



PROGRAMS IN  
*Aging and Health*

**Student Handbook  
2019-2020**

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## Introduction

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Welcome to Queen’s University and the Aging and Health Program, which is operated by the School of Rehabilitation Therapy (31 George Street, Kingston, Ontario), in collaboration with the School of Nursing, and with the contribution of faculty members from units around the campus.

The Canadian population is aging and Canadians are living longer. Current population estimates suggest that 15.3% of the population is 65 years of age or older. The number of people who reach the age of 100 has almost doubled since 2001 – there are now 6,900 people aged 100 or more, with 87% being women. In 2011, 92% of individuals over the age of 65 lived in private homes while 8% lived in collective dwellings. In order to support older adults to live in the environment of their choice, there is a real need to understand aging and how to enable people to maintain their health and live independently, with any needed supports. In 2012, the Ontario government published “Ontario’s Action Plan for Health Care,”<sup>1</sup> which focuses on equity, quality, access, value and choice to ensure Ontarians receive the right care, in the right place, and at the right time. In 2014, Dr. Samir K. Sinha, the Provincial Lead for Ontario’s Seniors Strategy noted that “the dilemma is, when we think of how our systems, cities, communities, and health care educational systems are organized, they often disadvantage older adults with chronic health issues.”<sup>2</sup>

Given this context, a small group of faculty at Queen’s University started to work on the development of the Aging and Health program in late 2013. From the beginning, we were committed to creating programs that provided a comprehensive perspective on aging and integrated knowledge across disciplines from health, social sciences and humanities. Our efforts paid off, as the Aging and Health Program was approved by the Queen’s Senate in March of 2015, and recommended for approval by the Council of Ontario Universities Quality Council in May 2015. Aging and Health is a suite of programs that includes a Graduate Diploma, a Master of Science, and a PhD. Recruitment for the Graduate Diploma and MSc launched immediately after we received approval, and our first cohort began their studies in August 2015. The PhD was then launched in the fall of 2016.

The overarching goal of the Aging and Health Program is to deepen students’ understanding of the older adult population, with a focus on health and healthy living, and to enhance students’ abilities to contribute to the development, delivery and/or implementation of evidence-based care, services and policies for older adults across a range of settings (e.g., home, community, hospital, residential care).

Tailored to meet the evolving needs of today's student, these programs are offered in a blended format that includes on-site intensives and on-line components. Participants will enjoy the professional networking and experiential opportunities of an on-site program with the benefits of distance learning flexibility.

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<sup>1</sup> <http://www.ontario.ca/seniors/ontarios-action-plan-seniors>

<sup>2</sup> <http://www.mountsinai.on.ca/education/geriatrics/presentations/2014-geriatrics-institute/update-on-the-seniors-strategy-and-other.pdf>

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## Important Contact Information

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The School's main office, as well as faculty and staff offices, are located on the second floor of the Louise D. Acton building.

Mailing Address:

School of Rehabilitation Therapy

Louise D. Acton Building, 31 George St., Kingston ON K7L 3N6

Main Office Telephone: 613-533-6103

Main Office Fax: 613-533-6776

**Associate Director (Research and Post-Professional Programs): Dr. Kathleen Norman**

Room 231, Phone: 533-6104

E-mail: [kathleen.norman@queensu.ca](mailto:kathleen.norman@queensu.ca)

Dr. Norman heads the Aging and Health Programs and the Rehabilitation Science Graduate Research Programs. Appointments with Dr. Norman can be arranged by sending her an e-mail or by phone. All general inquiries relating to the Aging and Health Program should first be directed to Martina McAllister ([martina.mcallister@queensu.ca](mailto:martina.mcallister@queensu.ca)).

**Graduate Assistant (Research and Post-Professional Programs): Martina McAllister**

Room 225, Phone: 533-6000 ext. 75302

E-mail: [martina.mcallister@queensu.ca](mailto:martina.mcallister@queensu.ca)

Martina assists Dr. Norman, faculty and students with most aspects of the Aging and Health Programs and the forthcoming Doctor of Science (Rehabilitation and Health Leadership) program. Martina is currently on leave until September 30, 2019.

**Director, School of Rehabilitation Therapy: Dr. Marcia Finlayson**

Room 233; Phone: 533-2576

E-mail: [marcia.finlayson@queensu.ca](mailto:marcia.finlayson@queensu.ca)

Appointments with the School's Director can be arranged through Sandra Turcotte or Caitlin MacDonald.

**Research and Post-Professional Programs Manager: Tim Rosillo**

Room 226, Ext. 74629

Email: [trosillo@queensu.ca](mailto:trosillo@queensu.ca)

Tim oversees operations, administration, and external communications related to the Aging and Health, Rehabilitation and Health Leadership and Rehabilitation Science programs.

**Departmental Administrative Manager: Sandra Turcotte**

Room 201, Phone: 533-6726

E-mail: [turcotte@queensu.ca](mailto:turcotte@queensu.ca)

Sandra oversees all administrative functions of the School. Students may correspond with Sandra regarding their Student E-Contracts for Teaching Assistantships.

**Departmental Assistant: Caitlin MacDonald**

Ext. 77195

Email: [cam24@queensu.ca](mailto:cam24@queensu.ca)

Appointments with the Director can be made through Caitlin.

**Data Analyst and IT Administrator:** Svetlana Rytchkova

Ext. 78987

Email: [rychkova@queensu.ca](mailto:rychkova@queensu.ca)

Svetlana provides IT support to the members of the School of Rehabilitation Therapy. She troubleshoots issues with OnQ for faculty and is the administrator for the AGHE group on Office 365. If you have problems with OnQ, first try to contact the main help site for OnQ:

(<http://queensu.ca/onqsupport/students>). If they are not able to assist you, please contact Svetlana.

Please be aware that Svetlana's hours are 7 am to 3 pm Monday to Thursday, and 7 am to noon on Friday. She will not be available to answer questions outside of these hours.

**Educational Developer:** Mary Arnold

Ext. 75302

Email: [ma122@queensu.ca](mailto:ma122@queensu.ca)

Mary provides OnQ support to the faculty of the Aging and Health program. If you are having problems with OnQ, and you not been able to reach the main help site or Svetlana, contact Mary. Please be aware that Mary only works two days per week, and her days of work vary depending on faculty needs.

**OnQ support**

For questions and tutorials about OnQ, please check the following website:

<http://queensu.ca/onqsupport/students>

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## Overview of Programs

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### Graduate Diploma (GDip)

The Graduate Diploma is 8 months in length (2 terms – Fall and Winter) and requires the completion of two core courses and three electives. Core courses include AGHE 802 -Ethics and Biomedical Ethics of Aging and AGHE 811 - Issues in Aging and Health.

We expect that graduates from the GDip will be:

1. Prepared to work in positions that require a comprehensive knowledge of society and normal healthy aging
2. Able to analyze research findings from either qualitative or quantitative standpoints in healthy aging and diseases and disorders of older adults
3. Able to provide in-depth analysis of ethical dilemmas experienced by older adults and those who care for older clients in society

The expected sequence of courses in the GDip are provided in Table 1, below:

*Table 1: GDip course sequence<sup>3</sup>*

Year 1		
Fall	Winter	Spring/Summer
811 802 Elective	Electives	Graduate

Students who complete the Graduate Diploma have the option of completing additional courses to achieve an MSc in Aging in Health within 5 years.

### Master of Science (MSc)

The MSc is 12 months in length (3 terms – Fall, Winter, Spring/Summer) and requires the completion of three core courses, 4 electives, and a scholarly project. Core courses include AGHE 802 -Ethics and Biomedical Ethics of Aging, AGHE 811 AGHE 811 - Issues in Aging and Health, and AGHE 800 – Evaluating Aging-Related Programs and Services.

The MSc students will also take AGHE 898, a scholarly project course.

We expect that graduates from the MSc will be:

1. Prepared to work in positions that require a comprehensive knowledge of society and normal healthy aging
2. Able to analyze research findings from either qualitative or quantitative standpoints in healthy aging and diseases and disorders of older adults

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<sup>3</sup> GDip students must complete 3 electives. One can be taken in the fall term and two in the winter, or three can be taken in the winter.

3. Able to provide in-depth analysis of ethical dilemmas experienced by older adults and those who care for older clients in society
4. Able to undertake a project in the community to enhance the understanding of care and compassion for those who are aging

The expected sequence of courses in the MSc are provided in Table 2, below:

Table 2: MSc course sequence<sup>4</sup>

<b>Year 1</b>		
<b>Fall</b>	<b>Winter</b>	<b>Spring/Summer</b>
811 802 Electives Initiate 898	800 Electives 898	Electives Complete 898

## Doctor of Philosophy (PhD)

We expect that graduates from the PhD will be able to:

- 1) Compare and contrast research methodologies and methods in Aging and Health
- 2) Design and carry out independent research in Aging and Health
- 3) Understand general and specialized discipline specific knowledge of Aging and Health in Canadian society
- 4) Develop the knowledge base of Aging and Health across multiple academic disciplines

The PhD is a four year degree that includes course work, a comprehensive examination and a written thesis with oral defense. Students are expected to complete 4 courses, including 2 core courses. The core courses for this program include: AGHE 901 - Knowledge Translation and Uptake and AGHE 903 - Critical Analysis of Theories of Aging. For those students who are not entering the doctorate from the Masters of Science in Aging and Health, their academic experiences will be evaluated. Students with limited or no graduate academic experience related to aging and health will normally be required to complete an additional core course (either AGHE 802 or AGHE 811) as part of their 4 course requirement.

The doctoral students will complete a comprehensive exam prior to starting their thesis work. The comprehensive exam will be completed within 16 months of the start of the program. The exam will consist of two questions and the student will have one month to complete the assignment. Both questions will test the breadth of knowledge, with an interdisciplinary focus and will prepare the student for their thesis work. One question will be focused on theories and methods relevant to their thesis focus, with an expectation of the readings encompassing content from 2-3 disciplines beyond their own discipline. The second question will be focused on the substantive area of their own thesis work with an expectation of knowledge incorporation of 2-3 other disciplines. The written component

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<sup>4</sup> MSc students must complete 4 electives. We recommend that two electives be taken in the Winter term and two in the Spring/Summer term. The scholarly project (898) will be initiated in the Fall term, and students will be expected to work on it throughout the year.

will be marked pass or fail. The student may be required to complete an oral examination of the comprehensive examination if evaluators have any questions or concerns related to the written work.

Upon the completion of the Comprehensive Examination students will proceed to finalizing their thesis proposal. A thesis committee will be formed, comprised of faculty from at least two disciplines to expose the student to different perspectives and strengthen the interdisciplinary nature of the program.

The following table highlights the expected progression through the 4 years of the PhD program.

Year 1			Year 2			Year 3			Year 4			
Fall	W	SS	F	W	SS	F	W	SS	F	W	SS	
903 Elective	901 Elective	PhD Compre- hensive Exam	Research Proposal	←-----Research (AGHE 999) for Thesis-----→					Thesis draft	Thesis defense		

## Evaluation of Student Progress

The progress of all students is monitored by the Aging and Health Graduate Program Committee to ensure students are achieving milestones on time. The terms of reference of this committee are included in Appendix 1. Members of the Program Committee for 2018-19 include: K. Norman (Chair), M. Finlayson, E. Snelgrove-Clarke, T. Trothen, V. DePaul, K. Woo, M. Auais, student representatives (to be selected during the first on-site), and M. McAllister (recording secretary).

Students in the PhD program will have an identified PhD supervisor and a thesis advisory committee. The doctoral supervisor in collaboration with the student will monitor progress throughout the four years of the program.

Consistent with the School of Graduate Studies requirements, students are expected to achieve a minimum grade of B- in all courses. If concerns are identified, students will be linked to appropriate services such as the Writing Centre, the Centre for Teaching and Learning, or School of Graduate studies workshops and seminars.

## Transfers between GDip and MSc (Post/Pre Program Completion)

Students who successfully complete the GDip in Aging and Health can be considered for advanced standing in the MSc program. Those wishing to enter the MSc program following completion of the GDip program must apply directly for entry into the MSc program (and pay the applicable application fee). In order to be accepted with advanced standing, the application must be made to the MSc program within 5 years of completion of the GDip program. Once accepted, the student will complete two additional courses, plus a project course (AGHE 898), provided there have been no substantive changes in the MSc program requirements in the intervening years.

Students who enter the GDip program may request to transfer to the MSc program. Such requests will be granted if the student is admissible to the MSc program and if the student has made the request early enough to be able to complete the project course (AGHE 898) in the same year. The last date for this transfer will be announced in late August of each year.

Students who enter the MSc program may request to transfer to the GDip program. Whether they complete in 8 months or 12 months will depend on their course selection and completion. Whether a student wishes to transfer to the MSc from the GDip, or the GDip to the MSc, they must make an application to the respective program and pay the application fee, before a determination of admissibility by the program can be made.

## Mode of Program Delivery

The programs will be offered using largely asynchronous methods of course material delivery. Time for one weekly synchronous session for the MSc and GDip courses have been scheduled for Wednesday evenings. This time slot will be shared across the courses. There will also be synchronous sessions scheduled for PhD students, typically Tuesday evenings, details for 2019-20 t.b.a.

For the GDip and MSc students there will be a 3-5 day on-site intensive session at the beginning of the academic year (normally in August) during which students will start two courses: AGHE 802 and AGHE 811. During the on-site, students in the MSc will also be introduced to AGHE 898. Following the

intensive, students will complete the remainder of the work for these courses through an on-line learning management system. For MSc students, there will be a second on-site in the spring for AGHE 800 and AGHE 898. Dates will be provided early in the fall term.

For PhD students there will be a 3-5 day on-site intensive session, coinciding with the intensive offered to GDip and MSc students. Doctoral students will begin their course work with AGHE 903 and, if required, AGHE 802 or AGHE 811. Students will have the opportunity to meet their supervisors and learn more about the PhD academic requirements during this first intensive session. A second intensive session is scheduled for the spring of year one with the aim of completing AGHE 901, and preparing for the comprehensive examination. In year 2 an intensive on-site is held in August with a focus on proposal development, and a spring on-site is held with a focus on advancing the thesis work. In the last two years of the program an intensive on-site is held at least once a year. The following table provides a brief overview of the on-site schedule for the doctoral program.

*Participation in the intensives is mandatory, unless there are exceptional circumstances.*

### PhD overview of on-site sessions

Fall 1	<ul style="list-style-type: none"> <li>• Attend fall on-site to start 903</li> <li>• AGHE 903 (Critical Analysis of theories of aging)</li> <li>• Elective opportunity</li> </ul>
Winter 1	<ul style="list-style-type: none"> <li>• AGHE 901 Knowledge translation</li> <li>• Elective opportunity</li> </ul>
Spring - Summer 1	<ul style="list-style-type: none"> <li>• April on-site - comprehensive exam overview and 901 wrap-up</li> <li>• Comprehensive exam</li> </ul>
Fall 2	<ul style="list-style-type: none"> <li>• Attend August on-site for proposal writing workshop and first committee meeting</li> <li>• Proposal development</li> </ul>
Winter 2	<ul style="list-style-type: none"> <li>• Ethics and start dissertation</li> </ul>
Spring - Summer 2	<ul style="list-style-type: none"> <li>• Attend April on-site for progress review and committee meeting</li> <li>• Dissertation</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>• Attend April on-site for progress review and committee meeting</li> <li>• Dissertation</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>• Finish dissertation; defend</li> <li>• On-site as arranged with advisor and committee. Recommend 2 visits.</li> </ul>

Please note that the annual AGHE Program Fee covers most costs related to the on-site intensives (e.g., accommodation, parking, and meals), as well as textbooks and required materials for Core Courses, but not electives. All of the applicable costs are paid directly by the program, with the exception of any personal incidentals.

## Technology Requirements

The Aging and Health Program will use the OnQ learning management system, which is the Queen's branded version of Desire to Learn [D2L], also known as Brightspace. Instructors will use OnQ as a

repository of course related documents (syllabus, required readings, etc) and for on-line discussions, assignment submissions, and small group work. Some faculty may also use other technologies, such as Zoom and Skype for Business, to facilitate interactive discourse with students. Other technologies may also be employed by some faculty, depending on the content and learning objectives of their courses. Technological assistance will be available to students who are having difficulty with the on-line systems. Please contact Svetlana Rytchkova if you are having problems (see Administrative and Contact Information section).

### Internet and Communications Access

- You must have an internet connection that meets the CRTC Broadband Definition (5mbps download, 1mbps upload). Recommended DSL, Coaxial Cable or Fiber to the home with speeds 10mbps download (or faster) and 2mbps upload (or faster). Dial-up is not acceptable.
- Home WiFi router that supports 802.11AC WiFi standard
- If conference calling is required, we strongly encourage you to use a telephone landline because the quality of the call is better for everyone participating.

### Computing Devices

- **Windows devices**

Operating System	Windows 7 / Windows 8 / Windows 10
	**Students can obtain a free copy of Windows 10 EDU through Queen's. Recommended to upgrade to Windows 10 EDU for bitlocker (full disk encryption) support.**
	<a href="http://www.queensu.ca/its/software/licensed-software/windows-10-education">http://www.queensu.ca/its/software/licensed-software/windows-10-education</a>
Processor	Intel Core I3/I5/I7 CPU or AMD equivalent
RAM	8 GB or more
Networking	Wifi 802.11N or 802.11AC (recommended)
Browser	Microsoft® Edge Mozilla Firefox Google Chrome
Additional Software	Java™ 8 Update 151 or higher recommended

\*\*Enterprise Laptops that have been locked to a corporate domain are not recommended\*\*

- **Mac devices**

Operating System	Mac OS® x 10.13 (High Sierra)
Processor	Intel Core I3/I5/I7 family
RAM	4 GB min, recommend 8 GB ram
Networking	Wifi 802.11N or 802.11AC (recommended)
Browser	Newest Mozilla® Firefox® (recommended)

- **Android devices**

Operating System	Android 6.0 (Marshmallow) or newer
Processor	1Ghz CPU or higher recommended
RAM	1GB or more
Internet	WiFi recommended for VoIP
Additional Software	Free Adobe Connect Mobile App

- **IOS devices**

Device	iPad®4 <sup>th</sup> generation or newer iPhone® 4S or newer iPod®Touch (5 <sup>th</sup> generation) or newer
Operating System	iOS 9.0 or newer
Internet	WiFi recommended for VoIP
Additional Software	Free Adobe Connect Mobile App

### **What equipment do I need to use Zoom?**

All you need to start using Zoom are the following:

- Windows or Mac computer
- Internet connection with broadband speed
- Microphone and speakers (headset recommended)
- Webcam for conference use

Most computing devices have built-in microphones and speakers, but you need to use a headset or handset for best quality calls for you and others on the connection. You can also make calls on your landline. USB sticks for Internet not recommended because Internet speed depends on topography and environmental conditions, network congestion and other factors.

## **Course Enrolment**

The Program Assistant will enroll you in the core and elective courses that are required for your program. More information regarding electives will be provided to you at the first on-site session and throughout the program. Elective courses are subject to change year to year. The following list provides a description of currently approved courses for the program. Please note that an 800 level course refers to a master's level course, while 900 courses are those associated with the doctoral level program.

## **Course Listings**

### **AGHE 800 Evaluating Aging-Related Programs and Services (Core for MSc: Offered annually)**

This course introduces learners to evaluation principles and practice as applied to programs that address social, physical and economic determinants of wellness and participation for older adults. Learners will acquire skills necessary to identify and apply program evaluation methods to inform ongoing program development. Topics will include theoretical aspects of program evaluation, as well as strategies for program development, monitoring and change with a focus on participatory approaches. Current debates in the field will be discussed, with particular attention to issues underlying research and evaluation with older adult populations in community and institutional contexts. Attention will be given to knowledge mobilization strategies that foster inclusion, empowerment and innovation.

### **AGHE 802 Ethics and Biomedical Ethics of Aging (Core for GDip and MSc: Offered annually)**

This course will explore ethical issues arising in the wellbeing and care of aging adults. Aspects of three streams of ethics will be addressed: professional ethics, organizational ethics, and biomedical ethics, as these streams relate to wellbeing and aging. Issues that will be addressed include: the organizational

importance placed on aging adults, moral distress, advance directives, consent, values, and the ethics of wellbeing.

### **AGHE 803 Demography and Geography of Aging**

This course surveys the latest literature on the demography and geography of aging highlighting the latest census and survey data from Statistics Canada and international sources. Attention is placed on the underlying demographic factors and socio-economic characteristics of population aging and how issues like fertility, mortality, morbidity, life expectancy, mobility and immigration are changing the demography of the older population in Canada and internationally. Emphasis is also placed on how demographic and socio-economic characteristics of population aging result in complex and uneven geographies of aging at various scales from neighbourhood to international comparisons.

### **AGHE 804 Health and Social Systems for Older Adults**

Health and social systems for older adults are amongst the most complex in many societies. They include parts or all of the primary care, acute care, chronic care, palliative care and home care systems, and rehabilitation services on the health provision side. On the social systems side, they include parts of the transportation, social housing, social work and legal systems. The complexities of health and social systems for older adults are the foci of this course and are examined through a review of the literature mainly with an emphasis on the health and social systems for older adults in Canada.

### **AGHE 810 Epidemiology of Aging**

Students are introduced to an overview of the core principles central to the epidemiology of aging, with an emphasis on health and disease processes in older adults. Essential epidemiologic design/analytic issues and common themes of age-related factors and disease are addressed. Topics include: definition and measures of disease, application of cohort and experimental studies to aging, bias and confounding arising from the process of aging, causal inferences, and special topics on aging.

### **AGHE 811 Issues in Aging and Health (Core for GDip and MSc: Offered Annually)**

This course will differentiate normal from abnormal aging and examine the theories, models and strategies for healthy aging in Canada. These principles will be studied through a mix of online and group learning activities in the context of a variety of health concerns related to aging and with respect to individual and community action and public policy

### **AGHE 812 Religion, Spiritual Health and Aging**

Spiritual well-being is a defining aspect of healthy aging. This course will pay attention to the spiritual challenges as well as resources that come with aging. The following topics are addressed with attention to their complexity: mortality, loss and grieving, dementia, developmental theory and faith, religious participation, the relevance of diverse faiths and culture, and ultimate questions of meaning. Christian, Jewish, Muslim, Hindu and Buddhist perspectives will be included. Participants will have the opportunity to explore listening skills, self-awareness, and relational dynamics such as transference, as these relate to the course.

### **AGHE 814 Mobility and Functioning amongst Older Adults**

In this seminar course students will gain knowledge on psychosocial and physiological risk factors for and consequences of age-related decline in mobility and physical function. Indicators of functional health in aging population will be discussed. Self-reported and performance-based assessment tools of mobility and physical function designed for older population will be critically evaluated. The disability associated with age-related decline in mobility and physical function will be discussed with respect to incidence, prevalence, possible interventions and economic impact.

**AGHE 815 Chronic Conditions and Self-Management**

This course provides an overview of strategies to support and help older people develop skills to manage the challenges of living with chronic health conditions. Specific approaches to health promotion and disease prevention will be addressed.

**AGHE 816 Pharmacology and Aging**

The focus of this course is an overview of basic pharmacokinetic and pharmacodynamic processes and how these are altered with advancing age. An emphasis is placed on assessment of risk, commonly prescribed medications in the elderly population, and strategies to optimize polypharmacy and medication-related problems.

**AGHE 818 Rethinking Aging and Dying**

This course will seek to question widespread approaches to aging, terminal illness and death by exploring alternative ways of addressing these realities through artistic and literary media (literature, film, painting), that is through examples that challenge current notions, assumptions and understandings through which we approach and define aging and the end of life.

**AGHE 819 Planning for Age Friendly Communities**

This course will introduce students to the environmental conditions and policy contexts that create or impede opportunities for healthy aging at the local level. Applying a determinant's of health perspective, various dimensions of age friendly communities will be examined, such as community design, housing, transportation and mobility, recreation, social and civic participation, and social inclusion.

**AGHE 820 Developing educational resources for older adults**

This course is designed to provide learners with the opportunity to integrate theory, practice, and evidence in order to develop competency in the design and delivery of educational resources for older adults. Learners will build on their prior knowledge, collaborate to analyze and evaluate current resources in a variety of health care settings, and design client-centered resources that empower older adults.

**AGHE 821 Aging and Mental Health**

This course examines the interface between mental health and healthy aging. Students will examine theories of mental health and aging, the mind-body connection, and approaches to optimize cognitive vitality and psychosocial well-being. The course will address common mental health conditions associated with aging, and explore issues related to these conditions.

**AGHE 830 Legal Considerations in Aging and Health**

Legal Considerations in Aging and Health introduces students to the effect laws, professional practices, and personal attitudes have on aging and health. Students will apply legal theory and research tools to evaluate issues of ageism, capacity and consent, elder abuse, professional responsibilities, the social determinants of health, and the engagement of older adults with the healthcare system.

**AGHE 898 Project (Core for MSc: Offered annually)**

Students will develop research skills to search for evidence on a clearly defined question related to aging, methods for the critical appraisal of the evidence retrieved on the issue under investigation and skills in integrating the existing evidence. The course will include discussion, seminar presentations, and will culminate in a final research paper.

**AGHE 900 Qualitative Research Methods**

The course will cover the philosophical traditions that have guided the development of qualitative research methodologies and methods. Traditions and methods covered may include but are not restricted to Phenomenology, Hermeneutics, Action Research, Ethnography, participant observation, focus groups, and interviews. Participants will have the opportunity to develop a research proposal in the area of Aging and Health.

**AGHE 901 Knowledge Translation and Uptake (Core for PhD: Offered annually)**

An examination of the foundations of knowledge synthesis, translation, and uptake into practice with emphasis on definitions, frameworks, barriers and facilitators, interventions and evaluation and developing knowledge translation plans.

**AGHE 902 Statistical Methods for Aging Research**

This course provides a comprehensive review of the application of advanced statistical analysis in aging research. Topics include assessment of the validity and treatment of results in scientific literature, sampling variability, confidence intervals, hypothesis testing, univariate analysis, analysis of variance, regression models and non-parametric statistics. Emphasis will be placed on appropriate interpretation and appraisal of statistical information.

**AGHE 903 Critical Analysis of Theories of Aging (Core for PhD: Offered annually)**

The theoretical and philosophical approaches across multiple disciplines will be explored to assess the validity and reliability of theories of aging that are relevant to particular research questions from a health and social perspective. Emphasis will be on developing a critical approach to theory development and testing.

**AGHE-976 Independent Study**

A study, offered through distance education, under the guidance of a faculty member, in a subject area related to the faculty member's area of expertise or special interest that is not covered within existing courses. The Independent Study must be linked to studies in Aging and Health but not directly overlap with the student's thesis work. Offered in Fall, Winter, or Summer.

**AGHE 999 Thesis (Core for PhD: Offered annually)**

**NOTE:** Since the Aging and Health programs are new, students are encouraged to identify additional topics that the Graduate Program Committee could consider for future elective courses.

**The following courses are being offered during the 2019-20 academic year, subject to change at the program's discretion. Please note that winter and/or spring courses may be added as they are approved:**

**Fall 2018**

AGHE 802 Ethics and Bioethics of Aging

AGHE 811 Issues in Aging and Health

AGHE 821 Aging and Mental Health

AGHE 898 Scholarly Project

AGHE 903 Critical Theories of Aging

**Winter 2018**

AGHE 800 Evaluating Aging-Related Programs and Services

AGHE 810 Epidemiology of Aging

AGHE 830 Legal Considerations in Aging

AGHE 900 Qualitative Research Methods

AGHE 901 Knowledge Translation and Uptake

AGHE 902 Statistical Methods for Aging Research

**Spring/Summer 2018**

AGHE 804 Health and Social Systems for Older Adults

AGHE 815 Chronic Conditions and Self-Management

AGHE 819 Planning for Age Friendly Communities

AGHE 820 Developing Educational Resources for Older Adults

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## Policies

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### General Regulations for Graduate Studies

Students must achieve a minimum of 70% or B- (second class standing) in each course designated as part of their program of study to pass the course. The GDip is normally completed in 8 months, while the MSc program in 12 months. All three programs assume full-time enrollment. Students taking longer than the designated time must request an extension through their program. Time extensions after three years must be approved by the School of Graduate Studies.

### Queen's University Code of Conduct

The Code of Conduct describes, in general terms and with specific examples, what constitutes unacceptable behaviour in the Queen's community. It also explains the University's disciplinary and grievance systems for both academic and non-academic offences. It can be found on the University's website at <http://www.queensu.ca/registrar/resources/policies/university-code-conduct>.

### Academic Integrity

Academic integrity is constituted by the six core fundamental values of honesty, trust, fairness, respect, responsibility and courage (see: [www.academicintegrity.org](http://www.academicintegrity.org)). Adherence to these values by students and faculty is central in order to build, nurture and sustain a thriving academic community. Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their academic work (e.g., assignments, exams, clinical education activities, etc.) conforms to the principles of academic integrity (see: <https://www.queensu.ca/academicintegrity/students-and-academic-integrity>)

Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen's. Given the seriousness of these matters, actions which contravene academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university. If you have any questions about adhering to the principles of academic integrity, please speak to your instructor or the Associate Director responsible for your program.

Queen's University has engaged the services of Turnitin to collect personal information on its behalf under the authority of the Queen's University Royal Charter, 1841, as amended.

Please read Turnitin's Privacy Pledge, Privacy Policy, and Terms of Service: [http://turnitin.com/en\\_us/about-us/privacy](http://turnitin.com/en_us/about-us/privacy). The Terms of Service constitute a legal agreement between you and Turnitin so please read these documents carefully.

Please note that Turnitin uses cookies and other tracking technologies; however, Queen's has negotiated with Turnitin such that neither Turnitin nor its third-party partners will use data collected through cookies or other tracking technologies for marketing or advertising purposes. For further information about how you can exercise control over cookies, see Turnitin's Privacy Policy: [http://turnitin.com/en\\_us/about-us/privacy#policy](http://turnitin.com/en_us/about-us/privacy#policy). By continuing to use Turnitin, you consent to the collection, use and disclosure of your personal information as described above.

Turnitin may provide other services that are not connected to the purpose for which Queen's University has engaged Turnitin. Your independent use of Turnitin's services is subject solely to Turnitin's Terms of Service and Privacy Policy, and Queen's University has no liability for any independent interaction you choose to have with Turnitin.

The site [www.mygradskills.ca](http://www.mygradskills.ca) is a very helpful website. All syllabi will outline expectations of the course, including adherence to the academic integrity standards.

## **Disability Accommodations**

Queen's University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities and meet all academic requirements of the program. For information on the respective policy and procedure for Academic Accommodations for students with Disabilities, please visit the following link:

<http://www.queensu.ca/studentwellness/home/policies-and-procedures/academic-accommodations-students-disabilities> .

If you are a student with a disability and think you may need accommodations, you are strongly encouraged to contact Student Wellness Services and register as early as possible. For more information, including important deadlines, please visit the website

at: <http://www.queensu.ca/studentwellness/home>.

Should you experience a disability or illness that requires accommodation for a limited time period, please refer to the respective policy and procedure on Academic Considerations for Students with Extenuating Circumstances at the following link:

<http://www.queensu.ca/studentwellness/home/policies-and-procedures/academic-considerations-students-extenuating-circumstances>.

## **Course and Instructor Evaluations**

At the end of each course students will be asked to complete evaluation forms to provide feedback pertaining to courses and instructors.

## **Student Performance Evaluation**

The final mark in a course will be based on one of the following: i) the work of the term, including, where appropriate, essays and exercises, class tests, reports, seminar participation and lab work; ii) the work of the term as above, and a final examination. At the beginning of the year the instructor of each course will provide a clear statement of the term work expected and the weight to be assigned to it in the final grade. In arriving at the final mark, only work completed by the day of the final examination will be considered unless otherwise specified.

Any circumstances that, in the opinion of the student, may adversely influence their performance in an examination should be brought forward in writing to Dr. Kathleen Norman, Associate Director (Research and Post-Professional Programs) prior to the examination.

## **Appeal of an Assigned Final Grade in a Course**

Review of academic decisions will follow the policies established by the School of Rehabilitation Therapy and the School of Graduate Studies. Students wishing to appeal a final grade must do so promptly. Our appeal process is detailed on our [Policies and Procedures website](#).

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## Resources for Students

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### Email

Email is the main method of distributing School and University related information and only Queen's accounts will be used. When you have activated your Queen's email address please provide it to Tim Rosillo at [trosillo@queensu.ca](mailto:trosillo@queensu.ca) you may be added to the School's mailing list. Be sure to check your e-mail on a daily basis. All communication from the School and the University Registrar's Office is performed via the Queen's e-mail system. Be sure to activate your Queen's e-mail address to receive important program and registration information via email.

### Library Services

Bracken Library is located next door to Louise D. Acton, on the main and lower floors of Botterell Hall. This is the [Health Sciences Library](#) and may be the most useful to you. The liaison librarian for the School of Rehabilitation Therapy is Ms. Paola Durando. To discuss literature search strategies, e-mail her at [paola.durando@queensu.ca](mailto:paola.durando@queensu.ca) to arrange a consultation.

Copy Cards may be purchased from Bracken, Douglas or Stauffer Library for printing and photocopying at your own cost, so please budget for this. The Copy Card can be used at any campus library.

For a complete description of services for graduate students provided by the Bracken Health Sciences Library, see: <http://library.queensu.ca/help-services/services-graduate-students>

### Computing and Information Technology

Students are encouraged to take advantage of instructional computer courses offered by Information Technology Services (ITS). Details can be found on the ITS website: <http://www.queensu.ca/its/index.html>

Queen's University subscribes to the MS Office Suite of programs (Word, Access, Excel, and PowerPoint) and provides support for these packages. See IT Services for information about software available to students, often at a reduced price.

#### Secure Your Data

Keeping your data safe, and your computer up to date and safe from hackers is an important task. Failing to take a few simple precautions can result in lost files and transmission of malicious software from your computer to colleagues' computers. Here is the minimum you should do:

- Make sure you install "Microsoft Updates" at least monthly. This updates your operating system, and also updates all of your Office applications (Word, PowerPoint, Excel, etc.). "Microsoft Updates" is on the "Start" menu of the computer.

- Anti-Virus Software should always be running and up-to-date. It is common for this software to be configured to automatically update these definitions, but you should check it regularly to make sure it is working properly.
- If you have a laptop or any other device with sensitive data such as student numbers, marks, or research data containing personal information, you should have your device encrypted. Please visit the ITS guidelines at <http://www.queensu.ca/its/security/BestPractices>. Here, you will find more information and the link to download encryption software available through the university.
- Your files should be backed up regularly. You can purchase an external drive for your backup, or save your files to a cloud solution, for example, OneDrive, which is available free for all Queen's students. For more information, see the ITS website. If your hard drive fails, and you have not backed up your files, mail, and data, they may be irretrievably lost.
- Your computer must be password protected, and the password should be a strong one containing a combination of numbers, letters and special characters. No one should be able to read your mail and files by simply pushing the power button on your computer. More about computer safety can be found at: <http://www.queensu.ca/its/security>

## School of Graduate Studies

Please familiarize yourself thoroughly with the contents of the [SGS website](#). There are ample resources and information for you there.

## Financial Support & Student Awards

MSc and GDip students in the Aging and Health program are encouraged to identify external scholarships for which they may qualify. Where appropriate, the Aging and Health program faculty and staff will assist students in completing their applications.

**Student Experience Fund** – Students in the Aging and Health graduate programs can apply for additional funding to support travel to conferences through the Student Experience Fund provided by the School of Rehabilitation Therapy. An [application](#) form is required. It should be completed and given to the Graduate Assistant.

## Funding for Doctoral Students

Graduate student funding for PhD students comes from a variety of sources. It may be from internal sources including competitive Queen's internal fellowships, departmental awards, and Queen's Graduate Awards (QGA). Students admitted into the **doctoral** program will automatically be considered in their first year for internal awards offered by Queen's University. There is information about [graduate student funding opportunities](#) on the SGS website. Doctoral students are also eligible to apply for funding from the Student Experience Fund, as described in the previous section.

Paid teaching assistantships are available each year. These positions are posted on the School of Rehabilitation Therapy website and you will receive notice of when they are advertised. Teaching Assistantships are awarded to suitably qualified graduate students upon application. The Teaching Assistants positions help meet the teaching needs of the Occupational Therapy and Physical Therapy MSc. professional programs in the School of Rehabilitation Therapy, primarily by assisting with classroom instruction, group tutorials, laboratory supervision, and/or marking tests, assignments and examinations. Teaching Assistants sign a Teaching Assistant Form with the supervising faculty member

that clearly indicates the roles and responsibilities of the position. Teaching Assistants must sign an electronic Student Employment Contract in order to receive payment for work performed. The Teaching Assistantship rate of pay and other working conditions are stated in the [Collective Agreement for PSAC Local 901, Unit 1](#). All students who expect to hold a TAship are welcome to attend the free **Teaching Development Day** sponsored by the [Centre for Teaching and Learning](#) in early September. Please register through the Centre for Teaching and Learning website.

Research assistantships are monies paid to you for work that you do related either to your own thesis research (Graduate Research Assistant Fellowship or GRAF) or a research project of your supervisor (Research Assistantship or RA).

Doctoral students are both encouraged and expected to apply for external funding such as NSERC, SSHRC, CIHR, OGS and other sources. Below is a partial listing of agencies and deadlines for applications for funding. Students must apply to external funding agencies to be eligible for the internal fellowships.

## Examples of funding agencies external to Queen's University

FUNDING AGENCIES EXTERNAL TO QUEEN'S UNIVERSITY	
Organization	Typical Deadline
<a href="#">Canadian Federation of University Women</a>	November 1
<a href="#">Canadian Institutes of Health Research</a>	Variable
<a href="#">Canadian Occupational Therapy Foundation</a>	October 1
<a href="#">Heart and Stroke Foundation of Canada</a>	November 1
<a href="#">Ontario Mental Health Foundation (Mental Health Research Canada)</a>	October 31
<a href="#">Natural Science and Engineering Research Council</a>	Variable
<a href="#">Physiotherapy Foundation of Canada</a>	February 1
<a href="#">Social Sciences and Humanities Research Council</a>	Variable
<b>N.B. SCHOLARSHIP APPLICATION DEADLINES MAY CHANGE WITHOUT NOTICE - YOU ARE ADVISED TO VISIT THE WEBSITE OF THE AGENCY TO WHICH YOU ARE APPLYING, TO OBTAIN THE MOST UP TO DATE INFORMATION.</b>	

Other agencies may have funds available for research grants depending on your area of interest. You should speak with your supervisor about the possibility of research funding from outside sources. You will be sent email messages throughout the year to inform you of funding opportunities as they arise. Applying for grants and research funding is related to the operational costs of your research, not personal support money.

It is imperative that any external support sought as *research grants* be vetted through the Office of Research Services and that Queen's University is the recipient and not the student personally. (This does not apply to fellowships or scholarships). Please contact your doctoral thesis supervisor before submitting any applications for external support as research grants.

## Ontario Graduate Scholarships

Applications to the **Ontario Graduate Scholarship** are adjudicated internally by Queen's University. These are very competitive so if you are a Canadian citizen, Permanent Resident, or Visa Student with at least an A- average, be certain to prepare your application carefully and request references from professors who are very familiar with your work and your abilities.

## Funding Internal To Queen's University

Endowments to the university provide another source of student funding. Applications (for eligible students) are submitted to SGS by the Aging and Health Program Committee in the spring of each year for the following academic year. The fellowships are adjudicated in the School of Graduate Studies and awarded for the following academic year. These fellowships are listed below. Terms of reference can be found on the SGS website.

Franklin Bracken Fellowship, \$10,000  
Duncan and Ulla Carmichael Fellowship, \$10,000  
Senator Frank Carrel Fellowship, \$10,000 (Quebec residents only)  
Louise A. Fowler Fellowship, \$10,000  
Trevor C. Holland Fellowship, \$10,000  
Dr. R. J. Wilson Fellowship \$10,000  
Grace L. Boileau Graduate Award, \$5,000  
Huntley Macdonald Sinclair Tuition Fellowships ~\$6258  
McLaughlin/Bracken Fellowship, 2 x \$10,000  
Robert Sutherland Fellowship, \$10,000

To be eligible for fellowships, first class standing (A-) must be achieved in each of the two most recent years of study.

### GETA

One Graduate Entrance Tuition Award (GETA), available in an amount equivalent to one year of tuition at the domestic rate, is awarded to an incoming student each year.

## Other Resources

Queen's University is well-known for its multitude of resources to assist students through their programs and with professional development. Below are links to some of these services. Be sure to avail yourself of the many services that Queen's offers!

- [Campus Bookstore](#)
- [Career Services](#)
- [Copyright Guidelines for Students](#)
- [Equity Office](#)
- [Expanding Horizons](#)
- [Student Wellness Services](#) (formerly called Health, Counselling and Disability Services)

- [Human Rights](#)
- [Queen's University International Centre](#)
- [Society of Graduate and Professional Students \(SGPS\)](#)
- [SGPS Activity Fees \(Includes Health and Dental\)](#)
- [Information for Graduate Students about Harassment and Harassment Protocols at Queen's University](#) and [Response protocol](#)

## Graduate Student Representatives

Students provide input and contribute to the administration of the School of Rehabilitation Therapy through volunteer student representative positions. Please consider volunteering--you will find it an interesting and rewarding experience!

### **Aging and Health Program Committee (1 rep): To be determined**

The Program Committee is the forum for the graduate student representatives to provide student input into the general operation of the Aging and Health Programs and associated policies. The committee will be meeting approximately once per month. Participation through teleconference can be arranged for students who are not from the Kingston area.

### **Academic Council (1 rep): To be determined**

Academic Council is the primary administrative body of the School of Rehabilitation Therapy. The graduate student representative on this committee represents the research and post-professional students (i.e., RHBS and Aging and Health) as a whole and provides input into School issues and policies as they concern these graduate students. Council meets 4 to 5 times a year.

### **Appointments Committee and Modified Appointments Committee (1 rep):**

New faculty appointments in the School are reviewed by this committee. The student representative provides information from the student perspective when discussing the merits of the applicants. This committee meets as needed. Over the next year, the Academic Council will be reviewing whether a student from the Aging and Health program should have a role on the Term Adjuncts Appointments Committee when Aging and Health positions are under consideration. This committee is the one that interviews and makes recommendations about the selection of Term Adjuncts.

### **Society of Graduate and Professional Students (1 rep):**

The Society of Graduate and Professional Students is your voice at the University Level. The graduate student representative represents the research and post-professional students (i.e., RHBS and Aging and Health), but also acts as a liaison to bring information back to the School regarding various issues concerning graduate studies as a whole at Queen's University. As the Aging and Health program evolves, there may come a time when the Aging and Health program requires its own representative in this Society.

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## Faculty - Aging and Health Program

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### ***Mohammad Auais***

Mohammad Auais is an Assistant Professor and a licensed physical therapist with expertise in musculoskeletal and geriatric rehabilitation. Following his PhD in Rehabilitation Science at McGill University, he completed two postdoctoral fellowships at Western University and Queen's University, funded respectively by Mitacs and the Canadian Institutes of Health Research (CIHR).

### ***Patricia Collins***

PhD, is an Assistant Professor in the Department of Geography and Planning, and is cross-appointed to the School of Kinesiology and Health Studies. She has a BSc in biochemistry (McMaster), an MSc in health research methods (McMaster), and a PhD in geography (Simon Fraser). She also completed a postdoctoral fellowship in the Department of Health, Aging and Society at McMaster before starting her appointment in the School of Urban and Regional Planning at Queen's in July 2011. Her research focuses on the social and environmental determinants of, and actions to improve, health, well-being, and sustainability at the local level. She has applied her interests to a range of topics, including food insecurity, active transportation, school closures, play deserts, and municipal sustainability planning.

### ***Vincent DePaul***

Vincent DePaul PT PhD (Rehabilitation Science) is an Assistant Professor in the Physical Therapy programs. His research focuses on the development, testing, and translation of interventions for the recovery of walking in neurological and older adult populations. This work explores how individuals learn and re-learn gait and balance-related skills, and how therapeutic variables such as feedback, self-evaluation, and supervised and unsupervised practice impact motor learning and functional recovery. Dr. DePaul's research also includes a focus on describing and promoting walking-related physical activity in stroke and other neurorehabilitation populations.

### ***Nandini Deshpande***

BSc (PT), MSc, PhD, is an Associate Professor in the School of Rehabilitation Therapy. Dr. Deshpande's research focuses on the role of sensory functions and sensory integration process in postural control, and impact of aging and pathologies on sensory functions/sensory integration that may lead to functional deficits in older persons. The primary focus is on the role of the vestibular system in dynamic postural control. Her work also encompasses fear of falling and its relationship with mobility disability in older persons.

### ***Catherine Dhavernas***

PhD, is an Associate Professor and the Director of the French Studies Program, Faculty of Arts and Sciences. Her scholarly interests focus on the limits of representation; the representation of the past (collective and individual), the representation of disease and death in the literature; the relationship between literature and medicine.

### ***Catherine Donnelly***

BSc (OT), MSc, PhD is an Associate Professor in the School of Rehabilitation Therapy. Research and clinical interests include: primary care, knowledge translation, assessment and evaluation and interprofessional education/practice.

***Marcia Finlayson***

BMR (OT), MSc, PhD is a Professor and Vice-Dean (Health Sciences) and Director, School of Rehabilitation Therapy. The aim of Dr. Finlayson's research is to enable people with multiple sclerosis and their families to fully participate in everyday life. To pursue this aim, her research involves developing, implementing and evaluating self-management programs; examining patterns and predictors of rehabilitation service use and outcomes; and translating knowledge to strengthen clinical practice. Dr. Finlayson's specific areas of expertise include fatigue management, falls prevention, and caregiver support.

***Setareh Ghahari***

BSc, MSc, PhD is an Assistant Professor in the School of Rehabilitation Therapy. Research and clinical interests include: chronic disease management, health access for immigrants, fatigue management and multiple sclerosis.

***Dorothy Kessler***

B.M.R., O.T., MSc., PhD is an Assistant Professor in the Occupational Therapy Program. Dr. Kessler's research focusses on understanding the experiences of people living with chronic health conditions, as well as developing and testing of interventions and models of care to improve community reintegration and participation in personally valued activities among people with chronic health conditions such as stroke and Parkinson's disease. Her research is centered on interventions and approaches that engage and empower the person to manage their care.

***Klodiana Kolomitro***

PhD, is an Educational Developer at Queen's University. In this role, she works closely with faculties, departments, and educators to build capacity in teaching and learning. Dr. Kolomitro has a broad and interdisciplinary academic background that includes a Masters in Anatomy and Cell Biology, and a Ph.D. in Curriculum, Teaching and Learning from OISE/University of Toronto. She offers expertise in developing effective learning outcomes, aligning curriculum, constructing coherent assessment, and developing training programs to improve the care of the frail elderly. Dr. Kolomitro also maintains disciplinary teaching and research interests in human anatomy. Her publications focus on frail elderly care, measuring training effects, learning theories, and curriculum development and design. Dr. Kolomitro has been a visiting scholar in Shandong University, Shanghai University of Finance & Economics, and Northwest University for Nationalities.

***Terry Krupa***

BSc (OT), MEd, PhD, FCAOT, is a Professor Emerita in the School of Rehabilitation Therapy. She has been cross-appointed to the School of Nursing and the Department of Psychiatry (School of Medicine). Dr. Krupa's research focuses on the processes and outcomes of community based mental health services and on supporting the occupational lives and employment outcomes of people with mental illness.

***Rosemary Lysaght***

BSc (OT), MSc, PhD is an Associate Professor and Associate Director (Occupational Therapy), in the School of Rehabilitation Therapy. Her primary research focus relates to work participation and social inclusion of persons who experience social exclusion, particularly those with intellectual and mental health disabilities. She has led research and evaluation studies in Canada, the U.S., and internationally and studied both traditional and non-traditional models for promoting work and productivity. As a practitioner, Dr. Lysaght has worked with persons with intellectual disabilities, serious mental illness, work injuries, and other challenges in programs addressing employment and community living.

**Jordan Miller**

B.Sc., M.Sc.(PT), PhD is an Assistant Professor in the Physical Therapy Program. Dr. Miller's research aims to reduce pain related disability. More specifically, his research focuses on developing and evaluating new self-management interventions for people living with acute to chronic pain, advancing primary care management for people with musculoskeletal conditions and pain, and translating new evidence into clinical practice and education. His teaching responsibilities include teaching Spinal Disorders in the Physical Therapy program and supervision of student research

**Kathleen Norman**

BScPT, PhD is an Associate Professor and Associate Director (Research and Post-Professional Programs) in the School of Rehabilitation Therapy. Her research focuses on physiotherapist workforce issues and physiotherapy student education; this research encompasses demographics of the profession, practice patterns and assessment of competence. It also includes how physiotherapy students learn to be skilled, and how physiotherapists work in our current health care systems.

**Trisha Parsons**

BSc, PT, PhD is an Associate Professor in the School of Rehabilitation Therapy. The overall theme of Dr. Parsons' research program is to increase access to evidence-informed rehabilitation services for persons with chronic disease. Dr. Parsons' current research interest focus is on the efficacy and delivery of exercise rehabilitation in the prevention and/or amelioration of the cardio-vascular consequences of renal failure. She is the lead investigator in the pan-Canadian Renal Rehabilitation Network. As a physiotherapist, she has worked in rural health care settings in Ontario, and has been involved with telemedicine initiatives.

**David Pedlar**

PhD is a Professor in the School of Rehabilitation Therapy, and the scientific director of the Canadian Institute of Military and Veteran Health Research. He has dedicated his career to advancing the care and well being of Canadian Armed Forces (CAF) Veterans. His research interests include improving military to civilian transition and enhancing Veteran well-being in the life after military service.

**Mark Rosenberg**

BA, MSc, PhD is a Professor in the Department of Geography and Planning, Faculty of Arts and Sciences. In the field of aging and population studies, he has been engaged in a series of studies examining changing demographic, socio-economic and geographic characteristics of various groups within the Canadian population. These studies have included research on the older population, the demographic profiles of Ontario's disabled population and the characteristics of their everyday lives, where immigrants go once they arrive in Canada, and various aspects of the health and access to services among older Aboriginal Peoples.

**Tracy J. Trothen**

PhD, is Associate Professor at the School of Religion, Queen's University, and a certified Clinical Pastoral Education Supervisor (Canadian Association of Spiritual Care – CASC). She has clinical experience in spiritual care at various hospitals including The Hospital for Sick Children. Her areas of specialization include: biomedical ethics, social ethics, theology, spiritual care, human enhancement, and sport. Trothen is the author of numerous publications including *Shattering the Illusion: Child Sexual Abuse Policies and Canadian Religious Institutions* (Wilfrid Laurier Press, 2012) and *Winning the Race? Religion, Hope, and Reshaping the Sport Enhancement Debate* (Mercer University Press, 2015). She has co-edited two recent anthologies: *Religion and Sexuality: Diversity and the Limits of Tolerance* with P.D. Young and

H. Shipley (UBC Press, 2015), and *Religion and Transhumanism: The Unknown Future of Human Enhancement* with Calvin Mercer (Praeger, 2015).

**Kevin Woo**

RN, BScN, MSc, PhD is Assistant Professor in the School of Nursing. His program of research focuses on evidence-based wound care, chronic disease management, and psychosocial needs of people with complex symptoms and conditions. He received the 2012 Early Career Research Award from the International Association for the Study of Pain (IASP) to explore the issue of inflammatory response, stress, and pain in people with chronic wounds. He is also a recipient of an Early Research Award from the Ministry of Research and Innovation (2014-2019) and will explore the use of social media, including web-based applications and mobile technologies, to create a peer led online support group for people with diabetic foot ulcers to improve self-management and treatment adherence.

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## **Appendix 1 - Terms of Reference for the Aging and Health Program Committee**

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Last revised: June 2015

### ***Purpose***

The purpose of the Aging & Health Program Committee is to develop and maintain a rigorous graduate program that runs effectively and efficiently within the context of the School of Rehabilitation Therapy and meets the standards for graduate education identified by the Ontario Universities Quality Assurance Council and administered by Queen's University Quality Assurance Processes (QUQAPs).

### ***Roles and Responsibilities***

The Aging & Health Program Committee is the primary management group for the Aging & Health Program (A&H), and the three credentials that the program will offer (GradDip (AH); MSc (AH); PhD (AH)). Therefore, its specific responsibilities are to:

- Advise and assist the Associate Director (Post-professional and Research Programs) in the day-to-day management and administration of the A&H program.
- Review and prepare regulations, policies, guidelines and procedures specific to the A&H program for presentation to Academic Council. Areas include:
  - Operations,
  - Admission standards,
  - Graduate student research activities,
  - Student progress,
  - Funding and student awards.
- Develop and implement recruitment strategies for the A&H program.
- Review applications for admission and make recommendations for the School of Graduate Studies, taking into consideration the availability of a faculty supervisor, financial support and facilities, as required.
- Engage in curriculum development and evaluation for the A&H program.
- Provide the (Post-professional and Research Programs) with short-term or emergency consultation, as needed.
- Recommend to the School of Graduate Studies the names of faculty members to serve on Thesis Examining Committees for the PhD (AH).
- Recommend the names of degree candidates for forwarding to Senate.
- Conducting program/curriculum evaluation.
- Preparing required materials for QUQAPS review.
- Carry out any other functions relating to the Graduate Program (Aging & Health) as required.

### ***Reporting***

#### ***Relationship to the Faculty Board***

Committee decisions that involve changes to policy will be reported to the Director, School of Rehabilitation Therapy, who will report to Faculty Board, if appropriate.

### *Relationship to the School of Graduate Studies*

The A&H Program Committee reports to Academic Council for items identified under “Roles and Responsibilities.” Committee decisions involving changes to curriculum will be reported to the School of Graduate studies by way of the Faculty of Health Sciences Graduate Council by the (Post-professional and Research Programs) or his/her delegate.

### **Composition**

Membership of the Committee will include:

- No fewer than 5 and no more than 7 full-time faculty members who are actively engaged in teaching in the A & H Program, in addition to the (Post-professional and Research Programs), who shall act as the Chairperson for the committee.
  - To the degree possible, members should represent a range of Academic Units that are contributing to the A&H program. Committee members will be invited for a two year term.
- No less than 1 and no more than 3 representatives of the graduate student body. Given the format of the A&H program, alternative methods of participation (teleconference, Skype, written) will be arranged, as required.

Once the A&H program is fully operational, the Director of the School of Rehabilitation Therapy and the Director of the School of Nursing will become ex-officio members of the Committee.

The Program Assistant shall act as Secretary.

### **Meetings**

#### *Frequency and duration*

Meetings will typically be held once each month from September through May, but must be held a minimum of 6 times over the course of the academic year. If required, meetings or portions of meetings may be held “in camera” at the discretion of the Chair during which time students shall leave the meetings unless requested by the Chair to stay. “In Camera” is defined as a session closed to visitors in which all materials discussed are confidential and not to be relayed in any matter outside the meeting. If required, meetings or decisions may occur virtually, at the discretion of the Chair. All discussions about matters related to student progress and awards will be held in camera.

#### *Setting the agenda*

The agenda will be set by the committee chair and circulated by the Secretary to all members a minimum of 3 days prior to a scheduled meeting. Committee members may contribute items to the agenda prior to or during the meeting.

#### *Minutes*

The Program Assistant, Rehabilitation Science, will be responsible for recording minutes and circulating minutes and agendas to all members of the committee (including ex-officio).

#### *Motions*

Motions may be tabled by any member of the committee who is present at the meeting. Motions will be seconded by another member of the committee before they are subject to discussion and a vote.

*Attendance*

All Committee members are expected to be present for regularly scheduled meetings. Regrets should be forwarded in advance to the Chair or the Program Assistant. A quorum will be 2/3 of the Committee members.

*Ad-hoc sub-committees*

The committee may identify pro tem ad-hoc sub-committee from time to time in order to address special projects or needs of the program. Such committees may appoint a chair from amongst their membership. These committees will report to the Program Committee.