

PROGRAM GUIDE

School of Health & Community Services (HCS) Addictions and Mental Health

2021-2022



Table of Contents

WELCOME STUDENTS:

Welcome from Executive Dean	4
Welcome from Vice President, Academic.....	5

PROGRAM SPECIFIC INFORMATION:

Contact Information for Executive Dean, Associate Dean, Office Staff, Program Coordinator.....	6
Program Information	7
-Program Description.....	7
- Program Learning Outcomes.....	9
Program Specific Academic Policies	11
Program of Studies	16
Field Placement	18
Health Policies and Guidelines.....	23

ADDITIONAL IMPORTANT INFORMATION:

Durham College Mission, Vision and Values.....	26
Academic Advising – Student Advisor.....	26
Access and Support (ASC)	26
Academic Integrity	26
Coaching.....	27
Important Dates	27
Academic Grading and Progression.....	27
Student Academic Learning Services (SALS)	28

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 2021

Welcome Students

A Message from the Dean and Associate Dean

On behalf of the faculty and staff of the School of Health & Community Services, it is a pleasure to welcome you to Durham College.

We are committed to providing a high quality program to meet your educational needs. We wish you success as you embark on a challenging journey toward a rewarding career. We will do our best to support you in reaching your career goals. If you have any questions or need assistance please ask us for help to access the many services available to support your success.

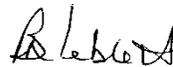
We are pleased you have chosen Durham College. We look forward to

working with you. Sincerely,



Ralph Hoffman, M.A., B.Sc., ACP
Interim Executive Dean,
School of Health & Community Services

Sincerely,



Beverley Neblett, BA, MA
Associate Dean,
School of Health & Community Services

A Message from the Executive Vice President, Academic

I am so pleased to welcome you to Durham College (DC). Whether you are a returning student, getting back into the swing of things, or this is your first year of college, and you are just beginning this next stage of your educational journey, it is an exciting time.

As a leading post-secondary destination, DC offers a comprehensive range of exceptional academic programs and student services. Our students develop the professional and durable skills required to realize meaningful careers and make a difference in the world.

DC continues to lead the way. We do this through our continued development of initiatives to support students in their transition to college, delivering excellence in teaching and learning, our focus on providing opportunities for experiential learning, and our expansion of technology-enabled learning opportunities. Our goal is to inspire students to create success for themselves and their communities through the best in innovative and transformative education.

As this new semester begins, it is also important to acknowledge that our world is changing at a rapid pace. By choosing to study with DC this year, you've demonstrated a willingness to adapt and grow with our evolving environment, which will help you move forward with your studies and life. We are all learning and experiencing things in new ways, and I encourage you to keep that momentum. Get to know your faculty members, your program coordinator, your student advisor and your associate dean. These individuals can provide you with valuable information and resources to support your studies and career planning. Make the most of the enriching and rewarding opportunities available to you.

You have made a fantastic decision to join us at DC. We look forward to supporting you and participating in your academic journey. We are confident that you will soon see why DC is one of Canada's top colleges.

Have 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

School of Health & Community Services

Addictions and Mental Health Graduate Certificate Program Faculty & Staff

Interim Executive Dean	Ralph Hofmann	Ext. 3285	ralph.hofmann@durhamcollege.ca
Associate Dean	Bev Neblett	Ext. 2471	bev.neblett@durhamcollege.ca
Administrative Coordinator	Shari Kinney	Ext. 2375	shari.kinney@durhamcollege.ca
Student Advisor	Lisa Schultz	Ext. 2288	lisa.schultz@durhamcollege.ca
Placement Officer	Lisa Schultz	Ext. 2288	lisa.schultz@durhamcollege.ca
Office Administrative Assistant	Lori Nelles	Ext. 2542	lori.nelles@durhamcollege.ca
Program Coordinator	Ann Kidd		ann.kidd@durhamcollege.ca

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

School of Health & Community Services Office

Location: SW106 - Gordon

Willey Building Telephone:
905.721.3080

Fax: 905.721.3189

Website: http://www.durhamcollege.ca/academic-schools/school-of-health-community_services

Health & Wellness Centre

G127 (Main Campus) 905.721.3037

Access and Support Centre

SW116 (Main Campus) 905.721.3123

Coaching and Support Centre

SW116 (Main Campus) 905.721.3147

ADMH Program Information

Program Philosophy

Graduates from the Addictions and Mental Health (ADMH) Graduate Certificate program will demonstrate an understanding of, and ability to work effectively with, those who struggle with mental health symptoms and/or addictive behaviours. Our graduates will also adhere to a number of values and guiding principles in their professional practice. Such values and principles reflect:

- A belief in the fundamental dignity and potential of all people.
- A belief in the right to self-determination, including the right to determine, provide, and have access to appropriate health and social services.
- A desire to promote justice, equality, and access to culturally appropriate services to all regardless of race, colour, national origin, religion, gender, age, physical or intellectual ability, sexual orientation, gender identity or socio-economic status.
- The empowerment of clients and communities to identify and utilize their own strengths to address individual and systemic barriers to meeting their needs.
- Accountability to clients, communities, and society.

Professional Responsibility

Persons who have benefited from mental health or addictions services are often attracted to this field. Such persons can bring valuable experience to their professional careers. It is strongly recommended that a person complete at least two years of successful recovery and stabilization from personal struggles with severe mental health symptoms and/or addictive behaviours before registering in this program. This program should not be utilized as a therapeutic component of one's own mental health or addiction treatment. This is in keeping with the professional ethics guidelines for the professions which our graduates typically enter at the end of the program. It is also important for individuals to consider that the topics covered in the program (ie: trauma, abuse, suicidality, overdose), as well as images and videos shown in some courses, can potentially be emotionally dysregulating to some. Some professors and guest speakers will also show drug paraphernalia. As such, it is important that before entering the program, potential students strongly consider if they are able to experience these aspects of the program without becoming excessively emotionally dysregulated - as these topics and images are an unavoidable aspect of working in this field.

Description

The Addictions and Mental Health program is offered as a full-time studies program over a 12-

month, 3 semester period. It provides graduates of relevant programs (see admission requirements) with the specific skill set to work effectively with client populations affected by mental health symptoms and/or addictive behaviours.

The ADMH Graduate Certificate will provide students with the theoretical knowledge base required to understand mental health symptoms and addictive behaviours using a contemporary bio-psycho-social framework consistent with the one used in most treatment settings. Students will also develop a range of skills and strategies for providing therapeutic support for those struggling with mental health symptoms and/or addictive behaviours. The program focus is on theoretical frameworks, skill sets and treatment models commonly utilized in most social services and clinical settings in Southern Ontario.

Students will develop an understanding of the diverse therapeutic needs of a range of populations across the developmental spectrum. The importance of understanding cultural and gender identities, social location, power/privilege and the role of family systems in providing effective treatment is a focus within the program. Students will also be provided with skills training in a range of client-centred counselling techniques, including Brief, Solution-focused models, Trauma-informed approaches, Motivational interviewing and CBT- and DBT-informed counselling strategies and techniques. The ADMH program will provide training to prepare graduates for a range of roles, including case management, supportive counselling, group counselling/ psychological education and intake/referral services.

The intent of the program is to prepare the student for the broad range of opportunities associated with addictions and mental health treatment, and to use the most current and effective therapeutic approaches and techniques. The students' classroom learning is thus complemented with 490 hours of field experience (supervised by qualified, professional practitioners).

Career Opportunities

Employment is obtained in a wide variety of health and social service settings, including: community services (outpatient services) providers, residential treatment centres, correctional facilities, community-based agencies, government and non-government agencies, and health service institutions / agencies.

Depending in part on their academic background and credentials prior to entering the program, graduates of this program can be employed as:

- Addictions Crisis Worker
- Addictions Counsellor
- Addictions specialists within ACT Teams Addictions & MH Rehab Support Worker Case Manager
- Community support worker Counsellor/group facilitator
- Crisis Outreach/Intervention Worker Harm Reduction Worker
- Housing Stability Counsellor Mental Health/Wellness Counsellor Mental Health Support Worker Outreach Services Advisor
- Psycho-educator
- Withdrawal Management Counsellor

Addictions and Mental Health Learning Outcomes

College Standards and Accreditation Council Program Standards

The College Standards and Accreditation Council (CSAC) states that each program standard for a postsecondary program includes the following elements:

- **Vocational standard** (the vocationally specific learning outcomes which apply to the program in question),
- **Generic skills standard** (the generic skills learning outcomes which apply to programs of similar length), and
- **General education standard** (the requirement for general education courses that applies to postsecondary programs). Graduate Certificate Programs are not required to include “general education”.

The vocational and generic skills components of program standards are expressed in terms of learning outcomes. Learning outcomes represent culminating demonstrations of learning and achievement. In addition, learning outcomes are interrelated and cannot be viewed in isolation of one another. As such, they should be viewed as a comprehensive whole. They describe performances that demonstrate that significant integrated learning by graduates of the program has been achieved and verified.

Collectively, these elements outline the essential skills and knowledge that a student must reliably demonstrate in order to graduate from the program.

Synopsis of the Vocational Learning Outcomes

Upon successful completion of the Addictions and Mental Health Program, the graduate will have reliably demonstrated the ability to:

1. Apply client-centered counselling and motivational interviewing techniques, case management, assessment and documentation in accordance with professional, ethical and legal practices to a culturally diverse population of individuals, families and groups affected by addictions and/or mental health issues.
2. Utilize current and relevant intervention strategies that are consistent with an understanding of the individual in the context of family, gender, sex, ethnicity and age.
3. Utilize lifestyle and wellness strategies in self-management and for clients affected by addiction and/or mental health issues.
4. Conduct professional practice activities, in a manner that shows respect for the diversity of belief systems regarding the cause and nature of addiction, process addictions and mental health issues into professional practice.
5. Apply knowledge of trauma-informed practices when working with families, individuals and groups.

6. Utilize the knowledge of psychopharmacology in working with clients and families affected by substance-abuse and mental health.
7. Advocate for individuals and social change within the scope of practice of an addictions and mental health professional.

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

Durham College

Academic Policies & Procedures

To view the Durham College Academic Policies & Procedures, please go to <http://www.durhamcollege.ca/about-us/corporate-links/governance/policies>.

Program Specific Academic Policies & Procedures

Specific policies which support the assumptions and beliefs of the Addictions and Mental Health program have been developed. It is the student's responsibility to read, understand, and comply with the policies outlined in this document.

The School of Health & Community Services reserves the right to alter its Policies and Procedures as needed. Students will be given written notification of any necessary changes.

Attendance

Regular attendance is strongly encouraged and expected in all classes. Students who are absent from class are expected to demonstrate professionalism by contacting the professor before or on the day of the scheduled class. Attendance issues which are not communicated to the course instructor may be addressed as a professionalism concern – most often through a meeting with the course instructor. Students may also be asked to meet to discuss attendance issues if it is deemed as a factor interfering with academic success as part of the 'academic alert' process.

Note that in some clinical courses and for some specific events within a given course, attendance is deemed mandatory and failure to attend may have a direct impact on the student's grade in the course. In these cases, the specific attendance policy for that course will be provided as part of the Course Outline and explained in the first day of classes.

Student Conduct

Students are expected to conduct themselves in accordance with the Durham College Student Conduct Policy [ADMIN248] on campus, in classes and in field placement settings. Student responsibilities include, but are not limited, to the following:

- Comply with federal, provincial, and municipal laws and regulations.
- Comply with all college and program policies and procedures, included but not limited to the Sexual Violence and Harassment and Discrimination policies and procedures.
- Respect the rights of other members of the campus community, including students, staff,

faculty and visitors to Durham College.

- Maintain a respectful learning environment.
- Behave according to the college's values.
- Demonstrate personal integrity, professionalism and accountability at all times.
- Comply with directions of any college employee in the proper performance of his or her duties.
- Refrain from making allegations or complaints against other members of the college community that are deemed to be false, frivolous, vexatious or in bad faith.
- Refrain from retaliating against individuals for participating in proceedings under this policy.
- Refrain from representing the college, unless authorized to do so.
- Arrange appropriate childcare, as children are not permitted to attend class or related activities.
- Seek express permission, in advance, from the professor and accept responsibility for the behaviour of any guest(s) they bring to class, either physically or digitally.
- Refrain from unauthorized or surreptitious recording and/or dissemination of photographs, video recordings, and/or audio recordings.
- Refrain from any other activity that would constitute a breach of privacy.
- Demonstrate respect for persons and property at all times.
- Demonstrate respectful digital citizenship. This involves the understanding that on-line conduct, regardless of where or when the conduct occurs, can have the same impact on the learning environment as in-person comments and behaviours. Social media that is used in a manner that is harassing, threatening, hateful, discriminatory or in any way has an adverse impact on the college environment or the college's reputation is unacceptable and may be subject to sanctions under the Student Conduct Policy.

Note that any student conduct or professionalism concerns will be initially be addressed through a meeting with the course instructor.

Test/Exam Expectations and Procedures

Students will be required to present their student I.D. card for all tests. If an I.D. card is not presented, the student may be asked to leave the room and may not be allowed to rewrite the test/exam. Please ensure that you bring your DURHAM COLLEGE STUDENT I.D. card to all tests and exams.

SECTION I

It is the student's responsibility to:

1. Check the test/exam timetable carefully. **Ensure awareness of the time and place that the test/examination is being written.**
2. It is expected that **all students will be present to write the test or exam in the scheduled time slot.** A student who misses a test must notify his/her professor by email (through DC Connect Mail) documenting the reason for the missed test prior to the test being written, or in the case of an emergency, within 24 hours of the missed test being given.
3. If a student follows the above process for a missed test, s/he will be offered the opportunity to write the missed test. The professor will determine the day/time and location for the completion of the test. The day/time/location will not be negotiable and if the student does not follow through then s/he will receive a mark of '0' for the test.
4. Students who have been identified by the ACCESS AND SUPPORT CENTRE (ASC) office as being eligible for test accommodations are responsible for making appropriate arrangements for writing tests with the ASC office and will take responsibility for informing the professor of any such arrangements. Students writing tests and exams in an alternate location are expected to do so at the same time that the regularly scheduled test/exam occurs.

SECTION II

In order to ensure a quiet environment throughout the test/exam, the following guidelines are in effect:

1. **No time extensions** will be granted for late arrivals. No student will be allowed to enter the test room after the first 30 minutes or after the first student to complete the test leaves the room.
2. Keep only erasers, pens, pencils and Kleenex on the desk. All other articles must be removed from the desk. Any other required items will be supplied.
3. Stop talking upon entering the room. The test paper should not be turned over until directed to do so.
4. Be sure your name appears on all Scantron cards, booklets and papers.
5. Check the test paper to ensure that no pages are missing. Before handing in the paper, check to ensure all questions have been answered.
6. Complete the Scantron cards correctly. Answers appearing on the Scantron card will be used to determine the grade. The Scantron card cannot be altered by the student or invigilator once it has been submitted.
7. Initial the class list at the beginning of the test to confirm attendance.
8. If questions or problems arise during the test, the invigilator should be notified by a raised hand.
9. Students should not remain in the hall outside the room as talking in the hall is disruptive.

Written Assignments

1. All written papers are to be submitted as specified by the course professor. Unless otherwise directed by the professor, submissions made by other means than those written on the assignment instructions will not be accepted and will result in a "0" grade for the assignment.
2. If a student experiences technical difficulties when attempting to submit an assignment electronically they need to contact the IT Help Desk at 905-721-3333 or email itsupport@dc-uoit.ca and have a "ticket" opened. If the technical issue cannot be resolved, the ticket number is to be provided to the professor.
3. Late assignments:
 - Non-negotiated Late Assignment:
This is an assignment that has been handed in late, and there has not been a verbal, contractual agreement between the student and the professor to extend the time for the assignment to be handed in. This assignment is considered late and will be assigned a grade of "0".
 - Negotiated Late Assignment:
This is an assignment that has been handed in late, but with the permission of the professor. It is the responsibility of the student to notify the professor no later than **24 hours** prior to the submission date, if s/he is unable to submit the assignment as directed. The professor and student, through discussion, will have mutually agreed on the time/extension that the student will receive to hand in the assignment. The student's grade will be penalized at the rate of 10% per day (including due date of assignment) for each extra negotiated day up to a maximum of 5 days. After 5 days, assignments will not be accepted.
 - Extenuating Circumstances:
In the event of unexpected absence, students must contact the course professor by 9:30 am of the due date. The professor will consider individually, rare extenuating circumstances, which may cause an assignment to be late and will determine a process for the assignment to be submitted at a later time.
4. Students are responsible for keeping all marked assignments and course work for future reference.
5. In the event of an appeal, students are responsible for producing all assignments and course work. For further information regarding appeals, refer to <http://www.durhamcollege.ca/gradeappeal>.

Required Citation

All assignments are to be written following the APA (American Psychological Society) format unless otherwise noted. The student is expected to follow the expectations in the APA Citation Guide provided by the Durham College Library:

<http://www.durhamcollege.ca/assets/section~specific/library/pdf/apa.pdf>.

Academic Integrity

Written work submitted must be the product of student's own efforts. Plagiarism and other forms of cheating are prohibited and are subject to the consequences outlined in the Academic Integrity Procedure = ACAD – 101.1.

Addictions and Mental Health (ADMH)

Weekly
Breakdown

<i>Course Name</i>	<i>Mod Code</i>	<i>Prerequisites</i>	<i>Corequisites</i>	<i>Lec Hrs</i>	<i>Lab Hrs</i>	<i>FP/Alt Hrs</i>
ADMH-SEM1						
GROUP COUNSELLING PRACTICES	ADDC 1507		ADDC 1508, ADDC 1509	2	0	
INTRODUCTION TO COUNSELLING PRACTICES	ADDC 1508		ADDC 1509	2	1	
THEORIES, MODELS AND APPROACHES TO MENTAL HEALTH, ADDICTION & PSYCHOTHERAPY	ADDC 1509		ADDC 1508	2	0	1
PSYCHOPHARMACOLOGY	ADDC 1510			3	0	1
ADDICTIONS I: BIO-PSYCHO-SOCIAL THEORIES OF ADDICTION TREATMENT	ADDC 1511		ADDC 1508, ADDC 1509	2	0	1
Ethics	ETHC 1505			2	0	
Field Placement Preparation 1	FWK 1505			0	1	
Working with Youth and Families	YOTH 1501			3	0	
				16	2	3
ADMH-SEM2						
CASE MANAGEMENT & PROFESSIONAL PRACTICE	ADDC 1505			3	0	
ADDICTION II: CONTEMPORARY ADDICTION TREATMENT STRATEGIES	ADDC 2501	ADDC 1507, ADDC 1508, ADDC 1509, ADDC 1510		2	1	
TRAUMA-INFORMED PRACTICES	ADDC 2507	ADDC 1507, ADDC 1508, ADDC 1509, ADDC 1511		2	0	1
Cognitive-Behavioural Based Psychoeducation	BHAV 2501	ADDC 1507, ADDC 1508, ADDC 1509, ADDC 1511		3	0	
Person-In-Context/Diversity	DIVS 2501	ADDC 1507, ADDC 1508, ADDC 1509		3	0	
Field Placement Preparation 2	FWK 2505	ADDC 1507, ADDC 1508, ADDC 1509		0	1	
Recovery Oriented Practice: Working With Chronic, Severe Mental Health	RECV 2502	ADDC 1508, ADDC 1509, ADDC 1510		3	0	
				16	2	1
ADMH-SEM3						
PLACEMENT: APPLICATION OF ADDICTION AND MENTAL HEALTH TREATMENT STRATEGIES IN PROFESSIONAL SETTINGS	FWK 3502	SPEC 0000		0	0	490
				0	0	490

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.

Field Placement

Eligibility Requirements

Students must obtain and maintain a cumulative GPA of 2.0, successfully complete all course work, and have a pass on all pre-placement documents from Synergy to be eligible for field placement. Any student on a Letter of Permission, Academic Probation or who has an unresolved Student Notice will not be assigned a field placement until the issue pertaining to the Notice or letter of permission/probation has been successfully addressed.

Criminal Reference Check Requirement

Students are required to get a criminal reference check, including Vulnerable Sector Screen prior to commencing placement. Students are responsible for arranging and paying all costs associated with obtaining the criminal reference check in their primary residence (hometown). When requesting a criminal reference check, students must inform the police that the criminal reference check is required for work with vulnerable persons and is required for a student placement. Criminal reference check with VSS must be within 6 months to starting placement.

The choice to take on a student with criminal charges or convictions, criminal charges pending or an unclear criminal record is the decision of the placement agency. As such, students with criminal charges or convictions, criminal charges pending or an unclear criminal record may be severely limited in placement opportunities which may in turn impact their ability to successfully complete the ADMH program in a timely manner.

Health & Safety Requirements

Completion of a confidential College Entry Immunization Information form is required prior to the start of field placement. Current certification in Cardiopulmonary Resuscitation (CPR-C) and Standard First Aid is also required prior to the start of placement. All costs associated with CPR-C/Standard First Aid certification and inoculations, are the responsibility of the student.

Transportation

Students are responsible for their own transportation in order to complete field placement requirements. Durham cannot guarantee placements that are readily accessible by public transportation. Students are responsible for all costs associated with such transportation.

Selection Process

Students are responsible for finding potential field placement sites and for securing their own field placement site. Selection is based on discussions and assignments completed in the Field Placement Preparation classes about career direction, location and opportunities for professional growth. Students will be required to successfully complete an interview with the selected agency.

Field Placement

The scheduled hours for placement will be negotiated with the field placement agency supervisor, student and the college advisor. It is understood that the agency may require students to work some evenings and weekends.

Completion of the 14 weeks/490 placement hours and demonstration of placement competencies are the primary requirement for receiving a passing grade. Students are expected to complete all required field placement hours and competencies within the semester. Any exceptions are discussed with and determined by the assigned College Advisor. The Program Co-ordinator reserves the right to make final decisions.

Attendance

Students are expected to attend placement (off-site) for approximately 35 hours/week (breaks and eating periods are not considered in calculating and recording of weekly placement hours). Students cannot attend placement on Statutory Holidays. Please note statutory holidays DO NOT count towards field placement hours.

Students are expected to be punctual and to actively participate while at placement. If going to be absent for placement, students are expected to contact the placement supervisor, according to agency procedure, and college advisor before, or on the day of the scheduled placement, should an emergency occur. Any missed placement time, needs to be made up in consultation with the placement supervisor and does not count towards field placement hours.

Conflict of Interest

Students are to self-identify any conflict of interest they may have in their placements. Notification must be made in writing to the placements officer if the student has:

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

Student Conduct

Students are expected to dress professionally and appropriately for the placement setting. Students are required to follow the policies and procedures of the assigned agency. It is the student's responsibility to have respect for his/her peers and conduct him/herself in a professional manner. Students are not to use or carry personal electronic devices while on placement.

Students should not take any photos/videos while at placement unless specifically directed to do so by the supervisor. In addition, students must not use any social media to post or communicate any information obtained at their respective placement.

Students may not administer medication to any clients or participate in the application of physical restraints.

Placement Supervision

Students while on placement are assigned a College Advisor, whose responsibility is to facilitate the teaching effort of the Field Placement Supervisor, provide information about the Addictions and Mental Health Graduate Certificate program, interpret policies, keep channels of communication open with the agency and determine final grades (as outlined in this manual and FP Evaluation form).

Direct supervision while on placement, is completed by a **field placement supervisor who is an appropriately credentialed and experienced employee of the placement agency**. The field placement agency employees are accountable for the safety of the students and the clients and therefore must be directly involved in decisions regarding safety. The student is not to be solely responsible in situations where an employee would normally be responsible.

Emergency Policies and Procedures

Students who are at off campus placement must be aware of and follow the placement agency's emergency protocols, as they may differ from our campus Emergency Preparedness plan. On your first day of placement, request a copy of the agency's emergency procedures to review, and if possible, keep a copy for frequent review.

If during your placement an emergency occurs, after following the agency's emergency protocols, you must:

- Call our campus security at 905-721-3211 and inform them of the following information:
- Your name and student number
- An emergency telephone contact number for you (cell phone)
- The School and course you are in at Durham College
- The name of your faculty advisor or course coordinator
- The name and location of the agency that you are at
- The type of emergency that occurred
- Identify if you or anyone else sustained injuries during the emergency situation

Security will then notify your faculty advisor or course coordinator and they will assess if other campus resources are required for you.

Placement Evaluation Guidelines

Field placement will be evaluated by a grade of pass or fail.

A student will be deemed a pass if he/she has:

- Reliably submitted all required paperwork and journals
- Received "pass" achievement ratings on all objectives in the evaluation form

- Completed the required time in field placement
- Completed the required supervision hours in field placement. (minimum 1 hour per week of placement)
- Followed all agency and college policies
- Completed and submitted the required assignments related to placement

A student will be deemed a fail if she/he has:

- Failed to submit required paperwork and journals on time
- Not achieved “pass” achievement ratings on all components of the final evaluation
- Failed to complete the required hours in the field placement
- Failed to complete the required supervision hours in field placement (minimum 1 hour per week of placement)
- Not submitted or completed the assigned work related to Field Placement

The College Advisor will meet with the students and field placement supervisor a minimum of two times during the semester to review progress toward the achievement of learning outcomes. The first meeting will be the mid-term evaluation and the second meeting will be the final evaluation. “Evaluation meetings” may be conducted over the telephone and/or by electronic means if that is deemed appropriate by all parties.

For the mid-term evaluation, the college advisor will contact the agency to establish a date and time for the student, field placement supervisor and college advisor to meet. This meeting will allow everyone to have consistent information and will provide a guide for both the placement agency and the student for the second half of the semester in order to ensure student success in each objective by the final evaluation. Again, if deemed appropriate by all parties, the “meeting” may be conducted over the telephone and/or by electronic means.

For students who are placed at a distance from the College, “meetings” are typically conducted via teleconferencing or by electronic means. The program coordinator and/or Associate Dean should be made aware of the “type” of evaluation meetings arranged, i.e. “face-to-face”, by telephone or by secure, online video.

Evaluation Preparation

The evaluation is to be completed by the student and the field placement supervisor at least one week prior to the mid-term and final evaluation meetings. This evaluation will be reviewed and discussed with the college advisor at each evaluation meeting.

The student and field placement supervisor will:

1. Complete the evaluation form before the evaluation meeting times by discussing each enabling objective (including the student learning outcomes) assigning a rating using the evaluation criteria outlined. Student and supervisor comments should be completed.

Please note: to achieve a rating of 2 or greater, an enabling objective needs to be demonstrated with consistency, and not just once with direction and supervision. Whenever a rating of zero or one is assigned, documentation on the evaluation form showing examples of the difficulty must be included. Unsatisfactory performance will also be documented by the College Advisor with an Academic Notice form.

2. Review all necessary documentation (time sheets, journals, and supervision records) to ensure that they are up to date and initialed by the field placement supervisor. This documentation should be in the student's placement binder.

The student should also be prepared to state how each of their individual goals, developed in the first week of placement and written on the third page of the evaluation form, has been reached.

Evaluation Meetings

The evaluation meetings will typically take 45 minutes – 1 hour. At the evaluation meetings, the following will occur:

1. The college advisor will review the field placement binder which contains updated documentation (placement contract with goals, supervision record, time sheets, journals, direct client contact record, clinical supervision record (if any), evaluated enabling objectives—ratings of 2, 3 and 4 are deemed as a “pass”). These materials should be made available to the advisor before the scheduled meeting.
2. The college advisor will ask the student and placement supervisor for their comments on student's progress. That will include details of direct client contact and any clinical supervision.
3. The student will summarize his/her overall placement experience.
4. The evaluation will be signed by the student, field placement supervisor and college advisor at each evaluation meeting.
5. **The college advisor will take a copy of the evaluation at midterm, and at the final evaluation meeting. Additionally, they will take the final evaluation summary for filing at the College.** Field Placement Evaluation documents will typically be stored at the school office for one year following the completion of placement.

Health Policies and Guidelines

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

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

1. Entry Immunization Form

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

6. Travel Outside Canada

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

Durham College Mission, Vision and Values

Guiding the overall direction of the college, the Strategic Plan outlines Durham College's (DC) 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 exceptional teaching and learning opportunities that support the success of our students and faculty. The college's strategic plan is available on the [college's website](#).

Academic Advising – Student Advisors

Student Advisors are committed to student success and are available to support you through your college experience.

They can help you:

- identify education and career goals, and support the creation of academic plans to achieve those goals.
- make decisions regarding full-time/part-time studies.
- select courses and identify equivalent credits.
- change programs, transfer to another program or explore pathways to further education.
- develop academic success plans in the event of failed courses or a low grade point average (GPA).
- ensure progression and graduation requirements are met.
- access other college support services.

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

Academic Integrity

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

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

Access and Support Centre

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 and coaching.

Working in collaboration with faculty and other service areas, the ASC team provides opportunities for academic success for all students.

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

Coaching

DC is pleased to offer International Coaching Federation certified wellness coaches to partner with students and facilitate growth, action and movement towards the goals and outcomes they want to achieve. Coaching is not counselling, therapy or academic advising. Coaching is student-focused and provides a safe, non-judgemental space to explore and work through what is getting in the way of being their best possible self. The more students put into coaching, the more they get out of it.

Wellness coaches support students by encouraging self-awareness, growth, change, and success. Focusing on student development and helping students achieve their full potential, wellness coaching involves identifying goals, strengths, barriers, motivations, expectations, and underlying beliefs. Coaches actively listen, ask thought-provoking questions that encourage self-reflection and work with students to take actions to move forward.

For more information, please visit the [Wellness Coaching website](#).

Important Dates

DC strives to keep you informed of all important dates throughout the academic year. Students should check the [college's website](#) or [MyCampus](#) to view 2021-2022 key dates including deadlines for fee payment, web registration, and adding or dropping courses as well as grade release dates. Please review [MyCampus](#) regularly for updates and reminders on important dates.

Academic Grading and Progression

Please refer to the ACAD 112 – [Academic Grading Policy and Procedure](#) document 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.

Evaluation: Academic courses are evaluated using a variety of methods including tests, essays, labs, assignments, assessments, in-process activities, group work and/or examinations. The evaluation criteria for each course are noted in its course outline. Students are responsible for becoming familiar with evaluation criteria at the beginning of each semester.

Academic Standing: Students who are not progressing satisfactorily according to the Academic Progression Policy and Procedure or the criteria published in their respective program guides may be placed on Probation, Academic Suspension, Academic Withdraw or Permanent Withdrawal.

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

Student Academic Learning Services

The Student Academic Learning Services Centre (SALS) helps DC students to achieve their academic goals. Academic supports include: peer tutoring, learning and writing skills services, English language services, and content-specific supports for math, accounting, biology, and chemistry. Students also have access to fully online support, located on the [DC Connect](#) landing page. After logging in, look for the green arrow to register for SALS ONLINE academic resources to view videos, resources and quizzes to support your learning.

Please email SALS at sals@durhamcollege.ca, or visit the [SALS website](#), for information on accessing services, scheduling an appointment, registering for workshops or signing up for peer tutoring.