



FACULTY OF HEALTH SCIENCES | HS

Communicative Disorders Assistant

Program Guide | 2026-2027



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Please note the following important information:

Durham College (DC) 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, and timetable or campus location at any time. Please consult the DC website for the most current information. Publish date: July 2026.

Welcome from the Executive Dean, Faculty of Health Sciences

Dear Students,

Welcome to the Faculty of Health Sciences at Durham College! I am thrilled to have you join our vibrant and supportive community, where your journey toward a meaningful and rewarding career in health care begins.

A career in health sciences is more than a profession, it's a calling to make a difference in the lives of others. At Durham College, we are committed to providing you with an education that is immersive, hands-on, and grounded in real-world experience. From our state-of-the-art simulation labs to clinical placements and on-campus facilities like the DC Dental Clinic, DC Kids Speech and Language Clinic, and DC Spa, you will gain the skills and confidence needed to thrive in today's dynamic health care environment.

Our programs are designed to empower you with the knowledge, competencies, and compassion required to succeed. But beyond academics, you'll find opportunities to connect, grow, and discover your passion. Whether you're just beginning your journey or continuing your studies, know that you are supported every step of the way by dedicated faculty and staff who care deeply about your success.

I encourage you to take full advantage of everything our Faculty and College has to offer. Ask questions, get involved, and never stop learning. You are now part of a community that believes in your potential and is here to help you achieve your goals.

I look forward to seeing all that you accomplish.



Dr. Rebecca Milburn

Executive Dean, Faculty of Health Sciences

Welcome from the Associate Deans, Faculty of Health Sciences

Welcome to the Faculty of Health Sciences at Durham College!

Whether you are beginning a one-year certificate, two-year diploma, or graduate certificate program, you are now part of a vibrant and inclusive learning community committed to excellence in healthcare education, practice, and research.

As you begin this exciting chapter, know that your program has been designed to support your growth both personally and professionally. Through a combination of classroom learning, hands-on experience, and field placement opportunities, you will develop the knowledge and practical skills needed to succeed in your chosen field.

Our faculty and staff are dedicated to your success. You will be supported by instructors who are passionate about their work and by student advisors, placement teams, and college-wide services that are here to help you navigate your academic journey. We encourage you to make the most of these resources and to actively engage with your peers and learning environment.

This guide contains key information to help you get started, including academic expectations, placement details, and support services for health, wellness, and academic success. We encourage you to review it carefully and reach out with any questions.

We are proud to welcome you to the Faculty of Health Sciences and look forward to supporting you in the year ahead.

Warm regards,



Gillian Dunn,
Associate Dean



Dr. Aimee Karagiorgakis,
Associate Dean



Lindsey MacIntosh,
Associate Dean

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Website: [Faculty of Health Science \(FHS\)](#)

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TBD	Communicative Disorders Assistant Dental Hygiene Massage Therapy Occupational Therapy Assistant / Physiotherapy Assistant Recreation Therapy
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Program Coordinators

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Quick Links | Student Services & Resources

[Academic Integrity](#)

[Academic Support](#)

[Access and Support Centre/ ASC](#)

[Campus Health And Wellness Centre | CHWC](#)

[Campus Safety](#)

[Career Development](#)

[Counselling](#)

[Course Outlines](#)

[Financial Aid](#)

[First Peoples Indigenous Centre | FPIC](#)

[Getting Involved](#)

[International Centre](#)

[It Services](#)

[Hired Portal](#)

[Library](#)

[Office Of Equity, Diversity And Inclusion](#)

[Policies - Durham College](#)

[Student Academic Learning Services | SALS](#)

[Student Conduct](#)

[Test Centre](#)

Important Information

DC 2030 – Strategic Vision

Durham College's role as an educator, research hub, and partner has never been more critical. Graduates must be career-ready, equipped with skills and experience that align with industry demands and contribute to our local and global communities.

At this pivotal moment, our forward-thinking Strategic Vision will guide our growth, deepen our impact, and empower our students, employees, and communities to thrive.

This Strategic Vision sets out our four Goals: Future-Focused, Sustainable, People Centred, and Community Connected.

These goals provide a framework to guide decisions, align priorities, and drive meaningful outcomes, ensuring our resources and efforts are directed toward areas of greatest impact.

Read more about DC 2030 | Strategic Vision [here](#).

Academic Advising | Student Advisors

Student Advisors are committed to your success and are available year-round to support, encourage, plan, and advocate for students needing academic assistance in the following areas:

Academic Planning & Support

- Develop individual academic plans, including support for:
- Failed courses or low GPA Re-entry into a program Off-stream course mapping
- Reduced course loads (in collaboration with the Access and Support Centre – ASC)
- Assist with decisions around full-time or part-time studies
- Map out courses and upcoming semesters
- Help with timetable changes
- Review graduation requirements

Pathways & Program Decisions

- Identify future career goals and align academic decisions accordingly
- Discuss short- and long-term academic goals
- Explore program transfers or additional course options (e.g., Professional and Part-Time Learning)
- Support pathway planning to university or postgraduate programs
- Help find equivalent credits

Connection to Services

- Refer and provide access to key student supports such as:
- Student Academic Learning Services (SALS)
- Access and Support Centre (ASC)
- Campus Health Centre
- Other college resources to promote student success

Contact your Student Advisor

Visit the [Student Advisor Website](#) to find contact information and connect with your advisor.

Academic Integrity

Academic integrity in teaching, learning and research is fundamental to our mission and is an expectation of the DC community. Acts that undermine academic integrity contradict our core values, erode educational inquiry and diminish the quality of our scholarship and reputation.

To ensure the highest academic standards, students are accountable for the work they produce, and student work must be the product of their efforts. The [Academic Integrity Policy and Procedure](#) provides a comprehensive explanation of DC's expectations regarding academic integrity.

Student Supports

DC offers students a variety of services to help you achieve academic success. From accessibility accommodations, financial aid, health services and wellness coaching to student life, recreation and career development, our knowledgeable staff provide holistic support to help students reach their greatest potential.

Please visit the [Student Services](#) page for more information on each of the student service areas.

Access and Support Centre (ASC)

The Access and Support Centre (ASC) provides services to students who are temporarily at-risk or identified with an exceptionality, to ensure equal access to all aspects of the academic environment. The ASC provides accommodations to meet students' individual needs through assistive technology, counseling and coaching.

The ASC team works in collaboration with faculty and other service areas to provide full opportunities for academic success for all students.

For more information on services available, please visit the [ASC website](#).

Wellness Coaching

Wellness coaches will meet with you individually to assist with developing a success plan, explore ways to reduce your stress and support your overall mental health and wellness while at college. Wellness coaches provide a safe, confidential space to explore what is blocking you from being your best possible self. During times when you are feeling overwhelmed or need someone to talk to, the wellness coaches will be there for you. For more information on coaching, please visit the [Coaching webpage](#).

Important Dates

DC strives to keep you informed of important dates throughout the academic year. Please review the 2026-2027 [Important Dates 2026-2027](#) that include fee payment deadlines, web registration, add/drop and grade release dates etc. You can find this information on the [Durham College website](#) and on [MyDC](#). Please review [MyDC](#) regularly for updates and reminders on important dates.

Academic Grading and Progression

Please refer to the ACAD 112 – [Academic Grading Policy and Procedure](#) documents for a complete overview of grading practices and ACAD 127 – [Academic Progression Policy and Procedure](#) to clearly understand the requirements necessary for a student to progress through an academic program.

Student Conduct Policy and Procedures

Durham College is dedicated to contributing to an academic community that is safe, inclusive, and respectful, where students develop individually and in concert with their peers. All members of the college community have the right to study or work without undue interference.

Students have the responsibility to respect the well-being, personal worth and dignity of all members of the campus community, which includes being mindful of individual accountability and self-regulation. Students must not adversely affect the rights of others or disrupt the constructive atmosphere of the College's learning environments.

Please refer to the [Student Conduct Policy and Procedures](#) or a complete overview of student rights and responsibilities, well-being and to ensure the campus community reflects the values of the college.

Student Academic Learning Services (SALS)

SALS helps DC students to achieve their academic goals through free services and resources, including subject specific support (math, accounting, biology, chemistry, physics and statistics), academic reading and writing, learning strategies, and assistance with English language proficiency. Students also have access to peer tutoring, online resources located through the MyDC landing page (under "Learning Resources"), and SALS ONLINE academic resources, videos, and quizzes in DC Connect.

Please email [SALS](#) or visit the [SALS website](#), for information on accessing resources and services, scheduling an appointment, registering for workshops, or signing- up to request or be a peer tutor.

Course Name	Mod	Code	Prerequisites	Corequisites	Lec Hrs	Lab Hrs	FP/Alt Hrs
CDA-SEM1							
Anatomy and Physiology of Communication and Swallowing		ANAT 1100			2	0	1
Introduction to Audiology		AUDI 1100			3	2	
Augmentative and Alternative Communication and Assistive Technology 1		AUDI 1101			3	1	
Clinical and Professional Practice 1		AUDI 1102			3	0	
Child Language Acquisition and Related Disorders 1		LING 1100			3	0	
Articulation and Phonology		LING 1101			3	0	
Adult Neurogenic Disorders and Rehabilitation 1		REHA 1100			3	0	
					20	3	1
CDA-SEM2							
Stuttering and Voice		AUDI 1200			3	0	
Clinical and Professional Practice 2		AUDI 1201	AUDI 1102		2	0	1
Augmentative and Alternative Communication and Assistive Technology 2		AUDI 1202	AUDI 1101		3	1	
Child Language Acquisition and Related Disorders 2		LING 1200	LING 1100		3	0	
Amplification Systems and Aural Rehabilitation		REHA 1200	AUDI 1100		3	2	
Adult Neurogenic Disorders and Rehabilitation 2		REHA 1201	REHA 1100		3	0	
					17	3	1
CDA-SEM3							
Integrated Practicum 1	MOD1	AUDI 1301	ANAT 1100, AUDI 1100, AUDI 1101, AUDI 1102, AUDI 1200, AUDI 1201, AUDI 1202, LING 1100, LING 1101, LING 1200, REHA 1100, REHA 1200, REHA 1201		0	0	250
Practicum Seminar	MOD2	AUDI 1300	AUDI 1301		10	0	2
Integrated Practicum 2	MOD3	AUDI 1302	AUDI 1300, AUDI 1301		0	0	250
					10	0	502

NOTES:

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

GNED - Courses with this Subject Code are "General Education" subjects, GNED 0000 you are required to choose a 'General Education Elective' that term when you register.

SPEC 0000 - when displays as a pre-requisite you are required to have passed all previous courses and have a GPA of 2.0.

COOP - the co-op work term takes place in the following semester (spring/summer).

MOD1/MOD2 - course is delivered over a portion of the semester.

Communicative Disorders Assistant

CDA Program Description

The Durham College Communicative Disorders Assistant (CDA) Graduate Certificate program prepares graduates to work under the supervision of a qualified Speech-Language Pathologist (S-LP) or Audiologist in a variety of settings. Emphasis is placed on preparing the graduate to implement evidence based screenings and intervention programs assigned by an S-LP or Audiologist. The CDA program is designed to prepare graduates to work with individuals from diverse cultural, socioeconomic, and developmental backgrounds who access communication or hearing services across the lifespan. Durham College is committed to providing a diverse, inclusive and equitable learning environment.

Students develop a working understanding of the systems involved in speech, language, and hearing, with a strong emphasis on hands-on therapy skills and applied practice. Using evidence-based strategies and techniques, students learn to provide communication and hearing services that build confidence and enhance quality of life across the lifespan.

Learning in our dedicated Harmonize for Speech Communication Disorders Lab, students gain the knowledge and skills to deliver a wide range of communication and hearing services to clients of all ages.

Two comprehensive competency-based field placements will provide the student with the opportunity to gain hands-on experience and practice their skills. Program faculty are experienced professionals in speech, language, and hearing who bring extensive clinical and teaching expertise to the classroom. They support student learning through a blend of lectures, hands-on lab activities, guest presentations, and meaningful clinical observation opportunities.

CDA Program Guide

"Student Success" is the primary goal of the Communicative Disorders Assistant (CDA) program at Durham College. As teachers and administrators, we are dedicated to helping students achieve their own goals, whether they are academic or personal development. Our program is offered over a one-year period. This program guide contains valuable information about Durham College and the CDA program. Please read it carefully and keep it as a reference.

This guide will:

- a) Explain the goals/objectives of the CDA program
- b) Set out the responsibilities of students and faculty in achieving these goals
- c) Provide details of all our course offerings
- d) Outline the policies of the CDA program

Program Learning Outcomes/Program Competencies

Upon completion of this program, graduates have reliably demonstrated the ability to:

1. Interact with others in ways that contribute to effective working relationships.
2. Establish and sustain therapeutic relationships with patients/clients and their significant others/caregivers.
3. Contribute, under the supervision of an audiologist or speech-language pathologist, to the process of undertaking patient/client screenings and assist with assessments.
4. Contribute, under the supervision of a speech-language pathologist or an audiologist, to the development, implementation, modification and evaluation of language/speech/hearing programs to achieve the goals of the treatment plan.
5. Promote personal safety and the safety of others in providing effective care.
6. Communicate effectively, through oral, written and non-verbal means with patient/clients, their significant others/caregivers, audiologists, speech-language pathologists, and/or other team members.
7. Educate, under the supervision of an audiologist or speech-language pathologist, patients/clients/significant others/caregivers regarding their role in implementing the treatment plan.
8. Use assistive technology and augmentative communication resources and perform routinely required maintenance.
9. Comply with requirements for accountability, responsibility and legal, professional and ethical standards of practice.
10. Develop and implement strategies to maintain professional competency.

Faculty Responsibilities

1. To be positive, enthusiastic and patient.
2. To be in the class early and prepared to begin on time.
3. To keep current in academic and professional knowledge.
4. To be prepared for activities, exercises and demonstrations.
5. To be available and show willingness to help students.
6. To ensure that all students get equal assistance and time.
7. To perform evaluations according to established criteria and within a reasonable time frame.
8. To return and take up any assigned homework, assignments, tests and projects promptly.

9. To identify students requiring remedial assistance, and to direct those students to the appropriate services.
10. To write constructive and helpful statements when evaluating student assignments.
11. To use a variety of teaching and questioning techniques to make presentations dynamic.
12. To encourage student participation and feedback wherever possible.
13. To outline career responsibilities, career alternatives, and avenues for further education following graduation.
14. To review the Course Outline with the students and to adhere to the outline.

Student Responsibilities

1. To be prepared for class and field placement activities. This will include reading appropriate textbook assignments prior to class and completing any homework assignments.
2. To attend in-person and arrive to class punctually.
3. To answer and participate in class.
4. To show respect for each other.
5. To be trustworthy, honest, and to show respect for peer relationships.
6. To complete tests, assignments and evaluations as required, striving for excellence.
7. To demonstrate effective communication skills when working with peers and teachers.
8. To understand all subject requirements and to follow them.
9. To seek assistance immediately if unable to follow the subject requirements for any reason.
10. To read the student information handbook and be familiar with its contents.
11. To demonstrate effective teamwork skills while engaged in group learning activities.

Program-Specific Academic Policies & Procedures

The Communicative Disorders Assistant (CDA) program has developed program policies based upon its philosophy and goals. It is the student's responsibility to read, understand, and comply with the policies outlined in this document.

The CDA program reserves the right to alter its Policies and Procedures as needed. Students will be given written notification of any necessary changes. The following policies apply to all courses, including field placement courses, unless students are advised otherwise. Additional policies specific to individual courses may also be included in the Course Outlines.

Preparation of Assignments

All assignments must meet the following criteria unless otherwise stated in individual course outlines/assignment guidelines posted on DC Connect.

- Cover-page listing the title of the assignment and the student's full name(s)
- An electronic copy posted on DC Connect
- Double-spaced with page numbers
- A reference page with all resources cited in APA format (appropriate in-text citations are also to be used, where appropriate) https://owl.purdue.edu/owl/research_and_citation/apa_style/
- Font size 12

Submission of Assignments

All assignment handouts outlining the purpose, criteria, marking rubric (if applicable) and/or due dates, etc. will be discussed in Weeks 1 and/or 2 of each course and will be posted on DC Connect.

Due dates and times will be announced and posted in DC Connect for all course assignments. Any assignments received after this will be deemed "late". If an assignment is missing any of the required components, the student will be informed and late penalties will be applied from the date the student is notified.

It is the responsibility of the student to submit all assignments on DC Connect in the appropriate drop box by the due date. If a deadline is not met, it is the student's responsibility to contact the course instructor to request whether an extension may be permitted.

All late assignments will be penalized 10% per calendar day (24-hour period). A zero will be assigned to assignments handed in 10 or more days late.

It is the student's responsibility to keep a copy of each assignment that is submitted.

If a student experiences technical difficulty when attempting to submit an assignment electronically they should contact the IT Help Desk at 905-721-2000 or email itsupport@dc-uoit.ca and have a "ticket" opened. If the technical issue cannot be resolved the ticket number is to be emailed to the professor.

Policies for Writing Tests

Students are required to bring their Durham College Student I.D. cards with them to all tests and will be required to present their student I.D. card to the course instructor prior to writing the test. If an I.D. card is requested and not presented, the student may be asked to leave the room and may not be allowed to re-write the test.

Students who have been identified by the Access and Support Centre (ASC) office as being eligible for test accommodations are responsible for making appropriate arrangements for writing tests with the ASC and will take responsibility for informing the professor of any such arrangements. Students writing in the Test Centre are expected to do so at the same time that the regularly scheduled test occurs.

Tests in the CDA program may be cumulative or non-cumulative depending on the course. Please see individual Course Outlines for test dates and important test information. Details regarding tests and any other pertinent information will also be discussed by the professor in class.

Missed Tests

It is expected that all students will be present to write all tests in the scheduled time slot. A student who misses a test must notify his/her professor by email (using only DCMail) prior to the test being written or in the case of an emergency within 24 hours of the missed test being given. In the event a test is missed due to unavoidable, unforeseen circumstances, consideration may be provided for the student to make up and write an alternative test within two weeks, or have another evaluation re-weighted to make up the missed test.

If the student is eligible to write a missed alternative test, the student is responsible for booking an appointment with the Test Centre where they will write the test. Once booking is confirmed the student must notify the professor, via DC Email, of the date and time booked with the Test Centre. If the student does not follow through, they will receive a mark of zero (0) for the test.

Please note that Lab Tests/Assignments cannot be made up/written later and if a lab test is missed a mark of zero (0) will be automatically assigned.

Return of Assignments

If assignments are not submitted via DC Connect (based on a specific professors' instructions) results of a student's individual assignment can ONLY be returned to that student.

Students who are not in class when hard copy work is returned are required to retrieve their results from the instructor at the next scheduled class for that course. Marks will not be given via email.

Failure of Tests/Assignments

In the event that a student receives a failing grade (below 50%) in 1 (one) test or assignment in a course, the student **must** contact the course instructor to discuss the results and determine what steps the student needs to take in order to improve their performance.

Attendance and Student Success

Attendance has been shown to be the best predictor of student success. Most courses are designed to build on skills previously learned and applied in class; a student who misses topics will find it more difficult to complete subsequent assignments, etc. If, however, for unforeseen circumstances (such as an illness or emergency) a student is absent from class, it is his/her responsibility, **prior to the next class**, to review and learn what was missed.

Attendance is taken in all classes. Students are expected to be punctual and actively participate in all class discussions and activities.

Students are responsible for knowing all course requirements and instructions given in class, even if they are absent from that class. If a student is absent, it is their responsibility to ask a classmate to share notes, handouts, and any announcements or instructions given by the professor. It is the student's responsibility to keep the instructor informed about any circumstances which may be interfering with the student's success in that course. The instructor cannot provide support and assistance if he/she is not aware that a problem exists. Students can email faculty to set up a time to meet and work together on a solution. Students are responsible for accessing the necessary supports that faculty/the Placement Officer/Student Advisor may recommend.

Classroom Conduct

It is expected that all members of the class, including the instructor, will treat one another with courtesy and respect, interacting in a professional manner. If a student's behaviour interferes with the rights of others to teach or to learn, the instructor has the right to ask the disruptive student(s) to leave the class. Providing a safe and respectful learning space is important for all learning environments. Refer to the Student Conduct for all Learning Environments policy, which includes conduct within software platforms/group chats:

Policy: [ACAD-131 Standards for All Learning Environments](#)

Communication

Each Durham College student has a DC Mail email address which they are required to check regularly and respond to communications within 48 hours. Students are also expected to check DC Connect for course updates and My DC and the Durham College website regularly for important college-wide information.

Please note that communication between students and faculty/Placement Officer/Student Advisor via email is limited to the DC Mail system. Durham College staff CANNOT use or reply to personal email addresses.

Please note that e-mails should be professional, grammatically correct with proper spelling and punctuation, etc. to reflect professional student-teacher communication. Students must adhere to professional email etiquette when contacting faculty or staff. This means including a clear subject line, a greeting, a respectful and professional tone, and a signature with your program and student number.

If a student has a concern about an individual course, the first step in finding a solution should be a discussion with the professor of that course. If the issue cannot be solved through collaboration, the student is advised to discuss the issue with the Student Advisor.

Technology

Electronic devices can enhance learning; however, they can also hinder it. Text messaging, checking emails, etc. can distract both the user as well as those around them; therefore, all cell phones, tablets, laptops, etc., are to be turned off before the start of class (unless otherwise instructed by the professor).

Professors recognize that there may be times when a student needs to be available to receive an urgent call. If this is the case, please let your professor know and turn your phone to vibrate so that it will not disturb the class. Students are expected to leave the classroom to respond to any incoming calls.

At no time may a student post anything related to faculty, staff, individuals they interact with on placement, other students, classes/practicum/placement/lab, etc. on social media. Any exceptions to this that are course-related will be discussed by the professor. Policy: [ACAD-128 Recording of Learning Activities](#)

Late Arrivals in Class

Students are expected to arrive at class on time both at the beginning of class and after breaks. Instructors recognize that there are often legitimate reasons for late arrivals but when the behaviour is chronic and disturbs a class already in progress, the instructor has the right to prohibit entry to the classroom until a suitable break occurs.

During classes when a guest speaker is scheduled or when other students are presenting, **late arrival may not be permitted**. (Special circumstances may be presented to the instructor in advance of the class for consideration).

Students who arrive late on the day of a test will not be given any additional time to complete the test. No student will be allowed to enter the test room after the first 30 minutes or after the first student to complete the test leaves the room and late arrivals may not be permitted if the arrival is deemed by the professor to be disruptive to the testing environment.

In-Process Work/Labs

Class participation, assignments, activities, sharing information and ideas in class discussion and group work will enhance the student's own personal and professional growth. If a student is absent when an activity is assigned, they will receive a mark of "0" for that in-process exercise/activity. In-process work cannot be made up or supplemented. Students must be present for the entirety of the class for labs. Arriving late or leaving early for a class will be considered an absence for lab marks and a mark of "0" will be assigned.

Eating and Drinking in Classrooms

Food and drinks are permitted in classrooms as long as the student takes responsibility for removing garbage and cleaning up his/her workspace before leaving the class. The instructor has the right to revoke this privilege if these conditions are not met.

Required/Recommended Readings

Students are required to prepare for each class by reading all the required resources and/or completing all the assigned activities prior to class (if applicable).

A list of class topics and assigned readings/recommended readings/resources will be provided for each course via DC Connect. This will help students raise appropriate/relevant questions and more fully understand and integrate the information presented in class.

Information about Prerequisite Subjects

Students must successfully complete all course requirements in Semester I to be eligible to progress to Semester II. Students must successfully complete all Semester II courses in order to progress to Semester III (field placements). If a student is not eligible to take a particular course at the time it is offered because he/she has not successfully completed a prerequisite subject, the student is responsible for taking the course when it is next available at his/her own expense once eligibility requirements have been met. Eligibility requirements are to be discussed with the Student Advisor.

Registration

Students are required to register for ALL three semesters, including field placements.

Graduation

An “Application for Graduation” form must be completed by all graduating students. The form will be available on My DC, prior to the graduation date. A certificate will not be prepared until the completed form has been submitted.

NOTE: Students must have successfully completed all course credits and both field placements to be eligible to graduate. A minimum final mark of 50% for each course and an overall minimum average of 60% leading to a cumulative GPA of 2.0 must be achieved to be eligible to register for Field Placement courses and to graduate.

Timetables

Timetables and course outlines are available online through MyDC. You can view and/or print your timetable from any computer with internet access. If you require assistance, please contact the IT Help Desk at 905-721-2000.

Please note: Students are responsible for ensuring that all of their required courses are on their schedules. Assistance is available from your Student Advisor. Should you have a discrepancy in your timetable, please report it immediately.

Additional CDA Program Activities and DC Kids Speech and Language Clinic

Throughout the program there may be additional on and off-campus workshops, guest presentations, online requirements, etc., that are outside of the scheduled classroom instruction. It is expected that all students attend all activities. Students have the opportunity to put their name forward to participate in the CDA program’s DC Kids Speech and Language Clinic.

Field Placement/Practicum

Durham College CDA field placements take place in from May to Mid August in Semester III, after all previous course and Synergy requirements, etc. have been met. Information regarding field placements will be disseminated in Semester I. Any questions during Semester I and II regarding field placements are to be directed to the Field Placement Officer.

CDA placements will have overarching supervision from a Speech Language Pathologist or Audiologist. Students may also spend time with other related professionals such as CDA's, Occupational Therapists, Teachers, or Hearing Aid Instrument Specialists. Students attend two, full time unpaid block placements totaling 490 hours.

Students are required to secure their own field placement sites. They are responsible for all expenses related to practicum, including relocation, travel to and from the placement site, and daily transportation costs. Students should not expect to complete placements within their home community and must be prepared to pursue opportunities across Ontario. The Field Placement Officer maintains partnerships with select school boards, hospitals, and larger organizations that require centralized coordination. In these cases, the Field Placement Officer is responsible for communication about placement within these locations. Additional information will be provided at Orientation and at the beginning of Semester I so that students can begin to seek out their own practicum placements well in advance of Semester III.

Students attend their first full time placement 7 weeks, then return to Oshawa campus for a two-day Field Placement Seminar. Students are required to complete and submit an assignment in which they reflect on and share their experiences with peers. Over the 2 days of the Seminar Course, students will participate in small-group activities focused on collaboration and problem-solving. These activities are designed to reinforce their learning to date and support their preparation for their second practicum placement.

During field placements in Semester III students will also be assigned a Durham College Field Placement Advisor. Students are required to maintain regular contact with their DC Field Placement Advisor throughout placements, meet every other week, submit a weekly reflection journal, weekly direct/indirect hours and discuss any concerns/challenges that arise during placements with their DC Field Placement Advisor in a timely fashion.

Appearance

Students must comply with agency dress codes and must wear their Durham College I.D. badges at all times at their placements.

Attendance

All practicum experiences are essential to maximize learning opportunities. Repeated and sustained absence may make it impossible to meet the practicum learning outcomes. Attendance in the practicum area is also an essential part of accountability to clients and other team members. Ongoing records are kept of the number of hours of practice, absenteeism and lateness, etc.

In order to meet the required number of practicum hours, full attendance is **mandatory**. Students are required to notify the agency prior to the beginning of placement if they must be absent from the practicum. It is expected that all hours be completed within the set practicum time frames in order to receive credit. To support student well-being and ensure a sustainable pace of professional learning, practicum placements are limited to a maximum of 45 hours per week.

Students may be required to attend practicum during hours outside of the “traditional” work schedule which may include early mornings, evenings and/or weekends depending on the agencies hours of operation. This should be discussed at the beginning of practicum and the schedule worked out in advance. If there are difficulties as a result of this that cannot be resolved between students and supervisors, these should be raised with the Program Coordinator and/or Placement Officer.

Transportation

Students are responsible for all expenses related to practicum, including relocation, travel to and from the placement site, and daily transportation costs. Students are responsible all expenses related to practicum, including relocation, travel to and from the practicum site, and daily transportation costs, which may or may not be proximal to transit services. Students should not expect to complete placements within their home community and must be prepared to pursue opportunities across Ontario based on site availability. A driver's license and full-time use of a reliable vehicle may also be a requirement for some placement agencies.

Illness

If students become ill in the practicum setting, they should contact their agency clinical supervisor, Placement Officer and their Durham College Faculty Advisor immediately.

Immunization/CPR/Criminal Reference Check

To be eligible for practicum placement and any observation assignments, students must provide evidence of valid immunizations as required by the College, as well as their CPR level C, Standard First Aid and Criminal Reference Check.

All required pre-practicum documentation must be submitted to [Synergy Gateway](#) our 3rd party documentation collection and verification partner by

the **SPECIFIED DEADLINE** for each semester / year in the program. Deadline dates will be communicated to students through email and in class. Exceptions to these dates are non-negotiable due to liability and safety regulations.

Students whose documentation expires throughout the year are required to submit updated documentation according to the due dates set out by the Synergy Gateway.

Procedures and regulations for obtaining criminal record search documents are controlled by the RCMP and the 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 the Vulnerable Sector Verifications.

The RCMP identified a means to enhance vulnerable sector checks to make the 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 the gender and 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 four months.

This is an excerpt from the RCMP website: <https://www.rcmp-grc.gc.ca/en/types-criminal-background-checks>

Confidentiality

Client information must not be discussed in any public area or with any unauthorized persons. Under no circumstances is information to be given to police or press. All requests for information should be referred to the designated administrative person at your placement agency.

Any breach of confidentiality will be reviewed and Durham College and the placement agency and may result in a student's dismissal from the CDA program. Students should only have access to health/school records as assigned for educational purposes. Any computer access codes must only be used to access computer data for patients/clients as assigned.

Please refer to the CDA Practicum Guide - Student Copy for full details regarding field placements.

Employment Opportunities

Employment is obtained in a wide variety of settings including:

- Audiology and hearing aid clinics
- Children's treatment centers
- Hospitals and rehabilitation centers
- Infant and school-aged hearing screening programs
- Long-term care facilities
- Preschool speech and language programs
- Private speech and language clinics
- School boards and private schools
- Specialized daycare/early years centers

What you could be:

- Audiometric/Hearing Technician
- Communicative Disorders Assistant
- Communication Health Assistant
- Infant Hearing Screener/Technician
- Rehabilitation Assistant
- Speech Language Therapy Assistant

Courses

[Click Here for Course Outline Access Manual](#)

Semester 1

- [Anatomy and Physiology of Communication and Swallowing \(ANAT 1100\)](#)
- [Introduction to Audiology \(AUDI 1100\)](#)
- [Augmentative and Alternative Communication and Assistive Technology 1 \(AUDI 1101\)](#)
- [Clinical and Professional Practice 1 \(AUDI 1102\)](#)
- [Child Language Acquisition and Related Disorders 1 \(LING 1100\)](#)
- [Articulation and Phonology \(LING 1101\)](#)
- [Adult Neurogenic Disorders and Rehabilitation 1 \(REHA 1100\)](#)

Semester 2

- [Stuttering and Voice \(AUDI 1200\)](#)
- [Clinical and Professional Practice 2 \(AUDI 1201\)](#)
- [Augmentative and Alternative Communication and Assistive Technology 2 \(AUDI 1202\)](#)
- [Child Language Acquisition and Related Disorders 2 \(LING 1200\)](#)
- [Amplification Systems and Aural Rehabilitation \(REHA 1200\)](#)
- [Adult Neurogenic Disorders and Rehabilitation 2 \(REHA 1201\)](#)

Semester 3

- [Practicum Seminar \(AUDI 1300\)](#)
- [Integrated Practicum 1 \(AUDI 1301\)](#)
- [Integrated Practicum 2 \(AUDI 1302\)](#)