

PROGRAM GUIDE

# Faculty of Health Sciences Dental Assisting Levels I and II

2023-2024



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*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, and timetable or campus location at any time. Please consult the [Durham College website](#) for the most current information.*

June 2023

## A Message from the Executive Vice President, Academic

On behalf of Durham College (DC), I would like to extend a warm welcome to you for the upcoming academic year. It is an exciting time, whether you are a returning student, getting back into the swing of things, or this is your first year of college.



You have made a great choice with DC. We offer a comprehensive range of exceptional academic programs and student services. Our faculty members are experts in their respective fields, and they are dedicated to providing you with the knowledge and skills needed to excel in your future careers. Our students develop the professional, intercultural and durable skills required to realize meaningful careers and make a difference in the world.

We support students by delivering excellence in teaching and learning, and providing opportunities for experiential learning, applied research and technology-enabled education. Our goal is to inspire students to create success for themselves and their communities through the best in innovative and transformative education.

As we start the new semester, it's important to recognize the evolving nature of how we live, work and learn. By choosing to study at DC this year, you've demonstrated a willingness to adapt and grow, which will help you move forward with your studies and life. I encourage you to take advantage of all that we have to offer. Be sure to get to know your faculty members, program coordinator, student advisor, and all the other employees on campus who are committed to your success. These individuals can provide valuable information and resources to support your studies and career planning. Get involved in campus life, connect with your peers, and make the most of your time here.

We are honoured to be a part of your educational journey and can't wait to see the great things you will achieve during, and after, your time with us. Together, we're leading the way.

Best wishes for a successful academic year!

A handwritten signature in black ink that reads "Elaine Popp". The signature is written in a cursive, flowing style.

Dr. Elaine Popp  
Executive Vice President, Academic

## A Message from the Executive Dean, Faculty of Health Sciences

Dear Students,

On behalf of the Faculty of the Health Sciences (FHS), I am delighted to extend a warm welcome to all our new and returning students. You are about to embark on a new academic year, one filled with possibilities and opportunities.



To our new students, I want to congratulate you on taking this important step towards your future. You have chosen a path that will provide you with knowledge and skills that will stay with you for a lifetime. We are excited to have you join our FHS, and we look forward to supporting you throughout your journey.

To our returning students, welcome back! We hope that your academic journey has been enriching thus far, and that you are excited to dive back into your studies. We are proud of all that you have achieved so far, and we are eager to see you continue to grow and succeed in the year ahead.

As we start a new academic year, I want to remind you of our mission to offer our learners the means to excel in their chosen field by providing industry relevant professional, technical, theoretical, and hands-on experience. We strive to develop work ready learners upon graduation through a collaborative partnership between students and the programs. Our state-of-the-art laboratories, facilities, learning spaces, and digital platforms provide student-centered learning environments and offer ample opportunities to integrate theoretical learning into real industry hands-on experience. Our goal is to empower students with the essential skills and confidence necessary to be successful in their field. It is our hope that upon graduation students will effectively and confidently transition to work force, related to their field of study. Our dedicated faculty and staff are committed to providing you with a supportive and enriching learning environment. We have a range of resources available to help you with your academic and personal goals, and we encourage you to take advantage of them. We are committed to supporting you throughout your academic journey.

Finally, I would like to wish you all the best for the upcoming academic year. Whether you are starting a new program or continuing with your studies, I am confident that you will find this year to be both rewarding and filled with a wealth of exciting opportunities for growth and discovery.

We look very much forward to having you with us!

A handwritten signature in black ink, appearing to read 'Mojgan Rezvani'. The signature is fluid and cursive.

Dr. Mojgan Rezvani  
Executive Dean, Faculty of Health Sciences

## **A Message from the Associate Dean, Faculty of Health Sciences**

As Associate Dean, it is my great pleasure to extend a warm welcome to all students in the Faculty of Health Sciences programs.

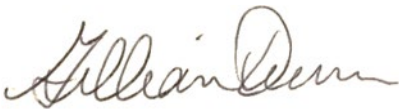
The Faculty of Health Sciences is at the forefront of advancing healthcare related education, research, and practice. Together, we have the opportunity to make a profound impact on the lives of individuals and our communities through our collaborative efforts and innovative approaches.

As we embark on this new academic year, I encourage you to embrace the spirit of collaboration, participation and excellence and wish you all the very best in your academic journey. Our dedicated staff members in the Faculty of Health Sciences are always here to lend a helping hand and provide guidance whenever needed.

The passion, expertise, and dedication of our faculty cultivate a nurturing and inclusive learning environment for our students, preparing them to become exceptional professionals and leaders in their respective fields.

Together, let us embark on a remarkable journey of discovery, innovation, and transformation.

Sincerely,

A handwritten signature in cursive script, appearing to read "Gillian Dunn".

Gillian Dunn, RDH, BPE  
Associate Dean,  
Faculty of Health Sciences

# Faculty of Health Sciences

## Dental Assisting Program Faculty & Staff

Executive Dean	Dr. Mojgan Rezvani	Ext. 2249	<a href="mailto:mojgan.rezvani@durhamcollege.ca">mojgan.rezvani@durhamcollege.ca</a>
Associate Dean	Gillian Dunn	Ext. 2727	<a href="mailto:gillian.dunn@durhamcollege.ca">gillian.dunn@durhamcollege.ca</a>
Administrative Coordinator	Shari Kinney	Ext. 2375	<a href="mailto:shari.kinney@durhamcollege.ca">shari.kinney@durhamcollege.ca</a>
Student Advisor/ Placement Officer	Kaydee Wells	Ext. 2059	<a href="mailto:kaydee.wells@durhamcollege.ca">kaydee.wells@durhamcollege.ca</a>
Office Administrative Assistant	Lori Barbara	Ext. 2542	<a href="mailto:lori.barbara@durhamcollege.ca">lori.barbara@durhamcollege.ca</a>
Dental Receptionist	Leisa Palmer	Ext. 3074	<a href="mailto:leisa.palmer@durhamcollege.ca">leisa.palmer@durhamcollege.ca</a>
Dental Technologist	Nadine Bandstra	Ext. 2764	<a href="mailto:nadine.bandstra@durhamcollege.ca">nadine.bandstra@durhamcollege.ca</a>
	Rebecca Likness	Ext. 2837	<a href="mailto:rebecca.likness@durhamcollege.ca">rebecca.likness@durhamcollege.ca</a>
Program Coordinator	Kim Stever	Ext. 2544	<a href="mailto:kim.stever@durhamcollege.ca">kim.stever@durhamcollege.ca</a>

The above individuals may be contacted by dialing directly 905.721.2000,  
followed by the appropriate extension.

### Faculty of Health Sciences

Location: SW106 - Gordon Willey Building

Telephone: 905.721.3080

Website: <https://durhamcollege.ca/academic-faculties/faculty-of-health-sciences>

### Health & Wellness Centre

<https://durhamcollege.ca/student-life/health-and-wellness/campus-health-and-wellness-centre>

G127 (Main Campus) 905.721.3037

### Access and Support Centre

<https://durhamcollege.ca/asc/>

SW116 (Main Campus) 905.721.3123

### Coaching and Support Centre

SW116 (Main Campus) 905.721.3147

<https://durhamcollege.ca/asc/>

# Dental Assisting Program Information

## Mission Statement

**“To create a student-centered learning environment that fosters lifelong learning, and graduate students who possess the knowledge, skills and professional behaviours necessary to provide, culturally sensitive, optimum client centered care in collaboration with all members of the oral health care team.”** Revised May 2018

## Introduction

The Dental Assisting program holds as our philosophy a set of beliefs and values that are based on: evidenced based curriculum, teaching process, learning experience, methodology of delivery and evaluation, dental assisting practice and client care. The following paragraphs describe the beliefs and values inherent to our program.

## Program Description

This program offers academic studies, clinical experience and field placement to prepare students to work effectively in a variety of dental-related roles as a level II dental assistant. The students will also learn to provide intra oral care, oral health education, business administration skills and dental laboratory skills.

Academic and clinical studies are based on the most current theory of dental assisting practice, emphasizing ethical principles, and working interdependently and collaboratively with health-care professionals in a variety of practice settings. The field placement provides opportunities to gain insight and/or experience in the following dental settings: general dentistry, specialty dentistry, community dentistry, and the Dental Hygiene Clinic at Durham College.

Graduates of this program are eligible to write the National Dental Assisting Examination Board (NDAEB) examination. The program is accredited by the Commission on Dental Accreditation of Canada.

## Statements of Philosophy

### Curriculum

The program is mapped to meet the most current theories and practices. Faculty are committed to yearly revision of Course Outlines to ensure an up to date, research-based curriculum is offered. The following documents provide a basis for curriculum revision: Outcomes as published by the Ministry of Advanced Education and Skills Development (MAESD), the National Dental Assisting Examination Board (NDAEB) core skills and competencies CDAC requirements and the CDAA National Occupational Standards. Feedback and input regarding all aspects of the program are valued and encouraged. Opportunity to share ideas among all participants in the learning process is seen as important for the growth of staff, faculty, learners and the program; therefore, course evaluations will be completed at the end of each course. In addition, student focus groups are held every semester to facilitate student success and contribute to the growth and development of the program.

### Teaching

Faculty will strive to:

- Imbue professionalism, respect, and accountability.
- Model and endorse the required commitment to life-long learning that includes formal and informal study intended to maintain competence and high-quality service.
- Help learners build on their strengths by using shared experiences, talents and abilities.
- Model sound learning processes by supporting and encouraging learners and each other in the process of learning.
- Involve learners in the process of seeking knowledge.

### Learning

- Learning is a life-long process of personal and professional growth, as well as the realization of one's human potential.
- Learning is an active, participatory, and continuous process.
- Learning builds on prior experiences, stimulates reflection on experience, fosters the formulation or reformation of the meaning of experience and contributes to self-esteem, self-knowledge and self-empowerment.
- Learners are adults viewed as individuals with unique backgrounds and specific needs.
- Learners bring valuable prior knowledge and past experience to the learning situation.
- Learners need opportunity to participate in, and share responsibility for determining their learning.
- Learners are empowered when they participate in a liberated, creative, and collaborative learning process. In order for the learner to develop the ability to critically think, reflect and integrate new information, the learner must engage in active dialogue with the fellow classmates, faculty and oral health care providers.
- Teaching-learning is a dynamic process that occurs in formal and informal context.



## **Methodology of Delivery and Evaluation**

To challenge and stimulate a learner's achievement, high standards and expectations are seen as essential. A variety of approaches in program delivery and evaluation are aimed at maximizing a learner's opportunity for success. Learning is enhanced when high value is given to various ways of gathering knowledge. Knowledge is derived from an understanding of self, others, practice, theory and research, all of which interconnect in the generation and application of knowledge with practice. Evaluation methods should; ensure quality, encourage critical thinking, be based on reflective practice, be frequent and ongoing. Evaluation should create meaning and be significant to the learning experience.

## **Dental Assisting Practice and Clients**

Dental Assisting practice requires knowledge of theory, caring practice, critical reflection, and collaboration with other health care professionals. The dental assistant as an oral health provider applies theory to practice to promote health and healing, employing moral and ethical reasoning. All clients will be served in a professional manner, upholding the right of the client's choice of treatment. Clients are treated in a confidential, safe, and respectful manner. The promotion of sound oral health and total well-being will be a primary focus for the client, faculty, staff and the learners.

The clinical environment will meet the highest standards of practice to provide quality care for the public.

## **Dental Assisting Program Learning Outcomes**

The graduate, as a beginning dental assisting professional has reliably demonstrated the ability to:

1. Maintain client and personal safety in the practice environment.
2. Contribute to the development of a comprehensive client profile by using a variety of data collection methods in collaboration with the client and other health professionals and in compliance with privacy legislation.
3. Contribute to the development of a comprehensive plan for oral health services and programs in collaboration with the client and other health professionals.
4. Provide oral health services and programs, as identified in the comprehensive plan as permitted within the scope of practice.
5. Contribute to the evaluation and reporting of appropriate aspects of the oral health services and programs by using a variety of sources including the client profile.
6. Act in a professional and competent manner.
7. Maintain client records and manage office procedures in compliance with relevant legislation and regulations.

## **Durham College Dental Assisting Levels I and II Program Goals**

The goal of the dental programs is to prepare a graduate who is able to practice competently within her/his defined scope of practice in the dental profession. To accomplish this, the program will:

1. Establish a climate for a positive learning experience.
2. Deliver a curriculum which reflects the current needs of the dental profession.
3. Encourage students to strive for excellence.
4. Encourage students to be involved in the learning experience and to value this process.
5. Role model excellence to inspire students to emulate these behaviors.
6. Emphasize the importance of attendance, commitment, and perseverance as a means to achieve success.
7. Encourage personal, warm and supportive interactions with the teaching team and with fellow students.
8. Create unity and pride in the program and in the dental profession.
9. Encourage an appreciation for the value of peer and self-evaluation.
10. Recognize, reward, and celebrate behaviours contributing to success.
11. Encourage honest and open communication.
12. Deliver excellent instruction and learning experiences.
13. Provide clearly defined information regarding rules, regulations, policies, procedures, curriculum, and evaluation methods.
14. Encourage co-operative work and sharing of responsibilities in the learning experience.
15. Assess student progress continually and suggest remedial activities if required.
16. Foster increasing independence in the learner.
17. Encourage a desire for lifelong learning.

## **Profile of the Durham College Dental Assisting Levels I and II Graduate**

The graduate, as a beginning Level I and II Dental Assistant:

1. Is educated to uphold ethical and legal obligations using the CDAA code of ethics as a moral template.
2. Cares for populations including persons, families, groups and communities from a variety of cultures, by establishing caring relationships that foster trust, respect, collaboration and empowerment.
3. Collaborates with other regulated health care professionals to provide optimum care to the client.
4. Is committed to lifelong learning for personal and professional growth.
5. Contributes to the promotion to health and healing by providing safe, effective, ethically client-centered care within provincial legislation.
6. Applies chair-side, intra-oral skills as well as basic business office procedures using the most current and innovative methods for optimum efficiency.

### **Career Opportunities for Dental Assistants**

A variety of dental practice settings exist in Canada today. Settings include private dental practice (general and specialty), community health (federal, provincial, regional and municipal government programs), educational and correctional institutions, the Armed Forces, hospitals, and retail and insurance industries.

### **Professional Associations**

**In order to practice Level II duties in Ontario, dental assistants must pass the NDAEB examination.**

#### **National Dental Assisting Examination Board (NDAEB)**

The NDAEB is an independent board endorsed by many dental assisting associations and regulatory bodies. The Board has nationwide representatives from the Canadian Dental Assistant's Association, the Commission on Dental Accreditation of Canada, dental assisting educators from accredited and non-accredited educational institutes, and the public. The purpose of the NDAEB is the development and administration of the National Dental Assisting board examination and issuance of a National Board Certificate.

Presently, in Ontario, Level II Dental Assistants must apply for and write the National Board Examination, to be eligible to practice the intra oral level II skills of a Dental Assistant. In order to qualify to write the exam, you must be a successful graduate of a Level II Dental Assisting program. There is a fee of **\$700.00** for this examination. Information regarding the NDAEB exam and application process can be found on the website listed below. The faculty will review the requirements and the application process with the students before the end of the school year.

National Dental Assisting Examination Board	Phone:	1-613 526-3424
204-2283 St. Laurent Blvd.	Fax:	1-613 526-5560
Ottawa, ON	Web:	<a href="http://www.ndaeb.ca">www.ndaeb.ca</a>
K1G 5A2	Email:	<a href="mailto:office@ndaeb.ca">office@ndaeb.ca</a>

### **Ontario Dental Assistants Association (ODAA)**

The ODAA supports dental assistants as respected healthcare professionals through visionary leadership and recognized credentials, fostering a unified sense of pride among its members. The ODAA is founded by and for dental assistants, and provides the designation of “certification” to its members.

Students are encouraged to apply on line, within the first few months of the program. Reduced fee for student membership is \$40+tax.

Ontario Dental Assistants Association	Phone:	1-519-679-2566 or 1-800-461-4348
869 Dundas Street West	Fax:	1-519-679-8494
London, ON	Web:	<a href="http://odaa.org/">http://odaa.org/</a>
N5W 2Z8		

### **Canadian Dental Assistants Association (CDAA)**

The CDAA is the national organization for dental assistants that fosters opportunities for growth and is the voice for Canadian Dental Assistants. Membership through provincial organizations, the ODAA is the link to the CDAA.

Canadian Dental Assistants Association	Phone:	1-613-521-5495
1785 Alta Vista Drive, Suite 105	Web:	<a href="http://www.cdAA.ca">www.cdAA.ca</a>
Ottawa, ON		
K1G 3Y6		

## **Beliefs about the Teaching/Learning Process**

The following are our beliefs about the teaching-learning process:

- A teacher is accountable to the student and the Dental Programs to provide an environment conducive to learning.
- The environment for learning is vital in that it should be supportive and provide direction for learning. Respect for the individual and her/his learning needs will promote a positive environment where learning can take place.
- Learning is a dynamic and continuous process which is manifested by growth and change in behaviour.
- Behavioural objectives, clearly stated and encompassing all learning domains (cognitive, psychomotor and affective) enhance the learning process.
- A student is accountable for active participation in the teaching-learning process. As a student progresses through the Dental Assisting Program, she/he should expect to assume increasing responsibility for learning.
- In keeping with our program philosophy and the professional requirement for life-long learning, the teacher fosters increasing independence in the learner.
- Students benefit from constructive feedback which is provided both immediately and regularly in an atmosphere of trust. An emphasis on positive reinforcement for appropriate behavior is essential to its success.
- Evaluation is an integral part of the teaching-learning process. Based on clearly stated objectives, it describes the student's progress and achievement of goals. Self-evaluation by the student is an essential element of evaluation. The teacher will provide both formative and summative evaluation.
- Formative evaluation provides feedback to learners about their progress in achieving the established objectives and occurs continuously throughout the learning experience. It serves a diagnostic purpose as it informs students of areas where further learning is necessary.
- Summative evaluation measures final outcomes or results and determines learner achievements as they relate to the learning objectives. It is concerned with how learners have changed.

# Durham College

## Academic Policies & Procedures

To view the Durham College Academic Policies & Procedures, please go to  
<https://durhamcollege.ca/about/governance/policies>

## Program Specific Academic Policies & Procedures

### Program Policies

All Regulations and Policies as outlined in the Durham College Academic Policies and Procedures are in effect, plus the following which are specifically related to the Dental Assisting Levels I and II program.

### Dental Records Policy

Durham College is committed to the collection, use and/or disclosure of personal information in a responsible manner in keeping with Personal Health Information Protection Act (PHIPA) and the Freedom of Information and Protection of Privacy Act (FIPPA). The safety, retention, protection and transfer of personal information in keeping with the Prescribed Records Regulations of the CDHO, within the Regulated Health Professions Act (RHPA), are upheld by Durham College. No verbal or written personal, medical or dental information will be given to anyone outside of the dental facility without a client's written permission. Appropriate care in the destruction of personal information will be exercised to prevent unauthorized access to the information provided in the client's records.

### Electronic Devices and Social Media

All electronic devices must be **off** and stored away during all classes and clinics/labs.

**NOTE:** At no time may a student take pictures or video without consent, or post anything related to faculty, staff, clients, students or class/clinic/practicum/lab on any social media sites.

### Attendance

Because of the relationship between theoretical knowledge and clinical practice, it is essential that students participate in all learning activities provided. Failure to attend class/clinic may result in gaps in knowledge, grade reduction and potential safety hazards to the clients.

Therefore, **full** attendance is expected for both class and clinic. Refer to individual course outlines for specific attendance requirements.

Throughout the school year, you will be expected to perform clinical skills on fellow students and the public. Working in partnerships with your classmates, and practicing newly learned skills with and on fellow students, prior to treating clients, is a significant component of the learning process.

Students who are not prepared to work collaboratively in the client role with their fellow students will not be able to achieve the learning outcomes of the Clinic courses. If there is a medical reason which may prevent you from participating, you will need to submit a medical certificate verifying this, prior to beginning your program.

Students can expect that one or more of the evaluation components or criteria for all practicum courses (including clinic and lab) will involve timed elements. The timed element of the evaluation component or criteria CANNOT be waived or extended for safety considerations.

If extenuating circumstances occur and you must be absent from class, please notify the appropriate professor by telephone voice-mail or e-mail before 8:00 a.m. on the day of absence.

Failure to notify may result in loss of opportunity to:

- a) Hand in assignments without penalty,
- b) Write tests,
- c) Obtain handouts,
- d) Complete practice sessions.

IN CASES OF ILLNESS A MEDICAL CERTIFICATE MAY BE NECESSARY. Please refer to Health Policies and Guidelines for additional information.

To avoid disruption students are expected to be punctual. Students may not be allowed into the classroom or leave the classroom when lecture is in process.

In keeping with the student's rights and responsibilities as well as professional guidelines and conduct, any student, faculty or staff deemed to be under the influence of any substance, will be removed from theory classes or clinical sessions immediately.

### **Policies for Tests and Examinations**

Students will be required to present their student I.D. card for all tests and for all formal exams. 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 or exam. Please ensure that you bring your **DURHAM COLLEGE STUDENT I.D.** card to *all* tests and exams.

**\*\*Tests may occur outside of class hours. This will be noted on individual course outlines. A test schedule outlining all tests for the semester will be distributed at the beginning of each semester.**

For all tests, examinations and assignments, a deduction of 1/2 mark per error will be made for incorrect spelling of terminology, to a maximum of 10% of the value of the paper. All marks will stand.

To support student success, a student who is unsuccessful in **one** course, that would otherwise prevent them from progressing into the next semester, may write a 2-hour comprehensive supplemental assessment for that course. To be eligible for the supplemental, the student needs to have achieved a grade within 5% of the passing grade for that course. Regardless of the grade attained on the supplemental, the passing grade for the course will be the final grade entered (50% or 70% depending). For health and safety reasons, supplemental opportunities will not be provided in clinic practice courses.

Students who have been unsuccessful in more than one course in a semester, will not be eligible for this opportunity.

### **Late Arrival**

Students will not be admitted to the room after the first student to complete the test leaves the room. Students arriving past the established deadlines should report to the course instructor, not to the test/examination room. No time extensions will be granted for late arrivals.

### **Missed Tests**

If unforeseen circumstances arise and notice is provided to the instructor by 8:00 a.m. on the morning of the scheduled test, students may be eligible to write the missed test at another time. The student will need to apply in writing to the individual professor on the **first day of return**. The application to write an alternate test must outline the reason for missing the test and the arrangements required to write the test. Alternate test times may be scheduled in the evening or on weekends, as close to the original date as possible. Any supporting documentation must be attached (for example, a medical report, police report, funeral certificate). In consultation with the Associate Dean, and consideration of appropriate documentation within 2 business days; a student, who complies with the test policies, **may be given the opportunity to write a modified version of the test OR in a case of extenuating circumstances, have the weight of the missed test added to another evaluation item e.g., test, assignment, exam.**

### **Missed Labs and Clinics (Radiography Practice, Dental Materials and Clinic)**

Students' eligible to seek support for missed practical evaluations in Radiography, Dental Materials, or Clinic must have notified the instructor prior to the absence of the circumstances, and then apply to the individual professor the first day back following an absence or **she/he may be ineligible for a make-up evaluation.**



## **Assignments**

You will be notified at the beginning of each course regarding the plan for evaluation of student progress. It is important that assignments be handed in to the appropriate professor on the date specified. All assignments are due at the beginning of class on the specified due date. Late assignments will lose 10% per day (including weekends). Assignments will not be marked, if submitted one week past the due date. If you are experiencing any difficulty with assignments, speak to your professor in **advance** of the due date.

**It is the responsibility of the student to get all assignments in on time and to submit them directly to the instructor of the course.**

If the deadline is not met, it will also be the student's responsibility to contact the instructor and to arrange for a time when the instructor will be available to accept the assignment. It is the student's responsibility to **keep a copy** of each assignment that is submitted. If the student will be absent on the due date, he/she can negotiate with the instructor for an **earlier submission date**. It is the student's responsibility to contact the instructor to arrange for this change.

## **Clinical Manuals**

These manuals provide a comprehensive overview of clinical and lab procedures and protocol. They will be included in course packages for the corresponding courses, outlined on the booklist, purchased at the bookstore.

## **Evaluation Criteria**

These manuals provide a comprehensive overview of the clinical and lab evaluation system.

## **Modified Program of Study**

If for any reason a student has had a modification to the program of study, causing a delay in the progression from semester I clinic practice to semester II clinic practice, the student will be expected to review level II skills independently in the clinic, outside of their given timetable. A mandatory supervised remedial practice session will then be scheduled with an instructor to provide oversight and feedback. This is in place for client safety purposes, and will include application of Rubber Dam, Alginate Impressions, and application of PFS. The criteria for these skills can be found in the semester I clinic practice study guide.

## **Staff Availability**

All dental programs staff and faculty encourage open communication with students. Appointments are available based on the individual teacher's timetable. Teachers may be contacted by voice mail, e-mail or in person after class.

## **Equipment Responsibility**

Dental students are responsible for all assigned equipment. Due to the expense of this equipment, lost or damaged equipment will be replaced or repaired at the student's expense.

## **Radiography Practice**

Additional practice in Radiography Practice is encouraged in semester II. Students wishing to take advantage of extra practice time must arrange to have an instructor present and sign-in on sheet provided.

Monitors will be assigned weekly, to perform radiography quality assurance duties, which will be reviewed by instructor in week 1.

Remediation for students failing RAD 2503 may be provided upon approval by Associate Dean, pending success in all other courses, and is reviewed on an individual basis.

## **CPR Level C and Standard First Aid**

A current Canadian Heart and Stroke Foundation C.P.R. certificate, Basic Rescue Level C as well as Standard First Aid, must be completed and students are required to maintain certification throughout the program and field placement. It is important to note that the Durham College Dental Assisting program requires that the CPR be recertified every year. Some agencies and CPR instructors that provide recertification may note that it is valid for three years, but Dental Assisting students at Durham College must adhere to the program policy of recertification every year.

## **Entry Immunization Form**

All required entry immunization and pre-practicum documentation must be submitted to Synergy Gateway <https://verified.sgappserver.com> 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 in 1st year and through DC Mail email in the remaining semesters. Exceptions to these dates are non- negotiable due to liability and safety regulations.

**Please Note:** There are costs associated with completing the Electronic Requirements Verification (ERV) process for your placement. Service fees for [Verified](#), a documentation collection and ERV verification partner, immunizations, lab tests, and certifications. **Please keep all receipts for income tax purposes.** Please review the field placement component of your program in order to determine the pre-placement requirements and due dates for submission. [Dental Assisting Field Placement](#)

Please visit the Campus Health Centre to request assistance in completion of these forms. Completion of the form may require more than one visit. The Campus Health Centre is located in the Campus Recreation & Wellness Centre (CRWC), G-1030. Hours of operation are 8:00 am - 6:30 pm. Monday to Thursday and 8:00 am to 4:00 pm on Friday. 905-721-3037  
<https://durhamcollege.ca/student-life/health-and-wellness/campus-health-and-wellness-centre>

## **Criminal Reference Check**

Each student must provide the original copy of a current Criminal Reference Check with Vulnerable Sector Screening.

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 web site <http://www.rcmp-grc.gc.ca/en/criminal-record-checks>

Dental Assisting (Level I &II) (DAII)

Weekly  
Breakdown

Course Name	Mod	Code	Prerequisites	Corequisites	Lec Hrs	Lab Hrs	FP/Alt Hrs
<b>DAII-SEM1</b>							
DENTAL & OROFACIAL ANATOMY		ANTY 1500		BIOL 1503, PREV 1501	3	0	
ANATOMY & PHYSIOLOGY		BIOL 1503			0	1	2
CLINIC THEORY I		CLIN 1500		CLIN 1501	3	0	
CLINIC PRACTICE		CLIN 1501		CLIN 1500, DENT 1509	0	3	
DENTAL MATERIALS		DENT 1509		CLIN 1501	1	3	2
PREVENTIVE DENTISTRY		PREV 1501			3	0	
RADIOGRAPHY THEORY 1		RAD 1500			3	0	
					<b>13</b>	<b>7</b>	<b>4</b>
<b>DAII-SEM2</b>							
CLINIC THEORY II		CLIN 2502	CLIN 1500	PRCT 1501	4	0	
DENTAL RECORDS		DENT 1502	ANTY 1500, BIOL 1503, CLIN 1500	CLIN 2502	3	0	
OFFICE MANAGEMENT/ DENTAL SOFTWARE		MGMT 1500			1	2	
NUTRITION I		NUTR 1500			2	0	
CLINIC PRACTICE II		PRCT 1501	ANTY 1500, CLIN 1501, PREV 1501	CLIN 2502, RAD 2503	0	6	
RADIOGRAPHY THEORY II		RAD 2502	CLIN 1501, RAD 1500	RAD 2503	1	0	
RADIOGRAPHY PRACTICE		RAD 2503	RAD 1500	RAD 2502	0	2	
DIVERSE POPULATIONS		SPEC 1502		PRCT 1501	2	0	
FIELD PLACEMENT	MOD2	FWK 2500	SPEC 0000		0	0	99
					<b>13</b>	<b>10</b>	<b>99</b>

**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.**

# Dental Assisting Field Placement

The various community experiences within the Dental Assisting program provide the student with the opportunity to gain knowledge, abilities and practical experience within the dental assisting field from community practices. These experiences give students a greater understanding of their role as a dental assistant, as well as to prepare them to practice collaboratively and interprofessionally with health care professionals in a variety of practical settings. There will be clinical observations within public health and a specialty practice, opportunity to deliver education to targeted groups within the community, and a 96-hour field placement in a general practice as the final component in the Dental Assisting program. The 96 hours Field Placement will take place as an additional 4-week experience following the end of semester II, and upon successful completion of all course requirements.

In order for the student to begin field placements and ensure coverage, a Student Declaration of Understanding must be completed and returned to the Placement Officer BEFORE the placement date begins.

As well, all field placement modules must have been completed and submitted in semester I, and student must have valid Standard First Aid and CPR certificate.

These forms are kept by Durham College for one (1) year after completion of the program, and inform all parties that there is coverage in the event of an accident.

In the event of an accident while on placement the student must inform their field placement employer and student must notify Durham College Dental Department contact person and provide details of the accident. The student must complete an accident form within 24 hours of the accident. The link to the online form is <https://ssp.mycampus.ca/apex/f?p=110:1> .

In order to be eligible to begin Field Placement a program cumulative GPA of 2.0 is required. Students will be notified prior to field placement if their GPA does not meet the requirements and completion of the program will be delayed.

Field placement meetings will take place at the beginning of semester II, and documents and submission dates will be reviewed at that time. Students who have not submitted the necessary paperwork by the date given, may not be eligible for field placement. This will result in additional course fee(s) being applied and delay in completion of program and certificate.

# Health Policies and Guidelines

Certain protective health measures such as entrance physical examinations, up to date immunization, criminal reference checks, CPR certification and/or special tests are expected of all students, the professor and staff prior to an experience in the agency.

Please refer to the Practicum Guide for further details and for submission instructions.

## 1. Entry Immunization Form

All required entry immunization and pre-practicum documentation must be submitted to Synergy Gateway <https://verified.sgappserver.com> 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 in 1st year and through DC Mail email in the remaining semesters. Exceptions to these dates are non-negotiable due to liability and safety regulations.

Please visit the Campus Health Centre to request assistance in completion of these forms. Completion of the form may require more than one visit. The Campus Health Centre is located in the Campus Recreation & Wellness Centre (CRWC), G-1030. Hours of operation are 8:00 am - 6:30 pm. Monday to Thursday and 8:00 am to 4:00 pm on Friday. 905-721-3037  
<https://durhamcollege.ca/student-life/health-and-wellness/campus-health-and-wellness-centre>

Completion of an “Informed Consent for Immunization Exemption” must be provided to your placement officer if you are requesting exemption from any immunizations on the EIF form. These forms are only available through an appointment in the Campus Health Centre. Immune status is required via blood titre levels and any record of past vaccinations must be supplied for the exemption status to be processed. TB testing is mandatory.

## 2. Tuberculosis Surveillance (TB skin testing)

All first-year students and new entry students are required to provide proof of TB status as a part of the Entry Immunization Form. A two-step TB skin test is required. If a two-step TB skin test has been completed in the past, proof of this testing must be provided as well as a current yearly one step. If you are a known positive conversion, proof of a negative chest x ray which is less than 1 year old, must be submitted along with documentation of the positive test result.

### 3. Influenza Immunization (Flu vaccination)

For placements in long term care facilities, students may be required to have had vaccination for influenza. Please ensure you are immunized and keep a record for your placement agency. 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.

### 4. Illness

Durham College has a responsibility to the practicum agencies concerning infection and disease control. As a student, you are responsible for assessing your ability to attend practicum/field placement. When reporting off due to illness, comply with the established policy for each agency. If illness or injury occurs while in a practicum segment, contact your practicum/placement officer for further direction.

Contact your healthcare professional or make a medical appointment through the Campus Health Centre for clearance to attend placement if you suspect you have:

- Contact with a communicable disease
- Gastrointestinal symptoms of diarrhea persisting for longer than 24 hours
- Respiratory symptoms such as a persistent fever of greater than 38 degrees and a new or worsening cough or shortness of breath

### 5. 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 Routine Practices apply.*

a) If an exposure occurs, immediately apply first aid measures.

1. Wash the area with soap and water
2. If eyes(s) splashed, rinse with tap water or saline with eye(s) open
3. If mouth is affected, spit out suspected fluid and rinse with water
4. 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 professor)
2. Follow the policy of the agency in which the exposure occurred
3. If no policy exists, report to emergency department of local hospital to determine risk level, treatment, counselling and suggested follow-up
4. 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
5. Details about any referral for assessment/treatment
6. Follow – up counselling and ongoing evaluations by a physician can be arranged if the student does not have a physician

## **6. Travel Outside Canada**

Please be aware that upon returning from travel outside of Canada, if unwell, you are advised to consult with your healthcare professional or make a medical appointment through the Campus Health Centre.

# Additional Important Information

## **Durham College (DC) Mission, Vision and Values**

Used to guide the overall direction of the college, the [Strategic Plan](#) outlines DC's mission, vision and values and is based on our four pillars – our students, our people, our work and our community. It is by working together, focusing on these guiding principles, that we are able to deliver quality teaching and learning opportunities that support the success of our students and academic employees. Together we're leading the way.

## **Academic Advising – Student Advisors**

Student advisors are committed to student success and are available to help guide you through your college experience.

They can help you to:

- Identify career goals and make sound academic decisions;
- Develop academic plans to promote success in the event of failed courses or low-grade point average (GPA);
- Make decisions regarding full-time/part-time studies;
- Review graduation requirements;
- Find equivalent credits.
- Transfer to another program or identify pathways to further education; and
- Access other college services to support student success.

To view contact information for your student advisor, visit the [Student Advisor website](#).

## **Academic Integrity**

Academic integrity in teaching, learning and research is fundamental to our mission and an expectation of the DC community. Mechanisms to support academic integrity reinforce our core values, enrich educational inquiry and enhance 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 own 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 them 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 supports to help students reach their greatest potential.

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

## **Important Dates**

DC strives to keep you informed of important dates throughout the academic year. Please review the 2023-2024 important dates that include fee payment deadlines, web registration, add/drop and grade release dates etc. You can find this information on the [college's website](#) and on [MyDC](#). Please review [MyDC](#) regularly for updates and reminders on important dates.

## **Academic Grading and Progression**

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

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

## **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 at [sals@durhamcollege.ca](mailto:sals@durhamcollege.ca), or visit the [SALS website](#), for information on accessing resources and services, scheduling an appointment, registering for workshops, or sign-up to request or a be a peer tutor.