



FACULTY OF HEALTH SCIENCES (FHS)

Paramedic Program Guide | 2025-2026



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Please note the following important information:

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Welcome from Vice President,
Academic and Students



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!

Dr. Jean Choi

Vice President, Academic

Welcome from the Executive Dean, Faculty of Health Sciences

Dear Students,

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

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

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

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

I look forward to seeing all that you accomplish.



Dr. Rebecca Milburn
Executive Dean, Faculty of Health Sciences

Welcome from the Associate Deans, Faculty of Health Sciences

Welcome to the Faculty of Health Sciences at Durham College!

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

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

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

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

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

Warm regards,



Gillian Dunn
Associate Dean



Dr. Aimee Karagiorgakis
Associate Dean



Lindsey MacIntosh
Associate Dean

Contact Information

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

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

Chat Line: [Chat Line](#)

Main Phone Line: 905 721 2000

Faculty Office: 905 721 3080

Administrative Staff

Dr. Rebecca Milburn	Executive Dean Email: Rebecca.Milburn@durhamcollege.ca Office: SW106C Extension: 2249
Gillian Dunn	Associate Dean Email: Gillian.Dunn@durhamcollege.ca Office: SW106K Extension: 2727
Dr. Aimee Karagiorgakis	Associate Dean Email: Aimee.Karagiorgakis@durhamcollege.ca Office: SW106G Extension: 2078
Lindsey MacIntosh	Associate Dean Email: Lindsey.MacIntosh@durhamcollege.ca Office: SW106H Extension: 2078

Office Staff

Lisa Schultz	Administrative Coordinator Email: Lisa.Schultz@durhamcollege.ca Office: SW106F Extension: 2288
Lori Barbara (Nelles) Madihah Khan	Administrative Assistant Email: Lori.Barbara@durhamcollege.ca Email: Madihah.Khan@durhamcollege.ca Office: SW106 Extension: 3080

Student Advisor / Field Placement Officer

Rahul Kumar	Animal Care Critical Care – E-Learning (graduate certificate) Clinical Bioinformatics (graduate certificate) Dental Office Administration Personal Support Worker Personal Support Worker Flex Email: Rahul.Kumar@durhamcollege.ca Office: SW106N Extension: 2199
Jessica McDaniel	Practical Nursing SEM 3&4 Practical Nursing SEM 3 & 4 FLEX Email: Jessica.Mcdaniel@durhamcollege.ca Office: SW106L Extension: 2408
Hayden McIntosh	Emergency Services Fundamentals Fitness and Health Promotion Primary Care Paramedic Advanced Care Paramedic Pre Health-Sciences-College Pre Health-Sciences-University Personal Support Worker Email: Hayden.McIntosh@durhamcollege.ca Office: SW106I Extension: 6629
Erin Smith	Communicative Disorders Assistant Dental Assisting (Levels I and II) Dental Hygiene Massage Therapy Occupational Therapist Assistant and Physiotherapist Assistant Recreation Therapy Email: Erin.Smith@durhamcollege.ca Office: SW106M Extension: 2501
Lisa West	Practical Nursing SEM 1,2 & 5 Practical Nursing – Flex SEM 1,2 & 5 Email: Lisa.West@durhamcollege.ca Office: SW106J Extension: 2626

Program Coordinators

Erica Arbour	Recreation Therapy Email: Erica.Arbour@durhamcollege.ca Office: A239 Extension: 3673
Dale Button	Primary Care Paramedic Advanced Care Paramedic Email: Dale.Button@durhamcollege.ca Office: JW201 Extension: 7381
Samantha Button	Emergency Service Fundamentals Email: Samantha.Button@durhamcollege.ca Office: B240
Joanna Gallacher	Practical Nursing and Practical Nursing Flex Email: Joanna.Gallacher@durhamcollege.ca Office: SW205 Extension: 2478
Leslie Graham	BScN Year 1 & Collaborative Program RPN to BScN Email: Leslie.Graham@durhamcollege.ca Office: SW205 Extension: 3716
Jennifer Kellett	Dental Hygiene Email: Jennifer.Kellet@durhamcollege.ca Office: A237 Extension: 2033
Laura Maybury	Occupational Therapist and Physiotherapist Assistant Email: Laura.Maybury@durhamcollege.ca Office: C209A Extension: 2847
Jesse Parsons	Pre-Health Sciences Pathway to Certificates and Diplomas Pre-Health Sciences Pathway to Advanced Diplomas and Degrees Email: Jesse.Parsons@durhamcollege.ca Office: C151A Extension: 2572

Michelle Payne	Animal Care Email: Michelle.Payne@durhamcollege.ca Office: 22-10 Extension: 4193
Kelly Rainey	Critical Care Nursing Email: Kelly.Rainey@durhamcollege.ca
Carolyn Selkirk	Massage Therapy Email: Carolyn.Selkirk@durhamcollege.ca Office: A237 Extension: 2185
Kim Stever	Dental Assisting Email: Kim.Stever@durhamcollege.ca Office: A239 Extension: 2544
Terri Strawn	Dental Office Administration Email: Terri.Strawn@durhamcollege.ca Office: A244 Extension: 2032
Lisa Virtue	Communicate Disorders Assistant Email: LisaVirtue@durhamcollege.ca Office: Extension:
Michael Williams-Bell	Fitness and Health Promotions Email: Michael.Williams-Bell@durhamcollege.ca Office: C209B Extension: 6533
TBD	Clinical Bioinformatics Email: Office: Extension:
TBD	Personal Support Worker & Personal Support Worker - Flex Email: Office: Extension:

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Important Information

DC 2030 – Strategic Vision

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

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

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

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

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

Academic Advising | Student Advisors

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

Academic Planning & Support

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

Pathways & Program Decisions

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

Connection to Services

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

Contact your Student Advisor

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

Academic Integrity

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

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

Student Supports

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

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

Access and Support Centre (ASC)

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

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

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

Wellness Coaching

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

Important Dates

DC strives to keep you informed of important dates throughout the academic year. Please review the 2025-2026 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 Conduct Policy and Procedures

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

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

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

Student Academic Learning Services (SALS)

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

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

Paramedic (PPC)

Weekly Breakdown

Course Name	Mod	Code	Prerequisites	Corequisites	Lec Hrs	Lab Hrs	FP/Alt Hrs
PPC-SEM1							
PARAMEDIC ANATOMY/PHYSIOLOGY		ANTY 1401			3	3	
PARAMEDIC CLINICAL 1		CLIN 1400		THEO 1401, THEO 1402	0	0	15
PARAMEDIC FITNESS AND WELLNESS		FITS 1401			0	2	1
General Elective Credit		GNED 0000			3	0	
Leadership		LEAD 1400			3	0	
PARAMEDIC THEORY 1		THEO 1401		THEO 1402	6	0	
PARAMEDIC THEORY LAB-1		THEO 1402		THEO 1401	0	6	
Indigenous Elective	OPT1	INDG 0000			3	0	
					18	11	16
PPC-SEM2							
PARAMEDIC ANATOMY/PHYSIOLOGY 2		ANTY 2400	ANTY 1401	THEO 2400, THEO 2401	6	0	
PARAMEDIC CLINICAL 2		CLIN 2400	CLIN 1400	THEO 2400, THEO 2401	0	0	15
PARAMEDIC FITNESS AND WELLNESS 2		FITS 2401	FITS 1401	THEO 2400, THEO 2401	0	2	1
General Elective Credit		GNED 0000			3	0	
PARAMEDIC MEDICAL MATHEMATICS		MATH 2400		THEO 2400, THEO 2401	2	0	1
PARAMEDIC MEDICAL LEGAL ISSUES		MED 2400		THEO 2400, THEO 2401	2	0	
Paramedic Theory 2		THEO 2400	ANTY 1401, CLIN 1400, FITS 1401, LEAD 1400, THEO 1401, THEO 1402	THEO 2401	6	0	
PARAMEDIC THEORY LAB - 2		THEO 2401	ANTY 1401, CLIN 1400, FITS 1401, LEAD 1400, THEO 1401, THEO 1402	THEO 2400	0	6	
					19	8	17

Paramedic (PPC)

Weekly Breakdown

Course Name	Mod	Code	Prerequisites	Corequisites	Lec Hrs	Lab Hrs	FP/Alt Hrs
PPC-SEM3							
PARAMEDIC ANATOMY/PHYSIOLOGY 3		ANTY 3400	ANTY 2400	THEO 3400, THEO 3401	4	0	2
PARAMEDIC CRISIS MGMT		EMEG 3401		THEO 3400, THEO 3401	3	0	
PARAMEDIC PRACTICUM I		PRAT 3400	SPEC 0000	THEO 3400, THEO 3401	0	0	210
Paramedic Theory 3		THEO 3400	SPEC 0000	PRAT 3400, THEO 3401	6	0	
PARAMEDIC THEORY LAB - 3		THEO 3401	SPEC 0000	PRAT 3400, THEO 3400	0	6	
					13	6	212
PPC-SEM4							
PARAMEDIC ETHICAL ISSUES		ETH 4400		PRAT 4400	0	0	3
PARAMEDIC PRACTICUM II		PRAT 4400	PRAT 3400	THEO 4400, THEO 4401	0	0	255
PARAMEDIC THEORY 4		THEO 4400	SPEC 0000	PRAT 4400, THEO 4401	0	0	3
PARAMEDIC LAB THEORY - 4		THEO 4401	SPEC 0000	PRAT 4400, THEO 4400	0	6	
					0	6	261

Paramedic

Program Description

Welcome to the Durham College Paramedic program. The curriculum of this program was developed around two main themes, clinical excellence and professional leadership. The delivery of this program will take a team-based integrated approach that relies on the active and enthusiastic participation of both the faculty and you, the learner. In this manner, we will create graduates that:

1. Meet or exceed the requirements of both the National Occupational Profile for Paramedic (Primary Care) and the Paramedic Program Standard for Ontario Colleges of Applied Arts and Technology.
2. Are accountable to the public and practice within accepted professional and ethical standards.
3. Are able to think critically and reflectively.
4. Demonstrate leadership in the field of paramedicine.
5. Are committed to lifelong learning.
6. Influence the advancement of the profession through excellence in practice, education and research.

Program Learning Outcomes (Synopsis of the Vocational Learning Outcomes)

Upon successful completion of the Paramedic program, the graduate will have reliably demonstrated the ability to:

1. Communicate and interact effectively and appropriately with patients and others.
2. Assess patients using relevant theory and practices and in compliance with current legislation, regulations, standards, and best practice guidelines.
3. Establish patients' treatment and transport priorities based on assessment findings.
4. Implement preventive and therapeutic patient management strategies to maintain and promote patients' well-being in compliance with current legislation, regulations, standards, and best practice guidelines.
5. Integrate and perform delegated controlled medical acts in a simulated, clinical, and field setting.
6. Evaluate in an ongoing manner the effectiveness of patient management strategies used and adapt or change strategies to provide optimal care for patients.
7. Report and document patient information completely, accurately, and in a timely manner, in compliance with current legislation, regulations, standards, and applicable policies and procedures in a simulated, clinical, and/or field setting.
8. Ensure personal safety and contribute to the safety of partners, patients, and others.
9. Ensure the operational safety and preparedness of an ambulance and its equipment and operate an ambulance-type vehicle in a simulated setting.
10. Collaborate with a broad range of personnel such as first responders, paramedics, emergency services personnel, health care professionals, and other allied health care workers.
11. Integrate and meet legal, ethical, and professional responsibilities while providing optimal care for patients.

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:

- Municipal, regional or provincial emergency medical services
- Armed forces
- Hospitals and public health organizations
- Patient transfer service

What you could be:

- Medical attendant
- Military medical technician
- Paramedic
- Primary care paramedic

Courses

[Click here for course outlines](#)

Semester 1

- [Paramedic Anatomy/Physiology \(ANTY 1401\)](#)
- [Paramedic Clinical 1 \(CLIN 1400\)](#)
- [Leadership \(LEAD 1400\)](#)
- [Paramedic Theor 1 \(THEO 1401\)](#)
- [Paramedic Theory Lab-1 \(THEO 1402\)](#)
- [Paramedic Fitness and Wellness \(FITS 1401\)](#)
- [FNMI Elective \(FNMI 0000\)](#)
- [General Education Elective \(GNED 0000\)](#)

Semester 2

- [Paramedic Anatomy/Physiology 2 \(ANTY 2400\)](#)
- [Paramedic Clinical 2 \(CLIN 2400\)](#)
- [Paramedic Fitness and Wellness 2 \(FITS 2401\)](#)
- [General Education Elective \(GNED 0000\)](#)
- [Paramedic Medical Mathematics \(MATH 2400\)](#)
- [Paramedic Medical Legal Issues \(MED 2400\)](#)
- [Paramedic Theory 2 \(THEO 2400\)](#)
- [Paramedic Theory Lab – 2 \(THEO 2401\)](#)

Semester 3

- [Paramedic Anatomy/Physiology 3 \(ANTY 3400\)](#)

- [Paramedic Crisis Mgmt \(EMEG 3401\)](#)
- [Paramedic Practicum I \(PRAT 3400\)](#)
- [Paramedic Theory 3 \(THEO 3400\)](#)
- [Paramedic Theory Lab – 3 \(THEO 3401\)](#)

Semester 4

- [Paramedic Ethical Issues \(ETH 4400\)](#)
- [Paramedic Practicum II \(PRAT 4400\)](#)
- [Paramedic Theory 4 \(THEO 4400\)](#)
- [Paramedic Lab Theory – 4 \(THEO 4401\)](#)

PROGRAM GUIDE

Faculty of Health Sciences
Primary Care Paramedic Program (PPC)
Program Specific Polices
2025-2026



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August 2025

Program Information

Program Description

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1. Meet or exceed the requirements of both the National Occupational Profile for Paramedic (Primary Care) and the Paramedic Program Standard for Ontario Colleges of Applied Arts and Technology.
2. Are accountable to the public and practice within accepted professional and ethical standards.
3. Are able to think critically and reflectively.
4. Demonstrate leadership in the field of paramedicine.
5. Are committed to lifelong learning.
6. Influence the advancement of the profession through excellence in practice, education and research.

Durham College Graduate Profile

A Durham College graduate is expected to integrate and transfer knowledge, skills and attitudes to roles performed in the work place and in their personal life. Commensurate with the level of study, the Durham College graduate will have reliably demonstrated the ability to:

1. Meet the entry level vocational requirements of the specific field or profession.
2. Interact with other groups and teams, use critical thinking skills to evaluate and solve problems, and communicate confidentially in a variety of situations.
3. Adapt to change, recognize the need to maintain and renew knowledge and skills and effectively meet social challenges arising in the community, family and working life situations.

Durham College Paramedic Code of Ethics

1. A fundamental responsibility of the Paramedic is to preserve life, to alleviate suffering, promote health and to encourage the quality and equal availability of advanced pre-hospital care in their community.
2. The Paramedic provides services based on human and community need, with respect for dignity, unrestricted by consideration of nationality, race, creed, colour or status.
3. The Paramedic does not use professional knowledge and skills in any enterprise detrimental to the public well-being.
4. The Paramedic respects and holds in confidence all information of a confidential nature obtained in the course of professional work unless required by law to divulge any such information.
5. The Paramedic has the never-ending responsibility to work with concerned citizens and other health care professionals in promoting a high standard of emergency care to all people.
6. The Paramedic shall maintain professional competence and demonstrate concern for the competence of other members of the health care team and aid in their development.
7. A Paramedic assumes responsibility in defining and upholding standards of professional practice, education and research.
8. The Paramedic assumes responsibility in individual professional actions and judgment and knows and upholds current legislation that affects the practice of paramedicine.
9. A Paramedic has the responsibility to be aware of and participate in matters of legislation, research and development affecting their professional practice.
10. The Paramedic has an obligation to protect the public by not delegating to a student, other health care worker or person less qualified, any task that requires the professional competence of a paramedic.
11. The Paramedic adheres to standards of personal ethics that reflect credit upon the profession.
12. The Paramedic will work harmoniously with and sustain confidence in paramedic associates and other members of the health care team.

13. The Paramedic refuses to participate in unethical procedures, and assumes the responsibility to expose incompetence or unethical conduct of others to the appropriate authority in a proper and professional manner.

Program Learning Outcomes

To ensure relevance, program learning outcomes meet or exceed the National Competency Profile for the Primary Care Paramedic (general competencies in brackets) and the Paramedic Program Standard for Ontario Colleges of Applied Arts and Technology.

To ensure relevance, program learning outcomes meet or exceed the National Competency Profile for the Primary Care Paramedic (general competencies in brackets) and the Paramedic Program Standard for Ontario Colleges of Applied Arts and Technology.

Graduates will reliably demonstrate the ability to:

1. Interact and communicate effectively and appropriately with patients and others
 - a. Practice effective oral communication skills (2.1)
 - b. Practice effective written communication skills (2.2)
 - c. Practice effective non-verbal communication skills (2.3)
 - d. Practice effective interpersonal relations (2.4)
2. Assess patients using relevant theory and practices
 - a. Conduct triage (4.1)
 - b. Obtain patient history (4.2)
 - c. Conduct complete physical assessment demonstrating appropriate use of inspection, palpation and auscultation and interpret findings (4.3)
 - d. Assess vital signs (4.4)
 - e. Utilize diagnostic tests (4.5)
3. Identify, prioritize and interpret assessment findings, anticipate changes and establish treatment and transport priorities
 - a. Utilize differential diagnosis, decision making skills and psychomotor skills in providing care to patients (6.1)
 - b. Provide care to meet the needs of unique patient groups (6.2)
4. Employ preventative and therapeutic interventions to maintain and promote patient's optimal well-being
 - a. Maintain patency of upper airway and trachea (5.1)
 - b. Prepare oxygen delivery devices (5.2)
 - c. Administer oxygen therapy (5.3)
 - d. Utilize ventilation equipment (5.4)
 - e. Implement measures to maintain hemodynamic stability (5.5)
 - f. Provide basic care for soft tissue injuries (5.6)

- g. Immobilize actual and suspected fractures (5.7)
 - h. Administer medications (5.8)
5. Integrate and perform delegated controlled medical acts
 6. Evaluate in an ongoing manner the effectiveness of interventions used and adapt or change interventions in order to provide optimal care for patients
 - a. Conduct ongoing assessments based on patient presentation (6.3a)
 - b. Redirect priorities based on assessment findings (6.3b)
 7. Ensure the basic operational safety and preparedness of an ambulance and its equipment (7.1)
 8. Operate an ambulance type vehicle safely and competently in controlled, non-patient settings (7.2)
 9. Meet legal, ethical and professional responsibilities for providing optimal care for patients
 - a. Function as a professional (1.1)
 - b. Possess an understanding of the medicolegal aspects of the profession (1.3)
 - c. Recognize and comply with relevant provincial and federal legislation (1.4)
 - d. Make decisions effectively (1.6)
 10. Lift, transfer and position patients (3.2)
 11. Collaborate with a broad range of personnel
 - a. Function effectively in a team environment (1.5)
 12. Document completely, accurately and in a timely manner compliance with current legislation and the requirements of practice
 13. Practice in a safe manner
 - a. Maintain good physical and mental health (3.1)
 - b. Create and maintain a safe work environment (3.3)
 14. Develop strategies to maintain and improve professionalism and the discipline of paramedicine
 15. Read, evaluate and apply current research to professional practice
 - a. Apply the evidence base and levels of evidence to professional practice
 - b. Apply the concept of risk stratification to professional practice
 16. Apply essential employability skills to personal and professional growth

- a. Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience
- b. Respond to written, spoken, or visual messages in a manner that ensures effective communication
- c. Execute mathematical operations accurately
- d. Apply a systematic approach to solve problems
- e. Use a variety of thinking skills to anticipate and solve problems
- f. Locate, select, organize, and document information using appropriate technology and information systems
- g. Analyze, evaluate, and apply relevant information from a variety of sources
- h. Show respect for the diverse opinions, values, belief systems and contributions of others
- i. Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals
- j. Manage the use of time and other resources to complete project
- k. Take responsibility for one's own actions, decisions and consequences

The depth and breadth of these learning outcomes are defined by the elements of performance listed in the Paramedic Program Standard and the sub-competencies listed in the NOCP. These documents will be posted for reference. More detailed explanations and insight are available at the following websites:

Ontario Paramedic Program Standard (Ministry of Training, Colleges and Universities):

www.edu.gov.on.ca/eng/general/college/progstan/intro.html

National Competency Profile for Primary Care Paramedic:

www.paramedic.ca

Teaching and Learning

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

- A professor is accountable to the student and the paramedic program to provide an environment conducive to learning.
- The environment for learning is vital in that it should be supportive and provide direction for learning. Respect for the individual and 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 paramedic program, she/he should expect to assume increasing responsibility for learning.
- In keeping with our program philosophy and the professional requirement for life-long learning, the teacher fosters increasing independence in the learner.
- Students benefit from constructive feedback which is provided both immediately and regularly in an atmosphere of trust. An emphasis on positive reinforcement for appropriate 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. Self-assessment by the student is an essential element of progress review. The teacher will provide both formative and summative feedback.
- Formative progress review provides feedback to learners about their progress in achieving the established learning plan and occurs continuously throughout the learning experience. It serves a diagnostic purpose as it informs students of areas where further learning is necessary, (on-going).
- Summative progress 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 (outcome).

Learning Environment

Student Rights and Responsibilities

As a member of the college community, the student has both rights and responsibilities. The college has a duty to provide an environment which promotes learning. The student has the right to due process and the responsibility to respect the rights of others. The student will be encouraged to use critical thinking, participate in team building, share responsibility for their own learning. (See also www.durhamcollege.ca/policies—Student Rights and Responsibilities).

Critical Thinking

Critical thinking includes the considered interpretation of ideas, appraisal of evidence for and against arguments and the determination of what is reasonable and unreasonable. It involves reflective thinking that allows one to evaluate and make better future decisions based on previous performance. The student will be encouraged to employ critical thinking because this type of thinking leads to the problem-solving and decision-making skills which are the basis for effective paramedic practice. You will be expected to research material and articles and will want, therefore to become familiar with the Durham College Library and digital resources available to you at Durham College.

Attendance

Research has shown a close link between attendance and learning outcomes. The integrated nature of the program requires that attendance be necessary for all learning activities. Failure to attend classes may lead to gaps in knowledge and potential health and safety risks. Full attendance is expected. Inform your professor if you plan to be absent.

A student who is frequently absent may be interviewed to discuss the reason for the absenteeism and to determine how the student might fully participate in learning activities. Students who are absent from a significant portion of practicum experience may be unable to meet their learning outcomes and may be required to complete additional practicum experiences at their own expense, subject to availability of appropriate placement and/or faculty.

Citizenship

Students who attend learning activities, who are punctual, come prepared, participate in a positive, constructive manner, follow established guidelines and who demonstrate consideration and caring for themselves, their peers, teachers and others are considered “good citizens”. Because citizenship is valued by the college community and the paramedic profession, it will be assessed on an ongoing basis throughout the paramedic program. As citizens of Durham College, students and staff have a mutual responsibility to uphold the key values of the college in their dealings with each other.

Respect

You are expected to demonstrate respect for yourself, your classmates, faculty, preceptors, and clients. Respect helps to create a caring environment which supports teaching and learning. Respect for one another is seen through such actions: active listening, authentic communication, caring connections in personal and professional encounters, coming prepared to each class, participating in small group and large group discussions, sharing resources, critique of one another’s work and celebrating accomplishments.

Program Specific Evaluation and Promotion

The passing standard for courses in the Paramedic program is 70% with the exception of General Education electives (GNED) courses. GNED courses will be evaluated against the applicable Durham College standards for evaluation and promotion. A passing grade in all courses within each semester and a program GPA of 3.0 is required to be eligible to progress from semester to semester and graduation.

It is strongly recommended that students complete their General Education required courses during the first year of the program (this includes spring/summer). Students who wish to defer their GNED course(s) outside of a semester must consult with their Student Advisor first, before making any registration changes. Clinical and Field placements in semesters 3 & 4 require availability and flexible hours to be completed and ensure success in the program.

If a student is unsuccessful in one or more courses in a semester, they are required to repeat the semester to complete any outstanding course(s) and any associated co-requisite course during the next available offering. To repeat outstanding courses and the associated co-requisites, a student may be eligible to register for part-time status providing it is not a Semester 1 course. Approval for a student to return to the program part-time is at the discretion of the Faculty of Health Sciences. The following applies when a student has been unsuccessful in a semester:

- Students who are not successful in Semester 1 courses must re-apply to restart Year 1, Semester 1 of the program through OCAS (www.ontariocolleges.ca) due to seat maximums that exist.
- Students who are not successful in Semester 2, 3 or 4 courses must contact their Student Advisor to express their interest to return. First consideration will be given to students that request to return to full-time vs part-time studies.
- All students requesting to return to studies will be required to submit a Paramedic – Return to Studies Reflection Package by a date specified by the Program Coordinator. This package will be reviewed for completion and may require revision at the request of the Program Coordinator.
- Approval to return will be at the discretion of the Faculty of Health Sciences and will be dependent on the number of seats available within a semester and submission of the Paramedic – Return to Studies Reflection Package.
- Depending on the number of students that request to return to full-time studies, the cumulative GPA (grade point average) of each student will be reviewed. This will be the determining factor.

Students returning to a semester **must take all co-requisite courses regardless of previous success.**

Regardless of grades from a previously completed semester, if a student is unsuccessful in a course during the returning semester, they will be ineligible for program attestation of competency required for Paramedic Service acceptance and Base Hospital Certification. This may result in the following:

- Inability to place the student with certain paramedic services

- Significant delays in starting preceptorship
- Responsibility for independently obtaining Base Hospital Certification and covering the associated cost (approximately \$350–\$500)

Lab Usage Rules

Labs form an integral component in your formative education as a paramedic. Full attendance and participation are required. Lab schedules will be posted during the first week of classes.

General Rules

1. Lab refers to the use of room SW208, JW104, and any other area where paramedic practice may occur (e.g. stairways, simulation lab, living lab)
2. Students are encouraged to utilize lab areas for practice. When finished, all equipment **MUST** be returned to its place. Failure to do so may result in restricted lab access for **ALL** students.
3. No food or beverages may be brought into the lab. Water bottles are allowed on the shelf that has been provided.
4. All garbage must be disposed of into the appropriate bins, tables cleaned and put back to their original locations.
5. Damaged or broken equipment must be reported immediately and taken out of use.
6. Only students enrolled in the Durham College Paramedic program are allowed access to the lab or lab equipment.
7. At all times you are expected to ensure all equipment bags are well stocked.
8. Any student attending lab with symptoms of respiratory infection **must** wear a surgical mask while in the lab at all times.
9. Any use or consumption of restricted items/substances (alcohol, vaping, smoking, etc.) in the lab will result in immediate loss of after-hours lab access.

Harassment and Discrimination

Every Durham College student has the right to a harassment and discrimination free learning environment. However, the nature of your profession is hands on. You will be asked to practice physical assessment, lifting and patient care on each other. Should you feel uncomfortable with this environment, inform your Instructor and arrangements will be made. For further information please refer to www.durhamcollege.ca/policies or: [DC Harassment and Discrimination Policy](#)

Access

After hours lab access will be restricted unless stated otherwise by the Program Coordinator and Lab Faculty. Any assigned after-hours access will be communicated using the THEO course shells on DC connect, and your DC email address.

- Equipment is available and its use for practice is encouraged, but you may only use equipment that you have been previously trained on.
- After hour use of drug bags and cardiac monitors must be arranged with the program staff. In these cases, faculty member will be scheduled to assist your practice, you may only be used this equipment after hours in the presence of program faculty.

Cleaning and Disinfecting Equipment

- Students will be responsible for disinfecting all professional equipment after use. Prior to returning reusable equipment to bags, shelves, or cupboards, students will wipe equipment down with disinfecting wipes. The surface should appear wet to the touch and should be allowed to dry prior to being put away.
- Students will be responsible for wiping down all high-touch surfaces after use of space.

Attire

- Appropriate clothing or uniforms must be worn when in the lab:
 - Safety boots
 - Cargo style uniform pant
 - Approved t-shirt or uniform shirt
 - Ambulance style belt
 - Clinical ID badge
 - Stethoscope
- Hair must be tied back.
- It is the expectation that all students be well groomed, maintain good personal hygiene, and have a professional appearance.

Labs are intended to provide you with the opportunity for “hands-on practice”. The nature of the labs and safety issues require that you wear the following uniform: There may be some wait for uniform pants. If this occurs, clean sweatpants are an acceptable alternative.

Lifting Practice

- Students must wear safety boots at all times when lifting and using lab equipment.
- Warning signs must be used when practicing outside of the formal lab. No more than four students may be in the stairwell at one time. After use, all handrails, door handles, and high touch surfaces should be wiped down with disinfecting wipes.
- Students must have a spotter at all times when lifting.

Sharps Safety

- After hours practice with needles and drugs is prohibited **unless authorized** by a member of the faculty team and under the direct supervision of a faculty person.
- Sharps are to be disposed of directly into available sharps containers.
- At the end of class, sharps containers are to be closed and returned to their storage areas.
- Ampule breakers are to be utilized at all times. The use of gauze, alcohol swabs, etc. is prohibited for opening of ampules.

Acceptable Use of Technology

Students are expected to use digital and other technologies appropriately. Student use of technology to enhance learning is encouraged. However, personal use of technology is discouraged. During scheduled labs, personal use of technology is prohibited.

Incident and Injury Reporting

All injuries must be reported. During business hours, this should be reported to program faculty. After hours injuries must be reported to security. A Durham College incident report must be completed and signed for each incident within the first 24 hours. Security can be reached at (905) 721-3211. If your incident is an emergency, 911 should always be dialed first.

Injury or Illness Preventing Participation

You are required to disclose any injury or illness that may prevent your safe practice in the lab, clinical, or practicum settings. This injury must be reported to all involved instructors. While injured, you will not be permitted to participate in any activities that involve lifting and moving in the lab. Your role will be restricted to primarily observation at the discretion of your lab lead. To return to practice, we will require documentation from your healthcare provider stating the following:

- That you are fit and healthy to return to studies.
- That you are fit and healthy to return to lifting within the lab up to and including lifting conveyance devices loaded to the weight requirement of semester you are in which would be used to move the weight from the ground, up and down stairs, or into the back of an ambulance.

A physical copy of this documentation must be shown to the effected faculty members before return to practice may be granted.

Student Injury Guidelines

1. The student must report any injury to their preceptor immediately and to the professor/faculty advisor as soon as possible.
2. The agency's accident/injury report will be completed by the student with the professor/preceptor's assistance.
3. The Durham College, "Accident/Injury Report" will be completed by the student as soon as possible following an injury.
4. The original report is kept on file at Durham College.
5. If required, the Workplace Safety and Insurance Board [WSIB] form, "Employers' Report of Injury/Disease Form 7" will be completed by the student with the assistance of the practicum officer in the Faculty of Health Office at Durham College the following business day.

The WSIB form is to be completed if the work-related injury has caused the student to:

- Be absent from their regular work and or
- Require modified work and or
- Obtain health care

The law requires the WSIB form to be completed within 3 calendar days after the injury.

6. The student requiring emergency care will report to the Emergency Department; otherwise, the student will be attended to by their physician.

Field Placement

Introduction and Definitions

Field placement opportunities provide learners with a series of graded responsibilities leading towards independent practice. These are conducted off-site and take two forms:

Clinical

Educational opportunities are provided on patients in a supervised institutional setting.

This will involve a combination of rotations in Nursing Homes and Hospitals.

Supervision is provided through on-site clinical instructors as well as the presence of an on site clinical coordinator. Student progress will be monitored and tracked by program faculty.

Practicum (Preceptorship)

Educational opportunities are provided on an ambulance. Student will be assigned to a paramedic crew who will provide supervision and competency evaluation. Student progress will be monitored and tracked by program faculty.

Preceptorship sites are assigned based on availability at the discretion of the paramedic service and Durham College.

Practicum Agreements

Durham College maintains signed agreements with each practicum agency utilized in its Paramedic programs (Primary and Advanced Care). This contractual agreement describes the relationship between both parties as well as their respective obligations. It also outlines the terms under which the agency will accept students into its clinical areas for experience. Once signed, the agency is listed under the College's Liability Insurance Policy with regard to bodily injury, property damage and malpractice.

Students are expected to function within the limits of their scope of practice and assume only the responsibilities for which they have been prepared. The privacy of both clients and students is to be respected. Students are expected to realize the confidential nature of the data that they are privileged to use.

Supervision and evaluation will be a collaborative process between the College and the clinical agency. It is essential that the student, College, clinical and field placement agency be involved in all aspects of the clinical and field experience.

Students participate in activities at the pleasure of the host agency. Students are expected to:

- Attend and actively participate in all scheduled activities
- Be on time/punctual
- Be appropriately attired and in the approved uniform and personal protective equipment
- Practice high standards of personal hygiene and grooming that aligns with the expectations of the practice environment
- Demonstrate an attitude of critical inquiry and learning
- Use digital and other technologies appropriately
- Actively participate in the routine maintenance and play an active role as a member of the health care team
- Respect the autonomy and responsibilities of the host agency with respect to patient care and clinical activities

Medical Direction

Students interact and provide care to patients under the authorization of the Program Medical Director. Students are expected to:

- At all times, respect the dignity, rights, privacy and confidentiality of patients
- Comply to the standards and expectations of professional practice and patient care
- Maintain the student role and practice only under the direct supervision of the designated clinical preceptor
- Document all patient care in a timely manner
- Document and report all patient care issues and potential issues in a timely manner

Behaviour and Deportment

Behaviour and deportment standards are derived from the:

- Basic Life Support Patient Care Standards (BLS-PCS)
- Advanced Life Support Patient Care Standards (ALS-PCS)
- National Occupational Competency Profile for Paramedic, June 2011

The current version of the BLS-PCS and ALS-PCS can be located here:

http://www.health.gov.on.ca/en/pro/programs/emergency_health/edu/practice_documents.aspx

Transportation

Students are responsible for their own transportation to and from clinical and practicum sites. Public transportation is **not a reliable option for paramedic shifts**.

Instruction, Evaluation, and Coordination

Students at any field placement site will be assigned to a clinical instructor/preceptor who will be responsible for direct supervision and evaluation. It is the College's responsibility to ensure that all clinical instructors/preceptors are adequately oriented to student requirements and evaluation standards.

Faculty will be assigned to each clinical and field placement course. Faculty will be responsible for orientation, scheduling and the validation of student outcomes. Students will be provided with contact information including a cell phone number.

Proficiency

Durham College utilizes the Paramedic Association of Canada (PAC) definition of proficiency. This involves the demonstration of skills, knowledge and abilities in accordance with the following principles:

- Consistency: the ability to repeat practice techniques and outcomes
- Independence: the ability to practice without assistance from others
- Timeliness: the ability to practice in a time frame that enhances patient safety
- Accuracy: the ability to practice utilizing correct techniques and to achieve the intended outcomes
- Appropriateness: the ability to practice in accordance with clinical standards and protocols outlined within the practice jurisdiction

All evaluations of proficiency will be against this standard.

Illness and Absence

Students should report any illness or absence to program faculty.

Uniforms

Clinical/field placement uniforms should be neat and clean. Each has very specific uniform requirements. Uniforms include:

Clinical

- Clinical golf style shirt
- Clinical scrub style pants
- Clean, non-marking white (or off-white) running shoes
- Stethoscope

Field placement uniform:

- Black, uniform style shirt with Durham College shoulder
- flashes
- Cargo style pants, black with reflective tape
- High visibility paramedic jacket with Durham College shoulder flashes
- Black police style green patch boots
- Ambulance style belt
- BP cuffs, pen lights, scissors optional

Clinical ID Badges

In addition to your normal Durham College student card, you will be required to obtain a clinical style ID badge. These will be required for all clinical and field placement activities. You must have your student number and a piece of photo ID in order to obtain a student ID badge. Generally, this is arranged for in the first week of classes.

For more information, consult the Clinical and Field Placement manuals.

Entry Immunization Form (EIF)

A completed Immunization Entry Form must be on file in order to be eligible to attend the practicum placement portion of your program. No student is allowed in placement if the form remains incomplete.

The Immunization Entry Form indicates the immunizations that are legislated as requirements for hospital or nursing home placements. These forms are sent to each student at time of registration and are a requirement as a term of acceptance into the program.

The form can take up to 3-4 weeks to complete and may require more than one physician visit. If you do not have access to a physician, the Campus Health Centre can accommodate, by providing a physician to complete the form. Please call the Campus Health Centre for an appointment or with your questions regarding completion of this form.

Tuberculosis Surveillance (TB/Mantoux Testing)

All first-year students and new entry students are required to provide proof of TB (Mantoux) status, as a part of the Entry Immunization Form. A Two-Step Mantoux Skin Test (TB) is required. If a two-step TB test has been completed in the past he/she must submit proof of this testing and a current yearly one step. If you are a known positive conversion, proof of a follow-up chest x ray must be submitted, in lieu of test.

COVID-19

All paramedic program students will require proof of COVID-19 vaccination or proof of an accepted exemption as outlined by federal and provincial regulations. Students will be required to follow all vaccination and testing protocols set out by Durham College, as well as any third-party clinical and practicum sites. Inability to do follow these protocols will result in inability to attend clinical or practicum placements.

Influenza Immunization

It is strongly recommended that students receive influenza immunization (a flu shot) each year. Proof of influenza immunization is a requirement for placement in a Nursing Home, Homes for the Aged and some chronic care facilities. Please ensure you are immunized, if your placement involves one of these facilities. 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. This may result in a grade of Fail for the student if she/he cannot meet the learning outcomes for that rotation.

Illness

Durham College has a responsibility to the practicum agencies concerning infection control. The student is responsible for assessing their ability to attend practicum/field placement. When reporting off due to illness, students are to comply with the established policy for each agency. If illness or injury occurs while in a practicum segment, contact your professor for further direction. If medical attention or a physician's note is required please contact the Campus Health Centre or your family physician.

The following must be reported to the Campus Health Centre prior to attending practicum placement for consultation and advice.

1. Rashes
2. Open or weeping wounds
3. Suspected exposure to or diagnosed communicable disease. (i.e. Measles, chicken pox)
4. Conjunctivitis (pink eye)
5. Respiratory symptoms/illness
6. Gastrointestinal symptoms/illness
 - a. Communicable Disease Contact: If you suspect you have been in contact with a communicable disease, notify the Campus Health Centre nursing staff. Depending on the communicable disease, the staff will recommend or be required to notify other sources for preventative reasons (i.e. Hospital, Public Health Dept.) These situations are assessed on individual basis.
 - b. Gastrointestinal/Diarrhea: If symptoms of diarrhea persist for longer than 24 hours, follow up through the Campus Health Centre or family physician is required.
 - c. Respiratory: Respiratory symptoms reportable include a fever of greater than 38 degrees and a new or worsening cough or shortness of breath. Reporting through the Campus Health Centre or family physician of these symptoms is required for clearance to placement facility. (Source: Directive to All Ontario Acute/Non-Acute Care Facilities Under Outbreak Conditions, ACO-03-05. Oct. 22, 2003)

Accidental Injury

Any student sustaining an injury during class or at a practicum placement must fill out a Durham College Accidental Injury Report. Forms are available from your professor, or the school office. Any accidental injury may result in a Workers Compensation Claim. Please discuss this with your professor or Dean of your program within 24 hours of injury.

To complete an accidental injury form:

1. Notify your practicum professor of the accident/injury immediately.
2. Complete a Durham College Accidental Injury Report within 24 hours following the injury. The report must be legible and completed by the injured person, with assistance of faculty or the Campus Health Centre.
3. If injury/accident occurs on practicum placement, also notify the placement agency of the injury, and then follow the agency's policy.

Exposure to Blood or Bodily 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 standard precautions apply.

a) If an Exposure Occurs, Immediately Apply First Aid.

1. Instruct the person to press cuts or punctures of the skin to make it bleed.
2. Wash the area with soap and water.
3. If eyes(s) are splashed, rinse with tap water or saline with eye(s) open.
4. If mouth is affected, spit out suspected fluid and rinse with water.
5. 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:

- a. Notify their immediate supervisor (i.e.: practicum teacher/faculty).
- b. Report immediately to the emergency department of local hospital to determine risk level, treatment, counselling and suggested follow-up. Follow the policy of the agency in which the exposure occurred.
- c. Complete the Durham College Accidental-Injury form. Relevant information includes the following:
 1. Date, time, location (agency) of exposure.
 2. Job duty being performed by student/staff at the time of exposure.
 3. Details of exposure, including amount of fluid or material, type of fluid/material, severity of exposure and duration of contact.
 4. Description of source of exposure, including of known, whether the source material contains HIV or HBV.
 5. Details about referral to physician for assessment/treatment (date, time, location, name of physician in emergency department).

Follow-up counselling and on-going evaluations by a physician can be arranged if the student does not have a physician.

Travel Outside of Canada

Please be aware that upon returning, if you are unwell, you are advised to consult with the Campus Health or Family physician. Depending on your destination and physical assessment upon your return, the staff may require stool specimens before you would be able to return to your placement setting. This is a precaution to rule out transmission of dysentery or salmonella infection. This is assessed on an individual basis.

Workers Safety and Insurance Board

All students must complete a work/education agreement for workers compensation prior to commencing Practicum placement. In case of accident, students are covered by Worker's Compensation. Students who have Practicum placement with employers outside the Worker's Compensation Act will be covered by private insurance purchased by the Ministry of Education and Training. Any Accidents or injuries must be reported to the practicum professor within 24 hours of the injury, and the forms will be completed by the student with the assistance of the professor.

The Campus Health Centre is located in the recreation and wellness complex; Room G1030.

Phone: 905-721-3037

www.durhamcollege.ca/campushealthcentre

Academic and Institutional Policy and Procedure

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

Freedom of Information and Protection of Privacy

Durham College abides by the Freedom of Information and Protection of Privacy Act. Guidelines, policy, and procedure regarding Freedom of Information, Protection of Privacy, access to records, anti-spam legislation, data governance, and EDI-related data notice of collection can be found here:

<https://durhamcollege.ca/about/governance/information-access-and-privacy>

Communication

Communication is important to us. It is an expectation that students will check their DC Mail and DC Connect daily for updates and messages. Set up an appointment during office hours with your professor if you have an issue with service, in the classroom, in practicum or with a professor, the first step is to speak to the appropriate person, the professor or the service department in the College. If the issue cannot be resolved by that collaboration, please make an appointment to speak to the coordinator.

Recording Devices

Students who wish to record classroom activities, using an audio or video system, must obtain permission from the subject professor. Confidentiality of all classroom discussions protected under Freedom of Information/Protection of Privacy Legislation must be maintained.

Cellphones are to be turned off, or put on “vibrating” mode during class time. Use of phones for calling, answering, camera function, text messaging or checking messages is to be done outside of the classroom.

Timetables

Timetables are available online through our internet – “MYDC”. You can view and/or print your timetable from any computer with internet access. If you require assistance, please contact the Help Desk at 905-721-2000 ext. 3333.

Timetable Changes

MYDC provides students with the ability to modify timetables as listed in the Academic Calendar [[see important dates](#)]. Please note: Students have the responsibility to ensure that all of their required courses are on their schedules.

Assistance is available from your Student Advisor. Should you have a discrepancy on your timetable – report it immediately.

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 in your life who needs to locate you during class time for reasons other than an emergency has a copy of your timetable [eg. classmates, family, daycare provider, employer] Staff are unable to release your schedule information due to the Freedom of Information Act.

Final Marks

Final grades will be posted on MYDC and DC Connect.

College Policies and Procedures

A full list of Durham College policies and procedures can be accessed through MyDC, or the link provided below. Students are strongly encouraged to review academic policies and procedures to ensure they are adequately informed of academic governance, and how it applies to students, at Durham College.

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 advisors 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

Durham College 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.

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 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.

A passing grade in all courses within each semester and a program GPA of 3.0 is required to be eligible to progress from semester to semester and graduation.

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.