

Report Due by January 31, 2021. CNME-accredited and candidate programs must submit a brief report (5-page limit), included with the 2020 annual report (due 1/31/2021), containing the following information:

- 1. A summary of the temporary modifications the program made to curriculum content and delivery during the fall 2020 semester (or equivalent term) and its plans for the spring 2021 semester (or equivalent term).**
- 2. A preliminary evaluation of the impact that coronavirus-related program modifications have had on student learning outcomes, including any observed deficiencies that may have resulted.**
- 3. An outline of steps the program intends to take to address any educational deficiencies that may have resulted from program modifications.**
- 4. Specific coronavirus-related legal/regulatory requirements that the program believes will apply to the program during 2021, with relevant documents provided as appendices.**

1. A summary of the temporary modifications the program made to curriculum content and delivery

There were a number of changes made to program delivery over the Fall of 2021. They included the virtual delivery of all cohort courses, in-person delivery of practicums and the implementation of our virtual proctoring service, Examity.

We were pleased with the successful roll-out of 51 virtual courses using our Moodle learning management system. Some improvements in the Fall Term were an emphasis on consistent design and layout of each course, increasing standardization of delivery of videos using the Panopto platform, a better balance of the different approaches to on-line delivery (e.g., synchronous, flipped and hybrid) and the resumption of high-stakes exams.

To ensure a safe and effective delivery of practicums we developed an intensive (bootcamp) approach to skills training. Each cohort from Years 1, 2, 3 and IMG were scheduled in a two-week window between September and the end of October. The sessions focused on the completion of course competencies from the previous winter/summer and practicums for the fall term.

The intensives ran very smoothly and students reported they were well organized, that the learning experience to be effective and they appreciated the infection control measure that were put in place (*Appendix XI: Student Feedback on the Fall Term*).

A lot of this success is owed to the incredibly hard work of academic administrators, faculty, support staff and students. It required remarkable co-ordination amongst departments. A big part of our success was the quality and frequency of our communication with all stakeholders, in particular with students and faculty. We also

placed a significant focus on improving customer service by giving clear direction to support staff and setting a 24-hour response time. The result has been improved response times and overall customer service to students, which is extremely important when everyone is operating virtually rather than connecting in-person.

Student feedback revealed some strengths and areas of challenge regarding the fall term (*Appendix XI*). They reported feeling supported academically, technically and had access to mental health support. There was some concern that the virtual delivery of the program would negatively impact the student's ability to form connections and create a community of learners. Their responses indicate that while they may be experiencing some challenges, they did feel part of the CCNM community.

Areas of focus that were identified were reducing the volume of work and number of assessments, and better coordination of workload. To address these concerns, we developed an assessment calendar that was shared with each cohort instructor to help them better understand the assessment ecosystem, and encouraged the utilization of the most effective and efficient assessments.

Students reported that assessments for the previous term practicums were fair. As noted earlier, we introduced a new virtual proctoring system (Examity) for the mid-term and final exams. At the beginning of the pandemic, given concerns about our ability to ensure the academic integrity of our exams and to prevent cheating, we modified our assessments to include lower-stake evaluations such as assignments and open-book exams. While these are valid assessment methods, we needed to resume multiple-choice higher-stake exams to better assess some of the competencies and ensure that students were exposed to testing methods that they will encounter in their entry to practice exams.

While there were some challenges around the implementation, those largely related to user interface issues (e.g. equipment, internet/power interruption, etc.) and were usually resolved with Examity technical support or our IS department, in a timely manner. Successfully identified violations in exam integrity (e.g. accessing other material/resources/social media sites during exam, communicating with others during the exam, copying sections of an exam, etc.) and students caught breaching exam integrity have been addressed according to academic misconduct policies

We are comfortable that this new approach successfully allows us to deliver exams that minimize cheating and maintains academic integrity.

Winter Term

Using the learnings from the Fall Term, we focused on improvements in the design and delivery of on-line learning, the co-ordination of assessments within each cohort year to reduce the volume of assignments, inclusion of a study week, and continued use of practicum intensives to allow for safe and effective in-person learning. Given the increasing number of COVID19 cases and the resulting change in government

directives, we have given the Year 1 and 2 cohorts the option of starting their practicums in March, as originally planned, or delaying them until August 2021. The Year 3 and IMG 1 cohorts will be attending the sessions as planned, given their in-person activity starts later in the term and the importance of completing their pre-clinical requirements prior to entering clinic by May 2021.

The winter practicum periods will run:

March 1– March 12 (Year 2)

March 15 - March 26 (Year 1)

March 15 - May 7 (Year 3 and IMG2)

We will continue to deliver our clinic entry OSCE examination virtually in March 2021.

2. Impact on Student Learning and Elimination of Deficiencies

While there continues to be challenges with the delivery of practical skills training for courses such as Traditional Chinese Medicine - Acupuncture and Emergency Medicine, our faculty have developed innovative approaches to overcome these challenges. In the case of Acupuncture, faculty have adopted virtual anatomy software (Complete Anatomy) to help students in point location. In Emergency Medicine, students are taken through emergency scenarios through the creative use of PowerPoint in small virtual groups, where formative feedback is provided. As well, the virtual simulations developed enable students to apply and demonstrate the cognitive tasks associated with the key competencies. The virtual small group tutorial sessions provide students with ample opportunity to interact with the knowledge and theory underpinning the practice of these technical skills. Students are also encouraged to practice elements like point location and orthopedic testing with any person in their household, if they are able.

The practicum period will be sufficient to close off any outstanding Fall 2020 and Winter 2021 courses, and sufficiently provide students with formative feedback on the skills gained from the practicums for the fall term. Refresher training will be provided, and we have instituted an entry-to-practice competency examination prior to entering clinic, ensuring safe entry into their primary internship role.

The opportunities for students to engage in patient care in a primary and secondary capacity have been reduced, due to the pandemic. Currently, students are achieving their patient contacts through telemedicine, in-person visits and simulated patient cases. To ensure competency in procedural skills, in addition to the resumption of in-person visits, we have created numerous simulated cases in which students may demonstrate and develop their clinical competence. Development of simulated primary patient cases for use as virtual clinical experiences are underway and expected to be available to students in February 2021.

CCNM has pivoted effectively to the use of telemedicine for patient care. As of November 30, 2020, clinic interns had completed fewer primary contacts than the

previous cohort but are still on track to meet graduation requirements. These primary contacts consist of telemedicine visits (66%), in-person visits (25%) and simulated in-person patient visits (9%). The in-person simulations require demonstration of physical clinical skills, such as physical examinations and physical therapies.

It is important to note that, while there have been some minor modifications in clinical education requirements, students are expected to meet the same clinical education standards as before COVID19. We will continue to monitor their progress to determine what additional adjustments may need to be made.

CCNM has adopted a heightened attention to student feedback to ensure quality assurance and improvement since March 2020 via increased Townhalls, coordination with cohort instructors, and enhanced course surveys. All feedback received is reviewed and directs either immediate action and/or supports planning for the upcoming terms.

The effort to move from in-person, residential education to a virtual environment has been supported by several departments within the College, including the IS department, Physical Property and Student Services. In addition, CCNM has been proactive in supporting the mental health of our students and staff during this challenging time by regularly communicating several resources and services that are available.

The ND curriculum has not changed – only the delivery model. The integration of naturopathic principles, philosophy, clinical theory and practice continue to be integrated and delivered.

3. Regulatory requirements for 2021

At this point there are no specific coronavirus-related legal/regulatory requirements that have been announced that will impact the program during **2021**. The College, along with all other organizations in Ontario, will continue to be subject to orders from the Premier of the Province, and the public health officials at both the provincial and municipal level. Federally, there may be restrictions on international travel that would impact our international students, but at this point it is too early to predict whether that will be the case.