

PROGRAM GUIDE

Faculty of Health Sciences
Occupational Therapist Assistant
Physiotherapist Assistant
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

Welcome from 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'.

Dr. Mojgan Rezvani
Executive Dean, Faculty of Health Sciences

A Message from the Associate Dean, Faculty of Health Sciences

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

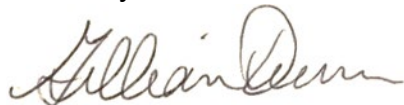
The Faculty of Health Sciences is at the forefront of advancing healthcare related education, research, and practice. Together, we have the opportunity to make a profound impact on the lives of individuals and our communities through our collaborative efforts and innovative approaches.

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

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

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

Sincerely,

A handwritten signature in brown ink that reads "Gillian Dunn". The signature is fluid and cursive, with the first name "Gillian" and last name "Dunn" clearly distinguishable.

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

Faculty of Health Sciences

OTA PTA 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	Joycelyn Kelly	Ext. 2199	joycelyn.kelly@durhamcollege.ca
Administrative Assistant	Lori Barbara	Ext. 2542	lori.barbara@durhamcollege.ca
Program Coordinator	Laura Maybury	Ext. 2847	laura.maybury@durhamcollege.ca

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

Faculty of Health Sciences

Location: SW106 - Gordon Willey Building

Telephone: 905.721.3080

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

Health & Wellness Centre

G127 (Main Campus) 905.721.3037

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

Access and Support Centre

SW116 (Main Campus) 905.721.3123

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

Coaching and Support Centre

SW116 (Main Campus) 905.721.3147

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

OTA & PTA Program Information

Program Summary

The Occupational Therapist Assistant and Physiotherapist Assistant (OTA & PTA) program is a four-semester program offering academic studies and approximately 584 hours in a variety of fieldwork placement experiences that aim to prepare students with the basic knowledge, skills and judgment necessary to enter the health care system as an entry level OTA & PTA.

Curriculum

The curriculum for the OTA & PTA program has been designed on a foundation of enabling occupation and optimization of physical functioning and has been informed by the following documents: The Ministry of Training, Colleges and Universities' Occupational Therapist Assistant and Physiotherapist Assistant Program Standards; the Canadian Association of Occupational Therapists' Practice Profile for Occupational Physiotherapy Advisory Group' Therapist Assistants (2018); the Nationals Essential Competency Profile for Physiotherapist Assistants in Canada (2012); and Occupational Therapist Assistant and Physiotherapist Assistant Education Accreditation Program Standards.

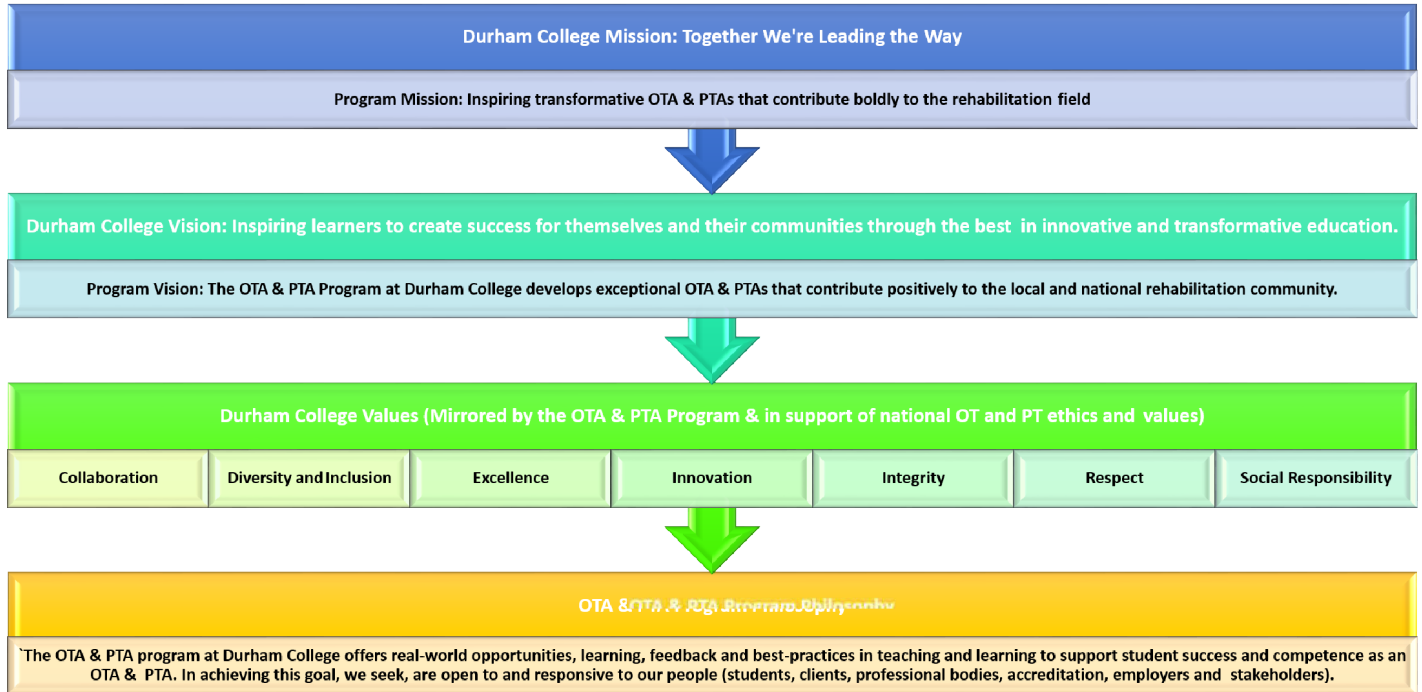
Field placement experience focuses on supporting the occupational and physical therapy needs of clients in a variety of settings, including but not limited to: acute care and community hospitals, rehabilitation facilities, pediatric settings, long-term care facilities, private practice, and community settings. The program includes a minimum of 584 total field placement hours and concludes with a 232-hour consolidation experience.

Learning occurs in a variety of settings and through a variety of delivery methods, for example: the classroom, practice lab, simulation, various health facilities, independent study and online.

Feedback concerning all aspects of the program is valued and encouraged. Opportunity to share ideas among all participants is important for the growth of faculty, learners and the program.

Faculty, program, community, and in-process feedback mechanisms are embedded throughout the program. Faculty are committed to annual revision of course outlines and all program documents to ensure up to date, evidence-informed curriculum and program guidelines are offered.

Program Mission, Vision, Values and Philosophy



OTA & PTA Program Mission Statement

The OTA & PTA program at Durham College functions in a student-centered manner; we support this mission in our program through our practices, while focusing on and emphasizing exceptional performance in the rehabilitation field. Our program mission statement is "Inspiring transformative OTA & PTAs that contribute boldly to the rehabilitation field". All communication and actions center around inspiring and supporting student success and impact in the rehabilitation field. We emphasize academic success and proficiency in competency profiles throughout the program to ensure our students are prepared to contribute to an evolving rehabilitation field. Further, we embed opportunities to inspire national roles and opportunities to advocate for the role and the profession. To this end, the OTA & PTA Conceptual Framework clearly identifies our responsiveness and accountability to our people (which include the students, our community partners and professional stakeholders, locally and nationally) as integral to student success, to their experience, and to their preparation for real-world practice. We further highlight and are guided by our values of collaboration, diversity and inclusion, excellence, innovation, integrity, respect and social responsibility in achieving this mission.

OTA & PTA Program Vision

The Durham College OTA and PTA Program Vision states that: “The OTA & PTA program at Durham College develops exceptional OTA & PTAs that contribute positively to the local and national rehabilitation community”. This vision supports the institutional vision and we endeavor to provide our students with the professional and personal skills to achieve meaningful careers and to contribute positively to the rehabilitation community. The OTA & PTA program demonstrates this vision by grounding these ideals in its conceptual framework, curriculum and its delivery. Learning is emphasized as a life-long process of personal and professional growth which builds on prior experiences, stimulates reflection, and fosters the (re) formulation of the meaning of experience (Kolb, 1974). Learning in the OTA & PTA program is more than the acquisition of knowledge. The emphasis is that students and teachers engage in a process of continuous learning, innovation, professional advocacy and quality improvement as rehabilitation professionals.

OTA & PTA Program Values

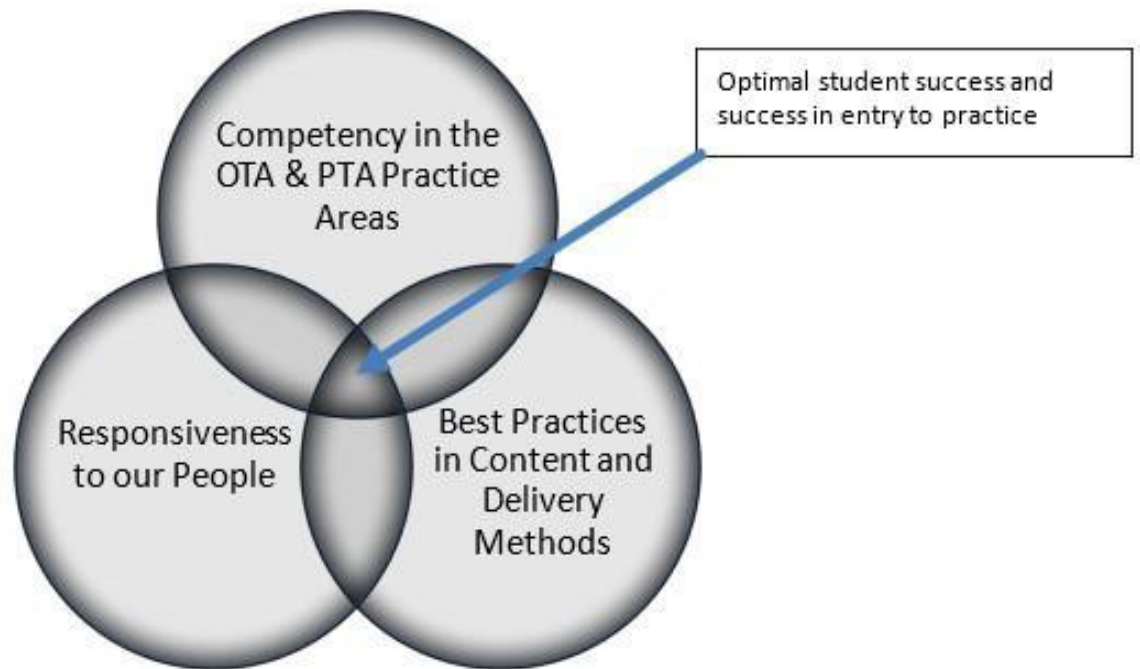
The values in the OTA & PTA program at Durham College mirror those of the institution. The program adopts, emphasizes and upholds these values, which are compatible with the College of Occupational Therapists of Ontario Code of Ethics (**Respect:** Client-Centered; Respect for Autonomy; Collaboration and Communication; and **Trust:** Honesty; Fairness; Accountability; Transparency) and the College of Physiotherapists of Ontario Codes of Ethics (Respect; Excellence; Autonomy and Wellbeing; Communication, Collaboration and Advocacy; Honesty and Integrity). These Codes of Ethics and Values are exemplified in the program and emphasized throughout the program.

Conceptual Framework

The conceptual framework below is a representation of how the program views the interconnectedness among three key variables that relate to delivering a program of excellence centered on student success.

The program commits to offering best practices in teaching and learning, accountability to discipline competencies and standards, while considering and responding to our people, community needs and evolving local trends.

The program goal is to extend beyond success in the classroom and to develop exceptional entry-to-practice graduates that consistently demonstrate the essential competencies of the OTA & PTA standards of practice for the professions and exceptional essential employability skills.



1) Competency in the OTA & PTA Practice Areas

In developing competent and successful graduates, our focus is to foster the job-related competencies and skills required for both the OTA & the PTA roles and related professional standards and expectations. The competency profiles set out by the professional associations and the Ministry Standards for the OTA & PTA role are a foundation for the curriculum and evaluations. We are committed to a high level of quality assurance at the program level and are also committed to the accreditation process and outcomes. Students are introduced to, required to understand, self-reflect, and self-assess in competencies related to these profiles. All lab and fieldwork evaluations are mapped to address the competencies in both the OTA & PTA practice areas.

Practice Profile for Occupational Therapist Assistants in Canada (2018)

Occupational therapist assistants have the job-related competencies to support occupational therapists in delivering occupational therapy services and are supported by a qualified occupational therapist (CAOT, 2018). The OTA Profile framework conceptualizes the broad range of practice contexts in Canada.

This framework recognizes that there is a dynamic continuum of knowledge, skills and abilities that are required by OTAs in Canada to meet a variety of workplace environments (CAOT, 2018). Competencies are categorized as basic, focused and broad-based (CAOT, 2018) and include the following 8 roles: expert in enabling occupation; communicator; collaborator; practice manager; change agent; scholarly practitioner; professional and focused-skill specialist (CAOT, 2018). These competencies are woven throughout the program.

Essential Competency Profile for Physiotherapist Assistants in Canada (2012)

Physiotherapist assistants are trained professionals who provide physiotherapy services under the direction and supervision of a registered physiotherapist (NPAG, 2012). The role of the physiotherapist assistant is to support the physiotherapist in ensuring that services are being delivered in a safe, effective and efficient manner (NPAG, 2012). An outcome-based, client-focused, functional framework is used to guide the practice of physiotherapist assistants, which highlight the following competencies: accountability; collection of client information; intervention; communication; organization of the delivery of physiotherapy services and professional development (NPAG, 2012). These competencies are also woven throughout the program.

The curriculum offers real-world learning experiences and evaluations in each of these areas throughout the program. The students transition from novice to entry-level practitioner throughout the course of the program and engage with self-evaluations in critical lab evaluations and fieldwork experiences.

2) Responsiveness to Our People

We assume a high level of responsibility and accountability to our students, the clients with which we work, our community at large and the preceptors and organizations who partner with us. Our students, clients, community and partnering organizations have an important voice in defining and developing competency in the changing health care climate, in addressing evolving client and agency needs, and in addressing and optimizing learning and growth with changing student learning needs.

Each of these groups offer critical feedback to ensure we are developing entry-level practitioners that meet the competency profiles, while also addressing the contextual needs of our students, clients, community and organizations. The program embeds regular, scheduled outreach opportunities seeking feedback from each of these stakeholders. Quality improvement cycles and program evaluation plan are developed, actioned and tracked with this data, with the support of, and accountability to the Program Advisory Committee.

3) Content and Delivery

The OTA & PTA program is committed to excellence in teaching and learning as a key contributor to our student success. The program content is delivered by registered Occupational Therapists and Physiotherapists current in their field. All instructors are subject matter experts in their area of practice and attend courses on best practices and theories in teaching and learning.

Instructors teach using the Jump Start Model. As the Centre for Teaching and Learning explains, the Jump Start Model “is a structured approach to lesson/unit planning that integrates a reliable and valid theory of learning styles”. This model requires that units of study include activities that appeal to a variety of learners, make use of active learning approaches, and present a coherent and well-organized experience for the students. The Jump Start Model, recognizes the value of active learning and encourages active participation in the classroom by connecting students to the content, by offering a variety of instruction methods to meet different learners’ needs and by offering a variety of practice and summary activities to consolidate learning.

The content and curriculum are reviewed annually for currency in the field, effectiveness and its compliance with best practices in teaching and evaluation. Guest speakers, industry experts and community partners have a strong presence to ensure an authentic, valid and comprehensive representation of the field is threaded throughout the program.

OTA & PTA knowledge emerges from a reflective process of understanding of one's self, one's strengths, weaknesses, supports and resources, and is based on practice and continuous personal quality improvement (Kolb, 1974) in the context of national competencies. Teachers, practitioners, clients and students in the OTA & PTA program become partners in a collaborative learning process. Teaching-learning occurs through a dynamic process both formally and informally within a context of caring, support and continuous quality improvement. In summary, the OTA & PTA Durham College conceptual framework highlights our understanding that OTA & PTA success extends beyond the classroom and emerges from a synergy between the following elements:

1. Meeting the competency profiles and quality standards of the field,
2. Meeting and responding to our people, and,
3. Developing and delivering content that is current, grounded in theory and best practices in the field and also in teaching, learning and scholarly practice.

References:

Canadian Association of Occupational Therapist. (2018). Practice Profile for Occupational Therapist Assistants (2018). Retrieved from:

https://caot.in1touch.org/uploaded/web/Accreditation/OTAProfile_Update2018.pdf

Kolb, D. A., & Fry, R. E. (1974). *Toward an applied theory of experiential learning*. MIT Alfred P. Sloan School of Management.

National Physiotherapy Advisory Group. (2012). Essential competency profile for physiotherapist assistants in Canada. Retrieved from:

<http://npag.ca/PDFs/Joint%20Initiatives/PTA%20profile%202012%20English.pdf>

Roach, M.S. (1992). *The human act of caring: A blueprint for the health professions*. (Revised ed.) Ottawa: Canadian Hospital Association Press.

Assumptions & Beliefs Concerning the Teaching and Learning Process

The conceptual framework highlights our commitment to developing and delivering content that is consistent with best practices in teaching, learning and scholarly practice. In actualizing the conceptual framework, all OTA & PTA faculty utilize a common approach, The Jump Start Model, to deliver content. The Jump Start Model is grounded in educational theory and supported as best practice.

All Durham College faculty complete training in the C.A.F.É. to learn and demonstrate current best practices in pedagogy/andragogy with a focus of teaching and training adult learners.

The OTA & PTA program seeks to balance the variety of learning needs in the program and to meet each student at their stage of readiness for learning. These beliefs are grounded in Knowles' assumptions of adult learning and teaching focus is on real-world contextual problems that consolidates past learning with new learning and evidence-based solutions. The program values each students' previous learning and knowledge and seeks to anchor new learning within that context.

The Jump Start Model works to:

- Demonstrate the relevance of new learning, by offering a connection of relevance to the learner.
- To teach new content using various, universally designed teaching methods to meet learners needs.
- Offers various practice activities with embedded formative feedback.
- Provide a summary activity to conclude the learning.

OTA & PTA Program Assumptions & Beliefs Concerning the Teaching and Learning Process

The following are our beliefs about the teaching-learning process, which are consistent with the conceptual framework and current pedagogy and andragogy:

- A professor is accountable to the student and to the OTA & PTA program to provide an environment conducive to learning.
- The environment for learning is vital and must be supportive and provide direction for learning. Respect for the individual and their 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.
- Learning outcomes, 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 OTA & PTA program, they should expect to assume increasing responsibility for learning.

- In keeping with our program conceptual framework and the professional requirement for life-long learning, the teacher fosters increasing independence in the learner.
- Students benefit from constructive feedback which is provided both immediately and regularly in an atmosphere of trust. An emphasis on positive reinforcement for appropriate behaviour is essential to its success.
- Progress review is an integral part of the teaching-learning process. Based on a clearly stated learning plan, it describes the student's progress and achievement of goals. Accurate self- assessment by the student is an essential element of progress review. The teacher will provide both formative and summative feedback to support this outcome.
- Formative review provides on-going feedback to learners about their progress in achieving the established learning plan and occurs continuously throughout the learning experience.
- Summative review measures final outcomes or results and determines learner achievements as they relate to the learning outcomes. It is concerned with how learners have changed.

Feedback concerning all aspects of the program is valued and encouraged. Opportunity to share ideas among all participants is important for the growth of faculty, learners and the program. Faculty, program, community, and in-process feedback mechanisms are embedded throughout the program, with formal and regular processes for this data collection, analysis and corresponding program evaluation.

OTA & PTA Program Description and Program Learning Outcomes

Program Description:

In this program students will learn to work with clients of all ages with a variety of physical, cognitive, emotional and developmental conditions. Students will learn to work under the guidance of a registered occupational therapist and/or physiotherapist, to maximize physical function and occupational performance in their clients and to promote increased daily functioning and overall well-being in their clients. Hands on labs begin in semester one where students learn and practice therapy skills in small groups to prepare for success in the field.

Students will be provided opportunities to practice their skills and acquire hands-on experience through unpaid fieldwork placements. Please reference the OTA& PTA Fieldwork Placement Guide for more details.

Vocational Program Learning Outcomes:

(Vocational program learning outcomes must be consistent with the requirements of the Credentials Framework for the proposed credential).

The graduate will reliably demonstrate the ability to:

1. Communicate appropriately and effectively, through verbal, nonverbal, written and electronic means, with clients, their **significant others***, occupational therapists, physiotherapists, and members of the **interdisciplinary health care team*** and others.
2. Participate in the effective functioning of **interdisciplinary health care teams*** to optimize client physical and occupational functions.
3. Establish, develop, maintain, and conclude client-centred, therapeutic relationships.
4. Promote a safe environment that prevents or minimizes potential physical or mental harm to the client, **therapist assistant*** and others.
5. Practice in a legal, ethical, and professional manner within the role of a **therapist assistant***.
6. Document client records in a thorough, objective, accurate, and timely manner within the role of the **therapist assistant***.
7. Engage in reflective practice and ongoing professional development activities to maintain and enhance competence.
8. Perform the roles and responsibilities of the **therapist assistant*** effectively through the application of relevant knowledge of health sciences, psychosocial sciences, health conditions, resource management, and clinical procedures.
9. Contribute to the occupational therapists or physiotherapist's assessment of the client and the development, implementation and modification of intervention/treatment plans.
10. Maximize the client's **occupational performance*** by accurately and safely implementing the interventions, and related tasks under the direction and supervision of the occupational therapist.
11. Maximize the client's physical function by accurately and safely implementing the interventions, and related tasks under the direction and supervision of the physiotherapist.

Durham College

Academic Policies & Procedures

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

Program Specific Academic Policies & Procedures

OTA & PTA Program Policies

The OTA & PTA program has developed program policies based institutional policies. It is the student's responsibility to read, understand, and comply with the policies outlined in this document as well as the Durham College Academic Policies and Procedures. The OTA & PTA program reserves the right to alter its Policies and Procedures as needed.

Students will be given written notification of any necessary changes. The following policies apply to all courses unless students are advised otherwise. Additional policies specific to individual courses may be indicated in the course outline. Policies related to field placement courses will be identified in the field placement guide and/or the individual Course Outline.

Freedom of Information and Protection of Privacy

All students' records and "personal information" are considered confidential and are protected in accordance with the Freedom of Information and Protection of Privacy Act, R.S.O. 1990, CHAPTER F.31.

As per the Freedom of Information and Protection of Privacy Act, 1990:

"Personal information" means recorded information about an identifiable individual, including,

- a) *Information relating to the race, national or ethnic origin, colour, religion, age, sex, sexual orientation or marital or family status of the individual,*
- b) *Information relating to the education or the medical, psychiatric, psychological, criminal or employment history of the individual or information relating to financial transactions in which the individual has been involved,*
- c) *Any identifying number, symbol or other particular assigned to the individual,*
- d) *The address, telephone number, fingerprints or blood type of the individual,*
- e) *The personal opinions or views of the individual except where they relate to another individual,*

- f) *Correspondence sent to an institution by the individual that is implicitly or explicitly of a private or confidential nature, and replies to that correspondence that would reveal the contents of the original correspondence,*
 - g) *The views or opinions of another individual about the individual, and*
 - h) *The individual's name where it appears with other personal information relating to the individual or where the disclosure of the name would reveal other personal information about the individual.*
42. *An Institution shall not disclose personal information in its custody or under its control except,*
- a) *Where the person to whom the information relates has identified that information in particular and consented to its disclosure;*
 - b) *For the purpose of which it was obtained or compiled or for a consistent purpose;*
 - c) *Where disclosure is made to an officer or employee of the institution who needs the record in the performance of his or her duties and where disclosure is necessary and proper in the discharge of the institution's functions;*

In keeping with FOI, 1990, the College and its employees reserve the right to gain access to these records to carry out the normal functions of an educational institution. Access will be limited to those employees having direct contact with the student and office staff who organize or update student files.

Students will be asked for written consent should access be requested by any party other than those previously described.

Students may request access to their file in the Faculty of Health Sciences. Students or graduates who require documentation related to their program or attendance for a third party should put their request in writing and submit it to office staff. The necessary documentation will be provided as soon as possible. Students and graduates should be aware that a fee will be charged to cover the administration costs of this service.

At no time may the file be removed from the Faculty of Health Sciences. Copies of the file will be provided upon written request from the student. The student is responsible for the cost associated with producing these copies (See privacy of records, release of information - Durham College Student Handbook - Student Rights and Responsibilities).

All confidential information to which the student has access is protected by legislation. Failure to maintain confidentiality of client information or other breaches of confidentiality related to clients, fellow students, or college employees may result in dismissal from the college and/or legal action.

The Learning Environment

As the OTA & PTA program is a professional program, it is expected that OTA & PTA students will act and communicate in a professional manner at all times, in accordance with the standards of the profession and the Durham College Student Code of Conduct.

Attendance

Because of the relationship between theoretical knowledge and praxis in education, it is essential that students participate in all learning activities provided. Missed learning opportunities may lead to gaps in knowledge, grade reduction, and potential safety hazards for the client in the practicum setting.

Full attendance is required to meet the program learning outcomes, essential employability outcomes and to ensure quality, scaffolded learning that promotes students' academic and professional success.

It is required that students advise their professor by email prior to any class/lab absences.

Documentation supporting an absence is required when graded activities/ evaluations are missed.

Documentation supporting an absence is required for all missed labs and seminar classes as outlined in the OTA & PTA lab manual and respective course outlines. Attendance guidelines are in place to support student success both in course work and in the practice environment, to ensure quality, ethical rehabilitative care is offered to our community and to identify areas of missed content for remediation. Refer to individual course outlines, lab and field placement manuals for specific attendance requirements.

In order to promote student success in courses, skill and knowledge acquisition, success in the program and field, any student who is frequently absent will be contacted by their class instructor to discuss the reason for the absenteeism and to determine how the student might fully participate in learning activities. This process and guideline are followed in a consistent, supportive manner throughout the program to promote student success, communicate transparently, and offer appropriate supports to encourage attendance and active participation and is not punitive.

Student Conduct

It is expected that all members of the class, including the professor, will treat one another with courtesy and respect within all aspects of the learning environment (Lab, in and out of classroom, fieldwork placement). There is a substantial amount of group practical/laboratory work within the program, and it is an expectation that all group members treat each other with respect and dignity. Respect helps to create a caring environment which supports teaching and learning. If individual behaviours interfere with the rights of others to teach or to learn, the professor has the right to hold the disruptive student(s) accountable and disciplinary action may be initiated as per the College policies. See the College Policies Student Conduct.

<http://www.durhamcollege.ca/academicpolicies>.

Late Arrivals in Class/Lab

Students are expected to arrive to class/lab on time both at the beginning of class and after breaks. Professors recognize that there are often legitimate reasons for late arrivals but when the behaviour is chronic and/or disturbs a class already in progress, the professor has the right to prohibit entry to the classroom until a suitable break occurs. During classes in which a guest speaker is scheduled or when student peers are making a presentation, late arrival will not be permitted. (Special circumstances may be presented to the professor in advance of the class for consideration.)

Students who arrive late on the day of a written test will not be given any additional time to complete the test. Due to the time-sensitive nature of lab evaluations/assessments; students arriving late will not be able to complete their assessment/evaluation and will receive a mark of "0" on that evaluation. Please refer to the OTA & PTA Program Lab Manual and related outlines for further details.

Use of Personal Technology & Communication Devices

All students are guided by the Durham College Information Technology Acceptable Use Policy which can be found at: [ADMIN-206-Acceptable Use of Information Technology \(durhamcollege.ca\)](https://www.durhamcollege.ca/ADMIN-206-Acceptable-Use-of-Information-Technology)

In addition to this general policy, the following guidelines apply to the use of any technology in the OTA & PTA program (including computers, laptops, tablets, smart phones, smart watches, and other electronic devices):

- Professional behavior and proper technology etiquette will be observed at all times when using electronic devices in the classroom, laboratory, or clinical setting.
- Technological devices may be used only when authorized by faculty for clinical or classroom activities, or as an approved accommodation to reduce the impact of a disability. Students seeking the latter will require an Accommodations Notice from The Access and Support Centre.
- Use of laptops or internet-based technology in the class is permitted related to course work only. When faculty request that students' close laptops or turn off other electronic devices to focus attention on a learning activity, it is expected that students will respond promptly to this direction.
- No personal phone conversations or texting is allowed at any time or under any circumstance while in class, lab, a client area or during designated clinical hours. All devices must be silenced or turned off during these times. **A formal Academic Notice (that will remain in the student's file) will be issued for each violation of using the electronic device for socializing during clinical/lab time along with a loss of a grade percentage in accordance with the essential employability evaluation system outlined in the OTA & PTA Lab Manual.**

- Unauthorized use of personal electronic devices during clinical time may result in a failure on placement based on the discretion of the clinical preceptor in conjunction with the fieldwork advisor.
- At no time may a student post anything related to faculty/teachers, clients, other students, classes/ practicum/lab on social media or other online sharing platforms. Students may not take pictures/videos/recordings of clients/students/professors without written consent.
- Students who abuse the privilege of using technology will be subject to disciplinary action.

Eating and Drinking in Classrooms

Food and drinks are permitted in classrooms as long as the student takes responsibility for removing garbage and cleaning up his/her workspace before leaving the class. The professor has the right to revoke this privilege if these conditions are not met or if other students in class object to the practice. Please review OTA & PTA lab manual for food/drink related to the lab.

Emergency Calls

The Faculty of Health Sciences staff will accept messages for students only in the event of a family emergency. Please make sure that anyone who needs to locate you during class time for reasons other than an emergency has a copy of your timetable [e.g., classmates, family, daycare provider, employer]. Staff are unable to release your schedule information due to the Freedom of Information Act.

Test and Examination Expectations and Procedures

Students will be required to present **their student I.D. card for all tests and for all exams**. If an I.D. card is not presented, the student may be asked to leave the room and may not be allowed to rewrite the test or exam. Please ensure that you bring your **Durham College Student ID** card to all **tests and exams**.

Terms of Reference

Class Test - a scheduled and invigilated test within class time or booked in the test center. Quiz - an evaluation of shorter duration than a test with lesser weighting/may be scheduled/ or unscheduled/usually given as part of a regularly scheduled class.

DC Connect tests and quizzes are computer given with specific parameters as required delivering evaluations in this format and may not apply to the above criteria. Please note that DC Connect tests and quizzes should be completed independently and without the assistance of others.

During midterm and final evaluations, there may be other scheduled activities falling outside regularly scheduled class time, such as final practical lab evaluations. This will be communicated to you by the course instructor. Missing these sessions may affect class success, program progression or may impact eligibility for practicum.

Policies for Tests / Quizzes

Please read carefully

1. The weighting of tests and quizzes is outlined in the Course Outline with the evaluation criteria.
2. There are no makeup tests (i.e., no “do-overs”).
3. It is expected all students will be present to write tests in the scheduled time slots. Tests may be scheduled outside regular timetabled hours.
4. A student who misses a test must notify his/her professor **by e-mail to inform the professor of the reason for the missed test PRIOR to the missed test. Failure to comply will result in a mark of zero (0).**
5. A student who complies with the test policies, **may be given the opportunity to write a modified version of the test OR have the weight of the missed test added to another evaluation item** e.g., test, assignment, exam. The decision will be made upon consideration of the emergent nature of the missed evaluation as well as appropriate supporting documentation within 2 business days and upon consultation with the Associate Dean.
6. Students who have missed a test will be required to write the missed test in the Test Center at a predetermined time based on Test Center availability.
7. In class quizzes/assignments might be unannounced. Students not in attendance will receive a mark of zero (0). No makeup quizzes/assignments will be given.
8. If a student is late arriving for a test or quiz, no additional time will be granted.
9. No student will be allowed to enter the test room after the first student to complete the test leaves the room.

Final Marks

Final marks will not be released by faculty members or office staff. Official final grades will be available to view electronically on MyDC. For lab courses, the grade shown on DC Connect is subject to change based on EES points (see OTA & PTA Lab Manual for further details).

Written Assignments

OTA and PTAs are required to demonstrate competence in writing and professional communication. OTA & PTAs may be required to write in hard copy or electronically to correspond with others and create presentations. OTA & PTAs must pay attention to detail, follow instructions and complete clear, succinct, accurate and timely records. The OTA & PTA program has developed policies for written assignments to help students refine these skills and to ensure consistent expectations of all written work.

1. All written assignments are to be **Word processed** unless otherwise directed by the professor. Assignments which are not word processed will not be graded and a mark of zero will be assigned. Use Microsoft Word software only. This software is available for purchase in the Campus Bookstore for a nominal fee.
2. Written assignments must be submitted to the professor, on the specific date, **at the beginning of the assigned class**, in the student's assigned classroom or as directed by the professor.
3. When directed by the professor to submit assignments electronically, the professor is not responsible for any computer problems the student may encounter when sending the assignment. Attachments that will not open or are not included with the e-mail are the responsibility of the student and are subject to late penalties.
4. **Late Assignments**
 - An assignment is considered late if it is not submitted on the specific date, within the first five minutes of class, in the student's assigned classroom or via DC Connect assignment folder - as directed by the professor.
 - If a student anticipates that he/she will be absent or late for class he/she must notify the professor before the class and submit the assignment electronically or as otherwise specified by the due date/time.
 - A late assignment will be penalized at a rate of **10% for the first late day, 10% for the second late day and an additional 10% for the third late day**. Late assignments will not be accepted beyond the third day and the student will receive a grade of zero for the assignment. A "day" includes each day of the weekend.
 - In consultation with the OTA & PTA program team, the professor will consider individual, rare extenuating circumstances, which may cause an assignment to be late. The student must provide documentation to validate the extenuating circumstance, which might include hospitalization or the death of a family member/significant other.

5. The student is responsible for keeping a backup copy of all written assignments, marked assignments and course work for future reference and as evidence for professional portfolio.
6. The student takes full responsibility for assignments submitted by others on his/her behalf.
7. Assignments are **NOT** accepted at the Faculty of Health Sciences Office under any circumstances.
8. Assignments will be returned by the method specified by the professor. Students absent when assignments are returned should make arrangements to obtain their assignments from their Professor. Unclaimed assignments will be destroyed at the end of each Semester.
9. In the event of an appeal, students are responsible for producing all assignments and course work. For further information regarding appeals, refer to the Academic Appeal section of the Durham College Student Handbook.
10. Written work submitted must be the product of the student's own efforts. Plagiarism and other forms of cheating are prohibited and are subject to progressive consequences.

Further information on academic integrity is found here:

<https://durhamcollege.ca/mydc/learning-resources/academic-integrity>

Format of a Research Paper

A professional paper should start with an **introduction**. This should give some general information about the topic as well as state the thesis of the paper (state what you are going to write about).

The next part of your paper should cover the content (**body**) in a logical sequence. Try to follow the sequence you have talked about in your introduction (do what you stated you would do). Each paragraph should contain one main idea. However, there should be several supporting sentences to explain the idea. One sentence is not a paragraph. Do not make one paragraph larger than one page.

Be aware of plagiarism. If you say anything that is not your own thought (that is not common knowledge), it must be referenced. This means that even if you are not including a quote but you have taken the person's idea, then it must be cited using in-text citations.

See further information on academic integrity here: <https://durhamcollege.ca/mydc/learning-resources/academic-integrity>.

The last part of your essay should be a **conclusion**, briefly summarizing what your essay was about (state what you have done), and what you have concluded.

Referencing in APA

A reference list in APA format as well as in-text citations in APA format are required for all assignments in the OTA & PTA program. The purpose is to acknowledge the sources of ideas and evidence for the student paper, to provide a way for the reader to locate, access and review the source of the information (e.g., Research article/book/website etc.).

All quotes and paraphrasing used in the body of your paper must include in-text references and the source must also be acknowledged in the reference list. Accurate in-text citations and a full and complete reference list in the APA format is required.

Use the Durham College Library APA Citation Style Guide as a guide as you develop your reference list.

Occp Ther and Physio Ther Asst (OTPA)

Weekly
Breakdown

Course Name	Mod	Code	Prerequisites	Corequisites	Lec Hrs	Lab Hrs	FP/Alt Hrs
OTPA-SEM1							
BASIC ANATOMY & PHYSIOLOGY		ANAT 1300			3	0	
General Elective Credit		GNED 0000			3	0	
General Elective Credit		GNED 0000			3	0	
THE HEALTH CARE SYSTEM AND REHABILITATION		HSYS 1301			3	0	
INTERPERSONAL COMMUNICATION SKILLS FOR REHAB		ICOM 1302			3	0	
REHABILITATION CONCEPTS ACROSS THE LIFESPAN		LIFE 1303			3	0	
PTA SKILLS I		PTAI 1304			2	3	
					20	3	
OTPA-SEM2							
CONCEPTS IN MENTAL HEALTH		COMH 2303	ICOM 1302, LIFE 1303		3	0	
FUNDAMENTALS OF MUSCULOSKELETAL MOVEMENT		FMSK 2301	ANAT 1300, PTAI 1304	PMSK 2302	2	3	
OTA & PTA INTRODUCTORY FIELD PLACEMENT		FPLA 2300	ANAT 1300, ICOM 1302, LIFE 1303, PTAI 1304	OTAI 2304	1	0	152
OTA SKILLS I		OTAI 2304	ANAT 1300, ICOM 1302, LIFE 1303		3	3	
PRESENTING CONDITIONS: MUSCULOSKELETAL INV & EVALUATION		PMSK 2302	ANAT 1300, PTAI 1304	FMSK 2301	4	0	
FNMI Elective	OPT1	FNMI 0000			3	0	
					16	6	152

Occp Ther and Physio Ther Asst (OTPA)

Weekly
Breakdown

Course Name	Mod Code	Prerequisites	Corequisites	Lec Hrs	Lab Hrs	FP/Alt Hrs
OTPA-SEM3						
FUNDAMENTALS OF NEUROLOGICAL STRUCTURES	FNEU 3302	FMSK 2301, PMSK 2302	PNEU 3302	3	0	
OTA&PTA FIELDWORK PLACEMENT	FPLA 3300	FMSK 2301, FPLA 2300, OTAI 2304, PMSK 2302, PTAI 1304		1	0	200
OTA THERAPEUTIC SKILLS II	OTII 3304	OTAI 2304	FNEU 3302, PNEU 3302	2	3	
PRESENTING CONDITIONS NEUROLOGICAL INVESTIGATION AND EVALUATION	PNEU 3302	FMSK 2301, PMSK 2302	FNEU 3302	4	0	
PTA THERAPEUTIC SKILLS II	PTII 3303	FMSK 2301, PMSK 2302, PTAI 1304	FNEU 3302, PNEU 3302	2	3	
				12	6	200
OTPA-SEM4						
FUNDAMENTALS OF CARDIORESPIRATORY & COMPLEX CONDITIONS	FCAR 4301	FNEU 3302, PNEU 3302	PCAR 4302, PTOT 4304	3	0	
COMMUNICATION & FUNCTION	FCOM 4305	PNEU 3302		3	0	
OTA & PTA FIELDWORK PREGRADUATE PLACEMENT	FPLA 4306	SPEC 0000		0	0	232
PRESENTING CONDITIONS CARIORESPIRATORY & COMPLEX CONDITIONS	PCAR 4302	FNEU 3302, PNEU 3302	FCAR 4301, PTOT 4304	3	0	
PROFESSIONAL PRACTICE FOR OTA/PTA	PROP 4303	COMH 2303, HSYS 1301, ICOM 1302		3	0	
PTA&OTA THERAPEUTIC SKILLS III	PTOT 4304	FNEU 3302, OTII 3304, PNEU 3302, PTII 3303	FCAR 4301, PCAR 4302	2	3	
				14	3	232

NOTES:

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

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

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

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

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

OTA & PTA Field Placement

When on field placement, students must realize that their behaviour reflects upon the entire student body, the Durham College OTA & PTA program, the OTA & PTA profession and the image of the college as a whole. Students are expected to act in a professional manner at all times and in any situations that may arise. This includes punctuality and regular attendance.

Requirements

OTA & PTA program requires that students successfully complete a **minimum** of 584 fieldwork hours. It is also a program requirement that at least 150 hours are comprised of exclusive OTA experience and another 150 hours is exclusive PTA experience. The remaining hours can represent a hybrid fieldwork experience. These hours and ratios are critical to ensure students meet the program requirements for graduation and are intended to ensure that graduates are competent in both the OTA and PTA discipline areas. Students will be required to track, and to accurately provide evidence of all fieldwork hours and to comply with the Field Placement Manual.

Eligibility

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

Students are expected to maintain a passing level of performance in all skills and knowledge previously evaluated at a passing grade. A student who is unsuccessful on a previous fieldwork placement course or who has had an absence from the program and/or skill-based courses is required to take an individualized skill-based assessment test to be eligible for Fieldwork Placement at their cost. Please see the OTA PTA Field Placement Manual for details.

Assignment of Placements

The OTA & PTA program is designed to follow current accreditation standards and requires adherence to mandatory fieldwork hours, OTA & PTA hour ratios, and evaluation rigor to confirm that the professional competencies are achieved and consistently demonstrated throughout the program. The program is designed to prepare generalists who can function in diverse settings with clients from a variety of cultures, socio-economic backgrounds, and developmental stages. To this end we use a number of criteria in selecting Fieldwork Placement placements to facilitate the student's Fieldwork Placement learning, including:

- Accreditation Based Standards for OTA & PTAs;
- OTA & PTA Program and Vocational Learning Outcomes;
- Availability of agencies/units and
- Experiences the agency/unit is able to provide (i.e., OTA hours/PTA hours).

The College will arrange agreements with affiliated partners for placements. All clinical placements are organized by the Fieldwork Placement Officer in collaboration with program faculty. Students **MAY NOT** arrange their own placements. Agency partners will only accept students for placements that are arranged through the Faculty of Health Sciences. **An application form is required for any out of catchment placements; please see the fieldwork guide for further details.**

Students are expected to be able to work the hours and days, as assigned for each fieldwork course. Students are expected to be able to work days including weekends and/or evenings in placements. Students may not change their fieldwork hours once assigned. Fieldwork placements may be changed on short notice if unforeseen events occur.

It is critical that your preceptor (the OT or PT supervising the placement at the fieldwork site) provide supervision to you during your fieldwork hours, as per the College guidelines. A designated OT and/or PT faculty member at Durham College will be available to both students and preceptors to address questions, clinical matters and to facilitate the placement in their respective discipline area.

Criminal Reference Check

Students are required to get a criminal reference check; including Vulnerable Sector Screen **prior to commencing placement** (individual agencies determine when the CRC needs to be completed). Students are responsible for arranging and paying all costs associated with obtaining the criminal reference check in their primary residence (hometown). When requesting a criminal reference check, students must inform the police that **the criminal reference check is required for work with vulnerable persons and is required for a student placement**. Procedures and regulations for obtaining criminal record search documents are controlled by the RCMP and the Government of Canada. These procedures and regulations may change at any time without notification.

Criminal reference checks must be submitted to Synergy Gateway <https://verified.sgappserver.com> our 3rd party documentation collection and verification partner by the specified deadline for each semester / year in the program.

Durham College will endeavor to notify students of any changes when they come to our attention. As of March 1, 2011, the following reflects the current procedures and regulations of the RCMP with regard to the Vulnerable Sector Verifications.

The RCMP identified a means to enhance vulnerable sector checks to make the searches more rigorous. In the interest of public safety, the enhancements were quickly implemented to protect vulnerable members of society.

As a result of the enhancement, a Vulnerable Sector Verification now requires the submission of fingerprints whenever the gender and date of birth of an applicant match to an existing pardoned sex offender record. This is not an accusation of criminality, but a requirement for a thorough verification to confirm identity and protect personal privacy. This process will take at least four months. This is an excerpt from the RCMP web site <http://www.rcmp-grc.gc.ca/en/criminal-record-checks>

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

Health & Safety Requirements

Completion of a confidential College Health Entry Immunization Form (Year 1) or Re-Entry Form (Year 2) is required **prior to the start of field placement – all requirements and dates can be found here:** <https://durhamcollege.ca/programs/occupational-therapist-assistantphysiotherapist-assistant#tabPlacement>.

A current Level C CPR with Standard First Aid from a WSIB-certified provider is required prior to the first field placement, this course is sourced by the student and the student is responsible for all costs incurred. It is important to note that Durham College students must adhere to the Durham College program policy of recertifying CPR annually.

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.

Field Placement Selection Process

The OTA & PTA program strives to provide students with a varied field placement experience (ages of clients and type of agency). The selection process involves consideration of ensuring learning objectives can be met, the students' needs, desires, skill level and the availability of placement agencies. Field Placement opportunities offered to students will be selected by the Placement Officer in consultation with the Program Coordinator. Students may be required to successfully forward a cover letter and/or resume and complete an interview with the agency (unless otherwise directed) and complete all prerequisites successfully in order to be accepted into the Field Placement courses.

Note: Students may not complete placement hours at an agency where they are an employee.

Conflict of Interest

Students are required to self-identify any conflict of interest they may have in their assigned field placement. Notification must be made in writing to the Placement Officer if the student has:

- Relatives or friends who are employed or volunteer (in any capacity) at a placement agency site;
- An employment or volunteer relationship at a placement agency site;
- Any other affiliation with a placement agency site, which could place them in a position of conflict of interest while attending placement.

Student Conduct

Students are expected to dress appropriately for the placement setting and to behave in a professional manner at all times, including having respect for his/her colleagues. Students should ensure that personal property is safely secured while at placement and **the use of any electronic devices when working with clients is strictly prohibited. Students are required to follow all guidelines outlined in the OTA & PTA Fieldwork Placement Manual.**

Attendance

Students are expected to complete the required hours of field placement. **Students should refer to the Field Placement Manual and each placement's specific Course Outline for details about required hours. It is the student's responsibility to read and understand all requirements.** Students will not attend placement on Statutory Holidays and will not be expected to make up these hours. Completion of all placement hours is a requirement for receiving grade. The scheduled hours will be negotiated with the field placement agency supervisor and the college placement officer and can occur throughout the week and may include evenings and weekends. **All shifts must be done outside of scheduled class hours.** Students are expected to attend placement **punctually** and to actively participate. If going to be absent for placement, students are expected to contact the placement supervisor, according to agency procedure, and assigned college faculty member prior to the start of field placement should an emergency occur. **Any missed placement time needs to be made up in consultation with the placement supervising faculty member.** Failure to comply with these requirements may result in a failing grade.

Placement Supervision

Students while on placement are assigned a faculty member from Durham College whose responsibility is to facilitate the teaching effort of the Field Placement Preceptor, maintain regular communication with the student and support his/her learning, provide information about the field placement course, interpret policies, maintain open channels of communication with the agency **and to determine the final grade.** Direct supervision, while on placement, is completed by a field placement preceptor who is an appropriately credentialed and experienced rehabilitation professional. An OT and/or PT must be aware of the OTA & PTA student involvement in their agency as they participate in providing assigned therapy. An OT or PT signature will be required on all fieldwork evaluations to communicate knowledge and review of the OTA & PTA student participation in placement.

Placement Evaluation

Please refer to Course Outline and Field Placement Manual.

Termination of Placement by Placement Agency

In situations where a placement is terminated by the agency due to performance related issues, the student will be informed in writing of the reasons for termination by the assigned faculty member, within 2 days of the termination. After giving the student an opportunity to respond, the Associate Dean in, in consultation with the Program Coordinator, will determine appropriate action which may include:

1. Additional preparatory work for a new placement
2. Placement in a different placement setting
3. A failing grade for the placement

Health Policies and Guidelines

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

All required entry and pre-practicum documentation must be submitted to **Synergy Gateway** <https://verified.sgappserver.com> our 3rd party documentation collection and verification partner by the specified deadline for each semester / year in the program. Deadline dates will be communicated to students through email in 1st year and through DC Mail email in the remaining semesters. Exceptions to these dates are non-negotiable due to liability and safety regulations.

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

1. Entry Immunization Form

An approved Entry Immunization Form (EIF) must be on file with **Synergy Gateway** <https://verified.sgappserver.com> to be eligible to attend the practicum placement portion of your program. Students are not allowed to attend placement until the form is approved.

Please visit the Campus Health Centre to request assistance in completion of these forms. Completion of the form may require more than one visit. The Campus Health Centre is located in the Campus Recreation & Wellness Centre (CRWC), G-1030. Hours and contact information can be found here: <https://durhamcollege.ca/student-life/health-and-wellness/campus-health-and-wellness-centre>.

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

2. Tuberculosis Surveillance (TB skin testing)

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

3. Influenza and COVID Vaccination

Placement sites may require proof of COVID vaccination as they are in the healthcare field and may also have masking requirements. Requirements may fluctuate based on evolving restrictions and governmental recommendations. Some placement sites (long-term care, hospital) may also require evidence of vaccination for influenza. Please ensure you keep a record of vaccinations for your placement agency. If a student has not had an influenza immunization and a flu outbreak occurs in the agency and/or on the unit the student is assigned to, the student may be required to stay away from the practicum area until the flu outbreak is over.

4. Illness

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

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

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

Reporting and isolating requirements due to illness may fluctuate based on evolving pandemic guidelines. Your placement advisor will support you in clearance for return to placement.

5. Management of Persons with Exposure to Blood or Body Fluids

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

- a) If an exposure occurs, immediately apply first aid measures.
 1. Wash the area with soap and water
 2. If eyes(s) splashed, rinse with tap water or saline with eye(s) open
 3. If mouth is affected, spit out suspected fluid and rinse with water
 4. If splashed and contact with skin occurs, wash area with soap and water, then assess the integrity of the skin contact
- b) Reporting and post-exposure management.

Students should report exposures immediately after they occur, as certain interventions that may be appropriate, for example prophylaxis against Hepatitis B, must be initiated promptly to be effective.

The exposed student should:

1. Notify their immediate supervisor (i.e.: practicum professor)
2. Follow the policy of the agency in which the exposure occurred
3. If no policy exists, report to emergency department of local hospital to determine risk level, treatment, counselling and suggested follow-up
4. Complete the Durham College Accidental-Injury form. Relevant information includes the following:
 - Date, time, location (agency) of exposure
 - Job duty being performed by student/staff at the time of exposure
 - Details of exposure, including amount of fluid or material, type of fluid/material, severity of exposure, duration of contact
 - Description of source of exposure
5. Details about any referral for assessment/treatment
6. Follow – up counselling and ongoing evaluations by a physician can be arranged if the student does not have a physician

6. Travel Outside Canada

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

Additional Important Information

Durham College (DC) Mission, Vision and Values

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

Academic Advising – Student Advisors

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

They can help you to:

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

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

Academic Integrity

Academic integrity in teaching, learning and research is fundamental to our mission and an expectation of the DC community. Mechanisms to support academic integrity reinforce our core values, enrich educational inquiry and enhance the quality of our scholarship and reputation.

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

Student Supports

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

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

Important Dates

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

Academic Grading and Progression

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

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

Student Academic Learning Services (SALS)

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

Please email SALS at sals@durhamcollege.ca, 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.