



Sutherland-Chan Schools Inc., *operating as*
Sutherland-Chan School of Massage Therapy

Non-Academic Standards Policies

How the School Addresses Non-Academic Standards

**** Please note that the Sutherland-Chan Complaints Policy is a companion document, particularly for procedure.***

Sutherland-Chan is an Ontario career college that trains health professionals. We engage our student body through the use of adult learning principles. Adult learning principles focus on creating meaningful, engaging, and practical learning experiences for adults. Adults bring prior knowledge and life experiences to learning, so teaching should connect new concepts to their existing frameworks. They are self-directed learners who value autonomy, relevance, and immediate application of knowledge to real-life situations. Effective adult learning emphasizes problem-solving, collaboration, and respect for their individual needs and motivations.

Besides academic standards, we also have policies for non-academic standards, which cover behavior and interactions in classrooms, clinics, and the school community. These standards are important because of the values in massage therapy and the conduct expected of health care professionals.

Examples of Non-Academic Standards:

- **Alcohol Consumption:** Drinking alcohol during lunch is unsafe if you have to treat a patient afterward.
- **Sexual Jokes:** Sexual jokes are inappropriate in the massage school classroom.

Students are expected to learn and follow professional boundaries and conduct throughout the program. Senior students are expected to have a better understanding of these expectations than new students. The school responds to problem behaviors based on the student's term level and individual circumstances to ensure fairness.

Considerations for Each Case:

- **Intention:** What was the student's intent?
- **Attitude:** Is the student willing to learn and change?
- **Scale:** How severe was the infraction and harm caused?
- **Significance:** How does the behavior affect the student's suitability as a health professional?
- **Individual Circumstance:** Are there specific explanations or mitigating factors?
- **Pattern:** Is it a recurring problem?

For example, if a Term 1 student discusses a classmate's body on social media, it might be handled as a learning moment. If a Term 4 student does the same, it might lead to disciplinary action.

Problem Behaviors (Not Exhaustive):

- **Inappropriate Language:** Profanity, aggressive talk, sexually inappropriate comments, intolerant remarks.
- **Disruptive Behavior:** In class or clinic.
- **Lack of Respect:** For others, their boundaries, or possessions.
- **Insensitive or Uncommunicative:** With peers, patients, or faculty.
- **Dishonesty:** Cheating, lying on documents.
- **Unauthorized Recording:** Recording lectures without permission.
- **Unprofessional Behavior:** Lateness, poor hygiene, inappropriate touch, boundary violations.

- **Unsafe Techniques:** Using techniques not taught or outside the scope of practice.
- **Privacy Violations:** Failing to maintain privacy of personal information or patient records.
- **Independent Practice:** Soliciting school patients, violating CMTO regulations.
- **Safety Disregard:** Jeopardizing patient safety.
- **Substance Abuse:** Being impaired in class or clinic.
- **Vandalism:** Intentional property damage.
- **Theft:** Stealing.
- **Bullying or Harassment:** Including stalking.
- **Assault:** Physical or sexual assault.

Lack of Professional Readiness

Sometimes, a student may show a serious lack of understanding or commitment to professional responsibilities. Severe issues or repeated problem behaviors may lead to expulsion. This includes violations of CMTO directives or egregious behavior outside school.

Processes and Procedures

Instructor-Student Interactions:

- **Addressing Behavior:** Instructors will ask students to stop problematic behavior and explain why it's a problem.
- **Documentation:** Recurrent issues will be documented and reported to the Director of Education (DE).
- **Consultation:** Instructors can consult the DE for handling problem situations.

Administrative Staff Responsibilities:

- **Complaints:** Non-academic standards complaints can be brought by students, patients, instructors, or staff to the DE.
- **Investigation:** The DE will investigate and determine a course of action based on school policy.

- **Safety Concerns:** Immediate intervention may be needed for urgent safety concerns.
- **Due Process:** The DE will follow the S-C Complaints Policy for handling complaints.

Possible Actions:

- **Learning Moments:** Mandating measures like mediation or reparations.
- **Probation:** Regular check-ins or medical monitoring.
- **Suspension:** Temporarily suspending the student or staff member.
- **Behavioral Agreements:** Signing agreements for conduct.
- **Expulsion:** Removing the student from the school.

Communication:

The DE will document the case and communicate with affected individuals. Appeals based on improper procedure or discrimination will follow the S-C Complaints Policy.

Summary:

The Non-Academic Standards Policies at Sutherland-Chan School of Massage Therapy cover behavior and interactions in the school community. Problem behaviors include inappropriate language, disruptive behavior, lack of respect, dishonesty, unauthorized recording, unprofessional conduct, unsafe techniques, privacy violations, independent practice, safety disregard, substance abuse, vandalism, theft, bullying, harassment, and assault. The school addresses these issues through a process that includes investigation, documentation, and appropriate actions to maintain a safe and respectful environment.

There is an expectation that any interaction that is at odds with the expected behaviour and communication the member of the school community will be dealt with by following the steps outlined in the Ethical Decision Making Framework document (["D:\HR\Manuals and Policies\Manuals and Policy pdf versions\Sutherland-Chan Ethical Decision-Making Model.pdf"](#))