

# **Council on Naturopathic Medical Education Board of Directors Meeting**

Saturday, May 14, 2017 ♦ 9:00 a.m. – 5:00 p.m.

The Benson Hotel • Portland, Oregon

## **Call to order and roll call**

Board president, Dr. Woolard, called the meeting to order at 9:05 a.m. The following Board members were present:

- Brian Andrew, JD, MA (Public Member), Chesterfield, Missouri;
- Hugh Bonner, PhD, FASAHP (Public Member), Rome, Georgia;
- Jasmine Carino, ND (Profession Member), Toronto, Ontario;
- Margot Gregory, ND (Profession Member), Tucson, Arizona;
- Melanie Henriksen, ND (Institutional Member Rep., NCNM), Portland, Oregon (attend the afternoon portion of the meeting);
- Thomas Kruzel, ND (Profession Member), Scottsdale, Arizona;
- John Pecchia, CPA (Public Member), Poughkeepsie, New York;
- Leslie Solomonian, ND (Institutional Member Rep., CCNM), Toronto, Ontario;
- Eileen Stretch, ND (Profession Member), Tucson, Arizona;
- H. Garrett Thompson, DC, PhD (Institutional Member Rep., SCNM), Tempe, Arizona;
- Jamey Wallace, ND (Profession Member), Seattle, Washington (attended meeting until 3:00 p.m.); and
- Christina Woolard, ND (Profession Member), Murfreesboro, Tennessee.

Members absent:

- None

Staff present:

- Daniel Seitz, JD, EdD (Executive Director), Great Barrington, Massachusetts

Guests present during open session:

- Sarah Beasleigh, ND (BINM nominee for institutional representative seat).

## **Review of Board meeting agenda and plan for the day**

There were no changes or additions to the agenda. Dr. Woolard noted that several of the agenda items on the agenda for today's meeting are also on the agenda for tomorrow's meeting. The reason is that anything we do not have time to cover today will be covered tomorrow.

## **Review beta version of the redesigned CNME website**

Dr. Seitz stated that he is working with a web design firm in Indiana that gave the CNME a reasonable proposal and whose work looked good; the CNME's webmaster works for this firm. Dr. Seitz further stated that he would like board members to take up to an hour to try out the draft website and jot down any suggestions, concerns, and questions they have. After that, board members will have an opportunity to provide feedback, which Dr. Seitz will work with to develop the next iteration of the website.

### Board Member Feedback on Draft Website

- Consider locking navigation bar at top
- Decide whether to spell out state names or use abbreviations (e.g., be consistent in using either “AZ” or “Arizona”)
- The photo on the home page with x-rays on the wall is not good for our website, since it’s oriented towards conventional medicine
- Some websites have rotating photographs; consider this as an option for CNME
- Suggest asking a few tech-savvy children to take a look at this.
- Some design elements that work on a computer may not work on phones; also, the amount of text in some places may be too much when accessed by phone; need to make sure that the website works on both phones and computers
- Consider putting “useful links” into the navigation bar
- Consider putting “CNME publications” into the navigation bar
- Consider putting “other ND organizations” into the navigation bar
- It’s more convenient if a hyperlink opens to a new page rather than replacing the page you’re on
- There’s some ambiguity about whether references to “North America” also include Mexico; this should be clarified
- Under the “Accreditation” tab, should the CNME Handbook of Accreditation be one of the dropdown choices (sub-link)? It’s not easy to get to the publications.
- Under “Accredited Programs,” put school logos at top so people can easily get to program of choice; if they are on phones, they have to do a lot of scrolling to get to schools later in the alphabet
- For CCNM’s address, change “North York” to “Toronto”, since that’s now it’s official city location
- The green link buttons at bottom of some pages seem too narrow; consider making them bigger
- Include some additional academic-setting-type photos;
- Reach out to other schools for photos
- “About CNME” should logically come after “Home”
- Should it be stated explicitly that ND training is at a post-baccalaureate, graduate level?
- For consistency, any references to the “North Central Association of Colleges and Schools” should be changed to the “Higher Learning Commission” (see SCNM, NUHS)
- Consider putting a tab in that reads “Career in Naturopathic Medicine”
- Make sure that all links load properly
- Under “What is Naturopathic Medicine”: change “adrenal fatigue” to “stress-related conditions”; break up longer sentences; use the phrase “NDs provide primary, family and individual medicine”; NDs can address acute conditions (Dr. Solomonian will provide some examples). Maybe separate out list of acute conditions from chronic conditions (e.g., NDs treat chronic diseases/conditions, such as: ...”
- The term “graduate” is preferable to “post-baccalaureate”
- Grayed out images are cloudy looking, and do not work well for mobile devices as the text does not stand out
- Make the main navigation bar bolder
- Should the CNME logo be bigger?
- Make mention of NABNE more prominent; could not search easily for information on NABNE
- Maybe include photos of board members and the executive director
- The “6 Principles” graphic needs to be bigger; write out “six” instead of the numeral; maybe the number 6 is not even needed
- On Mac computers, the dropdown boxes sometimes disappear when cursor goes down

- Would it be helpful to provide links to provincial and state associations individually? Alternative, would it be possible to direct people to the sections of AANP and CAND website with these links?
- Check the use of the phrase “Continuous recognition”
- In the “Prospective Students”, the link to learn about licensure leads to the home pages of AANP and CAND—not to licensure page: Should the link be direct?
- In Ontario, the term “registered” is used instead of “licensed”; elsewhere in Canada naturopathic medicine is referred to as a “regulated” medical profession. Colorado may also use the term “registration”. The varied terminology should be looked into. The exec. director of CAND would be a good source of information
- In the section “Nat Med Ed.”: rather than referring solely to the “MD” profession, refer to “MD/DO/DC”; that way, “MD” will not stand out so prominently
- “About ND Ed”: Should the sentence starting with “like” perhaps use “similar too” instead
- Is there an inconsistency between the logo font and the font used for content?
- Maybe there needs more concrete information regarding difference between non-licensable “traditional naturopathic” programs and ND programs: check out the AANP FAQs
- Emphasize somewhere that NDs are trained to be primary care providers
- The list of conditions treatable by naturopathic medicine needs some further work; Dr. Solomonian will be in touch with Dr. Seitz about changes
- Put “about us” towards the top on the left
- Should “mission” be a dropdown under “about us”?
- Put in “board of directors” for the dropdown under “about us”
- Would it be useful to include a video on some topic on the website?
- In ND education: quality assurance, public safety, patient care, diagnosis; maybe include a link to the competencies document to give more information
- On the “What is Accreditation” page, can we flesh out the information further: e.g., note that we’re the only USDE-recognized accrediting agency
- Too much info makes the website problematic for use on phones
- Should we ask AANMC if we can use the map on their website homepage that shows where accredited ND programs are located, or provide the link?
- Under “Accreditation: the “Overview of Accreditation” section should be geared to students, while the “Steps in the Accreditation Process” should be geared to schools
- The type size on the navigation bar may be too small
- Should we look into including quotations?
- Should we include the CNME’s strategic statements?
- The following paragraph should be revised and simplified to give it more impact: “Accreditation is aimed at ensuring educational quality: an independent organization (usually not-for-profit) with the relevant expertise—such as the CNME—gives a public stamp of approval to an educational program and/or higher education institution that meets its standards. Additionally, accreditation is a peer-review process conducted by experienced professionals within a specific academic field and higher education in general that supports the ongoing improvement of programs and institutions.”
- Under Mission on the homepage, we state: “Accreditation indicates that prospective students and the public may have confidence in the quality of CNME-recognized programs and in the **ability** of graduates to provide safe and effective naturopathic medical care.” It may not be a good idea to make any representations about graduates’ abilities
- Under “advanced standing”, it may not be a good idea to reference “nurses”, since their training is generally not at the doctoral level. We may need to qualify the term “foreign trained” so as to not raise hopes—perhaps include something like “UMSLE-qualified”

Other points raised:

- Make sure to have a plan/schedule in place for updating the website regularly.
- Would be great to also look into a new logo down the road.

## **Review of the draft CNME strategic plan**

### General feedback on the final draft of the strategic plan

- The term “North America” includes Mexico, so this should not be used to refer to Canada and the U.S.
- It’s now been a long time since the CNME lost and regained USDE recognition, so this should be taken out of the document.
- CNME does not “address” immigration issues; we on occasion provide documentation to ND’s who may be dealing with immigration issues.
- Make it clear why USDE recognition is important. We should try to balance reference to the US Dept. of Education with references to Canada regulatory processes.
- Spell out all acronyms.
- Put in date of next USDE renewal.
- Under “Challenges Facing ND Educational Institutions”: bullet the things we can do; add support licensing/lobbying initiatives; make it clear that the CNME is not in a position to solve the profession’s problems but can certainly contribute in a number areas.
- Should we reference “specialty-focused residencies” in residency section as something we might wish to explore in the future?
- Should we consider referencing TCM in the Program of Study standard, since this is covered in the curriculums at a number of schools?
- A general question: Should we try to compile a history of the CNME to help orient new Council members. Carlos Calabrese could be a resource for this.
- We need to develop a succession plan, but let’s not reference this in the strategic plan.
- Should the CNME be a convener of conversations on certain topics of importance to the profession?

### Feedback on Communications Strategy

- Reference AANP and CAND publications; there may be some peer-reviewed publications we should consider.
- Should we inform schools of news?
- Should we send an e-blast to associations, etc.—perhaps once a year?
- When relevant, mention in communications how the CNME can be of assistance.
- Annual communications are probably sufficient in most cases, unless there’s some major piece of news.
- It would be good to inform NMSA (Naturopathic Medical Students Association) of CNME’s news

## **Review of plan of the College of Naturopaths of Ontario (CONO) to develop its own ND licensing exam to replace the NPLEX exam**

Dr. Seitz informed the board about the situation with CONO—the licensing board for Ontario—to develop its own ND licensing exam to replace the NPLEX exam. While a number of reasons have been given for this and it is impossible to know for sure what precipitated this result, it seems that CONO may have been frustrated in working with NABNE/NPLEX at their relative inflexibility (many of the schools have expressed a similar frustration with NABNE/NPLEX when it comes to the organization addressing schools’ concerns and needs), while NABNE was frustrated at CONO’s seeming inability to understand some of the constraints on testing agencies regarding ensuring the integrity of exam. The board generally agreed that it is unfortunate that another exam is being developed, as it will dilute the profession’s unity, increase expenses to students and practitioners,

and make it more difficult for the CNME assess the educational outcomes of ND programs.

Dr. Seitz will be attending a meeting of the Canadian Naturopathic Coordinating Council (CNCC) in a couple of weeks, where this will issue will be discussed. The board agreed that that the CNME should not write a formal letter to either NABNE or CONO at this time but should work behind the scenes to try to get the organizations to work together.

### **Review of American Board of Naturopathic Oncology request**

Dr. Henriksen gave some background on the request from the American Board of Naturopathic Oncology regarding their interest in the CNME potentially regulating/overseeing specialized residencies in oncology. The CNME board decided that it would be willing to further review the issue of whether it would be useful and appropriate for the CNME to somehow become involved in this activity. We'll include a discussion on this topic during the CPNME meeting that will be held at the spring 2018 Council meeting and will extend an invitation to the residency directors and NDs involved with specialty certifications to attend and/or provide input on this agenda item.

### **General discussion on issue of varied emphases within ND programs in regard to the range of required naturopathic modalities: Does the CNME need to be more explicit regarding the depth to which specific naturopathic modalities are taught in the program and are integrated into the clinical experience?**

Dr. Seitz explained that the reason for this agenda item is that the Council sometimes receives concerns from students and practicing NDs that certain naturopathic modalities are not, in their opinion, given sufficient attention at some schools and/or that certain modalities are emphasized in clinical training at the expense of others, perhaps leading to a less well-rounded clinical experience. There was a long discussion on the pressures to move the curriculum in one direction or another—either towards a more integrative approach or a more traditional approach.

While the board did not feel that any changes are necessary at this time, the question was posed whether acupuncture/Oriental medicine/traditional Chinese medicine should be referenced more prominently in the standards, as it is taught fairly widely and is used by ND students as part of their clinical training in some of the programs (note that acupuncture and Oriental medicine are listed as required therapeutic subject matter in the standards).

The meeting adjourned at 5:40 p.m.