

School of Rehabilitation Therapy Faculty of Health Sciences

Master of Science Occupational Therapy

Handbook 2021-2022

Our mission is to inspire and educate competent professionals, leaders and scholars to advance knowledge and enable occupation for individuals, groups, communities and populations.

Table of Contents

[Mission Statements 3](#_Toc48632500)

[Queen's University 3](#_Toc48632501)

[Faculty of Health Sciences 3](#_Toc48632502)

[School of Rehabilitation Therapy 3](#_Toc48632503)

[Master of Science in Occupational Therapy 3](#_Toc48632504)

[School of Rehabilitation Therapy Administrative Team 4](#_Toc48632505)

[School of Rehabilitation Therapy Support Staff 4](#_Toc48632506)

[School of Rehabilitation Therapy Faculty 6](#_Toc48632507)

[Faculty Contact Information 13](#_Toc48632508)

[Occupational Therapy Program Curriculum 14](#_Toc48632509)

[Curriculum Document: 16](#_Toc48632510)

[Fieldwork 16](#_Toc48632511)

[Additional Information for Occupational Therapy Students 19](#_Toc48632512)

[Essential Skills and Attributes Required for the Study of Occupational Therapy 19](#_Toc48632513)

[Description of the Skills and Attributes for Students in a MScOT level program 20](#_Toc48632514)

[Professional Standards 22](#_Toc48632515)

[Ethical and Privacy Issues as a Student Occupational Therapist 23](#_Toc48632516)

[Professional Issues as a Student Occupational Therapist 25](#_Toc48632517)

[Student Academic File 26](#_Toc48632518)

[Academic Advising for OT Teams and Individual Students 26](#_Toc48632519)

[Information for students with special needs regarding disability or language 27](#_Toc48632520)

[International Student Services 27](#_Toc48632521)

[Extenuating Circumstances 27](#_Toc48632522)

[Occupational Therapy Year One Course Descriptions 29](#_Toc48632523)

[Occupational Therapy Year Two Course Descriptions 31](#_Toc48632524)

[Tentative Sessional & Block Dates for Year 1 OT’22 Students\*\* 34](#_Toc48632525)

[Tentative Sessional & Block Dates for Year 2 OT’21 Students\*\* 35](#_Toc48632526)

[Helpful Resources at Queen’s University and in the School of Graduate Studies 36](#_Toc48632527)

[Student Academic Success Services 36](#_Toc48632528)

[Expanding Horizons 36](#_Toc48632529)

[Career Services 36](#_Toc48632530)

[Accommodation of Graduate Students with Disabilities 36](#_Toc48632531)

[School of Graduate Studies on-site Counselor 36](#_Toc48632532)

[Queen’s University Policies and Regulations 37](#_Toc48632533)

[Academic Integrity Policy of Queen’s University 37](#_Toc48632534)

[Other Queen’s University Policies 37](#_Toc48632535)

[Tips from Occupational Therapy Students 38](#_Toc48632536)

[Student Summary of Important Contacts and Additional Queen’s University Services 42](#_Toc48632537)

[Occupational Therapy Student Achievement Awards 45](#_Toc48632538)

[Internal Departmental Award for incoming and continuing students 45](#_Toc48632539)

[Internal Departmental Awards for continuing students 45](#_Toc48632540)

[Internal Departmental Awards for graduating students 45](#_Toc48632541)

[External Awards for continuing students 46](#_Toc48632542)

[External Awards for continuing and graduating students 46](#_Toc48632543)

[External Departmental Awards for graduating students 47](#_Toc48632544)

[General Information for Current Students 47](#_Toc48632545)

[New to Kingston and Queen's? Hints from Other Graduate Students 52](#_Toc48632546)

[Quick Reference – WebSites 54](#_Toc48632547)

School of Rehabilitation Therapy

**Master of Science in Occupational Therapy**

### Mission Statements

## Queen's University

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

**Helping people achieve excellence in research and scholarship.**

## Faculty of Health Sciences

Our Mission is to:

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

## School of Rehabilitation Therapy

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

## Master of Science in Occupational Therapy

Our mission is to inspire and educate competent professionals, leaders and scholars to advance knowledge and enable occupation for individuals, groups, communities and populations.

ADVANCING KNOWLEDGE – INSPIRING PRACTICE – TRANSFORMING LIVES

### School of Rehabilitation Therapy Administrative Team

**Dr. Marcia Finlayson**

Director of the School of Rehabilitation Therapy and Vice Dean in the Faculty of Health Sciences Appointments with the Director are arranged through Caitlin MacDonald in the main office or call 613-533- 6103.

Dr. Rosemary Lysaght

Associate Director (Occupational Therapy Program) School of Rehabilitation Therapy

Holds primary responsibility for the professional occupational therapy degree program (MSc OT).

Dr. Jordan Miller

Associate Director (Physical Therapy Program) School of Rehabilitation Therapy

Holds primary responsibility for the professional physical therapy degree program (MSc PT).

Dr. Kathleen Norman

Associate Director (Research and Post-Professional Programs) School of Rehabilitation Therapy

Holds primary responsibility for Rehabilitation Science, Aging & Health, and Rehabilitation & Health Leadership programs.

### School of Rehabilitation Therapy Support Staff

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

Emily Cornfield, Graduate Assistant, Physical Therapy Program

Sharon David, Financial Officer

Caitlyn Bilodeau, Research Grants & Financial Officer

Paul Doutre, Data Analyst and Information Technology Administrator

Brianna Fisher, Graduate Assistant, Occupational Therapy Program

Kathy Grant, Clinical Education for OT and PT Programs

Kayla Desloges, Professional Programs Assistant

Anne Linscott, Graduate Assistant, Rehabilitation Science Program

Caitlin MacDonald, Departmental Assistant

Martina McAllister, Graduate Assistant, Research and Post Professional Programs

Kathryn Parsons-Aldrich, Professional Programs Manager

Cheryl Power, Financial Assistant

Tim Rosillo, Research and Post-Professional Programs Manager

Sandra Turcotte, Departmental Administrative Manager

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

|  |  |  |
| --- | --- | --- |
| Main office - LDA 202 (for administrative functions – keys, room bookings, etc.) | 613-533-6103 | [rehab@queensu.ca](mailto:rehab@queensu.ca) |
| Brianna Fisher, OT Program Assistant | 613-533-6000 ext 77318 | [bf54@queensu.ca](mailto:bf54@queensu.ca) |

### School of Rehabilitation Therapy Faculty

|  |  |
| --- | --- |
| **Heather Aldersey**  B.A., M.Sc., Ph.D., is an Associate Professor and Queen’s National Scholar in International Community-Based Rehabilitation. She holds a Canada Research Chair (Tier 2) in Disability-Inclusive Development. Dr. Aldersey’s current research is focused on the social construction of disability across cultures, support for people with disabilities and their families, public policy, family innovation, and family quality of life. | https://www.rehab.queensu.ca/sites/default/files/team/Heather_Aldersey_2017.jpg |

|  |  |
| --- | --- |
| **Mohammad Auais**  BScPT, MSc PT, Ph., is an Assistant Professor in the Physical Therapy Program and a licensed physical therapist with expertise in musculoskeletal and geriatric rehabilitation. Mohammad's research aims to increase understanding of how modifiable factors interact to influence mobility of older adults, specifically those with hip fractures, and how to integrate this knowledge into rehabilitation. His ultimate aim is to bridge the gap between actual practices and optimal care, eventually leading to better health services and patient outcomes. | Dr. Mohammad Auais |
| **Beata Batorowicz**  BScOT, MSc (Rehabilitation Science), PhD, is an Assistant Professor in the Occupational Therapy Program and a licensed occupational therapist with clinical experience in assistive technology and augmentative and alternative communication. Dr. Batorowicz’s research and clinical interests focus on understanding and supporting social and activity participation of children and youth, technology-based interventions, transition to adulthood occupations, and interprofessional collaborative practice. Teaching responsibilities include: environmental dimensions of occupation, assistive technology, and advanced professional practice. |  |
| **Randy Booth**  BAH, BScPT, M Manip Ther. (Curtin), DPT, FCAMPT, PhD is an Assistant Professor in the Physical Therapy Program. Administrative responsibilities include placement recruitment, allocation, education, and support for students/clinicians regarding student supervision/evaluation. Clinical work involves Advanced Practice Physiotherapist for the Inter-professional Spine Assessment and Education Clinics at Kingston Health Sciences Centre. Research interests are within the field of orthopaedics, in particular, extended scopes of practice for Physiotherapists. Teaching responsibilities.  . | Dr. Randy  Booth |

|  |  |
| --- | --- |
| **Heidi Cramm**  Heidi Cramm, OT Reg. (Ont.), PhD, is an Associate Professor and teaches in the Occupational Therapy and Rehabilitation & Health Leadership (RHL) programs, with an active trainee group. Dr. Cramm’s research focuses on the families of military, veterans, and public safety personnel, with an emphasis on mental health, systems, trauma, and resilience/y. She is the Family Scientist at the Canadian Institute for Military and Veteran Health Research (CIMVHR) and is leading a CIHR-funded team grant on families of public safety personnel. | Dr. Heidi  Cramm |
| **Lisa Delaney**  Lisa Delaney, B.Sc.(OT) is a Fieldwork Coordinator and Term Adjunct Lecturer in the Occupational Therapy Program. OT Program Teaching responsibilities include fieldwork, enabling occupation in children and youth, community development, and clinical reasoning. Current clinical work includes school based rehabilitation with a focus on assistive technology, child and youth mental health, and occupational engagement following a concussion. | Lisa  Delaney |
| **Vincent DePaul**  PT PhD (Rehabilitation Science) is an Assistant Professor and teaches in the Physical Therapy program. His research focuses on understanding and optimizing functional mobility and physical activity in older adults and adults with stroke and other neurological conditions. Current work includes: evaluating the impact of aging-in- place models of living on the mobility and physical activity-related outcomes in older adults; and exploring how therapeutic variables such as such as feedback, guidance, and supervised and unsupervised practice impact re- learning of walking-related skills after stroke. | Dr. Vincent  DePaul |
| **Nandini Deshpande**  B.Sc., M.Sc., Ph.D. is an Associate Professor in the Physical Therapy Program. Dr. Deshpande’s research focuses on the physical function and mobility in older adults. Her work encompasses three areas of research; role of sensory functions and sensory integration process in postural control during standing and during locomotion, impact of aging and pathologies on sensory functions/sensory integration that may lead to functional deficits in older persons and fear of falling and its relationship with physical performance and disability in older persons. The current focus is on healthy aging and aging with diabetes. | Dr. Nandini  Deshpande |
| **Catherine Donnelly**  PhD is an Associate Professor in the Occupational Therapy Program. Research and clinical interests include: primary care with a focus on supporting healthy aging and participation in individuals with chronic conditions, collaborative practice and assessment/evaluation. Teaching responsibilities include: physical dimensions of occupation and clinical reasoning. | Dr. Catherine  Donnelly |
| **Megan Edgelow**  BSc(OT), MSc(RHBS), is an Assistant Professor in the Occupational Therapy Program. She is currently completing her Doctorate of Education (EdD) at Western University. She has work experience as an occupational therapist in the areas of in-patient and out-patient mental health. Her current clinical work includes the mental health of military members and Veterans. Research interests involve military, Veteran, and public safety personnel mental health and occupational engagement. Occupational Therapy Program teaching responsibilities include therapeutic groups and psychosocial determinants of occupation. She also teaches and supervises DSc students in the Rehabilitation and Health Leadership Program. | Megan Edgelow |
| **Afolasade Fakolade**  BMR(PT), MSc Neurorehabilitation, PhD (RHBS), is an Assistant Professor in the Physical Therapy Program. Dr. Fakolade’s research has focused primarily on development and evaluation of theoretically grounded programs to support full participation in health-promoting behaviours, particularly physical activity among people with advanced disability due to chronic neurological conditions such as multiple sclerosis and their family care partners. | Dr. Afolasade Fakolade |
| **Nora Fayed**  B.Sc. H. (Waterloo), M.Sc OT (Western), Ph.D.(McMaster) is an Assistant Professor in the Occupational Therapy Program. She has expertise in client-important outcomes research for children and families affected by chronic conditions with a special interest in quality of life. She currently leads client-centred research in partnership with policy and not for profit agencies. Teaching is informed by her research and clinical practice experience in feeding and swallowing for children, driving rehabilitation, and cognitive intervention for children with motor impairments. | Dr. Nora  Fayed |
| **Marcia Finlayson**  BMR (OT), MSc, PhD is a Vice-Dean (Health Sciences) and Professor 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 health services utilization, all with a focus on people affected by MS. | Dr. Marcia  Finlayson |
| **Sandra Fucile**  BSc, MSc., PhD, O.T. Reg. (Ont.) is an Assistant Professor in the Occupational Therapy Program. Dr. Fucile’s research focuses on improving the development, function, and quality of life of at-risk infants for sustaining neurodevelopmental disorders. Central to her program is the identification of neurodevelopmental biomarkers, development of innovative assessments tools and design of novel family-integrated intervention approaches to optimize the quality of life of at-risk infants and their families. | Dr. Sandra Fucile |
| **Setareh Ghahari – On sabbatical July 2020-21**  BSc, MSc, MOT, PhD, OT Reg. (Ont.) is an Associate Professor in the Occupational Therapy Program. Research and clinical interests include: health and education access for immigrants and refugees and individuals with neurological conditions. Teaching responsibilities include: Cognitive-neurological determinants of occupation (I & II) and Critical Enquiry Foundations. | Dr. Setareh  Ghahari |
| **Diana Hopkins-Rosseel**  RPT, D.E.C., B.Sc.(PT), M.Sc.(Rehab Science), Clinical Specialist (CRPT) is a tenured Professor in the Physical Therapy Program. Professor Hopkins-Rosseel’s research interests are in cardiovascular rehabilitation, behavioural modification, chronic disease prevention and management, exercise and cognition, and practice management education. Her teaching history includes professional issues in rehabilitation, basic and advanced cardiorespiratory physiotherapy, basic physiotherapy interventions, and business in rehabilitation practice. | Diana  Hopkins-Rosseel |
| **Dorothy Kessler**  B.M.R., MSc., PhD, O.T. Reg. (Ont.) is an Assistant Professor in the Occupational Therapy Program. Dr. Kessler’s research focusses on understanding the experiences of people living with chronic health conditions, as well as developing and testing of interventions and models of care to improve community reintegration and participation in personally valued activities among people with chronic health conditions such as stroke and Parkinson’s’ disease. Her research is centered on interventions and approaches that engage and empower the person to manage their care. | Dr. Dorothy  Kessler |
| **Melanie Law**  BAH, BScPT, MPA is a Lecturer and Associate Academic Coordinator of Clinical Education for the Physical Therapy Program at Queen’s University, which involves overseeing the clinical placement program for the Physical Therapy students. Melanie sits as part of many regional, provincial, and national committees. Her diverse clinical experience as a physical therapist includes acute care, rehab and community settings. | Melanie  Law |
| **Graeme Leverette**  B.A.H (Kin), M.Sc.PT is a Continuing Adjunct in the Physical Therapy Program. He is the clinic manager and a practicing physiotherapist at The Physical Therapy Clinic at Queen's University. Having previously worked with Queen's varsity athletics, his interests continue to be within the field of orthopaedics, in particular, low back pain and clinical best practices. His teaching responsibilities are in the musculoskeletal component of the program and have included: Functional Anatomy, Muscle and Joint Function, Electro-Physical Agents, Diagnosing Dysfunction, Spinal Disorders, and Motor Function Occupation. | Graeme Leverette |
| **Rosemary Lysaght**  Ph.D., MSc., B.Sc (OT), is Associate Director, School of Rehabilitation Therapy (Occupational Therapy Program) and Professor in the School of Rehabilitation Therapy. She holds degrees in occupational therapy, rehabilitation counselling, and educational research & evaluation. She has worked as both an occupational therapist and program evaluation consultant. Her teaching is in the areas of occupational therapy professional practice, research methods and the lived experience of disability. She is also a faculty member in the Rehabilitation Science and Rehabilitation and Health Leadership programs. Dr. Lysaght’s research interests include: productivity roles of adults with disabilities; workplace and social integration of persons with disabilities; social enterprise; and educational strategies in the health sciences. | Rosemary  Lysaght |
| **Mary Ann McColl**  Ph.D., M.T.S., M.H.Sc., B.Sc. (OT) is a Professor in Occupational Therapy and Public Health Sciences; Associate Director, Centre for Health Services & Policy Research; and, Academic Lead, Canadian Disability Policy Alliance. Dr. McColl’s current research is focused on disability policy, spirituality and occupational therapy theory. | Dr. Mary Ann  McColl |
| **Jordan Miller**  B.Sc., M.Sc.(PT), PhD is an Associate Director (Physical Therapy Program) and Assistant Professor in the Physical Therapy Program. Dr. Miller’s research aims to reduce pain related disability. More specifically, his research focuses on developing and evaluating new self- management interventions for people living with acute to chronic pain, advancing primary care management for people with musculoskeletal conditions and pain, and translating new evidence into clinical practice and education. His teaching responsibilities include teaching Spinal Disorders in the Physical Therapy program and supervision of student research. | Dr. Jordan  Miller |
| **Susanne Murphy**  B.Sc. (OT), M.Sc., is a Fieldwork Coordinator and Assistant Professor in the Occupational Therapy program. Her diverse clinical experience as an occupational therapist includes acute care, rehab and community settings. Research interests include: health policy, clinical fieldwork education and interprofessional education and collaborative practice. Recent research includes safety planning for suicide prevention, the impact of post- traumatic stress disorder exposure on children growing up in military-connected families, service needs for individuals living in the community, assistive technology design in a teaching environment and competency- based evaluation in fieldwork. Her primary focus in teaching is fieldwork. | Susanne  Murphy |
| **Kathleen Norman**  B.Sc. (PT), Ph.D. is Associate Director (Research & Post-Professional Programs), School of Rehabilitation Therapy, a Professor in four of the School's five Programs, and a Reznick Scholar in the Faculty of Health Sciences. Dr. Norman’s research interests are focused on physiotherapist workforce issues and physiotherapy student education; this research encompasses demographics and history of the profession, practice patterns and assessment of competence. It also includes how physiotherapy students learn to be skilled, and how physiotherapists work in our current health care systems. She collaborates with colleagues in research about primary care of people with low back pain. | Dr. Kathleen  Norman |
| **Trisha Parsons –** Sabbatical commences March 2021  BScPT, PT, PhD is an Associate Professor in the Physical Therapy Program. Trisha Parsons is a physiotherapist, scientist, and faculty member at Queen’s University in Kingston, ON. Her work is in the field of Renal Rehabilitation. As an AMS Phoenix Fellow she is evaluating strategies to develop and sustain narrative competence in physiotherapists in order to support the delivery of patient-centered care for persons with complex health conditions. | Dr. Trisha  Parsons |
| **Nicole Bobbette -** BAH, MSc.OT, PHD, OT Reg. (Ont.) is an Assistant Professor in the Occupational Therapy Program. Dr. Bobbette’s research aims to support the health and wellness of people with developmental disabilities and caregivers. She has a particular interest in qualitative methodologies, patient-oriented health service research and inclusive research practices. Her teaching responsibilities include: community development as applied to Occupational Therapy, the lived experience of Disability and physical determinants of Occupation. | A person smiling for the camera  Description automatically generated with medium confidence |

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

### Faculty Contact Information

|  |  |  |
| --- | --- | --- |
| Faculty Members  (most offices are located on the 2nd floor of LDA) | Direct Lines 613-533-xxxx  Main Line: 613-533-6103  613-533-6000 ext 7xxx | Email Address |
| Aldersey, Heather Dr. | 533-6088 | [hma@queensu.ca](mailto:hma@queensu.ca) |
| Auais, Mohammad | 533-3112 | [Mohammad.auais@queensu.ca](mailto:Mohammad.auais@queensu.ca) |
| Batorowicz, Beata Dr. | 533-6236 | [Bb97@queensu.ca](mailto:Bb97@queensu.ca) |
| Booth, Randy | 533-6102 | boothr@.queesu.ca |
| Cramm, Heidi Dr. | 533-6094 | [heidi.cramm@queensu.ca](mailto:heidi.cramm@queensu.ca) |
| Bobbette, Nicole Dr. | 533-6103 | bobbette@queensu.ca |
| DePaul, Vincent Dr. | 533-6239 | [vincent.depaul@queensu.ca](mailto:vincent.depaul@queensu.ca) |
| Deshpande, Nandini Dr. | 533-3916 | [Nandini.Deshpande@queensu.ca](mailto:Nandini.Deshpande@queensu.ca) |
| Donnelly, Catherine Dr. | 533-6385 | [donnelyc@queensu.ca](mailto:donnelyc@queensu.ca) |
| Edgelow, Megan | ext 75593 | [Megan.Edgelow@queensu.ca](mailto:Megan.Edgelow@queensu.ca) |
| Fakolade, Afolasade Dr. |  | a.fakolade@queensu.ca |
| Fayed, Nora Dr. | 533-6101 | [Nora.fayed@queensu.ca](mailto:Nora.fayed@queensu.ca) |
| Finlayson, Marcia Dr. | 533-6103 | [marcia.finlayson@queensu.ca](mailto:marcia.finlayson@queensu.ca) |
| Fucile, Sandra Dr. | 533-2143 | Sandra.fucile@queensu.ca |
| Ghahari, Setareh Dr. | 533-6789 | [setareh.ghahari@queensu.ca](mailto:setareh.ghahari@queensu.ca) |
| Hopkins-Rosseel, Diana | 533-6096 | [hopkinsd@queensu.ca](mailto:hopkinsd@queensu.ca) |
| Jull, Janet Dr. | 533-6461 | [jj82@queensu.ca](mailto:jj82@queensu.ca) |
| Kessler, Dorothy Dr. | 533-6551 | [Dk75@queensu.ca](mailto:Dk75@queensu.ca) |
| Law, Melanie | 533-6595 | [Melanie.law@queensu.ca](mailto:Melanie.law@queensu.ca) |
| Leverette, Graeme | Email preferred | [gl33@queensu.ca](mailto:gl33@queensu.ca) |
| Lysaght, Rosemary Dr. | 533-2134 | [lysaght@queensu.ca](mailto:lysaght@queensu.ca) |
| McColl, Mary Ann Dr. | 533-6319 | [mccollm@queensu.ca](mailto:mccollm@queensu.ca) |
| Miller, Jordan Dr. | 533-6710 | [Jordan.miller@queensu.ca](mailto:Jordan.miller@queensu.ca) |
| Murphy, Susanne | 533-6815 | [susanne.murphy@queensu.ca](mailto:susanne.murphy@queensu.ca) |
| Norman, Kathleen Dr. | 533-6104 | [Kathleen.norman@queensu.ca](mailto:Kathleen.norman@queensu.ca) |
| Parsons, Trisha Dr. | ext 79127 | [parsonst@queensu.ca](mailto:parsonst@queensu.ca) |
|  |  |  |
|  |  |  |

### Occupational Therapy Program Curriculum

Our MSc(OT) program prepares students to enter the OT profession. The program offers a dynamic curriculum that will meet and exceed professional and practice standards. It prepares students with graduate level knowledge, skills, competencies and professional behaviours required for practice in the complex and ever changing health care arena. All students are expected to be registered on a full-time basis for two years (24 months). In order to meet the mission, goals and objectives, the program is organized into the following five themes:

Theme I Fundamentals of Occupational Therapy, Disability & Health Theme II Dimensions of Occupation

Theme III Lifespan

Theme IV Communication

Theme V Critical Reasoning

The five theme areas are horizontally integrated which allows students to start with the basic material and then progress to more complex ideas over the course of the two-year curriculum. Accompanying this integration is an increasing emphasis on the development of independent and self-directed learning. The themes are also vertically integrated, thereby allowing students to clearly incorporate their academic and fieldwork experience. The curriculum is inquiry-based, in that the investigation of problems or key questions forms the basis for all course development. This progressive, integrated, inquiry-based curriculum allows for the development of increasing competencies in the field of OT and encourages deeper understanding of OT practice. All students emerge from the program with an in-depth exposure to the full spectrum of communication skills required to support both practice and leadership interactions and the field of community development. All students develop skills and knowledge in the area of clinical reasoning, critical inquiry and evidence-based practice, which serve as a foundation for all educational experiences in this curriculum.

The MScOT curriculum consists of a combination of required academic and fieldwork courses. The curriculum is based on a recognized theoretical framework and taxonomy for occupational therapy, developed by Queen's occupational therapy faculty and colleagues (McColl, Law, Stewart, Doubt, Pollock & Krupa 2003). There is an emphasis on the integration of basic science and social science with theory and practice and a focus on what it means to be a professional within a complex and rapidly changing health care system. Consequently, it is expected that each course will build on the foundational material required (e.g., anatomy, physiology, psychology, application to this knowledge to their fieldwork and other health related experiences. The intent is to encourage self-directed learning, transformative learning, team-based learning and reflective practitioner behaviours. The MScOT curriculum promotes increasing levels of complexity and understanding and thus we expect students to demonstrate higher levels of learning throughout the educational process. We also intend to capitalize on their considerable intellectual and reflective capabilities (gained through their undergraduate studies) immediately. For example, we expect students to engage in interpretation, application and critique as soon as they begin with coursework and we will expect the application of evidence in their practice upon graduation.

### Curriculum Document:

Please visit the curriculum document at this link: <https://rehab.queensu.ca/source/OT/OT-Curriculum-Document.pdf>

Within it, you will find graphics depicting our Integrated Curriculum Framework, our Educational Conceptual Framework, and our Professional Conceptual Framework. You will also find a graphic which depicts the flow of the curriculum across the 24 month program, as well as our course descriptions.

The curriculum is inquiry-based in that the investigation of problems or key questions forms the basis for all course development. This progressive, integrated, inquiry-based curriculum allows for the development of increasing competencies in the field of OT and encourages deeper understanding of OT practice. All students emerge from the program with an in-depth exposure to the full spectrum of communication skills required to support both practice and leadership interactions and the field of community development. All students develop skills and knowledge in the area of clinical reasoning, critical inquiry and evidence based practice, which serve as a foundation for all educational experiences in this curriculum.

### Fieldwork

Fieldwork is a critical component of the curriculum, with 1000 hours designated by the World Federation of Occupational Therapists’ accreditation standards as the minimum required level. Within the Queen’s curriculum, the student is exposed to a well-rounded fieldwork portfolio reflecting planned experiences in a variety of practice settings with a range of client populations. Progression through three levels of fieldwork: educating, transition and consolidation reflect the graded learning objectives and levels of supervision that occur in the two year program (Sullivan & Bossers, 1998). The Competency Based Fieldwork Evaluation for Occupational Therapists [CBFE-OT] (Bossers, Miller, Polatajko, & Hartley, 2007) is utilized to evaluate student fieldwork performance in seven competencies.

Formative evaluation occurs at mid-term and summative at the end of the fieldwork placement. Each student must purchase their own copy of the CBFE-OT for use in all fieldwork courses. The CBFE-OT is available for purchase at the Queen’s Campus Bookstore.

Fieldwork courses are integrated, through the program themes, with academic coursework. Students are expected to be available during the regularly scheduled fieldwork blocks. Any student who misses time within a fieldwork block may compromise successful completion of their academic program. The occupational therapy program places a high value on the partnership with the academic/clinical community and the program expects that, as a program ambassador, all students will do the same by demonstrating high levels of professionalism and respect in all interactions with the academic/clinical community. This expectation spans all academic and fieldwork activities.

Please note: **Students or their families are not permitted to approach facilities or therapists** to recruit, broker or negotiate their own placements or placement dates and any direct contact with intent to do so may result in the cancellation of a placement or potential placement. Students are responsible for all costs associated with fieldwork placements including travel, commuting and accommodation.

During program orientation there are a number of mandatory sessions designed to prepare you for your fieldwork placements. Students must be in attendance on September 4 - 5 to ensure all requirements for fieldwork placements are met.

Students must submit copies of the following documents prior to the start of classes:

* Competed Proof of Immunization/Serologic Status. See the2021-22 Immunization Form and Immunization Procedure- <https://rehab.queensu.ca/index.php/academic-programs/mscot/student-resources>
* Proof of current Standard First Aid (St. John’s Ambulance, Red Cross or equivalent) and CPR – Level BLS or HCP (4 hours minimum)
* Criminal record check for working with vulnerable populations
* Accessibility for Ontarians with Disabilities (AODA) Training modules, certificates of completion
* Infection Prevention and Control (IPAC) Core Competency Course, certificates for all four (4) required modules
* Health and Safety Awareness training, certificate of completion

### Additional Information for Occupational Therapy Students

### Essential Skills and Attributes Required for the Study of Occupational Therapy

[This is a document approved by the Ontario Council for University Programs in Rehabilitation Sciences (OCUPRS) in December 2018. It was designed principally for the information of prospective applicants to Occupational Therapy programs at Ontario Universities]

Introduction

This document provides information for applicants to Occupational Therapy programs, students, faculty, staff, accessibility service providers, health professionals, and the public about the essential skills and abilities expected of candidates in Occupational Therapy (OT) entry-to-practice programs. The purposes of the Essential Skills and Abilities document are to:

* + provide information to prospective OT candidates so they can make an informed choice regarding applying to a program;
  + help guide OT candidate, faculty and staff efforts toward student achievement of the essential skills and abilities;
  + help prospective and current candidates decide if they should register with student accessibility services;
  + help candidates, student accessibility advisors, faculty, staff and health professionals develop reasonable accommodations such that candidates may meet the ESA requirements;
  + help ensure the safety of learners during the education program
  + help ensure the safety of patients/clients during student clinical encounters.

The Ontario graduate university programs in Occupational Therapy are responsible for providing their enrolled students with opportunities to develop the competencies (academic knowledge, professional behaviours, attitudes and clinical skills) to enter the profession of Occupational Therapy in Ontario.

Students interested in pursuing a graduate degree in occupational therapy must understand the skills and attributes required to undertake a Master’s level degree program in occupational therapy.

An offer of admission to an occupational therapy graduate program should not be interpreted as

evidence that the program has independently verified an applicant’s skills and attributes in the domains described below. The applicant should self-assess these skills and attributes that are essential to acquire the competency standards of the profession.

The competency standards for occupational therapy are described in the Profile of Occupational Therapy Practice in Canada (the Profile of Occupational Therapy Practice in Canada was first published in 2007 and revised in 2012 by the Canadian Association of Occupational Therapists [CAOT]. The document is available for download from the CAOT website at [www.caot.ca/pdfs/2012otprofile.pdf)](http://www.caot.ca/pdfs/2012otprofile.pdf)) and in the Essential Competencies of Practice for Occupational Therapists in Canada (May 2011 [3rd edition] as published by ACOTRO and available on the ACOTRO website at http://www.acotro- acore.org/sites/default/files/uploads/essentialcompetenies3rded\_webversion.pdf). These complementary documents describe the knowledge, skills and abilities that students admitted to the Occupational Therapy programs must develop to be eligible for practice as an entry-to-practice

occupational therapist. Through the course of their program, students must, in addition to demonstrating competence in fundamental and applied knowledge and skills for occupational therapy practice, demonstrate sound clinical and professional judgment, and responsible decision-making in keeping with all relevant laws, regulations, professional codes of ethics and standards of evidence- based practice. In addition to obtaining a degree in occupational therapy, an individual must pass the Canadian Association of Occupational Therapists (CAOT) Certification Examination and be registered with the regulatory organization in the province in which the graduate will practice (in Ontario, the College of Occupational Therapy of Ontario), in order to practice as an occupational therapist. (For more complete information about the CAOT Certification Examination, consult the CAOT website at www.caot.ca.)

### Description of the Skills and Attributes for Students in a MScOT level program

This section elaborates on the skills and attributes expected of students entering programs of occupational therapy in Ontario. Note that while some specific examples are included, these are illustrative and not exhaustive.

Aptitude and attitude

Individuals seeking to enter an occupational therapy program must have an interest in promoting health and well-being through occupation. They must demonstrate sensitivity, compassion, integrity, and concern for others. They must have the cognitive abilities to understand and develop theoretical knowledge and technical expertise to work collaboratively with their peers, clients, colleagues, managers and payers. They must be respectful of individuality and diversity, build trusting relationships, demonstrate excellent interpersonal skills to educate and enable clients and families, demonstrate creative problem solving skills and conflict resolution skills, and manage multiple, potentially competing demands.

Individuals must have the capacity to manage the academic rigour of an intensive and highly integrated classroom and clinical curriculum, and must commit to continuous personal and professional development via reflection and feedback. Ethical and emotional maturity, and integrity are required.

Information gathering skills

Students must be able to gather information about a client’s status that can be acquired through visual, auditory and tactile senses. Gathering information typically includes reviewing charts or other written documentation, communicating with clients, observing body language, palpating parts of the body, and using assessment tools. The ability to gather information from the literature and other sources to inform OT service delivery is required.

Communication skills

Students must be able to listen, observe verbal and nonverbal information, and formulate verbal communications and text that are appropriate to the recipient and that facilitate the intended outcomes. Students must be able to give and receive feedback, communicate effectively and sensitively with clients, families and communities, as well as members of health care, social service or educational teams. Students must be able to coherently and succinctly summarize a client’s condition, assessment and intervention plan both verbally and in text (handwriting and /or electronically) to maintain clear, accurate and appropriate records that comply with regulatory and organizational record-keeping standards.

Students must be able to collaborate effectively with health care, social service and educational team members, communicating verbally, non-verbally, and in text. Respect for team mates with a focus on ethical practice is important for interprofessional collaboration.

Some programs may have specific language requirements to meet the needs of the clinical settings in a geographical area. Students should note requirements for comprehension and fluency are often higher than is generally assessed in standard testing of language fluency, due to the need for sensitive and nuanced communications with diverse client groups. In particular, students must facilitate client safety, informed decision-making and fully independent and ethical interactions with clients. Students are responsible for achieving the required high level of communication skills.

Critical thinking skills

Students must demonstrate the cognitive skills and memory necessary to retain, analyze, integrate and synthesize complex and diverse bodies of knowledge and particular information. Applicants must demonstrate open-mindedness and insight to be able to integrate and apply models, frameworks and theories in occupational therapy. Effective problem solving, conceptual thinking and judgment are necessary to address client needs, and to engage the client through occupation in a safe and efficient manner. Students must demonstrate these critical thinking skills in all learning environments, including the classroom and in clinical and community settings in order to build a foundation for evidence-based practice. Students must also demonstrate a capacity to accurately reflect on their performance in order to self-direct their learning.

Psychomotor/Physical skills

Students must consistently demonstrate the physical health and skills required to provide safe, effective and efficient service (assessment, consultation and intervention) for clients. Students must be able to apply assessment and intervention tools and instruments using required procedures to maintain standardization in assessments or interventions. Most programs require that students have the capacity to participate in all learning experiences of the educational program on a full time basis (approximately 8 hours of classroom or clinical instruction per day). Examples of physical activities include using mechanical lifts and performing or directing transfers, positioning clients in bed or wheelchairs, enabling client mobility, maneuvering in confined spaces, manipulating small parts of assessment tools, and supporting clients in reaching, handling, manipulating, lifting and moving objects.

Coping and resilience

Students must consistently demonstrate the coping skills and resilience required for full utilization of intellectual, physical and emotional abilities in academic and clinical learning.

Students must also be able to tolerate the physical, emotional and mental demands of the program and perform effectively under stress. It is critical that students are able to adapt to changing environments and expectations across courses and clinical assignments, and function well in the face of challenges that are inherent in working with clients. Students must consistently demonstrate the resilience and coping skills to manage difficult or ethically challenging scenarios that frequently arise in occupational therapy practice settings.

Students must be capable and demonstrate accurate and consistent self-assessment in all program requirements, identify challenges, seek guidance when indicated and implement strategies to manage challenges that may impact any of these essential skills and attribute requirement.

Students with Disabilities

Ontario Occupational Therapy programs are committed to ensuring that students are afforded an academic environment that is dedicated to the advancement of learning and that is based on the principles of equitable access and individual dignity; as such, they are committed to facilitating the integration of students with disabilities into the University community. Their Faculties/Schools also strive to preserve the academic integrity of the University and the program by affirming that all students satisfy the essential requirements of the program and program courses.

Each student with a disability is entitled to reasonable accommodation that will assist her/him to meet the program standards and academic requirements. Reasonable accommodation cannot compromise the essential requirements of a program or client/patient safety and well-being. The purpose of a reasonable accommodation is to ensure the student with a disability has the same opportunity as his/her student peers to attain the required operational level, but is not meant to guarantee success in the program.

Exploring reasonable accommodation options may involve the exercise of flexibility by both the University and the student with a disability, while maintaining the academic and technical standards and requirements of the program. The student with a disability must be able to demonstrate the requisite knowledge and behaviours, and perform the necessary skills independently and safely. In rare circumstances, an intermediary may be appropriate. Instances when an intermediary may not be appropriate include, for example, where the intermediary has to provide cognitive support; or is a substitute for cognitive skills; or is solely conducting an assessment or treatment; or supplements clinical reasoning or judgment. The appropriateness of an intermediary will be assessed on a case by case basis.

Before accepting an offer of admission, students who may require disability related accommodations are strongly advised to review the policies, procedures, and regulations regarding accommodations and consult with the University’s student accommodation services and the Faculty/School making the offer. Please note that certain accommodations obtained in previous educational settings may not be appropriate, particularly with respect to clinical requirements. If admitted, students will be required to follow the policies and procedures of the University and Faculty/School within which the program is located.

Note: specific programs in Ontario may have additional program specific essential requirements.

### Professional Standards

The regulatory bodies for occupational therapy in Canadian provinces and territories, defines specific parameters for all interactions with clients. Socialization into the profession of occupational therapy

includes requirements for professional conduct that are in line with both the expectations of Queen’s University and the bodies across Canada like the College of Occupational Therapists of Ontario (COTO), regulate the practice of occupational therapy. The Association of Canadian Occupational Therapy Regulatory Organizations (2011) outlines seven units of competencies for professional occupational therapists.

1. Assumes Professional
2. Responsibility
3. Thinks Critically
4. Demonstrates Practice Knowledge
5. Utilizes an Occupational Therapy Process to Enable Occupation
6. Communicates and Collaborates Effectively
7. Engages in Professional Development
8. Manages Own Practice and Advocates within Systems

For detailed information concerning standards of practice for occupational therapists in Canada, please visit <https://acotro-acore.org/sites/default/files/uploads/ACOTRO_EC_3rd_ed.pdf> Competencies 1, 4, and 5 above are particularly relevant to the following guidelines for professional conduct as an occupational therapy student. As occupational therapy has moved to a graduate entry- level degree program, there has been a shift away from skills- based evaluation to competency- based evaluation. Competencies reflect the integration of theoretical and clinical learning and move beyond simple skill assessment (Epstein & Hundert, 2002).

### Ethical and Privacy Issues as a Student Occupational Therapist

Students are expected to adhere to the ethical guidelines set out by the appropriate College of Occupational Therapists of Ontario. Refer to the COTO website for information on privacy, ethics, and confidentiality at <https://www.coto.org/resources/guide-to-the-code-of-ethics>. Confidentiality is a critical issue in health care, and is attended to specifically in the occupational therapy curriculum at

Queen’s University. Institutional regulations regarding confidentiality may apply in fieldwork settings.

Maintaining the Privacy of Others

In order to maintain privacy, students must refrain from using names or personal details concerning any of the following individuals or groups encountered during academic or fieldwork learning, including: patients/clients, community members/volunteers involved in academic or fieldwork courses, staff, therapists, administrators or fellow students/colleagues. Students must also refrain from identifying any institutions in course discussions or assignments. In other words, when submitting assignments, students must omit any information that might identify patients, volunteers/mentors, staff, therapists, administrators, and in some instances, the institution where professional services are provided. In the academic setting, students may learn personal information about their peers, and shall not share information they have gained regarding a peer without permission from the peer in question.

Personal Privacy

The privacy of students using OnQ course materials is ensured as long as you do not reveal yourself by posting or writing a message using any of the course communication tools. If you choose to do so, you are choosing to reveal your name to instructors and the entire class.

Instructors and students are bound by the ethical procedures outlined in the Queen's Information Security Policy Framework at [https://www.queensu.ca/secretariat/policies/senate/electronic-information-security-policy-](https://www.queensu.ca/secretariat/policies/senate/electronic-information-security-policy-framework/electronic-information-security) [framework/electronic-information-security](https://www.queensu.ca/secretariat/policies/senate/electronic-information-security-policy-framework/electronic-information-security)

Confidentiality (Course Materials)

All course material is the property of the Instructor and cannot be shared with anyone who is not a student of this course. **Sharing of course materials among past students and current students is not permitted**. Instructors and students are further reminded that all material on the Discussion Board in OnQ is the property of the original author and may not be used in any way without the writer’s explicit permission. Further information on copyright issues and sharing of materials can be gathered from the Queen’s Copyright Advisory Office (CAO) at [http://library.queensu.ca/copyright.](http://library.queensu.ca/copyright)

Plagiarism and Academic Integrity

Please note that postings to OnQ and other assignments must be the students' original work, unless otherwise clearly stated. Quotations may be included to support the points made, but they must be clearly cited with the source of the reference (book, web site, journal, etc.) Copying from books, journals and web sites without citing the reference is not permitted.

More information on plagiarism can be found in the Queen’s University Academic Integrity Policy: Academic integrity is constituted by the five core fundamental values: honesty, trust, fairness, respect and responsibility. Queen's students, faculty, administrators and staff all have responsibilities to support and uphold the fundamental values of academic integrity. <https://www.queensu.ca/sgs/graduate-calendar/academic-integrity-policy>

Breaches of ethics and academic integrity will be dealt with by the Coordinator of the course, the Associate Director responsible for the Occupational Therapy Program, and the Director of the School of Rehabilitation Therapy. Breaches of ethics and academic integrity will jeopardize a student’s success in the course and program.

### Professional Issues as a Student Occupational Therapist

A profession is defined as follows:

“An occupation whose core element is work based upon the mastery of a complex body of knowledge and skills. It is a vocation in which knowledge of some department of science or learning or the practice of an art founded upon it is used in the service of others. Its members are governed by codes of ethics and profess a commitment to competence, integrity and morality, altruism, and the promotion of the public good within their domain. These commitments form the basis of a social contract between a profession and society, which then in return grants the profession a monopoly over the use of its knowledge base, the right to considerable autonomy in practice and the privilege of self-regulation. Professions and their members are accountable to those served and to society.” (Cruess, Johnston & Cruess, 2004).

As professionals, we have duties to the public, to our peers and to our superiors.

It is critical that occupational therapy students understand that professional behaviour is an expectation in the academic setting and in clinical settings. This means that in-class behaviour is just as important as behaviour while on fieldwork and will be treated as such by the Queen’s Occupational Therapy Program. Attendance at class sessions is mandatory.

Offering Feedback

From time to time during the program, students will have an opportunity to provide feedback to peers, clinical instructors/clinical preceptors, university staff, and faculty. The expectation is that this feedback will be communicated in a manner that is respectful, constructive and free of any defamatory or libelous content. Persons giving the feedback will declare their identity and offer the feedback directly to the person involved. Use of any web-based delivery of this type of feedback is discouraged unless formally solicited by the Occupational Therapy Program, such as through an on-line survey.

Netiquette

Students should be aware of the importance of observing "netiquette" when writing and sharing information electronically. Consider the impact of how you write information and share it electronically (i.e. email and discussion boards) and be aware of the impression you are making for the receiver of this correspondence or documentation. While courses with an online component will include elements of netiquette in their marking rubrics/guidelines, all students should take time to refer to [http://www.studygs.net/netiquette.htm.](http://www.studygs.net/netiquette.htm)

Netiquette also extends to email communication to peers, team members, community mentors, staff, faculty and preceptors. Communication must be professional at all times and is a permanent communication record. Students must be aware that any correspondence can be placed within their student file.

Use of Technology

As technology increases its presence in our daily lives, students may have access to computers or cell phones while in classroom and fieldwork settings. Computers are welcome in the classroom as a learning resource. However, the inappropriate use of computers is distracting to other students and is disrespectful to the Course Instructors and their guest speakers.

Any student found using their computer during class time for activities not related to learning will lose the privilege of bringing their computer to class. A discussion of their actions will occur with the Course Instructor, and this incident will also be recorded in his or her student file. Unacceptable activities include the use of social media (Facebook, email, etc.), surfing the internet, and other non-class related activities.

Computer use during fieldwork placements will be guided by the preceptor and the setting. However, the same rules regarding social networking apply in class and on fieldwork. The use of cell phones for texting or surfing the internet in class or in fieldwork settings is unnecessary and unprofessional. Cell phones should not be visible in class or during fieldwork placements.

### Student Academic File

Each student has an academic file, created when they are accepted into the Occupational Therapy

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

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

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

### Academic Advising for OT Teams and Individual Students

Students are assigned, in teams, to specific faculty members who will meet with their students individually or as teams when needed to discuss issues concerning the academic program. More specifically, the role of the academic advisor is to:

1. Meet with assigned teams of students in September of the first year of their studies for introductions and to describe the academic advisor system and the role of the advisor;
2. Direct assigned students to resources and opportunities to learn about matters related to degree requirements, graduation requirements, academic standing, School and University regulations, appeal processes, awards and funding opportunities, and processes for common academic issues (e.g., absence for an examination);
3. Recommend and refer students to academic and health related resources when applicable;
4. Direct students to Accessibility Services for all matters related to disability and learning accommodations;
5. Support students in their problem solving/decision making related to their academic studies;
6. Direct students with issues related to program level matters to appropriate individuals and processes; and
7. Document in the student file summaries of meeting/contacts related to the advisory role.

### Information for students with special needs regarding disability or language

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

### International Student Services

Queen’s University has a vision and reputation for international involvement and it welcomes people from all over the world, many of whom have learned English as a second language. Services to assist in perfecting English language skills are described by the Queen’s International Centre at quic.queensu.ca. Students in the MSc(OT) program are expected to demonstrate self-reliance in obtaining high proficiency in English language skills appropriate to fieldwork practice as an occupational therapist.

Further information is provided elsewhere in this Handbook and on the School of Rehabilitation Therapy’s website on these topics.

### Extenuating Circumstances

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

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

Privacy and confidentiality are to be respected, protected and maintained throughout the academic consideration process. Faculty / School Offices may request documentation, at their discretion, to verify the extenuating circumstance while keeping the privacy of information disclosed by students a priority. Students should not be required to disclose specific details to educators regarding the circumstances resulting in their request for academic consideration. In cases where a student provides a confidential verification, no other documentation should be requested from the student.

The university is committed to responding to students in a fair and consistent manner; however, academic consideration may be individualized due to the nature of each student’s specific circumstances, and differing program requirements. Faculty/School Offices can exercise discretion in responding to requests for academic consideration in extenuating circumstances, as appropriate, while working with educators to ensure that essential academic requirements are met.

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

Responsibilities:

Procedures for a range of extenuating circumstances, pertaining to the individuals and units below, are detailed in the procedures document that accompanies this policy. [http://www.queensu.ca/studentwellness/home/policies-and-procedures/academic-](http://www.queensu.ca/studentwellness/home/policies-and-procedures/academic-considerations-students-extenuating-circumstances) [considerations-students-extenuating-circumstances](http://www.queensu.ca/studentwellness/home/policies-and-procedures/academic-considerations-students-extenuating-circumstances)

<http://www.queensu.ca/studentwellness/resources/students-extenuating-circumstances>

### Occupational Therapy Year One Course Descriptions

OT 801 - Conceptual Models in Occupational Therapy

This course introduces students to the central construct of occupation and to both the consequences and determinants of occupation. We will explore the most prominent theoretical models for understanding the relationship between occupation and health, and the factors that affect occupation. The course also covers the historical development of occupational therapy theory, and key theorists over the past 100 years. (4 credit units)

OT 802 – Models of Practice in Occupational Therapy

This course introduces students to occupational therapy interventions, processes of change, and tools for being an occupational therapist. In addition, students will apply occupational therapy theory to practice situations. (2 credit units)

OT 823\* Disability Theory

This course introduces the concepts of disability, citizenship and societal participation. Conceptual frameworks of disability and issues and implications of disability will be discussed along with Canadian health and social policies relating to people with disabilities. (1.5 credit units)

OT 825 The Lived Experience of Disability

In this fieldwork course, pairs of first year students meet with a volunteer from the Kingston community who has a disability. The goal of this unique learning relationship is to improve students' understanding of disability and facilitate their embracing the concept of client-centred practice whereby a client's life experiences are acknowledged and they become partners in the occupational therapy process. (1.5 credit units)

OT 846 Occupational Therapy Fieldwork I

This fieldwork course, completed continuously and offered in a practice setting, will allow the student to focus on generic assessment skills, developing communication skills and application of OT knowledge to the practice setting. Prerequisites: OT 825 and OT 851 or permission of the course coordinator. (8 credit units) Contact Hours: 8 weeks

OT 851 Client-Centred Communication

This course focuses on the development of communication skills within the context of client-centred occupational therapy practice. The critical elements of the therapeutic relationship will be developed through interviewing and assessment strategies. This course will make extensive use of supervised video taping, and interaction with community volunteers through the Clinical Education Centre. In addition, students will gain experience in professional communication skills. (4 credit units)

OT 852\* Group Theory and Process

This course will examine group theory, process and application to occupational therapy practice. It will focus on groups both as a means to enabling occupational therapy change and as a means for working effectively in a complex health care system. Laboratory sessions will facilitate the development of effective techniques in group leadership and participation. (3 credit units) Prerequisites: OT 851 or permission of the course coordinator.

OT 881 Physical Determinants of Occupation I

This course introduces students to human occupation from the perspective of its anatomical, physiological and biomechanical dimensions. This course will use an integrated case study format to develop understanding of movement of the human body as it relates to occupation. The course will focus on assessment methods used in physical rehabilitation and introduce musculoskeletal conditions as they relate to occupation. Theoretical frameworks and evidence-informed practice approaches and interventions will be addressed in class and weekly lab sessions. (4 credit units) Prerequisite: none.

OT 882 Psychosocial Determinants of Occupation I

This course introduces students to human occupation from the perspective of its psychological, emotional and social dimensions. This course will use a case study format to develop understanding of the person-level foundations and environmental conditions that enable occupational performance and are relevant to psychosocial practice. Theoretical frameworks and evidence-informed practice approaches and interventions will be addressed in class and weekly lab sessions. (3 credit units)

OT 883 Cognitive-Neurological Determinants of Occupation I

This course emphasizes the neuro-physiological organization of motor behaviour, sensory-motor integration, and the dynamic nature of the central nervous system and will provide a foundation for evaluating occupational performance with a focus on evaluation and intervention approaches for cognitive-perceptual and motor control problems for adults at three levels: impairment, strategy and function. Attention will be given to secondary motor performance problems. (4 credit units) Prerequisites: OT 881.

OT 884 Psychosocial Determinants of Occupation II

This course builds on attitudes, knowledge and skills developed in psychosocial dimensions of occupation I. Students will learn theoretical frameworks, practice approaches and evidence-informed interventions relevant to complex psychosocial issues within a range of specific occupational therapy practice contexts. Weekly labs will provide the opportunity for further skill development. (4 credit units) Prerequisites: OT 882\*

OT 886\* Environmental Determinants of Occupation I

This course provides students with foundational knowledge about environmental factors influencing occupational performance and participation in occupations. First, we examine the physical, social and institutional environments and occupational therapy approaches for assessment and intervention. Then we explore various contexts across the lifespan, including home, school, work, and community. (Lecture + lab). (3 credit units)

OT 897\* Critical Enquiry Foundations

This course prepares students for the completion of OT-898 by examining worldviews, research designs, criteria for study quality, and evidence-based practice. Students develop skills to pose clinical questions, systematically search the literature, appraise scientific articles, and use research to inform rehabilitation practice. (3 credit units) Prerequisite: Registration in the occupational therapy program.

OT 898 Critical Enquiry Project (spans both years, commences mid-May year-one)

Students will work with a faculty supervisor to complete a critical enquiry project. The project will enable students to apply critical inquiry skills by participation in an area of clinical investigation and to examine the relevance of findings to clinical practice. (6 credit units applied at completion) Prerequisite: OT-897\* or permission of the course coordinator.

### Occupational Therapy Year Two Course Descriptions

OT826\* Enabling Occupation in Children and Youth

This course provides students with the foundational knowledge to identify factors influencing performance and participation for children and adolescents. Evaluation and intervention approaches at the level of impairment, activity limitations, and participation restrictions will be explored by considering the context of service provision systems and the diverse roles of Occupational Therapy practitioners in collaboration with families and inter-professional service providers. (Lecture + lab) (4 credit units) Pre- requisites: OT881, OT883, OT882, OT884.

OT 827\* Enabling Occupation in Older Adults

This course provides students with the foundational knowledge necessary to identify factors influencing performance and participation of older adults. Evaluation and intervention approaches at the level of impairment, activity limitation, and participation will be explored by considering the diverse roles of occupational therapy practitioners in collaboration with families and inter-professional service providers across a range of service provision contexts. (3 credit units)

OT 847 Occupational Therapy Fieldwork II

This fieldwork course, completed continuously and offered in a practice setting, will allow students increased independence in working with clients including assessment, intervention and application of OT knowledge. Prerequisites: OT 846 or permission of the course coordinator. (8 credit units) Contact Hours: 8 weeks

OT853\* Coaching and Counseling for Occupational Change

This half course consists of both theoretical background preparation and practical experiential learning opportunities to introduce occupational therapy students to selected talk-based interventions available for enabling occupational fulfilment and change (coaching, counseling and psychotherapy). Prerequisites: OT 851 or permission of the course coordinator. (3 credit units)

OT 861\* Community Development in Occupational Therapy

This course critically examines the theoretical foundations and processes of working with communities through community development in order to enable occupation at the community level. Theories of community development, the process of engaging with communities, and skills required for community development will be explored as they pertain to occupational therapy. This course lays the theoretical foundation for the community development fieldwork placement, OT-862. (3 credit units) Prerequisites: OT851, OT 852\*, OT886 or permission of the course coordinator. Co- requisite: OT862 or permission of the course coordinator.

OT 862 Applied Community Development

This fieldwork course, completed continuously, will provide the opportunity for students to explore the process of working with communities to enable occupation and to create inclusive communities and environments. (6 credit units) Prerequisites: OT 847 or permission of the course coordinator. Contact Hours: 5 weeks

OT 871\* Advanced Clinical Reasoning

This course provides opportunities for students to develop advanced clinical reasoning skills applicable to all areas of occupational therapy practice. Based on the occupational therapy process, students will develop skills of critical thinking and inquiry. (3 credit units) Prerequisites: all first-year courses and all second-year, fall-term courses or permission of the course coordinator.

OT 875\* Advanced Professional Practice

This course is designed to provide students with opportunities to acquire an advanced understanding of the roles, rights and responsibilities incumbent with becoming an Occupational Therapist. Particular attention will be given to the legal and ethical parameters of practice, professional contributions and responsibilities within complex and changing environments and career development as advanced healthcare professionals. Course content is designed to be responsive to the shifting practice environment and offer students an opportunity to synthesize learning from other courses within the curriculum. (3 credit units) Prerequisites: all first-year courses or permission of the course coordinator.

OT 877 Occupational Therapy Fieldwork III

This fieldwork course, completed continuously and offered in a practice setting, will allow student to consolidate OT knowledge and skills. The focus of this final fieldwork placement is for the student to maximize independence in the areas of assessment, intervention, programming and evaluation. Prerequisites: OT 847 or permission of the course coordinator. (8 credit units) Contact Hours: 8 weeks

OT 885\* Physical Determinants of Occupation II

This course analyzes human occupation from the perspective of its anatomical, physiological and biomechanical dimensions. The course will focus on intervention methods used in physical rehabilitation to enable occupation in musculoskeletal conditions. The course is designed to build on concepts introduced in OT881 and will use an integrated case study format to further develop an understanding of movement of the human body as it relates to occupation. Theoretical frameworks and evidence-informed practice approaches and interventions will be addressed in class and weekly lab sessions. (3 credit units) Prerequisite: OT881

OT 887\* Environmental Determinants of Occupation II

This course builds on knowledge and skills developed in Environmental Determinants of Occupation I (OT 886). Students will gain in-depth knowledge of assessment and evidence-informed interventions relevant to environmental issues and assistive technology within a range of diverse occupational therapy practice contexts, including inter-professional collaboration. PREREQUISITE: OT 886\* or permission of the course coordinator. (3 credit units)

OT 889\* Cognitive-Neurological Determinants of Occupation II

This course builds on attitudes, knowledge and skills developed in Cognitive-Neurological Determinants of Occupation I. Students will practice evaluations, and evidence-informed interventions relevant to complex cognitive-neurological issues within a range of neurological impairments in adults. Weekly labs

will provide the opportunity for further skill developments. (3 credit units) Prerequisite: OT 883\*

OT 898 Critical Enquiry Project (spans both years, commences mid-May year-one)

Students will work with a faculty supervisor to complete a critical enquiry project. The project will enable students to apply critical inquiry skills by participation in an area of clinical investigation and to examine the relevance of findings to clinical practice. (6 credit units applied at completion) Prerequisite: OT-897\* or permission of the course coordinator.

### Tentative Sessional & Block Dates for Year 1 OT’23 Students\*\*

|  |  |
| --- | --- |
| **BLOCKS 1 & 2 – September 3 to December 20, 2021** | |
| September 3, 2021 | Academic Orientation Mandatory Orientation Activities |
| September 7, 2021 | Classes Begin |
| October 11, 2021 | Thanksgiving Day (no classes) |
| October 25 -29, 2021 | Fall mid-term break |
| November 11, 2021 | University Remembrance Day Commemoration  (classes cancelled from 10:30 -11:30am) |
| December 6, 2021 | Commemoration Day – (all academic activities cancelled  except for clinical responsibilities and fieldwork) |
| December 2-20, 2021 | Study period, exams and other evaluations |
| December 20, 2021 | Blocks 1 & 2 end |
| **BLOCK 3 – January 10 to March 4, 2022** | |
| January 10, 2022 | Fieldwork Begins (Until March 4, 2022) |
| March 4, 2022 | Block 3 ends |
| March 4-14, 2022 | Break (no classes) after Fieldwork I |
| **BLOCK 4 & 5– March 14 – June 17, 2022** | |
| March 14, 2022 | Classes Begin |
| April 15, 2022 | Good Friday (no classes)  **Classes WILL BE HELD Easter Monday, April 18, 2022** |
| May 24, 2022 | Victoria Day (no classes) |
| June 6 to June 17, 2022 | Study period, exams and other evaluations |
| June 6, 2022 | Block 4 & 5 end |
| **BLOCK 6 & 7– June 20 – August 31, 2022** | |
| June 20 – August 31, 2022 | OT898 Critical Inquiry projects |
| August 31, 2022 | Blocks 6 & 7 end |
|  |  |

\*\* Please note: Courses may span more than one Block. Timings may change so please refer to the timetable and room locations for Blocks 1 & 2 at the following link: <http://rehab.queensu.ca/programs/msc_ot/timetables>

### Tentative Sessional & Block Dates for Year 2 OT’21 Students\*\*

|  |  |
| --- | --- |
| **BLOCKS 8 and 9– September 7 to December 17, 2021** | |
| September 7, 2021 | Classes Begin |
| October 11, 2021 | Thanksgiving Day (no classes) |
| November 8 until November 10, 2021 | Study period and exams |
| November 15 – December 17, 2021 | OT862 Fieldwork |
| December 17, 2021 | Block 9 ends |
|  |  |
| **BLOCKS 10 & 11 – January 10 to April 1, 2022** | |
| January 10, 2022 | Classes begin |
| February 21 – 25, 2022 | **Reading week Classes are not held.** |
| April 4 – 8 | Study period, exams and other evaluations |
| **Blocks 12 & 13 April 11 – July 29, 2022** | |
| April 11 – June 3, 2022 | OT 847 Fieldwork begins |
| June 6 – July 29, 2022 | OT877 Fieldwork begins & block 13 ends |
| **Block 14 July 29 – August 31, 2022** | |
| July 29 – August 31, 2022 | Completion of 898 |

\*\* Please note: Courses may span more than one block. Timings may change so please refer to the timetable and room locations for Block 8 can be found at this link: <http://rehab.queensu.ca/programs/msc_ot/timetables>

### Helpful Resources at Queen’s University and in the School of Graduate Studies

### Student Academic Success Services

These services include learning strategies for graduate students and other topics of interest. Through the Writing Centre graduate students can get assistance with academic writing and one- on-one consultations. <http://sass.queensu.ca/>Please consider attending one of the academic writing sessions if you struggle with the mechanics of writing and proper citation. Students are reminded of the need to attend to privacy and confidentiality concerns when written work is made available to others. *Tip for OT students to adhere to the Ethical and Privacy Issues as a Student Occupational Therapist (see page 15).*

### Expanding Horizons

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

### Career Services

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

### Accommodation of Graduate Students with Disabilities

Queen’s University is committed to providing accommodation for graduate students with disabilities. University administrators, faculty, staff and other students are expected to support, to the point of undue hardship, all reasonable individualized and appropriate accommodation plans that preserve the program’s academic standards and adhere to the principles of academic integrity. For the roles and responsibilities associated with accommodation (students, faculty and staff) visit: https://[www.queensu.ca/sgs/accommodation-and-academic-consideration](http://www.queensu.ca/sgs/accommodation-and-academic-consideration)

### School of Graduate Studies on-site Counselor

This service is part of Staying Well SGS Habitat and provides an additional access point for graduate students to counselling services. Located at Mitchell Hall, graduate students have access to individual counselling services, group programs and various health and wellness events. Strict standards of confidentiality or upheld. Visit: [http://www.queensu.ca/sgs/current-students/sgs-](http://www.queensu.ca/sgs/current-students/sgs-habitat) [habitat](http://www.queensu.ca/sgs/current-students/sgs-habitat)

### Queen’s University Policies and Regulations

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

**Student Appeals, Rights & Discipline, Code of Conduct & Computer Code of Ethics**

Please go to Policies of Queen's University at the following link: <http://www.queensu.ca/secretariat/policies>

### Academic Integrity Policy of Queen’s University

Academic integrity is constituted by the five core fundamental values: honesty, trust, fairness, respect and responsibility. Queen's students, faculty, administrators and staff all have responsibilities to support and uphold the fundamental values of academic integrity. <https://www.queensu.ca/sgs/graduate-calendar/>

### Other Queen’s University Policies

The following 3 policies can be viewed from the School of Rehabilitation Therapy webpage: <https://www.rehab.queensu.ca/academic-programs/policies> Students should familiarize themselves with the following policies, as they apply to all students of the School of Rehabilitation Therapy.

* + Academic Considerations for Students with Extenuating Circumstances
  + Academic Accommodations for Students with Disabilities
  + Sexual Violence Involving Queen’s Students

**School of Rehabilitation Therapy Policies**

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

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

### Tips from Occupational Therapy Students

In 2012, a team of 8 Occupational Therapy students in their first year of the program worked together to create helpful information for their peers. Many thanks to Jacqui Axford, Michelle Card, Kim Chung, Natalie Dubeau, Kiran Gill, Kelly Hunt, Theresa Rowan, and Robyn Scott for their contributions.

*Student Tips for Professional Behaviours*

Professional Behaviour in Learning Teams

The Occupational Therapy program at Queen’s University values collaborative teamwork, namely through “learning teams.” At the beginning of the school year, members of the class are assigned to groups consisting of approximately seven members, with an equal distribution of students with a Bachelor of Arts and Bachelor of Sciences, or other backgrounds (i.e. Bachelor of Commerce, etc.). Students work in their learning teams throughout the first year of the program and then are assigned a new team in their final year. In learning teams, students work collaboratively with one another to complete written assignments, presentations, perform analyses and interpretations of case studies to help one another with his/her interviewing skills. Learning teams help foster the value of teamwork and core communication skills necessary in the field of Occupational Therapy. Learning teams are used to simulate what one can expect in the healthcare field which relies heavily on interprofessional teamwork to deliver a higher level of care to clients. Furthermore, learning teams allow for ample opportunity to provide and receive feedback and support to one another during the program.

It is important to interact with your peers keeping in mind that you are working with potential future colleagues and as such should conduct yourself in a professional manner. At the beginning of the year learning teams meet and determine as a whole, the expectations of each member. Members form a contract which entails predetermined codes of conduct and sign off on it. Program Instructors in the Occupational Therapy Program are present to guide and support learning teams to foster academic and professional growth in an optimal learning environment.

Professional Behaviours in Class

Due to the increased use of computers and other technologies, it is necessary to address their use in the classroom setting.

Laptops may be used for the purpose of taking notes or looking up research articles as directed by the Instructor. Please do not use your laptop in class for personal reasons such as Facebook, Twitter, checking personal emails or Skype. Doing so can distract others around you and behind you.

Cell phones should be off or on silent-mode in the classroom and out of sight. Texting during class is very disrespectful to the individual presenting to the class. It can also be very distracting to individuals around you.

If you wish to add to the discussion, raise your hand. Please do not discuss it amongst yourselves as it takes away from others’ learning. In many classes the Instructors allow many opportunities to discuss scenarios and case studies with fellow students. Please wait to speak to others until these moments.

Try to be on time for class as coming in late disrupts both the class as well as the instructor. Furthermore, please note that although chatting before class is acceptable please respect your Instructor and fellow classmates by ending all conversations as soon as class begins.

Professional Behaviours with Standardized Patients and Volunteers

Throughout your time in the Occupational Therapy Program, students participate in classes that focus on interpersonal communication skills with members from the community. These community members are individuals living with disabilities and act as mentors and/or facilitators of students education by providing students with a glimpse of the lived experience of disability. It is expected that students treat these standardized patients and volunteers as valued partners in their education and thus respect them as individuals with an important point of view. It is important to maintain an appropriate level of professionalism between yourself and the volunteers in these settings.

Professional Behaviours within the Clinical Education Centre (CEC)

Along with professional rapport and language, it is expected that students dress appropriately for a clinic setting, particularly when meeting volunteers in the CEC. It is recommended that students have a comfortable pair of work shoes, dress pants, and shirts/tops that can be worn to these sessions.

During the CEC sessions, students take turns interviewing volunteers and clients while their peers observe in the observation room behind two-way mirrors. For this reason students observing are expected to be courteous and aware of noise levels, as laughter and conversations can occasionally be heard in the interview rooms and on videotape. As well, for the purpose of confidentiality, students should be conscientious of how and what they divulge in conversations outside of the CEC, particularly the Louise D. Acton building foyer.

Professional Behaviours on Fieldwork Placement

The first fieldwork placement for Occupational Therapy students takes place during the winter semester (January to March). During all placements, students are expected to:

* Interact appropriately with health care professionals and clients in the workplace
* Accept and respond to feedback in a respectful manner
* Demonstrate respect and client-centeredness in all practicum interactions
* Be aware of practice standards and policies within the workplace
* Dress appropriately based upon the practicum setting, and
* Use appropriate terminology and language, e.g. Use person first language and names whenever appropriate (Ask if your client prefers MS/MR or BETTY)

*Student Tips for Dressing Professionally*

Professional Dress and Appearance in the CEC and on Fieldwork Placement

Queen’s University Occupational Therapy students are highly visible to the public and should be sensitive to this fact. The following guidelines can be used to consider the clothing you choose for the variety of educational experiences you will have in your 2 year program. When on fieldwork placement, familiarize yourself with the dress code expectations of the facility/agency.

Suggested attire for men: Collared shirts are preferred. Shirts MUST be of a length that can be tucked into and remain in the pants. Dress or casual dress pants are preferred. Jeans are acceptable provided they are in good condition. Dress sandals, clean tennis or running shoes, or any other closed-toed shoe with socks are acceptable. Unacceptable attire for men: Tank tops, sleeveless tops, low cut shirts, “grunge look” pants, bib-overalls, or “flip-flop” sandals should be avoided. Underwear should not show outside or through the clothing.

Suggested attire for women: Shirts should have sleeves; however, a “professional-looking” sleeveless blouse is acceptable. Shirts MUST be of a length that can be tucked into and remain in the pants. Dress or casual dress pants are preferred. Jeans are acceptable provided they are in good condition. Skirts and dresses may not be unreasonably short for a practicing health professional. Dress sandals, clean tennis or running shoes, or any other closed-toed shoe with socks/stockings are acceptable.

Unacceptable attire for women: Tank tops, low cut shirts, “hip-hugger” pants, “grunge look” pants, bib overalls or “flip-flop” sandals should be avoided. Underwear should not show outside or through the clothing. Make sure there is no exposure your midriff or cleavage.

Grooming: Students should portray the well-groomed appearance of a responsible health professional. Hair should be clean and neat and it is requested no heavy make-up, perfume, cologne or after-shave be worn. The CEC and LDA building are scent free zones.

Accessories and Jewelry: Accessories and jewelry may be worn if they do not present health hazards (such as getting caught in mobility equipment or presenting infection control issues). Dark glasses, sunglasses, hats, caps, visors and other head coverings should not be worn indoors.

Laboratory Attire

Certain labs require specific dress due to the nature of some lab sessions for physical assessment or manual techniques, or for the handling of special materials. Unless otherwise noted in the class syllabus, consider the following guidelines.

Suggested attire for both men and women:

Clothing that allows for modesty and free movement, as well as athletic shoes with socks. Underwear is not permitted to show outside or through the clothing. Please avoid exposure of midriffs, cleavage or the gluteal fold.

*Other Tips from Occupational Therapy Students*

Tips for Written Communication

When writing emails to professors, faculty staff, or preceptors, it is important to remember that these people are not just mentors and teachers, but also future colleagues. Therefore, emails should be written in a professional manner. Some things to consider when sending emails include: Use your university email address. Faculty/staff receive many emails each day. Using a recognizable email address lets the recipient know that the email is not spam.

Include a subject line that is detailed and relevant to the email content. The subject header “Question about OT 882 assignment” provides much more information about the content of the email than the subject header “Question”. Write in a polite and mature manner. This includes avoiding chatroom abbreviations and acronyms (ie: “thx” “lol” ), and proof reading to ensure that spelling and grammar are correct.

Open the email with an appropriate greeting (i.e.: Hi/Hello/Dear, not “Hey” or “Hey there”) followed by the recipient’s full name or title, unless otherwise informed. Generally speaking, when contacting professors, use “Dear Professor Last-name” unless the recipient has a PhD, then use “Dear Dr. Last-name”. Keep the email brief and on topic. Sign the email with your first and last name. Many professors also request that you include your OT graduating class after your name so that it is clear whether you are a first or second year student. Simply writing “OT 2020 or OT2019” after your name is sufficient.

Ensure that you acknowledge replies. A simple, “Thank you” may be all that is required. This is courteous, and informs the person that their message was received.

Contact information for all School of Rehabilitation Therapy faculty and staff can be found on the School’s homepage, toolbar Faculty &Staff drop down link: <https://rehab.queensu.ca/faculty-staff>

Social Media Privacy Tips

Now that you are on your way towards becoming a professional; therefore, it is important to be mindful of the information that is shared on your social media networks. A rule of thumb is to never post anything that you would not be okay with being published in a newspaper. Some of the students have increased their privacy to make it harder for people to search them by changing their “FIRST,

LAST” name to their “FIRST, MIDDLE” name (example: Mary Doe to Mary Anne).

### Student Summary of Important Contacts and Additional Queen’s University Services

Registrar’s Office

The Queen’s University Registrar can help answer any questions regarding tuition and fees, student cards, verification of enrolment, student awards (scholarships and financial assistance, and government student financial assistance), and student records and services (student record collection and retention, tuition fee assessment and collection, student cards, student information and enrolment analysis, graduation and official transcripts). Please access the website for up to date hours of operation.

Address: Gordon Hall, 74 Union Street, Kingston, ON, K7L 3N6 Phone: (613) 533-2040

Fax: (613) 533-2068

Website: <http://www.queensu.ca/registrar>

Student Wellness Services

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

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

Health appointments/cancellations: (613) 533-2506 Fax: 613-533-6740 Website: <http://www.queensu.ca/studentwellness/health-services>

Counseling Services: (613) 533-6000 ext. 78264 Fax:613-533-3196 Email: [counseling.services@queensu.ca](mailto:counseling.services@queensu.ca)

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

Queen’s Student Accessibility Services(QSAS): (613)533-6467 Email: [accessibility.services@queensu.ca](mailto:accessibility.services@queensu.ca)

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

Student Loans

Government of Canada National Student Loan Service Centre (NSLSC) - <https://www.canada.ca/en/services/benefits/education/student-aid.html>

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

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

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

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

Queen’s University General Bursary

It is the priority of Queen's University to help those students in the greatest financial difficulty who have the fewest options to secure funding on their own. The Queen’s General Bursary is a non- repayable grant awarded to individuals who have demonstrated financial need and is available to students regardless of the year of study. All students who meet the requirements posted on the link <http://www.queensu.ca/studentawards/node/32>are encouraged to apply.

Eligibility requirements:

Student must be currently enrolled as a full-time student in a Queen’s degree program (part-time students are entitled to apply, however, their eligibility will be assessed on an individual basis) Student must apply and be assessed for government student assistance (generally applies to domestic or permanent residents of Canada). Student must be demonstrating financial need as assessed by the Student Awards Office

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

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

**SOLUS** (Student Online University System)

SOLUS provides students with the tools to manage all academic, financial, contact and admission details during the student’s academic career at Queen's. Please update your phone and mailing address contacts on SOLUS if it changes. [www.queensu.ca/registrar/solus.](http://www.queensu.ca/registrar/solus) SOLUS is where you can:

View:

* Course Offerings
* Timetables, (Instead of following SOLUS Timetables, it is preferred that OT students follow the School’s website during September and then OnQ’s course locations
* Grades - can be accessed via the drop-down menu in the Academics section on Solus (or within the OnQ system for the particular course).
* Frequently Asked Questions (FAQ)
* Fee Account Information, can be accessed via the “Account Inquiry” link in the Finances section
* AMS Opt-Outs, can be accessed via the “Opt-Out Options” link in the Finances section
* OSAP
* Scholarships and Bursaries
* Your Tuition and Education Amounts Certificates (T2202A), can be accessed via the drop- down menu in the Finances section

Updates:

* + Address / Biographic Information
  + SOLUS Password
  + Release of Information Transcript Requests:
* Transcripts can be accessed via the drop-down menu in the Academics section, credit card required for ordering transcripts. Note: Following graduation you will need to order your own transcripts that will be released on November 1, to provide to the Regulatory College in the province where you choose to work of proof where on your transcript it will state that ‘degree was conferred’ like in the example below.

Degree: Master of Science Occupational Therapy Plan: Occupational Therapy

Confer Date: 11/01/2022

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

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

Accessing SOLUS and OnQ:

SOLUS and OnQ can be accessed through either my.queensu.ca or [http://queensu.ca.](http://queensu.ca/)

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

Problem Solving

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

Pre-Authorized Payment Plan (PPL)

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

Enrolment for the upcoming Fall/Winter PPL begins July 1st and ends September 30th each year. Each Academic Year, you must self-enrol on SOLUS in a payment plan for that academic year if you wish to participate. For example, if you participated in 2018-2019, you will NOT be enrolled automatically in the Fall 2019 plan.

For students not on the PPL, fees are due according to the [regular due dates](http://www.queensu.ca/registrar/financials/payment-dates).

### Occupational Therapy Student Achievement Awards

All OT students are automatically considered for Internal & External Departmental Awards. Successful recipients are notified in October.

For External Awards, students are to apply directly to the external agency.

### Internal Departmental Award for incoming and continuing students

Transforming Lives Scholarship

Established in March 2018 by Andy Wang, BSc 1983 (Physical Therapy). Awarded on the basis of academic achievement to eligible Master’s students entering Physical Therapy or Occupational Therapy in the School of Graduate Studies, with preference given to students who self-identify as having a physical disability. Selection will be made by the Student Progress and Awards Committee for the Physical and Occupational Therapy Programs. Value: variable (Minimum $1,000 each for up to 5 students/year).

### Internal Departmental Awards for continuing students

The Cora E. Hewitt Scholarship in Occupational Therapy

Awarded on the basis of academic excellence to a student entering the final professional year of the Occupational Therapy Program in the School of Rehabilitation Therapy. Value: variable

The Caroline (Cairnie) Jenkins Memorial Prize

Established by the family and friends of Caroline Jenkins, B.Sc. Occ. Therapy, 1981, who died in 1984. Awarded to two students entering the final professional year of the Occupational Therapy Program in the School of Rehabilitation Therapy who have demonstrated academic excellence in Neurology and Physical Function coursework. Value: variable

R.W. Leonard Prize

Awarded on the basis of academic excellence to a student entering the final professional year of the Occupational Therapy Program in the School of Rehabilitation Therapy. Value: variable

Rehabilitation Therapy Society Scholarship OT

Established in (SCSSA-September/2017) by the Rehabilitation Therapy Society of Queen’s University and awarded to funding-eligible Master’s level students enrolled in year 2 of the Occupational Therapy program in the School of Graduate Studies who embody the values and best exemplifies all the roles and competencies of occupational therapy in Canada.

### Internal Departmental Awards for graduating students

Award for Outstanding Achievement in Psychosocial Occupational Therapy

Awarded to the student in the graduating class who has achieved the highest academic standing in the curriculum related to psychosocial practice with exemplary standing in fieldwork.

The Margaret Jamieson Award for Cultural Competence in Occupational Therapy

This honour will be awarded annually to the student in the graduating year who has demonstrated exceptional sensitivity and contributions related to issues of culture, diversity, and occupational justice. The award will be based on student and faculty nominations. Consideration will be given to academic performance in curricular courses emphasizing socio-cultural competence, fieldwork contributions and extracurricular activities that are particularly sensitive to issues of culture, social participation, and occupational justice

Award for Outstanding Achievement in Communication in Practice

Awarded to the student in the graduating year who has achieved the highest standing in the curriculum related to communication in practice with exemplary standing in fieldwork.

Community Development Student Award

Established to recognize excellence in community development by occupational therapy students in the School of Rehabilitation Therapy at Queens’ University. This award is presented to up to two graduating occupational therapy students (potentially working in partnership on the same project) a year.

Award for Fieldwork Performance in Occupational Therapy (awarded to two students)

Established by the Physical Therapy Clinic at Queen's University and awarded annually to two graduating students in the Occupational Therapy Program for excellence in fieldwork performance as judged by the Occupational Therapy faculty members. The award is based on the fieldwork performance report scores and preceptor feedback from all fieldwork placements.

### External Awards for continuing students

Ontario Federation for Cerebral Palsy Therapy Scholarship Award

The scholarship is provided to a student who has completed his or her first year of instruction at an approved institution of higher learning in Ontario offering the following courses: Speech and Language, Physiotherapy, Occupational Therapy. The Therapy Scholarship, in the amountof$500.00, is paid in one installment. Applicants must be residents of Ontario. Please note that this Award is not automatically presented every year and the nomination deadline has been in July for several years. If you have any questions or need additional information please contact Cathy Persons at 416-244-9686, toll free 1-877- 244-9686, ext 224 ore-mail [cathy@ofcp.ca.](mailto:cathy@ofcp.ca) Applicants are to apply directly to OFCP. Click on the link below for eligibility criteria. <http://ofcp.ca/programs/funding>

### External Awards for continuing and graduating students

Barb Worth Emergent Leader Award **($5000)**

Awarded annually, this modest award is to remind a leader of tomorrow to balance their emotional investment in the challenges at hand with their own well being. Eligible applicants are OT students who have successfully completed first year coursework. Relaxing and re-energizing with small self- indulgences are also part of leadership, for often the effort that makes their leadership appear effortless goes unrecognized by anyone but themselves. Deadline: October 1, 2018 at 11:59 PM EDT <http://cotfcanada.org/index.php/en/scholarships>

Applicants are to apply directly to COTF.

### External Departmental Awards for graduating students

Ontario Society of Occupational Therapists Student (OSOT) Award

Awarded to a member of the graduating class from the Occupational Therapy Program who has been nominated by classmates, self, faculty or other relevant individuals for having demonstrated strong and continued achievement, leadership and interest in one or more of the following: a) public, government, political, research advocacy, marketing issues facing the profession of OT in the province of Ontario. b) Current health care trends in terms of provincial legislation. c) Public/peer client education regarding the profession.

Publisher’s Award

The Publisher’s Awards are presented to a graduating student(s) on the basis of academic excellence in OT897 Critical Enquiry and engagement in scholarly activity, including research, publication and presentation. The prize acknowledges the recipient’s potential contribution to critical enquiry and evidence informed practice.

Canadian Occupational Therapy Foundation (COTF) Future Scholar Award

Awarded to a graduating student(s) on the basis of their demonstrated strong and continued achievement and commitment to research and critical enquiry. This award acknowledges the recipient’s potential contribution to research that supports the profession of occupational therapy.

Canadian Association of Occupational Therapists (CAOT) Award

Awarded to the student in the graduating year who has demonstrated the highest academic excellence based on all academic courses in occupational therapy curriculum, as well as exemplary standing in fieldwork. The winner’s name will be announced at the CAOT annual conference.

### General Information for Current Students

Queen’s University

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

Location of the School of Rehabilitation Therapy (SRT)

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

laboratory facilities are located in the LDA building, KHSC, Providence Care, and the Human Mobility Research Centre (KHSC).

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

Appointments with Faculty

During the Covid-19 pandemic, meetings with faculty will be done virtually. The best way to reach a faculty member is by email to set up a meeting time. However, faculty will still be checking their phone messages so a contact list is provided below. Most faculty members’ offices are located in an inner office area on the 2nd floor of the Louise D. Acton Building (LDA). An internal phone and directory (as shown previously on page 43) is to the right of the reception window. Once operations return to normal, this will allow you to let faculty know of your arrival for an appointment, as the inner office areas are kept locked and you must be given access in order to enter. If you are having trouble contacting the professor, please ask the at the window counter for assistance.

Assignment Drop-off

During the Covid-19 pandemic, most instructors will ask that you use the OnQ drop box within their course to submit assignments.

Once operations return to normal some other drop off arrangements may get conveyed.

Assignment Pick-up

Most assignments are given back at class but if an instructor informs you or the entire class, that they have left assignments for student pick up, then these assignments will be in the main office fora specific range of time communicated to students by Laurie Kerr, OT Program Assistant. At time of pick up, just let her know your last name as this is how we organize the volume of assignments to be returned. You may be asked to show your student ID in order to pick up items, so be prepared.

Please note: students cannot pick up assignments for other students unless it gets arranged via Queen’s email communication between those students and with the respective Program Assistant.

Photocopying

There are self serve photocopiers in every library on campus. Please see the details at the following link: <https://library.queensu.ca/locations-hours/print-scan-copy>

For students who may require photocopied sets of their immunization records and clinical placement/fieldwork evaluations, the School of Rehabilitation Therapy (SRT) has a five dollar photocopy fee payable through the School’s online store: You can forward your email that shows proof of photo payment to Emily Cornfield at [rehab@queensu.ca](mailto:rehab@queensu.ca) and she will notify you when your request is available for pickup from the LDA window counter.

OnQ

OnQ is the web-based and mobile eLearning platform used by the School of Rehabilitation Therapy. This platform gives quick and easy access to your live up-to-date class schedule i.e., Course websites Learning Event locations, and any of the electronic resources used in your classes.

Queen’s email

You must obtain a Queen’s email account from Information Technology Services (ITS). Internal memos and announcements are distributed to your Queen’s email address. Attaching your photo to your Queen’s email is encouraged so students and faculty become familiar with each other.

“Why should I use a Queen’s email address if I already have an email address?” Both the University Registrar and the School of Rehabilitation Therapy use Queen’s addresses exclusively for sending e-mail to students. Queen’s email is secured to ensure privacy and confidentiality. You will also need your Queen’s account information to gain access educational websites that instructors may use. **Please add your photo to your Outlook account to facilitate communication with faculty and other students.**

On-site Computing

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

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

Queen’s University subscribes to the Microsoft Office Suite of programs (Word, Access, Excel, and PowerPoint) and provides support for these packages. Student versions, which do not include manuals, are available at [www.queensu.ca/its/software/microsoft-office.](http://www.queensu.ca/its/software/microsoft-office) Other useful software programs can be downloaded from the Queen’s. Please consult Queen’s University Information Technology Services (ITS) and Library websites for further information.

ITS: [www.queensu.ca/its/](http://www.queensu.ca/its/) Libraries: <http://library.queensu.ca/>

Library Services

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

Bracken Library is located next door to Louise D. Acton, on the first floor of Botterell Hall. This is the Health Sciences Library and is probably the most useful to you. However, you are equally able to use otherlibrarieswithintheQueen’ssystem.TheLiaisonLibrarianforRehabilitationTherapyprograms is Paola Durando [paola.durando@queensu.ca](mailto:paola.durando@queensu.ca) Tel: 533-6000 extension 74733.

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

Student Wellness Services

Health, Counselling and Accessibility Services provides a welcoming, confidential and integrated service that is responsive to the needs of students be it health services, counselling services, disability services or advice on maintaining or improving your overall well-being. For a full listing of services visit: [http://www.queensu.ca/studentwellnes](http://www.queensu.ca/studentwellness)s

Office of the University Registrar

Please refer to the Registrar’s Office Registration Guide and/or website for information regarding tuition/fees, registration, important dates: [www.queensu.ca/registrar/](http://www.queensu.ca/registrar/)

Tuition/Fees and Estimated Living Expenses

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

Tuition and Associated Fees [http://www.queensu.ca/registrar/sites/webpublish.queensu.ca.uregwww/files/files/Tuition\_2019\_2020\_](http://www.queensu.ca/registrar/sites/webpublish.queensu.ca.uregwww/files/files/Tuition_2019_2020_GRAD_Domestic.pdf) [GRAD\_Domestic.pdf](http://www.queensu.ca/registrar/sites/webpublish.queensu.ca.uregwww/files/files/Tuition_2019_2020_GRAD_Domestic.pdf)

Tuition Fees \*(Fall 2019, Winter, and Summer(estimated) 2020) $ 11,067.60

Student Activity Fees\*\*-(2019-2020\*) $ 1,263.35

Student Assistance Levy $ 100.00

TOTAL Tuition and Fees: $12,430.95

\*NOTE: The tuition fees above are based on current Domestic fees. Summer fees will increase. \*\*Some Activity fees are optional. Information regarding activity fees and opt-out procedures can be found on bothSOLUS(foractivityfees)andtheSocietyofGraduateandProfessionalStudents(SGPS)website(for health & dental coverage). <http://sgps.ca/>

Estimated Living Expenses

Books and Supplies $ 4,500.00

Living (rent, utilities, food, etc.) $14,000.00

TOTAL Estimated Expenses: $18,500.00

TOTAL (annual) Estimated Tuition/Fees + Estimated Living Expenses $30,900.00

Tuition information can be found at this link: <http://www.queensu.ca/registrar/financials/tuition-fees> Be sure to also review the <http://www.queensu.ca/registrar/students/financials/fee-policies>.

The Pre-Authorized Payment Plan (PPL) is a program open to graduate students. \* NOTE: Although enrolment in the PPL will be available until September 30, 2019, students who enroll in the PPL after AUGUST 31ST, 2019 may be subject to a Late Payment Fee of$150.00. If students choose to enroll into the FW PPL or the WPPL, and remain enrolled up to April, then they will automatically roll into the summer PPL. If, for some reason students request to be removed from the FW or WPPL, then they will have to self-enroll into the summer PPL.

Financial Assistance, Awards and Bursaries

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

* + Programs Government Student Loan Assistance Programs from your home province
  + Student Line of Credit from your personal bank
  + Queen’s/RBC Student Line of Credit
  + Queen’s University General Bursary Program

It is the priority of Queen's University to help those students in the greatest financial difficulty who have the fewest options to secure funding on their own. The Queen's General Bursary is a non-repayable grant available to students in all years of study who have a demonstrated financial need. The Queen's General Bursary is meant to supplement, not replace student and family resources. Students are expected to explore all sources of available funding. <http://www.queensu.ca/studentawards/node/32>

* + Merit based scholarships and awards offered by outside agencies (some on page 39)

For more information, visit the Student Awards Website at <http://www.queensu.ca/studentawards/financial-assistance>

### New to Kingston and Queen's? Hints from Other Graduate Students

The Year 2 PT and OT students submitted the following hints and tips. Some of these will be impacted by Covid-19, but may resume at a later date.

To find out about Kingston transportation and recreation services – you can consult the city’s official web site at [www.cityofkingston.ca.](http://www.cityofkingston.ca/) Kingston Transit is offering a new post-secondary student pass for the coming fall semester in collaboration with The Alma Mater Society of Queen’s University and The Student Association of St. Lawrence College. Passes will be available for purchase starting August 24, 2020 for the fall term at a reduced rate of $119.   <https://www.cityofkingston.ca/residents/transit/fares/post-secondary-student-pass>

If you choose to live in traditional student residences, you will not be able to cook for yourself. Some Queen’s housing options do have kitchen services. Go to the web to look for available housing in Kingston. Queen’s Community Housing <http://community.housing.queensu.ca/> offers an accommodation listing service, just click the link at the bottom of their page, then click ‘online’ for listed properties.

You are able to opt out of Queen’s Health Plan, however, keep in mind that dentistry is covered by this plan. See the Society of Graduate and Professional Students (SGPS) website<https://sgps.ca/>for more information.

Although currently closed due to Covid-19, Queen’s provides the AMS Tri-Colour bus to Toronto, Montreal and Ottawa every weekend at great prices. You must buy your ticket in advance from the Tricolour Outlet in the JDUC (John Deutsch University Centre <https://tricolouroutlet.ca/>

Orientation activities organized by the SGPS are an opportunity to meet other students in other faculties, check the SGPS website for this year’s schedule at <https://sgps.ca/>. The SGPS is a wonderful organization that provides a long list of services to its membership. They have information on, various awards, fellowships, as well as grievance procedures and student advisors. In the beginning of the fall term, the SGPS hosts Orientation Week, which grants new and returning graduate and professional students a chance to meet one another at numerous social events.

There are lots of great places on campus to study. If you want to study in a group, Mackintosh-Corry Hall, Bracken Health Sciences Library, Stauffer Library and Douglas Library all have access to study groups. You can book rooms online through the library! As grad students we also get keypad access to the grad lounge in Stauffer Library. \*\*\*This will be affected due to Covid-19.

The School of Medicine Building is right across from Botterell Hall is a great place to study. The building has some nice spots with couches, comfy chairs, tables and great lighting.

You can book practice time in the Clinical Education Centre to practice for interviews and OSCE’s. You can also book rooms in the Clinical Teaching entre to get extra practice for OSCE’s and exams. \*\*\*This may been affected due to Covid-19.

The best places to study off campus include Balzac’s, Crave and The Grocery Basket! They can get busy at certain times of the day but if you get the chance and grab a table they are worth it.

Some grocery stores offer student discounts. Metro on Barrie Street does discount

Tuesday-Thursdays. Loblaws on Princess Street and Food Basics downtown do discounts on Tuesdays. Remember to show your student card!

Kingston has so many great places to eat! For breakfast, check out Toast and Jam or NORTHSIDE. Sima Sushi, Woodenheads, Mio Gelato and Red House West are some other yummy local spots.

Four Directions Indigenous Student Centre offers supports and events for Indigenous students. They have free dinners every other Wednesday.

Beers for Queers do events and get togethers in Kingston including karaoke nights, patio nights, drag nights etc. They have a Facebook page so make sure to give them a follow!

If you like to workout, there are a few local gyms you should check out! Queen Street Fitness and Limestone Athletics are great spots to get a workout in. They offer classes throughout the day and have student discounts.

### Quick Reference – WebSites

School of Rehabilitation Therapy Homepage [http://www.rehab.queensu.ca](http://www.rehab.queensu.ca/)

Faculty of Health Sciences Homepage <http://healthsci.queensu.ca/>

School of Graduate Studies <http://www.queensu.ca/sgs/>

Student Affairs <http://www.queensu.ca/studentaffairs/>

Society of Graduate and Professional Students https://sgps.ca/

Queen’s University Athletics and Recreation <http://www.gogaelsgo.com/>

Grad Club <http://www.queensgradclub.wordpress.com/>

Student Wellness Services <http://www.queensu.ca/studentwellness/home>

Queen’s University Registrar <http://www.queensu.ca/registrar>

Queens Net Id & SOLUS Information <http://www.queensu.ca/its/netid>

How to Contact Queen’s [http://www.queensu.ca](http://www.queensu.ca/)