

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

2012

Developed and Approved by :

**College of Massage Therapists of British Columbia
College of Massage Therapists of Newfoundland & Labrador
College of Massage Therapists of Ontario
With financial support from the Government of Canada**

Preface

An Inter-Jurisdictional Entry-to-Practice Competency Profile for Massage Therapists was prepared by the Consortium of Massage Therapy Regulators and approved in June 2010 by the regulatory bodies in British Columbia, Newfoundland & Labrador, and Ontario.

Over the period June 2011 through March 2012, the Consortium undertook a consultative process to develop Performance Indicators based upon the Competency Profile. The Performance Indicators describe how the competencies of registration candidates will be assessed, within approved education programs and within the registration examination.

When approved by the regulatory bodies, this publication will replace the 2010 Competency Profile.

The Practice Competencies

The Philosophy and Assumptions behind the Practice Competencies are as follows:

1. Definition

A Practice Competency is a description of a task that is performed in practice, and which can be carried out to a specified level of proficiency.

2. The Practice Competencies establish the minimum requirement for newly-registered Massage Therapists who are entering practice for the first time, and ensure their ability to practice in a manner that is safe, effective and ethical. The attainment at entry-to-practice of additional competencies, and higher levels of proficiency, is nevertheless encouraged.

Inter-Jurisdictional Practice Competencies and Performance Indicators

3. Entry-Level Proficiency is the proficiency required of newly-registered Massage Therapists; it has the following characteristics:
 - 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 Therapist selects and applies competencies in an informed manner. The 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 capacity. The 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.
4. The performance of a Practice Competency requires application of a combination of knowledge, skills, attitudes and judgments.
5. A Massage Therapist's Level of Proficiency in performing any Practice Competency will, in general, develop over time based upon experience and ongoing learning.
6. The Practice Competencies should be viewed as an array of abilities that newly-registered Massage Therapists bring to their workplace, upon which they can draw as necessary, dependent upon the needs of their practice setting. Massage Therapists should apply relevant competencies in a manner consistent with the context of their practice setting. Some competencies will not be applicable in certain practice settings.
7. The Practice Competencies are interdependent; each competency informs and qualifies the other competencies. Competencies are not intended to be applied in isolation.
8. The Practice Competencies have been developed in an easy-to-understand and user-friendly format, to serve users both within and outside the profession. It uses plain, generic language, and as far as possible, non-technical terminology.
9. The Practice Competencies will be reviewed and updated over time, to reflect changes in practice.

Complexities of the Practice Competencies

As an aid to education and assessment, the level of complexity applicable to each Practice Competency is identified in each of three Domains of Learning¹, using the definitions below.

| Domain | Complexity ² | Descriptor |
|--|-------------------------|---|
| Cognitive (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 |
| Psychomotor (physical actions that require 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 |
| Affective (beliefs and values that affect cognitive and psychomotor activity) | | |
| | 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 |

¹ The domains and levels of complexity are derived from the classic work of Bloom (1956), and others, but are unique to this document.

² At entry-level, functioning at cognitive level 4, psychomotor level 4, or affective level 3 is not expected.

The Performance Indicators

The Performance Indicators describe how proficiency in the Practice Competencies is to be assessed at entry-to-practice. The regulators routinely utilize two Assessment Vehicles prior to registration:

- Graduation from an approved education program
- Successful completion of a registration examination

A Performance Indicator is an activity that can be carried out in an Assessment Vehicle, successful completion of which provides an indication of an individual's ability to proficiently perform a Practice Competency.

The Indicators are intended to describe realistic performance expectations, consistent with the definition of Entry-Level Proficiency. In contrast to Practice Competencies (all of which describe tasks performed in practice), Indicators may be tasks created solely for the purpose of assessment.

Indicators must be understood in the context of the applicable Practice Competency.

Indicators may be applicable to one or other Assessment Vehicle, or to both.

Collectively, the Indicators create blueprints for the content of the Assessment Vehicles:

- The Indicators for the registration exam describe what may be tested in the exam, but the Indicators are not themselves test items.
- The Indicators for education programs provide a curriculum blueprint, but each program must determine the detailed content of its curriculum and the appropriate learning activities. Programs must incorporate the Indicators into their curriculum, but they are free to provide additional education (to higher levels of proficiency and / or additional competencies).

Criteria for Successful Completion of Performance Indicators within the Registration Examination

Massage Therapy registration examinations consist of a multiple-choice component and an oral-practical component. Each component should be constructed from a blueprint determined from the relevant Performance Indicators, and be administered and managed according to accepted psychometric principles.

Criteria for Successful Completion of Performance Indicators within an Education Program

Education Programs should involve learning in three environments:

- Academic education, which takes place in a classroom or through guided independent study, and which involves learning whereby students develop knowledge and thinking skills, and beliefs and values, that enable them to perform the required Performance Indicators. Assessment in the Academic Environment must take place through written and / or oral evaluations designed to determine performance consistent with the definition of Entry-Level Proficiency
- Simulation involves students learning the practical skills required to perform the Performance Indicators, under the direction of an experienced professional, in a setting that simulates practice. Assessment in the Simulation Environment must take place in a manner that ensures repeated and reliable performance consistent with the definition of Entry-Level Proficiency.
- Clinical education involves students working directly with a patient in a setting designed to provide patient care. Students must be supervised by an experienced Registered Massage Therapist throughout their clinical education, in a manner that facilitates their development of independent clinical abilities while ensuring that patient care is safe, effective and ethical. Assessment in the Clinical Environment must take place in a manner designed to ensure repeated and reliable completion of Performance Indicators with a variety of patients and consistent with the definition of Entry-Level Proficiency.

Learning activities are commonly structured to move sequentially through these progressively more complex learning environments; for example massage skills, which may in the final instance be demonstrated Clinically, will have been introduced first in an Academic setting, and later in Simulation.

In order to define a meaningful and consistent standard for entry-to-practice education, the Performance Indicators have been flagged according to the learning environment(s) in which they must be ultimately demonstrated.

Foundational Knowledge

Entry-level Massage Therapists have a strong foundational knowledge base common to all licensed health care professionals in Canada. Massage therapy applies principles of physical, health and social sciences as well as the humanities.

Application of foundational knowledge is evident in the Practice Competencies and Performance Indicators.

With the implementation of this document, the depth of information included in massage therapy education shifts from foundational content to clinical application. Foundational knowledge is directly related to practice.

**Inter-Jurisdictional Competency Project
Practice Competency / Performance Indicator Grid**

| Practice Competency | | Domain & Level | | | Indicator # | Performance Indicator | Assessment Vehicle | | | | | | |
|---------------------------------|---|----------------|-------------|-----------|-------------|--|--------------------|-------------|-------------|--------------|-------------|---|---|
| | | Cognitive | Psychomotor | Affective | | | Reg Exam MC | Reg Exam OP | Ed Academic | Ed Simulated | Ed Clinical | | |
| 1. Professional Practice | | | | | | | | | | | | | |
| 1.1 Communication | | | | | | | | | | | | | |
| a | Utilize effective written communication. | 2 | 1 | 0 | | | | | | | | | |
| | | | | | 1 | Document complete and accurate information. | | | | | x | x | x |
| | | | | | 2 | Ensure legibility of information. | | | | | x | x | x |
| | | | | | 3 | Employ clear, concise and profession-specific language. | | | | | x | x | x |
| | | | | | 4 | Write in a manner that corresponds to the needs of the reader. | | | | | x | x | x |
| | | | | | 5 | Employ appropriate formatting, grammar and spelling. | | | | | x | x | x |
| b | Utilize effective oral communication. | 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 | x |
| | | | | | 3 | Employ appropriate pace, tone and projection of voice. | | | | x | x | x | x |
| | | | | | 4 | Employ effective questioning techniques. | x | x | | x | x | x | x |
| c | Utilize effective electronic communication. | 2 | 2 | 0 | | | | | | | | | |
| | | | | | 1 | Demonstrate a working knowledge of current technologies. | | | | | x | x | |
| | | | | | 2 | Select appropriate communication method for recipient. | | | | | x | x | |
| | | | | | 3 | Maintain security of electronic communication. | | | | | x | x | |
| d | Communicate in a manner that respects diversity. | 2 | 0 | 2 | | | | | | | | | |
| | | | | | 1 | Respond appropriately to recipient's individuality. | x | x | | x | x | x | x |
| | | | | | 2 | Employ approaches that respect recipient diversity. | x | x | | x | x | x | x |
| | | | | | 3 | Identify resources that support recipient diversity. | | | | | x | | |
| e | Communicate in a manner that is suitable to the recipient's understanding and background. | 2 | 0 | 2 | | | | | | | | | |
| | | | | | 1 | Assess recipient's capacity to comprehend and communicate. | | | | x | x | x | x |
| | | | | | 2 | Adapt communication skills to recipient. | | | | x | x | x | x |
| | | | | | 3 | Confirm recipient understands communication. | | | | x | x | x | x |
| f | Utilize active listening skills. | 2 | 2 | 1 | | | | | | | | | |
| | | | | | 1 | Describe the use and characteristics of active listening. | x | | | x | | | |
| | | | | | 2 | Demonstrate active listening. | | | | x | x | x | x |
| | | | | | 3 | Affirm key points. | | | | x | x | x | x |
| | | | | | 4 | Clarify contradictions. | | | | x | x | x | x |
| g | Utilize and respond to non-verbal communication. | 2 | 2 | 1 | | | | | | | | | |
| | | | | | 1 | Interpret non-verbal communication. | x | x | | x | x | | |
| | | | | | 2 | Respond professionally to non-verbal communication. | x | x | | x | x | x | x |
| | | | | | 3 | Demonstrate appropriate non-verbal communication. | | | | x | x | x | x |
| h | Contribute to an effective, collaborative atmosphere in group settings. | 2 | 2 | 2 | | | | | | | | | |
| | | | | | 1 | Demonstrate knowledge of group process. | x | | | x | x | | |
| | | | | | 2 | Interact respectfully with other group members. | | | | | x | x | x |
| | | | | | 3 | Acknowledge the expertise of others. | | | | | x | x | x |

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| | | Cognitive | Psychomotor | Affective | | | Reg Exam MC | Reg Exam OP | Ed Academic | Ed Simulated | Ed Clinical | | | |
| i | Utilize medical terminology. | 1 | 0 | 0 | | | | | | | | | | |
| | | | | | 1 | Use medical terminology appropriately. | x | 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 | | | |
| j | Establish and maintain inter-professional collaboration. | 2 | 0 | 2 | | | | | | | | | | |
| | | | | | 1 | Explain the value of inter-professional collaboration. | x | | x | | | | | |
| | | | | | 2 | Describe approaches to establish inter-professional collaboration in practice. | x | | x | | | | | |
| | | | | | 3 | Recognize opportunities for shared decision making. | x | | x | x | | | | |
| k | Identify and address interpersonal conflict. | 3 | 0 | 2 | | | | | | | | | | |
| | | | | | 1 | Describe factors that may create interpersonal conflict. | x | | x | | | | | |
| | | | | | 2 | Describe strategies that may help resolve interpersonal conflict. | x | | x | | | | | |
| | | | | | 3 | Utilize strategies that address interpersonal conflict. | | | x | x | | | | |
| 1.2 Professional Conduct | | | | | | | | | | | | | | |
| a | Comply with federal and provincial requirements. | 2 | 0 | 0 | | | | | | | | | | |
| | | | | | 1 | Describe relevant provincial requirements. | | | x | | | | | |
| | | | | | 2 | Describe 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 | Describe the mandate and roles of a regulatory body. | x | | x | | | | | |
| | | | | | 2 | Describe 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 | Describe practice situations where compliance with municipal and local requirements may be relevant. | x | | x | | | | | |
| | | | | | 2 | Describe the scope of municipal and local requirements that may affect business practice. | x | | x | | | | | |
| d | Practice professionally, independent of personal beliefs. | 2 | 0 | 2 | | | | | | | | | | |
| | | | | | 1 | Distinguish between professional and personal beliefs. | x | | x | | | | | |
| | | | | | 2 | Identify personal beliefs that may conflict with professional practice. | x | | x | | | | | |
| | | | | | 3 | Employ strategies to ensure professional practice is independent of personal beliefs. | | | x | x | | | | |
| | | | | | 4 | Practice independent of personal beliefs. | | | x | x | x | | | |

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|---------------------|---|----------------|-------------|-----------|-----------------------|---|-------------|-------------|-------------|--------------|-------------|--|--|
| | | Cognitive | Psychomotor | Affective | | Indicator # | Reg Exam MC | Reg Exam OP | Ed Academic | Ed Simulated | Ed Clinical | | |
| e | Employ personal care and lifestyle strategies that enhance professional effectiveness. | 2 | 1 | 2 | | | | | | | | | |
| | | | | | 1 | Identify factors that may influence effectiveness. | | | | | | | |
| | | | | | 2 | Identify strategies to enhance effectiveness. | | | | | | | |
| f | Manage personal stress. | 2 | 2 | 2 | 3 | Integrate strategies into practice. | | | | | | | |
| | | | | | 1 | Identify areas of personal stress. | | | | | | | |
| | | | | | 2 | Identify available resources and strategies. | | x | | | | | |
| | | | | | 3 | Develop a personal stress management strategy. | | | | | | | |
| g | Maintain personal hygiene and professional appearance. | 1 | 1 | 2 | 4 | Integrate strategy into practice. | | | | | | | |
| | | | | | 1 | Describe the importance of professional appearance and personal hygiene. | | | | | | | |
| | | | | | 2 | Maintain grooming, dress and hygiene appropriate to the practice setting. | | | | | | | |
| | | | | | 3 | Describe strategies to avoid or resolve conflict of interest. | | | | | | | |
| h | Identify and address conflict of interest. | 2 | 0 | 0 | 1 | Describe conflict of interest. | | | | | | | |
| | | | | | 2 | Identify situations that create conflict of interest. | | | | | | | |
| | | | | | 3 | Describe strategies to avoid or resolve conflict of interest. | | | | | | | |
| i | Employ critical thinking. | 3 | 0 | 2 | | | | | | | | | |
| | | | | | 1 | Apply ethical principles. | | | | | | | |
| | | | | | 2 | Assess relevant evidence. | | | | | | | |
| | | | | | 3 | Incorporate the patient's situation and needs. | | | | | | | |
| | | | | | 4 | Adapt to operational constraints. | | | | | | | |
| | | | | | 5 | Determine a course of action. | | | | | | | |
| | | | | | 6 | Provide rationale for decisions. | | | | | | | |
| 7 | Accept responsibility for decisions and actions. | | | | | | | | | | | | |
| j | Utilize professional judgement. | 3 | 0 | 2 | | | | | | | | | |
| | | | | | 1 | Identify factors that contribute to professional judgement. | | | | | | | |
| | | | | | 2 | Apply continuous learning to clinical decision making. | | | | | | | |
| | | | | | 3 | Ensure patient's safety, dignity and autonomy in provision of care. | | | | | | | |
| | | | | | 4 | Apply principles from codes of ethics and standards of practice. | | | | | | | |
| k | Practice in a manner that recognizes the role of massage therapy within the health care system. | 2 | 0 | 2 | | | | | | | | | |
| | | | | | 1 | Describe the framework of health care delivery in Canada. | | | | | | | |
| | | | | | 2 | Describe options for care. | | | | | | | |
| | | | | | 3 | Explain the role of massage therapy within the health care system. | | | | | | | |

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|---------------------|--|----------------|-------------|-----------|-------------|---|--------------------|-------------|-------------|--------------|-------------|
| | | Cognitive | Psychomotor | Affective | | | Reg Exam MC | Reg Exam OP | Ed Academic | Ed Simulated | Ed Clinical |
| l | Recognize the scopes of practice and benefits of treatment by other health care professionals. | 2 | 0 | 1 | | | | | | | |
| | | | | | 1 | Identify the scopes of practice and treatment modalities of health care providers commonly encountered in practice. | x | | x | | |
| | | | | | 2 | Recognize common practice situations that may benefit from collaboration with other health care professionals. | x | | x | | |
| m | Promote awareness of massage therapy as a regulated health profession. | 1 | 0 | 2 | | | | | | | |
| | | | | | 1 | Identify opportunities to promote the profession. | x | | x | | |
| | | | | | 2 | Develop strategies to promote the profession. | | | x | | |
| | | | | | 3 | Implement promotional strategies. | | | x | x | x |
| n | Access and, where relevant, utilize research and professional literature in massage therapy and related disciplines to enhance patient care. | 3 | 0 | 1 | | | | | | | |
| | | | | | 1 | Access reliable sources of published research and professional literature. | | | x | | |
| | | | | | 2 | Analyse the information presented. | | | x | | |
| | | | | | 3 | Integrate new information into practice where appropriate. | | | x | x | |
| o | Practice within therapist's knowledge and skill level. | 2 | 0 | 2 | | | | | | | |
| | | | | | 1 | Articulate an understanding of the limits of knowledge and abilities. | | | x | | |
| | | | | | 2 | Practice at a level consistent with knowledge and abilities. | | x | x | x | x |
| p | Maintain currency with developments in the profession. | 2 | 0 | 1 | | | | | | | |
| | | | | | 1 | Review credible sources of professional information. | | | x | | |
| q | Evaluate strengths and areas for improvement as a therapist. | 3 | 0 | 2 | | | | | | | |
| | | | | | 1 | Employ self-reflection. | | | x | x | x |
| | | | | | 2 | Identify and implement opportunities for improvement. | | | x | x | x |
| r | Create comprehensive patient records. | 2 | 0 | 2 | | | | | | | |
| s | Perform basic information management functions electronically. | 2 | 2 | 0 | 1 | Record patient information consistent with charting requirements. | x | x | x | x | x |
| | | | | | 1 | Manage electronic data. | | | x | | |
| | | | | | 2 | Create documents electronically. | | | x | | |
| | | | | | 3 | Access information electronically. | | | x | | |
| t | Employ sustainable business practices. | 2 | 0 | 2 | | | | | | | |
| | | | | | 1 | Describe elements of practice management. | x | | x | | |
| | | | | | 2 | Develop a comprehensive business plan. | | | x | | |
| | | | | | 3 | Identify need to access external expertise. | | | x | | |
| | | | | | 4 | Identify contractual elements that protect the practitioner's business and practice interests. | x | | x | | |
| | | | | | 5 | Describe factors to be addressed when closing a practice. | x | | x | | |
| u | Perform billing procedures. | 1 | 0 | 1 | | | | | | | |

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| Practice Competency | | Domain & Level | | | Indicator # | Performance Indicator | Assessment Vehicle | | | | | |
|-------------------------------------|---|----------------|-------------|-----------|-------------|--|--------------------|-------------|-------------|--------------|-------------|--|
| | | Cognitive | Psychomotor | Affective | | | Reg Exam MC | Reg Exam OP | Ed Academic | Ed Simulated | Ed Clinical | |
| | | | | | 1 | Describe approaches to billing practices. | x | | x | | | |
| | | | | | 2 | Demonstrate billing procedures. | | | x | x | | |
| v | Prepare reports for third parties. | 3 | 0 | 1 | | | | | | | | |
| | | | | | 1 | Describe the nature and content of reports typically required. | x | | x | | | |
| | | | | | 2 | Describe how to release patient information. | x | | x | | | |
| | | | | | 3 | Develop reports with appropriate content. | | | x | x | | |
| w | Perform first aid and cardiopulmonary resuscitation (CPR). | 2 | 2 | 1 | | <i>First aid and CPR competencies will normally be verified through external certification.</i> | | | | | | |
| 1.3 Therapeutic Relationship | | | | | | | | | | | | |
| a | Display positive regard toward patient. | 2 | 1 | 2 | | | | | | | | |
| | | | | | 1 | Explain the implications of positive regard for developing a therapeutic relationship. | x | | x | | | |
| | | | | | 2 | Demonstrate respect for the patient. | x | x | x | x | x | |
| | | | | | 3 | Support the right of the patient to determine the approach to treatment. | x | x | x | x | x | |
| | | | | | 4 | Establish rapport with the patient. | | x | x | x | x | |
| | | | | | 5 | Respond empathically. | | x | x | x | x | |
| b | Maintain professional boundaries in relationship with patient. | 3 | 1 | 2 | | | | | | | | |
| | | | | | 1 | Manage time with patient effectively. | | x | x | x | x | |
| | | | | | 2 | Manage personal responses to patient reactions. | x | x | x | x | x | |
| | | | | | 3 | Explain the circumstances where self disclosure is appropriate. | | | x | x | | |
| | | | | | 4 | Describe commonly occurring boundary violations that may require treatment adjustment. | x | | x | x | | |
| | | | | | 5 | Demonstrate respect for the personal boundaries of patients. | x | x | x | x | x | |
| c | Respect patient's physical privacy. | 1 | 2 | 2 | | | | | | | | |
| | | | | | 1 | Direct patient in degree of disrobing. | | x | x | x | x | |
| | | | | | 2 | Create an environment of privacy and safety. | | x | x | x | x | |
| | | | | | 3 | Respond to patient's individual privacy needs. | | x | x | x | x | |
| d | Comply with confidentiality and information privacy requirements. | 2 | 0 | 2 | | | | | | | | |
| | | | | | 1 | Explain the reasons for maintaining confidentiality of patient information. | x | | x | | | |
| | | | | | 2 | Maintain confidentiality of patient information. | | | x | x | x | |
| | | | | | 3 | Describe the circumstances where the patient's health record may be released. | x | | x | | | |
| | | | | | 4 | Recognize patient's right to access their health record. | x | x | x | | | |
| e | Maintain informed patient consent regarding assessment and treatment. | 2 | 0 | 2 | | | | | | | | |
| | | | | | 1 | Explain the importance of initial and ongoing informed consent as a principle of patient-centred care. | x | | x | | | |
| | | | | | 2 | Obtain informed consent prior to performing assessment, treatment and reassessment. | | x | x | x | x | |
| f | Obtain special consent prior to assessment and treatment of sensitive body areas. | 2 | 0 | 2 | | | | | | | | |

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|---|---|----------------|-------------|-----------|-----------------------|---|-------------|-------------|-------------|--------------|-------------|
| | | Cognitive | Psychomotor | Affective | | Indicator # | Reg Exam MC | Reg Exam OP | Ed Academic | Ed Simulated | Ed Clinical |
| | | | | | 1 | Identify the patient's sensitive areas. | | x | x | x | x |
| | | | | | 2 | Obtain consent for intrusive work. | | x | x | x | x |
| | | | | | 3 | Establish a stop signal. | | x | x | x | x |
| g | Recognize and address the power differential in the patient-therapist relationship. | 3 | 0 | 2 | | | | | | | |
| | | | | | 1 | Explain the characteristics and implications of the power differential in the patient - therapist relationship. | x | | x | | |
| | | | | | 2 | Describe the potential for harm from exploitation. | x | | x | | |
| | | | | | 3 | Recognize patient vulnerabilities in the therapeutic setting. | | | x | x | x |
| | | | | | 4 | Determine potential solutions for difficult situations arising in clinical practice. | x | | x | x | |
| h | Recognize and address transference and counter-transference. | 3 | 0 | 2 | | | | | | | |
| | | | | | 1 | Describe the concepts of transference and countertransference. | x | | x | | |
| | | | | | 2 | Describe strategies to resolve situations of transference and countertransference. | x | | x | | |
| | | | | | 3 | Implement approaches to resolve situations of transference and countertransference. | | | x | x | |
| i | Employ touch with a therapeutic intent. | 2 | 2 | 2 | | | | | | | |
| | | | | | 1 | Describe appropriate touch within a therapeutic context. | x | | x | x | |
| | | | | | 2 | Restrict touch within treatment to therapeutic contact. | | x | x | x | x |
| | | | | | 3 | Inform patient of potential for somatic responses. | x | | x | x | |
| j | Assist patient in representing their needs to others. | 2 | 1 | 2 | | | | | | | |
| | | | | | 1 | Describe ways to represent patient needs to others. | x | | x | | |
| | | | | | 2 | Respond to commonly occurring situations where patients require assistance. | x | | x | x | |
| 2. Assessment and Treatment Planning | | | | | | | | | | | |
| 2.1 Assessment | | | | | | | | | | | |
| a | Obtain comprehensive case history from patient. | 3 | 0 | 2 | | | | | | | |
| | | | | | 1 | Explain the importance of obtaining case history. | x | | x | x | x |
| | | | | | 2 | Describe the range of approaches that may be necessary to obtain a comprehensive case history. | x | | x | | |
| | | | | | 3 | Interview patient to obtain case history and their desired treatment outcomes. | | x | x | x | x |
| b | Integrate findings of other health care practitioners. | 3 | 0 | 1 | | | | | | | |
| | | | | | 1 | Describe the significance of assessment findings from other health care practitioners. | x | x | x | | |
| | | | | | 2 | Incorporate assessment findings of other health care practitioners into patient assessment. | | x | x | x | |

**Inter-Jurisdictional Competency Project
Practice Competency / Performance Indicator Grid**

| | Practice Competency | Domain & Level | | | Indicator # | Performance Indicator | Assessment Vehicle | | | | |
|---|---|----------------|-------------|-----------|-------------|---|--------------------|-------------|-------------|--------------|-------------|
| | | Cognitive | Psychomotor | Affective | | | Reg Exam MC | Reg Exam OP | Ed Academic | Ed Simulated | Ed Clinical |
| c | Apply knowledge of commonly-occurring conditions (as listed in the Appendix) to assessment. | 2 | 0 | 1 | | | | | | | |
| | | | | | 1 | Identify the indications, contraindications and precautions for assessing patients presenting with the conditions listed in the Appendix. | x | | x | | |
| | | | | | 2 | Describe adaptation of assessments for patients presenting with conditions listed in the Appendix. | x | | x | | |
| d | Select and perform assessments incorporating knowledge of patient history, contraindications, precautions and evidence. | 3 | 2 | 1 | | | | | | | |
| | | | | | 1 | Identify assessment needs. | x | x | x | x | |
| | | | | | 2 | Select appropriate assessment procedures. | x | x | x | x | |
| | | | | | 3 | Explain the approach to assessment. | | x | x | x | |
| | | | | | 4 | Perform assessment. | | x | x | x | |
| e | Modify assessments based upon assessment findings. | 3 | 2 | 1 | | | | | | | |
| | | | | | 1 | Identify discrepancies between subjective and objective findings. | x | x | x | x | |
| | | | | | 2 | Adapt assessments based on findings. | x | x | x | x | |
| f | Perform ongoing, purposeful observation. | 2 | 1 | 2 | | | | | | | |
| | | | | | 1 | Describe characteristics of on-going, purposeful observation. | x | | x | | |
| | | | | | 2 | Demonstrate on-going, purposeful observation. | | x | x | x | |
| g | Perform postural assessment. | 2 | 2 | 0 | | | | | | | |
| | | | | | 1 | Identify the indications, contraindications and precautions for performing postural assessment. | x | x | x | x | |
| | | | | | 2 | Explain assessment to patient. | | x | x | x | |
| | | | | | 3 | Describe the process for performing a postural assessment. | | x | x | x | |
| | | | | | 4 | Demonstrate postural assessment based upon patient history and presentation. | | x | x | x | |
| | | | | | 5 | Differentiate between normal and abnormal findings. | x | x | x | x | |
| | | | | | 6 | Describe the relationship between abnormal findings and clinical manifestations. | x | x | x | x | |
| h | Perform palpatory assessment. | 2 | 2 | 0 | | | | | | | |
| | | | | | 1 | Identify the indications, contraindications and precautions for performing palpatory assessment. | x | x | x | x | |
| | | | | | 2 | Explain assessment to patient. | | x | x | x | |
| | | | | | 3 | Describe the process for performing a palpatory assessment. | | x | x | x | |
| | | | | | 4 | Demonstrate palpatory assessment based upon patient history and presentation. | | x | x | x | |
| | | | | | 5 | Differentiate between normal and abnormal findings. | x | x | x | x | |
| | | | | | 6 | Describe the relationship between abnormal findings and clinical manifestations. | x | x | x | x | |
| i | Perform gait assessment. | 2 | 2 | 0 | | | | | | | |

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Practice Competency / Performance Indicator Grid**

| Practice Competency | | Domain & Level | | | Indicator # | Performance Indicator | Assessment Vehicle | | | | |
|---------------------|-------------------------------------|----------------|-------------|-----------|-------------|--|--------------------|-------------|-------------|--------------|-------------|
| | | Cognitive | Psychomotor | Affective | | | Reg Exam MC | Reg Exam OP | Ed Academic | Ed Simulated | Ed Clinical |
| | | | | | 1 | Identify the indications, contraindications and precautions for performing gait assessment. | x | x | x | x | |
| | | | | | 2 | Explain assessment to patient. | | x | x | x | |
| | | | | | 3 | Describe the process for performing a gait assessment. | | x | x | x | |
| | | | | | 4 | Demonstrate gait assessment based upon patient history and presentation. | | x | x | x | |
| | | | | | 5 | Differentiate between normal and abnormal findings. | x | x | x | x | |
| | | | | | 6 | Describe the relationship between abnormal findings and clinical manifestations. | x | x | x | x | |
| j | Perform functional assessment. | 2 | 2 | 0 | | | | | | | |
| | | | | | 1 | Identify the indications, contraindications and precautions for performing functional assessment. | x | x | x | x | |
| | | | | | 2 | Explain assessment to patient. | | x | x | x | |
| | | | | | 3 | Describe the process for performing a functional assessment. | | x | x | x | |
| | | | | | 4 | Demonstrate functional assessment based upon patient history and presentation. | | x | x | x | |
| | | | | | 5 | Differentiate between normal and abnormal findings. | x | x | x | x | |
| | | | | | 6 | Describe the relationship between abnormal findings and clinical manifestations. | x | x | x | x | |
| k | Perform range of motion assessment. | 2 | 2 | 0 | | | | | | | |
| | | | | | 1 | Identify the indications, contraindications and precautions for performing range of motion assessment. | x | x | x | x | x |
| | | | | | 2 | Explain assessment to patient. | | x | x | x | x |
| | | | | | 3 | Describe the process for performing a range of motion assessment. | | x | x | x | x |
| | | | | | 4 | Demonstrate range of motion assessment based upon patient history and presentation. | | x | x | x | x |
| | | | | | 5 | Differentiate between normal and abnormal findings. | x | x | x | x | x |
| | | | | | 6 | Describe the relationship between abnormal findings and clinical manifestations. | x | x | x | x | |
| l | Perform muscle length assessment. | 2 | 2 | 0 | | | | | | | |
| | | | | | 1 | Identify the indications, contraindications and precautions for performing muscle length assessment. | x | x | x | x | x |
| | | | | | 2 | Explain assessment to patient. | | x | x | x | x |
| | | | | | 3 | Describe the process for performing a muscle length assessment. | | x | x | x | x |
| | | | | | 4 | Demonstrate muscle length assessment based upon patient history and presentation. | | x | x | x | x |
| | | | | | 5 | Differentiate between normal and abnormal findings. | x | x | x | x | x |
| | | | | | 6 | Describe the relationship between abnormal findings and clinical manifestations. | x | x | x | x | |

**Inter-Jurisdictional Competency Project
Practice Competency / Performance Indicator Grid**

| | Practice Competency | Domain & Level | | | Indicator # | Performance Indicator | Assessment Vehicle | | | | | | | |
|---|--|----------------|-------------|-----------|-------------|--|--------------------|-------------|-------------|--------------|-------------|---|--|--|
| | | Cognitive | Psychomotor | Affective | | | Reg Exam MC | Reg Exam OP | Ed Academic | Ed Simulated | Ed Clinical | | | |
| m | Perform muscle strength assessment. | 2 | 2 | 0 | | | | | | | | | | |
| | | | | | 1 | Identify the indications, contraindications and precautions for performing muscle strength assessment. | x | x | x | x | x | | | |
| | | | | | 2 | Explain assessment to patient. | | x | x | x | x | | | |
| | | | | | 3 | Describe the process for performing a muscle strength assessment. | | x | x | x | x | | | |
| | | | | | 4 | Demonstrate muscle strength assessment based upon patient history and presentation. | | x | x | x | x | | | |
| | | | | | 5 | Differentiate between normal and abnormal findings. | x | x | x | x | x | | | |
| | | | | | 6 | Describe the relationship between abnormal findings and clinical manifestations. | x | x | x | x | x | | | |
| n | Perform joint play assessment. | 2 | 2 | 0 | | | | | | | | | | |
| | | | | | 1 | Identify the indications, contraindications and precautions for performing joint play assessment. | x | x | x | x | x | | | |
| | | | | | 2 | Explain assessment to patient. | | x | x | x | x | | | |
| | | | | | 3 | Describe the process for performing a joint play assessment. | | x | x | x | x | | | |
| | | | | | 4 | Demonstrate joint play assessment based upon patient history and presentation. | | x | x | x | x | | | |
| | | | | | 5 | Differentiate between normal and abnormal findings. | x | x | x | x | x | | | |
| | | | | | 6 | Describe the relationship between abnormal findings and clinical manifestations. | x | x | x | x | x | | | |
| o | Perform neurological assessment. | 2 | 2 | 0 | | | | | | | | | | |
| | | | | | 1 | Identify the indications, contraindications and precautions for performing neurological assessment. | x | x | x | x | x | | | |
| | | | | | 2 | Explain assessment to patient. | | x | x | x | x | | | |
| | | | | | 3 | Describe the process for performing a neurological assessment. | | x | x | x | x | | | |
| | | | | | 4 | Demonstrate neurological assessment based upon patient history and presentation. | | x | x | x | x | | | |
| | | | | | 5 | Differentiate between normal and abnormal findings. | x | x | x | x | x | | | |
| | | | | | 6 | Describe the relationship between abnormal findings and clinical manifestations. | x | x | x | x | x | | | |
| p | Perform vital signs assessment. | 2 | 2 | 0 | | | | | | | | | | |
| | | | | | 1 | Identify the indications, contraindications and precautions for performing vital signs assessment. | x | x | x | x | x | x | | |
| | | | | | 2 | Explain assessment to patient. | | x | x | x | x | x | | |
| | | | | | 3 | Describe the process for performing a vital signs assessment. | | x | x | x | x | x | | |
| | | | | | 4 | Demonstrate vital signs assessment based upon patient history and presentation. | | x | x | x | x | x | | |
| | | | | | 5 | Differentiate between normal and abnormal findings. | x | x | x | x | x | x | | |
| | | | | | 6 | Describe the relationship between abnormal findings and clinical manifestations. | x | x | x | x | x | | | |
| q | Perform appropriate special tests (specific selected assessments). | 2 | 2 | 0 | | | | | | | | | | |
| | | | | | 1 | Identify the indications, contraindications and precautions for selecting a specific assessment. | x | x | x | x | x | | | |
| | | | | | 2 | Explain the purpose of the selected assessment. | x | x | x | x | x | | | |
| | | | | | 3 | Explain how the selected assessment affects the involved tissues. | x | x | x | x | x | | | |
| | | | | | 4 | Explain assessment to patient. | x | x | x | x | x | | | |
| | | | | | 5 | Demonstrate the selected assessment. | | x | x | x | x | | | |

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Practice Competency / Performance Indicator Grid**

| | Practice Competency | Domain & Level | | | Indicator # | Performance Indicator | Assessment Vehicle | | | | |
|------------|---|----------------|-------------|-----------|-------------|--|--------------------|-------------|-------------|--------------|-------------|
| | | Cognitive | Psychomotor | Affective | | | Reg Exam MC | Reg Exam OP | Ed Academic | Ed Simulated | Ed Clinical |
| r | Recognize conditions requiring urgent medical attention and advise accordingly. | 3 | 0 | 1 | | | | | | | |
| | | | | | 1 | Recognize the presentations of common urgent medical conditions. | x | x | x | x | |
| | | | | | 2 | Describe the steps needed to ensure patient safety. | x | | x | x | |
| s | Recognize conditions requiring non-urgent medical attention and advise accordingly. | 3 | 0 | 1 | | | | | | | |
| | | | | | 1 | Recognize presentations of conditions that require non-urgent medical care. | x | x | x | x | |
| | | | | | 2 | Advise patient to obtain medical opinion. | | x | x | x | |
| t | Interpret findings and formulate clinical impression / differential diagnosis. | 3 | 0 | 1 | | | | | | | |
| | | | | | 1 | Analyze findings. | x | x | x | x | x |
| | | | | | 2 | Formulate a clinical impression / differential diagnosis. | x | x | x | x | x |
| | | | | | 3 | Communicate findings to patient. | | x | x | x | x |
| u | Refer patient to other health care professionals when appropriate. | 3 | 0 | 1 | | | | | | | |
| | | | | | 1 | Identify conditions that may benefit from referral. | x | x | x | x | |
| | | | | | 2 | Communicate referral recommendations to patient. | | x | x | x | |
| v | Advise patient of relevant community health care and social service resources. | 2 | 0 | 1 | | | | | | | |
| | | | | | 1 | Identify community health care and social service resources that may be of assistance to patients. | | | | x | |
| | | | | | 2 | Recommend community health care and social services resources according to patient needs. | x | x | x | x | |
| 2.2 | Treatment Planning | | | | | | | | | | |
| a | Incorporate an evidence-informed approach in treatment planning. | 2 | 0 | 1 | | | | | | | |
| | | | | | 1 | Describe the value of evidence-informed practice. | x | | | x | |
| | | | | | 2 | Seek information to confirm or refute treatment practices. | | | | x | |
| | | | | | 3 | Adjust treatment plan where appropriate. | | | | x | |
| b | Formulate individualized treatment plan based upon assessment findings. | 3 | 0 | 2 | | | | | | | |
| | | | | | 1 | Explain the components of treatment planning. | x | | | x | x |
| | | | | | 2 | Describe the relationship between treatment planning and outcomes. | x | x | x | x | x |
| | | | | | 3 | Incorporate assessment findings into treatment plan. | x | x | x | x | x |
| | | | | | 4 | Adapt treatment plan according to findings and patient's desired outcomes | x | x | x | x | x |

**Inter-Jurisdictional Competency Project
Practice Competency / Performance Indicator Grid**

| Practice Competency | | Domain & Level | | | | Performance Indicator | Assessment Vehicle | | | | | | |
|---------------------|--|----------------|-------------|-----------|-------------|---|--------------------|-------------|-------------|--------------|-------------|--|--|
| | | Cognitive | Psychomotor | Affective | Indicator # | | Reg Exam MC | Reg Exam OP | Ed Academic | Ed Simulated | Ed Clinical | | |
| c | Select treatment modalities and techniques based upon indications, contraindications, precautions and patient stage of life. | 3 | 0 | 2 | | | | | | | | | |
| | | | | | 1 | Explain how stages of life may impact treatment planning. | x | | x | x | | | |
| | | | | | 2 | Select techniques that are appropriate to the patient's conditions and desired outcomes. | x | x | x | x | x | | |
| | | | | | 3 | Formulate a treatment that addresses the patient's conditions and desired outcomes. | x | x | x | x | x | | |
| d | Reassess patient, and adapt treatment plan as needed. | 3 | 2 | 1 | | | | | | | | | |
| | | | | | 1 | Explain the importance of reassessment and treatment plan adaptation. | x | | x | x | | | |
| | | | | | 2 | Summarize reassessment findings, treatment outcomes and patient condition. | | x | x | x | | | |
| | | | | | 3 | Modify treatment plan according to new findings. | x | x | x | x | x | | |
| 2.3 | Indications for Adjunctive Therapeutic Modalities | | | | | | | | | | | | |
| a | Recognize indications for and benefits of therapeutic ultrasound. | 1 | 0 | 0 | | | | | | | | | |
| | | | | | 1 | Describe the indications for and potential benefits of therapeutic ultrasound. | x | | x | | | | |
| | | | | | 2 | Identify common assessment findings which may indicate the use of therapeutic ultrasound. | x | | x | | | | |
| | | | | | 3 | Identify the practitioner qualifications required for safe and effective use of therapeutic ultrasound. | x | | x | | | | |
| b | Recognize indications for and benefits of low level (cold) laser treatment. | 1 | 0 | 0 | | | | | | | | | |
| | | | | | 1 | Describe the indications for and potential benefits of low level (cold) laser treatment. | x | | x | | | | |
| | | | | | 2 | Identify common assessment findings which may indicate the use of low level (cold) laser treatment. | x | | x | | | | |
| | | | | | 3 | Identify the practitioner qualifications required for safe and effective use of low level (cold) laser treatment. | x | | x | | | | |
| c | Recognize indications for and benefits of interferential therapy. | 1 | 0 | 0 | | | | | | | | | |
| | | | | | 1 | Describe the indications for and potential benefits of interferential therapy. | x | | x | | | | |
| | | | | | 2 | Identify common assessment findings which may indicate the use of interferential therapy. | x | | x | | | | |
| | | | | | 3 | Identify the practitioner qualifications required for safe and effective use of interferential therapy. | x | | x | | | | |

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| | Practice Competency | Domain & Level | | | Indicator # | Performance Indicator | Assessment Vehicle | | | | |
|---|---|----------------|-------------|-----------|-------------|--|--------------------|-------------|-------------|--------------|-------------|
| | | Cognitive | Psychomotor | Affective | | | Reg Exam MC | Reg Exam OP | Ed Academic | Ed Simulated | Ed Clinical |
| d | Recognize indications for and benefits of transcutaneous electrical nerve stimulation (TENS). | 1 | 0 | 0 | | | | | | | |
| | | | | | 1 | Describe the indications for and potential benefits of TENS. | x | | x | | |
| | | | | | 2 | Identify common assessment findings which may indicate the use of TENS. | x | | x | | |
| | | | | | 3 | Identify the practitioner qualifications required for safe and effective use of TENS. | x | | x | | |
| e | Recognize indications for and benefits of cranio-sacral therapy. | 1 | 0 | 0 | | | | | | | |
| | | | | | 1 | Describe the indications for and potential benefits of cranio-sacral therapy. | x | | x | | |
| | | | | | 2 | Identify common assessment findings which may indicate the use of cranio-sacral therapy. | x | | x | | |
| | | | | | 3 | Identify the practitioner qualifications required for safe and effective use of cranio-sacral therapy. | x | | x | | |
| f | Recognize indications for and benefits of visceral manipulation. | 1 | 0 | 0 | | | | | | | |
| | | | | | 1 | Describe the indications for and potential benefits of visceral manipulation. | x | | x | | |
| | | | | | 2 | Identify common assessment findings which may indicate the use of visceral manipulation. | x | | x | | |
| | | | | | 3 | Identify the practitioner qualifications required for safe and effective use of visceral manipulation. | x | | x | | |
| g | Recognize indications for and benefits of strapping and taping. | 1 | 0 | 0 | | | | | | | |
| | | | | | 1 | Describe the indications for and potential benefits of strapping and taping. | x | | x | | |
| | | | | | 2 | Identify common assessment findings which may indicate the use of strapping and taping. | x | | x | | |
| | | | | | 3 | Identify the practitioner qualifications required for safe and effective use of strapping and taping. | x | | x | | |
| h | Recognize indications for and benefits of muscle energy techniques. | 1 | 0 | 0 | | | | | | | |
| | | | | | 1 | Describe the indications for and potential benefits of muscle energy techniques. | x | | x | | |
| | | | | | 2 | Identify common assessment findings which may indicate the use of muscle energy techniques. | x | | x | | |
| | | | | | 3 | Identify the practitioner qualifications required for safe and effective use of visceral manipulation. | x | | x | | |
| i | Recognize indications for and benefits of positional release. | 1 | 0 | 0 | | | | | | | |
| | | | | | 1 | Describe the indications for and potential benefits of positional release. | x | | x | | |
| | | | | | 2 | Identify common assessment findings which may indicate the use of positional release. | x | | x | | |
| | | | | | 3 | Identify the practitioner qualifications required for safe and effective use of positional release. | x | | x | | |

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|---|--|----------------|-------------|-----------|-------------|---|--------------------|-------------|-------------|--------------|-------------|
| | | Cognitive | Psychomotor | Affective | | | Reg Exam MC | Reg Exam OP | Ed Academic | Ed Simulated | Ed Clinical |
| j | Recognize indications for and benefits of acupuncture. | 1 | 0 | 0 | | | | | | | |
| | | | | | 1 | Describe the indications for and potential benefits of acupuncture. | x | | x | | |
| | | | | | 2 | Identify common assessment findings which may indicate the use of acupuncture. | x | | x | | |
| | | | | | 3 | Identify the practitioner qualifications required for safe and effective use of acupuncture. | x | | x | | |
| 3. Treatment and Patient Self-Care | | | | | | | | | | | |
| 3.1 | Treatment Principles | | | | | | | | | | |
| a | Treat in a manner that reflects the principles of massage therapy. | 3 | 0 | 2 | | | | | | | |
| | | | | | 1 | Describe the principles of massage therapy treatment. | x | | x | | |
| | | | | | 2 | Inform patient of approach to treatment. | | x | x | x | |
| | | | | | 3 | Apply the principles of massage therapy to treatment. | x | x | x | x | |
| b | Maintain a safe and comfortable treatment environment. | 2 | 1 | 2 | | | | | | | |
| | | | | | 1 | Describe aspects of a physical setting that affect patient comfort. | x | | x | | |
| | | | | | 2 | Establish and maintain a safe and comfortable environment. | | x | x | x | |
| | | | | | 3 | Ensure setting and equipment meet patient needs. | | x | x | x | |
| | | | | | 4 | Maintain equipment in proper working order. | | | x | x | |
| c | Apply standard hygiene and infection control precautions. | 2 | 1 | 1 | | | | | | | |
| | | | | | 1 | Describe requirements of hygiene. | x | | x | | |
| | | | | | 2 | Describe precautions of infection control. | x | | x | | |
| | | | | | 3 | Demonstrate standard hygiene practices. | | x | x | x | |
| | | | | | 4 | Apply standard precautions for infection control. | | x | x | x | |
| d | Utilize patient transfer techniques. | 2 | 2 | 0 | | | | | | | |
| | | | | | 1 | Explain the principles of safe transfer. | x | | x | | |
| | | | | | 2 | Employ safe transfer techniques. | | x | x | x | |
| e | Assist patient with dressing and undressing as needed. | | | | | | | | | | |
| | | | | | 1 | Describe commonly occurring situations where the patient may require assistance with dressing and undressing. | | | x | x | |
| | | | | | 2 | Describe situations where documentation of patient's consent is appropriate. | x | | x | | |
| | | | | | 3 | Obtain and record consent where appropriate. | | x | x | x | |
| | | | | | 4 | Provide assistance with dressing and undressing. | | x | x | x | |
| f | Apply draping as relevant. | 2 | 2 | 1 | | | | | | | |
| | | | | | 1 | Describe principles of draping. | x | | x | | |
| | | | | | 2 | Drape patient appropriately for treatment. | | x | x | x | |

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|---------------------|---|----------------|-------------|-----------|-------------|--|--------------------|-------------|-------------|--------------|-------------|--|--|--|
| | | Cognitive | Psychomotor | Affective | | | Reg Exam MC | Reg Exam OP | Ed Academic | Ed Simulated | Ed Clinical | | | |
| g | Position patient for selected therapeutic techniques. | 2 | 2 | 0 | | | | | | | | | | |
| | | | | | 1 | Select appropriate positioning. | x | x | x | x | x | | | |
| | | | | | 2 | Direct and position patient. | | x | x | x | x | | | |
| | | | | | 3 | Modify position according to patient response. | x | x | x | x | x | | | |
| h | Apply modalities and techniques in a manner consistent with patient presentation. | 3 | 2 | 2 | | | | | | | | | | |
| | | | | | 1 | Demonstrate knowledge of anatomy, physiology, & pathology related to conditions listed in the Appendix. | x | x | x | x | | | | |
| | | | | | 2 | Describe common clinical presentations of patients 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 | x | x | | | | |
| | | | | | 4 | Treat in a manner appropriate to patient presentation. | x | x | x | x | x | | | |
| i | Apply treatment modalities and techniques incorporating knowledge of indications, contraindications, precautions and patient stage of life. | 3 | 2 | 2 | | | | | | | | | | |
| | | | | | 1 | Determine indications, contraindications and precautions for treatment based upon patient stage of life. | x | x | x | x | | | | |
| | | | | | 2 | Employ modalities and techniques for safe and effective treatment based upon patient stage of life. | x | x | x | x | | | | |
| j | Monitor and adapt to patient response. | 3 | 3 | 2 | | | | | | | | | | |
| | | | | | 1 | Monitor patient responses that require adaptation, reassessment or cessation of treatment. | x | x | x | x | x | | | |
| | | | | | 2 | Respond as necessary. | x | x | x | x | x | | | |
| k | Advise and instruct patient on self care. | 2 | 2 | 2 | | | | | | | | | | |
| | | | | | 1 | Describe the value of patient self care. | | x | x | x | x | | | |
| | | | | | 2 | Select self care based upon patient presentation. | x | x | x | x | x | | | |
| | | | | | 3 | Instruct patient in self care. | | x | x | x | x | | | |
| | | | | | 4 | Ensure patient's understanding of self care technique. | | x | x | x | x | | | |
| l | Apply biomechanical and postural skills for therapist self-protection. | 2 | 2 | 1 | | | | | | | | | | |
| | | | | | 1 | Demonstrate biomechanical and postural skills that support therapist safety. | | x | x | x | x | | | |
| | | | | | 2 | Adapt biomechanics and posture as required during treatment. | | x | x | x | x | | | |

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|---------------------|---|----------------|-------------|-----------|-------------|---|--------------------|-------------|-------------|--------------|-------------|---|
| | | Cognitive | Psychomotor | Affective | | | Reg Exam MC | Reg Exam OP | Ed Academic | Ed Simulated | Ed Clinical | |
| 3.2 | Modalities and Techniques | | | | | | | | | | | |
| 3.2.a | Massage Skills | | | | | | | | | | | |
| 1 | Perform effleurage techniques. | 2 | 2 | 0 | | | | | | | | |
| | | | | | 1 | Explain the purposes, effects and outcomes of effleurage. | x | | | x | x | |
| | | | | | 2 | Demonstrate effleurage techniques. | | x | | x | x | x |
| | | | | | 3 | Incorporate effleurage into a comprehensive treatment process. | | x | | x | x | x |
| | | | | | 4 | Modify effleurage based on patient history, presentation and response. | x | x | | x | x | x |
| 2 | Perform stroking techniques. | 2 | 2 | 0 | | | | | | | | |
| | | | | | 1 | Explain the purposes, effects and outcomes of stroking. | x | | | x | x | |
| | | | | | 2 | Demonstrate stroking techniques. | | x | | x | x | x |
| | | | | | 3 | Incorporate stroking into a comprehensive treatment process. | | x | | x | x | x |
| | | | | | 4 | Modify stroking based on patient history, presentation and response. | x | x | | x | x | x |
| 3 | Perform petrissage techniques. | 2 | 2 | 0 | | | | | | | | |
| | | | | | 1 | Explain the purposes, effects and outcomes of petrissage. | x | | | x | x | |
| | | | | | 2 | Demonstrate the different types of petrissage techniques. | | x | | x | x | x |
| | | | | | 3 | Incorporate petrissage into a comprehensive treatment process. | | x | | x | x | x |
| | | | | | 4 | Modify petrissage based on patient history, presentation and response. | x | x | | x | x | x |
| 4 | Perform skin rolling techniques. | 2 | 2 | 0 | | | | | | | | |
| | | | | | 1 | Explain the purposes, effects and outcomes of skin rolling. | x | | | x | x | |
| | | | | | 2 | Demonstrate skin rolling techniques. | | x | | x | x | x |
| | | | | | 3 | Incorporate skin rolling into a comprehensive treatment process. | | x | | x | x | x |
| | | | | | 4 | Modify skin rolling based on patient history, presentation and response. | x | x | | x | x | x |
| 5 | Perform vibration techniques. | 2 | 2 | 0 | | | | | | | | |
| | | | | | 1 | Explain the purposes, effects and outcomes of vibration. | x | | | x | x | |
| | | | | | 2 | Demonstrate the different types of vibration techniques. | | x | | x | x | x |
| | | | | | 3 | Incorporate vibration into a comprehensive treatment process. | | x | | x | x | x |
| | | | | | 4 | Modify vibration based on patient history, presentation and response. | x | x | | x | x | x |
| 6 | Perform percussive techniques. | 2 | 2 | 0 | | | | | | | | |
| | | | | | 1 | Explain the purposes, effects and outcomes of percussion. | x | | | x | x | |
| | | | | | 2 | Demonstrate the different types of percussive techniques. | | x | | x | x | x |
| | | | | | 3 | Incorporate percussion into a comprehensive treatment process. | | x | | x | x | x |
| | | | | | 4 | Modify percussion based on patient history, presentation and response. | x | x | | x | x | x |
| 7 | Perform rocking and shaking techniques. | 2 | 2 | 0 | | | | | | | | |
| | | | | | 1 | Explain the purposes, effects and outcomes of rocking and shaking. | x | | | x | x | |
| | | | | | 2 | Demonstrate the different types of rocking and shaking techniques. | | x | | x | x | x |
| | | | | | 3 | Incorporate rocking and shaking into a comprehensive treatment process. | | x | | x | x | x |
| | | | | | 4 | Modify rocking and shaking based on patient history, presentation and response. | x | x | | x | x | x |

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|---------------------|--|----------------|-------------|-----------|-------------|---|--------------------|-------------|-------------|--------------|-------------|
| | | Cognitive | Psychomotor | Affective | | | Reg Exam MC | Reg Exam OP | Ed Academic | Ed Simulated | Ed Clinical |
| 8 | Perform friction techniques. | 2 | 2 | 0 | 1 | Explain the purposes, effects and outcomes of friction. | x | | x | x | |
| | | | | | 2 | Demonstrate the different types of friction techniques. | | x | x | x | x |
| | | | | | 3 | Incorporate friction into a comprehensive treatment process. | | x | x | x | x |
| | | | | | 4 | Modify friction based on patient history, presentation and response. | x | x | x | x | x |
| 9 | Perform muscle stripping techniques. | 2 | 2 | 0 | 1 | Explain the purposes, effects and outcomes of muscle stripping. | x | | x | x | |
| | | | | | 2 | Demonstrate muscle stripping techniques. | | x | x | x | x |
| | | | | | 3 | Incorporate muscle stripping into a comprehensive treatment process. | | x | x | x | x |
| | | | | | 4 | Modify muscle stripping based on patient history, presentation and response. | x | x | x | x | x |
| 10 | Perform muscle approximation techniques. | 2 | 2 | 0 | 1 | Explain the purposes, effects and outcomes muscle approximation. | x | | x | x | |
| | | | | | 2 | Demonstrate muscle approximation techniques. | | x | x | x | x |
| | | | | | 3 | Incorporate muscle approximation into a comprehensive treatment process. | | x | x | x | x |
| | | | | | 4 | Modify muscle approximation based on patient history, presentation and response. | x | x | x | x | x |
| 11 | Perform origin / insertion techniques. | 2 | 2 | 0 | 1 | Explain the purposes, effects and outcomes origin / insertion. | x | | x | x | |
| | | | | | 2 | Demonstrate origin / insertion techniques. | | x | x | x | x |
| | | | | | 3 | Incorporate origin / insertion into a comprehensive treatment process. | | x | x | x | x |
| | | | | | 4 | Modify origin / insertion based on patient history, presentation and response. | x | x | x | x | x |
| 12 | Perform Golgi tendon organ techniques. | 2 | 2 | 0 | 1 | Explain the purposes, effects and outcomes of Golgi tendon organ techniques. | x | | x | x | |
| | | | | | 2 | Demonstrate Golgi tendon organ techniques. | | x | x | x | x |
| | | | | | 3 | Incorporate Golgi tendon organ techniques into a comprehensive treatment process. | | x | x | x | x |
| | | | | | 4 | Modify Golgi tendon organ techniques based on patient history, presentation and response. | x | x | x | x | x |
| 13 | Perform lymphatic drainage techniques. | 2 | 2 | 0 | 1 | Explain the purposes, effects and outcomes of lymphatic drainage. | x | | x | x | |
| | | | | | 2 | Demonstrate the different types of lymphatic drainage techniques. | | x | x | x | x |
| | | | | | 3 | Incorporate lymphatic drainage into a comprehensive treatment process. | | x | x | x | |
| | | | | | 4 | Modify lymphatic drainage based on patient history, presentation and response. | x | x | x | x | |
| 14 | Direct patient in diaphragmatic breathing. | 2 | 2 | 0 | 1 | Explain the purposes, effects and outcomes of diaphragmatic breathing. | x | | x | x | |
| | | | | | 2 | Demonstrate diaphragmatic breathing techniques. | | x | x | x | x |
| | | | | | 3 | Incorporate diaphragmatic breathing into a comprehensive treatment process. | | x | x | x | x |
| | | | | | 4 | Modify diaphragmatic breathing based on patient history, presentation and response. | x | x | x | x | x |

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| Practice Competency | | Domain & Level | | | Indicator # | Performance Indicator | Assessment Vehicle | | | | | | |
|------------------------------------|--|----------------|-------------|-----------|-------------|--|--------------------|-------------|-------------|--------------|-------------|---|---|
| | | Cognitive | Psychomotor | Affective | | | Reg Exam MC | Reg Exam OP | Ed Academic | Ed Simulated | Ed Clinical | | |
| 15 | Direct patient in progressive relaxation techniques. | 2 | 2 | 0 | | | | | | | | | |
| | | | | | 1 | Explain the purposes, effects and outcomes of progressive relaxation. | x | | | x | x | | |
| | | | | | 2 | Demonstrate the different types of progressive relaxation techniques. | | x | | x | x | x | x |
| | | | | | 3 | Incorporate progressive relaxation into a comprehensive treatment process. | | x | | x | x | x | x |
| | | | | | 4 | Modify progressive relaxation based on patient history, presentation and response. | x | x | | x | x | x | x |
| 3.2.b Myofascial Techniques | | | | | | | | | | | | | |
| 1 | Perform trigger point release techniques. | 2 | 2 | 0 | | | | | | | | | |
| | | | | | 1 | Explain the purposes, effects and outcomes of trigger point release techniques. | x | | | x | x | | |
| | | | | | 2 | Demonstrate the different types of trigger point release techniques. | | x | | x | x | x | x |
| | | | | | 3 | Incorporate trigger point release techniques into a comprehensive treatment process. | | x | | x | x | x | x |
| | | | | | 4 | Modify trigger point release techniques based on patient history, presentation and response. | x | x | | x | x | x | x |
| 2 | Perform direct strain induction techniques. | 2 | 2 | 0 | | | | | | | | | |
| | | | | | 1 | Explain the purposes, effects and outcomes of direct strain induction techniques. | x | | | x | x | | |
| | | | | | 2 | Demonstrate the different types of direct strain induction techniques. | | x | | x | x | x | x |
| | | | | | 3 | Incorporate direct strain induction techniques into a comprehensive treatment process. | | x | | x | x | x | x |
| | | | | | 4 | Modify direct strain induction techniques based on patient history, presentation and response. | x | x | | x | x | x | x |
| 3 | Perform indirect strain induction techniques. | 2 | 2 | 0 | | | | | | | | | |
| | | | | | 1 | Explain the purposes, effects and outcomes of indirect strain induction techniques. | x | | | x | x | | |
| | | | | | 2 | Demonstrate indirect strain induction techniques. | | x | | x | x | x | x |
| | | | | | 3 | Incorporate indirect strain induction techniques into a comprehensive treatment process. | | x | | x | x | x | x |
| | | | | | 4 | Modify indirect strain induction techniques based on patient history, presentation and response. | x | x | | x | x | x | x |
| 3.2.c Therapeutic Exercise | | | | | | | | | | | | | |
| 1 | Choose equipment and / or environment for selected therapeutic exercise technique. | 2 | 0 | 0 | | | | | | | | | |
| | | | | | 1 | Explain the indications, purposes and precautions when selecting equipment for therapeutic exercise technique. | x | | | x | | | |
| | | | | | 2 | Ensure equipment utilized is appropriate and safe for patient presentation. | | x | | x | x | x | x |
| | | | | | 3 | Ensure safe space for demonstration / practice of therapeutic exercise technique. | | x | | x | x | x | x |

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|---|---|----------------|-------------|-----------|-------------|--|--------------------|-------------|-------------|--------------|-------------|--|--|--|
| | | Cognitive | Psychomotor | Affective | | | Reg Exam MC | Reg Exam OP | Ed Academic | Ed Simulated | Ed Clinical | | | |
| 2 | Perform contract / relax techniques. | 2 | 2 | 0 | | | | | | | | | | |
| | | | | | 1 | Explain the purpose, effects and outcomes of contract / relax techniques. | x | | | x | x | | | |
| | | | | | 2 | Demonstrate contract / relax techniques. | | x | x | x | x | | | |
| | | | | | 3 | Incorporate contract / relax techniques into a comprehensive treatment process. | | x | x | x | x | | | |
| | | | | | 4 | Modify contract / relax techniques based on patient history, presentation and response. | x | x | x | x | x | | | |
| 3 | Perform contract / relax / contract techniques. | 2 | 2 | 0 | | | | | | | | | | |
| | | | | | 1 | Explain the purpose, effects and outcomes of contract / relax / contract techniques. | x | | | x | x | | | |
| | | | | | 2 | Demonstrate contract / relax / contract techniques. | | x | x | x | x | | | |
| | | | | | 3 | Incorporate contract / relax / contract techniques into a comprehensive treatment process. | | x | x | x | x | | | |
| | | | | | 4 | Modify contract / relax / contract techniques based on patient history, presentation and response. | x | x | x | x | x | | | |
| 4 | Perform agonist contraction techniques. | 2 | 2 | 0 | | | | | | | | | | |
| | | | | | 1 | Explain the purpose, effects and outcomes of agonist contraction techniques. | x | | | x | x | | | |
| | | | | | 2 | Demonstrate agonist contraction techniques. | | x | x | x | x | | | |
| | | | | | 3 | Incorporate agonist contraction techniques into a comprehensive treatment process. | | x | x | x | x | | | |
| | | | | | 4 | Modify agonist contraction techniques based on patient history, presentation and response. | x | x | x | x | x | | | |
| 5 | Perform stretch techniques. | 2 | 2 | 0 | | | | | | | | | | |
| | | | | | 1 | Explain the purpose, effects and outcomes of stretch techniques. | x | | | x | x | | | |
| | | | | | 2 | Demonstrate stretch techniques. | | x | x | x | x | | | |
| | | | | | 3 | Incorporate stretch techniques into a comprehensive treatment process. | | x | x | x | x | | | |
| | | | | | 4 | Modify stretch techniques based on patient history, presentation and response. | x | x | x | x | x | | | |
| 6 | Perform active assisted range of motion techniques. | 2 | 2 | 0 | | | | | | | | | | |
| | | | | | 1 | Explain the purpose, effects and outcomes of active assisted range of motion techniques. | x | | | x | x | | | |
| | | | | | 2 | Demonstrate active assisted range of motion techniques. | | x | x | x | x | | | |
| | | | | | 3 | Incorporate active assisted range of motion techniques into a comprehensive treatment process. | | x | x | x | x | | | |
| | | | | | 4 | Modify active assisted range of motion techniques based on patient history, presentation and response. | x | x | x | x | x | | | |
| 7 | Perform passive range of motion techniques. | 2 | 2 | 0 | | | | | | | | | | |
| | | | | | 1 | Explain the purpose, effects and outcomes of passive range of motion techniques. | x | | | x | x | | | |
| | | | | | 2 | Demonstrate passive range of motion techniques. | | x | x | x | x | | | |
| | | | | | 3 | Incorporate passive range of motion techniques into a comprehensive treatment process. | | x | x | x | x | | | |
| | | | | | 4 | Modify passive range of motion techniques based on patient history, presentation and response. | x | x | x | x | x | | | |

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|----|--|----------------|-------------|-----------|-------------|---|--------------------|-------------|-------------|--------------|-------------|---|---|
| | | Cognitive | Psychomotor | Affective | | | Reg Exam MC | Reg Exam OP | Ed Academic | Ed Simulated | Ed Clinical | | |
| 8 | Direct patient in active range of motion techniques. | 2 | 2 | 0 | | | | | | | | | |
| | | | | | 1 | Explain the purpose, effects and outcomes of active range of motion techniques. | x | | | x | x | | |
| | | | | | 2 | Demonstrate active range of motion techniques. | | x | | x | x | x | x |
| | | | | | 3 | Incorporate active range of motion techniques into a comprehensive treatment process. | | x | | x | x | x | x |
| | | | | | 4 | Modify active range of motion techniques based on patient history, presentation and response. | x | x | | x | x | x | x |
| 9 | Perform isometric, isokinetic and isotonic resistance exercise techniques. | 2 | 2 | 0 | | | | | | | | | |
| | | | | | 1 | Explain the purpose, effects and outcomes of isometric, isokinetic and isotonic resistance exercise techniques. | x | | | x | x | | |
| | | | | | 2 | Demonstrate isometric, isokinetic and isotonic resistance exercise techniques. | | x | | x | x | x | x |
| | | | | | 3 | Incorporate isometric, isokinetic and isotonic resistance exercise techniques into a comprehensive treatment process. | | x | | x | x | x | x |
| | | | | | 4 | Modify isometric, isokinetic and isotonic resistance exercise techniques based on patient history, presentation and response. | x | x | | x | x | x | x |
| 10 | Direct patient in anaerobic exercise techniques. | 2 | 2 | 0 | | | | | | | | | |
| | | | | | 1 | Explain the purposes, effects and outcomes of anaerobic exercise techniques. | x | | | x | x | | |
| | | | | | 2 | Demonstrate anaerobic exercise techniques. | | x | | x | x | | |
| | | | | | 3 | Incorporate anaerobic exercise techniques into a comprehensive treatment process. | | x | | x | x | | |
| | | | | | 4 | Modify anaerobic exercise techniques based on patient history, presentation and response. | x | x | | x | x | | |
| 11 | Direct patient in aerobic exercise techniques. | 2 | 2 | 0 | | | | | | | | | |
| | | | | | 1 | Explain the purposes, effects and outcomes of aerobic exercise techniques. | x | | | x | x | | |
| | | | | | 2 | Demonstrate aerobic exercise techniques. | | x | | x | x | | |
| | | | | | 3 | Incorporate aerobic exercise techniques into a comprehensive treatment process. | | x | | x | x | | |
| | | | | | 4 | Modify aerobic exercise techniques based on patient history, presentation and response. | x | x | | x | x | | |
| 12 | Direct patient in balance exercises. | 2 | 2 | 0 | | | | | | | | | |
| | | | | | 1 | Explain the purposes, effects and outcomes of balance exercises. | x | | | x | x | | |
| | | | | | 2 | Demonstrate balance exercises. | | x | | x | x | | |
| | | | | | 3 | Incorporate balance exercises into a comprehensive treatment process. | | x | | x | x | | |
| | | | | | 4 | Modify balance exercises based on patient history, presentation and response. | x | x | | x | x | | |
| 13 | Direct patient in coordination exercises. | 2 | 2 | 0 | | | | | | | | | |
| | | | | | 1 | Explain the purposes, effects and outcomes of coordination exercises. | x | | | x | x | | |
| | | | | | 2 | Demonstrate coordination exercises. | | x | | x | x | | |
| | | | | | 3 | Incorporate coordination exercises into a comprehensive treatment process. | | x | | x | x | | |
| | | | | | 4 | Modify coordination exercises based on patient history, presentation and response. | x | x | | x | x | | |

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|---------------------|---|----------------|-------------|-----------|-------------|--|--------------------|-------------|-------------|--------------|-------------|---|--|--|
| | | Cognitive | Psychomotor | Affective | | | Reg Exam MC | Reg Exam OP | Ed Academic | Ed Simulated | Ed Clinical | | | |
| 14 | Direct patient in functional skill exercises. | 2 | 2 | 0 | | | | | | | | | | |
| | | | | | 1 | Explain the purposes, effects and outcomes of functional skill exercises. | x | | | x | x | | | |
| | | | | | 2 | Demonstrate functional skill exercises. | | x | x | x | x | x | | |
| | | | | | 3 | Incorporate functional skill exercises into a comprehensive treatment process | | x | x | x | x | x | | |
| | | | | | 4 | Modify functional skill exercises based on patient history, presentation and response. | x | x | x | x | x | x | | |
| 3.2.d | Joint Mobilization | | | | | | | | | | | | | |
| 1 | Perform traction and distraction techniques. | 2 | 2 | 0 | | | | | | | | | | |
| | | | | | 1 | Explain the purposes, effects and outcomes of traction and distraction techniques. | x | x | x | x | | | | |
| | | | | | 2 | Demonstrate traction and distraction techniques. | | x | x | x | x | | | |
| | | | | | 3 | Incorporate traction and distraction techniques into a comprehensive treatment process. | x | x | x | x | x | x | | |
| | | | | | 4 | Modify traction and distraction techniques based on patient history, presentation and response. | | x | x | x | x | | | |
| 2 | Perform oscillation techniques. | 2 | 2 | 0 | | | | | | | | | | |
| | | | | | 1 | Explain the purposes, effects and outcomes of oscillation techniques. | x | x | x | x | | | | |
| | | | | | 2 | Demonstrate oscillation techniques. | | x | x | x | x | | | |
| | | | | | 3 | Incorporate graded oscillation techniques into a comprehensive treatment process. | x | x | x | x | x | x | | |
| | | | | | 4 | Modify graded oscillation techniques based on patient history, presentation and response. | | x | x | x | | | | |
| 3 | Perform sustained glide techniques. | 2 | 2 | 0 | | | | | | | | | | |
| | | | | | 1 | Explain the purposes, effects and outcomes of sustained glide techniques. | x | x | x | x | | | | |
| | | | | | 2 | Demonstrate sustained glide techniques. | | x | x | x | x | | | |
| | | | | | 3 | Incorporate graded sustained glide techniques into a comprehensive treatment process. | x | x | x | x | x | x | | |
| | | | | | 4 | Modify graded sustained glide techniques based on patient history, presentation and response. | | x | x | x | | | | |
| 4 | Perform compression and decompression techniques. | 2 | 2 | 0 | | | | | | | | | | |
| | | | | | 1 | Explain the purposes, effects and outcomes of compression and decompression techniques. | x | x | x | x | | | | |
| | | | | | 2 | Demonstrate compression and decompression techniques. | | x | x | x | | | | |
| | | | | | 3 | Incorporate compression and decompression techniques into a comprehensive treatment process. | x | x | x | x | | | | |
| | | | | | 4 | Modify compression and decompression techniques based on patient history, presentation and response. | | x | x | x | | | | |

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|--------------|---|----------------|-------------|-----------|-------------|--|--------------------|-------------|-------------|--------------|-------------|--|--|--|
| | | Cognitive | Psychomotor | Affective | | | Reg Exam MC | Reg Exam OP | Ed Academic | Ed Simulated | Ed Clinical | | | |
| 5 | Direct patient in auto-mobilization. | 2 | 2 | 0 | | | | | | | | | | |
| | | | | | 1 | Explain the purposes, effects and outcomes of auto-mobilization techniques. | x | x | x | x | | | | |
| | | | | | 2 | Demonstrate auto-mobilization techniques. | | x | x | x | | | | |
| | | | | | 3 | Incorporate auto-mobilization techniques into a comprehensive treatment process. | x | x | x | x | | | | |
| | | | | | 4 | Modify auto-mobilization techniques based on patient history, presentation and response. | | x | x | x | | | | |
| 3.2.e | Thermal Therapy | | | | | | | | | | | | | |
| 1 | Perform bath treatments. | 2 | 0 | 0 | | | | | | | | | | |
| | | | | | 1 | Explain the purposes, effects and outcomes of bath treatments. | x | | x | | | | | |
| | | | | | 2 | Describe the process of performing bath treatments. | x | | x | | | | | |
| 2 | Perform affusion treatments. | 2 | 0 | 0 | | | | | | | | | | |
| | | | | | 1 | Explain the purposes, effects and outcomes of affusion treatments. | x | | x | | | | | |
| | | | | | 2 | Describe the process of performing affusion treatments. | x | | x | | | | | |
| 3 | Perform wash treatments. | 2 | 0 | 0 | | | | | | | | | | |
| | | | | | 1 | Explain the purposes, effects and outcomes of wash treatments. | x | | x | | | | | |
| | | | | | 2 | Describe the process of performing wash treatments. | x | | x | | | | | |
| 4 | Perform steam treatments. | 2 | 0 | 0 | | | | | | | | | | |
| | | | | | 1 | Explain the purposes, effects and outcomes of steam treatments. | x | | x | | | | | |
| | | | | | 2 | Describe the process of performing steam treatments. | x | | x | | | | | |
| 5 | Perform whirlpool treatments. | 2 | 0 | 0 | | | | | | | | | | |
| | | | | | 1 | Explain the purposes, effects and outcomes of whirlpool treatments. | x | | x | | | | | |
| | | | | | 2 | Describe the process of performing whirlpool treatments. | x | | x | | | | | |
| 6 | Perform sauna treatments. | 2 | 0 | 0 | | | | | | | | | | |
| | | | | | 1 | Explain the purposes, effects and outcomes of sauna treatments. | x | | x | | | | | |
| | | | | | 2 | Describe the process of performing sauna treatments. | x | | x | | | | | |
| 7 | Perform paraffin wax treatments. | 2 | 2 | 0 | | | | | | | | | | |
| | | | | | 1 | Explain the purposes, effects and outcomes of paraffin wax treatments. | x | | x | x | | | | |
| | | | | | 2 | Demonstrate the different types of paraffin wax treatments. | | x | x | x | x | | | |
| | | | | | 3 | Incorporate paraffin wax treatments into a comprehensive treatment process. | | x | x | x | x | | | |
| | | | | | 4 | Modify paraffin wax treatments based on patient history, presentation and response. | x | | x | x | | | | |
| 8 | Perform techniques utilizing therapeutic heating. | 2 | 2 | 0 | | | | | | | | | | |
| | | | | | 1 | Explain the purposes, effects and outcomes of utilizing therapeutic heating. | x | | x | x | | | | |
| | | | | | 2 | Demonstrate the different types of techniques for utilizing therapeutic heating. | | x | x | x | x | | | |
| | | | | | 3 | Incorporate techniques utilizing therapeutic heating into a comprehensive treatment process. | | x | x | x | x | | | |
| | | | | | 4 | Modify techniques utilizing therapeutic heating based on patient history, presentation and response. | x | | x | x | | | | |

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|----|--|----------------|-------------|-----------|-------------|---|--------------------|-------------|-------------|--------------|-------------|---|---|--|
| | | Cognitive | Psychomotor | Affective | | | Reg Exam MC | Reg Exam OP | Ed Academic | Ed Simulated | Ed Clinical | | | |
| 9 | Perform infrared light treatments. | 2 | 0 | 0 | | | | | | | | | | |
| | | | | | 1 | Explain the purposes, effects and outcomes of infrared light treatments. | x | | | x | | | | |
| | | | | | 2 | Describe the process of performing infrared light treatments. | x | | | x | | | | |
| 10 | Perform cold pack treatments. | 2 | 2 | 0 | | | | | | | | | | |
| | | | | | 1 | Explain the purposes, effects and outcomes of cold pack treatments. | x | | | x | x | | | |
| | | | | | 2 | Demonstrate the different types of cold pack treatments. | | | x | x | x | x | x | |
| | | | | | 3 | Incorporate cold pack treatments into a comprehensive treatment process. | | | x | x | x | x | x | |
| | | | | | 4 | Modify cold pack treatments based on patient history, presentation and response. | x | | | x | x | | | |
| 11 | Perform treatments utilizing ice towels. | 2 | 2 | 0 | | | | | | | | | | |
| | | | | | 1 | Explain the purposes, effects and outcomes of utilizing ice towels. | x | | | x | x | | | |
| | | | | | 2 | Demonstrate the different types of ice towel treatments. | | | x | x | x | | | |
| | | | | | 3 | Incorporate ice towel treatment techniques into a comprehensive treatment process. | | | x | x | x | | | |
| | | | | | 4 | Modify treatments utilizing ice towels based on patient history, presentation and response. | x | | | x | x | | | |
| 12 | Perform cold / ice immersion treatments. | 2 | 0 | 0 | | | | | | | | | | |
| | | | | | 1 | Explain the purposes, effects and outcomes of cold/ ice immersion treatments. | x | | | x | | | | |
| | | | | | 2 | Describe the process of performing cold / ice immersion treatments. | x | | | x | | | | |
| 13 | Perform ice massage treatments. | 2 | 2 | 0 | | | | | | | | | | |
| | | | | | 1 | Explain the purposes, effects and outcomes of ice massage. | x | | | x | x | | | |
| | | | | | 2 | Demonstrate ice massage. | | | x | x | x | x | x | |
| | | | | | 3 | Incorporate ice massage into a comprehensive treatment process. | | | x | x | x | x | x | |
| | | | | | 4 | Modify ice massage based on patient history, presentation and response. | x | | | x | x | | | |
| 14 | Perform skin scrub treatments. | 2 | 0 | 0 | | | | | | | | | | |
| | | | | | 1 | Explain the purposes, effects and outcomes of skin scrub treatments. | x | | | x | | | | |
| | | | | | 2 | Describe the process of performing skin scrub treatments. | x | | | x | | | | |
| 15 | Perform poultice treatments. | 2 | 0 | 0 | | | | | | | | | | |
| | | | | | 1 | Explain the purposes, effects and outcomes of poultice treatments. | x | | | x | | | | |
| | | | | | 2 | Describe the process of performing poultice treatments. | x | | | x | | | | |
| 16 | Perform wrap treatments. | 2 | 0 | 0 | | | | | | | | | | |
| | | | | | 1 | Explain the purposes, effects and outcomes of wrap treatments. | x | | | x | | | | |
| | | | | | 2 | Describe the process of performing wrap treatments. | x | | | x | | | | |
| 17 | Use physical agents and additives. | 2 | 0 | 0 | | | | | | | | | | |
| | | | | | 1 | Explain the purposes, effects and outcomes of physical agents and additives. | x | | | x | | | | |
| | | | | | 2 | Describe the use of physical agents and additives. | x | | | x | | | | |
| 18 | Perform contrast treatments. | 2 | 2 | 0 | | | | | | | | | | |
| | | | | | 1 | Explain the purposes, effects and outcomes of contrast treatments. | x | | | x | x | | | |
| | | | | | 2 | Demonstrate contrast treatments. | | | x | x | x | x | x | |
| | | | | | 3 | Incorporate contrast treatments into a comprehensive treatment process. | | | x | x | x | x | x | |
| | | | | | 4 | Modify contrast treatments based on patient history, presentation and response. | x | | | x | x | | | |

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

Relevant Practice Competencies appear in the Grid numbered 2.1.c and 3.1.h

| | |
|----------|---|
| 1 | Common clinical conditions that present as variables of |
| | a Pain |
| | d Mood |
| | c Anxiety |
| | d Sleep |
| | e Cognition |
| 2 | Conditions with multi-factorial considerations |
| | a Inflammation |
| | b Infection |
| | c Scarring |
| | d Swelling |
| | e Congestion |
| | f Movement restrictions |
| | g Malignancy |
| 3 | Stages of life |
| | a Pregnancy |
| | b Infancy and childhood |
| | c Adolescence |
| | d Adulthood |
| | e Senior years |
| | f End of life |
| 4 | Neurological conditions |
| | a Conditions of the central nervous system |
| | b Conditions of the peripheral nervous system |
| | c General neurological conditions |
| 5 | Orthopedic conditions |
| | 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 |
| 6 | Post-surgical conditions |
| | a Conditions involving orthopedic interventions |
| | b Conditions involving artificial openings |
| | c Conditions involving implants |
| 7 | Systemic conditions |
| | 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 |