



**FACULTY OF HEALTH SCIENCES (FHS)**

# **Massage Therapy**

**Program Guide | 2025-2026**



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*Durham College (DC) strives to ensure the accuracy of the information in this publication. Please note that the academic curriculum is continually reviewed and revised to ensure program quality and relevancy. As such, the college reserves the right to modify or cancel any course, program, fee, procedure, and timetable or campus location at any time. Please consult the DC website for the most current information. Publish date: July 2025.*

**Welcome from Vice President,**  
**Academic and Students**



Dear Students,

Welcome to Durham College (DC)! You've made an excellent choice with DC. We offer an extensive range of industry-informed and community-orientated academic programs and extraordinary student services. Our students develop the professional and durable skills needed to build meaningful careers and make a positive impact in the world.

DC continues to lead the way by supporting students, delivering exceptional teaching and learning that is enhanced with opportunities for experiential learning and technology-enabled education. Our goal is to inspire students to create success for themselves and their communities through innovative and transformative education.

As this new semester begins, it's essential to recognize that our world is evolving rapidly. By choosing to study at DC this year, you've demonstrated a commitment to growth and adaptability, which will serve you well in your chosen field. Embrace new ways of learning and connect with your fellow students, faculty members, program coordinators, student advisor, and associate deans. They are all valuable resources to support your academic journey and career planning.

We eagerly anticipate supporting your success and believe you'll soon discover why DC ranks among Canada's top colleges.

Have a successful academic year!

A handwritten signature in black ink, appearing to read 'J. Choi'.

Dr. Jean Choi

Vice President, Academic



## Welcome from the Executive Dean, Faculty of Health Sciences

Dear Students,

Welcome to the Faculty of Health Sciences at Durham College! I am thrilled to have you join our vibrant and supportive community, where your journey toward a meaningful and rewarding career in health care begins.

A career in health sciences is more than a profession, it's a calling to make a difference in the lives of others. At Durham College, we are committed to providing you with an education that is immersive, hands-on, and grounded in real-world experience. From our state-of-the-art simulation labs to clinical placements and on-campus facilities like the DC Dental Clinic, DC Kids Speech and Language Clinic, and DC Spa, you will gain the skills and confidence needed to thrive in today's dynamic health care environment.

Our programs are designed to empower you with the knowledge, competencies, and compassion required to succeed. But beyond academics, you'll find opportunities to connect, grow, and discover your passion. Whether you're just beginning your journey or continuing your studies, know that you are supported every step of the way by dedicated faculty and staff who care deeply about your success.

I encourage you to take full advantage of everything our Faculty and College has to offer. Ask questions, get involved, and never stop learning. You are now part of a community that believes in your potential and is here to help you achieve your goals.

I look forward to seeing all that you accomplish.



Dr. Rebecca Milburn  
Executive Dean, Faculty of Health Sciences

## Welcome from the Associate Deans, Faculty of Health Sciences

Welcome to the Faculty of Health Sciences at Durham College!

Whether you are beginning a one-year certificate, two-year diploma, or graduate certificate program, you are now part of a vibrant and inclusive learning community committed to excellence in healthcare education, practice, and research.

As you begin this exciting chapter, know that your program has been designed to support your growth both personally and professionally. Through a combination of classroom learning, hands-on experience, and field placement opportunities, you will develop the knowledge and practical skills needed to succeed in your chosen field.

Our faculty and staff are dedicated to your success. You will be supported by instructors who are passionate about their work and by student advisors, placement teams, and college-wide services that are here to help you navigate your academic journey. We encourage you to make the most of these resources and to actively engage with your peers and learning environment.

This guide contains key information to help you get started, including academic expectations, placement details, and support services for health, wellness, and academic success. We encourage you to review it carefully and reach out with any questions.

We are proud to welcome you to the Faculty of Health Sciences and look forward to supporting you in the year ahead.

Warm regards,



Gillian Dunn  
Associate Dean



Dr. Aimee Karagiorgakis  
Associate Dean



Lindsey MacIntosh  
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## Quick Links | Student Services & Resources

International Centre

Access and Support Centre | ASC

Counseling Services

Financial Aid

Academic Support

Campus Health and Wellness Centre

Career Development

First Peoples Indigenous Centre | FPIC

Test Centre

Student Academic Learning Services | SALS

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## Important Information

### **DC 2030 – Strategic Vision**

Durham College's role as an educator, research hub, and partner has never been more critical. Graduates must be career-ready, equipped with skills and experience that align with industry demands and contribute to our local and global communities.

At this pivotal moment, our forward-thinking Strategic Vision will guide our growth, deepen our impact, and empower our students, employees, and communities to thrive.

**This Strategic Vision sets out our four Goals: Future-Focused, Sustainable, People Centred, and Community Connected.**

These goals provide a framework to guide decisions, align priorities, and drive meaningful outcomes, ensuring our resources and efforts are directed toward areas of greatest impact.

Read more about DC 2030 | Strategic Vision [here](#).

### **Academic Advising | Student Advisors**

Student Advisors are committed to your success and are available year-round to support, encourage, plan, and advocate for students needing academic assistance in the following areas:

#### **Academic Planning & Support**

- Develop individual academic plans, including support for:
  - Failed courses or low GPA
  - Re-entry into a program
  - Off-stream course mapping
  - Reduced course loads (in collaboration with the Access and Support Centre – ASC)
- Assist with decisions around full-time or part-time studies
- Map out courses and upcoming semesters
- Help with timetable changes
- Review graduation requirements

#### **Pathways & Program Decisions**

- Identify future career goals and align academic decisions accordingly
- Discuss short- and long-term academic goals
- Explore program transfers or additional course options (e.g., Professional and Part-Time Learning)
- Support pathway planning to university or postgraduate programs
- Help find equivalent credits

## **Connection to Services**

- Refer and provide access to key student supports such as:
  - Student Academic Learning Services (SALS)
  - Access and Support Centre (ASC)
  - Campus Health Centre
  - Other college resources to promote student success

## **Contact your Student Advisor**

Visit the [Student Advisor website](#) to find contact information and connect with your advisor.

## **Academic Integrity**

Academic integrity in teaching, learning and research is fundamental to our mission and is an expectation of the DC community. Acts that undermine academic integrity contradict our core values, erode educational inquiry and diminish the quality of our scholarship and reputation.

To ensure the highest academic standards, students are accountable for the work they produce, and student work must be the product of their efforts. The [Academic Integrity Policy and Procedure](#) provides a comprehensive explanation of DC's expectations regarding academic integrity.

## **Student Supports**

DC offers students a variety of services to help you achieve academic success. From accessibility accommodations, financial aid, health services and wellness coaching to student life, recreation and career development, our knowledgeable staff provide holistic support to help students reach their greatest potential.

Please visit the [Student Services](#) page for more information on each of the student service areas.

## **Access and Support Centre (ASC)**

The Access and Support Centre (ASC) provides services to students who are temporarily at-risk or identified with an exceptionality, to ensure equal access to all aspects of the academic environment. The ASC provides accommodations to meet students' individual needs through assistive technology, counseling and coaching.

The ASC team works in collaboration with faculty and other service areas to provide full opportunities for academic success for all students.

For more information on services available, please visit the [ASC website](#).

## **Wellness Coaching**

Wellness coaches will meet with you individually to assist with developing a success plan, explore ways to reduce your stress and support your overall mental health and wellness while at college. Wellness coaches provide a safe, confidential space to explore what is blocking you from being your best possible self. During times when you are feeling overwhelmed or need someone to talk to, the wellness coaches will be there for you. For more information on coaching, please visit the [Coaching webpage](#).

## **Important Dates**

DC strives to keep you informed of important dates throughout the academic year. Please review the 2025-2026 important dates that include fee payment deadlines, web registration, add/drop and grade release dates etc. You can find this information on the [Durham College website](#) and on [MyDC](#). Please review [MyDC](#) regularly for updates and reminders on important dates.

## **Academic Grading and Progression**

Please refer to the ACAD 112 – [Academic Grading Policy and Procedure](#) documents for a complete overview of grading practices and ACAD 127 – [Academic Progression Policy and Procedure](#) to clearly understand the requirements necessary for a student to progress through an academic program.

## **Student Conduct Policy and Procedures**

Durham College is dedicated to contributing to an academic community that is safe, inclusive, and respectful, where students develop individually and in concert with their peers. All members of the college community have the right to study or work without undue interference.

Students have the responsibility to respect the well-being, personal worth and dignity of all members of the campus community, which includes being mindful of individual accountability and self-regulation. Students must not adversely affect the rights of others or disrupt the constructive atmosphere of the College's learning environments.

Please refer to the [Student Conduct Policy and Procedures](#) for a complete overview of student rights and responsibilities, well-being and to ensure the campus community reflects the values of the college.

## **Student Academic Learning Services (SALS)**

SALS helps DC students to achieve their academic goals through free services and resources, including subject specific support (math, accounting, biology, chemistry, physics and statistics), academic reading and writing, learning strategies, and assistance with English language proficiency. Students also have access to peer tutoring, online resources located through the MyDC landing page (under "Learning Resources"), and SALS ONLINE academic resources, videos, and quizzes in DC Connect.

Please email [SALS](#), or visit the [SALS website](#), for information on accessing resources and services, scheduling an appointment, registering for workshops, or signing- up to request or be a peer tutor.



## Weekly Breakdown

Course Name	Mod	Code	Prerequisites	Corequisites	Lec Hrs	Lab Hrs	FP/Alt Hrs
MAST-SEM1							
Anatomy		ANAT 1102		MAST 1100, MAST 1101	3	2	
Communication Foundations		COMM 1100			2	0	1
Ethics and Code of Conduct		ETHC 1107			3	0	
Health and Wellness		HLTH 1116			3	0	
Clinical Skills and Techniques 1		MAST 1100		ANAT 1102, MAST 1101	0	4	
Assessment 1		MAST 1101		ANAT 1102, MAST 1100	2	2	
					13	8	1
MAST-SEM2							
Anatomy and Physiology		ANAT 1200			3	0	
Anatomy for Massage Therapy 2		ANAT 1201	ANAT 1102	MAST 1200, MAST 1201	3	2	
Relationships and Interpersonal Skills		HLTH 1207			3	0	
Clinical Skills and Techniques 2		MAST 1200	MAST 1100	ANAT 1201, MAST 1201	0	4	
Assessments 2		MAST 1201	ANAT 1102, MAST 1101	ANAT 1201, MAST 1200	0	4	
Intro to Massage Clinical Practice		MAST 1202	COMM 1100, MAST 1100, MAST 1101		3	0	
FNMI Elective	OPT1	FNMI 0000			3	0	
					15	10	

Course Name	Mod	Code	Prerequisites	Corequisites	Lec Hrs	Lab Hrs	FP/Alt Hrs
MAST-SEM3							
Clinical Skills and Techniques 3		MAST 2100	ANAT 1201, MAST 1200, MAST 1201	MAST 2102	0	6	
Massage Theory for Special Populations 1		MAST 2101	MAST 1200, MAST 1201		2	2	
On-Campus Clinic 1		MAST 2102	ANAT 1201, ETHC 1107, HLTH 1207, MAST 1200, MAST 1201, MAST 1202	MAST 2100	0	4	
Professional Growth and Development		MAST 2103			3	0	
Therapeutic Exercise		MAST 2104	ANAT 1201		0	4	
Pathophysiology 1		PATH 2100	ANAT 1200		3	0	
General Elective Credit	OPT1	GNED 0000			3	0	
					11	16	
MAST-SEM4							
Clinical Placement 1		MASC 2200	MAST 2100, MAST 2101, MAST 2102, MAST 2103		0	0	52
Clinical Skills and Techniques 4		MAST 2201	MAST 2100	MASC 2200, MAST 2203	0	6	
Massage Theory for Special Populations 2		MAST 2202	MAST 2101		2	2	
On-Campus Clinic 2		MAST 2203	MAST 2100, MAST 2101, MAST 2102, MAST 2103, MAST 2104		0	4	
Neurology		NEUR 2200	PATH 2100		4	0	
Research Concepts		RESH 2200			3	0	
General Elective Credit	OPT1	GNED 0000			3	0	
					12	12	52

Course Name	Mod	Code	Prerequisites	Corequisites	Lec Hrs	Lab Hrs	FP/Alt Hrs
MAST-SEM5							
Clinical Placement 2		MASC 3100	MASC 2200, MAST 2203		0	0	56
Clinical Skills and Techniques 5		MAST 3100	MAST 2201	MASC 3100, MAST 3102	3	3	
Massage Theory for Special Populations 3		MAST 3101	MAST 2202		2	2	
On-Campus Clinic 3		MAST 3102	MASC 2200, MAST 2203		0	4	
Business Management		MGMT 3107			3	0	
Pathophysiology 2		PATH 3100	PATH 2100		3	0	
					11	9	56
MAST-SEM6							
Entrepreneurship		ENTR 3201			3	0	
Clinical Placement 3		MASC 3200	MASC 3100, MAST 3102		0	0	56
Clinical Skills and Techniques 6		MAST 3200	MAST 3100	MASC 3200, MAST 3202	0	6	
Comprehensive Review and Osce Prep		MAST 3201	MAST 1201, MAST 2101, MAST 2202, MAST 3100, MAST 3101, MAST 3102		0	4	
On-Campus Clinic 4		MAST 3202	MASC 3100, MAST 3102		0	4	
Research Project		RESR 3200	RESH 2200		3	0	
					6	14	56

# **Massage Therapy Program** **Information**

## **Program Description**

The Massage Therapy program's foundation is based on the Standards of Practice, inter-jurisdictional practice competencies/performance indicators and Code of Ethics identified by the College of Massage Therapists of Ontario (CMTO). Students will acquire the knowledge, skills and attitudes necessary to provide safe, effective and ethical care at the entry-level of practice within the massage therapy profession.

Major emphasis is placed on the foundation of Anatomy and then applied through hands-on techniques in laboratory settings. Students practice and develop effective communication skills, critical thinking and decision-making ability to meet legal and ethical obligations according to legislative and profession-specific guidelines. Self-care techniques, entrepreneurial knowledge and assessment skills are also emphasized.

The Massage Therapy program is a six-semester program offering academic studies and practicum experiences in order to prepare students with entry-level knowledge, skills and judgment necessary to safely practice as a Massage Therapist.

Graduates of this program are eligible to write the certification exams with the [College of Massage Therapists](#) and if successful receive the credential of Registered Massage Therapist.

## **Curriculum**

The curriculum for the Massage Therapy program is based on the Ministry of Advanced Education and Skills Development (MAESD) [Massage Therapy Program Standard 2010](#) and the College of Massage Therapists, [Entry to Practice Competencies for Massage Therapists](#).

The program has a strong emphasis on practical hands-on experience to patients across the lifespan in a variety of settings.

Learning occurs in a variety of settings and through a variety of delivery methods: for example: the classroom, practice lab, simulation, various health facilities, independent study and online.

Feedback concerning all aspects of the program is valued and encouraged.

Opportunity to share ideas among all participants is important for the growth of the professors, learners and the program. The professors are committed to yearly revision of course outlines to ensure a current, evidence-based curriculum is offered.

## **Philosophy**

The guiding principles of the College of Massage Therapist are based on honesty, integrity and respect for the individual while providing treatment to individuals to promote optimal health and wellness.

## **Learning**

Learning is a life-long process of personal and professional growth which builds on prior experiences, stimulates reflection, and fosters the (re)formulation of the meaning of experience. It contributes to self-esteem, self-knowledge, and self-empowerment.

Learners bring valuable knowledge and experience to the learning situation. Adults are capable of and have the right and responsibility to be self-directed learners. Learning is further increased when the learner's past and present experiences are acknowledged, respected, and reflected upon. Learning in the Massage Therapy program is considered more than the acquisition of knowledge or the gathering and correlating of facts. Rather, it is viewed as seeing the significance of life as a whole.

Learning occurs through a variety of approaches, which are reflected in the diversity of learning activities. Professors, practitioners, patients and students become partners in a collaborative learning process. Teaching-learning is a dynamic process which occurs both formally and informally within a context of caring.

## **Assumptions & Beliefs Concerning the Teaching – Learning Process**

The following are our beliefs about the teaching-learning process:

- A professor is accountable to the student and the Massage Therapy program to provide an environment conducive to learning.
- The environment for learning is vital in that it should be supportive and provide direction for learning. Respect for the individual and her/his learning needs will promote a positive environment where learning can take place.
- Learning is a dynamic and continuous process which is manifested by growth and change in behaviour.
- Learning outcomes, clearly stated and encompassing all learning domains (cognitive, psychomotor and affective), enhance the learning process.
- A student is accountable for active participation in the teaching-learning process. As a student progresses through the Massage Therapy program, they should expect to



assume increasing responsibility for learning.

- In keeping with our program philosophy and the professional requirement for life-long learning, the professor fosters increasing independence in the learner.
- Students benefit from constructive feedback which is provided both immediately and regularly in an atmosphere of trust. An emphasis on positive reinforcement for appropriate behaviour is essential to success.
  - Progress review is an integral part of the teaching-learning process. Based on a clearly stated learning plan, it describes the student's progress and achievement of goals. Self- assessment by the student is an essential element of progress review. The professor will provide both formative and summative feedback.
  - Formative progress review provides on-going feedback to learners about their progress in achieving the established learning plan and occurs continuously throughout the learning experience. It serves a diagnostic purpose as it informs students of areas where further learning is necessary.
  - Summative progress review measures final outcomes or results and determines learner achievements as they relate to the learning outcomes. It is concerned with how learners have changed.

## **Vocational Learning Outcomes: Profile of the Massage Therapist Graduate**

**Vocational Standard** describes the essential, minimal, vocationally relevant learning that all students must demonstrate in order to graduate from a program. \*

1. Conduct a massage therapy practice within a legal, professional and ethical framework.
2. Apply business principles relevant to a massage therapy practice.
3. Communicate and collaborate effectively and professionally with clients, colleagues and members of the inter-professional team.
4. Develop and maintain therapeutic relationships to optimize clients' health and wellness.
5. Collect and assess clients' information to determine their state of health and the treatment goals.
6. Develop a plan of care according to the client's condition and the treatment goals.

7. Implement the plan of care according to the client's condition and the treatment goals.
8. Evaluate the effectiveness of the plan of care.
9. Maintain documentation securely, accurately and in a timely manner.
10. Develop and implement ongoing effective strategies for personal and professional development to ensure quality care.

\*All VLO's taken from the Program Standards. (MAESD) [Massage Therapy Program Standard 2010](#)

## **College of Massage Therapy – Requirements to become a Massage Therapist in Ontario**

Graduates who wish to practice as a Registered Massage Therapist in Ontario must hold a Certificate of Registration from the College of Massage Therapists of Ontario. To be eligible to write this examination the graduate must meet with the following requirements:

- ☐ Complete a recognized Massage Therapy program;
- ☐ Be a Canadian citizen or a permanent resident of Canada or authorized under the Immigration Act (Canada) to engage in the practice of the profession;
- ☐ Be able to speak and write either English or French with reasonable fluency (per O. Reg. 864/93, S.6);
- ☐ Obtain professional liability insurance;
- ☐ Complete the criminal record screening and mandatory reporting process.

### **Criminal Record Synopsis**

As part of the registration process, the College Massage Therapists of Ontario requires all applicants for registration or reinstatement to provide a recent police criminal record check.

A **Criminal Record Check** assists in the protection of the public allowing the College to identify those individuals with criminal records which may affect their ability to provide safe, ethical care.

### **Preparing For the Massage Therapy Registration Examination**

A graduate of the Massage Therapy program is eligible to write the Certification Examination as set by the College of Massage Therapists of Ontario based on the entry to practice competencies.

There are two components of the certification examination – the written Multiple-Choice Questionnaire (MCQ) and the Objectively Structured Clinical Evaluation (OSCE). A minimum scaled score of 70 is required on each component of the examination.

(<http://www.cmta.com/becoming-an-rmt/certification-examinations/>)

# Program Specific Academic Policies & Procedures

The Massage Therapy program has developed program policies based upon institutional policies and its commitment to professionalism and care for the public. It is the student's responsibility to read, understand, and comply with the policies outlined in this document as well as the Durham College Academic Policies and Procedures.

The Massage Therapy Program reserves the right to alter its Policies and Procedures as needed. Students will be given written notification of any necessary changes. The following policies apply to all courses unless students are advised otherwise. Additional policies specific to individual courses may be indicated in the Course Outline. Policies related to practicum courses will be identified in the Lab Manual, Practicum Guide and/or the individual Course Outline.

## **Freedom of Information and Protection of Privacy**

All students' records and "personal information" are considered confidential and are protected in accordance with the Freedom of Information and Protection of Privacy Act, R.S.O. 1990, CHAPTER F.31.

As per the Freedom of Information and Protection of Privacy Act, 1990: "*personal information*" means recorded information about an identifiable individual, including,

- a) *information relating to the race, national or ethnic origin, colour, religion, age, sex, sexual orientation or marital or family status of the individual*
- b) *information relating to the education or the medical, psychiatric, psychological, criminal or employment history of the individual or information relating to financial transactions in which the individual has been involved,*
- c) *any identifying number, symbol or other particular assigned to the individual,*
- d) *the address, telephone number, fingerprints or blood type of the individual,*
- e) *the personal opinions or views of the individual except where they relate to another individual,*

- f) *correspondence sent to an institution by the individual that is implicitly or explicitly of a private or confidential nature, and replies to that correspondence that would reveal the contents of the original correspondence,*
- g) *the views or opinions of another individual about the individual, and*
- h) *the individual's name where it appears with other personal information relating to the individual or where the disclosure of the name would reveal other personal information about the individual; 42. An Institution shall not disclose personal information in its custody or under its control except,*
  - *where the person to whom the information relates has identified that information in particular and consented to its disclosure;*
  - *for the purpose of which it was obtained or compiled or for a consistent purpose;*
  - *where disclosure is made to an officer or employee of the institution who needs the record in the performance of their duties and where disclosure is necessary and proper in the discharge of the institution's functions;*

In keeping with FOI, 1990, the College and its employees reserve the right to gain access to these records to carry out the normal functions of an educational institution. Access will be limited to those employees having direct contact with the student and office staff who organize or update student files.

Students will be asked for written consent should access be requested by any party other than those previously described.

All confidential information to which the student has access is protected by legislation. Failure to maintain confidentiality of client information or other breaches of confidentiality related to clients, fellow students or college employees may result in dismissal from the college and/or legal action.

### **Massage Records Policy**

Durham College is committed to the collection, use and/or disclosure of personal information in a responsible manner in keeping with Personal Health Information Protection Act (PHIPA) and the Freedom of Information and Protection of Privacy Act (FIPPA). The safety, retention, protection, and transfer of personal information in keeping with the CMTO Standards of Practice, within the Regulated Health Professions Act (RHPA), are upheld by Durham College. No verbal or written personal or medical information will be given to anyone outside of the facility without a patient's written permission. Appropriate care in the destruction of personal information will be exercised to prevent unauthorized access to the information provided in the patient's records.

### **The Learning Environment**

As the Massage Therapy program is a professional program, it is expected that massage therapy students will always act and communicate in a professional manner, in accordance with the College of Massage Therapists of Ontario's (CMTO) Standards of Practice and the Durham College Student Code of Conduct.



## Attendance

Because of the relationship between theoretical knowledge and praxis in education, it is essential that students participate in all learning activities provided. Missed learning opportunities may lead to gaps in knowledge, grade reduction, and potential safety hazards for the patient in the practicum setting.

Full attendance is required to meet the program learning outcomes, essential employability outcomes and to ensure quality, scaffolded learning that promotes students' academic and professional success. It is required that students advise their professor by email prior to any class/lab absences, documentation supporting an absence may be required depending on the situation if a graded activity/evaluation is missed.

In order to promote student success in courses, skill and knowledge acquisition, success in the program and field, any student who is frequently absent will be contacted by their class instructor to discuss the reason for absenteeism and to determine how the student might fully participate in learning activities. This process and guideline are followed in a consistent, supportive manner throughout the program to promote student success, communicate transparently, and offer appropriate supports to encourage attendance and active participation and is not punitive.

## Student Conduct

It is expected that all members in class, including the professor, will treat one another with courtesy and respect within all aspects of the learning environment (lab, in and out of classroom, fieldwork placement). There is a substantial amount of partner and group work within the program and it is the expectation that all classmates treat each other with respect and dignity. Respect helps to create a caring environment which supports teaching and learning. If individual behaviours interfere with the rights of others to teach or to learn, the professor has the right to hold the disruptive student(s) accountable and disciplinary action may be initiated as per the College policies: [ADMIN-248-Student Conduct \(durhamcollege.ca\)](https://www.durhamcollege.ca/admin/248-student-conduct)

As a Massage Therapy student, you will be involved in clinical labs each week. During labs, students must work in partnership with classmates, communicate with one another and practice newly learned skills prior to treating patients. This is a significant component of the learning process. All students must be prepared to be a patient and to work collaboratively and hands-on with their fellow students as a requirement to successfully complete the expected outcomes of the clinical courses. If there is a medical reason preventing you from complying with this expectation, please connect with [Access and Support \(ASC\)](#) to establish accommodations required for your safe practice in the lab.

## Late Arrivals in Class

Students are expected to arrive to class/lab on time both at the beginning of class and after breaks. Professors recognize that there are often legitimate reasons for late arrivals but when the behaviour is chronic and disturbs a class already in progress, the professor has the right to prohibit entry to the classroom until a suitable break occurs. During classes in which a guest speaker is

scheduled or when student peers are making a presentation, late arrival will not be permitted. (Special circumstance may be presented to the professor in advance of the class for consideration.)

Students who arrive late on the day of a written test will not be given any additional time to complete the test. Due to the time-sensitive nature of lab evaluations/assessments; students arriving late will not be able to complete their assessment/evaluation and will receive a mark of "0" on that evaluation.

## **Communication**

Each Durham College student has a DC email address which they are required to check and respond to communications within 48 hours. Students are also expected to check DC Connect for course updates and MyDC and Durham College regularly for important college-wide information.

Please note that **communication between students and faculty and placement officer/student advisor via email is limited to the DC Mail system. Durham College staff CANNOT use or reply to personal email addresses.** Please note that in keeping with the development of professional communication and employability skills, emails should be professional and grammatically correct with proper spelling and punctuation.

Students are encouraged to keep their professor informed of any circumstances which may be impacting their success and assume responsibility for accessing the necessary supports that faculty/student advisor/filled placement officer may recommend.

If a student has a concern about an individual course, the first step in finding a solution should be a discussion with the professor of that course. If the issue cannot be resolved through collaboration, the student is advised to discuss with the Massage Therapy Program Coordinator and/or Student Advisor or Associate Dean depending on the circumstance.

## **Technology**

All students are guided by the Durham College Information Technology Acceptable Use Policy which can be found at: [ADMIN-206-Acceptable Use of Information Technology \(durhamcollege.ca\)](https://www.durhamcollege.ca/ADMIN-206-Acceptable%20Use%20of%20Information%20Technology)

In addition to this general policy, the following guidelines apply to the use of any technology in the Massage Therapy Program (including computers, laptops, tablets, smart phones, smart watches, and other electronic devices):

- Professional behavior and proper technology etiquette will be observed at all times when using electronic devices in the classroom, laboratory, or clinic setting.
- Technological devices may be used only when authorized by faculty for clinical or classroom activities, or as an approved accommodation to reduce the impact of a disability. Students seeking the latter will require an Accommodations Notice from the Access and Support Centre.

- Use of laptops or internet-based technology in the class is permitted related to course work only. When faculty requires the students' close laptops or turn off other electronic devices to focus attention on a learning activity, it is expected that students will respond promptly to this direction.
- No personal phone conversations or texting is allowed at any time or under any circumstances while in lab, a patient area or during designated clinical hours. All devices must be silenced or turned off during those times. **A formal Academic Notice (that will remain in the student's file) will be issued for each violation of using the electronic device for socializing during clinical/lab time.**
- Unauthorized use of personal electronic devices during clinical time may result in a clinic/placement failure.
- At no time may a student post anything related to faculty/teachers, patients, other students, classes, placements, or labs on social media or other online sharing platforms. Students may not take pictures/videos/recordings of patients/students/professors without written consent.
- Students who abuse the privilege of using technology will be subject to disciplinary action.

### **Drinking and Eating in Classrooms**

Students are permitted to bring a wipeable, reusable water bottle for personal use in the lab. However, when working hands-on with a lab partner or patient in the clinic, water bottles must be stored in a faculty-designated area outside of the curtained section. Food is not permitted in the lab at any time. Students who require additional dietary needs for health-related reasons must set up accommodations through Durham College's [Access and Support Centre \(ASC\)](#).

### **Emergency Calls**

The Faculty of Health Sciences staff will accept messages for students only in the event of a family emergency. Please make sure that anyone who needs to locate you during class time for reasons other than an emergency has a copy of your timetable [e.g., classmates, family, daycare provider, employer]. Staff are unable to release your schedule information due to the Freedom of Information Act.

### **Timetables**

Timetables and course outlines are available online through MyDC. If you require assistance, please contact the IT Help Desk at 905-721-2000.

**Please note: Students are responsible to ensure that all their required courses are on their schedules and that they have met all GNED requirements in addition to core Massage Therapy Program Courses.** Students are advised to book an appointment with the Student Advisor if they have any questions and to report it immediately if there is a discrepancy in their timetable.

## Evaluation Expectations and Procedures

During midterm and final evaluations, there may be other scheduled activities falling outside regularly scheduled class time, such as practical lab evaluations. This will be communicated to you in advance by the course instructor. Missing these sessions may affect class success, program progression or may impact eligibility for clinical placements.

## Policies for Test / Quizzes

1. The weighting of tests and quizzes is outlined in the Course Outline with the evaluation criteria.
2. There are no makeup tests (i.e., no “do-overs”).
3. It is expected all students will be present to write tests in the scheduled time slots. Tests may be scheduled outside regular timetabled hours.
4. A student who misses a test must notify their professor **by email to inform the professor of the reason for the missed test PRIOR to the missed test. Failure to comply will result in a mark of zero (0).**
5. A student who complies with the test policies, **may be given the opportunity to write a modified version of the test OR have the weight of the missed test added to another evaluation item** e.g., test, assignment, exam. The decision will be made upon consideration of the emergent nature of the missed evaluation as well as appropriate supporting documentation within 2 business days and upon consultation with the Associate Dean.
6. Students who have missed a test will be required to write the missed test in the Test Center at a predetermined time base on Test Center availability.
7. If a student is late arriving for a test or quiz, no additional time will be granted.
8. No student will be allowed to enter the test room after the first student to complete the test leaves the room.
9. Students who have been identified by the Access and Support Centre (ASC) as being eligible for test accommodations are responsible for making appropriate arrangements for writing tests with the ASC office and will take responsibility for informing the professor of any such arrangements. Students writing tests and exams in an alternate location are expected to so at the same time that the regularly scheduled test/exam occurs.

## Massage Therapy Program Academic Progression Policy

### Academic Progression in the Massage Therapy Program

To progress to subsequent course and clinical placement in the Massage Therapy Program, students must achieve a passing grade (50% or above) in each pre-requisite course and must maintain a cumulative program GPA of 2.0. A student who earns less than 50% on a final practical evaluation however, passes a practical course will be provided with a supportive learning plan which may involve completion of remedial work at their own expense to determine readiness for safe practice with the public.

## Remediation

While it is the responsibility of each student to be aware of the accumulation of term marks, attention may be drawn by a professor to marks that place the student in jeopardy of failure. The student may be given an “Academic Referral Form”. At this time, the professor may suggest remedial steps such as a review of study skills, SALS or a peer tutor. Students are encouraged to seek academic guidance or assistance as soon as difficulties arise.

## Final Marks

Official final grades will be available to view on MyDC. Students are encouraged to track their ongoing academic status in DC Connect.

## Prerequisite Courses

Course prerequisites exist to promote student success. Exceptions to the established prerequisite subject structure are not permitted. Students who do not have full credits completed from previous semesters may not be eligible for a full-time course load due to a required prerequisite. **Students with non-standard scheduling needs are urged to review their academic plan with their Student Advisor each semester.**

## Graduation

An “Application for Graduation” form must be completed by graduating students. The form will be available through MyDC, prior to the graduation date. Students must have successfully completed all course credits and clinical placement hours with a minimum GPA of 2.0 to graduate.

## Written Assignments

Registered Massage therapists (RMTs) in Ontario are regulated health professionals and are required to demonstrate competence in writing and professional communication. They may be required to write in hard copy or electronically to correspond with others and create presentations. RMTs must pay attention to detail, follow instructions and complete clear, succinct, accurate and timely records. The Massage Therapy Program has developed policies for written assignments to help students refine these skills and to ensure consistent expectations of all written work.

1. All written assignments are to be **Word processed** unless otherwise directed by the professor. Assignments which are not word processed will not be graded and a mark of zero will be assigned. Use Microsoft Word software only.
2. Written assignments must be submitted to the professor, on the specific date, **at the beginning of the assigned class** or as directed by the professor.
3. When directed by the professor to submit assignments electronically, the professor is not responsible for any computer problems the student may encounter when sending the assignment. Attachments that will not open or are not included with the e-mail are the responsibility of the student and are subject to late penalties.

#### 4. Late Assignments

- An assignment is considered late if it is not submitted on the specific date, within the first five minutes of class, in the student's assigned classroom or via DC Connect assignment folder - as directed by the professor.
  - If a student anticipates that they will be absent or late for class they must notify the professor before the class and submit the assignment electronically or as otherwise specified by the due date/time.
  - A late assignment will be penalized at a rate of **10% for the first late day, 10% for the second late day and an additional 10% for the third late day**. Late assignments will not be accepted beyond the third day and the student will receive a grade of zero for the assignment. A "day" includes each day of the weekend.
  - In consultation with the Massage Therapy Program team, the professor will consider individual, rare extenuating circumstances, which may cause an assignment to be late. The student may be required to provide documentation to validate the extenuating circumstance.
5. The student is responsible for keeping a backup copy of all written assignments, marked assignments and course work for future reference and as evidence for professional portfolio.
  6. The student takes full responsibility for assignments submitted by others on their behalf.
  7. Assignments are **NOT** accepted at the Faculty of Health Sciences Office under any circumstances.
  8. Assignments will be returned by the method specified by the professor. Students absent when assignments are returned should make arrangements to obtain their assignments from their professor. Unclaimed assignments will be destroyed at the end of each Semester.
  9. In the event of an appeal, students are responsible for producing all assignments and course work. For further information regarding appeals, refer to the DC Grade Appeal Policy <https://durhamcollege.ca/wp-content/uploads/111-grade-appeals.pdf>
  10. Group assignments will be assigned an individualized grade, reflecting individual contributions and accountability to the group process. Refer to assignment instructions and rubrics for specific grading details.
  11. Written work submitted must be the product of the student's own efforts. Plagiarism and other forms of cheating are prohibited and are subject to progressive consequences.
  12. In all submissions in which you use generative AI, you must cite its use. Failing to cite the use of Generative AI is considered a breach of academic integrity and Academic Policy ACAD-101 Academic Integrity will be applied. However, it is important to understand that all large language models are known to make up incorrect facts, fake citations and inaccurate

outputs, and image-generation models can occasionally create offensive products. You are responsible for any inaccurate, biased, offensive or otherwise unethical content you submit regardless of whether it originally comes from you or a Generative AI source. If you are uncertain if you have used GenAI and/or cited appropriately, please speak with the library or your professor.

13. Referencing for ALL assignments/projects in the Massage Therapy Program are required to be properly referenced using APA format. This includes an APA formatted reference list, as well as APA formatted in-text citations. The purpose is to acknowledge the sources of ideas and evidence for the student paper, to provide a way for the reader to locate, access and review the source of the information (e.g., Research article/book/website etc.). Use the Durham College Library APA Citation Style Guide as a guide as you develop your reference list.

Further information on academic integrity is found here:

<https://durhamcollege.ca/mydc/learning-resources/academic-integrity>

## **DC Connect**

DC Connect is the Learning Management System for all courses providing the learner access to course content, grades, quiz tool, assignments folder and communication through the email system. Of note, DC Connect will automatically records all student activities, including the: first and last access to the course, pages accessed and assignments/quizzes completed.

## **Technical Support**

The Service Desk provides 1<sup>st</sup> level support for all systems and services, including:

- Password reset and DC Connect support.
- Internet access, personal computer/ laptop hardware and software support must be provided by your personal service provider. The Durham College IT Support Center does not provide these services but will provide support for all DC in house applications.
- If there is a technical interruption resulting in the inability to meet a required deadline, the student must obtain dated documentation of the problems from the IT Support Help Desk and present it to the professor within 24 hours.
- IT Scheduled Outages – available by visiting [www.durhamcollege.ca](http://www.durhamcollege.ca); Campus Services; IT Services.
- Access to the Service Desk is provided in two ways: The IT Support Help Desk can be reached at 905-721-2000 x3333 or [servicedesl@dc-ot.ca](mailto:servicedesl@dc-ot.ca)



# On-Campus Clinic & Field Placement

On-campus clinic and placement provide valuable, real-world experience for massage therapy students. When practicing in the on-campus clinic or on placement, students must realize that their behavior reflects on the entire student body of the Durham College Massage Therapy program and the image of the College as a whole. Students are expected to act in a professional manner at all times and in any situation that may arise. This includes punctuality and mandatory attendance.

## Eligibility

Students must obtain and maintain a program specific GPA of 2.0 and successfully complete all prerequisites to be eligible for and continue in clinic and field placement. Any student on a Letter of Permission or who has an unresolved Academic Alert (see [www.durhamcollege.ca/policies](http://www.durhamcollege.ca/policies)) will not be allowed to start or continue in the clinic or on field placement until the issue pertaining to the alert or letter of permission has been successfully addressed.

## Criminal Reference Check

Students are required to get a criminal reference check; including Vulnerable Sector Screen **prior to commencing classes** each semester. Students are responsible for arranging and paying all costs associated with obtaining the criminal reference check in their primary residence. When requesting a criminal reference check, students must inform the police that the criminal reference check is required to include vulnerable sector screening for student placement. Procedures and regulations for obtaining criminal record search documents are controlled by the RCMP and the Government of Canada. These procedures and regulations may change at any time without notification. Durham College will endeavor to notify students of any changes when they come to our attention. As of March 1, 2011 the following reflects the current procedures and regulations of the RCMP with regard to the Vulnerable Sector Verifications.

The RCMP identified a means to enhance vulnerable sector checks to make the searches more rigorous. In the interest of public safety, the enhancements were quickly implemented to protect vulnerable members of society.

As a result of the enhancement, a Vulnerable Sector Verification now requires the submission of fingerprints whenever the gender and date of birth of an applicant match to an existing pardoned sex offender record. This is not an accusation of criminality, but a requirement for a thorough verification to confirm identity and protect personal privacy.

This process will take at least four months. (<http://www.rcmp-grc.gc.ca/en/criminal-record-checks>.)

Students with criminal charges or convictions, criminal charges pending or an unclear criminal record will be limited in placement and/or employment opportunities. They may also be denied by a placement agency which may affect the completion of the required learning outcomes.

An applicant for registration who does not meet these requirements must inform The College of Massage Therapists of Ontario and provide details about the incident or situation. The College of Massage Therapists of Ontario will review the information regarding the incident or situation to determine if an exemption from the requirement(s) can be granted. An applicant for registration who **does not inform** The College of Massage Therapists of Ontario may have the application cancelled, or any certification of registration issued revoked.

### **Health & Safety Requirements**

All required entry and pre-practicum documentation must be submitted to Synergy Gateway <https://verified.sgappserver.com> our 3rd party documentation collection and verification partner by the specified deadline for each semester / year in the program. Deadline dates will be communicated to students through email in 1st year and through DC Mail email in the remaining semesters. Exceptions to these dates are non-negotiable due to liability and safety regulations. Please see lab manual for specific guidelines.

### **Transportation**

Students are responsible for their own transportation for their practicum/field placement requirements. Students are responsible for all costs associated with such transportation which may or may not be proximal to transit lines.

### **Selection Process**

The program strives to provide students with varied placement experiences (ages of clients and type of agency). The selection process involves consideration of ensuring learning objectives can be met, the students' needs, skill level and the availability of placement agencies. Placement opportunities offered to students will be selected by the Placement Officer in consultation with the Program Coordinator.

### **Conflict of Interest**

Students are required to self-identify any conflict of interest they may have in their assigned field placement. Notification must be made in writing to the Placement Officer if the student has:

- Relatives or friends who are employed or volunteer (in any capacity) at a placement agency site;
- An employment or volunteer relationship at a placement agency site;
- Any other affiliation with a placement agency site which could place them in a position of conflict of interest while attending placement.

**Student Conduct**

Students are expected to dress in black scrubs for labs, on-campus clinics, and placement setting and to behave in a professional manner at all times and in any situation that may arise. This includes punctuality, mandatory attendance, and having respect for colleagues. Students should ensure that personal property is safely secured while at placement and **use of any electronic devices is strictly prohibited when working with patients, (this includes the use of cell phones).**

**Students should not take any photos/video while at placement unless specifically directed to do so by the supervisor. In addition, students must not use any social media to post or communicate any information obtained at their respective placement.**

**Withdrawal from Placement.**

A student in a practicum/placement course cannot withdraw after 75% of the course hours have been completed or have passed. Students must meet with their Student Advisor to be withdrawn from practicum/placement.

# Health Policies and Guidelines

Certain protective health measures such as entrance physical examinations, up to date immunization, criminal reference checks, CPR certification and/or special tests are expected of all students, the professor and staff prior to an experience in the agency. All required entry and pre-practicum documentation must be submitted to **Synergy Gateway** <https://verified.sgappserver.com> our 3rd party documentation collection and verification partner by the specified deadline for each semester / year in the program.

Deadline dates and all requirements are outlined on our Massage Therapy program website: <https://durhamcollege.ca/programs/massage-therapy>. Exceptions to these dates are non-negotiable due to liability and safety regulations. Please refer to the Lab Manual and Practicum Guide and Program website for further details and for submission instructions.

## 1. Entry Immunization Form

An approved Entry Immunization Form (EIF) must be on file with **Synergy Gateway** <https://verified.sgappserver.com> to be eligible to attend the practicum placement portion of your program. Students are not allowed to attend placement until the form is approved.

Please visit the Campus Health Centre to request assistance in completion of these forms. Completion of the form may require more than one visit. The Campus Health Centre is located in the Campus Recreation & Wellness Centre (CRWC), G-1030. Hours and contact information can be found here: <https://durhamcollege.ca/student-life/health-and-wellness/campus-health-and-wellness-centre>.

Completion of an "Informed Consent for Immunization Exemption" must be provided to your placement officer if you are requesting exemption from any immunizations on the EIF form. These forms are only available through an appointment in the Campus Health Centre. Immune status is required via blood titer levels and any record of past vaccinations must be supplied for the exemption status to be processed. TB testing is mandatory.

## 2. Tuberculosis Surveillance (TB skin testing)

All first-year students and new entry students are required to provide proof of TB status as a part of the Entry Immunization Form. A two-step TB skin test is required. If a two-step TB skin test has been completed in the past, proof of this testing must be provided as well as a current yearly one step. If you are a known positive conversion, proof of a negative chest x ray, which is less than 1 year old, must be submitted along with documentation of the positive test result.

### **3. Influenza and COVID Vaccination**

Placement sites may require proof of COVID vaccination as they are in the healthcare field and may also have masking requirements. Requirements may fluctuate based on evolving restrictions and governmental recommendations. Some placement sites (long-term care, hospital) may also require evidence of vaccination for influenza. Please ensure you keep a record of vaccinations for your placement agency. If a student has not had an influenza immunization and a flu outbreak occurs in the agency and/or on the unit the student is assigned to, the student may be required to stay away from the practicum area until the flu outbreak is over.

### **4. Illness**

Durham College has a responsibility to the practicum agencies concerning infection and disease control. As a student, you are responsible for assessing your ability to attend practicum/field placement. When reporting off due to illness, comply with the established policy for each agency. If illness or injury occurs while in a practicum segment, contact your placement site, field placement advisor as soon as possible for further direction.

Contact your healthcare professional or make a medical appointment through the Campus Health Centre for clearance to attend placement if you suspect you have:

- Contact with a communicable disease.
- Gastrointestinal symptoms of diarrhea persisting for longer than 24 hours.
- Respiratory symptoms such as a persistent fever of greater than 38 degrees and a new or worsening cough or shortness of breath.

Reporting and isolating requirements due to illness may fluctuate based on evolving pandemic guidelines. Your placement advisor will support you in clearance for return to placement.

### **5. Management of Persons with Exposure to Blood or Body Fluids**

*Definition of "Exposure": exposure encompasses situations such as a break in integrity of the skin due to needle stick injury, scratches, bites, lacerations and contact as a result of splashing with blood or other body fluids to which Routine Practices apply.*

- a) If an exposure occurs, immediately apply first aid measures.
  1. Wash the area with soap and water
  2. If eyes(s) splashed, rinse with tap water or saline with eye(s) open
  3. If mouth is affected, spit out suspected fluid and rinse with water
  4. If splashed and contact with skin occurs, wash area with soap and water, then assess the integrity of the skin contact
- b) Reporting and post-exposure management.

Students should report exposures immediately after they occur, as certain interventions that may be appropriate, for example prophylaxis against Hepatitis B, must be initiated promptly to be effective.

The exposed student should:

1. Notify their immediate supervisor (i.e.: practicum professor)
2. Follow the policy of the agency in which the exposure occurred
3. If no policy exists, report to emergency department of local hospital to determine risk level, treatment, counselling and suggested follow-up
4. Complete the Durham College Accidental-Injury form. Relevant information includes the following:
  - Date, time, location (agency) of exposure
  - Job duty being performed by student/staff at the time of exposure
  - Details of exposure, including amount of fluid or material, type of fluid/material, severity of exposure, duration of contact
  - Description of source of exposure
5. Details about any referral for assessment/treatment
6. Follow – up counselling and ongoing evaluations by a physician can be arranged if the student does not have a physician

## **6. Travel Outside Canada**

Please be aware that upon returning from travel outside of Canada, if unwell, you are advised to consult with your healthcare professional or make a medical appointment through the Campus Health Centre.

## Employment Opportunities

### Where you could work:

- Athletic organizations
- Entrepreneur opportunities – open your own clinic
- Chiropractic/physiotherapy offices
- Fitness clubs/centres
- Health-care clinics
- Hotels, resorts and spas
- Private practices
- Retirement homes

### What you could be:

- Massage therapist

## Courses

[Click Here for Course Outline Access Manual](#)

### Semester 1

- [Anatomy \(ANAT 1102\)](#)
- [Communication Foundations \(COMM 1100\)](#)
- [Ethics and Code Of Conduct \(ETHC 1107\)](#)
- [Health and Wellness \(HLTH 1116\)](#)
- [Clinical Skills and Techniques 1 \(MAST 1100\)](#)
- [Assessment 1 \(MAST 1101\)](#)

### Semester 2

- [Anatomy and Physiology \(ANAT 1200\)](#)
- [Anatomy for Massage Therapy 2 \(ANAT 1201\)](#)
- [Relationships and Interpersonal Skills \(HLTH 1207\)](#)
- [Indigenous Elective \(INDG 0000\)](#)
- [Clinical Skills and Techniques 2 \(MAST 1200\)](#)
- [Assessments 2 \(MAST 1201\)](#)
- [Intro to Massage Clinical Practice \(MAST 1202\)](#)

### Semester 3

- [General Education Elective \(GNED 0000\)](#)
- [Clinical Skills and Techniques 3 \(MAST 2100\)](#)

- [Massage Theory for Special Populations 1 \(MAST 2101\)](#)
- [On-Campus Clinic 1 \(MAST 2102\)](#)
- [Professional Growth and Development \(MAST 2103\)](#)
- [Therapeutic Exercise \(MAST 2104\)](#)
- [Pathophysiology 1 \(PATH 2100\)](#)

#### **Semester 4**

- [General Education Elective \(GNED 0000\)](#)
- [Clinical Placement 1 \(MASC 2200\)](#)
- [Clinical Skills and Techniques 4 \(MAST 2201\)](#)
- [Massage Theory for Special Populations 2 \(MAST 2202\)](#)
- [On-Campus Clinic 2 \(MAST 2203\)](#)
- [Neurology \(NEUR 2200\)](#)
- [Research Concepts \(RESH 2200\)](#)

#### **Semester 5**

- [Clinical Placement 2 \(MASC 3100\)](#)
- [Clinical Skills and Techniques 5 \(MAST 3100\)](#)
- [Massage Theory for Special Populations 3 \(MAST 3101\)](#)
- [On-Campus Clinic 3 \(MAST 3102\)](#)
- [Business Management \(MGMT 3107\)](#)
- [Therapeutic Exercise \(MAST 2104\)](#)
- [Pathophysiology 2 \(PATH 3100\)](#)

#### **Semester 6**

- [Entrepreneurship \(ENTR 3201\)](#)
- [Clinical Placement 3 \(MASC 3200\)](#)
- [Clinical Skills and Techniques 6 \(MAST 3200\)](#)
- [Comprehensive Review and OSCE Prep \(MAST 3201\)](#)
- [On-Campus Clinic 4 \(MAST 3202\)](#)
- [Research Project \(RESR 3200\)](#)