

PROGRAM GUIDE

School of Health & Community Services (HCS) Communicative Disorders Assistant

2021 - 2022



Table of Contents

WELCOME STUDENTS:

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

PROGRAM SPECIFIC INFORMATION:

Contact Information	
Executive Dean, Associate Dean, Office Staff, Program Coordinator	6
Program Information	
- Program Description	7
- Program Learning Outcomes	8
Program Specific Academic Policies	10
Program of Study	17
Field Placement (program specific)	19
Health Policies and Guidelines	21

ADDITIONAL IMPORTANT INFORMATION:

Durham College Mission, Vision and Values	23
Academic Advising – Student Advisor	23
Academic Integrity	23
Access and Support Centre (ASC)	24
Coaching	24
Important Dates	24
Requirements for Evaluation, Promotion and Academic Probation	24
Student Academic Learning Services (SALS)	25

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,



Gillian Dunn, RDH, BPE
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.

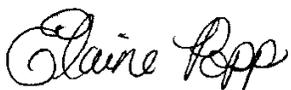
As a leading post-secondary destination, DC offers a comprehensive range of exceptional academic programs and student services. Our students develop the professional and durable skills required to realize meaningful careers and make a difference in the world.

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

Communicative Disorders Assistant Program Faculty & Staff

Interim Executive Dean	Ralph Hoffman	Ext. 2249	Ralph.hoffman@durhamcollege.ca
Associate Dean	Gillian Dunn	Ext. 2727	gillian.dunn@durhamcollege.ca
Administrative Coordinator	Shari Kinney	Ext. 2375	shari.kinney@durhamcollege.ca
Student Advisor	Karen Anderson	Ext. 4166	karen.anderson@surhamcollege.ca
Placement Officer	Karen Anderson	Ext. 4166	karen.anderson@durhamcollege.ca
Office Administrative Assistant	Lori Barbara	Ext. 2054	lori.barbara@durhamcollege.ca
Program Coordinator	Elizabeth Maga	Ext. 2079	elizabeth.maga@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

CDA Program Information

Program Description

This program prepares the graduate to work as a Communicative Disorders Assistant (CDA) under the supervision of a qualified Speech-Language Pathologist (S-LP) or Audiologist in a variety of workplaces. Emphasis is placed on preparing the graduate to conduct communication programming after the assessment has been completed and treatment plan developed by the S-LP or Audiologist. The program is designed to prepare CDAs to function in diverse settings, with clients from a variety of cultures, socioeconomic backgrounds, and developmental stages. Durham College is committed to providing a diverse, inclusive and equitable learning environment.

Students will gain a firm understanding of physiological and functional speech, language, and hearing disorders. The development of programming skills and communication intervention techniques appropriate for treating communication disorders is fundamental to the program. Learning in our dedicated CDA classroom, resource library and hearing lab, students gain the knowledge and skills to deliver a wide range of communication services to clients of all ages.

Two comprehensive competency-based field placements will provide the student with the opportunity to gain hands-on experience and practice their skills. Program faculty are dedicated professionals with many years of clinical experience in the field of communication disorders who foster student learning through the use of classroom-based learning, practical lab activities, guest speakers and clinical observations and experiences.

Communicative Disorders Assistant Ontario Graduate Certificate Program

"Student Success" is the primary goal of the Communicative Disorders Assistant (CDA) program at Durham College. As teachers and administrators, we are dedicated to helping students achieve their own goals, whether they are academic or personal development. Our program is offered over a one-year period.

This guide will:

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

Your student guide contains valuable information about Durham College and the CDA program. Please read it carefully and keep it handy.

Program Learning Outcomes/Program Competencies

Upon completion of this program, graduates have reliably demonstrated the ability to:

1. Interact with others in ways that contribute to effective working relationships.
2. Establish and sustain therapeutic relationships with patient/clients and their significant others/caregivers.
3. Contribute, under the supervision of an audiologist or speech-language pathologist, to the process of undertaking patient/client screenings and assist with assessments.
4. Contribute, under the supervision of a speech-language pathologist or an audiologist, to the development, implementation, modification and evaluation of language/speech/hearing programs to achieve the goals of the treatment plan.
5. Promote personal safety and the safety of others in providing effective care.
6. Communicate effectively, through oral, written and non-verbal means with patient/clients, their significant others/caregivers, audiologists, speech-language pathologists, and/or other team members.
7. Educate, under the supervision of an audiologist or speech-language pathologist, patients/clients/significant others/caregivers regarding their role in implementing the treatment plan.
8. Use assistive technology and augmentative communication resources and perform routinely required maintenance.
9. Comply with requirements for accountability, responsibility and legal, professional and ethical standards of practice.
10. Develop and implement strategies to maintain professional competence.

Faculty Responsibilities

1. To be positive, enthusiastic and patient.
2. To be in the class early and prepared to begin on time.
3. To keep current in academic and professional knowledge.
4. To be prepared for activities, exercises and demonstrations.
5. To be available and show willingness to help students.
6. To ensure that all students get equal assistance and time.
7. To perform evaluations according to established criteria and within a reasonable time frame.
8. To return and take up any assigned homework, assignments, tests and projects promptly.
9. To identify students requiring remedial assistance, and to direct those students to the appropriate services.
10. To write constructive and helpful statements when evaluating student assignments.
11. To use a variety of teaching and questioning techniques to make presentations dynamic.
12. To encourage student participation and feedback wherever possible.
13. To outline career responsibilities, career alternatives, and avenues for further education following graduation.
14. To review the Course Outline with the students and to adhere to the outline.

Student Responsibilities

1. To be prepared for class and field placement activities. This will include reading appropriate textbook assignments prior to class and completing any homework assignments.
2. To be in class punctually.
3. To answer and participate in class.
4. To show respect for each other.
5. To be trustworthy, honest, and to show respect for peer relationships.
6. To complete tests, assignments and evaluations as required, striving for excellence.
7. To demonstrate effective communication skills when working with peers and teachers.
8. To understand all subject requirements and to follow them.
9. To seek assistance immediately if unable to follow the subject requirements for any reason.
10. To read the student information handbook and be familiar with its contents.
11. To demonstrate effective teamwork skills while engaged in group learning activities.

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 Communicative Disorders Assistant (CDA) program has developed program policies based upon its philosophy and goals. It is the student's responsibility to read, understand, and comply with the policies outlined in this document.

The CDA 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 subjects may be included in the Course Outlines.

Preparation of Assignments

All assignments must meet the following criteria unless otherwise stated in individual Course Outlines/assignment guidelines posted on DC Connect.

- Cover-page listing the title of the assignment and the student's full name(s)
- Word processed, unless otherwise stated
- Plain, unlined paper, not 3-hole punched
- Double-spaced with page numbers
- Single-sided
- Margins – left, right, top, bottom (1 inch)
- Stapled in top left corner (do not use any type of covering (i.e. folder, etc.)
- A reference page with all resources cited in APA format (appropriate in-text citations are also to be used, where appropriate)
- Font size 12

Assignments which do not meet the above criteria will be returned unmarked, and late penalties will be applied from the date of return.

Please refer to [A Guide to APA Documentation](#) on the Durham College Library Electronic resource page for detailed information regarding submission. The library also provides a document entitled "A Guide to Bibliographic Citation – APA" as a resource for students.

Submission of Assignments

All assignment handouts outlining the purpose, criteria, marking rubric and/or due dates will be discussed in weeks 1 or 2 of each course and will be posted on DC Connect.

All assignments are due at the beginning of the class in that course on a predetermined due date. Any received after this will be deemed "late". If an assignment is missing any of the required components, it will normally be returned to the student and late penalties will be applied from the date of return. Late assignments will normally be penalized 10% per calendar day (24-hour period). A zero will be assigned to assignments handed in 10 or more days late.

It is the responsibility of the student to get all assignments in on time and to submit them directly to the instructor of the course. Assignments should never be left under an office door, or in the faculty's mailbox unless otherwise discussed with the professor.

If the deadline is not met, it will also be the student's responsibility to contact the instructor and to arrange for a time when the instructor will be available to accept the assignment. It is the student's responsibility to **keep a copy** of each assignment that is submitted.

If the student will be absent on the due date, he/she may negotiate with the instructor for an **earlier submission date or have a classmate submit an assignment on their behalf.**

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.

Policies for Writing Tests

Students may be required to present their student I.D. card for 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. Students **are required to bring their Durham College Student I.D. cards with them to all tests.**

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.

All tests in the CDA program are non-cumulative.

Please see individual Course Outlines for test dates and important test information.

Absence for Assignments

If a student is going to be absent on the due date of an assignment/oral presentation, s/he or his/her representative must notify the course instructor by email no later than the start time of the class on the day the assignment is due or oral presentation is to occur.

Missed Test

It is expected that all students will be present to write all tests in the scheduled time slot. A student who misses a test must notify his/her professor by email (using DCMail) prior to the test being written or in the case of an emergency within 24 hours of the missed test being given.

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 instructor will determine the date, time, location and the format of the missed test which is not negotiable. If the student does not follow through he/she will receive a mark of "0" for the test.

Students who fail to notify the instructor will receive a mark of zero (0) on the test/assignment or oral presentation.

Please note that Lab Tests cannot be made up and if a lab test is missed a mark of zero (0) will be automatically assigned.

If the instructor is absent on the due date of an assignment, the assignment is still due on that date. Submit the assignment according to the instructor's instructions which will be sent via email to the class or posted on DC Connect.

Failure of Tests/Assignments

In the event that a student receives a failing grade (below 50%) in 1 (one) test or assignment in a course, the student must contact the course instructor to discuss the results and determine what steps the student needs to take to improve their performance.

Return of Test and Assignments

Results of a student's individual assignment or test will be returned only to that student. Students who are not in class when work is returned are required to retrieve their results from the instructor at the next scheduled class for that course.

Marked assignments will be kept for 20 working days after the student's grade reports are released at the end of the semester. If they are not retrieved within that time, the assignments will be discarded.

Attendance and Student Success

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 however for unforeseen circumstances, such as a serious illness or emergency a student is absent from class, it is his/her responsibility, **prior to the next class**, to learn what was missed.

Attendance is taken at all classes. Students are expected to be punctual and to actively participate in all class discussions and exercises.

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 (including anything verbally discussed by the professor). The student who has missed class is encouraged to contact the instructor immediately if any of the information he/she has received is unclear. It is the student's responsibility to keep the instructor informed about any circumstances which may be interfering with the student's success in that subject. The instructor cannot provide support and assistance if he/she is not aware that a problem exists. Students can email faculty and arrangements can be made for the instructor and the student to meet and work together to resolve any issues or challenges.

In keeping with student success, when appropriate, there may be times when the student's progress may be discussed with relevant administrative staff. Faculty members may also approach individual students regarding absenteeism /lateness, etc.

Classroom Conduct

It is expected that all members of the class, including the instructor, will treat one another with courtesy and respect. If student behaviour interferes with the rights of others to teach or to learn, the instructor has the right to ask the disruptive student(s) to leave the class.

Communication

Each Durham College student has a DC Mail email address which they are required to check daily. Students are also expected to check MyCampus and the DC website regularly for important college-wide information.

Please note that **communication between students and faculty/the Placement Officer via email is limited to the DC Mail system. Durham College staff do not use or reply to personal email 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 s/he is not aware that a problem exists. Students will be encouraged to assume responsibility for accessing the necessary supports that faculty may recommend. Students can email the professor 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.

Technology

Electronic devices can enhance learning; however, they can also hinder it. Listening to music, text messaging, cellphone calling, and internet surfing can distract both those who engage in these acts as well as those around them; therefore, all cellphones, computers, pagers, MP players and iPods are to 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 support 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. Instructors recognize that there are often legitimate reasons for late arrivals but when the behaviour is chronic and disturbs a class already in progress, the instructor has the right to prohibit entry to the classroom until a suitable break occurs.

During classes when 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 instructor 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 and late arrivals may not be permitted if the arrival is deemed by the professor to be disruptive to the testing environment.

In-Process Work

Class participation, sharing information and ideas in class discussion and group work will enhance the student's own personal and professional growth. The in-process mark is based on attendance and/or in-class exercises. Attendance checks and/or in-class exercises will be taken or assigned at the professor's discretion. If a student is absent when attendance is checked or when an exercise is assigned, s/he will receive a mark of "0" for that attendance check or exercise. This work cannot be made up or supplemented. Arriving late or leaving early will be considered an absence for in-process marks.

Eating and Drinking in Classrooms

Food 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 instructor has the right to revoke this privilege if these conditions are not met.

Required Readings

Students are required to prepare for each class by reading all the required resources and/or completing all the assigned activities prior to class (if applicable). A list of class topics and assigned readings/resources is provided for each course. This will help students raise appropriate/relevant questions and more fully integrate the information presented in class.

Information about Pre-Requisite Subjects

Students must successfully complete all course requirements of Semester I to be eligible to progress to Semester II – Practicum placement. Students must also successfully complete all Semester II requirements before progressing to Semester III.

If a student is not eligible to take a particular course at the time it is offered because he/she has not successfully completed a prerequisite subject, the student is responsible for taking the course when next available, **at his/her own expense** once eligibility requirements have been met. Eligibility requirements are to be discussed with the Student Advisor.

Registration

Students are required to register for all three semesters, including field placements.

Graduation

An "Application for Graduation" form must be completed by all graduating students. The form will be available on MyCampus, prior to the graduation date. A certificate will not be prepared until the completed form has been submitted.

NOTE: Students must have successfully completed all course credits and both field placements to be eligible to graduate. A minimum final mark of 50% for each course and an overall minimum average of 60% leading to a cumulative GPA of 2.0 must be achieved to be eligible to graduate.

Timetables

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

Timetable Changes – MyCampus provides students with the ability to modify timetables as listed in the Academic Calendar, if applicable (see the Student Handbook for dates). **Please note: Students have the responsibility to ensure that all of their required courses are on their schedules.** Assistance is available from your Student Advisor. Should you have a discrepancy on your timetable, report it immediately.

Emergency Calls

The School of Health & Community Services staff will accept messages for students only in the event of a family emergency. Please make sure that anyone in your life who needs to locate you during class time for reasons other than an emergency has a copy of your timetable (e.g., classmates, family, daycare provider, employer). Staff are unable to release your schedule information due to the Freedom of Information Act.

Additional CDA Program Activities and DC Kids Speech and Language Clinic

Throughout the program there may be additional on and off-campus workshops, field trips, guest presentations, online requirements, etc., that are outside of the scheduled classroom instruction. It is expected that all students attend all activities. Students may also be required to participate in the CDA program’s DC Kids Speech and Language Clinic.

Communicative Disorders Assist (CDA)

Weekly
Breakdown

<i>Course Name</i>	<i>Mod</i>	<i>Code</i>	<i>Prerequisites</i>	<i>Corequisites</i>	<i>Lec Hrs</i>	<i>Lab Hrs</i>	<i>FP/Alt Hrs</i>
CDA-SEM1							
ANATOMY & PHYSIOLOGY OF COMMUNICATION AND SWALLOWING		ANTY 1509			3	0	
INTRODUCTION TO AUDIOLOGY		AUD 1509			3	2	
AUGMENTATIVE & ALTERNATIVE COMMUNICATION AND ASSISTIVE TECHNOLOGY		AUG 1509			3	1	
CHILD LANGUAGE ACQUISITION AND RELATED DISORDERS I		CHLD 1509			3	0	
CLINICAL & PROFESSIONAL PRACTICE I		CLIN 1509			3	0	
ADULT NEUROGENIC DISORDERS AND REHABILITATION I		NEUR 1509			3	0	
ARTICULATION & PHONOLOGY		PHON 1509			3	0	
					21	3	
CDA-SEM2							
Practicum Seminar		CLIN 2511	PRCT 2509		10	0	2
INTEGRATED PRACTICUM I	MOD1	PRCT 2509	ANTY 1509, AUD 1509, AUG 1509, CHLD 1509, CLIN 1509, NEUR 1509, PHON 1509		0	0	250
INTEGRATED PRACTICUM II	MOD2	PRCT 2510	CLIN 2511, PRCT 2509		0	0	250
					10	0	502
CDA-SEM3							
AMPLIFICATION SYSTEMS & AURAL REHABILITATION		AUD 3509	AUD 1509, PRCT 2509, PRCT 2510		3	2	
FLUENCY & VOICE DISORDERS		CDA 3509	PRCT 2509, PRCT 2510		3	0	
CHILD LANGUAGE ACQUISITION AND RELATED DISORDERS II		CHLD 3509	CHLD 1509, PRCT 2509, PRCT 2510		3	0	
CLINICAL & PROFESSIONAL PRACTICE II		CLIN 3509	CLIN 1509, PRCT 2509, PRCT 2510		2	0	1
ADULT NEUROGENIC DISORDERS AND REHABILITATION II		NEUR 3509	NEUR 1509, PRCT 2509, PRCT 2510		3	0	
POPULATIONS WITH SPECIAL NEEDS		SPEC 3509	PRCT 2509, PRCT 2510		3	0	
					17	2	1

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

Practicum

Eligibility Requirements

Students must obtain and maintain a cumulative G.P.A. of 2.0 and successfully complete all course work to be eligible for practicum. Any student on a Letter of Permission or who has an unresolved Academic Alert will not be assigned a practicum until the issue pertaining to the Letter of Permission or Alert has been successfully addressed.

Appearance

Students must comply with agency dress codes and must wear their Durham College I.D. badges at all times in the clinical agency.

Attendance

All practicum experiences are essential to maximize learning opportunities. Repeated and sustained absence may make it impossible to meet the practicum learning outcomes. Attendance in the practicum area is also an essential part of accountability to clients and other health team members. Ongoing records are kept of the number of hours of practice, absenteeism and lateness.

In order to meet the required number of practicum hours, full attendance is **mandatory**. Students are required to notify the agency prior to the beginning of placement if they must be absent from the practicum. It is expected that all hours are to be completed within the set practicum time frames in order to receive credit.

Students may be asked to attend practicum during hours outside of the traditional schedule. This should be discussed at the beginning of practicum and the schedule worked out in advance. If there are difficulties as a result of this that cannot be resolved between students and supervisors, these should be raised with the program coordinator.

Transportation

Students are responsible for their own transportation for their practicum/field placement requirements. Students are responsible for all costs associated with transportation to, from and during placements, which may or may not be proximal to transit services.

Illness

If students become ill in the practicum setting, they should contact their agency clinical supervisor and Durham College Faculty Advisor.

Withdrawal from Practicum/Placement

A student in a practicum/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 practicum/placement.

Immunization/CPR/Criminal Reference Check

To be eligible for practicum placement and any observation assignments, students must provide evidence of valid immunizations as required by the College, as well as their CPR and Criminal Reference Check. (Details were outlined in your Orientation package).

All required pre-practicum documentation must be submitted to [Synergy Gateway](https://cpp.smartsimple4.biz/s_Login.jsp) 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.

Students whose documentation expires throughout the year are required to submit updated documentation according to the due dates set out by the Synergy Gateway.

Procedures and regulations for obtaining criminal record search documents are controlled by the RCMP and the Government of Canada. These procedures and regulations may change at any time without notification. Durham College will endeavor to notify students of any changes when they come to our attention. As of March 1, 2011, the following reflects the current procedures and regulations of the RCMP with regard to the Vulnerable Sector Verifications.

The RCMP identified a means to enhance vulnerable sector checks to make the searches more rigorous. In the interest of public safety, the enhancements were quickly implemented to protect vulnerable members of society.

As a result of the enhancement, a Vulnerable Sector Verification now requires the submission of fingerprints whenever the gender and date of birth of an applicant match to an existing pardoned sex offender record. This is not an accusation of criminality, but a requirement for a thorough verification to confirm identity and protect personal privacy. This process will take at least four months.

This is an excerpt from the RCMP website: <http://www.rcmp-grc.gc.ca/cr-cj/vulner/faq-eng.htm>

Confidentiality

Client information must not be discussed in any public area or with unauthorized persons. Under no circumstances is information to be given to police or press. All requests for information should be referred to the designated administrative person. Any breach of confidentiality will be reviewed and may result in a student's dismissal from the program. Students should only have access to medical/school records as assigned for educational purposes. Any computer access codes must only be used to access computer data for patients/clients as assigned.

Please refer to the CDA Practicum Guide for full details regarding field placements.

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

An approved Entry Immunization Form (EIF) must be on file with your practicum/placement officer to be eligible to attend the practicum placement portion of your program. Students are not allowed to attend placement until the form is approved. These forms are made available to students following registration and acceptance into a program and must be approved as a condition of acceptance into placement.

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. 905-721-3037 Monday to Thursday and 8:00 am to 4:30 pm on Friday.

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

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.

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