



**PROGRAM GUIDE**  
**NURSING AND HEALTHCARE**  
**FACULTY OF HEALTH SCIENCES (FHS)**  
**2024-2025**



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*Please note the following important information:*

*Durham College (DC) strives to ensure the accuracy of the information in this publication. Please note that the academic curriculum is continually reviewed and revised to ensure program quality and relevancy. As such, the college reserves the right to modify or cancel any course, program, fee, procedure, and timetable or campus location at any time. Please consult the DC website for the most current information. May 2023*

## Welcome from Vice President, Academic



Dear Students,

Welcome to Durham College (DC)! You've made an excellent choice with DC. We offer an extensive range of industry-informed and community-orientated academic programs and extraordinary student services. Our students develop the professional and durable skills needed to build meaningful careers and make a positive impact in the world.

DC continues to lead the way by supporting students, delivering exceptional teaching and learning that is enhanced with opportunities for experiential learning and technology-enabled education. Our goal is to inspire students to create success for themselves and their communities through innovative and transformative education.

As this new semester begins, it's essential to recognize that our world is evolving rapidly. By choosing to study at DC this year, you've demonstrated a commitment to growth and adaptability, which will serve you well in your chosen field. Embrace new ways of learning and connect with your fellow students, faculty members, program coordinators, student advisor, and associate deans. They are all valuable resources to support your academic journey and career planning.

We eagerly anticipate supporting your success and believe you'll soon discover why DC ranks among Canada's top colleges.

Have a successful academic year!

A handwritten signature in black ink, appearing to read 'J. Choi', written in a cursive style.

Dr. Jean Choi  
Vice President, Academic



## Welcome from the Executive Dean, Faculty of Health Sciences



Dear Students,

On behalf of 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 fields 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 the workforce, 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', written in a cursive style.

Dr. Mojgan Rezvani  
Executive Dean

## Welcome from the Associate Dean, Nursing and Health Care, Faculty of Health Sciences



Dear Students,

As Associate Dean, I would like to welcome you to your program and the world of human caring. As a nurse for over 25 years, I can say that our ability to care for our community has a profound effect on the ongoing health of our province, nation and the world. In addition, caring for others often provides intense personal rewards.

As we start this academic year, I encourage you to dig deep, get involved and immerse yourself with every opportunity you can. Our faculty and staff are there to guide and support your success. But the journey is yours to make. You are responsible for your success. Whether you are in lab, clinical, theory or study group, your job here is to learn, reflect and grow.

Health care requires us to be constantly learning and innovating. Florence Nightingale wrote, "Nursing is a progressive art, such that to stand still is to go backwards." Be open to innovative ideas, be brave to voice a desire for excellence and be part of new growth.

Best wishes for success in your journey,

Molly Westland RN, BScN, MN  
Associate Dean

## Contact Information

### Faculty of Health Sciences:

Office: SW106 (8:30 am to 4:30 pm)

Main Phone Line: 905 721 2000

Faculty Office: 905 721 3080

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

Chat Line: [Chat Line](#)

### Administrative Staff

### Contact Information

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*Executive Dean*

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*Associate Dean*

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*Manager*

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### Office Staff

### Contact Information

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**Student Advisor /Field Placement  
Officer**

**Programs  
Contact Information (Office: SW106)**

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*Critical Care*

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*Practical Nursing (SEM. 3-5)*

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**Lauren Keeping**

*Practical Nursing (SEM. 1 & 2)*

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*Personal Support Worker*

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**Program Coordinators**

**Programs  
Contact information**

**Debbie Morrison**

*Practical Nursing, YR2*  
*Practical Nursing Flex YR2*

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Office: SW205  
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**Lindsey MacIntosh**

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*Practical Nursing Flex YR1*

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Office: SW205  
Extension: 5338

**Wendy Aspin-Curran**

*Personal Support Worker*  
*Personal Support Worker: Accelerated*  
*Personal Support Worker: Flex*

Email: [wendy.aspin-curran@durhamcollege.ca](mailto:wendy.aspin-curran@durhamcollege.ca)  
Office: SW205  
Extension: 2871

**TBD (Please contact Associate Dean,  
Molly Westland)**

*Critical Care Nursing*

Email: TBD  
Office: TBD  
Extension: TBD



## Student Services & Resources

International  
Centre

Access and  
Support  
Centre

Counseling  
Services

Financial Aid

Academic  
Support

Campus  
Health &  
Wellness

Career  
Development

First People  
Indigenous  
Centre

Test Centre

Student  
Academic  
Learning  
Services

Get Involved

Library

Campus  
Safety

Student  
Conduct

Academic  
Policies

Academic  
Integrity

Equity,  
Diversity, and  
Inclusion

Course  
Outlines

IT Services

Hired Portal

## Important Dates

Please refer to the following [website](#) regarding the important dates for 2024-2025 academic year.

## Student Advisors Role

Student Advisors are available all year to support, encourage, plan and advocate for students needing academic assistance.

Our student advisors can assist students with the following:

- Assist with individual academic plans
- Identify future career goals
- Discuss pathways to university or post graduate programs
- Program Transfer to other college programs or interest in additional courses (i.e., Professional and Parttime Learning)
- Assist with decisions regarding full time or part time studies
- Working with ASC (Access and Support Centre) to devise and map out reduced course load
- Map out courses and upcoming semesters for off stream students
- Find equivalent credits
- Help with timetable changes
- Discuss short- and long-term academic goals
- Assist and discuss re-entry into a program
- Support, advise and provide access to the many students services DC offers (i.e., Student Academic Learning Services (SALS), the Access and Support Centre (ASC) and Campus Health Centre

## Nursing and Health Care

### Critical Care Nursing – E-Learning

#### Program Information

##### Program Description

The Critical Care Nursing Graduate Certificate program at Durham College is composed of eight courses. The model has three primary components: six e-learning courses, simulation education, and hands-on preceptored experience in a critical care unit.

Course advanced standing, challenge, or transfer of credit will be considered on an individual basis. **All registered nurses in Ontario in good standing with the College of Nurses of Ontario are eligible to apply to this advanced certificate program.** Upon successful completion of the critical care course requirements, a Critical Care Graduate Certificate will be awarded.

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

##### Program Learning Outcomes (Synopsis of the Vocational Learning Outcomes)

Upon successful completion of the Critical Care Nursing program, the graduate will have reliably demonstrated the ability to:

1. Practice within the scope of professional, legal, and ethical standards, organizational policies, and best practices in critical care nursing.
2. Establish and maintain therapeutic relationships with patients, families, and/or substitute decision-makers to optimize patient and family-centered critical care.
3. Assess, analyze and monitor data for a patient with complex, multisystem problems in order to anticipate early deterioration in the patient's condition, establish priorities, and to plan interventions.
4. Plan, implement, evaluate and document specialized nursing interventions to achieve optimal patient outcomes in a potential or actual life-threatening illness and end-of-life situations.
5. Advocate for and deliver patient and family-centered care to patients/families experiencing potential or actual life-threatening illness and end-of-life situations.
6. Collaborate with members of the inter-professional health care team in providing care for

patients experiencing potential or actual life-threatening illness or end-of-life situations to achieve continuity of care and optimal patient outcomes.

7. Use evidence-based research and best practice guidelines to inform and adapt critical care nursing practice.
8. Use strategies and available resources to respond to environmental, physical, and psychosocial stressors affecting self and others in the critical care setting.
9. Engage in reflective practice and ongoing professional development to enhance competence in critical care nursing.

Ministry of Advanced Education and Skills Development. (2017). [Registered Nurse Critical Care Nursing Program Standard](#).

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

## **Employment Opportunities**

### **Where you could work:**

- Critical care
- Coronary care
- Emergency care
- Post-anesthetic care
- Telemetry
- Step-down unit

### **What you could be:**

- Critical care nurse
- Emergency nurse
- Cardiac nurse

## Courses

[Click Here for Course Outlines Access Portal](#)

### Semester 1

- [Management Of CCHC: Cardiac \(CCCC 1501\)](#)
- [Foundations: Critical Care \(CCFO 1500\)](#)
- [Introduction to E Learning \(CCIN 1500\)](#)
- [Professional Practice Preparation \(CCPP 1506\)](#)
- [Critical Care Practicum \(CCPR 2502\)](#)
- [Mgmt Of CCHC: Gi/Renal/Endocri \(CCRE 1503\)](#)
- [Management Of CCHC:Neuro \(CCRN 1503\)](#)
- [Management Of CCHC:Respiratory \(CCRN 1505\)](#)
- [Critical Care Simulation \(CCSI 2501\)](#)

## Program of Study

Program Of Study 2024-25

Faculty of Health Sciences

13-JUN-2024

RN Critical Care Nursing (CCH)

Weekly  
Breakdown

<i>Course Name</i>	<i>Mod Code</i>	<i>Prerequisites</i>	<i>Corequisites</i>	<i>Lec Hrs</i>	<i>Lab Hrs</i>	<i>FP/Alt Hrs</i>
<b>CCH-SEM1</b>						
Management of CCHC: Cardiac	CCCC 1501			0	0	3
FOUNDATIONS: CRITICAL CARE	CCFO 1500			0	0	3
INTRODUCTION TO E LEARNING	CCIN 1500			0	0	1.5
PROFESSIONAL PRACTICE PREPARATION	CCPP 1506			0	0	4
CRITICAL CARE PRACTICUM	CCPR 2502			0	0	120
MGMT OF CCHC: GI/RENAL/ENDOCRI	CCRE 1503			0	0	3
MANAGEMENT OF CCHC:NEURO	CCRN 1503			0	0	3
MANAGEMENT OF CCHC:RESPIRATORY	CCRN 1505			0	0	3
CRITICAL CARE SIMULATION	CCSI 2501			0	0	3
				<b>0</b>	<b>0</b>	<b>143.5</b>



# [Personal Support Worker](#)

[Personal Support Worker Handbook](#)  
[Personal Support Worker Practicum Guide](#)

## **Program Information**

### **Program Description**

“The PSW is a front-line care provider whose responsibilities focus on the provision of personal care and support that include activities of daily living with client populations across all institutional and community care and service settings. They provide compassionate, client-centered care under the supervision of professionals, according to the care plan”.

The Personal Support Worker program is a two-semester program offering the theory and practicum experience to prepare graduates with the knowledge, skills, and attitudes necessary as an entry-level health care worker to provide personal care and home management services to clients in both community and institutional settings.

Graduates of Personal Support Worker programs in the colleges of applied arts and technology have demonstrated the ability to work as a member of care/service teams. They use established care/service plans, and policies and procedures to provide safe personal care and home management services for clients and their families. They interact and communicate effectively with clients, families, and care/service team members.

As part of their supportive role, these workers in an ongoing and timely manner make and report relevant observations to the appropriate regulated health professional and/or supervisor.

Graduates are responsible for working productively and constructively within the Personal Support Worker role, for knowing their strengths and limitations, and for seeking out information, guidance, and/or direction from the appropriate person.

Personal Support Workers are unregulated health care providers. The intent of the Personal Support Worker program is to prepare graduates to work under the supervision of the regulated health professional, supervisor, or, in the assisted care environment, under the direction of the client. Personal Support Workers provide clearly identified personal care, routine activities, and home management services, within care/service plans established policies and procedures.

Personal Support Workers are responsible to their clients and to their employers for providing

quality personal care, routine activities, and home management services. In assigning work to these graduates, employers, supervisors, and/or regulated health professionals consider each client situation in relation to that client's condition, the task to be done, the associated risk of performing the task, and the environmental supports required to safely and competently carry out the task. In carrying out their assigned work, personal support workers are responsible for safely and competently using care/service plans, for following oral directions and written guidelines, and for complying with established policies and procedures.

Following successful completion of their program, graduates may be employed in a variety of community and institutional settings. As members of care/service teams, personal support workers work with infants and children as well as adults, families, individual clients who are experiencing physical, cognitive, emotional, and behavioural challenges, and with multi-client groups in both community and institutional settings. There is a focus on the senior as well as dealing with responsive behaviours. They are valuable members of care/service teams.

"Student Success" is the primary goal of the Personal Support Worker program at Durham College. As faculty and administrators, we are dedicated to helping students achieve their own goals. Our program is offered over 1 year to full time students.

## **Program Learning Outcomes (Synopsis of the Vocational Learning Outcomes)**

The graduate has reliably demonstrated the ability to:

1. Work within the personal support worker role in various care settings in accordance with all applicable legislation, standards, employer job descriptions, policies, procedures and guidelines.
2. Practice professionally, and be accountable for one's own actions by applying problem-solving, self-awareness, time management and critical thinking to the provision of care as a personal support worker, whether working independently or as a member of a team.
3. Practice as an engaged member of the interprofessional team to maintain collaborative working relationships for the provision of supportive, safe, responsive and competent client-centered care within care settings.
4. Provide person-centered care, based on ethical principles, sensitive to diverse personal and family values, beliefs, cultural practices and other needs, which follows the plan of care.
5. Establish and maintain therapeutic relationships with clients and their families using effective communication skills to build a genuine, trusting, and respectful partnership, in

accordance with professional boundaries, employer policies, confidentiality, and privacy legislation.

6. Identify relevant client information within the roles and responsibilities of the personal support worker using observation, critical thinking, and effective communication skills to report and document findings.
7. Create, promote and maintain a safe and comfortable environment for clients, their families, self and others by implementing current infection prevention and control measures, emergency and first aid procedures, and best practices in pandemic planning that are in keeping with the plan of care, all applicable legislation, and employer policies and procedures.
8. Assist clients across the lifespan with activities of daily living by applying fundamental knowledge of growth and development, psychological concepts, common alterations in functioning, health promotion, disease prevention, rehabilitation and restorative care, and holistic health care.
9. Assist the client with medication following the client's plan of care, and if a delegated act, under the supervision of a regulated health professional or done by exception under the most accountable person and in accordance with all applicable legislation and employer policies.
10. Assist with household management services and instrumental activities of daily living in accordance with the plan of care and considering the preferences, comfort, safety and autonomy of clients, families and significant others.
11. Assist and support clients who are caregivers, considering individual and family choices, professional boundaries and the direction of the plan of care.
12. Identify, respond to and report potential, alleged, suspected or witnessed situations of abuse, and/or neglect, as required by all applicable legislation, including the [Retirement Homes Act, 2010](#) and the [Long-Term Care Homes Act, 2007](#), and as required within the employers' job description for the personal support workers.
13. Assist with the provision of holistic health care and advocacy for culturally safe and spiritually sensitive palliative and end-of-life care to clients and to their families and significant others from diagnosis through to death and bereavement, and in accordance with clients' choices and the plan of care.
14. Provide client-centered and client-directed care to individuals experiencing various mental health illness and challenges, cognitive and intellectual impairments, and/or responsive behaviors by using supportive approaches and evidence-based practices to promote positive and safe behaviors in clients\*.

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

## **Employment Opportunities**

### **Where you could work:**

- Community service agencies
- Group homes
- Home care agencies
- Hospitals
- Long-term care facilities
- Retirement homes

### **What you could be:**

- Personal Support Worker

## Courses

[Click Here for Course Outlines Access Portal](#)

### Semester 1

- [Anatomy & Physiology \(BIOL 1503\)](#)
- [Communication and Interpersonal Skills \(INTS 1500\)](#)
- [Mental Health Challenges \(MECA 1500\)](#)
- [Practicum \(Last 7 Weeks\) \(PRAC 1500\)](#)
- [PSW Foundations \(PSWF 1500\)](#)
- [Health Promotion and Development Across the Lifespan \(PSWH 1500\)](#)
- [Practice Lab I \(PSWL 1500\)](#)

### Semester 2

- [Pharmacology for PSW'S \(PHRM 1500\)](#)
- [Long Term Care Practicum \(PRAC 2500\)](#)
- [Community Practicum \(PRAC 3500\)](#)
- [Health Challenges and Support Special Needs \(PSWC 2500\)](#)
- [Professional Growth Issues \(PSWG 2500\)](#)
- [Practice Lab II \(PSWL 2500\)](#)
- [Fundamentals Of Hospice Palliative Care \(PSWP 2500\)](#)

**Program of Study**

**Program Of Study 2024-25**

**Faculty of Health Sciences**

**13-JUN-2024**

**Personal Support Worker (PSWK)**

**Weekly  
Breakdown**

<i>Course Name</i>	<i>Mod</i>	<i>Code</i>	<i>Prerequisites</i>	<i>Corequisites</i>	<i>Lec Hrs</i>	<i>Lab Hrs</i>	<i>FP/Alt Hrs</i>
<b>PSWK-SEM1</b>							
ANATOMY & PHYSIOLOGY		BIOL 1503			0	1	2
COMMUNICATION AND INTERPERSONAL SKILLS		INTS 1500			3	0	
MENTAL HEALTH CHALLENGES		MECA 1500			3	0	
PSW FOUNDATIONS		PSWF 1500			3	0	
HEALTH PROMOTION AND DEVELOPMENT ACROSS THE LIFESPAN		PSWH 1500			3	0	
PRACTICE LAB I		PSWL 1500		BIOL 1503, INTS 1500, MECA 1500, PRAC 1500, PSWF 1500, PSWH 1500	1	2	
PRACTICUM (LAST 7 WEEKS)	MOD2	PRAC 1500		BIOL 1503, INTS 1500, MECA 1500, PSWF 1500, PSWH 1500, PSWL 1500	0	0	91
					<b>13</b>	<b>3</b>	<b>93</b>
<b>PSWK-SEM2</b>							
PHARMACOLOGY FOR PSW'S		PHRM 1500	BIOL 1503, INTS 1500, MECA 1500, PRAC 1500, PSWF 1500, PSWH 1500, PSWL 1500	PSWL 2500	5	0	
FUNDAMENTALS OF HOSPICE PALLIATIVE CARE		PSWP 2500	BIOL 1503, INTS 1500, MECA 1500, PRAC 1500, PSWF 1500, PSWH 1500, PSWL 1500		2	2	
HEALTH CHALLENGES AND SUPPORT SPECIAL NEEDS	MOD1	PSWC 2500	BIOL 1503, INTS 1500, MECA 1500, PRAC 1500, PSWF 1500, PSWH 1500, PSWL 1500		6	0	
PROFESSIONAL GROWTH ISSUES	MOD1	PSWG 2500	BIOL 1503, INTS 1500, MECA 1500, PRAC 1500, PSWF 1500, PSWH 1500, PSWL 1500		3	0	
PRACTICE LAB II	MOD1	PSWL 2500	BIOL 1503, INTS 1500, MECA 1500, PRAC 1500, PSWF 1500, PSWH 1500, PSWL 1500	PHRM 1500	1	2	
LONG TERM CARE PRACTICUM	MOD2	PRAC 2500	BIOL 1503, INTS 1500, MECA 1500, PRAC 1500, PSWF 1500, PSWH 1500, PSWL 1500	PRAC 3500	0	0	144
COMMUNITY PRACTICUM	MOD2	PRAC 3500	BIOL 1503, INTS 1500, MECA 1500, PRAC 1500, PSWF 1500, PSWH 1500, PSWL 1500	PRAC 2500	0	0	120
					<b>17</b>	<b>4</b>	<b>264</b>



# Personal Support Worker - Flex Program (Weekend Delivery)

[Personal Support Worker Handbook](#)  
[Personal Support Worker Practicum Guide](#)

## **Program Information**

### **Program Description**

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Graduates of Personal Support Worker programs in the colleges of applied arts and technology have demonstrated the ability to work as a member of care/service teams. They use established care/service plans, and policies and procedures to provide safe personal care and home management services for clients and their families. They interact and communicate effectively with clients, families, and care/service team members.

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Personal Support Workers are responsible to their clients and to their employers for providing quality personal care, routine activities, and home management services. In assigning work to

these graduates, employers, supervisors, and/or regulated health professionals consider each client situation in relation to that client's condition, the task to be done, the associated risk of performing the task, and the environmental supports required to safely and competently carry out the task. In carrying out their assigned work, personal support workers are responsible for safely and competently using care/service plans, for following oral directions and written guidelines, and for complying with established policies and procedures.

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2. Practice professionally, and be accountable for one's own actions by applying problem-solving, self-awareness, time management and critical thinking to the provision of care as a personal support worker, whether working independently or as a member of a team.
3. Practice as an engaged member of the interprofessional team to maintain collaborative working relationships for the provision of supportive, safe, responsive and competent client-centered care within care settings.
4. Provide person-centered care, based on ethical principles, sensitive to diverse personal and family values, beliefs, cultural practices and other needs, which follows the plan of care.
5. Establish and maintain therapeutic relationships with clients and their families using effective communication skills to build a genuine, trusting, and respectful partnership, in accordance with professional boundaries, employer policies, confidentiality, and privacy

legislation.

6. Identify relevant client information within the roles and responsibilities of the personal support worker using observation, critical thinking, and effective communication skills to report and document findings.
7. Create, promote and maintain a safe and comfortable environment for clients, their families, self and others by implementing current infection prevention and control measures, emergency and first aid procedures, and best practices in pandemic planning that are in keeping with the plan of care, all applicable legislation, and employer policies and procedures.
8. Assist clients across the lifespan with activities of daily living by applying fundamental knowledge of growth and development, psychological concepts, common alterations in functioning, health promotion, disease prevention, rehabilitation and restorative care, and holistic health care.
9. Assist the client with medication following the client's plan of care, and if a delegated act, under the supervision of a regulated health professional or done by exception under the most accountable person and in accordance with all applicable legislation and employer policies.
10. Assist with household management services and instrumental activities of daily living in accordance with the plan of care and considering the preferences, comfort, safety and autonomy of clients, families and significant others.
11. Assist and support clients who are caregivers, considering individual and family choices, professional boundaries and the direction of the plan of care.
12. Identify, respond to and report potential, alleged, suspected or witnessed situations of abuse, and/or neglect, as required by all applicable legislation, including the [Retirement Homes Act, 2010](#) and the [Long-Term Care Homes Act, 2007](#), and as required within the employers' job description for the personal support workers.
13. Assist with the provision of holistic health care and advocacy for culturally safe and spiritually sensitive palliative and end-of-life care to clients and to their families and significant others from diagnosis through to death and bereavement, and in accordance with clients' choices and the plan of care.
14. Provide client-centered and client-directed care to individuals experiencing various mental health illness and challenges, cognitive and intellectual impairments, and/or responsive behaviors by using supportive approaches and evidence-based practices to promote positive and safe behaviors in clients\*.

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

## **Employment Opportunities**

### **Where you could work:**

- Community service agencies
- Group homes
- Home care agencies
- Hospitals
- Long-term care facilities
- Retirement homes

### **What you could be:**

- Personal Support Worker

## Courses

[Click Here for Course Outlines Access Portal](#)

### Semester 1

- [Anatomy and Physiology \(BIOL 1111\)](#)
- [Interpersonal Communication In Health Promotion \(HLTH 1112\)](#)
- [Health Challenges and Support Special Needs \(HLTH 1113\)](#)
- [Fundamentals Of Hospice Palliative Care \(HLTH 1114\)](#)
- [PSW Foundations \(PSFL 1100\)](#)
- [Personal Support Worker Practice Lab \(PSFL 1101\)](#)
- [Professional Practice Preparation \(PSFL 1102\)](#)
- [Mental Health Challenges \(PSYC 1118\)](#)

### Semester 2

- [Pharmacology for PSWs \(PHRM 1205\)](#)
- [Practicum \(PSFL 1200\)](#)

Program of Study

Program Of Study 2024-25

Faculty of Health Sciences

13-JUN-2024

Personal Support Worker Flex (PSFL)

Weekly  
Breakdown

Course Name	Mod Code	Prerequisites	Corequisites	Lec Hrs	Lab Hrs	FP/Alt Hrs
<b>PSFL-SEM1</b>						
Anatomy and Physiology	BIOL 1111			2	0	1.5
Interpersonal Communication in Health Promotion	HLTH 1112			2	0	1.5
Health Challenges and Support Special Needs	HLTH 1113			2	0	1.5
Fundamentals of Hospice Palliative Care	HLTH 1114			2	0	
PSW Foundations	PSFL 1100			2	0	1
Personal Support Worker Practice Lab	PSFL 1101			3	0	1.5
Professional Practice Preparation	PSFL 1102			0	0	3
Mental Health Challenges	PSYC 1118			2	0	1
				<b>15</b>	<b>0</b>	<b>11</b>
<b>PSFL-SEM2</b>						
Pharmacology for PSWs	PHRM 1205			0	0	2.5
Practicum	PSFL 1200	BIOL 1111, HLTH 1112, HLTH 1113, HLTH 1114, PSFL 1100, PSFL 1101, PSFL 1102, PSYC 1118		0	0	307
				<b>0</b>	<b>0</b>	<b>309.5</b>



# [Practical Nursing](#)

[Practical Nursing Lab/Practicum Handbook](#)

[Practical Nursing Consolidation Guide](#)

[Practical Nursing Program Handbook](#)

## **Program Information**

### **Program Description**

The Practical Nursing program is a five-semester program offering academic studies and practicum experiences to prepare students with the basic knowledge, skills and judgment necessary to enter the health care system as an entry level Practical Nurse.

Graduates of this program are eligible to write the Regulatory Exam for Practical Nurse (REx-PN). Successful completion of the examination is one of the requirements for eligibility for registration with the College of Nurses of Ontario.

### **Program Learning Outcomes (Synopsis of the Vocational Learning Outcomes)**

Vocational Standard describes the essential, minimal, vocationally relevant learning that all students must demonstrate to graduate from a program. \*

A graduate of the Durham College Practical Nursing program has reliably demonstrated the ability to:

1. Communicate therapeutically with clients and members of the health care team.
2. Assess clients across the life span, in a systematic and holistic manner.
3. Plan safe and competent nursing care, based upon a thorough analysis of available data and evidence-informed practice guidelines.
4. Select and perform nursing interventions using clinical judgment, in collaboration with the client and, where appropriate, the health care team that promote health and well-being, prevent disease and injury, maintain and/or restore health, promote rehabilitation, and/or provide palliation.
5. Evaluate the outcomes resulting from all interventions in the nurse-client interaction and modify the plan of care as required.
6. Act equitably and justly with clients and members of the health care team.
7. Adapt to a variety of health care settings, using different leadership skills and styles as appropriate to each setting.
8. Contribute to creating a healthy and safe work environment in a variety of health care settings.

9. Practice in a self-regulated, professional and ethical manner, complying with relevant legislation and with the standards of both the regulatory body and the practice setting to provide safe and competent client care.

*\*All VLO's taken from the Program Standards and Evaluation Unit of the Ministry of Training, Colleges and Universities Program Standards for Practical Nursing (2012)*

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

## **Employment Opportunities**

### **Where you could work:**

- Community service agencies
- Long-term care facilities
- Hospitals
- Industry, clinic or physician's offices
- Psychiatric and acute care hospitals

### **What you could be:**

As a registered practical nurse, you can be employed as a frontline RPN caring for a wide range of patients/clients.

## Courses

[Click Here for Course Outlines Access Portal](#)

### Semester 1

- [Anatomy & Physiology \(ANAT 1500\)](#)
- [FNMI Elective \(FNMI 0000\)](#)
- [Medical Terminology \(NURS 1514\)](#)
- [Development Of Self I \(NURS 1520\)](#)
- [Health & Healing I \(NURS 1521\)](#)
- [Professional Practice I \(NURS 1522\)](#)
- [Practice Lab I \(NURS 2528\)](#)

### Semester 2

- [Health Assessment \(HASS 2500\)](#)
- [Applied Math for Nurses \(MATH 1503\)](#)
- [Practice Lab II \(NURS 2523\)](#)
- [Health and Healing II - The Older Adult \(NURS 2524\)](#)
- [Health and Healing II - Maternal - Child \(NURS 2525\)](#)
- [Professional Practice II - Older Adult \(NURS 2526\)](#)
- [Professional Practice II - Maternal Child \(NURS 2527\)](#)

### Semester 3

- [Practice Lab III \(NURS 3514\)](#)
- [Pharmacology \(NURS 3517\)](#)
- [Professional Practice III - Mental Health \(NURS 3525\)](#)
- [Health & Healing III - Mental Health \(NURS 3526\)](#)
- [Health & Healing III - Community \(NURS 3527\)](#)
- [Professional Practice III - Community \(NURS 3528\)](#)
- [Pathophysiology \(PATH 3505\)](#)

### Semester 4

- [Health & Healing IV \(NURS 4506\)](#)
- [Professional Practice IV \(NURS 4508\)](#)

- [Development Of Self II \(NURS 4520\)](#)
- [General Education Elective \(GNED 0000\)](#)
- [General Elective Credit \(GNED 1000\)](#)

## Semester 5

- [Professional Practice Preparation \(NURS 5501\)](#)
- [Professional Practice V \(NURS 5502\)](#)

Program of Study

Program Of Study 2024-25

Faculty of Health Sciences

13-JUN-2024

Practical Nursing (PNII)

Weekly  
Breakdown

Course Name	Mod	Code	Prerequisites	Corequisites	Lec Hrs	Lab Hrs	FP/Alt Hrs
<b>PNII-SEM1</b>							
ANATOMY & PHYSIOLOGY		ANAT 1500			3	0	3
MEDICAL TERMINOLOGY		NURS 1514			0	0	1
DEVELOPMENT OF SELF I		NURS 1520			3	0	
HEALTH & HEALING I		NURS 1521			3	0	
PROFESSIONAL PRACTICE I		NURS 1522			3	0	
PRACTICE LAB I		NURS 2528			1	2	1
FNMI Elective	OPT1	FNMI 0000			3	0	
					<b>16</b>	<b>2</b>	<b>5</b>
<b>PNII-SEM2</b>							
HEALTH ASSESSMENT		HASS 2500	ANAT 1500, BIO 2582, NURS 2528		0	2	2
APPLIED MATH FOR NURSES		MATH 1503			2	0	
PRACTICE LAB II		NURS 2523	ANAT 1500, NURS 2528	HASS 2500, MATH 1503	1	2	1
HEALTH AND HEALING II - THE OLDER ADULT		NURS 2524	ANAT 1500, NURS 1520, NURS 1521, NURS 1522, NURS 2528	HASS 2500, NURS 2523, NURS 2526	1.5	0	
HEALTH AND HEALING II - MATERNAL - CHILD		NURS 2525	ANAT 1500, NURS 1520, NURS 1521, NURS 1522	HASS 2500, NURS 2523, NURS 2527	1.5	0	
PROFESSIONAL PRACTICE II - OLDER ADULT		NURS 2526	ANAT 1500, NURS 1520, NURS 1521, NURS 1522	HASS 2500, NURS 2523, NURS 2524	0	0	98
PROFESSIONAL PRACTICE II - MATERNAL CHILD		NURS 2527	ANAT 1500, NURS 1520, NURS 1521, NURS 1522	HASS 2500, NURS 2523, NURS 2525	0	0	98
					<b>6</b>	<b>4</b>	<b>199</b>

Program Of Study 2024-25

Faculty of Health Sciences

13-JUN-2024

Practical Nursing (PNII)

Weekly  
Breakdown

Course Name	Mod Code	Prerequisites	Corequisites	Lec Hrs	Lab Hrs	FP/Alt Hrs
<b>PNII-SEM3</b>						
PRACTICE LAB III	NURS 3514	MATH 1503, NURS 1514, NURS 2523, NURS 2524, NURS 2525, NURS 2526, NURS 2527	NURS 3517	1	2	1
PHARMACOLOGY	NURS 3517	ANAT 1500, BIO 2582, MATH 1503	PATH 3505	3	0	
PROFESSIONAL PRACTICE III - MENTAL HEALTH	NURS 3525	HASS 2500, NURS 1514, NURS 2524, NURS 2525, NURS 2526, NURS 2527	NURS 3514, NURS 3526, PATH 3505	0	0	98
HEALTH & HEALING III - MENTAL HEALTH	NURS 3526	HASS 2500, NURS 1514, NURS 2524, NURS 2525, NURS 2526, NURS 2527	NURS 3517	1.5	0	
HEALTH & HEALING III - COMMUNITY	NURS 3527	HASS 2500, NURS 1514, NURS 2524, NURS 2525, NURS 2526, NURS 2527	NURS 3517	1.5	0	
PROFESSIONAL PRACTICE III - COMMUNITY	NURS 3528	HASS 2500, NURS 1514, NURS 2524, NURS 2525, NURS 2526, NURS 2527	NURS 3514, NURS 3527	0	0	98
PATHOPHYSIOLOGY	PATH 3505	ANAT 1500, HASS 2500		2	0	4
				<b>9</b>	<b>2</b>	<b>201</b>
<b>PNII-SEM4</b>						
General Elective Credit	GNE0 0000			3	0	
General Elective Credit	GNE0 0000			3	0	
HEALTH & HEALING IV	NURS 4506	NURS 3517, NURS 3525, NURS 3526, NURS 3527, NURS 3528, PATH 3505		5	0	
PROFESSIONAL PRACTICE IV	NURS 4508	HASS 2500, MATH 1503, NURS 3514, NURS 3517, NURS 3525, NURS 3526, NURS 3527, NURS 3528	NURS 4506	0	0	196
DEVELOPMENT OF SELF II	NURS 4520	NURS 3525, NURS 3526, NURS 3527, NURS 3528		3	0	
				<b>14</b>	<b>0</b>	<b>196</b>
<b>PNII-SEM5</b>						
PROFESSIONAL PRACTICE PREPARATION	NURS 5501	SPEC 0000		0	0	8
PROFESSIONAL PRACTICE V	NURS 5502	SPEC 0000		0	0	320
				<b>0</b>	<b>0</b>	<b>328</b>

## [Practical Nursing – Flex Program \(Weekend Delivery\)](#)

[Practical Nursing Lab/Practicum Handbook](#)  
[Practical Nursing Consolidation Guide](#)  
[Practical Nursing Program Handbook](#)

### **Program Information**

#### **Program Description**

The Practical Nursing program is an alternative delivery five-semester program offering academic studies and practicum experiences to prepare students with the basic knowledge, skills and judgment necessary to enter the health care system as an entry level Practical Nurse.

Graduates of this program are eligible to write the Regulatory Exam for Practical Nurse (REx-PN). Successful completion of the examination is one of the requirements for eligibility for registration with the College of Nurses of Ontario.

#### **Program Learning Outcomes (Synopsis of the Vocational Learning Outcomes)**

Vocational Standard describes the essential, minimal, vocationally relevant learning that all students must demonstrate to graduate from a program. \*

A graduate of the Durham College Practical Nursing program has reliably demonstrated the ability to:

10. Communicate therapeutically with clients and members of the health care team.
11. Assess clients across the life span, in a systematic and holistic manner.
12. Plan safe and competent nursing care, based upon a thorough analysis of available data and evidence-informed practice guidelines.
13. Select and perform nursing interventions using clinical judgment, in collaboration with the client and, where appropriate, the health care team that promote health and well-being, prevent disease and injury, maintain and/or restore health, promote rehabilitation, and/or provide palliation.
14. Evaluate the outcomes resulting from all interventions in the nurse-client interaction and modify the plan of care as required.
15. Act equitably and justly with clients and members of the health care team.
16. Adapt to a variety of health care settings, using different leadership skills and styles as appropriate to each setting.
17. Contribute to creating a healthy and safe work environment in a variety of health care settings.

18. Practice in a self-regulated, professional and ethical manner, complying with relevant legislation and with the standards of both the regulatory body and the practice setting to provide safe and competent client care.

*\*All VLO's taken from the Program Standards and Evaluation Unit of the Ministry of Training, Colleges and Universities Program Standards for Practical Nursing (2012)*

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

## **Employment Opportunities**

### **Where you could work:**

- Community service agencies
- Long-term care facilities
- Hospitals
- Industry, clinic or physician's offices
- Psychiatric and acute care hospitals

### **What you could be:**

As a registered practical nurse, you can be employed as a frontline RPN caring for a wide range of patients/clients.



## Courses

[Click Here for Course Outlines Access Portal](#)

### Semester 1

- [Anatomy & Physiology \(ANAT 1500\)](#)
- [FNMI Elective \(FNMI 0000\)](#)
- [Medical Terminology \(NURS 1514\)](#)
- [Development Of Self I \(NURS 1520\)](#)
- [Health & Healing I \(NURS 1521\)](#)
- [Professional Practice I \(NURS 1522\)](#)
- [Practice Lab I \(NURS 2528\)](#)

### Semester 2

- [Health Assessment \(HASS 2500\)](#)
- [Applied Math for Nurses \(MATH 1503\)](#)
- [Practice Lab II \(NURS 2523\)](#)
- [Health and Healing II - The Older Adult \(NURS 2524\)](#)
- [Health and Healing II - Maternal - Child \(NURS 2525\)](#)
- [Professional Practice II - Older Adult \(NURS 2526\)](#)
- [Professional Practice II - Maternal Child \(NURS 2527\)](#)

### Semester 3

- [Practice Lab III \(NURS 3514\)](#)
- [Pharmacology \(NURS 3517\)](#)
- [Professional Practice III - Mental Health \(NURS 3525\)](#)
- [Health & Healing III - Mental Health \(NURS 3526\)](#)
- [Health & Healing III - Community \(NURS 3527\)](#)
- [Professional Practice III - Community \(NURS 3528\)](#)
- [Pathophysiology \(PATH 3505\)](#)

### Semester 4

- [Health & Healing IV \(NURS 4506\)](#)
- [Professional Practice IV \(NURS 4508\)](#)

- [Development Of Self II \(NURS 4520\)](#)
- [General Education Elective \(GNED 0000\)](#)
- [General Elective Credit \(GNED 1000\)](#)

## **Semester 5**

- [Professional Practice Preparation \(NURS 5501\)](#)
- [Professional Practice V \(NURS 5502\)](#)

## Program of Study

Program Of Study 2024-25

Faculty of Health Sciences

13-JUN-2024

Practical Nursing - Flex (PNFL)

Weekly  
Breakdown

Course Name	Mod Code	Prerequisites	Corequisites	Lec Hrs	Lab Hrs	FP/Alt Hrs
<b>PNFL-SEM1</b>						
ANATOMY & PHYSIOLOGY	ANAT 1500			3	0	3
MEDICAL TERMINOLOGY	NURS 1514			0	0	1
DEVELOPMENT OF SELF I	NURS 1520			3	0	
HEALTH & HEALING I	NURS 1521			3	0	
PROFESSIONAL PRACTICE I	NURS 1522			3	0	
PRACTICE LAB I	NURS 2528			1	2	1
FNMI Elective	OPT1 FNMI 0000			3	0	
				<b>16</b>	<b>2</b>	<b>5</b>
<b>PNFL-SEM2</b>						
HEALTH ASSESSMENT	HASS 2500	ANAT 1500, BIO 2582, NURS 2528		0	2	2
APPLIED MATH FOR NURSES	MATH 1503			2	0	
PRACTICE LAB II	NURS 2523	ANAT 1500, NURS 2528	HASS 2500, MATH 1503	1	2	1
HEALTH AND HEALING II - THE OLDER ADULT	NURS 2524	ANAT 1500, NURS 1520, NURS 1521, NURS 1522, NURS 2528	HASS 2500, NURS 2523, NURS 2526	1.5	0	
HEALTH AND HEALING II - MATERNAL - CHILD	NURS 2525	ANAT 1500, NURS 1520, NURS 1521, NURS 1522	HASS 2500, NURS 2523, NURS 2527	1.5	0	
PROFESSIONAL PRACTICE II - OLDER ADULT	NURS 2526	ANAT 1500, NURS 1520, NURS 1521, NURS 1522	HASS 2500, NURS 2523, NURS 2524	0	0	98
PROFESSIONAL PRACTICE II - MATERNAL CHILD	NURS 2527	ANAT 1500, NURS 1520, NURS 1521, NURS 1522	HASS 2500, NURS 2523, NURS 2525	0	0	98
				<b>6</b>	<b>4</b>	<b>199</b>

## Additional Important Information

### **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 faculty. Together we're leading the way. The college's strategic plan is available on the [college's website](#).

### **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.
- Set-up academic plans.
- Find equivalent credits.
- Transfer to another program or 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. Acts that undermine academic integrity contradict our core values, erode educational inquiry and diminish the quality of our scholarship and reputation.

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

### **Student Supports**

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

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

## **Access and Support Centre (ASC)**

The Access and Support Centre (ASC) provides services to students who are temporarily at-risk or identified with an exceptionality, to ensure equal access to all aspects of the academic environment. The ASC provides accommodations to meet students' individual needs through assistive technology, counseling and coaching. The ASC team works in collaboration with faculty and other service areas to provide full opportunities for academic success for all students.

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

## **Coaching**

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

## **Important Dates**

DC strives to keep you informed of important dates throughout the academic year. Please review the 2024-2025 important dates that include fee payment deadlines, web registration, add/drop and grade release dates etc. You can find this information on the [Durham College website](#) and on [MyDC](#). Please review [MyDC](#) regularly for updates and reminders on important dates.

## **Academic Grading and Progression**

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

## **Student Academic Learning Services (SALS)**

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

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