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.

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**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.

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“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.”
ACHIEVE YOUR ACADEMIC GOALS

YEAR I
- 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.

YEAR II
- 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.

YEAR III
- 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 defence examiners.

YEAR IV & TRANSITIONING
- 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

YEAR I
- 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 Dean’s Travel Grant for Doctoral Field Research.

YEAR II
- 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.
- For help with teaching, get support from the Centre for Teaching and Learning, with its SGS901 or the PUTL certificate for more professional development in teaching and learning.

YEAR III
- Find opportunities for extra training through CTL, Expanding Horizons, Mitacs, or other sources.
- Prepare for work or studies in a multi-cultural environment by taking the QUIC and Four Directions Aboriginal Student Centre Training Certificate.

YEAR IV & TRANSITIONING
- Practice articulating the skills you have been developing in your settings outside of the university, such as casual conversation, networking, and interviews. Get help from a Career Services workshop.
- Continue targeted networking with people working in careers of interest, through Queen’s Alumni, or find alumni in various careers.
- Continue public outreach through social media and the Queen’s Media Centre.
- Set up a meeting with the School of Graduate Studies for a Grad Chat to discuss your research interests.

BUILD SKILLS AND EXPERIENCE

YEAR I
- Consider positions in student services, the SGS, or media-oulets like the Queen’s Journal, CFCR, and the SGS Blog. Look in the AMS Clue Directory.
- Use a Teaching Assistant or Research Assistant position to develop your skills and experience.
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YEAR II
- 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.

YEAR III
- Participate in your graduate and professional community through activities such as graduate student outreach programs, organizing conferences, and research groups.
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YEAR IV & TRANSITIONING
- Do some targeted networking with people working in careers of interest, through QueenUniversity Alumni, the Queen’s Alumni Association, professional associations, and at conferences. Get help from a Career Services workshop.

ENGAGE WITH YOUR COMMUNITY

YEAR I
- 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 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, to take non-academic labour market websites.
- Stay on the lookout for special events like Graduate Student Career Forum to explore your career pathways.

YEAR II
- 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 QueenUniversity Alumni on 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 III
- 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.
- Participate in hiring committees and attend job talks. Research academic careers of interest. Craft your CV and job application materials.

YEAR IV & TRANSITIONING
- 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.
- Build connections with faculty outside of your department. Pursue interviews for faculty positions and apply for post-doc fellowships and positions.

PROPEL YOUR CAREER

YEAR I
- Continuation of graduate work in a wide range of areas.
- Summer employment opportunities.
- Internships and volunteering opportunities.

YEAR II
- Collaboration with community organizations.
- Community-based projects.
- Community engagement.

YEAR III
- Leadership skills
- Creativity
- Critical thinking
- Effective communication
- Problem solving
- Teamwork

YEAR IV & TRANSITIONING
- Communication
- Critical thinking
- Collaboration
- Self-management
- Leadership
- Problem solving
- Teamwork

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 professional
- Professionalism in all aspects of work, research, and interactions
- Leadership skills to take initiative and lead discussions and influence people

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 non-profit 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 and research related to aging and health-related services.

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.

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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 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.