

I. COURSE DESCRIPTION:

This course enables the student to review the history and evolution of massage therapy. The student will gain an introductory understanding of the ethical and legal basis for massage therapy practice. The role of the Registered Massage Therapist as well as other members of the Health Team will be examined.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

A. Learning Outcomes

Upon successful completion of this course the student will be able to:

1. Explain factors influencing the evolution of massage therapy and massage therapy education.
2. Explain factors influencing the development of the image of massage therapy.
3. Describe the concept of massage therapy as an evolving profession.
4. Explain relevant legislation which impacts on massage therapy.
5. Compare and contrast the role of the Registered Massage Therapist with other Health Team members.

B. Elements of Performance

1. Explain factors influencing the evolution of massage therapy and massage therapy education.
 - a) Describe the historical development of massage therapy.
 - b) Determine key factors which have impacted on the evolution of massage therapy in Canada.
 - c) Describe the historical development of massage education in Canada.
 - d) Determine key factors which have impacted on the evolution of massage education.

II LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE

2. Explain factors influencing the development of the image of massage therapy.
 - a) Determine images of massage therapists and massage therapy.
 - b) Explain factors which have influenced the development of these images.
 - c) Identify strengths and consequences to these images.
 - d) Describe strategies to enhance or change the image of massage therapists and massage therapy.
3. Describe the concept of massage therapy as an evolving profession.
 - a) Describe the formal characteristics of a profession.
 - b) Describe the following professional characteristics as they relate to the practice of massage therapy in the province of Ontario:
 - i) Licensure
 - ii) Self-Regulation (RHPA/Massage Therapy Act and Regulations/ Standards of Practice)
 - iii) Provincial Organizations
 - iv) Philosophy of Massage Therapy/Mission Statement
 - v) Knowledge Base in Massage Therapy (core knowledge; research, professional development)
 - vi) Ethical Framework
 - personal value classification
 - massage ethics/massage creed
 - basic ethical concepts/theories
 - model for ethical decision making
 - ethical issues relevant to massage practice (i.e. boundary violations and dual relationships)
4. Explain relevant legislation which impacts on massage therapy.
 - a) Differentiate between the following terms:

II. LEARNING OUTCOMES AND ELEMENTS OF PERFORMANCE (Continued)

- i) common law and statutory law
 - ii) civil law and criminal law
 - iii) negligence and malpractice
 - b) Determine the massage therapist's legal obligations to protect the client's right to:
 - i) privacy
 - ii) confidentiality
 - iii) choice: informed consent and right to refuse treatment - substitute decision making
 - iv) information
 - c) Explain professional misconduct relevant to the practice of massage therapy as outlined in the Regulations for The Massage Therapy Act. Examples may include:
 - i) failure to maintain the Standards of Practice
 - ii) sexual impropriety/abuse
 - iii) inadequate documentation
 - iv) breach of confidentiality
 - v) failure to obtain informed consent
 - vi) misrepresentation
 - vii) failure to meet professional/legal obligations
 - viii) conflict of interest
 - ix) disgraceful/dishonourable/and unprofessional conduct
 - x) working while impaired
 - xi) business ethics (will be covered in detail in Professional Growth II)
- 5. Compare and contrast the roles of the Registered Massage Therapist with other Health Team members.
 - a) Determine the various settings where massage therapist work.
 - b) Describe the various roles and responsibilities of the massage therapist within each setting.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

- c) Describe the roles of various members of the health care team which interface with massage therapists:
 - i) traditional
 - ii) allied
 - iii) complimentary

- 6. Explain the framework of the Canadian Health Care Delivery System at the federal, provincial and municipal levels.

III. TOPICS:

- 1. History and Evolution of Massage Therapy
- 2. History of Massage Education
- 3. Images of Massage Therapy: Past/Present/Future
- 4. Massage Therapy as an Emerging Profession
 - a) Licensure
 - b) Self-Regulation
 - c) Professional Organizations
 - d) Philosophy of Massage Therapy/Mission
 - e) Knowledge Base in Massage Therapy - Research and Professional Development
 - f) Ethical Framework
- 5. Legal Considerations in Massage Therapy
- 6. Roles and Functions of the Registered Massage Therapist
- 7. Health Care Team: Roles and Responsibilities
 - Traditional Members
 - Allied Members
 - Complimentary Members
- 8. Overview of the Canadian Health Care Delivery System

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

- 1. Regulated Health Professions Act 1991 as amended by: 1995, Chapter 37. Queen's Printer for Ontario.

- 2. Bill 52, Massage Therapy Act, 1991. Queen's Printer for Ontario.

IV. REQUIRED RESOURCES/TEXTS/MATERIALS (Continued)

3. Health Care Consent Act, Queen's Printer for Ontario
4. College of Massage Therapist
 - a) Code of Ethics/Standards of Practice
 - b) Ontario Regulations made under the Massage Therapy Act
 - c) Policy Statements
5. Salvo, Susan. (1999). Massage Therapy Principles and Practice.
W. B. Saunders.

V. EVALUATION PROCESS/GRADING SYSTEM

1. The pass mark for this course is 60%. The letter grades for this course will be assigned in accordance with those established by Sault College.
2. The evaluation methods will be determined and discussed with students within the first two weeks of the course.

The following semester grades will be assigned to students in postsecondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 - 100%	4.00
A	80 - 89%	3.75
B	70 - 79%	3.00
C	60 - 69%	2.00
R (Repeat)	59% or below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field placement or non-graded subject areas.	
U	Unsatisfactory achievement in field placement or non-graded subject areas.	
X	A temporary grade. This is used in limited situations with extenuating circumstances giving a student additional time to complete the requirements for a course (see <i>Policies & Procedures Manual – Deferred Grades and Make-up</i>).	
NR	Grade not reported to Registrar's office. This is used to facilitate transcript preparation when, for extenuating circumstances, it has been impossible for the faculty member to report grades.	

VI. SPECIAL NOTES:

Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your instructor and/or the Special Needs office. Visit Room E1204 or call Extension 493, 717, or 491 so that support services can be arranged for you.

Retention of course outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Rights and Responsibilities*. Students who engage in “academic dishonesty” will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course, as may be decided by the professor. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

The Professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Substitute course information is available in the Registrar's office.

VII. PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advanced credit in the course should consult the instructor or coordinator.

VIII. DIRECT CREDIT TRANSFERS:

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.