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Introduction

The School of Rehabilitation Therapy at Queen’s University is committed to leading and inspiring positive changes that transform lives through rehabilitation research, education and practice. As part of this commitment, its core mission 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.

The School is recognized nationally and internationally for its excellent faculty, high-quality professional and research programs, and the ways in which its scholarship contributes to the lives of people affected by or at risk of disability. This mission implies constant innovation in order to lead change in the evolution of healthcare.

Demographic shifts, funding challenges and other factors are pushing transformations in the delivery of rehabilitation and healthcare services. These transformations require individuals with advanced skills and expertise to lead and manage change at individual, group and organizational levels. Yet, entry-to-practice curricula in rehabilitation and health professions include limited content to enable graduates to confidently and competently take on advanced roles and responsibilities, for example, developing, implementing and evaluating policies, programs and services; setting and monitoring indicators for existing services; working with academic researchers to build and translate knowledge; and engaging in complex change management processes.

The Doctor of Science in Rehabilitation and Health Leadership (DSc RHL) addresses this gap by offering rehabilitation and health professionals a unique opportunity to build knowledge, skills and competencies to be effective, evidence-based leaders in settings that serve people affected by or at risk of disability. These settings may provide direct services (e.g., rehabilitation centres, private clinics) or may focus on program and policy development, implementation and evaluation (e.g., government, not-for-profit organizations).

Overview of Program

The DSc (RHL) is a 36-month degree that includes course work, a comprehensive examination and a written thesis with oral defense. The program is grounded in the principles of social and cohort-based learning in order to bring students together to build community, foster creativity, build leadership skills, and encourage progress towards degree completion. By building the program on these principles, students will have opportunities to develop supportive relationships, engage in peer-to-peer collaboration, and be more likely to experience the DSc (RHL) as a full and integrated educational experience, despite the geographic dispersion. Upon conclusion of the program, we expect that graduates from the DSc (RHL) will be able to:

1) Critically appraise, synthesize, and integrate knowledge from multiple sources and consider the impact of its application on multiple stakeholders (e.g., patients/clients, practitioners, families, public and private systems that fund or deliver services) in order to improve rehabilitation and health practice and service delivery,

2) Design, implement and evaluate novel services, programs and processes in diverse areas of rehabilitation and health,
Advocate for and lead services and programs to enhance the lives of people affected by or at risk of disability.

The program is offered in a blended-learning format that includes short, intensive on-campus components (3-7 days) once or twice per year (depending on year of study), as well as on-line program components, including course and applied research work.

The program employs an applied-thesis model in which students identify a real-world problem in a rehabilitation or health setting, and design, implement and evaluate a process, program or system to address this problem. Students who progress through the program on a full-time basis will be able to complete it in 36 months. Students will complete a total of 5 required (core) courses (15 credits), two electives (6 credits), a comprehensive exam, and an applied dissertation. Students entering the program with a bachelor-level degree as their highest level of academic attainment will complete an additional required (core) course: RHL 905 Critical Literature Review. For program flow, see the table below.

<table>
<thead>
<tr>
<th>Spring/Summer term</th>
<th>Fall term</th>
<th>Winter Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 day on-site¹</td>
<td>RHL 902 (cont’d) – Leadership Development Seminar</td>
<td>RHL 901 – Applied Research and Evaluation Elective</td>
</tr>
<tr>
<td>RHL 900 – Applying Theory to Enable Change</td>
<td>RHL 905 (BSc entry) – Critical Literature Review</td>
<td></td>
</tr>
<tr>
<td>RHL 902 (start) – Leadership Development Seminar</td>
<td>Elective (MSc entry)</td>
<td></td>
</tr>
<tr>
<td>Year 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 day on-site²</td>
<td>RHL 903 – Communication, Advocacy &amp; Action Proposal defense/ethics submission Elective</td>
<td>Dissertation Elective</td>
</tr>
<tr>
<td>RHL 904 – Preparing Competitive Funding Proposals Comprehensive exam Elective</td>
<td>Required group check-in a</td>
<td>Required group check-in a</td>
</tr>
<tr>
<td>Year 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 day optional on-site (writing retreat) Dissertation Elective</td>
<td>Dissertation Elective Required group check-in a</td>
<td>On-site defence</td>
</tr>
<tr>
<td>Year 4</td>
<td></td>
<td></td>
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<tr>
<td>Optional program conference</td>
<td></td>
<td></td>
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<tr>
<td>Graduate</td>
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</tbody>
</table>

¹ The initial on-site will be used for orientation to the program and Queen’s resources, technology training, cohort development activities, and to launch the first two courses (students will continue course work on-line).
² The second on-site will be held at the intersection of late in the fall term and the beginning of the winter term (occurring in either late November/early December, or early January). It will be used to wrap up the fall term courses and engage in related experiential learning activities (e.g., oral presentations) and provide opportunities for meetings with faculty advisors.
³ The third on-site will serve two purposes. First, it will be used to introduce the 904 course (proposal writing) and orient students to the applied dissertation process and the comprehensive exam process. Second, it will provide an opportunity for engagement with the in-coming cohort. Meetings with faculty advisors and committees will be held. For some students, the third on-site may be used for comprehensive exam and/or dissertation proposal defenses.
⁴ Required group check-ins will be synchronous sessions to bring the cohort together for mutual support, peer-to-peer learning and feedback, and progress monitoring.
Program Elements

On-site intensives
There will be two on-site intensives in the first year, and one in each of years 2 and 3. All on-sites are intended to:

- Support peer-to-peer and student-to-faculty interaction and learning,
- Provide students with experiential learning opportunities (e.g., delivering oral presentations),
- Engage in required (core) and elective coursework,
- Support the completion of dissertation,
- Keep students motivated and on-track to complete the program on-time.

Participation in the on-site intensives is mandatory, other than in cases of exceptional extenuating circumstance.

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

Core courses
The DSc (RHL) program includes 5 core courses (15 credits) for individuals entering with a previous master’s degree, and 6 core courses (18 credits) for individuals entering with a bachelor’s degree. The course courses include:

RHL 900 Applying Theory to Enable Change (1st term)
Students will examine key theories of rehabilitation, behaviour change and change management, and the ways that these theories have and can be applied by leaders in rehabilitation and health to facilitate change at the individual, group, organization and system levels. Students will explore the value and process of applying theory to inform rehabilitation leadership practices through case studies, guest lecturers and group work.

RHL 902 Leadership Development Seminar (1st term)
This course will use a combination of on-line synchronous seminars, facilitated discussions, self- and peer evaluations, readings and reflective journaling to build capacity to fulfill leadership roles in rehabilitation and health. Students will examine leadership competency frameworks and theories, and apply this knowledge to build and implement a personal leadership development strategy.

RHL 905 Critical Literature Review (2nd term)
Students will learn methods to conduct comprehensive and critical reviews of scientific and gray literature and will become skilled in the critical appraisal of qualitative and quantitative literature. Required for Bachelor’s entry students; elective for Master’s entry students.

RHL 901 Applied Research and Evaluation (3rd term)
Students will learn to design and evaluate complex programs that serve people affected by or at risk of disability across a variety of rehabilitation and health settings. Topics covered will include understanding the context/system, needs assessment, integrating research evidence, methods for summative and process evaluations, data analysis, and using theory to guide evaluation models and knowledge translation.
RHL 904 Preparing Competitive Funding Proposals (4th term)
Students will develop expertise in preparing different types of funding proposals (e.g., research, philanthropic, community foundation). Students will integrate knowledge related to critical literature review, research methods, strategic communications, and budgeting to prepare competitive funding applications.

RHL 903 Communication, Advocacy and Action (5th term)
In this course, students will learn to strategically plan and prepare communications to advocate for new and existing programs and services influencing people affected by or at risk of disability. Topics will include health literacy, strategic writing, media communications, and understanding systems and political contexts. Overarching themes of ethics, cultural diversity and professionalism are embedded into course discussions.

Electives
Students must complete a total of 6 credits of electives. These electives can be specific to the DSc (RHL) program (i.e., RHL rubric), from Aging and Health (i.e., AGHE rubric), or from another program at Queen’s or another university. The list of RHL electives is provided in Appendix 2. For more information and a list of course descriptions for the AGHE program, please refer to the following link https://rehab.queensu.ca/academic-programs/aghe/course-descriptions. An 800 level course refers to a master’s level course, while 900 level courses are those associated with the doctoral level program.

It is also possible to complete electives from other programs or universities, although they must be at the graduate level, approved by the student’s advisor, and the Associate Director (Research and Post-Professional Programs). Students interested in taking an elective outside of the SRT should discuss their interests with their advisor as soon as possible.

Check-ins
Participation in synchronous virtual check-ins are required with the goal of bringing the cohort together for mutual support, peer-to-peer learning and feedback, and progress monitoring. These sessions will be facilitated by the Associate Director (Research and Post-Professional Programs), or delegate. These sessions are consistent with the cohort-based and social learning principles on which the program is based.

Advisor and Advisory Committee
1. Each student will be matched to an academic advisor upon entry into the program who is a member of the core faculty of SRT. Cross-appointees are not considered core faculty. Matching will be based on student and faculty interests and expertise. A student may have a pair of co-supervisors, of whom one must be a member of the core faculty of SRT.

2. Every student must have an advisory committee. Advisory committees will be formed through collaboration and negotiation between the student and the academic advisor.

3. The advisory committee must have at least 3 people serving on it. The ultimate objective is to ensure that all advisory committee members provide complementary expertise to guide and mentor the student through the completion of the dissertation work.
   a. The advisor or co-advisors count as members of the committee
   b. At least 2 members of the committee must have a research-based doctoral degree (e.g., PhD, EdD, ScD, ThD, DSc)
c. At least 1 member of the committee must have experience in applied research for professional disciplines, preferably in settings in which rehabilitation and health leaders function.

d. At least 1 member of the committee must be able to evaluate the feasibility, contextual relevance, and applicability of the student’s dissertation work, given the applied focus of the dissertation. This individual can be an academic from another unit or university, someone in the community, or someone from the student’s place of work. This person does not need a graduate credential. If this person is from the student’s place of work or professional network, the individual cannot be someone that the student reports to, that reports to the student, or who could be perceived to be in a conflict of interest with the student.

<table>
<thead>
<tr>
<th>Role</th>
<th>Core SRT (must have 1; 2 encouraged)</th>
<th>Research-based doctoral degree (must have 2)</th>
<th>Applied research experience (must have 1)</th>
<th>Feasibility, relevance checker (must have 1)</th>
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<tbody>
<tr>
<td>Advisor</td>
<td>required</td>
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<tr>
<td>Co-advisor /Member 2</td>
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<td>Member 3</td>
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<tr>
<td>Optional member</td>
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4. Students and advisor(s) will identify the members of the students’ advisory committee to the Associate Director (Research and Post-Professional Programs) no later than the first month of the third term of Year 1 of the program (i.e., by end of January).

5. The Research and Post-Professionals Program Manager will facilitate any approvals or appointments necessary to constitute the student’s advisory committee.

6. After formation, committees will be required to have a minimum of two meetings per year, which can be done via technology (e.g., telephone, Skype, Zoom).

7. The advisory committee members serve as the task/case writers and examiners for the student’s comprehensive exam, and must meet at least 6 weeks before the May on-site of year 2 to prepare for these exams. Please see the comprehensive examination guidelines.

8. Throughout the course of the student’s program, committees will be encouraged to meet face-to-face during the on-site intensives, whenever possible.

The ultimate objective is to ensure that all advisory committee members provide complementary expertise to guide and mentor the student through the completion of the dissertation work.

The Graduate Student Supervision Handbook, available on the School of Graduate Studies website, provides general guidance about the roles and responsibilities of advisors, advisory committees and graduate students.

**Comprehensive Examination process**

A comprehensive examination is one of the hallmarks of a doctoral program. The Doctor of Science in Rehabilitation and Health Leadership (DSc RHL) is no exception. Consistent with the overall focus of the DSc RHL, the comprehensive examination (DSc-CE) is applied in nature. The examination will involve an
in-depth analysis of a single case/situation that will require the student to develop an evidence-based, theoretically informed solution to a real-world issue relevant to the student’s planned dissertation work.

**Objectives**
Through the comprehensive exam process, the student will be expected to:

- Critically examine context, influences, and structures in the case;
- Use findings from the examination to identify the focal concern of the case that is relevant to rehabilitation and health leadership practice;
- Select and apply theory, scientific evidence and other available resources to inform the development of recommendations and an implementation plan to address or resolve the focal concern of the case; and
- Clearly present the analysis and justify the proposed approach (i.e., recommendations, plan) in writing.

All DSc-CE processes will require the student to draw on all components of the program's Professional Development Framework. Each student’s individual DSc-CE process will emphasize particular components of the Framework, depending on the growth needs and aspirations of the individual student, as determined collaboratively by the student and their advisory committee.

**Timing:** The majority of students are expected to complete the DSc-CE in the first term of Year 2 and must complete the DSc-CE no later than the end of the second term of Year 2. Scheduling will be determined based on consultation with the advisor.

**Exam format:** The exam will be presented in the form of a single task/case that will be formulated by the student’s advisory committee based on the student's identified learning needs and applied
dissertation topic. The student will have ten (10) weeks to work independently and submit a report that responds to the task/case set by the student's advisory committee.

Additional information about the comprehensive examination will be provided to students in a separate document.

Dissertation
The School of Graduate Studies regulations provide the overall structure and guidance for the preparation of the RHL applied dissertation. Consistent with these regulations, the applied dissertation is a major requirement of the RHL program and must be expressed in a satisfactory literary form, display a scholarly and thorough approach to the subject, and be a coherent and unified project that would be suitable for publication.

An applied dissertation involves the use of theory and research methods to address a real-life problem, issue or situation relevant to rehabilitation and health leadership. The dissertation project will involve planning, implementation, evaluation, and dissemination. Through this process, the student will be expected to:

- Formulate a clear problem statement and an answerable question based on that problem, which is based on a real-world issue faced by leaders in rehabilitation and health.
- Plan and implement a rigorous approach to answering the question, using appropriate guiding theory, methods and analytic techniques.
- Prepare, defend and disseminate the findings of the research project (see format below)
- Comply with SGS regulations.
- The applied dissertation process will be guided by the student’s advisor and an advisory committee.

The applied dissertation process will be guided by the student’s advisor and an advisory committee.

Overview of the process of the applied dissertation:
The steps of the applied dissertation project are as follows.
1. Develop an Advisory Committee. Please refer to the Advisory Committee Guidelines document for the steps and criteria for committee composition.
2. Develop a dissertation proposal, with the guidance of the advisory committee, and in conjunction with the completion of RHL 904 - Preparing Competitive Funding Proposals. A proposal includes the complete plan of the project, including a clear description of the problem, issue or situation, how it will be solved, and how the solution will be evaluated. The aim of creating the proposal is to ensure that the advisory committee has adequate oversight and that the proposed research will be feasible and likely to meet the standards for a doctoral degree.
3. Defend the proposal orally, and in an open forum, using distance technology, as required. The majority of students are expected to defend their dissertation proposal in the fall term of Year 2. Students will be required to defend their proposals no later than the end of the winter term of Year 2. Students must have passed their comprehensive examination prior to defending their dissertation proposal.
4. Complete any revisions to the proposal as requested by the advisory committee, after the defense. If revisions are required, a plan must be documented for the advisory committee to provide final approval. Work on the dissertation cannot begin until the advisory committee has approved the proposal.
5. Submit the project for research ethics approval, as required. Note: If ethics is required, students must seek Queen’s ethics first because the work is part of seeking a Queen’s degree. See below for more information (section on Notes about Applying to Research Ethics Boards).
6. Implement the project, as proposed. Any revisions to the plan that evolve during the project must be approved by the advisory committee. Note that amendments to the ethics submission(s) may be required.

7. Write the dissertation document, seeking regular feedback from the advisory committee.

8. Defend the dissertation in-person and in an open forum.

9. Complete any necessary revisions to the dissertation document, based on the defense outcome.

10. Submit the dissertation document to the Queen's repository, as instructed by the School of Graduate Studies.

**Progress Monitoring**

The advisor will be responsible for monitoring and supporting the student to successfully complete the applied dissertation. On-site program components will provide the student with the opportunity to receive face to face support from faculty, their committee and peers. Advisors will be responsible for meeting with students to discuss timelines, expectations, and help arrange committees and committee meetings, and set dates for major milestones.

**Pitfalls for Candidates to Avoid in Preparing their Research Proposal**

The rationale for the following points is that it can be time-consuming for a candidate to 'backtrack' if they engage other parties in reviewing their research before it has been determined that they have a sound, feasible plan of research.

1. Students/candidates should avoid making overly firm commitments to external parties about what their applied dissertation research will achieve until they have completed their research proposal presentation, unless these commitments have been approved by their advisor(s). These external parties may include funding agencies, organizations at which they work, or other agencies.

2. Although candidates are encouraged to prepare materials related to submission(s) for ethics board review, they are strongly advised to avoid following through to the point of submitting any research protocols for ethics board review prior to completing their research proposal presentation. See also below about ethics review.

**Notes about Applying to Research Ethics Board**

All research involving human participants or related materials (such as patient/client records or other information elements obtained from humans) must be reviewed by, and receive clearance from, a duly appointed research ethics board. Furthermore, any such research conducted as part of a thesis or dissertation at Queen's University must be reviewed by one of Queen's University two research ethics boards.

If the proposed research also involves an institution outside of Queen's and its affiliated hospitals, the research may also need to receive clearance from that institution's ethics board. Note that Queen's Research Ethics Boards do not permit graduate students to submit applications without including their supervisor(s) on the application, and including a signed letter from at least one supervisor that the student's work has been approved for submission to the research ethics board.

As noted above, students/candidates are strongly advised NOT to submit their proposed research to any research ethics board until they have satisfactorily completed the oral presentation of the research proposal and any revisions required in follow-up to satisfy the advisor(s) and committee that the research plan is sound and feasible. However, they are encouraged to plan for the sequence of any necessary research ethics application process(es), and account for it (them) in their timeline.
**Final dissertation format**
The final dissertation will follow the manuscript style format described in the School of Graduate Studies document General Forms of Theses, including a general introduction; 2 to 3 manuscripts (as appropriate to the dissertation work); a general discussion; and conclusions and recommendations.

More specifically, the RHL dissertation document must meet the following criteria:
- A review of the literature is required. It could form part of the general introduction or be one of the manuscripts (e.g., scoping review).
- At least one of the manuscripts must be suitable for publication in a scholarly journal.
- The dissertation must include a knowledge translation product suitable for a stakeholder audience. This product could be presented as one of the manuscripts or may be an appendix in the dissertation depending on the nature of the topic, product and/or audience.

**Evaluation of the Final Dissertation**
The evaluation of the dissertation will involve a review of the document, as well as an oral defense. Timing for submission of the document and the defense process will be consistent with those of PhD candidates at Queen’s. The final dissertation will be defended on-site.

**Dissertation Examination Committee**
The Examining Committee will be made up of a Chairperson (selection made by the Thesis Coordinator, School of Graduate Studies); the Department Head (or delegate); the student’s advisor; one other faculty member from the School of Rehabilitation Therapy; one other faculty member from another Department; and an external examiner from outside Queen’s University. We will consider having external examiners who are from outside of a traditional academic environment (e.g., industry, government), provided that they are appropriately credentialed to evaluate the student’s dissertation and meet the requirements set by the School of Graduate Studies.
(See: [https://www.queensu.ca/sgs/faculty-staff/degree-completion/external-examiners](https://www.queensu.ca/sgs/faculty-staff/degree-completion/external-examiners))

**Expectations and Evaluation**
Standards for online courses do not differ from those associated with in-class courses. As a student in the DSc (RHL) program, you are expected to maintain exceptional, doctoral level standards in terms of the quality of your work, contributions to the course, interactions with your cohort members, and engagement with course material.

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

The progress of all students is monitored by the Doctor of Science in Rehabilitation and Health Leadership Program Committee to ensure students are achieving milestones on time. The terms of reference of this committee are included in Appendix 1.

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

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Queen’s University Grading Scale (Effective May 1, 2011)

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Grade Points</th>
<th>Percentage Conversion*</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.3</td>
<td>90-100</td>
</tr>
<tr>
<td>A</td>
<td>4.0</td>
<td>85-89.9</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>80-84.9</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>77-79.9</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>73-76.9</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>70-72.9 Minimum passing grade in Graduate Studies</td>
</tr>
</tbody>
</table>

P Pass; no grade assigned
CR Credit
IN Incomplete
GD Grade Deferred
NG Not Graded; first term course of multi-term courses
AU Audit
TR Transfer credit, no grade assigned
DR Course dropped

Learning On-line

As you are aware, much of your interaction with the core content of the DSc (RHL) program will be through online learning, which offers the advantages of self-pacing, on-demand access and many opportunities for collaborative learning engagement. Some of that collaborative learning will be in the form of asynchronous engagement (e.g. course content, course readings, discussion forums, assignment completion), as well as synchronous engagement (real time discussions, presentations and webinars, and peer-to-peer review and support).

If you have taken online courses before, much of the following will reiterate what you already know, but we strongly urge you to read through the material anyway. If you are new to online learning, the fundamental distinction between in-class and online learning is that you assume responsibility for your own engagement with the course. Some simple tips are listed below:

Own your engagement
- Read the course syllabus - it is your guide and roadmap;
- Follow online requirements and resources carefully week by week;
- Engage with the course content and material and be prepared to bring your own perspectives to it;
- Actively engage with your program, both online and during your on-site sessions;
- Support and encourage classmates, instructors and faculty.

Own your issues
- Identify any conceptual, learning, technical or collaborative issues you may have;
- Proactively look for resources and solutions;
● Contribute to problem solutions if you can;
● Reach out for help when you need it;
● Contribute constructively to course feedback.

Engaging in Synchronous Activity
In a number of courses, there will be some requirement for participation in synchronous, remote learning activities. Among others, these activities may take the form of a discussion about a particular topic or issue, a faculty or student led presentation, peer-review and/or progress reporting. To the extent possible, these sessions will be scheduled outside of regular work hours. There may be occasion where time zone differences make that impossible, however. In such cases, we will attempt to provide as much advance warning as possible to help ensure your availability. These synchronous sessions will be an important part of your participation in the program, so if you must be absent, please let the course instructors know as soon as possible.

Where synchronous participation is required, you will be asked to connect to the session via special software provided by Queen’s such as Zoom. These solutions are generally multi-platform and mobile compatible, and we will work with you to help get you connected during the first on-site.

Using Discussion Forums
As part of your courses, you will often be asked to participate in discussion forums, which enable you to post issues for discussion, or respond to those that have been posted by your professors or cohort members. Please use the netiquette rules outlined below to guide your responses, but you should be mindful of the following as well.

1. Inappropriate or disrespectful comments will not be tolerated, such as:
   a. Hate speech (including racist, sexist, homophobic, ableist language)
   b. Profanity, obscenity or vulgarity
   c. Personal attacks and defamatory statement of a person, peoples or groups
   d. Information that violates someone’s privacy or that infringes on copyrights
2. Before posting your question or comment to a discussion forum, check to determine if it has already been stated.
3. Stay on topic and respond succinctly and directly.
4. Avoid sarcasm, which can - without additional context - be misinterpreted;
5. Respect the opinions of your classmates. If you disagree, do so respectfully.

Netiquette
“Netiquette” refers to the conventions associated with creating a respectful and constructive online environment. That does not mean shying away from fulsome debate, analyses, critiques and discussion, but it does mean developing a nuanced understanding of how instructor and peer interactions are shaped by virtual communication, and being cognizant of the impact that misinterpretation can have. Effective communication is a fundamental part of leadership, and this program has been designed to enable you to develop those skills, whether in a virtual, published or face-to-face context. Your DSc (RHL) courses are a perfect arena in which to develop and practice those communication skills. Albion offers a useful rule set for netiquette based on the book “Netiquette” by Virginia Shea. These include:

● Rule 1: Remember the Human
● Rule 2: Adhere to the same standards of behavior online that you follow in real life
● Rule 3: Know where you are in cyberspace
● Rule 4: Respect other people’s time and bandwidth
- Rule 5: Make yourself look good online
- Rule 6: Share expert knowledge
- Rule 7: Help keep flame wars under control
- Rule 8: Respect other people’s privacy
- Rule 9: Don’t abuse your power
- Rule 10: Be forgiving of other people’s mistakes

Technology Requirements
The DSc (RHL) program will use the OnQ learning management system, which is the Queen’s branded version of Desire to Learn [D2L], also known as Brightspace. Instructors will use OnQ as a repository of course related documents (syllabus, required readings, etc.) and for on-line discussions, assignment submissions, and small group work. Some faculty may also use other technologies, such as Zoom and Skype for Business, to facilitate interactive discourse with students. Other technologies may also be employed by some faculty, depending on the content and learning objectives of their courses. Technological assistance will be available to students who are having difficulty with the on-line systems. Full details of the technology requirements for the program are provided in Appendix 3. Please contact Svetlana Rytkhova if you are having problems with any of the technology aspects of the program (see Contact Information section).

Logistics

Course Enrolment
The Program Assistant will enroll you in the core courses that are required for your program, as well as in your chosen electives. More information regarding electives will be provided to you at the first on-site session and throughout the program. Elective courses are subject to change year to year. The Graduate Assistant (see contact information in the next section) will automatically enrol all RHL students in the core courses at the appropriate times. The Graduate Assistant will also enrol RHL students in electives on a case-by-case basis. The Graduate Assistant can manage the enrolment up until the "add/drop" date for each term, after which SGS approval must be sought for any student's course changes. These dates are posted in the School of Graduate Studies sessional dates: https://www.queensu.ca/sgs/graduate-calendar/sessional-dates

Timeline/Benchmarks
1. By the end of the fall term of your first year, you and your advisor should have identified potential committee members, consulted with the Associate Director (Research and Post-Professional Programs) about the suitability of these individuals, and initiated any necessary approvals to have them approved.
2. Early in the winter term of your first year:
   a. You and your comprehensive examination committee should have identified a focus for your comprehensive exam task/case.
   b. You and your advisor should have identified a focus for your applied dissertation, so you are ready for the proposal course (RHL 904).
3. By the end of the summer term of your second year, your comprehensive examination should be complete. At the latest, your examination should be finished by the end of the fall term.
4. By the end of the winter term of your second year, your applied dissertation proposal should be defended and approved.
Important Contact Information

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

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

Associate Director (Research and Post-Professional Programs): Dr. Kathleen Norman
Room 231, Phone: 533-6104
E-mail: kathleen.norman@queensu.ca
Dr. Norman heads the three research and post-professional programs for the School: Rehabilitation Science, Aging and Health, and Rehabilitation and Health Leadership. Appointments with Dr. Norman can be arranged by sending her an e-mail or by phone. All general inquiries relating to the DSc (RHL) Program should first be directed to Martina McAllister, Graduate Assistant.

Graduate Assistant (Research & Post Professional):  Martina McAllister
Room 225, Phone: 533-6000 ext. 75302
E-mail: martina.mcallister@queensu.ca
The Graduate Assistant assists Drs. Norman and Finlayson, faculty and students with most aspects of the Doctor of Science (Rehabilitation and Health Leadership) and Aging and Health programs. Kayla is in this role until Martina returns from maternity leave (September 2019).

Programs Manager (Research & Post Professional): Tim Rosillo
Ext. 74629
Email: timothy.rosillo@queensu.ca
Tim oversees operations, administration, and external communications related to the DSc (RHL), Aging and Health, and Rehabilitation Science programs.

Director, School of Rehabilitation Therapy: Dr. Marcia Finlayson
Room 233; Phone: 533-2576
E-mail: marcia.finlayson@queensu.ca
Appointments with the School’s Director can be arranged through Sandra Turcotte or Caitlin MacDonald.

Departmental Administrative Manager: Sandra Turcotte
Room 201, Phone: 533-6726
E-mail: turcotte@queensu.ca
Sandra oversees all administrative functions of the School. Students may correspond with Sandra regarding their Student E-Contracts for Teaching Assistantships.

Departmental Assistant: Caitlin MacDonald
Ext. 77195
Email: rehab@queensu.ca
Appointments with the Director can be made through Caitlin.
Data Analyst and IT Administrator: Svetlana Rytchkova
Ext. 78987
Email: svetlana.rytchkova@queensu.ca
Svetlana provides IT support to the members of the School of Rehabilitation Therapy. She troubleshoots issues with OnQ for faculty of the DSc (RHL) program. If you have problems with OnQ, first try to contact the main help site for OnQ: ([https://www.queensu.ca/onqsupport/students](https://www.queensu.ca/onqsupport/students)). If they are not able to assist you, please contact Svetlana. Please be aware that Svetlana’s hours are 7 am to 3 pm Monday to Thursday, and 7 am to noon on Friday. She will not be available to answer questions outside of these hours.

Educational Developer: Mary Arnold
Email: ma122@queensu.ca
Mary provides OnQ support to the faculty of the DSc (RHL) program. If you are having problems with OnQ, and you not been able to reach the main help site or Svetlana, contact Mary. Please be aware that Mary only works two days per week, and her days of work vary depending on faculty needs.

OnQ support
For questions and tutorials about OnQ, please check the following website: [https://www.queensu.ca/onqsupport/students](https://www.queensu.ca/onqsupport/students)
Governance, Policies and Guidelines

The DSc (RHL) program is based in the School of Rehabilitation Therapy, which is part of the Faculty of Health Sciences. Because the DSc (RHL) is a graduate degree, students and faculty are also subject to the policies and procedures of the School of Graduate Studies. All academic programs are also subject to the policies, rules and regulations of University Senate. Generally speaking, Senate sets broad, overarching policy for all programs and units of the University, and then Faculties, Schools and programs develop more detailed policies and procedures, as required. The information below reflects key policies relevant to the DSc (RHL), but should not be considered exhaustive. When in doubt, please contact a member of the program staff or faculty.

From University Senate

Queen’s University Code of Conduct

The Code of Conduct describes, in general terms and with specific examples, what constitutes unacceptable behaviour in the Queen's community. It also explains the University’s disciplinary and grievance systems for both academic and non-academic offences. It can be found on the University’s website at https://www.queensu.ca/studentconduct/.

Academic Integrity

Academic integrity is constituted by the five core fundamental values of honesty, trust, fairness, respect and responsibility (see: https://academicintegrity.org/). and by the quality of courage. These values and qualities are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University.

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their academic work (e.g., assignments, exams, etc.) conforms to the principles of academic integrity (see: https://www.queensu.ca/academicintegrity/students-and-academic-integrity).

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

Turnitin

Turnitin is a text matching tool used at Queen’s University. If Turnitin is activated in an OnQ course website, students upload papers in order to receive originality reports that shows text matches to the following sources:

- Student paper repository
- Current and archived web site content
- Periodicals, journals and publications
If a course makes use of Turnitin, the following paragraphs should appear in the course syllabus:

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

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

Please read Turnitin’s Privacy Pledge, Privacy Policy, and Terms of Service, which governs users’ relationship with Turnitin. Also, please note that Turnitin uses cookies and other tracking technologies; however, in its service contract with Queen’s Turnitin has agreed that neither Turnitin nor its third-party partners will use data collected through cookies or other tracking technologies for marketing or advertising purposes. For further information about how you can exercise control over cookies, see Turnitin’s Privacy Policy.

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

Queen's explains more about how Turnitin may be integrated into OnQ on one of its OnQ help pages: https://www.queensu.ca/onqsupport/enable-turnitin-your-course

Academic Accommodations for Students with Disabilities
Queen's University is committed to fostering a welcoming culture that facilitates the inclusion and integration of students with disabilities into the university community. For information about academic accommodations, see the policy and procedures linked at Student Wellness Services: http://www.queensu.ca/studentwellness/accessibility-services/students.

Academic Considerations for Students with Extenuating Circumstances
Should you experience an illness or other personal circumstance that has a direct and substantial impact on your ability to meet essential academic requirements or standards, please the policy and procedures linked at Student Wellness Services: http://www.queensu.ca/studentwellness/resources/students-extenuating-circumstances.

Extenuating circumstances include but are not limited to a sudden or acute physical or mental illness, serious injury to self or significant others, bereavement, a traumatic event, or other serious personal/family crisis.

From the School of Graduate Studies

Please familiarize yourself thoroughly with the contents of the SGS website. All relevant policies are available on this site.
Students must achieve a minimum of 70% or B- (second class standing) in each course designated as part of their program of study to pass the course. The program assumes full-time enrollment. Students taking longer than the designated time must request an extension through their program. Time extensions after three years must be approved by the School of Graduate Studies.

**Policies and procedures related to student leaves**

Students seeking information about taking a period of leave from their studies will find the relevant information under the SGS regulations related to Admission & Registration. SGS accepts requests for Maternity and Parental Leave, or Medical Leave, typically for at least a full term and possibly more. For details, see: [https://www.queensu.ca/sgs/graduate-calendar/admission-and-registration](https://www.queensu.ca/sgs/graduate-calendar/admission-and-registration). In such situations, the graduate program – in this case Rehabilitation and Health Leadership – would be asked to support a student’s request for leave, but SGS has the ultimate authority about granting any such leave.

**From the School of Rehabilitation Therapy**

Review of academic decisions will follow the policies established by the School of Rehabilitation Therapy and the School of Graduate Studies. Students wishing to appeal a final grade must do so promptly. Our appeal process is detailed on our [Policies and Procedures website](https://www.queensu.ca/sgs/graduate-calendar/admission-and-registration).

**From the Program**

**Graduate Student Representatives**

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

**Doctor of Science in Rehabilitation and Health Leadership Program Committee (2 reps): To be determined**

The Program Committee is the forum for the graduate student representatives to provide input into the general operation of the program and associated policies. The committee will meet approximately once per month, September through May. Participation through teleconference can be arranged for students who are not living in the Kingston area.

**Confidentiality**

As a participant in the DSc (RHL) program, you’ll be working closely with your cohort on developing a broad range of skills and competencies. One of the major objectives of the program is to provide students with rigorous, theoretically grounded perspectives while simultaneously “connecting the dots” to the ways in which these can be utilized within the context of the real worlds of rehabilitation and healthcare. Much of the learning, therefore, will be through the lens of the application of theory to real world scenarios, many of them brought forward by your cohort. You will be asked to deconstruct, analyze and, in many cases, suggest mechanisms for resolving challenges in policy, service, programs and teamwork at local, provincial and national levels.

As in your professional life, respect for confidentiality will be a critical component of your participation in the DSc (RHL). We will expect you to maintain strict confidentiality for all issues discussed during the
program that are derived from a cohort member’s personal or institutional experience. That includes all issues expressed verbally, in writing or through any online learning activity or platform. If cohort members cannot count on mutual confidentiality, then the range of issues that they will be willing to discuss will be limited, leading to a less rich, and less valuable, learning experience.

Computer, Device and Online Confidentiality - Maintaining IT Security
An important consideration with respect to confidentiality is your protection of the information and data you hold, or can access, via your computer and devices. Here is a list of key steps you can take to protect the confidentiality of your information and the confidentiality of your cohort members.

Steps to Protect Your Information

1. Keep your computer, software, browser and browser apps up-to-date.
2. Scan for viruses, spyware and adware.
3. Never save your password in a browser or application.
4. Never leave your computer unattended.
5. Do not use the Administrator account for your everyday activities.
6. Protect your personal information.
7. Limit the amount of information you post on the internet about yourself, your family, and your friends.
8. Be aware of phishing attempts to gain access to your personal and/or financial information.
9. If the data is important, make a copy.
10. Check your browser’s security levels to see what you are allowing.
11. When purchasing or banking online, make sure the website is secure.

A warning about Phishing: Please note that your Queen’s University email address will be targeted by hackers hoping to get your password and access to your account. Any message that informs you that the author is a network administrator, and requests you to login or respond to a link, is almost certainly a phishing attack. You should simply delete the message. Never respond to a request for your password, or an attempt to have you login.

For more information on phishing, see: https://www.queensu.ca/its/security/education-awareness/phishing

Additional information can be found at: https://www.queensu.ca/its/security/best-practices/cyber-tips-and-tricks

Resources for Students

Email

Email will be the primary method of communication utilized by the School and University. All email communication will be directed solely to your Queen’s netid email account. Therefore, it is important to ensure this email account is activated, and monitored on a regular basis.

Library Services
Bracken Library is located next door to Louise D. Acton, on the main and lower floors of Botterell Hall. This is the Health Sciences Library and may be the most useful to you. The liaison librarian for the School of Rehabilitation Therapy is Ms. Paola Durando. To discuss literature search strategies, e-mail her at paola.durando@queensu.ca to arrange a consultation. Consultations can be conducted at a distance, over the phone. If Paola is unavailable when you try to contact her, any of the other Health Sciences Librarians will also be willing to help you.

If on campus and wishing to print or photocopy, Copy Cards may be purchased from Bracken, Douglas or Stauffer Library for printing and photocopying at your own cost. The Copy Card can be used at any campus library.

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

Computing and Information Technology

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

Queen’s University subscribes to the Microsoft Office 365 Suite (Web interface and Standalone applications: Word, Access, Excel, OneDrive, and PowerPoint) and provides support for these packages. https://www.queensu.ca/its/Office365-ProPlus

For information about software available to students go to https://www.queensu.ca/its/services/services/students
https://www.queensu.ca/its/software-hardware-services

Student pricing for software may be available please check with the software vendor directly.

Secure Your Data

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

- Make sure you install “Microsoft Updates” at least monthly. This updates your operating system, and also updates all of your Office applications (Word, PowerPoint, Excel, etc.).
  https://support.microsoft.com/en-ca/help/4027667/windows-update-windows-10
  https://its.uiowa.edu/support/article/1418 (simple instructions that covers 7, 8, 8.1 and 10)
- Anti-Virus Software should always be running and up-to-date. It is common for this software to be configured to automatically update these definitions, but you should check it regularly to make sure it is working properly.
- If you have a laptop or any other device with sensitive data such as student numbers, marks, or research data containing personal information, you should have your device encrypted. Please visit the ITS guidelines at https://www.queensu.ca/its/security/BestPractices. Here, you will find more information and the link to download encryption software available through the university.
● Your files should be backed up regularly. You can purchase an external drive for your backup, or save your files to a cloud solution, for example, OneDrive, which is available free for all Queen’s students. For more information, see the ITS website. If your hard drive fails, and you have not backed up your files, mail, and data, they may be irretrievably lost.

● Your computer must be password protected, and the password should be a strong one containing a combination of numbers, letters and special characters. No one should be able to read your mail and files by simply pushing the power button on your computer. More about computer safety can be found at: https://www.queensu.ca/its/security

Financial Support & Student Awards

It is expected that the majority of students in this program will be professionals and/or practising clinicians. With this in mind, students will not receive traditional doctoral funding packages as the program has been designed to allow its participants to continue to work in a professional capacity while completing the degree. Students may be eligible for tuition support from their employers as part of professional development programs.

Students in the DSc (RHL) program are encouraged to identify external scholarships for which they may qualify. Where appropriate, program faculty and staff will assist students in completing their applications.

You should speak with your advisor about the possibility of research funding from outside sources. You will be sent email messages throughout the year to inform you of funding opportunities as they arise. Applying for grants and research funding is related to the operational costs of your research, not personal support money.

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

Other Resources

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

● Campus Bookstore
● Career Services
● Copyright Information from Queen’s Library
● Equity Office
● Expanding Horizons
● Student Wellness Services
● Human Rights Office at Queen’s
● Queen’s University International Centre
● Society of Graduate and Professional Students (SGPS)
● SGPS Student Peer Advisor Program
● SGPS Student Activity Fees (includes Health and Dental Plan)
Faculty – DSc (RHL)

Core Faculty (i.e., eligible to supervise and teach in the DSc RHL program)

Heather Aldersey (on leave March-August, 2019)
PhD (Interdisciplinary Studies) is an Assistant Professor (Queen’s National Scholar) in the School of Rehabilitation Therapy and Interim Director of the International Centre for the Advancement of Community Based Rehabilitation (ICACBR). Dr. Aldersey’s research program focuses 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. Within this program, she has particularly focused on experiences of individuals with intellectual and developmental disabilities and their families in African contexts. The ultimate goal of Dr. Aldersey’s scholarship is to draw upon local strengths and capabilities to improve the quality of life of people with disabilities and their families globally.

Mohammad Auais
BScPT, MSc PT, Ph., is an Assistant Professor in the School of Rehabilitation Therapy 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.

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

Heidi Cramm
BSc (OT), MSc (OT), PhD is an Assistant Professor in the School of Rehabilitation Therapy. Her research focuses on military family health, with an emphasis on mental health. She is also the Head of Knowledge Translation for the Canadian Institute for Military and Veteran Health Research (CIMVHR). Her teaching in the occupational therapy program focuses on occupational therapy with children, the lived experience of disability, advanced clinical reasoning, and critical inquiry projects.

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

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

**Catherine Donnelly**
BSc (OT), MSc, PhD is an Associate Professor in the School of Rehabilitation Therapy. 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.

**Nora Fayed**
B.Sc. H. (Waterloo), M.Sc OT (Western), Ph.D. (McMaster) is an Assistant Professor in the School of Rehabilitation Therapy. 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.

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

**Setareh Ghahari**
BSc, MSc, MOT, PhD, OT Reg. (Ont.) is an Assistant Professor in the School of Rehabilitation Therapy. Research and clinical interests include: chronic disease management, fatigue management, and health access for people with complex needs with focus on individuals with neurological conditions and immigrants. Teaching responsibilities include: Neurocognitive determinants of occupation, Critical Enquiry Foundations, and Chronic Conditions and Self-management.

**Janet Jull**
BSc (OT); MSc (OT) - Post Professional; PhD (Population Health), is an Assistant Professor in the School of Rehabilitation Therapy. Dr. Jull develops and evaluates shared decision making tools and approaches to support client-centred care, in collaboration with First Nations, Inuit and Métis communities. Dr. Jull's work in shared decision making currently has a particular focus on cancer care. Dr. Jull also investigates the use of integrated knowledge translation: a research approach that engages knowledge users (those for whom the research will be relevant, such as healthcare providers, policy and decision makers, clients, the public) with researchers.
**Dorothy Kessler**  
B.M.R., O.T., MSc., PhD is an Assistant Professor in the School of Rehabilitation Therapy. Dr. Kessler's research focuses on understanding the experiences of people living with chronic health conditions, as well as developing and testing of interventions and models of care to improve community reintegration and participation in personally valued activities among people with chronic health conditions such as stroke and Parkinson’s’ disease. Her research is centered on interventions and approaches that engage and empower the person to manage their care.

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

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

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

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

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

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

The full faculty listings for the School of Rehabilitation Therapy can be seen at:
https://rehab.queensu.ca/faculty-staff/faculty
Appendix 1 - Terms of Reference for the Doctor of Science in Rehabilitation and Health Leadership Program Committee

Last revised: Approved by SRT Academic Council, May 5, 2016

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

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

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

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

Composition
Membership of the Committee will include:
• No fewer than 3 and no more than 5 full-time faculty members, plus 1 term adjunct, all of whom are actively engaged in teaching in the DSc (RHL) Program, in addition to the Associate Director (Post-professional and Research Programs), who shall act as the Chairperson for the committee.
• Two representatives of the graduate student body. Given the format of the DSc (RHL) program, alternative methods of participation (teleconference, Skype, written) will be arranged, as required.

The Program Assistant shall act as Secretary.

**Meetings**

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

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

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

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

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

**Ad-hoc sub-committees**
The committee may identify pro tem ad-hoc sub-committee from time to time in order to address special projects or needs of the program. Such committees may appoint a chair from amongst their membership. These committees will report to the Program Committee.
Appendix 2 – RHL Elective Courses

RHL 906, 907, 908 Emerging Issues in Rehabilitation Seminar
This synchronous seminar course will involve readings, on-line presentations by experts on specific emerging issues or controversies relevant to rehabilitation and health leadership, followed by guided critical discussion. Issues addressed with change with each offering.

RHL 910 Research Coordination & Management
This course will prepare students to competently fill the role of research coordinator or manager in a large multi-project research program. Topics covered include basics of project, budget and human resource management, training and supervising research assistants, preparing ethics applications and monitoring compliance, and tracking and monitoring progress.

RHL 911 Promoting Research in Practice
This course applies leadership practices to the area of facilitating and supporting practice-based research in non-academic settings. Learners will explore methods to incorporate rigor into practice-based research; examine barriers, facilitators and techniques to engage practitioners in research; and scrutinize approaches for building a culture of research in non-academic settings.

RHL 921 Teaching, Learning and Capacity Building
This course will prepare students to develop and evaluate capacity in others through use of teaching and learning strategies, and community capacity building approaches. Students will critically examine theories and evidence about learning in adults, building community capacity, and measuring individual and program level outcomes. Opportunities to practice specific skills will be embedded in course activities.

RHL 922 Coaching and Mentoring
In this course students will examine the theoretical underpinnings, approaches and specific methods for developing practice excellence and leadership in others. Students will learn and practice techniques for coaching and mentoring, and evaluate their appropriateness for motivating diverse individuals.

RHL 930 Ethical Issues in Rehabilitation and Health Leadership
This course will provide an overview of ethical principles and issues facing leaders in rehabilitation and health. Students will examine these principles and issues and debate the challenges of applying them to service planning, provision and evaluation at the individual, group, organization and system levels.

RHL 931: Issues in Diversity, Inclusion and Accommodation
Students will critically examine principles and policies that support adaptation of rehabilitation and health services to meet the needs of diverse populations. Students will consider programs and strategies to promote cultural competence and inclusivity during rehabilitation and health service delivery, as well as programs and strategies that guide equitable hiring practices and disability accommodations in the workplace.

RHL 976: Independent Study
An Independent Study allows a student to work under the guidance of a faculty member to develop an individualized learning plan to gain specific knowledge and/or skills in a subject area related to the faculty member’s area of expertise or special interest, which is not offered through existing courses. The Independent Study must be linked to studies in rehabilitation and health leadership but not directly overlap with the student’s applied dissertation work.
Appendix 3: Technology Requirements

The DSc (RHL) will use the OnQ learning management system, which is the Queen’s branded version of Desire to Learn [D2L], also known as Brightspace. Instructors will use OnQ as a repository of course related documents (syllabus, required readings, etc) and for on-line discussions, assignment submissions, and small group work. Some faculty may also use other technologies, such as Zoom and Skype for Business, to facilitate interactive discourse with students. Other technologies may also be employed by some faculty, depending on the content and learning objectives of their courses. Technological assistance will be available to students who are having difficulty with the on-line systems. Please contact Svetlana Rytchkova if you are having problems (see Administrative and Contact Information section).

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

Computing Devices
- Windows devices
  - Operating System: Windows 7 / Windows 8 / Windows 10
  - Processor: Intel Core I3/I5/I7 CPU or AMD equivalent
  - RAM: 8 GB or more
  - Networking: Wifi 802.11N or 802.11AC (recommended)
  - Browser: Microsoft® Edge
  - Additional Software: Java™ 8 Update 151 or higher recommended
    **Students can obtain a free copy of Windows 10 EDU through Queen’s. Recommended to upgrade to Windows 10 EDU for bitlocker (full disk encryption) support.**

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

**Enterprise Laptops that have been locked to a corporate domain are not recommended**
- **Android devices**

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

- **iOS devices**

  Device: iPad® 4th generation or newer  
  iPhone® 4S or newer  
  iPod® Touch (5th generation) or newer  
  Operating System: iOS 9.0 or newer  
  Internet: WiFi recommended for VoIP  
  Additional Software: Free Zoom Mobile App

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

All you need to start using Zoom are the following:

- Windows or Mac computer
- Internet connection with broadband speed is required
- USB sticks for Internet not recommended because Internet speed depends on topography and environmental conditions, network congestion and other factors
- Microphone and speakers (headset recommended)
- Webcam for conference use

Most computing devices have built-in microphones and speakers, but you need to use a headset or handset. You can also make calls on your landline.