

PROGRAM GUIDE

School of Health & Community Services (HCS) Dental Reception and Administration

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,



Ralph Hofmann, 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.

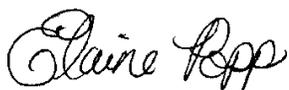
As a leading post-secondary destination, DC offers a comprehensive range of exceptional academic programs and student services. Our students develop the professional and durable skills required to realize meaningful careers and make a difference in the world.

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

Personal Support Worker 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	Karen Anderson	Ext. 4166	Karen.anderson@durhamcollege.ca
Office Administrative Assistant	Sara Horruzey	Ext. 2944	sara.horruzey@durhamcollege.ca
Dental Technologist	Julie Pickell	Ext. 2764	julie.pickell@durhamcollege.ca
Dental Technologist	Catherine Hayes	Ext. 2837	catherine.hayes@durhamcollege.ca
Program Coordinator	Donna Pegg	Ext. 2386	donna.pegg@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

DRA Program Information

Mission Statement

“Through a student-centred learning environment, create graduates who possess the knowledge, skill and ethical behaviours to process and present patient information, contribute to the functioning of the dental environment and collaborate with patients and members of the oral health team.”

Revised June 2018

Introduction

“Student Success” is the primary goal of the Dental Reception and Administration program at Durham College. As educators, we are dedicated to helping students achieve their own goals. This guide will:

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

Your Program Guide contains valuable information about Durham College and the Dental Reception and Administration program. Please read it carefully, and keep it readily accessible, as you will want to refer to it from time to time.

Program Description

The dental receptionist and administrator is a vital member of the dental office. The dental receptionist and administrator must maintain collaborative relationships with clients as well as all members of the oral health care team, to deliver the highest level of client-centered care. This program will equip students to be multi-skilled, ethically responsible dental administration professionals.

Students learn the latest computer software used in dental offices, to process claims and carry out appointment management. As well, students become familiar with dental anatomy and dental charting, learning the basics of radiography, understand financial calculations, documents and transactions and gain effective interpersonal communication skills.

Graduates may apply to write the Certified Dental Receptionist (CDR) exam through the Ontario Dental Assistants Association (ODAA) (odaa.org) to obtain their designation as a Certified Dental Receptionist.

Dental Reception and Administration Program Learning Outcomes

The graduate, upon successful completion of this program, will have reliably demonstrated the ability to:

1. Assist in the establishment and operations of dental office systems to process confidential patient information and communications.
2. Manage dental office business and financial applications that meet organizational requirements and legislative guidelines.
3. Identify dental structures and terminology to maintain client clinical records.
4. Support client treatment by applying basic principle of dental imaging and the maintenance of dental images.
5. Employ communication and conflict resolution strategies to engage with a diverse audience and support the requirements of the daily operations of a dental practice.
6. Support the dental team during various dental processes and emergencies.
7. Adhere to professional, reflective and ethical standards to create a positive image within a dental environment.
8. Promote a dental practice by using communication strategies that build interpersonal relationships with potential and existing patients.

Statements of Philosophy

Curriculum

The curriculum will be based on the interactions among learners and among learners and professors. As co-learners, professors and learners engage in trusting relationships that promote creativity and innovation. Teaching-learning is a dynamic process that occurs in formal and informal context. Feedback and input regarding all aspects of the program are valued and encouraged. Opportunities to share ideas among all participants in the learning process is seen as important for the growth of staff, faculty, learners and indeed the programs. Faculty are committed to yearly revision of Course Outlines to ensure an up to date curriculum.

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 experiences 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 their 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 Reception and Administration

The primary focus for Dental Reception and Administration program is job–focused curriculum that reflects the needs of the employers and students. This program will equip students to be a multi-skilled and ethically responsible dental receptionist and administrator. Dental Reception and Administration requires knowledge of theory, caring practice, reflection and collaboration with other team members, clients and dental related industries.

Program Goals

The goal of the Dental Reception and Administration program is to prepare a graduate who is able to practice competently within the dental profession. To accomplish this, the faculty of the program will:

1. Establish a climate for a positive learning experience.
2. Deliver a curriculum that 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 behaviours.
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, give feedback regularly 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 Receptionist and Administration Graduate

The goal of this program is to prepare the graduate who will serve as a vital member of the oral health team in the dental health field either as a Dental Receptionist or as a Dental Office Administrator.

The graduate will possess the knowledge, skills, and abilities to work effectively within the dental team in providing optimum oral care to the public.

The graduate, entering the workplace as a Dental Reception and Administrator:

1. Is educated to be a multi-skilled professional, possessing a diverse knowledge base.
2. Will be able to apply detailed business office procedures and provide client support.
3. Will practice effective interpersonal communication skills and maintain collaborative relationships with all members of the oral health care team in the delivery of client centered care.
4. Is educated to uphold ethical and legal obligations, and technical competence.

Career Opportunities for Dental Receptionists

This program offers the graduate the skills to work in a reception position and advance to a supervisory position as an Office Administrator. A variety of dental practice settings exist in Canada today. Settings include private dental practice (general and specialty), community health (federal, provincial, regional, municipal government programs), educational and correctional institutions, the Armed Forces, hospitals, retail or insurance industries and other health-related settings.

Professional Associations

Ontario Dental Assistants Association (ODAA)

The ODAA is a member driven organization. It provides continuing education to the members, grants certification to new graduates, promotes professionalism and maintains unity for the members. Students may voluntarily join as student members at the beginning of the program free of charge. Student membership packages are available at the ODAA web site. The program will provide students with the information about this process during the course of the program. There is a fee of approximately \$200.00 for the certification exam and fee. Refer to current fees on the ODAA website.

Students who are successful in the Dental Reception and Administration program will be eligible to write the ODAA Dental Reception certification exam.

869 Dundas Street West
London, ON
N5W 2Z8

Phone: 1-519-679-2566
1-800-461-4348
Fax: 1-519-679-8494
Web: www.oda.org

Canadian Dental Assistants Association (CDAA)

The CDAA is the national organization for dental assistants and receptionists that fosters opportunities for growth and is the voice for Canadian Dental Assistants.

440 Laurier Ave W,
Ottawa, ON
K1R 7X6

Phone: 1-613-521-5495
Web: cdaa.ca

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 Reception and Administration program to provide an environment conducive to learning.
- The environment for learning is vital in that it should be supportive and provide direction for learning. Respect for the individual and 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 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 teachers foster 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 behaviour 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 Policies & Procedures, please go to <http://www.durhamcollege.ca/about-us/corporate-links/governance/policies>.

Program Specific Academic Policies & Procedures

College Policies

Durham College is guided by policies and procedures that are designed to protect the rights and responsibilities of its students, staff and faculty, and meet institutional requirements, consistent with the Board of Governors' policy framework, legislative requirements and Ministry of Advanced Education and Skills Development (MAESD) directives. They are reflective of the college's mission, vision and values and are positioned to support accountability and equality in a respectful post-secondary environment.

The Dental Reception and Administration 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 School of Health & Community Services reserves the right to alter its Policies and Procedures as needed. Students will be given written notification of any necessary changes. The following policies apply to all subjects unless students are advised otherwise. Additional policies specific to individual courses may be included in those Course Outlines.

The Learning Environment

In order to ensure a quality learning environment for all students, the following policies have been established. Any behaviour that disrupts the learning environment will be dealt with according to the Durham College Policies and Procedures.

Submission of Required Documents

One of the Essential Employability Outcomes mandated by the Ministry of Training, Colleges and Universities (MTCU) is that of “Personal Skills”. The defining skills in this category include “managing self” and “demonstration personal responsibility”. One of the required learning outcomes of this skill is that the student demonstrates the ability to “take responsibility for one’s own actions, decisions and consequences”.

To this end, students will be held fully responsible for submission of all required documentation by the deadline communicated to them for program admission and for specific subject material.

Attendance

Attendance has been closely linked to student success. Regular attendance is strongly encouraged.

It is the student’s responsibility to attend all classes, labs, evaluations, field placement, etc. In the event that the student cannot fulfill this obligation, it is the student’s responsibility to notify their faculty, as required. Failure to attend class/labs/clinics may result in gaps in knowledge, grade reduction and potential safety hazards in the following classes/labs/clinics. In addition, the faculty and/or placement employer may require reasons to substantiate the absence. The student is responsible for any missed materials and instruction as a result of the absence. In addition, it is the student’s responsibility to complete all assignments and to be aware of announcements made. Students must attend class prepared to participate. Ensuring that they arrive on time, have all required supplies and have access to computer connection. Students must review DC Connect related materials, announcements, e-mails, notes, readings, and other requirements prior to class and on a frequent basis.

Faculty recognize that there are often legitimate reasons for late arrivals. If you arrive late for on campus classes, please enter the classroom as quietly as possible and/or wait until there is a formal break in the class to minimize disruption to students who arrived on time. If you disturb the class upon your arrival, you will be asked to leave the class. 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 without prior notice to the professor in order to be courteous and respectful of the learning environment.**

If extenuating circumstances occur and you must be absent or late from class, please notify the appropriate professor by method the professor identifies **before 8:00 a.m.** on the day of absence. Failure to notify may result in loss of opportunity to:

- a) Submit assignments without penalty
- b) Write evaluations
- c) Obtain materials
- d) Complete practice sessions

There may be designated **mandatory** classes identified by professors prior to the given date. Mandatory classes could include guest speakers, specific in class activities or evaluations. During classes in which a guest speaker is scheduled or when student peers are making a presentation, late arrival may not be permitted. (Special circumstances may be presented to the faculty in advance of the class for consideration).

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

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 clinic sessions immediately.

For further guidance refer to the Course Specific Policies and Expectations of your Course Outline(s).

Communication

Students are expected to check DC Connect **daily** for both college-wide and program specific information. Each Durham College student has a DC Mail e-mail address which they should check daily. Communication between students and faculty via e-mail is limited to the DC Connect system. Durham College faculty and staff do not use or reply to personal e-mail addresses. Should a student have a login and/or performance issue with their DC Connect, it is their responsibility to report the issue(s) to the IT Help Desk by calling 905-721-3333, e-mail servicedesk@dc-uoit.ca or visiting the Computer Commons if on campus, room SW100.

It is the student's responsibility to keep the faculty informed about any circumstances which may be interfering with the student's success in that course. The faculty cannot provide support and assistance if s/he is not aware that a problem exists. Students can leave messages on the faculty's e-mail to make arrangements for the faculty 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 line of solution should be a discussion with the faculty. If the issue cannot be solved through collaboration, the student is advised to make an appointment with the Program Coordinator or Student Advisor.

Computer Usage during Scheduled Classes

Studies and feedback have identified that instant messaging, (MSN, Facebook, etc.), e-chats, checking personal e-mail, surfing, shopping, gaming activities, etc. distract other students and detract from learning. These activities and the personal use of computers are not allowed during in person class time unless otherwise indicated by the professor. Students involved in this behaviour during a teaching session will be required to leave the room. See Durham College Policies and Procedures, and refer to the section on Information Technology Acceptable Use.

Electronic Communication Devices

When you are on campus and in class, please turn all electronic communication devices off and stored away unless faculty request that you have/utilize them. If a device is activated frequently causing unnecessary disruption to the class, you may be asked to leave. All electronic devices must be off during all classes unless faculty request that you have/utilize them. Personal device usage is not permitted in clinics or labs and must be stored away. You may consult with the professor if personal device usage is requested due to extenuating circumstances. If you use a device for this purpose, you may be asked to leave the class. See specific policies for clinics and labs.

NOTE: At no time may a student to record or post anything related to faculty, staff, clients, other students, class/practicum or placement on social media.

Music Devices/Earphones

Music devices/earphones are not permitted on campus in the classroom at any time unless identified as an accessibility device. When you arrive and the class begins, please remove all music devices/earphones and put them away. If you are found to be in contravention of this policy, you will be asked to leave the class.

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 in the designated format, in the correct location and on the date specified. All assignments are due 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. This is not to imply that assignments may be up to 1 week late. 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 or on DC Connect.

If the deadline will not be met, it will also be the student's responsibility to contact the instructor by 8:00 a.m. on the due date at the latest. If the student will be absent on the due date, he/she can negotiate with the instructor for an **earlier submission date**. The student must contact the instructor to arrange for this change.

It is the student's responsibility and best practice to **keep a back up copy** of each assignment that is submitted.

Test /Exam Expectations and Procedures

Test and exam writing is taken seriously and is conducted under structured circumstances. In an attempt to ensure academic integrity, the following procedures will be followed for all tests and exams.

Students who have been identified by the Access and Support Centre (ASC) as having identified with an exceptionality may write tests and exams commencing at the scheduled time in the Access and Support Centre (ASC) or alternative arrangement. When on campus and writing in the Access and Support Centre (ASC), it is the student's responsibility to make appropriate arrangements and communicate them to the faculty in advance and through the ASC.

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 1.5-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, if the student passes the supplemental, the overall final grade entered will be 50%. Students who have been unsuccessful in more than one course in a semester, will not be eligible for this opportunity. For health and safety reasons, supplemental opportunities may not be provided in Dental Practice course. At the end of term 2 and to be eligible to write a supplemental, the student would need to have passed all other subjects and be able to obtain a minimum overall 2.0 GPA to be granted this opportunity. **This opportunity will be available only once over the entire program.**

It is the students' responsibility to:

1. Check the test /schedule time carefully. Ensure awareness of the time and place that the test is being written. When on campus, students who arrive late on the day of a test will not be given any additional time to complete the test. **No late arrivals will be permitted after the first student to complete the test leaves the room. No time extensions** will be granted for late arrivals.
2. Write all tests during the scheduled times. Should this not be possible because of extenuating circumstances, the student must notify the faculty prior to the evaluation or at a minimum, by 8:00 a.m. on the date of the test. Email messages are acceptable forms of notification if you are unable to personally speak with the faculty. Failure to contact the appropriate faculty may result in a mark of "0" for the missed test. Students can expect that one or more of the evaluations for all practicum courses will include timed elements. The timed element of the practicum evaluation component or criteria cannot be waived or extended.

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. If granted, an alternative test time may be scheduled. If on campus they are scheduled in the evening or on weekends. A Student, who complies with the test policies, may be given the opportunity to write a modified version of the test. If further challenges arise, possible decisions will be made upon consideration of appropriate documentation within 2 business days and upon consultation with the Associate Dean that could involve having the weighting evaluation added to another test/assignment.

Missed Clinics and Labs

Plan to attend all evaluations on the designated dates in clinic/lab classes. These evaluations take place during the designated class time and cannot be made up at a later date. If you are going to be absent, the student must notify the instructor by 8:00 a.m. or prior to the evaluation.

Evaluation Results

Students may be able to review graded assessments if requested while on campus. Grades can be reviewed on DC Connect.

Students can consult their appropriate professor for specific information on evaluation protocols. There will be no rewrites or supplemental or alternative tests/assignments.

Evaluations shall be assigned a grade, and where appropriate, faculty may provide feedback to assist students in improving academic performance. See Missed Tests. Students may request an interview with a faculty member for further clarification of evaluation results.

Grades

Results of a student's individual test or assignment will be posted on DC Connect. While on campus, marked tests and assignments will be kept for 20 working days after the student's grade report is made available at the end of the semester. If they are not retrieved in that time, the assignments/tests may be discarded.

Manuals

Dental Practice and Field Placement manuals provide an overview of procedures, protocols and documentation. These are distributed and appear on DC Connect.

Cardiopulmonary Resuscitation Certification (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. It is important to note that Durham College Dental Reception and Administration program students must adhere to the Durham College Dental program policy of recertifying CPR annually.

Current CPR & Standard First Aid, along with Updated EIF and TB and the 5 on-line field placement modules are strongly suggested to BEGIN Dental Practice. Students will not begin **Field Placement** until all are verified as successfully completed.

Dental Reception and Admin (DRA)

Course Name	Mod	Code	Prerequisites	Corequisites	Weekly Breakdown		
					Lec Hrs	Lab Hrs	FP/Alt Hrs
DRA-SEM1							
ACADEMIC COMMUNICATION ESSENTIALS		COMM 1715			3	0	
DENTAL OFFICE MANAGEMENT I		DENT 1514		DENT 1520	3	0	
ETHICS & PROFESSIONAL ISSUES		DENT 1515			2	0	
DENTAL IMAGING BASICS		DENT 1516		DENT 1520	2	0	
DENTAL ANATOMY AND CHARTING		DENT 1520			2	0	
FINANCIAL ADMINISTRATION IN THE OFFICE		FINC 1301			3	0	
DRA FIELD PLACEMENT PREPARATION	MOD2	FPP 1500			2	0	
					17	0	
DRA-SEM2							
PRESENTATION STRATEGIES		COMM 2725	COMM 1803		2	0	1
INFORMATION SYSTEMS		COMP 2106	DENT 1520, FINC 1301		0	4	
MEDICAL CONDITIONS AND OFFICE EMERGENCIES		DENT 1521			2	0	
DENTAL PRACTICE		DENT 2502	DENT 1516, DENT 1520	DENT 1521, DENT 2504	0	2	
DENTAL OFFICE MANAGEMENT II		DENT 2503	DENT 1514, DENT 1520		3	0	
DENTAL THEORY		DENT 2504	DENT 1520	DENT 1521, DENT 2502	3	0	
CLIENT RELATIONS		RELA 2500			2	0	1
DRA FIELD PLACEMENT PREPARATION	MOD2	FPP 1500			2	0	
DRA FIELD PLACEMENT PREPARATION	MOD2	FPP 1500			2	0	
FIELD PLACEMENT	MOD2	FWK 2502	SPEC 0000		0	0	80
					16	6	82

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.

Field Placement

Field placement is a valuable experience, which gives students practical, on-the-job experience to solidify the theoretical and practical lessons they have learned. Field Placement consists of 80 hours in a general dentist setting immediately after semester 2. There is no financial obligation connected to field placement by the placement employer.

The Dental Reception and Administration Field Placement policies and procedures are explained within the program during semesters 1 and 2. Some points of interest are noted below. Students must successfully complete 80 hours of Field Placement to complete the DRA program within the designated timeframe of 3 weeks.

Eligibility

Students must obtain and maintain a cumulative GPA of 2.0 successfully complete all prerequisites and submit required Field Placement documentation to be eligible for field placement.

Transportation

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

Student Conduct

Students on placement in community settings need to be aware that they are guests in these environments. Students are expected to comply with all policies and procedures that have been set out by the field placement practice or organization with respect to work schedule, dress code, safety issues, confidentiality, privilege and current Public Health directives. They should present themselves in a manner appropriate to a member of the professional team in the setting. This includes ensuring appropriate dress (based on the accepted standard in the practice and current RCDSO guidelines), introducing themselves to the staff, and maintaining respectful interactions with them and clients at all times, and scheduling / adhering to appropriate arrival, departure, and break times.

It is the student's responsibility to have respect for his/her peers and conduct him/herself in a professional manner. Students are **not** to use personal electronic devices while on placement. Students should ensure that personal property, including cell phones, are secured while on placement.

Health Policies and Guidelines

Certain protective health measures such as entrance physical examinations, up to date immunization, 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 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 through e-mail. Exceptions to these dates are non-negotiable due to liability and safety regulations.

The Campus Health Centre can provide assistance in completion of these forms if necessary. Completion of the form may require more than one physician 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.

Immune status is required via blood titre levels and any record of past vaccinations must be supplied for the exemption status to be processed.

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. TB testing is mandatory.

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 and follow reporting protocols. If illness or injury occurs while in a practicum segment, contact your practicum/placement officer and designated risk manager for further direction.

Contact your healthcare professional or make a medical appointment through the Campus Health Centre or follow Durham College and Public health reporting and testing protocols 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

It is very important to follow official travel advisories by the Government of Canada and internal college policies. 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 and follow Durham College and Public Health protocols.

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 1.5 and 1.99 to continue on 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.