Why GRADUATE STUDIES in AGING AND HEALTH?

Graduate studies in Aging and Health are offered through innovative programs that provide participants with a comprehensive understanding of aging, with a focus on health and healthy living. Students will develop multi-disciplinary knowledge of individual aging processes, the effect of aging on social systems, and the policies needed to support healthy aging. The program is meant to enhance students' ability to contribute to the development, delivery and implementation of evidence-based care, services, and policies for older adults across a range of settings.

Why QUEEN’S?

The program is full-time but can be completed from a distance, through a blended format of on-line and in-person learning. Intensive on-site sessions introduce students to core courses and e-learning technology, as well as provide an opportunity for in-person interaction with faculty and fellow class members. Elective courses are completed at a distance, on-line. The blended format of on-site intensives and on-line components couples networking and experiential opportunities with the flexibility of distance learning.

Queen's University programs in Aging and Health position graduates for success in a variety of settings that serve the growing population of older adults including government, universities and colleges, for-profit and non-profit organizations, business and industry, and various healthcare settings.

Program STRUCTURE

PhD (4 years, full time): Course work consisting of 4 courses (normally including 2 core courses), comprehensive exam, thesis and defense.

Core COURSES

- AGHE 901 Knowledge Translation and Uptake
- AGHE 903 Critical Analysis of Theories of Aging

We encourage you to identify an area of research interest and contact a potential supervisor before applying.

Visit the Aging and Health page on the School of Rehabilitation Therapy website to read faculty profiles, and learn more about faculty members' research areas. When you find a faculty member with similar research interests to yours, contact him/her and tell them about your interest in graduate work, area of research interest and related experience.
### YEAR I

**ACHIEVE YOUR ACADEMIC GOALS**

- Meet early with your supervisor to set expectations and discuss roles, responsibilities, program requirements, resources, research/occupational goals, timelines, and any required accommodation plans.
- Consider how your coursework can contribute to your research proposal and comprehensive examination.
- Look to Student Academic Success Services for a variety of supports.

**MAXIMIZE RESEARCH IMPACT**

- Think about audiences for your research.
- Complete ROMEO online module on research ethics if doing research that involves people in sensitive topics.
- Apply to CIHR, SSHRC, NSERC, OGS, and other funding.
- Attend conferences in your field.
- Present your work at graduate conferences such as the Rehabilitation Research Colloquium or the Canadian Student Health Research Conference.
- Expand your research audience through social media such as Twitter or a blog.
- Apply for the Graduate Dean’s Travel Grant for Doctoral Field Research.
- Letter skills for non-academic employment by continuing involvement on committees and in the community.
- Homing an up-to-date list of your skills, experiences and competencies.
- For help with teaching, get support from the Centre for Teaching and Learning.
- Log into the UTLC for more professional development in teaching and learning.
- Participate in your graduate and professional community through activities such as graduate student outreach programs, organizing conferences, and research groups like Material Matters.
- Do some targeted networking with people working in careers of interest through Queen’s Connects on LinkedIn or the Queen’s Alumni Association professional associations, and at conferences.
- Get help from a Career Services workshop.

**BUILD SKILLS AND EXPERIENCE**

- Talk to the Program Director or Program Assistant of the Aging and Health Program about getting involved.
- Consider positions in student services, the SGSS, or media outlets like the Queen’s Journal, CFRC, and the SGSS Blog.
- Look in the AMS Clubs Directory.
- Use a Teaching Assistant or Research Assistant position to develop your skills and experience.
- Look in the SGPS, and the SGS901 Centre for more professional development.
- Explore how you can connect with your community through experiential opportunities on- and off-campus.
- Consider volunteering or working with local community organizations that are focused on supporting healthy aging and aging in place.
- Consider the Career Services workshop.

**ENGAGE WITH YOUR COMMUNITY**

- Start building your teaching portfolio including student evaluations, and seeking mentorship.
- Explore different careers of interest by reading alumni profiles on the SGS website, and using Queen’s Connects on LinkedIn to connect with Queen’s alumni or find alumni in various careers through “Ask an Alumni” for more information check out Career Counseling.
- Investigate requirements for professional positions or other opportunities related to careers of interest.
- Consider participating in the 3 Minute Thesis (3MT) competition.
- Contact the Queen’s Media Centre for guidance on speaking to news outlets about your work.
- Practice articulating the skills you have been developing in settings outside the university, such as casual conversation, networking, and interviews. Get help from a Career Services workshop.
- Build connections with faculty outside of your department. Pursue interviews for faculty positions and apply for post-doc fellowships and positions.
- Apply to jobs or make plans for other adventures. Get help from Career Services with job searching, resumes, or interviews.
- If considering jobs abroad, research possible immigration regulations. If you are an international student interested in staying in Canada, consider speaking with an International Student Advisor.

### YEAR II

**ACHIEVE YOUR ACADEMIC GOALS**

- Priorities include completing your comprehensive examination and pursuing research.
- Find your way through the academic process with help from departmental and Expanding Horizons professional development workshops, the Aging and Health Program Director and Program Assistant and the SGS Habitat.
- Set up regular meetings with your supervisor to discuss progress and obstacles to timely completion.
- Seek experiential/professional learning opportunities.

**MAXIMIZE RESEARCH IMPACT**

- Continue to present at conferences in your field, such as the annual conference of the Canadian Association of Gerontology.
- Consider participating in the 3 Minute Thesis (3MT) competition.
- Contact the Queen’s Media Centre for guidance on speaking to news outlets about your work.
- Practice articulating the skills you have been developing in settings outside the university, such as casual conversation, networking, and interviews. Get help from a Career Services workshop.

**BUILD SKILLS AND EXPERIENCE**

- Find opportunities for extra training through CTTL, Expanding Horizons, Mitacs, or other sources to boost your skills and investigate internships from Mitacs and other sources.
- Prepare for work or studies in a multi-cultural environment by taking QUIC’s Intercultural Competency Certificate.
- Start focusing on non-academic areas of interest.
- Consider how your coursework can contribute to your career pathways, references letters, and with community partners.
- Continue public outreach through social media and the Queen’s Media Centre.

### YEAR III

**ACHIEVE YOUR ACADEMIC GOALS**

- Continue to meet regularly with your supervisor, review research progress, and write your dissertation. Check out the SGS Dissertation Boot Camp or Dissertation on the Lake.
- Use conference presentations to create and refine thesis or project material.
- Use conference presentations to create, discuss, and explore ways to disseminate research findings. Learn from the Expanding Horizons Publishing workshop.
- Begin discussion of potential thesis defense examiners.

**MAXIMIZE RESEARCH IMPACT**

- Continue to attend conferences and connect with scholars in your field and with community partners.
- Plan date of thesis submission for examination.
- Present your research to graduate students and faculty or at conferences and work with supervisor to prepare for defence.
- Review submission and examination guidelines.
- Secure necessary oral defence accommodations.
- Discuss career pathways, references letters, and publication options with your supervisor.

**BUILD SKILLS AND EXPERIENCE**

- Do some targeted networking with people working in careers of interest.
- Start building your teaching portfolio including Queen’s Connects on LinkedIn reflecting specific careers or topics of interest.
- Participate in your graduate and professional community through activities such as graduate student outreach programs, organizing conferences, and research groups like Material Matters.
- Join professional associations like the Canadian Association of Gerontology.
- Continue targeted networking with people working in careers of interest. Join groups on LinkedIn reflecting specific careers or topics of interest.
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- Consider the Career Services workshop.
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- If considering jobs abroad, research possible immigration regulations. If you are an international student interested in staying in Canada, consider speaking with an International Student Advisor.

### YEAR IV & TRANSITIONING

**ACHIEVE YOUR ACADEMIC GOALS**

- Start focusing on non-academic areas of interest.
- Consider how your coursework can contribute to your career pathways, references letters, and with community partners.
- Continue public outreach through social media and the Queen’s Media Centre.

**BUILD SKILLS AND EXPERIENCE**

- Do some targeted networking with people working in careers of interest.
- Start building your teaching portfolio including Queen’s Connects on LinkedIn reflecting specific careers or topics of interest.
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### WHAT WILL I LEARN?

A professional degree in Aging and Health can equip you with:

- Knowledge and technical skills
- Effective communication skills in multiple forms for diverse audiences
- Ethical approaches to research and practice with older adults
- Time management skills to meet deadlines and manage responsibilities despite competing demands
- Project management skills to develop ideas, gather information, analyze, critically appraise findings, draw and act on conclusions
- Creativity and innovation
- Independence and experience as a collaborative worker
- Professionalism in all aspects of work, research, and interactions
- Leadership skills to take initiative and vision leading people and discussion

### WHERE CAN I GO?

Queen’s University programs in Aging and Health position graduates for success in a variety of settings that serve the growing population of older adults including government, for-profit and nonprofit organizations. Potential career opportunities include:

- Program development, implementation, and oversight in community-based or public healthcare organizations.
- Coordination and management roles in for-profit organizations that deliver services or create products for older adults.
- Policy development and analysis related to aging and society.
- Program evaluation for aging and health-related services.
- Positions in research and academia.

In addition, graduates of this program have taken the knowledge and skills gained in this program back to their own places of employment to contribute to the development of age-sensitive services and practices. Taking time to explore career options while building your experience and networks can help you have a smooth transition to the world of work after graduation.

*This map is intended to provide suggestions for activities and careers, but everyone’s abilities, experiences, and constraints are different. Build your own Grad Map using our online My Grad Map tool.

Visit careers.queensu.ca/gradmaps for the online version with links!
Application FAQs

What do I need to know to APPLY?

ACADEMIC REQUIREMENTS
- Completion of a Master’s degree in a related field with a minimum B+ standing.
- Contact the program director and potential supervisors to discuss how your studies and experiences to date may be related to the Aging and Health program studies.
- The entire transcript is reviewed but particular attention is given to your last 20 courses and how well you have progressed throughout your academic career. Preference is given to students with higher academic standing.

ADDITIONAL REQUIREMENTS
- Two references.
- Current CV.
- Letter of Intent.
- If English is not a native language, prospective students must meet the English language proficiency requirements in writing, speaking, reading, and listening. The School of Graduate Studies requires the following minimum scores: TOEFL (paper-based): 550, (2) TOEFL iBT: Writing (24/30); Speaking (22/30); Reading (22/30); Listening (20/30), for a total of 88/120 (applicants must have the minimum score in each test as well as the minimum overall score), or (3) IELTS: 7.0 (academic module overall band score), or (4) PTE Academics: 65.

KEY DATES & DEADLINES
- Application deadline: February 15.
- Decisions will be made promptly following that date.

Before you start your application, please review the Graduate studies application process.

What about FUNDING?
- Application Fee: $105
- Program Fee: $1500 program fee to annually cover the cost of the on-site intensive sessions (hotel room, meals and course packs)
- Tuition Fees: The tuition fees for the 2017-2018 year are just over $2,100 per term.

Apply for external funding and see the School of Graduate Studies’ information on awards and scholarships.

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