

WELLNESS: Science and Practice

General Course Information

Course: WELL 100

Course title: Wellness: Science and Practice

Instructor: Dr. Tim Salomons

Contact: tim.salomons@queensu.ca

Office Hours: By appointment

Pre-requisites: None

Semester and year: F25

Modality: Blended (online and classroom portions)

Classroom accessibility: Dupuis Hall, 217

The room is wheelchair accessible, but does not have an automatic door

Course Description

This course is an introduction to the science and practice of well-being. We will examine and evaluate the utility of the stress response and lifestyle factors like sleep, fitness and diet that influence it. The course will also review basic techniques for adaptively regulating the stress response, including cognitive and emotional regulation techniques, time management, and interpersonal effectiveness. It is our hope and expectation that students taking the course will not only be reading about how to improve wellness but will be actively engaged in activities known to improve wellness. The course will have an extensive practical component to allow students to engage in such activities.

Course Learning Outcomes

On successful completion of this course, students will be able to:

1. Describe and evaluate the science of stress and stress management
2. Apply scholarly evidence to articulate the relationship between lifestyle factors and well being
3. Evaluate and measure personal lifestyle factors that affect wellbeing
4. Identify and appropriately utilize basic stress management techniques
5. Identify and apply methods for overcoming common barriers to implementation of stress management techniques

Module	Topic
1	The Science of Stress: The Stress Reaction (Guest: Amber McCart, Student Wellness Services)
2	The Science of Stress: Behaviour (Guest: Beth Blackett, Student Wellness Services)
3	Time Management (Guest: Johanna Amos, Student Academic Success Services)
4	Mindfulness (Guest: Ana Johnson, Public Health Studies)

5	Cognitive Change (Guest: Naz Alavi, Psychiatry)
6	Fitness & Diet (Guest: Jennifer Tomasone, Kinesiology and Health Studies)
7	Sleep (Guest: Judith Davidson, Psychology)
8	Harm Reduction: Drugs & Alcohol (Guest: Kate Humphreys, Student Wellness Service)
9	Social Relationships (Guest: Tom Hollenstein, Psychology)
10	Interpersonal Effectiveness (Guest: Jacoba Lilius, Employment Relations)
11	Community and Culture (Guest: Arunima Khanna, Student Wellness Service)
12	Positive Psychology/Spirituality (Guest: Tracey Trothen, Religion)

Reading List

(Full text available in course reserves section of OnQ under “Content”. Note that in some instances when chapters from books are assigned, the library has also included links to the full book should you want to read further, but only the material on this list is required)

Module 1

Readings

Sapolsky, R. M. (2004). Why zebras don't get ulcers: The acclaimed guide to stress, stress-related diseases, and coping. Holt paperbacks.

Chapter 1: Why Don't Zebras Get Ulcers

Chapter 13: Why is Psychological Stress Stressful?

Module 2

Readings

James Clear, Atomic Habits

Chapter 2: How Your Habits Shape Your Identity (and Vice Versa)

Chapter 3: How to Build Better Habits in Four Simple Steps

Fuschia Sirois, Procrastination: What It Is, Why It's a Problem,

Chapter 5 (pg 105-119)

Dobson, D. J., & Dobson, K. S. (2018). *Avoidance in the clinic: Strategies to conceptualize and reduce avoidant thoughts, emotions, and behaviors with cognitive-behavioral therapy*. Practice Innovations, 3(1), 32. (pgs 32-37)

Videos

Module 3

Readings

Newport, C. (2006). How to become a straight-A student: The unconventional strategies real college students use to score high while studying less. Crown.

Part 1, Step 1: Manage Your Time in Five Minutes a Day

Part 1, Step 3: Choose When, Where, and How Long

Willingham, D. T. (2023). Outsmart your brain: Why learning is hard and how you can make it easy. Simon and Schuster.

Chapter 5: How to Read Difficult Books

Chapter 6: How to Study for Exams

Videos

https://www.youtube.com/watch?v=CPxSzyIRCI&ab_channel=MemorizeAcademy

Module 4

Readings

Creswell, J. D. (2017). Mindfulness interventions. *Annual review of psychology*, 68(1), 491-516.

Binda, D. D., Greco, C. M., & Morone, N. E. (2022). What are adverse events in mindfulness meditation?. *Global advances in health and medicine*, 11, 2164957X221096640.

Videos

Richie Davidson, How mindfulness changes the emotional life of our brain:

https://www.youtube.com/watch?v=7CBfCW67xT8&rc=1&ab_channel=TEDxTalks

Russ Harris, Thanking your mind:

https://www.youtube.com/watch?v=206WtwEyqzg&ab_channel=Dr.RussHarris-AcceptanceCommitmentTherapy

PsychHub, What is mindfulness:

https://www.youtube.com/watch?v=7-1Y6IbAxdM&t=81s&ab_channel=PsychHub

Unified Protocol Institute, Psychoeducation on mindful emotional awareness:

https://www.youtube.com/watch?v=lu57pEjJM3M&ab_channel=UnifiedProtocolInstitute

Module 5

Readings

Greenberger, D., & Padesky, C. A. (2015). Mind over mood: Change how you feel by changing the way you think (Vol. 425). Guilford Publications.

Chapter 2: Understanding Your Problems

Chapter 3: It's the Thought That Counts

Chapter 4: Identifying and Rating Moods

Chapter 6: Situations, Moods and Thoughts

Chapter 7: Automatic Thoughts

Chapter 8: Where's the Evidence

Chapter 9: Alternative or Balanced Thinking

Module 6

Readings

Weatherson, K. A., Joopally, H., Wunderlich, K., Kwan, M. Y., Tomasone, J. R., & Faulkner, G. (2021). Post-secondary students' adherence to the Canadian 24-hour movement guidelines for adults: results from the first deployment of the Canadian campus wellbeing survey (CCWS). *Health Promotion and Chronic Disease Prevention in Canada*, 41(6).

The Canadian 24-Hour Movement Guidelines for Adults (18-64 years)

Benefits of Healthy Eating Patterns (document form of Government of Canada website)

Module 7

Readings

Byusse, D. J. (2014). Sleep health: can we define it? Does it matter?. *Sleep*, 37(1), 9-17.

Owens, J., Adolescent Sleep Working Group, Committee on Adolescence, Au, R., Carskadon, M., Millman, R., ... & O'Brien, R. F. (2014). Insufficient sleep in adolescents and young adults: an update on causes and consequences. *Pediatrics*, 134(3), e921-e932.

Document from mysleepwell.ca

Videos

https://www.youtube.com/watch?v=fk-SwHhLLc&ab_channel=TherapyinaNutshell

Module 8

Readings

Safer Substance Use at University & Responding to an Overdose (including PDFs on safer drinking, cannabis, cocaine and MDMA/Molly use)

https://rise.articulate.com/share/kktufKr8_HJkMvkGVYkOiQIJqqFTjkc6#/lessons/QJ82IFZ2397PI0kLM4QG0cM6Ou2N5sXx

Priddy, S. E., Howard, M. O., Hanley, A. W., Riquino, M. R., Friberg-Felsted, K., & Garland, E. L. (2018). Mindfulness meditation in the treatment of substance use disorders and preventing future relapse: neurocognitive mechanisms and clinical implications. *Substance abuse and rehabilitation*, 103-114.

Giancola, P. R., Josephs, R. A., Parrott, D. J., & Duke, A. A. (2010). Alcohol myopia revisited: Clarifying aggression and other acts of disinhibition through a distorted lens. *Perspectives on Psychological Science*, 5(3), 265-278.

Module 9

Readings

Hollenstein, T., & Faulkner, K. (2024). Adolescent digital emotion regulation. *Journal of Research on Adolescence*, 34(4), 1341-1351

Coan, J. A., & Sbarra, D. A. (2015). Social baseline theory: The social regulation of risk and effort. *Current opinion in psychology*, 1, 87-91.

Meier, A., & Reinecke, L. (2021). Computer-mediated communication, social media, and mental health: a conceptual and empirical meta-review. *Communication Research*, 48(8), 1182–1209.

Module 10

Readings

Grenny, J., Patterson, K., McMillan, R., Switzler, A., & Gregory, E. (2022). Crucial conversations: Tools for talking when stakes are high (3rd ed.). McGraw-Hill

Chapter 4: Start with Heart – How to Stay Focused on What You Really Want

Chapter 8: STATE My Path – How to Speak Persuasively, Not Abrasively

Chapter 9: Explore Others' Paths – How to Listen When Others Blow Up or Clam Up

Griffith, D. B., & Goodwin, C. (2013). Conflict survival kit: Tools for resolving conflict at work. (2nd ed.) Pearson

Chapter 4: Working Toward Collaboration pp. 46-59

Module 11

TBD

Module 12

Trothen, T. J. (2018). Spirituality and Sport: Searching for the Sacred. In Spirituality, Sport, and Doping: More than Just a Game (pp. 1-23). Cham: Springer International Publishing.

Pargament, Kenneth I., Doug Oman, Julie Pomerleau, and Annette Mahoney. 2017. Some contributions of a psychological approach to the study of the sacred. *Religion* 47: 718 - 44.

Course Materials & Technologies

All required and supplemental readings, video lectures, and guided activities are available on the course OnQ site. You will track your wellness related activities in OnQ.

Copyright of Course Material

Course materials created by the course instructor, including all slides, presentations, handouts, tests, exams, and other similar course materials, are the intellectual property of the instructor. It is a departure from academic integrity to distribute, publicly post, sell or otherwise disseminate an instructor's course materials or to provide an instructor's course materials to anyone else for distribution, posting, sale or other means of dissemination, without the instructor's express consent. A student who engages in such conduct may be subject to penalty for a departure from academic integrity and may also face adverse legal consequences for infringement of intellectual property rights.

Communication

Questions about the Course and Contacting the Teaching Team

The course will have a discussion board where questions about the course should be posted. This discussion board will primarily be for questions pertaining to course administration (e.g. how participation and grading works, how to complete assignments etc.). The discussion board will be monitored by the teaching team and in most cases will be answered within 48 hours. You are free to post questions on evenings or weekends, and some members of the teaching team may choose to answer during those times, but students should not expect answers outside of normal working hours.

Questions pertaining to course content can be asked in class, and on the lecture and interview videos via Feedback Fruits. This way they may lead to discussion and all students can potentially benefit. There will

also be a course content board where questions about the content of the readings, videos or lectures can be posted.

The only questions that should not be posted to one of these forums are questions that ONLY pertain to the individual student, such that answers will not be helpful to other class members. These questions can be posted to the instructor. Questions that are more appropriate for the discussion boards will be re-directed there, so that all students can access the answers.

Queen's Email

The university communicates with students via Queen's email. Please check your email regularly to ensure you do not miss important information related to your course.

Course Feedback

At various points during the course, you may be asked to take part in a variety of feedback activities, such as surveys and questionnaires. This feedback enables the teaching team to improve the course. All surveys are anonymous and are directly related to activities, assessments, and other course material.

Assessments

Weighting and Alignment with Course Learning Outcomes (CLOs)

Assessment	Alignment with CLOs	Weighting
Quizzes on Readings	1,2	15%
Experiential Activities/ Participation	3,4,5	50%
Final Exam	1,2	35%

Total 100%

Quizzes on Readings

Each week there will be a 10-question multiple choice quiz on the weekly readings and videos. These quizzes will NOT include material from the lecture and interview videos or in-person discussion section that is not covered in the readings. The quiz will open on Sunday at noon and will close Monday at midnight. You can complete the quiz any time in this window. You will be given 15 minutes to complete the quiz and have one attempt, so ensure you do not start unless you have 15 minutes available (and a stable internet connection). Quizzes are open book, but you will not have enough time to search through readings to complete the questions so ensure you have done the readings before beginning. Use of AI tools to answer questions is strictly forbidden and will be considered a breach of academic integrity.

Please note that due to how OnQ is structured, many experiential activities are set up as “quizzes”, but these are part of your participation grade. Only the “content quizzes” count towards this part of the grade.

Experiential Activities/Participation

Experiential activities are designed to help you engage with course material, develop healthy new habits, and to observe how your thoughts, emotions, and behaviours contribute to your wellness. To encourage you to view your wellness as a daily priority, you will have activities to complete every day.

These activities will generally not be difficult or time consuming, but to get full marks you will need to check in and complete them most days. We recognize that some days it will be difficult to complete tasks, so some flexibility is built in. For example, you will have 48 hours to complete tracking activities (unless otherwise noted) so that if you miss a day, you can make up for it the following day. For a 14 day tracking activity, you will need to fill in 10 of the days to get full credit (although we encourage you to track every day!). Finally, there will be a few opportunities to engage in additional activities for credit which will allow you to compensate for missed material. As a warning, however, there will not be enough of these marks available to allow you to ignore daily activities for any extended period and still gain full marks.

Your experiential activities/participation grades will be apportioned as follows:

Daily tracking activities:	40%
Weekly reflection exercises and peer review	20%
Assignments (e.g. Academics 101)	20%
Wellness tracking “quizzes”	10%
Class attendance, watching and commenting on lecture and interview videos	10%

Final Exam

The final exam will be 90 minutes and will consist of multiple choice questions. These will cover reading material, lecture (but not interview) videos and your knowledge of Queen’s and Kingston community wellness resources, which will be provided for every module. We will also provide online wellness resources from online and outside Queen’s/Kingston, but these will not be included on the exam.

Policies

Class Attendance

Your presence and participation in class contributes to the knowledge and skills that you will develop throughout this course. I expect that you attend class regularly, participate in class conversations and learning activities. These types of activities provide active engagement, promote a deeper understanding of the course content, and contribute to your success in this course. Class attendance will be part of your participation mark.

Academic Support

All undergraduate students face new learning and writing challenges as they progress through university: essays and reports become more complex; effectively incorporating research into writing becomes more important; the types of assignments become more diverse; managing your time and developing the skills you need to read and think critically gets more challenging. I encourage students to contact Student Academic Success Services (SASS). SASS offers many different ways to receive support:

- Free online or in-person [appointments](#) to get personalized support on writing and academic skills from expert staff and trained peers.
- [Workshops](#) and [drop-in programs](#). SASS’ [Events Calendar lists events coming soon](#).
- [Online resources](#) that provide strategies for academic skills and writing development at university.

- If English is not your first language, SASS has specific resources for [English as Additional Language students](#), including weekly programs and EAL academic skills appointments. You can meet on an ongoing basis with an EAL consultant to work on your academic writing, speaking, listening, and reading skills.

Accommodations for Disabilities

Queen's University is committed to working with students with disabilities to remove barriers to their academic goals. Queen's Student Accessibility Services (QSAS), students with disabilities, instructors, and faculty staff work together to provide and implement academic accommodations designed to allow students with disabilities equitable access to all course material (including in-class as well as exams). If you are a student currently experiencing barriers to your academics due to disability related reasons, and you would like to understand whether academic accommodations could support the removal of those barriers, please visit the [QSAS website](#) to learn more about academic accommodations or start the registration process with QSAS by clicking **Access Ventus** button at [Ventus | Accessibility Services | Queen's \(queensu.ca\)](#)

VENTUS is an online portal that connects students, instructors, Queen's Student Accessibility Services, the Exam's Office and other support services in the process to request, assess, and implement academic accommodations.

To learn more go to: <https://www.queensu.ca/ventus-support/students/visual-guide-ventus-students>

Academic Consideration for Students in Extenuating Circumstances

Academic Consideration is a process for the University community to provide a compassionate response to assist students experiencing unforeseen, short-term extenuating circumstances that may impact or impede a student's ability to complete their academics. This may include but is not limited to,

- Short term Physical or Mental Illness or Injury (stomach flu, anxiety/depression, mononucleosis, concussion, broken bones, surgery, medical treatments, etc.)
- Traumatic Event/Confidential (Bereavement, serious injury, illness or required treatment for a significant other/family member or a traumatic event such as divorce, sexual assault, social injustice, etc.)
- Requirements by Law or Public Health Authorities (court dates, jury duty, requirements to isolate, etc.)
- Significant Event (varsity athletic event, distinguished event, serving in the Reserve Forces, etc.)

Queen's University is committed to providing academic consideration to students experiencing extenuating circumstances. For more information, please see the [Senate Policy on Academic Consideration for Students in Extenuating Circumstances](#).

Each Faculty has developed a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing extenuating circumstances. For more information, undergraduate students in the Faculty of Arts and Sciences should consult the Faculty's webpage on [Academic Consideration in Extenuating Circumstances](#) and submit a request via the [Academic Consideration Request Portal](#). Students in other Faculties and Schools who are enrolled in this course should refer to the protocol for their home Faculty.

Students are encouraged to submit requests as soon as the need becomes apparent and to contact their instructor and/or course coordinator as soon as possible once academic consideration has been granted. Any delay in contact may limit the options available for academic consideration.

For more information on the Academic Consideration process, what is and is not an extenuating circumstance, and to submit an Academic Consideration request, please see the Faculty of Arts and Science's [Academic Consideration website](#). ASO courses include links to information on **Academic Consideration** on your **Course Homepage** in onQ.

Please see the Teaching Team page for contact information for your instructor and TA(s), where relevant.

Queen's Policy Statement on Academic Integrity

Queen's University is dedicated to creating a scholarly community free to explore a range of ideas, to build and advance knowledge, and to share the ideas and knowledge that emerge from a range of intellectual pursuits. Queen's students, faculty, administrators and staff therefore all have responsibilities for supporting and upholding the fundamental values of academic integrity. Academic integrity is constituted by the five core fundamental values of honesty, trust, fairness, respect and responsibility 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.

The following statements from "The Fundamental Values of Academic Integrity" (2nd edition), developed by the International Center for Academic Integrity (ICAI), contextualize these values and qualities:

1. **Honesty** Academic communities of integrity advance the quest for truth and knowledge through intellectual and personal honesty in learning, teaching, research, and service.
2. **Trust** Academic communities of integrity both foster and rely upon climates of mutual trust. Climates of trust encourage and support the free exchange of ideas which in turn allows scholarly inquiry to reach its fullest potential.
3. **Fairness** Academic communities of integrity establish clear and transparent expectations, standards, and practices to support fairness in the interactions of students, faculty, and administrators.
4. **Respect** Academic communities of integrity value the interactive, cooperative, participatory nature of learning. They honor, value, and consider diverse opinions and ideas.
5. **Responsibility** Academic communities of integrity rest upon foundations of personal accountability coupled with the willingness of individuals and groups to lead by example, uphold mutually agreed-upon standards, and take action when they encounter wrongdoing.
6. **Courage** To develop and sustain communities of integrity, it takes more than simply believing in the fundamental values. Translating the values from talking points into action -- standing up for them in the face of pressure and adversity — requires determination, commitment, and courage.

Students are responsible for familiarizing themselves with and adhering to the Senate [regulations](#) concerning academic integrity, along with [Faculty or School](#) specific information. Departures from academic integrity include, but are not limited to, plagiarism, use of unauthorized materials, facilitation, forgery and falsification. Actions which contravene the regulation on academic integrity carry sanctions that can range from a warning, to loss of grades on an assignment, to failure of a course, to requirement to withdraw from the university.

Syllabus statements for Generative Artificial Intelligence (AI) Tools (select one of the following)

Using generative AI writing tools such as ChatGPT in your submitted work is not permitted in this class. This type of use constitutes a Departure from Academic Integrity.

Original work, completed wholly by you, is expected to be submitted in this course. The use of an artificial intelligence tool like ChatGPT is not permitted.

Queen's [Student Academic Success Services](#) (SASS) offers a self-directed, online academic integrity module which we encourage all students to take which will help with:

- Understanding the nature of the academic integrity departure
- Understanding the expectations of and role of sources in scholarly writing
- Integrating sources into your writing (paraphrasing, quoting, summarizing)
- Understanding when and how to cite your sources
- Managing your time effectively to avoid the need for shortcuts
- Taking effective notes to ensure accuracy of source material and correct attribution

Turnitin Statement

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 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 plagiarized text in this course. Data from submissions is also collected and analyzed by Turnitin for detecting Artificial Intelligence [\(AI\)-generated text](#). These results are not reported to your instructor at this time but could be in the future.

Turnitin is a suite of tools that provide instructors with information about the authenticity of submitted work and facilitates the process of grading. The similarity report generated after an assignment file is submitted produces a similarity score for each assignment. A similarity score is the percentage of writing that is similar to content found on the internet or the Turnitin extensive database of content. 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 Policy](#), [Acceptable Use Policy](#) and [End-User License Agreement](#), which govern 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.

Portions of this document have been adapted, with permission, from the University of Toronto Centre for Teaching Support and Innovation tip sheet "[Turnitin: An Electronic Resource to Deter Plagiarism](#)".

Important University Dates

Please visit the [Faculty of Arts and Sciences Sessional Dates website](#) for all academic deadlines.

Inclusion

Land Acknowledgement

Let us acknowledge that Queen's University occupies traditional Anishinaabe and Haudenosaunee territory. To acknowledge this traditional territory is to recognize its longer history, one predating the establishment of the earliest European colonies. It is also to acknowledge this territory's significance for the Indigenous Peoples who lived, and continue to live, upon it and whose practices and spiritualities are tied to the land and continue to develop in relationship to the territory and its other inhabitants today. Indigenous communities in Kingston/Katarokwi continue to reflect the area's Anishinaabe and Haudenosaunee roots. There is also a significant Métis community and First Peoples from other Nations across Turtle Island present here today. To read more about the history of the land, see the [Queen's Encyclopedia](#) and to learn more about land acknowledgements, see the [Office of Indigenous Initiatives](#).

Equity, Diversity, and Inclusivity Statement

Queen's University recognizes that the values of equity and diversity are vital to and in harmony with its educational mission and standards of excellence. It acknowledges that direct, indirect, and systemic discrimination exists within our institutional structures, policies, and practices and in our community. These take many forms and work to differentially advantage and disadvantage persons across social identities such as race, ethnicity, disability, gender identity, sexual orientation, faith, and socioeconomic status, among other examples. In this class we will work to promote an anti-discriminatory, anti-racist and accountable environment where everyone feels welcome. Every member of this class is asked to show respect for every other member.

Building a Classroom Community

University is a place to share, question, and challenge ideas. Each student brings a different set of lived experiences. You can help to create a safer, more respectful classroom community for learners by following these guidelines:

- Make a personal commitment to learn about, understand, and support your peers.
- Assume the best of others and expect the best of them.
- Recognize and value the experiences, abilities, and knowledge each person brings to the course.
- Acknowledge the impact of oppression on other people's lives and make sure your words and tone are respectful and inclusive.
- Encourage others to develop and share their ideas.
- Pay close attention to what your peers say/write before you respond. Think through and re-read what you have written before you post online or send your comments to others.
- Be open to having your ideas challenged and challenge others with the intent of facilitating growth.
- Look for opportunities to agree with one another, building on and intentionally referencing peers' thoughts and ideas; disagree with ideas without making personal attacks, demeaning, or embarrassing others.

It is expected that communication with peers and with the teaching team through Feedback Fruits, peer feedback, discussion boards, and email correspondence will be respectful and constructive.

Fostering Accessibility

All of us have a shared responsibility for fostering accessibility and promoting meaningful inclusion of those with disabilities. The [Accessibility Hub](#) at Queen's University's Human Rights & Equity Office offer a host of [tutorials](#) that provide us all with practical tips for:

- creating accessible documents, e.g., to submit to your teaching team or share with peers in peer feedback activities/in a presentation,
- emails, e.g., while communicating with group members or your teaching team, and
- meeting practices (e.g., in tutorials/labs/seminars or virtual meetings).

Name/Pronoun

If, for whatever reason, you wish to change how your name appears in onQ and/or on class lists, please follow these steps. You may also use this process to add your pronouns to the appearance of your name.

1. Log into SOLUS.
2. Click on Personal Information tab.
3. Click on the Names tab
4. Click on the Add New Name tab
5. Choose Preferred from the Name Type drop down menu
6. Enter the name you would like to appear in onQ and/or on class lists.
7. Click Save.

Please allow 24 to 48 hours for your name to be registered within the system. If you have further questions or concerns, please contact ITS at Queen's University.