

# **Inter-Jurisdictional Practice Competencies and Performance Indicators for Massage Therapists at Entry-to-Practice**

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**Federation of Massage Therapy  
Regulatory Authorities of Canada**

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### Preface

The Inter-Jurisdictional Practice Competencies and Performance Indicators for Massage Therapists at Entry-to-Practice (PCs/PIs) were first published by FOMTRAC in 2012, with the intention of promoting common inter-jurisdictional standards for pre-registration education and assessment.

The development of this update began in September 2014, in part to ensure currency and in part to respond to feedback and requests for clarification. A project team of subject matter experts from the regulated jurisdictions was formed, led by a consultant in outcome-based professional standards<sup>1</sup>. In Phase 1 of the project, the team addressed the practice competencies (PCs). They reviewed the existing PCs, refined and clarified them, and undertook a validation survey with RMTs in the regulated jurisdictions. They also reviewed the proposed updated PCs with the stakeholders who had previously provided feedback. In Phase 2 the team developed updated performance indicators (PIs), and undertook a PI feasibility survey with massage therapy education programs in the regulated jurisdictions.

This document lists the team's recommended updated PCs/PIs.

Additional information about the PCs/PIs is available on the resources page of FOMTRAC's website, <http://www.fomtrac.ca/>.

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<sup>1</sup> Dr. David Cane, Catalysis Consulting; [www.catalysisconsulting.net](http://www.catalysisconsulting.net)

## Conceptual Framework

### Practice Competencies

We define a Practice Competency as follows:

***A Practice Competency is the ability to perform a practice task with a specified level of proficiency.***

At entry-to-practice, Entry-Level Proficiency is required. This has the following characteristics:

#### ***Entry-Level Proficiency***

- *When presented with routine situations, the entry-level massage therapist applies relevant competencies in a manner consistent with generally accepted standards in the profession, without supervision or direction, and within a reasonable timeframe. The massage therapist selects and applies competencies in an informed manner. The massage therapist anticipates what outcomes to expect in a given situation, and responds appropriately.*
- *The entry-level massage therapist recognizes unusual, difficult to resolve and complex situations which may be beyond their individual ability. The massage therapist takes appropriate and ethical steps to address these situations, which may include seeking consultation, supervision or mentorship, reviewing research literature, or making a referral.*

## Inter-Jurisdictional Practice Competencies and Performance Indicators

The Practice Competencies listed in this document are the minimum expectations for newly-registered massage therapists who are entering practice for the first time, and are intended to ensure the ability to perform entry-level practice in a manner that is safe, effective and ethical. The PCs should be viewed as an integrated set of abilities that the massage therapist brings to the workplace, and draws upon as necessary, dependent upon the practice context. Each competency qualifies and informs the others. Some competencies will not be applicable in certain practice settings.

Following entry-to-practice, a massage therapist's competencies will continue to evolve based upon increasing experience, ongoing learning from colleagues, and professional development activities. Levels of proficiency in frequently-used competencies may be expected to increase; new competencies may be learned; levels of proficiency in competencies that are not regularly used may decrease. In general, over the span of a career, the massage therapist will move beyond entry-level (novice) practice towards more mature practice levels. The chart below represents this development over time:

### Development of abilities over career span



## Learning Domains and Levels of Complexity

The performance of a Practice Competency requires application of a combination of knowledge, skills, and attitudes.

As a guide to curriculum development for entry-level massage therapy education, and to aid in the assessment of learning, we have identified the domains of learning and levels of complexity that lie behind each Practice Competency, using a modified version of Bloom’s taxonomy<sup>2</sup>. The domain / complexity matrix is shown in the table below.

Domain	Complexity <sup>3</sup>	Descriptor
<b>Cognitive</b> (knowledge and thinking skills)		
	Level 0	Domain not applicable
	Level 1	Remember information
	Level 2	Comprehend & apply information
	Level 3	Analyze and interpret information
	Level 4	Synthesize (create new) information
<b>Psychomotor</b> (physical activity that requires neuromuscular coordination)		
	Level 0	Domain not applicable
	Level 1	Perform simple patterns and tasks
	Level 2	Perform complex patterns and tasks; make minor adjustments based upon outcome
	Level 3	Adapt tasks to new situations
	Level 4	Develop new tasks
<b>Affective</b> (beliefs and values that influence cognitive and psychomotor applications)		
	Level 0	Domain not applicable
	Level 1	Recognize, and respond within, a required system of beliefs and values
	Level 2	Choose (prefer) to function within a particular system of beliefs and values
	Level 3	Internalize a system of beliefs and values and instinctively function within it

<sup>2</sup> The domains and levels are derived from the classic work of Bloom (1956), and others, but are unique to this document.

<sup>3</sup> At entry-to-practice, functioning at the most complex level in each domain is not expected.

### Assessment Vehicles and Performance Indicators

Massage therapy regulators rely upon two mechanisms to assess competencies and qualify candidates for registration:

1. Successful completion of a recognized education program
2. Success in the registration examination

### Assessment Vehicles

Education programs typically consist of three distinct learning and assessment environments, which we describe as academic, simulated and clinical (see below for further descriptions). Each of these environments involves a unique Assessment Vehicle. The registration examination provides two additional Assessment Vehicles: multiple choice questions (MC) and practical (PR), sometimes described as performance-based assessment (PBA) or objective, structured clinical evaluation (OSCE).

Each of the five Assessment Vehicles carries with it specific advantages and challenges relative to the validity and reliability with which it measures a candidate's possession of a Practice Competency. But in no instance do any of the Assessment Vehicles directly measure performance of the Practice Competency itself (that is, as a task performed in independent massage therapy practice). At best, the behaviour observed in an Assessment Vehicle provides an *indication* of the possession of a Practice Competency. Furthermore, because of its methodology, each Assessment Vehicle provides access to potentially unique candidate behaviour.

### Performance Indicators

We use the term Performance Indicator to describe candidate behaviour(s) which can be observed within an Assessment Vehicle:

***A Performance Indicator is a candidate behaviour that can be observed within a specific assessment vehicle, and which provides an indication that a candidate possesses a Practice Competency.***

For each Practice Competency we have identified Performance Indicators applicable to one or more of the five assessment vehicles described above. The Indicators are intended to describe realistic behavioural expectations that relate to the possession of the competency, taking into account the constraints of each assessment vehicle.

Collectively, the Performance Indicators for education programs provide a blueprint for the minimum student learning outcomes a program should deliver to meet the expectations of the regulator. Programs are advised to use the indicators, together with the Practice Competencies, the Entry-Level Proficiency definition, and the domains of learning and levels of complexity to structure their curricula.

Collectively, the Performance Indicators for the registration examination provide a framework for the examination blueprint and a guide for examination developers (who similarly are advised to use the full spectrum of information in this document to help in their work).



### Suggested Criteria for Successful Completion of Performance Indicators within an Education Program

As mentioned above, entry-level massage therapy education programs should involve learning and assessment in three environments:

- The **academic environment**, where learning takes place in a classroom or through guided independent study, and students develop knowledge and thinking skills, and beliefs and values, which enable them to perform the required Performance Indicators. The academic assessment vehicle should be a written and / or oral evaluation designed to identify behaviours consistent with the designated Performance Indicators, within the context of the definition of Entry-Level Proficiency.
- The **simulated environment**, where students learn practical, communication and relationship skills which enable them to perform the required Performance Indicators, under the direction of an experienced professional, in a setting that simulates practice. The simulated assessment vehicle should ensure repeated and reliable demonstration of behaviours consistent with the designated Performance Indicators, within the context of the definition of Entry-Level Proficiency.
- The **clinical environment**, where students work directly with a patient / client<sup>4</sup> in a setting designed to provide patient / client care. Students should be supervised throughout their clinical education, in a manner that facilitates development of independent clinical abilities while ensuring that care provided is safe, effective and ethical. The clinical assessment vehicle should ensure repeated and reliable demonstration of behaviours consistent with the designated Performance Indicators, within the context of the definition of Entry-Level Proficiency, and with a variety of patients / clients.

Learning activities in education programs should be structured to move sequentially through progressively more complex academic, simulated and clinical learning / assessment environments. For example massage skills, which in the final instance may be designated for clinical assessment, should have been introduced first in an academic environment, and later, where feasible, in simulation.

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<sup>4</sup> Throughout this document we use the term *patient / client* to refer to the individual who is a recipient of massage therapy services. This terminology is used to acknowledge the differences in the terms used in legislation and policy in the regulated jurisdictions across the country.

### Structural Framework for the Practice Competencies and Performance Indicators

The Practice Competencies have been grouped under the following functional areas of practice:

1. Professional Practice
  - 1.1 Communication
  - 1.2 Professionalism
  - 1.3 Therapeutic Relationship
2. Assessment
3. Treatment
  - 3.1 Treatment Principles
  - 3.2 Massage Techniques
  - 3.3 Therapeutic Exercise
  - 3.4 Thermal Applications

Learning domains and levels of complexity are shown to the right of each Practice Competency.

Performance Indicators are listed beneath the Practice Competency from which they are derived, with columns to the right showing their designated assessment vehicles.

### Statement on Foundational Knowledge

Massage therapy relies heavily on application of principles of the physical, biological, health, social and behavioural sciences.

Massage therapists require a strong foundational knowledge base common to all licensed health care professionals in Canada, and a more specialized foundational knowledge base related to the structure, function and inter-relationships of the body systems and their response to manipulation.

The Practice Competencies and Performance Indicators are primarily outcome-based and do not refer significantly to education curriculum content such as foundational knowledge requirements. Entry-level massage therapy education programs are expected to provide a foundational knowledge curriculum of sufficient breadth and depth to enable their graduates to perform the Practice Competencies with entry-level proficiency.

## Inter-Jurisdictional Practice Competencies and Performance Indicators

	Practice Competencies	Domain & Level			Indicator #	Performance Indicators	Assessment Vehicle					
		Cognitive	Psychomotor	Affective			Reg Exam MC	Reg Exam PR	Ed Academic	Ed Simulated	Ed Clinical	
<b>1. Professional Practice</b>												
<b>1.1</b>	<b>Communication</b>											
<b>a</b>	<b>Utilize written communication effectively.</b>	2	1	0								
					1	Document information accurately.		x	x	x	x	
					2	Ensure legibility of information.		x	x	x	x	
					3	Employ clear, concise and profession-specific language.		x	x	x	x	
					4	Write in a manner that corresponds to the needs of the reader.			x			x
					5	Employ appropriate formatting, grammar and spelling.			x			
					6	Comprehend written information.	x		x			
<b>b</b>	<b>Utilize oral communication effectively.</b>	2	1	1								
					1	Employ clear, concise and profession-specific language.		x	x	x	x	
					2	Speak in a manner that corresponds to the needs of the listener.		x		x	x	
					3	Employ appropriate pace, tone and projection of voice.		x		x	x	
					4	Employ effective questioning techniques.		x		x	x	
					5	Comprehend oral communication.		x		x	x	
<b>c</b>	<b>Utilize electronic communication effectively.</b>	2	1	0								
					1	Demonstrate a working knowledge of current communication technologies.			x	x		
					2	Select appropriate communication method for recipient.			x	x		
					3	Demonstrate knowledge of measures to secure electronic communication.	x		x			
					4	Demonstrate knowledge of professional use of social media.			x			
<b>d</b>	<b>Communicate in a manner that respects diversity.</b>	2	0	2								
					1	Employ communication approaches that respect diversity.			x	x	x	
					2	Identify resources that support knowledge of diversity.			x			
<b>e</b>	<b>Communicate in a manner that is suitable to the recipient's level of understanding.</b>	2	0	2								
					1	Adapt communication skills to recipient.			x	x		
					2	Confirm that recipient understands communication.			x	x		
<b>f</b>	<b>Utilize active listening skills.</b>	2	1	1								
					1	Demonstrate knowledge of the use and characteristics of active listening.	x		x			
					2	Demonstrate active listening.		x		x	x	
<b>g</b>	<b>Utilize and respond to non-verbal communication.</b>	2	2	1								
					1	Demonstrate knowledge of the characteristics of non-verbal communication.	x		x			
					2	Respond professionally to non-verbal communication.		x	x	x		
					3	Demonstrate appropriate non-verbal communication.		x	x	x	x	
<b>h</b>	<b>Utilize medical terminology.</b>	1	0	0								
					1	Use medical terminology appropriately.		x	x	x	x	
					2	Convey medical concepts using plain language.		x	x	x	x	
					3	Use common medical abbreviations in written communications and clinical records.		x	x	x	x	
<b>i</b>	<b>Contribute to an effective, collaborative atmosphere in group settings.</b>	2	2	2								

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		Cognitive	Psychomotor	Affective			Reg Exam MC	Reg Exam PR	Ed Academic	Ed Simulated	Ed Clinical
					1	Demonstrate knowledge of group process.			x		
					2	Interact respectfully with other group members.			x	x	x
j	Identify and address interpersonal conflict.	3	0	2							
					1	Demonstrate knowledge of factors that may create interpersonal conflict.			x		
					2	Demonstrate knowledge of strategies to address interpersonal conflict.			x		
					3	Utilize strategies that address interpersonal conflict.				x	
1.2	<b>Professionalism</b>										
a	Comply with federal and provincial requirements.	2	0	0							
					1	Demonstrate knowledge of relevant provincial requirements.			x		
					2	Demonstrate knowledge of relevant federal requirements.	x		x		
					3	Practice in compliance with federal and provincial requirements.		x		x	x
b	Comply with regulatory requirements.	2	0	0							
					1	Demonstrate knowledge of the mandate and roles of a regulatory body.	x		x		
					2	Demonstrate knowledge of the obligations of a registrant.	x		x		
					3	Differentiate between the role of a regulatory body and that of a professional association.	x		x		
					4	Practice in accordance with regulatory requirements.		x		x	x
c	Comply with municipal and local requirements.	2	0	0							
					1	Identify municipal and local requirements that may affect business practice.			x		
d	Maintain comprehensive practice records.	2	0	0							
					1	Demonstrate knowledge of aspects of professional practice that require documentation.	x		x		
					2	Demonstrate knowledge of security, confidentiality and access requirements for records.	x		x		x
					3	Record required information in a consistent and timely manner.				x	x
e	Maintain professional boundaries.	3	1	2							
					1	Demonstrate knowledge of the purpose of maintaining boundaries.	x		x		
					2	Demonstrate knowledge of ways to establish and maintain boundaries.	x		x	x	
					3	Demonstrate knowledge of commonly occurring boundary violations.	x		x	x	
					4	Interact professionally with others.		x		x	x
f	Maintain a safe and comfortable practice environment.	2	1	2							
					1	Demonstrate knowledge of aspects of physical setting that affect patient / client safety and comfort.	x		x		
					2	Ensure a safe and comfortable environment, consistent with patient / client needs.				x	x
g	Apply standard hygiene and infection control precautions.	2	1	1							
					1	Demonstrate knowledge of standard hygiene practices.	x		x		
					2	Demonstrate knowledge of standard precautions of infection control.	x		x		
					3	Apply standard hygiene practices.		x		x	x
					4	Apply standard precautions for infection control.		x		x	x
h	Practice professionally, regardless of personal beliefs.	2	0	2							
					1	Identify the types of personal belief that may conflict with professional practice.			x		

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	Practice Competencies	Domain & Level				Performance Indicators	Assessment Vehicle				
		Cognitive	Psychomotor	Affective	Indicator #		Reg Exam MC	Reg Exam PR	Ed Academic	Ed Simulated	Ed Clinical
					2	Develop strategies to ensure professional practice is independent of conflicting personal beliefs.			x		
					3	Maintain professional decorum.		x		x	x
i	Apply biomechanical and postural skills for therapist self-protection.	2	2	1							
					1	Demonstrate knowledge of common biomechanical and postural risks for massage therapists.			x		
					2	Apply biomechanical and postural skills that preserve therapist health.				x	x
j	Employ personal care and lifestyle strategies that enhance professional effectiveness.	2	1	2							
					1	Identify lifestyle factors that may influence effectiveness.			x		
					2	Identify self-care strategies to enhance effectiveness.			x		
k	Manage personal stress.	2	2	2							
					1	Identify potential stressors.			x		
					2	Identify stress management strategies.			x		
l	Maintain personal hygiene and professional appearance.	1	1	2							
					1	Relate appearance and personal hygiene to professional impression.			x		
					2	Maintain grooming, dress and hygiene appropriate to professional setting.		x		x	x
m	Identify and address conflict of interest.	2	0	0							
					1	Demonstrate knowledge of situations that create potential for conflict of interest.	x		x		
					2	Demonstrate knowledge of strategies to avoid or resolve conflict of interest.	x		x		
n	Employ critical thinking.	3	0	2							
					1	Define issues clearly.			x	x	x
					2	Identify all relevant information.			x	x	x
					3	Determine course of action.			x	x	x
					4	Defend rationale.			x	x	x
o	Apply ethical considerations in decision making.	3	0	2							
					1	Demonstrate knowledge of characteristics consistent with ethical behaviour.	x		x		
					2	Demonstrate knowledge of ethically challenging situations commonly encountered in massage therapy practice.	x		x		
					3	Utilize strategies that address ethical challenges.	x		x	x	
p	Manage professional time effectively.	2	0	0							
					1	Identify factors that impact time management.			x		
					2	Utilize strategies to address time management challenges.			x	x	x
q	Recognize the role of massage therapy within health care.	2	0	0							
					1	Demonstrate knowledge of the health care delivery framework in Canada.			x		
					2	Demonstrate knowledge of the significance of massage therapy as a regulated health care profession.			x		
r	Establish and maintain professional collaboration.	2	0	2							
					1	Distinguish intra- and inter-professional collaboration.			x		

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	Practice Competencies	Domain & Level				Performance Indicators	Assessment Vehicle				
		Cognitive	Psychomotor	Affective	Indicator #		Reg Exam MC	Reg Exam PR	Ed Academic	Ed Simulated	Ed Clinical
					2	Identify the scopes of practice and treatment modalities of health care providers commonly encountered in massage therapy practice.			x		
					3	Demonstrate knowledge of the value of inter-professional collaboration.	x		x		
					4	Identify patient / client conditions that benefit from collaboration with other health care professionals.			x		
s	Utilize research and professional literature.	3	0	0							
					1	Identify reliable sources of research and professional literature.			x		
					2	Access research and professional literature.			x		
					3	Identify evidence relevant to a practice issue.			x		
					4	Evaluate evidence.			x		
					5	Integrate evidence into practice.				x	
t	Maintain currency with developments in the profession.	2	0	0							
					1	Identify sources of information related to professional practice.			x		
					2	Explain the importance of maintaining currency in professional practice.			x		
u	Practice within therapist's knowledge and skill level.	2	0	2							
					1	Articulate an understanding of personal limits of knowledge and abilities.			x		
v	Utilize self reflection to identify personal strengths and areas for improvement.	3	0	2							
					1	Identify multiple sources of feedback related to performance.			x		
					2	Employ self-reflection.			x	x	x
					3	Identify and implement opportunities for improvement.				x	x
w	Perform basic information management functions electronically.	2	1	0							
					1	Create documents electronically.			x		
					2	Access information electronically.			x	x	
x	Ensure sound practice management.	2	0	1							
					1	Demonstrate knowledge of basic principles of financial management.			x		
					2	Demonstrate knowledge of basic principles of business management.			x		
					3	Demonstrate knowledge of billing procedures.			x		
y	Prepare reports for third parties.	3	0	0							
					1	Describe the nature, content and legal implications of reports.			x		
					2	Develop reports with appropriate content.			x		
<b>1.3</b>	<b>Therapeutic Relationship</b>										
a	Display positive regard toward patient / client.	2	0	2							
					1	Demonstrate respect for patient / client.		x		x	x
					2	Establish rapport with patient / client.		x		x	x
					3	Respond with empathy.		x		x	x
b	Practice patient / client centred care.	3	0	2							
					1	Demonstrate knowledge of patient / client centred care.	x		x		

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	Practice Competencies	Domain & Level			Indicator #	Performance Indicators	Assessment Vehicle				
		Cognitive	Psychomotor	Affective			Reg Exam MC	Reg Exam PR	Ed Academic	Ed Simulated	Ed Clinical
					2	Employ a patient / client centred approach to care.		X	X	X	X
<b>c</b>	<b>Maintain informed patient / client consent throughout assessment and treatment.</b>	2	0	2							
					1	Demonstrate knowledge of the purpose of informed consent.	X		X		
					2	Obtain informed consent prior to performing assessment, treatment and reassessment.		X		X	X
<b>d</b>	<b>Obtain explicit consent prior to assessment and treatment of sensitive body areas.</b>	2	0	2							
					1	Demonstrate knowledge of potential sensitive areas.	X		X		
					2	Identify the patient's / client's sensitive areas.		X		X	
					3	Confirm patient / client has a stop signal.		X		X	
					4	Demonstrate knowledge of the potential for touch-triggered responses.	X				
<b>e</b>	<b>Respect patient's / client's physical privacy.</b>	2	1	2							
					1	Demonstrate knowledge of privacy considerations in the practice environment.	X		X	X	X
					2	Respond to patient's / client's individual privacy needs.		X		X	X
					3	Direct patient / client in degree of disrobing.		X		X	X
<b>f</b>	<b>Recognize and address the power differential in the patient- / client-therapist relationship.</b>	3	0	2							
					1	Demonstrate knowledge of the characteristics and implications of power differentials.	X		X		
					2	Explain therapist responsibility for managing the power differential between patient / client and therapist.	X		X		
					3	Describe strategies to manage problems arising from power differentials.			X		
					4	Demonstrate knowledge of sexual abuse prevention.	X		X		
<b>g</b>	<b>Recognize and address transference and counter-transference.</b>	3	0	2							
					1	Demonstrate knowledge of the characteristics and implications of transference and countertransference.	X		X		
					2	Describe strategies to manage problems arising from transference and countertransference.			X		
<b>h</b>	<b>Employ touch with therapeutic intent.</b>	2	2	2							
					1	Demonstrate knowledge of appropriate touch.	X		X		
					2	Restrict touch within treatment to therapeutic contact.		X		X	X
<b>i</b>	<b>Address accidental or incidental physical contact.</b>	2	1	2							
					1	Demonstrate knowledge of circumstances that may result in perceived inappropriate contact.	X		X		
					2	Employ approaches to avoid accidental or incidental contact.		X		X	
					3	Demonstrate knowledge of ways to address perceived inappropriate contact.	X		X		
<b>j</b>	<b>Assist patient / client in representing their needs to others.</b>	2	0	2							
					1	Describe commonly-occurring circumstances requiring the massage therapist to advocate on the patient's / client's behalf.			X		
<b>2. Assessment</b>											
<b>a</b>	<b>Obtain comprehensive case history.</b>	3	0	1							
					1	Demonstrate knowledge of the components of a comprehensive case history.	X		X		



## Inter-Jurisdictional Practice Competencies and Performance Indicators

	Practice Competencies	Domain & Level				Indicator #	Performance Indicators	Assessment Vehicle				
		Cognitive	Psychomotor	Affective				Reg Exam MC	Reg Exam PR	Ed Academic	Ed Simulated	Ed Clinical
					2	Demonstrate knowledge of ways to obtain a case history.	x		x	x		
					3	Interview patient / client to obtain case history and their desired treatment goals.		x		x		x
<b>b</b>	<b>Integrate findings of other health care practitioners.</b>	3	0	1								
					1	Demonstrate knowledge of the importance of including assessment findings from other health care practitioners.	x		x			
					2	Incorporate assessment findings of other health care practitioners into assessment planning.		x	x	x	x	
<b>c</b>	<b>Apply knowledge of commonly-occurring conditions to assessment.</b>	2	0	0								
					1	Identify indications for assessing patients / clients presenting with conditions listed in the Appendix.	x		x			
					2	Demonstrate knowledge of safety considerations and adaptation of assessments for patients / clients presenting with conditions listed in the Appendix.	x		x			
<b>d</b>	<b>Select and perform assessments incorporating knowledge of patient / client history, safety considerations and evidence.</b>	3	2	1								
					1	Identify assessment needs.	x		x	x	x	
					2	Select appropriate assessment procedures.	x		x	x	x	
					3	Perform assessment appropriately.		x		x	x	
<b>e</b>	<b>Modify assessments based upon emerging findings.</b>	3	2	1								
					1	Relate modifications to findings.	x		x	x		
					2	Adapt assessments based on findings.		x	x	x	x	
<b>f</b>	<b>Maintain clinically relevant observation.</b>	2	1	2								
					1	Demonstrate knowledge of the importance of maintaining clinically relevant observation.	x		x			
					2	Demonstrate ongoing clinically relevant observation.		x		x	x	
<b>g</b>	<b>Perform vital signs assessment.</b>	2	2	0								
					1	Identify indications for performing vital signs assessment.	x		x			
					2	Describe the process for performing vital signs assessment.			x			
					3	Demonstrate vital signs assessment.		x		x	x	
					4	Differentiate between normal and abnormal findings.	x		x			
					5	Demonstrate knowledge of the relationship between findings and patient / client presentation.	x		x		x	
<b>h</b>	<b>Assess abilities to perform activities of daily living.</b>	2	2	0								
					1	Demonstrate knowledge of indications for assessing activities of daily living.	x		x			
					2	Assess patient's / client's capacity to perform activities of daily living.				x		
<b>i</b>	<b>Perform postural assessment.</b>	2	2	0								
					1	Identify indications and safety considerations for performing postural assessment.	x		x			
					2	Describe the process for performing a postural assessment.			x			
					3	Demonstrate postural assessment.		x		x	x	
					4	Differentiate between normal and abnormal findings.	x		x			
					5	Identify the relationship between findings and patient / client presentation.	x		x			

## Inter-Jurisdictional Practice Competencies and Performance Indicators

	Practice Competencies	Domain & Level			Indicator #	Performance Indicators	Assessment Vehicle							
		Cognitive	Psychomotor	Affective			Reg Exam MC	Reg Exam PR	Ed Academic	Ed Simulated	Ed Clinical			
<b>j</b>	<b>Perform palpatory assessment.</b>	2	2	0										
					1	Identify indications and safety considerations for performing palpatory assessment.	x		x					
					2	Describe the process for performing a palpatory assessment.			x					
					3	Demonstrate palpatory assessment.		x		x	x	x		
					4	Differentiate between normal and abnormal findings.	x		x					
					5	Identify the relationship between findings and patient / client presentation.	x		x					
<b>k</b>	<b>Perform gait assessment.</b>	2	2	0										
					1	Identify indications and safety considerations for performing gait assessment.	x		x					
					2	Describe the process for performing a gait assessment.			x					
					3	Demonstrate gait assessment.		x		x	x	x		
					4	Differentiate between normal and abnormal findings.	x		x					
					5	Identify the relationship between findings and patient / client presentation.	x		x					
<b>l</b>	<b>Perform range of motion assessment.</b>	2	2	0										
					1	Identify indications and safety considerations for performing range of motion assessment.	x		x					
					2	Describe the process for performing a range of motion assessment.			x					
					3	Demonstrate range of motion assessment.		x		x	x	x		
					4	Differentiate between normal and abnormal findings.	x		x					
					5	Identify the relationship between findings and patient / client presentation.	x		x					
<b>m</b>	<b>Perform muscle length assessment.</b>	2	2	0										
					1	Identify indications and safety considerations for performing muscle length assessment.	x		x					
					2	Describe the process for performing a muscle length assessment.			x					
					3	Demonstrate muscle length assessment.		x		x	x	x		
					4	Differentiate between normal and abnormal findings.	x		x					
					5	Identify the relationship between findings and patient / client presentation.	x		x					
<b>n</b>	<b>Perform muscle strength assessment.</b>	2	2	0										
					1	Identify indications and safety considerations for performing muscle strength assessment.	x		x					
					2	Describe the process for performing a muscle strength assessment.			x					
					3	Demonstrate muscle strength assessment.		x		x	x	x		
					4	Differentiate between normal and abnormal findings.	x		x					
					5	Identify the relationship between findings and patient / client presentation.	x		x					
<b>o</b>	<b>Perform joint play assessment.</b>	2	2	0										
					1	Identify indications and safety considerations for performing joint play assessment.	x		x					
					2	Describe the process for performing a joint play assessment.			x					
					3	Demonstrate joint play assessment.		x		x	x	x		
					4	Differentiate between normal and abnormal findings.	x		x					
					5	Identify the relationship between findings and patient / client presentation.	x		x					
<b>p</b>	<b>Perform neurological assessment.</b>	2	2	0										
					1	Identify indications and safety considerations for performing neurological assessment.	x		x					
					2	Describe the process for performing a neurological assessment.			x					

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					3	Demonstrate neurological assessment.		X		X	X
					4	Differentiate between normal and abnormal findings.	X		X		
					5	Identify the relationship between findings and patient / client presentation.	X		X		
<b>q</b>	<b>Perform appropriate special tests.</b>	2	2	0							
					1	Identify indications and safety considerations for selecting a specific test.	X		X		
					2	Identify the purpose of the selected test.	X		X		
					3	Describe how the selected test affects the involved tissues.	X		X		
					4	Demonstrate the selected test.		X		X	X
					5	Identify the relationship between findings and patient / client presentation.	X		X		
<b>r</b>	<b>Interpret findings and formulate clinical impression / differential diagnosis.</b>	3	0	1							
					1	Analyze findings.	X		X		
					2	Formulate a clinical impression / differential diagnosis.	X		X		
<b>s</b>	<b>Recognize conditions requiring urgent medical attention and respond accordingly.</b>	3	0	1							
					1	Recognize presentations of common urgent medical conditions.	X		X		
					2	Demonstrate knowledge of appropriate responses to urgent medical events.	X		X		
					3	Demonstrate appropriate responses to urgent medical events.				X	
					4	Demonstrate first aid and cardiopulmonary resuscitation (CPR). <i>(First aid and CPR abilities will normally be demonstrated through external certification.)</i>					
<b>t</b>	<b>Recognize conditions requiring non-urgent medical attention and respond accordingly.</b>	3	0	1							
					1	Demonstrate knowledge of presentations that require non-urgent medical care.	X		X		
					2	Demonstrate knowledge of appropriate responses to non-urgent medical conditions.	X		X		
<b>u</b>	<b>Recognize when patient may benefit from community services.</b>	2	0	1							
					1	Identify services that may be of assistance to patients / clients.			X		
<b>3. Treatment</b>											
<b>3.1 Treatment Principles</b>											
<b>a</b>	<b>Incorporate relevant assessment data, research evidence, and clinical experience into development of a patient / client centred treatment plan.</b>	3	0	2							
					1	Demonstrate knowledge of considerations that guide treatment planning.	X		X		
					2	Formulate individualized treatment plan.			X		
					3	Relate treatment components to patient / client stage of life.			X		
					4	Relate treatment plan to desired outcomes.			X		
<b>b</b>	<b>Select treatment components based on indications and safety considerations.</b>	3	0	2							
					1	Relate treatment components to indications and safety considerations.	X		X		
<b>c</b>	<b>Treat consistent with treatment plan.</b>	3	2	2							

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					1	Demonstrate knowledge of health sciences related to conditions listed in the Appendix.	x		x		
					2	Describe common clinical presentations of patients / clients with conditions listed in the Appendix.	x		x		
					3	Apply treatment modalities and techniques incorporating knowledge of commonly-occurring conditions, as listed in the Appendix.		x		x	
					4	Treat in a manner appropriate to patient / client presentation.		x		x	x
<b>d</b>	<b>Perform ongoing patient / client evaluation, and adapt treatment plan as needed.</b>	3	2	1							
					1	Explain the importance of ongoing evaluation.			x		
					2	Modify treatment plan based upon findings.			x		
					3	Relate modifications to findings.			x		
<b>e</b>	<b>Utilize patient / client transfer techniques.</b>	2	2	0							
					1	Demonstrate knowledge of principles of safe transfer.	x		x		
					2	Determine what assistance patient / client requires.		x		x	
					3	Employ safe transfer techniques.		x		x	
<b>f</b>	<b>Assist patient / client with dressing and undressing.</b>	2	1	1							
					1	Demonstrate knowledge of circumstances where assistance may be required.	x		x		
					2	Demonstrate knowledge of circumstances where consent for assistance is required.	x		x		
					3	Obtain consent where appropriate.		x		x	
					4	Provide assistance with dressing and undressing where required.		x		x	
<b>g</b>	<b>Employ draping.</b>	2	1	2							
					1	Demonstrate knowledge of the purpose of draping.	x		x		
					2	Drape and undrape patient / client, appropriately for treatment.		x		x	x
<b>h</b>	<b>Position patient / client.</b>	2	2	0							
					1	Select appropriate positioning.		x		x	x
					2	Direct and position patient / client.		x		x	x
					3	Modify position as required.		x		x	x
<b>i</b>	<b>Adapt treatment based on patient / client response.</b>	3	3	2							
					1	Demonstrate knowledge of patient / client responses that may require adaptation, reassessment or cessation of treatment.	x		x		
					2	Monitor patient / client responses and adapt as necessary.		x		x	x
<b>j</b>	<b>Guide patient / client in self care.</b>	2	2	2							
					1	Demonstrate knowledge of the value of patient / client self care.	x		x		
					2	Select self care based upon desired outcomes.	x		x		
					3	Instruct patient / client in self care.		x		x	x
<b>3.2</b>	<b>Massage Techniques</b>										
<b>a</b>	<b>Perform effleurage.</b>	2	2	0							
					1	Demonstrate knowledge of indications, safety considerations, effects and outcomes of effleurage.	x		x		
					2	Incorporate effleurage into treatment.		x		x	x

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					3	Modify effleurage based on patient / client history, presentation and response.	x	x	x	x	x
<b>b</b>	<b>Perform stroking.</b>	2	2	0							
					1	Demonstrate knowledge of indications, safety considerations, effects and outcomes of stroking.	x		x		
					2	Incorporate stroking into treatment.		x		x	x
					3	Modify stroking based on patient / client history, presentation and response.	x	x	x	x	x
<b>c</b>	<b>Perform petrissage.</b>	2	2	0							
					1	Demonstrate knowledge of indications, safety considerations, effects and outcomes of petrissage.	x		x		
					2	Incorporate different types of petrissage into treatment.		x		x	x
					3	Modify petrissage based on patient / client history, presentation and response.	x	x	x	x	x
<b>d</b>	<b>Perform skin rolling.</b>	2	2	0							
					1	Demonstrate knowledge of indications, safety considerations, effects and outcomes of skin rolling.	x		x		
					2	Incorporate skin rolling into treatment.		x		x	x
					3	Modify skin rolling based on patient / client history, presentation and response.	x	x	x	x	x
<b>e</b>	<b>Perform vibration.</b>	2	2	0							
					1	Demonstrate knowledge of indications, safety considerations, effects and outcomes of vibration.	x		x		
					2	Incorporate different types of vibration into treatment.		x		x	x
					3	Modify vibration based on patient / client history, presentation and response.	x	x	x	x	x
<b>f</b>	<b>Perform percussive techniques.</b>	2	2	0							
					1	Demonstrate knowledge of indications, safety considerations, effects and outcomes of percussive techniques.	x		x		
					2	Incorporate different types of percussive techniques into treatment.		x		x	x
					3	Modify percussive techniques based on patient / client history, presentation and response.	x	x	x	x	x
<b>g</b>	<b>Perform rocking and shaking.</b>	2	2	0							
					1	Demonstrate knowledge of indications, safety considerations, effects and outcomes of rocking and shaking.	x		x		
					2	Incorporate different types of rocking and shaking into treatment.		x		x	x
					3	Modify rocking and shaking based on patient / client history, presentation and response.	x	x	x	x	x
<b>h</b>	<b>Perform frictioning.</b>	2	2	0							
					1	Demonstrate knowledge of indications, safety considerations, effects and outcomes of frictioning.	x		x		
					2	Incorporate different types of frictioning into treatment.		x		x	
					3	Modify frictioning based on patient / client history, presentation and response.	x	x	x	x	
<b>i</b>	<b>Perform muscle stripping.</b>	2	2	0							
					1	Demonstrate knowledge of indications, safety considerations, effects and outcomes of muscle stripping.	x		x		
					2	Incorporate different types of muscle stripping into treatment.		x		x	x
					3	Modify muscle stripping based on patient / client history, presentation and response.	x	x	x	x	x

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<b>j</b>	<b>Perform muscle approximation.</b>	2	2	0										
					1	Demonstrate knowledge of indications, safety considerations, effects and outcomes of muscle approximation.	x			x				
					2	Incorporate muscle approximation into treatment.		x			x	x		
					3	Modify muscle approximation based on patient / client history, presentation and response.	x	x	x	x	x	x		
<b>k</b>	<b>Perform Golgi tendon organ techniques.</b>	2	2	0										
					1	Demonstrate knowledge of indications, safety considerations, effects and outcomes of Golgi tendon organ techniques.	x			x				
					2	Incorporate different types of Golgi tendon organ techniques into treatment.		x			x	x		
					3	Modify Golgi tendon organ techniques based on patient / client history, presentation and response.	x	x	x	x	x	x		
<b>l</b>	<b>Perform lymphatic drainage techniques.</b>	2	2	0										
					1	Demonstrate knowledge of indications, safety considerations, effects and outcomes of lymphatic drainage techniques.	x			x				
					2	Incorporate different types of lymphatic drainage techniques into treatment.		x			x			
					3	Modify lymphatic drainage techniques based on patient / client history, presentation and response.	x	x	x	x	x			
<b>m</b>	<b>Perform trigger point techniques.</b>	2	2	0										
					1	Demonstrate knowledge of indications, safety considerations, effects and outcomes of trigger point techniques.	x			x				
					2	Incorporate different types of trigger point techniques into a treatment.		x			x	x		
					3	Modify trigger point techniques based on patient history, presentation and response.	x	x	x	x	x	x		
<b>n</b>	<b>Perform fascial / myofascial techniques.</b>	2	2	0										
					1	Demonstrate knowledge of indications, safety considerations, effects and outcomes of fascial / myofascial techniques.	x			x				
					2	Incorporate different types of fascial / myofascial techniques into treatment.		x			x	x		
					3	Modify fascial / myofascial techniques based on patient / client history, presentation and response.	x	x	x	x	x	x		
<b>o</b>	<b>Perform joint mobilization techniques.</b>	2	2	0										
					1	Demonstrate knowledge of indications, safety considerations, effects and outcomes of joint mobilization techniques.	x			x				
					0	Incorporate different types of joint mobilization into treatment.		x			x	x		
					3	Modify joint mobilization based on patient / client history, presentation and response.	x	x	x	x	x	x		
<b>p</b>	<b>Direct patient / client in diaphragmatic breathing.</b>	2	2	0										
					1	Demonstrate knowledge of indications, safety considerations, effects and outcomes of diaphragmatic breathing.	x			x				
					2	Incorporate diaphragmatic breathing into treatment.		x			x	x		
<b>3.3</b>	<b>Therapeutic Exercise</b>													
<b>a</b>	<b>Perform and direct patient / client in stretching.</b>	2	2	0										
					1	Demonstrate knowledge of indications, safety considerations, effects and outcomes of stretching.	x			x				

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					2	Direct patient / client in stretching.		x		x	x
					3	Incorporate different types of stretching into treatment.		x		x	x
					4	Modify stretching based on patient / client history, presentation and response.	x	x	x	x	x
<b>b</b>	<b>Perform and direct patient / client in range of motion exercises.</b>	2	2	0							
					1	Demonstrate knowledge of indications, safety considerations, effects and outcomes of range of motion exercises.	x		x		
					2	Direct patient / client in range of motion exercises.		x		x	x
					3	Incorporate range of motion exercises into treatment.		x		x	x
					4	Modify range of motion exercises based on patient / client history, presentation and response.	x	x	x	x	x
<b>c</b>	<b>Direct patient / client in strengthening exercises.</b>	2	2	0							
					1	Demonstrate knowledge of indications, safety considerations, effects and outcomes of strengthening exercises.	x		x		
					2	Direct patient / client in different types of strengthening exercises.		x		x	x
					3	Modify strengthening exercises based on patient / client history, presentation and response.	x	x	x	x	x
<b>d</b>	<b>Direct patient / client in cardiovascular exercises.</b>	2	2	0							
					1	Demonstrate knowledge of indications, safety considerations, effects and outcomes of cardiovascular exercises.	x		x		
					2	Direct patient / client in different types of cardiovascular exercises.		x		x	
					3	Modify cardiovascular exercises based on patient / client history, presentation and response.	x	x	x	x	
<b>e</b>	<b>Direct patient / client in proprioception exercises.</b>	2	2	0							
					1	Demonstrate knowledge of indications, safety considerations, effects and outcomes of proprioception exercises.	x		x		
					2	Direct patient / client in different types of proprioception exercises.		x		x	
					3	Modify proprioception exercises based on patient / client history, presentation and response.	x	x	x	x	
<b>f</b>	<b>Direct patient / client in exercises to restore capacity in activities of daily living.</b>	2	2	0							
					1	Demonstrate knowledge of indications, safety considerations, effects and outcomes of exercises to restore capacity in activities of daily living.	x		x		
					2	Direct patient / client in different types of exercises to restore capacity in activities of daily living.		x		x	x
					3	Modify exercises to restore capacity in activities of daily living based on patient / client history, presentation and response.	x	x	x	x	x
<b>3.4</b>	<b>Thermal Applications</b>										
<b>a</b>	<b>Perform and direct patient / client in heat applications.</b>	2	2	0							
					1	Demonstrate knowledge of indications, safety considerations, effects and outcomes of heat applications.	x		x		
					2	Direct patient / client in heat applications.		x		x	x
					3	Incorporate different types of heat applications into treatment.		x		x	
					4	Incorporate heat applications into treatment.					x

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					5	Modify heat applications based on patient / client history, presentation and response.	x	x	x	x	x
<b>b</b>	<b>Perform and direct patient / client in cold applications.</b>	2	2	0							
					1	Demonstrate knowledge of indications, safety considerations, effects and outcomes of cold applications.	x		x		
					2	Direct patient / client in cold applications.		x		x	
					3	Incorporate different types of cold applications into treatment.		x		x	
					4	Incorporate cold applications into treatment.				x	
					5	Modify cold applications based on patient / client history, presentation and response.	x	x	x	x	
<b>c</b>	<b>Perform and direct patient / client in contrast applications.</b>	2	2	0							
					1	Demonstrate knowledge of indications, safety considerations, effects and outcomes of contrast applications.	x		x		
					2	Direct patient / client in contrast applications.		x		x	
					3	Incorporate different types of contrast applications into treatment.		x		x	
					4	Incorporate contrast applications into treatment.				x	
					5	Modify contrast applications based on patient / client history, presentation and response.	x	x	x	x	



Entry-level Massage Therapists should possess knowledge of the etiology, pathophysiology and clinical manifestations of commonly-occurring conditions and impairments, and apply this knowledge in order to safely and effectively assess and treat patients / clients who present with these conditions and impairments.

Relevant Performance Indicators are associated with Practice Competencies 2.c and 3.1.c

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