

PROGRAM GUIDE

Faculty of Health Sciences Dental Office Administration

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 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, with a long horizontal stroke at the end.

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.

With warm regards,

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 Office Administration Program Faculty & Staff

Executive Dean	Dr. Mojgan Rezvani	Ext. 2249	mojgan.rezvani@durhamcollege.ca
Associate Dean	Gillian Dunn	Ext. 2727	gillian.dunn@durhamcollege.ca
Administrative Coordinator	Shari Kinney	Ext. 2375	shari.kinney@durhamcollege.ca
Student Advisor/ Placement Officer	Kim Sharpe	Ext. 2501	kim.sharpe@durhamcollege.ca
Office Administrative Assistant	Lori Barbara	Ext. 2542	lori.barbara@durhamcollege.ca
Dental Technologist	Rebecca Likness	Ext. 2764	rebecca.liknessl@durhamcollege.ca
Dental Technologist	Nadine Bandstra	Ext. 2837	nadine.banstra@durhamcollege.ca
Program Coordinator	Donna Pegg	Ext. 2386	donna.pegg@durhamcollege.ca

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

Faculty Health & Sciences Office

Location: SW106 - Gordon Willey Building

Telephone: 905.721.3080

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

Campus Health and Wellness Centre

G127 (Main Campus) 905.721.3037

Access and Support Centre

SW116 (Main Campus) 905.721.3123

Coaching and Support Centre

SW116 (Main Campus) 905.721.3147

DOFA Program Information

Mission Statement

“Through a student-centred learning environment, create graduates who possess the knowledge, skill and ethical behaviours to process and present patient information, contribute to the functioning of the dental environment and collaborate with patients and members of the oral health team.”

Revised June 2018

Introduction

“Student Success” is the primary goal of the Dental Office Administration program at Durham College. As educators, we are dedicated to helping students achieve their own goals. This guide will:

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

Your Program Guide contains valuable information about Durham College and the Dental Office Administration program. Please read it carefully, and keep it readily accessible, as you will want to refer to it from time to time.

Program Description

The dental office administrator is a vital member of the dental office. The dental office administrator maintains collaborative relationships with patient/clients as well as all members of the oral health care team, while delivering the highest level of client-centered care. This position oversees daily workflow while providing administrative support.

This program will equip students to be multi-skilled, ethically responsible dental administration professionals. Students learn the popular computer software used in dental offices to process client information. As well, students acquire knowledge and applications with dental terminology, procedures, finances, technology, policies, follow infection control techniques and gain effective interpersonal skills that are essential and relevant to the daily operations of a dental office.

Graduates may apply to write the Certified Dental Receptionist (CDR) exam through the Ontario Dental Assistants Association (ODAA) (<https://odaa.org/>) to obtain their designation as a Certified Dental Receptionist.

Dental Office Administration Program Learning Outcomes

The graduate, upon successful completion of this program, will have reliably demonstrated the ability to:

1. Assist in establishing dental office systems and software applications to ensure patient information is processed and securely stored.
2. Manage the administrative and financial operations of a dental office while complying with organizational policies and governing guidelines.
3. Utilize knowledge of dental procedures, technology, imaging, structures and conditions when supporting client centered care and maintaining client records.
4. Employ effective communication, leadership and conflict resolution strategies to interact with diverse clients and colleagues when supporting the requirements of the daily operations of a dental practice.
5. Support dental environment infection prevention and emergency protocols to maintain safe practice.
6. Maintain a positive image and office environment through reflective practice and adherence with professional and ethical standards.
7. Contribute to the promotion and operations of a dental practice by using technology and communication strategies.

Statements of Philosophy

Curriculum

The curriculum will be based on the interactions among learners and among learners and professors. As co-learners, professors and learners engage in trusting relationships that promote creativity and innovation. Teaching-learning is a dynamic process that occurs in formal and informal context. Feedback and input regarding all aspects of the program are valued and encouraged. Opportunities to share ideas among all participants in the learning process is seen as important for the growth of staff, faculty, learners and indeed the programs. Faculty are committed to yearly revision of Course Outlines to ensure an up-to-date curriculum

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 experiences 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 their 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 Office Administration

The primary focus for Dental Office Administration program is job-focused curriculum that reflects the needs of the employers and students. This program will equip students to be a multi-skilled and ethically responsible dental receptionist and administrator. Dental Administration requires knowledge of theory, caring practice, reflection and collaboration with other team members, clients and dental related industries.

Program Goals

The goal of the Dental Office Administration program is to prepare a graduate who is able to practice competently within the dental profession. To accomplish this, the faculty of the program will:

1. Establish a climate for a positive learning experience.
2. Deliver a curriculum that 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 behaviours.
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, give feedback regularly 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 Office Administration Graduate

The goal of this program is to prepare the graduate who will serve as a vital member of the oral health team in the dental health field as a Dental Office Administrator.

The graduate will possess the knowledge, skills, and abilities to work effectively within the dental team in providing optimum oral care to the public.

The graduate, entering the workplace as a Dental Office Administrator:

1. Is educated to be a multi-skilled professional, possessing a diverse knowledge base.
2. Will be able to apply detailed business office procedures and provide client support.
3. Will practice effective interpersonal communication skills and maintain collaborative relationships with all members of the oral health care team in the delivery of client centered care.
4. Is educated to uphold ethical and legal obligations, and technical competence.

Career Opportunities for Dental Office Administrators

This program offers the graduate the skills to work as a dental office administrator. A variety of dental practice settings exist in Canada today. Settings include private dental practice

(general and specialty), community health (federal, provincial, regional, municipal government programs), educational and correctional institutions, the Armed Forces, hospitals, retail or insurance industries and other health-related settings.

Professional Associations

Ontario Dental Assistants Association (ODAA)

The ODAA is a member driven organization. It provides continuing education to the members, grants certification to new graduates, promotes professionalism and maintains unity for the members. Students may voluntarily join as student members at the beginning of the program free of charge. Student membership packages are available at the ODAA web site. The program will provide students with the information about this process during the course of the program. There is a fee of approximately \$200.00 for the certification exam and fee. Obtain current fees by contacting the ODAA.

Students who are successful in the Dental Office Administration program will be eligible to write the ODAA Dental Reception certification exam.

869 Dundas Street West	Phone:	1-519-679-2566
London, ON		1-800-461-4348
N5W 2Z8	Fax:	1-519-679-8494
	Web:	www.oda.org

Canadian Dental Assistants Association (CDAA)

The CDAA is the national organization for dental assistants and receptionists that fosters opportunities for growth and is the voice for Canadian Dental Assistants.

440 Laurier Ave W,	Phone:	1-613-521-5495
Ottawa, ON	Web:	cdaa.ca
K1R 7X6		

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 Office Administration program 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 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 teachers foster 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 behaviour 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/wp-content/uploads/academic-progression-policy.pdf>

Program Specific Academic Policies & Procedures

College Policies

Durham College is guided by policies and procedures that are designed to protect the rights and responsibilities of its students, staff and faculty, and meet institutional requirements, consistent with the Board of Governors' policy framework, legislative requirements and Ministry of Advanced Education and Skills Development (MAESD) directives. They are reflective of the college's mission, vision and values and are positioned to support accountability and equality in a respectful post-secondary environment.

The Dental Office Administration 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 Faculty of Health Sciences 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 subjects unless students are advised otherwise. Additional policies specific to individual courses may be included in those Course Outlines.

The Learning Environment

In order to ensure a quality learning environment for all students, the following policies have been established. Any behaviour that disrupts the learning environment will be dealt with according to the Durham College Policies and Procedures.

Submission of Required Documents

One of the Essential Employability Outcomes mandated by the Ministry of Training, Colleges and Universities (MTCU) is that of "Personal Skills". The defining skills in this category include "managing self" and "demonstration personal responsibility". One of the required learning

outcomes of this skill is that the student demonstrates the ability to “take responsibility for one’s own actions, decisions and consequences”.

To this end, students will be held fully responsible for submission of all required documentation by the deadline communicated to them for program admission and for specific subject material.

Attendance

Attendance has been closely linked to student success. Regular attendance is strongly encouraged.

It is the student’s responsibility to attend all classes, labs, evaluations, field placement, within the scheduled timeframe. In the event that the student cannot fulfill this obligation, it is the student’s responsibility to notify their faculty, as required. Failure to attend class/labs/clinics may result in gaps in knowledge, grade reduction and potential safety hazards in the following classes/labs/clinics. In addition, the faculty and/or placement employer may require reasons to substantiate the absence. The student is responsible for any missed materials and instruction as a result of the absence. In addition, it is the student’s responsibility to complete all assignments and to be aware of announcements made. Students must attend class prepared to participate. Ensuring that they arrive on time, stay to the end of class, have all required supplies and have access to computer connection. Students must review DC Connect related materials, announcements, e-mails, notes, readings, and other requirements prior to class and on a frequent basis.

Faculty recognize that there are often legitimate reasons for late arrivals. If you arrive late for on campus classes, please enter the classroom as quietly as possible and/or wait until there is a formal break in the class to minimize disruption to students who arrived on time. If you disturb the class upon your arrival, you will be asked to leave the class. To avoid disruption, students are expected to be punctual. **Students may not be allowed into the classroom or leave the classroom when lecture or activities are in process without prior notice to the professor in order to be courteous and respectful of the learning environment.**

If extenuating circumstances occur and you must be absent or late from class, please notify the appropriate professor by method the professor identifies **before 8:00 a.m.** on the day of absence. Failure to notify may result in loss of opportunity to:

- a) Submit assignments without penalty
- b) Write evaluations

- c) Obtain materials
- d) Complete practice sessions

There may be designated **mandatory** classes identified by professors prior to the given date. Mandatory classes could include guest speakers, specific in class activities or evaluations.

During classes in which a guest speaker is scheduled or when student peers are making a presentation, late arrival may not be permitted. (Special circumstances may be presented to the faculty in advance of the class for consideration).

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

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 clinic sessions immediately.

For further guidance refer to the Course Specific Policies and Expectations of your Course Outline(s).

Communication

Students are expected to check both DC Connect and MyDC – students **daily for** both college-wide and program specific information. Each Durham College student has a DC Mail e-mail address which they should check daily. Communication between students and faculty via e-mail is limited to the DC Connect system. Durham College faculty and staff do not use or reply to personal e-mail addresses. Should a student have a login and/or performance issue with their DC Connect, it is their responsibility to report the issue(s) to the IT Help Desk by calling 905-721-3333, e-mail servicedesk@dc-uoit.ca or visiting the Computer Commons if on campus, room SW100.

It is the student's responsibility to keep the faculty informed about any circumstances which may be interfering with the student's success in that course. The faculty cannot provide support and assistance if s/he is not aware that a problem exists. Students can leave messages on the faculty's e-mail to make arrangements for the faculty and the student to meet and work together to resolve any issues or challenges.

If a student has a concern about an individual course, the first line of solution should be a discussion with the faculty. If the issue cannot be solved through collaboration, the student is advised to make an appointment with the Program Coordinator or Student Advisor.

Computer Usage during Scheduled Classes

Studies and feedback have identified that instant messaging, (MSN, Facebook, etc.), e-chats, checking personal e-mail, surfing, shopping, gaming activities, etc. distract other students and detract from learning. These activities and the personal use of computers are not allowed during in person class time unless otherwise indicated by the professor. Students involved in this behaviour during a teaching session will be required to leave the room. See Durham College Policies and Procedures and refer to the section on Information Technology Acceptable Use.

Electronic Communication Devices

When you are on campus and in class, please turn all electronic communication devices off and stored away unless faculty request that you have/utilize them. If a device is activated frequently causing unnecessary disruption to the class, you may be asked to leave. All electronic devices must be off during all classes unless faculty request that you have/utilize them. Personal device usage is not permitted in clinics or labs and must be stored away.

You may consult with the professor if personal device usage is requested due to extenuating circumstances. If you use a device for this purpose, you may be asked to leave the class. See specific policies for clinics and lab

NOTE: At no time may a student record or post anything related to faculty, staff, clients, other students, class/practicum or placement on social media.

Music Devices/Earphones

Music devices/earphones are not permitted on campus in the classroom at any time unless identified as an accessibility device. When you arrive and the class begins, please remove all music devices/earphones and put them away. If you are found to be in contravention of this policy, you will be asked to leave the class.

Assignments

You will be notified during each course, regarding the plan for evaluation of student progress.

It is important that assignments be handed in to the appropriate professor in the designated format, in the correct location and on the date specified. All assignments are due 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. This is not to imply that assignments may be up to 1 week late. 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 or on DC connect as indicated.

If the deadline will not be met, it will also be the student's responsibility to contact the instructor by 8:00 a.m. on the due date at the latest. If the student will be absent on the due date, he/she can negotiate with the instructor for an **earlier submission date**. The student must contact the instructor to arrange for this change.

It is the student's responsibility and best practice to **keep a back up copy** of each assignment that is submitted.

Test /Exam Expectations and Procedures

Test and exam writing is taken seriously and is conducted under structured circumstances. In an attempt to ensure academic integrity, the following procedures will be followed for all tests and exams.

Students who have been identified by the Access and Support Centre (ASC) as having identified with an exceptionality may write tests and exams commencing at the scheduled time in the Access and Support Centre (ASC) or alternative arrangement. When on campus and writing in the Access and Support Centre (ASC), it is the student's responsibility to make appropriate arrangements and communicate them to the faculty in advance and through the ASC.

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 1.5-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, if the student passes the supplemental, the overall final grade entered will be 50% for that course. Students who have been unsuccessful in more than one course in a semester, will not be eligible for this opportunity. At the end of term 2 and to be eligible to write a supplemental, the student would need to have passed all other subjects and be able to obtain a minimum overall 2.0 GPA to be granted this opportunity. **This opportunity will be available only once over the entire program.**

It is the students' responsibility to:

1. Check the test /schedule time carefully. Ensure awareness of the time and place that the test is being written. When on campus, students who arrive late on the day of a test will not be given any additional time to complete the test. **No late arrivals will be permitted after the first student to complete the test leaves the room.**
2. Write all tests during the scheduled times. Should this not be possible

because of extenuating circumstances, the student must notify the faculty prior to the evaluation or at a minimum, by 8:00 a.m. on the date of the test. Email messages are acceptable forms of notification if you are unable to personally speak with the faculty. Failure to contact the appropriate faculty may result in a mark of “0” for the missed test. Students can expect that one or more of the evaluations for all practicum courses will include timed elements. The timed element of the practicum evaluation component or criteria cannot be waived or extended.

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. If granted, an alternative test time may be scheduled. If on campus, they are scheduled in the evening or on weekends depending on the test centre available times. A Student, who complies with the test policies, may be given the opportunity to write a modified version of the test. If further challenges arise, possible decisions will be made upon consideration of appropriate documentation within 2 business days and upon consultation with the Associate Dean.

Missed Clinics and Labs

Plan to attend **all** evaluations on the designated dates in clinic/lab classes. These evaluations take place during the designated class time and **cannot** be made up at a later date. If you are going to be absent, the student must notify the instructor by 8:00 a.m. or prior to the evaluation.

Evaluation Results

Students may be able to review graded assessments if requested while on campus. Grades can be reviewed on DC Connect.

Students can consult their appropriate professor for specific information on evaluation protocols. There are generally no rewrites or supplemental or alternative tests/assignments and further discussions with faculty could occur.

Evaluations shall be assigned a grade, and where appropriate, faculty may provide feedback to assist students in improving academic performance. See Missed Tests. Students may request an interview with a faculty member for further clarification of evaluation results.

Grades

Results of a student’s individual test or assignment will be posted on DC Connect. While on campus, marked tests and assignments will be kept for 20 working days after the student’s grade report is made available at the end of the semester. If they

are not retrieved in that time, the assignments/tests may be discarded.

Manuals

Dental Practice and the Field Placement manual provide an overview of procedures, protocols and documentation. These are distributed and appear on DC Connect. There is also a Charting Manual for the course Dental Anatomy and Technology for the Office Administrator.

Cardiopulmonary Resuscitation Certification (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. It is important to note that Durham

College Dental Office Administration program students must adhere to the Durham College Dental program policy of recertifying CPR annually.

Current CPR & Standard First Aid, along with Updated EIF and TB and the 5 on-line field placement modules are due in term 1 prior to or by the communicated due date in term 1. **Due dates must be strictly adhered to.** Students will not begin **Field Placement** until all are verified as successfully completed.

Dental Office Administration (DOFA)

Weekly
Breakdown

Course Name	Mod	Code	Prerequisites	Corequisites	Lec Hrs	Lab Hrs	FP/Alt Hrs
DOFA-SEM1							
ACADEMIC COMMUNICATION ESSENTIALS		COMM 1715			3	0	
Productivity Software for the Workplace		COMP 1109		FINC 1102	0	3	
Dental Office Management 1		DENT 1100		DENT 1101	0	3	
Dental Anatomy and Technology for Office Administrator		DENT 1101			3	0	
Managing Dental Office Finances		FINC 1102		COMP 1109	2	1	
Illnesses and Emotional Self-Regulation		HLTH 1105			3	0	
					11	7	
DOFA-SEM2							
Information Systems		COMP 1216	DENT 1101		0	4	
Dental Practice		DENT 1200	DENT 1101	DENT 1202	0	3	
Dental Office Management 2		DENT 1201	DENT 1100		3	0	
Dental Theory and Imaging		DENT 1202	DENT 1101	DENT 1200	4	0	
Professionalism and Client Relations		ETHC 1201			3	0	1
Field Placement Preparation	MOD1	FDPL 1201			3	0	
Field Placement 1	MOD2	DOFA 1200	SPEC 0000		1	0	2
Field Placement 2	MOD3	DOFA 1201	SPEC 0000		0	0	60
					14	7	63

NOTES:
OPT1/OPT2/OPT3 - OPTIONS - Students choose subjects. OPT1 subjects are included in total hours per week.
GNEED - Courses with this Subject Code are "General Education" subjects, GNEED 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.

Field Placement

Field placement is a valuable experience, which gives students practical, on-the-job experience to solidify the theoretical and practical lessons they have learned. Field Placement 1 (FP 1) occurs within semester 2 during weeks 8 – 14. It consists of shadowing a dental office administrator for 2 hours/week and well as faculty facilitated classes for 1 hour per week. Field Placement 2 (FP2) consists of 60 hours in a general dentist setting immediately after semester 2. During Field Placement 2 the students will be expected to further enhance their knowledge and skills with applications in their designated role. There is no financial obligation connected to field placement by the placement employer.

The Dental Office Administration Field Placement policies and procedures are explained within the program during the beginning of semester 2. Students must be successful in their Field Placement experience to pass the program. Some points of interest are noted below.

Eligibility

To be eligible to attend FP1, Students must successfully complete all courses in semester one with a minimum GPA of 2.0. Students must also have successfully complete FDPL 1201 in the first seven weeks of Semester two and submitted all necessary documentation. To be eligible to attend FP 2, students are required to have passed all subjects and achieved a minimum of 2.0 GPA. Prior to FP 2, students must have already submitted all necessary documentation.

Transportation

Students are responsible for their own transportation for their practicum/field placement requirements. Students are responsible for all costs associated with such transportation, which may or may not be proximal to transit lines.

Student Conduct

Students on placement in community settings need to be aware that they are guests in these environments. Students are expected to comply with all policies and procedures that have been set out by the program as well as field placement practice or organization with respect to work schedule, dress code, safety issues, confidentiality, privilege, and current Public Health directives. They should present themselves in a manner appropriate to a member of the professional team in the setting. This includes ensuring appropriate dress (based on the accepted standard in the practice and current RCDSO guidelines), introducing themselves to the staff, maintaining respectful interactions with them and clients at all times, and scheduling / adhering to appropriate arrival, departure, and break times.

It is the student's responsibility to have respect for his/her peers and conduct him/herself in a professional manner. Students are **not** to use personal electronic devices while on placement. Students should ensure that personal property, including cell phones, are secured while on placement

Health Policies and Guidelines

Certain protective health measures such as entrance physical examinations, up to date immunization, 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 and pre-practicum documentation must be submitted to Synergy Gateway https://cpp.smartsimple4.biz/s_Login.jsp our 3rd party documentation collection and verification partner by the specified deadline for each semester / year in the program. Deadline dates will be communicated through e-mail. Exceptions to these dates are non-negotiable due to liability and safety regulations.

The Campus Health Centre can provide assistance in completion of these forms if necessary. Completion of the form may require more than one physician 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 www.durhamcollege.ca/campushealthcentre.

Immune status is required via blood titre levels and any record of past vaccinations must be supplied for the exemption status to be processed.

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. TB testing is mandatory.

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 and follow reporting protocols. If illness or injury occurs while in a practicum segment, contact your practicum/placement officer and designated risk manager for further direction.

Contact your healthcare professional or make a medical appointment through the Campus Health Centre or follow Durham College and Public health reporting and testing protocols 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**

It is very important to follow official travel advisories by the Government of Canada and internal college policies. 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 and follow Durham College and Public Health protocols.

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.

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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 1.5 and 1.99 to continue on 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, or visit the [SALS website](#), for information on accessing resources and services, scheduling an appointment, registering for workshops, or sign-up to request or be a peer tutor.