

Career Services

The Student Guide to SWEP and Work Study

2024 – 2025



Queen's
UNIVERSITY

STUDENT AFFAIRS
Career Services

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Introduction

Congratulations on being offered an experiential learning opportunity through our SWEP or Work Study program! We hope that this role provides you with a great opportunity to learn about yourself, develop workplace skills, and contribute to the university.

We have designed this handbook to help you make the most of your position, providing some useful information as you start out as SWEP or Work Study staff.

We welcome any suggestions or input that you might have, as we are continuously looking to improve our program and this manual. Please contact Sheila Hutchison with any comments or suggestions.

Statement on Acknowledgement of Traditional Land

Queen's University is situated on the territory of the Haudenosaunee and Anishinaabek.

Questions

Questions?	Contact
<ul style="list-style-type: none">• Application process• Finding opportunities that aren't posted• Hiring process and agreements• Change in eligibility	Sheila Hutchison Program Coordinator wkstudy@queensu.ca or swep@queensu.ca 613-533-6000 x74044

Getting Started

Accepting a Job Offer

Congratulations on getting a job offer!

Before accepting the position, ensure that you understand the offer completely. If you have any questions, this is the time to ask for clarification. If you've applied to more than one position, be respectful of each employer while considering prospects and deciding to accept an offer. Once you have decided and accepted an offer, let other employers know that you are withdrawing your application from their hiring process.

Expectations and Responsibilities

At the start of a new position, it is helpful to get a clear understanding of expectations, responsibilities, and procedures on the job. Clarify your role with your employer at the beginning of the role, and throughout your time in this position.

If you need additional assistance, clarification of the purpose or goals of the SWEP or Work Study programs, or if you have any concerns, please contact the program coordinator, Sheila Hutchison at swep@queensu.ca or wkstudy@queensu.ca.

Employment Standards

While working for an employer, several rights and responsibilities are protected and outlined in the Employment Standards Act. The Government of Ontario provides a helpful online "[Guide to the Employment Standards Act](#)".

Health and Safety

Queen's University works to provide a safe workplace for all employees, including students in SWEP and Work Study positions. Your employer will review health and safety information for your work situation. If you have questions about health and safety, do not hesitate to ask your supervisor. There is also information on the [website](#) for the Department of Environmental Health and Safety, including their contact information.

Accessibility and Accommodation

If you are a person with a disability, you have the right to request and receive accommodations to participate fully in the application and hiring process for a job, as well as to do the job once you are hired.

To receive accommodations, you must disclose to the employer that you have a disability that requires accommodation (and detail the specific accommodations that you require), but you are not required to disclose the specific nature or label of your disability. Career Services can assist you in preparing to discuss disclosure and accommodation requests in the workplace.

If you have questions about any of those topics, make an appointment to meet with a Career Educator and Coach. The [Career Services website](#) has resources for students with disabilities. Additionally, you can access resources and support through the [Accessibility Hub](#) and the [Human Rights and Equity Office](#).

Workplace Discrimination and Harassment

The University is committed to preventing workplace discrimination and harassment and addressing and responding to any reports and complaints of harassment and/or discrimination in the workplace. Please see the [Harassment and Discrimination Prevention and Response Policy](#) for more information.

Other Challenges

If an issue arises that has not been covered in this manual, please don't hesitate to reach out to Sheila Hutchison; she can help you identify resources and options for next steps.

Mandatory Training

Please complete the following paid training after starting your position:

1. [Health and Safety Awareness Training](#)
2. [AODA Training Suite \(required\)](#)
 - Accessible Customer Service Module (required)
 - Human Rights 101 (required)
 - Access Forward (required)
3. [Working Together](#)
4. [It Takes All of Us: Staff and Faculty](#)
5. [Harassment and Discrimination Training Link \(Video module\)](#)
6. [EI Wraparound](#)

Eligibility

If you discontinue your studies at Queen's at any point throughout your employment agreement, your position must end. SWEP students who are no longer returning to the same degree program in the fall must also end their position. Please speak with your supervisor and notify Sheila Hutchison.

Terminating a Position

If for some reason you find you are no longer able to keep this position, you are required to give at least two weeks' notice to your employer. You are also required to let Career Services know.

Getting Paid

It's great that you will be getting valuable work experience, but who can deny the benefit of getting paid to do it? Here is information on how the payroll system works and the necessary steps to avoid delays in getting paid.

Work Study Students Working with Non-Profit Organizations (NPOs)

The payroll information listed below is for students working for on-campus Queen's employers. Students in Work Study positions with NPOs will be paid bi-weekly by the NPO following their payroll processes. Please confirm processes and required forms with your employer.

Payroll System

Your employer submits your time sheet to the Timekeeper of the department on a bi-weekly basis. The Timekeeper will process the payroll through PeopleSoft.

All SWEP and Work Study employees are categorized as part-time employees and are paid bi-weekly. The time sheets should be provided by your Timekeeper. It is the student's responsibility to provide [Direct Deposit banking information](#) in order to receive their casual pay via electronic funds transfer. You must activate your Queen's Employee NetID to access [MyHR](#), if you have not already done so.

To activate, go to <https://queensu.ca/its/getting-started/staff>.

- Click the "Activate and Manage Your NetID" button and then the "Activate Your NetID" link on the next pages.
- In Account Type menu, Select "Employee"
- Enter student number and date of birth
- Follow the rest of the steps to activate

Note: your Queen's Employee NetID and your Student NetID may be the same. Contact Queen's ITS at (613) 533-6666 if assistance with account activation is required.

Payroll Services also requires the TD1 (both provincial and federal) tax forms. They can be found at <http://www.queensu.ca/financialservices/forms/> under Payroll:

- Payroll - TD1 Fed Form
- Payroll - TD1 Prov Form

Timesheets

You can access [timesheets](#) through the [Employee Tools SharePoint site](#).

A few tips:

- “Time Reporting – Reporting time for the week of:”
 - Select the first Sunday date of the time period you are reporting. The timesheet covers a two-week period and will automatically fill in the dates.
- “Time Reporting Code:”
 - Select REG Regular Pay from drop-down menu.
- Please use one sheet for each pay period.
- Submit your completed timesheets on time – you can ask your supervisor and or departmental timekeeper to confirm when and how they would like your timesheets submitted to them.
- View [Queen’s payroll webpage](#) for a schedule of when timecards are due and payment dates.

If you have problems getting paid, talk to your supervisor and/or your department’s timekeeper. If a problem continues, contact Sheila Hutchison, the SWEP and Work Study Coordinator

Avoiding Common Problems

If you find that you have not received your deposit on the specified days, we recommend you take the following steps:

- Don’t panic!
- Check that you submitted your timesheet on time and accurately.
- Ask your employer if your payroll was submitted by the cut-off date.
- If the deadline was met, [contact Queen’s Payroll Services](#) to inquire about the delay.
- If you submitted your timesheet on time and accurately, but your employer missed the deadline and you cannot wait until the next pay date, you can ask your employer if they are aware that they can request an off-cycle rush cheque. This option has a service charge to the employer. You can refer your employer to Queen’s Payroll Services if they are unclear about this.
- If you face any challenges in this process, you can contact Sheila Hutchison for assistance.

Not Getting Enough Hours?

When you were hired, your employer indicated approximately how many hours they were planning to hire you for. Any agreement you signed would indicate the number of hours that you were hired for. The number of hours on your agreement is the maximum number your employer can get Work Study funding for. Operational need and your availability may influence the number of work hours available, up to the maximum provided by the program, which is posted on your signed agreement. Stay in regular contact with your supervisor about any possible changes to your schedule or theirs.

If for any reason you are not getting the number of hours that were agreed upon, you can discuss this with your employer.

Notes Regarding Work Study

In the case of Work Study, you have the option of finding a second Work Study position to achieve the full entitlement if the total number of hours combined does not exceed your maximum entitlement, and both employers agree to the distribution of hours.

When you obtain a second Work Study job you will need to ensure your first employer is aware of this, as they will need to send an email to Sheila Hutchison confirming agreement and indicating the number of hours they will not be using. In addition, your second employer should also be aware that you have another job.

Experiential Learning

Experiential Learning Model

We use an experiential learning (EL) framework to ensure you get the most of your work experience. In the case of an on-campus work or volunteer role, this means reflecting on the skills you are developing through your role and how you can apply those skills in the future.

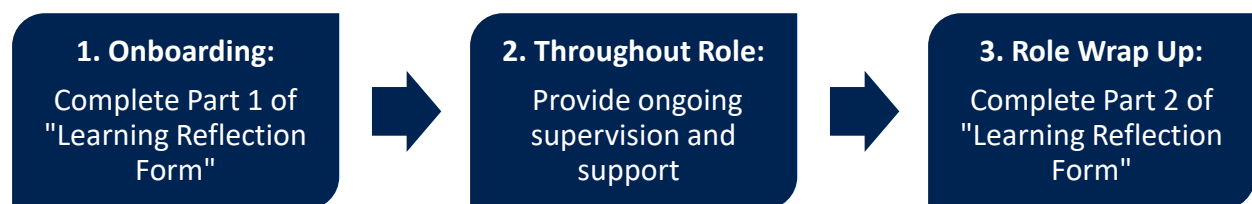
Experiential Learning Benefits

Students and employees who engage in reflection see better outcomes. Being able to reflect on your strengths and areas of improvement will make you a more efficient and productive employee. Thinking further about where these skills could take you in the future will also help you to feel more engaged in your role.

Participating in EL can have the following benefits:

- acquire the workplace skills (technical and non-technical) demanded by employers;
- build your professional network;
- explore career options and/or confirm your interest (or disinterest) in a chosen profession;
- explore the relationship between theory and practice, and thus gain new insight into course material;
- participate in self-directed learning opportunities;
- gain realistic knowledge and experience of the workplace;
- gain improved self-confidence and experience personal growth¹

How does the Experiential Learning WrapAround Learning Reflection Form Work?



¹ Sattler, P. (2011). *Work-Integrated Learning in Ontario's Postsecondary Sector*. Toronto: Higher Education Quality Council of Ontario. Retrieved from: <http://www.heqco.ca/SiteCollectionDocuments/WIL1E.pdf>

1. Onboarding

During Onboarding, you will review the Learning Reflection Form (Appendix A) with your supervisor. You will review the job description, your personal skills from previous experience, and skills you would like to improve. You will choose 2-5 skills from Part 1 of the form.

2. Throughout Role:

Throughout the role, check in with your supervisor if you have any concerns about how your skills are developing, etc. It is also good for you to spend some time reflecting on how things have been going.

3. Role Wrap Up:

Near the end of your role, you will review the questions in Part 2 of the form and jot down some thoughts and notes in this area. You will bring these notes to a meeting with your supervisor to discuss how you have met goals set out in Part 1 and what they have meant to you.

Conclusion

Thank you for taking the time to read through this handbook. We hope that it helps you with your work experience and that it makes things easier from your first day on the job until the end of your SWEP or Work Study position.

Remember that Sheila Hutchison at Career Services is always available to support you if needed. Please don't hesitate to contact her at (613) 533-6000 ext 74044 or email at either wkstudy@queensu.ca or swep@queensu.ca.

If you have any suggestions for improvement or additions to the manual, please forward these to Sheila as well, as we are always looking to make this manual the best it can be.

We hope that you have a great SWEP or Work Study experience that enriches your time here at Queen's.

Cha Ghèill!

Appendix A - EL WrapAround Learning Reflection Form

Student Information	Supervisor Information
Name:	Name:
Position:	Unit:
Unit:	Email:
Email:	Tel:

Introduction: Participation in on-campus, co-curricular roles is an important part of your transformative learning experience at Queen's. In these roles, you are developing the professional skills that will prepare you for a successful and meaningful career. Using this reflection form brings your co-curricular experience into an experiential learning framework, helping you to:

- Consider how the tasks and projects in this role contribute to your skills development
- Reflect on this role and how it contributes to your long-term career goals

Part 1 – Beginning of Role

Supervisor and student complete together as part of initial orientation/onboarding meeting with student

Review your job description and the list of skills below. During your meeting discuss the following:

- As the student, what skills are of most interest to be developed?
- As the supervisor, what are the skills the student would have the best opportunity to develop?
- Together, what tasks and projects will create opportunities to develop the identified skills?

Skills	
• Collaboration (Accountability, Navigating Group Dynamics, Teamwork)	• Communication (Creative Expression, Marketing, Oral Communication, Writing)
• Connection (Community Building, Empathy, Interpersonal Skills, Networking)	• Growth Mindset (Adaptability, Initiative, Resilience, Self-Improvement)
• Engaged Citizenship (Advocacy, Civic Participation, Global Perspective)	• Inclusivity and Intercultural Competence (Actively Anti-Oppressive, Fostering Inclusion, Indigenous Cultural Awareness, Intercultural Skills)
• Knowledge (Financial Literacy, Indigenous Ways of Knowing, Research, Teaching and Facilitating)	• Leadership (Mentoring, Coaching, and Advising, Persuasion, Supervision and Leading, Understanding Leadership Styles)
• Professionalism (Attention to Detail, customer Service, Organization and Time Management, Utilizing Technology)	• Self-Awareness (Ethics and Integrity, Identity Development, Maintaining Health and Wellness, Self-Management)
• Thinking (Analysis and Synthesis, Critical Thinking, Creativity, Problem Solving)	• Other (Add additional job specific or industry specific professional skills)

To learn more about the skills listed in the chart above, visit the [Queen’s Skills Cards](#) website. The website includes definitions, examples, and an interactive digital skills assessment tool.

Complete the chart below by choosing 2-5 skills that you will develop in your role and record the related tasks and projects that will help you develop those skills.

Skill	Related Task/Project
1.	
2.	
3.	
4.	
5.	

Part 2 – Near End of Role

Student records reflections below and brings form to meeting with supervisor to discuss.

Student Questions *(to be completed by student):*

1. Comment on how you developed and/or demonstrated the 2-5 work-related skills that were identified in Part 1.

2. How did your work contribute to the department?

3. How has this experience helped to inform your long-term options and/or goals?

Supervisor Comments (to be completed by supervisor at meeting):

Student Signature:

Date:

Supervisor Signature:

Date:

Appendix B - Additional Support Resources

Queen's offers a myriad of support resources to students. We've highlighted a few below, but there are many others; the [Campus Life section](#) of the Queen's website is a good place to look for other opportunities and resources.

[AMS Walkhome](#)

Location: Queen's Centre (ARC)

Contact: (613) 533-9255

Walkhome can help you get to your destination safely by providing a friendly team to accompany you on your walk between locations in downtown Kingston at night. Call them to request someone to walk you home. Hours vary according to season.

[Career Services](#)

Location: Gordon Hall, 3rd Floor, across from Mitchell Hall

Contact: (613) 533-2992

Career Services can help you at every stage of the job search process, from helping you decide what your interests and values are, to perfecting your resume. Check out the workshops, one-on-one appointments, peer support, job listings, job fairs, and resource centre. See if you're qualified to gain more workplace experience with [Queen's Undergraduate Internship Program \(QUIP\)](#).

[Faith and Spiritual Life](#)

Location: Mitchell Hall, 210

Contact: (613) 533-2186

Faith and Spiritual Life can provide confidential counseling, ceremonial services, interfaith community development and spiritual support to students, faculty and staff on campus. Chaplains are available to discuss spiritual, religious, personal, and financial problems, concerns or crises.

[Financial Aid and Awards Services Office](#)

Location: Gordon Hall, Room 125

Contact: (613) 533-2040

The Financial Aid and Awards Office administers the university's financial assistance programs including scholarships and bursaries, long and short-term loans, and OSAP. They offer occasional workshops on budgeting and money management, and assistance with accessing emergency financial assistance when needed.

Four Directions Indigenous Student Centre (4D)

Location: 144-146 Barrie Street

Contact: (613) 533-6970

Four Directions Indigenous Student Centre provides a variety of services and programs that support the academic and personal development of Indigenous students and hosts a variety of social activities and cultural events each year.

Human Rights Advisory Services

Location: Mackintosh-Corry Hall, Room B 506

Contact: (613) 533-6886

Human Rights Advisory Services provides advice to Queen's community members concerning human rights issues arising at Queen's and advocates for human rights practices and policies that respond to the needs of Queen's equity-deserving communities.

International Centre (QUIC)

Location: Mitchell Hall, 208

Contact: (613) 533-2604

QUIC provides opportunities for Canadian and International students to learn about one another. QUIC provides an extensive orientation program for new students and their families and administers the UHIP health insurance program on campus. There is also an International Student Counsellor available at the centre several times per week.

Student Academic Success Services

Contact: book an appointment with [MyWCOOnline](#)

Student Academic Success Services offers academic support to students who wish to develop their skills in critical thinking, reading, learning, studying, writing, and self-management. We welcome Queen's undergraduate and graduate students at all stages of program completion and all levels of ability.

Student Community Relations

Location: Gordon Hall, 403

Contact: scr@queensu.ca

This office aids in navigating the complexities of landlord-tenant relationships and difficulties, as well as improving and maintaining good relations between students living off-campus and the greater Kingston Community.

Student Wellness Services

Location: 69 Union Street

Contact: (613) 533-2506

Email: wellness.services@queensu.ca

Student Wellness Services (SWS) supports the personal, academic, and social health development of students at Queen's University by providing a range of programs and services. SWS aims to offer a welcoming, confidential, and integrated service that is responsive to your health and wellness needs. Services include: Accessibility Services, Health Promotion, Medical Services, and Mental Health Services

Accessibility Services (QSAS)

Location: 69 Union Street

Contact: (613) 533-6467

Email: accessibility.services@queensu.ca

QSAS services include assessment, special exam and registration arrangements, note takers, adaptive technology, counselling, referral services, library aids for print material and liaison with faculty and staff. A learning strategist works closely with registered students to provide individual support.

Health Promotion

Location: 69 Union Street

Contact: (613) 533-6000 ext. 75320

Email: healthed@queensu.ca

Health Promotion staff offer free one-on-one Healthy Lifestyle Consultations for any student who wants to improve their physical activity, eating and sleep habits. Smoking Cessation Consultations are also available for students who want to cut back or quit smoking altogether.

Medical Services

Location: 69 Union Street

Contact: (613) 533-2506

Provides physician and nursing appointments and more, including preventative and treatment services, as well as access to psychiatric services by referral from the medical or counselling staff.

Mental Health Services

Location: 69 Union Street

Contact: (613) 533-6000 ext. 78264 or

Email: counselling.services@queensu.ca

This service includes both personal counselling and counsellors that help with Learning Strategies Development, i.e., time management, study skills, and exam anxiety. There is also a peer mentoring program for students with learning disabilities and group learning sessions to teach and develop presentation skills.

Yellow House

Location: 140 Stuart Street

Contact: (613) 533-6000 ext. 75740

Email: yellowhouse@queensu.ca

The ability to create community is integral to student wellness. The Yellow House is a safe space for QTBIPOC students to exist and be themselves. To thrive. To find joy. A space where QTBIPOC students can connect with one another to benefit from the power of community to support, to uplift and stand together.