



Natural Health Practitioners of Canada
Praticiens de la Santé Naturelle du Canada

Programs/Schools Application for Recognition

MASSAGE THERAPY

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MASSAGE THERAPY PROGRAM/ SCHOOL APPROVAL

Instructions on Completing Your Application

When your application is received, it will initially be reviewed for completeness. The Natural Health Practitioners of Canada (NHPC) will inform you if any additional information is required to complete the review. The completed application must be submitted in triplicate, in three-ring binders, and contain the following:

Part One: Program/School Summary and Contact Information

Part Two: Standards and Required Supporting Documentation.

The standards and required supporting documentation provide a measure by which your program will be evaluated for approval. Each standard will set an expectation or statement of intent and require you to provide evidence showing that your program meets the standard.

Your submission must include the following:

- o A table of contents
- o Separate tabbed headings for each standard, one through eight
- o Supporting documents for each standard, consecutively page numbered under the separate tabbed headings and following the order of the table of contents.
- o Appendix 1: List of Massage Therapy Courses Offered

Part Three: Inter-Jurisdictional Practice Competencies and Performance Indicators for Massage Therapists at Entry-to-Practice

- An application that is not submitted in the above format will be returned for resubmission.
- Your completed application will be forwarded to the NHPC's Program Approval Committee which consists of subject matter experts (SME). The Committee will review the application and submit their recommendation to approve or deny the application to the NHPC Board of Directors.
- The NHPC may request an onsite visit of your school prior to approval. Monitoring site visits may also be requested after approval to ensure continuing compliance with NHPC standards.
- If your application is successful, the NHPC will provide a letter stating that your program has been approved. The NHPC will review programs/schools every three to five years to ensure that they continue to meet the standards.
- If your application is unsuccessful, the NHPC will provide recommendations on what needs to be done to obtain approval and advise you on the next steps in submitting a revised application for review.

PART ONE: Program/School Summary and Contact Information

SCHOOL CONTACT INFORMATION

Name of School

Address (of school location)

City

Province

Postal Code

Country

Phone

Fax

Email

Website

Administrator(s) Name(s) and Title

MAILING ADDRESS (if different from above)

Address

City

Province

Postal Code

Country

Phone

Fax

SCHOOL OWNER(S) CONTACT INFORMATION

Owner(s) Name(s)

Address

City

Province

Postal Code

Country

Phone

Fax

Email

Type of Business:

Sole Proprietor

Not-for-Profit

Corporation

Franchise

Partnership

Other

Date Program/School Opened

DAY	MONTH	YEAR

Date of First Graduating Class

DAY	MONTH	YEAR

PROGRAM INFORMATION

Program Name

Type of Credential Awarded:

Certificate

Other

Diploma

Program Duration:

Hours

Weeks

Months

Program Start Date(s)

DAY	MONTH	YEAR

Program End Date(s)

DAY	MONTH	YEAR

Program Type:

Full-time

Part-time

Both

Program Delivery Type:

Onsite

Combined Delivery
(Onsite and Distance) *

Distance

*If combined delivery, please provide the number of:

Onsite Hours

Distance Hours

Student Clinical Experience Type:

In-school Clinic

Other

Practicum or Externship

Duration (Hours)

Voluntary Community
Outreach

Instructor-to-Student Ratio

Lecture Classes

Clinical Classes

Is First Aid/CPR training included in the program hours?

Yes

No

If yes, please provide the number of hours:

OTHER LOCATIONS OF PROGRAM/SCHOOL (if applicable)

Name of School (if different)

Address

City

Province

Postal Code

Country

Phone

Fax

Email

PAYMENT INFORMATION

School Application Fee:
\$500.00 plus applicable taxes per program

Form of Payment

Cash Money Order MasterCard
Cheque Visa

VISA/MasterCard Number

Expiry Date

MONTH	YEAR

Cardholder's Name

Cardholder's Signature

Cheques should be made payable to Natural Health Practitioners of Canada.

NON-SUFFICIENT FUNDS AND REFUND POLICY

If the bank denies your cheque for any reason, a \$50.00 (plus applicable taxes) processing fee will be assessed. Payment will only be accepted by money order or certified cheque thereafter. If you pay by credit card and the payment is denied, the NHPC will contact you regarding alternate payment methods.

The NHPC has a "no refund policy." Once the financial transaction is completed, there will be no reimbursement of fees.

CONFIDENTIALITY

The information you submit will be kept confidential and will only be used for the purpose of evaluating your program/school for NHPC approval. You and your program/school agree not to share this application package with other parties without the written permission of the NHPC.

CHANGES TO PROGRAM

If any changes are made to your program after approval, including the following examples, please report them to the NHPC.

- Amount of time required for successful completion of the program
- Ownership
- School location(s)
- Contact information
- Program method of delivery
- A school closure
- A program suspension

AGREEMENT

I,

declare that to the best of my knowledge, the information provided and statements made in this application and in any attached documents are true.

Signature

Date

DAY	MONTH	YEAR

Please submit your application package to:

Natural Health Practitioners of Canada
230-9440 49 ST
Edmonton, AB
T6B 2M9

NHPC STANDARDS

- | | |
|--|---------------------------------------|
| 1. Mission and Essential Program Documents | 5. Instruction and Student Evaluation |
| 2. Operational Information and Facilities | 6. Student Clinical Experience |
| 3. Program Admissions and Advertising | 7. Student Record Management |
| 4. Instructors | 8. Curriculum and Courses |

STANDARD (Expectations/Statements of intent)	COMPLIANCE INDICATOR (Items to be included in this application to show that your program/school meets the NHPC standard.)	Indicate the page number(s) where this information can be found in the submitted binder
1. Mission and Essential Program Documents		
<p>A program/school will have a clearly articulated mission statement that is communicated to staff, instructors, and students.</p> <p>A mission statement outlines the purpose and/or goals of a program/school. The goals or objectives, stated in specific or measurable terms, help guide the development and evaluation of the curriculum and overall operation of the school.</p>	<p>A brief history of the program/school which includes an overview of its goals or objectives.</p> <p>A mission statement or overall program philosophy and indicate how this is communicated to staff, students, instructors, and clinic supervisors.</p>	
<p>Essential program documents include a student policy handbook and academic calendar/schedule. The handbook serves as a guide and/or reference document for students, and the calendar/schedule shows the program's start and completion dates.</p> <p>Prospective students must be provided with these and detailed information about the educational experience prior to enrolment.</p>	<p>A copy of the student policy handbook. The handbook must include information about:</p> <ul style="list-style-type: none"> • Tuition and fee refunds • Complaint resolution and grade appeal • Withdrawal • Dismissal • Admissions (prerequisites and eligibility) • Student clinical experience • Attendance • Language proficiency assessment • Retention and security of student records • Prior learning assessment (if applicable) • Credit transfer with other schools (if applicable) <p>If this information is not collated in one document, such as a student handbook, provide descriptions or policy statements for each item in the aforementioned list.</p> <p>In addition, clarify when prospective students receive this information.</p>	
	<p>A master schedule showing dates, times, and course titles, for all courses, including clinics and outreach opportunities</p>	

STANDARD (Expectations/Statements of intent)	COMPLIANCE INDICATOR (Items to be included in this application to show that your program/school meets the NHPC standard.)	Indicate the page number(s) where this information can be found in the submitted binder
2. Operational Information and Facilities		
The school administration must demonstrate the ability to administer the program and its operations competently.	Identify who (include name and title) is responsible for the administration and financial management of the program.	
	Identify who (include name and title) the senior educational director is.	
A professional educational environment includes adequate, clean, and safe facilities; properly maintained equipment; and access to learning and/or library resources. Classrooms and clinic spaces should accommodate the number of students enrolled and support learning objectives.	A copy of the floor plan (include dimensions) of classroom and clinic spaces. Include a photo of each.	
	An inventory of classroom furniture and instructional equipment available to students.	
	An inventory of clinic furniture, equipment, and supplies available to students.	
	A list of learning and library resources available to students and a description of how this is sufficient for meeting learning objectives. Examples of resources are books, periodicals, online databases, internet access, videos, DVDs, computer software, charts, and models.	
	A description on how the school maintains a clean and safe environment for both students and staff.	
A program/school must operate lawfully, ethically, and with integrity. Massage therapy vocational training programs must comply with all applicable federal, provincial/territorial, and municipal licensing regulations. *All programs must be licensed by the provincial government.	A copy of the program/school's current license or verification letter from the province/territory.	
	A copy of the school's current municipal business license. If it is not a requirement in the school's municipality, provide a statement that an annual business license is not required.	
Students working at external practicums must comply with all applicable municipal bylaws in regards to the provision of massage therapy services. This compliance ensures that a program/school, and its students, have met the statutory requirements for registration or licensing in the proper jurisdiction.	If the program/school has undergone voluntary accreditation with an agency [for example, Career College Accreditation Program (CCAP), or Canadian Massage Therapy Council for Accreditation (CMTCA), provide the agency's name, address, and contact information along with documentation showing when accreditation was issued and the date of the last accreditation review.	

STANDARD (Expectations/Statements of intent)	COMPLIANCE INDICATOR (Items to be included in this application to show that your program/school meets the NHPC standard.)	Indicate the page number(s) where this information can be found in the submitted binder
3. Program Admissions and Advertising		
Admission requirements must comply with all provincial/territorial government regulations. Admissions procedures serve to ensure that only those students who can reasonably be expected to succeed are admitted. Admissions should be well-documented, kept in student files, and implemented consistently. The criteria for admissions should be published in the student handbook or on the school's website.	Either 1) a description or policy statement on how students are admitted to the program or 2) where this information can be found in the student handbook.	
	Include a description on how the school determines whether applicants are properly qualified for admission. For ESL students, include the assessment tools used to assess language proficiency.	
	If applicable, provide a description or policy statement of the school's Prior Learning Assessment and Recognition (PLAR) process, or indicate where this information can be found in the student handbook.	
	If applicable, provide a description or policy statement related to the transfer of credits to and from another school, or indicate where this information can be found in the student handbook.	
Schools must use ethical recruitment and enrolment practices. All advertising and marketing practices should provide accurate and complete information about the program/school so that prospective students can make an informed decision about enrolment.	Copies of current advertising and promotional materials (print ads, brochures, postcards, and website) used within the past two years.	
All program costs should be clearly communicated and fully disclosed to prospective students.	A description of when and how students are advised of all program costs.	
4. Instructors		
Instructors must meet or exceed the minimum requirements for instructors in career programs as outlined by the provincial/territorial government regulations.	A job description for all instructor and clinic supervisor positions, including descriptions of the minimum qualifications for the positions.	
	A list of all instructors and clinic supervisors with the courses they instruct or supervise.	
	Supporting documentation for each instructor and clinic supervisor, including résumés, certificates or diplomas, and evidence of being a massage therapy practitioner in good standing (Association Membership.)	
Qualified instructors are essential in delivering quality training and providing ongoing review of the curriculum and learning activities to ensure that the program is current, relevant, and effective.	A description or policy statement on how instructors assist in evaluating curriculum, prepare course materials or lesson plans, and provide feedback on facilities and equipment used in the classroom or clinical space.	

STANDARD (Expectations/Statements of intent)	COMPLIANCE INDICATOR (Items to be included in this application to show that your program/school meets the NHPC standard.)	Indicate the page number(s) where this information can be found in the submitted binder
4. Instructors (Continued)		
Students and administrators should have a means by which they evaluate instructor effectiveness.	A description or policy statement and feedback form showing how instructors are evaluated for effectiveness. Indicate when and how the school collects student feedback and how results are shared with instructors.	
Instructors should engage in ongoing professional development in technical knowledge and instructional skills.	A description or policy statement on how instructors engage in ongoing professional development as instructors and as practitioners.	
Instructors should teach and model professional industry standards of practice, codes of conduct, and boundaries including standard hygiene and draping practices.	A description or policy statement on instructor codes of conduct and standards of practice. Identify where these are published for students, instructors, and clinic supervisors.	
5. Instruction and Student Evaluation		
Instructional delivery methods must be appropriate to course content and meet the needs of students. Any courses offered via distance education (where the student and instructor are not in the same location) must not involve hands-on work or require immediate instructor feedback or monitoring.	Will the program be delivered in a language other than English? If yes, specify the language of instruction and provide translated versions of course outlines and exams.	
	Are any of the courses offered through distance education, in whole or in part? If yes, indicate which courses and provide an explanation of how this delivery method is appropriate to course content and meets the needs of students.	
Evaluation methods are essential in assessing a student's proficiency in curriculum competencies and overall progress. Students should receive regular and timely feedback on their performance throughout the program.	A description or policy statement on how and when students are assessed as they progress through the program.	
	A description of how students who are not achieving a passing grade are helped or counselled. Indicate what resources are in place to support student retention and success (including academic tutoring and non-academic support).	
	An example of each exam (written and practical) for each course offered.	
Students must be made aware of the student code of conduct/academic integrity policy.	Either 1) a description or policy statement on the student code of conduct/academic integrity policy or 2) where this information can be found in the student handbook.	
A complaint resolution policy and procedure must be in place to resolve disputes between students and instructors or administrators. Records of disputes should outline the nature and date of the complaint and what actions were taken to resolve the issue.	Either 1) a description or policy statement on the school's complaint resolution process or 2) where this information can be found in the student handbook.	
Student feedback and evaluation of the program/school should be sought on a regular basis.	A description, or policy statement and feedback form showing how and when the school conducts student satisfaction evaluations of the school/program.	

STANDARD (Expectations/Statements of intent)	COMPLIANCE INDICATOR (Items to be included in this application to show that your program/school meets the NHPC standard.)	Indicate the page number(s) where this information can be found in the submitted binder
6. Student Clinical Experience		
The student clinical experience is an essential component of a program because it provides students with the opportunity to work directly with members of the general public under the guidance of qualified clinic supervisors. In order to provide students with sufficient clinical work experience, clinical and practicum hours shall be between 220 hours minimally and 500 hours maximally. The student clinical experience must be a distinct course and include learning objectives and evaluation methods as shown in its course outline. Hands-on practice in other classes, or as homework, may not be considered part of clinic hours.	<p>If students are required to obtain external practicum placements, provide a sample copy of the practicum agreement that exists between the school, practicum host, and student. This document should outline the responsibilities and obligations of the school, practicum host, and student.</p> <p>Copies of in-school clinic forms:</p> <ul style="list-style-type: none"> • Client Health History • Treatment Record • Client Disclosure Statement • Client Feedback • and any other forms or work-experience handbooks/manuals the school uses in relation to student clinics 	
The student clinical experience (in-school student clinics, outreach or off-site fieldwork, and external practicums) must be supervised and evaluated by an instructor or clinic supervisor who is a qualified massage therapist.	<p>A description or policy statement on how students are supervised and evaluated during the student clinical experience.</p> <p>A description or policy statement on what qualifications clinic supervisors have.</p>	
Students should be given opportunities to apply their knowledge and skills in a variety of settings and with a variety of populations.	List the clinic and outreach opportunities that are available to students, the variety of populations that they work on, and the types of conditions that they would typically treat as part of their clinical experience.	
7. Student Record Management		
Schools must comply with all provincial/territorial government regulations regarding the content, access, and storage of student files. Schools must make provision for the transfer of current and past student records in the event of the sale of the program/school or a school closure.	A description or policy statement regarding the content, access, and storage of student files. Include a description of how student files are kept (hard copy and/or electronically), how the school ensures that they are kept confidential and secure, and how graduates would be able to access transcripts in the event that the program/school is sold or closed.	
	A description or policy statement on how students and graduates request the release of student records (including transcripts).	
	A copy of the student enrolment contract.	
	A copy of the official transcript(s) given to students.	
	A copy of the certificate or diploma awarded to students	

STANDARD (Expectations/Statements of intent)	COMPLIANCE INDICATOR (Items to be included in this application to show that your program/school meets the NHPC standard.)	Indicate the page number(s) where this information can be found in the submitted binder
8. Curriculum and Courses		
<p>Curriculum competencies set the standards of professional knowledge and abilities. The curriculum should meet or exceed the competencies set out in the <i>Inter-Jurisdictional Practice Competencies and Performance Indicators for Massage Therapists at Entry-to-Practice (Part Three)</i>.</p> <p>The <i>Inter-Jurisdictional Practice Competencies and Performance Indicators</i> document states that students are to be provided with foundational health sciences knowledge of sufficient breadth and depth to enable graduates to perform the practice competencies and performance indicators with entry-level proficiency. Foundational knowledge includes instruction in the physical, biological, health, social, and behavioural sciences.</p>	<ol style="list-style-type: none"> 1. Complete the form on page 12 showing all of the courses offered. 2. Complete the Inter-Jurisdictional Practice Competencies table in Part Three showing where and how courses are taught and how students are assessed.. 	
<p>Course outlines (syllabi) are essential documents that must be developed and provided to students for each course offered. Course outlines serve to document student learning and clarify how student performance will be assessed. They also serve as reference tools for external organizations and accrediting agencies in determining what knowledge and skills students have after completing the course. The course outlines, through the course objectives, provide the evidence to substantiate the teaching of each curriculum competency element.</p> <p>NOTE: Schools must submit quality course outlines for each course offered.</p>	<p>Course outlines (syllabi) for each course offered. Typically, course outlines must include the following information:</p> <ul style="list-style-type: none"> • Course title and description • Course start and end dates • Number of course hours • Instructor name(s) • Learning objectives (these begin with an action verb and describe something observable or measurable) • Delivery methods (lecture, lab, demonstration, projects, and if "other" specify) • Schedule of learning activities and topics covered • Student evaluation methods/tools (exams and assignments) and passing grade • Attendance expectations • Dress expectations (if applicable) • Textbooks and other materials required 	
<p>The program/school must demonstrate that it has ownership rights for all curriculum resources.</p>	<p>A statement on who owns the curriculum and course materials. If the program's curriculum and course materials (lesson plans, handouts, and exams) were purchased from an outside source, provide evidence that the school has usage rights for the duration of the program.</p> <p>A description of the curriculum development process and how the curriculum is regularly updated. Provide the name(s) of any subject matter expert who assisted in the development of the program.</p>	

APPENDIX 1: List of Massage Therapy Courses Offered

Please complete the following list showing all courses offered and number of hours.

	Course Name	Course outline submitted (Y) or (N)	Number of Hours
Health Sciences (Anatomy, Physiology, Pathology, Nutrition, Pharmacology, Research, Pathophysiology, Kinesiology, Surgery, Public Health, etc.)			
Massage Therapy/ Clinical Sciences (Hydrotherapy, Joint Mobilizations, Lymphatic Drainage, Myofascial, Neuromuscular, Orthopedic Assessment, Practicum, Pregnancy Massage, Relaxation Massage, Sport Massage, Student Clinical Experience, Swedish Massage, Therapeutic Exercise, Therapeutic Massage, Treatment Planning, Trigger Point, etc.)			
Professional Practice (Business, Communication, Ethics, First Aid/CPR, Therapeutic Relationships, etc.)			
Other Modalities (Acupressure, Aromatherapy, Craniosacral, Reflexology, Reiki, Thai Massage, Tuina, etc.)			
Total Hours			

PART THREE: Inter-Jurisdictional Practice Competencies and Performance Indicators for Massage Therapists at Entry-to-Practice

To be approved, curriculum must meet the following national competency standards which are evident in student learning outcomes.

PRACTICE COMPETENCY: 1. PROFESSIONAL PRACTICE					
1.1 Communication	Name of course where these competencies are taught	Year taught	Delivery method		Assessment
a. Utilize written communication effectively. Performance indicators: <ul style="list-style-type: none"> • Document information accurately. • Ensure legibility of information. • Employ clear, concise, and profession-specific language. • Write in a manner that corresponds to the needs of the reader. • Employ appropriate formatting, grammar, and spelling. • Comprehend written information. 		Year 1	Demonstration	Research	Assignment
		Year 2	Project	Video	Practical exam
		Both	Lab	Other	Written exam
b. Utilize oral communication effectively. Performance indicators: <ul style="list-style-type: none"> • Employ clear, concise, and profession-specific language. • Speak in a manner that corresponds to the needs of the listener. • Employ appropriate pace, tone, and projection of voice. • Employ effective questioning techniques. • Comprehend oral communication. 		Year 1	Demonstration	Research	Assignment
		Year 2	Project	Video	Practical exam
		Both	Lab	Other	Written exam
c. Utilize electronic communication effectively. Performance indicators: <ul style="list-style-type: none"> • Demonstrate a working knowledge of current communications technologies. • Select appropriate communication method for recipient. • Demonstrate knowledge of measures to secure electronic communication. • Demonstrate knowledge of professional use of social media. 		Year 1	Demonstration	Research	Assignment
		Year 2	Project	Video	Practical exam
		Both	Lab	Other	Written exam
d. Communicate in a manner that respects diversity. Performance indicators: <ul style="list-style-type: none"> • Employ communication approaches that respect diversity. • Identify resources that support knowledge of diversity. 		Year 1	Demonstration	Research	Assignment
		Year 2	Project	Video	Practical exam
		Both	Lab	Other	Written exam
e. Communicate in a manner that is suitable to the recipient's level of understanding. Performance indicators: <ul style="list-style-type: none"> • Adapt communication skills to recipient. • Confirm that recipient understands communication. 		Year 1	Demonstration	Research	Assignment
		Year 2	Project	Video	Practical exam
		Both	Lab	Other	Written exam
			Lecture		Other

PRACTICE COMPETENCY: 1. PROFESSIONAL PRACTICE

1.1 Communication	Name of course where these competencies are taught	Year taught	Delivery method		Assessment
f. Utilize active listening skills. Performance indicators: <ul style="list-style-type: none"> • Demonstrate knowledge of the use and characteristics of active listening. • Demonstrate active listening. 		Year 1 Year 2 Both	Demonstration Project Lab Lecture	Research Video Other	Assignment Practical exam Written exam Other
g. Utilize and respond to non-verbal communication. Performance indicators: <ul style="list-style-type: none"> • Demonstrate knowledge of the characteristics of non-verbal communication. • Respond professionally to non-verbal communication. • Demonstrate appropriate non-verbal communication. 		Year 1 Year 2 Both	Demonstration Project Lab Lecture	Research Video Other	Assignment Practical exam Written exam Other
h. Utilize medical terminology. Performance indicators: <ul style="list-style-type: none"> • Use medical terminology appropriately. • Convey medical concepts using plain language. • Use common medical abbreviations in written communications and clinical records. 		Year 1 Year 2 Both	Demonstration Project Lab Lecture	Research Video Other	Assignment Practical exam Written exam Other
i. Contribute to an effective collaborative atmosphere in group settings. Performance indicators: <ul style="list-style-type: none"> • Demonstrate knowledge of group process. • Interact respectfully with other group members. 		Year 1 Year 2 Both	Demonstration Project Lab Lecture	Research Video Other	Assignment Practical exam Written exam Other
j. Identify and address interpersonal conflict. Performance indicators: <ul style="list-style-type: none"> • Demonstrate knowledge of factors that may create interpersonal conflict. • Demonstrate knowledge of strategies to address interpersonal conflict. • Utilize strategies that address interpersonal conflict. 		Year 1 Year 2 Both	Demonstration Project Lab Lecture	Research Video Other	Assignment Practical exam Written exam Other
COMMENTS:					

PRACTICE COMPETENCY: 1. PROFESSIONAL PRACTICE					
1.2 Professionalism	Name of course where these competencies are taught	Year taught	Delivery method		Assessment
a. Comply with federal and provincial requirements. Performance indicators: <ul style="list-style-type: none"> • Demonstrate knowledge of relevant provincial requirements. • Demonstrate knowledge of relevant federal requirements. • Practice in compliance with federal and provincial requirements. 		Year 1	Demonstration	Research	Assignment
		Year 2	Project	Video	Practical exam
		Both	Lab	Other	Written exam
			Lecture		Other
b. Comply with regulatory requirements. Performance indicators: <ul style="list-style-type: none"> • Demonstrate knowledge of the mandate and roles of a regulatory body. • Demonstrate knowledge of the obligations of a registrant. • Differentiate between the role of a regulatory body and that of a professional association. • Practice in accordance with regulatory requirements. 		Year 1	Demonstration	Research	Assignment
		Year 2	Project	Video	Practical exam
		Both	Lab	Other	Written exam
			Lecture		Other
c. Comply with municipal and local requirements. Performance indicators: <ul style="list-style-type: none"> • Identify municipal and local requirements that may affect business practice. 		Year 1	Demonstration	Research	Assignment
		Year 2	Project	Video	Practical exam
		Both	Lab	Other	Written exam
			Lecture		Other
d. Maintain comprehensive practice records. Performance indicators: <ul style="list-style-type: none"> • Demonstrate knowledge of aspects of professional practice that require documentation. • Demonstrate knowledge of security, confidentiality and access requirements for records. • Record required information in a consistent and timely manner. 		Year 1	Demonstration	Research	Assignment
		Year 2	Project	Video	Practical exam
		Both	Lab	Other	Written exam
			Lecture		Other
e. Maintain professional boundaries. Performance indicators: <ul style="list-style-type: none"> • Demonstrate knowledge of the purpose of maintaining boundaries. • Demonstrate knowledge of ways to establish and maintain boundaries. • Demonstrate knowledge of commonly occurring boundary violations. • Interact professionally with others. 		Year 1	Demonstration	Research	Assignment
		Year 2	Project	Video	Practical exam
		Both	Lab	Other	Written exam
			Lecture		Other
f. Maintain a safe and comfortable practice environment Performance indicators: <ul style="list-style-type: none"> • Demonstrate knowledge of aspects of physical setting that affect patient / client safety and comfort. • Ensure a safe and comfortable environment, consistent with patient / client needs. 		Year 1	Demonstration	Research	Assignment
		Year 2	Project	Video	Practical exam
		Both	Lab	Other	Written exam
			Lecture		Other

PRACTICE COMPETENCY: 1. PROFESSIONAL PRACTICE

1.2 Professionalism	Name of course where these competencies are taught	Year taught	Delivery method		Assessment
<p>g. Apply standard hygiene and infection control precautions.</p> <p>Performance indicators:</p> <ul style="list-style-type: none"> • Demonstrate knowledge of standard hygiene practices. • Demonstrate knowledge of standard precautions of infection control. • Apply standard hygiene practices. • Apply standard precautions for infection control. 		Year 1	Demonstration	Research	Assignment
		Year 2	Project	Video	Practical exam
		Both	Lab	Other	Written exam
			Lecture		Other
<p>h. Practice professionally, regardless of personal beliefs.</p> <p>Performance indicators:</p> <ul style="list-style-type: none"> • Identify the types of personal belief that may conflict with professional practice • Develop strategies to ensure professional practice is independent of conflicting personal beliefs. • Maintain professional decorum. 		Year 1	Demonstration	Research	Assignment
		Year 2	Project	Video	Practical exam
		Both	Lab	Other	Written exam
			Lecture		Other
<p>i. Apply biomechanical and postural skills for therapist self-protection.</p> <p>Performance indicators:</p> <ul style="list-style-type: none"> • Demonstrate knowledge of common biomechanical and postural risks for massage therapists. • Apply biomechanical and postural skills that preserve therapist health. 		Year 1	Demonstration	Research	Assignment
		Year 2	Project	Video	Practical exam
		Both	Lab	Other	Written exam
			Lecture		Other
<p>j. Employ personal care and lifestyle strategies that enhance professional effectiveness</p> <p>Performance indicators:</p> <ul style="list-style-type: none"> • Identify lifestyle factors that may influence effectiveness. • Identify self-care strategies to enhance effectiveness. 		Year 1	Demonstration	Research	Assignment
		Year 2	Project	Video	Practical exam
		Both	Lab	Other	Written exam
			Lecture		Other
<p>k. Manage personal stress.</p> <p>Performance indicators:</p> <ul style="list-style-type: none"> • Identify potential stressors. • Identify stress management strategies. 		Year 1	Demonstration	Research	Assignment
		Year 2	Project	Video	Practical exam
		Both	Lab	Other	Written exam
			Lecture		Other
<p>l. Maintain personal hygiene and professional appearance.</p> <p>Performance indicators:</p> <ul style="list-style-type: none"> • Relate appearance and personal hygiene to professional impression. • Maintain grooming, dress and hygiene appropriate to professional setting. 		Year 1	Demonstration	Research	Assignment
		Year 2	Project	Video	Practical exam
		Both	Lab	Other	Written exam
			Lecture		Other

PRACTICE COMPETENCY: 1. PROFESSIONAL PRACTICE

1.2 Professionalism	Name of course where these competencies are taught	Year taught	Delivery method		Assessment
<p>m. Identify and address conflict of interest.</p> <p>Performance indicators:</p> <ul style="list-style-type: none"> • Demonstrate knowledge of situations that create potential for conflict of interest. • Demonstrate knowledge of strategies to avoid or resolve conflict of interest. 		Year 1	Demonstration	Research	Assignment
		Year 2	Project	Video	Practical exam
		Both	Lab	Other	Written exam
<p>n. Employ critical thinking</p> <p>Performance indicators:</p> <ul style="list-style-type: none"> • Define issues clearly. • Identify all relevant information. • Determine course of action. • Defend rationale. 		Year 1	Demonstration	Research	Assignment
		Year 2	Project	Video	Practical exam
		Both	Lab	Other	Written exam
<p>o. Apply ethical considerations in decision-making.</p> <p>Performance indicators:</p> <ul style="list-style-type: none"> • Demonstrate knowledge of characteristics consistent with ethical behaviour. • Demonstrate knowledge of ethically challenging situations commonly encountered in massage therapy practice. • Utilize strategies that address ethical challenges. 		Year 1	Demonstration	Research	Assignment
		Year 2	Project	Video	Practical exam
		Both	Lab	Other	Written exam
<p>p. Manage professional time effectively.</p> <p>Performance indicators:</p> <ul style="list-style-type: none"> • Identify factors that impact time management. • Utilize strategies to address time management challenges. 		Year 1	Demonstration	Research	Assignment
		Year 2	Project	Video	Practical exam
		Both	Lab	Other	Written exam
<p>q. Recognize the role of massage therapy within health care.</p> <p>Performance indicators:</p> <ul style="list-style-type: none"> • Demonstrate knowledge of the health care delivery framework in Canada. • Demonstrate knowledge of the significance of massage therapy as a regulated health care profession. 		Year 1	Demonstration	Research	Assignment
		Year 2	Project	Video	Practical exam
		Both	Lab	Other	Written exam
<p>r. Establish and maintain professional collaboration.</p> <p>Performance indicators:</p> <ul style="list-style-type: none"> • Distinguish intra- and inter-professional collaboration • Identify the scopes of practice and treatment modalities of health care providers commonly encountered in massage therapy practice. • Demonstrate knowledge of the value of inter-professional collaboration. • Identify patient / client conditions that benefit from collaboration with other health care professionals. 		Year 1	Demonstration	Research	Assignment
		Year 2	Project	Video	Practical exam
		Both	Lab	Other	Written exam
			Lecture		Other

PRACTICE COMPETENCY: 1. PROFESSIONAL PRACTICE

1.2 Professionalism	Name of course where these competencies are taught	Year taught	Delivery method		Assessment
<p>s. Utilize research and professional literature.</p> <p>Performance indicators:</p> <ul style="list-style-type: none"> • Identify reliable sources of research and professional literature. • Access research and professional literature. • Identify evidence relevant to a practice issue. • Evaluate evidence. • Integrate evidence into practice. 		Year 1	Demonstration	Research	Assignment
		Year 2	Project	Video	Practical exam
		Both	Lab	Other	Written exam
			Lecture		Other
<p>t. Maintain currency with developments in the profession.</p> <p>Performance indicators:</p> <ul style="list-style-type: none"> • Identify sources of information related to professional practice. • Explain the importance of maintaining currency in professional practice. 		Year 1	Demonstration	Research	Assignment
		Year 2	Project	Video	Practical exam
		Both	Lab	Other	Written exam
			Lecture		Other
<p>u. Practice within therapist's knowledge and skill level.</p> <p>Performance indicators:</p> <ul style="list-style-type: none"> • Articulate an understanding of personal limits of knowledge and abilities. 		Year 1	Demonstration	Research	Assignment
		Year 2	Project	Video	Practical exam
		Both	Lab	Other	Written exam
			Lecture		Other
<p>v. Utilize self reflection to identify personal strengths and areas for improvement.</p> <p>Performance indicators:</p> <ul style="list-style-type: none"> • Identify multiple sources of feedback related to performance. • Employ self-reflection. • Identify and implement opportunities for improvement. 		Year 1	Demonstration	Research	Assignment
		Year 2	Project	Video	Practical exam
		Both	Lab	Other	Written exam
			Lecture		Other
<p>w. Perform basic information management functions electronically.</p> <p>Performance indicators:</p> <ul style="list-style-type: none"> • Create documents electronically. • Access information electronically. 		Year 1	Demonstration	Research	Assignment
		Year 2	Project	Video	Practical exam
		Both	Lab	Other	Written exam
			Lecture		Other
<p>x. Ensure sound practice management.</p> <p>Performance indicators:</p> <ul style="list-style-type: none"> • Demonstrate knowledge of basic principles of financial management. • Demonstrate knowledge of basic principles of business management. • Demonstrate knowledge of billing procedures. 		Year 1	Demonstration	Research	Assignment
		Year 2	Project	Video	Practical exam
		Both	Lab	Other	Written exam
			Lecture		Other

PRACTICE COMPETENCY: 1. PROFESSIONAL PRACTICE					
1.2 Professionalism	Name of course where these competencies are taught	Year taught	Delivery method		Assessment
y. Prepare reports for third parties. Performance indicators: <ul style="list-style-type: none"> Describe the nature, content and legal implications of reports. Develop reports with appropriate content. 		Year 1	Demonstration	Research	Assignment
		Year 2	Project	Video	Practical exam
		Both	Lab	Other	Written exam
			Lecture		Other

PRACTICE COMPETENCY: 1. PROFESSIONAL PRACTICE					
1.3 Therapeutic Relationship	Name of course where these competencies are taught	Year taught	Delivery method		Assessment
a. Display positive regard toward patient / client. Performance indicators: <ul style="list-style-type: none"> Demonstrate respect for patient / client. Establish rapport with patient / client. Respond with empathy. 		Year 1	Demonstration	Research	Assignment
		Year 2	Project	Video	Practical exam
		Both	Lab	Other	Written exam
			Lecture		Other
b. Practice patient / client centred care. Performance indicators: <ul style="list-style-type: none"> Demonstrate knowledge of patient / client centred care. Employ a patient / client centred approach to care. 		Year 1	Demonstration	Research	Assignment
		Year 2	Project	Video	Practical exam
		Both	Lab	Other	Written exam
			Lecture		Other
c. Maintain informed patient / client consent throughout assessment and treatment. Performance indicators: <ul style="list-style-type: none"> Demonstrate knowledge of the purpose of informed consent. Obtain informed consent prior to performing assessment, treatment and reassessment. 		Year 1	Demonstration	Research	Assignment
		Year 2	Project	Video	Practical exam
		Both	Lab	Other	Written exam
			Lecture		Other
d. Obtain explicit consent prior to assessment and treatment of sensitive body areas. Performance indicators: <ul style="list-style-type: none"> Demonstrate knowledge of potential sensitive areas. Identify the patient's / client's sensitive areas. Confirm patient / client has a stop signal. Demonstrate knowledge of the potential for touch-triggered responses. 		Year 1	Demonstration	Research	Assignment
		Year 2	Project	Video	Practical exam
		Both	Lab	Other	Written exam
			Lecture		Other
e. Respect patient's / client's physical privacy. Performance indicators: <ul style="list-style-type: none"> Demonstrate knowledge of privacy considerations in the practice environment. Respond to patient's / client's individual privacy needs. Direct patient / client in degree of disrobing. 		Year 1	Demonstration	Research	Assignment
		Year 2	Project	Video	Practical exam
		Both	Lab	Other	Written exam
			Lecture		Other

PRACTICE COMPETENCY: 1. PROFESSIONAL PRACTICE

1.3 Therapeutic Relationship	Name of course where these competencies are taught	Year taught	Delivery method		Assessment
<p>f. Recognize and address the power differential in the patient/ client-therapist relationship.</p> <p>Performance indicators:</p> <ul style="list-style-type: none"> • Demonstrate knowledge of the characteristics and implications of power differentials. • Explain therapist responsibility for managing the power differential between patient / client and therapist. • Describe strategies to manage problems arising from power differentials. • Demonstrate knowledge of sexual abuse prevention. 		Year 1	Demonstration	Research	Assignment
		Year 2	Project	Video	Practical exam
		Both	Lab	Other	Written exam
			Lecture		Other
<p>g. Recognize and address transference and counter-transference.</p> <p>Performance indicators:</p> <ul style="list-style-type: none"> • Demonstrate knowledge of the characteristics and implications of transference and countertransference. • Describe strategies to manage problems arising from transference and countertransference.. 		Year 1	Demonstration	Research	Assignment
		Year 2	Project	Video	Practical exam
		Both	Lab	Other	Written exam
			Lecture		Other
<p>h. Employ touch with therapeutic intent</p> <p>Performance indicators:</p> <ul style="list-style-type: none"> • Demonstrate knowledge of appropriate touch. • Restrict touch within treatment to therapeutic contact. 		Year 1	Demonstration	Research	Assignment
		Year 2	Project	Video	Practical exam
		Both	Lab	Other	Written exam
			Lecture		Other
<p>i. Address accidental or incidental physical contact.</p> <p>Performance indicators:</p> <ul style="list-style-type: none"> • Demonstrate knowledge of circumstances that may result in perceived inappropriate contact. • Employ approaches to avoid accidental or incidental contact. • Demonstrate knowledge of ways to address perceived inappropriate contact.. 		Year 1	Demonstration	Research	Assignment
		Year 2	Project	Video	Practical exam
		Both	Lab	Other	Written exam
			Lecture		Other
<p>j. Assist patient / client in representing their needs to others.</p> <p>Performance indicators:</p> <ul style="list-style-type: none"> • Describe commonly-occurring circumstances requiring the massage therapist to advocate on the patient's / client's behalf. 		Year 1	Demonstration	Research	Assignment
		Year 2	Project	Video	Practical exam
		Both	Lab	Other	Written exam
			Lecture		Other
<p>COMMENTS</p>					

PRACTICE COMPETENCY: 2. ASSESSMENT AND TREATMENT PLANNING

2. Assessment	Name of course where these competencies are taught	Year taught	Delivery method		Assessment
<p>a. Obtain comprehensive case history.</p> <p>Performance indicators:</p> <ul style="list-style-type: none"> • Demonstrate knowledge of the components of a comprehensive case history. • Demonstrate knowledge of ways to obtain a case history. • Interview patient / client to obtain case history and their desired treatment goals. 		Year 1 Year 2 Both	Demonstration Project Lab Lecture	Research Video Other	Assignment Practical exam Written exam Other
<p>b. Integrate findings of other health care practitioners.</p> <p>Performance indicators:</p> <ul style="list-style-type: none"> • Demonstrate knowledge of the importance of including assessment findings from other health care practitioners. • Incorporate assessment findings of other health care practitioners into assessment planning. 		Year 1 Year 2 Both	Demonstration Project Lab Lecture	Research Video Other	Assignment Practical exam Written exam Other
<p>c. Apply knowledge of commonly-occurring conditions to assessment.</p> <p>Performance indicators:</p> <ul style="list-style-type: none"> • Identify indications for assessing patients / clients presenting with conditions listed in the Appendix. • Demonstrate knowledge of safety considerations and adaptation of assessments for patients / clients presenting with conditions listed in the Appendix. 		Year 1 Year 2 Both	Demonstration Project Lab Lecture	Research Video Other	Assignment Practical exam Written exam Other
<p>d. Select and perform assessments incorporating knowledge of patient / client history, safety considerations and evidence.</p> <p>Performance indicators:</p> <ul style="list-style-type: none"> • Identify assessment needs. • Select appropriate assessment procedures. • Perform assessment appropriately. 		Year 1 Year 2 Both	Demonstration Project Lab Lecture	Research Video Other	Assignment Practical exam Written exam Other
<p>e. Modify assessments based upon emerging findings.</p> <p>Performance indicators:</p> <ul style="list-style-type: none"> • Relate modifications to findings. • Adapt assessments based on findings. 		Year 1 Year 2 Both	Demonstration Project Lab Lecture	Research Video Other	Assignment Practical exam Written exam Other
<p>f. Maintain clinically relevant observation.</p> <p>Performance indicators:</p> <ul style="list-style-type: none"> • Demonstrate knowledge of the importance of maintaining clinically relevant observation. • Demonstrate ongoing clinically relevant observation. 		Year 1 Year 2 Both	Demonstration Project Lab Lecture	Research Video Other	Assignment Practical exam Written exam Other

PRACTICE COMPETENCY: 2. ASSESSMENT AND TREATMENT PLANNING

2. Assessment	Name of course where these competencies are taught	Year taught	Delivery method		Assessment
<p>g. Perform vital signs assessment.</p> <p>Performance indicators:</p> <ul style="list-style-type: none"> Identify indications for performing vital signs assessment. Describe the process for performing vital signs assessment. Demonstrate vital signs assessment. Differentiate between normal and abnormal findings. Demonstrate knowledge of the relationship between findings and patient / client presentation. 		<p>Year 1</p> <p>Year 2</p> <p>Both</p>	<p>Demonstration</p> <p>Project</p> <p>Lab</p> <p>Lecture</p>	<p>Research</p> <p>Video</p> <p>Other</p>	<p>Assignment</p> <p>Practical exam</p> <p>Written exam</p> <p>Other</p>
<p>h. Assess abilities to perform activities of daily living.</p> <p>Performance indicators:</p> <ul style="list-style-type: none"> Demonstrate knowledge of indications for assessing activities of daily living. Assess patient's / client's capacity to perform activities of daily living. 		<p>Year 1</p> <p>Year 2</p> <p>Both</p>	<p>Demonstration</p> <p>Project</p> <p>Lab</p> <p>Lecture</p>	<p>Research</p> <p>Video</p> <p>Other</p>	<p>Assignment</p> <p>Practical exam</p> <p>Written exam</p> <p>Other</p>
<p>i. Perform postural assessment.</p> <p>Performance indicators:</p> <ul style="list-style-type: none"> Identify indications and safety considerations for performing postural assessment. Describe the process for performing a postural assessment. Demonstrate postural assessment. Differentiate between normal and abnormal findings. Identify the relationship between findings and patient/client presentation. 		<p>Year 1</p> <p>Year 2</p> <p>Both</p>	<p>Demonstration</p> <p>Project</p> <p>Lab</p> <p>Lecture</p>	<p>Research</p> <p>Video</p> <p>Other</p>	<p>Assignment</p> <p>Practical exam</p> <p>Written exam</p> <p>Other</p>
<p>j. Perform palpatory assessment.</p> <p>Performance indicators:</p> <ul style="list-style-type: none"> Identify indications and safety considerations for performing palpatory assessment. Describe the process for performing a palpatory assessment. Demonstrate palpatory assessment. Differentiate between normal and abnormal findings. Identify the relationship between findings and patient/client presentation. 		<p>Year 1</p> <p>Year 2</p> <p>Both</p>	<p>Demonstration</p> <p>Project</p> <p>Lab</p> <p>Lecture</p>	<p>Research</p> <p>Video</p> <p>Other</p>	<p>Assignment</p> <p>Practical exam</p> <p>Written exam</p> <p>Other</p>
<p>k. Perform gait assessment.</p> <p>Performance indicators:</p> <ul style="list-style-type: none"> Identify indications and safety considerations for performing gait assessment. Describe the process for performing a gait assessment. Demonstrate gait assessment. Differentiate between normal and abnormal findings. Identify the relationship between findings and patient / client presentation. 		<p>Year 1</p> <p>Year 2</p> <p>Both</p>	<p>Demonstration</p> <p>Project</p> <p>Lab</p> <p>Lecture</p>	<p>Research</p> <p>Video</p> <p>Other</p>	<p>Assignment</p> <p>Practical exam</p> <p>Written exam</p> <p>Other</p>

PRACTICE COMPETENCY: 2. ASSESSMENT AND TREATMENT PLANNING

2. Assessment	Name of course where these competencies are taught	Year taught	Delivery method		Assessment
l. Perform range of motion assessment. Performance indicators: <ul style="list-style-type: none"> • Identify indications and safety considerations for performing range of motion assessment. • Describe the process for performing a range of motion assessment. • Demonstrate range of motion assessment. • Differentiate between normal and abnormal findings. • Identify the relationship between findings and patient / client presentation. 		Year 1 Year 2 Both	Demonstration Project Lab Lecture	Research Video Other	Assignment Practical exam Written exam Other
m. Perform muscle length assessment. Performance indicators: <ul style="list-style-type: none"> • Identify indications and safety considerations for performing muscle length assessment. • Describe the process for performing a muscle length assessment. • Demonstrate muscle length assessment. • Differentiate between normal and abnormal findings. • Identify the relationship between findings and patient / client presentation. 		Year 1 Year 2 Both	Demonstration Project Lab Lecture	Research Video Other	Assignment Practical exam Written exam Other
n. Perform muscle strength assessment. Performance indicators: <ul style="list-style-type: none"> • Identify indications and safety considerations for performing muscle strength assessment. • Describe the process for performing a muscle strength assessment. • Demonstrate muscle strength assessment. • Differentiate between normal and abnormal findings. • Identify the relationship between findings and patient / client presentation. 		Year 1 Year 2 Both	Demonstration Project Lab Lecture	Research Video Other	Assignment Practical exam Written exam Other
o. Perform joint play assessment. Performance indicators: <ul style="list-style-type: none"> • Identify indications and safety considerations for performing joint play assessment. • Describe the process for performing a joint play assessment. • Demonstrate joint play assessment. • Differentiate between normal and abnormal findings. • Identify the relationship between findings and patient / client presentation. 		Year 1 Year 2 Both	Demonstration Project Lab Lecture	Research Video Other	Assignment Practical exam Written exam Other

PRACTICE COMPETENCY: 2. ASSESSMENT AND TREATMENT PLANNING

2. Assessment	Name of course where these competencies are taught	Year taught	Delivery method		Assessment
<p>p. Perform neurological assessment.</p> <p>Performance indicators:</p> <ul style="list-style-type: none"> • Identify indications and safety considerations for performing neurological assessment. • Describe the process for performing a neurological assessment. • Demonstrate neurological assessment. • Differentiate between normal and abnormal findings. • Identify the relationship between findings and patient / client presentation. 		<p>Year 1</p> <p>Year 2</p> <p>Both</p>	<p>Demonstration</p> <p>Project</p> <p>Lab</p> <p>Lecture</p>	<p>Research</p> <p>Video</p> <p>Other</p>	<p>Assignment</p> <p>Practical exam</p> <p>Written exam</p> <p>Other</p>
<p>q. Perform appropriate special tests.</p> <p>Performance indicators:</p> <ul style="list-style-type: none"> • Identify indications and safety considerations for selecting a specific test. • Identify the purpose of the selected test. • Describe how the selected test affects the involved tissues. • Demonstrate the selected test. • Identify the relationship between findings and patient / client presentation. 		<p>Year 1</p> <p>Year 2</p> <p>Both</p>	<p>Demonstration</p> <p>Project</p> <p>Lab</p> <p>Lecture</p>	<p>Research</p> <p>Video</p> <p>Other</p>	<p>Assignment</p> <p>Practical exam</p> <p>Written exam</p> <p>Other</p>
<p>r. Interpret findings and formulate clinical impression / differential diagnosis.</p> <p>Performance indicators:</p> <ul style="list-style-type: none"> • Analyze findings. • Formulate a clinical impression / differential diagnosis. 		<p>Year 1</p> <p>Year 2</p> <p>Both</p>	<p>Demonstration</p> <p>Project</p> <p>Lab</p> <p>Lecture</p>	<p>Research</p> <p>Video</p> <p>Other</p>	<p>Assignment</p> <p>Practical exam</p> <p>Written exam</p> <p>Other</p>
<p>s. Recognize conditions requiring urgent medical attention and respond accordingly.</p> <p>Performance indicators:</p> <ul style="list-style-type: none"> • Recognize presentations of common urgent medical conditions. • Demonstrate knowledge of appropriate responses to urgent medical events. • Demonstrate appropriate responses to urgent medical events. • Demonstrate first aid and cardiopulmonary resuscitation (CPR). (First aid and CPR abilities will normally be demonstrated through external certification.) 		<p>Year 1</p> <p>Year 2</p> <p>Both</p>	<p>Demonstration</p> <p>Project</p> <p>Lab</p> <p>Lecture</p>	<p>Research</p> <p>Video</p> <p>Other</p>	<p>Assignment</p> <p>Practical exam</p> <p>Written exam</p> <p>Other</p>

PRACTICE COMPETENCY: 2. ASSESSMENT AND TREATMENT PLANNING

2. Assessment	Name of course where these competencies are taught	Year taught	Delivery method		Assessment
f. Recognize conditions requiring non-urgent medical attention and respond accordingly. Performance indicators: <ul style="list-style-type: none"> • Demonstrate knowledge of presentations that require non-urgent medical care. • Demonstrate knowledge of appropriate responses to non-urgent medical conditions.. 		Year 1	Demonstration	Research	Assignment
		Year 2	Project	Video	Practical exam
		Both	Lab	Other	Written exam
			Lecture		Other
u. Recognize when patient may benefit from community services. Performance indicators: <ul style="list-style-type: none"> • Identify services that may be of assistance to patients / clients. 		Year 1	Demonstration	Research	Assignment
		Year 2	Project	Video	Practical exam
		Both	Lab	Other	Written exam
			Lecture		Other
COMMENTS					

PRACTICE COMPETENCY: 3.TREATMENT

3.1. Treatment Principles	Name of course where these competencies are taught	Year taught	Delivery method		Assessment
<p>a. Incorporate relevant assessment data, research evidence, and clinical experience into development of a patient / client centred treatment plan.</p> <p>Performance indicators:</p> <ul style="list-style-type: none"> • Demonstrate knowledge of considerations that guide treatment planning. • Formulate individualized treatment plan. • Relate treatment components to patient / client stage of life. • Relate treatment plan to desired outcomes. 		<p>Year 1</p> <p>Year 2</p> <p>Both</p>	<p>Demonstration</p> <p>Project</p> <p>Lab</p> <p>Lecture</p>	<p>Research</p> <p>Video</p> <p>Other</p>	<p>Assignment</p> <p>Practical exam</p> <p>Written exam</p> <p>Other</p>
<p>b. Select treatment components based on indications and safety considerations.</p> <p>Performance indicators:</p> <ul style="list-style-type: none"> • Relate treatment components to indications and safety considerations. 		<p>Year 1</p> <p>Year 2</p> <p>Both</p>	<p>Demonstration</p> <p>Project</p> <p>Lab</p> <p>Lecture</p>	<p>Research</p> <p>Video</p> <p>Other</p>	<p>Assignment</p> <p>Practical exam</p> <p>Written exam</p> <p>Other</p>
<p>c. Treat consistent with treatment plan.</p> <p>Performance indicators:</p> <ul style="list-style-type: none"> • Demonstrate knowledge of health sciences related to conditions listed in the Appendix. • Describe common clinical presentations of patients / clients with conditions listed in the Appendix. • Apply treatment modalities and techniques incorporating knowledge of commonly-occurring conditions, as listed in the Appendix. • Treat in a manner appropriate to patient / client presentation. 		<p>Year 1</p> <p>Year 2</p> <p>Both</p>	<p>Demonstration</p> <p>Project</p> <p>Lab</p> <p>Lecture</p>	<p>Research</p> <p>Video</p> <p>Other</p>	<p>Assignment</p> <p>Practical exam</p> <p>Written exam</p> <p>Other</p>
<p>d. Perform ongoing patient / client evaluation, and adapt treatment plan as needed.</p> <p>Performance indicators:</p> <ul style="list-style-type: none"> • Explain the importance of ongoing evaluation. • Modify treatment plan based upon findings. • Relate modifications to findings. 		<p>Year 1</p> <p>Year 2</p> <p>Both</p>	<p>Demonstration</p> <p>Project</p> <p>Lab</p> <p>Lecture</p>	<p>Research</p> <p>Video</p> <p>Other</p>	<p>Assignment</p> <p>Practical exam</p> <p>Written exam</p> <p>Other</p>
<p>e. Utilize patient / client transfer techniques.</p> <p>Performance indicators:</p> <ul style="list-style-type: none"> • Demonstrate knowledge of principles of safe transfer. • Determine what assistance patient / client requires. • Employ safe transfer techniques. 		<p>Year 1</p> <p>Year 2</p> <p>Both</p>	<p>Demonstration</p> <p>Project</p> <p>Lab</p> <p>Lecture</p>	<p>Research</p> <p>Video</p> <p>Other</p>	<p>Assignment</p> <p>Practical exam</p> <p>Written exam</p> <p>Other</p>

PRACTICE COMPETENCY: 3.TREATMENT

3.1.Treatment Principles	Name of course where these competencies are taught	Year taught	Delivery method		Assessment
<p>f. Assist patient / client with dressing and undressing.</p> <p>Performance indicators:</p> <ul style="list-style-type: none"> • Demonstrate knowledge of circumstances where assistance may be required. • Demonstrate knowledge of circumstances where consent for assistance is required. • Obtain consent where appropriate. • Provide assistance with dressing and undressing where required. 		<p>Year 1</p> <p>Year 2</p> <p>Both</p>	<p>Demonstration</p> <p>Project</p> <p>Lab</p> <p>Lecture</p>	<p>Research</p> <p>Video</p> <p>Other</p>	<p>Assignment</p> <p>Practical exam</p> <p>Written exam</p> <p>Other</p>
<p>g. Employ draping.</p> <p>Performance indicators:</p> <ul style="list-style-type: none"> • Demonstrate knowledge of the purpose of draping. • Drape and undrape patient / client, appropriately for treatment. 		<p>Year 1</p> <p>Year 2</p> <p>Both</p>	<p>Demonstration</p> <p>Project</p> <p>Lab</p> <p>Lecture</p>	<p>Research</p> <p>Video</p> <p>Other</p>	<p>Assignment</p> <p>Practical exam</p> <p>Written exam</p> <p>Other</p>
<p>h. Position patient / client.</p> <p>Performance indicators:</p> <ul style="list-style-type: none"> • Select appropriate positioning. • Direct and position patient / client. • Modify position as required. 		<p>Year 1</p> <p>Year 2</p> <p>Both</p>	<p>Demonstration</p> <p>Project</p> <p>Lab</p> <p>Lecture</p>	<p>Research</p> <p>Video</p> <p>Other</p>	<p>Assignment</p> <p>Practical exam</p> <p>Written exam</p> <p>Other</p>
<p>i. Adapt treatment based on patient / client response.</p> <p>Performance indicators:</p> <ul style="list-style-type: none"> • Demonstrate knowledge of patient / client responses that may require adaptation, reassessment or cessation of treatment. • Monitor patient / client responses and adapt as necessary. 		<p>Year 1</p> <p>Year 2</p> <p>Both</p>	<p>Demonstration</p> <p>Project</p> <p>Lab</p> <p>Lecture</p>	<p>Research</p> <p>Video</p> <p>Other</p>	<p>Assignment</p> <p>Practical exam</p> <p>Written exam</p> <p>Other</p>
<p>j. Guide patient / client in self care.</p> <p>Performance indicators:</p> <ul style="list-style-type: none"> • Demonstrate knowledge of the value of patient / client self care. • Select self care based upon desired outcomes. • Instruct patient / client in self care. 		<p>Year 1</p> <p>Year 2</p> <p>Both</p>	<p>Demonstration</p> <p>Project</p> <p>Lab</p> <p>Lecture</p>	<p>Research</p> <p>Video</p> <p>Other</p>	<p>Assignment</p> <p>Practical exam</p> <p>Written exam</p> <p>Other</p>

PRACTICE COMPETENCY: 3.TREATMENT

3.2. Massage Techniques	Name of course where these competencies are taught	Year taught	Delivery method		Assessment
<p>a. Perform effleurage.</p> <p>Performance indicators:</p> <ul style="list-style-type: none"> • Demonstrate knowledge of indications, safety considerations, effects and outcomes of effleurage. • Incorporate effleurage into treatment. • Modify effleurage based on patient / client history, presentation and response. 		<p>Year 1</p> <p>Year 2</p> <p>Both</p>	<p>Demonstration</p> <p>Project</p> <p>Lab</p> <p>Lecture</p>	<p>Research</p> <p>Video</p> <p>Other</p>	<p>Assignment</p> <p>Practical exam</p> <p>Written exam</p> <p>Other</p>
<p>b. Perform stroking.</p> <p>Performance indicators:</p> <ul style="list-style-type: none"> • Demonstrate knowledge of indications, safety considerations, effects and outcomes of stroking. • Incorporate stroking into treatment. • Modify stroking based on patient / client history, presentation and response. 		<p>Year 1</p> <p>Year 2</p> <p>Both</p>	<p>Demonstration</p> <p>Project</p> <p>Lab</p> <p>Lecture</p>	<p>Research</p> <p>Video</p> <p>Other</p>	<p>Assignment</p> <p>Practical exam</p> <p>Written exam</p> <p>Other</p>
<p>c. Perform petrissage.</p> <p>Performance indicators:</p> <ul style="list-style-type: none"> • Demonstrate knowledge of indications, safety considerations, effects and outcomes of petrissage. • Incorporate different types of petrissage into treatment. • Modify petrissage based on patient / client history, presentation and response. 		<p>Year 1</p> <p>Year 2</p> <p>Both</p>	<p>Demonstration</p> <p>Project</p> <p>Lab</p> <p>Lecture</p>	<p>Research</p> <p>Video</p> <p>Other</p>	<p>Assignment</p> <p>Practical exam</p> <p>Written exam</p> <p>Other</p>
<p>d. Perform skin rolling.</p> <p>Performance indicators:</p> <ul style="list-style-type: none"> • Demonstrate knowledge of indications, safety considerations, effects and outcomes of skin rolling. • Incorporate skin rolling into treatment. • Modify skin rolling based on patient / client history, presentation and response. 		<p>Year 1</p> <p>Year 2</p> <p>Both</p>	<p>Demonstration</p> <p>Project</p> <p>Lab</p> <p>Lecture</p>	<p>Research</p> <p>Video</p> <p>Other</p>	<p>Assignment</p> <p>Practical exam</p> <p>Written exam</p> <p>Other</p>
<p>e. Perform vibration.</p> <p>Performance indicators:</p> <ul style="list-style-type: none"> • Demonstrate knowledge of indications, safety considerations, effects and outcomes of vibration. • Incorporate different types of vibration into treatment. • Modify vibration based on patient / client history, presentation and response. 		<p>Year 1</p> <p>Year 2</p> <p>Both</p>	<p>Demonstration</p> <p>Project</p> <p>Lab</p> <p>Lecture</p>	<p>Research</p> <p>Video</p> <p>Other</p>	<p>Assignment</p> <p>Practical exam</p> <p>Written exam</p> <p>Other</p>

PRACTICE COMPETENCY: 3.TREATMENT

3.2. Massage Techniques	Name of course where these competencies are taught	Year taught	Delivery method		Assessment
<p>f. Perform percussive techniques.</p> <p>Performance indicators:</p> <ul style="list-style-type: none"> • Demonstrate knowledge of indications, safety considerations, effects and outcomes of percussive techniques. • Incorporate different types of percussive techniques into treatment. • Modify percussive techniques based on patient / client history, presentation and response. 		<p>Year 1</p> <p>Year 2</p> <p>Both</p>	<p>Demonstration</p> <p>Project</p> <p>Lab</p> <p>Lecture</p>	<p>Research</p> <p>Video</p> <p>Other</p>	<p>Assignment</p> <p>Practical exam</p> <p>Written exam</p> <p>Other</p>
<p>g. Perform rocking and shaking.</p> <p>Performance indicators:</p> <ul style="list-style-type: none"> • Demonstrate knowledge of indications, safety considerations, effects and outcomes of rocking and shaking. • Incorporate different types of rocking and shaking into treatment. • Modify rocking and shaking based on patient / client history, presentation and response. 		<p>Year 1</p> <p>Year 2</p> <p>Both</p>	<p>Demonstration</p> <p>Project</p> <p>Lab</p> <p>Lecture</p>	<p>Research</p> <p>Video</p> <p>Other</p>	<p>Assignment</p> <p>Practical exam</p> <p>Written exam</p> <p>Other</p>
<p>h. Perform frictioning.</p> <p>Performance indicators:</p> <ul style="list-style-type: none"> • Demonstrate knowledge of indications, safety considerations, effects and outcomes of frictioning. • Incorporate different types of frictioning into treatment. • Modify frictioning based on patient / client history, presentation and response. 		<p>Year 1</p> <p>Year 2</p> <p>Both</p>	<p>Demonstration</p> <p>Project</p> <p>Lab</p> <p>Lecture</p>	<p>Research</p> <p>Video</p> <p>Other</p>	<p>Assignment</p> <p>Practical exam</p> <p>Written exam</p> <p>Other</p>
<p>i. Perform muscle stripping.</p> <p>Performance indicators:</p> <ul style="list-style-type: none"> • Demonstrate knowledge of indications, safety considerations, effects and outcomes of muscle stripping. • Incorporate different types of muscle stripping into treatment. • Modify muscle stripping based on patient / client history, presentation and response. 		<p>Year 1</p> <p>Year 2</p> <p>Both</p>	<p>Demonstration</p> <p>Project</p> <p>Lab</p> <p>Lecture</p>	<p>Research</p> <p>Video</p> <p>Other</p>	<p>Assignment</p> <p>Practical exam</p> <p>Written exam</p> <p>Other</p>
<p>j. Perform muscle approximation.</p> <p>Performance indicators:</p> <ul style="list-style-type: none"> • Demonstrate knowledge of indications, safety considerations, effects and outcomes of muscle approximation. • Incorporate muscle approximation into treatment. • Modify muscle approximation based on patient / client history, presentation and response. 		<p>Year 1</p> <p>Year 2</p> <p>Both</p>	<p>Demonstration</p> <p>Project</p> <p>Lab</p> <p>Lecture</p>	<p>Research</p> <p>Video</p> <p>Other</p>	<p>Assignment</p> <p>Practical exam</p> <p>Written exam</p> <p>Other</p>

PRACTICE COMPETENCY: 3.TREATMENT

3.2. Massage Techniques	Name of course where these competencies are taught	Year taught	Delivery method		Assessment
<p>k. Perform Golgi tendon organ techniques.</p> <p>Performance indicators:</p> <ul style="list-style-type: none"> • Demonstrate knowledge of indications, safety considerations, effects and outcomes of Golgi tendon organ techniques. • Incorporate different types of Golgi tendon organ techniques into treatment. • Modify Golgi tendon organ techniques based on patient / client history, presentation and response. 		<p>Year 1</p> <p>Year 2</p> <p>Both</p>	<p>Demonstration</p> <p>Project</p> <p>Lab</p> <p>Lecture</p>	<p>Research</p> <p>Video</p> <p>Other</p>	<p>Assignment</p> <p>Practical exam</p> <p>Written exam</p> <p>Other</p>
<p>l. Perform lymphatic drainage techniques.</p> <p>Performance indicators:</p> <ul style="list-style-type: none"> • Demonstrate knowledge of indications, safety considerations, effects and outcomes of lymphatic drainage techniques. • Incorporate different types of lymphatic drainage techniques into treatment. • Modify lymphatic drainage techniques based on patient / client history, presentation and response. 		<p>Year 1</p> <p>Year 2</p> <p>Both</p>	<p>Demonstration</p> <p>Project</p> <p>Lab</p> <p>Lecture</p>	<p>Research</p> <p>Video</p> <p>Other</p>	<p>Assignment</p> <p>Practical exam</p> <p>Written exam</p> <p>Other</p>
<p>m. Perform trigger point techniques.</p> <p>Performance indicators:</p> <ul style="list-style-type: none"> • Demonstrate knowledge of indications, safety considerations, effects and outcomes of trigger point techniques. • Incorporate different types of trigger point techniques into a treatment. • Modify trigger point techniques based on patient history, presentation and response. 		<p>Year 1</p> <p>Year 2</p> <p>Both</p>	<p>Demonstration</p> <p>Project</p> <p>Lab</p> <p>Lecture</p>	<p>Research</p> <p>Video</p> <p>Other</p>	<p>Assignment</p> <p>Practical exam</p> <p>Written exam</p> <p>Other</p>
<p>n. Perform fascial / myofascial techniques.</p> <p>Performance indicators:</p> <ul style="list-style-type: none"> • Demonstrate knowledge of indications, safety considerations, effects and outcomes of fascial myofascial techniques. • Incorporate different types of fascial / myofascial techniques into treatment. • Modify fascial / myofascial techniques based on patient / client history, presentation and response. 		<p>Year 1</p> <p>Year 2</p> <p>Both</p>	<p>Demonstration</p> <p>Project</p> <p>Lab</p> <p>Lecture</p>	<p>Research</p> <p>Video</p> <p>Other</p>	<p>Assignment</p> <p>Practical exam</p> <p>Written exam</p> <p>Other</p>

PRACTICE COMPETENCY: 3.TREATMENT

3.2. Massage Techniques	Name of course where these competencies are taught	Year taught	Delivery method		Assessment
o. Perform joint mobilization techniques. Performance indicators: • Demonstrate knowledge of indications, safety considerations, effects and outcomes of joint mobilization techniques. • Incorporate different types of joint mobilization into treatment. • Modify joint mobilization based on patient / client history, presentation and response.		Year 1	Demonstration	Research	Assignment
		Year 2	Project	Video	Practical exam
		Both	Lab	Other	Written exam
p. Direct patient / client in diaphragmatic breathing. Performance indicators: • Demonstrate knowledge of indications, safety considerations, effects and outcomes of diaphragmatic breathing. • Incorporate diaphragmatic breathing into treatment..		Year 1	Demonstration	Research	Assignment
		Year 2	Project	Video	Practical exam
		Both	Lab	Other	Written exam
			Lecture		Other

PRACTICE COMPETENCY: 3.TREATMENT

3.3. Therapeutic Exercise	Name of course where these competencies are taught	Year taught	Delivery method		Assessment
a. Perform and direct patient / client in stretching. Performance indicators: • Demonstrate knowledge of indications, safety considerations, effects and outcomes of stretching. • Direct patient / client in stretching. • Incorporate different types of stretching into treatment. • Modify stretching based on patient / client history, presentation and response.		Year 1	Demonstration	Research	Assignment
		Year 2	Project	Video	Practical exam
		Both	Lab	Other	Written exam
b. Perform and direct patient / client in range of motion exercises. Performance indicators: • Demonstrate knowledge of indications, safety considerations, effects and outcomes of range of motion exercises. • Direct patient / client in range of motion exercises. • Incorporate range of motion exercises into treatment. • Modify range of motion exercises based on patient / client history, presentation and response.		Year 1	Demonstration	Research	Assignment
		Year 2	Project	Video	Practical exam
		Both	Lab	Other	Written exam
c. Direct patient / client in strengthening exercises. Performance indicators: • Demonstrate knowledge of indications, safety considerations, effects and outcomes of strengthening exercises. • Direct patient / client in different types of strengthening exercises. • Modify strengthening exercises based on patient / client history, presentation and response.		Year 1	Demonstration	Research	Assignment
		Year 2	Project	Video	Practical exam
		Both	Lab	Other	Written exam
			Lecture		Other

PRACTICE COMPETENCY: 3.TREATMENT

3.3.Therapeutic Exercise	Name of course where these competencies are taught	Year taught	Delivery method		Assessment
<p>d. Direct patient / client in cardiovascular exercises</p> <p>Performance indicators:</p> <ul style="list-style-type: none"> • Demonstrate knowledge of indications, safety considerations, effects and outcomes of cardiovascular exercises. • Direct patient / client in different types of cardiovascular exercises. • Modify cardiovascular exercises based on patient / client history, presentation and response. 		<p>Year 1</p> <p>Year 2</p> <p>Both</p>	<p>Demonstration</p> <p>Project</p> <p>Lab</p> <p>Lecture</p>	<p>Research</p> <p>Video</p> <p>Other</p>	<p>Assignment</p> <p>Practical exam</p> <p>Written exam</p> <p>Other</p>
<p>e. Direct patient / client in proprioception exercises.</p> <p>Performance indicators:</p> <ul style="list-style-type: none"> • Demonstrate knowledge of indications, safety considerations, effects and outcomes of proprioception exercises. • Direct patient / client in different types of proprioception exercises. • Modify proprioception exercises based on patient / client history, presentation and response. 		<p>Year 1</p> <p>Year 2</p> <p>Both</p>	<p>Demonstration</p> <p>Project</p> <p>Lab</p> <p>Lecture</p>	<p>Research</p> <p>Video</p> <p>Other</p>	<p>Assignment</p> <p>Practical exam</p> <p>Written exam</p> <p>Other</p>
<p>f. Direct patient / client in exercises to restore capacity in activities of daily living.</p> <p>Performance indicators:</p> <ul style="list-style-type: none"> • Demonstrate knowledge of indications, safety considerations, effects and outcomes of exercises to restore capacity in activities of daily living. • Direct patient / client in different types of exercises to restore capacity in activities of daily living. • Modify exercises to restore capacity in activities of daily living based on patient / client history, presentation and response. 		<p>Year 1</p> <p>Year 2</p> <p>Both</p>	<p>Demonstration</p> <p>Project</p> <p>Lab</p> <p>Lecture</p>	<p>Research</p> <p>Video</p> <p>Other</p>	<p>Assignment</p> <p>Practical exam</p> <p>Written exam</p> <p>Other</p>

PRACTICE COMPETENCY: 3. TREATMENT

3.4. Thermal Applications	Name of course where these competencies are taught	Year taught	Delivery method		Assessment
<p>a. Perform and direct patient / client in heat applications.</p> <p>Performance indicators:</p> <ul style="list-style-type: none"> • Demonstrate knowledge of indications, safety considerations, effects and outcomes of heat applications. • Direct patient / client in heat applications. • Incorporate different types of heat applications into treatment. • Incorporate heat applications into treatment. • Modify heat applications based on patient / client history, presentation and response. 		<p>Year 1</p> <p>Year 2</p> <p>Both</p>	<p>Demonstration</p> <p>Project</p> <p>Lab</p> <p>Lecture</p>	<p>Research</p> <p>Video</p> <p>Other</p>	<p>Assignment</p> <p>Practical exam</p> <p>Written exam</p> <p>Other</p>
<p>b. Perform and direct patient / client in cold applications.</p> <p>Performance indicators:</p> <ul style="list-style-type: none"> • Demonstrate knowledge of indications, safety considerations, effects and outcomes of cold applications. • Direct patient / client in cold applications. • Incorporate different types of cold applications into treatment. • Incorporate cold applications into treatment. • Modify cold applications based on patient / client history, presentation and response. 		<p>Year 1</p> <p>Year 2</p> <p>Both</p>	<p>Demonstration</p> <p>Project</p> <p>Lab</p> <p>Lecture</p>	<p>Research</p> <p>Video</p> <p>Other</p>	<p>Assignment</p> <p>Practical exam</p> <p>Written exam</p> <p>Other</p>
<p>c. Perform and direct patient / client in contrast applications.</p> <p>Performance indicators:</p> <ul style="list-style-type: none"> • Demonstrate knowledge of indications, safety considerations, effects and outcomes of contrast applications. • Direct patient / client in contrast applications. • Incorporate different types of contrast applications into treatment. • Incorporate contrast applications into treatment. • Modify contrast applications based on patient / client history, presentation and response. 		<p>Year 1</p> <p>Year 2</p> <p>Both</p>	<p>Demonstration</p> <p>Project</p> <p>Lab</p> <p>Lecture</p>	<p>Research</p> <p>Video</p> <p>Other</p>	<p>Assignment</p> <p>Practical exam</p> <p>Written exam</p> <p>Other</p>
<p>COMMENTS</p>					

Entry-level Massage Therapists should possess knowledge of the etiology, pathophysiology and clinical manifestations of commonly-occurring conditions and impairments, and apply this knowledge in order to safely and effectively assess and treat patients / clients who present with these conditions and impairments. Relevant Performance Indicators are associated with Practice Competencies 2.c and 3.1.c

1. Common clinical conditions that present as variables of:		
a. Stress	b. Pain	c. Mood
d. Anxiety	e. Sleep	f. Cognition
2. Conditions with multi-factorial considerations:		
a. Inflammation	b. Infection	c. Scarring
d. Swelling	e. Congestion	f. Movement restrictions
g. Malignancy	h. Trauma and abuse	
3. Stages of life		
a. Pregnancy	b. Infancy and childhood	c. Adolescence
d. Adulthood	e. Senior years	f. End of life
4. Neurological conditions:		
a. Conditions of the central nervous system	b. Conditions of the peripheral nervous system	c. General neurological conditions
5. Orthopedic conditions:		
a. Conditions of the bone and periosteum	b. Conditions of the muscles and tendons	c. Conditions of the fascia
d. Conditions of the skin and connective tissue	e. Conditions of the synovial joints, cartilage, ligaments and bursa	f. Systemic myofascial and orthopedic conditions
6. Post-surgical conditions:		
a. Conditions involving orthopedic interventions	b. Conditions involving artificial openings	c. Conditions involving implants
7. Systemic conditions:		
a. Conditions of the cardiovascular system	b. Conditions of the digestive system	c. Conditions of the endocrine system
d. Conditions of the gastrointestinal system	e. Conditions of the immune system	f. Conditions of the integumentary system
g. Conditions of the lymphatic system	h. Conditions of the reproductive system	i. Conditions of the respiratory system
j. Conditions of the urinary system		

