



Practice Development Program Requirements

Practising RMTs are required to complete the Practice Development Program (PDP) requirements that follow below:

- Completion of a self-assessment;
- Development of a learning plan based on self-assessment results, consisting of two specific learning goals;
- Completion of two registrant-directed learning activities – one for each specific learning goal;
- Completion of a reflection to evaluate the impact each learning goal and its associated learning activity have had on the RMT's practice.

An RMT who is a new registrant, or who changes their status from Non-Practising to Practising status during 2025, is not required to complete practice development requirements in 2025.

RMTs who held Practising status as of January 1, 2025, but change their status to Non-Practising in 2025, must complete the PDP.

RMTs who reinstate their registration on or before March 31, 2025, are required to complete the practice development requirements in 2025.

RMTs who reinstate their registration on or after April 1, 2025, are not required to complete the practice development program in 2025.

Practice Development Program Portal

RMTs will complete the PDP components, including self-assessment, learning plan, and reflection, via an online platform: the Practice Development Program (PDP) Portal.

RMTs can access the PDP Portal by going directly to the [PDP Portal](#).

Once logged in to the PDP Portal, RMTs will have access to a video and documents that will provide information on how to successfully navigate and use the portal features.



Self-assessment

The self-assessment will give RMTs the opportunity to reflect on their individual practices and their ability to apply professional and practice competencies.

The online self-assessment contains questions about the various core competencies integral to massage therapy practice. These competencies fall within seven (7) different categories: Communication; Equity, Diversity, and Inclusion; Indigenous Cultural Safety, Humility, and Anti-racism; Treatment; Knowledge Growth; Professional Obligations; and Patient Care. As an RMT completes the self-assessment questions, they will be asked to reflect upon different statements that engage different professional and practice competencies.

After completing their self-assessment, RMTs will receive a self-assessment summary report.

RMTs will complete their self-assessment and subsequently review their summary report within the [PDP Portal](#).

Learning Plan

After an RMT has reviewed their self-assessment summary report and identified competencies within their practice where there is an opportunity for further learning, the RMT will begin to create their individualized learning plan.

The learning plan process will include:

- Using the self-assessment summary report to identify competencies that are open to improvement.
 - This may include identification of a whole category, or a specific competency within a category where an RMT would benefit from engaging in learning activities to improve their knowledge, skills, and competency in practice.
- Development of two learning plan goals, related to the identified competencies that are open to improvement, and the RMT's individual practice development path.
 - Learning goals can be within the same category. If an RMT has identified different competencies within the same category where improvement is needed, the RMT may choose to create two different and specific learning goals to address the competencies identified within the same category.
- Identification of two learning activities (one for each specific learning plan goal) that an RMT can participate in to achieve their two specific learning plan goals.
 - When selecting an appropriate learning activity to achieve each specific learning plan goal, an RMT is encouraged to consider what type of activity is most appropriate and relevant for the specific learning goal.



RMTs will record their learning plan goals and activities in the [PDP Portal](#).

Registrant-directed learning activities

One of the challenges with self-directed learning is that it can be difficult to determine what to focus on, or what learning activity an RMT should take to positively impact their practice. Unfortunately, this can lead to RMTs engaging in learning activities simply because they are required to do so and not considering the activity's impact on their practice. This could lead to missed opportunities for an RMT to learn and grow in their practice and could potentially impact their safe and effective delivery of care to patients.

By considering the information contained in the self-assessment summary report, an RMT will be better able to identify opportunities for growth in their practice. This will support the RMT in identifying more specific and meaningful learning plan goals, and ultimately selecting relevant, practice focused, and impactful self-directed learning activities.

Completion of two registrant-directed learning activities, selected by the RMT, is required each year for registration renewal. An RMT will be able to engage in self-directed learning activities throughout the year, most commonly in between completion of their self-assessment and learning plan (suggested completion of these components is by March) and October 31 each year.

Acceptable registrant-directed learning activities include:

- Conferences.
- Practical education and professional development courses.
- College or university courses.
- Review of CCHPBC [Standards of Practice](#), and [Notices to the Profession](#).
- Participation in study groups or practice networks of other health professionals.
- Critical appraisal of research articles in practice publications and scholarly journals.

When selecting and completing registrant-directed learning activities, RMTs are required to engage in learning activities following the requirements set out in section 4 of the [Evidence-Based Practice Standard of Practice](#).

- Learning activities are to be informed by research evidence.
- Learning activities, specifically those that are modality or skill-based training, are within an RMT's scope of practice as defined by BC's [Massage Therapists Regulation](#) and CCHPBC's [Scope of Practice Standard of Practice](#).
- Learning activities are taught by an instructor or presenter who holds appropriate knowledge and expertise to instruct RMTs in the context of a regulated health profession.

Documentation



RMTs must maintain adequate supporting records, for a minimum of three years, to document their completion of any registrant-directed learning activity they completed as part of their PDP requirements. All supporting records must accurately state the date and time the registrant-directed learning activity was completed on.

RMTs can have different forms of documentation as evidence for completion of their registrant-directed learning activities, such as a certificate of completion, proof of attendance at a conference, PDF copy of agenda and meeting minutes for a study or practice group, transcript record from a college or university, full text research articles, etc.

RMTs will not be required to upload any documentation to the PDP Portal or the Registrant Portal.

Reflection

Once RMTs have completed their registrant-directed learning activities and achieved their learning plan goals, they are required to reflect on the impact of the learning activities on their practice. RMTs will answer a set of questions to reflect on what new skills and knowledge they have acquired through the learning activities, what has changed in their practice or in their level of performance, and any further areas that require continued learning that may have emerged.

RMTs will record their reflection in the [PDP Portal](#).

Submitting PDP declaration

After completion of their reflection on the impact of both learning activities, an RMT will be prompted to sign and submit a declaration that they have completed all components of the PDP.