

PROGRAM GUIDE

School of Health & Community Services (HCS) Autism and Behavioural Sciences

2021-2022



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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 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.

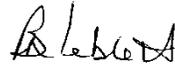
We are pleased you have chosen Durham College. We look forward to working with you.

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.

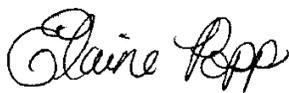
As a leading post-secondary destination, DC offers a comprehensive range of exceptional academic programs and student services. Our students develop the professional and durable skills required to realize meaningful careers and make a difference in the world.

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!



Dr. Elaine Popp
Executive Vice President, Academic

School of Health & Community Services

Autism and Behavioural Sciences 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 Kowal	Ext. 2219	lisa.kowal@durhamcollege.ca
Placement Officer	Melissa Bosomworth	Ext. 3066	melissa.bosomworth@durhamcollege.ca
Office Administrative Assistant	Lori Barbara	Ext. 2542	lori.barbara@durhamcollege.ca
Program Coordinator	Mary Helen Leddy	Ext. 2749	maryhelen.leddy@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

Autism and Behavioural Sciences Program Information

Description

The Durham College Autism and Behavioural Sciences (ABS) program is offered as a full-time studies program over a 6-month, 2 semester period. It provides graduates of relevant programs (see admission requirements) with the specific skills required to directly implement Applied Behavioural Analysis (ABA) interventions for people who have autism spectrum disorder (ASD). ABA is an evidence-based therapy that uses the principles of behavior and learning to teach socially significant behaviours, which may include language and communication skills, school readiness, vocational and social skills among others. The goal of ABA therapy is to enrich the person's life by teaching them the skills necessary to meet the day-to-day expectations of life.

Over the course of the program students will learn to work collaboratively with other professionals and family members to design, implement, and evaluate effective ABA teaching plans. They will develop an understanding of the evidence based and analytical processes used in ABA and become familiar with the design, collection and summary of such systems. Students will learn about the neurodevelopmental issues associated with ASD and how ABA can be used to address these. Ethical and professionalism will be emphasized throughout the program with a focus on the professional code of conduct for ABA practitioners.

Two field placements in two different settings are offered that will enrich student learning and provide students opportunity to apply the skills and knowledge presented taught in the classroom in settings where ABA therapy is used to support the learning of people with ASD. All field placements will be supervised by qualified professionals and Autism and Behavioural Sciences program faculty.

Career Opportunities

Autism and Behavioural Sciences graduates are employed in a variety of settings as Instructor Therapists, Behaviour Technicians, Educational Assistants, and Employment Support Workers.

Graduates of the ABS program may work in the following settings:

- early intervention programs
- school boards
- dual diagnosis treatment homes
- private family homes
- clinical behaviour therapy programs
- vocational programs
- residential programs

Autism and Behavioural Sciences Learning Outcomes

College Standards and Accreditation Council Program Standards

The College Standards and Accreditation Council (CSAC) state 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).

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 Autism and Behavioural Sciences program, the graduate will have reliably demonstrated the ability to:

1. Assess life skills, language skills, and challenging behaviour under appropriate supervision using a variety of assessment tools.
2. Implement behavioural intervention and transition plans collaboratively, based on the principles of Applied Behaviour Analysis (ASA).
3. Evaluate the effectiveness of behavioural intervention plans using a range of data collection and summary methods.
4. Work collaboratively with families, teams, service providers, and the broader community to respond to the learning and behavioural needs of individuals with Autism Spectrum Disorder (ASD).
5. Comply with established ethical principles and professional guidelines.
6. Provide leadership in the promotion and provision of evidence-based intervention services to meet the needs of individuals with Autism and Spectrum Disorder (ASD) and their communities.
7. Develop evidence-based interventions by evaluating empirical data to inform practice.

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

The Durham College Autism and Behavioural Sciences (ATBS) program strives to promote student responsibility, accountability, professionalism, growth and development. Specific policies which support the assumptions and beliefs of the ATBS program have been developed. These policies are written to serve as a guide for student actions towards the goal of being successful in the program and ultimately acquiring the necessary knowledge and skills to become an effective Autism and Behavioural Sciences.

If a student does not adhere to the policies contained in this Program Guide, consequences will range from the student being unsuccessful, the student being made aware of the concern(s) by faculty and/or administration through an Academic Notice, to more severe disciplinary action, such as being asked to leave the course or program.

It is the student's responsibility to read, understand, and comply with the policies outlined in this document. Students will be asked to sign a form indicating that they have read this Program Guide and the "Academic Policy & Procedures" as referenced in the link above. There will be three copies of this statement: one will be retained by the student, one will be placed in the student's file, and the third will be kept on file by faculty.

The School of Health & Community Services and the ATBS 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 subjects unless students are advised otherwise. Additional policies specific to individual courses may be included in those Course Outlines.

The Learning Environment

A positive learning environment contributes to the success of all students in the Autism and Behavioural Sciences program. The following guidelines will ensure a classroom setting that is conducive to successful outcomes for all students.

Attendance and Student Success

Students are expected to attend all class sessions, arriving on time and remaining until dismissed. It is the student's responsibility to notify the instructor in advance of anticipated absences, late arrivals, or early departures.

Attendance has been shown to be the best predictor of student success. Most courses are designed to build on skills previously learned and applied in class; a student missing topics will find it more difficult to complete subsequent assignments. If a student is absent from class, it is his/her responsibility, **prior to the next class**, to learn what was missed.

Students are responsible for knowing all course requirements and instructions given in class, even if they are absent from that class. They are encouraged to find classmates, who are willing to gather handouts, take notes and pass along instructions and information from classes that they have missed. The student who has missed class is encouraged to contact the professor immediately if any of the information she/he has received is unclear.

Class Preparedness and Participation

Students are expected to read all Course Outlines prior to the first class. If a student does not understand any part of the outline he/she should direct any inquiries to the faculty of the course. Students are expected to prepare fully for each class; preparation includes reading all materials that have been assigned and bringing required learning tools (i.e. resources for note-taking, textbooks). Students are also expected to participate in all classes. Participation may include asking questions, actively listening, offering answers/opinions, and assuming the role of a cooperative and contributing group member.

Communication

Communication is important to all of us in the ATBS program. Each Durham College student has a DC Mail e-mail address which they should check daily. Students are expected to check MyCampus daily for both college-wide and program specific information (especially information conveyed by the Placement Officer). **Communication between students and faculty via e-mail is limited to the DC Mail system. Durham College faculty do not use or reply to personal e-mail addresses.** Emails need to be grammatically correct with proper spelling and punctuation to reflect professional student-teacher communication. Some professors require students to utilize the DC Connect mail system for specific course communication, it is each student's responsibility to know which professors have this requirement and adhere to it.

It is the student's responsibility to keep the professor informed about any circumstances which may be interfering with their success. The professor is unable to provide support and assistance if they are not aware that a problem exists. Students will be encouraged to assume responsibility for accessing the necessary supports that faculty may recommend. Students can leave messages on the professor's voice mail or e-mail 24 hours a day and

arrangements can be made for the professor and the student to meet and work together to resolve any issues or challenges.

If a student has a concern about an individual course, the **first step in finding a solution should be a discussion with the professor of that course**. If the issue cannot be solved through collaboration, the student is advised to make an appointment with the Program Coordinator or the Student Advisor who will discuss appropriate options available to the student.

Classroom Conduct

Character, behaviour and academics are equally important to student success.

Students are expected to conduct themselves in a professional manner at ALL times. It is everyone's responsibility to have respect for their peers and the faculty. Students are expected to pay full attention in class and avoid distracting others. During online synchronous classes students should always be prepared to have their cameras on. If privacy is an issue then backgrounds may be blurred. Active engagement in class is encouraged even in online classes where break out rooms may be used to have students engage with fellow students to solve problems or reflect on content. Faculty teaching in the ATBS program may have different Codes of Conduct for their classroom and it is the student's responsibility to adhere to directions provided by faculty.

Professional Values and Integrity

It is an expectation that every student in the program will:

- Conduct themselves ethically, honestly, and with integrity in **all** situations.
- Treat fellow students, faculty, staff, and administrators fairly and impartially.
- Dress appropriately, avoiding clothing that includes offensive language or visuals. Situations in which professional or business casual may be appropriate include class presentations, sessions with guest speakers, ceremonies, and at professional events such as interviews, information sessions.
- Make every effort to prevent discrimination and harassment.
- Behave and speak professionally, respectfully, and courteously at all times.
- Use the college's property, facilities, supplies, and other resources in the most effective and efficient manner.
- Be fair in evaluation of administrators, faculty, staff and fellow students.
- Make good use of time by engaging in appropriate activities, and, when possible, participating in worthwhile organizations and activities on campus and in the broader community.
- Bring concerns about any class situation or about the course to the attention of the faculty in a timely manner, and in an atmosphere that is non-confrontational and respectful of issues of confidentiality.
- Refrain from discussing any concerns about another faculty member or another class with any other faculty member. Instead, he/she will approach the faculty member directly.

- If the student feels reluctant to approach the faculty member for any reason (i.e. genuinely intimidated or concerned that any discussion could threaten their academic standing or sense of security or integrity), the student should discuss his/her concerns with the Associate Dean.

Technology

Electronic devices can enhance learning; however, it can also hinder it. Listening to music, text messaging, cell phone calling, and being on the internet can distract both those who engage in these acts as well as those around them; therefore, all cell phones should be turned off before the start of class (unless otherwise instructed by the professor).

Professors recognize that there may be times when a student needs to be available to receive an urgent call. If a student requests and is granted this privilege, it is expected that the phone will be turned to “vibrate” so that ringing will not disturb the class. Students are expected to leave the classroom to respond to any incoming calls.

At no time may a student post anything related to faculty, staff, people they work with in placement, other students, classes/practicum/placement/lab, on social media.

Late Arrivals in Class

Students are expected to arrive to class on time both at the beginning of class and after breaks. Professors recognize that there are often legitimate reasons for late arrivals but when the behaviour is chronic and disturbs a class already in progress, the professor has the right to prohibit entry to the classroom until a suitable break occurs.

During classes in which a guest speaker is scheduled or when student peers are making a presentation, late arrival may not be permitted. (Special circumstances may be presented to the professor in advance of the class for consideration.)

Students who arrive late on the day of a test will not be given any additional time to complete the test. 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.

Eating and Drinking in Classrooms

Light snacks and drinks are permitted in classrooms as long as the student takes responsibility for removing garbage and cleaning up his/her workspace before leaving the class. The professor has the right to revoke this privilege if these conditions are not met or if other students in class object to the practice.

Test Expectations and Procedures

Test dates are tentative and will be confirmed by the professor. Tests may occur in the Test Centre at a time other than the regularly scheduled class time. If the test occurs during regular class time it will take place at the beginning of the scheduled class unless otherwise notified by the instructor.

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. Please ensure that you bring your DURHAM COLLEGE STUDENT I.D. card to all tests.

It is the student's responsibility to:

1. Check the test timetable carefully. **Ensure awareness of the time and place that the test/examination is being written.**
2. Write all tests within the scheduled time. Should this not be possible, the student or student representative must notify the professor **prior to the test**, or in the case of an emergency as soon as it is possible to do so. Failure to comply may result in a mark of "0" for the test missed.

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 and will take responsibility for informing the professor of any such arrangements. Students writing in the Test Centre are expected to do so at the same time that the regularly scheduled test occurs.

Guidelines to Be Followed During Tests:

In order to ensure a quiet environment throughout the test, 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. If questions or problems arise during the test, the invigilator should be notified by a raised hand.
3. 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.
4. Stop talking upon entering the room or when directed to do so by your invigilator. The test paper should not be turned over until directed to do so.
5. Be sure your name appears on all Scantron cards, booklets and papers.
6. Check the test paper to ensure that no pages are missing. Before handing in the paper, check to ensure all questions have been answered.
7. Complete the Scantron cards correctly. Answers appearing on the Scantron cards will be used to determine the grade. The Scantron card cannot be altered by the student or invigilator once it has been submitted.
8. Initial the class list or sign appropriate sheet provided by the teacher to confirm attendance.
9. Students should not remain in the hall outside the room as talking in the hall is disruptive.

Missed Test Policy

It is expected that all students will be present to write the test in the scheduled time slot. A student who misses a test must notify his/her professor by email (through DC Connect mail) prior to the test being written.

If a student follows the above process for a missed test he/she will be offered an alternate time to complete this evaluation. The course professor will determine the date, time, location and the format of the missed test which will not be negotiable. If the student does not attend the new test, a grade of "0" will be given for the test.

Assignment Procedures

All assignments are to be submitted as **specified by the course professor**. Unless otherwise directed by the professor, submissions made by means other than those written on the assignment instructions and/or the Course Outlines will not be accepted and will result in a "0" grade for the assignment.

Assignments should be submitted in regularly scheduled classes (unless otherwise directed by professor). Assignments should **never** be left under an office door or in the faculty's mailbox **unless otherwise discussed with the professor**.

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.

It is advisable to always retain a copy of any documentation you submit for evaluation.

Late assignments:

- Non-negotiated Late Assignment:
This is an assignment that has been handed in late, without 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 a penalty of 5% per day late will apply. Late assignments will not be accepted after 7 days.
- 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 mutually agree on the time/extension. The student's grade may be penalized (at the discretion of the instructor) at the rate of 3% per day for the first three days late (including due date of assignment) and 5% per day for each day thereafter. Late assignments will not be accepted after 7 days.

- **Extenuating Circumstances:**
In the event of unexpected absence, students must contact the course professor by 8:00 am of the due date or in case of emergency as soon as possible. The professor will consider individually, rare extenuating circumstances, which may cause an assignment to be late. The student may be asked to provide appropriate documentation (e.g. note from doctor, obituary notice etc.) to validate the absence and secure permission for the assignment to be submitted at a later time and/or date.

Students are responsible for keeping all marked assignments and course work for future reference.

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 style guidelines for the *Publication Manual of the American Psychological Association (APA), 7th edition (2020)*. Students are encouraged to use the *Durham College APA Citation Style (7th edition) Guide* available here:

https://guides.library.durhamcollege.ca/ld.php?content_id=35474433

Academic Integrity

Written work 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 Academic Integrity Procedure = ACAD – 101.1. : [ACAD-101 - Academic Integrity \(durhamcollege.ca\)](https://guides.library.durhamcollege.ca/ld.php?content_id=35474433)

https://guides.library.durhamcollege.ca/ld.php?content_id=35474433

Conflict Resolution

Students will be encouraged to use Campus Conflict Resolution Services to resolve conflicts that may occur during their courses (i.e. group work); <http://www.durhamcollege.ca/academic-schools/school-of-justice-emergency-services/about-the-school/campus-conflict-resolution-services>.

Prerequisite Courses

Course prerequisites exist to promote student success. Exceptions to the established prerequisite subject structure are not permitted. Students who do not have full credits completed from previous semesters may not be eligible for a full-time course load due to a required prerequisite. **Students with non-standard scheduling needs are urged to review their academic plan with the Student Advisor each semester.**

Autism and Behavioural Science (ATBS)

Course Name	Mod	Code	Prerequisites	Corequisites	Weekly Breakdown		
					Lec Hrs	Lab Hrs	FP/Alt Hrs
ATBS-SEM1							
Specialized Instruction Strategies		EDUC 1600			4	0	
Ethics and Professionalism		ETHC 1600			4	0	
Applied Behaviour Analysis		PSYC 1600			4	0	
Autism Spectrum Disorders		PSYC 1601			4	0	
Working with Family and Teams		PSYC 1602			4	0	
Field Placement 1	MOD2	ATBS 1600	EDUC 1600, ETHC 1600, PSYC 1600, PSYC 1601, PSYC 1602		0	0	140
					20	0	140
ATBS-SEM2							
Parent and Staff Training		EDUC 2600	PSYC 1600, PSYC 1601, PSYC 1602		3	0	
Behavioural Skill Building		PSYC 2600	EDUC 1600, PSYC 1600, PSYC 1601		3	0	
Treating Challenging Behaviours		PSYC 2601	ETHC 1600, PSYC 1600		3	0	
Measurement of Behaviour and Data Collection Strategies		RSCH 2600	EDUC 1600, PSYC 1600		3	0	
Field Placement 2	MOD2	ATBS 2600	ATBS 1600, EDUC 2600, PSYC 2600, PSYC 2601, RSCH 2600		0	0	210
					12	0	210

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

Students will complete two field placements as follows:

Semester	Hours/Semester	Hours/Week
1	140	35 hrs/week for 4 weeks
2	245	35 hrs/week for 7 weeks

Eligibility

Students must obtain and maintain a cumulative program GPA of 2.0 in the Autism and Behavioural Sciences program, successfully complete all prerequisites, and have a pass on all pre-placement documents from Synergy to be eligible for field placement to be eligible for field placement. Any student on a Letter of Permission, Academic Probation or who has an unresolved Academic 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

Students are required to get a criminal reference check; including Vulnerable Sector Screen **prior to commencing placement**. The criminal reference check should be dated **within 2 months of the 1st day of 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. Students with criminal charges or convictions, criminal charges pending or an unclear criminal record will be severely limited in placement and/or employment opportunities or be denied by the placement agency, and therefore may be unable to complete the program.

Procedures and regulations for obtaining criminal record search documents are controlled by the RCMP and 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 Vulnerable Sector Verifications.

The RCMP identified a means to enhance vulnerable sector checks to make 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

gender and the 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 (4) months.

This is an excerpt from the RCMP web site: <http://www.rcmp-grc.gc.ca/en/criminal-record-checks>

Health & Safety Requirements

Completion of a confidential College Health Entry Immunization Form (Year 1) or Re-Entry Form (Year 2) is required **prior to the start of field placement**. Annual certification in Cardiopulmonary Resuscitation (CPR-C) and current Standard First Aid is 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.

A certificate of completion for the ***Safe Management Group Inc. Crisis Intervention Training*** must be submitted prior to beginning placement, again, all costs associated with the training are the responsibility of the student.

Transportation

Students are responsible for their own transportation for their practicum/field placement requirements. Students are responsible for all costs associated with such transportation which may or may not be proximal to transit lines.

Selection Process

The program strives to provide students with varied field placement experiences in terms of age groups served, type of agency and focus of work. A number of factors are considered in the assignment of field placement sites, these include opportunity to meet learning objectives, the students' needs, desires, skill level and the availability of placement agencies. Field Placement opportunities offered to students will be selected by the Program Coordinator in consultation with the Field Placement Officer. Students may be required to successfully complete an interview with the agency and complete all prerequisites successfully in order to be accepted into the Field Placement courses.

Withdrawal from Placement

A student in a placement course cannot withdraw after 75% of the course hours have been completed or passed. Students must meet with their Student Advisor to be withdrawn from placement.

Conflict of Interest

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

- Relatives or friends who are employed or volunteer (in any capacity) at a placement agency site;

- An employment or volunteer relationship at a placement agency site;
- Any other affiliation with a placement agency site which could place them in a position of conflict of interest while attending placement.

Student Conduct

Students are expected to dress appropriately for the placement setting and to behave in a professional manner at all times. Professionalism includes demonstrating respect for colleagues, punctuality, and a regular attendance. Students should ensure that personal property is safely secured while at placement. ***Use of electronic devices for personal use is prohibited when working with clients.***

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

Attendance

Students are expected to complete the required hours of field placement by the end of the semester. **Students should refer to each placement's specific Policy & Procedure Manual and Course Outline for details about required hours. It is the student's responsibility to read and understand all requirements.** Students will not attend placement on Statutory Holidays and will not be expected to make up these hours. Completion of all required placement and seminar hours (where applicable) is a requirement for receiving a "pass" grade. The scheduled hours will be negotiated with the field placement agency supervisor and the college advisor, and can occur throughout the week (that includes weekdays and weekends). Although it is understood that the agency may require students to work some evenings and weekends, all shifts must be done outside of scheduled class hours. Students are expected to attend placement punctually and to actively participate. Students are expected to report absences to the placement supervisor, according to agency procedure, **and** the college advisor before, or on the day of the scheduled placement. Any missed placement time needs to be made up in consultation with the placement supervisor **and** the college advisor. Students are expected to attend ALL seminar classes (if applicable).

Failure to comply with attendance requirements will result in a failing grade.

Placement Supervision

Students are assigned a College Advisor (employed by Durham College) for each placement. The College Advisor will facilitate the teaching effort of the Field Placement Supervisor, maintain regular communication with the student and support his/her learning, provide information about the field placement course, interpret policies, keep channels of communication open with the agency **and determine final grade**. Direct supervision, while on placement, is completed by a field placement supervisor who is an appropriately credentialed and experienced employee of the placement agency familiar with the field of Autism and Behavioural Science. 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 (i.e. off property privileges for

clients/with students) and should contact the Placement Officer for situations requiring approval from the college.

Placement Evaluation

Mid-Term Evaluation:

The College Advisor will contact the agency to establish a date and time for the mid-term evaluation in which the student, field placement supervisor and college advisor will review the student's progress. This 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 placement in order to ensure student success in each objective by the final evaluation. The student will provide a **written self-evaluation based on feedback** from the people they support, **supervisor's feedback, advisors feedback and his/her own perceptions** using the college evaluation form. **The student will also be prepared to discuss examples of how they met the objectives.**

The student will receive feedback in all areas of the evaluation. All three parties will sign this report. The student will be responsible for submitting a copy of the completed evaluation, including completed time sheets, and performance feedback forms to the appropriate assignment folder on DC Connect. If at mid-term a student has not yet had an opportunity to be evaluated on his/her ability to meet a learning objective, a plan is developed during the review to establish how that learning objective can be reached in that setting. In the event that the student is demonstrating inadequate achievement in the field placement experience, documentation attached to the Mid-Term Report outlining examples of the difficulty and specific strategies for success must be included. This will assist the student to understand the areas of concern and provide a clear picture to the student of what is required of him/her in order to be deemed successful. **Unsatisfactory performance will also be documented with an Academic Notice form.**

Final Evaluation:

The final evaluation is to be completed by the student and the Field Placement Supervisor **prior** to the final review. This evaluation is presented to and reviewed by the College Advisor within the last two weeks of placement. The student should be prepared to state how each of the three goals they developed at the beginning of placement (professional development goal, person-directed goal, and agency goal) have been reached. In the event, a student receives a rating of one or two, documentation on the evaluation form showing examples of the difficulty must be included. All three parties will sign the final Evaluation Form. The student will be responsible for electronic submission of the completed Evaluation Form, including completed time sheets, and performance feedback forms to the appropriate Assignment Folder on DC Connect.

Please note: to achieve a pass rating, an enabling objective needs to be demonstrated with consistency, and not just once with direction and

supervision. Whenever a rating of one or two 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.

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 student’s grade of Pass/Fail will ultimately be determined and issued by the College Advisor.

Documentation:

Any Academic Notice that are issued will also be placed and kept in the student’s file.

Students are encouraged to make copies of all relevant placement documents for future reference and/or use (i.e. placement/job interviews).

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 Field Placement 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 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 in the Autism and Behavioural Sciences program to continue under academic probation.

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.

Student Academic Learning Services (SALS)

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.