

# Addictions and Mental Health Graduate Certificate Program Guide



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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, timetable or campus location at any time. Please consult our website at [www.durhamcollege.ca](http://www.durhamcollege.ca) for the most current information.*

Printed: June 2011

# Welcome Students

## **A Message from the 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.*



*Susan Sproul  
Dean, School of Health & Community Services*

## **A Message from the Vice-President Academic**

*Congratulations on choosing Durham College and taking a very important step in preparing for your future. Durham College is known for high quality programs, leading edge technology, an award winning library and a student-centered approach to learning. Supporting our mission that the student experience comes first, Durham College is committed to providing students with quality learning experiences and support in finding fulfillment in education, employment and lifelong learning.*

*Our programs are continually shaped by market needs and delivered by exceptional teachers with real-world experience. The program you have chosen has been designed to help you develop the necessary skills and knowledge to support your success in your chosen career path. Our dedicated and professional staff and professors are committed to helping you achieve your educational goals and your career aspirations.*

*Durham College strives to be accountable to students and employers through the preparation of work-ready graduates who will continue to live our “success matters” focus in their professional work environment.*

*We are pleased you have chosen to study at Durham College and we look forward to supporting your learning journey – work hard, have fun, enjoy your college experience and campus life.*

*I wish you much success with your studies.*



*Judy Robinson,  
Vice President, Academic*

# **School of Health & Community Services**

## **Addictions and Mental Health Program**

### **Faculty & Staff**

The office of the School of Health & Community Services is located in SW106 of the Gordon Willey Building.

		<u>Phone</u>	<u>e-mail address</u>
Dean, School of Health & Community Services:	Susan Sproul	Ext. 2249	<a href="mailto:susan.sproul@durhamcollege.ca">susan.sproul@durhamcollege.ca</a>
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Student Liaison:	Nancy McGuire	Ext. 3066	<a href="mailto:nancy.mcguire@durhamcollege.ca">nancy.mcguire@durhamcollege.ca</a>
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Daniel Blomme	SW205	Ext. TBA	<a href="mailto:daniel.bloome@durhamcollege.ca">daniel.bloome@durhamcollege.ca</a>

**Health & Wellness Centre – G127 (Main Campus) – Kathy Lazenby, 905-721-3037**

**School of Health & Community Services Office**  
**Telephone: 905-721-3080**  
**Fax: 905-721-3189**  
**Website: <http://hcs.durhamcollege.ca/>**

The above individuals may be contacted by dialing directly 905-721-2000,  
followed by the appropriate extension.

# ***Mission: The student experience comes first at Durham College***

## **Vision**

- Durham College is the premier college in Canada for career-focused students who will succeed in a challenging, supporting and inclusive learning environment.
- Our programs are continually shaped by market needs and delivered by exceptional teachers with real-world experience.
- Our vibrant campus community enriches the student life experience.

*All of this combines to ensure our graduates have the market-ready skills to obtain great careers and make a difference in the world.*

## **Values**

Our values drive our organizational culture and our behavior in delivering our vision and mission. They are:

### **Integrity and Transparency...**

we will behave and communicate sincerely and honestly

### **Respect...**

we will treat everyone with dignity and offer superior service

### **Equality and Diversity...**

we will champion all learners and celebrate diversity

### **Innovation...**

we will be leaders in market-responsive learning experiences and solutions

### **Personal and team accountability...**

we will do what we say we will do



**THE STUDENT EXPERIENCE COMES  
FIRST AT DURHAM COLLEGE**

#### Important to All

Students and staff at Durham College are committed to academic excellence by:

- Demonstrating respect for one another and property
- Maintaining a clean and safe environment
- Taking an active role in the learning process
- Providing and receiving support when necessary
- Attending classes and/or appointments regularly and on time
- Modeling skills, attitudes and expectations of the workplace

#### Support Staff

- Provide professional quality customer service to students and staff
- Direct students and staff to appropriate resources
- Support and assist students in their learning and career goals
- Promote services that enhance student success

#### Faculty

- To be positive, enthusiastic, patient and flexible
- To be in the class early and prepared to begin on time
- To keep current in academic and professional knowledge
- To be prepared for activities, exercises and demonstrations
- To be available and show willingness to help students
- To ensure that all students get equal assistance and time
- To perform evaluations according to established criteria and within a reasonable time frame
- To return and take up any assigned homework, assignments, tests and projects promptly
- To identify students requiring remedial assistance, and to direct those students to the appropriate services
- To write constructive and helpful statements when evaluating student assignments
- To use a variety of teaching, questioning, and assessment techniques
- To motivate and engage learners in active and collaborative learning
- To encourage student participation and feedback wherever possible
- To effectively use learning technology
- To outline professional responsibilities, career alternatives, and avenues for further education following graduation
- To provide a course outline to each student at the beginning of the course, to review the outline with the students, and to adhere to the outline
- To adhere to Durham College policies, procedures and guidelines
- To place the safety and well being of the student above all other objectives, including fulfilling education obligations

#### Students

- To be prepared for class and professional practice activities. This will include reading appropriate textbook assignments prior to class and completing any homework assignments
- To be in class and arrive on time
- To participate in class activities
- To demonstrate respect for all persons and the learning environment
- To be trustworthy, honest, and accountable for own behavior
- To complete tests, assignments and evaluations as required, striving for excellence
- To demonstrate effective communication skills
- To understand all course requirements and to follow them
- To seek assistance immediately if unable to follow the subject requirements for any reason
- To read and adhere to Durham College policies, procedures and guidelines

#### Administration

- Meet or exceed standards of excellence
- Manage budgets and resources
- Support students and staff in meeting their responsibilities
- Support/direct approved operational procedures
- Communicate relevant information in a timely fashion
- Be current in their field of leadership in a college environment

# Important Dates 2011 – 2012

Please note the dates of your semester examinations. **Please ensure that you do not schedule vacation or employment during these times.**

## FALL 2011 SEMESTER

July 4, 2011	Fees due date for first year students
July 12, 2011	Web registration - for 2 <sup>nd</sup> year students who have paid for fall semester - begins.
July 13, 2011	Web registration - for 3 <sup>rd</sup> year students who have paid for fall semester - begins.
July 19, 2011	Web registration - for 1 <sup>st</sup> year students who have paid for fall semester - begins.
July 20, 2011	Fees due date for returning students.
August 1, 2011	Civic holiday (no classes).
TBA	Registration for part-time Oshawa campus students begins and window opens for timetable changes.
August 29, 2011	Apprenticeship Classes begin.
September 5, 2011	Labour Day (no classes).
September 6, 2011	Orientation for first-year students.
September 7, 2011	Classes begin for most programs.
<b>September 7 –December 9, 2011</b>	<b>Addictions &amp; Mental Health Field Placement (14 weeks) for January 2011 intake</b>
September 13, 2011	Last day for late program registration. Last day for fall semester course or program changes.
September 20, 2011	Last day for full-time students to withdraw with a refund of fees paid, less a \$100 administration fee. <sup>1,2</sup> Last day for refund eligibility when dropping to part-time. Last day for part-time students to withdraw with tuition fee refund less an administration fee. <sup>1,2</sup> Last day to submit a Prior Learning Assessment and Recognition (PLAR) request for fall semester subjects.
September 30, 2011	Student Health Insurance Plan “Opt-out” deadline.
October 3, 2011	Due date for 2 <sup>nd</sup> instalment of Fall fees.
October 4, 2011	Last day for application for fall semester subject exemption/credit. Last day for withdrawal from a fall semester subject with no academic record. Subjects dropped after this date, will be recorded on the academic transcript with a “W” to indicate withdrawal. <sup>1,2</sup>
October 10, 2011	Thanksgiving (no classes).
October 20, 2011	Fall Convocation (to be confirmed)

October 26, 2011	Deadline for submission of adjusted marks to clear INC grades from Summer 2011. INC grades after this date will revert to a fail.
November 16, 2011	Winter 2012 semester fees due date.
November 17, 2011	Scholarship Ceremony
November 14, 2011	Last day to withdraw from a fall semester subject. After this date, all subjects will be graded and recorded on the student's transcript. <sup>1,2</sup>
December 9, 2011	Last day of classes for most programs.
December 12 to 16, 2011	Fall semester final examinations/evaluation(s) for postsecondary students. Students are reminded not to schedule vacation or employment hours during these times. January 4 and 5, 2012 scheduled as tentative snow dates for the Oshawa campus.
December 22, 2011	Grades are available to view electronically as of 4 p.m. Note: official distribution date for the purpose of academic appeals is January 4, 2012.
TBA	Full-time students may process timetable changes for the winter semester through MyCampus as of 4 p.m.
December 24, 2011 – January 1, 2012 inclusive	Campus closed for the holiday season.
<b>WINTER 2012 SEMESTER – JANUARY START</b>	
November 21, 2011	Web registration for Fall start 1 <sup>st</sup> year students for winter 2012 semester courses begins.
November 28, 2011	Web registration for 2 <sup>nd</sup> and 3 <sup>rd</sup> year students for winter 2012 semester courses begins.
December 5, 2011	Web registration for January start students begins.
December 7, 2011	Winter 2012 semester fees due date.
TBA	Registration for Oshawa campus part-time students begins.
January 2, 2012	Apprenticeship Classes begin
January 4, 2012	Classes begin for most programs.
	Official grade distribution date for the purpose of Academic Appeals.
<b>January 4 – April 13, 2012</b>	<b>Addictions &amp; Mental Health Field Placement (14 weeks) for May 2011 intake</b>
January 10, 2012	Last day for late program registration.
	Last day for winter semester course or program changes.
January 10, 12 and 14, 2012	Dates for missed exams from Fall Semester 2011
January 17, 2012	Last day for full-time students, who started their program in September 2011, to withdraw with a refund of <u>winter tuition fees</u> . <sup>1,2</sup> Ancillary fees and school supply fees are not refundable.
	Last day for full-time students, who started their program in January 2012 to withdraw with a refund of fees paid less a \$100 administration fee. <sup>1,2</sup>
	Last day for refund eligibility when dropping to part-time.

	Last day to withdraw from part-time studies with tuition fee refund less an administration fee per subject.
	Last day to submit a Prior Learning Assessment and Recognition (PLAR) request for winter semester subjects.
January 31, 2012	January start students only: Student Health Insurance Plan "Opt-out" deadline.
January 30 to Feb 3, 2012	Winter Break week for Electrical Block Intermediate & Advanced apprenticeship students only.
January 31, 2012	Last day for application for winter semester subject exemption/credit. Last day to withdraw from a <b>January start</b> subject with no academic record. Subjects dropped after this date, will be recorded on the academic transcript with a "W" to indicate withdrawal. <sup>1,2</sup>
February 8, 2012	Due date for 2 <sup>nd</sup> instalment of Winter fees.
February 17, 2012	T2202As available online via MyCampus as of 4 p.m.
February 20, 2012	Family Day (no classes).
February 20 to 24	Winter Break week; no classes with the exception of Apprenticeship and February-start students.
February 27 to March 2	Winter Break week for Apprenticeship students with the exception of Electrical Block Intermediate and Advanced students.
March 7, 2012	Deadline for submission of adjusted marks to clear INC grades from Fall 2011. INC grades after this date will revert to a fail.
March 12 to 16, 2012	Winter Break week for most OYAP apprentices (except OYAP hairstylists; please see your school office).
March 19, 2012	Last day to withdraw from a <b>January-start</b> subject. After this date, all subjects will be graded and recorded on the student's transcript. <sup>1,2</sup>
April 6 2012	Good Friday (no classes).
April 10, 2012	Last day to apply to graduate – courses ending April 2012.
April 13, 2012	Last day of classes for most January-start programs.
April 16 to 20	Winter semester ( <b>January start</b> ) final examinations/ evaluation(s); students are reminded not to schedule vacation or employment hours during these times.
April 27, 2012	Grades are available to view electronically as of 4 p.m. Official distribution date for the purpose of academic appeals.
May 8, 10, and 12, 2012	Dates for Missed Exams from Winter Semester 2012.
<b>June 21 &amp; 22, 2012</b>	<b>Convocation (Time and location TBA)</b>
<b>SPRING 2012 SEMESTER</b>	
March 7, 2012	Spring 2012 semester fees due date.
April 10, 2012	Web registration for Spring/Summer programs begin.
May 7, 2012	Most Spring classes begin.
<b>May 7 – August 10, 2012</b>	<b>Addictions &amp; Mental Health Field Placement (14 weeks) for September 2011 intake</b>
TBA	Registration for Oshawa campus part-time students begins.

May 11, 2012	Last day for late program registration. Last day for most spring semester course or program changes.
May 18, 2012	Last day for full-time students, who started their programs in Spring semester to withdraw with a refund of fees paid less a \$100 administration fee. <sup>1,2</sup> Last day to submit a Prior Learning Assessment and Recognition (PLAR) request for most spring semester subjects. Last day to withdraw from most spring semester subjects with no academic record. Subjects dropped after this date, will be recorded on the academic transcript with a "W" to indicate withdrawal. <sup>1,2</sup> Last day for application for spring semester subject exemption/credit.
May 21, 2012	Victoria Day (no classes).
May 31, 2012	Student Health Insurance Plan "Opt-out" deadline.
June 8, 2012	Last day to withdraw from most spring semester subjects. After this date, all subjects will be graded and recorded on the student's transcript. <sup>1,2</sup>
June 22, 2012	Last day of classes for most Spring-start programs.
June 29, 2012	Deadline for submission of adjusted marks to clear INC grades from January start Winter 2011 semester. INC grades after this date will revert to a fail.
June 28, 2012	Spring semester grades are available to view electronically as of 4 p.m. Official distribution date for the purpose of academic appeals.

## **SUMMER 2012 SEMESTER**

April 10, 2012	Web registration for Spring/Summer programs begins.
May 2, 2012	Summer 2012 semester fees due date.
July 2, 2012	Canada Day (no classes).
July 3, 2012	Summer classes begin.
July 9, 2012	Last day for late program registration. Last day for most summer semester course or program changes.
July 16, 2012	Last day for full-time students, who started their programs in Summer semester to withdraw with a refund of fees paid less a \$100 administration fee. <sup>1,2</sup> Last day to submit a Prior Learning Assessment and Recognition (PLAR) request for most summer semester subjects. Last day to withdraw from most summer semester subjects with no academic record. Subjects dropped after this date, will be recorded on the academic transcript with a "W" to indicate withdrawal. <sup>1,2</sup> Last day for application for summer semester subject exemption/credit.
August 3, 2012	Last day to withdraw from most summer semester subjects. After this date, all subjects will be graded and recorded on the student's transcript. <sup>1,2</sup>
August 6, 2012	Civic Holiday (no classes).

August 17, 2012

Last day of classes for most Summer start programs.

August 23, 2012

Grades are available to view electronically as of 4 p.m. Official distribution date for the purpose of academic appeals.

**October, 2012**

**Convocation (Time and location TBA)**

NOTES:

1. Official Withdrawal forms must be completed by the student and submitted to the Office of the Registrar.
2. The administration fee for international students will vary.

*These dates represent the best information at time of publication. The College reserves the right to make changes subject to amendments to existing legislation, Collective Agreements, or as required by the College. Dates may vary slightly from program to program.*

# ***Program Information***

## ***Program Philosophy***

The Addictions and Mental Health graduates demonstrate an understanding of and ability to adhere to a number of values and guiding principles in their occupational practice. Such values and principles reflect:

- A belief in the fundamental dignity and potential of all people.
- A belief in the right to self-determination, including the right to determine, provide, and have access to appropriate social services.
- A belief in the right to access multi-language social services.
- A desire to promote justice, equality, and access to culturally appropriate services to all regardless of race, colour, national origin, religion, gender, age, physical or intellectual ability, sexual orientation, or socio-economic status.
- An empowerment of the service consumers and communities to identify and utilize their own strengths to address individual and systemic barriers to meeting their needs.
- Accountability to service consumers, communities, and society.

## ***Professional Responsibility***

Persons who have benefited from human services or related helping professions are often attracted to this field. Such persons can bring valuable experience to their professional careers. It is strongly recommended that a person complete at least one year of successful recovery and stabilization before registering in this program. This program should not be utilized as a component of a recovery process.

## ***Description***

The Addictions and Mental Health Program is offered as a full-time studies program over a 3 semester period. It provides graduates of social/human services and practicing counsellors with the specific skill set to work with client populations affected by chemical dependency and/or other “addictions”.

Students are trained to work in addiction/mental health-specific setting and the broad spectrum of social or health service agencies where addictions/mental health-related issues likely arise. For practitioners already in private practice, the certificate provides a specific knowledge and skill set applicable to clients affected by addictive/mental health behavior.

Students will develop an understanding of the particular needs of “special populations” such as the elderly and youth, the dually diagnosed, and women. In addition, this graduate certificate program will provide training in current counselling practices applicable in both an addictions specific setting and in more generic counselling settings. In this regard, training is provided in brief therapies, relapse prevention, working with families and treatment of problem gambling.

The intent of the program is to prepare the student for the broad range of counselling opportunities associated with addictions and mental health, and to use the most current and effective counselling technologies. The students’ classroom learning is complemented with 490 hours of field experience (supervised by qualified, professional practitioners).

## ***Career Opportunities***

Employment is obtained in a wide variety of health and social service settings, including: community services (outpatient services) providers, residential treatment centres, correctional facilities, community-based agencies, government and non-government agencies, and health service institutions / agencies.

Graduates of this program can be employed as:

- addictions counselors / case managers
- mental health counselors / case managers
- recovery and group home workers.
- addictions and mental health specialists within the justice system.
- addictions workers in adolescent addictions programs.
- community education/prevention workers.
- employee and family assistance counsellors.
- mental health workers.
- Addictions specialists in ACTT teams

### ***Addictions and Mental Health Learning Outcomes***

#### *College Standards and Accreditation Council Program Standards*

The College Standards and Accreditation Council (CSAC) states that each program standard for a postsecondary program includes the following elements:

**Vocational standard** (the vocationally specific learning outcomes which apply to the program in question),

**Generic skills standard** (the generic skills learning outcomes which apply to programs of similar length), and

**General education standard** (the requirement for general education courses that applies to postsecondary programs). Graduate Certificate Programs are not required to include “general education”.

The vocational and generic skills components of program standards are expressed in terms of learning outcomes.

Learning outcomes represent culminating demonstrations of learning and achievement. In addition, learning outcomes are interrelated and cannot be viewed in isolation of one another. As such, they should be viewed as a comprehensive whole. They describe performances that demonstrate that significant integrated learning by graduates of the program has been achieved and verified.

Collectively, these elements outline the essential skills and knowledge that a student must reliably demonstrate in order to graduate from the program.

### ***Synopsis of the Vocational Learning Outcomes (revised December 2010)***

*Upon successful completion of the Addictions and Mental Health Program, the graduate will have reliably demonstrated the ability to:*

1. Conduct client-centered and motivational counseling, case management, assessment and documentation in accordance with professional, ethical and legal practices to a culturally diverse population of individuals, families and groups affected by addictions and/or mental health issues.
2. Utilize current and relevant intervention strategies that are consistent with an understanding of the individual in the context of family, gender, sex, ethnicity and age.

3. Utilize lifestyle and wellness strategies in self-management and for clients affected by addiction and/or mental health issues.
4. Conduct professional practice activities, in a manner that shows respect for the diversity of belief systems regarding the cause and nature of addiction, process addictions and mental health issues into professional practice.
5. Apply knowledge of trauma informed counseling practice when working with families, individuals and groups.
6. Utilize the knowledge of psychopharmacology in working with clients and families affected by substance-abuse and mental health.
7. Advocate for individuals and social change within the scope of practice of an addictions and mental health professional.

***Synopsis of the Generic Skills Learning Outcomes (not required in Graduate Certificate Programs)***

1. Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.
2. Respond to written, spoken, or visual messages in a manner that ensures effective communication.
3. Execute mathematical operations accurately.
4. Apply a systematic approach to solve problems.
5. Use a variety of thinking skills to anticipate and solve problems.
6. Locate, select, organize, and document information using appropriate technology and information systems.
7. Analyze, evaluate, and apply relevant information from a variety of sources.
8. Show respect for the diverse opinions, values, belief systems, and contributions of others.
9. Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.
10. Manage the use of time and other resources to complete project.
11. Take responsibility for one's own actions, decisions, and consequences.

*Note: The learning outcomes have been numbered as a point of reference; numbering does not imply prioritization, sequencing, nor weighting of significance.*

## ***Course Outlines***

For each course, a Course Outline that describes course learning outcomes, course content, learning activities, evaluation methods, timelines and support resources is available online.

This is a binding document. Any changes will be agreed upon by students and the professor and requires approval from the Dean of the School. For further details, please refer to the Course Outlines Policy and Procedure documents (<http://www.durhamcollege.ca/academicpolicies>). Course outlines are important documents. Please refer to them during the semester and keep them safely afterward. For students who go on to other post secondary institutions or post diploma programs, these will be essential documents.

**Please note** that students are expected to download copies of their course outlines from MyCampus prior to the **first** class in each course. Instructions for downloading are located on MyCampus at [www.durhamcollege.ca/mycampus](http://www.durhamcollege.ca/mycampus) .

## ***General Education***

General education courses strengthen students' skills in areas such as critical analysis, problem solving and communication in the context of an exploration of topics with broad-based personal and/or societal importance. Normally, programs of instruction leading to either an Ontario College Diploma or an Ontario College Advanced Diploma include three general education courses. Such courses are identified on the program of study using the designation of "G". General Education courses are typically a combination of mandatory and elective courses.

According to Durham College Academic Policy ACAD-103 and as a requirement for graduation, every Durham College student in a two or a three-year diploma program must have successfully completed a minimum of three General Education courses from at least **two different** General Education themes as follows:

GNE1100 – Personal Understanding  
GNE1200 – Arts and Society  
GNE1300 – Civic Life  
GNE1400 – Social and Cultural Understanding  
GNE1500 – Science and Technology

# Durham College

## Academic Policies & Procedures

To view the Durham College Academic Policies & Procedures, please go to [http://www.durhamcollege.ca/EN/main/about\\_us/governance/policies.php#cp](http://www.durhamcollege.ca/EN/main/about_us/governance/policies.php#cp)

## Program Specific

### Academic Policies & Procedures

Specific policies which support the assumptions and beliefs of the Addictions and Mental Health program have been developed. It is the student's responsibility to read and be aware of these policies.

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.

#### **Attendance**

**Attendance is mandatory in all classes** and attendance will be recorded for each class in all courses.

Students who are absent from class are expected to provide acceptable documentation outlining the reasons for the absence, i.e., note from doctor, dentist, etc. Students who do not comply with the attendance policies may be subject to disciplinary action.

#### **Test Expectations and Procedures**

Students will be required to present their student I.D. card for all tests. If an I.D. card is not presented, the student may be asked to leave the room and may not be allowed to rewrite the test. Please ensure that you bring your DURHAM COLLEGE STUDENT I.D. card to all tests.

#### **SECTION I**

It is the students' responsibility to:

1. Check the test timetable carefully. **Ensure awareness of the time and place that the test/examination is being written.**

Students who have been identified by the CENTRE FOR STUDENTS WITH DISABILITIES office as having special needs will write tests and exams commencing at the scheduled time. If writing in the CENTRE FOR STUDENTS WITH DISABILITIES office, it is the student's responsibility to make appropriate arrangements and communicate them to the teacher.

2. Write all tests within the scheduled time. Should this not be possible, the student or student representative must notify the professor **prior to the test**. Failure to comply will result in a mark of "0" for the test missed.

The opportunity to write a missed test is at the discretion of the course professor. If a student is allowed to write a missed test, the alternative time is to be arranged directly with the professor of the course within a week of the missed test. Appropriate documentation (e.g. note from doctor, dentist, etc) may be requested by the course professor in order to secure permission to write the test at a later date.

3. Keep only erasers, pens, pencils and Kleenex on the desk. All other articles must be removed from the desk. Any other required items will be supplied.
4. Stop talking upon entering the room. The test paper should not be turned over until directed to do so.
5. Be sure your name appears on all computer cards, booklets and papers.
6. Check the test paper to ensure that no pages are missing. Before handing in the paper, check to ensure all questions have been answered.

7. Complete the computer forms correctly. Answers appearing on the computer sheet will be used to determine the grade. The computer form cannot be altered by the professor.
8. Initial the class list at the beginning of the test to confirm attendance.

## **SECTION II**

In order to ensure a quiet environment throughout the test, the following guidelines are in effect:

1. **No time extensions** will be granted for late arrivals.
2. If questions or problems arise during the test, the invigilator should be notified by a raised hand.
3. Students should not remain in the hall outside the room as talking in the hall is disruptive.

## **Written Assignments**

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

Late assignments:

- Non-negotiated Late Assignment:

This is an assignment that has been handed in late, and there has not been a verbal, contractual agreement between the student and the professor to extend the time for the assignment to be handed in. This assignment is considered late and will be assigned a grade of "0".

- Negotiated Late Assignment:

This is an assignment that has been handed in late, but with the permission of the professor. It is the responsibility of the student to notify the professor no later than **24 hours** prior to the submission date, if s/he is unable to submit the assignment as directed. The professor and student, through discussion, will have mutually agreed on the time/extension that the student will receive to hand in the assignment. The student's grade may be penalized at the rate of 10% per day (including due date of assignment) for each extra negotiated day.

- Extenuating Circumstances:

In the event of unexpected absence, students must contact the course professor by 9:30 am of the due date. The professor will consider individually, rare extenuating circumstances, which may cause an assignment to be late. The student must provide appropriate documentation (e.g. note from doctor, dentist, etc.) to validate the absence and secure permission for the assignment to be submitted at a later time and/or date.

2. Students are responsible for keeping all marked assignments and course work for future reference.
3. In the event of an appeal, students are responsible for producing all assignments and course work. For further information regarding appeals, refer to Academic Appeals section of the Durham College Student Handbook.
4. All assignments are to be written following the APA (American Psychological Society) format. A document prepared by the College library outlining APA format is a required resource and available from the library.
5. Written work submitted must be the product of student's own efforts. Plagiarism and other forms of cheating are prohibited and are subject to the consequences outlined in the DCSA Student Handbook. Refer to the section on Academic Dishonesty.

For complete details of academic and program policies refer to the Durham College Student Handbook.

# ***Academic Integrity***

Academic integrity refers to the pursuit of scholarly activity in an open, honest and responsible manner. Acts that undermine academic integrity, such as plagiarism, cheating and misrepresentation of work, contradict Durham College's core values.

To ensure the highest academic standards, students are accountable for the work they produce, and student work must be the product of his or her efforts. Durham College has purchased a license with Turnitin.com, an online service to detect unoriginal work and citation errors. The Academic Integrity Policy and Procedure documents (<http://www.durhamcollege.ca/academicpolicies>) provide a comprehensive explanation of Durham College's expectations regarding academic integrity.

## ***Requirements for Promotion***

**Please Note: Students must check MyCampus for all official midterm grades, final grades and G.P.A.**

### Evaluation and Promotion

Academic courses are evaluated using a variety of methods such as tests, essays, labs, written or verbal assignments, in-process activities, group work and/or final examinations. The evaluation criteria for each course are noted in its course outline. Students are advised to familiarize themselves with these criteria early in the semester. Please refer to the Grading and Promotion Policy and Procedures documents (<http://www.durhamcollege.ca/academicpolicies>) for a complete overview of grading and promotion practices.

### Academic Probation

Students who are not progressing satisfactorily according to criteria published in their respective program guides may be placed on academic probation, at the discretion of the school Dean or designate. Such students may be allowed to continue their studies on a Letter of Permission (an academic student contract) which will specify conditions which must be met to continue in their programs. Students who do not meet the conditions of their academic probation may be required to withdraw from full-time studies.

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

The student will be permitted to continue in the program with one failed subject under the following conditions:

- a) a 60% average (GPA 2.0) is maintained;
- b) the failed subject is not a pre-requisite for a subsequent subject.

### **CREDIT STANDING:**

In order to be considered for a credit standing in a subject not taken at Durham College, the minimum mark achieved must be 60% (2.0). An "Application for Subject Credit" form may be obtained from the Registrar's office. The student must submit with this form, a transcript showing the mark obtained and a course outline showing the content and number of hours in each course.

\* A course taken **four** or more years previously is not eligible for credit.

# ***Aegrotat***

Aegrotat refers to a 'compassionate pass' in a course in which, due to **emergency circumstances** related to health and wellness, a student was unable to complete all of the evaluation requirements. Emergency circumstances that may warrant the designation of an Aegrotat include, but are not limited to: injury, illness and/or bereavement. Documentation supporting the request for an Aegrotat designation may be required.

The awarding of an Aegrotat credit is noted in a student's transcript as AEG and is therefore not included in the calculation of a student's grade point average. A student shall receive Aegrotat standing only once in a five year period.

Further information about Aegrotat standing can be found in the Aegrotat Policy and Procedure documents (<http://www.durhamcollege.ca/academicpolicies>).

## ***Missed Final Examinations***

A final examination is a discretely designed assessment administered in Week 15 of a 14 week semester. Students who, as a result of **non-emergency circumstances**, miss one or more final examinations during a single examination period may be eligible to apply to defer/reschedule the writing of these assessments.

To be eligible, students must have no less than a cumulative 1.5 GPA, apply for consideration using the appropriate forms and pay a fee. This privilege can only be used by a student once in a five-year period. External accreditation requirements, the availability of appropriate examination facilities and other constraints necessitate that not all courses will be eligible.

For more details, students should speak with their Student Liaisons or review the Missed Final Examination Policy and Procedure documents (<http://www.durhamcollege.ca/academicpolicies>).

# **Field Placement**

## **Eligibility**

Students must obtain and maintain a cumulative GPA of 2.0 and successfully complete all prerequisites to be eligible for field placement. Any student on a Letter of Permission or who has an unresolved Student Alert (see college website, [www.durhamcollege.ca/policies](http://www.durhamcollege.ca/policies)) will not be assigned a field placement until the issue pertaining to the alert or letter of permission has been successfully addressed.

## **Criminal Reference Check**

Students are required to get a criminal reference check, including Vulnerable Sector Screen prior to commencing placement. Students are responsible for arranging and paying all costs associated with obtaining the criminal reference check in their primary residence (hometown). When requesting a criminal reference check, students must inform the police that the criminal reference check is required for work with vulnerable persons and is required for a student placement.

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

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

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

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

Students with criminal charges or convictions, criminal charges pending or an uncleared criminal record will be severely limited in placement and/or employment opportunities or be denied by the placement agency, and therefore may be unable to complete the program.

## **Health & Safety Requirements**

Completion of a confidential College Health Information form is required prior to the start of field placement. Current certification in Cardiopulmonary Resuscitation (CPR-C) and Standard First Aid is required prior to the start of placement. All costs associated with CPR-C/Standard First Aid certification and inoculations, are the responsibility of the student.

## **Transportation**

Students are responsible for their own transportation in order to complete field placement requirements. Durham cannot guarantee placements that are readily accessible by public transportation. Students are responsible for all costs associated with such transportation.

## **Selection Process**

Students are responsible for selecting their Field Placement agency. Selection is based on discussions and assignments completed in Field Placement Preparation and Field Placement Seminar class about career direction, location and opportunities for professional growth. Students will be required to successfully complete an interview with the selected agency.

## **Student Conduct**

Students are expected to dress professionally and appropriately for the placement setting. 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, is secured while on placement. **Students may not administer medication to any clients or participate in the application of physical restraints.**



**Attendance**

Students are expected to attend placement (off-site) 35 hours/week (breaks and eating periods are not considered in calculating and recording of weekly placement hours) and have an additional 1.5 hours/week to complete their weekly journals. Students will not attend placement on Statutory Holidays and will not be expected to make up these hours. Completion of required placement hours is a requirement for receiving a passing grade.

The scheduled hours for placement will be negotiated with the field placement agency supervisor, student and the college advisor. Placement hours are acceptable throughout the week (that includes weekdays and weekends). Although it is understood that the agency may require students to work some evenings and weekends, the college's expectations regarding total placement hours/week must be followed.

Students are expected to attend placement punctually and to actively participate. If going to be absent for placement, students are expected to contact the placement supervisor, according to agency procedure, and college advisor before, or on the day of the scheduled placement, should an emergency occur. Any missed placement time, needs to be made up in consultation with the placement supervisor. Partial attendance will be deemed as an absent.

**Placement Supervision**

Students while on placement are assigned a College Advisor, whose responsibility is to facilitate the teaching effort of the Field Placement Supervisor, provide information about the field placement course, interpret policies, keep channels of communication open with the agency and determine final grade. Direct supervision, while on placement, is completed by a field placement supervisor who is an appropriately credentialed and experienced employee of the placement agency familiar with the field of Addictions/Mental Health. The field placement agency employees are accountable for the safety of the students and the clients and therefore must be directly involved in decisions regarding safety (i.e., off property privileges for clients/with students). The student is not to be solely responsible in situations where an employee would normally be responsible.

**Placement Evaluation**

Field placement will be evaluated by a grade of pass or fail.

A student will be deemed a pass if he/she has:

- \* reliably submitted all required paperwork and weekly journals by deadlines
- \* received "pass" achievement ratings on all objectives in the evaluation form
- \* completed the required time in field placement and seminar
- \* followed all agency and college policies
- \* completed the required assignments in seminar

A student will be deemed a fail if she/he has:

- \* failed to submit required paperwork and journals on time
- \* not achieved "pass" achievement ratings on all components of the final evaluation
- \* failed to complete the required hours in both field placement and seminar
- \* not submitted or completed the assigned work in Field Placement Seminar

The College Advisor will meet at the agency with the student and field placement supervisor a minimum of two times during the semester to review progress toward the achievement of learning outcomes. The first meeting will be the mid-term evaluation (occurring during week 6 – 7 of field placement) and the second meeting will be the final evaluation (occurring during the final two weeks of field placement).

For the mid-term evaluation, the college advisor will contact the agency to establish a date and time for the student, field placement supervisor and college advisor to meet. This meeting will allow everyone to have consistent information and will provide a guide for both the placement agency and the student for the second half of the semester in order to ensure student success in each objective by the final evaluation.

The evaluation is to be completed by the student and the field placement supervisor at least one week prior to the mid-term and final evaluation meetings. This evaluation will be reviewed and discussed with the college advisor at each evaluation meeting.

The student and supervisor will:

1. complete the evaluation form before the evaluation meeting times by discussing each enabling objective (including the student learning outcomes) assigning a rating using the evaluation criteria outlined. Student and supervisor comments should be completed. **Please note: To achieve a rating of 2 or greater, an enabling objective needs to be demonstrated with consistency, and not just once with direction and supervision. Whenever a rating of zero or one is assigned, documentation on the evaluation form showing examples of the difficulty must be included. Unsatisfactory performance will also be documented by the College Advisor with a Student Alert form.**
2. review all necessary documentation (time sheets, journals, and supervision record) to ensure that they are up to date and initialed by the placement supervisor. This documentation should be in the student's placement binder.

The student should also be prepared to state how each of their individual goals, developed in the first week of placement, have been reached.

### **Evaluation Meetings**

The evaluation meetings will take 45 minutes – 1 hour. At the evaluation meetings, the following will occur:

1. The college advisor will review the field placement binder which contains updated documentation (placement contract with goals, supervision record, time sheets, journals, evaluated enabling objectives—ratings of 2, 3, and 4 are deemed as a “pass”).
2. The college advisor will ask the student and placement supervisor for their comments on student's progress.
3. The student will summarize his/her overall placement experience.
4. The evaluation will be signed by the student, placement supervisor and college advisor at each evaluation meeting.
5. The college advisor will take a copy of the evaluation at midterm, and at the final evaluation meeting will take the final evaluation and all contents of the student's placement binder for filing at the College.

# ***Health Policies and Guidelines***

## **1. ENTRY IMMUNIZATION FORM**

A completed Entry Immunization Form must be on file in order to be eligible to attend the practicum placement portion of your program. No student is allowed in placement if the form remains incomplete.

The Entry Immunization Form indicates the immunizations and health requirements in placement sites legislated by provincial public health acts. These forms are sent to each student at time of registration and are a requirement as a term of acceptance into the placement part of your program.

The form can take up to 3-4 weeks to complete and may require more than one physician visit. If you do not have access to a physician, the Campus Health Centre can accommodate, by providing a physician to complete the form. Please call the Campus Health Centre for an appointment or with your questions regarding completion of this form.

## **2. TUBERCULOSIS SURVEILLANCE (TB/Mantoux testing)**

All first year students and new entry students are required to provide proof of TB (Mantoux) status, as a part of the Entry Immunization Form. A Two-Step Mantoux Skin Test (TB) is required. If a two step TB test has been completed in the past he/she must submit proof of this testing and a current yearly one step. If you are a known positive conversion, proof of a follow-up chest x ray must be submitted, in lieu of test.

## **3. INFLUENZA IMMUNIZATION [Flu shot]**

It is strongly recommended that students receive influenza immunization (a flu shot) each year.

Proof of influenza immunization may be a requirement for placement in some facilities. Please ensure you are immunized, if your placement involves one of these facilities.

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. This may result in a grade of Fail for the student if she/he cannot meet the learning outcomes for that rotation/semester.

## **4. ILLNESS**

Durham College has a responsibility to the practicum agencies concerning infection control. The student is responsible for assessing his/her ability to attend practicum/field placement. When reporting off due to illness, students are to comply with the established policy for each agency. If illness or injury occurs while in a practicum segment, contact your professor for further direction. If medical attention or a physician's note is required please contact the Campus Health Centre or your family physician.

The following *must* be reported to the Campus Health Centre prior to attending practicum placement for consultation and advice.

1. Rashes
2. Open or weeping wounds
3. Suspected exposure to or diagnosed communicable disease. (I.e. Measles, chicken pox)
4. Conjunctivitis (pink eye)
5. Respiratory symptoms/illness
6. Gastrointestinal symptoms/illness

a) Communicable Disease Contact: If you suspect you have been in contact with a communicable disease, notify the Campus Health Centre nursing staff. Depending on the communicable disease, the staff will recommend or be required to notify other sources for preventative reasons (i.e. Hospital, Public Health Dept.) These situations are assessed on individual basis.

b) Gastrointestinal/Diarrhea: If symptoms of diarrhea persist for longer than 24 hours, follow up through the Campus Health Centre or family physician is required.

c) Respiratory: Respiratory symptoms reportable include a fever of greater than 38 degrees and a new or worsening cough or shortness of breath. Reporting through the Campus Health Centre or family physician of these symptoms is required for clearance to placement facility. (Source: Directive to All Ontario Acute/Non-Acute Care Facilities Under Outbreak Conditions, ACO-03-05. Oct. 22, 2003)

## 5. ACCIDENTAL INJURY

Any student sustaining an injury during class or at a practicum placement, must fill out a Durham College Accidental Injury Report. Forms are available on-line by accessing the "Health and Safety" area of the college website. Any accidental injury may result in a Workers Compensation Claim. Please discuss this with your professor or Dean of your program within 24 hours of injury.

Format for Completing an Accidental Injury Report

1. Notify your practicum professor of the accident/injury immediately.
2. Complete a Durham College Accidental Injury Report within 24 hours following the injury. The report must be legible and completed by the injured person, with assistance of faculty.
3. If injury/accident occurs in a practicum placement, also notify the placement agency of the injury, and then follow the agency's policy.

## 6. 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 standard precautions apply.

a) If an Exposure Occurs, Immediately Apply First Aid.

1. Instruct the person to press cuts or punctures of the skin to make it bleed.
2. Wash the area with soap and water.
3. If eyes(s) splashed, rinse with tap water or saline with eye(s) open.
4. If mouth is affected, spit out suspected fluid and rinse with water.
5. 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 teacher/faculty)
2. Report immediately to emergency department of local hospital to determine risk level, treatment, counselling and suggested follow-up. Follow the policy of the agency in which the exposure occurred.
3. 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, including of known, whether the source material contains HIV, HBV
  - Details about referral to physician for assessment/treatment (date, time, location, name of physician in emergency department)

4. Follow –up counselling and on-going evaluations by a physician can be arranged if the student does not have a physician.

**7. TRAVEL OUTSIDE CANADA**

Please be aware that upon returning, if you are unwell, you are advised to consult with the Campus Health or Family physician. This is a precaution to rule out transmission of dysentery or salmonella infection.

**8. WORKERS SAFETY AND INSURANCE BOARD (WSIB)**

All students must complete a work/education agreement for workers compensation prior to commencing Practicum placement. In case of accident, students are covered by Worker's Compensation. Students who have Practicum placement with employers outside the Worker's Compensation Act will be covered by private insurance purchased by the Ministry of Education and Training. Any Accidents or injuries must be reported to the practicum professor within 24 hours of the injury, and the forms will be completed by the student with the assistance of the professor.

**THE CAMPUS HEALTH CENTRE IS LOCATED  
IN THE RECREATION AND WELLNESS COMPLEX  
ROOM G-1030**

**THE HOURS OF OPERATION:  
MONDAY – FRIDAY 9 am -5 pm  
FAX: 905-721-3133  
PHONE: 905-721-3037**

[www.durhamcollege.ca/campushealthcentre](http://www.durhamcollege.ca/campushealthcentre)

## ***Guidelines Related to Student Injury***

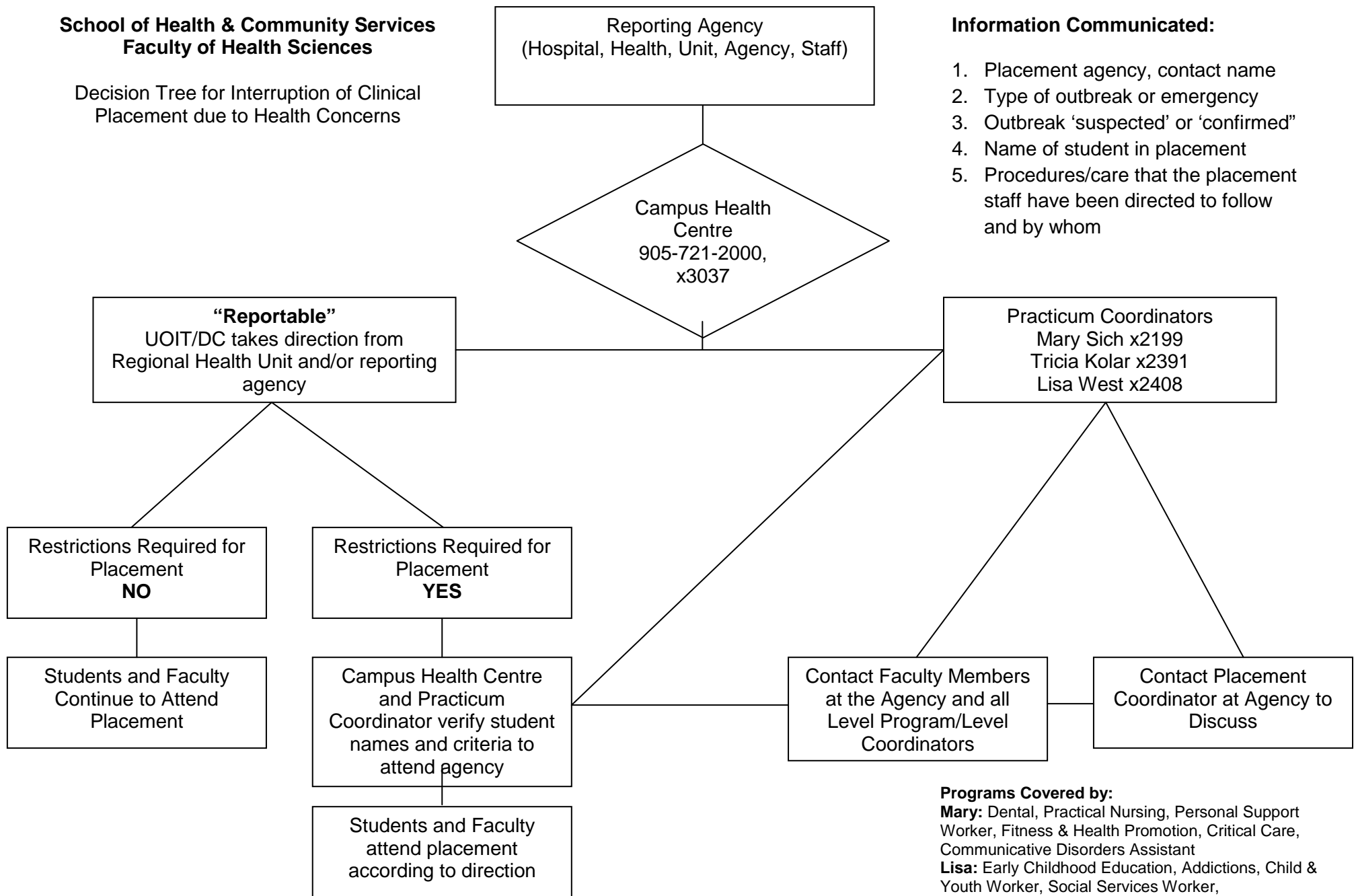
1. The student must report any injury to his/her preceptor/supervisor immediately and to the professor/faculty advisor as soon as possible.
2. The agency's accident/injury report will be completed by the student with the professor/preceptor's/supervisor's assistance.
3. The Durham College, "Accident/Injury Report" will be completed by the student and made available to the faculty advisor on the next business day. School of Health & Community Services Fax 905-721-3189.
4. The original report is kept on file at Durham College.
5. If required, the Workplace Safety and Insurance Board [WSIB] form, "Employers' Report of Injury/Disease Form 7" will be completed by the student with the assistance of the practicum officer in the School of Health & Community Services Office at Durham College the following business day.  
The WSIB form is to be completed if the work related injury has caused the student to
  - Be absent from their regular work and or
  - Require modified work and or
  - Obtain health careThe law requires the WSIB form to be completed within 3 calendar days after the injury.  
If you have any questions about whether a WSIB form should be completed call Lisa West the Practicum Officer at 905-721-2000 x2408.
6. The student requiring emergency care will report to the Emergency Department; otherwise the student will be attended by his/her physician. The student does not utilize the hospital's employee health services when injured.

## ***Workplace Safety and Insurance Board***

The student must complete a work/education placement agreement for WSIB prior to commencing the Consolidation experience. In case of accident, the student is covered by WSIB. Students who have placements with employers outside the WSIB will be covered by private insurance purchased by the Ministry of Education and Training. Any accidents or injuries must be reported to the teacher within 24 hours of the injury.

**School of Health & Community Services  
Faculty of Health Sciences**

Decision Tree for Interruption of Clinical Placement due to Health Concerns



**Information Communicated:**

1. Placement agency, contact name
2. Type of outbreak or emergency
3. Outbreak ‘suspected’ or ‘confirmed’
4. Name of student in placement
5. Procedures/care that the placement staff have been directed to follow and by whom

**Programs Covered by:**

**Mary:** Dental, Practical Nursing, Personal Support Worker, Fitness & Health Promotion, Critical Care, Communicative Disorders Assistant  
**Lisa:** Early Childhood Education, Addictions, Child & Youth Worker, Social Services Worker, Developmental Services Worker  
**Tricia:** BScN

## ***Academic Advising - Student Liaison***

Durham College is committed to the success of every student during their educational experience. There are many resources available to support students on this journey. Academic Advising is a comprehensive service that is aimed towards meeting students' needs, increasing student satisfaction, improving retention and enhancing the quality of academic life. Each school has a **Student Liaison** to facilitate academic success. These representatives can assist students to:

- identify career goals and make sound academic decisions.
- develop academic plans to promote success in the event of failed subjects or low grade point average (GPA).
- make decisions regarding full-time/part-time studies.
- review graduation requirements.
- set up academic plans with individual students upon request.
- find equivalent credits.
- transfer to another program.
- select electives and options; and
- access other college services to support student success.

While drop-ins may be possible for specific answers to short-term questions about courses, schedules, and procedures, it is advisable for students to set up one on one appointments with their Student Liaison. Appointments may be made in person or by phone. Please visit your School office for further information.

### ***Your Student Liaison is:***

Name:	Nancy McGuire
Office #:	Room SW106D, South Wing, Gordon Willey Building
E-mail address:	nancy.mcguire@durhamcollege.ca
Telephone:	905-721-3066
Appointment time available:	8:30am - 4:00pm

# Centre for Students with Disabilities

E-mail: [disabilities@durhamcollege.ca](mailto:disabilities@durhamcollege.ca)

## About the CSD

The Centre for Students with Disabilities (CSD) at Durham College provides services to students who are blind or have low vision, who are deaf or hard of hearing and those with physical, medical, psychiatric and learning disabilities. These services are designed in accordance with the Ontario Human Rights Code and the Accessibility for Ontarians with Disabilities Act by ensuring that students with disabilities have equal access to all aspects of the academic environment. Our services are confidential.

## Registering for Accommodations

Accommodations are organized in co-operation with the student and as required, with the faculty on an individual basis. They are based on review of the medical or psycho-educational documentation completed by the appropriate medical professional or psychologist familiar with the student's particular diagnosis. The student is responsible for self identifying and submitting documentation of a permanent or temporary disability to the CSD in SW116. The documentation should outline the current impact of the disability. Assistance in obtaining the appropriate documentation may be available. Accommodations may include extra time and/or technology supports for tests and exams, assistance obtaining records of class lecture material, reduced course load, material in alternate format, assistive technology assessment and training and learning strategies.

## Things to Remember for Tests and Final Exams

In order to receive test and exam accommodations through the CSD, students **must** have completed the CSD Registration process including providing appropriate documentation. This can be a timely process – **contact the CSD as early as possible to ensure your accommodations and a seat in the test centre.**

Test Registration forms are available on our [CSD website](#) –**click on Test Centre Request Forms**. The Test Registration forms are also available in the CSD Test Centre (Room B216) as well as our main CSD Office (Room SW 116).

Completed test forms and notifications to your professors, **for each test**, need to be submitted to the CSD Test Centre (5) business days before the scheduled test, in order to reserve a space. **Accommodated tests cannot be guaranteed if a student submits the Test Center Form less than 5 business days in advance of the test date.**

CSD Final Exam sign-up **DEADLINES** are **ALWAYS** several weeks **BEFORE** the final exam period. The deadlines as well as the CSD final exam information, explaining our online sign-up process, will be posted on the CSD website each term

It is the student's responsibility to check their My Campus email address frequently as all important test and exam information including registration deadlines will be posted to My Campus.

The CSD may be **unable** to accommodate students who do not sign-up by the final exam sign-up deadline.

## To Find Out More About CSD Services...

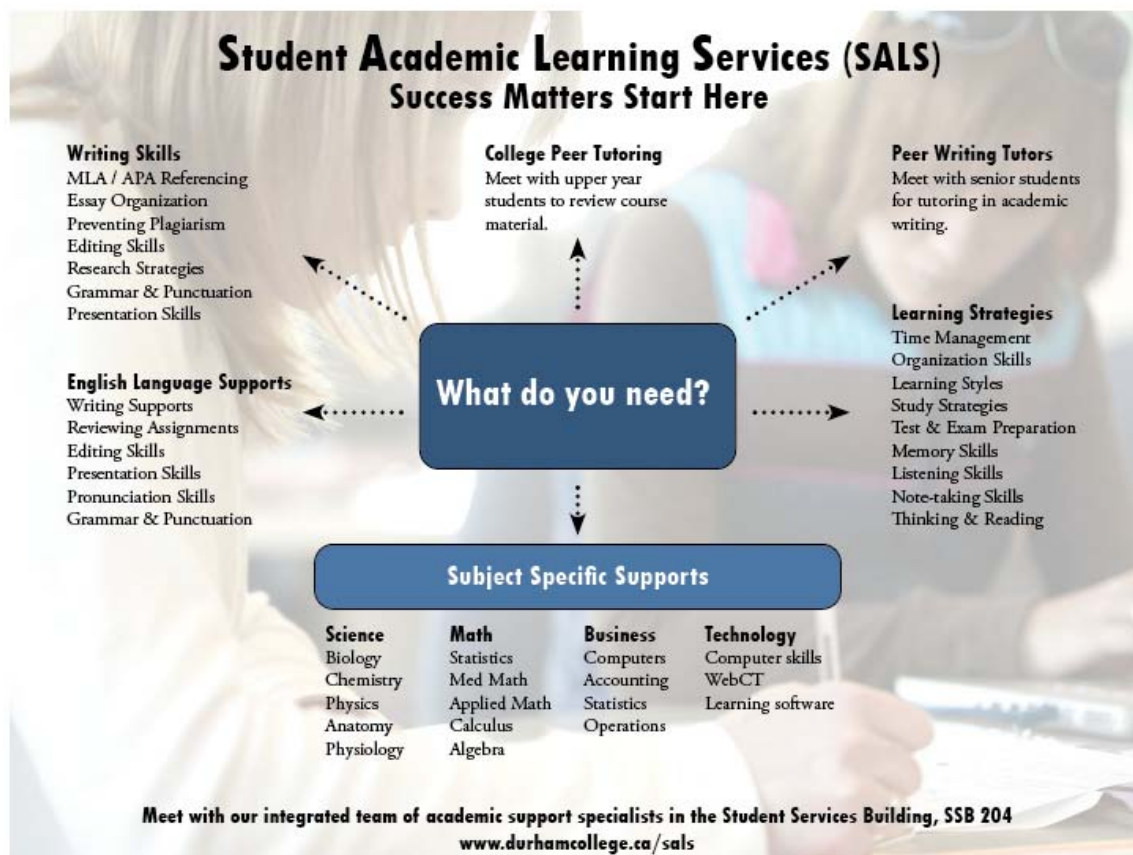
For further information please call 905-721-3123, drop by at SW116 to set up an appointment or visit our website at [www.durhamcollege.ca/csd](http://www.durhamcollege.ca/csd).

# Student Academic Learning Services (SALS)

**Success Matters Start Here!** The staff and faculty at the Student Academic Learning Services Centre can help you achieve your educational goals.

You can use the centre to:

- Get peer tutoring help
- Learn how to study smarter, not harder
- Learn to manage your time and prepare for tests
- Improve your reading skills and take better notes
- Use 28 lab computers with learning software
- Increase your English proficiency
- Improve your writing skills
- Have a quiet space to do your work
- Access group study space
- Improve your marks from a 'B' to an 'A'



[www.durhamcollege.ca/lsc](http://www.durhamcollege.ca/lsc)

# The Library

The Library is here to help you succeed!

Stop by for help to research a topic, complete an assignment, or when you just need a quiet place to study. The Library on the north side of the Polonsky Commons is easy to find. Both wired and wireless computer access is available along with 10 small group study rooms and the *Den* in the basement for group work. Although food is not permitted in the library, drinks in covered containers are allowed and you can buy a Starbucks coffee to go at the Library Café.

Students & faculty at the Whitby now have a small branch library at their location. They may also use the North Oshawa campus library in person, via internet, or request books to be sent to them at Whitby.

Most of the Library's resources are in digital format and are available 24x7 through the Library's web page. You can access them from on or off campus by logging in with your student number and computer password. The digital resources include e-books, magazines, journals, newspapers, statistical databases.

Visit the library virtually at [www.durhamcollege.ca/library](http://www.durhamcollege.ca/library) to:

- Research a Topic,
- Find books and articles,
- Renew materials,
- Request an interlibrary loan,
- Book a group study room,
- Get online help from a librarian
- Check on the hours the library is open

Your campus photo ID card is also your library card and is required to check out books and Reserves.

The librarians work closely with your professors to provide class presentations directly linked to your assignments. Additional sessions on using specialized resources are also offered throughout the year and help is also available on the library website. You may contact the Reference staff by phone or e-mail, and you are always welcome to visit our Reference desk in person. We look forward to helping you!

Check the website for library hours.

Circulation desk (905) 721.3082

Reference desk (905) 721.2000 ext. 2390

[reference@dc-uoit.ca](mailto:reference@dc-uoit.ca)

# College Publications

At Durham College, several publications provide the information you need before you start classes.

## Program Guide

Durham College's Program Guides are a handy reference guide for everything students might want to know about their academic program. The program-specific guides provide essential information related to the program of study, policies, program requirements, faculty contact information, important dates, grading criteria, etc., as well as a starting point to help students find and navigate their way through academic and student support services.

Program Guides are distributed in print format to every registered student in the first class of the Fall semester and are available electronically on the college website. It is important that students read this guide at the beginning of their studies as it contains pertinent information for academic success and will be useful throughout the duration of the program.

### Note:

- This guide is not intended to be a complete statement of all procedures, policies, rules and regulations at Durham College.
- The College reserves the right to change or cancel any provisions, requirements or subjects at any time.
- Student Liaisons and/or Faculty Advisors will assist in planning programs, but it is the student's responsibility to meet the academic requirements for completion of certificates and diplomas.

## Continuing Education Course Book

Continuing Education publishes course calendars – Fall, Winter/Spring, listing courses for credit towards Post-Secondary Programs, and personal and professional development. The same course outlines are used for full-time and Continuing Education courses.

Courses may be accessed through classroom setting, correspondence (distance education) or online courses (Internet).

If you are unable to access a day-time course (timetable conflicts, repeat of a course, etc.) or want to get a head start on your next semester, check out Continuing Education's current course book and register at the Office of the Registrar early to ensure a seat is reserved for you.

*Please check our website for comprehensive information @ [www.durhamcollege.ca](http://www.durhamcollege.ca)*

# Scholarships, Bursaries and Awards

**Scholarships:** Scholarships are awarded to students who have achieved academic and personal excellence. Some scholarships are awarded solely on academic performance. Others are based on a combination of academic achievement and proven personal excellence including leadership and community involvement.

**In-Course scholarships:** In-Course scholarships are awarded to returning full-time students in post secondary programs who have demonstrated academic excellence in their studies. Students must have been registered in full-time studies in the same program in consecutive years to be considered. In-course scholarships are solely based on GPA and no application is necessary unless otherwise noted. Recipients are notified via MyCampus e-mail.

**Bursaries:** Bursaries may be available to full time post secondary students requiring additional financial assistance to cover their educational costs. When students' personal and family resources are not sufficient to cover costs they are expected to apply for OSAP. Before applying for a bursary, students should investigate all other forms of financial assistance. Other resources may include scholarships, family support, student line of credit and part time employment.

Durham College supports access to post secondary education following these principles:

- No qualified Ontario student should be prevented from attending Ontario's public colleges and universities due to lack of financial support programs.
- Students in need should have access to the resources they need for their postsecondary education.

**Durham College Access Bursary Program:** This bursary is available to Ontario students offered admission to a full time, first year program at Durham College.

**Durham College Upper Year Student Bursary Program:** Students must complete the Student Financial Profile application for consideration for bursary funding.

**Awards:** Awards may be based on scholastic achievement and/or financial need. There may be other requirements for qualification such as membership in certain organizations, enrollment in specific programs, leadership abilities and/or community service. Students must be in good academic standing to be considered.

**Eligibility:** Students who are currently enrolled full-time at Durham College are eligible to apply for scholarships and bursaries. Many awards have specific guidelines and students are advised to read all information about the award before applying.

**Application process:** Information on all scholarship, bursaries and awards for registered Durham College students including application, submission and deadline details will be posted on the DC Student tab of the MyCampus section of the college website. Students are advised to check MyCampus regularly for updates.

Unless otherwise noted, all students must complete the online Student Financial Profile application for consideration for bursary and award funding. Information, application instructions and submission deadlines for the Student Financial Profile may be found on the MyCampus website under the DC student tab. The student is notified of the application results via MyCampus email.

For further information on scholarships, bursaries and awards, please contact [studentawards@durhamcollege.ca](mailto:studentawards@durhamcollege.ca).

NOTE: Awards, amounts and availability are subject to change at the discretion of the Student Awards office or the donor. All awards are based on information available at the time of publication. \

## Awards Open to Students in All Programs

Title of Award	Award Value (\$)
Albis Award	\$500
Business & Professional Women of Durham Award – <i>In Course (Application Required)</i>	\$500
Campus Living Centre Residence Award	\$250
Canadian Federation of University Women Oshawa and District Award	\$500
CAW Family Auxiliary 27 Award	\$250
Carpenters Union Local 397 Award	\$800
Durham College Access Bursary	Various amounts
Durham College Alumni Association Award	\$1200
Durham College Alumni Association Award – <i>In Course (Application Required)</i>	\$1000
Durham College Bursary	Various amounts
Durham College Endowed Award – <i>In Course</i>	\$1000
Durham College International Student Scholarship	\$1500
Durham College Scholarship – <i>In Course</i>	\$500 or \$1000
Durham Region Chairman's Award	\$1000
Durham Region Chairman's Scholarship	\$1000
Fairfax Financial Holdings Ltd. Scholarship	\$3500
Garfield Weston Award	\$2500 + up
Greenbriar Foundation Award	\$1000
Harold "Pat" Dooley Bursary	\$1300
International Student Emergency Bursary	Various amounts
June White Memorial Entrance Award	\$500
Lenovo (Canada) Inc. Access Awards	\$500
Lifelong Learning Award – <i>In Course (Application Required)</i>	\$500
Lifelong Learning Bursary	\$500
Lois and Gary Polonsky Award	\$1000
Lois Sleightholm Award	\$2000
Lois Sleightholm 21 <sup>st</sup> Century Award	\$1000
Marjorie Elizabeth Willoughby Award	\$3000
Ontario Aboriginal Bursary	Up to \$3000
Ontario First Generation Bursary	\$3000
Ontario International Educational Opportunity Scholarship	\$2500
OPG Employees' and Pensioners' Charity Trust	\$1000
Oshawa B'Nai B'Rith Lodge Scholarship	\$300
Oshawa Double B Sports Club Bursary	\$800
Purdue Pharma Award	\$800
Retired Teachers of Ontario District 28 Award	\$500
Ross Mackie Award	\$2000
UA Local 463 Award	\$400
The Central East Community Care Assess Centre Award	\$500 & \$750
Wordham Family Award	\$3,000
Your Student Association Award	\$400

### School of Health & Community Services

Daryl and Cindy Austin Award	Any Health & Community Services program	\$750
Durham Filipino-Canadian Society and Dr. Gregorio Bayang Award	Dental Assisting/Dental Hygiene	\$800
Dwayne Moses Memorial Award	Human Services Worker	\$800
George & Gennie Chaput Award for Excellence in Patient Care	Practical Nursing	\$1000
Joyce Marshall Bursary -	Early Childhood Education	\$500
Lovell Drugs Limited Award – <i>In Course</i>	Practical Nursing	\$1000
Nursing Faculty Memorial Award	Practical Nursing	\$500
Oshawa Community Credit Union Award	Alternates yearly between School of Business & Information Technology students and School of Health and Community Services, Nursing Program students	To be determined
Victorian Order of Nurses Award – <i>In Course</i>	Practical Nursing - For outstanding commitment to patient care	\$500

### Convocation Awards

Founder's Cup	\$200
Durham College Medal: Top Student – Three year Program	\$500
Durham College Medal: Top Student – Two year Program	\$500
Durham College Medal: Top Student – One year Program	\$500
Durham College Medal: Top Student – Apprenticeship Program	\$500
Governor General's Academic Medal and W. Bruce Affleck Memorial Scholarship	\$2000
President's Leadership Award	\$500

# ***Transfer Guide Diploma to Degree Pathways***

## **Turn your Durham College diploma into a degree!!**

If your post-secondary education plans include a diploma and a degree, you can take advantage of many degree completion programs offered through partnerships negotiated by Durham College with many universities, including UOIT, our campus partner.

A Durham College diploma can earn you credit toward a university degree. University admissions policies and partnership transfer agreements between Durham College and a number of universities facilitate university admission for Durham College graduates from specific programs by giving credit for college study. Graduates may receive credit for several courses or for a year or more toward a university degree. These opportunities are detailed, by program, on the **Durham College Transfer Guide** ([http://www.durhamcollege.ca/EN/main/programs\\_courses/transferguide.php](http://www.durhamcollege.ca/EN/main/programs_courses/transferguide.php))

Interested students looking for further information are encouraged to consult with their program faculty or the admissions office of the receiving institution.

If you do not see your program on the chart, you may find pathway opportunities and information on collaborative programs, articulation agreements and credit transfers between Ontario universities and colleges available on the Ontario College University Transfer Guide website at [www.ocutg.on.ca](http://www.ocutg.on.ca).

**ADDICTIONS AND MENTAL HEALTH (GRADUATE CERTIFICATE)**

COURSE NAME	MOD	CODE	PREREQUISITES	COREQUISITES	LECT. HRS	LAB HR	ALT. DEL.	FIELD PLMT. HRS
<b>SEMESTER 1</b>								
CASE MANAGEMENT & PROFESSIONAL PRACTICE		ADDC 1505			3	0		
WORKING WITH FAMILIES		ADDC 1506			3	0		
COUNSELLING WOMEN		ADDC 1507			2	0		
COUNSELING PRACTICE		ADDC 1508			3	0		
THEORIES & MODELS OF DEPENDENCE & MENTAL HEALTH		ADDC 1509			3	0		
PSYCHOPHARMACOLOGY		ADDC 1510			4	0		
RELAPSE PREVENTION		ADDC 2508		ADDC 1508 ADDC 1509	2	0		
FIELD PLACEMENT PREPARATION	1	FWKS 2500			1	0	0	
					<b>21</b>	<b>0</b>		<b>0</b>
<b>SEMESTER 2</b>								
BRIEF THERAPIES		ADDC 1501			2	0		
PROBLEM GAMBLING		ADDC 2501	ADDC 1508 ADDC 1509		3	0		
LIFESTYLE & WELLNESS COUNSELLING		ADDC 2502	ADDC 1508 ADDC 1509		2	0		
COUNSELLING YOUTH		ADDC 2503	ADDC 1508 ADDC 1509		3	0		
PSYCHOPATHOLOGY		ADDC 2504	ADDC 1510 ADDC 1508		3	0		
PSYCHOGERIATRICS		ADDC 2505	ADDC 1508		2	0		
SPECIAL POPULATIONS		ADDC 2506	ADDC 1508		2	0		
VIOLENT BEHAVIOUR		ADDC 2507	ADDC 1507 ADDC 1508 ADDC 1509		3	0		
FIELD PLACEMENT PREPARATION	1	FWKS 2500			1	0		
					<b>21</b>	<b>0</b>		
<b>SEMESTER 3</b>								
FIELD PLACEMENT: CONSOLIDATION OF COUN. PRACT.		FWK 3502	COMPLET. SEM I&II		0	0		490
					<b>0</b>	<b>0</b>		<b>490</b>

**NOTES:**

ELE - ELECTIVE - Students may take one or many subjects, depending on the requirements of their program. ELET - represents a typical subject load and IS included in the total hours per week, to reflect the total hours per week required.

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

G - GENERAL EDUCATION - Subjects marked at the left margin with G are "General Education" subjects

# Course Descriptions

## Semester 1:

### **CASE MANAGEMENT & PROFESSIONAL PRACTICE ADDC 1505**

This course prepares students for the application of a case management model for his/her clinical practice of addiction and mental health counselling. Through an understanding of the provincial addiction and mental health system, this course helps students develop an awareness of the crucial role of case management in facilitating clients through various stages of their recovery and treatment modalities. The core functions of case management are applied generally and also to sub-population groups with distinct needs, with emphasis on how the model is applied across varied treatment settings. Particular attention is devoted to ethical, legal and other professional practice issues that accompany the far-reaching responsibilities and complexities of case management. Detailed instruction in addictions and mental health assessment is included.

### **WORKING WITH FAMILIES ADDC 1506**

This course is an introduction to families from a family systems and family therapy perspective. Students learn to view human behavior and behavior problems, including addictive behaviors and mental health issues as expressions of family interactions and structure. Several models of therapy are contrasted with a family systems approach. Family dynamics are explored as factors in the development of addictive behavior. Students are introduced to assessment and treatment planning strategies for

*Addictions and Mental Health – Program Guide 2011-2012*

families affected by substance abuse and/or mental illness.

### **COUNSELLING WOMEN ADDC 1507**

This course examines addictive behavior as it relates to women specifically. It provides the prospective counselor with a gender-specific perspective that will equip them to intervene effectively on issues related to women. The course takes into account gender-sensitive and multicultural issues and examines women's substance use and related problems, treatment characteristics, experiences and outcomes and how they differ from those of men.

### **COUNSELLING PRACTICE ADDC 1508**

This course provides students with theory, skills and practice that are necessary for effective interviewing and counselling from both individual and group based modalities. Students will learn about the necessary building blocks for rapport and relationship building, principles of good clinical assessment, and how to effectively create a treatment plan with clients. The specifics of setting up therapeutic groups and theoretical stages of group process are studied. Students will learn about various types of interventions and how these can be utilized to facilitate change in both individual and group settings. Emphasis will be placed on experiential learning and students will have the opportunity to integrate theoretical concepts with their emerging counselling skills.

### **THEORIES & MODELS OF DEPENDENCE & MENTAL HEALTH**

### **ADDC 1509**

This course introduces students to the history of mental illness and drug dependence that led to the development of current theories and models of these disorders. Students examine the treatment methodologies derived from these theories and models and the current clinical practices used with clients who present mental health and substance abuse-related issues. The course covers a full range of psychiatric diagnoses and dependences related to both substances as well as other behaviors such as gambling and sex.

### **PSYCHOPHARMACOLOGY ADDC 1510**

This course provides students with an introduction to human hormonal and neurochemical processes as they relate to human behavior substance use/abuse, and mental health. Students integrate their understanding of the organization and functioning of the central nervous system with its relationship to addictive behavior. The course focuses on the fundamental concepts associated with the study of addictive behavior and mental health and relates them to personal and societal biases regarding psychoactive drugs and drug use. The information gained in this course provides students with the ability to assess the impact of drug use on psychosocial functioning and plan and implement interventions.

### **RELAPSE PREVENTION ADDC 2508**

This course examines relapse prevention models, strategies and determinants of relapse. Special attention is paid to the

role of self-efficacy in relapse prevention and the practical interventions. The course also reintroduces students to the stages of change as they apply to relapse prevention. A multitude of group and individual-based interventions are explored, including structured relapse prevention and guided self change.

### **FIELD PLACEMENT PREPARATION FWKS 2500**

This subject provides students with an overview of the additions-related agencies available for field placement in Durham Region. Students are also introduced to the role of the counsellor, the field placement process, the forms and paperwork required for field placement, and the selection process for field placement.

### **Semester 2:**

#### **BRIEF THERAPIES ADDC 1501**

This course provides students with an introduction to the Brief Therapy Model developed by researchers at the Mental Research Institute in Palo Alto, California. Students learn and gain practice in applying concepts associated with two of the most popular Brief Therapy models, including the Solution-focused and Narrative approaches.

#### **PROBLEM GAMBLING ADDC 2501**

This course is divided into two parts (Phase 1 and 2). In Phase 1 (Weeks 1 through 7), students learn the information required to deliver an effective community presentation on gambling. Topics include education about Ontario's gaming marketplace; characteristics of problem gamblers; and factors that contribute to problem gambling including a discussion of odds, cognitive distortions and

application of harm reduction

information on special populations of problem gamblers such as women, youth, the elderly and those with co-existing gambling and mental health conditions. In Phase 2 (Weeks 8 through 14), students are introduced to the various approaches used in the treatment of problem gambling, with a primary emphasis on the cognitive-behavioral model. They learn to apply brief interventions with problem gamblers and special populations of gamblers (e.g. women, youth, the elderly and affected family members). Students will also be introduced to "mindfulness" in counselling practice.

#### **LIFESTYLE AND WELLNESS COUNSELLING ADDC 2502**

This course examines wellness models in and introduces students to lifestyle counselling. Special attention is paid to the workshop model and instructional strategies that allow the counsellor and client to develop and maintain a balanced and healthy way of life. Students will develop and conduct psychoeducational sessions with a client population.

#### **COUNSELLING YOUTH ADDC 2503**

This course focuses on youth as a "special population" at risk for the development of addictive behaviors. Students will learn about current drug use trends among Ontario's young people, the various factors that may influence adolescent substance use and abuse, including developmental changes; familial factors and mental health; how youth differ from adults regarding substance use; and participation in gambling behaviors. The course introduces students to specific models of youth addiction; key treatment

considerations in working with youth who have substance abuse issues; and specialized interventions and counselling strategies for working with youth.

#### **PSYCHOPATHOLOGY ADDC 2504**

This course prepares students to identify and assess symptomatology as it applies to mental health disorders. Through a general understanding of DSM-IV criteria, this course helps students develop an awareness of common psychopathologies, treatment methodologies and current mental health related issues.

#### **PSYCHOGERIATRICS ADDC 2505**

This course focuses on the needs and circumstances of older Canadians with addictive behaviors and mental health issues. Students learn to apply the continuum of care to this population and use the case management model when working with older people.

#### **SPECIAL POPULATIONS ADDC 2506**

This course examines the particular needs and circumstances of specific marginalized groups within our society including the gay and lesbian community, native Canadians, ethnic minorities, the physically disabled and the homeless. Students explore biases towards these special populations and learn to address their needs as a counsellor, advocate and case manager.

#### **VIOLENT BEHAVIOUR ADDC 2507**

This course examines several forms of abuse including family, gang and bar violence and their links to alcohol, drug abuse and mental health. Students learn to identify forms of abuse and respond professionally and

therapeutically. In addition, students will be introduced to various theoretical frameworks, treatment methodologies, and resources for both victims and perpetrators to assist in their roles as case managers.

**FIELD PLACEMENT  
PREPARATION  
FWKS 2500**

This subject provides students with an overview of the additions-related agencies available for field placement in Durham Region. Students are also introduced to the role of the counsellor, the field placement process, the forms and paperwork required for field placement, and the selection process for field placement.

***Semester 3:***

**FIELD PLACEMENT:  
CONSOLIDATION OF  
COUNSELLING PRACTICE  
FWK 3502**

Students are required to complete 490 hours of supervised field work in a community setting that provides direct client service. Field placement provides an opportunity for the further development of competence in all areas contributing to graduate-level knowledge and skills, as well as the attitudes and values of an addiction counsellor or mental health worker. Direct links to the courses in the Addictions Counselling program give students an opportunity to demonstrate an application of classroom content and theories in observable and measurable ways.