RUHANI COLLEGE
OF HEALTH BUSINESS AND TECHNOLOGY

RUHANI COLLEGE

Registered Massage Therapy Diploma Program

RU RMT 22 — RESEARCH & REGULATIONS

COURSE SYLLABUS · 8 Instructional Days · 56 Contact Hours · 12 Lectures

Prepared to support alignment with the Accreditation Standards for Massage Therapy Education Programs in Canada (CMTCA, 2024), the FOMTRAC Inter-Jurisdictional Practice Competencies and Performance Indicators for Massage Therapists at Entry-to-Practice (2016), and the CMTO Standards of Practice and Code of Ethics. Version 1.0, Revised- August 2026

1. COURSE INFORMATION

Course code	RU RMT 22
Course title	Research & Regulations
Programme	Registered Massage Therapy Diploma, Ruhani College
Total duration	56 contact hours over 8 instructional days
Daily schedule	7 contact hours per instructional day, excluding the meal break
Delivery method	In person at the Ruhani College campus and online via Zoom. Every session runs live in both modes at the same time: the instructor teaches the room, the Zoom room is joined to the same session, and online students participate in discussion, breakout work and debrief on equal terms. Recorded sessions are made available for review only and do not replace attendance.
Instructional methods	Directed instruction from the twelve lecture decks; instructor demonstration; supervised applied practice; supervised simulated practice at the table, including consent, draping, charting and infection prevention and control; database and appraisal laboratories; small-group and paired work; scenario and role-play rotation with structured observer feedback; guided independent work; invigilated written assessment.
Course level	Intermediate. Delivered after the foundational sciences and alongside the treatment and clinical courses.
Recommended prerequisite	RU RMT 07 Professional Development and Human Relations, or equivalent preparation in professional communication and the therapeutic relationship.
Integration	Supports and is supported by the clinical internship courses, the treatment courses and the health communication course. The consent, boundaries, record keeping and IPAC content of this course governs conduct in every clinical placement.
Lecture package	12 instructor lecture decks, 475 slides: Lectures 1–6 research strand, Lectures 7–12 regulation strand
Minimum passing grade	70% overall, plus submission of all five graded assessments, plus completion of both required worksheets, plus 70% attendance, plus satisfaction of the professional practice safety condition
Attendance requirement	70% of scheduled hours (39.2 of 56 hours). Attendance in the Zoom room counts as attendance where the student is present, visible and participating for the session.
Credit recognition	56 programme contact hours

2. COURSE DESCRIPTION

This course teaches the two things a registered massage therapist must be able to do that are not techniques: read the evidence, and work within the law. It is delivered in two strands. Lectures 1 to 6 build research literacy — what research is, how to find it, how to read it, how studies are designed, how bias enters, and how to interpret a result and apply it to the person on the table. Lectures 7 to 12 build regulatory competence — the Regulated Health Professions Act, 1991 and the Massage Therapy Act, 1991, the College and its governance, the Code of Ethics and the Standards of Practice, informed consent and personal health information, professional boundaries and the prevention of sexual abuse, and safe practice, accessibility and career-long obligations.

The research strand comes first because the regulation strand assumes it. The CMTO Standard of Practice: Client-centred Care requires an evidence-informed approach to care; a therapist who cannot find, read and weigh evidence cannot meet a published standard. The two strands meet in the same clinical moment — a decision that is defensible on the evidence and compliant with the rules, recorded in a way a colleague, an insurer or a regulator could read.

A substantial part of this course is spent on demonstration and supervised practice rather than on listening. Nineteen of the fifty-six contact hours are structured applied and simulated practice, and a further four are supervised work on the two assignments. Students run live database searches, appraise real articles, locate and quote governing statutory provisions, audit health history forms, receipts and treatment rooms, and — at the table — rehearse the intake and consent conversation, sensitive-area draping, the response to a sexual remark or a disclosure, the reverification of consent mid-treatment, and the chart entry that follows. Day 7 runs the whole first-appointment sequence end to end.

Worksheets, in-class activities and the review of quiz items are formative. They carry no grade weighting and are not counted in the calculation of the final course grade; their completion is assessed under the professional practice component.

3. COURSE RATIONALE AND PROGRAMME CONTRIBUTION

- Delivers the entry-to-practice competencies for research literacy (FOMTRAC 1.2 s, 1.2 n, 1.2 t) and regulatory compliance (1.2 a, 1.2 b, 1.2 c, 1.2 d, 1.2 e, 1.2 m, 1.2 o) that no other course in the programme carries as its primary purpose.
- Supplies the consent, privacy, record keeping and boundary competencies (1.3 c, 1.3 d, 1.3 e, 1.3 f, 1.3 h, 1.3 i) that govern conduct in every clinical placement and in every treatment course.
- Protects the public directly: the prevention of sexual abuse content, the consent content and the IPAC content are the parts of the curriculum that most immediately reduce risk of harm.
- Prepares students for the jurisprudence component of registration, which is examined in the same applied format used in this course.
- Gives students the tools to keep their own practice current after graduation, which is the obligation the quality assurance programme measures.
- Establishes the habit of citing a primary source — the statute, the standard, the study — rather than a summary, a handout or a social media post.

4. COURSE LEARNING OUTCOMES

By the end of this course, a successful student will be able to:

CLO 1 Explain why a regulated health profession is required to practise in an evidence-informed way, and describe the components that must be integrated in every client-centred clinical decision.

CLO 2 Convert a clinical uncertainty into an answerable structured question, execute a reproducible literature search using keywords, synonyms, Boolean operators and filters, and evaluate the reliability, currency, authority, accuracy and purpose of a source.

CLO 3 Identify the parts of a research article, describe the function of each, read an article in appraisal order, and place a study on the hierarchy of evidence.

CLO 4 State a testable, falsifiable, neutrally worded hypothesis with its null and alternative forms, define independent and dependent variables operationally, identify confounders, and match a research design to a research question.

CLO 5 Identify sampling method, allocation, blinding and the principal categories of bias in a published study, and specify the design features that would control each.

CLO 6 Interpret reported results including p values, confidence intervals and effect sizes, distinguish statistical significance from clinical importance, and integrate appraised evidence with clinical expertise, client perspective and practice context in a massage therapy treatment decision.

CLO 7 Describe the structure of health profession regulation in Ontario and apply the Regulated Health Professions Act, 1991, the Massage Therapy Act, 1991 and O. Reg. 544/94 to a practice situation, including scope of practice, the controlled acts, title protection, professional misconduct, and the complaints, quality assurance and discipline processes.

CLO 8 Apply the CMTO Code of Ethics and the Standards of Practice to daily clinical situations, including client-centred care, communication, conflict of interest, fees and receipts, collaboration and professional conduct.

CLO 9 Apply the requirements for informed consent under the Health Care Consent Act, 1996 and the Consent standard, and for the collection, use, disclosure, retention and security of personal health information under PHIPA and the record keeping requirements.

CLO 10 Recognise boundary crossings, boundary violations and conduct meeting the statutory definition of sexual abuse; state the mandatory reporting obligations and their consequences; and demonstrate safe practice, infection prevention and control, accessibility and career-long professional obligations in a simulated practice setting.

CLO 11 Demonstrate professional, ethical, respectful and safe conduct in the classroom, in the online session and in simulated practice, and evaluate personal practice against published professional standards.

5. LEARNING RESOURCES

5.1 Texts

Rattray, F., & Ludwig, L. (2000). Clinical Massage Therapy: Understanding, Assessing and Treating Over 70 Conditions. Toronto: Talus Incorporated.

Required. Programme anchor text. Used in Lecture 1 for the structure of a condition chapter and the separation of indications, contraindications and treatment considerations; in Lecture 3 as the contrast between clinical reasoning and a research report; in Lecture 4 for recording assessment findings so treatment can be evaluated against them; in Lecture 6 for risk and contraindication screening in the applicability decision; and in Lectures 7 to 11 for the therapeutic relationship, health history, treatment planning and documentation chapters.

Fritz, S. (2021). Mosby's Fundamentals of Therapeutic Massage (7th ed.). Elsevier.

Required. Used across Lectures 1 to 6 for background questions, research vocabulary in a massage therapy context, and the professional and ethical chapters that support Lectures 9 and 11.

Salvo, S. G. (2023). Massage Therapy: Principles and Practice (7th ed.). Elsevier.

Required. Used across Lectures 1 to 6 as a background source and in Lectures 9 to 12 for professional practice, hygiene, business practice and documentation.

Andrade, C., & Clifford, P. (2008). Outcome-Based Massage: From Evidence to Practice (2nd ed.). Lippincott Williams & Wilkins.

Recommended. Used in Lecture 6 for the outcome-based structure of the evidence-informed cycle and for measuring and re-measuring client outcomes.

Straus, S. E., Glasziou, P., Richardson, W. S., & Haynes, R. B. (2019). Evidence-Based Medicine: How to Practice and Teach It (5th ed.). Elsevier.

Recommended. Used in Lectures 1, 3 and 6 for the five-step cycle, question framing and the appraisal checklists.

Sackett, D. L., Rosenberg, W. M. C., Gray, J. A. M., Haynes, R. B., & Richardson, W. S. (1996). Evidence based medicine: what it is and what it isn't. BMJ, 312(7023), 71–72.

Required reading before Lecture 1. Two pages. The definition examined in Quiz 1 and in the Final Examination.

Higgins, J. P. T., et al. (Eds.). (2023). Cochrane Handbook for Systematic Reviews of Interventions (Version 6.4). Cochrane.

Reference. Used in Lectures 3 and 5 for the risk-of-bias domains and the anatomy of a systematic review.

5.2 Primary legal and regulatory instruments

Read the primary document, not a summary. Standards are revised; check the currency date on every instrument you rely on and record the version you read.

Massage Therapy Act, 1991, S.O. 1991, c. 27, and O. Reg. 544/94 (General)	Lectures 7, 8, 9; Assignment 2
Regulated Health Professions Act, 1991, S.O. 1991, c. 18, including Schedule 2, the Health Professions Procedural Code	Lectures 7, 8, 11; Assignment 2
Health Care Consent Act, 1996, S.O. 1996, c. 2, Sch. A	Lecture 10; Assignment 2
Personal Health Information Protection Act, 2004, S.O. 2004, c. 3, Sch. A	Lecture 10; Assignment 2
Accessibility for Ontarians with Disabilities Act, 2005, S.O. 2005, c. 11, and O. Reg. 191/11	Lecture 12
CMTO Standards of Practice, Code of Ethics, By-Laws, policies and position statements	Lectures 8 to 12; both assignments
CMTO Guide to Record Keeping Requirements; An RMT's Guide to Consent; Clinical Indications for Massage Therapy of Sensitive Areas	Lectures 10 and 11
FOMTRAC, Inter-Jurisdictional Practice Competencies and Performance Indicators for Massage Therapists at Entry-to-Practice (2016)	All lectures; the competency basis of the course
CMTCA, Accreditation Standards for Massage Therapy Education Programs in Canada (2024)	Course design and quality assurance
Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans (TCPS 2)	Lecture 1; Assignment 1

Public Health Ontario and PIDAC best practice documents on routine practices, hand hygiene, environmental cleaning and IPAC in clinical office practice Lecture 12

5.3 Databases and search tools

PubMed and PubMed Central · CINAHL · PEDro (Physiotherapy Evidence Database) · The Cochrane Library · Google Scholar · The Directory of Open Access Journals · ontario.ca/laws (consolidated Ontario legislation) · cmto.com (Standards, Code, by-laws and guides)

5.4 Course materials

Twelve lecture decks (475 slides); Worksheet 1 (Research) and Worksheet 2 (Regulations) with in-class answer review; three study guides, one for each written assessment, each containing topic explanations, review questions and a separate answer discussion; two assignment briefs with published marking rubrics; and the published one-page marking sheet for each graded instrument.

6. EIGHT-DAY TEACHING AND LEARNING SCHEDULE

Day 1 — Research foundations and finding the evidence (7 hours)

0.50	Orientation	Course orientation, syllabus walk-through, academic integrity, and setting up database and Zoom access
2.00	Theory	Lecture 1 — Foundations of Evidence-Based Practice: directed instruction
0.75	Applied practice	Applied practice: Ways of Knowing Audit; Build a PICO Question, presented to the room
2.00	Theory	Lecture 2 — Search Strategy and Source Reliability: directed instruction
1.25	Applied practice	Supervised search laboratory: instructor demonstration of a live PubMed, PEDro and Cochrane search on the projected screen, then student-run searches with the instructor circulating; Source Reliability Triage
0.50	Consolidation	Consolidation, questions and preview of Day 2

Day 2 — Reading the literature; variables and hypotheses (7 hours)

2.00	Theory	Lecture 3 — Anatomy of a Research Article: directed instruction
1.25	Applied practice	Supervised article laboratory: instructor-led dissection of a projected article in appraisal order, then Dissect Your Own Article and Spot the Spin with the instructor at each table
2.00	Theory	Lecture 4 — Variables, Hypotheses and the Scientific Method: directed instruction
1.25	Applied practice	Applied practice: Name the Variables; Write a Testable Hypothesis, workshopped and rewritten on the board
0.50	Assignment work	Assignment 1 briefing and supervised hypothesis clinic

Day 3 — Bias, appraisal and Quiz 1 (7 hours)

1.75	Theory	Lecture 5 — Sampling, Randomization, Blinding and Bias: directed instruction
1.25	Applied practice	Supervised appraisal laboratory: Risk of Bias Appraisal of a supplied trial, then Design Around the Bias
1.75	Theory	Lecture 6 — Understanding Results, Critical Appraisal and Evidence-Informed Practice: directed instruction
1.50	Applied practice	Supervised appraisal laboratory: Interpret Your Result; Full Appraisal and Application, including the spoken explanation of an effect to a client in plain language, practised in pairs
0.75	Assessment	Quiz 1 — Research (Lectures 1–6), invigilated

Day 4 — Assignment 1 workshop; the regulatory framework (7 hours)

1.50	Assignment work	Supervised Assignment 1 writing workshop: search log review, hypothesis check and appraisal table clinic, individual instructor consultation
1.75	Theory	Lecture 7 — The Regulatory Framework: RHPA, the Massage Therapy Act and the CMTO: directed instruction
1.00	Applied practice	Applied practice: Scope of Practice Triage; Find the Provision — locating and quoting the governing section from the consolidated statute
1.75	Theory	Lecture 8 — College Governance, By-Laws, Quality Assurance and Discipline: directed instruction
1.00	Applied practice	Applied practice: Follow the Complaint; Read a Real Decision

Day 5 — Ethics, standards, consent and records (7 hours)

1.75	Theory	Lecture 9 — Code of Ethics and the Standards of Practice in Daily Care: directed instruction
1.25	Applied practice	Applied practice: Ethical Dilemma Rounds; Audit a Receipt and a Fee Notice
1.75	Theory	Lecture 10 — Consent, Privacy, Personal Health Information and Record Keeping: directed instruction
1.75	Simulated practice	Simulated practice: instructor demonstration of a compliant intake and consent conversation at the table, followed by Critique a Health History Form and the Consent and Charting Role Play in rotating triads, each student writing the resulting chart entry
0.50	Assignment work	Assignment 2 briefing and scenario selection

Day 6 — Boundaries, prevention of sexual abuse, and safe practice (7 hours)

1.75	Theory	Lecture 11 — Professional Boundaries and the Prevention of Sexual Abuse: directed instruction
1.75	Simulated practice	Simulated practice: instructor demonstration of draping for the gluteal region and of the sensitive-area consent conversation, then Boundary Sequence and the Consent, Draping and Difficult Moments rotation in threes, with observer feedback against the standard and a written chart entry from each therapist
1.50	Theory	Lecture 12 — Safe Practice, Accessibility and Career-Long Obligations: directed instruction
1.50	Simulated practice	Simulated practice: instructor demonstration of hand hygiene, table and equipment cleaning to the required contact time, and linen handling; then Practice Setting Audit and the Integrated Case
0.50	Consolidation	Professional practice checkpoint 2 and cohort debrief

Day 7 — Integrated practicum; Assignment 2 workshop; Quiz 2 (7 hours)

3.50	Simulated practice	Integrated simulated practicum: the full first appointment sequence run end to end at the table — greeting and orientation, collection of personal health information, assessment explanation without communicating a diagnosis, treatment plan discussion, informed consent covering all six elements, draping and positioning options, continuing consent and reverification, closing, charting and issuing a compliant receipt. Rotating roles with observer feedback against the named standard
1.50	Assignment work	Supervised Assignment 2 writing workshop: provision-finding clinic and individual instructor consultation
1.00	Consolidation	Guided review of the regulation strand for Quiz 2
1.00	Assessment	Quiz 2 — Regulations (Lectures 7–12), invigilated

Day 8 — Integration, consolidation and the Final Examination (7 hours)

2.50	Consolidation	Comprehensive review of both strands against the published examination blueprint
1.25	Theory	Integration seminar: taking an evidence-informed decision through to a defensible chart entry, a compliant consent conversation and a report a third party could rely on
1.00	Consolidation	Guided examination preparation and worked items
0.50	Consolidation	Professional practice checkpoint 3 and individual written feedback
1.25	Assessment	Final Examination (Lectures 1–12), invigilated
0.50	Orientation	Course evaluation and close

Hours are contact hours and exclude the meal break. Totals: directed theory instruction 23.00; supervised applied practice 10.50; supervised simulated practice and demonstration 8.50; supervised assignment work 4.00; consolidation, review and feedback 6.00; invigilated assessment 3.00; orientation and close 1.00. Total 56.00 hours.

7. STANDARD DAILY TIME STRUCTURE

Block 1	08:30 – 10:00	Directed instruction
Break	10:00 – 10:15	
Block 2	10:15 – 11:45	Directed instruction or supervised practice
Meal break	11:45 – 12:30	Not counted in contact hours
Block 3	12:30 – 14:00	Directed instruction or supervised practice
Break	14:00 – 14:15	
Block 4	14:15 – 16:00	Supervised practice, assessment or consolidation

The daily pattern is indicative. Assessment sittings are scheduled into the block shown in the day schedule above and are not moved once published.

8. APPLIED AND SIMULATED PRACTICE IN THIS COURSE

Nineteen contact hours are spent in supervised applied and simulated practice, and the instructor demonstrates before students practise in every case. What that practice consists of:

- Database and appraisal laboratories — live searching, iterating a failed search, appraising a supplied trial for risk of bias, interpreting a reported result, and explaining an effect to a client in plain language.
- Statutory and standards work — locating and quoting the governing provision from the consolidated legislation, tracing a complaint through the College process, and reading a real discipline decision.
- Audit work — a health history form against the collection standard, a receipt and fee notice against the fees standard, and a treatment room against the IPAC, privacy, safety and accessibility requirements.
- Table-based simulated practice — the intake and consent conversation; draping and positioning options; sensitive-area consent and draping for the gluteal region; continuing consent and reverification; responding to a sexual remark, to accidental contact, and to a disclosure of abuse by a previous practitioner; hand hygiene, table and equipment cleaning to the required contact time, and linen handling.
- Charting — every simulated encounter ends with the student writing the chart entry that would follow, which is then read by the observer against the record keeping requirements.
- The Day 7 integrated practicum — the full first appointment sequence run end to end, in rotating roles, with structured observer feedback against the named standard.

Practice partners are fellow students. Participation is on the same consent terms that govern clinical practice: you may decline any position or any region at any time, without explanation and without academic penalty, and an alternative role is always available. No student is ever required to expose a sensitive area. Draping demonstration and practice in this course is performed over clothing or with the standard drape in place; the gluteal and genital rules taught in Lecture 11 are observed absolutely in the classroom.

9. ASSESSMENT AND EVALUATION PLAN

Component	Out of	Weight	Scheduled
Quiz 1 — Research (Lectures 1–6)	30	20%	Day 3
Quiz 2 — Regulations (Lectures 7–12)	40	20%	Day 7
Assignment 1 — Research Paper	100	10%	Issued Day 2, due Day 5
Assignment 2 — Regulatory Analysis	100	10%	Issued Day 5, due Day 8
Final Examination (Lectures 1–12)	50	30%	Day 8
Professional Practice and Participation	20	10%	Checkpoints Days 3, 6 and 8
TOTAL		**100%**	

What each component asks of you

Quiz 1 — Research 30 multiple-choice items, one mark each, 45 minutes, closed book, sat on Day 3 after Lecture 6. Covers the research strand: evidence-based practice, searching, article structure, variables and hypotheses, sampling and bias, and interpreting results. Expect definition items, ranking items on the hierarchy of evidence, and scenario items that describe a study and ask you to name what is wrong with it.

Quiz 2 — Regulations 40 multiple-choice items, one mark each, 60 minutes, closed book, sat on Day 7 after Lecture 12. Covers the regulation strand. Where an item asks what is required, permitted or prohibited, answer according to the Massage Therapy Act, 1991 and its regulations, the RHPA, and the current CMTO Standards, By-Laws and Code of Ethics.

Assignment 1 — Research Paper 100 marks, 2,000–2,500 words, APA 7th edition, issued Day 2 and due Day 5. You state a hypothesis of your own about massage therapy, search for the published evidence on it, appraise at least three articles in full, decide whether the evidence supports the hypothesis, and design the study that would test it properly. You do not collect data. Eight marked sections: background 10, hypothesis 15, search strategy 10, critical appraisal 25, does the evidence support it 15, the study you would design 15, implications and reflection 5, professional communication and APA 5.

Assignment 2 — Regulatory Analysis 100 marks, 1,800–2,300 words, APA 7th edition, issued Day 5 and due Day 8. You choose one of six practice scenarios and work out, obligation by obligation, what the law and the College require of the therapist in it. Cite the instruments themselves, not the lecture decks. Six marked sections: the scenario and its issues 10, the statutory framework 15, the Standards and the Code 25, consent, privacy and records 20, boundaries, reporting and consequences 20, prevention and reflection 10.

Final Examination 50 multiple-choice items, one mark each, 75 minutes, closed book, sat on Day 8. Comprehensive across both strands, weighted approximately half to research and half to regulation, and including items that require you to carry a research judgement through into a regulatory obligation.

Professional Practice and Participation 20 marks against the five published criteria in section 11 below, recorded at three checkpoints on Days 3, 6 and 8. The Day 8 checkpoint is the grade of record. This component carries an independent safety condition: see section 11.

10. CLO-TO-ASSESSMENT MAPPING

Outcome	Assessed by	Quiz 1	Quiz 2	Assign.	Final	Share
CLO 1	Quiz 1, Assignment 1, Final Examination	yes	—	A1	yes	7.40%
CLO 2	Quiz 1, Assignment 1, Final Examination	yes	—	A1	yes	6.03%
CLO 3	Quiz 1, Assignment 1, Final Examination	yes	—	A1	yes	6.13%
CLO 4	Quiz 1, Assignment 1, Final Examination	yes	—	A1	yes	7.43%
CLO 5	Quiz 1, Assignment 1, Final Examination	yes	—	A1	yes	8.53%
CLO 6	Quiz 1, Assignment 1, Final Examination	yes	—	A1	yes	8.87%
CLO 7	Quiz 2, Assignment 2, Final Examination	—	yes	A2	yes	13.20%
CLO 8	Quiz 2, Assignment 2, Final Examination	—	yes	A2	yes	8.40%
CLO 9	Quiz 2, Assignment 2, Final Examination	—	yes	A2	yes	8.50%
CLO 10	Quiz 2, Assignment 2, Final Examination	—	yes	A2	yes	15.50%
CLO 11	Professional Practice and Participation	—	—	—	—	10.00%

Every outcome is assessed by at least two independent instruments. CLO 11 is assessed by continuous observation across all eight days at three recorded checkpoints. Percentage shares are the proportion of the final course grade that evidences each outcome and sum to 100.00.

11. PROFESSIONAL PRACTICE AND PARTICIPATION — THE 10% COMPONENT

This component is marked out of 20 against the five criteria below, four marks each, at three checkpoints. It is a professional judgement made against published criteria, not a mark for attendance and not a mark for being agreeable.

Criterion 1 — Safety, consent and respect in simulated practice. Obtains and reverifies consent in every role play; drapes and positions correctly; observes the sensitive-area rules without prompting; treats every partner's comfort and privacy as governing. This criterion carries the safety condition.

Criterion 2 — Professional conduct, punctuality and preparation. Attends and is ready to work on time, in person or in the Zoom room; brings the required materials; participates in the full session; conduct in the online session matches conduct in the classroom.

Criterion 3 — Communication and collaboration. Contributes to group and paired work; listens actively; disagrees professionally; gives and receives feedback without defensiveness; adapts language to the listener; uses profession-specific terminology accurately.

Criterion 4 — Completion of required learning activities. Completes both worksheets and every in-class activity; brings prepared work to the session in which it is used; completes the pre-reading. Non-completion of an ungraded worksheet is assessed here, not as a lost mark.

Criterion 5 — Self-evaluation, integrity and currency. Cites sources honestly and completely; distinguishes what was found from what was concluded; identifies personal limits; acts on feedback; uses the primary regulatory source rather than a summary.

Rating scale

4 Consistently meets the criterion without prompting, including when under pressure or unobserved.
3 Meets the criterion. Occasional prompting; corrects immediately when prompted.
2 Inconsistent. Requires repeated prompting on the same point.
1 Does not meet the criterion. Written notice given at the checkpoint at which it was observed.
0 Unsatisfactory. Conduct incompatible with safe or professional practice.

The safety condition

The safety condition is independent of the arithmetic. A rating of 1 or 0 on Criterion 1 at the Day 8 checkpoint requires a documented remediation plan and a repeat demonstration of safe, consent-compliant conduct before the course grade is released, whatever the calculated total. A student may pass on marks and still not complete the course until this is resolved. A rating below 3 on any criterion at

Days 3 or 6 is notified to the student in writing at that checkpoint, with what must change stated specifically, so that it can be corrected before the grade of record.

12. CONDUCT IN THE ONLINE (ZOOM) CLASSROOM

- Join with your legal or registered name so attendance can be recorded, and be present for the whole session.
- Camera on during discussion, breakout work and any simulated practice you are participating in or observing. Camera-off attendance is not participation and is not recorded as attendance.
- Join from a private space. You will discuss consent, boundaries and sexual abuse in this course; those conversations do not happen where other people can overhear them.
- No recording, screenshot or capture of any session, breakout room or participant by any student, at any time. This mirrors the recording provision in the CMTO standards and applies identically in the classroom.
- Never use a real client, a real chart or a real identifiable person in an example, in either room. Every scenario is fictional or de-identified.
- Invigilated assessments are sat in person on campus. Where an approved accommodation permits remote sitting, the conditions are set in writing in advance.
- Recordings, where made, are for review by enrolled students only. They may not be shared, posted or retained after the course ends.

13. ACADEMIC AND STUDENT POLICIES

Attendance A minimum of 70% of the 56 scheduled hours (39.2 hours) is required to pass. Absence from a session in which simulated practice occurs must be made up before the professional practice grade of record is set. Attendance is recorded for both the in-person and the Zoom room.

Late submission Assignments lose 10% of the earned grade per calendar day, to a maximum of five days, after which the submission is recorded as not submitted. Both assignments are mandatory: an unsubmitted assignment fails the course independently of the calculated grade.

Missed assessment A missed quiz or examination is recorded as zero unless the absence is supported and approved in advance where that was possible. An approved deferral is sat on an equivalent paper under the same conditions; the paper is not released and no student sits the paper others have seen.

Academic integrity Cite what you used. Quote what you copy. Do not submit work written by another person or generated for you. Fabricating a citation, a search result or a source is treated as a more serious matter than a weak paper, because the profession you are entering runs on the honesty of records. Generative tools may not be used to produce submitted text, and no client information or personal health information may ever be entered into one.

Assessment security Question papers are counted out and back in and do not leave the room. The item bank is reused. Discussing item content with a student who has not yet sat the paper is an integrity breach.

Appeals A grade may be queried with the instructor within five working days of release, on the basis of the published rubric or the distractor analysis. Where the query is not resolved, the programme appeal process applies.

Accommodation Approved accommodations are applied to every instrument in this course, including additional time, a separate room, an alternative format and assistive technology. Accommodation is arranged through student services in advance and is recorded without disclosing the underlying reason to the class.

Content and support Lecture 11 deals with sexual abuse, and Lecture 10 with abuse and trauma disclosures. Students are told this in advance, may step out at any point without explanation, and are given the support contacts at the start of the day. Speak with the instructor or student services.

14. PASSING REQUIREMENTS AND GRADING SCALE

A student passes only when all five of the following are met. Failure to meet any one results in unsuccessful completion regardless of the others.

1. A minimum overall grade of 70%.
2. All five graded assessments submitted or sat: Quiz 1, Quiz 2, Assignment 1, Assignment 2 and the Final Examination.
3. Both required worksheets completed and both reviewed in class.
4. A minimum of 70% attendance (39.2 of 56 hours).

5. The professional practice safety condition satisfied.

There is no separate pass mark on any individual component. A student may score below 70% on one instrument and still pass the course, provided the overall grade and the four other conditions are met. The one exception is the safety condition, which is not a matter of arithmetic.

Grading scale

A	90–100%	Pass	Outstanding — comprehensive, accurate, consistently well applied
B	80–89%	Pass	Very good — accurate with minor gaps
C	70–79%	Pass	Satisfactory — meets the minimum programme standard
F	60–69%	Fail	Below standard — remediation and reassessment considered
F	Below 60%	Fail	Unsatisfactory — remediation plan required

F spans two bands and they are not equivalent: 60–69% may lead to reassessment, below 60% requires a remediation plan. The percentage, not only the letter, is recorded.

15. STUDENT SUPPORT, REMEDIATION AND HOW TO SUCCEED

- Do the worksheet part after each lecture, not all six at the end. It is the cheapest diagnostic you will ever get, and it is free of marks.
- Start Assignment 1 on Day 2, when the hypothesis clinic runs. Students who leave the search until Day 4 do not have time to appraise anything properly.
- For Assignment 2, read the actual provision. A paragraph about regulation in general earns very little; a paragraph naming the section, the standard and the required action earns most of the marks.
- Bring your questions from the study guides to the review sessions on Days 7 and 8. The review sessions are built around what the cohort asks.
- Where a criterion is rated below 3 at a checkpoint, you will be told in writing what must change. Remediation is arranged with the instructor and completed before the grade of record.
- Where a student fails the course, a remediation plan is written that names which of the five passing requirements was not met and what reassessment or repetition is required.

16. ACCREDITATION ALIGNMENT SUMMARY

This course delivers and assesses entry-to-practice competencies drawn from all three FOMTRAC functional areas: Professional Practice (1.1 Communication, 1.2 Professionalism, 1.3 Therapeutic Relationship), Assessment (2.q, 2.s, 2.t) and Treatment (3.1 a and 3.1 b, through the evidence-informed treatment decision). Assessment is delivered through the academic and simulated assessment vehicles; the clinical vehicle is carried by the clinical internship courses, which apply the consent, boundary, record keeping and IPAC requirements taught here.

The full competency and accreditation mapping, including the criterion-level CMTCA alignment, the performance indicator coverage table and the evidence inventory, is published in the accompanying Competency Mapping and Curriculum Alignment document. The item-level assessment design is published in the accompanying Course Blueprint. Both are available to students on request.