

Social Service Worker Program Guide



Table of Contents

Welcome Students	2
Program Faculty & Staff	3
Durham College Vision and Values	4
The Student Experience Comes First	5
Important Dates	6-10
Program Information	11-15
- program description	
- program learning outcomes	
Course Outlines	16
General Education	16
Program Specific Academic Policies	17-19
Academic Honesty	20
Requirements for Promotion	20
Aegrotat and Missed Final Examinations	21
Field Placement (program specific)	22-24
Health Policies and Guidelines	25-29
Decision Tree	30
Academic Advising - Student Liaison	31
Centre for Students with Disabilities	32
Student Academic Learning Services (Learner Support Centre)	33
The Library	34
College Publications	35
Scholarships and Bursaries	36-38
Transfer Guide	39
Program of Studies	40-41
Course Descriptions	42-44

Please note the following important information:

Durham College strives to ensure the accuracy of the information in this publication. Please note that the academic curriculum is continually reviewed and revised to ensure program quality and relevancy. As such, the college reserves the right to modify or cancel any course, program, fee, procedure, timetable or campus location at any time. Please consult our website at www.durhamcollege.ca for the most current information.

Printed: June 2011

Welcome Students

A Message from the Dean

On behalf of the faculty and staff of the School of Health & Community Services, it is a pleasure to welcome you to Durham College.

We are committed to providing a high quality program to meet your educational needs. We wish you success as you embark on a challenging journey toward a rewarding career. We will do our best to support you in reaching your career goals. If you have any questions or need assistance please ask us for help to access the many services available to support your success.

We are pleased you have chosen Durham College. We look forward to working with you.



Susan Sproul
Dean, School of Health & Community Services

A Message from the Vice-President Academic

Congratulations on choosing Durham College and taking a very important step in preparing for your future. Durham College is known for high quality programs, leading edge technology, an award winning library and a student-centered approach to learning. Supporting our mission that the student experience comes first, Durham College is committed to providing students with quality learning experiences and support in finding fulfillment in education, employment and lifelong learning.

Our programs are continually shaped by market needs and delivered by exceptional teachers with real-world experience. The program you have chosen has been designed to help you develop the necessary skills and knowledge to support your success in your chosen career path. Our dedicated and professional staff and professors are committed to helping you achieve your educational goals and your career aspirations.

Durham College strives to be accountable to students and employers through the preparation of work-ready graduates who will continue to live our “success matters” focus in their professional work environment.

We are pleased you have chosen to study at Durham College and we look forward to supporting your learning journey – work hard, have fun, enjoy your college experience and campus life.

I wish you much success with your studies.



Judy Robinson,
Vice President, Academic

School of Health & Community Services

Social Services Worker

Program Faculty & Staff

The office of the School of Health & Community Services is located in SW205 of the Gordon Willey Building.

<u>Faculty</u>		<u>Phone</u>	<u>e-mail address</u>
Dean, School of Health & Community Services:	Susan Sproul	Ext. 2249	susan.sproul@durhamcollege.ca
Associate Dean, School of Health & Community Services:	Carol Burke	Ext. 2125	carol.burke@durhamcollege.ca
Administrative Coordinator:	Carol Connor	Ext. 2375	carol.connor@durhamcollege.ca
Student Liaison:	Cheryl Lovisa	Ext. 6586	cheryl.lovisa@durhamcollege.ca
Staff Support Officer:	Michelle Osborne	Ext. 2944	michelle.osborne@durhamcollege.ca
Practicum Officer:	Lisa West	Ext. 2408	lisa.west@durhamcollege.ca

<u>Faculty</u>	<u>Office #</u>	<u>Phone</u>	<u>e-mail address</u>
Randy Uyenaka (Coordinator)	SW106H	Ext. 3758	randy.uyenaka@durhamcollege.ca
Pat Mongeon	SW205	Ext. 2193	pat.mongeon@durhamcollege.ca
Ken Lomp	SW106F	Ext. 2273	kenneth.lomp@durhamcollege.ca

Health and Wellness Centre – G127 (Main Campus) – Kathy Lazenby, 905-721-3037

School of Health & Community Services Office

Telephone: 905-721-3080
Fax: 905-721-3189
Website: <http://hcs.durhamcollege.ca/>

The above individuals may be contacted by dialing directly 905-721-2000,
followed by the appropriate extension.

Mission: The student experience comes first at Durham College

Vision

- Durham College is the premier college in Canada for career-focused students who will succeed in a challenging, supporting and inclusive learning environment.
- Our programs are continually shaped by market needs and delivered by exceptional teachers with real-world experience.
- Our vibrant campus community enriches the student life experience.

All of this combines to ensure our graduates have the market-ready skills to obtain great careers and make a difference in the world.

Values

Our values drive our organizational culture and our behaviour in delivering our vision and mission. They are:

Integrity and Transparency...

We will behave and communicate sincerely and honestly

Respect...

We will treat everyone with dignity and offer superior service

Equality and Diversity...

We will champion all learners and celebrate diversity

Innovation...

We will be leaders in market-responsive learning experiences and solutions

Personal and team accountability...

We will do what we say we will do



THE STUDENT EXPERIENCE COMES FIRST AT DURHAM COLLEGE

Important to All

Students and staff at Durham College are committed to academic excellence by:

- Demonstrating respect for one another and property
- Maintaining a clean and safe environment
- Taking an active role in the learning process
- Providing and receiving support when necessary
- Attending classes and/or appointments regularly and on time
- Modeling skills, attitudes and expectations of the workplace

Support Staff

- Provide professional quality customer service to students and staff
- Direct students and staff to appropriate resources
- Support and assist students in their learning and career goals
- Promote services that enhance student success

Faculty

- To be positive, enthusiastic, patient and flexible
- To be in the class early and prepared to begin on time
- To keep current in academic and professional knowledge
- To be prepared for activities, exercises and demonstrations
- To be available and show willingness to help students
- To ensure that all students get equal assistance and time
- To perform evaluations according to established criteria and within a reasonable time frame
- To return and take up any assigned homework, assignments, tests and projects promptly
- To identify students requiring remedial assistance, and to direct those students to the appropriate services
- To write constructive and helpful statements when evaluating student assignments
- To use a variety of teaching, questioning, and assessment techniques
- To motivate and engage learners in active and collaborative learning
- To encourage student participation and feedback wherever possible
- To effectively use learning technology
- To outline professional responsibilities, career alternatives, and avenues for further education following graduation
- To provide a course outline to each student at the beginning of the course, to review the outline with the students, and to adhere to the outline
- To adhere to Durham College policies, procedures and guidelines
- To place the safety and well being of the student above all other objectives, including fulfilling education obligations

Students

- To be prepared for class and professional practice activities. This will include reading appropriate textbook assignments prior to class and completing any homework assignments
- To be in class and arrive on time
- To participate in class activities
- To demonstrate respect for all persons and the learning environment
- To be trustworthy, honest, and accountable for own behaviour
- To complete tests, assignments and evaluations as required, striving for excellence
- To demonstrate effective communication skills
- To understand all course requirements and to follow them
- To seek assistance immediately if unable to follow the subject requirements for any reason
- To read and adhere to Durham College policies, procedures and guidelines

Administration

- Meet or exceed standards of excellence
- Manage budgets and resources
- Support students and staff in meeting their responsibilities
- Support/direct approved operational procedures
- Communicate relevant information in a timely fashion
- Be current in their field of leadership in a college environment

Important Dates 2011 – 2012

Please note the dates of your semester examinations. **Please ensure that you do not schedule vacation or employment during these times.**

FALL 2011 SEMESTER

July 4, 2011	Fees due date for first year students
July 12, 2011	Web registration - for 2 nd year students who have paid for fall semester - begins.
July 13, 2011	Web registration - for 3 rd year students who have paid for fall semester - begins.
July 19, 2011	Web registration - for 1 st year students who have paid for fall semester - begins.
July 20, 2011	Fees due date for returning students.
August 1, 2011	Civic holiday (no classes).
TBA	Registration for part-time Oshawa campus students begins and window opens for timetable changes.
August 29, 2011	Apprenticeship Classes begin.
September 5, 2011	Labour Day (no classes).
September 6, 2011	Orientation for first-year students.
September 7, 2011	Classes begin for most programs.
September 13, 2011	Last day for late program registration. Last day for fall semester course or program changes.
September 20, 2011	Last day for full-time students to withdraw with a refund of fees paid, less a \$100 administration fee. ^{1,2} Last day for refund eligibility when dropping to part-time. Last day for part-time students to withdraw with tuition fee refund less an administration fee. ^{1,2} Last day to submit a Prior Learning Assessment and Recognition (PLAR) request for fall semester subjects.
September 30, 2011	Student Health Insurance Plan "Opt-out" deadline.
October 3, 2011	Due date for 2 nd instalment of Fall fees.
October 4, 2011	Last day for application for fall semester subject exemption/credit. Last day for withdrawal from a fall semester subject with no academic record. Subjects dropped after this date, will be recorded on the academic transcript with a "W" to indicate withdrawal. ^{1,2}
October 10, 2011	Thanksgiving (no classes).
October 20, 2011	Fall Convocation (to be confirmed)
October 26, 2011	Deadline for submission of adjusted marks to clear INC grades from Summer 2011. INC grades after this date will revert to a fail.
November 16, 2011	Winter 2012 semester fees due date.
November 17, 2011	Scholarship Ceremony

November 14, 2011	Last day to withdraw from a fall semester subject. After this date, all subjects will be graded and recorded on the student's transcript. ^{1,2}
December 9, 2011	Last day of classes for most programs.
December 12 to 16, 2011	Fall semester final examinations/evaluation(s) for postsecondary students. Students are reminded not to schedule vacation or employment hours during these times. January 4 and 5, 2012 scheduled as tentative snow dates for the Oshawa campus.
December 22, 2011	Grades are available to view electronically as of 4 p.m. Note: official distribution date for the purpose of academic appeals is January 4, 2012.
TBA	Full-time students may process timetable changes for the winter semester through MyCampus as of 4 p.m.
December 24, 2011 – January 1, 2012 inclusive	Campus closed for the holiday season.

WINTER 2012 SEMESTER – JANUARY START

November 21, 2011	Web registration for Fall start 1 st year students for winter 2012 semester courses begins.
November 28, 2011	Web registration for 2 nd and 3 rd year students for winter 2012 semester courses begins.
December 5, 2011	Web registration for January start students begins.
December 7, 2011	Winter 2012 semester fees due date.
TBA	Registration for Oshawa campus part-time students begins.
January 2, 2012	Apprenticeship Classes begin
January 4, 2012	Classes begin for most programs. Official grade distribution date for the purpose of Academic Appeals.
January 10, 2012	Last day for late program registration. Last day for winter semester course or program changes.
January 10, 12 and 14, 2012	Dates for missed exams from Fall Semester 2011
January 17, 2012	Last day for full-time students, who started their program in September 2011, to withdraw with a refund of <u>winter tuition fees</u> . ^{1,2} Ancillary fees and school supply fees are not refundable. Last day for full-time students, who started their program in January 2012 to withdraw with a refund of fees paid less a \$100 administration fee. ^{1,2} Last day for refund eligibility when dropping to part-time. Last day to withdraw from part-time studies with tuition fee refund less an administration fee per subject. Last day to submit a Prior Learning Assessment and Recognition (PLAR) request for winter semester subjects.
January 31, 2012	January start students only: Student Health Insurance Plan "Opt-out" deadline.
January 30 to Feb 3, 2012	Winter Break week for Electrical Block Intermediate & Advanced apprenticeship students only.
January 31, 2012	Last day for application for winter semester subject exemption/credit.

	Last day to withdraw from a January start subject with no academic record. Subjects dropped after this date, will be recorded on the academic transcript with a "W" to indicate withdrawal. ^{1,2}
February 8, 2012	Due date for 2 nd instalment of Winter fees.
February 17, 2012	T2202As available online via MyCampus as of 4 p.m.
February 20, 2012	Family Day (no classes).
February 20 to 24	Winter Break week; no classes with the exception of Apprenticeship and February-start students.
February 27 to March 2	Winter Break week for Apprenticeship students with the exception of Electrical Block Intermediate and Advanced students.
March 7, 2012	Deadline for submission of adjusted marks to clear INC grades from Fall 2011. INC grades after this date will revert to a fail.
March 12 to 16, 2012	Winter Break week for most OYAP apprentices (except OYAP hairstylists; please see your school office).
March 19, 2012	Last day to withdraw from a January-start subject. After this date, all subjects will be graded and recorded on the student's transcript. ^{1,2}
April 6 2012	Good Friday (no classes).
April 10, 2012	Last day to apply to graduate – courses ending April 2012.
April 13, 2012	Last day of classes for most January-start programs.
April 16 to 20	Winter semester (January start) final examinations/ evaluation(s); students are reminded not to schedule vacation or employment hours during these times.
April 27, 2012	Grades are available to view electronically as of 4 p.m. Official distribution date for the purpose of academic appeals.
May 8, 10, and 12, 2012	Dates for Missed Exams from Winter Semester 2012.
June 21 & 22, 2012	Convocation (Time and location TBA)

WINTER 2012 SEMESTER – FEBRUARY START

December 7, 2011	Winter 2012 – February-start - semester fees due date. Web registration for February-start students begins.
January 30, 2012	February-start classes begin.
TBA	Registration for Oshawa campus part-time students begins.
February 3, 2012	Last day for February-start late program registration. Last day for February-start course or program changes.
February 10, 2012	Last day for full-time students, who started their programs in February 2012 to withdraw with a refund of fees paid less a \$100 administration fee. ^{1,2} Last day for refund eligibility when dropping to part-time for February start only. Last day for February-start students to submit a Prior Learning Assessment and Recognition (PLAR) request for winter semester subjects.
February 20, 2012	Family Day (no classes).

February 29, 2012	February-start students only: Student Health Insurance Plan “Opt-out” deadline.
February 24, 2012	Last day for application for semester subject exemption/ credit. Last day to withdraw from a February-start subject with no academic record. Subjects dropped after this date, will be recorded on the academic transcript with a “W” to indicate withdrawal. ^{1,2}
March 7, 2012	Due date for 2 nd instalment of Winter fees – February-start students only. Deadline for submission of adjusted marks to clear INC grades from Fall 2011. INC grades after this date will revert to a fail.
April 6, 2012	Good Friday (no classes)
April 9, 2012	Last day to withdraw from a February start subject with no academic penalty. After this date, all subjects will be graded and recorded on the student’s transcript. ^{1,2}
May 4, 2012	Last day of classes for most February start programs.
May 10, 2012	Grades are available to view electronically as of 4 p.m. Official distribution date for the purpose of academic appeals.
June 21 & 22, 2012	Convocation (Time and location TBA)

SPRING 2012 SEMESTER

March 7, 2012	Spring 2012 semester fees due date.
April 10, 2012	Web registration for Spring/Summer programs begin.
May 7, 2012	Most Spring classes begin.
TBA	Registration for Oshawa campus part-time students begins.
May 11, 2012	Last day for late program registration. Last day for most spring semester course or program changes.
May 18, 2012	Last day for full-time students, who started their programs in Spring semester to withdraw with a refund of fees paid less a \$100 administration fee. ^{1,2} Last day to submit a Prior Learning Assessment and Recognition (PLAR) request for most spring semester subjects. Last day to withdraw from most spring semester subjects with no academic record. Subjects dropped after this date, will be recorded on the academic transcript with a “W” to indicate withdrawal. ^{1,2} Last day for application for spring semester subject exemption/credit.
May 21, 2012	Victoria Day (no classes).
May 31, 2012	Student Health Insurance Plan “Opt-out” deadline.
June 8, 2012	Last day to withdraw from most spring semester subjects. After this date, all subjects will be graded and recorded on the student’s transcript. ^{1,2}
June 22, 2012	Last day of classes for most Spring-start programs.
June 29, 2012	Deadline for submission of adjusted marks to clear INC grades from January start Winter 2011 semester. INC grades after this date will revert to a fail.

June 28, 2012 Spring semester grades are available to view electronically as of 4 p.m.
Official distribution date for the purpose of academic appeals.

SUMMER 2012 SEMESTER

April 10, 2012	Web registration for Spring/Summer programs begins.
May 2, 2012	Summer 2012 semester fees due date.
July 2, 2012	Canada Day (no classes).
July 3, 2012	Summer classes begin.
July 9, 2012	Last day for late program registration. Last day for most summer semester course or program changes.
July 16, 2012	Last day for full-time students, who started their programs in Summer semester to withdraw with a refund of fees paid less a \$100 administration fee. ^{1, 2} Last day to submit a Prior Learning Assessment and Recognition (PLAR) request for most summer semester subjects. Last day to withdraw from most summer semester subjects with no academic record. Subjects dropped after this date, will be recorded on the academic transcript with a "W" to indicate withdrawal. ^{1, 2} Last day for application for summer semester subject exemption/credit.
August 3, 2012	Last day to withdraw from most summer semester subjects. After this date, all subjects will be graded and recorded on the student's transcript. ^{1, 2}
August 6, 2012	Civic Holiday (no classes).
August 17, 2012	Last day of classes for most Summer start programs.
August 23, 2012	Grades are available to view electronically as of 4 p.m. Official distribution date for the purpose of academic appeals.
October, 2012	Convocation (Time and location TBA)

NOTES:

1. Official Withdrawal forms must be completed by the student and submitted to the Office of the Registrar.
2. The administration fee for international students will vary.

These dates represent the best information at time of publication. The College reserves the right to make changes subject to amendments to existing legislation, Collective Agreements, or as required by the College. Dates may vary slightly from program to program.

Program Information

Social Services Worker

Program History and Philosophy

The Social Services Worker program, formerly known as Human Services Counsellor, and Human Services Worker programs was approved in 1990 and offered through Durham College's Continuous Education Division. In 1994, the program was launched as a full-time program as the college recognized the need for graduates to be able to work in a broad network of supports and services within the social services and education sector.

In 2006, Durham College's Social Services Worker (formerly the Human Services Worker) program was approved by the Ontario College of Social Workers and Social Service Workers (OCSWSSW). Graduates are eligible for membership in the College upon successful completion of the program.

Social Services Worker graduates demonstrate an understanding of and ability to adhere to a number of values and guiding principles in their occupational practice. Such values and principles reflect:

- A belief in the fundamental dignity and potential of all people.
- A belief in the right to self-determination, including the right to determine, provide, and have access to appropriate social services.
- A belief in the right to access multi-language social services.
- A desire to promote justice, equality, and access to culturally appropriate services to all regardless of race, colour, national origin, religion, gender, age, physical or intellectual ability, sexual orientation, or socio-economic status.
- An empowerment of the service consumers and communities to identify and utilize their own strengths to address individual and systemic barriers to meeting their needs.
- Accountability to service consumers, communities, and society.

Professional Responsibility

Persons who have benefited from social services or related helping professions are often attracted to this field. However in order to maintain clear professional boundaries between clients and workers, it is strongly recommended that a person complete at least one year of successful recovery and stabilization before registering in this course. This program or any courses in the Social Services Worker program should not be utilized as a component of the recovery process.

Description

The Social Services Worker program combines classroom work with practical experience to provide graduates with the skills, knowledge and attitudes required to work in the diverse and complex field of community and social services. The program focuses on the development of front-line interviewing and counselling skills for work with individuals and groups in a variety of social service settings. In addition to theoretical models, methods and skills of social service work practice, students receive extensive training in group work, Life Skills methodology, crisis intervention and community organizing and development.

Throughout the program, students' classroom learning is complemented with 650 hours of field experience (supervised by qualified, professional practitioners) in a minimum of two different settings. The college has maintained relationships with well over 50 agencies in a wide range of community, and social service settings throughout the Durham Region.

At Durham College, students will be prepared to work in diverse, urban communities. They will develop the abilities to respond to individual and community issues of homelessness, poverty, substance abuse, mental health concerns, oppression, crisis and other determinants of health and areas of social justice. An understanding of family systems, societal and cultural factors, and advocacy are integral components of the program of study.

Career Opportunities

Employment is obtained in a wide variety of social service settings, including those associated with mental health, criminal justice, social justice, addictions, education and gerontology. Front-line social service workers can be employed by:

- mental health agencies
- community living associations
- women's shelters
- addiction agencies
- educational institutions
- seniors facilities
- social services agencies
- supportive living residences
- employment services

Higher Learning Opportunities

Graduates of this program may be eligible for the:

- Addictions and Mental Health Graduate Certificate Program at Durham College, Oshawa, Ontario
- Penology and Youth Graduate Certificate Program at Durham College, Oshawa, Ontario
- Bachelor of Professional Arts - Human Services degree program at Athabasca University, Athabasca, Alberta
- Advanced standing credit to the Bachelor of Human Services degree program at Griffith University, Queensland, Australia
- Advanced standing credit into the Bachelor of Arts (General and Honors) degree program at Brock University, St. Catherines, Ontario
- Bachelor of Social Work degree program at Ryerson University, Toronto, Ontario

For specific eligibility requirements for these programs, contact or visit the websites of the schools.

Social Services Worker Learning Outcomes

College Standards and Accreditation Council Program Standards

The College Standards and Accreditation Council (CSAC) states that each program standard for a postsecondary program includes the following elements:

Vocational standard

(the vocationally specific learning outcomes which apply to the program in question),

Generic skills standard

(the generic skills learning outcomes which apply to programs of similar length), and

General education standard

(The requirement for general education courses that applies to postsecondary programs).

The vocational and generic skills components of program standards are expressed in terms of learning outcomes.

Learning outcomes represent culminating demonstrations of learning and achievement. In addition, learning outcomes are interrelated and cannot be viewed in isolation of one another. As such, they should be viewed as a comprehensive whole. They describe performances that demonstrate that significant integrated learning by graduates of the program has been achieved and verified.

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

Synopsis of the Vocational Learning Outcomes

The CSAC Program Standards for the Social Services Worker Program are outlined as follows:

Upon successful completion of the Social Services Worker Program, the graduate will have reliably demonstrated the ability to:

1. Develop and maintain professional helping relationships which adhere to professional, legal and ethical standards aligned to social service work.
2. Identify strengths, resources and challenges of individuals, families, groups, and communities and assist them in achieving their goals.
3. Recognize diverse needs and experiences of individuals, groups, families and communities to promote accessible and responsive programs and services.
4. Identify current social policy, relevant legislation, and political, social and/or economic systems and their impacts on service delivery.
5. Advocate for appropriate access to resources to assist individuals, families, groups and communities.
6. Develop and maintain positive working relationships with colleagues, supervisors, and community partners.
7. Develop strategies and plans that lead to the promotion of self-care, improved job performance, and enhanced work relationships.
8. Integrate social group work and group facilitation skills across a wide range of environments, supporting growth and development of individuals, families, and communities.
9. Work in communities to advocate for change strategies that promote social and economic justice and challenge patterns of oppression and discrimination.
10. Implement the Life Skills methodology.
11. Utilize intentional counselling techniques to facilitate the interview and counselling process in a variety of settings, which may include Addictions, Mental Health, Seniors Facilities and Criminal Justice.
12. Apply the knowledge of family dynamics when counselling the client and/or family.
13. Demonstrate the principles of crisis intervention in the workplace.
14. Apply the understanding of pharmacotherapy.

Note: standards 1 – 9 are the same as the approved program standards for four-semester Social Service Worker Programs approved by the Ministry of Education and Training (MCU code 50721) for delivery by Ontario Colleges of Applied Arts and Technology College Standards and Accreditation Council, April 1996

Synopsis of the Generic Skills Learning Outcomes

Upon successful completion of the Social Services Worker Program, the graduate will have reliably demonstrated the ability to:

1. Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.
2. Respond to written, spoken, or visual messages in a manner that ensures effective communication.
3. Execute mathematical operations accurately.
4. Apply a systematic approach to solve problems.
5. Use a variety of thinking skills to anticipate and solve problems.
6. Locate, select, organize, and document information using appropriate technology and information systems.
7. Analyze, evaluate, and apply relevant information from a variety of sources.
8. Show respect for the diverse opinions, values, belief systems, and contributions of others.
9. Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.
10. Manage the use of time and other resources to complete project.
11. Take responsibility for one's own actions, decisions, and consequences.

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

Course Outlines

For each course, a Course Outline that describes course learning outcomes, course content, learning activities, evaluation methods, timelines and support resources is available online.

This is a binding document. Any changes will be agreed upon by students and the professor and requires approval from the Dean of the School. For further details, please refer to the Course Outlines Policy and Procedure documents (<http://www.durhamcollege.ca/academicpolicies>). Course outlines are important documents. Please refer to them during the semester and keep them safely afterward. For students who go on to other post secondary institutions or post diploma programs, these will be essential documents.

Please note that students are expected to download copies of their course outlines from MyCampus prior to the **first** class in each course. Instructions for downloading are located on MyCampus at www.durhamcollege.ca/mycampus .

General Education

General education courses strengthen students' skills in areas such as critical analysis, problem solving and communication in the context of an exploration of topics with broad-based personal and/or societal importance. Normally, programs of instruction leading to either an Ontario College Diploma or an Ontario College Advanced Diploma include three general education courses. Such courses are identified on the program of study using the designation of "G". General Education courses are typically a combination of mandatory and elective courses.

According to Durham College Academic Policy ACAD-103 and as a requirement for graduation, every Durham College student in a two or a three-year diploma program must have successfully completed a minimum of three General Education courses from at least **two different** General Education themes as follows:

- GNE1100 – Personal Understanding
- GNE1200 – Arts and Society
- GNE1300 – Civic Life
- GNE1400 – Social and Cultural Understanding
- GNE1500 – Science and Technology

Durham College

Academic Policies & Procedures

To view the Durham College Academic Policies & Procedures, please go to http://www.durhamcollege.ca/EN/main/about_us/governance/policies.php#cp

Program Specific

Academic Policies & Procedures

Specific policies which support the assumptions and beliefs of the Social Services Worker program have been developed. It is the student's responsibility to read and be aware of these policies.

The School of Health & Community Services reserves the right to alter its Policies and Procedures as needed. Students will be given written notification of any necessary changes.

Test Expectation and Procedures

Students will be required to present their student I.D. card for all tests. If an I.D. card is not presented, the student may be asked to leave the room and may not be allowed to rewrite the test. Please ensure that you bring your DURHAM COLLEGE STUDENT I.D. card to all tests.

Section I

It is the students' responsibility to:

1. Check the test timetable carefully. **Ensure awareness of the time and place that the test/examination is being written.**

Students who have been identified by the CENTRE FOR STUDENTS WITH DISABILITIES office as having special needs will write tests and exams commencing at the scheduled time. If writing in the CENTRE FOR STUDENTS WITH DISABILITIES office, it is the student's responsibility to make appropriate arrangements and communicate them to the teacher.

2. Write all tests within the scheduled time. Should this not be possible, the student or student representative must notify the professor **prior to the test**. Failure to comply will result in a mark of "0" for the test missed.

The opportunity to write a missed test is at the discretion of the course professor. If a student is allowed to write a missed test, the alternative time is to be arranged directly with the professor of the course within a week of the missed test. Appropriate documentation (e.g. note from doctor, dentist, etc) may be requested by the course professor in order to secure permission to write the test at a later date.

3. Keep only erasers, pens, pencils and Kleenex on the desk. All other articles must be removed from the desk. Any other required items will be supplied.
4. Stop talking upon entering the room. The test paper should not be turned over until directed to do so.
5. Be sure your name appears on all computer cards, booklets and papers.
6. Check the test paper to ensure that no pages are missing. Before handing in the paper, check to ensure all questions have been answered.

7. Complete the computer forms correctly. Answers appearing on the computer sheet will be used to determine the grade. The computer form cannot be altered by the professor.
8. Initial the class list at the beginning of the test to confirm attendance.

Section II

In order to ensure a quiet environment throughout the test, the following guidelines are in effect:

1. **No time extensions** will be granted for late arrivals.
2. If questions or problems arise during the test, the invigilator should be notified by a raised hand.
3. Students should not remain in the hall outside the room as talking in the hall is disruptive.

Written Assignments

1. All written papers are to be submitted as specified by the course professor. Unless otherwise directed by the professor, submissions made by other means than those written on the assignment instructions will not be accepted and will result in a "0" grade for the assignment.

Late assignments:

- Non-negotiated Late Assignment:

This is an assignment that has been handed in late, and there has not been a verbal, contractual agreement between the student and the professor to extend the time for the assignment to be handed in. This assignment is considered late and will be assigned a grade of "0".

- Negotiated Late Assignment:

This is an assignment that has been handed in late, but with the permission of the professor. It is the responsibility of the student to notify the professor no later than **24 hours** prior to the submission date, if s/he is unable to submit the assignment as directed. The professor and student, through discussion, will have mutually agreed on the time/extension that the student will receive to hand in the assignment. The student's grade may be penalized at the rate of 10% per day (including due date of assignment) for each extra negotiated day.

- Extenuating Circumstances:

In the event of unexpected absence, students must contact the course professor by 9:30 am of the due date. The professor will consider individually, rare extenuating circumstances, which may cause an assignment to be late. The student must provide appropriate documentation (e.g. note from doctor, dentist, etc.) to validate the absence and secure permission for the assignment to be submitted at a later time and/or date.

2. Students are responsible for keeping all marked assignments and course work for future reference.
3. In the event of an appeal, students are responsible for producing all assignments and course work. For further information regarding appeals, refer to Academic Appeals section of the Durham College Student Handbook.
4. All assignments are to be written following the APA (American Psychological Society) format. A document prepared by the College library outlining APA format is a required resource and available from the library.
5. Written work submitted must be the product of student's own efforts. Plagiarism and other forms of cheating are prohibited and are subject to the consequences outlined in the DCSA Student Handbook. Refer to the section on Academic Dishonesty.

For complete details of academic and program policies refer to the Durham College Student Handbook.

Academic Integrity

Academic integrity refers to the pursuit of scholarly activity in an open, honest and responsible manner. Acts that undermine academic integrity, such as plagiarism, cheating and misrepresentation of work, contradict Durham College's core values.

To ensure the highest academic standards, students are accountable for the work they produce, and student work must be the product of his or her efforts. Durham College has purchased a license with Turnitin.com, an online service to detect unoriginal work and citation errors. The Academic Integrity Policy and Procedure documents (<http://www.durhamcollege.ca/academicpolicies>) provide a comprehensive explanation of Durham College's expectations regarding academic integrity.

Requirements For Promotion

Evaluation and Promotion

Academic courses are evaluated using a variety of methods such as tests, essays, labs, written or verbal assignments, in-process activities, group work and/or final examinations. The evaluation criteria for each course are noted in its course outline. Students are advised to familiarize themselves with these criteria early in the semester. Please refer to the Grading and Promotion Policy and Procedures documents (<http://www.durhamcollege.ca/academicpolicies>) for a complete overview of grading and promotion practices.

Academic Probation

Students who are not progressing satisfactorily according to criteria published in their respective program guides may be placed on academic probation, at the discretion of the school Dean or designate. Such students may be allowed to continue their studies on a Letter of Permission (an academic student contract) which will specify conditions which must be met to continue in their programs. Students who do not meet the conditions of their academic probation may be required to withdraw from full-time studies.

Students must have a cumulative program G.P.A. between 1.8 and 1.99 to continue under academic probation.

Aegrotat

Aegrotat refers to a 'compassionate pass' in a course in which, due to **emergency circumstances** related to health and wellness, a student was unable to complete all of the evaluation requirements. Emergency circumstances that may warrant the designation of an Aegrotat include, but are not limited to: injury, illness and/or bereavement. Documentation supporting the request for an Aegrotat designation may be required.

The awarding of an Aegrotat credit is noted in a student's transcript as AEG and is therefore not included in the calculation of a student's grade point average. A student shall receive Aegrotat standing only once in a five year period.

Further information about Aegrotat standing can be found in the Aegrotat Policy and Procedure documents (<http://www.durhamcollege.ca/academicpolicies>).

Missed Final Examinations

A final examination is a discretely designed assessment administered in Week 15 of a 14 week semester. Students who, as a result of **non-emergency circumstances**, miss one or more final examinations during a single examination period may be eligible to apply to defer/reschedule the writing of these assessments.

To be eligible, students must have no less than a cumulative 1.5 GPA, apply for consideration using the appropriate forms and pay a fee. This privilege can only be used by a student once in a five-year period. External accreditation requirements, the availability of appropriate examination facilities and other constraints necessitate that not all courses will be eligible.

For more details, students should speak with their Student Liaisons or review the Missed Final Examination Policy and Procedure documents (<http://www.durhamcollege.ca/academicpolicies>).

Field Placement

Eligibility

Students must obtain and maintain a cumulative GPA of 2.0 and successfully complete all prerequisites to be eligible for field placement. Any student on a Letter of Permission or who has an unresolved Student Alert (see www.durhamcollege.ca/policies) will not be assigned a field placement until the issue pertaining to the alert or letter of permission has been successfully addressed.

Criminal Reference Check

Students are required to get a criminal reference check, including Vulnerable Sector Screen prior to commencing placement. Students are responsible for arranging and paying all costs associated with obtaining the criminal reference check in their primary residence (hometown). When requesting a criminal reference check, students must inform the police that the criminal reference check is required for work with vulnerable persons and is required for a student placement.

Procedures and regulations for obtaining criminal record search documents are controlled by the RCMP and Government of Canada. These procedures and regulations may change at any time without notification. Durham College will endeavor to notify students of any changes when they come to our attention. As of March 1, 2011, the following reflects the current procedures and regulations of the RCMP with regard to Vulnerable Sector Verifications. **The RCMP identified a means to enhance vulnerable sector checks to make searches more rigorous. In the interest of public safety, the enhancements were quickly implemented to protect vulnerable members of society. As a result of the enhancement, a Vulnerable Sector Verification now requires the submission of fingerprints whenever gender and the date of birth of an applicant match to an existing pardoned sex offender record. This is not an accusation of criminality, but a requirement for a thorough verification to confirm identity and protect personal privacy. This process will take at least 4 months.**

- Students with criminal charges or convictions, criminal charges pending or an unclear criminal record will be severely limited in placement and/or employment opportunities or be denied by the placement agency, and therefore may be unable to complete the program.

Health & Safety Requirements

Completion of a confidential College Health Information form is required prior to the start of field placement. Current certification in Cardiopulmonary Resuscitation (CPR-C) and Standard First Aid is required prior to the start of placement. All costs associated with CPR-C/Standard First Aid certification and inoculations, are the responsibility of the student.

Transportation

Students are responsible for their own transportation in order to complete field placement requirements. Durham cannot guarantee placements that are readily accessible by public transportation. Students are responsible for all costs associated with such transportation.

Selection Process

As some students may not be familiar with the mandate, working philosophy or populations served by various social service agencies, Program Faculty and the Program Co-ordinator reserve the right to have final say in the selection of the first Field Placement. Students will however have the majority of input in selecting their second and third Field Placement agency. Selection is based on discussions and assignments completed in Field Placement Preparation and Field Placement Seminar classes about career direction, location and opportunities for professional growth. Students will be required to successfully complete an interview with the selected agency prior to being offered a placement.

Students are expected to change placement agencies after their first field placement. Each student must have a minimum of two different field placement agencies while in the program (unless otherwise approved by the Program Co-ordinator). Field Placement II and III will be completed with the same agency. Faculty consultation, as well as support from the Field Placement Practicum Officer will be available to students to assist them with their research and planning.

Student Conduct

Students are expected to dress professionally and appropriately for the placement setting. It is the student's responsibility to have respect for his/her peers and conduct him/herself in a professional manner. Students are not to use personal electronic devices while on placement. Students should ensure that personal property, including cell phones, is secured while on placement. **Students may not administer medication to any clients or participate in the application of physical restraints.**

Attendance

Students are expected to attend field placement two days a week (off-site), totalling 16 hours/week. In addition, they will be given credit for 1 hour each week to complete their weekly journal. Students will not attend placement on Statutory Holidays and will not be expected to make up these hours.

The scheduled hours for placement will be negotiated with the field placement agency supervisor, student and the college advisor. Placement hours are acceptable throughout the week (that includes weekdays and weekends). Although it is understood that the agency may require students to work some evenings and weekends, all shifts must be done outside of scheduled class hours.

Students are expected to attend placement punctually and actively participate in all activities assigned by their supervisor/delegate. Students will be allowed **one** sick day in placement per semester and will not be required to make up these hours. Any missed placement time, outside this one day, needs to be made up in consultation with the placement supervisor. **In the event of absence from placement, students are expected to contact the placement supervisor, according to agency procedures, and their college advisor before, or on the day of the scheduled placement, should an emergency occur.**

For seminar classes, students are expected to contact the seminar Professor before, or on the day of the scheduled class, should an emergency occur that may affect their ability to attend. In order not to penalize anyone who misses a seminar class because of a valid reasons, students can miss up to two (2) 1-hour classes. **Any absences beyond the two (2) 1-hour classes will result in a "fail" grade.** Lateness and partial attendance will be deemed as an absence.

Attendance at seminar as well as attendance in the field placement agency will be taken into consideration when setting a grade.

Placement Supervision

Students while on placement are assigned a College Advisor, whose responsibility is to facilitate the teaching effort of the Field Placement Supervisor, provide information about the field placement course, interpret policies, keep channels of communication open with the agency and determine final grade. Direct supervision, while on placement, is completed by a field placement supervisor who is an appropriately credentialed and experienced employee of the placement agency familiar with the Social Services field. The field placement agency employees are accountable for the safety of the students and the clients and therefore must be directly involved in decisions regarding safety (i.e., off property privileges for clients/with students). The student is not to be solely responsible in situations where an employee would normally be responsible.

Placement Evaluation

Field placement will be evaluated by a grade of pass or fail.

A student will be deemed a pass if he/she has:

- reliably submitted all required paperwork and weekly journals by deadlines
- received "pass" achievement ratings on all objectives in the evaluation form
- completed the required time in field placement and seminar
- followed all agency and college policies
- completed the required assignments in seminar

A student will be deemed a fail if she/he has:

- failed to submit required paperwork and journals on time
- not achieved "pass" achievement ratings on all components of the final evaluation
- failed to complete the required hours in both field placement and seminar
- not submitted or completed the assigned work in Field Placement Seminar

The College Advisor will meet at the agency with the student and field placement supervisor a minimum of two times during the semester to review progress toward the achievement of learning outcomes. The first meeting will be the mid-term evaluation (occurring during week 6 – 7 of field placement) and the second meeting will be the final evaluation (occurring during the final two weeks of field placement).

For the mid-term evaluation, the college advisor will contact the agency to establish a date and time for the student, field placement supervisor and college advisor to meet. This meeting will allow everyone to have consistent information and will provide a guide for both the placement agency and the student for the second half of the semester in order to ensure student success in each objective by the final evaluation.

The evaluation is to be completed by the student and the field placement supervisor at least one week prior to the mid-term and final evaluation meetings. This evaluation will be reviewed and discussed with the college advisor at each evaluation meeting.

The student and supervisor will:

1. Complete the evaluation form before the evaluation meeting times by discussing each enabling objective (including the student learning outcomes) assigning a rating using the evaluation criteria outlined. Student and supervisor comments should be completed. **Please note: to achieve a rating of 2 or greater, an enabling objective needs to be demonstrated with consistency, and not just once with direction and supervision. Whenever a rating of zero or one is assigned, documentation on the evaluation form showing examples of the difficulty must be included. Unsatisfactory performance will also be documented by the College Advisor with a Student Alert form.**
2. Review all necessary documentation (time sheets, journals, and supervision record) to ensure that they are up to date and initialed by the placement supervisor. This documentation should be in the student's placement binder.

The student should also be prepared to state how each of their individual goals, developed in the first week of placement, have been reached.

Evaluation Meetings

The evaluation meetings will take 45 minutes – 1 hour. At the evaluation meetings, the following will occur:

1. The college advisor will review the field placement binder which contains updated documentation (placement contract with goals, supervision record, time sheets, journals, evaluated enabling objectives—ratings of 2, 3, and 4 are deemed as a “pass”).
2. The college advisor will ask the student and placement supervisor for their comments on student's progress.
3. The student will summarize his/her overall placement experience.
4. The evaluation will be signed by the student, placement supervisor and college advisor at each evaluation meeting.
5. The college advisor will take a copy of the evaluation at midterm, and at the final evaluation meeting will take the final evaluation and all contents of the student's placement binder for filing at the College.

Health Policies and Guidelines

1. ENTRY IMMUNIZATION FORM

A completed Entry Immunization Form must be on file in order to be eligible to attend the practicum placement portion of your program. No student is allowed in placement if the form remains incomplete.

The Entry Immunization Form indicates the immunizations and health requirements in placement sites legislated by provincial public health acts. These forms are sent to each student at time of registration and are a requirement as a term of acceptance into the placement part of your program.

The form can take up to 3-4 weeks to complete and may require more than one physician visit. If you do not have access to a physician, the Campus Health Centre can accommodate, by providing a physician to complete the form. Please call the Campus Health Centre for an appointment or with your questions regarding completion of this form.

2. TUBERCULOSIS SURVEILLANCE (TB/Mantoux testing)

All first year students and new entry students are required to provide proof of TB (Mantoux) status, as a part of the Entry Immunization Form. A Two-Step Mantoux Skin Test (TB) is required. If a two step TB test has been completed in the past he/she must submit proof of this testing and a current yearly one step. If you are a known positive conversion, proof of a follow-up chest x ray must be submitted, in lieu of test.

3. INFLUENZA IMMUNIZATION [Flu shot]

It is strongly recommended that students receive influenza immunization (a flu shot) each year.

Proof of influenza immunization may be a requirement for placement in some facilities. Please ensure you are immunized, if your placement involves one of these facilities.

If a student has not had an influenza immunization and a flu outbreak occurs in the agency and/or on the unit the student is assigned to, the student may be required to stay away from the practicum area until the flu outbreak is over. This may result in a grade of Fail for the student if she/he cannot meet the learning outcomes for that rotation/semester.

4. ILLNESS

Durham College has a responsibility to the practicum agencies concerning infection control. The student is responsible for assessing his/her ability to attend practicum/field placement. When reporting off due to illness, students are to comply with the established policy for each agency. If illness or injury occurs while in a practicum segment, contact your professor for further direction. If medical attention or a physician's note is required please contact the Campus Health Centre or your family physician.

The following *must* be reported to the Campus Health Centre prior to attending practicum placement for consultation and advice.

1. Rashes
2. Open or weeping wounds
3. Suspected exposure to or diagnosed communicable disease. (I.e. Measles, chicken pox)
4. Conjunctivitis (pink eye)
5. Respiratory symptoms/illness
6. Gastrointestinal symptoms/illness

a) Communicable Disease Contact: If you suspect you have been in contact with a communicable disease, notify the Campus Health Centre nursing staff. Depending on the communicable disease, the staff will recommend or be required to notify other sources for preventative reasons (i.e. Hospital, Public Health Dept.) These situations are assessed on individual basis.

b) Gastrointestinal/Diarrhea: If symptoms of diarrhea persist for longer than 24 hours, follow up through the Campus Health Centre or family physician is required.

c) Respiratory: Respiratory symptoms reportable include a fever of greater than 38 degrees and a new or worsening cough or shortness of breath. Reporting through the Campus Health Centre or family physician of these symptoms is required for clearance to placement facility. (Source: Directive to All Ontario Acute/Non-Acute Care Facilities Under Outbreak Conditions, ACO-03-05. Oct. 22, 2003)

5. ACCIDENTAL INJURY

Any student sustaining an injury during class or at a practicum placement, must fill out a Durham College Accidental Injury Report. Forms are available on-line by accessing the "Health and Safety" area of the college website. Any accidental injury may result in a Workers Compensation Claim. Please discuss this with your professor or Dean of your program within 24 hours of injury.

Format for Completing an Accidental Injury Report

1. Notify your practicum professor of the accident/injury immediately.
2. Complete a Durham College Accidental Injury Report within 24 hours following the injury. The report must be legible and completed by the injured person, with assistance of faculty.
3. If injury/accident occurs in a practicum placement, also notify the placement agency of the injury, and then follow the agency's policy.

6. MANAGEMENT OF PERSONS WITH EXPOSURE TO BLOOD OR BODY FLUIDS

Definition of "Exposure" exposure encompasses situations such as a break in integrity of the skin due to needle stick injury, scratches, bites, lacerations and contact as a result of splashing with blood or other body fluids to which standard precautions apply.

- a) If an Exposure Occurs, Immediately Apply First Aid.
1. Instruct the person to press cuts or punctures of the skin to make it bleed.
 2. Wash the area with soap and water.
 3. If eyes(s) splashed, rinse with tap water or saline with eye(s) open.
 4. If mouth is affected, spit out suspected fluid and rinse with water.
 5. If splashed and contact with skin occurs, wash area with soap and water, then assess the integrity of the skin contact.

- b) Reporting and Post-Exposure Management
Students should report exposures immediately after they occur, as certain interventions that may be appropriate, for example prophylaxis against Hepatitis B, must be initiated promptly to be effective.

The exposed student should:

1. Notify their immediate supervisor (i.e.: practicum teacher/faculty)
2. Report immediately to emergency department of local hospital to determine risk level, treatment, counselling and suggested follow-up. Follow the policy of the agency in which the exposure occurred.
3. Complete the Durham College Accidental-Injury form. Relevant information includes the following:
 - Date, time, location (agency) of exposure.
 - Job duty being performed by student/staff at the time of exposure.
 - Details of exposure, including amount of fluid or material, type of fluid/material, severity of exposure, duration of contact.
 - Description of source of exposure, including of known, whether the source material contains HIV, HBV.
 - Details about referral to physician for assessment/treatment (date, time, location, name of physician in emergency department).
4. Follow –up counselling and on-going evaluations by a physician can be arranged if the student does not have a physician.

7. TRAVEL OUTSIDE CANADA

Please be aware that upon returning, if you are unwell, you are advised to consult with the Campus Health or Family physician. This is a precaution to rule out transmission of dysentery or salmonella infection.

8. WORKERS SAFETY AND INSURANCE BOARD (WSIB)

All students must complete a work/education agreement for workers compensation prior to commencing Practicum placement. In case of accident, students are covered by Worker's Compensation. Students who have Practicum placement with employers outside the Worker's Compensation Act will be covered by private insurance purchased by the Ministry of Education and Training. Any Accidents or injuries must be reported to the practicum professor within 24 hours of the injury, and the forms will be completed by the student with the assistance of the professor.

**THE CAMPUS HEALTH CENTRE IS LOCATED
IN THE RECREATION AND WELLNESS COMPLEX
ROOM G-1030**

**THE HOURS OF OPERATION:
MONDAY – FRIDAY 9 am -5 pm
FAX: 905-721-3133
PHONE: 905-721-3037**

www.durhamcollege.ca/campushealthcentre

Guidelines Related to Student Injury

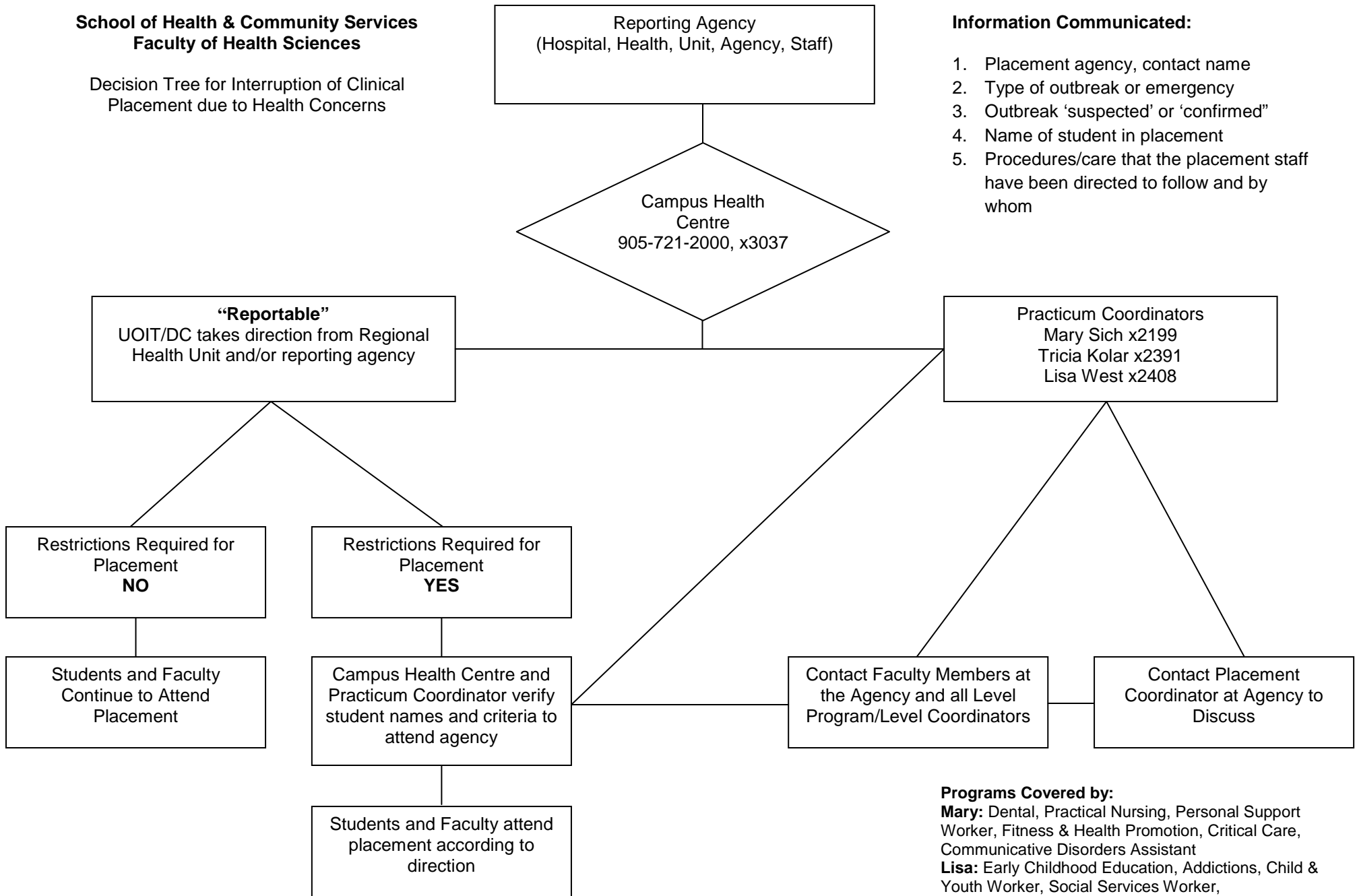
1. The student must report any injury to his/her preceptor/supervisor immediately and to the professor/faculty advisor as soon as possible.
2. The agency's accident/injury report will be completed by the student with the professor/preceptor's/supervisor's assistance.
3. The Durham College, "Accident/Injury Report" will be completed by the student and made available to the faculty advisor on the next business day. .
4. The original report is kept on file at Durham College.
5. If required, the Workplace Safety and Insurance Board [WSIB] form, "Employers' Report of Injury/Disease Form 7" will be completed by the student with the assistance of the practicum officer in the School of Health & Community Services Office at Durham College the following business day.
The WSIB form is to be completed if the work related injury has caused the student to
 - Be absent from their regular work and or
 - Require modified work and or
 - Obtain health careThe law requires the WSIB form to be completed within 3 calendar days after the injury.
If you have any questions about whether a WSIB form should be completed call Lisa West the Practicum Officer at 905-721-2000 x2408.
6. The student requiring emergency care will report to the Emergency Department; otherwise the student will be attended by his/her physician. The student does not utilize the hospital's employee health services when injured.

Workplace Safety and Insurance Board

The student must complete a work/education placement agreement for WSIB prior to commencing the Consolidation experience. In case of accident, the student is covered by WSIB. Students who have placements with employers outside the WSIB will be covered by private insurance purchased by the Ministry of Education and Training. Any accidents or injuries must be reported to the teacher within 24 hours of the injury.

**School of Health & Community Services
Faculty of Health Sciences**

**Decision Tree for Interruption of Clinical
Placement due to Health Concerns**



Information Communicated:

1. Placement agency, contact name
2. Type of outbreak or emergency
3. Outbreak 'suspected' or 'confirmed'
4. Name of student in placement
5. Procedures/care that the placement staff have been directed to follow and by whom

Programs Covered by:

Mary: Dental, Practical Nursing, Personal Support Worker, Fitness & Health Promotion, Critical Care, Communicative Disorders Assistant
Lisa: Early Childhood Education, Addictions, Child & Youth Worker, Social Services Worker, Developmental Services Worker
Tricia: BScN

Academic Advising - Student Liaison

Durham College is committed to the success of every student during their educational experience. There are many resources available to support students on this journey. Academic Advising is a comprehensive service that is aimed towards meeting students' needs, increasing student satisfaction, improving retention and enhancing the quality of academic life. Each school has a **Student Liaison** to facilitate academic success. These representatives can assist students to:

- identify career goals and make sound academic decisions.
- develop academic plans to promote success in the event of failed subjects or low grade point average (GPA).
- make decisions regarding full-time/part-time studies.
- review graduation requirements.
- set up academic plans with individual students upon request.
- find equivalent credits.
- transfer to another program.
- select electives and options; and
- access other college services to support student success.

While drop-ins may be possible for specific answers to short-term questions about courses, schedules, and procedures, it is advisable for students to set up one on one appointments with their Student Liaison. Appointments may be made in person or by phone. Please visit your School office for further information.

Your Student Liaison is:

Name:	Cheryl Lovisa
Office #:	Room SW106E, South Wing, Gordon Willey Building
E-mail address:	cheryl.lovisa@durhamcollege.ca
Telephone:	Ext. 6586
Appointment time available:	8:30am - 3:30pm Monday - Thursday

CENTRE FOR STUDENTS WITH DISABILITIES

E-mail: disabilities@durhamcollege.ca

About the CSD

The Centre for Students with Disabilities (CSD) at Durham College provides services to students who are blind or have low vision, who are deaf or hard of hearing and those with physical, medical, psychiatric and learning disabilities. These services are designed in accordance with the Ontario Human Rights Code and the Accessibility for Ontarians with Disabilities Act by ensuring that students with disabilities have equal access to all aspects of the academic environment. Our services are confidential.

Registering for Accommodations

Accommodations are organized in co-operation with the student and as required, with the faculty on an individual basis. They are based on review of the medical or psycho-educational documentation completed by the appropriate medical professional or psychologist familiar with the student's particular diagnosis. The student is responsible for self identifying and submitting documentation of a permanent or temporary disability to the CSD in SW116. The documentation should outline the current impact of the disability. Assistance in obtaining the appropriate documentation may be available.

Accommodations may include extra time and/or technology supports for tests and exams, assistance obtaining records of class lecture material, reduced course load, material in alternate format, assistive technology assessment and training and learning strategies.

Things to Remember for Tests and Final Exams

In order to receive test and exam accommodations through the CSD, students **must** have completed the CSD Registration process including providing appropriate documentation. This can be a timely process – **contact the CSD as early as possible to ensure your accommodations and a seat in the test centre.**

Test Registration forms are available on our [CSD website](#) –**click on Test Centre Request Forms**. The Test Registration forms are also available in the CSD Test Centre (Room B216) as well as our main CSD Office (Room SW 116).

Completed test forms and notifications to your professors, **for each test**, need to be submitted to the CSD Test Centre (5) business days before the scheduled test, in order to reserve a space. **Accommodated tests cannot be guaranteed if a student submits the Test Center Form less than 5 business days in advance of the test date.**

CSD Final Exam sign-up **DEADLINES** are **ALWAYS** several weeks **BEFORE** the final exam period. The deadlines as well as the CSD final exam information, explaining our online sign-up process, will be posted on the CSD website each term

It is the student's responsibility to check their My Campus email address frequently as all important test and exam information including registration deadlines will be posted to My Campus.

The CSD may be **unable** to accommodate students who do not sign-up by the final exam sign-up deadline.

To Find Out More About CSD Services...

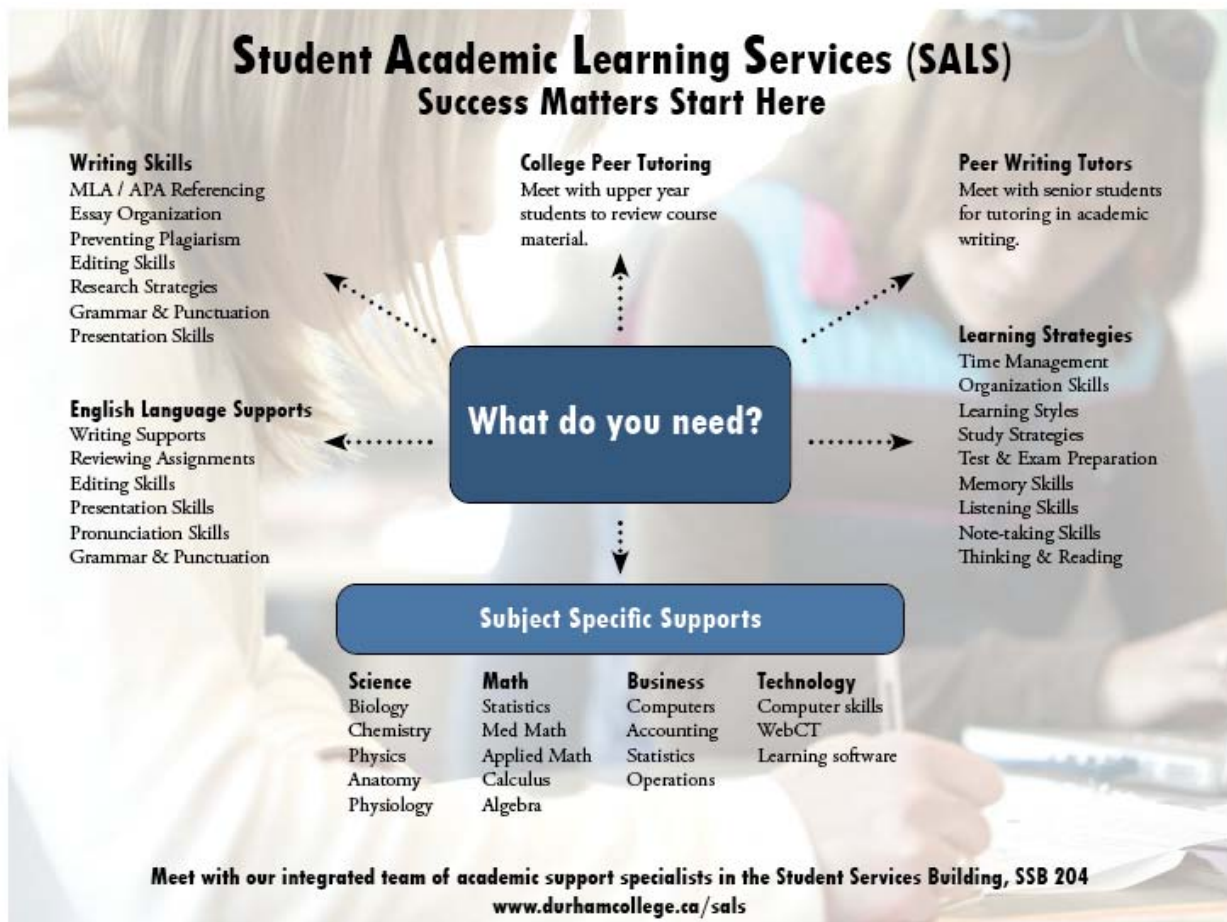
For further information please call 905-721-3123, drop by at SW116 to set up an appointment or visit our website at www.durhamcollege.ca/csd.

Student Academic Learning Services (SALS)

Success Matters Start Here! The staff and faculty at the Student Academic Learning Services Centre can help you achieve your educational goals.

You can use the centre to:

- Get peer tutoring help
- Learn how to study smarter, not harder
- Learn to manage your time and prepare for tests
- Improve your reading skills and take better notes
- Use 28 lab computers with learning software
- Increase your English proficiency
- Improve your writing skills
- Have a quiet space to do your work
- Access group study space
- Improve your marks from a 'B' to an 'A'



The Library

The Library is here to help you succeed!

Stop by for help to research a topic, complete an assignment, or when you just need a quiet place to study. The Library on the north side of the Polonsky Commons is easy to find. Both wired and wireless computer access is available along with 10 small group study rooms and the *Den* in the basement for group work. Although food is not permitted in the library, drinks in covered containers are allowed and you can buy a Starbucks coffee to go at the Library Café.

Students & faculty at the Whitby now have a small branch library at their location. They may also use the North Oshawa campus library in person, via internet, or request books to be sent to them at Whitby.

Most of the Library's resources are in digital format and are available 24x7 through the Library's web page. You can access them from on or off campus by logging in with your student number and computer password. The digital resources include e-books, magazines, journals, newspapers, statistical databases.

Visit the library virtually at www.durhamcollege.ca/library to:

- Research a Topic,
- Find books and articles,
- Renew materials,
- Request an interlibrary loan,
- Book a group study room,
- Get online help from a librarian
- Check on the hours the library is open

Your campus photo ID card is also your library card and is required to check out books and Reserves.

The librarians work closely with your professors to provide class presentations directly linked to your assignments. Additional sessions on using specialized resources are also offered throughout the year and help is also available on the library website. You may contact the Reference staff by phone or e-mail, and you are always welcome to visit our Reference desk in person. We look forward to helping you!

Check the website for library hours.

Circulation desk	(905) 721.3082
Reference desk	(905) 721.2000 ext. 2390
	reference@dc-uoit.ca

College Publications

At Durham College, several publications provide the information you need before you start classes.

Program Guide

Durham College's Program Guides are a handy reference guide for everything students might want to know about their academic program. The program-specific guides provide essential information related to the program of study, policies, program requirements, faculty contact information, important dates, grading criteria, etc., as well as a starting point to help students find and navigate their way through academic and student support services.

Program Guides are distributed in print format to every registered student in the first class of the Fall semester and are available electronically on the college website. It is important that students read this guide at the beginning of their studies as it contains pertinent information for academic success and will be useful throughout the duration of the program.

Note:

- This guide is not intended to be a complete statement of all procedures, policies, rules and regulations at Durham College.
- The College reserves the right to change or cancel any provisions, requirements or subjects at any time.
- Student Liaisons and/or Faculty Advisors will assist in planning programs, but it is the student's responsibility to meet the academic requirements for completion of certificates and diplomas.

Continuing Education Course Book

Continuing Education publishes course calendars – Fall, Winter/Spring, listing courses for credit towards Post-Secondary Programs, and personal and professional development. The same course outlines are used for full-time and Continuing Education courses.

Courses may be accessed through classroom setting, correspondence (distance education) or online courses (Internet).

If you are unable to access a day-time course (timetable conflicts, repeat of a course, etc.) or want to get a head start on your next semester, check out Continuing Education's current course book and register at the Office of the Registrar early to ensure a seat is reserved for you.

Please check our website for comprehensive information @ www.durhamcollege.ca.

Scholarships, Bursaries and Awards

Scholarships: Scholarships are awarded to students who have achieved academic and personal excellence. Some scholarships are awarded solely on academic performance. Others are based on a combination of academic achievement and proven personal excellence including leadership and community involvement.

In-Course scholarships: In-Course scholarships are awarded to returning full-time students in post secondary programs who have demonstrated academic excellence in their studies. Students must have been registered in full-time studies in the same program in consecutive years to be considered. In-course scholarships are solely based on GPA and no application is necessary unless otherwise noted. Recipients are notified via MyCampus e-mail.

Bursaries: Bursaries may be available to full time post secondary students requiring additional financial assistance to cover their educational costs. When students' personal and family resources are not sufficient to cover costs they are expected to apply for OSAP. Before applying for a bursary, students should investigate all other forms of financial assistance. Other resources may include scholarships, family support, student line of credit and part time employment.

Durham College supports access to post secondary education following these principles:

- No qualified Ontario student should be prevented from attending Ontario's public colleges and universities due to lack of financial support programs.
- Students in need should have access to the resources they need for their postsecondary education.

Durham College Access Bursary Program: This bursary is available to Ontario students offered admission to a full time, **first year** program at Durham College.

Durham College Upper Year Student Bursary Program: Students must complete the Student Financial Profile application for consideration for bursary funding.

Awards: Awards may be based on scholastic achievement and/or financial need. There may be other requirements for qualification such as membership in certain organizations, enrollment in specific programs, leadership abilities and/or community service. Students must be in good academic standing to be considered.

Eligibility: Students who are currently enrolled full-time at Durham College are eligible to apply for scholarships and bursaries. Many awards have specific guidelines and students are advised to read all information about the award before applying.

Application process: Information on all scholarship, bursaries and awards for registered Durham College students including application, submission and deadline details will be posted on the DC Student tab of the MyCampus section of the college website. Students are advised to check MyCampus regularly for updates.

Unless otherwise noted, all students must complete the online Student Financial Profile application for consideration for bursary and award funding. Information, application instructions and submission deadlines for the Student Financial Profile may be found on the MyCampus website under the DC student tab. The student is notified of the application results via MyCampus email.

For further information on scholarships, bursaries and awards, please contact studentawards@durhamcollege.ca.

NOTE: Awards, amounts and availability are subject to change at the discretion of the Student Awards office or the donor. All awards are based on information available at the time of publication.

Awards Open to Students in All Programs

Title of Award	Award Value (\$)
Albis Award	\$500
Business & Professional Women of Durham Award – <i>In Course (Application Required)</i>	\$500
Campus Living Centre Residence Award	\$250
Canadian Federation of University Women Oshawa and District Award	\$500
CAW Family Auxiliary 27 Award	\$250
Carpenters Union Local 397 Award	\$800
Durham College Access Bursary	Various amounts
Durham College Alumni Association Award	\$1200
Durham College Alumni Association Award – <i>In Course (Application Required)</i>	\$1000
Durham College Bursary	Various amounts
Durham College Endowed Award – <i>In Course</i>	\$1000
Durham College International Student Scholarship	\$1500
Durham College Scholarship – <i>In Course</i>	\$500 or \$1000
Durham Region Chairman's Award	\$1000
Durham Region Chairman's Scholarship	\$1000
Fairfax Financial Holdings Ltd. Scholarship	\$3500
Garfield Weston Award	\$2500 + up
Greenbriar Foundation Award	\$1000
Harold "Pat" Dooley Bursary	\$1300
International Student Emergency Bursary	Various amounts
June White Memorial Entrance Award	\$500
Lenovo (Canada) Inc. Access Awards	\$500
Lifelong Learning Award – <i>In Course (Application Required)</i>	\$500
Lifelong Learning Bursary	\$500
Lois and Gary Polonsky Award	\$1000
Lois Sleightholm Award	\$2000
Lois Sleightholm 21 st Century Award	\$1000
Marjorie Elizabeth Willoughby Award	\$3000
Ontario Aboriginal Bursary	Up to \$3000
Ontario First Generation Bursary	\$3000
Ontario International Educational Opportunity Scholarship	\$2500
OPG Employees' and Pensioners' Charity Trust	\$1000
Oshawa B'Nai B'Rith Lodge Scholarship	\$300
Oshawa Double B Sports Club Bursary	\$800
Purdue Pharma Award	\$800
Retired Teachers of Ontario District 28 Award	\$500
Ross Mackie Award	\$2000
UA Local 463 Award	\$400
The Central East Community Care Assess Centre Award	\$500 & \$750
Wordham Family Award	\$3,000
Your Student Association Award	\$400

School of Health & Community Services

Daryl and Cindy Austin Award	Any Health & Community Services program	\$750
Durham Filipino-Canadian Society and Dr. Gregorio Bayang Award	Dental Assisting/Dental Hygiene	\$800
Dwayne Moses Memorial Award	Human Services Worker	\$800
George & Gennie Chaput Award for Excellence in Patient Care	Practical Nursing	\$1000
Joyce Marshall Bursary -	Early Childhood Education	\$500
Lovell Drugs Limited Award – <i>In Course</i>	Practical Nursing	\$1000
Nursing Faculty Memorial Award	Practical Nursing	\$500
Oshawa Community Credit Union Award	Alternates yearly between School of Business & Information Technology students and School of Health and Community Services, Nursing Program students	To be determined
Victorian Order of Nurses Award – <i>In Course</i>	Practical Nursing - For outstanding commitment to patient care	\$500

Convocation Awards

Founder's Cup	\$200
Durham College Medal: Top Student – Three year Program	\$500
Durham College Medal: Top Student – Two year Program	\$500
Durham College Medal: Top Student – One year Program	\$500
Durham College Medal: Top Student – Apprenticeship Program	\$500
Governor General's Academic Medal and W. Bruce Affleck Memorial Scholarship	\$2000
President's Leadership Award	\$500

Transfer Guide

Diploma to Degree Pathways

Turn your Durham College diploma into a degree!!

If your post-secondary education plans include a diploma and a degree, you can take advantage of many degree completion programs offered through partnerships negotiated by Durham College with many universities, including UOIT, our campus partner.

A Durham College diploma can earn you credit toward a university degree. University admissions policies and partnership transfer agreements between Durham College and a number of universities facilitate university admission for Durham College graduates from specific programs by giving credit for college study. Graduates may receive credit for several courses or for a year or more toward a university degree. These opportunities are detailed, by program, on the **Durham College Transfer Guide** (http://www.durhamcollege.ca/EN/main/programs_courses/transferguide.php)

Interested students looking for further information are encouraged to consult with their program faculty or the admissions office of the receiving institution.

If you do not see your program on the chart, you may find pathway opportunities and information on collaborative programs, articulation agreements and credit transfers between Ontario universities and colleges available on the Ontario College University Transfer Guide website at www.ocutg.on.ca.

SOCIAL SERVICE WORKER

COURSE NAME	MOD	CODE	PREREQUISITES	COREQUISITES	LECT. HRS	LAB HR	ALT. DEL .	FIELD PLMT. HRS
SEMESTER 1								
INTERPERSONAL COMMUNICATION		COMM 2500			3	0		
ISSUES AND ETHICS		COUN 1501			2	0		
PHARMACOLOGY & BEHAVIOUR		COUN 1504			4	0		
LIFESKILLS I		COUN 2504			3	0		
G INTRODUCTION TO PSYCHOLOGY		PSYC 1000			3	0		
INTERVIEWING SKILLS I		SSW 1500			3	0		
FIELD PLACEMENT PREPARATION		SSWF 1000			1	1		
RECORD KEEPING & REPORT WRITING		WRIT 1502			2	0		
					21	1		
SEMESTER 2								
CRISIS INTERVENTION		COUN 2506	SSW 1500		4	0	0	
FIELD PLACEMENT I & SEMINAR		FWK 1507	COUN 1500 WRIT 1502	COMM 2500 COUN 1501	1	0		221
G INTRODUCTION TO SOCIOLOGY		SOCI 1000			3	0		
INTERVIEWING SKILLS II		SSW 2500	SSW 1500		3	0		
PRINCIPALS OF RESEARCH & DESIGN		SSW 2520			2	0	0	
					13	0	0	221
SEMESTER 3								
LIFESKILLS II		COUN 2505	COUN 2504		3	0	0	
FAMILY AND FAMILY SYSTEMS		COUN 3501	SSW 2500		4	0	0	
GROUP DYNAMICS		COUN 3503	SSW 2500		3	0	0	
FIELD PLACEMENT II & SEMINAR		FWK 2501	FWK 1507	COUN 2506	1	0	0	221
G DEVELOPMENT ACROSS THE LIFESPAN		PSYC 2500	PSYC 1000		3	0	0	
					14	0	0	221

SOCIAL SERVICE WORKER

COURSE NAME	MOD	CODE	PREREQUISITES	COREQUISITES	LECT. HRS	LAB HR	ALT. DEL.	FIELD PLMT. HRS
SEMESTER 4								
CULTURAL ISSUES		COUN 1502	SOCI 1000		2	0	0	
ADDICTIONS COUNSELLING THEORY AND PRACTICE		COUN 3502	WRIT 1502 FWK 1507	COUN 2502 COUN 1504 COUN 3501	3	0	1	
FIELD PLACEMENT III & SEMINAR		FWK 3501	FWK 2501	PSYC 2500 COUN 2505 COUN 3503	1	0	0	221
ABNORMAL PSYCHOLOGY		PSYC 2501	PSYC 1000		3	0	0	
G SOCIAL POLICY AND ADMINISTRATION		SOCI 1501	SOCI 1000		3	0	0	
					12	0	1	221

NOTES:

ELE - ELECTIVE - Students may take one or many subjects, depending on the requirements of their program. **ELET** - represents a typical subject load and IS included in the total hours per week, to reflect the total hours per week required.

OPT1/OPT2/OPT3 - OPTIONS - Students choose subjects. **OPT1** subjects are included in total hours per week.

G - GENERAL EDUCATION - Subjects marked at the left margin with **G** are "General Education" subjects.

Course Descriptions

SEMESTER 1

INTERPERSONAL COMMUNICATION COMM 2500

This course provides students with theory and practice in communication principles that will improve their ability to communicate effectively with clients, superiors and peers. Topics include listening, verbal and non-verbal communication, conflict management, assertiveness, self-disclosure, cross-cultural communication and critical thinking.

RECORD KEEPING & REPORT WRITING WRIT 1502

This course is designed for students who work or will be working in the human services field. The focus is on effective written communication skills. Students are introduced to record keeping and report writing including client case notes, client treatment plans, incident reports and other documentation related to the human services field. Students are encouraged to develop an approach to writing which is based on a writer's purpose, audience and the context of the communication. Samples of each type of report are produced by students.

INTERVIEWING SKILLS I SSW 1500

This course provides students with an introduction to the basic theory and skills necessary for effective interviewing and counselling. A micro-skills approach to intentional counselling is taken. Throughout this course, students use role-play situations to practise skills, concepts, and methods designed to develop concrete competencies in interviewing and counselling.

ISSUES & ETHICS COUN 1501

This course introduces students to the professional, ethical and legal issues facing those working in the human services field. A process for ethical decision-making is explored and applied to a wide variety of complex professional dilemmas.

PHARMACOLOGY & BEHAVIOUR COUN 1504

This course provides students with an introduction to human hormonal and neurochemical processes as they relate to human behaviour and substance use and abuse. Students learn about the organization and functioning of the central nervous system, its relationship to motivation and behaviour and the effects of various "drugs." The course focuses upon the "fundamental concepts" associated with the study of addictive behaviour and relates these to personal and societal biases regarding psychoactive drugs and drug use. Information gained in the course provides students with the ability to assess the impact of drug use on psychosocial functioning and a foundation for understanding the field of addictions counselling.

LIFE SKILLS I COUN 2504

This course covers practical information on the dynamics of life skills coaching. Learning is experiential and, as group members, students are expected to participate in a series of structured group work lessons. Sessions emphasize problem solving and personal growth. Topics covered in each lesson complement the predictable stages of group development. Participants begin with basic concepts relevant to the development of all groups. As the group progresses, the unique interests and issues of present members direct the process and topics they are exploring. Core themes of a standard life skills curriculum for coaches in training

are covered to enable all students who complete the course to gain experience with fundamental material. However, how the material evolves is a reflection of the dynamics of the group. A commitment to the process and the development of trust among members ensures material is covered in a meaningful way.

FIELD PLACEMENT PREPARATION SSWF 1000

This subject assists students with examining their professional needs and wishes. Students develop an overview of the human services agencies used by the Durham College Human Services Worker program for field placement. Students are introduced to behaviour management techniques and practise the completion of the necessary forms and paperwork required for field placement. They also participate in the selection process for field placement.

INTRODUCTION TO PSYCHOLOGY PSYC 1000

This course introduces students to the vocabulary and principles of psychology. Students are encouraged to develop an understanding of the basic principles of human behaviour and gain insight into how and why people think, learn and behave. Other topics include research methods, physiology, perception, learning, memory, motivation, consciousness and social psychology.

SEMESTER 2

INTERVIEWING SKILLS II SSW 2500

This course is a continuation of Interviewing Skills I (COUN 1500). The micro-skills approach to intentional counselling is used. In addition, students are introduced to a variety of major theoretical perspectives on counselling. Emphasis is placed on experiential

learning and students have the opportunity to continue to integrate

theoretical concepts with their emerging counselling skills.

CRISIS INTERVENTION COUN 2506

This course examines crisis intervention theory and its application. The material builds on the student's general knowledge of counselling and related issues and focuses on concepts central to crisis work. By way of introduction, students learn to distinguish between long-term counselling and crisis intervention. Following this, crisis related assessment techniques and relevant intervention strategies are studied. Potentially violent situations common to Human Service agencies are explored and the concept of professional burnout as a crisis issue is covered in some detail. In conclusion, the course examines various dispositional crises, ranging from suicide to sexual assault.

FIELD PLACEMENT I & SEMINAR FWK 1507

Field placement gives students an opportunity to integrate human services worker theory into practice. Students are required to complete their assigned hours of field work in a community setting which provides direct client service. Field Placement Seminar is a mandatory one-hour timetabled session at the college. In this seminar, students have the opportunity to discuss issues related to field placements.

PRINCIPLES OF RESEARCH & DESIGN SSW 2520

The course is an introduction to the principles of research and design as they apply to health and social service settings. Students are introduced to the basic concepts of research design, statistics, scientific investigation and the practical application of research. Special attention is paid to the use of data for program evaluation and needs assessments.

INTRODUCTION TO SOCIOLOGY SOCI 1000

Sociology is the study of people and how they interact with each other and various social groups. This course deals with the study of people's lives, their relationship to society as a whole, and how people are affected by the society in which they live. The concepts, theories and methods of the discipline will be introduced and discussed with particular emphasis on the dynamics of Canadian society and Canadian social problems.

SEMESTER 3

LIFE SKILLS II COUN 2505

This course covers theoretical and practical information on the dynamics of life skills coaching with particular emphasis on the Saskatchewan NewStart model and subsequent developments of the theory as demonstrated through the life skills publications of the YWCA. Key concepts relevant to life skills coaching are examined. As well, the process and dynamics of the Life Skills I group are reviewed from a theoretical perspective. Having examined life skills theory, students develop and conduct a group session for peers, giving and receiving feedback on their facilitation style.

FAMILY AND FAMILY SYSTEMS COUN 3501

This course is an introduction to families from a family systems and family therapy perspective. Students will learn to view human behaviour and behaviour problems as expressions of family interactions and structure. Models of individual therapy will be contrasted to a family approach, and the student will be introduced to the concept of "the individual in context". Family dynamics will be explored as factors

in psychopathology and mental health. The student will also be introduced to assessment and treatment planning from a family therapy perspective.

GROUP DYNAMICS COUN 3503

This course provides students with an introductory and theoretical knowledge of group dynamics and principles. The specifics of setting up therapeutic groups, the theoretical stages of group process, and the various types of group work intervention are studied. Stage-related themes such as confidentiality, trust, working with strong emotions and consolidating learning are introduced. Once students have a theoretical understanding of group work process they examine the use of various techniques that might achieve a desired therapeutic outcome. Students practise these techniques in a simulated therapeutic group with their peers and develop a video that demonstrates their understanding of a specific stage of group process. Throughout the course, students develop skills to critically evaluate effective, ethical group work practice.

FIELD PLACEMENT II & SEMINAR FWK 2501

Field placements allow students the opportunity to integrate human services worker theory into practice. Students are required to complete their assigned hours of field work in a community social services setting which provides direct client service.

DEVELOPMENT ACROSS THE LIFESPAN PSYC 2500

This course is a comprehensive study of human development across the lifespan from a developmental psychology perspective. Students

will examine developmental processes and milestones of the individual from conception through late adulthood with particular emphasis on behavioural and cognitive development. Students will be introduced to the major psychological theories and controversies in the field of human development. In addition, they will be required to study a specific topic in depth and present their findings to their classmates. The study of human development across the lifespan allows students the opportunity to gain insight into their own developmental processes and milestones. They will learn how to assess “who they are”, “how they have come to be this way” and what “their future holds for them”. Moreover, students in the health and community services area will gain valuable information that they can apply to their client populations.

SEMESTER 4

CULTURAL ISSUES COUN 1502

This course will help the student to develop a better understanding of the concerns and issues of culturally diverse clients and their communities. They will gain appreciation for the diversity of cultures and subcultures and their interactions in Canadian society. The course will also provide the students with opportunities to look at their personal, as well as professional values, and relationships to clients of culturally diverse views.

ADDICTIONS COUNSELLING THEORY AND PRACTICE COUN 3502

Students are introduced to models of drug dependence, and the treatment methodologies derived from those models, as well as current counselling practices for clients who present issues related to substance abuse. Students learn how to apply clinical assessment, referral and treatment planning principles as well as counselling skills to a specific clinical population, such as substance abusers. The course is

intended to assist students with developing the skills required to treat clients who present addictions-related symptomatology and help them hone generic counselling skills and practice.

FIELD PLACEMENT III & SEMINAR FWK 3501

Field placements allow students the opportunity to integrate human services worker theory into practice. Students are required to complete their assigned hours of field work in a community setting which provides direct client service. Field Placement Seminar is a mandatory one-hour timetabled session at the college. Students have an opportunity to discuss issues pertaining to field placements and develop career specific job search skills.

ABNORMAL PSYCHOLOGY PSYC 2501

This course is designed to introduce students to the study of psychopathology and focuses on the description, classification, evaluation and treatment of mental health disorders. Students will study mental health/illness according to DSM IV classification using reference materials and case studies.

SOCIAL POLICY AND ADMINISTRATION SOCI 1501

Social Policy and Administration provides an overview of the Canadian social welfare system. The course begins by highlighting relevant historical factors and exploring significant aspects of the social welfare system that are unique to Canada. An array of current social issues will be addressed with an emphasis on the impact of relevant social policy. The course progresses to address strategies for service delivery. The various roles that different professionals play, and the interplay of social welfare with other related systems, will be clarified.