

PROGRAM GUIDE

School of Health & Community Services (HCS)
Personal Support Worker

2021-2022



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Please note the following important information:

Durham College strives to ensure the accuracy of the information in this publication. Please note that the academic curriculum is continually reviewed and revised to ensure program quality and relevancy. As such, the college reserves the right to modify or cancel any course, program, fee, procedure, and timetable or campus location at any time. Please consult the [Durham College website](#) for the most current information.

June 2021

Welcome Students

A Message from the Dean and Associate Dean

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

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

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

Sincerely,



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

Sincerely,



Margret Campkin, RN, BScN, MN
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.

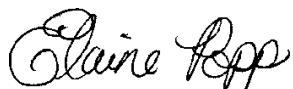
As a leading post-secondary destination, DC offers a comprehensive range of exceptional academic programs and student services. Our students develop the professional and durable skills required to realize meaningful careers and make a difference in the world.

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

Personal Support Worker Program Faculty & Staff

Interim Executive Dean	Ralph Hofmann	Ext. 3285	ralph.hofmann@durhamcollege.ca
Associate Dean	Margret Campkin	Ext. 2125	margret.campkin@durhamcollege.ca
Administrative Coordinator	Shari Kinney	Ext. 2375	shari.kinney@durhamcollege.ca
Student Advisor	Haya Esaad	Ext. 3066	haya.esaad@durhamcollege.ca
Placement Officer	Haya Esaad	Ext. 2288	haya.esaad@durhamcollege.ca
Administrative Assistant	Sara Horruzey	Ext. 2944	sara.horruzey@durhamcollege.ca
Simulation Technologist	Marie McEwan	Ext. 2345	marie.mcewan@durhamcollege.ca
Nursing Technologist	Jared Button	Ext. 2183	jared.button@durhamcollege.ca
Program Coordinator	Debbie Morrison	Ext. 2194	debbie.morrison@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
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

PSW Program Information

Mission Statement

The Personal Support Worker (PSW) program offers an innovative, student-centered learning environment that fosters the development of a graduate who has the knowledge and skills required to work as a novice PSW, while providing compassionate, client/resident focused care. The goal of the program is to prepare a graduate who advocates for the Dignity, Independence, Privacy, Preferences, and Safety of those they care for, as well, the current and future direction of the Personal Support Worker in Ontario.

Your Program Guide contains valuable information about Durham College and the Personal Support Worker program.

The guide will:

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

Your Practicum Guides contain specific information about practicum placements in the program. Please review these guides for specific policies and requirements related to practicum.

Program Description

Introduction

“The PSW is a front-line care provider whose responsibilities focus on the provision of personal care and support that include activities of daily living with client populations across all institutional and community care and service settings. They provide compassionate, client-centered care under the supervision of professionals, according to the care plan”.

The Personal Support Worker program is a two-semester program offering academic studies and practicum experience to prepare graduates with the knowledge, skills, and attitudes necessary to enter the health care system as entry-level health care workers to provide personal care and home management services to clients in both community and institutional settings. Graduates of Personal Support Worker programs in the colleges of applied arts and technology have demonstrated the ability to work as a member of care/service teams. They use established care/service plans, and policies and procedures to provide safe personal care and home management services for clients and their families. They interact and communicate effectively with clients, families, and care/service team members.

As part of their supportive role, these workers in an ongoing and timely manner make and report relevant observations to the appropriate regulated health professional and/or supervisor.

Graduates are responsible for working productively and constructively within the Personal Support Worker role, for knowing their strengths and limitations, and for seeking out information, guidance, and/or direction from the appropriate person.

Personal Support Workers are unregulated health care providers. The intent of the Personal Support Worker program is to prepare graduates to work under the supervision of the regulated health professional, supervisor, or, in the assisted care environment, under the direction of the client. Personal Support Workers provide clearly identified personal care, routine activities, and home management services, within care/service plans established policies and procedures. Personal Support Workers are responsible to their clients and to their employers for providing quality personal care, routine activities, and home management services. In assigning work to these graduates, employers, supervisors, and/or regulated health professionals consider each client situation in relation to that client's condition, the task to be done, the associated risk of performing the task, and the environmental supports required to safely and competently carry out the task. In carrying out their assigned work, personal support workers are responsible for safely and competently using care/service plans, for following oral directions and written guidelines, and for complying with established policies and procedures.

Following successful completion of their program, graduates may be employed in a variety of community and institutional settings. As members of care/service teams, personal support workers work with infants and children as well as adults, families, individual clients who are experiencing physical, cognitive, emotional, and behavioural challenges, and with multi-client groups in both community and institutional settings. There is a focus on the senior as well as dealing with responsive behaviours. They are valuable members of care/service teams.

"Student Success" is the primary goal of the Personal Support Worker program at Durham College. As faculty and administrators, we are dedicated to helping students achieve their own goals. Our program is offered over 1 year to full time students.

Curriculum

The curriculum for the Personal Support Worker program has been developed using the principles of compassionate client-centered care, while utilizing the following documents: The Ministry of Training, Colleges and Universities; The Personal Support Worker program Standard 2014, Ministry of Health & Long Term Care, and the practice standards, practice guidelines, forms and other publications available from the College of Nurses and the Registered Nurses Association of Ontario. The program has a strong emphasis on practical hands-on experience in a variety of health care settings. Practicum experience includes providing care to residents in a long-term care setting and then concludes in a consolidated long-term care experience as well as providing care to clients with health challenges/school age/community/acute care, and/or mental health challenges.

Learning occurs in a variety of settings and through a variety of delivery methods while incorporating the principles of Universal Design. For example: the classroom, laboratory, simulation, interdisciplinary learning opportunities, various health facilities, independent study and online learning. Practicum experiences may involve working a variety of shifts.

Feedback concerning all aspects of the program is valued and encouraged. Opportunity to share ideas among all participants is important for the growth of faculty, learners and the program.

Faculty are committed to yearly revision of course outlines to ensure current, enriched, evidenced- based curriculum is continually offered.

Statements of Philosophy

Philosophical Beliefs

The Personal Support Worker (PSW) respects and supports the individuals' desire to be healthy and independent according to their own choices and capabilities. The purpose of the support is to assist persons with the tasks of daily living so that they may participate in their community and daily lives.

The Personal Support Worker is a valued member of the health care team and contributes to the quality of the life of individuals by promoting their independence, dignity, social, emotional and physical well-being, mobility, preferences, privacy, comfort and safety.

Synopsis of the Vocational Learning Outcomes and Program Learning Outcomes

The graduate has reliably demonstrated the ability to:

1. Work within the personal support worker role in community, retirement homes, long-term care homes and/or hospital care settings in accordance with all applicable legislation and employer's job description, policies, procedures and guidelines.
2. Act responsibly and be accountable for own actions while recognizing the boundaries of knowledge and skills within the personal support worker role that require collaboration with the clients, families, supervisors and/or other members of the interprofessional care/service team.
3. Participate as a member of the interprofessional care/service team and maintain collaborative working relationships in the provision of supportive care in community, retirement homes, long-term care homes and/or hospital care settings.
4. Provide client-centred and client-directed care that is based on ethical principles, sensitive to diverse client and family values, beliefs and needs, and which follows the direction of the plan of care/service plan.

5. Establish and maintain helping relationships with clients and their families reflecting open communication, professional boundaries, and employer's policies and adhering to confidentiality and privacy legislation.
6. Identify relevant client information using basic assessment and communication skills and report and document findings in accordance with the requirements of employer policies and procedures and all applicable legislation.
7. Promote and maintain a safe and comfortable environment for clients, their families, self and others including the implementation of infection prevention and control measures and emergency first aid procedures that are in keeping with the plan of care/service plan, employer policies and procedures, and all applicable legislation.
8. Assist clients across the lifespan with routine activities of daily living by applying basic knowledge of growth and development, common alterations in functioning, disease prevention, health promotion and maintenance, rehabilitation and restorative care.
9. Assist clients with medication in keeping with the direction of the plan of care/service plan and under the direction and monitoring of a regulated health professional or most accountable person and in accordance with all applicable legislation and employer's policies.
10. Assist with household management tasks and instrumental activities of daily living in accordance with the plan of care/service plan* and considering the preferences, comfort and safety of clients, families and significant others.
11. Assist clients who are caring for dependent individuals considering client and family choices, professional* boundaries and the direction of the plan of care/service plan.
12. Identify and report situations of neglect, and potential, alleged or witnessed/actual incidents of abuse, and respond in accordance with all applicable legislation and employer's policies and procedures.
13. Assist in the provision of culturally relevant* palliative and end-of-life care to clients experiencing life threatening illness and to their families and significant others, from diagnosis through death and bereavement, and in accordance with clients' choices and the plan of care/service plan.
14. Use identified approaches and best practices to support positive and safe behaviour in clients experiencing cognitive impairment, mental health challenges and/or responsive behaviours.

* The Ministry of Training, Colleges and Universities; Personal Support Worker Program Standard 2014,

Durham College Graduate Profile

A Durham College graduate is expected to integrate and transfer knowledge, skills and attitudes to roles performed in the work place and in his or her personal life.

Commensurate with the level of study, the Durham College graduate will have reliably demonstrated the ability to:

- Meet the entry-level vocational requirements of the specific field or profession.
- Interact with other groups and teams, use critical thinking skills to evaluate and solve problems and communicate confidentially in a variety of situations.
- Adapt to change, recognize the need to maintain and renew knowledge and skills and effectively meet social challenges arising in community, family and working life situations.

Assumptions & Beliefs Concerning the Teaching – Learning Process

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

- A Faculty is accountable to the student and the Personal Support Worker 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.
- Learning outcomes, 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 Personal Support Worker 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 behaviour is essential to its success.
- Progress review is an integral part of the teaching-learning process as it describes the student's progress and achievement of goals. Self-assessment by the student is an essential element of progress review. The teacher will provide both formative and summative feedback.
- Formative progress review provides on-going feedback to learners about their progress in achieving the established learning plan and occurs continuously throughout the learning experience. It serves a diagnostic purpose as it informs students of areas where further learning is necessary.
- Summative progress review measures final outcomes or results and determines learner achievements as they relate to the learning outcomes. It is concerned with how learners have changed.

Timetables

Timetables are available online through <https://durhamcollege.ca/mycampus/>

You can view and/or print your timetable from any computer with internet access. If you require assistance, please contact the Help Desk at 905-721-2000 Ext. 3333.

Assistance is available from your Student Advisor. Should you have a discrepancy on your timetable – report it immediately!

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

Personal Support Worker Program Policies

The PSW program has developed program policies based on its philosophy. It is the student's responsibility to read, understand, and comply with the policies outlined in this document as well as the Durham College Academic Policies and Procedures. The PSW program reserves the right to alter its Policies and Procedures as needed. Students will be given written notification of any necessary changes. The following policies apply to all courses unless students are advised otherwise. Additional policies specific to individual courses may be indicated in the Course Outline. Policies related to practicum courses will be identified in the Practicum Guide and/or the individual Course Outline.

Freedom of Information and Protection of Privacy

It is important to be aware that students are protected by the [Freedom of Information and Protection of Privacy Act](#), which is a government act, and Durham College is not permitted to release confidential information regarding the student. This includes, but is not limited to, academic progress, financial information and registration.

All communication will take place directly with students only and will generally be considered confidential. It is up to the student to decide how much information will be shared with their family and support network. Faculty members and staff in the Program will only communicate directly with students. Should a third party contact faculty or staff in the program regarding a student, that student will be contacted by email, advised of the contact, and invited to speak directly with the appropriate person.

Students will be asked for written consent should access be requested by any party other than those previously described.

All confidential information to which the student has access is protected by legislation. Failure to maintain confidentiality/privacy of resident/client/patient/staff information or other breaches of confidentiality related to clients, fellow students or college employees may result in dismissal from the college and/or legal action.

The Learning Environment

Attendance

Because of the relationship between theoretical knowledge, critical thinking and practicum skills, it is essential that students actively engage in all learning activities provided. Failure to attend class may lead to gaps in knowledge, grade reduction and potential safety hazards for the client/resident in the practicum setting. Full attendance is expected.

A student **must notify Course Professor via DC Mail** if late, or daily if absent from class.

A student who is frequently absent will receive an Academic Notice and may be expected to meet with the Student Advisor to discuss the reason for the absenteeism, explore any additional supports that may be available to promote student success and to determine how the student might fully participate in learning activities. The student may also be requested to meet with the Coordinator or Associate Dean of the program. Students who are absent from a significant portion of lab/practicum experience may be unable to meet the learning outcomes and may be required to complete additional practicum experience at **their own expense**. Refer to the Practicum Guide regarding attendance requirements.

Punctuality

Students are expected to arrive to class on time both at the beginning of class and after breaks. Faculty recognize that there are often legitimate reasons for late arrivals but when the behaviour is chronic and disturbs a class already in progress, the Faculty has the right to prohibit entry to the classroom until a suitable break occurs. During classes in which a guest speaker is scheduled or when student peers are making a presentation, late arrival may not be permitted. (Special circumstances may be presented to the Faculty in advance of the class for consideration.)

Student Support Services

There are a number of services available for students. Please consult your Durham College Student Handbook and make an appointment to meet with the Student Advisor for details related to financial assistance, counseling, and additional success strategies.

For a full list of student supports/services visit: <https://durhamcollege.ca/student-life/student-services>

Communication

1. The student is expected to demonstrate respect for all individuals in the learning environment.
2. The student is expected to come to class prepared in the physical, cognitive and behaviour domains: <https://durhamcollege.ca/wp-content/uploads/Fit-for-Class-faculty.pdf>.
3. The required course specific text books, study guides, online resources are mandatory for successful completion of the PSW program as evaluations are directly linked to these required resources.
4. Professors are available via email DC Mail.
5. All email correspondence must be done through DC Mail. Faculty are not permitted to respond to personal email sources such as Gmail or Yahoo. Consistent communication is essential for student success. It is the student's responsibility to check DC Mail and DC Connect **daily for updates** and messages.
6. Email communication should be professional. It is expected that students will include appropriate greetings/signatures, as well as composed message using full sentence structure which indicates the purpose of the communication. Messages will demonstrate a respectful, professional tone at all times. Students should not consider email that they send to faculty members, or staff to be confidential. If, in the potential interest of student, patient, or public safety, correspondence from a student is deemed to be potentially concerning in any way, faculty will be required to share this information with appropriate individuals.
7. It is the student's responsibility to check DC Connect AND DC Mail frequently, acknowledge a read receipt when requested and **respond e-mail within 24-48 hours**. E-mail sent after business hours on Fridays may be responded to on the following Monday. The same parameters apply to the Faculty/Staff when responding to student e-mail.
8. If a student has a service, classroom, practicum or Faculty issue, the first step is to speak to the appropriate person, the Faculty or the service department in the College. If the issue cannot be resolved by that collaboration, please make an appointment to speak to the Program Coordinator and /or Student Advisor.

Feedback

Providing students with ongoing feedback on their progress is an important role of the Personal Support Worker team. The program offers multiple formal and informal student feedback opportunities including: team work, written papers, in-class and online assignments and activities, peer feedback, reflective notes, tests, exams, practicum feedback including self-reflection and progress notes, as well as opportunities for students to provide feedback to teaching regarding content delivery and the learning environment. Students can familiarize themselves with the grading criteria for each of their courses through their course outline. It is strongly suggested that students review their marked assignments in order to utilize the feedback provided to improve their work. Students may connect with a Faculty by e-mail, phone, during office hours or set up an appointment if they require additional feedback on their progress.

DC Connect

Note: As all courses utilize DC Connect, computer skills and computer access are required. If necessary, check with the Commons IT Support Help Desk in the Learning Commons to see if your home computer has the capacity to manage this course. Computers are available in the Learning Commons if home access is not available.

It is strongly recommended the student who does not have required computer skills, seek help from the Commons IT Support Help Desk and Student Academic Learning services (SALS) **as soon as possible**.

Note about student tracking in DC Connect

DC Connect automatically records all student activities, including the:

- First and last access to the course
- Pages accessed
- Number of quizzes completed
- Number of conferencing messages read and posted

This information may be used as a means of evaluating student participation.

Computer Issues

1. If the College computers are “down or not working” resulting in the inability to meet a required deadline, the student must obtain written, dated documentation of the problem from the Commons IT Support Help Desk, to give to the Faculty. This must be done within 24 hours of the deadline. If the student is not receiving email through DC Mail, it is the student’s responsibility to follow up with IT Services promptly.
2. For IT Support visit <https://durhamcollege.ca/info-for/current-students/information-technology-services-its>

Technology Requirements

The following is a list of general technologies and skills that are required and will be used throughout the PSW program:

- Laptop or desktop computer
- Stable Internet access
- Internet browser (Google Chrome opens in new window, Mozilla Firefox opens in new window, Microsoft Edge opens in new window, or Safari opens in new window)
- Word Processing software (Microsoft Word opens in new window or Google Docs opens in new window)
- Speakers
- Headphones
- Web Cam

Technical Skills

The following technical skills are required and will be used throughout the PSW Program

- Use the learning management system “DC Connect” (D2L/Brightspace)
- Use of email with attachments
- Create and submit files in commonly used word processing formats

Use of Personal Technology & Communication Devices

Health Care providers are expected to utilize multiple forms of technology to support best practice. It is essential that Personal Support Worker students conduct themselves accordingly when using technology in a professional and appropriate manner at all times.

All students are guided by the Durham College Information Technology Acceptable Use Policy, which can be found at: <http://www.durhamcollege.ca/wp-content/uploads/ADMIN-206-Acceptable-Use-of-IT.pdf>.

In addition to this general policy, the following guidelines apply to the use of any technology in the PSW program (including computers, laptops, PDAs, i-pods and i-phones, Smart watches and other electronic devices):

- Professional behaviour and proper technology etiquette will be observed at all times when using cell phones, i-pods, PDA's, laptops, or other electronic devices in the classroom/virtual classroom, laboratory, or practicum setting.
- Technological devices may be used only when authorized by faculty for clinical or classroom activities, or as an approved accommodation to reduce the impact of a disability. Students seeking the latter will require an Accommodations Notice from the Access and Support Centre.
- When faculty request that students close laptops or turn off other electronic devices to focus attention on a learning activity, it is expected that students will respond promptly to this direction.
- No personal phone conversations or texting is allowed at any time or under any circumstance while in a client/resident area or during designated practicum/lab hours. All devices must be silenced or turned off and put away during these times. **An Academic Notice will be issued for the violation of using the electronic device for socializing during clinical/lab time and will remain in the student's file.** Students may be asked to leave the lab/practicum which may impact their ability to succeed. A practicum course failure may result from non-compliance.
- **A clinical/ lab/course failure may be given for the second violation, whether this occurs in the same course or in another course.**
- Students are expected to have all technological/communication devices turned off and put away during tests, quizzes and formal critiques. If a cell phone is found on student during evaluations, including formal critique a grade of zero or fail will be assigned.

- Students are expected to have all technological/communication devices turned off if agency policy requires it and to go to an area designated for cell phone use when using these devices. These devices should not be on the person during resident/client care. Faculty, hospital, or community agency staff may ask to see what programs you are using at any time.
- All students are expected to discuss use of electronic devices with their practicum faculty and to strictly adhere to Program and clinical agency requirements.
- At no time may a student post anything related to the practicum placement site, course content / assignments, faculty, staff or other students on social media.
- Students may not take pictures of clients/residents without client and agency written consent. When in placement, students may not take pictures of other students, faculty or staff without written permission. These are the expectations within the lab environment as well.
- Please refer to the following policy: <http://www.durhamcollege.ca/wp-content/uploads/ADMIN-206-Acceptable-Use-of-IT.pdf>.

Social Media

At no time may a student post anything related to the practicum placement site, course content / assignments, faculty, staff or other students on social media.

Virtual Learning Environment

Virtual class etiquette	<ul style="list-style-type: none"> • Be on time for class, messaging back and forth to catch up on missed information is disruptive to the flow of the class • Please use the camera function, visualization creates a sense of community and fosters a collaborative learning environment • Please mute your microphone when not speaking to lessen background noise and feedback • No recording without authorization • Communicate with your professors • Respect the learning environment / peers • Attendance is expected • Assigned group work could be part of class time • The CHAT function will not be utilized please turn on your mike to ask your question • Go to a private/quiet area...please use headphones to protect privacy & confidentiality
Success tips for virtual learning	<ul style="list-style-type: none"> • Complete all required prep prior to class • Participate in the online discussion • Participate in the online activities to apply learning • Utilize SALS workshops • Ensure computer / device meets the requirements expected • Stay on task • Ensure your learning environment is quiet and free from distractions if possible. • Additional supports available on MyCampus on “How to be a successful online learner” @ http://portal.mycampus.ca/mycampusfiles/dc/SOL_OntarioLearn/M1_Overview.html • Schedule your virtual classes into your calendar, and ensure you plan for assignments and other evaluations (except for “exam week” tests will take place during class time)
Respondus Lockdown Browser	<ul style="list-style-type: none"> • Respondus Lockdown Browser • Student Quick Start Guide – Lockdown Browser and Respondus Monitor

Breaches of this policy include, but are not limited to: the circumvention or compromise of security systems; excessive use that interferes with the resources of others; destruction or disruption of data, networks or equipment; copyright infringement; patent infringement; intellectual property rights infringement; unauthorized deletion, modification, use or monitoring of information; violations of privacy; or the operation of a personal for-profit enterprise.

Academic Integrity policy for a broader context.

The part of the definition that is most relevant to sharing assessments is highlighted:

Academic dishonesty refers to a variety of practices including, but not limited to: copying another person's work; using unauthorized materials or resources during an evaluation; obtaining unauthorized copies of evaluations in advance; collaborating without permission; colluding or providing unauthorized assistance; falsifying academic documents or records; misrepresenting academic credentials, buying, selling, stealing or soliciting material for the purpose of academic gain; bribing or attempting to bribe personnel; impersonation; submitting the same work in more than one course without faculty authorization; improper use of computer technology and the internet; depriving others of academic resources; misrepresenting reasons for special consideration of academic work; plagiarizing or failing to acknowledge ideas, data, graphics or other content without proper and full acknowledgement. <https://durhamcollege.ca/wp-content/uploads/ACAD-101-Academic-Integrity.pdf>

Students who violate Client/Resident/Peer/Faculty/Staff privacy with respect to technology may be subject to charges of legal privacy infractions.

Student Conduct

It is expected that all members of the class, including the Faculty, will treat one another with courtesy and respect within all aspects of the learning environments [lab, in and out of classroom, practicum]. There is a great deal of team work within the program and it is an expectation that all team members treat each other with respect and dignity. Respect helps to create a caring environment which supports teaching and learning. If individual behaviours interfere with the rights of others to teach or to learn, the Faculty has the right to hold the disruptive student(s) accountable and disciplinary action may be initiated as per the College policies.

See the College Policies Students Code of Conduct. <http://www.durhamcollege.ca/academicpolicies>

Test and Examination Expectations & Procedures

Terms of Reference

Test – a scheduled and invigilated test within class time or booked outside of scheduled class time as per faculty's discretion.

Quiz – an evaluation of shorter duration than a test with lesser weighting / may be scheduled /or unscheduled / written in class or on-line.

DC Connect tests and quizzes are online with specific parameters including time-limitations and access deadlines as required. Once an online quiz/test closes, it will not be re-opened.

All activity related to online quizzes/test via DC Connect is monitored.

Please note that printing/screenshot/reproducing ANY evaluation worth marks (written test/quiz and online test/quiz) for sharing or "study purposes" and/or "sharing" protected passwords provided by faculty is prohibited and in direct violation of Durham College policies.

<http://www.durhamcollege.ca/wp-content/uploads/student-conduct-policy.pdf>

<http://www.durhamcollege.ca/wp-content/uploads/student-conduct-procedure.pdf>

Note that online evaluation expectations will vary from course to course. Students must refer to course outlines and seek clarification as required.

Policies for Tests / Quizzes

Please read carefully.

1. The weighting of tests and quizzes is identified in the course outline with the evaluation criteria.
2. There are no makeup /supplemental evaluations.
3. Tests may be scheduled outside regular timetabled hours.
4. Students are expected to write all tests as scheduled.

- In the event of that the student cannot write the test / exam at the scheduled time due to exceptional circumstances, the student must notify professor DC Mail within the 24 hour period of scheduled test informing Professor of the reason for missing test/evaluation. Failure to communicate within this time frame will result in a mark of zero (0).
- In the event of an extenuating circumstance, a student must submit a written request to their faculty for the opportunity to write a missed scheduled evaluation and additional documentation may be requested.
- If granted, the missed evaluation will be scheduled by the professor or the weighting may be applied to the next evaluation. This decision is at the discretion of the Professor and Program Coordinator.
- Missed tests are tracked by the program. Determination regarding approval to write a missed test will take into account the number of tests/evaluations previously missed by the student.
- Quizzes and Tests are part of the evaluative process.
- The Personal Support Worker Program quizzes and tests are completed online through DC Connect. Each quiz will be opened for a period of time as determined by the faculty. Once the quiz has closed, it cannot be re-opened. If a test is missed due to an extenuating circumstance, the student must follow the missed test policy as outlined above. Respondus may be used for all tests and quizzes and use is at the discretion of each course Professor.
- If a student is late arriving for a test or quiz, no additional time will be granted.
- Students are responsible for ensuring that they have online access to the online testing platform prior to the start of each evaluation.

Computer Requirements for Tests/Quizzes

1. Respondus LockDown Browser can be installed on a desktop/tablet/laptop computer. The application will not run on a mobile device or CHROMEBOOK.
2. If you are using a Mac, be sure the OS is version 10.10 or newer, and that you have 120 MB permanent space on the hard drive available.
3. If you are using a PC, be sure the OS is Windows 7 or newer, and that you have 75 MB permanent space on the hard drive available.

Preparing for a Respondus LockDown Browser

Before taking a DC Connect quiz/test/exam that requires Respondus LockDown Browser, there are steps student must take to ensure the best possible (glitch free) assessment experience. Prior to starting evaluation:

- Make sure your battery is at full charge, if possible, plug in to a power source.
- If possible, use a wired internet connection.
- Turn off all other WIFI devices so they are not competing for the wireless signal.
- Make sure your operating system is updated.
- Run the Respondus LockDown Browser update (if you have previously installed).
- Shut down and restart your computer before doing the quiz.

Computer Issues

Computer malfunctions or problems will not be accepted as an excuse for a missing course requirement. It is the student's responsibility to resolve any technical issues prior to the deadlines for submission of their assignments or evaluations. Visit the IT Service Desk Portal or call the Service Desk at 905-721-3333 should technical difficulties arise.

If the College computers are "down or not working" resulting in the inability to meet a required deadline, the student must obtain written, dated documentation of the problem from the Commons IT Support Help Desk, to give to the Faculty. This must be done within 24 hours of the deadline. If the student is not receiving email through DC Mail, it is the student's responsibility to following up with IT Services promptly.

Accessibility

To ensure that all accommodation plans are properly addressed and followed during this program students are encouraged to speak with professors early in the semester.

Students who require alternative testing and examination arrangements or other academic accommodations must meet with their student advisor and contact the Access and Support Center as early as possible to ensure that your needs can be met. <https://durhamcollege.ca/asc/>

Please note: one or more of the evaluation components or criteria for this program involve timed elements. For safety considerations and to be consistent with practice requirements, the timed element of the evaluation component or criteria cannot be waived or extended for example formal critique and practicum.

It is the student's responsibility to:

- Make appropriate arrangements with Access & Support Centre as necessary. Extra time will be adjusted by Professor as per Access Plan for all quizzes and tests.
- Students who have additional accommodations in place MUST communicate to the professor at least a week prior to each evaluation for example:
 - Use of memory aids
 - Spacing of final tests/exams
 - One test/exam per: 24 hours

Written Assignments

The Personal Support Worker Program has developed policies for written assignments to help students refine their writing skills and to ensure consistent expectations of all written work.

1. All written assignments must be completed in Microsoft Word.
2. The professor is not responsible for any computer problems the student may encounter when sending the assignment. Attachments that will not open or are not included with the e-mail are the responsibility of the student and are subject to the late penalties.
3. All assignments are automatically submitted to Turnitin through the DC Connect Assignment folder. If the paper is not submitted to the Assignment folder by the due date and time all late penalties will apply.
4. The student is responsible to **check uploaded assignment to ensure file is correct-see late assignment policy below.**
5. Students must review feedback and then make an appointment to meet with Faculty if they want to discuss the feedback. Evaluation and grades will not be discussed in class.
6. The student is responsible for keeping a backup copy of all written assignments, marked assignments and course work for future reference.
7. If student has any concerns regarding evaluation, students must communicate concerns in writing to faculty within 5 days of published grade.
8. Students must be fully aware of the academic integrity policy. Please refer to the policy below
9. For further information regarding appeals, refer to the Academic Appeal section of the Durham College Student Handbook.

Late Assignments

1. An assignment is considered late if the correct assignment file is not uploaded to the correct assignment drop box by specific date/time.
2. The above deadlines will be posted in DC Connect for each course.
3. An assignment that is submitted late without prior negotiation and confirmation of agreed extension date/time with Professor will achieve a grade of zero.
4. Student must send a request for extension via DC Mail at least 24 hours prior to posted due date/time.
5. A pre-negotiated extension will result in a 10% deduction of final grade.
6. An assignment submitted after the agreed upon date & time will not be accepted and a grade of "zero" will be assigned.

Guidelines for Teamwork

As a member of a team and a professional, Personal Support Workers are required to develop skills in working within a team. Throughout the program, students will encounter a variety of assignments that involve team work, team presentations and team projects. The PSW program has developed policies for team work to help students collaboratively and successfully complete these assignments.

1. Teams may be assigned by the professor or students may be provided the opportunity to choose their team.
2. Team size will be determined by the professor.
3. Professors may require that a team contract addressing goals and objective, attendance, meeting requirements and conflict/conflict resolution be created/completed and followed throughout the team work process and completion.
4. During team work students will demonstrate respect for all members in their working team.
5. Team members are expected to mutually agree upon distribution of workload for assignment completion.
6. Where applicable a discussion group will be created in DC Connect for communication among team members.
7. Any peer evaluations required for the assignment are to be completed confidentially, NOT as a team and submitted separately to the professor of the course.
8. It is expected that the team will work through team dynamic issues. If challenges are encountered students must meet as a team, identify the issues, and collaboratively attempt to resolve the identified issues. If the issues are unable to be resolved there are College resources available to you at mediation@dc-uoit.ca or you can make an appointment as a team with the professor of the course.

In Process Activities

- Graded “in process” activities may be assigned during classes/labs and/ or online and can occur anytime during the semester. In Process marks may include the following: attendance/punctuality/team activities, on-line discussion boards, assignments, “pop quizzes”, team presentations, skill critique forms, lab activity forms and guest speakers. These “in- process” activities cannot be made up or supplemented. Any missed in-process activities will be assigned a mark of “0”. In process activities assigned will be at the discretion of the faculty.

In the event of an extenuating circumstance, a student must initiate communication via DC Mail within 24 hours of scheduled evaluation to negotiate an extension. Additional documentation may be required.

Final Marks

Final marks will not be released by faculty members or office staff. Grades will be posted on MyCampus.

In the event of an appeal, students are responsible for producing all assignments and course work. For further information regarding appeals, refer to the [Grade Appeal Policy](#).

Written work submitted must be the product of the student's own efforts. Plagiarism and other forms of cheating are prohibited and are subject to the consequences outlined in the [Academic Integrity Policy](#).

Please refer to the [Durham College Library APA Citation Style Guide for guidelines on submitting a scholarly paper in APA format](#).

Written work submitted must be the product of the student's own efforts. Plagiarism and other forms of cheating are prohibited and are subject to the consequences outlined in the:

<http://www.durhamcollege.ca/wp-content/uploads/student-conduct-policy.pdf>

<http://www.durhamcollege.ca/wp-content/uploads/student-conduct-procedure.pdf>

The Interprofessional Simulation Lab

The Interprofessional Simulation Lab is a 21-bed unit *that simulates a clinical environment for students in various health-care programs including the PSW Program*. Students learn how to transfer knowledge into practice, and learn the skills necessary to care for their client populations. Students must attend all labs, however we also offer Independent Practice Review Hours. During these open practice hours, students are encouraged to independently attend the lab to make up any missed lab skills and practice skills. Lab Mentors available during these times to assist students with equipment and offer feedback on the skill being practiced.

Students are expected to be familiar with, and adhere to, all regulations and procedures that govern practice in the Lab. Additionally, all requirements and expectations outlined in this Handbook related to preparation for practicum learning experiences and behaviour will apply to learning experiences that take place in the Lab.

The Interprofessional Simulation Lab Policy

Learning experiences in lab are designed to simulate the practicum experience. As a result, all conduct and dress code requirements expected in the practicum setting are also expected in the lab setting. All persons participating in learning sessions in the lab are expected to conduct themselves as professionals at all times. The following policies related to preparation for learning experiences, behavior during learning experiences, and presentation of self, including details of appropriate professional attire must be adhered to at all times.

As in practicum setting, students who do not adhere to these policies will be asked to leave the lab. Since lab attendance and full participation in all lab activities is mandatory for success in the PSW program, the result may be that students put themselves at risk for not being successful. If a student has questions about this policy, he or she is invited to meet with the Program Coordinator and/or Associate Dean.

Student Conduct

As a member of the college community, the student has both rights and responsibilities. The college has a duty to provide an environment which promotes learning. The student has the right to due process and the responsibility to respect the rights of others.

The student will be encouraged to use academic honest, critical thinking, participate in team building, share responsibility for her/his own learning.

Critical Thinking

Critical thinking includes the interpretation of ideas, appraisal of evidence for and against arguments and the determination of what is reasonable and unreasonable. The student will be encouraged to employ critical thinking because this type of thinking leads to the problem-solving and decision-making skills which are the basis for effective personal support worker practice. You will be expected to research material and articles and will want, therefore, to become familiar with the Durham College Library.

Expected Conduct and Comportment

Students are expected to:

1. Demonstrate behavior that consistently indicates respect for the worth and dignity of each other while accepting responsibility for all actions consistent within their role.
2. Demonstrate honesty, even when a mistake has been made. Report any accident or incident immediately to the faculty/facilitator so that appropriate measures can be taken.
3. Utilize clear, accurate and professional communication in all interactions and maintain confidentiality.
4. Demonstrate receptivity to feedback; utilize suggestions/recommendations to facilitate own learning and growth as a professional.
5. Arrive prepared to participate in the learning sessions in the lab. This includes completion of all required learner preparation as per course outline, arriving on time, adhering to the dress code, and bringing all the necessary equipment from lab kits.
6. Be familiar with and adhere to the Interprofessional Simulation Lab policies and procedures.

Dress Code

Students are expected to arrive at the lab meeting all dress code requirements.

1. Student ID badge is to be visible at all times on the upper body.
2. Proper footwear is required, including closed toe and heel shoes with a low profile heel. (Worker's Compensation requirement). **Please note**: boots are not allowed in the lab.
3. Hair is to be maintained in such a manner that it is clean, neat, and under control. Long hair must be **tied back/up** in a manner such that it will not hang over the patient when providing care. Male students should ensure that facial hair is kept clean and tidy. Hats/scarves/caps are not allowed to be worn in the lab unless there are religious requirements to do so. Please communicate in writing to lead lab teacher if this is the case.

4. Cosmetics are to be used in moderation. The lab is a scent free environment.
5. Nails are to be short and clean with **no nail polish/shellac**. False nails and/or tips are not permitted (infection control requirement).
6. Jewelry is to be limited to a plain wedding band, Medic-Alert bracelet, plain, small stud earrings, hoops of any size and/or dangling jewelry NOT permitted.
7. Watch capable of indicating second required NOTE: student cannot use cell phone as a watch.
8. No food is allowed in the lab. Beverages are allowed in the classroom area only. Gum chewing is not allowed.
9. **ROYAL BLUE** scrubs must be worn at all times in the lab. No coats or hooded sweaters are allowed to be worn over or under uniforms while working at the bedside. Undergarments must not be visible at any time.
10. No personal electronic devices (i.e. tablets/cell/smart phones) are permissible in the lab unless specified by the course lead. **Cell phones must be turned off and put away prior to entering lab.** Personal electronic devices, are NEVER to be used for personal communication or taking photographs. Violation of this rule will result in a warning for a first offence and followed with a written "Academic Notice" AND expulsion from lab for any further offenses.
11. Students who follow specific dress requirements for cultural or religious reasons are required to speak directly with the course Faculty and send a request in writing to ensure that their needs are met within this policy.
12. Dress code for IPR includes all of the above.
13. If student does not follow the above requirements student will be denied access to lab or requested to leave. Any missed lab time will be made up as per missed lab policy-refer to Course Outline.

Formal Critique (PSWL 1500/PSWL 2500)

1. If a student receives a failing grade in the formal critique he/she will receive feedback outlining the areas of difficulty and identifying strategies for success from the critique. The student is expected to review relevant theory and practice the skill(s) during the regularly scheduled tutored lab hours. It is expected that the student seek assistance from a peer and request him/her to critique his/her performance prior to being re-tested by the lab faculty. The student will have a second opportunity to demonstrate competence and at this time the re-test will be videotaped to support student success and allow for a review of the results.
2. Safe Practice

In Personal Support Worker (PSW) practice environments it is essential that PSW's are able, in a timely manner, to complete the following broad scope of activities:

- Demonstrate proficient and respectful oral and written English skills through a variety of communication methods (electronic, telephone, email, in -person).
- Utilize critical thinking skills, knowledge and strategies which could be used to solve the problem.
- Identify signs of stress in self and residents.

- Identify and apply appropriate techniques to manage personal stress.
- Work with all interprofessional health care team members, communicating consistently, responding to requests and accepting direction.
- Use effective time management strategies.
- Perform all skills/tasks in a safe, competent, and accountable following appropriate requirements, guidance, and supervision.
- Manage the use of time and other resources to safely complete assigned tasks/skill
- Assume responsibility for own actions; take corrective action; and take steps to prevent repetition of mistake.
- Set reasonable and realistic goals and prioritize tasks in keeping with safe practice.
- Use resources (e.g., time, equipment, information, support systems) efficiently to accomplish tasks.

Student must be in a “PASS” status in PSWL 1500 at mid-term to be eligible to attend practicum.

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

Team Building

Personal Support Workers are members of the interdisciplinary health care team. Learning experiences will be planned to foster the co-operative spirit, communication skills, sharing and mentoring which are the foundations of team work.

Citizenship

Students who attend learning activities, who are punctual, come prepared, participate in a positive, constructive manner; follow established guidelines and who demonstrate consideration and caring for themselves, their peers, teachers and others are considered “good citizens”.

Because citizenship is valued by the college community and the health care profession, it will be assessed on an ongoing basis throughout the personal support workers program.

As citizens of Durham College, students and staff have a mutual responsibility to uphold the key values of the college in their dealings with each other.

References

Students frequently request professional or personal references for employment. Because of the number of students enrolled in our programs and the frequency of requests, references will be provided by the college upon completion of the program in which the student is registered, following the Reference Policy-Refer to Consolidation/Community Guide.

Personal Support Worker (PSWK)

Weekly Breakdown

Course Name	Mod	Code	Prerequisites	Corequisites	Lec Hrs	Lab Hrs	FP/Alt Hrs
PSWK-SEM1							
ANATOMY & PHYSIOLOGY		BIOL 1503			0	1	2
COMMUNICATION AND INTERPERSONAL SKILLS		INTS 1500			3	0	
MENTAL HEALTH CHALLENGES		MECA 1500			3	0	
PSW FOUNDATIONS		PSWF 1500			3	0	
HEALTH PROMOTION AND DEVELOPMENT ACROSS THE LIFESPAN		PSWH 1500			3	0	
PRACTICE LAB I		PSWL 1500		BIOL 1503, INTS 1500, MECA 1500, PRAC 1500, PSWF 1500, PSLW 1500	1	2	
PRACTICUM (LAST 7 WEEKS)	MOD2	PRAC 1500		BIOL 1503, INTS 1500, MECA 1500, PSWF 1500, PSLW 1500	0	0	91
					13	3	93
PSWK-SEM2							
PHARMACOLOGY FOR PSW'S		PHRM 1500	BIOL 1503, INTS 1500, MECA 1500, PRAC 1500, PSWF 1500, PSLW 1500	PSWL 2500	5	0	
FUNDAMENTALS OF HOSPICE PALLIATIVE CARE		PSWP 2500	BIOL 1503, INTS 1500, MECA 1500, PRAC 1500, PSWF 1500, PSLW 1500		2	2	
HEALTH CHALLENGES AND SUPPORT SPECIAL NEEDS	MOD1	PSWC 2500	BIOL 1503, INTS 1500, MECA 1500, PRAC 1500, PSWF 1500, PSLW 1500		6	0	
PROFESSIONAL GROWTH ISSUES	MOD1	PSWG 2500	BIOL 1503, INTS 1500, MECA 1500, PRAC 1500, PSWF 1500, PSLW 1500		3	0	
PRACTICE LAB II	MOD1	PSWL 2500	BIOL 1503, INTS 1500, MECA 1500, PRAC 1500, PSWF 1500, PSLW 1500	PHRM 1500	1	2	
LONG TERM CARE PRACTICUM	MOD2	PRAC 2500	BIOL 1503, INTS 1500, MECA 1500, PRAC 1500, PSWF 1500, PSLW 1500	PRAC 3500	0	0	144
COMMUNITY PRACTICUM	MOD2	PRAC 3500	BIOL 1503, INTS 1500, MECA 1500, PRAC 1500, PSWF 1500, PSLW 1500	PRAC 2500	0	0	120
					17	4	264

NOTES:

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

GNED - Courses with this Subject Code are "General Education" subjects, GNED 0000 you are required to choose a 'General Education Elective' that term when you register.

SPEC 0000 - when displays as a pre-requisite you are required to have passed all previous courses and have a GPA of 2.0. COOP - the co-op work term takes place in the following semester (spring/summer).

MOD1/MOD2 - course is delivered over a portion of the semester.

PSW Practicum

Preparation for Practicum

Refer to Practicum Guide and website: <https://durhamcollege.ca/programs/personal-support-worker#tabPlacement>.

FITNESS TO PRACTICE

Personal Support Worker students are required to have certain physical and cognitive skills to provide safe, effective resident care. In Ontario, PSW's are supervised by nurses so The College of Nurses of Ontario Fitness to practice statement is applicable to PSW students:

Freedom from any cognitive, physical, psychological or emotional condition or dependence on alcohol or drugs that impairs ability to provide care. (College of Nurses of Ontario. 2019)

https://www.cno.org/globalassets/docs/reg/41042_entrypracrpn-2020.pdf

Please refer to: <https://durhamcollege.ca/wp-content/uploads/Fit-for-Class-faculty.pdf>

Assignment of Placements

The Practicum Office has pre-existing agreements with the affiliated partners for placements and all clinical placements are organized by the Practicum Officer. Students *MAY NOT* arrange their own placements. Agency partners will only accept students for placements that are arranged through the School of Health & Community Services. Placement settings are determined by availability and will vary each term.

Students are expected to be available for days (6-2pm, 6:30-2:30pm, 7-3pm) and/or evening shifts (2-10 or 3-11pm) practicum placements. Shifts may be 8 or 12 hrs. Scheduled practicum days for Semester I are typically Mondays & Tuesdays but this is subject to change as necessary. Students CANNOT request specific sites or shifts. Any concerns must be put in writing and sent to Practicum Officer PRIOR to week 3.

During LTC Consolidation/Community/Acute, students will work days, evenings and nights as well as weekends and holidays. Please refer to Practicum Guide for specific information.

Transportation

Students are responsible for their own transportation to their practicum/field placement and arrival in a timely manner is required. Students are responsible for all costs associated with such transportation which may or may not be proximal to transit lines. Any concerns must be communicated in writing immediately to Practicum Officer via DC Mail.

Changing Placements

Changes to an assigned placement will not be permitted and students *MAY NOT* "swap" placements among themselves

Conflict of Interest

Students are required **to self-identify any conflict of interest they may have in their assigned practicum placement.**

Notification must be made in writing to the Placement Officer if the student has:

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

Requirements for Practicum

Certain protective health measures such as entrance physical examinations, chest x-ray, proper immunization, criminal reference checks, Annual CPR Level C & Emergency First Aid certification and/or special tests are expected of all students, faculty and staff prior to an experience in the agency.

In order to be eligible to participate in placement, students will be required to meet specific practicum requirements within established timelines. Students who do not successfully meet these requirements will not be eligible to attend practicum placement and will be required to withdraw from their Practicum course until the next time the course is offered, the requirements are met and a placement site is available.

Required Documentation

All required pre-practicum documentation must be verified by the **SPECIFIED DEADLINE** for each semester in the program. Deadline dates will be communicated to students through DC Mail in both 1st and 2nd semesters. Exceptions to these dates are non-negotiable due to liability and safety regulations.

Instructions for Pre-Placement Requirements

To assist you with completing and verifying all requirements are met for clinical placement, students will be provided access to Verified, a software platform by **Synergy Gateway**

https://cpp.smartsimple4.biz/s_Login.jsp , who is our 3rd party documentation collection partner.

Synergy Gateway will provide you a secure username and password using your Durham College DC Mail account. You will use Verified to book your Electronic Student Permit Checking (ESPC) appointment to complete the clinical placement verification see <https://durhamcollege.ca/wp-content/uploads/synergy-verified.pdf> for complete instructions.

Please note in order to be eligible for practicum components of your program, you must submit all your pre-placement documentation electronically, no later dates as outlined:

<https://durhamcollege.ca/wp-content/uploads/Personal-Support-Worker-ESPC-FALL-INTAKE.pdf> to be verified by Synergy Gateway

For liability and safety reasons, students who do not submit the noted documentation on the required due date will not be permitted to begin placement or clinic. The date takes into account time for the required processing of your documents.

Students must start completing pre-placement requirements immediately as you may need additional time for missed documents. Additionally, Synergy can take anywhere from 24 - 48 hours to send student appointment results.

Once student has access, please view the Important Forms link located on main dashboard page as it will guide you to a library of documents that will assist you with this process including a list of requirements that need to be submitted in order to be eligible to start placement.

Important:

- Read all permit documents carefully as they are time sensitive.
- ALWAYS keep your originals.
- Please ensure your Health Care Practitioner signs your forms where required.
- Please view the requirements submissions chart located in your important forms tab as it contains important dates surrounding your Vulnerable Sector Search and other documents.

You may use the optional feature Virtual Doctor - a revolutionary 1:1 live video conference with a doctor from your phone, tablet or computer to assist you in completing your documentation requirements. Virtual Doctor is free of cost to anyone with a valid O.H.I.P registration in Ontario.

For any assistance regarding this process you can contact Synergy directly through their helpdesk by submitting a ticket online at: www.synergyhelps.com.

Their help desk hours are Monday to Friday from 10am to 3pm excluding holidays.

Please retain a copy of all the documentation submitted for your personal records. Any costs associated with the documentation are the responsibility of the student.

Refer to Practicum Guide for more information.

Mask Fit Testing

Mask fit testing is required

A mask fit test is valid for **2 YEARS** 2 years unless you have had a big change in facial features (large weight gain/loss). Students are responsible for assessing if their mask fits properly each time they use it. It is the student's responsibility to self-identify if they need to be re-tested.

If a student is not mask fit tested, and an outbreak occurs which necessitates that student be mask fit tested, the student's placement may be jeopardized. In this scenario, the student may not be able to meet the practicum learning outcome requirements thereby impinging on their ability to progress in the program.

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 Faculty and staff prior to an experience in the agency.

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

1. Entry Immunization Form

An approved Entry Immunization Form (EIF) must be on file with **Synergy Gateway** https://cpp.smartsimple4.biz/s_Login.jsp to be eligible to attend the practicum placement portion of your program. Students are not allowed to attend placement until the form is approved.

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 eye(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 Faculty)
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 1.5 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.