



School of Health and Community Services
2014-15

Addictions and Mental Health

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 <http://www.durhamcollege.ca> for the most current information.

Welcome Students


A Message from the Dean and Associate Dean

On behalf of the faculty and staff of the School of Health and 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,



Susan Sproul, RN, BScN, MScN
Dean,
School of Health & Community Services

Sincerely,



Carol Burke, R.D.H., B.Ed
Associate 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.

A handwritten signature in cursive script that reads "Judy Robinson". The signature is fluid and elegant, with a large initial 'J'.

*Judy Robinson,
Vice President, Academic*

School of Health & Community Services

Addictions and Mental Health

Program Faculty & Staff

Dean	Susan Sproul	Ext. 2249	susan.sproul@durhamcollege.ca
Associate Dean	Carol Burke	Ext. 2125	carol.burke@durhamcollege.ca
Administrative Coordinator	Carol Connor	Ext. 2375	carol.connor@durhamcollege.ca
Documentation Officer	Michelle Osborne	Ext. 3601	michelle.osborne@durhamcollege.ca
Student Advisor /Placement Officer	Stephanie Zibert	Ext. 2288	stephanie.zibert@durhamcollege.ca
Office Administrative Assistant	Sara Donner	Ext. 2944	sara.donner@durhamcollege.ca
Program Coordinator	Ken Lomp	Ext. 2273	kenneth.lomp@durhamcollege.ca
Acting Program Coordinator	Daniel Blomme	Ext. 2174	daniel.blomme@durhamcollege.ca

School of Health & Community Services Office

SW106 – Gordon Willey Building

Telephone: 905.721.3038

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

The above individuals may be contacted by dialing directly 905.721.2000, followed by the appropriate extension.

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) 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. Annual certification in Cardiopulmonary Resuscitation (CPR-C) and current

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.

Conflict of Interest

Students are required to self-identify any conflict of interest they may have in their assigned field 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 placement agency site;
- An employment or volunteer relationship at a placement agency site;
- Any other affiliation with a placement agency site which could place them in a position of conflict of interest while attending placement.

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.**

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

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, provide clinical supervision and determine final grade. Direct clinical 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 and qualified to practise psychotherapy. 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 typically take 60 to 90 minutes. 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

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

Completion of the form may take up to 4 weeks to complete and may require more than one visit to your health care provider. If you do not have access to a healthcare provider or you do not have any records of your past vaccination status, the Campus Health Centre can assist you complete your form. The Campus Health Centre is located in the Campus Recreation & Wellness Centre (CRWC), G-1030. Hours of operation are 9:00 am - 4:30 pm. 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 available through a nursing 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 thru 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 standard precautions apply.

a) If an exposure occurs, immediately apply first aid measures.

1. 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. 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 on-going 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 thru the Campus Health Centre.

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 professional 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 health and social services.
- A belief in the right to access multi-language 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.
- The empowerment of clients and communities to identify and utilize their own strengths to address individual and systemic barriers to meeting their needs.
- Accountability to clients, 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 relevant programs (see admission requirements) and practicing psychotherapists with the specific skill set to work with client populations affected by chemical dependency, process “addictions” and mental health issues.

Students are trained in psychotherapy and to work in addiction/mental health-specific setting and the broad spectrum of social or health services where psychotherapy is practiced. 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 psychotherapy needs of diverse groups such as the elderly and youth, oppressed groups, and women. In addition, this graduate certificate program will provide training in current psychotherapy practices applicable in both an addictions/mental health specific setting and in more generic settings. In this regard, training

is provided in client-centered therapy, motivational interviewing, cognitive behaviour therapies, 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 psychotherapy opportunities associated with addictions and mental health, and to use the most current and effective therapeutic 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 therapists / case managers
- mental health therapists/ case managers
- recovery and group home workers.
- addictions and mental health specialists within the justice system
- addictions therapists in adolescent addictions programs
- employee and family assistance therapists
- Psychotherapists
- 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.

ADDICTIONS AND MENTAL HEALTH (GRADUATE CERTIFICATE)

COURSE NAME	MOD	CODE	PREREQUISITE	COREQUISITES	LECT	LAB HR	ALT. DEL. HR	FIELD PLMT HRS
SEMESTER 1								
CASE MANAGEMENT & PROFESSIONAL PRACTICE		ADDC 1505			3	0	0	
WORKING WITH FAMILIES: PRINCIPLES OF SYSTEMS THERAPY		ADDC 1506			3	0	0	
COUNSELLING INTERVENTIONS: GROUP THERAPY		ADDC 1507			2	0	0	
PSYCHOTHERAPY PRACTICE		ADDC 1508			3	0	0	
THEORIES, MODELS AND APPROACHES TO PSYCHOTHERAPY		ADDC 1509			3	0	0	
PSYCHOPHARMACOLOGY		ADDC 1510			4	0	0	
RELAPSE PREVENTION: INTERVENTION STRATEGIES		ADDC 2508		ADDC 1508 ADDC 1509	2	0	0	
FIELD PLACEMENT PREPARATION	1	FWKS 2500			1	0	0	
					21	0	0	
SEMESTER 2								
BRIEF THERAPIES		ADDC 1501	ADDC 1505 ADDC 1507 ADDC 1508 ADDC 1509		2	0	0	
PROBLEM GAMBLING: THERAPEUTIC PRACTICES		ADDC 2501	ADDC 1508 ADDC 1509 ADDC 1505 ADDC 1507		3	0	0	
LIFESTYLE & WELLNESS COUNSELLING: PSYCHOEDUCATIONAL GROUPS		ADDC 2502	ADDC 1508 ADDC 1509 ADDC 1505 ADDC 1507		2	0	0	
WORKING WITH YOUTH		ADDC 2503	ADDC 1508 ADDC 1509 ADDC 1505 ADDC 1507		3	0	0	
PSYCHOPATHOLOGY		ADDC 2504	ADDC 1510 ADDC 1508 ADDC 1509		3	0	0	
PSYCHOGERIATRICS		ADDC 2505	ADDC 1508 ADDC 1505 ADDC 1507 ADDC 1509		2	0	0	
WORKING WITH DIVERSITY		ADDC 2506	ADDC 1508 ADDC 1505 ADDC 1507 ADDC 1509		2	0	0	
TRAUMA-INFORMED THERAPY		ADDC 2507	ADDC 1507 ADDC 1508 ADDC 1509 ADDC 1505		3	0	0	
FIELD PLACEMENT PREPARATION	1	FWKS 2500			1	0	0	
					21	0	0	
SEMESTER 3								
FIELD PLACEMENT: CONSOLIDATION OF COUN. PRACT.		FWK 3502	COMPLET. SEM I&II		0	0	0	490
					0	0	0	490

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

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. Additionally, the student must be prepared to

provide appropriate documentation (e.g. note from doctor, dentist, death notice, etc.) in order to be given consideration as outlined below.

3. Typically, no opportunity will be offered to make up the missed test. For courses with a final exam (ADDC 1506, 1510, 2501, 2504, AND 2506) the % weight of the missed test will be added to the final exam. For courses with multiple tests and a final test in week 13/14 of the semester (ADDC 1501, 1505, 2503, 2505, and 2507) the % weight of the missed test will be added to the final test. The same will apply to ADDC 2503; however, its final test is in week 12 of the semester. Students who miss tests in courses with only one test (ADDC 1507 and 1509) and meet the criteria noted above will be referred to the Associate Dean to determine a course of action.
4. 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.
5. Stop talking upon entering the room. The test paper should not be turned over until directed to do so.
6. Be sure your name appears on all computer cards, booklets and papers.
7. Check the test paper to ensure that no pages are missing. Before handing in the paper, check to ensure all questions have been answered.
8. 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.
9. 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. No student will be allowed to enter the test room after the first student to complete the test leaves the room.
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 Advising - Student Advisors

Each school provides a student advisor(s) to help you reach your full academic potential. These representatives can assist you with: accessing other college services; developing academic plans to promote success in the event of failed subjects or a low GPA; finding equivalent credits; identifying career goals and making sound academic decisions; making decisions regarding full- and part-time studies; reviewing graduation requirements; selecting electives and options; setting up academic plans; or transferring to another program. To view contact information for your Student Advisor, please visit: <http://www.durhamcollege.ca/student-experience/helping-you-succeed/academic-support-resources/academic-advising>

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.

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, please visit the following link: <http://www.durhamcollege.ca/academicpolicies>

Centre for Students with Disabilities

The Centre for Students with Disabilities (CSD) at Durham College provides services to students with disabilities to ensure that equal access is available to all aspects of the academic environment. These services are designed in accordance with the Ontario Human Rights Code and the Accessibility for Ontarians with Disabilities Act. Our services are confidential. Please visit the following link to view valuable information regarding the CSD:

<http://durhamcollege.ca/student-experience/helping-you-succeed/centre-for-students-with-disabilities>

Continuing Education Course Book

If you are unable to access a day-time course (timetable conflicts, wish to repeat a course, etc.) or want to get a head start on your next semester, discuss your options with your Student Advisor. To view comprehensive information regarding Continuing Education offerings, please visit the following link:

<http://www.durhamcollege.ca/academic-schools/school-of-continuing-education>

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. 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: <http://www.durhamcollege.ca/mycampus>

Please visit the following link to view the Course Outlines Policy and Procedure documents: <http://www.durhamcollege.ca/academicpolicies>

Credit Transfer Information

Durham College is dedicated to helping you build upon your previous education. If you have studied previously at Durham College or another recognized post-secondary institution, you may be eligible to receive credit for the courses you have successfully completed. Please view the following link for credit transfer information: www.durhamcollege.ca/credittransfer

Durham College Mission, Vision and Values

Our mission, vision, values were created to help ensure the success of our students, staff and faculty. Please view our guiding principles at the following link:

<http://www.durhamcollege.ca/about-us/corporate-links/governance/mission-vision-and-values>

Essential Employability Skills

Essential Employability Skills (EES) are skills that, regardless of a student's program or discipline, are critical for success in the workplace, in day-to-day living, and for lifelong learning. Please view the following link for further information:

<http://www.tcu.gov.on.ca/pepg/audiences/colleges/progstan/essential.html>

General Education

The Ministry of Colleges and Universities requires all Ontario college students enrolled in a 2-year Ontario College Diploma or a 3-year Ontario College Advanced Diploma program to successfully complete three or more General Education (GNED) courses prior to graduation. For more information about GNED course selection, a full listing of GNED electives (with course descriptions), and how to receive GNED credits for prior post-secondary studies, please visit the General Education website at: <http://www.durhamcollege.ca/academic-schools/school-of-interdisciplinary-studies-employment-services/general-education>

Important Dates

Durham College strives to keep you informed of all important dates throughout the academic year. Please review the 2014-2015 important dates that includes fee payments, web registration, add/drop, exam dates etc. You can find this information online, in the Durham College handbook and on MyCampus. Please review MyCampus for important updates and reminders on important dates.

Learning Management System Usage (LMS)

Professors are expected to use LMS or DC Connect to support student learning. As per the Learning Management System Usage procedure, faculty will post and reveal all marks to their students on an ongoing basis. To view the LMS Usage Policy and Procedure, please visit the following link: <http://www.durhamcollege.ca/about-us/corporate-links/governance/policies>

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. You may visit the library virtually at <http://www.durhamcollege.ca/library> or to view information regarding locations, hours, and more, please visit the following link: <http://www.durhamcollege.ca/student-experience/learning-spaces/library/about-the-library>

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 Advisor or review the Missed Final Examination Policy and Procedure documents at the following link: <http://www.durhamcollege.ca/academicpolicies>

Pathways to Degrees

Continue your post-secondary journey and leverage your Durham College education to earn additional credentials. To learn how you can further your education, visit www.durhamcollege.ca/pathways or check out the Durham College Transfer Guide at www.durhamcollege.ca/transferguide. Additional information regarding transferring between institutions in Ontario can be found at www.ontransfer.ca.

Prior Learning Assessment and Recognition (PLAR)

Prior Learning Assessment and Recognition (PLAR) is the process you can use to gain college credit(s) for learning and skills acquired through previous experiences. This may include workplace training, life experiences, self-directed study, community work, travel, hobbies and military service. By using the PLAR process, you may be able to complete a college certificate or diploma program in less time. Please view the following link for PLAR information:

<http://www.durhamcollege.ca/wp-content/uploads/plar.pdf>

Requirements For Promotion

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.

Scholarships, Bursaries and Awards

The Financial Aid and Awards office provides students with options to help fund their educational costs. To view valuable information, please visit the Financial Aid and Awards [Web Site](#).

Student Academic Learning Services (SALS)

The Student Academic Learning Services Centre helps Durham College students to achieve their academic goals. Academic supports include: peer tutoring, learning skills services, writing skills services, English language services, and subject specific supports for math, science, and business. Please visit the following link to view valuable information regarding SALS including how to register for 24/7 online access to SALS academic resources:

<http://durhamcollege.ca/student-experience/helping-you-succeed/student-academic-learning-services-sals>

Student Communications

Durham College is committed to communicating important information to you. Please view the following link to reference a comprehensive chart indicating specific vehicles. For example, social media, DC website, DC Mail, MyCampus, DC Connect, and more:

http://www.durhamcollege.ca/wp-content/uploads/DCCares_StudentMatrix_v5.pdf

Student Rights and Responsibilities

A policy and procedure is in place which articulates the rights and responsibilities of students at Durham College, and provides a framework for addressing non-academic misconduct by students. To view the Student Rights and Responsibilities Policy and procedure, please visit the following link: <http://www.durhamcollege.ca/academicpolicies>