
Dr. Loreen Dawson	BSc, University of Manitoba 1988; ND, National College of Naturopathic Medicine 1997
Dr. Gurinder Dayal	BSc, (Kinesiology) Simon Fraser University 1996; ND, Canadian College of Naturopathic Medicine, 2000
Dr. Brenda Leung	BSc, (Biopsychology) University of British Columbia, 1991; ND, Canadian College of Naturopathic Medicine, 1998
Dr. Lise Maltais	Diploma, (Languages and Literature) CEGEP d'Alma; ND, Canadian College of Naturopathic Medicine 1992; Certificate, Bowen Therapy, 1996
Dr. Megan Mackenzie	BSc, (Biopsychology) University of British Columbia, 1995; ND, Canadian College of Naturopathic Medicine, 2000
Dr. Kevin Nolan	MB, BS (London), MRCS, LRCP, Westminster Hospital Medical School, UK, 1967; ND, Canadian College of Naturopathic Medicine, 1989
Dr. Quinn Rivet	BSc, University of Guelph, 1990; ND, Canadian College of Naturopathic Medicine, 1994
Dr. Elizabeth Stimson	ND, Canadian College of Naturopathic Medicine, 2001; Licensed Flight Instructor, Transport Canada, 1990; Certificate Nutrition, Wild Rose College, 1996
Dr. Isis M. van Loon	BA, (Communications) Simon Fraser University, Burnaby, BC, 1984; ND, BS, Bastyr University, Seattle, WA, 1995; TCM certificate, Shanghai College of Traditional Chinese Medicine, 1999

Term Schedule & Fees 2006 – 2007

Classes are generally scheduled from 9 am – noon & 1 pm – 4 pm. On occasion, classes will be held in the evening when the need arises.

- Tuition: \$15,850.00 CAN per year for International and Canadian students. (Aprox. \$13,200.00 US per year)
- Cost of books* and supplies approximately:\$ 2,000.00 in the first year
- \$ 1,000.00 subsequent years
- Lab fees:\$ 90.00 per year
- Student Association Fee: \$75.00 per year
- Administration Fee: \$225.00 per year
- Travel & Accommodation (Cadaver Dissection Intensive) approximately: \$600.00 in second year

*Most of the books are used throughout the program and as reference books in your practice.

Application deadlines for September 2006 intake:

Early Admission: January 31, 2006

Applications will be accepted after January 31, 2006 only if seats are available.

New students are admitted in September. Class sizes are limited to 35 students per class. Applicants are interviewed in order of receipt of complete applications. Seats are assigned in order of acceptance.

300 – 435 Columbia Street
New Westminister BC Canada V3L 5N8

Phone: 604-777-9981

Fax: 604-777-9982

Email: info@binm.org Website:

www.binm.org

Wellness – BINM’s Capital Campaign



The Wellness Capital Campaign is the most ambitious fundraising initiative in BINM’s history. This fundraising effort will generate funds to support new programs, develop capital resources and increase student services, including a career placement initiative that will ensure our students are trained, not only to be “the best” practitioners in the industry, but to be successful in their practices. The funds from this campaign will also enable the Institute to successfully meet the challenges anticipated for the next decade. These challenges include:

Ensuring BINM consistently provides the best possible education in the healthcare sector by developing resources for research, implementing a professional development program for faculty, and expanding learning resources in both the classroom and clinic.

- Creating an environment that will allow BINM graduates to effectively network and flourish in the mainstream healthcare community
- Fostering partnerships with other healthcare colleges and sectors to provide increased awareness and “healthcare choices” for the community;
- Facilitating capital initiatives such as securing and renovating a new building, purchasing new equipment and developing new external clinic sites.

We are confident BINM will meet these challenges successfully as BINM has accomplished significant feats since its inception, such as acquiring candidacy for accreditation. Funding from this campaign, which will provide resources for operations, capital initiatives and endowments for programs, will greatly re-shape and prepare the college for the next decade.

The new college will be a leader not only in research and education in the naturopathic medicine sector, but will be a leader in complementary health care and services for the community.

Together, with business, individual, and government support, we will build a college that will affect generations of lives in a positive and healthy way.

Accountability & Performance

BINM's philosophy incorporates personal and professional accountability and responsibility. As a result of your help and contribution, you will receive a quarterly report showing you where your dollars are being spent. It is our firm belief that, we are accountable in ensuring your dollars are spent in a responsible, respectful and appropriate manner.

As a contributor, you will also receive an annual performance report showing BINM's progress and performance during the previous fiscal year. In this document we will delineate our partnership agreements, financial performance, educational performance, and enrollment figures.

Together, we can build a successful, compassionate and accountable college that will serve its community effectively and responsibly.

Building a Better Future

We at the Boucher Institute of Naturopathic Medicine are proud to report that in our short history we have made substantial gains, such as PCTIA accreditation and CNME affiliation, in record times, and we are already playing a pivotal role in the healthcare sector in the Province of British Columbia. We intend to continue our journey towards positively affecting the health of our community and the strength of the naturopathic profession.

However, the success we envision cannot happen without you. Therefore, please join us in this journey towards "Wellness", as your partnership will play a significant role not only in the healthcare, labour, corporate, and community arenas, but it will profoundly impact our future quality of life.



Founding Supporters and Sponsors

Visionary

\$26,000 2001 Hecht Foundation
 \$40,000 2002 Hecht Foundation
 \$41,000 2003 Hecht Foundation

Sponsor

\$10,000 2003 Selecta
 (gift in kind)

Supporter \$5,000

2002 Purity Life
 2002 Naturpharm Inc.
 2003 Tzu Chi Institute
 (Gift In Kind)

Friend \$2,500

2002 Seroyal International Inc.
 2002 Professional Health Products
 2002 NCNM Library (Gift In Kind)
 2003 Professional Health Products
 2003 Advanced Orthomolecular
 Research
 2003 Wise Woman Herbals
 (Gift In Kind)
 2003 Moore Library (Gift In Kind)
 2003 Radar Computer Repetory
 (Gift In Kind)
 2003 Kent Computer Repetory
 (Gift In Kind)

Donor \$1,500+

2001 Kevin Nolan, MD, ND
 2001 David Wang, ND
 2002 Kevin Nolan, MD, ND
 2002 Lorna Vanderhaeghe, BSc
 2002 Carepoint Clinics
 (Gift in Kind)
 2002 Thorne Canada (Gift in Kind)
 2002 Neil Mc Kinney, ND
 (Gift in Kind)
 2002 David Wickenheiser, ND
 (Gift in Kind)
 2003 York Downs
 (David Garschowitz)

Donor \$1,000

2003 Body Mind Resources

Donor \$500+

2001 Craig Wagstaff, ND
 2002 Anamol Laboratories
 2002 Ferlow Bros
 2002 Rachelle Herdman, MD, ND
 2002 Henry Schein Arcona

2002 Aquacell BC
 2002 Paula Fainstat, ND
 2002 Fred Meizner, DC
 2003 Eric Marsden ND,
 Rachelle Herdman ND
 2003 Lorna Vanderhaeghe, BSc

Donors

DBappleton Inc
 Nathalie D. Allen, ND
 Sheree Chappell, ND
 Rick Cleveland
 Tim Taneda-Brown, ND
 Robert Fleming, ND
 Marguerite Johnson, ND
 Glenda Laxton, ND
 Paul Levendusky, ND
 Fred Loffler, ND
 Cameron McIntyre
 Megan McKenzie, ND
 Neil McKinney, ND
 Geri Martin
 Haethir Naesgaard, ND
 Cidalia Paiva, PhD
 Isis van Loon, ND
 Craig Wagstaff, ND
 Lorne Swetlikoff, ND
 David Wang, ND
 Pat Wolfe, ND
 Shelby Worts
 Maylynn Woo, ND
 Canadian Naturopathic Foundation

Gifts in Kind

Akrsoys eBusiness Inc.
 Aquacell BC
 Arcona
 Bastyr University Library
 Cedralia Paiva, PhD
 David Wang, ND
 Dorothy Fairley, ND
 Fred Meinzer, ND
 Hal Brown, ND, CNPBC
 Heather Herrington, ND
 Joseph Pizzorno, ND
 Kevin Nolan, ND, MD
 Michael Katibec
 National College of Naturopathic
 Medicine
 Neil McKinney, ND
 Paula Feinstat, ND
 Suzanne McFaul (New Westminster
 City Hall)
 Welsh Allyn Instruments

West Coast College of Massage
 Therapy

Significant Volunteers

Brenda Leung, ND (Clinic Supervisor)
 Bruce Chambers (PPSEC Accreditation)
 David Scotten, ND (Maintenance Man)
 Elizabeth Stimpson, ND (Clinic
 Supervisor)
 Founding Class, ND04 (Renovations)
 Geri Martin (Volunteer Student
 Services)
 Glen Cassie (BCNA)
 Isis van Loon, ND (Clinic Setup)
 John Barson (Computers &
 WebMaster)
 John Tennenbaum (Original Website)
 Lorna Vanderhaeghe, BSc
 (Fundraising)
 Nathalie D. Allen, ND (Librarian)
 Pat Wolfe, ND (Volunteer
 Administration)
 Sanjay Mohan Ram (Library Assistant)
 Sarah Beasleigh, ND (Clinic
 Supervisor)
 Rebbekka Harvey (Ethics)
 Rick Cleveland (Legal Advice)
 Rose Teleniak (Business Plan)

Board Members of BINMS

(Past and Present)
 Ardath Paxton Mann
 Brian Carr
 Bruce Chambers
 Cam McIntyre
 Cedralia Paiva, PhD
 David Scotten, ND
 David Wang, ND
 Eric Yarnell, ND
 Geri Martin
 Gordon Smith, ND
 Heathir Naesgaard, ND
 Isis van Loon, ND
 Kevin Nolan, ND, MD
 Lorna Vanderhaeghe, BSc
 Maylynn Woo, ND
 Neil McKinney, ND
 Pat Wolfe, ND
 Rachelle Herdman, ND, MD
 Robert McGee
 Rowan Hamilton
 Sarge Sandhu
 Wendy von Statt



www.binm.org