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# Massage Therapy Program Standard

*The approved program standard for Massage Therapy program of instruction leading to an Ontario College Advanced Diploma delivered by Ontario Colleges of Applied Arts and Technology (MTCU funding code 61618)*

Ministry of Training, Colleges and Universities  
September 2010

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# I. Introduction

*This document is the Program Standard for the Massage Therapy program of instruction leading to an Ontario College Advanced Diploma delivered by Ontario colleges of applied arts and technology (MTCU funding code 61618).*

## Development of System-Wide Program Standards

In 1993, the Government of Ontario initiated program standards development with the objectives of bringing a greater degree of consistency to college programming offered across the province, broadening the focus of college programs to ensure graduates have the skills to be flexible and to continue to learn and adapt, and providing public accountability for the quality and relevance of college programs.

The Program Standards and Evaluation Unit of the Ministry of Training, Colleges and Universities has responsibility for the development, review and approval of system-wide standards for programs of instruction at Ontario colleges of applied arts and technology.

## Program Standards

Program standards apply to all similar programs of instruction offered by colleges across the province. Each program standard for a postsecondary program includes the following elements:

- **Vocational standard** (the vocationally specific learning outcomes which apply to the program of instruction in question),
- **Essential employability skills** (the essential employability skills learning outcomes which apply to all programs of instruction); and
- **General education requirement** (the requirement for general education in postsecondary programs of instruction).

Collectively, these elements outline the essential skills and knowledge that a student must reliably demonstrate in order to graduate from the program.

Individual colleges of applied arts and technology offering the program of instruction determine the specific program structure, delivery methods and other curriculum matters to be used in assisting students to achieve the outcomes articulated in the standard. Individual colleges also determine whether additional local learning outcomes will be required to reflect specific local needs and/or interests.

## The Expression of Program Standards as Vocational Learning Outcomes

Vocational learning outcomes represent culminating demonstrations of learning and achievement. They are not simply a listing of discrete skills, nor broad statements of knowledge and comprehension. In addition, vocational learning outcomes are interrelated and cannot be viewed in isolation of one another. As such, they should be viewed as a comprehensive whole. They describe performances that demonstrate that significant integrated learning by graduates of the program has been achieved and verified.

Expressing standards as vocational learning outcomes ensures consistency in the outcomes for program graduates, while leaving to the discretion of individual colleges curriculum matters such as the specific program structure and delivery methods.

## The Presentation of the Vocational Learning Outcomes

The **vocational learning outcome** statements set out the culminating demonstration of learning and achievement that the student must reliably demonstrate before graduation.

The **elements of the performance** for each outcome define and clarify the level and quality of performance necessary to meet the requirements of the vocational learning outcome. However, it is the performance of the vocational learning outcome itself on which students are evaluated. The elements of performance are indicators of the means by which the student may proceed to satisfactory performance of the vocational learning outcome. The elements of performance do not stand alone but rather in reference to the vocational learning outcome of which they form a part.

## The Development of a Program Standard

In establishing the standards development initiative, the Government determined that all postsecondary programs of instruction should include vocational skills coupled with a broader set of essential skills. This combination is considered critical to ensuring that college graduates have the skills required to be successful both upon graduation from the college program and throughout their working and personal lives.

A program standard is developed through a broad consultation process involving a range of stakeholders with a direct interest in the program area, including employers, professional associations, universities, secondary schools and program graduates working in the field, in addition to students, faculty and administrators at the colleges themselves. It represents a consensus of participating stakeholders on the essential learning that all program graduates should have achieved.

## Updating the Program Standard

The Ministry of Training, Colleges and Universities will undertake regular reviews of the vocational learning outcomes for this program to ensure that the Massage Therapy Program Standard remains appropriate and relevant to the needs of students and employers across the Province of Ontario. To confirm that this document is the most up-to-date release, please contact the Ministry of Training, Colleges and Universities at the address or telephone number noted on the inside cover page.

## II. Vocational Standard

*All graduates of the Massage Therapy program of instruction must have achieved the ten vocational learning outcomes listed in the following pages, in addition to achieving the essential employability skills learning outcomes and meeting the general education requirement.*

### Preamble

Graduates of the Massage Therapy program from an Ontario College of Applied Arts and Technology are awarded an Ontario College Advanced Diploma. They have demonstrated the theoretical knowledge, professional\* commitment and technical skills needed to provide safe and effective treatment, as entry-level practitioners.

Graduates have completed a program that has a firm basis in massage therapy\* theory, principles and practices. They have developed a holistic view of the client\*, the massage therapist and of massage therapy\* that reflects awareness of the dynamic relationship between the profession and the physical, psychological, environmental and social dimensions of the individual. The vocational learning outcomes are based on the Standards of Practice and the Code of Ethics as established by the College of Massage Therapists of Ontario and comply with current legislation\* and regulations.

Graduates are able to use a client-centred approach\* to practise as independent practitioners and/or members of an interprofessional team. Graduates of the Massage Therapy program have developed the knowledge, skills and attitudes needed to promote clients' health and wellness, and quality of life throughout their lifespan. They are expected to use personal experience, current evidence-based research, critical thinking skills and decision-making processes to guide their massage therapy practice\*.

Following completion of their program, graduates may apply to take the certification examinations set by the College of Massage Therapists of Ontario (CMTO). Successful candidates of this examination, who also meet the additional requirements for Registration as set out in the legislation\*, will be entitled to use the professional\* designation of Registered Massage Therapist (RMT).

Graduates may, through articulation agreements between colleges and universities, be granted credits towards relevant degrees and certificates. Students should contact individual colleges for further details of a college's articulation agreements with other institutions or professional associations.

\* See glossary

## **Synopsis of the Vocational Learning Outcomes Massage Therapy (Ontario College Advanced Diploma)**

*The graduate has reliably demonstrated the ability to*

- 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 interprofessional 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.**

*Note:* The learning outcomes have been numbered as a point of reference; numbering does not imply prioritization, sequencing, nor weighting of significance.

## The Vocational Learning Outcomes

1. *The graduate has reliably demonstrated the ability to*  
**conduct a massage therapy practice\* within a legal, professional\* and ethical framework\*.**

### Elements of the Performance

- meet the Code of Ethics and the Standards of Practice of the College of Massage Therapists of Ontario (CMTO) as a defining framework for a massage therapy practice\*
- respect clients, colleagues and members of interprofessional team without discrimination
- apply ethical practices to all professional\* relationships
- use a decision-making process in accordance with the CMTO Code of Ethics and the Standards of Practice
- select and apply safe and effective massage therapy\* techniques and modalities
- implement the World Health Organization (WHO) Standard Precautions for infection prevention and control
- operate and maintain equipment in accordance with manufacturers' specifications and directions
- identify and resolve actual and potential conflicts of interest in an ethical manner
- protect clients' rights to privacy and confidentiality
- apply relevant standards, policies and charters to a massage therapy practice\*
- develop and implement strategies to advocate on behalf of clients and the profession
- apply current legislation\* and regulations to a massage therapy practice\*
- prepare and submit medicolegal reports and interprofessional correspondence, as well as other relevant reports and forms

2. *The graduate has reliably demonstrated the ability to*  
**apply business principles relevant to a massage therapy practice\*.**

**Elements of the Performance**

- inform clients and/or a third-party of the fees and obtain their agreement to a fee schedule
- apply effective time management and organizational skills
- apply the principles of entrepreneurship to a massage therapy practice\*
- apply relevant legislation\* and regulations to a massage therapy practice\*
- apply concepts of social, economic and environmental sustainability to a massage therapy practice\*

3. *The graduate has reliably demonstrated the ability to*

**communicate and collaborate effectively and professionally with clients, colleagues and members of the interprofessional team.**

### **Elements of the Performance**

- adapt language to each person's understanding and background
- select from a variety of communication models and strategies to achieve respectful and productive interactions with clients, colleagues and members of the interprofessional team
- obtain clients' informed consent to perform assessment\*, reassessment\* or treatment, including interprofessional consultation
- communicate the clinical impression\* concisely and accurately to clients and members of the interprofessional team
- discuss the clinical impression\*, as well as recommended techniques and modalities with clients and/or members of the interprofessional team
- promote interprofessional team collaboration
- prepare a plan of care\* for each client as well as reports for, and in collaboration with, other members of the interprofessional team
- follow the CMTO Standards of practice and organizational policies when making and receiving referrals\*
- provide concise, accurate and timely information to third-party payers

4. *The graduate has reliably demonstrated the ability to*

**develop and maintain therapeutic relationships\* to optimize clients' health and wellness.**

#### **Elements of the Performance**

- use a client-centred approach\* to develop and maintain therapeutic relationships\*
- recognize and maintain professional\* boundaries in therapeutic relationships\*
- implement suitable closure processes when the need to terminate the therapeutic relationship\* arises
- educate and support clients to advocate for themselves
- educate and support clients to optimize their health and wellness
- act in a caring, empathic, respectful and genuine manner within the therapeutic relationships\*
- identify and adapt to the unique characteristics of diverse populations\* in interactions with clients as well as in the development and implementation of the plan of care\*

5. *The graduate has reliably demonstrated the ability to*

**collect and assess clients' information\* to determine their state of health and the treatment goals.**

#### **Elements of the Performance**

- obtain clients' health history\* information
- complete a thorough assessment\* of the clients' condition
- apply essentials of human anatomy, physiology and pathology to distinguish normal function, pathologies and conditions encountered as a massage therapist
- interview clients to obtain their treatment or prevention goals
- determine clients' condition by assessing and analyzing the information collected and the observations recorded
- formulate a clinical impression\*
- identify elements that may contraindicate a massage therapy\* treatment

6. *The graduate has reliably demonstrated the ability to*

**develop a plan of care\* according to the client's condition and the treatment goals.**

### **Elements of the Performance**

- apply critical thinking skills to analyze the client's condition and the treatment goals to determine relevant treatment outcomes
- use evidence-based research when determining the client's condition and the treatment goals
- apply relevant concepts, research findings and clinical knowledge to develop a plan of care\*
- consult with the client and obtain informed consent in the development of the plan of care\*
- adopt an interprofessional approach in the development of a plan of care\*, when required
- integrate health and wellness models into the plan of care\*
- ensure the plan of care\* is consistent with the CMTO Standards of Practice
- establish a schedule for formal reassessments\*, as required (e.g., a third-party payment)

7. *The graduate has reliably demonstrated the ability to*

**implement the plan of care\* according to the client's condition and the treatment goals.**

#### **Elements of the Performance**

- discuss the plan of care\* with clients and obtain their informed consent for the initial treatment
- perform appropriate modalities and techniques in such a way that they are integrated in the plan of care\*
- adapt the plan of care\* to accommodate changes in the clients' condition, the outcomes and/or the treatment goals
- educate and encourage clients to follow the plan of care\* or discuss other alternatives to care
- apply and adapt draping and positioning according to the plan of care\*

8. *The graduate has reliably demonstrated the ability to*  
**evaluate the effectiveness of the plan of care\*.**

**Elements of the Performance**

- reassess clients on a regular basis to evaluate the effectiveness of the plan of care\*
- analyze reassessment\* findings to determine clients' progress related to the expected outcomes
- identify changes in the clients' condition that may require modifications to the plan of care\*
- discuss modifications to the plan of care\* with clients and obtain informed consent
- continue, modify or discontinue the plan of care\* based on ongoing reassessments\*
- discharge clients once the expected outcomes are attained or are identified as unattainable
- refer clients to members of the interprofessional team, as needed

9. *The graduate has reliably demonstrated the ability to*
- maintain documentation securely, accurately and in a timely manner.**

**Elements of the Performance**

- record clients' information\*, as well as initial and ongoing informed consents
- record assessment\* and reassessment\* findings, as well as other relevant information in the plan of care\*
- prepare, store and save documentation in compliance with organizational policies and procedures, as well as the CMTO Standards of Practice
- keep all clinical and business records current, comprehensive, secure and confidential
- prepare documents in a timely manner using accurate technical and descriptive language
- document information going to, and coming from, third-party payers and other members of the interprofessional team

10. *The graduate has reliably demonstrated the ability to*

**develop and implement ongoing effective strategies for personal and professional development to ensure quality care.**

### **Elements of the Performance**

- conduct oneself in a professional\* manner
- engage in reflective practice\* in massage therapy\* to ensure quality care
- seek out and act upon feedback from clients and colleagues to enhance one's performance
- develop a plan to maintain professional currency\*
- accept responsibility and be accountable for one's actions and decisions
- promote a massage therapy practice\* as a regulated health profession
- identify the impact of political, social and governmental trends, as well as changes to Ontario's Health Care System on a massage therapy practice\*
- explore political action strategies to influence changes relevant to massage therapy\*
- examine the roles of the CMTO and the Ontario Massage Therapist Association (OMTA) for a massage therapy practice\* in Ontario
- select, read critically and apply scientific research findings and relevant literature to a massage therapy practice\*
- participate in research to expand the knowledge base for the profession
- maintain First Aid and Cardiopulmonary Resuscitation (CPR) certifications as required by the CMTO
- implement personal care strategies to enhance one's health and wellness and to minimize risks of injury and professional\* burnout
- explore and identify career path opportunities in a massage therapy practice\* and the effect of each on lifestyle

## Glossary

**Assessment/Re-assessment** – the process by which the client is evaluated to determine impairments, functional limitations and treatment goals. The massage therapist selects appropriate modes of assessment relative to the client's condition such as gathering information on the client's health history, observation of the client, analysis of the client's affect, special testing (e.g., orthopaedic, neurological or cardiovascular), palpation, movement analysis or other modes of assessment available to the massage therapist.

**Client-Centred Approach** – any health care approach or plan of care which acknowledges, respects and focuses on the needs, goals, expectations, priorities and satisfaction of the client.

**Client's Information** – all information collected regarding the client.

**Clinical Impression** – the massage therapist's understanding of the client's condition based on ongoing physical, psychosocial, environmental assessment and analysis of the client's condition

**Diverse Populations** – diverse populations include peoples of all ages, ethnicity, races, genders, ability, social or economic classes, or sexual orientations and health states with whom the massage therapist will interact.

**Ethical Framework** – the essential supporting structure to make decisions requiring value-based consideration. The ethical framework is primarily based on professional values set out in the Code of Ethics of the College of Massage Therapists of Ontario (CMTO).

**Health History** – this includes the client's medical history, presenting symptoms and client's complaint. A family and social history, as well as environmental information should be collected as they relate to the presenting condition and client's complaint.

**Legislation** – all relevant federal, provincial and municipal measures such as the *Regulated Health Professions Act, 1991*, the *Massage Therapy Act, 1991*, the *Health Care Consent Act, 1996*, the *Occupational Health and Safety Act, 1990*, the *Ontarians with Disabilities Act, 2001*, the *Information Protection Act, 2004*, the *Personal Information Protection and Electronic Documents Act, 2006*, the *Regulations of the Massage Therapy Act, General and Registration*, the *Personal Health*, the current *Income Tax Act* and the *Workplace Hazardous Materials Information System*.

**Massage Therapy** – the assessment of the soft tissue and joints of the body and treatment and prevention of physical dysfunction and pain of the soft tissues and joints by manipulation to develop, maintain, rehabilitate or augment physical function, or relieve pain. (*Massage Therapy Act, 1991*)

**Massage Therapy Practice** – this includes: the therapeutic relationship that develops between a client and a massage therapist; the professional milieu in which the relationship occurs; the ethics principles that inform the profession; as well as the legislation and regulations that govern massage therapy.

**Plan of Care** – a plan based on the collaborative evaluation between the client and the massage therapist to determine what is needed to restore or improve the health and function of the client. A plan of care is referred to as a “treatment plan” in the Standards of Practice of the CMTO.

**Professional** – relating to an internalized code of personal values and convictions which support the theoretical, legal and ethical framework, as well as the self-regulatory nature of a massage therapy practice and massage therapy.

**Professional Currency** – the responsibility to remain up-to-date in all aspects of the practice of massage therapy.

**Referrals** – the communication between health-care professionals, either formal or informal, for consultation regarding the client’s condition and/or treatment.

**Reflective Practice** – a method of critical thinking and self-analysis of professional, therapeutic and business aspects of massage therapy practice whereby the massage therapist identifies strengths and areas for improvement, establishes outcomes for promoting competence, considers development options, as well as develops, implements and evaluates a plan of action to meet these outcomes.

**Therapeutic Relationships** – the professional partnerships between clients and massage therapists existing within the established legal and ethical framework.

### III. Essential Employability Skills

*All graduates of the Massage Therapy program of instruction must have reliably demonstrated the essential employability skills learning outcomes listed on the following pages, in addition to achieving the vocational learning outcomes and meeting the general education requirement.*

#### Context

Essential Employability Skills (EES) are skills that, regardless of a student's program or discipline, are critical for success in the workplace, in day-to-day living and for lifelong learning.

The teaching and attainment of these EES for students in, and graduates from, Ontario's colleges of applied arts and technology are anchored in a set of three fundamental assumptions:

- these skills are important for every adult to function successfully in society today;
- our colleges are well equipped and well positioned to prepare graduates with these skills;
- these skills are equally valuable for all graduates, regardless of the level of their credential, whether they pursue a career path, or they pursue further education.

#### Skill Categories

To capture these skills, the following six categories define the essential areas where graduates must demonstrate skills and knowledge.

- Communication
- Numeracy
- Critical Thinking & Problem Solving
- Information Management
- Interpersonal
- Personal

## Application and Implementation

In each of the six skill categories, there are a number of defining skills, or sub skills, identified to further articulate the requisite skills identified in the main skill categories. The following chart illustrates the relationship between the skill categories, the defining skills within the categories and learning outcomes to be achieved by graduates from all postsecondary programs of instruction that lead to an Ontario College credential.

EES may be embedded in General Education or vocational courses, or developed through discrete courses. However these skills are developed, all graduates with Ontario College credentials must be able to reliably demonstrate the essential skills required in each of the six categories.

| <b>SKILL CATEGORY</b>               | <b>DEFINING SKILLS:<br/>Skill areas to be demonstrated by graduates:</b>  | <b>LEARNING OUTCOMES: The levels of achievement required by graduates. The graduate has reliably demonstrated the ability to:</b>   |
|-------------------------------------|---|---|
| COMMUNICATION                       | <ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing</li> <li>• Speaking</li> <li>• Listening</li> <li>• Presenting</li> <li>• Visual literacy</li> </ul>                    | <ol style="list-style-type: none"> <li>1. <i>communicate clearly, concisely and correctly in the written, spoken and visual form that fulfills the purpose and meets the needs of the audience.</i></li> <li>2. <i>respond to written, spoken or visual messages in a manner that ensures effective communication.</i></li> </ol> |
| NUMERACY                            | <ul style="list-style-type: none"> <li>• Understanding and applying mathematical concepts and reasoning</li> <li>• Analyzing and using numerical data</li> <li>• Conceptualizing</li> </ul> | <ol style="list-style-type: none"> <li>3. <i>execute mathematical operations accurately.</i></li> </ol>   |
| CRITICAL THINKING & PROBLEM SOLVING | <ul style="list-style-type: none"> <li>• Analyzing</li> <li>• Synthesizing</li> <li>• Evaluating</li> <li>• Decision making</li> <li>• Creative and innovative thinking</li> </ul>          | <ol style="list-style-type: none"> <li>4. <i>apply a systematic approach to solve problems.</i></li> <li>5. <i>use a variety of thinking skills to anticipate and solve problems.</i></li> </ol>  |

| <b>SKILL CATEGORY</b>  | <b>DEFINING SKILLS: Skill areas to be demonstrated by graduates:</b>   | <b>LEARNING OUTCOMES: The levels of achievement required by graduates. The graduate has reliably demonstrated the ability to:</b>   |
|------------------------|--|---|
| INFORMATION MANAGEMENT | <ul style="list-style-type: none"> <li>• Gathering and managing information</li> <li>• Selecting and using appropriate tools and technology for a task or a project</li> <li>• Computer literacy</li> <li>• Internet skills</li> </ul> | <p>6. <i>locate, select, organize and document information using appropriate technology and information systems.</i></p> <p>7. <i>analyze, evaluate and apply relevant information from a variety of sources.</i></p>   |
| INTERPERSONAL          | <ul style="list-style-type: none"> <li>• Teamwork</li> <li>• Relationship management</li> <li>• Conflict resolution</li> <li>• Leadership</li> <li>• Networking</li> </ul>   | <p>8. <i>show respect for the diverse opinions, values, belief systems and contributions of others.</i></p> <p>9. <i>interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.</i></p> |
| PERSONAL               | <ul style="list-style-type: none"> <li>• Managing self</li> <li>• Managing change and being flexible and adaptable</li> <li>• Engaging in reflective practices</li> <li>• Demonstrating personal responsibility</li> </ul>             | <p>10. <i>manage the use of time and other resources to complete projects.</i></p> <p>11. <i>take responsibility for one's own actions, decisions and their consequences.</i></p>   |

## IV. General Education Requirement

*All graduates of the Massage Therapy program must have met the general education requirement described on the following pages, in addition to achieving the vocational and essential employability skills learning outcomes.*

### Requirement

The General Education Requirement for programs of instruction is stipulated in the Credentials Framework (Appendix A in the Minister's Binding Policy Directive *Framework for Programs of Instruction*).

In programs of instruction leading to either an Ontario College Diploma or an Ontario College Advanced Diploma, it is required that graduates have been engaged in learning that exposes them to at least one discipline outside their main field of study and increases their awareness of the society and culture in which they live and work. This will typically be accomplished by students taking 3 to 5 courses (or the equivalent) designed discretely and separately from vocational learning opportunities.

This general education learning would normally be delivered using a combination of required and elective processes.

### Purpose

The purpose of General Education in the Ontario college system is to contribute to the development of citizens who are conscious of the diversity, complexity and richness of the human experience; who are able to establish meaning through this consciousness; and who, as a result, are able to contribute thoughtfully, creatively and positively to the society in which they live and work.

General Education strengthens students' essential employability skills, such as critical analysis, problem solving and communication, in the context of an exploration of topics with broad-based personal and/or societal importance.

## Themes

The themes listed below will be used to provide direction to colleges in the development and identification of courses that are designed to fulfill the General Education Requirement for programs of instructions.

Each theme provides a statement of Rationale and offers suggestions related to more specific topic areas that could be explored within each area. These suggestions are neither prescriptive nor exhaustive. They are included to provide guidance regarding the nature and scope of content that would be judged as meeting the intent and overall goals of General Education.

### **1. Arts in Society:**

#### *Rationale:*

The capacity of a person to recognize and evaluate artistic and creative achievements is useful in many aspects of his/her life. Since artistic expression is a fundamentally human activity, which both reflects and anticipates developments in the larger culture, its study will enhance the student's cultural and self-awareness.

#### *Content:*

Courses in this area should provide students with an understanding of the importance of visual and creative arts in human affairs, of the artist's and writer's perceptions of the world and the means by which those perceptions are translated into the language of literature and artistic expression. They will also provide an appreciation of the aesthetic values used in examining works of art and possibly, a direct experience in expressing perceptions in an artistic medium.

### **2. Civic Life:**

#### *Rationale:*

In order for individuals to live responsibly and to reach their potential as individuals and as citizens of society, they need to understand the patterns of human relationships that underlie the orderly interactions of a society's various structural units. Informed people will have knowledge of the meaning of civic life in relation to diverse communities at the local, national and global level and an awareness of international issues and the effects of these on Canada, as well as Canada's place in the international community.

#### *Content:*

Courses in this area should provide students with an understanding of the meaning of freedoms, rights and participation in community and public life, in addition to a working knowledge of the structure and function of various levels of government (municipal, provincial, national) in a Canadian and/or in an international context. They may also provide an historical understanding of major political issues affecting relations between the various levels of government in Canada and their constituents.

### **3. Social and Cultural Understanding:**

*Rationale:*

Knowledge of the patterns and precedents of the past provide the means for a person to gain an awareness of his or her place in contemporary culture and society. In addition to this awareness, students will acquire a sense of the main currents of their culture and that of other cultures over an extended period of time in order to link personal history to the broader study of culture.

*Content:*

Courses in this area are those that deal broadly with major social and cultural themes. These courses may also stress the nature and validity of historical evidence and the variety of historical interpretation of events. Courses will provide the students with a view and understanding of the impact of cultural, social, ethnic or linguistic characteristics.

### **4. Personal Understanding:**

*Rationale:*

Educated people are equipped for life-long understanding and development of themselves as integrated physiological and psychological entities. They are aware of the ideal need to be fully functioning persons: mentally, physically, emotionally, socially, spiritually and vocationally.

*Content:*

Courses in this area will focus on understanding the individual: his or her evolution; situation; relationship with others; place in the environment and universe; achievements and problems; and his or her meaning and purpose. They will also allow students the opportunity to study institutionalized human social behaviour in a systematic way. Courses fulfilling this requirement may be oriented to the study of the individual within a variety of contexts.

### **5. Science and Technology:**

*Rationale:*

Matter and energy are universal concepts in science, forming a basis for understanding the interactions that occur in living and non-living systems in our universe. Study in this area provides an understanding of the behaviour of matter that provides a foundation for further scientific study and the creation of broader understanding about natural phenomena

Similarly, the various applications and developments in the area of technology have an increasing impact on all aspects of human endeavour and have numerous social, economic and philosophical implications. For example, the operation of computers to process data at high speed has invoked an interaction between machines and the human mind that is unique in human history. This and other technological developments have a powerful impact on how we deal with many of the complex questions in our society.

*Content:*

Courses in this area should stress scientific inquiry and deal with basic or fundamental questions of science rather than applied ones. They may be formulated from traditional basic courses in such areas of study as biology, chemistry, physics, astronomy, geology or agriculture. As well, courses related to understanding the role and functions of computers (e.g., data management and information processing) and assorted computer-related technologies should be offered in a non-applied manner to provide students with an opportunity to explore the impact of these concepts and practices on their lives.