



School of Rehabilitation Therapy

Rehabilitation Science Program

Student Handbook 2019-2020

Advancing Knowledge – Inspiring Practice – Transforming Lives

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INTRODUCTION

Welcome to the School of Rehabilitation Therapy at Queen's! The School of Rehabilitation Therapy is located in the Louise D. Acton (LDA) Building at 31 George Street in the southeast corner of Queen's main campus, and in close proximity to the Bracken Health Sciences Library. Many teaching and research laboratory facilities are located within the building, and others are located in other buildings on main campus or in hospital sites. These laboratories are well equipped to support research in the study of normal and abnormal human movement, motor control, human neurophysiology, cardiorespiratory performance and skeletal muscle function. Research space for other kinds of projects is also housed in the LDA Building and includes rooms for private, personal interviews, focus groups and telephone interviews and activity-based research groups.

The Master of Science degree program was established in 1988 to promote research and the understanding of issues in rehabilitation science through course work, seminars and scientific enquiry. The Doctor of Philosophy degree program evolved naturally from our M.Sc. program with the first students enrolled in September 2000.

Mission of the Rehabilitation Science program

The Mission of the RHBS Program is to educate rehabilitation scientists who contribute to health and well-being globally through collaboration, creativity, and the discovery of new knowledge. This mission is congruent with that of the School and with the School's strategic direction to "lead and inspire positive changes that transform lives through rehabilitation research, education and practice" and with the School's overall intentions for Advancing knowledge - Inspiring practice - Transforming lives.

School of Graduate Studies

The Rehabilitation Sciences Program of the School of Rehabilitation Therapy is one of approximately 125 graduate programs offered at Queen's University. The School of Graduate Studies offers graduate students at Queen's a wide range of information and resources, including important policies, dates and regulations. Please familiarize yourself thoroughly with the contents of the [SGS website](#) and remember to consult this website throughout your program for answers to any questions you might have about policies, regulations, resources and other opportunities.

Rehabilitation Science as a discipline

The graduate programs in Rehabilitation Science at Queen's University stress the multidisciplinary contribution of many health professions and disciplines to rehabilitation. Our areas of research and expertise encompass specialty areas in rehabilitation, including human mobility and motor control, community participation of people with disability across the lifespan, work place health and accommodation, social policy in health and disability, the science of knowledge mobilisation into practice, and health professional education. The innovative feature of this program is the interdisciplinarity which attracts students from varied backgrounds including occupational and physical therapy, kinesiology, psychology, social work, epidemiology and others.

Objectives

The Master of Science program provides students with opportunities to:

1. Acquire and apply the knowledge and skills necessary to contribute to research in Rehabilitation Science;
2. Develop a broad critical understanding of issues in Rehabilitation Science;
3. Acquire and apply knowledge in their chosen area of specialization; and develop skills in communicating research findings through written and oral presentation.

The Doctor of Philosophy program objectives are:

- To educate researchers and professionals to identify and address critical issues in rehabilitation science;
- To prepare researchers and professionals in an integrated and interdisciplinary environment to conduct research in clinical, and/or laboratory, and/or community rehabilitation settings;
- To prepare rehabilitation scholars, scientists, research clinicians, and academics for leadership roles nationally and internationally; and
- To provide researchers and professionals with the scholarly, methodological, critical knowledge and skills to conduct independent or collaborative rehabilitation research and further our knowledge in Rehabilitation Science.

ACADEMIC INTEGRITY

Academic Integrity as a foundational value

Academic integrity is a foundational value of the Rehabilitation Sciences Program, and Queen's University. Academic integrity is constituted by the five core fundamental values of honesty, trust, fairness, respect, and responsibility, and by the quality of courage (see: www.academicintegrity.org). These values and qualities are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University. 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. To consult the SGS policy on Academic Integrity, see here: <https://www.queensu.ca/sgs/graduate-calendar/academic-integrity-policy>

Use of Turnitin in Rehabilitation Science

All instructors at Queen's are able to integrate the use of Turnitin in the learning management system, OnQ. Rehabilitation science students can expect that most, if not all, instructors of their courses will activate the Turnitin option in their courses. In addition, the program has incorporated its usage in other ways, such as doctoral comprehensive examinations.

Turnitin analyzes student assignments against a vast database of authored works to check for incorrect citations. An "originality report" is then generated which specifies the areas of an assignment that match other works within the database. The report is then reviewed to determine any issues with citation and referencing.

Integration of the program into Queen's courses is intended to:

- Develop students' academic integrity;
- Deter students from committing plagiarism, and;
- Detect where plagiarism is present.

See <https://www.queensu.ca/onqsupport/turnitin-students-0> for more information.

The following is the Academic Integrity Statement that should appear in any course or other context in which Turnitin is being used.

This course makes use of Turnitin, a third-party application that helps maintain standards of excellence in academic integrity. Normally, students will be required to submit their course assignments through onQ to Turnitin. In doing so, students' work will be included as source documents in the Turnitin reference database, where they will be used solely for the purpose of detecting plagiarism.

Turnitin is a suite of tools that provide instructors with information about the authenticity of submitted work and facilitates the process of grading. Turnitin compares submitted files against its extensive database of content, and produces a similarity report and a similarity score for each assignment. A similarity score is the percentage of a document that is similar to content held within the database. Turnitin does not determine if an instance of plagiarism has occurred. Instead, it gives instructors the information they need to determine the authenticity of work as a part of a larger process.

Please read Turnitin's [Privacy Pledge, Privacy Policy, and Terms of Service](#), which governs users' relationship with Turnitin. Also, please note that Turnitin uses cookies and other tracking technologies; however, in its service contract with Queen's Turnitin has agreed 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](#):

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 other 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..

SETTLING INTO THE SCHOOL

Mail and email

Mail slots for Rehabilitation Science students are located in the LDA 2nd Floor hallway through the secure doors and to the left. All incoming mail and information from the Rehabilitation Science Graduate Office will be placed here. Please check your mailbox regularly as mail may accumulate quickly at times! Faculty and staff within the School of Rehabilitation Therapy (SRT) have mailboxes on the second floor as well, and staff in the General Office can help you locate these. Mail you are sending to faculty outside of the SRT, other campus addresses or local hospitals may be placed in the outgoing mailbox just inside the door of the General Office. Mail that is addressed to a person or organization at another university in the IUTS system may also be sent for free if it is clearly marked IUTS so that postage is not applied. See the IUTS page at <https://www.queensu.ca/postalservices/inter-university-mail> for more information. All other mail will require you to provide postage in order to be sent from the General Office. The mailing address for the School is: Queen's University, School of Rehabilitation Therapy, Louise D. Acton Building, 31 George Street, Kingston, ON, K7L 3N6 Canada.

Email is the main method of distributing School and University related information and **only Queen's accounts will be used**. Be sure to check your e-mail on a daily basis. All communication from the SRT, the SGS, or 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.**

Keys and 'swipe' door access

Keys have been requisitioned for each RHBS student for the Graduate Student Room and an access card or fob for the internal security doors of the Louise D. Acton Building. If your supervisor deems that you will need other keys, these can be arranged. There is a \$10.00 deposit for each key which will be returned when you return your keys at the end of your studies. The access card or fob deposit is \$15.00 which will also be refunded when you return your card. There is, however, a \$25.00 charge to replace a lost or damaged card or key. You may pick up your keys and access card/fob from the General Office. Please pay with cash and have exact change with you.

Please note that the access granted by the access card or fob is customized to each card or fob. The default access granted to a RHBS student allows a student to move throughout the LDA building during standard opening hours and have access to mailboxes. RHBS students who need additional access (e.g., the Motor Performance Lab, the LDA035 suite, or the 2nd floor door between SRT and GlaxoSmithKlein Clinical Education Centre) should request to have such access approved by their supervisor or the Associate Director before the General Office staff will alter the access granted to their card or fob.

Access to the LDA building outside of standard business hours is sometimes required. This typically requires a swipe card or fob that is distinctly different from the one used by the internal doors. Please let the RHBS Graduate Assistant know if and when you require after-hours access to the School for your research.

Bookings of rooms, equipment and parking passes

Rooms and equipment

Rooms and equipment such as data projectors may be booked through the RHBS Graduate Program Assistant or the School's Departmental Assistant. *See later in this Handbook for administrative staff contact information.*

Parking passes

The SRT has permits for two of the parking spots in the lot behind (east of) the LDA building. On a regular basis, these spots are used by the Physical Therapy Clinic @ Queen's, located on the first floor of the LDA building. The GlaxoSmithKlein Clinical Education Centre (GSK-CEC) has permits for three additional parking spots in the same lot. If RHBS graduate students wish to reserve the use of a parking spot for specific date and time (**for research participants only**) parking passes must be booked through the SRT Departmental Assistant.

Lounging and working

Work, study and relaxation space is provided in the Graduate Student Room (Room 033 in the lower level of LDA). A telephone is there for your use and voice mail will record incoming messages. The telephone number in the Grad Room is 533-6000 Extension 77850. Students should contact the Graduate Assistant to request a study carrels in the Graduate Student room. If there are more graduate students than carrels, some students may be required to share a carrel.



Rehabilitation Science Student
Grad Room

An adjoining kitchenette with sink, microwave, fridge, and coffee maker is available in the small room beside the Graduate Student Room. Students may store small amounts of food in the refrigerator. It is imperative that no open food be stored at your desk!!! All food must be stored in closed/sealed containers or in the refrigerator. In the past, pests were attracted to food that was left out, which required that the entire basement level of LDA be fumigated! Please keep the food preparation area clean and tidy so that we do not attract any unwanted guests.

Cleanliness

It is up to the users of the Grad Room to keep it in a reasonably clean and tidy condition. The custodial staff will only sweep the floor. The schedule for floor cleaning is approximately the same as for faculty/staff offices – i.e., about once a month – much less often than for washrooms and hallways. Custodial staff will not clean any desk/table surfaces, blackboards/whiteboards, counters or appliances. Therefore any dusting, wiping of surfaces and cleaning of appliances is the responsibility of the graduate students. If garbage or recycling accumulates in the bins, they may be emptied into the main bins elsewhere in the building. This situation is not exclusive to the graduate student office areas; this is a campus-wide policy.

Secure Filing Space

There are currently very limited number of lockable drawers in the filing cabinets in the graduate student room. These are for students to lock secure documents or equipment (i.e. laptops). Please contact the graduate assistant if you require a locked drawer. Please do not store any kind of biohazardous material in these drawers.

Storage

Lockers are available in the basement on a first come first served basis with priority given to Rehabilitation Science students. Just provide your own lock and claim a locker. Records are not kept of locker usage.

If any issues arise related to this shared graduate space, please notify the RHBS Graduate Assistant.

COMPUTING AND INFORMATION TECHNOLOGY

Grad Room Computer

There is one MS Windows computer which is dedicated for graduate use and is located in the graduate student room. The computer is equipped with MS-Office 2013, Statistics (SPSS). The computer has an Ethernet connection that enables web and e-mail access. High-speed internet connections are available in the Grad Room for those with their own laptops. Wireless access is also available.

Students are asked not to save any of their data or other material directly to the hard drives of this shared computer. Students must never install programs or download pictures, music or videos from the internet onto this computer as downloads often contain viruses and they monopolize disk space.

Microsoft Office 365 ProPlus

Office 365 ProPlus provides faculty, students and staff with the latest versions of Microsoft Office for use on their personal PCs, Macs, tablets, and phones at no cost. Office Online apps are included and lets users open Word, Excel, PowerPoint, etc. in a web browser. Please visit the ITS website for details about Office 365 ProPlus: <https://www.queensu.ca/its/>

Other software

Through Queen's ITS, students can also download software for free that is relevant for completing their graduate studies, both courses and thesis work. Examples of this are EndNote (for managing citations and bibliographies), NVivo (for qualitative data analysis), SAS and SPSS (for statistical analysis). See <https://www.queensu.ca/its/software/available-software> for details.

Secure Your Email and your Data

Keep your data and computer safe from hackers as well as catastrophic loss. A few simple precautions can prevent data loss and transmission of malicious software from your computer to others. For more information, see: <https://www.queensu.ca/its/security>.

There is also an excellent training course on computer security at <https://www.queensu.ca/its/security/education-awareness>

At a minimum you should:

- a) Keep all your Windows or Mac software updated.
- b) Be sure to run anti-virus software. Queen's provides Microsoft System Center Endpoint Protection (SCEP) for Windows and Mac to all students, faculty and staff. Be sure that the little green shield shows in your system tray indicating that "SCEP" is running. If there's any kind of problem, the icon will turn either yellow (warning) or red (critical problem). This, and other software can be downloaded by logging into your portal: <https://my.queensu.ca>
- c) If you have a laptop with sensitive data such as student numbers, marks, or research data containing personal information, this data **must be encrypted**. This is most easily done, by encrypting your whole disk drive. Please visit the ITS for details about encrypting your hard disk: <https://www.queensu.ca/its/security/encryption-service>.
- d) If you need to send files with sensitive data as email attachments, you must ensure that the files themselves are encrypted with passwords. Do not send the password in the same message as the one with the attachment.
- e) Your data should be backed up regularly. Office 365 includes a terabyte of cloud storage so that your backups are automatic.
- f) Your PC or laptop must be password protected, and the password should be a strong one containing a combination of numbers, letters and special characters. More about strong passwords is available on the link provided above. 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: <https://www.queensu.ca/its/security/education-awareness>

Printers and Scanners

There is one black and white auto duplex printer , and a flatbed colour scanner in the grad room (students must provide their own paper). Students will need to log into the computer to print. The

School will provide one printer ink cartridge per academic year – the rest is up to you. If the cartridge provided by the School runs out before the academic year end, it is the responsibility of the Graduate Students as a group to determine how the financial needs to replace the cartridge will be met.

NOTES:

If there are problems with any of the computing equipment please inform one of our IT staff immediately; do not assume that someone else has already done so.

Graduate students should not be expected to print or photocopy at their own cost if the required printing or photocopying is for their Teaching Assistant/Fellow work or Research Assistant work. Instead, they should request that their supervisor (i.e., the supervisor for that work, who may or may not be their thesis supervisor) enable their access to other ways of producing hard copies of documents.

Photocopying

The John Deutsch University Centre has a Printing and Copying Centre where students can pay to print documents. See <https://myams.org/ams-services/>. Although it is administered by the Alma Mater Society (AMS, which is undergraduate student government), anyone may be a customer of the service. Also, see Library Services following.



LIBRARY SERVICES

The Queen's University [Library](#) has several locations. The closest one to the SRT is the [Bracken Health Sciences Library](#), located next door to the Louise D. Acton building in Botterell Hall. The Bracken Library main entrance is located on the first floor of Botterell Hall.

The liaison librarian for the School of Rehabilitation Therapy's programs is Ms. Paola Durando. To discuss literature search strategies, or any other aspect of the library's resources, e-mail her at paola.durando@queensu.ca to arrange a consultation.

Key rehabilitation resources can be found on this library guide. Bookmark it for future reference: <https://guides.library.queensu.ca/rehab-therapy>

Copy Cards may be purchased from any of the Library locations for printing and photocopying at your own cost, so please budget for this. However, a Copy Card would only be required for items you

cannot physically borrow (like books) or obtain online copies of the electronic versions of the items (like most current periodicals). The Copy Card can be used at any campus library.

Please also note that the Queen's Library maintains networks of collaborations with other academic libraries. Consequently, you are often able to obtain (electronically) or borrow (for physical items like books) items from other universities for free. See the Library website or contact a librarian for further information.

SCHOOL OF REHABILITATION THERAPY ADMINISTRATIVE INFORMATION

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

School Contact Information

Mailing Address: Louise D. Acton Building, 31 George St., Kingston ON K7L 3N6
Telephone: 613-533-6103
Fax: 613-533-6776

Key administrative faculty for RHBS graduate students

Dr. Marcia Finlayson

Director, School of Rehabilitation Therapy, and Vice-Dean (Health Sciences)

Room: 233 Telephone: 613-533-2576

e-mail: Marcia.Finlayson@queensu.ca

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

Dr. Kathleen Norman

Associate Director (Research and Post-Professional Programs)

Room: 231 Telephone: 613-533-6104

e-mail: Kathleen.Norman@queensu.ca

Kathleen is the Graduate Coordinator for the Rehabilitation Science graduate program. Appointments with her can be arranged by sending her an e-mail. All general inquiries relating to the Graduate Program should first be directed to Ms. Anne Linscott, RHBS Graduate Assistant.

Staff contacts in the SRT

Rehabilitation Science Graduate Assistant: **Anne Linscott**

Room: 225 Telephone: 613-533-6000 ext. 75056

e-mail: gal@queensu.ca

Anne assists Kathleen, other faculty and students with all aspects of the Rehabilitation Science program.

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

Room: 226 Telephone: 613-533-6000, ext 74629

e-mail: trosillo@queensu.ca

Tim is the Manager for three of the SRT's programs, one of which is Rehabilitation Science. Tim works with Anne, Kathleen, and other faculty and staff to ensure smooth functioning of the program.

Departmental Administrative Manager: **Sandra Turcotte**

Room: 201 Telephone: 613-533-6726

e-mail: turcotte@queensu.ca

Sandra oversees all administrative functions of the School, especially those focused on human resources matters for the School and its programs. Students may correspond with Sandra regarding their Student E-Contracts for Teaching Assistantships.

Graduate Assistant (Emerging Programs): **Martina McAllister**

Room: 225 Telephone: 613-533-6000 ext. 75302

e-mail: martina.mcallister@queensu.ca

Martina and Anne share an office and have overlapping knowledge about the School's research graduate programs.

Finance Manager: **Sharon David**

Room: 215 Telephone: 613-533-6000 ext. 79421

e-mail: sharon.david@queensu.ca

See note below, after Darlene's contact information.

Research Grants & Financial Officer: **Darlene Davis**

Room: 218 Telephone: 613-533-6723

e-mail: d.davis@queensu.ca

Sharon and Darlene administer financial matters in the School. Sharon's primary responsibilities focus on the School's operating budget, including payments for TA contracts. Darlene's primary responsibilities focus on finances associated with research grants, including Graduate Research Fellow (GRF) payments, Graduate Research Assistants (GRA) payments, and faculty grant applications.

Departmental Assistant: **Caitlin MacDonald**

Room: 202 Telephone: 613-533-6103

e-mail: caitlin.macdonald@queensu.ca

Caitlin assists with administration of keys, swipe cards, parking passes and other matters in the General Office.

Data Analyst/Information Technology Administrator: **Paul Doutre**

Room: 216 Telephone: 613-533-6000 ext. 75458

e-mail: ped2@queensu.ca

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

Room: 216 Telephone: 613-533-6000 ext. 78987

e-mail: svetlana.rytchkova@queensu.ca

REHABILITATION SCIENCE STUDENTS IN GOVERNANCE ROLES

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

RHBS Graduate Program Committee (2 reps):

M.Sc. Rep – Shuangxi Li; Ph.D. Rep – Ashley Williams

The RHBS Graduate Program Committee is the forum for the graduate student representatives to provide student input into the general operation of the RHBS graduate program and associated policies. The committee usually meets once per month, and usually on the fourth Thursday 12:30 – 1:45 p.m. in the School.

Academic Council (1 rep):

Kyle Vader

Academic Council is the primary administrative body of the School of Rehabilitation Therapy. The graduate student representative on this committee represents the RHBS students as a whole and provides input into School issues and policies as they concern the RHBS graduate students. For example, input regarding infrastructure changes and graduate student space in the building, graduate student views on major school, faculty, or university issues. Council meets twice in the fall term and typically three times in the winter term.

Society of Graduate and Professional Students (1 rep):

t.b.a.

The Society of Graduate and Professional Students is your voice at the University Level. The representative not only represents the RHBS students, 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.

REHABILITATION SCIENCE FACULTY

Most faculty in the Rehabilitation Science program also teach in the OT, PT, AGHE and/or RHL programs. Contact information can be found on the SRT website.

Heather Aldersey

BA, MSc, PhD, Associate Professor and Canada Research Chair (Tier 2) in Disability-Inclusive Development. She has worked and conducted research in a variety of international contexts, mostly but not exclusively in African nations. Heather is the interim Director of the International Centre for the Advancement of Community Based Rehabilitation at Queen's and she teaches courses related to international rehabilitation and community development. Her research focuses on cultural understandings of disability, disability advocacy, family quality of life, and public policy.

Mohammad Auais

BSc, MSc, PhD, Assistant Professor. Dr. Auais is a physical therapist with expertise in musculoskeletal and geriatric rehabilitation. His 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.

Beata Batorowicz

BSc (OT), MSc, PhD, Assistant Professor. Dr. Batorowicz has extensive clinical experience in the fields of pediatric rehabilitation, augmentative and alternative communication, and assistive technology. She was a clinical leader of children's interdisciplinary rehabilitation services and faculty member at Western University and Catholic University of Freiburg in Germany. Dr. Batorowicz' research focuses on environmental factors and effective practices related to social participation of children and youth with disabilities. Her current research projects include cross-cultural validation of participation measures, computerized assessment for children with severe disabilities, participatory digital methods, and inclusive community program design.

Brenda Brouwer – on leave 2019-20

BSc, MSc, PhD, Professor, and also affiliated with the School of Kinesiology and Health Studies and Centre for Neuroscience Studies. Dr. Brouwer's research focuses on understanding the physical demands associated with mobility. Her current work is directed toward understanding and quantifying the minimum neuromuscular, metabolic, and biomechanical requirements for specific physical tasks in healthy aging and following stroke.

Heidi Cramm

BA (Hons.) MA, BScOT MSc (OT—Post-Professional), PhD, OT Reg. (Ont.), Associate Professor. She has worked clinically in mental health services for children and youth and in private practice that emphasizes implementing technology to support participation in schools. Her teaching areas include occupational therapy with children, the lived experience of disability, advanced clinical reasoning and research methods. Dr. Cramm's research focuses on military family health, with an emphasis on mental health. She is also the Head of Knowledge Translation for the Canadian Institute for Military and Veteran Health Research (CIMVHR).

Vincent DePaul

BHSc (PT), PhD, Assistant Professor. His research focuses on the development, testing, and translation of interventions for the recovery of walking in individuals with stroke and older adult populations. This work specifically explores how individuals optimally learn and re-learn gait and balance-related skills, and how therapeutic variables such as instruction, feedback, guidance, and supervised and unsupervised practice impact motor learning.

Nandini Deshpande

BSc, MSc, PhD, Associate Professor. 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 Donnelly

BSc (OT), MSc, PhD, Associate Professor. Dr. Donnelly's research is focused on team-based primary care with an emphasis on understanding how interprofessional primary care teams can support older adults and individuals with chronic conditions. Her educational research is focused on interdisciplinary education, online learning and the integration of theory to practice. Research interests also include: program evaluation and knowledge translation. Teaching responsibilities include: physical determinants of occupation, clinical reasoning and lived experience of disability.

Nora Fayed

BScH, MScOT, PhD, Assistant Professor. Dr. Fayed's areas of expertise are: (i) determinants and predictors of quality of life among children with chronic health conditions, (ii) child and parent patient-reported outcome and experience measures (PROMs/PREMs) and (iii) application of the WHO International Classification of Functioning, Disability and Health (ICF) to child health services research. In addition, she has clinical experience in driver rehabilitation, and feeding obtained from Bloorview Kids Rehabilitation in Toronto.

Marcia Finlayson

BMR (OT), MSc, PhD, 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, Assistant Professor. Research and clinical interests include: chronic disease management, health access for immigrants, fatigue management and multiple sclerosis. Teaching responsibilities include: neurocognitive determinants of occupation, and research.

Diana Hopkins-Rosseel

DEC, BSc(PT), MSc, Clinical Specialist (CRPT), Professor. Professor Hopkins-Rosseel's research interests are in cardiac rehabilitation, behavioural modification, chronic disease prevention and management, education in cultural sensitivity and clinical education. Her teaching includes professional issues in rehabilitation, basic and advanced cardiorespiratory physiotherapy, basic physiotherapy interventions, and business in rehabilitation practice.

Janet Jull

BSc (OT); MSc (OT) - Post Professional; PhD (Population Health), Assistant Professor. Dr. Jull develops and evaluates shared decision making tools and approaches to support client-centred care, in collaboration with First Nations, Inuit and Métis communities. Dr. Jull's work in shared decision making currently has a particular focus on cancer care. Dr. Jull also investigates the use of integrated knowledge translation: a research approach that engages knowledge users (those for whom the research will be relevant, such as healthcare providers, policy and decision makers, clients, the public) with researchers.

Dorothy Kessler

BMR, OT, MSc, PhD, Assistant Professor. Her 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.

Rosemary Lysaght

BSc (OT), MSc, PhD, Professor and Associate Director of the School of Rehabilitation Therapy (Occupational Therapy). She holds degrees in occupational therapy, rehabilitation counselling, and educational research & evaluation, and has worked as both an occupational therapist and program evaluation consultant. Her teaching areas include: occupational therapy theory and practice; research & program evaluation; assistive technology; and therapeutic group interventions. Dr. Lysaght's research interests include: productivity roles of adults; workplace and social integration of persons with acquired or congenital disabilities; disability management; and educational strategies in the health sciences.

Mary Ann McColl

BSc (OT), MHSc, PhD, MTS, Professor, and also affiliated with the Centre for Health Services and Policy Research, and Academic Lead, Canadian Disability Policy Alliance. Dr. McColl's current research is focused on access to health services for people with disabilities, disability policy, spirituality and occupational therapy theory.

Jordan Miller

BSc, MScPT, PhD, Assistant Professor. His research broadly 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 the Spinal Disorders course in the Physical Therapy program and supervision of student research.

Kathleen Norman

BScPT, PhD, Associate Professor and Associate Director of the School of Rehabilitation Therapy (Research and Post-Professional Programs). Dr. Norman's research is currently 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. Dr. Norman also maintains research collaborations with colleagues: one area of collaboration is primary care of people with pain conditions, especially low back pain; another area of collaboration is about narrative practice.

Trisha Parsons

BScPT, PhD, Associate Professor. The overall theme of Dr. Parsons' research program is to increase access to evidence-informed rehabilitation services for persons with chronic disease. Dr. Parsons is a physiotherapist who has clinical expertise in cardiac and renal rehabilitation. Dr. Parsons' has established the Ontario Network for Better Outcomes Associated with Renal Disease (ONBOARD) and the Canadian Renal Rehabilitation Network which links together researchers, clinicians and knowledge users in order to enhance the quality of life of Canadians living with the consequences of chronic kidney disease. As a physiotherapist, she has worked in rural health care settings in Ontario, and has been involved with telemedicine initiatives. Dr. Parsons' current projects address, a) the development and evaluation of an MScPT student delivered exercise program for patients undergoing regular haemodialysis, b) the efficacy of the cardiac rehabilitation paradigm for the

management of chronic kidney disease and its consequences, and c) the establishment of a pan-Canadian Renal Rehabilitation Network.

David Pedlar

PhD, Professor and Scientific Director, Canadian Institute for Military and Veterans Health Research (CIMVHR). His research program is directed toward 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.

Lucie Pelland

BScPT, MSc, PhD, Associate Professor and Associate Director of the School of Rehabilitation Therapy (Physical Therapy). Dr. Pelland's program of research concerns the neural control of movement in children. The study of typical development is used as the context to explore sensory-motor control and learning in clinical paediatric populations. Current research projects include the use of robotic technology to study sensory-motor control of upper limb movements in virtual reality environments; the quantification of neck muscle strength development and evaluation of its role in the risk management of paediatric concussion in minor hockey; the design and implementation of a computational model of lower limb mechanics in clinical orthopaedics; and the design of novel tools to explore the risk tolerance of parents with regards to the participation and return to play of their children in sport activities that carry a high risk for concussion.

PROGRAM REQUIREMENTS

Master of Science (Rehabilitation Science)

The program is designed to provide course work in:

- A general theoretical review of the field of rehabilitation science.
- A specialized area within the field of rehabilitation science.
- Research skill development.

Students are normally enrolled for 2 years of full-time study and are required to follow a program of study within the framework of Program Pattern I of the School of Graduate Studies that requires as a minimum:

1. **Courses:** Twelve course credit units (equivalent to four term-length graduate courses). Courses are normally weighted as either 1.5 or 3.0 units (see course descriptions for this information). Selection of courses is subject to departmental approval. The student must obtain satisfactory standing in the courses, which is a minimum of B- or GPA 2.7 in each course).

Students will normally follow a program of study that requires as a minimum:

Core Courses: RHBS 804 *Rehabilitation Science* (3.0 credits units) and RHBS 833 *Research Methods I* (3.0 credit units) to a total of 6 credit-units.

Evaluation/Application Courses: A minimum of six credit units (equivalent to two term length courses) selected from the calendar listings and in consultation with your supervisor. For a course to be offered, minimum enrolment must be met. Where appropriate, a course may be offered as an independent study if the minimum enrolment is not met.

Seminar: The RHBS 803 Seminar Program for MSc students is a fall/winter course that exposes students to a wide range of topics relevant to Rehabilitation Science. All

MSc students must register in this course (pass/fail) and attend the seminar series on a regular basis throughout the two years of their MSc. As well, they must present their research proposal and a seminar based upon their research findings.

2. **Research and thesis:** The student must prepare a satisfactory thesis (RHBS 899) and successfully defend it by oral defense.

Doctor of Philosophy (Rehabilitation Science)

Students are normally enrolled for 3 to 4 years of full-time study. The program involves:

1. **Courses:** Courses offered in the SRT Graduate Program are normally weighted either 1.5 or 3.0 units (see course listings for this information). Students entering the PhD program from other universities or disciplines must take RHBS 933 *Research Methods I* (3.0 credit units) and RHBS-904 *Rehabilitation Science* (3.0 credit units) plus three additional elective credit-units (equivalent to one term course). Students entering the program from the MSc program in Rehabilitation Science must take only three elective credit units (i.e. not RHBS 933 and RHBS 904 if already taken). Elective courses should be selected with the guidance of the student's supervisor and may be taken within the department as one 3.0 credit-unit course, or two 1.5 credit-unit courses, or outside the department depending on the area of interest of the student. The student must obtain satisfactory standing in the courses, which is a minimum of B- or GPA 2.7 in each course).

Seminar: RHBS 903 *Seminar Program* for PhD students is a fall/winter course that exposes students to a wide range of topics relevant to Rehabilitation Science. This non-primary course is obligatory for all PhD students and includes:

- a. Mandatory attendance at all seminars and thesis proposal defenses that take place within the program: 100% attendance during first 2 years, 50% attendance thereafter, with allowances for absences if there is a conflict with the student's teaching or TA work, or if the student is off-campus during research work.
 - b. The delivery of at least one seminar within the RHBS seminar series
 - c. Attendance in all Journal Club sessions plus presentation of two journal clubs over the course of their enrolment in the PhD program
 - d. Presentation of their final PhD research results; *and*
 - e. Delivery of two lectures within the MScPT or MScOT programs.
2. **Comprehensive Examination:** Ph.D. students are expected to successfully complete their comprehensive examination within the first five academic terms of their program. The purpose of the examination is to ensure a solid knowledge base in Rehabilitation Science that would enable them to teach capably at the undergraduate and graduate levels, to generate original ideas and hypotheses, and to orally discuss and defend their work in front of a panel of expert examiners. The examination is composed of two parts:
 - a. An examination with written and oral components that will test the student's knowledge in: i) Rehabilitation Science in general, ii) Research methods used in Rehabilitation Science (qualitative, quantitative or mixed methods) and iii) the area of the student's research focus.

- b. Submission of a written thesis proposal and oral defense of that proposal in front of a Proposal Examination Committee. This will normally be held in the Seminar Series slot on Thursdays 3-4 p.m. so that the candidate's graduate student peers can also attend.

A complete description of the Comprehensive Examination is provided in the Comprehensive Examination Guidelines available at: <https://rehab.queensu.ca/academic-programs/rhbs/comprehensive-exam> or in the OnQ site specific to the Comprehensive Examination.

3. **Research and thesis:** The student must prepare a satisfactory thesis (RHBS 999) and successfully defend it by oral defense.

REHABILITATION SCIENCE COURSES

Courses offered in 2019-20 are shown below. The full listing of RHBS courses can be seen in the online Graduate Calendar at <https://www.queensu.ca/sgs/graduate-calendar/courses-instruction/rehabilitation-sciences-courses>. However, the listing includes courses that have not been offered in recent years, but cannot be deleted until officially approved to be deleted. Please contact the RHBS Program Administration if questions about any of the courses listed there that is not offered in 2019-20.

RHBS 803 Seminar Program for M.Sc. Students
(see Seminar Information below for details).

RHBS 804/904 /3.0 credits Rehabilitation Science

This seminar course addresses foundational theory, concepts and contemporary issues in the field of rehabilitation, including strategies and concerns related to scientific study of the field. The course is informed by the International Classification of Functioning, Disability and Health, and highlights national and international policy and research relative to impairment and functional activity. Three term hours: Fall., R. Lysaght and S. Horgan

RHBS 810 /1.5 credit Fundamentals of Disability

(This course had an unexpected time conflict with one of our core courses this term. (A reminder to contact A. Linscott if you would like to take this course next year). This lecture/seminar module provides an introduction to disability. The module examines the concepts of disability in a contemporary Canadian and international context. Topics include: definitions, models, history; classification and types of disability, disability prevalence and statistics; disability across the lifespan, including community and social participation; disability around the world. Fall. M.A. McColl

RHBS-833/933 /3.0 credits Research Methods I

This course emphasizes the theoretical background in the development of a research proposal for rehabilitation-related research. Topics include development of the research question and problem statement, rationale, appropriate literature review and research design. Three term hours. Limited enrollment. Fall. C. Donnelly and N. Fayed.

RHBS-874/974 /3.0 credits Studies in Aging

A lecture/seminar course which examines the neurophysiological, cardiorespiratory, musculoskeletal, cognitive and psycho-emotional aspects of aging and their significance in both motor performance and disability and wellness in the community. Three term hours, fall. Limited enrollment. Contact department for availability. M. Auais.

RHBS-876/976 /3.0 credits Independent Study

A study 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 study work must not directly overlap with the student's thesis work. Normally this course will take the form of a closely supervised reading program, but may also include supervised laboratory work and/or specialized clinical experience. A course outline should be developed in consultation with the student's supervisor and the proposed instructor. The course outline must be approved by the Chair of the Graduate Program in Rehabilitation Science prior to the student registering in this course. Fall, winter, or summer.

RHBS-921 Grant Writing for Rehabilitation Scientists/1.5 credits

This seminar course is designed to assist trainees who are working on their research/thesis proposal to hone

their grantsmanship skills. Students will work with their research proposal to prepare it for submission to a major granting council and will present it to the class for review and critique. M.A. McColl: Winter (TBA)

PREREQUISITE: [RHBS 904 and RHBS 933] or permission of the instructor

RHBS-899 Master's Thesis Research

RHBS-903 Seminar Program for Ph.D. Students (see below for details)

RHBS-932 /3.0 credits Qualitative Research Methods in Health Studies

This course prepares student to evaluate and undertake health related research using qualitative approaches. Topics addressed include the philosophical foundations of qualitative research, research design and rigor, data collection, analysis and interpretation and ethical challenges. Three term hours; lectures/seminars; Winter. Limited enrollment. H. Aldersey

RHBS-999 Ph.D. Thesis Research

RHBS 803/903 SEMINAR (includes journal club)

RHBS 803/903 is a required course for all MSc and PhD students throughout all years they are enrolled in the program. RHBS 803/903 normally takes place Thursday afternoons from 3-4 p.m. in the Fall and Winter terms. Students are asked to keep all of these slots open throughout the term, so they can attend all five types of learning activities in the course outlined as follows:

1. National and international expert speakers arranged by Graduate Program faculty (normally once/month).
2. Information sessions by organizations within Queen's – e.g., Queen's Library, Centre for Teaching and Learning (normally at least once/term)
3. Journal Club. This will be student run and overseen by Graduate Program faculty (normally held one to two times/month). Each doctoral student is required to present and preside over a minimum of two journal club presentations while enrolled in the Program. MSc students are required to attend but not required to present.
4. PhD Thesis Proposal Defenses and MSc Proposal Presentations (as scheduled by candidate and supervisor).
5. PhD student-delivered seminars (as scheduled by the students). Each PhD candidate must present a seminar relating to current issues, concepts or advanced topics in their area of specialization.
6. PhD and MSc research presentations (as scheduled by candidates). PhD candidates' presentations of their final thesis research findings and MSc presentations based on their research.

Doctoral Journal Club

All MSc and PhD students are required to attend Journal Club. Doctoral students are required to lead and present at least two Journal Club sessions while they are enrolled. The aim of this session is to deepen understanding and promote discussion among fellow graduate students and faculty about a current issue in rehabilitation science.

The Journal Club is designed to provide students with a broad appreciation of the scope and depth of rehabilitation science as a discipline. Because some students in the RHBS program do not come from

a rehabilitation field, but rather a related field, the Journal Club sessions are intended to help ground students in the theories and foundations of Rehabilitation Science. Participation in Journal Club will assist students to gain an understanding of rehabilitation science research and practice issues facing rehabilitation professionals. Journal Club can address a wide array of potential topics, such as those listed under the Rehabilitation Science component of the Comprehensive Examination for Doctoral students. Such topics may include: introduction to enablement and disablement models, disability in Canadian society, outcome measures in rehabilitation science, models of practice and service delivery in rehabilitation, and research paradigms in rehabilitation science. Because knowledge in these areas is required for the PhD comprehensive exam, this course offers PhD students a critical opportunity to interact, learn multiple paradigms, and obtain a comprehensive understanding of rehabilitation science. To reduce overlap in content across Journal Club sessions, students will consult with the Seminar Series coordinators before selecting or confirming a topic/article for presentation.

The article the presenting student chooses should be provided by email, and as a link to the online journal article, to the RHBS Graduate Assistant one week prior to the scheduled session so that faculty and students have time to read the article before the scheduled seminar. Copyright law prohibits the circulation of articles as email attachments.

Guidelines: More detailed guidelines are available as a separate document.

MSc Proposal presentations

These will normally occur on a Thursday in the RHBS 803/903 3-4pm time slot. It is the student's responsibility to notify the RHBS Seminar coordinators, in advance of or early in the term in which they want to present. Before scheduling a time, MSc students should first confirm with their supervisors that they are ready for a proposal presentation.

The MSc student is expected to make a presentation of 15-20 minutes duration, followed by a period for questions and suggestions from the audience. Depending upon demand for seminar series time slots, a MSc proposal presentation may be allotted a half-slot or a full slot within the seminar series schedule.

PhD Proposal presentations / oral examinations

These will normally occur on a Thursday in the RHBS 803/903 3-4pm time slot. The PhD proposal presentation is a component of the PhD Comprehensive Examination process – specifically, Part B of that process. It is described more fully in a separate *Guidelines* document for the PhD Comprehensive Examination process, available from the Rehabilitation Science office and also on the SRT website: <https://rehab.queensu.ca/academic-programs/rhbs/comprehensive-exam>

A PhD proposal presentation will be allotted a full slot within the seminar series schedule.

PhD Student presentations

It is a requirement of RHBS 903 that PhD students present a seminar "on current issues, concepts or advanced topics in his/her area of specialization." This presentation may be done before or after the student's proposal presentation; it is normally done before the student's presentation of research findings (see below).

Topics that students might choose to present on include:

- The research question you are planning to ask in your thesis work and promote discussion about the impact and appropriateness of the research question
- Some pilot data you are struggling with finding a way to analyze or present
- A dry run of a presentation you will be giving at a local, national or international conference and ask for feedback
- A summary of a presentation or course you attended when interesting ideas have been presented or discussed
- A question about methodologies (i.e. differentiating between a scoping review and a systematic review) and the best approach to use for your particular application etc.
- An article you have read where you are struggling with the methods, conclusions or application
- Teach the group a concept central to your research
- An issue you have been curious about (e.g. intellectual property, gender bias in health research, finding mentors, locating and deciding on a post-doctoral fellowship etc.).

Presentations of research findings by MSc and PhD students

After RHBS students have gathered most, if not all of the data, and conducted at least some of the data analysis for their thesis, but normally before their defense, they are required to make a presentation of their thesis research findings to date. Research findings presentations are normally 40 minutes followed by a question period of 15 minutes. Occasionally time scheduling demands require that two presentations be delivered on the same date. In these cases the presentations are 20 minutes, followed by 10 minutes for questions. It is important to stay within the designated time frame to ensure that each student has the designated amount of time available for the presentation.

Presentations by PhD students in OT or PT programs

At some time during their enrollment, doctoral students are required to provide two (2) presentations – normally in the form of guest lectures within a standard course – to one or other of the professional programs in Occupational Therapy or Physical Therapy programs. Each presentation should contribute to the students' learning in that course, not necessarily anything related to the doctoral student's thesis work. The two lecture presentations may be related to one another; however, the same presentation delivered in two successive years does not qualify as fulfilling the requirement.

The requirement for doctoral students to undertake such teaching is intended to assist them in developing teaching and presentation skills. The requirement is embedded in the course description for RHBS 903; however, it does not occur during RHBS 803/903 seminar series time. Therefore, doctoral students are asked to inform the RHBS Graduate Assistant when they have done each of their presentations, to facilitate tracking of degree completion requirements.

Doctoral students who are unsure how to fulfill this requirement are asked to contact their supervisor and/or the Associate Director (Research and Post-Professional Programs) for assistance.

Attendance and Participation in RHBS-803/903

Full-time MSc students are expected to attend all of the seminars for the duration of their program. Doctoral students are expected to attend all of the seminars held during their first two years of study. It is recognized that some individuals will be unable to attend seminars when data collection or

a conflict with teaching assistant roles requires that they be absent. Individuals with these specific time constraints are to inform the Associate Director (Research and Post-Professional Programs), Seminar coordinators, or RHBS Graduate Assistant. Beyond the first two years of doctoral studies students are expected to attend at least 50% of the Rehabilitation Seminars annually. At this point students may opt to join by distance, when technology permits, and should make arrangements for this. For students whose enrolment status is 'part-time', attendance schedules are to be developed between the supervisor and part-time student in order to optimize participation of part-time students at the seminar series. A copy of this schedule should be provided to the RHBS Graduate Assistant for placement in the student's file. Attendance will be taken at each seminar and considered in granting a pass/fail status for the seminar course.

Summary of student requirements for RHBS 803/903 Seminar

	PhD students – RHBS 903	MSc students – RHBS 803
attendance	100% in first two years, 50% thereafter	100% throughout (two years)
Journal Club	leadership for two (2) sessions during enrollment	<i>n/a</i>
Thesis proposal presentation	yes, as a component of Part B of PhD Comprehensive Examination process	yes
Seminar on selected topic	yes	<i>n/a</i>
Research findings	yes	yes
Two lectures/presentations in OT and/or PT programs	yes	<i>n/a</i>

FUNDING OPPORTUNITIES

Overview

Graduate student funding 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 Rehabilitation Science 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.

Paid teaching assistantships (TAs) are available each year. These positions are posted on our website (usually in July) for the upcoming academic session. You will receive notice of when they are advertised.

Research fellowships or research assistantships are two forms of income support in return for research work. The distinctions between them are quite important with respect to the nature of the work, and the tax implications of the income. Graduate Research Fellowship (GRF) positions are almost always

set up by the student's primary supervisor(s), and the work you do for a GRF is related either to your thesis research or it contributes to your learning of scholarly skills relevant to graduate studies, if not specifically to your thesis. The income from a GRF will lead you to receive a T4A for tax purposes – i.e., similar to a scholarship. In contrast, a Graduate Research Assistant (GRA) position may be set up by your supervisor or any other faculty member within the university, and will reflect that you are doing specific tasks that the supervisor needs done for research, but that are not specific to your thesis or learning needs. GRA positions are unionized and the working conditions are governed by the Collective Agreement negotiated between Queen's University and the Public Service Alliance of Canada (PSAC). The income from a GRA will lead you to receive a T4 for tax purposes – i.e., standard employment income.

Competitive 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 program to nominate them for the internal fellowships.

External Funding Agencies

FUNDING AGENCIES EXTERNAL TO QUEEN'S UNIVERSITY	
Organization	Deadline*
www.fcfdu.org Canadian Federation of University Women	December 3
Canadian Occupational Therapy Foundation	October 1
Canadian Physiotherapy Foundation	February 1
Canadian Institutes of Health Research – doctoral	CIHR Oct 1* SGS Oct. 15
Natural Science and Engineering Research Council – doctoral	SGS Oct. 15*
Social Sciences and Humanities Research Council – doctoral	SGS Oct. 15*
Tri-Council Canada Graduate Scholarships – Master's level	December 1
<p>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.</p>	

Note *: New in 2019, there is a harmonized application system for doctoral scholarships from CIHR, NSERC and SSHRC for the Canada Graduate Scholarship – doctoral (CGS-D) awards.

Students are strongly encouraged to search for scholarship possibilities that may be specific to their situation. For example, [Indspire](#) offers scholarships for First Nation, Inuit, and Métis students; the [Kidney Foundation of Canada](#) offers scholarships for students undertaking research about kidney disease; the [Multiple Sclerosis Society of Canada](#) offers scholarships for students undertaking research about multiple sclerosis. Students may seek other opportunities relevant for their personal circumstances or for their research. Note that different organizations may refer to funding opportunities using words like bursaries, scholarships, fellowships or other terms; they may also refer to master's or doctoral students as either 'graduate' or 'postgraduate'. Students should therefore take a diversified search strategy in looking for funding opportunities. Students should speak with their supervisors about the possibility of research funding from outside sources. In addition, students will be sent email messages throughout the year to inform them of funding opportunities as they arise.

NOTE:

Unlike scholarships/fellowships, 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).

Ontario Graduate Scholarships

Applications to the *Ontario Graduate Scholarship* are adjudicated internally by Queen's University. For graduate students who are Canadian citizens or Permanent Residents, the RHBS program makes ranked recommendations to the SGS. For international graduate students, the School of Rehabilitation Therapy is typically allowed to support the nomination of only one student per year for an OGS-International award, with no guarantee of success. All students must have at least an A- average, and applications are strengthened if a student has presentations or publications. Students applying for OGS should be certain to prepare their applications carefully and request references from professors who are very familiar with their work and 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 RHBS Graduate 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
- 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. A student's productivity with respect to conference presentations and publications enable nominations for such awards to be stronger and more likely to succeed. Fellowship nominations are submitted directly from the program. As nomination sheets ask for a track record of the external fellowships that the nominee has already submitted, please inform your graduate assistant of any applications submitted to any funding body external to Queen's, even if not successful.

GETA

One (sometimes two) 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.

Conference Travel Awards

Graduate students in their funding eligible years may apply for a Conference Travel Award each academic year if travelling to and presenting at a conference. Amounts are decided in April of each year and students will be sent a reminder. These awards vary in amount each year depending on the number of applicants.

Funding Internal to the School of Rehabilitation Therapy

Gwen Keough Memorial Scholarship

Awarded for general proficiency to a graduate student entering the Master's program in Rehabilitation Therapy. Preference will be given to a student with no other substantial scholarship. Adjudicated by the Graduate Program Committee. Awardees are notified at the end of January each academic year. This scholarship may be divided between two students. (amount variable by year: may be as high as \$6000)

Tracey Gourlay Memorial Scholarship

Awarded annually to a full-time graduate student in Rehabilitation Science on the basis of academic excellence in their graduate coursework and their contribution to graduate life. Adjudicated by the Graduate Program Committee. Awardees are notified at the end of January each academic year. (amount variable by year: may be as high as \$500)

Student Experience Fund

Students may 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 RHBS Graduate Assistant.

Teaching Assistantships

Teaching Assistantships (TAs) are awarded to suitably qualified graduate students upon application and form a part of the funding package. The TA positions are normally posted, and applications received, in July/August. They help meet the teaching needs of the Occupational Therapy and Physical Therapy MSc. professional programs and the GDip/MSc programs in Aging and Health in

the School of Rehabilitation Therapy, primarily by assisting with classroom instruction, group tutorials, laboratory supervision, and/or marking tests, assignments and examinations. Priority is given to graduate students beyond the first year of post-graduate study.

Those who are awarded Teaching Assistant positions will undertake two separate processes – the TA Contract and the TA Form.

- The TA Contract is an an electronic Student Employment Contract that students must sign 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](#).
- The TA Form is filled out by the TA's employment supervisor, who is normally the course coordinator of the course for which the graduate student is a TA. The TA Form indicates the roles and responsibilities of the assigned Teaching Assistantship

All students who expect to hold a TAship are encouraged to attend the free **Teaching Development Day** sponsored by the [Centre for Teaching and Learning](#) (CTL) in early September, or other events and initiatives hosted by the CTL. Please register through the Centre for Teaching and Learning website.

POLICIES

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.

Assessment of Student Learning & Performance

A student's final grade in a course will be based on the assessment scheme described in the course outline / syllabus documentation provided to the student(s) in the course. Most courses result in letter grades; a few courses result in Pass or Fail. The table below shows the grading scheme in effect for graduate courses at Queen's that use letter grades.

Percentage	Letter Grade	Grade Points	Comment
90-100	A+	4.3	
85-89.9	A	4.0	
80-84.9	A-	3.7	
77-79.9	B+	3.3	
73-76.9	B	3.0	
70-72.9	B-	2.7	Minimum passing grade in Graduate Studies
67-69.9	C+	2.3	
63-66.9	C	2.0	
etc.			
<i>Continues down through "D" and "F" ranges for undergraduate courses</i>			

MSc program

The M.Sc. program is normally completed in two years of full-time enrollment. Students taking longer than two years are automatically enrolled by SGS for the 7th term only, but must request an extension through their department following that additional grace term. Time extensions after three years must be approved by the School of Graduate Studies. See [SGS General Regulations](#) and look for the item about **Time Limits for Completion of Programs**.

Recommended timeline for MSc progression in Rehabilitation Science

	Fall	Winter	Spring/Summer
Year 1	<ul style="list-style-type: none"> • Course Work • Selection of thesis topic by end of term • RHBS 803 seminar 	<ul style="list-style-type: none"> • Course work • Establish Thesis Advisory Committee; • Development of thesis proposal; • Present proposal to advisory committee • RHBS 803 seminar 	<ul style="list-style-type: none"> • Ethics submission (proposal) • Start thesis work
Year 2	<ul style="list-style-type: none"> • Thesis research: data collection / analysis • Writing of thesis literature review and methods sections • RHBS 803 seminar 	<ul style="list-style-type: none"> • Completion of data analysis • Writing of the results chapter and start of discussion • RHBS 803 (including Final Thesis Results Presentation) 	<ul style="list-style-type: none"> • Completion of thesis and oral examination

PhD program

The Ph.D. program is normally completed in four years. Students taking longer than four years are automatically enrolled by SGS for the 13th term only, but must request an extension through their department following that additional grace term. Time extensions after five years must be approved by the School of Graduate Studies. See [SGS General Regulations](#) and look for the items about **Extension of Time Limits** and **Time Limits for Completion of Programs**.

Recommended timeline for PhD progression in Rehabilitation Science

	Fall	Winter	Spring/Summer
Year 1	<ul style="list-style-type: none"> • Coursework; • Select Thesis topic; • RHBS 903 	<ul style="list-style-type: none"> • Coursework; • Begin developing thesis proposal; • Plan examiners and timeline for Part A of Comprehensive Exam; • RHBS 903 	<ul style="list-style-type: none"> • Part A of Comprehensive exam normally completed • Establish thesis advisory committee

Year 2	<ul style="list-style-type: none"> Comprehensive Exam Part B normally completed Ethics submission once Comp Part B completed. Thesis Research RHBS 903 	<ul style="list-style-type: none"> Comprehensive Exam Part B complete by end of this term. Thesis Research RHBS 903 	<ul style="list-style-type: none"> Thesis Research
Year 3	<ul style="list-style-type: none"> Thesis Research RHBS 903 	<ul style="list-style-type: none"> Thesis Research RHBS 903 	<ul style="list-style-type: none"> Thesis Research
Year 4	<ul style="list-style-type: none"> Thesis Research RHBS 903 	<ul style="list-style-type: none"> Completion of Research RHBS 903 (including Final Thesis Results Presentation). 	<ul style="list-style-type: none"> Completion of Thesis; Oral Examination

Students' progress will be evaluated each May/June by their Supervisors and recorded on the Graduate Student Progress Report. This Progress Report is to be signed (or digital equivalent) by both the student and the supervisor (or co-supervisors, if applicable) and placed in the student's file after review and signature (or digital equivalent) of the program's Graduate Coordinator [in the School of Rehabilitation Therapy, that is the Associate Director (Research and Post-Professional Programs)].

The Graduate Student Advisory Committee

All students must have an advisory committee. The advisory committee will be established by the supervisor in consultation with the student to advise the student on thesis matters. The responsibilities of the Advisory Committee are:

1. to provide advice and guidance to the student and supervisor with regard to design and execution of the student's thesis research;
2. to provide support and guidance to the student in the event that the supervisor (or neither of the co-supervisors, if applicable) is not available to the student;
3. [PhD only] to participate in the PhD Comprehensive Examination Part B process (defense of research proposal) and subsequently confirm approval of the final research proposal at that stage.

PhD students and their supervisors are recommended to consult the guideline document for the PhD Comprehensive Examination process with regard to selection of members of the Advisory Committee, and what their role is for Part B of the process.

For students in both the MSc and PhD programs, students and their supervisors are welcome to invite membership on the student's Advisory Committee from outside of Queen's University. However, at least one person on the committee beyond the supervisor must be a member of Queen's University graduate faculty.

For MSc students, the Advisory Committee should be determined before the end of the first academic year. For PhD students, the Advisory Committee may be developed in the first year but is not required to be fully established until the student has completed Part A of the PhD comprehensive examination process and is beginning Part B. The Advisory Committee should meet no less than once per academic year to review the student's progress and advise on the student's research. Please see

Appendix in this Handbook for a template from Queen's SGS and SGPS for a *Graduate Student and Supervisor Memorandum of Understanding*. Use of this template is not mandatory; nevertheless, students and supervisors are encouraged to read it to consider its ideas.

Working With Your Supervisor and Thesis Advisory Committee

Working closely with a supervisor and Thesis Advisory Committee on a research project is an integral part of your M.Sc. or Ph.D. program in the School of Rehabilitation Therapy. The School of Graduate Studies offers students, faculty and other departmental members the guidelines needed to foster productive working relationships between the graduate students and their supervisor and Thesis Advisory Committee. Many of the SGS resources are listed under the **Faculty & Staff** section of their website, under *Teaching & Supervision*, located at <https://www.queensu.ca/sgs/faculty-staff/supervision>. Click on the tab for Best Practices in Supervision to find links to the following:

- [Guide to Graduate Supervision](#)
- [Faculty Booklet – Fostering a Strong Supervisory Relationship: How Can Supervisors Assist?](#)
- [Guide to Central Resources and Services for Students and their Supervisors](#)
- [Supervising Late-stage PhD students: Some Good Practices](#)

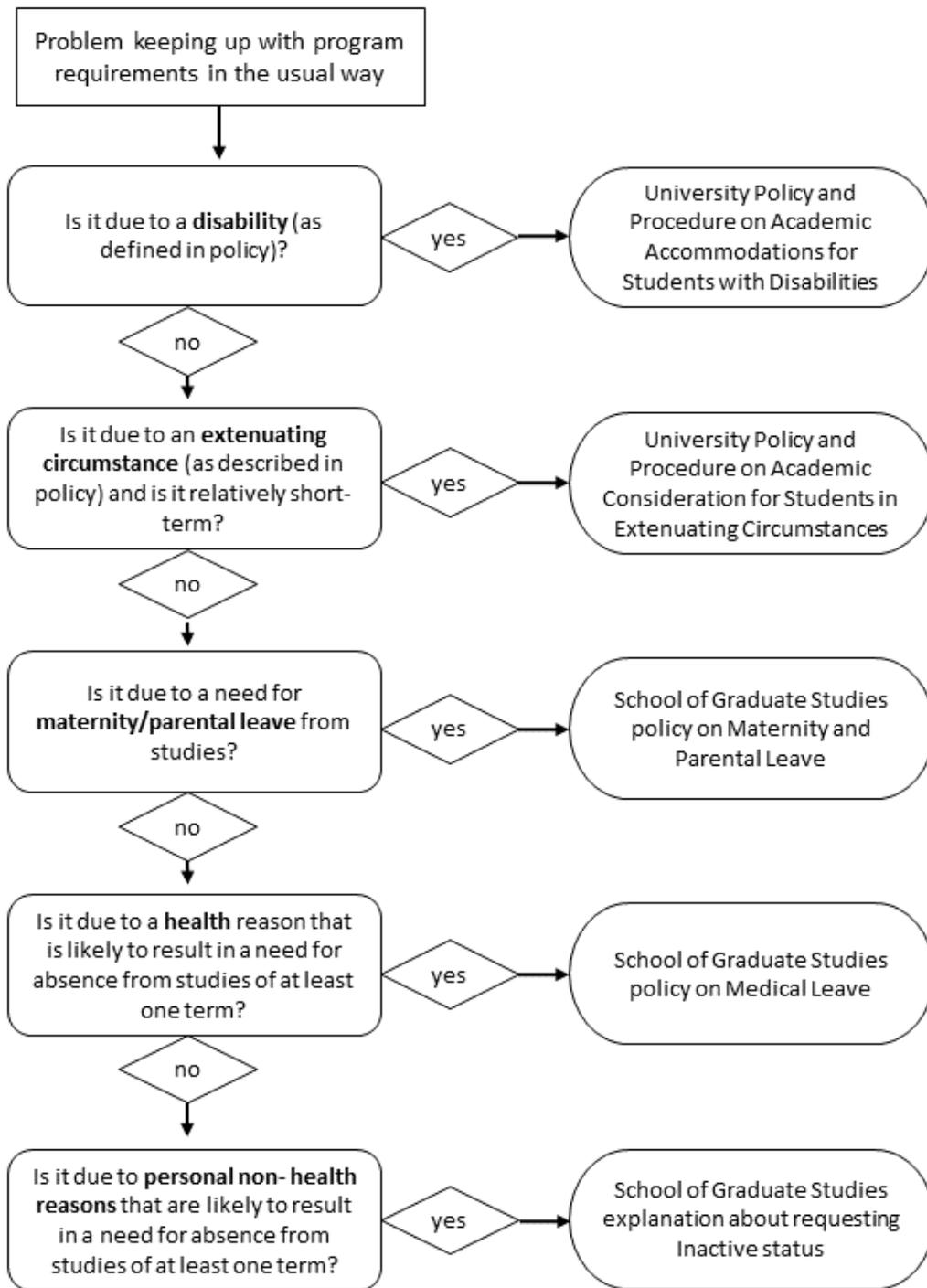
Academic Accommodations and Considerations

Queen's University is committed to fostering a welcoming culture that facilitates the inclusion and integration of students with disabilities into the university community. The full University Policy and Procedure on Academic Accommodations for Students with Disabilities can be found at the Queen's Student Wellness website: <https://www.queensu.ca/studentwellness/home/policies-and-procedures/academic-accommodations-students-disabilities>

Queen's University recognizes that students may have extenuating circumstances that temporarily affect their ability to fulfill their academic obligations and requirements. The full University Policy and Procedure on Academic Consideration for Students in Extenuating Circumstances can be found at the Queen's Student Wellness website: <https://www.queensu.ca/studentwellness/home/policies-and-procedures/academic-considerations-students-extenuating-circumstances>

The key element to decide which policy applies is whether it is about a disability (defined according to the Ontario Human Rights Code) or an extenuating circumstance, defined in the policy and using examples like (but not limited to) sudden illness, bereavement or serious crisis. The SGS webpage about both of the above can be found here: <https://www.queensu.ca/sgs/accommodation-and-academic-consideration>

In addition, there are SGS policies that may be applicable for students who need an extended leave away from studies related to medical, maternity/parental or related reasons for leave. The decision tree below is intended to help you seek the appropriate assistance/procedure.



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.

Policies and procedures specific to the School of Rehabilitation Therapy

In addition to policies and procedures set out by the University as a whole or the School of Graduate Studies, there are a few policies and procedures that are specific to the School of Rehabilitation Therapy. These are posted on the School of Rehabilitation Therapy website: <https://rehab.queensu.ca/academic-programs/policies>. RHBS students should particularly take note of the following:

- Procedures Regarding Thesis Defence
- Recording of Lectures and Other Learning Activities
- Authorship of Scientific and Scholarly Publication Policy

Doctoral Comprehensive Examination in Rehabilitation Science

A complete description of the Comprehensive Examination is provided in the Comprehensive Examination Guidelines available at: rehab.queensu.ca/academic-programs/rhbs/comprehensive-exam. The following is intended as a brief overview.

The Comprehensive Examination in Rehabilitation Science is composed of two parts:

Part A: An examination with written and oral components that tests knowledge in:

- i) Rehabilitation Science,
- ii) Research methods used in Rehabilitation Science, and
- iii) The area of the student's research focus.

Part B: Evaluation of the dissertation proposal both in written form and in an open oral defense, normally but not necessarily conducted as part of the Rehabilitation Science Seminar Series.

The comprehensive examination is a means of ensuring that all graduates of our doctoral program:

1. master the breadth and depth of knowledge related to rehabilitation science;
2. are able to formulate and defend arguments based on critical appraisal of the research evidence within the rehabilitation science literature;
3. are able to integrate and situate knowledge generated in the rehabilitation science field more broadly, such as within the health sciences community and society in general;
4. are able to competently discuss how different techniques of inquiry are used to create knowledge in the field of rehabilitation science;
5. apply their knowledge to critically appraise basic, clinical and applied research relevant to their research area.
6. make informed judgments on the application of appropriate research methodologies to their research area;
7. demonstrate a sound understanding of the scope, perspectives, concepts, current issues and research methods relevant to their area of study.

Students will demonstrate that they are well prepared to pursue original research in Rehabilitation Science at the doctoral level.

Doctoral students and their supervisors are encouraged to familiarize themselves with the Guideline document describing all components of the Part A and Part B processes.

CONDUCTING YOUR THESIS RESEARCH

Ethics Review

All research involving human participants will need Queen's University Ethics Board review and approval. Depending on the research focus and methods, it may be appropriate to submit to either the General Research Ethics Board (GREB) or the Health Sciences and Affiliated Teaching Hospitals Research Ethics Board (HSREB). Please note that GREB may be the appropriate board to review your research even if it is about health in some respect. While HSREB must be the board for any research involving hospital patients, health research about people in communities, or about practitioners of health or health-related occupations, may be reviewed by GREB. See the two REBs' websites for information about which REB is appropriate for your research, and for instructions about forms and attachments required for submissions.

GREB - <https://www.queensu.ca/urs/ethics/general-research-ethics-board-greb>

HSREB <https://www.queensu.ca/urs/ethics/queens-university-health-sciences-and-affiliated-teaching-hospitals-research-ethics-board>

When research by Queen's graduate students requires approval by another research ethics board (e.g., in another country, or at another health facility not included within HSREB's purview), the student must normally obtain ethics review and approval at Queen's GREB or HSREB (as applicable) **before also** obtaining ethics review and approval at the other research ethics board.

Graduate students must complete the Course on Research Ethics (CORE) tutorial before submitting any applications to either REB or becoming a student researcher affiliated with an ethics-approved project. CORE was developed by the Panel on Research Ethics (PRE) and supports the Tri-Council Policy Statement (TCPS 2) policy. The CORE course is an on-line interactive program with eight modules that can be completed in about 4 hours. See here:

http://www.pre.ethics.gc.ca/eng/education_tutorial-didacticiel.html

Because the requirement to have a certificate of CORE completion is a requirement at Queen's, students should use only their institution-specific email address (i.e., the Queen's one) and explicitly identify their institution when registering on the website.

Students who have already taken the CORE tutorial are also encouraged to visit the above website, and note that: "As of June 2019, [TCPS 2 \(2018\)](#) replaced TCPS 2 (2014) as the official research ethics policy of the federal research agencies (CIHR, NSERC, SSHRC).

WRITING AND DEFENDING YOUR THESIS

The thesis is a major requirement of the M.Sc. and Ph.D. programs. It must be expressed in a satisfactory literary form consistent with the field of rehabilitation science, and it must display a scholarly approach to the subject and a thorough knowledge of it. Parts of the thesis may be prepared

in a form suitable for separate publication, but it must overall comprise a coherent account of a unified research project rather than a collection of loosely connected studies. A critical review of previous work related to the subject and a concluding summation of the contribution made in the thesis to scholarship in rehabilitation must be included. Further guidance on the specific requirements of the School with respect to the thesis should be obtained from your supervisor.

A student engaged in research on a thesis must register for each term until they have completed the requirements of the degree. The thesis is not considered complete until the electronic version is uploaded to QSpace via the portal provided on the School of Graduate Studies website. Students are strongly encouraged to consult the SGS resources before beginning the creation of the thesis document to prevent creating a document format that will not be acceptable to SGS. See here:

- [SGS Document entitled General Forms of Theses](#)
- <https://www.queensu.ca/sgs/current-students/degree-completion>

An oral thesis examination is scheduled by the School of Graduate Studies (Ph.D.) or by the School of Rehabilitation Therapy (M.Sc.) upon request by the candidate's supervisor, coordinated through the RHBS Graduate Assistant. In preparation for the thesis examination, the candidate must obtain a scheduling form from the Graduate Assistant. After signature, the candidate must then submit the form and one copy of the thesis to the Graduate Assistant (this copy will be provided to the Chair of the examining committee) and one copy of the thesis to each of the members of the Thesis Examining Committee. Students are encouraged to ask the members of their examining committee whether they would prefer exclusively an electronic file of the thesis, or both an electronic file and a paper copy. For each member of the examining committee that requests a paper copy, the student must provide it to them in accordance with the timelines below. The Chair always receives a paper copy: delivered to SGS for PhD examinations, delivered directly to the Chair for MSc examinations.

Timelines:

- MSc: Copies of the thesis – electronic file, and paper where requested – must be delivered to all members of the examination **no later than ten (10) working days** before the examination date: i.e., two weeks, or longer to account for when the University may be closed on one or more weekdays (i.e., statutory holidays or over the December-January holiday break).
- PhD: Copies of the thesis – electronic file, and paper where requested – must be delivered to all members of the examination **no later than twenty-five (25) working days** before the examination date: i.e., five weeks, or longer to account for when the University may be closed on one or more weekdays (i.e., statutory holidays or over the December-January holiday break).

Under the School of Graduate Studies (SGS) regulation about thesis: Oral thesis examinations are normally open, meaning that all members of the Queen's community may attend. The regulation specifies that "Queen's community" includes all faculty, staff, and students of the University.

Students and supervisors are encouraged to consult the SGS regulation, and also the School of Rehabilitation Therapy policy on conduct of open defenses, available at:

<https://rehab.queensu.ca/academic-programs/policies/defence>

The examining committee will reach one of three decisions: i) passed (acceptable in its present form or pending minor revisions), ii) referred (not acceptable in present form, requires major revisions), or iii) failed (unacceptable even with substantive revisions).

When the candidate is required to make revisions, these revisions will need to be approved by at least the supervisor and possibly other members of the examining committee (depending on the outcome and decisions at the examination). The candidate remains enrolled during the period of making revisions, up until submitting the final version to QSpace accompanied by confirmation (typically from the supervisor) that the final version submitted by the student has addressed any revisions stipulated by the examining committee. Tuition fees will be assessed up to the date of receipt of this final version and the supervisory confirmation.

RESOURCES

😊 Helpful Hints from other Students 😊

- Your student card acts as a bus pass. Bus service is reduced on evenings, Sundays and holidays. [Kingston Transit](#) has a handy Trip Planner!
- Hospitality Services at Queen's offers [optional meal plans](#) for students not living in residence, including graduate students.
- To look for housing near campus Queen's Community Housing has listings available. This includes two apartment complexes located at west campus – [An Clachan](#) and [John Orr Tower](#) – as well as a variety of apartments and houses in the [University District](#) around campus. Community Housing also operates an [Accommodations Listing Service](#) where external landlords can post listings for student rental units.
- You are able to opt out of Queen's Health Plan if you have proof of other coverage; however, keep in mind that dentistry and a drug plan are included in this coverage. The health and dental plan is administered by the Society of Graduate and Professional Students ([SGPS](#)). The optional fee and health/dental **opt-out** period will run September 3 – September 30, 2019. The SGPS also offers an optional opt-in for additional coverage for any dependents during the same time period.
- Living expenses: students estimate they need a *minimum* of \$1,000.00 a month for living expenses *excluding* tuition. [Editorial note: this estimate has not been updated in several years.]
- Queen's provides the AMS Tricolour bus to Toronto, Montreal and Ottawa every weekend at great prices. You must buy your ticket in advance from Destinations in the JDUC (John Deutsch University Centre). See tricolouroutlet.ca/tricolour-express for more information
- International students should be prepared to bring or buy warm winter clothing (hat, coat, gloves, scarf and boots). In winter the temperature can go as low as – (minus) 25° C. Brrrr!
- International Student Identity Cards (ISIC) – for student discounts on travel and other services are available free at the SGPS office in the JDUC or see the ISIC website: <https://www.isic.org/>

Frequently Asked Questions

Q: Where do I get office supplies (paper, elastics, glue, staplers, paper clips, etc.)?

A: If these are costs associated with doing your course work, you must provide these yourself, or as a group. If you choose to “buy in bulk” consider discussing it with your Graduate Student Representative. The Campus Bookstore has some supplies.

If you need supplies because of your TA duties or GRF/GRA duties, contact the faculty member who supervises those duties.

Q: Who do I see if I have questions regarding funding?

A: If you have questions about your current funding, contact the Graduate Assistant or the Associate Director (Research and Post-Professional Programs). If you have questions about seeking funding sources for future years, speak to your supervisor frequently about funding opportunities. Your supervisor should assist you in preparing a competitive application.

Q: Are funds available to offset the costs associated with my research?

A: The School of Rehabilitation Therapy does not have an operating budget to support graduate students' research. Speak to your supervisor about whether he/she may have some funding available for you.

APPENDIX

Template: Graduate Student and Supervisor Memorandum of Understanding from SGS and SGPS

This template has been prepared jointly by the School of Graduate Studies (SGS) and the Society for Graduate and Professional Students (SGPS) in an effort to foster clear communication between graduate students and supervisors about their respective roles and responsibilities. The template is meant to complement the *SGS Graduate Supervision Handbook* and addresses aspects of the supervisory relationship that are key to the academic and professional success of research-stream graduate students. Through open and respectful discussion, students and supervisors can come to a mutual understanding about the working practices that will characterize the supervisory relationship, and thus support the success of the student, the supervisor, and the graduate program alike.

Recommended areas for discussion to arrive at mutually agreed upon expectations, between student and supervisor, are as follows:

Communication

- Supervisory meetings (How frequently will meetings occur? What are the expectations concerning preparation for meetings and follow-up? Where will meetings occur? Are there times that should be avoided?)
- Email correspondence (What response time for email communication is normally expected? What kind of issues can be dealt with by email? Email etiquette)
- Absence/leave of supervisor (How will the supervisor provide mentorship and supervision while away from campus, for instance during field work, and/or on leave? Will you connect by Skype or what means of communication will be established? What arrangements will be made for continued supervision if the supervisor is unavailable for a period of more than six weeks?)
- Updates and progress reports (How frequently will the student provide updates on research progress? What form will these updates take? Whose responsibility is it to initiate the annual report process? Will the entire supervisory committee be involved in the annual report process?)

Research and Publications

- Research resources (Are the resources required to support the completion of the proposed research available and onsite (e.g. instrumentation, technical support, materials & documents, etc)? Are these resources shared with other groups and if so, how do I ensure access when needed? If additional resources are required to complete the research, does the supervisor have means of acquiring them or exploring options?)
- Data records (What are the expectations and practices concerning the handling, storage, and dissemination of original data records?)
 - [RHBS note: Any plan about data records should also be congruent with information in ethics board submissions where applicable.]
- Authorship practices (How will authorship be determined in publications? How will disputes about authorship be resolved? How will decisions about publication venues be made?)
 - [RHBS note: Students and supervisors should consult the School of Rehabilitation Therapy's policy on Authorship of Scientific and Scholarly Publication.]

- Academic integrity and intellectual property (What are the roles and responsibilities of the student and supervisor in ensuring that University policies that govern academic integrity and intellectual property (IP) are understood and followed? Are there potential IP-related issues associated with the research? Are there third-party funders that have IP rights and if so, what impact might that have on publication and future research in the area after graduation?)
- Timelines and expectations of a full-time student (How many hours per week are students expected to invest in their studies? Are students expected to be on campus, in the lab, and/or in the graduate working space during fixed time periods? What milestones will be used to measure and track progress? What are the roles of the student and of the supervisor in ensuring timely progress towards degree completion?)

Evaluation and scholarly/professional development

- Feedback (In what form is the student expected to submit work for evaluation and feedback? How much notice should a student give a supervisor before submitting work for evaluation? What period of time does the supervisor require in order to thoroughly review and provide feedback on written work? In what form will evaluation and feedback be provided to the student? What are the expectations of the student and supervisor for follow-up on feedback provided?)
- Scholarly/professional development (What role will the supervisor play in assisting with the preparation of the student's research for dissemination, either at conferences, publications, or to diverse, audiences? What career mentorship will the supervisor provide? What are the expectations of the student in preparing for their intended career(s) while in the program?)

Supervisory/advisory committee

- Structure of the committee (What is the membership of the supervisory committee? What is the student's and supervisor's role in securing members for the committee? How frequently will committee meetings be held? What is the role of the committee and individual committee members in supporting the student towards successful completion of the program?)

Other areas for discussion

- Recognizing that there is a diversity of scholarly and research practices in graduate programs across the University, it is recommended that students and supervisors include in their memorandum of understanding any other facets of scholarship and research that are particular to the discipline, to the area of research, to the program, or to the known or anticipated personal circumstances of either party (e.g., care-giving responsibilities, accommodation requirements, career plans, etc.).

Date and signatures

[Include date and signatures on a written document]