

PROGRAM GUIDE

Faculty of Health Sciences
Personal Support Worker
2023-2024



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Please note the following important information:

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

June 2023

A Message from the Executive Vice President, Academic

On behalf of Durham College (DC), I would like to extend a warm welcome to you for the upcoming academic year. It is an exciting time, whether you are a returning student, getting back into the swing of things, or this is your first year of college.



You have made a great choice with DC. We offer a comprehensive range of exceptional academic programs and student services. Our faculty members are experts in their respective fields, and they are dedicated to providing you with the knowledge and skills needed to excel in your future careers. Our students develop the professional, intercultural and durable skills required to realize meaningful careers and make a difference in the world.

We support students by delivering excellence in teaching and learning, and providing opportunities for experiential learning, applied research and technology-enabled education. Our goal is to inspire students to create success for themselves and their communities through the best in innovative and transformative education.

As we start the new semester, it's important to recognize the evolving nature of how we live, work and learn. By choosing to study at DC this year, you've demonstrated a willingness to adapt and grow, which will help you move forward with your studies and life. I encourage you to take advantage of all that we have to offer. Be sure to get to know your faculty members, program coordinator, student advisor, and all the other employees on campus who are committed to your success. These individuals can provide valuable information and resources to support your studies and career planning. Get involved in campus life, connect with your peers, and make the most of your time here.

We are honoured to be a part of your educational journey and can't wait to see the great things you will achieve during, and after, your time with us. Together, we're leading the way.

Best wishes for a successful academic year!

A handwritten signature in black ink that reads "Elaine Popp". The signature is written in a cursive, flowing style.

Dr. Elaine Popp
Executive Vice President, Academic

A Message from the Executive Dean, Faculty of Health Sciences

Dear Students,

On behalf of the Faculty of Health Sciences (FHS), I am delighted to extend a warm welcome to all our new and returning students. You are about to embark on a new academic year, one filled with possibilities and opportunities.



To our new students, I want to congratulate you on taking this important step towards your future. You have chosen a path that will provide you with knowledge and skills that will stay with you for a lifetime. We are excited to have you join our FHS, and we look forward to supporting you throughout your journey.

To our returning students, welcome back! We hope that your academic journey has been enriching thus far, and that you are excited to dive back into your studies. We are proud of all that you have achieved so far, and we are eager to see you continue to grow and succeed in the year ahead.

As we start a new academic year, I want to remind you of our mission to offer our learners the means to excel in their chosen field by providing industry relevant professional, technical, theoretical, and hands-on experience. We strive to develop work ready learners upon graduation through a collaborative partnership between students and the programs. Our state-of-the-art laboratories, facilities, learning spaces, and digital platforms provide student-centered learning environments and offer ample opportunities to integrate theoretical learning into real industry hands-on experience. Our goal is to empower students with the essential skills and confidence necessary to be successful in their field. It is our hope that upon graduation students will effectively and confidently transition to work force, related to their field of study. Our dedicated faculty and staff are committed to providing you with a supportive and enriching learning environment. We have a range of resources available to help you with your academic and personal goals, and we encourage you to take advantage of them. We are committed to supporting you throughout your academic journey.

Finally, I would like to wish you all the best for the upcoming academic year. Whether you are starting a new program or continuing with your studies, I am confident that you will find this year to be both rewarding and filled with a wealth of exciting opportunities for growth and discovery.

We look very much forward to having you with us!

A handwritten signature in black ink, appearing to read 'Mojgan Rezvani'.

Dr. Mojgan Rezvani
Executive Dean

A Message from the Associate Dean

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

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

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

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

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

Sincerely,

A handwritten signature in black ink, appearing to read "M Campkin". The signature is fluid and cursive, with a large initial "M" and a long, sweeping underline.

Margret Campkin, RN, BScN, MN
Associate Dean,
Faculty of Health Sciences

Faculty of Health Sciences

Personal Support Worker Program Faculty & Staff

Executive Dean	Dr. Mojgan Rezvani	Ext. 2249	mojgan.rezvani@durhamcollege.ca
Associate Dean	Margret Campkin	Ext. 2125	margret.campkin@durhamcollege.ca
Administrative Coordinator	Shari Kinney	Ext. 2375	shari.kinney@durhamcollege.ca
Student Advisor Placement Officer	Haya Esaad	Ext. 6589	haya.esaad@durhamcollege.ca
Administrative Assistant	Sara Horruzey	Ext. 2944	sara.horruzey@durhamcollege.ca
Simulation Technologist	Marie McEwan	Ext. 2345	marie.mcewan@durhamcollege.ca
Nursing Technologist	Jared Button	Ext. 2183	jared.button@durhamcollege.ca
Nursing Technologist	Suzanne Sibley	Ext. 6423	suzanne.sibley@durhamcollege.ca
Program Coordinator	Wendy Aspin-Curran	Ext. 2871	wendy.aspin-curran@durhamcollege.ca

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

Faculty of Health Sciences

Location: SW106 - Gordon Willey Building

Telephone: 905.721.3080

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

Health & Wellness Centre

G127 (Main Campus) 905.721.3037

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

Access and Support Centre

SW116 (Main Campus) 905.721.3123

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

Coaching and Support Centre

SW116 (Main Campus) 905.721.3147

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

PSW Program Information

Mission Statement

The Personal Support Worker (PSW) program offers an innovative, student-centered learning environment that fosters the development of a graduate who has the knowledge and skills required to work as a novice PSW, while providing compassionate, client/resident focused care. The goal of the program is to prepare a graduate who advocates for the Dignity, Independence, Privacy, Preferences, and Safety of those they care for, as well, the current and future direction of the Personal Support Worker in Ontario.

Your Program Guide contains valuable information about Durham College and the Personal Support Worker program.

The guide will:

- a) Explain the goals/objectives of the PSW program.
- b) Set out the responsibilities of students and faculty in achieving these goals.
- c) Provide detailing of our course offerings.
- d) Outline the policies of the PSW program.

Your Practicum Guides contain specific information about practicum placements in the program. Please review these guides for specific policies and requirements related to practicum.

Program Description

Introduction

“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.

Curriculum

The curriculum for the Personal Support Worker program has been developed using the principles of compassionate client-centered care, while utilizing the following documents: The Ministry of Training, Colleges and Universities; The Personal Support Worker Program Standard 2014, Ministry of Health & Long-Term Care, and the practice standards, practice guidelines, forms and other publications available from the College of Nurses and the Registered Nurses Association of Ontario. The program has a strong emphasis on practical hands-on experience in a variety of health care settings. Practicum experience includes providing care to residents in a long-term care setting and then concludes in a consolidated long-term care experience as well as providing care to clients with health challenges/school age/community/acute care, and/or mental health challenges.

Learning occurs in a variety of settings and through a variety of delivery methods while incorporating the principles of Universal Design. For example: the classroom, laboratory, simulation, interdisciplinary learning opportunities, various health facilities, independent study and online learning. Practicum experiences may involve working a variety of shifts.

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

Faculty are committed to yearly revision of course outlines to ensure current, enriched, evidenced-based curriculum is continually offered.

Statements of Philosophy

Philosophical Beliefs

The Personal Support Worker (PSW) respects and supports the individuals' desire to be healthy and independent according to their own choices and capabilities. The purpose of the support is to assist persons with the tasks of daily living so that they may participate in their community and daily lives.

The Personal Support Worker is a valued member of the health care team and contributes to the quality of the life of individuals by promoting their independence, dignity, social, emotional and physical well-being, mobility, preferences, privacy, comfort and safety.

Synopsis of the Vocational Learning Outcomes and Program 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

Durham College Graduate Profile

A Durham College graduate is expected to integrate and transfer knowledge, skills and attitudes to roles performed in the workplace and in their personal life.

Commensurate with the level of study, the Durham College graduate will have reliably demonstrated the ability to:

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

Assumptions & Beliefs Concerning the Teaching – Learning Process

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

- A Faculty is accountable to the student and the Personal Support Worker 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 Personal Support Worker program, they 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 of appropriate behaviour is essential to its success.
- Progress review is an integral part of the teaching-learning process as it describes the student's progress and achievement of goals. Self-assessment by the student is an essential element of progress review. The faculty will provide both formative and summative feedback.
- Formative progress review provides on-going 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.
- 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.

Timetables

Timetables are available online through <https://durhamcollege.ca/mycampus/>

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.

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

Criminal Reference Check

Students are required to get a Criminal Reference Check; including Vulnerable Sector Screen **prior to commencing placement** each semester. Students are responsible for arranging and paying all costs associated with obtaining the criminal reference check in their primary residence. When requesting a Criminal Reference Check, students must inform the police that the Criminal Reference Check is required to include Vulnerable Sector Screening for student placement. Procedures and regulations for obtaining Criminal Record Search documents are controlled by the RCMP and the Government of Canada. These procedures and regulations may change at any time without notification. Durham College will endeavor to notify students of any changes when they come to our attention. As of March 1, 2011, the following reflects the current procedures and regulations of the RCMP with regard to the Vulnerable Sector Verifications.

The RCMP identified a means to enhance Vulnerable Sector Checks to make the searches more rigorous. In the interest of public safety, the enhancements were quickly implemented to protect vulnerable members of society. As a result of the enhancement, a Vulnerable Sector Verification now requires the submission of fingerprints whenever the gender and date of birth of an applicant match to an existing pardoned sex offender record. This is not an accusation of criminality, but a requirement for a thorough verification to confirm identity and protect personal privacy. This process will take at least four months.

Students with criminal charges or convictions, criminal charges pending, or an unclear criminal record will be limited in placement and/or employment opportunities. They may also be denied by a placement agency which may affect the completion of the required learning outcomes.

Durham College

Academic Policies & Procedures

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

Program Specific Academic Policies & Procedures

Personal Support Worker Program Policies

The PSW program has developed program policies based on its philosophy. It is the student's responsibility to read, understand, and comply with the policies outlined in this document as well as the Durham College Academic Policies and Procedures. The PSW program reserves the right to alter its Policies and Procedures as needed. Students will be given written notification of any necessary changes. The following policies apply to all courses unless students are advised otherwise. Additional policies specific to individual courses may be indicated in the Course Outline. Policies related to practicum courses will be identified in the Practicum Guide and/or the individual Course Outline.

Freedom of Information and Protection of Privacy

It is important to be aware that students are protected by the [Freedom of Information and Protection of Privacy Act](#), which is a government act, and Durham College is not permitted to release confidential information regarding the student. This includes, but is not limited to, academic progress, financial information and registration.

All communication will take place directly with students only and will generally be considered confidential. It is up to the student to decide how much information will be shared with their family and support network. Faculty members and staff in the Program will only communicate directly with students. Should a third-party contact faculty or staff in the program regarding a student, that student will be contacted by email, advised of the contact, and invited to speak directly with the appropriate person.

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

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

The Learning Environment

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 requested to meet with the Coordinator or Associate Dean of the program. 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 to 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 in advance of the class for consideration.)

Student Support Services

There are a number of services available for students. Please consult your Durham College Student Handbook and make an appointment to meet with the Student Advisor for details related to financial assistance, counseling, and additional success strategies.

For a full list of student supports/services visit: <https://durhamcollege.ca/student-life/student-services>

Communication

1. The student is expected to demonstrate respect for all individuals in the learning environment.
2. The student is expected to come to class prepared in the physical, cognitive and behaviour domains: <https://durhamcollege.ca/wp-content/uploads/Fit-for-Class-faculty.pdf>.

3. The required course specific textbooks, study guides, online resources are mandatory for successful completion of the PSW program as evaluations are directly linked to these required resources.
4. Faculty will communicate via email DC Mail.
5. 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.
6. 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 will demonstrate a respectful, professional tone at all times. 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.
https://www.youtube.com/watch?v=SMnjShkHCug&embeds_euri=https%3A%2F%2Fdurhamcollege.desire2learn.com%2F&source_ve_path=Mjg2NjY&feature=emb_logo
7. 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.
8. 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.

Feedback

Providing students with ongoing feedback on their progress is an important role of the Personal Support Worker team. The program offers multiple formal and informal student feedback opportunities including teamwork, written papers, in-class and online assignments and activities, peer feedback, reflective notes, tests, exams, practicum feedback including self-reflection and progress notes, as well as opportunities for students to provide feedback to teaching regarding content delivery and the learning environment. Students can familiarize themselves with the grading criteria for each of their courses through their course outline. It is strongly suggested that students review their marked assignments in order to utilize the feedback provided to improve their work. Students may connect with faculty by e-mail, phone, during office hours or set up an appointment if they require additional feedback on their progress.

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 as a means of evaluating 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 <https://durhamcollege.ca/info-for/current-students/information-technology-services-its>.

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, which can be found at: <http://www.durhamcollege.ca/wp-content/uploads/ADMIN-206-Acceptable-Use-of-IT.pdf>.

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 fail 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 faculty 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. These are the expectations within the lab environment as well.
- Please refer to the following policy: <http://www.durhamcollege.ca/wp-content/uploads/ADMIN-206-Acceptable-Use-of-IT.pdf>.

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

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

Academic Integrity

Breaches of this policy include but are not limited to the circumvention or compromise of security systems; excessive use that interferes with the resources of others; destruction or disruption of data, networks or equipment; copyright infringement; patent infringement; intellectual property rights infringement; unauthorized deletion, modification, use or monitoring of information; violations of privacy; or the operation of a personal for-profit enterprise.

Academic Integrity policy for a broader context.

<https://durhamcollege.ca/wp-content/uploads/ACAD-101-Academic-Integrity.pdf>

Students who violate Client/Resident/Peer/Faculty/Staff privacy with respect to technology may be subject to charges of legal privacy infractions.

Student Conduct

It is expected that all members of the class, including the faculty, will treat one another with courtesy and respect within all aspects of the learning environments [lab, in and out of classroom, practicum]. There is a great deal of teamwork within the program, and it is an expectation that all team members treat each other with respect and dignity. Respect helps to create a caring environment which supports teaching and learning. If individual behaviours interfere with the rights of others to teach or to learn, the faculty has the right to hold the disruptive student(s) accountable and disciplinary action may be initiated as per the College policies.

See the College Policies Students Code of Conduct. <http://www.durhamcollege.ca/academicpolicies>

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.

<http://www.durhamcollege.ca/wp-content/uploads/student-conduct-policy.pdf>

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.
 - In the event that 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-hour of scheduled test commencing. Failure to communicate within this time frame 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 student 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 any technical issues prior to 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 accommodations 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. <https://durhamcollege.ca/asc/>

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 to 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 can not accept any assignment via their email.
4. All assignments are submitted 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. Do not work deadlines, and 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 faculty of the course.
8. It is expected that the team will 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 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 discretion of the faculty.

Final Marks

Grades will be posted on MyDC.

In the event of an appeal, students are responsible for producing all assignments and course work. For further information regarding appeals, refer to the [Grade Appeal Policy](#).

Written work submitted must be the product of the student’s own efforts. Plagiarism and other forms of cheating are prohibited and are subject to the consequences outlined in the [Academic Integrity Policy](#).

Please refer to the [Durham College Library APA Citation Style Guide for guidelines on submitting a scholarly paper in APA format](#).

Written work submitted must be the product of the student's own efforts. Plagiarism and other forms of cheating are prohibited and are subject to the consequences outlined in the:

<http://www.durhamcollege.ca/wp-content/uploads/student-conduct-policy.pdf>

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 Compartment

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 in a manner such 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 to be worn in the lab unless there are religious requirements to do so. 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. 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 are required to speak directly with the course faculty and send a request in writing to ensure that their needs are met within this policy.
12. If student does not follow the above requirements, a student will be denied access to lab or requested to leave.

Formal Critique (PSWL 1500/PSWL 2500)

1. If a student receives a failing grade in the formal critique, they will receive feedback outlining the areas of difficulty and identifying strategies for success from the critique. The student is expected to review relevant theory and practice the skill(s) during available scheduled tutored lab hours. It is expected that the student seeks assistance from a peer and requests they to critique their performance prior to being re-tested by the lab faculty. The student will have a second opportunity to demonstrate competence and at this time the re-test may be videotaped to support student success and allow for a review of the results.

2. Safe Practice

In Personal Support Worker (PSW) practice environments it is essential that PSW's are able, in a timely manner, to complete the following broad scope of activities:

- Demonstrate proficient and respectful oral and written English skills through a variety of communication methods (electronic, telephone, email, in -person).
- Utilize critical thinking skills, knowledge and strategies which could be used to solve the problem.
- Identify signs of stress in self and residents.
- Identify and apply appropriate techniques to manage personal stress.
- Work with all interprofessional health care team members, communicating consistently, responding to requests and accepting direction.
- Use effective time management strategies.
- Perform all skills/tasks in a safe, competent, and accountable following appropriate requirements, guidance, and supervision.
- Manage the use of time and other resources to safely complete assigned tasks/skill
- Assume responsibility for own actions; take corrective action; and take steps to prevent repetition of mistake.
- Set reasonable and realistic goals and prioritize tasks in keeping with safe practice.
- Use resources such as time, equipment, information, support system efficiently to accomplish tasks.

Students can expect that one or more of the evaluation components or criteria for all practicum courses (including lab courses) will involve timed elements and above requirements. The timed element of the evaluation component or above criteria cannot be waived or extended for safety considerations

Team Building

Personal Support Workers are members of the interdisciplinary health care team. Learning experiences will be planned to foster the co-operative spirit, communication skills, sharing and mentoring which are the foundations of teamwork.

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 health care profession, it will be assessed on an ongoing basis throughout the personal support workers 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.

References

Students frequently request professional or personal references for employment. Because of the number of students enrolled in our programs and the frequency of requests, references will be provided by the college upon completion of the program in which the student is registered, following the Reference Policy-Refer to Consolidation/Community Guide.

Personal Support Worker (PSWK)

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

NOTES:
OPT1/OPT2/OPT3 - OPTIONS - Students choose subjects. OPT1 subjects are included in total hours per week.
GNED - Courses with this Subject Code are "General Education" subjects, GNED 0000 you are required to choose a 'General Education Elective' that term when you register.
SPEC 0000 - when displays as a pre-requisite you are required to have passed all previous courses and have a GPA of 2.0.
COOP - the co-op work term takes place in the following semester (spring/summer).
MOD1/MOD2 - course is delivered over a portion of the semester.

Health Policies and Guidelines

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

All required entry and pre-practicum documentation must be submitted to **Synergy Gateway** https://cpp.smartsimple4.biz/s_Login.jsp our 3rd party documentation collection and verification partner by the specified deadline for each semester / year in the program. Deadline dates will be communicated to students through email in 1st year and through DC Mail email in the remaining semesters. Exceptions to these dates are non-negotiable due to liability and safety regulations.

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

1. Entry Immunization Form

An approved Entry Immunization Form (EIF) must be on file with **Synergy Gateway** https://cpp.smartsimple4.biz/s_Login.jsp to be eligible to attend the practicum placement portion of your program. Students are not allowed to attend placement until the form is approved.

Please visit the Campus Health Centre to request assistance in completion of these forms. Completion of the form may require more than one visit. The Campus Health Centre is located in the Campus Recreation & Wellness Centre (CRWC), G-1030. Hours of operation are 8:00 am - 6:30 pm. Monday to Thursday and 8:00 am to 4:00 pm on Friday. 905-721-3037 www.durhamcollege.ca/campushealthcentre

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

2. Tuberculosis Surveillance (TB skin testing)

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

3. Influenza Immunization (Flu vaccination)

For placements in long term care facilities, students may be required to have had vaccination for influenza. Please ensure you are immunized and keep a record for your placement agency. If a student has not had an influenza immunization and a flu outbreak occurs in the agency and/or on the unit the student is assigned to, the student may be required to stay away from the practicum area until the flu outbreak is over.

4. Illness

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

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

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

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

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

a) If an exposure occurs, immediately apply first aid measures.

1. Wash the area with soap and water
2. If eyes(s) splashed, rinse with tap water or saline with eye(s) open
3. If mouth is affected, spit out suspected fluid and rinse with water
4. If splashed and contact with skin occurs, wash area with soap and water, then assess the integrity of the skin contact

b) Reporting and post-exposure management.

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

The exposed student should:

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

6. Travel Outside Canada

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

Additional Important Information

Durham College (DC) Mission, Vision and Values

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

Academic Advising – Student Advisors

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

They can help you to:

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

To view contact information for your student advisor, visit the [student advisors webpage](#).

Academic Integrity

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

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

Student Supports

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

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

Important Dates

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

Academic Grading and Progression

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

Students must have a cumulative program G.P.A. between 1.5 and 1.99 to continue under academic probation.

Student Academic Learning Services (SALS)

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

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