



**FACULTY OF HEALTH SCIENCES (FHS)**

**Personal Support Worker**

**Program Guide | 2025-2026**



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*Durham College (DC) strives to ensure the accuracy of the information in this publication. Please note that the academic curriculum is continually reviewed and revised to ensure program quality and relevancy. As such, the college reserves the right to modify or cancel any course, program, fee, procedure, and timetable or campus location at any time. Please consult the DC website for the most current information. Publish date: July 2025.*

**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!

A handwritten signature in black ink, appearing to read 'J. Choi'.

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

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## [Quick Links | Student Services & Resources](#)

[International Centre](#)

[Access and Support Centre | ASC](#)

[Counseling Services](#)

[Financial Aid](#)

[Academic Support](#)

[Campus Health and Wellness Centre](#)

[Career Development](#)

[First Peoples Indigenous Centre | FPIC](#)

[Test Centre](#)

[Student Academic Learning Services | SALS](#)

[Get Involved](#)

[Library](#)

[Campus Safety](#)

[Student Conduct](#)

[Academic Policies](#)

[Academic Integrity](#)

[Equity, Diversity, and Inclusion](#)

[Course Outlines](#)

[IT Services](#)

[Hired Portal](#)

## 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.



## Personal Support Worker (PSWK)

## Weekly Breakdown

Course Name	Mod	Code	Prerequisites	Corequisites	Lec Hrs	Lab Hrs	FP/Alt Hrs
PSWK-SEM1							
Interpersonal Communication in Health Promotion		HLTH 1112			2	0	1.5
Fundamentals of Hospice Palliative Care		HLTH 1114			2	0	
Health Challenges and General Body Systems		HLTH 1119			3	0	2
PSW Foundations		PSFL 1100			2	0	1
Personal Support Worker Practice Lab		PSFL 1101			1	2	1.5
Professional Practice Preparation		PSFL 1102			0	0	3
Mental Health Challenges		PSYC 1118			2	0	1
					12	2	10
PSWK-SEM2							
Pharmacology for PSWs		PHRM 1205			0	0	2.5
Practicum 1	MOD1	PRAC 1500	HLTH 1112, HLTH 1114, HLTH 1119, PSFL 1100, PSFL 1101, PSFL 1102, PSYC 1118		0	0	96
Practicum 2	MOD2	PRAC 2500	HLTH 1112, HLTH 1114, HLTH 1119, PRAC 1500, PSFL 1100, PSFL 1101, PSFL 1102, PSYC 1118		0	0	104
Practicum 3	MOD2	PRAC 3500	HLTH 1112, HLTH 1114, HLTH 1119, PRAC 1500, PSFL 1100, PSFL 1101, PSFL 1102, PSYC 1118		0	0	104
					0	0	306.5

Course Name	Mod	Code	Prerequisites	Corequisites	Lec Hrs	Lab Hrs	FP/Alt Hrs
PSWA-SEM1							
Anatomy and Physiology		BIOL 1110			4	0	
Interpersonal Communication in Health Promotion		HLTH 1101			4	0	
Health Challenges and Support Special Needs		HLTH 1102			4	0	
Fundamentals of Hospice Palliative Care		HLTH 1103			2	0	4
PSW Foundations		PSWA 1100			3	0	6
Personal Support Worker Practice Lab		PSWA 1101			2	3	3
Professional Practice Preparation		PSWA 1102			3	0	6
Mental Health Challenges		PSYC 1100			3	0	6
					25	3	25
PSWA-SEM2							
Pharmacology for PSWs		PHRM 1200			3	0	
Long Term Care Practicum		PSWA 1200			0	0	10
					3	0	10

Course Name	Mod	Code	Prerequisites	Corequisites	Lec Hrs	Lab Hrs	FP/Alt Hrs
PSWB-SEM1							
Anatomy and Physiology		BIOL 1110			4	0	
Interpersonal Communication in Health Promotion		HLTH 1101			4	0	
Health Challenges and Support Special Needs		HLTH 1102			4	0	
Fundamentals of Hospice Palliative Care		HLTH 1103			2	0	4
PSW Foundations		PSWA 1100			3	0	6
Personal Support Worker Practice Lab		PSWA 1101			2	3	3
Professional Practice Preparation		PSWA 1102			3	0	6
Mental Health Challenges		PSYC 1100			3	0	6
					25	3	25
PSWB-SEM2							
Pharmacology for PSWs		PHRM 1200			3	0	
Long Term Care Practicum		PSWA 1200			0	0	10
					3	0	10

Course Name	Mod	Code	Prerequisites	Corequisites	Lec Hrs	Lab Hrs	FP/Alt Hrs
PSWD-SEM1							
Anatomy and Physiology		BIOL 1110			4	0	
Interpersonal Communication in Health Promotion		HLTH 1101			4	0	
Health Challenges and Support Special Needs		HLTH 1102			4	0	
Fundamentals of Hospice Palliative Care		HLTH 1103			2	0	4
PSW Foundations		PSWA 1100			3	0	6
Personal Support Worker Practice Lab		PSWA 1101			2	3	3
Professional Practice Preparation		PSWA 1102			3	0	6
Mental Health Challenges		PSYC 1100			3	0	6
					25	3	25
PSWD-SEM2							
Pharmacology for PSWs		PHRM 1200			3	0	
Long Term Care Practicum		PSWA 1200			0	0	10
					3	0	10

Course Name	Mod	Code	Prerequisites	Corequisites	Lec Hrs	Lab Hrs	FP/Alt Hrs
PSWC-SEM1							
Anatomy and Physiology		BIOL 1110			4	0	
Interpersonal Communication in Health Promotion		HLTH 1101			4	0	
Health Challenges and Support Special Needs		HLTH 1102			4	0	
Fundamentals of Hospice Palliative Care		HLTH 1103			2	0	4
PSW Foundations		PSWA 1100			3	0	6
Personal Support Worker Practice Lab		PSWA 1101			2	3	3
Professional Practice Preparation		PSWA 1102			3	0	6
Mental Health Challenges		PSYC 1100			3	0	6
					25	3	25
PSWC-SEM2							
Pharmacology for PSWs		PHRM 1200			3	0	
Long Term Care Practicum		PSWA 1200			0	0	10
					3	0	10



## Personal Support Worker Flex (PSFL)

## Weekly Breakdown

Course Name	Mod	Code	Prerequisites	Corequisites	Lec Hrs	Lab Hrs	FP/Alt Hrs
PSFL-SEM1							
Interpersonal Communication in Health Promotion		HLTH 1112			2	0	1.5
Fundamentals of Hospice Palliative Care		HLTH 1114			2	0	
Health Challenges and General Body Systems		HLTH 1119			3	0	2
PSW Foundations		PSFL 1100			2	0	1
Personal Support Worker Practice Lab		PSFL 1101			1	2	1.5
Professional Practice Preparation		PSFL 1102			0	0	3
Mental Health Challenges		PSYC 1118			2	0	1
					12	2	10
PSFL-SEM2							
Pharmacology for PSWs		PHRM 1205			0	0	2.5
Practicum 1	MOD1	PRAC 1500	HLTH 1112, HLTH 1114, HLTH 1119, PSFL 1100, PSFL 1101, PSFL 1102, PSYC 1118		0	0	96
Practicum 2	MOD2	PRAC 2500	HLTH 1112, HLTH 1114, HLTH 1119, PRAC 1500, PSFL 1100, PSFL 1101, PSFL 1102, PSYC 1118		0	0	104
Practicum 3	MOD2	PRAC 3500	HLTH 1112, HLTH 1114, HLTH 1119, PRAC 1500, PSFL 1100, PSFL 1101, PSFL 1102, PSYC 1118		0	0	104
					0	0	306.5

## **Personal Support Worker**

### **Program Information**

#### **Program Description**

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

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

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

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

Graduates are responsible for working productively and constructively within the Personal Support Worker role, for knowing their strengths and limitations, and for seeking out information, guidance, and/or direction from the appropriate person. Personal Support Workers are unregulated health care providers. The intent of the Personal Support Worker program is to prepare graduates to work under the supervision of the regulated health professional, supervisor, or, in the assisted care environment, under the direction of the client. Personal Support Workers provide clearly identified personal care, routine activities, and home management services, within care/service plans established policies and procedures.

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

with established policies and procedures.

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

There is a focus on the senior as well as dealing with responsive behaviours. They are valuable members of care/service teams.

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

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

The graduate has reliably demonstrated the ability to:

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

clients, their families, self and others by implementing current infection prevention and control measures, emergency and first aid procedures, and best practices in pandemic planning that are in keeping with the plan of care, all applicable legislation, and employer policies and procedures.

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

The Ministry of Colleges and Universities; Personal Support Worker Program Standard  
2022.

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

## Employment Opportunities

### Where you could work:

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

### What you could be:

- Personal Support Worker

## Courses

[Click Here for Course Outline Access Manual](#)

### Semester 1

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

### Semester 2

- [Pharmacology for PSW'S \(PHRM 1500\)](#)
- [Long Term Care Practicum \(PRAC 2500\)](#)
- [Community Practicum \(PRAC 3500\)](#)
- [Health Challenges and Support Special Needs \(PSWC 2500\)](#)
- [Professional Growth Issues \(PSWG 2500\)](#)



- [Practice Lab II \(PSWL 2500\)](#)
- [Fundamentals Of Hospice Palliative Care \(PSWP 2500\)](#)

# **Faculty of Health Sciences**

## **Personal Support Worker Program Handbook**

*Personal Support Worker - PSWK  
Personal Support Worker Flex - PSFL*

2025-2026

## Attendance

Because of the relationship between theoretical knowledge, critical thinking and practicum skills, it is essential that students actively engage in all learning activities provided. Failure to attend class may lead to gaps in knowledge, grade reduction and potential safety hazards for the client/resident in the practicum setting. Full attendance is expected.

A student **must notify Course Professor via DC Mail** if late, or daily if absent from class.

A student who is frequently absent will receive an Academic Notice and may be expected to meet with the Student Advisor to discuss the reason for the absenteeism, explore any additional supports that may be available to promote student success and to determine how the student might fully participate in learning activities. The student may also be asked to meet with the program's Coordinator or Associate Dean. Students who are absent from a significant portion of lab/practicum/theory classroom experience may be unable to meet the learning outcomes and may be required to complete additional practicum experience at **their own expense**. Refer to the Practicum Guide regarding attendance requirements.

## Punctuality

Students are expected to arrive at class on time both at the beginning of class and after breaks. The faculty recognize that there are sometimes legitimate reasons for late arrivals but when the behaviour is chronic and disturbs a class already in progress, the faculty has the right to prohibit entry to the classroom until a suitable break occurs. An academic alert may also be issued. 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 faculty before the class for consideration.

## Communication

1. The student is expected to demonstrate respect for all individuals in the learning environment.
2. All email correspondence must be done through DC Mail. Faculty are not permitted to respond to personal email sources such as Gmail or Yahoo. Consistent communication is essential for student success. It is the student's responsibility to check DC Mail and DC Connect daily for updates and messages.
3. Email communication should be professional. It is expected that students will include appropriate greetings/signatures, as well as composed message using full sentence structure which indicates the purpose of the communication. Messages ought to always show a respectful, professional tone. Students should not consider email that they send to faculty members, or staff to be confidential. If, in the potential interest of student, patient, or public safety, correspondence from a student is deemed to be potentially concerning in any way, faculty will be required to share this information with appropriate individuals.

[How to Write a Professional Email](#)

4. It is the student's responsibility to check DC Connect AND DC Mail frequently, acknowledge a read receipt when requested and respond to e-mail within 24-48 hours. E-mail sent after business hours on Fridays will be responded to on the following Monday. The same parameters apply to the Faculty/Staff when responding to student e-mail.
5. If a student has a service, classroom, practicum, or Faculty issue, the first step is to speak to the appropriate person, the faculty, or the service department in the College. If the issue cannot be resolved by that collaboration, please make an appointment to speak to the Program Coordinator and /or Student Advisor.

### **DC Connect**

Note: As all courses utilize DC Connect, computer skills and computer access are required. If necessary, check with the Commons IT Support Help Desk in the Learning Commons to see if your home computer has the capacity to manage this course. Computers are available in the Learning Commons if home access is not available.

It is strongly recommended that the student who does not have the required computer skills seek help from the Commons IT Support Help Desk and Student Academic Learning services (SALS) as soon as possible.

### **Note about student tracking in DC Connect**

DC Connect automatically records all student activities, including the:

- First and last access to the course
- Pages accessed
- Number of quizzes completed
- Number of conferencing messages read and posted

This information may be used to evaluate student participation.

### **Computer Issues**

1. If the College computers are "down or not working" resulting in the inability to meet a required deadline, the student must obtain written, dated documentation of the problem from the Commons IT Support Help Desk, to give to the faculty. This must be done within 24 hours of the deadline. If the student is not receiving email through DC Mail, it is the student's responsibility to follow up with IT Services promptly.
2. For IT Support visit [IT Service Desk](#) page.

### **Technology Requirements**

The following is a list of general technologies and skills that are required and will be used throughout the PSW program:

- Laptop computer (A chrome book will not work)

- Stable Internet access
- Internet browser (preferably Chrome)
- Word Processing software (Microsoft 360 online)
- Speakers
- Headphones
- Web Cam

### **Technical Skills**

The following technical skills are required and will be used throughout the PSW program:

- Use the learning management system “DC Connect” (D2L/Brightspace)
- Use of email with attachments
- Create and submit files in commonly used word processing formats

### **Use of Personal Technology & Communication Devices**

Health Care providers are expected to utilize multiple forms of technology to support best practice. It is essential that Personal Support Worker students conduct themselves, accordingly, always using technology in a professional and appropriate manner.

All students are guided by the Durham College [Information Technology Acceptable Use Policy – ADMIN-206](#).

In addition to this general policy, the following guidelines apply to the use of any technology in the PSW program (including computers, laptops, PDAs, I-pods and I-phones, Smart watches and other electronic devices):

- Professional behaviour and proper technology etiquette will be observed at all times when using all electronic devices in the classroom/virtual classroom, laboratory, or practicum 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.
- 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 a client/resident area or during designated practicum/lab hours. All devices must be silenced or turned off and put away during these times. An Academic Notice will be issued for the violation of using the electronic device for socializing during clinical/lab time and will remain in the student’s file. Students may be asked to leave the lab/practicum which may impact their ability to succeed. Non-compliance may result in a failure of the course.
- A clinical/ lab/course failure may be given for the second violation, whether this

occurs in the same course or in another course.

- Students are expected to have all technological/communication devices turned off and put away during tests, quizzes, and formal critiques. If a cell phone is found on student during evaluations, including formal critique, a grade of zero or fail will be assigned.

Students are expected to have all technological/communication devices turned off if agency policy requires it and to go to an area designated for cell phone use when using these devices. These devices should not be on the person during resident/client care. Faculty, hospital, or community agency staff may ask to see what programs you are using at any time.

- All students are expected to discuss the use of electronic devices with their practicum lead and to strictly adhere to Program and clinical agency requirements.
- At no time may a student post anything related to the practicum placement site, course content / assignments, faculty, staff or other students on social media.
- Students may not take pictures of clients/residents without client and agency written consent. When in placement, students may not take pictures of other students, faculty, or staff without written permission. The same considerations apply to the lab environment too.
- Please refer to the following policy - [Acceptable Use of Information Technology ADMIN-206](#).

## **Social Media**

At no time may a student post anything related to the practicum placement site, course content / assignments, faculty, staff or other students on social media.

## **Virtual Learning Environment (when applicable)**

Virtual class etiquette	<ul style="list-style-type: none"><li>• Be on time for class</li><li>• Using the CHAT function during class to message back and forth on unrelated topics, is disruptive and will result in removal of privileges and/or an academic alert</li><li>• Please use the camera function, visualization creates a sense of community and fosters a collaborative learning environment</li><li>• Please mute your microphone when not speaking to lessen background noise and feedback</li><li>• No recording without authorization</li><li>• Respect the learning environment / peers</li><li>• Attendance is mandatory</li><li>• Assigned group work could be part of class time</li><li>• Go to a private/quiet area...please use headphones to protect privacy &amp; confidentiality</li></ul>
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Success tips for virtual learning	<ul style="list-style-type: none"> <li>• Complete all required prep prior to class</li> <li>• Participate in the online discussion</li> <li>• Participate in the online activities to apply learning</li> <li>• Utilize SALS workshops</li> <li>• Ensure computer / device meets the requirements</li> <li>• Ensure your learning environment is quiet and free from distractions if possible</li> <li>• Schedule your virtual classes into your calendar, and ensure you plan for assignments and other evaluations</li> </ul>
Respondus Lockdown Browser	<ul style="list-style-type: none"> <li>• <a href="#">Respondus Lockdown Browser</a></li> <li>• <a href="#">Student Quick Start Guide – Lockdown Browser and Respondus Monitor</a></li> </ul>

## Test and Examination Expectations & Procedures

### Terms of Reference

Test – a scheduled and invigilated test within class time or booked outside of scheduled class time as per faculty’s discretion.

Quiz – an evaluation of shorter duration than a test with lesser weighting / may be scheduled/or unscheduled / written in class or on-line.

Course tests are completed online through DC connect with specific parameters including time-limitations and access deadlines. On campus/ in person courses, will require the student to complete the test as directed by faculty, in person, invigilated on campus. Online courses, and some hybrid, may require the student to complete the test remotely.

Course quizzes are online with specific parameters including time-limitations and access deadlines as required. They are completed remotely, and once they are closed, they will not be reopened.

All activity related to online quizzes/test via DC Connect is monitored.

Please note that printing/screenshot/reproducing ANY evaluation worth marks (written test/quiz and online test/quiz) for sharing or “study purposes” and/or “sharing” protected passwords provided by faculty is prohibited and in direct violation of Durham College policies. Please review the [Student Conduct policy](#).

Note that online evaluation expectations will vary from course to course. Students must refer to Course Outlines and seek clarification as required.

### Policies for Tests

Please read carefully.

1. The weighting of tests is identified in the course outline with the evaluation criteria.
2. There are no makeup /supplemental evaluations.

3. Tests may be scheduled outside regular timetabled hours.
4. Students are expected to write all tests as scheduled.
  - If the student cannot write the test at the scheduled time due to *exceptional* circumstances, the student must notify the faculty via DC Mail within 24 hours of scheduled test commencing. Failure to communicate within this time will result in a mark of zero (0).
  - In the event of an extenuating circumstance, a student must submit a written request to their faculty for the opportunity to write a missed scheduled test.
  - If granted, the missed test will be scheduled by the faculty, or the weighting may be applied to the next evaluation. This decision is at the discretion of the faculty and Program Coordinator.
  - Missed tests are tracked by the program. Determination regarding approval to write a missed test the number of tests previously missed by the student will be considered.
  - If a student arrives late for a test, no additional time will be granted.
  - Students are responsible for ensuring that they have online access to the online testing platform prior to the start of each evaluation.

### **Computer Requirements for Tests/Quizzes**

1. Respondus LockDown Browser can be installed on a desktop/tablet/laptop computer. The application will not run on a mobile device or CHROMEBOOK.
2. If you are using a Mac, be sure the OS is version 10.10 or newer, and that you have 120 MB permanent space on the hard drive available.
3. If you are using a PC, be sure the OS is Windows 7 or newer, and that you have 75 MB permanent space on the hard drive available.

### **Preparing for a Respondus LockDown Browser**

Before taking a DC Connect quiz/test/exam that requires Respondus LockDown Browser, there are steps students must take to ensure the best possible assessment experience. Prior to starting evaluation:

- Make sure your battery is at full charge, if possible, plug in to a power source.
- If possible, use a wired internet connection.
- Turn off all other WIFI devices so they are not competing for the wireless signal.
- Make sure your operating system is updated.
- Run the Respondus LockDown Browser update (if you have previously installed).
- Shut down and restart your computer before doing the quiz.

### **Computer Issues**

Computer malfunctions or problems will not be accepted as an excuse for a missing course requirement. It is the student's responsibility to resolve technical issues before the deadlines for submission of their assignments or evaluations. Visit the IT Service Desk Portal or call the Service Desk at 905-721-3333 should technical difficulties arise.



If the College computers are "down or not working" resulting in the inability to meet a required deadline, the student must obtain written, dated documentation of the problem from the Commons IT Support Help Desk, to give to the faculty. This must be done within 24 hours of the deadline. If the student is not receiving email through DC Mail, it is the student's responsibility to follow up with IT Services promptly.

## **Accessibility**

To ensure that all accommodation plans are properly addressed and followed during this program students are encouraged to speak with professors early in the semester.

Students who require alternative testing and examination arrangements or other academic accommodation must meet with their student advisor and contact the [Access and Support Center](#) as early as possible to ensure that your needs can be met.

**Please note: One or more of the evaluation components or criteria for this program involve timed elements. For safety considerations and to be consistent with practice requirements, the timed element of the evaluation component or criteria cannot be waived or extended, for example formal critique and practicum.**

It is the student's responsibility to:

- Make appropriate arrangements with Access & Support Centre as necessary. Extra time will be adjusted by Faculty as per Access Plan for all quizzes and tests.
- Students who have additional accommodations in place must communicate with the faculty at least a week prior to each evaluation for example:
  - Use of memory aids
  - Spacing of final tests/exams
  - One test/exam per: 24 hours

## **Written Assignments**

The Personal Support Worker program has developed policies for written assignments with an evaluation weighting of 10% or greater, to help students refine their writing skills and to ensure consistent expectations of all written work.

1. All written assignments must be completed in Microsoft Word. Unless otherwise instructed by faculty.
2. The faculty is not responsible for any computer issues the student may encounter when uploading an assignment to DC Connect.
3. Faculty cannot accept any assignment via their email.
4. All assignments are submitted to through the DC Connect Assignment folder. If it is not submitted to the Assignment folder by the due date and time, late penalties will apply.
5. The student is responsible to check the uploaded assignment to ensure the file is correct - see late assignment policy below.

6. Students must review feedback and then make an appointment to meet with Faculty if they want to discuss the feedback. Evaluation and grades will not be discussed in class.
7. The student is responsible for keeping a backup copy of all written assignments, marked assignments and course work for future reference.
8. If student has any concerns regarding evaluation, students must follow the Appeal Grade process. See policy below. Step 1: A student who wishes to appeal a grade on a specific assessment will first discuss the matter with the faculty member who assigned the grade within five (5) business days of the release of the grade on the College learning management system (LMS).
9. Students must be fully aware of the academic integrity policy. Please refer to the policy below.
10. For further information regarding appeals, refer to the Academic Appeal section of the Durham College Student Handbook.

### **Late Assignments**

1. An assignment is considered late if the correct assignment file is not uploaded to the correct assignment drop box by the due date/time.
2. The due date and time will be posted in DC Connect for each assignment.
3. An assignment that is submitted late will receive a deduction of 10% per 24-hour period up to 72 hours. This includes weekends and holidays. The first 24-hour period begins 1 minute after the due date and time once the assignment is flagged as late. Be sure to give time to submit your assignment within the timeframe for submission.
4. After 72 hours, unless negotiated with faculty, and only in extenuating circumstances, the assignment will receive a grade of zero and will not be accepted for grading.

### **Guidelines for Teamwork**

As a member of a team and a professional, Personal Support Workers are required to develop skills in working within a team. Throughout the program, students will encounter a variety of assignments that involve teamwork, team presentations and team projects. The PSW program has developed policies for teamwork to help students collaboratively and successfully complete these assignments.

1. Teams may be assigned by the faculty or students may be provided the opportunity to choose their team.
2. Team size will be determined by the faculty.
3. Faculty may require that a team contract addressing goals and objectives, attendance, meeting requirements and conflict/conflict resolution be created/completed and followed throughout the teamwork process and completion.
4. During teamwork students will demonstrate respect for all members within their working team.
5. Team members are expected to mutually agree upon distribution of workload for assignment completion.
6. Where applicable a discussion group will be created in DC Connect for communication among team members.
7. Any peer evaluations required for the assignment are to be completed confidentially, NOT as a team and submitted separately to the course's faculty.

8. The team is expected to work through team dynamic issues. If challenges are encountered students must meet as a team, identify the issues, and collaboratively attempt to resolve the identified issues. If the issues are unable to be resolved there are College resources available to you at [mediation@dc-uoit.ca](mailto:mediation@dc-uoit.ca) or you can make an appointment as a team with the professor of the course.

### **In Process/ weekly connection activities/ assignments**

- Graded “in process” activities/assignments may be assigned during classes/labs and/ or online and can occur anytime during the semester. In Process marks may include the following: team activities, on-line discussion boards, assignments, “pop quizzes”, team presentations, skill critique forms, lab activity forms and guest speakers. These “in- process” activities cannot be made up or supplemented. Any missed in-process activities will be assigned a mark of “0”. In-Process activities assigned will be at the faculty's discretion.

### **The Interprofessional Simulation Lab**

The Interprofessional Simulation Lab simulates a clinical environment for students in various health-care programs. Students learn how to transfer knowledge into practice and learn the skills necessary to care for their client populations. Students are expected to be familiar with, and adhere to, all regulations and procedures that govern practice in the Lab. Additionally, all requirements and expectations outlined in the Program Guide related to preparation for practicum learning experiences and behaviour will apply to learning experiences that take place in the Lab.

### **The Interprofessional Simulation Lab Policy**

Learning experiences in lab are designed to simulate the practicum experience. As a result, all conduct and dress code requirements expected in the practicum setting are also expected in the lab setting. All persons participating in learning sessions in the lab are expected to always conduct themselves as professionals. The following policies related to preparation for learning experiences, behavior during learning experiences, and presentation of self, including details of appropriate professional attire must be always adhered to.

**As in practicum setting, students who do not adhere to these policies will be asked to leave the lab. Since lab attendance and full participation in all lab activities is mandatory for success in the PSW program, the result may be that students put themselves at risk for not being successful. If a student has questions about this policy, he or she is invited to meet with the Program Coordinator and/or Associate Dean.**

### **Student Conduct**

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 academic honesty, critical thinking, participate in team building, and share responsibility for their own learning.

### **Critical Thinking**

Critical thinking includes the interpretation of ideas, appraisal of evidence for and against arguments and the determination of what is reasonable and unreasonable. 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 personal support worker practice. You will be expected to research material and articles and will want, therefore, to become familiar with the Durham College Library.

Expected Conduct and Comportment Students are expected to:

1. Demonstrate behavior that consistently indicates respect for the worth and dignity of each other while accepting responsibility for all actions consistent within their role.
2. Demonstrate honesty, even when a mistake has been made. Report any accident or incident immediately to the faculty/facilitator so that appropriate measures can be taken.
3. Utilize clear, accurate and professional communication in all interactions and maintain confidentiality.
4. Demonstrate receptivity to feedback; utilize suggestions/recommendations to facilitate own learning and growth as a professional.
5. Arrive prepared to participate in the learning sessions in the lab. This includes completion of all required learner preparation as per course outline, arriving on time, adhering to the dress code, and bringing all the necessary equipment from lab kits.
6. Be familiar with and adhere to the Interprofessional Simulation Lab policies and procedures.

### **Dress Code**

**Students are expected to arrive at the lab meeting all dress code requirements.**

1. Student ID badge is to be always visible on the upper body.
2. Proper footwear is required, including closed toe and heel shoes with a low-profile heel. (Worker's Compensation requirement). Boots are not allowed in the lab.
3. Hair is to be clean, neat, and under control. Long hair must be secured so that it will not hang over the patient when providing care. The student should ensure that facial hair is kept clean and tidy. Hats/caps are not allowed in the lab unless there are religious requirements. Please communicate in writing to the lead lab teacher if this is the case.
4. Cosmetics are to be used in moderation. The lab is a scent free environment.
5. Nails are to be short and clean with no nail polish/shellac. False nails and/or tips are not permitted (infection control requirement).
6. Jewelry is to be limited to a plain wedding band, Medic-Alert bracelet, plain, small stud earrings, hoops of any size and/or dangling jewelry not permitted.
7. A watch capable of indicating seconds is required. NOTE: Student cannot use cell phone as a watch.

8. No food is allowed in the lab. Gum chewing is not allowed.
9. Royal blue scrubs must be always worn in the lab. No coats or hooded sweaters are allowed to be worn over or under uniforms while working at the bedside. Undergarments must not be visible at any time.
10. No personal electronic devices are permissible in the lab unless specified by the course lead. Cell phones must be turned off and put away prior to entering the lab. Personal electronic devices are never to be used for personal communication or taking photographs. Violation of this rule will result in a warning for a first offence and followed with a written "Academic Notice" removal from lab may result for any further offenses.
11. Students who follow specific dress requirements for cultural or religious reasons must speak directly with the course faculty and send a request in writing to ensure their needs are met within this policy.
12. If a student does not follow the above requirements, a student will be denied access to the lab or be requested to leave.

**Practicum**

Refer to the Personal Support Worker practicum guide for policies, requirements, and expectations.