



Queen's
UNIVERSITY

Physical Therapy

Student Handbook 2023-2024

**Note: policies and procedures described in this handbook are subject to change and will be updated throughout the year*

Our **mission** is to inspire our learners to excel as competent and compassionate physiotherapists through transformative education, research, student experiences, and collaborative partnerships.

The overall aim of the program is to ensure that the graduate has the ability to provide leadership within a changing health care environment and acquire the essential competencies of a practicing physical therapist.

Table of Contents:

Mission Statements	1
Queen's University	1
Faculty of Health Sciences	1
School of Rehabilitation Therapy	1
Master of Science in Physical Therapy Program	1
SRT Staff and Faculty	2
School of Rehabilitation Therapy Senior Leadership Team	2
School of Rehabilitation Therapy Support Staff.....	2
School of Rehabilitation Therapy Faculty	4
Appointments with faculty	11
Physical Therapy Program Curriculum	12
Welcome Message from Associate Director.....	13
Competency-based PT Education	14
Universal Design for Learning:	14
Course Descriptions	15
Course Coordination	20
Course Grades and Credits.....	22
Curriculum Timeline.....	23
Clinical Education	25
Starting the Program	26
Student Card	26
Queen's Email	26
Elentra	26
SOLUS (Student Online University System)	26
Student Code of Conduct.....	28
Academic Integrity	29
Location of the School of Rehabilitation Therapy (SRT)	30
EDIIA.....	31
Orientation.....	32
Student Academic File	32
Academic Information	33
Information for Students with Special Needs Regarding Disability or Language	33
Extenuating Circumstances.....	33
The School of Rehabilitation Therapy Policies and Regulations	34
Student Resources	35

Safety	35
Academic Success	35
Student Academic Success Services.....	35
Expanding Horizons.....	35
Sexual Gender and Diversity	36
Career Services.....	36
Accommodation of Graduate Students with Disabilities.....	37
School of Graduate Studies on-site Counselor	37
Student Wellness Services	37
Office of the University Registrar.....	38
Campus Bookstore	38
Finances and Awards	38
Financial Aid Services Office	38
Financial Assistance, Awards and Bursaries	39
Tuition	39
Student Loans	40
Queen’s University General Bursary.....	40
Pre-Authorized Payment Plan (PPL).....	41
General Information for Current Students.....	42
Queen’s University.....	42
On-site Computing.....	42
Printing Services.....	42
Software.....	42
Library Services	43
Procedures if you are ill (COVID or other illness)	43
Convocation and Beyond	44
Process to Graduate.....	44
Convocation Information.....	44
Physiotherapy Competency Examination	45

Mission Statements

Queen's University

Our mission is to stimulate, enhance and facilitate ethical research and scholarship at Queen's by providing leadership, support and services to advance Queen's position as a research-intensive university, while raising awareness of the excellence of Queen's research and providing accountability to our stakeholders. In short, we see our goal as:
Helping people achieve excellence in research and scholarship.

Faculty of Health Sciences

Our Mission is to:

- prepare graduates who are committed to excellence and innovation in health care.
- develop and transmit knowledge of diverse aspects of health, health-care delivery and health research.
- prepare graduates who understand health from biological, behavioural, and population perspectives.

School of Rehabilitation Therapy

The mission of the School of Rehabilitation Therapy is to educate occupational therapists, physiotherapists and rehabilitation scientists who contribute to health and well-being globally through collaboration, creativity, and the discovery of new knowledge.

Master of Science in Physical Therapy Program

Our Mission is to inspire our learners to excel as competent and compassionate physiotherapists through transformative education, research, student experiences, and collaborative partnerships.

SRT Staff and Faculty

School of Rehabilitation Therapy Senior Leadership Team

Dr. Stephanie Nixon

Director of the School of Rehabilitation Therapy and Vice Dean in the Faculty of Health Sciences.

Dr. Setareh Ghahari

Associate Director (Occupational Therapy Program) School of Rehabilitation Therapy
Holds primary responsibility for the professional occupational therapy degree program (MSc OT).

Dr. Sunita Mathur

Associate Director (Physical Therapy Program) School of Rehabilitation Therapy
Holds primary responsibility for the professional physical therapy degree program (MSc PT).

Dr. Kathleen Norman

Associate Director (Research and Post-Professional Programs) School of Rehabilitation Therapy
Holds primary responsibility for Rehabilitation Science, Aging & Health, and Rehabilitation & Health Leadership programs.

School of Rehabilitation Therapy Support Staff

Angela Anthony, Admissions and Student Support Coordinator, OT and PT Programs

Caitlyn Bilodeau, Research Grants & Financial Officer

Laura Brooks, Program Assistant, Occupational Therapy Program

Brianna Delaney, Professional Programs Assistant

Sharon David, Finance Manager

Kathy Grant, Clinical Education Assistant, OT and PT Programs

Fariba Keshavarz, Departmental Assistant

Taylor Knowles, Program Assistant, Physical Therapy Program

Caitlin MacDonald, Graduate Assistant, Research and Post Professional Programs

Martina McAllister, Graduate Assistant, Research and Post Professional Programs

Cheryl Power, Financial Assistant





Tim Rosillo, Research and Post-Professional Programs Manager





Sandra Turcotte, Departmental Administrative Manager





LDA Main Office – 613-533-6103 – rehab@queensu.ca





An up-to-date staff contact information list can be found at: <https://rehab.queensu.ca/faculty-staff/staff-list>





School of Rehabilitation Therapy Faculty





<p>Heather Aldersey B.A., M.Sc., Ph.D., is an Associate Professor and Queen’s National Scholar in International Community-Based Rehabilitation. She holds a Canada Research Chair (Tier 2) in Disability-Inclusive Development. Dr. Aldersey’s current research is focused on the social construction of disability across cultures, support for people with disabilities and their families, public policy, family innovation, and family quality of life.</p>	
<p>Mohammad Auais BScPT, MSc PT, Ph., is an Associate Professor in the Physical Therapy Program and a licensed physical therapist with expertise in musculoskeletal and geriatric rehabilitation. Mohammad's research aims to increase understanding of how modifiable factors interact to influence mobility of older adults, specifically those with hip fractures, and how to integrate this knowledge into rehabilitation. His ultimate aim is to bridge the gap between actual practices and optimal care, eventually leading to better health services and patient outcomes.</p>	
<p>Beata Batorowicz BScOT, MSc (Rehabilitation Science), PhD, is an Associate Professor in the Occupational Therapy Program and a licensed occupational therapist with clinical experience in assistive technology and augmentative and alternative communication. Dr. Batorowicz’s research and clinical interests focus on understanding and supporting social and activity participation of children and youth, technology-based interventions, transition to adulthood occupations, and interprofessional collaborative practice. Teaching responsibilities include: environmental dimensions of occupation, assistive technology, and advanced professional practice.</p>	
<p>Nicole Bobbette BAH, MSc.OT, PHD, OT Reg. (Ont.) is an Assistant Professor in the Occupational Therapy Program. Dr. Bobbette’s research aims to support the health and wellness of people with developmental disabilities and caregivers. She has a particular interest in qualitative methodologies, patient-oriented health service research and inclusive research practices. Her teaching responsibilities include: community development as applied to Occupational Therapy, the lived experience of Disability and physical determinants of Occupation.</p>	

<p>Randy Booth BAH, BScPT, M Manip Ther. (Curtin), DPT, FCAMPT, PhD is an Assistant Professor in the Physical Therapy Program. Administrative responsibilities include placement recruitment, allocation, education, and support for students/clinicians regarding student supervision/evaluation. Clinical work involves Advanced Practice Physiotherapist for the Inter-professional Spine Assessment and Education Clinics at Kingston Health Sciences Centre. Research interests are within the field of orthopaedics, in particular, extended scopes of practice for Physiotherapists.</p>	
<p>Heidi Cramm Heidi Cramm, OT Reg. (Ont.), PhD, is a Professor and teaches in the Occupational Therapy and Rehabilitation & Health Leadership (RHL) programs, with an active trainee group. Dr. Cramm’s research focuses on the families of military, veterans, and public safety personnel, with an emphasis on mental health, systems, trauma, and resilience/y. She is the Family Scientist at the Canadian Institute for Military and Veteran Health Research (CIMVHR) and is leading a CIHR-funded team grant on families of public safety personnel.</p>	
<p>Vincent DePaul PT PhD (Rehabilitation Science) is an Associate Professor and teaches in the Physical Therapy program. His research focuses on understanding and optimizing functional mobility and physical activity in older adults and adults with stroke and other neurological conditions. Current work includes: evaluating the impact of aging-in- place models of living on the mobility and physical activity-related outcomes in older adults; and exploring how therapeutic variables such as such as feedback, guidance, and supervised and unsupervised practice impact re- learning of walking-related skills after stroke.</p>	
<p>Nandini Deshpande B.Sc., M.Sc., Ph.D. is an Associate Professor in the Physical Therapy Program. Dr. Deshpande’s research focuses on the physical function and mobility in older adults. Her work encompasses three areas of research; role of sensory functions and sensory integration process in postural control during standing and during locomotion, impact of aging and pathologies on sensory functions/sensory integration that may lead to functional deficits in older persons and fear of falling and its relationship with physical performance and disability in older persons. The current focus is on healthy aging and aging with diabetes.</p>	

<p>Catherine Donnelly PhD is an Associate Professor in the Occupational Therapy Program and Director, Health Services and Policy Research Institute. Research and clinical interests include: primary care with a focus on supporting healthy aging and participation in individuals with chronic conditions, collaborative practice and assessment/evaluation. Teaching responsibilities include: physical dimensions of occupation and clinical reasoning.</p>	
<p>Megan Edgelow BSc(OT), MSc(RHBS), EdD, is an Assistant Professor in the Occupational Therapy Program. She is currently completing her Doctorate of Education (EdD) at Western University. She has work experience as an occupational therapist in the areas of in-patient and out-patient mental health. Her current clinical work includes the mental health of military members and Veterans. Research interests involve military, Veteran, and public safety personnel mental health and occupational engagement. Occupational Therapy Program teaching responsibilities include therapeutic groups and psychosocial determinants of occupation. She also teaches and supervises DSc students in the Rehabilitation and Health Leadership Program.</p>	
<p>Afolasade Fakolade BMR(PT), MSc Neurorehabilitation, PhD (RHBS), is an Assistant Professor in the Physical Therapy Program. Dr. Fakolade's research has focused primarily on development and evaluation of theoretically grounded programs to support full participation in health-promoting behaviours, particularly physical activity among people with advanced disability due to chronic neurological conditions such as multiple sclerosis and their family care partners.</p>	
<p>Nora Fayed B.Sc. H. (Waterloo), M.Sc OT (Western), Ph.D.(McMaster) is an Associate Professor in the Occupational Therapy Program. She has expertise in client-important outcomes research for children and families affected by chronic conditions with a special interest in quality of life. She currently leads client-centred research in partnership with policy and not for profit agencies. Teaching is informed by her research and clinical practice experience in feeding and swallowing for children, driving rehabilitation, and cognitive intervention for children with motor impairments.</p>	

<p>Marcia Finlayson BMR (OT), MSc, PhD is a Professor in the Occupational Therapy Program. 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 health services utilization, all with a focus on people affected by MS.</p>	
<p>Sandra Fucile BSc, MSc., PhD, O.T. Reg. (Ont.) is an Assistant Professor in the Occupational Therapy Program. Dr. Fucile’s research focuses on improving the development, function, and quality of life of at-risk infants for sustaining neurodevelopmental disorders. Central to her program is the identification of neurodevelopmental biomarkers, development of innovative assessments tools and design of novel family-integrated intervention approaches to optimize the quality of life of at-risk infants and their families.</p>	
<p>Setareh Ghahari BSc, MSc, MOT, PhD, OT Reg. (Ont.) is an Associate Professor and the Associate Director in the Occupational Therapy Program. Research and clinical interests include: health and education access for immigrants and refugees and individuals with neurological conditions. Teaching responsibilities include: Cognitive-neurological determinants of occupation (I & II) and Critical Enquiry Foundations.</p>	
<p>Dorothy Kessler B.M.R., MSc., PhD, O.T. Reg. (Ont.) is an Associate 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.</p>	

<p>Melanie Law BAH, BScPT, MPA is a Lecturer and Associate Academic Coordinator of Clinical Education for the Physical Therapy Program at Queen’s University, which involves overseeing the clinical placement program for the Physical Therapy students. Melanie sits as part of many regional, provincial, and national committees. Her diverse clinical experience as a physical therapist includes acute care, rehab and community settings.</p>	
<p>Trisha Lawson BScPT, PT, PhD is an Associate Professor in the Physical Therapy Program. Trisha Parsons is a physiotherapist, scientist, and faculty member at Queen’s University in Kingston, ON. Her work is in the field of Renal Rehabilitation. As an AMS Phoenix Fellow she is evaluating strategies to develop and sustain narrative competence in physiotherapists in order to support the delivery of patient-centered care for persons with complex health conditions.</p>	
<p>Graeme Leverette BAH(Kin), MScPT, tDPT is a Continuing Adjunct faculty member in the Physical Therapy Program. Having previous experience with practicing and managing at the Queen's Physical Therapy Clinic and providing clinical services for Queen's Varsity Athletics his interests continue to be within the field of orthopaedics, in particular, low back pain and clinical best practices. His past teaching responsibilities were in the musculoskeletal component of the program and included: Functional Anatomy, Muscle and Joint Function, Diagnosing Dysfunction, and Spinal Disorders. His current teaching responsibilities include components within the Evidence-Based Practice & Reasoning and the Applied Clinical Competencies courses.</p>	
<p>Sunita Mathur BScPT, MSc, PhD is an Associate Professor and the Associate Director (Physical Therapy Program) in the School of Rehabilitation Therapy. Dr. Mathur conducts research on skeletal muscle dysfunction, sarcopenia and frailty in people with chronic disease, including people with chronic lung disease, people undergoing solid organ transplantation, and critical illness. She is also the co-founder and co-Chair of CAN-RESTORE: Canadian Network for Rehabilitation and Exercise for Solid Organ Transplant Optimal Recovery (www.canrestore.ca). Dr Mathur’s teaching responsibilities include cardiorespiratory physiotherapy and exercise prescription in the Physical Therapy program, and supervision of student research.</p>	

<p>Mary Ann McColl Ph.D., M.T.S., M.H.Sc., B.Sc. (OT) is a Professor in Occupational Therapy and Public Health Sciences; Core Scientist, Centre for Health Services & Policy Research; and, Academic Lead, Canadian Disability Policy Alliance. Dr. McColl's current research is focused on disability policy, spirituality and occupational therapy theory.</p>	
<p>Jordan Miller B.Sc., M.Sc.(PT), PhD is an Associate Professor in the School of Rehabilitation Therapy. 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.</p>	
<p>Susanne Murphy B.Sc. (OT), M.Sc., is an Assistant Professor in the Occupational Therapy program. Her diverse clinical experience as an occupational therapist includes acute care, rehab and community settings. Recent research includes safety planning for suicide prevention, post-traumatic stress disorder, assistive technology design in a teaching environment and competency-based evaluation in fieldwork. Her primary focus is teaching in the Occupational Therapy program.</p>	
<p>Stephanie Nixon BA, BHSc (PT), MSc, PhD is a Vice-Dean (Health Sciences) and Professor and Director, School of Rehabilitation Therapy. Dr. Nixon has been an activist scholar for over 20 years. She is co-founder of the International Centre for Disability and Rehabilitation and was the director until 2021. Her research is focused on how systems of oppression shape health research, education and practice, and at the role of people in positions of unearned advantage in disrupting these harmful patterns.</p>	

Kathleen Norman

B.Sc. (PT), Ph.D. is Associate Director (Research & Post-Professional Programs), School of Rehabilitation Therapy, a Professor in four of the School's six Programs, and a Reznick Scholar in the Faculty of Health Sciences. Dr. Norman's research interests are focused on physiotherapist workforce issues and physiotherapy student education; this research encompasses demographics and history 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. She collaborates with colleagues in research about primary care of people with low back pain.



Appointments with faculty

The best way to reach a faculty member is by email to set up a meeting time. However, if you prefer to leave a voice mail, a contact list is provided below. Most faculty members’ offices are located in an inner office area on the 2nd floor of the Louise D. Acton Building (LDA). An internal phone and directory (as shown next) is to the right of the reception window. This will allow you to let faculty know of your arrival for an appointment, as the inner office areas are kept locked and you must be given access in order to enter. If you are having trouble contacting the faculty member, please ask the at the window counter for assistance.

*Faculty Contact Information

Name	Phone Extension	Email
Aldersey, Heather	36088	hma@queensu.ca
Auais, Mohammad	33112	mohammad.auais@queensu.ca
Batorowicz, Beata	36236	bb97@queensu.ca
Booth, Randy	36102	boothr@queensu.ca
Cramm, Heidi	36094	heidi.cramm@queensu.ca
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Deshpande, Nandini	32916	deshpand@queensu.ca
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Ghahari, Setareh	36789	sg128@queensu.ca
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Norman, Kathleen	36104	kn4@queensu.ca

Physical Therapy Program Curriculum

The Mission of the Physical Therapy program to inspire our learners to excel as competent and compassionate physiotherapists through transformative education, research, student experiences, and collaborative partnerships’.

The Physical Therapy (PT) Program at Queen’s is a competency-based education program and is based on the National Physiotherapy Entry-to-Practice Curriculum Guideline. Upon completing of the program, graduates will achieve essential competency in the domains of physiotherapy expertise, communication, collaboration, management, leadership, scholarship, and professionalism as outlined by the National Physiotherapy Advisory Group.

The curriculum is delivered over a continuous 24-month period that consists of 3 academic blocks:

- Foundations of physiotherapy practice (September to December of year 1)
 - Professionalism, Collaboration, Leadership, & Management (PCLM) I
 - Evidence-Based Practice & Clinical Reasoning (EBPR) I
 - Applied Clinical Competencies (ACC) I
- Core of physiotherapy practice (January to August of year 1)
 - PCLM II, EBPR II, ACC II
- Transition to physiotherapy practice (September to August of year 2)
 - PCLM III, EBPR III, ACC III, Critical Enquiry (second year research course)

Throughout the program, there are 6 clinical placements (5 in clinical settings and 1 in community or population health) that span 6-8 weeks each, completing a minimum of 1025 hours of clinical experiences over the course of the 2-year program.

The curriculum is also organized as a spiral curriculum in which learners will revisit problems, concepts and milestones at increasing levels of complexity through the 2 years of the program in order to build skills as a physiotherapist.

The EBPR and PCLM series of courses have course grades and a minimum of "B+" is considered a pass, along with meeting the competencies for the course. Clinical Placements and the ACC series of courses are assessed based on achievement of competencies as “pass” or fail.

Upon successfully completing the Physical Therapy program at Queen's University, graduates may apply to the Canadian Alliance of Physiotherapy Regulators to take the Physiotherapy Competency Examination.

Welcome Message from Associate Director

It is with great pleasure that I welcome you to the Physical Therapy Program at Queen's University. This is a dynamic program that strives for excellence and innovation in physical therapy education.

The Physical Therapy program is part of the School of Rehabilitation Therapy (SRT), along with Occupational Therapy and Research & Professional Programs. We hope that you will have opportunities to interact with students and faculty from all programs within the School. The success of the Physical Therapy program is made through the commitment of faculty, staff, clinical and community partners. We have outstanding students who enrich the Program, and we look forward to having you join our community.

We have great pride in our curriculum, which has recently undergone a significant renewal to a competency-based education program; the first program of its kind in physical therapy. You will be part of this exciting curriculum as you enter the program and the physical therapy profession. Throughout this program, you and your classmates will be encouraged to strive for excellence, toward a future that matters to you and to your future patients. I encourage you to participate in extracurricular activities in addition to your academic pursuits to ensure you have a balanced, enjoyable and healthy two years.

I hope that your journey in this program will be rewarding. We are confident that you will be successful and become future leaders in our profession. I look forward to meeting and getting to know each one of you over the next two years.

With warm regards,

Sunita Mathur
Associate Director, Physical Therapy Program
School of Rehabilitation Sciences

Competency-based PT Education

Queen's University's Physical Therapy (PT) Program is transitioning to a new model of learning: competency-based education (CBE).

Starting in September 2023 with the incoming PT class of 2025, students will participate in a new curriculum that builds essential competencies as they train to become practice-ready physiotherapists.

CBE organizes curriculum around essential competencies and milestones (e.g., competencies related to physiotherapy expertise, communication, collaboration, leadership, management, scholarship, and professionalism) rather than content areas. A milestone is an ability expected of a physiotherapist at a specific stage in their training. Together, many milestones make up a competency. CBE is structured to progress through milestones over time, and revisit concepts at increasing levels of complexity.

Key highlights:

- Frequent, low stakes, and meaningful assessments to provide feedback for learners to help them progress towards competency.
- Custom-designed online system for tracking progress and providing ongoing feedback.
- Placements: Five clinical and 1 academic (1025+ total hours).
- Developmental steps that allow students to grow as trainees – from an initial stage of requiring assistance, to performing clinical tasks, to unsupervised execution.
- Program based on the National Physiotherapy Entry-to-Practice Curriculum Guideline

Universal Design for Learning:

The principle of universal design for learning (UDL) is being used in the design of the course assessments. UDL is a set of principles used in curriculum development that aims to enable all individuals to have equal opportunities to learn, and aims to improve accessibility to learning. In the context of this course, UDL is applied in the timed evaluations (i.e. individual readiness assessment tests, written exams, clinical competency evaluations). This means, that the time of the assessment has been set by the course instructor based on the content and amount of material being assessed; and the time allocated to complete the assessment has been doubled (i.e. an individual readiness assessment is designed to be completed in 10 minutes; 20 minutes is allocated in class to complete this assessment).

Please note that UDL does not replace the need for a student requiring accommodation to register with the QSAS office.

Course Descriptions

PT 811 Professionalism, Collaboration, Leadership and Management I

Weight=3 credit units

This course covers four physiotherapy competency domains: professionalism, collaboration, leadership, and practice management. Learners gain foundational knowledge and competencies related to Canadian health systems, jurisprudence, ethical practice, interprofessional practice, individual practice management, humanism and cultural humility.

PT 812 Professionalism, Collaboration, Leadership and Management II

Weight=3 credit units

This course builds on competencies developed in PT811 related to professionalism, collaboration, leadership, and practice management. Learners further develop competencies for jurisprudence, ethical practice, teamwork, collaborative decision-making, practice management, humanism, cultural humility, and innovation in health services. PRE-REQUISITES: successful completion of PT 811, PT 831, PT 871, or approval from the PT Program.

PT 813 Professionalism, Collaboration, Leadership and Management III

Weight=6 credit units

This course builds on competencies developed in PT 812 related to professionalism, collaboration, leadership, and practice management. Learners prepare for complex scenarios by extending competencies in ethical practice, interprofessional practice, shared leadership, mentorship, quality improvement and assurance, humanism, and cultural humility.

PRE-REQUISITES: PT 812, PT 832, PT 872, PT 882

*This course will be offered 2024-2025

PT 822 Business Practices in Rehabilitation

Weight= 3 credit units

This course encompasses the areas of public versus private sector business practices, including, but not limited to, finance, accounting, human resources, venues, marketing/advertising, and negotiation. The emphasis will be on the practical application of the material and, normally, the development of a useable business plan. Community practitioners and small business leaders act as Community Advisors and/or assist in the delivery of this course. The intent of this learning opportunity is to facilitate the students' acquiring the fundamental business skills necessary for career development in any sector of health care.

PREREQUISITES: successful completion of all Year 1 courses in the MScPT Program and PT 883, or approval from the PT Program.

*This course will be discontinued 2024-2025

PT 831 Evidence-Based Practice and Clinical Reasoning I

Weight=6 credit units

Students gain foundational competencies in evidence-based, client-centred clinical assessment and management. These competencies include seeking, appraising, and applying evidence by integrating it

with client values and contexts, and clinician experiences using clinical reasoning and effective communication.

PT 832 Evidence-Based Practice and Clinical Reasoning II

Weight=9 credit units

Students build on competencies developed in PT 831 related to evidence-based, client-centred assessment and management. This course involves applying evidence-based practice, clinical reasoning, and communication in complex clinical scenarios, adapting clinical care in response to changes in client presentation.

PRE-REQUISITES: successful completion of PT 811, PT 831, PT 871, or approval from the PT Program.

PT 833 Evidence-Based Practice and Clinical Reasoning III

Weight=6 credit units

Students build on competencies developed in PT 832 related to evidence-based, client-centred assessment and management. This course involves applying evidence-based practice, clinical reasoning, and communication in more complex individual, community, and population health scenarios.

PRE-REQUISITES: PT 812, P T832, P T872, PT 882

*This course will be offered 2024-2025

PT 857 Cardiorespiratory Function II

Weight = 4.5 credit units

Students will gain proficiency in applied exercise physiology and produce safe and effective exercise prescriptions in clinical populations. In addition, students will incorporate their critical thinking, problem solving and clinical skills in the study of complex cardiorespiratory cases related to rehabilitation, acute and critical contexts of care. Topics include physiological monitoring, oxygen delivery and ventilation. Lab component.

PREREQUISITES: successful completion of all Year 1 courses in the MScPT Program, or approval from the PT Program.

*This course will be discontinued 2024-2025

PT 861 Paediatrics

Weight= 4.5 credit units

Students will gain knowledge of typical and atypical development, and skill in assessment of children and youth with selected developmental, neurological and orthopaedic conditions. Changes in musculoskeletal status, movement coordination, exercise capacity, posture and gait control, and motor learning will be included. Principles of family-centered and interprofessional care will be applied.

Students will gain an understanding of the leadership and advocacy roles of physiotherapists within the contexts of paediatric care including end-of-life issues. Lab and Interprofessional components.

PREREQUISITES: successful completion of all Year 1 courses in the MScPT Program, or approval from the PT Program.

*This course will be discontinued 2024-2025

PT 863 Gerontology

Weight= 4 credit units

Students will gain knowledge and skill in applying assessment principles related to representative conditions common in older adults. Changes in musculoskeletal status, exercise capacity and neuromotor control with aging are included. Students will gain understanding of the need for advocacy and education in the contexts in which physical therapists work with older clients. Social and cognitive factors that may affect the motor function of older adults are discussed. End of life and palliative care issues are included. Lab component

PREREQUISITES: successful completion of all Year 1 courses in the MScPT Program, or approval from the PT Program.

*This course will be discontinued 2024-2025

PT 864 Complex Health Conditions

Weight= 4 credit units

Students will gain knowledge about the ways in which clients may present with movement dysfunction arising from multiple causes including disorders of musculoskeletal, neurological and cardiorespiratory functions. Students will develop skills to systematically assess complex, unforeseen problems and deliver patient-centred care. This course consists of five modules: a) rheumatology, b) lower extremity amputations, c) burn injury, and d) oncology and e) narrative practice. Clinical Skills Lab Component.

PREREQUISITES: successful completion of all Year 1 courses in the MScPT Program and PT 883, or approval from the PT Program.

*This course will be discontinued 2024-2025

PT 865 Motor Function Occupation

Weight= 4.5 credit units

Students will gain knowledge and skill in the assessment and management of individuals with musculoskeletal injuries related to physical work, sport and leisure activities. They will be able to critically evaluate the literature related to ergonomic assessment and intervention, including psychophysical, physiological and biomechanical approaches. Topics in occupational health and safety related to injury prevention, as well as advanced manual therapy approaches to the assessment and management of musculoskeletal injury will be included. Lab component.

PREREQUISITES: successful completion of all Year 1 courses in the MScPT Program, or approval from the PT Program.

*This course will be discontinued 2024-2025

PT 871 Applied clinical competencies I

Weight=9 credit units

Students gain and apply foundational competencies across domains, including physiotherapy expertise and communication. Students develop, practise, and demonstrate evidence-based, client-centred assessment and management competencies through clinical lab learning activities and simulated practice scenarios.

PT 872 Applied clinical competencies II

Weight= 9 credit units

Students build on competencies developed in PT 871 across domains, including physiotherapy expertise and communication. Students further develop and demonstrate evidence-based, client-centred assessment and management competencies through clinical lab learning activities and complex simulations that include changes in client presentation.

PRE-REQUISITES: successful completion of PT 811, PT 831, PT 871, PT 881, or approval from the PT Program.

PT 873 Applied clinical competencies III

Weight=9 credit units

Students build on competencies developed in PT 872 across domains, including physiotherapy expertise and communication. Students further develop and demonstrate evidence-based physiotherapy competencies through clinical lab learning activities and simulations that include more complex individual, community, and population health scenarios.

PRE-REQUISITES: PT 812, PT 832, PT 872, PT 882

*This course will be offered 2024-2025

PT 881 Clinical Placement I

Weight= 6 credit units.

This course includes: a) clinical education preparation sessions to understand clinical education processes and requirements; b) a clinical placement in physiotherapy practice where students continue to develop and demonstrate competencies achieved during the preceding academic block with guidance and supervision from a clinical instructor.

PREREQUISITES: successful completion of PT 811, PT 831, PT 871 or approval from the PT Program.

PT 882 Clinical Placement II

Weight= 6 credit units.

This course includes: a) clinical education preparation sessions to understand clinical education processes and requirements for placement two; b) a clinical placement in physiotherapy practice where students are expected to develop and demonstrate physiotherapy competencies with guidance and supervision from a clinical instructor.

PREREQUISITES: successful completion of PT 881, or approval from the PT Program.

PT 883 Clinical Placement III

Weight= 6 credit units.

A 6-week full-time placement providing experience in physiotherapy practice in a clinical facility or community-based agency. During their third clinical placement students will be expected to further develop their skills, knowledge and behaviours and integrate material presented during the academic blocks VII and VIII. By the end of the clinical placement students should be developing increased proficiency in assessment and management skills with single system to more complex representative conditions involving all body systems.

PREREQUISITES: PT 882, PT 863, PT 861 and/or PT 857 or approval from the PT Program.

PT 884 Clinical Placement IV

Weight= 6 credit units.

A 6-week full-time placement providing experience in physiotherapy practice in a clinical facility or community-based agency. During their fourth clinical placement students will be expected to further develop their skills, knowledge and behaviours and integrate material presented during block 10 in year two. By the end of the clinical placement students should have developed skills to work efficiently as a member of a multidisciplinary health care team, providing consultation and care to clients of all ages and with simple to complex conditions. In addition, students will be expected to demonstrate knowledge of the business, administrative and legal issues related to clinical practice.

PREREQUISITES: successful completion of PT 883, PT 857, PT 861, PT 863, PT 864, and PT 865, or approval from the PT Program.

PT 885 Clinical Placement V

Weight= 6 credit units

A 6-week full-time placement providing experience in physiotherapy practice in a clinical facility or community-based agency. Students will be expected to consolidate their skills, knowledge and behaviours and integrate all material presented throughout the academic curriculum. By the end of the final clinical placement students should be able to consistently and efficiently provide quality care with simple and complex clients of all ages in a variety of clinical environments, requiring guidance or supervision only when addressing new or complex situations. Students will be expected to demonstrate knowledge of the business, administrative and legal issues related to clinical practice. Students will be ready for independent clinical practice.

PREREQUISITES: PT 884 or approval from the PT Program.

PT 886 Clinical placement VI

Weight=6 credit units

Course description: This course involves a clinical placement completed in the academic setting in collaboration with a community partner where students will develop plans for a community or population health intervention that is based on or includes plans for a quality assurance or quality improvement evaluation.

PREREQUISITES: PT 884

*This course will be offered 2024-2025

PT 898 Critical Enquiry Project

Weight=6 credit units

Students will work with a faculty supervisor to complete a critical enquiry project. The project will enable students to apply critical inquiry skills by participation in an area of clinical investigation and to examine the relevance of findings to clinical practice.

PREREQUISITES: PT 897 or permission of the course coordinator.

Course Coordination

Course	Course Coordinator	Instructors
PT811	Patrick Cayen	Stephanie Nixon Patrick Cayen
PT812	Afolasade Fakolade	Patrick Cayen Afolasade Fakolade
PT813	Trisha Lawson	Graeme Leverette Avery Michels Olivia Manning Trisha Lawson
PT831	Sarah Hazlewood	Sunita Mathur Vince DePaul Sarah Hazlewood
PT832	Olivia Manning	Sarah Hazlewood (Core A & B) Graeme Leverette (Core A) Olivia Manning (Core A & B) Trisha Lawson (Core B) Afolasade Fakolade (Core B) Mel Law (Core B)
PT833	Trisha Lawson	Graeme Leverette Avery Michels Olivia Manning Trisha Lawson

PT871	Graeme Leverette	Vince DePaul Avery Michels Graeme Leverette
PT872	Sarah Hazlewood	Graeme Leverette (Core A) Avery Michels (Core A) Sarah Hazlewood (Core A & B) Trisha Lawson (Core B) Olivia Manning (Core B) Afolasade Fakolade (Core B) Mel Law (Core B)
PT873	Graeme Leverette	Trisha Lawson Patrick Cayen
PT881	Randy Booth Melanie Law	
PT882	Randy Booth Melanie Law	
PT883	Randy Booth Melanie Law	
PT884	Randy Booth Melanie Law	
PT885	Randy Booth Melanie Law	
PT886	Randy Booth Melanie Law	
PT898	Trisha Lawson	

Course Grades and Credits

Course Code	Course Title	Full Course Equivalents (Credit)	Grading Scale
PT811	Professionalism, Collaboration, Leadership and Management I	3 credit units	A+ 4.3 90 - 100 A 4.0 85 - 89.9 A - 3.7 80 - 84.9 B+ 3.3 77 - 79.9 B 3.0 73 - 76.9 B - 2.7 70 - 72.9 C+ 2.3 67 - 69.9 C 2.0 63 - 66.9 C - 1.7 60 - 62.9 D+ 1.3 57 - 59.9 D 1.0 53 - 56.9 D - 0.7 50 - 52.9 F 0.0 0 - 49.9
PT812	Professionalism, Collaboration, Leadership and Management II	3 credit units	Graded ^
PT813	Professionalism, Collaboration, Leadership and Management III	6 credit units	Graded ^
PT831	Evidence-Based Practice and Clinical Reasoning I	6 credit units	Graded ^
PT832	Evidence-Based Practice and Clinical Reasoning II	9 credit units	Graded ^
PT833	Evidence-Based Practice and Clinical Reasoning III	6 credit units	Graded ^
PT871	Applied Clinical Competencies I	9 credit units	Pass/Fail
PT872	Applied Clinical Competencies II	9 credit units	Pass/Fail
PT873	Applied Clinical Competencies III	9 credit units	Pass/Fail
PT881	Clinical Placement I	6 credit units	Pass/Fail
PT882	Clinical Placement II	6 credit units	Pass/Fail
PT883	Clinical Placement III	6 credit units	Pass/Fail
PT884	Clinical Placement IV	6 credit units	Pass/Fail
PT885	Clinical Placement V	6 credit units	Pass/Fail
PT886	Clinical Placement VI	6 credit units	Pass/Fail
PT898	Critical Enquiry Project	6 credit units	Pass/Fail

Curriculum Timeline

Queen's PT Program PRELIMINARY BLOCK DATES FOR COURSES 2023-2024				
Physical Therapy Year 1 2023 -2024				
Foundations of Physical Therapy Sept 5- Dec 22	PT 881 Jan 08-Mar 01	Core of Physical Therapy A Mar 04-Apr 19	PT 882 May 06-Jun 28	Core of Physical Therapy B Jul 01-Aug 30
PT 811 Professionalism, Collaboration, Leadership and Management I	PT 881 Clinical Placement I	PT 812 Professionalism, Collaboration, Leadership and Management II	PT 882 Clinical Placement II	PT 812 Professionalism, Collaboration, Leadership and Management II
PT 831 Evidence Based Practice and Clinical Reasoning I		PT 832 Evidence Based Practice and Clinical Reasoning II		PT 832 Evidence Based Practice and Clinical Reasoning II
PT 871 Applied Clinical Competencies I		PT 872 Applied Clinical Competencies II		PT 872 Applied Clinical Competencies II
PT 881 Clinical Placement I Preparation		PT 882 Clinical Placement II Preparation		PT 883 Clinical Placement III Preparation PT 898 Critical Enquiry Project

Physical Therapy Year 2 - 2024-2025					
PT 883 Sept 09-Oct 21	PT 884 Nov 04-Dec 16	Transitions to Physical Therapy A Jan 06-Feb 24	PT 885 Mar 03-Apr 21	Transitions to Physical Therapy B May 05-Jun 23	PT 886 Jun 30-Aug 18
PT 883 Clinical Placement III	PT 884 Clinical Placement IV	PT 813 Professionalism, Collaboration, Leadership and Management III	PT 885 Clinical Placement V	PT 813 Professionalism, Collaboration, Leadership and Management III	PT 886 Clinical Placement VI
		PT 833 Evidence Based Practice and Clinical Reasoning III		PT 833 Evidence Based Practice and Clinical Reasoning III	
		PT 873 Applied Clinical Competencies III		PT 873 Applied Clinical Competencies III	
		PT 885 Clinical Placement III Preparation			
PT 898 Critical Enquiry Project					

Interprofessional Education

“Interprofessional education occurs when students from two or more professions learn about, from and with each other to enable effective collaboration and improve health outcomes.”
(World Health Organization, 2010).

Interprofessional education in Queen’s Health Sciences (QHS) and the Physical Therapy Program is an essential part of your education to develop the skills, knowledge, values and core competencies needed for collaboration in health care. The QHS Strategic Plan for Radical Collaboration aims for 20% of health professions education to be done through interprofessional education.

In the Physical Therapy Program, interprofessional learning events are integrated into the Professionalism, Leadership, Collaboration and Management (PCLM) series of courses. Sessions within the School of Rehabilitation Therapy will take place with Occupational Therapy students. You will also participate in interprofessional education sessions with students across health sciences, such as nursing, medicine, in faculty-wide sessions.

Clinical Education

You will complete a minimum of 1,025 hours in clinical placements over the course of the 2-year curriculum.

In accepting a position in the MScPT program, you must be prepared to undertake clinical placements as assigned. The majority of clinical placements will be arranged in facilities within the Queen's University catchment area. Catchment boundaries normally include Ajax/Whitby in the west; Cornwall in the east, and Orillia/Midland in the north). Clinical placements are assigned based on availability, needs, and whenever possible, your preferences.

You are required to arrange your travel and accommodation, and cover related expenses. Placements may also be arranged elsewhere in Ontario, Canada or internationally; approval being dependent on a number of factors.

Physical Therapy Students complete five clinical placements, each 7 weeks long, 4.5 days per week (with the other half day in participating in 'Academic Half Days' arranged and facilitated through Queen's). Additionally, students will complete a project based placement with a focus on quality improvement and program evaluation.

By the end of the Program, the PT students must have completed 1025 hours total in the following:

- 1 placement in Acute/Hospital
- 1 placement in Rehabilitation/Long Term Care/Community
- 2 placements in Ambulatory/Private Practice
- 1 Elective placement

In addition, each student must acquire significant experience (minimum of 100 hours) in each of the following essential areas of practice.

- Cardiovascular and respiratory conditions
- Neurological conditions
- Musculoskeletal conditions

Significant experience in each area may be gained during one clinical placement, or through components of multiple placements.

Starting the Program

Student Card

Your Queen's Employee Card serves as a library card, payment for many campus food outlets, access card for members of the Athletics and Recreation Centre (ARC), and provides security access to some campus buildings. Please call Human Resources at 613-533-2070 to book an appointment for a photo and production of the card.

Queen's Email

You must obtain a Queen's email account from Information Technology Services (ITS). Internal memos and announcements are distributed to your Queen's email address. Both the University Registrar and the School of Rehabilitation Therapy use Queen's addresses exclusively for sending e-mail to students. Queen's email is secured to ensure privacy and confidentiality. You will also need your Queen's account information to gain access educational websites that instructors may use. **Please add your photo to your Outlook account to facilitate communication with faculty and other students.**

Elentra

Elentra is a learning and teaching application that is used by Queen's Health Sciences, Physical Therapy Program to provide curriculum. You will use the application to access course details, learning events, assessments, and other curricular items.

Your Elentra account is associated with your Queen's Net ID and Net ID Password.

To access the account, please go to the following website <https://elentra.healthsci.queensu.ca/> and enter your Net ID as your username and Net ID password as the password.

If you encounter any issues, please submit a support ticket to our Queen's Health Sciences Information Technology department at qhsit@queensu.ca.

SOLUS (Student Online University System)

SOLUS provides students with the tools to manage all academic, financial, contact and admission details during the student's academic career at Queen's. Please ensure to update your phone and mailing address contacts on SOLUS if any changes occur at the following link: www.queensu.ca/registrar/solus. Items that can be viewed on SOLUS include:

- Course Offerings

- Timetables - Instead of following SOLUS Timetables, it is preferred that PT students follow the School's website during September and reference Elentra for course locations and details
- Grades - can be accessed via the drop-down menu in the Academics section on Solus
- Frequently Asked Questions (FAQ)
- Fee Account Information - can be accessed via the "Account Inquiry" link in the Finances section
- AMS Opt-Outs - can be accessed via the "Opt-Out Options" link in the Finances section
- OSAP
- Scholarships and Bursaries
- Your Tuition and Education Amounts Certificates (T2202A) - can be accessed via the dropdown menu in the Finances section
- Address / Biographic Information
- SOLUS Password Reset

Release of Information Transcript Requests

Transcripts can be accessed via the drop-down menu in the Academics section, credit card required for ordering transcripts. Note: Following graduation you will need to order your own transcripts that will be released on November 1, to provide to the Regulatory College in the province where you choose to work of proof where on your transcript it will state that 'degree was conferred' like in the example below.

Degree: Master of Science Physical Therapy

Plan: Physical Therapy Confer Date: 11/01/2022

Application to Graduate: Submit no sooner than mid-July in your final year:

Your Application to Graduate and the Fall Convocation Schedule also becomes available mid-July in your final year)

Accessing SOLUS

SOLUS can be accessed through either my.queensu.ca or <http://queensu.ca>.

These sites are generally available 24 hours a day, aside from short periods of time during which it is shut down for maintenance. In order to access these platforms, you will need your NetID and password. From Queen's homepage under "University Wide" for SOLUS click: MyQueen'sU – SOLUS, My Hr and more

Problem Solving

If issues arise with connecting to SOLUS from your computer, the Information Technology Services Helpdesk at Queen's can be contacted by telephone at (613) 533-6666 during regular office hours, or by email at: helpdesk@queensu.ca. If issues arise once you are logged into SOLUS, please contact Student Services at (613) 533-2470. If you encounter issues accessing Elentra, contact your instructor(s) via email.

Student Code of Conduct

1. Queen's University (the "University" or "Queen's") is dedicated to learning, intellectual inquiry, the dissemination and advancement of knowledge, personal and professional development, and good citizenship.
2. Students are responsible individuals and members of society with rights and responsibilities as learners and citizens in the communities in which they learn and live.
3. This Code of Conduct sets expectations of student behaviour. Students are expected to adhere to and promote the University's core values of **respect, honesty, trust, fairness, and personal responsibility** in all aspects of University life, academic and non-academic. It is these core values that are intended to inform and guide Student conduct to **foster mutual respect for the dignity, property, rights and well-being of others**. In addition, diversity and inclusion are core values for the Queen's community, where we want a welcoming environment in which everyone feels they can participate in all that the University has to offer.
4. General attitudes, values, and stereotypical beliefs, such as ageism, racism, sexism, etc. are offensive and they often create the conditions for harassment or discrimination to occur. While attitudes, values, and stereotypical beliefs may not always lead to harassing or discriminatory conduct, the University community must make efforts to create dialogue and opportunities for education. ([See Appendix A for further discussion and commentary.](#))
5. The University will not tolerate conduct that is harassing or discriminatory; this includes conduct that infringes others' rights based on the Human Rights Code protected grounds of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status or disability. Also, the University will not tolerate retaliation against anyone who brings forward a complaint about such conduct.

6. The University values integrity, inclusiveness and teamwork. To this end, the University is committed to providing developmental and educational opportunities in response to student conduct issues when appropriate. The University is a place for Student growth and development. The non-academic misconduct system at Queen's ("NAM System") is part of that broader learning environment.
7. The principles of education, well-being of students, the safety and well-being of the University community, deterrence, restitution, and where appropriate, Restorative Justice, will guide decision-makers within the NAM System.
8. This Student Code of Conduct ("Code") outlines the kinds of activities and behaviours that constitute non-academic Student misconduct and associated sanctions but is only one vehicle through which the University addresses these issues. The University will continually seek to strengthen its dialogue and education, providing clarity about its expectations of student conduct.

<https://www.queensu.ca/studentconductoffice/>

Academic Integrity

Academic Integrity is a commitment to behave in accordance with the fundamental values of honesty, trust, fairness, respect, responsibility along with the courage to act on these values in all academic circumstances. Read the full policy here <https://www.queensu.ca/academic-calendar/graduate-studies/academic-integrity-policy/>

Recording of Lectures and Other Learning Activities

Lectures, class discussions and other learning activities are sometimes recorded in order to facilitate blended or asynchronous learning, develop personal study aids, or provide disability accommodation. The recording process may be initiated by the instructor or by a student. The proliferation of social media, smart phone apps for recording lectures, and publicly accessible websites where individuals can upload classroom/educational recordings, have raised important issues around intellectual property, copyright and privacy.

Lecture content and materials are considered the instructor's intellectual property. Therefore, the guidelines and regulations regarding copyright apply to the recording of lectures. In addition, because recordings may also capture the presence, ideas, and opinions of other individuals (e.g., other students, teaching assistants, guests), privacy guidelines and regulations also apply.

Consequently, the School of Rehabilitation Therapy requires a policy and set of procedures regarding the recording of lectures, class discussions, and other learning activities.

Read the full policy here <https://rehab.queensu.ca/academic-programs/policies/recording>

Location of the School of Rehabilitation Therapy (SRT)

The School of Rehabilitation Therapy is located in the Louise D. Acton (LDA) Building at 31 George Street. It is in close proximity to the Health Sciences Library (in Botterell Hall) and the Kingston Health Sciences Centre (KHSC), (amalgamated former Hotel Dieu Hospital and Kingston General Hospital), Clinical skills teaching and research laboratory facilities are primarily located within the LDA and Botterell Hall buildings. Teaching laboratories, student meeting space, research space and clinical services are located on the basement floor and first floor, and a functional skills and interactive learning space is located on the bottom level of Botterell Hall. Administration and faculty offices are on the second floor. Research laboratory facilities are located in the LDA building, KHSC, Providence Care, and the Human Mobility Research Centre (KHSC).

Teaching and learning also occur in classrooms and library space throughout the University's main campus. The Ellis Interactive Learning Classrooms enable instructors to use a variety of innovative active learning strategies. Several of the research laboratories within LDA are equipped to support various research programs in the study of normal and abnormal human movement, motor control, human neurophysiology, and cardiovascular and skeletal muscle function, and a broad range of disability and wellness in the community studies. Others support research on such topics as social participation of children and adults with disabilities, work integration and employment outcomes for people with disabilities, clinical reasoning and curriculum design. Projects may also be undertaken in a variety of clinical and community settings external to the School of Rehabilitation Therapy.

Student Use of Labs and Small Meeting Rooms

Students have access to the Louise D. Acton Building during regular business hours: 7:30am to 5:30pm. Students may use Physical Therapy designated rooms for study purposes if they are not in use for scheduled classes in the Louise Acton Building (Room 021, Room 003) from 8am – 4pm. The lab room schedule is posted outside the door and updated weekly. The PT Program Assistant or designate unlocks and locks the lab room.

As described below, students have after-hours access to the Health Sciences Experiential Learning Program (HscELP) for clinical education and skill development practice sessions in their simulated clinical learning centres

They may request access to a lab/classroom outside regular hours if the instructor approves and provides onsite supervision.

Students may use the small study rooms in Bracken Health Sciences or Stauffer Libraries if the Louise D. Acton building is not accessible. Students are expected to behave professionally after using these rooms and ensure that the furniture is arranged the way they found it, and the room door is locked upon exit. Information about students' access to the building is outlined in the Student Handbook and on the Web site.

The Clinical Education Centre and Clinical Training Centre in the School of Medicine - Both of these centres have typical clinical rooms that are used for clinical skills teaching and objective structured clinical examinations (OSCE) as well as seminar rooms for small group meetings.

After Hours Clinical Education Practice Sessions

The Health Sciences Experiential Learning Program (HscELP) offers after-hours clinical education and skill development practice sessions in their simulated clinical learning centres. Queen's Health Sciences (QHS) students from the MD Program, School of Nursing, and School of Rehabilitation Therapy are able to consolidate their learning outside of class time by practicing assessments with their peers. These practice sessions are designed to provide a quiet and focused environment.

EDIIA

The School of Rehabilitation Therapy has an Equity, Diversity, Inclusion, Indigeneity and Accessibility (EDIIA) committee to guide and coordinate recommendations and strategies to promote EDIIA in education, research, and clinical care. The School's EDIIA committee aligns its work with the strategic priorities related to strategy for commitment to EDIIA from Queen's Health Sciences.

The School's committee has a student representative who liaises communication between students and the committee, and promotes opportunities for students to participate in the co-creation a more equitable and inclusive experience within the School of Rehabilitation Therapy.

Orientation

Orientation Week takes place in the first week of classes in September and includes a full schedule of events and programming, both academic and social. One key element of Orientation Week is, as its name implies, getting students going in the right direction. Part of that is feeling welcomed and at home here on campus. It is a great opportunity to meet classmates and learn about the Queen's PT Program. It is also an opportunity to learn more about the structure of the curriculum and how you will be learning during your time with us. You will see the schedule of events in the 'O-week schedule' tab within Elentra. Please note that all **academic sessions are mandatory**.

Student Academic File

Each student has an academic file, created when they are accepted into the Physical Therapy Program at Queen's University. This file is securely housed in the office of the School of Rehabilitation Therapy. This file is used to organize documentation related to the student. It is accessed by faculty and staff for a variety of reasons, including filing of relevant information, tracking fieldwork progress, and issuing degrees and transcripts. Faculty may also review a student's academic file when approached by the student to act as an academic reference. At this time, the faculty member will review a student's fieldwork evaluations, transcripts, and any documentation related to the student's behaviour. This information will inform any references they give for this student.

Typical contents of an academic file include:

- Admissions application package
- Transcripts from previous degree(s)
- Immunization records
- Criminal records check
- Fieldwork evaluations
- Documentation related to student behaviour

In cases where there has been a departure from academic integrity or professional behavior, the issue would be documented for the student's file and shared with the student. The student may want to submit a document for their student file in response or clarification about the issue.

Academic Information

Information for Students with Special Needs Regarding Disability or Language

Queen's University is committed to facilitating the integration of students with disabilities into the University community, and the members of the community at Queen's are expected to provide reasonable accommodation to students with disabilities. Nevertheless, all students must satisfy the essential requirements for courses and programs in which they are enrolled. Furthermore, it is fundamental to the academic and personal success of students that they demonstrate self-reliance and identify accommodation needs. Information about services at Queen's for students with disabilities can be found at

<http://www.queensu.ca/studentwellness/accessibility-services>

Extenuating Circumstances

Queen's University recognizes that students may have extenuating circumstances that temporarily affect their ability to fulfill their academic obligations and requirements.

The institutional response to requests for academic consideration due to extenuating circumstances is based on the principle of good faith, wherein the university and instructors are requested to assume that student circumstances and documented requests are legitimate unless there is compelling evidence to suggest otherwise. Similarly students are requested to assume that the university and instructors will provide academic considerations that are deemed to be in the best interest of the student, taking into account academic progress and essential academic requirements and standards.

Privacy and confidentiality are to be respected, protected and maintained throughout the academic consideration process. Faculty / School Offices may request documentation, at their discretion, to verify the extenuating circumstance while keeping the privacy of information disclosed by students a priority. In cases where a student provides a confidential verification, no other documentation should be requested from the student.

The university is committed to responding to students in a fair and consistent manner; however, academic consideration may be individualized due to the nature of each student's specific circumstances, and differing program requirements. Faculty/School Offices can exercise discretion in responding to requests for academic consideration in extenuating

circumstances, as appropriate, while working with educators to ensure that essential academic requirements are met.

The use of this policy and procedures to provide false or misleading information or to delay or avoid fulfilling academic requirements constitutes academic dishonesty, and students will be subject to the university's Academic Integrity Procedures.

Responsibilities:

Procedures for a range of extenuating circumstances, pertaining to the individuals and units below, are detailed in the procedures document that accompanies this policy.

<https://www.queensu.ca/artsci/undergraduate/student-services/academic-consideration>

The School of Rehabilitation Therapy Policies and Regulations

Students are encouraged to become familiar with the policies of Queen's University and of the School of Rehabilitation Therapy, including:

School of Rehabilitation Therapy Policies

School-wide policies can be found at: <http://rehab.queensu.ca/programs/policies> Students should familiarize themselves with the following policies, as they apply to all students of the School of Rehabilitation Therapy.

- Appeals Policy
- Policy & Procedural notes regarding providing accommodation for students who are not fully fluent in English
- Clinical Education/Fieldwork Preparation Policy
- Professional Behaviour Policy
- Policy on the Use of the Mechanical Lift in Room LDA 021
- Copyright at Queen's Policy
- Recording of Lectures and Other Learning Activities
- Policy on Student Readiness for Clinical/Fieldwork Placements
- Police Records Check
- Authorship of Scientific and Scholarly Publication Policy
- Policy on International Placements
- Credentialing Fees Policy

Student Resources

Safety

Campus Security and Emergency Services can be contacted at any time for personal safety issues, crime, insecure premises, Safe Walk and Lone Worker.

24-Hour Crisis Line and Other Mental Health Crisis Resources for Kingston & Area.

The Walk Home program is a service provided by the Alma Mater Society that offers safe walks to students, both on the Queen's campus and within the Kingston community.

Academic Success

Academic Success <https://sass.queensu.ca>

Academic Success – Calendar of Events <https://sass.queensu.ca/event-calendar>

Queen's Student Accessibility Services Queen's Student Accessibility Services (QSAS), in collaboration with instructors and staff, is committed to supporting students with disabilities as they pursue their academic goals.

Queen's Student Accessibility Services - Accommodations- One of the roles of the Queen's Student Accessibility Service (QSAS) is to determine accommodation plans for students with disabilities. <https://www.queensu.ca/studentwellness/policies#academic-accommodations-policy>

Library Services <https://library.queensu.ca/help-services/services-graduate-students>

Student Academic Success Services

These services include learning strategies for graduate students and other topics of interest. Through the Writing Centre graduate students can get assistance with academic writing and one on-one consultations. <http://sass.queensu.ca/> Please consider attending one of the academic writing sessions if you struggle with the mechanics of writing and proper citation. Students are reminded of the need to attend to privacy and confidentiality concerns when written work is made available to others.

Expanding Horizons

The School of Graduate Studies, in partnership with student service providers at Queen's, offers Expanding Horizons - a series of workshops and seminars to support the academic, personal, and professional success of graduate students. Graduate students are encouraged to participate according to their needs and interests, and may attend as many workshops/seminars as desired. A planning guide assists by recommending when students might benefit most from certain workshops, see: <http://www.queensu.ca/exp/worksop-series/planning-guide>

Sexual Gender and Diversity

- Queen's Human Rights and Equity Office
- Queen's University Association of Queer Employees
- Queen's Campus Resources
- Queen's Gender Washroom Locations
- Education on Queer Issues Project (EQUIP)
- Levana Gender Advocacy Centre
- Queen's Pride Project
- EngiQueers
- Sexual Health Resource Centre (SHRC)
- Four Directions Indigenous Student Centre
- Peer Support Centre (PSC)a
- SGPS Student Advisor Program
- The Yellow House is a safe, comfortable, and accountable space for queer, racialized, marginalized students to create community, to feel empowered, to empower others, and to celebrate and to honour their histories. Yellow House seeks to engage students in initiatives that actively dismantle oppressive, racist, and colonial ideologies and practices.
- The Sexual Violence Prevention and Response Service provides confidential, trauma informed and non-judgmental support for any student who has experienced sexual violence at any time in their life

Career Services

Career Services provides career education and employment support services at Queen's for undergraduate, graduate students and recent alumni from all disciplines. A comprehensive range of accessible services are offered to support and empower students in making informed decisions about their career, further education and employment goals. For a full description of services see:

<http://careers.queensu.ca/>

Accommodation of Graduate Students with Disabilities

Queen's University is committed to providing accommodation for graduate students with disabilities. University administrators, faculty, staff and other students are expected to support, to the point of undue hardship, all reasonable individualized and appropriate accommodation plans that preserve the program's academic standards and adhere to the principles of academic integrity. For the roles and responsibilities associated with accommodation (students, faculty and staff) visit: [Accommodations & Academic Considerations | School of Graduate Studies and Postdoctoral Affairs \(queensu.ca\)](#)

School of Graduate Studies on-site Counselor

This service is part of Staying Well SGS Habitat and provides an additional access point for graduate students to counselling services. Located at Mitchell Hall, graduate students have access to individual counselling services, group programs and various health and wellness events. Strict standards of confidentiality are upheld. Visit: [Counselling and Advising Services for Graduate Students | School of Graduate Studies and Postdoctoral Affairs \(queensu.ca\)](#)

Student Wellness Services

Student Wellness Services supports the personal, academic, and social development of students at Queen's University by providing a range of programs and services. Their mission is to provide a welcoming, confidential, and integrated service that is responsive to the needs of students. Please refer to the website for up to date hours of operation.

Address: Mitchell Hall Building, 1st floor, 69 Union Street, Kingston, ON, K7L 3N6

Health appointments/cancellations: (613) 533-2506 Fax: 613-533-6740

Website: <http://www.queensu.ca/studentwellness/health-services>

Counseling Services: (613) 533-6000 ext. 78264 Fax: 613-533-3196

Email: counseling.services@queensu.ca

Website: <http://www.queensu.ca/studentwellness/counselling-services>

Queen's Student Accessibility Services (QSAS): (613) 533-6467

Email: accessibility.services@queensu.ca

Website: <http://www.queensu.ca/studentwellness/accessibility-services>

Office of the University Registrar

Please refer to the Registrar's Office Registration Guide and/or website for information regarding tuition/fees, registration, important dates: www.queensu.ca/registrar/
Tuition/Fees and Estimated Living Expenses

The following budget has been drawn up to assist students in calculating the financial resources required to attend Queen's University. These figures listed below are only estimates of basic living expenses. These figures are for a single student for one year.

Campus Bookstore

Please click here to visit the Campus Bookstore website. You can use its textbook search engine to create a list of all your required and recommended texts and course manuals. All you need to know are your course numbers.

The following manuals are available for downloading. You will need Adobe Acrobat Reader to view these files. If you do not have this software, you may download for free from the Adobe website.

University-Wide Policies

[University Wide Policy Library](#)

Finances and Awards

Financial Aid Services Office

The Financial Aid Services Office administers a comprehensive range of financial aid programs to assist students in financing their Queen's education. Explore options from Government Student Financial Aid to Queen's scholarships, bursaries, and work programs available to students based on eligibility criteria.

Student Financial Advising <https://www.queensu.ca/registrar/financial-aid>

In addition to Government Student Financial Aid, current students may be eligible to apply for Queen's General Bursary and the Work Study program for need-based assistance.

Specific Student Groups – there are financial aid options available to student athletes, Queen's alumnae, mature women students, Indigenous students, Black and racialized students and for First Generation students.

Financial Assistance, Awards and Bursaries

Successfully graduating with a Queen's degree is a great investment with lifelong rewards. We understand that for many students and their families the cost of a university education is a serious consideration. In addition to your own savings, and your family's financial contribution, you may qualify for financial support from:

- Programs Government Student Loan Assistance Programs from your home province
- Student Line of Credit from your personal bank

For more information, visit the Student Awards Website at

<http://www.queensu.ca/studentawards/financial-assistance>

Tuition

**Domestic
Fall/Winter/Summer**

Fee	Cost
Term Fee	\$3,689.20
Tuition	\$11,067.60
Student Assistance Levy	\$100
Ancillary Fees	\$1410.80*
Total	\$12,578.40

*Full-time students beginning their program summer term will be initially assessed \$126.79 in ancillary fees, followed by the remaining amount in the fall term

Student Loans

Government of Canada National Student Loan Service Centre (NSLSC) -

<https://www.canada.ca/en/services/benefits/education/student-aid.html>

Province-specific information and Applications can be completed online for all provinces and territories. Here you will find a variety of information, including:

- Applying for student loans, grants and scholarships
- Managing your loan
- Repaying your loan
- Assistance with repayment
- Managing your student loan debt

Generally, 4-6 weeks are required for the assessment of an application. It is beneficial to apply online, as the processing time is less lengthy as compared to applying via mail.

Special note: For Ontario residents (those who have been living in Ontario for a minimum of one year), information regarding OSAP can be accessed via SOLUS.

Queen's University General Bursary

It is the priority of Queen's University to help those students in the greatest financial difficulty who have the fewest options to secure funding on their own. The Queen's General Bursary is a non-repayable grant awarded to individuals who have demonstrated financial need and is available to students regardless of the year of study. All students who meet the requirements posted on the following link are encouraged to apply:

<http://www.queensu.ca/studentawards/node/32>

Eligibility requirements:

Student must be currently enrolled as a full-time student in a Queen's degree program (part-time students are entitled to apply, however, their eligibility will be assessed on an individual basis) Student must apply and be assessed for government student assistance (generally

applies to domestic or permanent residents of Canada). Student must be demonstrating financial need as assessed by the Student Awards Office

How to apply:

SOLUS student center (scroll to the bottom of the SOLUS main page and the links can be found beneath the Finances heading).

Special note: Upon submitting the General Bursary application, Queen's graduate students are assessed for bursary assistance for the entire length of their study period and, thus, they should not submit a Summer Term General Bursary application.

Pre-Authorized Payment Plan (PPL)

The Pre-Authorized Payment Plan (PPL) is a payment program open to eligible graduate students only, who have NO DEBT from a prior Academic Year. There is no fee, or extra charge, to join the payment plan. The PPL will pick up the following fees that have been assessed in SOLUS on a per term basis and divide the amounts over the scheduled withdrawal dates of the plan; Tuition, Student Assistance Levy, Student Activity Fees, Residence Fees, Meal Plans, University Health Insurance Plan (UHIP), Library fines, Student Wellness Fees, service charges, late registration fee, and returned payment fees. The benefit of this program is that you do not have to pay the entire tuition fee for the semester up front; instead, your tuition fees are spread out throughout the year.

Enrolment for the upcoming Fall/Winter PPL begins July 1st and ends September 30th each year. Each Academic Year, you must self-enrol on SOLUS in a payment plan for that academic year if you wish to participate. For example, if you participated in 2020-2021, you will NOT be enrolled automatically in the Fall 2021 plan.

For students not on the PPL, fees are due according to the [regular due dates](#).

General Information for Current Students

Queen's University

One of Canada's leading universities, with an international reputation for scholarship, research, social purpose, spirit and diversity. Consistently ranked among the top universities in Canada, Queen's is known for its high quality and incomparable 24-hour learning environment. The University was established by Royal Charter of Queen Victoria in 1841 - twenty-six years before Canadian confederation. Classes were first held in 1842. The earliest degree-granting institution in the united Provinces of Canada, Queen's has reflected and helped shape Canadian values and policies, educating many of the country's most notable political and cultural figures.

On-site Computing

Work and study space will be provided in the OT/PT Student Room on the lower level of LDA. Within this room, there are 4 study desks, all with power and Ethernet plugs so that students who are in MScOT and MScPT programs can bring their own laptops and connect to the Queen's network and/or Internet. There is also wireless access to the Internet throughout LDA and most of main campus. If you have problems related to the functioning of the Ethernet plugs in the Student lounge, please try several different Internet functions (web browsing to several sites, email, etc.) before contacting the main office. Caitlin MacDonald:
rehab@queensu.ca Phone: 613-533-6103

Printing Services

There are many locations on campus where anyone with a valid Queen's ID can gain access to printing.

Software

Queen's University subscribes to the Microsoft Office Suite of programs (Word, Access, Excel, and PowerPoint) and provides support for these packages. Student versions, which do not include manuals, are available at: [Software Centre - Home \(sharepoint.com\)](#). Other useful software programs can be downloaded from Queen's. Please consult Queen's University

Information Technology Services (ITS) at www.queensu.ca/its/ and Library Services at <http://library.queensu.ca/> for further information.

Library Services

Students can access library materials on site or via the internet with a Queen's NetID. In addition students can book study space, borrow materials from other libraries, seek advice on searching for the information you need, and access information about copyright, open access and scholarly communications. More information can be found at <http://library.queensu.ca/>

Bracken Library is located next door to Louise D. Acton, on the first floor of Botterell Hall. This is the Health Sciences Library and is probably the most useful to you. However, you are equally able to use other libraries within the Queen's system. The Liaison Librarian for Rehabilitation Therapy programs is Paola Durando. You can reach Paola by email at paola.durando@queensu.ca or by calling 533-6000, extension 74733.

Courses on the library Database Search System are offered by Bracken Library staff. More information about this will also be provided by course instructors in the appropriate courses.

Procedures if you are ill (COVID or other illness)

<https://healthsci.queensu.ca/administration/covidinfo#students>
<https://www.kflaph.ca/en/health-topics/covid-19.aspx>

If you or a close contact develop symptoms or test positive for COVID-19, you can complete the provincial self-assessment tool to help determine your isolation requirements. The updated self-isolation guidelines are also available on the KFL&A Public Health website.

<https://www.kflaph.ca/en/health-topics/covid-19.aspx>

Students who have symptoms of COVID-19, are required to isolate, or do not pass the self-assessment tool **should not come to campus.**

How to report your absence:

If you cannot complete an assessment/evaluation (e.g. weekly clinical competency assessment, IRAT/TRAT) because of the illness or symptoms, please complete the form for **Short Term Academic Considerations: Extenuating circumstances** and email to the course instructor and Taylor Knowles, PT Program Assistant: programassistant.pt@queensu.ca

https://www.queensu.ca/studentwellness/sites/swswww/files/uploaded_files/EC%20Request%20for%20Academic%20Consideration%20Form%20December%202021%20-%20fillable.pdf

More information about student wellness and extenuating circumstances is found here:
<https://www.queensu.ca/studentwellness/forms#extenuating-circumstances>

If you are absent for course content (class or lab session), please email the course coordinator/course instructor for further support on making up for missed materials.

Convocation and Beyond

Process to Graduate

All eligible graduating students must formally apply to graduate on SOLUS by the appropriate deadline. If you do not plan to attend the ceremony, your diploma will be sent to your MAIL address on SOLUS approximately one month after the ceremony. If you do not have access to the web, please call the Office of the University Registrar at 613-533-2040, and they will mail you this information.

You may access your application details on SOLUS by doing the following:

From the main page in your SOLUS profile, click on the hyperlink marked "My Academics" - it is the 4th link in the "Academics" section and located immediately above the "Other Academic" dropdown menu;

In the new screen, select "Maintain Convocation Details" - it is the very last hyperlink listed in the middle of this screen.

You will be taken to a screen that displays your application data, including your ceremony (date and time), whether or not you are attending, and the number of guests you are inviting. It will also show the status of your application, so you will want to monitor this regularly.

Convocation Information

Detailed information about the Graduate School Convocation ceremonies can be found on the University Registrar's website.

You should check your fee statement on SOLUS regarding any outstanding fees, or to cancel any prearranged methods of tuition payment via the Registrar's website.

IMPORTANT: Please note, if you apply to graduate and do not complete degree requirements by the deadline date, your name will be removed from the degree list by the Thesis Coordinator.

Physiotherapy Competency Examination

Before applying for a licence to practice physiotherapy in Canada (except for in the province of Québec) candidates must pass the Written Component of the Physiotherapy Competency Examination (PCE).

Upon completing all the requirements of the MScPT Program, you will receive a letter form SGSPA stating you have met all degree requirements and will be eligible to take the PCE.

Successfully completing the PCE is important for many reasons:

- It ensures that candidates meet the minimum standard to practice in Canada.
- It ensures that people receiving treatment will be safe when they interact with physiotherapists.
- It fairly and accurately evaluates the competencies you need to have to practise physiotherapy.