

PROGRAM GUIDE

School of Health & Community Services (HCS) Dental Assisting Levels I and II

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 Executive 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,

Sincerely,



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



Gillian Dunn, RDH, BPE
Associate Dean,
School of Health & Community Services

A Message from the 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.

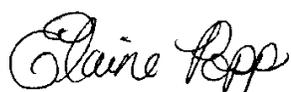
As a leading post-secondary destination, DC offers a comprehensive range of exceptional academic programs and student services. Our students develop the professional and durable skills required to realize meaningful careers and make a difference in the world.

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

Dental Assisting Program Faculty & Staff

Interim Executive Dean	Ralph Hofmann	Ext. 3285	ralph.hofmann@durhamcollege.ca
Associate Dean	Gillian Dunn	Ext. 2727	gillian.dunn@durhamcollege.ca
Administrative Coordinator	Shari Kinney	Ext. 2375	shari.kinney@durhamcollege.ca
Student Advisor/Placement Officer	Melissa Bosomworth	Ext. 3066	melissa.bosomworth@durhamcollege.ca
Office Administrative Assistant	Sara Horruzey	Ext. 2944	sara.horruzey@durhamcollege.ca
Dental Technologist	Julie Pickell	Ext. 2764	julie.pickell@durhamcollege.ca
	Catherine Hayes	Ext. 2837	catherine.hayes@durhamcollege.ca
Program Coordinator	Kim Stever	Ext. 2544	kim.stever@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

Dental Assisting Program Information

Mission Statement

“To create a student-centered learning environment that fosters lifelong learning, and graduates students who possess the knowledge, skills and professional behaviours necessary to provide, culturally sensitive, optimum client centered care in collaboration with all members of the oral health care team.” Revised May 2018

Introduction

The Dental Assisting program holds as our philosophy a set of beliefs and values that are based on: evidenced based curriculum, teaching process, learning experience, methodology of delivery and evaluation, dental assisting practice and client care. The following paragraphs describe the beliefs and values inherent to our program.

Program Description

This program offers academic studies, clinical experience and field placement to prepare students to work effectively in a variety of dental-related roles as a level II dental assistant. The students will also learn to provide intra oral care, oral health education, business administration skills and dental laboratory skills.

Academic and clinical studies are based on the most current theory of dental assisting practice, emphasizing ethical principles, and working interdependently and collaboratively with health-care professionals in a variety of practice settings. The field placement provides opportunities to gain insight and/or experience in the following dental settings: general dentistry, specialty dentistry, community dentistry, and the dental hygiene clinic at Durham College.

Graduates of this program are eligible to write the National Dental Assisting Examination Board (NDAEB) examination. The program is accredited by the Commission on Dental Accreditation of Canada.

Statements of Philosophy

Curriculum

The program is mapped to meet the most current theories and practices. Faculty are committed to yearly revision of course outlines to ensure an up to date, research based curriculum is offered. The following documents provide a basis for curriculum revision: Outcomes as published by the Ministry of Advanced Education and Skills Development (MAESD), the National Dental Assisting Examination Board (NDAEB) core skills and competencies CDAC requirements and the CDAA National Occupational Standards. Feedback and input regarding all aspects of the program are valued and encouraged. Opportunity to share ideas among all participants in the learning process is seen as important for the growth of staff, faculty, learners and the program; therefore course evaluations will be completed at the end of each course. In addition, student focus groups are held every semester to facilitate student success and contribute to the growth and development of the program.

Teaching

Faculty will strive to:

- Imbue professionalism, respect, and accountability.
- Model and endorse the required commitment to life-long learning that includes formal and informal study intended to maintain competence and high-quality service.
- Help learners build on their strengths by using shared experiences, talents and abilities.
- Model sound learning processes by supporting and encouraging learners and each other in the process of learning.
- Involve learners in the process of seeking knowledge.

Learning

- Learning is a life-long process of personal and professional growth, as well as the realization of one's human potential.
- Learning is an active, participatory, and continuous process.
- Learning builds on prior experiences, stimulates reflection on experience, fosters the formulation or reformation of the meaning of experience and contributes to self-esteem, self-knowledge and self-empowerment.
- Learners are adults viewed as individuals with unique backgrounds and specific needs.
- Learners bring valuable prior knowledge and past experience to the learning situation.
- Learners need opportunity to participate in, and share responsibility for determining their learning.
- Learners are empowered when they participate in a liberated, creative, and collaborative learning process. In order for the learner to develop the ability to critically think, reflect and integrate new information, the learner must engage in active dialogue with the fellow classmates, faculty and oral health care providers.
- Teaching-learning is a dynamic process that occurs in formal and informal context.

Methodology of Delivery and Evaluation

To challenge and stimulate a learner's achievement, high standards and expectations are seen as essential. A variety of approaches in program delivery and evaluation are aimed at maximizing a learner's opportunity for success. Learning is enhanced when high value is given to various ways of gathering knowledge. Knowledge is derived from an understanding of self, others, practice, theory and research, all of which interconnect in the generation and application of knowledge with practice. Evaluation methods should; ensure quality, encourage critical thinking, be based on reflective practice, be frequent and ongoing. Evaluation should create meaning and be significant to the learning experience.

Dental Assisting Practice and Clients

Dental Assisting practice requires knowledge of theory, caring practice, critical reflection, and collaboration with other health care professionals. The dental assistant as an oral health provider applies theory to practice to promote health and healing, employing moral and ethical reasoning. All clients will be served in a professional manner, upholding the right of the client to choice of treatment. Clients are treated in a confidential, safe, and respectful manner. The promotion of sound oral health and total well-being will be a primary focus for the client, faculty, staff and the learners.

The clinical environment will meet the highest standards of practice to provide quality care for the public.

Dental Assisting Program Learning Outcomes

The graduate, as a beginning dental assisting professional has reliably demonstrated the ability to:

1. Maintain client and personal safety in the practice environment.
2. Contribute to the development of a comprehensive client profile by using a variety of data collection methods in collaboration with the client and other health professionals and in compliance with privacy legislation.
3. Contribute to the development of a comprehensive plan for oral health services and programs in collaboration with the client and other health professionals.
4. Provide oral health services and programs, as identified in the comprehensive plan as permitted within the scope of practice.
5. Contribute to the evaluation and reporting of appropriate aspects of the oral health services and programs by using a variety of sources including the client profile.
6. Act in a professional and competent manner.
7. Maintain client records and manage office procedures in compliance with relevant legislation and regulations.

Durham College Dental Assisting Levels I and II Program Goals

The goal of the dental programs is to prepare a graduate who is able to practice competently within her/his defined scope of practice in the dental profession. To accomplish this, the program will:

1. Establish a climate for a positive learning experience.
2. Deliver a curriculum which reflects the current needs of the dental profession.
3. Encourage students to strive for excellence.
4. Encourage students to be involved in the learning experience and to value this process.
5. Role model excellence to inspire students to emulate these behaviors.
6. Emphasize the importance of attendance, commitment, and perseverance as a means to achieve success.
7. Encourage personal, warm and supportive interactions with the teaching team and with fellow students.
8. Create unity and pride in the program and in the dental profession.
9. Encourage an appreciation for the value of peer and self-evaluation.
10. Recognize, reward, and celebrate behaviours contributing to success.
11. Encourage honest and open communication.
12. Deliver excellent instruction and learning experiences.
13. Provide clearly defined information regarding rules, regulations, policies, procedures, curriculum, and evaluation methods.
14. Encourage co-operative work and sharing of responsibilities in the learning experience.
15. Assess student progress continually and suggest remedial activities if required.
16. Foster increasing independence in the learner.
17. Encourage a desire for lifelong learning.

Profile of the Durham College Dental Assisting Levels I and II Graduate

The graduate, as a beginning Level I and II Dental Assistant:

1. Is educated to uphold ethical and legal obligations using the CDAA code of ethics as a moral template.
2. Cares for populations including persons, families, groups and communities from a variety of cultures, by establishing caring relationships that foster trust, respect, collaboration and empowerment.
3. Collaborates with other regulated health care professionals to provide optimum care to the client.
4. Is committed to lifelong learning for personal and professional growth.
5. Contributes to the promotion to health and healing by providing safe, effective, ethically client-centered care within provincial legislation.
6. Applies chair-side, intra-oral skills as well as basic business office procedures using the most current and innovative methods for optimum efficiency.

Career Opportunities for Dental Assistants

A variety of dental practice settings exist in Canada today. Settings include private dental practice (general and specialty), community health (federal, provincial, regional and municipal government programs), educational and correctional institutions, the Armed Forces, hospitals, and retail and insurance industries.

Professional Associations

In order to practice Level II duties in Ontario, dental assistants must pass the NDAEB examination.

National Dental Assisting Examination Board (NDAEB)

The NDAEB is an independent board endorsed by many dental assisting associations and regulatory bodies. The Board has nationwide representatives from the Canadian Dental Assistant's Association, the Commission on Dental Accreditation of Canada, dental assisting educators from accredited and non-accredited educational institutes, and the public. The purpose of the NDAEB is the development and administration of the National Dental Assisting board examination and issuance of a National Board Certificate.

Presently, in Ontario, Level II Dental Assistants must apply for and write the National Board Examination, to be eligible to practice the intra oral level II skills of a Dental Assistant. In order to qualify to write the exam, you must be a successful graduate of a Level II Dental Assisting program. There is a fee of **\$625.00** for this examination. Information regarding the NDAEB exam and application process can be found on the website listed below. The faculty will review the requirements and the application process with the students before the end of the school year.

National Dental Assisting Examination Board	Phone:	1-613 526-3424
204-2283 St. Laurent Blvd.	Fax:	1-613 526-5560
Ottawa, ON	Web:	www.ndaeb.ca
K1G 5A2	Email:	office@ndaeb.ca

Ontario Dental Assistants Association (ODAA)

The ODAA supports dental assistants as respected healthcare professionals through visionary leadership and recognized credentials, fostering a unified sense of pride among its members. The ODAA is founded by and for dental assistants, and provides the designation of “certification” to its members.

Students are encouraged to apply on line, within the first few months of the program and student membership is free.

Ontario Dental Assistants Association	Phone:	1-519-679-2566 or 1-800-461-4348
869 Dundas Street West	Fax:	1-519-679-8494
London, ON	Web:	http://odaa.org/
N5W 2Z8		

Canadian Dental Assistants Association (CDAA)

The CDAA is the national organization for dental assistants that fosters opportunities for growth and is the voice for Canadian Dental Assistants. Membership through provincial organizations is the link to the CDAA, however at this time the ODAA is not a current member of CDAA.

Canadian Dental Assistants Association	Phone:	1-613-521-5495
1785 Alta Vista Drive, Suite 105	Web:	www.cdAA.ca
Ottawa, ON		
K1G 3Y6		

Beliefs about the Teaching/Learning Process

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

- A teacher is accountable to the student and the Dental Programs to provide an environment conducive to learning.
- The environment for learning is vital in that it should be supportive and provide direction for learning. Respect for the individual and her/his learning needs will promote a positive environment where learning can take place.
- Learning is a dynamic and continuous process which is manifested by growth and change in behaviour.
- Behavioural objectives, clearly stated and encompassing all learning domains (cognitive, psychomotor and affective) enhance the learning process.
- A student is accountable for active participation in the teaching-learning process. As a student progresses through the Dental Assisting Program, she/he should expect to assume increasing responsibility for learning.
- In keeping with our program philosophy and the professional requirement for life-long learning, the teacher fosters increasing independence in the learner.
- Students benefit from constructive feedback which is provided both immediately and regularly in an atmosphere of trust. An emphasis on positive reinforcement for appropriate behavior is essential to its success.
- Evaluation is an integral part of the teaching-learning process. Based on clearly stated objectives, it describes the student's progress and achievement of goals. Self-evaluation by the student is an essential element of evaluation. The teacher will provide both formative and summative evaluation.
- Formative evaluation provides feedback to learners about their progress in achieving the established objectives and occurs continuously throughout the learning experience. It serves a diagnostic purpose as it informs students of areas where further learning is necessary.
- Summative evaluation measures final outcomes or results and determines learner achievements as they relate to the learning objectives. It is concerned with how learners have changed.

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

Program Policies

All Regulations and Policies as outlined in the Durham College Academic Policies and Procedures are in effect, plus the following which are specifically related to the Dental Assisting Levels I and II program.

Dental Records Policy

Durham College is committed to the collection, use and/or disclosure of personal information in a responsible manner in keeping with Personal Health Information Protection Act (PHIPA) and the Freedom of Information and Protection of Privacy Act (FIPPA). The safety, retention, protection and transfer of personal information in keeping with the Prescribed Records Regulations of the CDHO, within the Regulated Health Professions Act (RHPA), are upheld by Durham College. No verbal or written personal, medical or dental information will be given to anyone outside of the dental facility without a client's written permission. Appropriate care in the destruction of personal information will be exercised to prevent unauthorized access to the information provided in the client's records.

Electronic Devices and Social Media

All electronic devices must be **off** and stored away during all classes and clinics/labs.

NOTE: At no time may a student take pictures or video without consent, or post anything related to faculty, staff, clients, students or class/clinic/practicum/lab on any social media sites.

Attendance

Because of the relationship between theoretical knowledge and clinical practice, it is essential that students participate in all learning activities provided. Failure to attend class/clinic may result in gaps in knowledge, grade reduction and potential safety hazards for the client.

Therefore, **full** attendance is expected for both class and clinic. Refer to individual course outlines for specific attendance requirements.

Throughout the school year, you will be expected to perform clinical skills on fellow students and the public. Working in partnerships with your classmates, and practicing newly learned skills with and on fellow students, prior to treating clients, is a significant component of the learning process.

Students who are not prepared to work collaboratively in the client role with their fellow students will not be able to achieve the learning outcomes of the Clinic courses. If there is a medical reason which may prevent you from participating, you will need to submit a medical certificate verifying this, prior to beginning your program.

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

If extenuating circumstances occur and you must be absent from class, please notify the appropriate professor by telephone voice-mail or e-mail before 8:00 a.m. on the day of absence.

Failure to notify may result in loss of opportunity to:

- a) Hand in assignments without penalty,
- b) Write tests,
- c) Obtain handouts,
- d) Complete practice sessions.

IN CASES OF ILLNESS A MEDICAL CERTIFICATE MAY BE NECESSARY. Please refer to Health Policies and Guidelines for additional information.

To avoid disruption students are expected to be punctual. Students may not be allowed into the classroom or leave the classroom when lecture is in process.

In keeping with the student's rights and responsibilities as well as professional guidelines and conduct, any student, faculty or staff deemed to be under the influence of any substance, will be removed from theory classes or clinical sessions immediately.

Policies for Tests and Examinations

Students will be required to present their student I.D. card for all tests and for all formal exams. 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 or exam. Please ensure that you bring your **DURHAM COLLEGE STUDENT I.D.** card to *all* tests and exams.

****Tests may occur outside of class hours. This will be noted on individual course outlines. A test schedule outlining all tests for the semester will be distributed at the beginning of each semester.**

For all tests, examinations and assignments, a deduction of 1/2 mark per error will be made for incorrect spelling of terminology, to a maximum of 10% of the value of the paper. All marks will stand.

To support student success, a student who is unsuccessful in **one** course, that would otherwise prevent them from progressing into the next semester, may write a 2 hour comprehensive supplemental assessment for that course. To be eligible for the supplemental, the student needs to have achieved a grade within 5% of the passing grade for that course. Regardless of the grade attained on the supplemental, the passing grade for the course will be the final grade entered (50% or 70% depending). For health and safety reasons, supplemental opportunities will not be provided in clinic practice courses.

Students who have been unsuccessful in more than one course in a semester, will not be eligible for this opportunity.

Late Arrival

Students will not be admitted to the room after the first student to complete the test leaves the room. Students arriving past the established deadlines should report to the course instructor, not to the test/examination room. No time extensions will be granted for late arrivals.

Missed Tests

If unforeseen circumstances arise and notice is provided to the instructor by 8:00 a.m. on the morning of the scheduled test, students may be eligible to write the missed test at another time. The student will need to apply in writing to the individual professor on the **first day of return**. The application to write an alternate test must outline the reason for missing the test and the arrangements required to write the test. Alternate test times may be scheduled in the evening or on weekends, as close to the original date as possible. Any supporting documentation must be attached (for example, a medical report, police report, funeral certificate). In consultation with the Associate Dean, and consideration of appropriate documentation within 2 business days; a student, who complies with the test policies, **may be given the opportunity to write a modified version of the test OR in a case of extenuating circumstances, have the weight of the missed test added to another evaluation item e.g. test, assignment, exam.**

Missed Labs and Clinics (Radiography Practice, Dental Materials and Clinic)

Students' eligible to seek support for missed practical evaluations in Radiography, Dental Materials, or Clinic must have notified the instructor prior to the absence of the circumstances, and then apply to the individual professor the first day back following an absence or **she/he may be ineligible for a make-up evaluation.**

Assignments

You will be notified at the beginning of each course regarding the plan for evaluation of student progress. It is important that assignments be handed in to the appropriate professor on the date specified. All assignments are due at the beginning of class on the specified due date. Late assignments will lose 10% per day (including weekends). Assignments will not be marked, if submitted one week past the due date. If you are experiencing any difficulty with assignments, speak to your professor in **advance** of the due date.

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.

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 can negotiate with the instructor for an **earlier submission date**. It is the student's responsibility to contact the instructor to arrange for this change.

Clinical Manuals

These manuals provide a comprehensive overview of clinical and lab procedures and protocol. They will be included in course packages for the corresponding courses, outlined on the booklist, purchased at the bookstore.

Evaluation Criteria

These manuals provide a comprehensive overview of the clinical and lab evaluation system.

Staff Availability

All dental programs staff and faculty encourage open communication with students. Appointments are available based on the individual teacher's timetable. Teachers may be contacted by voice mail, e-mail or in person after class.

Equipment Responsibility

Dental students are responsible for all assigned equipment. Due to the expense of this equipment, lost or damaged equipment will be replaced or repaired at the student's expense.

Radiography Practice

Students must provide their S.I.N. number to be registered for the Radiation Protection Badges that will be issued for all students in semester II Radiography Practice. These badges will be returned to the department at the end of the academic year. A fee will be charged for any late or lost badges, payable in the Dental Hygiene clinic.

Additional practice in Radiography Practice is encouraged in semester II. Students wishing to take advantage of extra practice time must arrange to have an instructor present and sign-in on sheet provided.

Students are responsible to purchase their own x-ray film in the bookstore, and additional boxes can also be purchased if needed.

Monitors will be assigned weekly, to perform radiography quality assurance duties, which will be reviewed by instructor in week 1.

Remediation for students failing RAD 2503 may be provided upon approval by Associate Dean, pending success in all other courses, and is reviewed on an individual basis.

CPR Level C and Standard First Aid

A current Canadian Heart and Stroke Foundation C.P.R. certificate, Basic Rescue Level C as well as Standard First Aid, must be completed and students are required to maintain certification throughout the program and field placement. It is important to note that the Durham College Dental Assisting program requires that the CPR be recertified every year. Some agencies and CPR instructors that provide recertification may note that it is valid for three years, but Dental Assisting students at Durham College must adhere to the program policy of recertification every year.

Entry Immunization Form

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

Please Note: There are costs associated with completing the Electronic Student Permit Check (ESPC) verification process for your placement. Service fees for [Verified](#), a documentation collection and ESPC verification partner, immunizations, lab tests, and certifications. **Please keep all receipts for income tax purposes.** Please review the field placement component of your program in order to determine the pre-placement requirements and due dates for submission. [Dental Assisting Field 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. Monday to Thursday and 8:00 am to 4:00 pm on Friday. 905-721-3037 www.durhamcollege.ca/campushealthcentre

Criminal Reference Check

Each student must provide the Original copy of a current Criminal Reference Check with Vulnerable Sector Screening.

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 web site <http://www.rcmp-grc.gc.ca/en/criminal-record-checks>

Dental Assisting (Level I&II) (DAII)

<i>Course Name</i>	<i>Mod</i>	<i>Code</i>	<i>Prerequisites</i>	<i>Corequisites</i>	Weekly Breakdown		
					<i>Lec Hrs</i>	<i>Lab Hrs</i>	<i>FP/Alt Hrs</i>
DAII-SEM1							
DENTAL & OROFACIAL ANATOMY		ANTY 1500		BIOL 1503, PREV 1501	3	0	
ANATOMY & PHYSIOLOGY		BIOL 1503			0	1	2
CLINIC THEORY I		CLIN 1500		CLIN 1501	3	0	
CLINIC PRACTICE		CLIN 1501		CLIN 1500, DENT 1509	0	3	
DENTAL MATERIALS		DENT 1509		CLIN 1501	1	3	2
PREVENTIVE DENTISTRY		PREV 1501			3	0	
RADIOGRAPHY THEORY 1		RAD 1500			3	0	
					13	7	4
DAII-SEM2							
CLINIC THEORY II		CLIN 2502	CLIN 1500	PRCT 1501	4	0	
DENTAL RECORDS		DENT 1502	ANTY 1500, BIOL 1503, CLIN 1500	CLIN 2502	3	0	
OFFICE MANAGEMENT/ DENTAL SOFTWARE		MGMT 1500			1	2	
NUTRITION I		NUTR 1500			2	0	
CLINIC PRACTICE II		PRCT 1501	ANTY 1500, CLIN 1501, PREV 1501	CLIN 2502, RAD 2503	0	6	
RADIOGRAPHY THEORY II		RAD 2502	CLIN 1501, RAD 1500	RAD 2503	1	0	
RADIOGRAPHY PRACTICE		RAD 2503	RAD 1500	RAD 2502	0	2	
DIVERSE POPULATIONS		SPEC 1502		PRCT 1501	2	0	
FIELD PLACEMENT	MOD2	FWK 2500	SPEC 0000		0	0	99
					13	10	99

NOTES:

OPT1/OPT2/OPT3 - OPTIONS - Students choose subjects. OPT1 subjects are included in total hours per week.

GNEED - Courses with this Subject Code are "General Education" subjects, GNEED 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.

Dental Assisting Field Placement

The various community experiences within the Dental Assisting program provide the student with the opportunity to gain knowledge, abilities and practical experience within the dental assisting field from community practices. These experiences give students a greater understanding of their role as a dental assistant, as well as to prepare them to practice collaboratively and interprofessionally with health care professionals in a variety of practical settings. There will be clinical observations within public health and a specialty practice, opportunity to deliver education to targeted groups within the community, and a 96 hour field placement in a general practice as the final component in the Dental Assisting program. The 96 hours Field Placement will take place as an additional 4 week experience following the end of semester II, and upon successful completion of all course requirements.

In order for the student to begin field placements and ensure coverage, a Student Declaration of Understanding must be completed and returned to the Placement Officer BEFORE the placement date begins.

As well, all field placement modules must have been completed and submitted in semester I, and student must have valid Standard First Aid and CPR certificate.

These forms are kept by Durham College for one (1) year after completion of the program, and inform all parties that there is coverage in the event of an accident.

In the event of an accident while on placement the student must inform their field placement employer and student must notify Durham College Dental Department contact person and provide details of the accident. The student must complete an accident form within 24 hours of the accident. The link to the online form is www.durhamcollege.ca/forms/accidentinjury.

In order to be eligible to begin Field Placement a program cumulative GPA of 2.0 is required. Students will be notified prior to field placement if their GPA does not meet the requirements and completion of the program will be delayed.

Field placement meetings will take place at the beginning of semester II, and documents and submission dates will be reviewed at that time. Students who have not submitted the necessary paperwork by the date given, may not be eligible for field placement. This will result in additional coursefee(s) being applied and delay in completion of program and certificate.

Health Policies and Guidelines

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

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

1. Entry Immunization Form

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

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

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

2. Tuberculosis Surveillance (TB skin testing)

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

3. Influenza Immunization (Flu vaccination)

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

4. Illness

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

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

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

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

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

- a) If an exposure occurs, immediately apply first aid measures.
 1. Wash the area with soap and water
 2. If eyes(s) splashed, rinse with tap water or saline with eye(s) open
 3. If mouth is affected, spit out suspected fluid and rinse with water
 4. If splashed and contact with skin occurs, wash area with soap and water, then assess the integrity of the skin contact
- b) Reporting and post-exposure management.

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

The exposed student should:

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

6. Travel Outside Canada

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

Durham College Mission, Vision and Values

Guiding the overall direction of the college, the Strategic Plan outlines Durham College's (DC) mission, vision and values and is based on our four pillars – our students, our people, our work and our community. It is by working together, focusing on these guiding principles, that we are able to deliver exceptional teaching and learning opportunities that support the success of our students and faculty. The college's strategic plan is available on the [college's website](#).

Academic Advising – Student Advisors

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

They can help you:

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

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

Academic Integrity

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

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

Access and Support Centre

The Access and Support Centre (ASC) provides services to students who are temporarily at-risk or identified with an exceptionality, to ensure equal access to all aspects of the academic environment. The ASC provides accommodations to meet students' individual needs through assistive technology and coaching.

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

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

Coaching

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

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

Important Dates

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

Academic Grading and Progression

Please refer to the ACAD 112 – [Academic Grading Policy and Procedure](#) document for a complete overview of grading practices and ACAD 127 – [Academic Progression Policy and Procedure](#) to clearly understand the requirements necessary for a student to progress through an academic program.

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

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

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

Student Academic Learning Services

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

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