

PROGRAM GUIDE

School of Health & Community Services (HCS) Massage Therapy

2021 - 2022



Table of Contents

WELCOME STUDENTS:

Welcome from Executive Dean, Associate Dean.....	3
Welcome from Executive Vice President, Academic	4

PROGRAM SPECIFIC INFORMATION:

Contact Information for Executive Dean, Associate Dean, Office Staff, Program Coordinator	5
Program Information	6
- Program Description	6
- Program Learning Outcomes	8
Program Specific Academic Policies	10
Program of Studies	19
On-Campus Clinic and Field Placement	22
Health Guidelines and Policies	25

ADDITIONAL IMPORTANT INFORMATION:

Durham College Mission, Vision and Values	28
Academic Advising – Student Advisor	28
Academic Integrity	28
Access and Support Centre (ASC)	28
Coaching	29
Important Dates	29
Academic Grading and Progression	29
Student Academic Learning Services (SALS)	29

Please note the following important information:

Durham College 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 [Durham College website](#) for the most current information.

June 2021

Welcome Students

A Message from the Dean and Associate Dean

On behalf of the faculty and staff of the School of Health & Community Services, it is a pleasure to welcome you to Durham College.

We are committed to providing a high quality program to meet your educational needs. We wish you success as you embark on a challenging journey toward a rewarding career. We will do our best to support you in reaching your career goals. If you have any questions or need assistance please ask us for help to access the many services available to support your success.

We are pleased you have chosen Durham College. We look forward to working with you.

Sincerely,



Ralph Hofmann, M.A., B.Sc., ACP
Interim Executive Dean,
School of Health & Community Services

Sincerely,



Margret Campkin, RN, BScN, MN
Associate Dean,
School of Health & Community Services

A Message from the Vice President, Academic

I am so pleased to welcome you to Durham College (DC). Whether you are a returning student, getting back into the swing of things, or this is your first year of college, and you are just beginning this next stage of your educational journey, it is an exciting time.

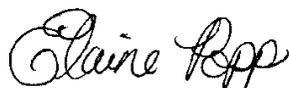
As a leading post-secondary destination, DC offers a comprehensive range of exceptional academic programs and student services. Our students develop the professional and durable skills required to realize meaningful careers and make a difference in the world.

DC continues to lead the way. We do this through our continued development of initiatives to support students in their transition to college, delivering excellence in teaching and learning, our focus on providing opportunities for experiential learning, and our expansion of technology-enabled learning opportunities. Our goal is to inspire students to create success for themselves and their communities through the best in innovative and transformative education.

As this new semester begins, it is also important to acknowledge that our world is changing at a rapid pace. By choosing to study with DC this year, you've demonstrated a willingness to adapt and grow with our evolving environment, which will help you move forward with your studies and life. We are all learning and experiencing things in new ways, and I encourage you to keep that momentum. Get to know your faculty members, your program coordinator, your student advisor and your associate dean. These individuals can provide you with valuable information and resources to support your studies and career planning. Make the most of the enriching and rewarding opportunities available to you.

You have made a fantastic decision to join us at DC. We look forward to supporting you and participating in your academic journey. We are confident that you will soon see why DC is one of Canada's top colleges.

Have a successful academic year!



Dr. Elaine Popp
Executive Vice President, Academic

School of Health & Community Services

Massage Therapy Program Faculty & Staff

Interim Executive Dean	Ralph Hofmann	Ext. 3285	ralph.hofmann@durhamcollege.ca
Associate Dean	Margret Campkin	Ext. 2125	margret.campkin@durhamcollege.ca
Administrative Coordinator	Shari Kinney	Ext. 2375	shari.kinney@durhamcollege.ca
Student Advisor	Lisa Kowal	Ext. TBA	lisa.kowal@durhamcollege.ca
Placement Officer	Melissa Bosomworth	Ext. 3066	melissa.bosomworth@durhamcollege.ca
Administrative Assistant	Sara Horruzey	Ext. 2944	sara.horruzey@durhamcollege.ca
Program Coordinator	Carolyn Selkirk	Ext. 2185	carolyn.selkirk@durhamcollege.ca

The above individuals may be contacted by dialing directly 905.721.2000, followed by the appropriate extension.

School of Health & Community Services Office

Location: SW106 - Gordon Willey Building
Telephone: 905.721.3080
Fax: 905.721.3189
Website: <http://www.durhamcollege.ca/academic-schools/school-of-health-community-services>

Health & Wellness Centre

G127 (Main Campus) 905.721.3037

Access and Support Centre

SW116 (Main Campus) 905.721.3123

Coaching and Support Centre

SW116 (Main Campus) 905.721.3147

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.cmtto.com/becoming-an-rmt/certification-examinations/>)

Durham College Academic Policies & Procedures

To view the Durham College Academic Policies & Procedures, please go to <http://www.durhamcollege.ca/about-us/corporate-links/governance/policies>

Program Specific Academic Policies & Procedures

The Massage Therapy program has developed program policies based on 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.

The School of Health & Community Services reserves the right to alter its Policies and Procedures as needed. Students will be given written notification of any necessary changes.

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,*
- a) where the person to whom the information relates has identified that information in particular and consented to its disclosure;*
 - b) for the purpose of which it was obtained or compiled or for a consistent purpose;*
 - c) where disclosure is made to an officer or employee of the institution who needs the record in the performance of his or her 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.

Students may request access to their file in the School of Health & Community Services.

Students or graduates who require documentation related to their program or attendance for a third party should put their request in writing and submit it to office staff. The necessary documentation will be provided as soon as possible. Students and graduates should be aware that a fee will be charged to cover the administration costs of this service.

At no time may the file be removed from the School of Health & Community Services. Copies of the file will be provided upon written request from the student. The student is responsible for the cost associated with producing these copies (See privacy of records, release of information – <http://www.durhamcollege.ca/academicpolicies>).

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.

Student Conduct

Students are expected to conduct themselves in a professional manner. It is everyone's responsibility to have respect for their peers and contribute to a positive learning environment. These responsibilities extend to the use of electronic communication devices. In a clinic/laboratory setting, use of electronic devices is strictly prohibited. Failure to abide by this policy will result in a report for the student file and possible further discipline from the school office. During theory classes, your Professor may request that students not use their computers and turn off and put away cell phones during particular segments e.g. when having a guest speaker, during peer presentations etc. Anyone who refuses a Professor's direction regarding the use of electronic devices or disrupts a class to the detriment of other students will be asked to leave. Following a second infraction, the student will be issued an academic alert which will become part of their student record.

Attendance

Attendance has been shown to be the best predictor of student success. Most courses are designed to build on skills previously learned and applied in class; a student missing topics will find it more difficult to complete subsequent assignments. If a student is absent from class, it is their responsibility, **prior to the next class**, to learn what was missed.

Students are expected to attend class weekly and participate in all forms of evaluation. Students are expected to be punctual and to actively participate in class discussions, exercises, activities and homework related to the course topics. If going to be absent, students are expected to contact the professor before, or on the day of the scheduled class, should an emergency occur. Arriving late or leaving early will be assessed as an absence for the lab class attendance grade.

Late Arrivals in Class

Students are expected to arrive to class 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.

At the discretion of the professor, late arrivals may not be permitted if they will disrupt the learning process. This may include: during student/peer presentations, guest speakers, group work/role play and similar activities. (Special circumstances may be presented to the professor in advance of the class for consideration.)

Students who arrive late on the day of a test will not be given any additional time to complete the test. No student will be allowed to enter the test room after the first 30 minutes or the first student to complete the test leaves the room.

Communication

Communication is important to all of us in the Massage Therapy program. Each Durham College student has a DC e-mail address which they should check daily. Students are expected to check MyCampus daily for both college-wide and program specific information (especially information conveyed by the Placement Officer). Communication **between students and faculty via e-mail is limited to the DC Mail system. Durham College faculty do not use or reply to personal e-mail addresses.** Emails need to be grammatically correct with proper spelling and punctuation to reflect professional student-professor communication. Some professors require students to utilize the DC Connect mail system for specific course communication. It is each student's responsibility to know which professors have this requirement and adhere to it.

It is the student's responsibility to keep the professor informed about any circumstances which may be interfering with the student's success in that subject. The professor cannot provide support and assistance if they are not aware that a problem exists. Students will be encouraged to assume responsibility for accessing the necessary supports that faculty recommend.

Students can leave messages on the professor's voicemail or e-mail and arrangements can be made for the professor and the student to meet and work together to resolve any issues or challenges.

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 solved through collaboration, the student is advised to make an appointment with the Student Advisor who will discuss appropriate options available to the student.

Classroom Conduct

Character, behaviour and academics are equally important to student success.

Students are expected to conduct themselves in a professional manner at ALL times. It is everyone's responsibility to have respect for their peers and the faculty. Students are expected to pay full attention in class, follow the direction of the course professor and avoid distracting others.

Eating and Drinking in Classrooms

Food and beverages (other than water in a closed container) are not permitted in the massage clinic/lab at any time. Students who require food at regular intervals for health reasons can speak to the Professor and make arrangements to leave class as required.

Technology

All students are guided by the Durham College Information Technology Acceptable Use Policy which can be found at: <http://www.durhamcollege.ca/wp-content/uploads/ADMIN-206-Acceptable-Use-of-IT.pdf>

Use of electronic devices during lab/clinic practice time is strictly prohibited. Any student that chooses to ignore this program policy will have the incident documented in the student file and may be subject to further discipline from the school office.

During theory classes, electronic devices can enhance learning; however it can also hinder it. Listening to music, text messaging, cell phone calling, and internet surfing can distract both those who engage in these acts as well as those around them; therefore all cell phones, computers, pagers, MP players, iPods and iPads are to be turned off before the start of class (unless otherwise instructed by the professor).

NOTE: At no time may a student post anything related to faculty, staff, clients, other students, class or field placement on social media. Students are expected to utilize DC Connect to communicate about any program, class or course information.

Professors recognize that there may be times when a student needs to be available to receive an urgent call. If a student requests and is granted this privilege, it is expected that the phone will be turned to "vibrate" so that its ringing will not disrupt the class or disturb other students. It is also expected that, should a call come in, the student will leave the classroom to respond.

Test and Examination Expectations and Procedures

Students will be required to present **their student I.D. card for all tests and for all exams**. If an I.D. card is not presented, the student may be asked to leave the room and may not be allowed to rewrite the test or exam. Please ensure that you bring your **Durham College Student ID** card to all **tests and exams**.

Terms of Reference:

Class Test – a scheduled and invigilated test within class time or booked in the test center.

In Process/Quiz – an evaluation of shorter duration than a test with lesser weighting / may be scheduled / or unscheduled / usually given as part of a regularly scheduled class.

DC Connect tests and quizzes are computer driven with specific parameters as required, delivering evaluations in this format and may not apply to the above criteria.

During exam week there may be other scheduled activities related to the program. The student is expected to keep all of exam week open for exams and activities as scheduled by the School.

Section I

It is the student's responsibility to:

1. Check the test/exam timetable carefully. **Ensure awareness of the time and place that the test/examination is being written.** Quizzes/tests/exams may be written in-person or online.
2. It is expected that **all students will be present to write the quiz, test or exam in the scheduled time slot.** A student who misses a test must notify their professor by email (through DC Connect mail) documenting the reason for the missed test prior to the test being written, or in the case of an emergency, within 24 hours of the missed test being given.
3. Online tests & quizzes may be done using Lockdown Browser and Respondus Monitor. It is the responsibility of the student to ensure they have the bandwidth and an internal OR external webcam in order to facilitate the online proctored quiz/test/exam. Students who do not meet the minimum requirements will be unable to complete the proctored test, and the missed test policy will apply.
4. If a student follows the above process for a missed test, the student may be offered the opportunity to write the missed test. Please refer to the missed test policy for details.
5. Students who have been identified by the ACCESS AND SUPPORT CENTRE (ASC) office 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.

Section II

In order to ensure a quiet environment throughout the test, the following guidelines are in effect:

1. **No time extensions** will be granted for late arrivals. No student will be allowed to enter the test room after the first 30 minutes or after the first student to complete the test leaves the room.
2. Keep only erasers, pens, and pencils on the desk. All other articles must be removed from the desk. Any other required items will be supplied.
3. Stop talking upon entering the room or when directed to do so by the invigilator. The test paper should not be turned over until directed to do so.
4. Be sure your name appears on all Scantron cards, booklets and papers.
5. Check the test paper to ensure that no pages are missing. Before handing in the paper, check to ensure all questions have been answered.
6. Complete the Scantron cards correctly. Answers appearing on the Scantron card will be used to determine the grade. The Scantron card cannot be altered by the student or invigilator once it has been submitted.
7. Initial the class list or sign appropriate sheet provided by the invigilator to confirm attendance.
8. If questions or problems arise during the test, the invigilator should be notified by a raised hand.
9. Students should not remain in the hall outside the room as talking in the hall is disruptive.

Missed Test Policy

It is expected that all students will be present to write the test in the scheduled time slot. A student who misses a test must notify their professor by email (through DC Connect mail) prior to the test being written.

All students who are approved to write a missed test will be required to write the missed test at a scheduled pre-determined time in the Test Centre during Week 10 or 11. There will only be one opportunity to complete accumulated missed tests. A student who is absent for a missed test in the pre-determined time will receive a grade of zero (0) for the test(s). If granted the missed evaluation will be written during Week 10 or 11 of the semester or the weighting may be applied to the next evaluation.

Assignment Procedures

All assignments are to be submitted as **specified by the course professor**. Unless otherwise directed by the professor, submissions made by other means than those written on the assignment instructions and/or on Course Outlines will not be accepted and will result in a "0" grade for the assignment.

Assignments should be submitted on or prior to the due date deadline as directed by the professor. Assignments should **never** be left under an office door, or in the faculty's mailbox **unless otherwise discussed with the professor**.

It is advisable to always retain a copy of any documentation you submit for evaluation.

If a student experiences technical difficulties when attempting to submit an assignment electronically they need to contact the IT Help Desk at 905-721-3333 or email itsupport@dc-uoit.ca and have a "ticket" opened. If the technical issue cannot be resolved, the ticket number is to be provided to the professor.

Late Assignments

- **Negotiated Late Assignment:**

This is an assignment that has been handed in late, but with the permission of the professor. It is the responsibility of the student to notify the professor no later than **48 hours** prior to the submission date, if they are unable to submit the assignment as directed. The professor and student, through discussion, will have mutually agreed on the time/extension that the student will receive to hand in the assignment. The student's grade will be penalized at the rate of 10% per day (including due date of assignment) for each extra negotiated day.

- **Extenuating Circumstances:**

In the event of unexpected absence, students must contact the course professor by 8:00 am of the due date or in case of emergency as soon as possible. The professor will consider individually, rare extenuating circumstances, which may cause an assignment to be late.

Students are responsible for keeping all marked assignments and course work for future reference.

In the event of an appeal, students are responsible for producing all assignments and course work. For further information regarding appeals, refer to <http://www.durhamcollege.ca/gradeappeal>.

Required Citation

All assignments are to be written following the APA (American Psychological Society) format. APA is the required format for use in the Massage Therapy program. The student is expected to follow the expectations in the APA Citation Guide provided by the Durham College Library.

Academic Integrity

Written work must be the product of the student's own efforts. Plagiarism and other forms of cheating are prohibited and are subject to the consequences outlined in Academic Integrity Procedure = ACAD – 101.1.

Conflict Resolution

Students will be encouraged to use Campus Conflict Resolution Services to resolve conflicts that may occur during their courses (i.e. group work); <http://www.durhamcollege.ca/academic-schools/school-of-justice-emergency-services/about-the-school/campus-conflict-resolution-services>

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.**

Missed Lab/Clinic Policy

Please refer to the Lab Manual (1st year) and Practicum Guide (2nd & 3rd year).

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
- Number of quizzes completed

Technical Support

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

- Password reset.
- 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; 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 itsupport@dc-uoit.ca.

Requirements for PromotionEvaluation and Promotion

Academic courses are evaluated using a variety of methods such as tests, essays, labs, written or verbal assignments, in-process activities, team work and/or final examinations. The evaluation criteria for each course are noted in its course outline. Students are advised to familiarize themselves with these criteria early in the semester. Please refer to the Grading and Promotion Policy and Procedures documents (<http://www.durhamcollege.ca/academicpolicies>) for a complete overview of grading and promotion practices.

A passing grade for all courses is 50% unless otherwise stated in the Course Outline.

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 Alert 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.

Promotion

- A passing grade for all courses is 50% unless otherwise stated in the Course Outline.
- For courses with a practical component, students must achieve a grade of 50% or greater on the final practical test to be eligible to pass the course.
- A student who fails any course(s) in a semester must repeat and pass these courses to continue to the next semester.
- A failed course or its equivalent must be passed before courses are taken for which it is a prerequisite.

Course Name	Mod	Code	Prerequisites	Corequisites	Lec Hrs	Lab Hrs	FP/ALT Hrs
MAST-SEM1							
ANATOMY FOR MASSAGE THERAPY		ANAT 1503			3	0	
Communication Foundations - Health & Community Services		COMM 1803			3	0	
CLINICAL SKILLS & TECHNIQUES I		CSAT 1500		ANAT 1503	0	6	
ETHICS AND CODE OF CONDUCT		ETHC 1502			3	0	
HEALTH AND WELLNESS		HLTH 1500			3	0	
Assessment 1		MAST 1500		ANAT 1503	2	2	
					14	8	
MAST-SEM2							
ANATOMY FOR MASSAGE THERAPY II		ANAT 2503	ANAT 1503		3	0	
ANATOMY & PHYSIOLOGY		BIOL 1503			0	1	2
BUSINESS WRITING STRATEGIES		COMM 2710	COMM 1801		2	0	1
CLINICAL SKILLS & TECH II		CSAT 2500	CSAT 1500	ANAT 2503	0	6	
GENERAL ELECTIVE CREDIT		GNED 0000			3	0	
ASSESSMENTS II		MAST 2500	ANAT 1503, MAST 1500	ANAT 2503	0	4	
RELATIONSHIPS AND INTERPERSONAL SKILLS		REIS 1501			3	0	
					11	11	3

Program of Study 2021-22

Massage Therapy (MAST)

School of Health & Community Services

Weekly Breakdown

Course Name	Mod	Code	Prerequisites	Corequisites	Lec Hrs	Lab Hrs	FP/ALT Hrs
MAST-SEM3							
Clinical Skills and Techniques III		CSAT 3500	ANAT 2503, CSAT 2500		1	5	
GENERAL ELECTIVE CREDIT		GNED 0000			3	0	
MASSAGE THEORY FOR SPECIAL POPULATIONS I		MAST 3500	MAST 2500		2	2	
ON-CAMPUS CLINIC I		ONCL 1501	ANAT 2503, CSAT 2500, MAST 2500, REIS 1501		0	4	
PATHOPHYSIOLOGY I		PATH 1504			3	0	
PROFESSIONAL GROWTH AND DEVELOPMENT		PRGD 1501			3	0	
THERAPEUTIC EXERCISE		THER 1501	ANAT 2503		0	4	
MAST-SEM4							
CLINICAL PLACEMENT I		CLIN 1512	CSAT 3500, MAST 3500, ONCL 1501, PRGD 1501		0	0	52
CLINICAL SKILLS AND TECHNIQUES IV		CSAT 4500	CSAT 3500		0	6	
GENERAL ELECTIVE CREDIT		GNED 0000			3	0	
MASSAGE THEORY FOR SPECIAL POPULATIONS II		MAST 4500	MAST 2500		2	2	
NEUROLOGY		NEUR 1504			4	0	
ON-CAMPUS CLINIC II		ONCL 2501	CSAT 3500, MAST 3500, ONCL 1501, PRGD 1501		0	4	
RESEARCH CONCEPTS		RESH 1501			3	0	
					12	12	52

Program of Study 2021-22
 Massage Therapy (MAST)

School of Health & Community Services

Weekly Breakdown

Course Name	Mod	Code	Prerequisites	Corequisites	Lec Hrs	Lab Hrs	FP/ALT Hrs
MAST-SEM5							
BUSINESS MANAGEMENT		BMGT 1500			3	0	
CLINICAL PLACEMENT II		CLIN 2512	CLIN 1512, ONCL 2501		0	0	56
Clinical Skills and Techniques V		CSAT 5500	CSAT 4500		3	3	
MESSAGE THEORY FOR SPECIAL POPULATIONS III		MAST 5500	MAST 2500		2	2	
ON-CAMPUS CLINIC III		ONCL 3501	CLIN 1512, ONCL 2501		0	4	
PATHOPHYSIOLOGY II		PATH 2504	PATH 1504		3	0	
					11	9	56
MAST-SEM6							
CLINICAL PLACEMENT III		CLIN 3512	CLIN 2512, ONCL 3501		0	0	56
CLINICAL SKILLS AND TECH VI		CSAT 6500	CSAT 5500		0	6	
ENTREPRENEURSHIP		ENTR 1501			3	0	
COMPREHENSIVE REVIEW & OSCE PREP		MAST 6500	CSAT 5500, MAST 2500, MAST 3500, MAST 4500, MAST 5500, ONCL 3501		0	4	
ON-CAMPUS CLINIC IV		ONCL 4501	CLIN 2512, ONCL 3501		0	4	
RESEARCH PROJECT		RESR 1502	RESH 1501		3	0	
					6	14	56

NOTES:
OPT1/OPT2/OPT3 - OPTIONS - Students choose subjects. OPT1 subjects are included in total hours per week.
GNED - Courses with this Subject Code are "General Education" subjects, GNED 0000 you are required to choose a 'General Education Elective' that term when you register.
SPEC 0000 - when displays as a pre-requisite you are required to have passed all previous courses and have a GPA of 2.0. COOP - the co-op work term takes place in the following semester (spring/summer).
MOD1/MOD2 - course is delivered over a portion of the semester.

On-Campus Clinic & Field Placement

On-campus clinic and placements provides 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) 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://cpp.smartsimple4.biz/s_Login.jsp 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 a 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 scrubs for labs, on-campus clinic 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.

Please refer to the Practicum Guide for further details and for submission instructions.

1. Entry Immunization Form

All required entry and pre-practicum documentation must be submitted to Synergy Gateway https://cpp.smartsimple4.biz/s_Login.jsp 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 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 of operation are 8:00 am - 6:30 pm. Monday to Thursday and 8:00 am to 4:00 pm on Friday. 905-721-3037
www.durhamcollege.ca/campushealthcentre

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 titre 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 Immunization (Flu vaccination)

For placements in long term care facilities, students may be required to have had vaccination for influenza. Please ensure you are immunized and keep a record 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 practicum/placement officer 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

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.

Durham College Mission, Vision and Values

Guiding the overall direction of the college, the Strategic Plan outlines Durham College's (DC) mission, vision and values and is based on our four pillars – our students, our people, our work and our community. It is by working together, focusing on these guiding principles, that we are able to deliver exceptional teaching and learning opportunities that support the success of our students and faculty. The college's strategic plan is available on the [college's website](#).

Academic Advising – Student Advisors

Student Advisors are committed to student success and are available to support you through your college experience.

They can help you:

- Identify education and career goals, and support the creation of academic plans to achieve those goals.
- Make decisions regarding full-time/part-time studies.
- Select courses and identify equivalent credits.
- Change programs, transfer to another program or explore pathways to further education.
- Develop academic success plans in the event of failed courses or a low grade point average (GPA).
- Ensure progression and graduation requirements are met.
- Access other college support services.

To view contact information for your Student Advisor, visit the [Student Advisors website](#).

Academic Integrity

Academic integrity in teaching, learning and research is fundamental to our mission and 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 work submitted must be the product of a student's own efforts. The [Academic Integrity Policy and Procedure](#) provides a comprehensive explanation of DC's expectations regarding academic integrity.

Access and Support Centre

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 and coaching.

Working in collaboration with faculty and other service areas, the ASC team provides opportunities for academic success for all students.

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

Coaching

DC is pleased to offer International Coaching Federation certified wellness coaches to partner with students and facilitate growth, action and movement towards the goals and outcomes they want to achieve. Coaching is not counselling, therapy or academic advising. Coaching is student-focused and provides a safe, non-judgemental space to explore and work through what is getting in the way of being their best possible self. The more students put into coaching, the more they get out of it.

Wellness coaches support students by encouraging self-awareness, growth, change, and success. Focusing on student development and helping students achieve their full potential, wellness coaching involves identifying goals, strengths, barriers, motivations, expectations, and underlying beliefs. Coaches actively listen, ask thought-provoking questions that encourage self-reflection and work with students to take actions to move forward. For more information, please visit the [Wellness Coaching website](#).

Important Dates

DC strives to keep you informed of all important dates throughout the academic year. Students should check the [college's website](#) or [MyCampus](#) to view 2021-2022 key dates including deadlines for fee payment, web registration, and adding or dropping courses as well as grade release dates. Please review [MyCampus](#) regularly for updates and reminders on important dates.

Academic Grading and Progression

Please refer to the ACAD 112 – [Academic Grading Policy and Procedure](#) document 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.

Evaluation: Academic courses are evaluated using a variety of methods including tests, essays, labs, assignments, assessments, in-process activities, group work and/or examinations. The evaluation criteria for each course are noted in its course outline. Students are responsible for becoming familiar with evaluation criteria at the beginning of each semester.

Academic Standing: Students who are not progressing satisfactorily according to the Academic Progression Policy and Procedure or the criteria published in their respective program guides may be placed on Probation, Academic Suspension, Academic Withdraw or Permanent Withdrawal.

Students must have a cumulative program G.P.A. between 1.8 and 1.99 to continue under academic probation.

Student Academic Learning Services

The Student Academic Learning Services Centre (SALS) helps DC students to achieve their academic goals. Academic supports include: peer tutoring, learning and writing skills services, English language services, and content-specific supports for math, accounting, biology, and chemistry. Students also have access to fully online support, located on the [DC Connect](#) landing page. After logging in, look for the green arrow to register for SALS ONLINE academic resources to view videos, resources and quizzes to support your learning.

Please email SALS at sals@durhamcollege.ca, or visit the [SALS website](#), for information on accessing services, scheduling an appointment, registering for workshops or signing up for peer tutoring.