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.

“I was pleased to know that I could continue to work full-time while going to school.... I am drawn to incorporating research into my current clinical world, while also pursuing a joint career in academia.”
**Aging and Health**

**PhD MAP**

**DOCTOR OF PHILOSOPHY (PhD)**

**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 with living people or 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 Student's Travel Grant for **Doctoral Field Research**.

- **BUILD SKILLS AND EXPERIENCE**
  - Consider positions in student services, the SGPS, or media outlets like the Queen's Journal, **CFRC** and the **SGS Blog**.
  - Use a Teaching Assistant or Research Assistant position to develop your skills and experience.
  - Hone skills for non-academic employment by continuing involvement on committees and in the community.
  - Start keeping an eportfolio of your skills, experiences and competencies.
  - For help with teaching, get support from the Centre for Teaching and Learning, Enroll In SGS901 or the **PUTL certificate** for more professional development in teaching and learning.

- **ENGAGE WITH YOUR COMMUNITY**
  - 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.
  - Participate in your graduate and professional community through activities such as graduate student outreach programs, organizing conferences, and research groups.

- **PROPEL YOUR CAREER**
  - Finding career fit starts with knowing yourself. Take a Career Services career planning workshop or meet with a career counsellor for help. Check out books like So What Are You Going to Do With That? or Planning a Scientific Career in Industry from the Career Resource Area for advice on various career options.
  - Start reading publications like University Affairs and the Chronicle of Higher Education, or local news sites.
  - Stay on the lookout for special events like Graduate Student Career Forum to explore your career pathways.
  - Start building your teaching portfolio including student evaluations, and seeking mentorship.
  - Explore different careers of interest by reading alumni profiles on the SGGS website, and using **QueensConnect** or LinkedIn to connect with Queen’s alumni, or find alumni in various careers through **Ask an Alum**. For more information check out Career Cruising.
  - Investigate requirements for professional positions or other opportunities related to careers of interest.

**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 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 theses 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 defence examiners.

- **BUILD SKILLS AND EXPERIENCE**
  - Consider participating in the 3 Minute Thesis (3MT) competition.
  - Continue public outreach through social media and the Queen’s Media Centre.
  - Prepare for work or studies in a multi-cultural community.
  - Consider how your coursework can contribute to your research pathway.
  - Practice articulating the skills you have been building in developing settings outside the university, such as casual conversation, networking, and interviews. Get help from a **Career Services workshop**.

- **ENGAGE WITH YOUR COMMUNITY**
  - Do some targeted networking with people working in careers of interest, through **Queen’sConnects** on LinkedIn, the Queen’s Alumni Association, professional associations, and at conferences. Get help from a Career Services workshop.
  - 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.

- **PROPEL YOUR CAREER**
  - Build connections with faculty outside of your department. Pursue interviews for faculty positions and apply for post-doc fellowships and positions.
  - Participate in hiring committees and attend job talks. Research academic careers of interest. Craft your CV and job application materials.
  - Start focusing on non-academic areas of interest. Research organizations of interest and start putting together your industry resume and begin your job search plan.
  - 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 III**

- **ACHIEVE YOUR ACADEMIC GOALS**
  - 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.

- **MAXIMIZE RESEARCH IMPACT**
  - Continue to attend conferences and connect with scholars in your field and with community partners.
  - Continue public outreach through social media and the Queen’s Media Centre. **Set up a meeting with the School of Graduate Studies for a 3MT Chat** to discuss your research interests.

- **BUILD SKILLS AND EXPERIENCE**
  - Continue to attend conferences in your field, such as the annual conference of the **Canadian Association of Gerontology**.
  - Prepare for work or studies in a multi-cultural community.
  - Consider how your coursework can contribute to your research pathway.

- **ENGAGE WITH YOUR COMMUNITY**
  - Practice articulating the skills you have been building in developing settings outside the university, such as casual conversation, networking, and interviews. Get help from a **Career Services workshop**.
  - Informative 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 skills to engage in effective communication and assessment.
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 Academic: 65.

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

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

What about FEES?
- Application Fee: $105
- Program Fee: An annual fee of approximately $1530 (2018-19) that covers costs of on-site intensive sessions including hotel room and meals, and textbooks for core courses.
- Tuition Fees: The tuition fees for the 2018-2019 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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