



Entry to Practice Requirements

Our students graduate with entry-to-practice proficiency. This means that we ensure they apply the relevant practice competencies consistent with the accepted standards of the profession to routine situations. We have them do this under our supervision, during in-class learning and discussions, while using scenario-based learning in class, in the student clinic and through OSCE testing (Objectively Structured Clinical Evaluation). We are then confident that they can perform and apply the relevant competencies without supervision or direction, as seen through their work in the student clinic. We also ensure that they can complete these tasks within a reasonable timeframe, as seen through the OSCE evaluation and while treating patients in the student clinic.

We teach them and assess their ability to anticipate what outcomes to expect in a given situation, how to respond appropriately, and how to recognize unusual or complex situations which may be beyond their individual ability. We teach them and assess their ability to use appropriate and ethical steps to address these situations, which may include seeking consultation, supervision or mentorship, reviewing research literature, or making a referral. We provide consultation, supervision and mentorship where needed, to help them handle any situation necessary.

The program incorporates the Inter-Jurisdictional Practice Competencies (IJC) directly into our course content. We ensure that students are meeting the minimum expectations for newly registered massage therapists who are entering practice for the first time. We ensure they possess the ability to perform entry-level practice in a manner that is safe, effective and ethical. Upon graduation, the practice competencies were deeply integrated into their abilities, providing them with the knowledge and skills needed to succeed in their chosen workplace or practice setting.

We give our students the tools to continue to evolve their practice to a mature level based upon increasing experience, ongoing learning from colleagues, and professional development activities.

We do all of the above through teaching the necessary competencies, linking it to content throughout the entire program. We test them academically in each course and then in a summative manner each semester. We also assess them on OSCEs at the mid-point and end of each semester, testing them on content from each course and then gradually testing them in an increasingly summative manner.

Each course outline contains the appropriate IJC requirements that will be taught and tested in that semester, so that students know the expectations of each course, and so that instructors have guidelines to follow and specific requirements to meet. By the end of the program, all entry-to practice requirements have been encountered several times, presented in courses, practiced, evaluated and assessed in various ways.

The learning environments as defined in the Interjurisdictional Competencies are:

ACADEMIC ENVIRONMENT:

The academic environment, where learning takes place in a classroom or through guided independent study, and students develop knowledge and thinking skills, and beliefs and values, which enable them to perform the required Performance Indicators. The academic assessment vehicle should be a written and / or oral evaluation designed to identify behaviours consistent with the designated Performance Indicators, within the context of the definition of Entry-Level Proficiency.

SIMULATED ENVIRONMENT:

The simulated environment, where students learn practical, communication and relationship skills which enable them to perform the required Performance Indicators, under the direction of an experienced professional, in a setting that simulates practice. The simulated assessment vehicle should ensure repeated and reliable demonstration of behaviours consistent with the designated Performance Indicators, within the context of the definition of Entry-Level Proficiency.

CLINICAL ENVIRONMENT:

The clinical environment, where students work directly with a patient / client in a setting designed to provide patient / client care. Students should be supervised throughout their clinical education, in a manner that facilitates development of independent clinical abilities while ensuring that care provided is safe, effective and ethical. The clinical assessment vehicle should ensure repeated and reliable demonstration of behaviours consistent with the designated Performance Indicators, within the context of the definition of Entry-Level Proficiency, and with a variety of patients / clients.