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This publication provides guidance to prospects, applicants, students, faculty and staff.

1. McGill University reserves the right to make changes to the information contained in this online publication - including correcting errors, altering fees, schedules of admission, and credit requirements, and revising or cancelling particular courses or programs - without prior notice.

2. In the interpretation of academic regulations, the Senate is the final authority.

3. Students are responsible for informing themselves of the University's procedures, policies and regulations, and the specific requirements associated with the degree, diploma, or certificate sought.

4. All students registered at McGill University are considered to have agreed to act in accordance with the University procedures, policies and regulations.

5. Although advice is readily available on request, the responsibility of selecting the appropriate courses for graduation must ultimately rest with the student.

6. Not all courses are offered every year and changes can be made after publication. Always check the Minerva Class Schedule link at https://horizon.mcgill.ca/pban1/bwckschd.p_disp_dyn_sched for the most up-to-date information on whether a course is offered.

7. The academic publication year begins at the start of the Fall semester and extends through to the end of the Winter semester of any given year. Students who begin study at any point within this period are governed by the regulations in the publication which came into effect at the start of the Fall semester.

8. Notwithstanding any other provision of the publication, it is expressly understood by all students that McGill University accepts no responsibility to provide any course of instruction, program or class, residential or other services including the normal range of academic, residential and/or other services in circumstances of utility interruptions, fire, flood, strikes, work stoppages, labour disputes, war, insurrection, the operation of law or acts of God or any other cause (whether similar or dissimilar to those enumerated) which reasonably prevent their provision.

Note: Throughout this publication, "you" refers to students newly admitted, readmitted or returning to McGill.
Published by

**Enrolment Services**
McGill University
3415 McTavish Street
Montreal, Quebec, H3A 0C8
Canada

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1 Physical and Occupational Therapy

1.1 Location

School of Physical and Occupational Therapy
Davis House
3654 Promenade Sir-William-Osler
Montreal QC H3G 1Y5
Telephone: 514-398-4500
Fax: 514-398-6360
Website: www.mcgill.ca/spot

1.2 About Physical and Occupational Therapy

Professional Profiles:

Occupational Therapy
Occupational therapy examines all aspects of how occupation as a therapeutic intervention enhances and enables health-related quality of life. Individuals who are affected by physical injury, disability, or psychosocial dysfunction are among the clientele served by occupational therapists. Occupational therapy maximizes independence, prevents disability, and promotes health across the lifespan, from early intervention in infancy to preventive interventions with the well-older adult. In the field of mental health, the occupational therapist contributes to clarifying the functional psychiatric diagnosis and assists clients in coping with environmental stress and integration into the community.

Further information is available from the Canadian Association of Occupational Therapists.

Physical Therapy
Physiotherapy is a primary care, autonomous, client-focused health profession dedicated to: improving and maintaining functional independence and physical performance; preventing and managing pain, physical impairments, disabilities, and limits to participation; and promoting fitness, health, and wellness (via Canadian Physiotherapy Association).

Physical therapists use exercise, physical modalities, manual therapy approaches, assistive devices, and lifestyle management to help individuals obtain maximal functional potential. The physical therapist is a health professional who contributes to the multidisciplinary team through patient evaluation, treatment planning and delivery, education, research, and consultation in clinics, industry, and the community.

2 History of the School

In response to the marked need for rehabilitation specialists in Canada at the time of the Second World War, the School of Physiotherapy was started at McGill University in 1943. It was the first Canadian school to be under the aegis of a Faculty of Medicine. Initially the School offered a two-year program in physiotherapy plus internship, upgraded to a three-year program in 1947.

In 1950, Occupational Therapy was introduced in a three-year combined Physical and Occupational Therapy diploma program, followed by two months of internship in each profession. The School was given its present name the following year. In 1954, McGill introduced Canada's first B.Sc. program in Physical and Occupational Therapy, together with separate diploma programs in Physical Therapy and in Occupational Therapy.

Due to the advancement of science and technology and to the increasing emphasis on health care needs in society, the programs have evolved, integrating a greater academic and scientific base over the ensuing decades. Thus the diploma programs were phased out, allowing for the creation of the B.Sc. degree in Physical Therapy in 1969, and the B.Sc. degree in Occupational Therapy in 1971.

At the graduate level, an M.Sc.A. program in Health Science (Rehabilitation) was initiated in 1972 and formally approved in 1976. To provide the foundation for the development of a doctorate degree, it was changed from an (Applied) to a thesis degree in 1982. The School now offers two non-professional M.Sc. programs (thesis and non-thesis) in Rehabilitation Science and, since 1988, a Ph.D. program in Rehabilitation Science, the first of its kind in Canada. In addition, an online graduate certificate program in driving rehabilitation was created in 2006 followed by a second online graduate certificate in chronic pain management in 2012 to provide specialized and in-depth knowledge and training in these respective fields to the clinical community. Also at the graduate level, as of 2008, the School offers Master-level degrees for entry into professional practice. Students can complete the McGill B.Sc. (Rehabilitation Science) Major in Occupational Therapy or Major in Physical Therapy and then proceed to the entry-level professional Master's in the same discipline, or can enter the Master's program through a preparatory year referred to as a Qualifying year.
3 Directors’ Council

Directors’ Council

Laurie Snider; B.Sc.(O.T.)(McG.), M.A.(Br. Col.), Ph.D.(Tor.)
Judith Soicher; B.Sc.(P.T.), B.Sc.(L.S.), M.Sc., Ph.D.(McG.)
Sarah C. Marshall; B.Sc.(P.T.), M.Sc.(McG.)
Sara Saunders; B.Sc.(Dal.), Ph.D.(Rehab. Sc.)(McG.)
Susanne Mak; B.Sc.(O.T.), M.Sc.(McG.)
Liliane Asseraf-Pasin; B.Sc.(P.T.), M.Ed., Ph.D.(McG.)
Richard Preuss; B.Sc.(P.T.), M.Sc.(Wat.), Ph.D(Tor.)
Isabelle Gélinas; B.Sc.(O.T.)(Montr.), M.Sc.(Virg.), Ph.D.(Rehab. Sc.)(McG.)
Anouk Lamontagne; B.Sc.(P.T.), M.Sc., Ph.D.(Laval)
Matthew Hunt; B.Sc.(P.T.), M.Sc., Ph.D.(McG.)
Daniel Baril; B.B.A.(UQAM)

Director, School of Physical and Occupational Therapy
Associate Director, School of Physical and Occupational Therapy
Director’s Academic Associate
Director, Occupational Therapy
Associate Director, Occupational Therapy
Director, Physical Therapy
Associate Director, Physical Therapy
Director, Graduate Programs
Associate Director, Graduate Programs
Director, Research
Associate Director of Administration, Administrative Excellence Centre,
Faculty of Medicine

4 Physical and Occupational Therapy Faculty

Faculty profiles are available at www.mcgill.ca/spot/people.

Emeritus Professors

Robert Dykes; B.A.(Calif.-LA), Ph.D.(Johns Hop.)
Erika Gisel; B.A., B.Sc.(O.T.), M.Sc., Ph.D.(Temple)

Professors

Hugues Barbeau; B.Sc.(P.T.), M.Sc., Ph.D.(Laval) (on leave)
Mindy Levin; B.Sc.(P.T.), M.Sc., Ph.D.(McG.)
Annette Majnemer; B.Sc.(O.T.), M.Sc., Ph.D.(McG.)
Nancy Mayo; B.Sc.(P.T.)(Qu.), M.Sc., Ph.D.(McG.)

Associate Professors

Sara Ahmed; B.Sc.(P.T.), M.Sc., Ph.D.(McG.)
Dana Anaby; B.O.T., M.Sc.O.T.(Tel Aviv), Ph.D.(Br. Col.)
Philippe Archambault; B.Sc.(O.T.)(McG.), M.Sc.A., Ph.D.(Montr.)
Patricia Belchior da Cunha; B.A.(Law), B.Sc.(O.T.)(UCDB, Brazil), Ph.D.(Flor.)
Joyce Fung; B.Sc.(P.T.)(PolyU, Hong Kong), Ph.D.(Rehab. Sc.)(McG.)
Isabelle Gagnon; B.Sc.(P.T.)(McG.), M.Sc., Ph.D.(Montr.)
Isabelle Gélinas; B.Sc.(O.T.)(Montr.), M.Sc.(Virg.), Ph.D.(Rehab. Sc.)(McG.)
Matthew Hunt; B.Sc.(P.T.), M.Sc., Ph.D.(McG.)
Eva Kehayia; B.A.(Thessaloniki), M.A., Ph.D.(McG.)
Anouk Lamontagne; B.Sc., M.Sc., Ph.D.(Laval)
# PHYSICAL AND OCCUPATIONAL THERAPY FACULTY

## Associate Professors

<table>
<thead>
<tr>
<th>Name</th>
<th>Degree and Institutions</th>
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<tbody>
<tr>
<td>Bernadette Nedelec</td>
<td>B.Sc.(O.T.), Ph.D.(Alta.)</td>
</tr>
<tr>
<td>Melissa Park</td>
<td>B.A.(Yale), M.A.(O.T.), Ph.D.(USC)</td>
</tr>
<tr>
<td>Shawn Robbins</td>
<td>B.Sc.(P.T.), M.Sc.(P.T.), Ph.D.(UWO)</td>
</tr>
<tr>
<td>Laurie Snider</td>
<td>B.Sc.(O.T.)(McG.), M.A.(Br. Col.), Ph.D.(Tor.)</td>
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<tr>
<td>Jadranka Spahića</td>
<td>B.Sc.(P.T.), Ph.D.(McG.)</td>
</tr>
<tr>
<td>Aliki Thomas</td>
<td>B.Sc.(O.T.), M.Ed., Ph.D.(McG.)</td>
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## Assistant Professors

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<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Stefanie Blain-Moraes</td>
<td>B.A.Sc., Ph.D.(Tor.)</td>
</tr>
<tr>
<td>Marie-Hélène Boudrias</td>
<td>B.Sc.(P.T.)(Montr.), Ph.D.(Neuro.)(Kansas)</td>
</tr>
<tr>
<td>Marie Brossard-Racine</td>
<td>B.Sc.(O.T.)(Montr.), M.Sc., Ph.D.(McG.)</td>
</tr>
<tr>
<td>André Bussières</td>
<td>B.Sc.(N.)(Montr.), D.C., M.Sc.(UQTR)</td>
</tr>
<tr>
<td>Raphael Lencucha</td>
<td>B.Sc.(Kinesiology)(Calg.), B.Sc.(O.T.)(Alta.), Ph.D.(Health Promo.)(UWO)</td>
</tr>
<tr>
<td>Laurence Roy</td>
<td>B.Sc.(O.T.), M.Sc.(Rehab. Sc.), Ph.D.(Rehab. Sc.)(Montr.)</td>
</tr>
<tr>
<td>Timothy Wideman</td>
<td>B.Sc.(P.T.), Ph.D.(Exp. Psych.)(McG.)</td>
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## Associate Professors (Professional)

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<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Richard Preuss</td>
<td>B.Sc.(P.T.), M.Sc.(Wat.), Ph.D.(McG.)</td>
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<tr>
<td>Caroline Storr</td>
<td>B.Sc.(O.T.), M.B.A.(C'dia)</td>
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## Assistant Professors (Professional)

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<tr>
<th>Name</th>
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<tr>
<td>Marie-Eve Bolduc</td>
<td>B.Sc.(O.T.), M.Sc.(McG.)</td>
</tr>
<tr>
<td>Noémi Dahan-Oliel</td>
<td>B.Sc.(O.T.), M.Sc.(O.T.), Ph.D.(O.T.)(McG.)</td>
</tr>
<tr>
<td>Sabrina Figueiredo</td>
<td>M.Sc., Ph.D.(McG.)</td>
</tr>
<tr>
<td>Susanne Mak</td>
<td>B.Sc.(O.T.), M.Sc.(McG.)</td>
</tr>
<tr>
<td>Barbara Mazer</td>
<td>B.Sc.(O.T.)(Qu.), M.Sc., Ph.D.(McG.)</td>
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<tr>
<td>Anita Menon</td>
<td>B.Sc.(O.T.), M.Sc.(McG.), Ph.D.(Tor.)</td>
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<tr>
<td>Cynthia Perlman</td>
<td>B.Sc.(O.T.), M.Ed.(McG.)</td>
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<tr>
<td>Sara Saunders</td>
<td>B.Sc.(O.T.)(Dal.), Ph.D.(McG.)</td>
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<tr>
<td>Judith Soicher</td>
<td>B.Sc.(P.T.), B.Sc.(L.S.), M.Sc., Ph.D.(McG.)</td>
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<tr>
<td>Adriana Venturini</td>
<td>B.Sc.(P.T.), M.Sc.(McG.)</td>
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<tr>
<td>Hiba Zafran</td>
<td>B.Sc., B.Sc.(O.T.), M.Sc., Ph.D.(McG.)</td>
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## Faculty Lecturers

<table>
<thead>
<tr>
<th>Name</th>
<th>Degree and Institutions</th>
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<tbody>
<tr>
<td>Liliane Asseraf-Pasin</td>
<td>B.Sc.(P.T.), M.Ed., Ph.D.(McG.)</td>
</tr>
<tr>
<td>Isabel Audette</td>
<td>B.Sc.(P.T.), M.Sc.(McG.)</td>
</tr>
<tr>
<td>Dana Benoit</td>
<td>B.Sc.(O.T.), M.Sc.(McG.)</td>
</tr>
<tr>
<td>Marie-Christine Beshay</td>
<td>B.Sc.(O.T.)(Ott.), M.Sc.(O.T. Post-Professional)(Dal.)</td>
</tr>
<tr>
<td>Claudia Brown</td>
<td>B.Sc.(P.T.), M.Sc.(Rehab. Sc.)(McG.)</td>
</tr>
<tr>
<td>Karen Falcicchio</td>
<td>B.Sc., M.Sc.(O.T.)(McG.)</td>
</tr>
<tr>
<td>Crystal Garnett</td>
<td>B.A.(UWO), M.Sc.(P.T.)(Qu.)</td>
</tr>
</tbody>
</table>
Faculty Lecturers
Heather Lambert; B.Sc.(O.T.), M.Sc., Ph.D.(McG.)
Ana Maria Moga; B.Sc.(P.T.), M.Sc.(Rehab. Sc.)(McG.)
Isabelle Pearson; B.Sc.(P.T.), M.Sc.(McG.)
Claire Perez; B.Sc.(P.T.), B.Sc.(Bio.), M.Sc.(McG.)
Suzanne Rouleau; B.Sc.(O.T.)(Laval), M.Sc.(Monr.)
Barbara Shankland; B.Sc.(O.T.)(UWO), M.Sc.(Rehab. Sc.)(McG.)
Frangiska Xenopoulos; B.Sc.(P.T.)(McG.), M.Cl.Sc.(UWO)

Academic Associates
Sarah Marshall; B.Sc.(P.T.), M.Sc.(McG.)
Monica Slanik; B.Sc.(C'dia), B.Sc.(O.T.)(McG.)

Adjunct Professors and Associate Members
Nancy Alarie; B.Sc.(P.T.)(McG.)
Julie Côté; B.Sc., M.Sc.(Wisc. Madison), Ph.D.(Montr.)
Mayada Elsabbagh; B.Sc.(Psych.)(McG.), Ph.D.(Psych.)(UQAM)
Sharon Henry; B.Sc.(P.T.), Ph.D.(Ana. and Neurob.)(Vermont)
Michael Sullivan; B.A.(McG.), M.A., Ph.D.(C'dia) (Dept. of Psychology)
Walter Wittich; B.Sc., M.A.(C'dia), Ph.D.(McG.)

5 Health Sciences: General Information

This section contains important details specific to the McGill health sciences, as an addendum to information found in the University Regulations and Resources (Undergraduate). You will find information related to such topics as: language policies, vaccination/immunization requirements, immigration information, and information on the various facilities available.

Further regulations and information may be specified by your individual faculty or school.

5.1 Admission

Admission requirements and applications procedures are outlined in the individual faculty and school sections; refer to Faculties & Schools to find yours.

5.2 Student Services and Regulations

5.2.1 Student Advising

The Mission Statement of the University expresses the commitment to offer students “the best education available”. An essential component of this is the advising process. The active participation of students in the advising process is essential in order for them to access the full range of academic opportunities during their studies. They must be proactive in seeking meetings with advisers, professors, counsellors, and such to ensure that they receive the advice they need to meet their academic goals. It is their responsibility to inform themselves about the rules and regulations of the University faculty, and their program. With the students' cooperation, all advisers and counsellors will work together to help students throughout their program.

Students are responsible for the correctness and completeness of their records. While faculty advisers and staff are always available to give you advice and guidance, you are ultimately responsible for the completeness and correctness of your course selection, for your compliance with and completion of program and degree requirements, and for your observance of regulations and deadlines. It is your responsibility to seek guidance if in any doubt; misunderstanding or misapprehension will not be accepted as cause for dispensation from any regulation, deadline, program requirement, or degree requirement.

Your adviser
- is a faculty or staff member with whom you can build a relationship to counsel you throughout the program;
• can guide you with both academic and non-academic concerns;
• is the person in your Faculty or School with whom you can discuss any matter and to whom you may go for advice;
• will provide ongoing advice and guidance on the program;
• will assist you with workload management;
• will assist you with guidance regarding career options or considerations;
• will offer help managing academic situations during periods of personal, financial, or medical problems, by working with you to identify various possibilities and strategies for making informed decisions;
• will communicate with other advisers within the University and, with your permission, serve as a direct link to other University resources.

Note for Nursing: See the advising structure in your Student Handbook or contact the Nursing Student Affairs Office.

Related Services
Please refer to: Student Services – Downtown Campus or: Student Services – Macdonald Campus for a list of services available to you.

5.2.2 Language Policy

The official language of instruction for the McGill health sciences is English. Students should be aware that most of the clinical affiliation placements undertaken in the province of Quebec, including those in Greater Montreal, require proficiency in both English and French.

It is recommended that students who lack proficiency in English or French avail themselves of the opportunity to take an English or a French as a second language course, prior to or early in their program of studies. For more information, please refer to University Regulations & Resources > Undergraduate > General Policies and Information > : Language Policy.

Note for Dentistry: The language of instruction at McGill University is English; dental students are expected to have a working knowledge of the English and French languages (comprehension, spoken, and written). All lectures and small groups are conducted in English.

D.M.D. students must also refer to

Note for Nursing: The official language of instruction at McGill is English. In accord with McGill University’s Charter of Students’ Rights, students have the right to submit in English or in French any written work that is graded. Students should be aware that most of the clinical affiliation placements undertaken in Quebec, including those in the greater Montreal, require proficiency in both English and French. As such, Nursing students are expected to have a working knowledge of the English and French languages. While French language testing is not required for entry to any program, students who lack proficiency in French must avail themselves of the opportunity to take French as a second language courses prior to or early in their program of studies.

Note for Physical & Occupational Therapy: All sites within the McGill network require students to have a working knowledge of both English and French. To be eligible for the most varied fieldwork experiences, students are highly encouraged to prepare themselves to work in both languages. Students who are not proficient in French may need to be placed outside of Quebec at their own expense. Such placements are strictly subject to availability and cannot be guaranteed.

5.2.2.1 Proof of Proficiency in English

Applicants are not required to submit proof of proficiency in English if they meet one of the following conditions: their mother tongue/first language is English; or they have completed both Secondary V and a Diploma of Collegial Studies in Quebec; or they have studied for five or more years in an institution where English is the primary language of instruction.

All other applicants must demonstrate proficiency in English, using one of the following five options:

• Test of English as a Foreign Language (TOEFL)
Most undergraduate programs require 90 (iBT; 577 for the PBT (paper-based test)). Some programs require higher or lower scores.

- **McGill Certificate of Proficiency in English**
  
  For further information about the program, contact:
  
  Department of Language and Intercultural Communication, School of Continuing Studies  
  688 Sherbrooke Street West, 11th floor  
  Montreal QC H3A 3R1  
  Telephone: 514-398-1212, 514-398-1769  
  Email: language.conted@mcgill.ca  
  Website: www.mcgill.ca/continuingstudies/area-of-study/languages

- **International English Language Testing System (IELTS)**
  A band score of 6.5 or better.

- **University of Michigan English Language Test (MELAB)**
  A minimum mark of 85%.

- **Advanced Placement International English Language (APIEL)**
  A minimum score of 4.

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### 5.2.3 Vaccination/Immunization Requirements for Health Sciences Programs

A compulsory immunization program exists at McGill for students in the Health Sciences programs. Health Sciences students must start the immunization process as soon as they are accepted at McGill and must complete it well before they are permitted contact with patients. Entry into the McGill University Teaching Hospitals may be delayed if immunizations are incomplete according to the information provided by McGill's Rossy Student Wellness Hub.

Proof of immunity must be written and signed by either a nurse or a physician. For details, see www.mcgill.ca/wellness-hub/access-care/vaccines.

There are no exceptions to these requirements. Students who do not meet these requirements will be asked to withdraw.

Vaccination against other infectious diseases such as influenza may be required.

Current information indicates that there is a potential risk of transmission of Hepatitis B from practitioner to patients in the clinical dental setting. Therefore, applicants for the D.M.D. program, the General Practice Residency Program in Dentistry, and all Oral and Maxillofacial Surgery programs will be required to be tested for Hepatitis B surface antigen by the Student Wellness Hub. Applicants who test positive for Hepatitis B surface antigen will be tested for Hepatitis B “e” antigen and Hepatitis B viral DNA to help determine infectivity risk. If tests for either Hepatitis B “e” or Hepatitis B viral DNA are positive, the offer of acceptance will be withdrawn and registration in the program will not be completed.

Health Sciences students who think they might be infected or think they have been exposed to a blood-borne disease should be tested for any or all blood-borne pathogens.

Students who are seropositive for Hepatitis B, C, HIV, and/or any other blood-borne pathogens have an obligation to notify the Dean or Director of the school as soon as they know their serologic status. These students will be referred to the Service d'évaluation du risque de transmission d'infections hématogènes, a provincial service responsible for all infected workers, including medical students. This service will make recommendations to the students and Faculty based on current scientific knowledge and relevant guidelines and practices. Students must follow the recommendations of the Service. The Service may recommend restricting the practice of these students. Students who carry blood-borne pathogens may not be permitted to perform procedures involving needles, scalpels, or other sharp objects as this may pose a risk to patients and co-workers. This means that they may not be able to complete their clinical requirements and may be required to withdraw.

Applicants who know they are carrying blood-borne pathogens should consider carefully their intention to become healthcare workers and govern themselves accordingly.

Students involved in patient care who develop any contagious disease placing patients at risk must immediately discuss their condition with their supervisor and they may be required to temporarily stop clinical activities. McGill University considers it important for Health Sciences students to fulfill their ethical obligation to patients by taking appropriate measures to minimize the transmission of disease.

Students will receive details of the immunization requirements with their acceptance package and on the following website: www.mcgill.ca/wellness-hub/access-care/vaccines. Immunizations can be completed at the Student Wellness Hub, which operates during the summer.

For information on how to make an appointment at the Student Wellness Hub, see mcgill.ca/wellness-hub/access-care/meet-doctormursedietitian.

**Note:** You must also refer to your specific Faculty’s or School’s immunization section to be certain that all immunization requirements have been fulfilled.

**Note for Medicine and Dentistry:** M.D., C.M. and D.M.D. students must also refer to www.mcgill.ca/ugmEPS-academic-policies#healthsafety.

**Note for Nursing:** For a complete listing of requirements and deadlines for meeting these requirements in nursing, see www.mcgill.ca/nursing/students/student-portal/clinical.
Note for Physical and Occupational Therapy: Prior to starting their first clinical course, students must ensure that their immunization records are complete and that they have completed their mask fitting. Failure to do so will prevent students from starting their first clinical course. Students must contact the Student Wellness Hub for a mask fitting appointment or attend announced group appointments. All supporting documentation regarding immunization must be submitted to the Student Wellness Hub. The Student Wellness Hub will provide students with cards that will attest the completion of the immunization requirements, and will contain information regarding mask fit. Cards will be provided to students upon immunization and mask fitting completion. Students are required to submit their card electronically by the third clinical seminar (submission details provided in clinical seminar 1).

5.3 Fees: Health Sciences

The information in this publication was updated in April 2020. The University reserves the right to make changes without notice in the published scale of fees.

Further information regarding fees is available at University Regulations & Resources > Undergraduate > : Fees, and on the Student Accounts website. For additional fees per faculty and school, see www.mcgill.ca/student-accounts/undergraduate-fee.

Fees for the Health Sciences (rates as of 2020–2021)

### General Fees

**Application Fees:**

- All undergraduate programs, excluding Medicine and Dentistry: $117.92 (as of Winter 2021)
- Medicine and Dentistry: $165.08
- Reconsideration fee: $40

**Prepayment Fee:**

- Dentistry: $500
- Pre-Dentistry: $400
- Medicine: $500

### Communication Sciences and Disorders Fees

- M.Sc.A. ID Badge – First Year: $28.75

### Dentistry - Purchases of Equipment and Materials Fee

In addition to the fees shown on the list of fees for Dentistry, students must purchase certain items of equipment and supplies from the Faculty of Dentistry. The fee also includes an amount for general supplies in the laboratories and clinics and will be billed on your e-bill.

The cost of these purchases (including GST and QST) in 2020–2021 is estimated as follows:

- First Year: $400
- Second Year: $18,800
- Third Year: $3,850
Dentistry - Purchases of Equipment and Materials Fee

Fourth Year $2,290

For more information, see www.mcgill.ca/dentistry/programs. You will receive an e-bill in August with the exact breakdown of costs related to your equipment purchases. Costs of purchases will be finalized in late June and available in the cost tables found on the Student Accounts website.

Dentistry Extra Fees

1 Short White Coat with McGill Logo approximately $35

Supplemental or Reread Exam Request Fee $42.35 per exam

Dental Clinic/Lab Maintenance & Improvement Fee (as of 2020-2021)

Second Year $1,199

Third Year $2,398

Fourth Year $2,398

Dentistry - Laptops

The Faculty of Dentistry uses web-based courseware and examinations. Students are required to be equipped with laptops that meet certain minimum requirements.

Dentistry and Medicine - Microscopes

In order to ensure that each student is adequately equipped for the microscopic work in histology, microbiology, and pathology, a binocular microscope is provided for all students in first and second year.

Medicine Fees

Books, Laboratory Materials, Gloves, Anatomy Dissection Kit, Stethoscope, BP cuff, etc. approximately $1,500 to $2,000 (for duration of program)

2 Short White Coats with McGill Logo approximately $85

Collège des médecins du Québec (CMQ) registration fee – beginning of First Year (September 30) $105

Medicine Extra Fees

Supplemental or Reread Exam Request Fee $42.35 per exam (see Tuition Fees)

Vaccines see the Student Wellness Hub

French Medical Workshop (optional registration; recommended) – All students are required to have working French knowledge during clinical rotations (years 2, 3, 4) $250 (see Language Requirements)

Medicine - Laptops

The M.D.,C.M. program uses web-based courseware and examinations. Students are required to be equipped with laptops that meet certain minimum requirements throughout all four years of the M.D.,C.M. program.
### Nursing Fees

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost/Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books, Uniform, Stethoscope, etc.</td>
<td>approximately $2,500 to $3,500 (for duration of the program)</td>
</tr>
<tr>
<td>Graduation Pins – Third Year</td>
<td>$80 to $200, depending on market value</td>
</tr>
<tr>
<td>Name Badge – First Year</td>
<td>approximately $25</td>
</tr>
<tr>
<td>OIIQ registration fee (paid at the OIIQ)</td>
<td>approximately $250 (for duration of program, subject to change by the OIIQ)</td>
</tr>
<tr>
<td>Local transportation to clinical sites</td>
<td>$70/month</td>
</tr>
<tr>
<td>Clinical Skills Kit</td>
<td>amount varies as per course needs</td>
</tr>
</tbody>
</table>

### Physical and Occupational Therapy Fees

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost/Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books and Other Equipment</td>
<td>$1,000</td>
</tr>
<tr>
<td>Laboratory Materials</td>
<td>$68.96</td>
</tr>
</tbody>
</table>

### 5.4 Immigration Information

Unless their studies at McGill will be completed in less than six (6) months, all students who are not Canadian citizens or Permanent Residents of Canada must obtain proper authorization from both Quebec and Canadian Immigration officials prior to proceeding to Canada and/or commencing studies. The process begins with a Letter of Acceptance from McGill University.

Details on Canadian immigration regulations may be obtained from Immigration, Refugees, and Citizenship Canada.

In addition, International Student Services prepares a “Getting Started” pamphlet along with a detailed Handbook for international students, which is sent to all accepted applicants. The Handbook is also available on the International Student Services website.

For further information, please contact:

- International Student Services
- Brown Student Services Building
- 3600 McTavish Street, Suite 5100
- Montreal QC H3A 0G3
- Telephone: 514-398-4349
- Website: [www.mcgill.ca/internationalstudents](http://www.mcgill.ca/internationalstudents)
- Email: international.students@mcgill.ca

### 5.5 Facilities

The following facilities are associated with the McGill health sciences.

### 5.5.1 Buildings

**680 Sherbrooke Street West, Montreal QC H3A 0B8**

This building houses the Ingram School of Nursing, its faculty, staff, and students. The three topmost floors provide office space, student lounge areas, classroom settings, and learning laboratories for the School. The offices of Undergraduate Medical Education and Postgraduate Medical Education, the
offices of Interprofessional Education and Distributed Medical Education, the Social Accountability and Community Engagement Office, and the Building Services Office for the Faculty of Medicine are temporarily located in this building.

772 Sherbrooke Street West, Montreal QC H3A 1G1  
The Administrative Excellence Centre (AEC #3) is located in this building.

1010 Sherbrooke Street West, Suite 1210, Montreal QC H3A 2R7  
The Faculty of Medicine Admissions and University Advancement Offices are located in this building.

3605 de la Montagne Street, Montreal QC H3G 2M1  
This building, built in 1925, comprises the administrative offices of the Faculty of Medicine.

3647 Peel Street, Montreal QC H3A 1X1  
This building houses the Departments of Social Studies of Medicine and Biomedical Ethics.

4920 de Maisonneuve Blvd, West, Suite 301, Westmount QC H3Z 1N1  
The McGill Molson Informatics Unit is located in this building.

5100 de Maisonneuve Blvd, West, Suite 720, Montreal QC H4A 3T2  
The Gerald Bronfman Department of Oncology and two Administrative Excellence Centres (AEC #7 and #9) are located in this building.

5252 de Maisonneuve Blvd, West, Suite 400, Montreal QC H4A 3S5  
The Department of Ophthalmology & Visual Sciences is located in this building.

5858 Côte-des-Neiges Road, Suite 300, Montreal QC H3S 1Z1  
The Department of Family Medicine and the Administrative Excellence Centre (AEC #4) are located in this building.

Charles Meredith House  
1130 Pine Avenue West, Montreal QC H3A 1A3  
This elegant building, built for Charles Meredith, houses the Institute for Health and Social Policy.

Davis House  
3654 Promenade Sir-William-Osler, Montreal QC H3G 1Y5  
Built in 1909 for contractor James T. Davis, this heritage building houses the administrative and faculty offices and teaching facilities of the School of Physical and Occupational Therapy.

Duff Medical Building  
3775 University Street, Montreal QC H3A 2B4  
Opened for use in 1924, the building is situated on the northeast corner of University Street and Pine Avenue. It is occupied by the Pathology Department, the Department of Biomedical Engineering, the Department of Microbiology and Immunology, the Sheldon Biotechnology Centre, and the Faculty of Medicine Communications Office.

Hosmer House  
3630 Promenade Sir-William-Osler, Montreal QC H3G 1Y5  
Built in 1901, for Ogilvie Flour Mill founder Charles Hosmer, this heritage building houses the administrative and faculty offices and teaching and research facilities of the School of Physical and Occupational Therapy.

Hosmer House Annex  
3541 de la Montagne, Montreal QC H3G 2A2  
Built in 1901, for Ogilvie Flour Mill founder Charles Hosmer, this heritage coach house is home to the teaching facilities of the School of Physical and Occupational Therapy.

Hugessen House  
3666 McTavish Street, Montreal QC H3A 1Y2  
This building houses two Administrative Excellence Centres (AEC #1 & #2).

Irving Ludmer Psychiatry Research and Training Building  
1033 Pine Avenue West, Montreal QC H3A 1A1  
In 1943, a large building and site were donated as a basis for the development of an Institute of Psychiatry. The building was reconstructed to permit the establishment of a 50-bed unit, together with extensive research laboratories, and opened in 1944. In 1946, the first day hospital in the world was opened at the Institute, and in 1953, a 50-bed wing was added. In 1985, another wing, housing in-patient services, psychology, and occupational therapy, was added. The Irving Ludmer Psychiatry Research and Training Building of the Department of Psychiatry was built by McGill University in 1963, providing an extensive and modern research facility.

Lady Meredith Annex  
3706/3708 Peel Street, Montreal QC H3A 1W9
This annex is the new on-campus social space for medical students, complete with computers, study desks, sofas, and other furnishings, and also houses the WELL Office (Wellness Enhanced Lifelong Learning).

**Lady Meredith House**
1110 Pine Avenue West, Montreal QC H3A 1A3
This building houses the Institute of Health Sciences Education (formerly known as the Centre for Medical Education) and the Faculty Development Office.

**Macdonald-Stewart Building**
211 Lakeshore Rd., Ste-Anne-de-Bellevue QC H9X 3V9
This building, completed in 1978, houses the administrative offices and laboratories for the School of Human Nutrition and the Faculty of Agricultural and Environmental Sciences.

**McGill Genome Centre**
740 Doctor Penfield Avenue, Montreal QC H3A 0G1
The McGill Genome Centre is a state-of-the-art integrated research environment that harnesses cutting-edge genomic and other omic technologies, combined with high-throughput molecular approaches and high-performance computing, to drive breakthroughs in medical and life sciences research. The Centre is currently home to over 220 staff and students, including 14 McGill Faculty members with world-renowned expertise in largescale molecular and computational genomics, genetic epidemiology and population genetics, complex disease genomics (including immune, neurodegenerative, cardiac diseases, diabetes, and cancer), biomedical micro/nanoengineering, and in public health genomics. As a founding member of the Canadian Genomics Enterprise (CGEn) and the Canadian Centre for Computational Genomics (C3G), the McGill Genome Centre operates the largest sequencer fleet in Canada and is a prominent national hub for genome sequencing and bioinformatics. It also includes the Centre of Genomics and Policy (CGP), which conducts and supports research on the ethical and legal issues involved in genomics research. The McGill Genome Centre's infrastructure and expertise have fostered many global initiatives and international collaborations, leading to important advances in genomics research and to improved population health.

**McGill University Life Sciences Complex**
3649 Promenade Sir-William-Osler, Montreal QC H3G 0B1
1160 Pine Avenue West, Montreal QC H3A 1A3
The Life Sciences Complex encompasses the McIntyre Medical Sciences Building, the Stewart Biology Building, and two additional state-of-the-art facilities which were opened in 2008: the Francesco Bellini Life Sciences Building and the Goodman Cancer Research Centre. This 340,000-square-foot system of buildings houses a dozen core facilities and over 2,000 researchers, technical personnel, graduate students, and postdoctoral fellows. The cornerstone of the complex is the new construction of 180,000 square feet that was expressly designed to encourage cross-disciplinary research, and is totally dedicated to research activities. It also bridges the two other buildings, which have mixed space for teaching and laboratories, to form the complex. The Administrative Excellence Centre (AEC #10) is located in this complex.

**McIntyre Medical Sciences Building**
3655 Promenade Sir-William-Osler, Montreal QC H3G 1Y6
This 15-storey building, completed in 1965, contains the Department of Medical Information Technology (MedIT), the Research and Graduate Studies Offices, the Departments of Biochemistry, Pharmacology and Therapeutics, and Physiology, the McGill Global Health Programs, and a number of special research units. The Osler Library of the History of Medicine is temporarily relocated to the McLennan-Redpath Library Complex, for more information: mcgill.ca/library.

**Morrice House**
1140 Pine Avenue West, Montreal QC H3A 1A3
This building houses the Clinical and Health Informatics Research Group.

**Place Mercantile**
2001 McGill College Avenue, Montreal QC H3A 1G1
This building, located at the corner of McGill College Avenue and Sherbrooke Street, houses the Faculty of Dentistry's administrative offices, teaching laboratories, and classrooms, as well as the Oral Health and Society Research Group. The building is home to the Undergraduate Teaching Clinic (formerly at the Montreal General Hospital), the School of Communication Sciences and Disorders, and two Administrative Excellence Centres (AEC #11 & #12). The Office for Continuing Professional Development (CPD), and the Office of Accreditation and Education Quality Improvement are also located in this building.

**Purvis Hall**
1020 Pine Avenue West, Montreal QC H3A 1A2
Purvis Hall, one of several old mansions in the historic “Golden Square Mile” of Montreal, is situated at the corner of Peel Street and Pine Avenue. This building is dedicated to the administrative offices, teaching, and research activities of the Department of Epidemiology, Biostatistics, and Occupational Health.

**Rabinovitch House**
3640, rue de la Montagne, Montreal QC H3G 2A8
This building houses the Centre for Research on Brain, Language, and Music, and the research facilities of the School of Physical and Occupational Therapy.

**Les Galeries du Parc Mall (La Cité)**
The Steinberg Centre for Simulation and Interactive Learning (SCSIL) plays a vital role in the training of health care students, residents, and practitioners at McGill University. Located in the lower level of the Galeries du Parc mall, the SCSIL occupies 31,000 square feet of space, including a technical skills area, a high-fidelity simulation suite, 10 clinical encounter rooms, a simulated patient ward, a hybrid operating room, a virtual reality trainer room and a simulated apartment. In our risk-free and technologically-immersive simulated clinical environments, learners can safely practice procedural and communication skills, and engage in interprofessional team training to gain valuable expertise. Through world-class simulation-based education, research, and innovation, we aim to provide the best possible health care to the communities we serve.

Strathcona Anatomy and Dentistry Building
3640 University Street, Montreal QC H3A 0C7
This building, opened in 1911, houses the research wet laboratories and the research administration of the Faculty of Dentistry, the offices and laboratories of the Department of Anatomy and Cell Biology, the McGill Programs in Whole Person Care and the Polypeptide Hormone Laboratory. The Maude Abbott Medical Museum is also located in this building.

5.5.2 Hospitals

5.5.2.1 McGill University Teaching Hospitals
The teaching hospital network of McGill University is an integral part of the research, teaching, and clinical activities of the Faculty of Medicine. By agreement and tradition, the administration, medical staff, and scientific personnel of these institutions are closely integrated with McGill University and form the basis for the clinical departments of the Faculty of Medicine. The McGill University Health Centre (MUHC) / Centre universitaire de santé McGill (CUSM) is a merger of seven teaching hospitals affiliated with the Faculty of Medicine at McGill University. The activities of the MUHC are carried out at the following locations:*

Montreal Children's Hospital, Royal Victoria Hospital, Montreal Chest Institute, and Cedars Cancer Centre at the Glen Site
1001 Decarie Boulevard
Montreal QC H4A 3J1
Telephone: 514-934-1934
Website: muhc.ca/glen/dashboard

Montreal General Hospital
1650 Cedar Avenue
Montreal QC H3G 1A4
Telephone: 514-934-1934
Website: muhc.ca/mgh/dashboard

Montreal Neurological Institute and Hospital
3801 University Street
Montreal QC H3A 2B4
Telephone: 514-398-6644
Website: muhc.ca/mnh/dashboard

Lachine Hospital
650 16th Avenue
Lachine QC H8S 3N5
Telephone: 514-934-1934
Website: muhc.ca/lachine/dashboard

The McGill University Health Centre (MUHC), located in Montreal, is one of the most innovative academic health centres in North America. Building on the tradition of medical leadership of its founding hospitals and focusing on complex care, the MUHC receives more than 550,000 ambulatory visits, admits over 37,000 in-patients, performs close to 33,000 surgeries and delivers almost 3,000 babies yearly. In addition to its clinical expertise, the MUHC is proud of the quality and rigour of its clinical and scientific training. Each year 1,260 research trainees; 1,360 residents, pharmacists and dentists; 2,100 nursing students, nursing assistants, patient attendants, and paramedics; and 850 medical students are trained. Continuing education programs are also an integral part of delivering excellent patient care. In addition, all MUHC physicians are appointed professors at the Faculty of Medicine at McGill University. The McGill University Health Centre (MUHC) is one of the world’s foremost academic health centres. Affiliated with the Faculty of Medicine of McGill University, the MUHC continues to shape the course of adult and pediatric medicine by attracting clinical and research expertise from around the world, assessing the latest in medical technology, and training the next generation of medical professionals. In collaboration with our network partners, we are building a better future for our patients and their families; for our employees, professionals, researchers, and students; for our community and above all, for life.

The MUHC has more than 12,000 healthcare and other personnel working within the organization’s seven clinical missions:

- The Montreal Children's Hospital
- Medicine
- Surgery
- Neurosciences
- Mental Health
- Women's Health
- Cancer Care

The Research Institute of the McGill University Health Centre (RI-MUHC) is a world-renowned biomedical and healthcare research centre. The Institute, which is affiliated with the Faculty of Medicine of McGill University, supports over 446 researchers and more than 1,260 research trainees devoted to a broad spectrum of fundamental, clinical, and evaluative research at the Glen site and the Montreal General Hospital. Its research facilities offer a dynamic multidisciplinary environment that fosters collaboration and leverages discovery aimed at improving the health of individual patients across their lifespan. The RI-MUHC is supported in part by the Fonds de recherche du Québec – Santé (FRQS). More information is available at rimuhc.ca.

In 2015, the MUHC brought together our legacy sites — the Montreal Chest Institute, the Royal Victoria Hospital, the Montreal Children's Hospital, and the Cedars Cancer Centre — onto one site: the Glen. At the Glen site, our vision of excellence is taking shape by integrating healthcare, research, and teaching on a whole new level. With custom-built facilities, state-of-the-art equipment, and nurturing healing environments, we are pushing the boundaries of innovation for our current generation and those to come. Renovations are also underway at our other MUHC sites — the Lachine Hospital, the Montreal General Hospital, and the Montreal Neurological Hospital — as we continue to strive to provide the best care for life for our patients and families. For more information on the MUHC, visit muhc.ca.

There are three other principal teaching hospitals:

**Jewish General Hospital** (Integrated Health and Social Services University Network for West-Central Montreal/Centre intégré universitaire de santé et de services sociaux (CIUSSS) du Centre-Ouest-de-l’Île-de-Montréal)

- 3755 Côte Ste-Catherine Road
- Montreal QC H3T 1E2
- Telephone: 514-340-8222
- Website: www.jgh.ca

Since 1934, the Jewish General Hospital has served patients of diverse religious, linguistic, and cultural backgrounds who reside in Montreal, elsewhere in Quebec, and beyond. As one of the province’s largest acute-care hospitals, this 637-bed McGill University teaching hospital admits more than 25,000 patients per year, while handling approximately 520,000 outpatient visits, more than 86,000 emergency visits, and more than 3,900 births. The JGH is widely recognized for excellence in various specialties, including oncology at the Segal Cancer Centre, cardiology, neuroradiology, orthopedics, family medicine, aging, and emergency medicine. In addition, several services—including the Emergency Department, Intensive Care, Neonatal Intensive Care, Coronary Care, and the operating rooms—opened in a new critical-care pavilion in January 2016. The hospital has been designated by the government of Quebec as one of Montreal's five major service centres; as a provincial centre for high-risk obstetrical and neonatal care; and as a breast referral and investigation centre.

Treatment is provided by approximately 700 affiliated doctors, many of whom have teaching appointments at McGill University, as well as 300 medical residents per year, together with nursing and a wide range of allied health services. The Jewish General Hospital carries out more than 22% of the training for McGill's Faculty of Medicine and is home to several of the University's programs, including the McGill AIDS Centre, the McGill Centre for Translational Research in Cancer, the McGill Head and Neck Surgery and Oncology Program, and the McGill Menopause Clinic. The hospital's Lady Davis Institute is acknowledged as a world leader in many fields of research, including cancer (the Terry Fox Molecular Oncology Group), aging (the Bloomfield Centre for Studies in Aging), epidemiology (the Centre for Clinical Epidemiology and Community Studies), nursing (the Centre for Nursing Research), HIV/AIDS, cardiovascular disease, genetics, emergency medicine, nephrology, and the psychosocial aspects of illness. The outstanding quality of this work has often enabled the Lady Davis Institute to attract more funding per researcher than any other hospital-affiliated research institution in Quebec.

More information is available at www.jgh.ca.

**St. Mary's Hospital Center** (Montreal West Island Integrated University Health and Social Services Centre/Centre intégré universitaire de santé et services Sociaux (CIUSSS) de l'Ouest-de-l'Île-de-Montréal)

- 3830 Lacombe Avenue
- Montreal QC H3T 1M5
- Telephone: 514-345-3511
- Website: ciuuss-ouestmtl.gouv.qc.ca

St. Mary's Hospital Center (SMHC) is an acute-care specialized McGill University affiliated teaching hospital with 271 adult beds. Its official designation as a university-affiliated teaching hospital or a CHAU (Centre hospitalier affilié universitaire) further reinforces its commitment and ability to deliver high quality health care while playing a leading role in the areas of teaching and research. It is responsible for the training of a large cohort of undergraduate and post-graduate students in Medicine and the allied health disciplines.

Over 3,600 babies are delivered annually at St. Mary's, which is the first hospital in Montreal to have received the World Health Organization's (WHO) international recognition of Baby Friendly Hospital Status by the Quebec ministry of health. St. Mary's also has a progressive and active Family Medicine Centre recognized for its teaching. The Hospital also provides numerous highly specialized services such as renal dialysis, oncology, geriatric assessment, and psycho-geriatric, nuclear medicine, C.T. scanning services, as well as MRI exams. There are more than 120,000 out-patient clinic visits, 10,000 procedures through the surgical day centre, and over 11,000 patient admissions, in addition to ambulatory care visits, annually.

The Hospital is noted for its devotion to patients, motivation toward the achievement of excellence, and compassionate care.

Visit the St. Mary's Hospital Center website at ciuuss-ouestmtl.gouv.qc.ca to learn more.

**Douglas Mental Health University Institute** (Montreal West Island Integrated University Health and Social Services Centre/Centre intégré universitaire de santé et services Sociaux (CIUSSS) de l'Ouest-de-l'Île-de-Montréal)
Founded in 1881, the Douglas Mental Health University Institute has a triple mission of care, research, and teaching. A member of the McGill Integrated University Health Network (RUIS McGill) and affiliated with the World Health Organization, it offers hospitalization and extensive out-patient services. The hospital provides child and adolescent, adult, and geriatric clinical services, and is dedicated to treating patients in the least restrictive manner possible, with a major focus on rehabilitation and successful reintegration into the community. It offers training for residents in psychiatry, as well as for medical and paramedical students from a wide range of disciplines.

The Douglas Institute is one of the largest research centres in mental health in the country, with a team of more than 60 scientists and clinical researchers and more than 200 university students. This team is devoted to making better sense of the causes of mental disorders – whether genetic, environmental, cultural, or social – as well as developing diagnostic tools, treatments, and prevention methods. The Douglas Hospital Research Centre is also home to McGill University centres in schizophrenia, aging, and suicide, as well as the Montreal Pan American Health Organization/World Health Organization Collaborating Centre for Reference and Training in Mental Health, which offers consultation services, research, and teaching programs here and abroad.

More information is available at ciusss-ouestmtl.gouv.qc.ca.

5.5.2.2 Institutions Affiliated with McGill University

In addition to the Teaching Hospitals listed above, the following institutions are also affiliated with McGill University and have been approved by, and have contracted with, McGill University for participation in teaching and research in one or more departments and services:

- CSSS de Gatineau (CISSS de l'Outaouais)
  777 boulevard de la Gappe, Gatineau QC J8T 8R2
  ciss-outaouais.gouv.qc.ca

- CSSS de la Montagne (CIUSSS du Centre-Ouest-de-l'Île-de-Montréal)
  5700 Côte-des-Neiges Road, Montreal QC H3T 2A8
  ciusss-centreuwestmtl.gouv.qc.ca

- CSSS Cavendish (CIUSSS du Centre-Ouest-de-l'Île-de-Montréal)
  5425 Bessborough Avenue, Montreal QC H4V 2S7
  cssscavendish.qc.ca

- Jewish Rehabilitation Hospital (CISSS de Laval)
  3205 Place Alton Goldbloom, Laval QC H7V 1R2
  hjr-jrh.qc.ca

- Constance-Lethbridge Rehabilitation Centre (CIUSSS du Centre-Ouest-de-l'Île-de-Montréal)
  7005 de Maisonneuve Boulevard West, Montreal QC H4B 1T3
  constance-lethbridge.qc.ca

- MAB-Mackay Rehabilitation Centre (CIUSSS du Centre-Ouest-de-l'Île-de-Montréal)
  7000 Sherbrooke Street West, Montreal QC H4B 1R3
  mabmackay.ca

- Maimonides Geriatric Centre (CIUSSS du Centre-Ouest-de-l'Île-de-Montréal)
  5795 Caldwell Avenue, Montreal QC H4W 1W3
  donaldbermanmaimonides.net

- Shriners Hospitals For Children - Canada
  1003 Decarie Boulevard, Montreal QC H4A 0A9
  shrinershospitalsforchildren.org/montreal

* This list is not exhaustive.

5.5.3 Clinical Facilities for Dentistry

The McGill University Undergraduate Teaching Dental Clinic, previously located in the Montreal General Hospital, is now located at:

Place Mercantile
2001 McGill College Avenue, Suite 100
Montreal QC H3A 1G1
Canada
At the Clinic, students in the undergraduate program are taught under the guidance of the dental staff to carry out various phases of clinical dentistry and related laboratory procedures. They attend this clinic daily except for such time as may be taken up by lectures or other University work.

5.5.4 Facilities for Human Nutrition

The Mary Emily Clinical Nutritional Research Unit is located on 7 Maple Street in Sainte-Anne-de-Bellevue.

The Unit was developed in 1995 with the objective to create a facility dedicated to in-patient human nutrition experimentation using precisely controlled diets. The Unit is housed in a detached 5,000 sq. ft. building located at the perimeter of the Macdonald Campus with easy access to the community at large. This Unit is capable of supporting 12 research subjects on an in-patient basis. The facility is unique in Canada, in that it allows strict, in-house monitoring and testing of research subjects over prolonged periods while they consume diets prepared in-house. The first floor houses a state-of-the-art metabolic kitchen to prepare foods in a controlled manner, including a sitting area for meal consumption. The second floor houses an interview room to provide for attainment of written ethical consent/assent. A research/clinical assessment room is dedicated to procedures that include blood sampling by a phlebotomy team or clinical staff in adults, infants, and children.

The Unit is a self-supporting initiative which is available for use by external researchers. For further information regarding collaborative or independent extramural research interests, contact the Director of the School of Human Nutrition.

5.5.5 Research Centres

- section 5.5.5.1: Alan Edwards Centre for Research on Pain
- section 5.5.5.2: Artificial Cells and Organs Research Centre
- section 5.5.5.3: Biomedical Ethics Unit
- section 5.5.5.4: Centre for Bone and Periodontal Research
- section 5.5.5.5: Centre for Research on Brain, Language and Music
- section 5.5.5.6: Centre for Research in Reproduction and Development
- section 5.5.5.7: Centre for Translational Research in Cancer
- section 5.5.5.8: Institute of Health Sciences Education
- section 5.5.5.9: Ludmer Centre for Neuroinformatics & Mental Health
- section 5.5.5.10: McGill AIDS Centre
- section 5.5.5.11: McGill Centre for Research in Neuroscience
- section 5.5.5.12: McGill International TB Centre
- section 5.5.5.13: McGill University Research Centre for Studies in Aging
- section 5.5.5.14: Rosalind and Morris Goodman Cancer Research Centre

5.5.5.1 Alan Edwards Centre for Research on Pain

Genome Building, Suite 3100
740 Doctor Penfield Avenue
Montreal QC H3A 0G1
Telephone: 514-398-8975
Fax: 514-398-8121
Website: painresearchcenter.mcgill.ca

Pain research at McGill University is carried out by The Alan Edwards Centre for Research on Pain, which comprises researchers from the Faculties of Medicine, Dentistry, and Science. The main goal of the Centre is to bring together the McGill community of basic and clinical pain researchers to promote research that will result in novel treatments for chronic pain. Through its own activities and international collaborations, the Centre focuses on new discoveries and their clinical applications that will improve the prevention and management of chronic pain.

5.5.5.2 Artificial Cells and Organs Research Centre

McIntyre Medical Sciences Building, Room 1004
3655 Promenade Sir-William-Osler
Montreal QC H3G 1Y6
Telephone: 514-398-3512
Fax: 514-398-7452
Website: www.medicine.mcgill.ca/artcell
This centre concentrates on interdisciplinary research on artificial cells first invented here (Chang, McGill, 1957, Science 1964) and since evolved into micro- nano systems; nanomedicine; nanobiotherapeutics; nanobiotechnology; nanotechnology; blood substitutes based on nanobiotechnology; hemoperfusion; bioencapsulation of enzymes, cells, stem cells, probiotics; regenerative medicine; delivery systems for drug, enzymes, genes, etc.

At present, the members of this centre at McGill come from different specialties: Physiology, Biomedical Engineering, Medicine, Surgery, Bioengineering, Biotechnology, and Chemical Engineering. This is an international centre with 2 international societies, which coordinates biannual meetings around the world; see [www.medicine.mcgill.ca/arcetl/centrechart.pdf](http://www.medicine.mcgill.ca/arcetl/centrechart.pdf). It is the editor-in-chief's office for the international journal Artificial Cells, Nanomedicine, and Biotechnology (2017 Reuter World Ranking of 4th among 77 biomedical engineering journals) and a book series titled Regenerative Medicine, Artificial Cells, and Nanomedicine. This centre's website is a public service website with complimentary reviews, papers, videos, and monographs. It is the major international reference source in this area.

### 5.5.5.3 Biomedical Ethics Unit

3647 Peel Street  
Montreal QC H3A 1X1  
Telephone: 514-398-6033  
Website: [www.mcgill.ca/biomedicalethicsunit](http://www.mcgill.ca/biomedicalethicsunit)

The Biomedical Ethics Unit (BEU) offers graduate courses in bioethics. These include electives for medical students, in-hospital courses, lectures, and rounds for residents and other health care workers. The BEU also administers the Master's specialization in Bioethics, which is available to students in the Faculties of Medicine, Law, Religious Studies, and the Department of Philosophy. The program emphasizes the conceptual and practical aspects of bioethics and ordinarily takes two years to complete. Current faculty members have training in philosophy, medicine, history, anthropology, sociology, epidemiology, and molecular biology. The BEU faculty and trainees are active in a variety of interdisciplinary research areas and have expertise in clinical trial methods, research ethics, genetics, reproductive technologies, access to care, public health ethics, health inequalities, biosecurity, anti-aging research, end-of-life care policies, and pharmaceutical development. We also provide in-hospital clinical ethics consultation services and serve on various Clinical and Research Ethics Committees for the McGill teaching and affiliated hospitals.

BEU members and research associates actively collaborate with faculty across McGill, as well as nationally and internationally in research, teaching, and clinical activities. There are currently five faculty members plus affiliate members, postdoctoral fellows, and graduate students.

### 5.5.5.4 Centre for Bone and Periodontal Research

740 Doctor Penfield Avenue, Room 2200  
Montreal QC H3A 1A4  
Telephone: 514-934-1934 ext. 35693  
Fax: 514-398-4020  
Website: [bone.mcgill.ca](http://bone.mcgill.ca)

The Centre for Bone and Periodontal Research was established in October 2001 to promote and facilitate research and training in the areas of bone, cartilage, and periodontal disease. The Bone Centre currently represents the interests of more than 60 clinical and fundamental scientists, many of whom are recognized leaders in research pertaining to disorders such as arthritis, osteoporosis, metastatic and metabolic bone disease, and developmental disorders of the skeleton and oral cavity.

The Centre provides advanced instrumentation for hard tissue research, acts to increase the research capacity of its members and to translate advances into improved diagnosis, prevention, and treatment of diseases involving the skeleton and oral cavity.

### 5.5.5.5 Centre for Research on Brain, Language and Music

3640 rue de la Montagne  
Montreal QC H3G 2A8  
Telephone: 514-398-6962  
Website: [crblm.ca](http://crblm.ca)

The Centre for Research on Brain, Language and Music (CRBLM) at McGill University is a Regroupement Stratélique whose mission is to promote research and training in the areas of language and music neuroscience, performance, and development. Participating universities include McGill, Université de Montréal, UQAM, and Concordia. Our infrastructure for language and music research is unparalleled, including research facilities located in the McGill Faculties of Medicine, Science, Arts, and Education, as well as the International Laboratory for Brain and Music Research (BRAMS) located at the Université de Montréal. Our specific objectives include:

1. promoting the scientific study of language and music neuroscience, performance, and development;
2. stimulating interdisciplinary and cross-domain collaboration among researchers on basic and applied problems in language and music;
3. fostering innovative research training for graduate and postdoctoral students;
4. disseminating research findings to clinical and educational end-users;
5. forming national and international partnerships.

Our goal is to develop a fundamental theoretical, behavioral, and neuroscientific understanding of the neurobiological, social, and communicative processes of language and music.
5.5.5.6 Centre for Research in Reproduction and Development

The Centre for Research in Reproduction and Development (CRRD), originally established as the Centre for the Study of Reproduction in 1982, is among the longest-standing research centres at McGill and was a founding partner of the FQRNT-funded Réseau Québécois en Reproduction (RQR). Today, the interdepartmental and interdisciplinary CRRD is home to more than 30 principal investigators, 70 graduate students, 50 fellows and research associates, and 30 technical support staff from 15 departments, 4 faculties, and 8 divisions at the University. With such critical mass, the CRRD has established itself as one of the most productive and dynamic research hubs for young and established researchers committed to the science of reproduction and development.

The research programs of our members span a wide range of diverse and complementary topics, including understanding the basic biological mechanisms that control developing eggs and sperm within the gonads, how the reproductive hormones are produced and exert their effects, how the developing embryo implants into the uterus and establishes communication with its mother, causes and cures for conditions such as pre-eclampsia and intra-uterine growth retardation, and the effects of environmental pollutants and disease on the development of the eggs and sperm and of the fetus. We use both animal model systems and human clinical studies to reach our research objectives.

The CRRD enables and promotes interactions between investigators at McGill, other universities in Quebec, across Canada, and internationally.

5.5.5.7 Centre for Translational Research in Cancer

The aim of the Centre is to facilitate the translation of the exciting novel findings made in fundamental laboratories into testable hypotheses for evaluation in clinical trials in oncology. There are currently extremely high-quality clinical research activities at McGill, and the fundamental investigations of cancer biology by McGill scientists are recognized worldwide. The Centre provides the infrastructure to bring these investigators together in order to synergize their efforts at generating novel and promising translational research. This provides a structured focus for these activities and will accelerate the testing of potential benefits derived from scientific discovery.

The Centre provides core functions to enhance translational research, including a Molecular Pathology Centre with a centralized biobank, a Clinical Research unit with extensive experience in novel therapeutics testing, a Proteomics facility with a proteogenomics platform, and a Molecular Modeling program. The unique interaction of clinician-scientists and Ph.D. researchers provides an important strength to novel therapeutic development programs. The Centre also helps create strategic partnerships with governmental organizations, biotech companies, and the pharmaceutical industry.

The Centre provides a high quality environment for training clinician-scientists in cancer research. Trainees include both graduate students (M.Sc. and Ph.D students from the departments of Experimental Medicine, Human Genetics, Pharmacology & Therapeutics, and Pathology) and M.D. scientists interested in clinically-relevant cancer research.

5.5.5.8 Institute of Health Sciences Education

The Institute of Health Sciences Education (IHSE) was created in February 2019. Building on the success of the Centre for Medical Education, the new Institute promotes excellence and scholarship across the continuum of health sciences education. More specifically, the IHSE at McGill:

- Conducts research and scholarly work in health sciences education;
- Ensures that research advances the field of health sciences education and informs educational practice;
- Supports interest in educational research and development;
- Encourages innovation and excellence in teaching and learning; and
- Offers educational programs and capacity building for future leaders in health sciences education.

With an active interest in the development and enhancement of health sciences education and practice, members of the IHSE consist of clinicians, educators, and researchers from diverse backgrounds and disciplines. Bringing together research and practice, this unique mix of individuals will help us to move...
beyond traditional departmental and disciplinary boundaries to create new knowledge, enable capacity-building, and promote knowledge translation in the field.

The Institute of Health Sciences Education offers a variety of educational opportunities to students, residents, and faculty. Of interest to medical students and residents are:

1. The Scholarship in MedEd and Health Sciences Education program, designed for medical students and residents who view education as part of their career. Participants will develop a scholarly project in MedEd and HSE, and apply medical education theories and/or principles pertinent to their project. For more information, visit: the Institute of Health Sciences Education’s website.

2. The Foundations in MedEd and Health Sciences Education program, a non-clinical elective offered on an annual basis in Period 6 of the rotation schedule, which generally falls between November-December of the calendar year. The elective is intended to expose students and residents to the field of medical education through interactive lectures, group discussions, individual and group projects, and participation in the activities of the Institute of Health Sciences Education. For more information, visit: the IHSE website.

5.5.5.9  Ludmer Centre for Neuroinformatics & Mental Health

Email: info@ludmercentre.ca
Website: ludmercentre.ca

The Ludmer Centre for Neuroinformatics & Mental Health was founded on the belief that science is on the cusp of a revolution in our ability to understand and treat brain disorders, provided we can bring together the right computational infrastructure, datasets, and expertise to apply a big-data approach to brain research.

An innovative partnership between three cutting-edge McGill-affiliated research facilities, the Centre brings together four complementary research pillars—neuroinformatics, neuroimaging, epigenetics, and statistical genetics—under the scientific leadership of three world-renowned leaders supported by a cadre of over 75 researchers and neuroinformatics staff. Together, they lead innovative research that is generating novel datasets and insights, while concurrently innovating and expanding the “big-data” tools and computational infrastructure required for their analysis.

- Dr. Michael Meaney leads the Centre’s epigenetics pillar: the Sackler Program for Epigenetics & Psychobiology at the Douglas Mental Health University Institute Research Centre.
- Dr. Alan Evans leads the neuroimaging and neuroinformatics pillar: the McGill Centre for Integrative Neuroscience (MCIN) at the Montreal Neurological Institute and Hospital (The Neuro).
- Dr. Celia Greenwood leads the statistical genetics pillar: the Genomics, Bioinformatics & Statistical Genetics lab at the Lady Davis Institute for Medical Research at the Jewish General Hospital.

A key Ludmer Centre goal is the mentorship of new researchers across varied disciplines—to develop transdisciplinary research cadres capable of maximizing the potentials inherent in the Centre’s neuroinformatics infrastructure, tools, and datasets. Supported by a team of informatics experts, graduate master’s and doctoral students are offered unique hands-on opportunities to advance mental health and neurodegenerative research while contributing to the expansion of Canada’s leading neuroinformatics infrastructure.

To learn more, contact us to join our mailing list.

5.5.5.10  McGill AIDS Centre

Based at the Lady Davis Institute for Medical Research at the Jewish General Hospital

3999 Côte Ste-Catherine, Room F-318
Montreal QC H3T 1E2
Telephone: 514-340-7536
Fax: 514-340-7537
Website: www.ladydavis.ca/en/mcgillaidscentre

The McGill AIDS Centre is a McGill University Research Centre whose headquarters reside at the Lady Davis Institute at the Jewish General Hospital. The Centre coordinates, facilitates, and promotes teaching, research, and treatment activities relating to the HIV infection.

Under the leadership of its founding director, the late Dr. Mark A. Wainberg, the Centre has been the home of a large group of talented researchers from across McGill who have been working on HIV from diverse perspectives with the goal of furthering prevention and treatment options. We are proud of the many groundbreaking discoveries that we have made in understanding the basic biology of the HIV infection, elucidating host immune responses to control the HIV infection, discovering the transmission of drug-resistant HIV in human populations, and characterizing the development of drug resistance to HIV, improving the treatment and care of HIV patients, to name just a few examples of the initiatives that have earned the Centre its national and international reputation.

Under the leadership of its founding director, the late Dr. Mark A. Wainberg, the Centre has made significant contributions helping to transform HIV from a deadly infection to a manageable chronic disease.

5.5.5.11  McGill Centre for Research in Neuroscience

Montreal General Hospital, Livingston Hall, L7 132
Research Institute of the McGill University Health Centre
1650 Cedar Avenue
MRI technologies, combined with our clinical expertise, allow for early diagnosis and appropriate treatment of the condition causing memory deficits.

The CRN has been and remains home to some of Canada’s most distinguished neuroscientists. We number more than 60 trainees and staff at any time, including postdoctoral researchers, graduate students, undergraduates, and technicians. The CRN offers a program to train pre-doctoral students for an M.Sc. or Ph.D. degree, as well as postdoctoral Ph.D. or M.D. graduates for careers in biomedical research.

**5.5.5.12 McGill International TB Centre**

Research Institute of the McGill University Health Centre
1001 boulevard Decarie, Glen Block E
Program Mail Drop EM3 3212
Montreal QC H4A 3J1
Telephone: 514-934-1934, ext. 42815
Website: [www.mcgill.ca/tb](http://www.mcgill.ca/tb)

The McGill International TB Centre, a WHO Collaborating Centre for TB Research, is a world leader in the interdisciplinary study of TB. Our Centre brings together more than 20 investigators based at McGill University as well as the Research Institute of the MUHC, with expertise in biomedical, clinical, epidemiologic, and social aspects of TB. We work to better understand TB pathogenesis and host resistance, and also develop and evaluate new diagnostics, vaccines, and treatment regimens for the control of TB. By means of quality training, technical assistance, capacity building, and policy-relevant research, our Centre aims to make a positive contribution to ending the TB epidemic nationally as well as globally. Please visit our website at [www.mcgill.ca/tb](http://www.mcgill.ca/tb).

**5.5.5.13 McGill University Research Centre for Studies in Aging**

6825 boulevard LaSalle
Verdun QC H4H 1R3
Telephone: 514-766-2010
Website: [aging.mcgill.ca](http://aging.mcgill.ca)

The McGill University Research Centre for Studies in Aging (MCSA) is committed to investigating causes and possible treatments of the dementias, especially Alzheimer's disease. During the past decades, the MCSA has played a pioneering role in identifying genetic abnormalities leading to an increased risk for Alzheimer's disease. The Memory Clinic of the Alzheimer's Disease Research Unit, under the leadership of Dr. Serge Gauthier, is focusing on improved therapies, long-term treatment of subjects affected by dementia, and enhancing the quality of life of patients and caregivers. Over the last 30 years the priority of the MCSA evolved to primary prevention of cognitive decline, early diagnosis, and treatment for persons with mild or prodromal symptoms, and best treatments for patients with various types of dementia. The importance of genes such as ApoE as risk factors and as predictors of response to treatment in Alzheimer's disease was one of the significant contributions of the MCSA to the field of aging. Another achievement of the MCSA is the strong link with academic research centres around the world, including Brazil, China, and Germany, which is reflected by a steady flow of students and visiting scholars from these countries among others.

In Canada, the MCSA created the academic trial network CSR and has hosted consensus meetings on the best evidence-based approach to the diagnosis and management of various types of dementia. The current focus of the MCSA is on prevention, and the development of tools and methods to allow earliest diagnosis and intervention of age-related disease. Prevention has been identified as an important objective in dementia research by national and international institutes (Alzheimer Society of Canada, National Institute of Aging USA) and is a priority of McGill University over the next decade. The MCSA contributes to this effort with its Dementia Prevention Program that was launched in 2012, entitled “Prevention of Neurodegenerative Disease in Everyone at Risk” (P.O.N.D.E.R.). This program, in close cooperation with the Douglas Institute and other research centres in Quebec, was established with three goals: (a) provide a free platform for adults aged 40–90 to engage in cognitive training; (b) determine normative cognitive performance in middle-to-old adulthood, and (c) identify persons showing early signs of cognitive impairment that are at risk of developing late-onset dementia. This will allow the tracking and documentation of changes in the structural and functional integrity of the human brain in normal and pathological aging, while providing researchers with important data about possible predictors of dementia. Presently, the P.O.N.D.E.R. software is being upgraded.

The MCSA has established a computational infrastructure devoted for teaching neuroimaging in dementia for fellows, graduate, and postdoctoral students. This infrastructure program is under the direction of Dr. Pedro Rosa-Neto, M.D., Ph.D. The Translational Neuroimaging Laboratory at the MCSA aims to understand how toxic proteins cause brain damage in Alzheimer’s disease patients. We also develop novel methodologies for early detection of these toxic proteins in the persons without symptoms (see the Translational Neuroimaging Laboratory website). Research in the field of neuroimaging has been focusing on the early detection of dementia, and AD prevention. Our clinic collaborates with other experts at McGill University using the most advanced and sensitive Magnetic Resonance Imaging (MRI) and Positron Emission Tomography (PET) protocols to evaluate patients with mild cognitive complaints. The PET and MRI technologies, combined with our clinical expertise, allow for early diagnosis and appropriate treatment of the condition causing memory deficits.
5.5.5.14 Rosalind and Morris Goodman Cancer Research Centre

1160 Pine Avenue West
Montreal QC H3A 1A3
Telephone: 514-398-3535
Fax: 514-398-6769
Website: www.mcgill.ca/gcrc

The mission of the Rosalind and Morris Goodman Cancer Research Centre is to bring together internationally renowned scientists who are devoted to cancer research and provide them with state-of-the-art resources so that they can fully contribute to the worldwide effort of developing novel approaches for the improvement of the diagnosis, treatment, and management of this disease. Investigators within the Cancer Centre have made significant contributions toward the molecular understanding of diseases such as cancer which can be exploited to better stratify cancer and facilitate the development of novel therapeutic approaches.

The Goodman Cancer Research Centre provides an internationally recognized training ground for the next generation of investigators who will pursue research in the life sciences and cancer. The Centre plays a key role in reaching out and educating the public on the fundamentals of cancer research and understanding the causes of cancer, its prognosis, and its treatment.

Further information is available at: Rosalind and Morris Goodman Cancer Research Centre.

5.5.6 Libraries

Access to all of the McGill University Library branches and to the Library's licensed electronic resources is available to all McGill faculty, staff, and students. Information on locations, opening hours, collections, and services can be found at www.mcgill.ca/library. Several of the library branches are likely to be of particular interest to health sciences users.

Schulich Library of Physical Sciences, Life Sciences, and Engineering

The Schulich Library, located in the Macdonald-Stewart Library Building will be closing for two years from May 15, 2019. It will undergo significant structural repairs and major internal upgrades. Services, staff, and collections will be relocated to the McLennan-Redpath Library Complex.

More information available on the Schulich Library website:

Website: www.mcgill.ca/library/branches/schulich

Osler Library of the History of Medicine

The Osler Library, located in the History of Medicine has as its nucleus the 8,000 volumes willed to McGill University in 1919 by Sir William Osler (one of its most famous pupils and teachers). Osler Library has been temporarily relocated to the McLennan-Redpath Library Complex.

More details available from the Osler Library Website:

McLennan-Redpath Library Complex
3459 McTavish Street
Montreal QC H3A 0C9
Website: www.mcgill.ca/library/branches/osler

For hours, see:

Website: www.mcgill.ca/library/branches/hssl

Macdonald Campus Library

The Macdonald Campus Library, located in the Barton Building, is a primary resource for Dietetics and Human Nutrition users. The Library’s collection encompasses a wide variety of resources in agriculture, food and animal science, nutrition, the environment, ecology, plant science, and agricultural engineering. The Library's hours vary throughout the year and are available on the website noted above or by telephoning 514-398-7881.

Barton Building
21,111 Lakeshore Road
Ste. Anne de Bellevue QC H9X 3V9
Website: www.mcgill.ca/library/branches/macdonald

6 Prizes, Awards, and Loans for Returning Students

Undergraduate Prizes and Awards (Eligibility subject to change)
McGill Alumnae Society Prize
Presented upon graduation to a distinguished student for excellence and high academic standing. Preference given to female students.
Value: $150.

Patricia Ann Macdonald Wells Van Daele Memorial Award
Established in 2003 by family, friends, and colleagues of Patricia Ann MacDonald Wells Van Daele as well as graduates of the School of Physical and Occupational Therapy. Awarded by the School of Physical and Occupational Therapy to students enrolled in the School's professional programs or to post-baccalaureate physical and occupational therapists registered in the Master's programs in Rehabilitation Science, in recognition of an outstanding clinical, community-based, or research project related to the aging population and/or clinical education.
Value: minimum $500.

Undergraduate Scholarship
Women Associates of McGill Scholarship
Awarded on the basis of high academic standing to an undergraduate student having completed at least one year in the B.Sc. degree program in Physical or Occupational Therapy. Preference is given to female students.
Value: varies.

A complete list of scholarships, bursaries, prizes, and awards, and the regulations governing the various loan funds, are given in the Undergraduate Scholarships and Awards Calendar and in the Graduate Fellowships and Awards Calendar.

7 Student Evaluation and Promotion

7.1 Degree Requirements for the B.Sc.(Rehab. Sc.) – Major in Occupational Therapy, and the B.Sc.(Rehab. Sc.) – Major in Physical Therapy

Students in Occupational Therapy or Physical Therapy must complete a total of 90 course credits, successfully complete all the courses in the curriculum, be in Satisfactory Standing, and have a CGPA of at least 2.3 out of 4.0 in the Occupational Therapy or Physical Therapy curriculum to obtain the degree of B.Sc.(Rehabilitation Science) – Major in Occupational Therapy or the degree of B.Sc.(Rehabilitation Science) – Major in Physical Therapy.

Due to the sequential nature of the programs, the Occupational Therapy and Physical Therapy programs are full-time programs of study. Further information on the curriculum is available at OT Curriculum or PT Curriculum.

The Evaluation System is multi-faceted and under constant review by the School of Physical and Occupational Therapy. The School reserves the right to change rules and regulations at any time, although in general such changes will not come into effect in the middle of an academic year or promotion period. For complete School regulations, refer to the Important Information for Students and Rules and Regulations documents at Occupational Therapy and Physical Therapy.

For the purposes of evaluation, the three-year curriculum is broken down into the following promotion periods:

Promotion Period 1 – U1: beginning of September to end of August
Promotion Period 2 – U2: beginning of September to end of August
Promotion Period 3 – U3: beginning of September to end of April

7.2 M.Sc.A.O.T. & M.Sc.A.PT. Requirements

Entry to professional practice requires the completion of a Master of Science, Applied degree in Occupational Therapy (M.Sc.A.O.T.) or in Physical Therapy (M.Sc.A.PT.). Therefore, students who graduate from the B.Sc.(Rehab. Sc.) – Major in Occupational Therapy or the B.Sc.(Rehab. Sc.) – Major in Physical Therapy degree must continue to the M.Sc.A.O.T. or to the M.Sc.A.PT. to obtain entry to professional practice.

Students who graduate from the B.Sc.(Rehab. Sc.) degree with the required CGPA of 3.0 or better may be considered for acceptance into the same discipline of the M.Sc.A. program that commences in the summer following graduation. For full details, refer to the Rules and Regulations documents at Occupational Therapy and Physical Therapy.

Entry to the Master’s Applied in Occupational Therapy requires students to have a minimum CGPA of 3.0. Even when the CGPA requirement is attained, the Occupational Therapy Promotions and Review Committee (OTPRC) may recommend that a student not be admitted to the Master’s program if, during the Bachelor’s program, (i) he/she has had 3 or more documented performance deficiencies (flags), with or without probationary status; or (ii) the student has not progressed sufficiently toward achievement of the required skills and attributes for entry to practice (see Essential Skills and Attributes)

Students from McGill or elsewhere who do not hold the undergraduate degree of Bachelor of Science (Rehabilitation Science) – Major in Occupational Therapy or Bachelor of Science (Rehabilitation Science) – Major in Physical Therapy must apply to the master’s program via a graduate Qualifying year.
or have the option to first apply to the undergraduate degree of Bachelor of Science (Rehabilitation Science) – Major in Occupational Therapy or Bachelor of Science (Rehabilitation Science) – Major in Physical Therapy and proceed to the Master of Science, Applied, degree in the same discipline.

For further details and other requirements, please refer to the School of Physical & Occupational Therapy’s Graduate & Postdoctoral Studies section. For complete admissions information, refer to www.mcgill.ca/spot/admissions.

7.3 Student Advising

Information on student advising is available at Health Sciences: General Information > section 5.2: Student Services and Regulations, or by contacting the School of Physical & Occupational Therapy directly.

7.3.1 Related Services

For a full list of services available to students, please see University Regulations & Resources > Undergraduate > Student Services >: Student Services – Downtown Campus and : Student Services – Macdonald Campus.

The WELL Office (Wellness Enhanced Lifelong Learning)

(Location: Meredith Annex; www.mcgill.ca/wellnesshub; wellnesshub@mcgill.ca) This office provides a safe and confidential venue to seek out resources that protect and enhance learners' health and well-being. This office is dedicated to supporting learners from McGill University's undergraduate and postgraduate Medical Education programs, Ingram School of Nursing programs, School of Physical and Occupational Therapy programs, and School of Communication Sciences and Disorders programs throughout their training by creating, promoting, and sustaining a culture of wellness and resilience within the learning environment.

Rossy Student Wellness Hub

(Brown Student Services Building; www.mcgill.ca/wellnesshub) The Rossy Student Wellness Hub is a new service-delivery model to integrate physical and mental healthcare and ensure that students have access to the right care at the right time. This new, evidence-informed model constantly adapts according to students’ goals and results and emphasizes the role of awareness, prevention and early intervention.

The First-Year Office (FYO), a part of Campus Life and Engagement

(1010 Sherbrooke Street, Suite 203 (2nd floor, entrance off Metcalfe Street; www.mcgill.ca/firstyear; firstyear@mcgill.ca) This office can help new students navigate their way through the Health Sciences and Undergraduate eCalendars, as well as the information contained on the website for newly admitted undergraduate students. They will help students prepare for the course registration period when the Minerva registration system opens for newly admitted students. To maximize this help, it is strongly recommended that students first consult the sections specific to their faculty at the website for newly admitted undergraduate students. This includes a francophone coordinator. The FYO staff are always available to provide advice and referrals to the many support mechanisms at McGill.

Counselling Services

(Brown Student Services Building; www.mcgill.ca/counselling) Focusing less on diagnosis and more on each client's strength and capacity for change, we work with students to help them build the skills they need to solve problems, make decisions, and cope more effectively with life's major stressors and daily demands. Our approach draws on a holistic view of the individual, recognizing that each of us is composed of various facets – physical, psychological, social and spiritual – and that each of these facets requires attention in order to live a full and healthy life. Professional counsellors are available to discuss personal, academic, and career goals or problems. They can provide individual or group study skills sessions or guide students through financial or other crises by means of interventions or referrals. *Note: Counselling Services is now part of the Rossy Student Wellness Hub. Access services here.

Office for Students with Disabilities

(1010 Sherbrooke Ouest, Suite 410; www.mcgill.ca/ods) This unit offers support for students requiring special accommodations or assistance with access, or if they feel that difficulties or impairments (either permanent or temporary) are hindering their academic performance while at McGill.

Career Planning Service (CaPS)

(Brown Student Services Building; www.mcgill.ca/caps; careers.caps@mcgill.ca) provides career education, guidance, and individual advising to students in their search for permanent, part-time, or summer jobs and internships.

7.4 Student Promotions

Academic matters are the jurisdiction of the Occupational Therapy Promotion and Review Committee (OTPRC) or the Physical Therapy Promotion and Review Committee (PTPRC). The OTPRC and the PTPRC review the academic record, professional conduct, and general performance of students throughout the Occupational Therapy/Physical Therapy programs. It exercises final authority to determine a student's competence and suitability for the practice of occupational therapy or physical therapy and, hence, makes final decisions on all matters relating to promotion and graduation.

Program information and documents are available from various McGill and School websites. Carefully read all academic regulations; grading and promotions regulations; student academic regulations; curriculum and course details; rules and regulations; code of conduct; required skills and attributes; and other important information.

Amongst other topics for which you can find information are:

- Student Grading and Promotion requirements
• OT Mentoring program
• Student Exchanges
• Student Athletes
• Student Services and Campus Life and Engagement
• McGill Office for Students with Disabilities
• Resource Centre and Assessment Library

For complete rules and regulations regarding student promotions, refer to the following School of Physical and Occupational Therapy program documents:

• Important Information for Students
• Rules and Regulations
• Curriculum
• Code of Conduct
• Required Skills and Attributes

Program documents are updated annually and are available at Occupational Therapy and Physical Therapy.

Students are required to complete the program on a full-time basis except when they have obtained written permission from the Promotions and Review Committee to register part-time.

No evaluation, examination mark, etc., shall be considered final until passed by the OTPRC or the PTPRC.

Only final grades submitted on Minerva are the official McGill grades. Mycourses (McGill’s Learning Management system) is a tool but not the source for final grades.

Students must successfully complete all the requirements of each promotion period before being permitted to enter the next promotion period.

The required minimum passing grade is C+ for all courses with the designation of OCC1, PHTH, and POTH. As well, for any course with the designation of OCC1, PHTH, or POTH, which comprises both individual and group evaluations, or both theoretical and practical evaluations, each student must pass every component in order to receive a passing grade for the course (the minimum passing grade is C+).

Student Athletes

The policy for student athletes who are part of a team and are competing in athletic competitions at an inter-university level or higher, or students participating in the School's Sports Practicum courses, is available in the School of Physical and Occupational Therapy's Important Information for Students document (available at www.mcgill.ca/spot/programs/ot/bsc-rehabilitation-science and www.mcgill.ca/spot/programs/pt/bsc-rehabilitation-science).

Probation, Withdrawal, or Dismissal from the School of Physical & Occupational Therapy

When a student has failed one or more courses, or course components, or has been found to have been engaged in unethical or inappropriate conduct (i.e., unprofessional behaviour), the OTPRC or the PTPRC will automatically review the student's entire academic record and general performance.

A student with an overall CGPA between 2.3 and 3.0 or TGPA less than or equal to 2.49 in the promotion period will be placed on probation, reviewed by the OTPRC or the PTPRC, and may be required to repeat the promotion period. A student may not repeat more than one promotion period in the curriculum. Failure in any course with the designation of OCC1, PHTH, or POTH, during a repeat promotion period will result in dismissal from the program.

Students will also be placed on probation for unethical or inappropriate conduct.

Academic offences such as plagiarism and cheating on examinations and unethical or inappropriate conduct are considered serious offences which could lead to dismissal from the program. A student who engages in criminal activity and/or who is found guilty of having violated the criminal code will have his/her dossier referred to the OTPRC or the PTPRC; this may be considered evidence of unsuitability for the practice of occupational therapy or physical therapy and grounds for dismissal from the program. The School has the right to dismiss, at any time, any student who is considered incompetent and/or unsuitable for the practice of occupational therapy or physical therapy.

In the event that a student is required to withdraw or abandon their studies in occupational therapy or physical therapy, the School of Physical and Occupational Therapy will proceed with the withdrawal procedure. Students who are required to withdraw from either the occupational therapy or physical therapy programs or abandon their studies in occupational therapy or physical therapy will not be readmitted to either program. If a student chooses to voluntarily withdraw from the program, they will not be permitted to remain registered in professional courses (OCC1, PHTH, or POTH).

Note: Courses with a Subject Code OCC1, PHTH, or POTH are reserved for students enrolled in programs within the School of Physical & Occupational Therapy.

### 7.5 Course Change and Withdrawal

#### 7.5.1 Course Change and Withdrawal

Course add/drop and Withdrawal (W) deadline dates are listed on the Important Dates website. For general information concerning course changes and withdrawals, please see University Regulations & Resources > Undergraduate > Registration > : Course Change Period and : Course Withdrawal.

Notes:
1. The Occupational Therapy and Physical Therapy programs are highly structured and students must receive the approval of the Program Director to determine what course changes, if any, are allowed. Students can consult the Student Affairs Office for information on policies and procedures.

   **Note:** Courses with a Subject Code OCC1, PHTH, or POTH are reserved for students enrolled in programs within the School of Physical & Occupational Therapy.

   **Note:** If students choose to voluntarily withdraw from the OT or PT program, they will not be permitted to remain registered in professional courses (OCC1, PHTH, or POTH).

2. The responsibility for initiating a withdrawal rests solely with the student. Neither notification of the course instructor nor discontinuance of class attendance will suffice. The date on which a student's withdrawal is entered on Minerva is the official date of withdrawal, even if the student stopped attending lectures earlier.

3. Fee refunds, if any, will be in accordance with University Regulations & Resources > Undergraduate > Fees > : Fees and Withdrawal from the University.

4. You may still withdraw from a complementary or elective course after the Course Change deadline without academic penalty provided that you do so within the appropriate withdrawal deadlines for the term. Otherwise, after this time, your name will continue to appear on the class list and grade reports and, in the event that you do not take the exam, you will be given a J grade. A “J” grade (unexcused absence/failure) is equivalent to a zero in your GPA, and is a permanent part of your record.

5. After the Withdrawal (without refund) deadline but before the end of term, and only under exceptional circumstances, you may be granted permission to withdraw from a course. Permission will not be granted merely because you are doing unsatisfactory work. A grade of W or WF, as appropriate, will appear on your transcript but will not be calculated in your GPA. For further information, consult the Student Affairs Office.

6. If you are prevented from dropping an OCC1, PHTH, or POTH course in Minerva, and have received permission to do so, you must contact the Student Affairs Office to obtain the necessary forms by the appropriate deadlines.

### 7.5.2 University Withdrawal

Withdrawal (W) deadline dates are specified on the Important Dates website. For general information concerning university withdrawal, please see University Regulations & Resources > Undergraduate > Registration > : University Withdrawal.

Students considering withdrawal are strongly urged to consult with the Program Director and Student Affairs Office before making a final decision. The Student Affairs Office will supply any forms necessary to complete the University withdrawal.

Students who decide to withdraw from the University are required to follow the procedures indicated at : University Withdrawal.

**Notes:**

1. All students who have accessed Minerva to register must officially withdraw from/drop courses within appropriate deadlines if they decide not to attend the term(s) for which they have registered. If you are prevented from withdrawing from an OCC1, PHTH, or POTH course on Minerva, contact the Student Affairs Office to obtain the necessary forms.

2. Fee refunds, if any, for the term in which the student withdraws will be in accordance with University Regulations & Resources > Undergraduate > Fees > : Fees and Withdrawal from the University.

3. Upon withdrawal students are required to return their ID card to the University as stated in University Regulations & Resources > Undergraduate > Personal Information > : Identification (ID) Cards.

In the event that a student is required to withdraw or abandons their studies in occupational therapy or physical therapy, the School of Physical and Occupational Therapy will proceed with the withdrawal procedure.

Students who are withdrawn or who withdraw voluntarily from their program of study must also withdraw from courses with a prefix OCC1, PHTH, or POTH, which are reserved for students enrolled in programs within the School of Physical & Occupational Therapy.

Students who are required to withdraw from either the occupational therapy or physical therapy programs or abandons their studies in occupational therapy or physical therapy, will not be readmitted to either program. The School has the right to dismiss, at any time, any student who is considered incompetent and/or unsuitable for the practice of occupational therapy or physical therapy.

### 7.6 Academic Credit Transfer and IUT Agreements

The Inter-University Transfer (IUT) agreement permits concurrent registration at McGill and another Quebec institution. In certain cases, credits may be granted by the School for courses taken at other universities. The Program Director's approval is required and must be obtained in advance.

Courses accepted for transfer credits must meet the following criteria:

1. Course content must be comparable in their content and in their method of evaluation to courses that students are allowed to take for credit at McGill;

2. Course content must not overlap with courses already completed at McGill, CEGEP, another university, or elsewhere.

Students wishing to take advantage of this agreement should consult the Student Affairs Office for details. Further instructions and conditions are listed at University Regulations & Resources > Undergraduate > Registration > : Quebec Inter-University Transfer Agreement. If you are an IUT student visiting McGill from another university, please refer to : Quebec Inter-University Transfer Agreement: Visiting IUT Students.

Students interested in Exchanges should consult the School's Rules and Regulations for Occupational Therapy or Physical Therapy.
7.7 Examinations

7.7.1 General Information

Please refer to University Regulations & Resources > Undergraduate > Examinations: General Information and to the University Student Assessment Policy (available on the Secretariat website).

7.7.2 Final Examinations

Grades for final examinations and final course grades are presented to and approved by the Occupational Therapy Promotions and Review Committee (OTPRC) or the Physical Therapy Promotions and Review Committee (PTPRC). No evaluation, examination mark, etc., shall be considered final until passed by the OTPRC or the PTPRC.

Following the committee meetings, final grades will be made available on Minerva.

Please refer to the Rules and Regulations document at Occupational Therapy or Physical Therapy and to University Regulations & Resources > Undergraduate > Examinations: General Information > Final Examinations for important information regarding final examinations.

Please also refer to : Academic Integrity, : Standards of Behaviour and Code of Conduct, and : Examination Facilities for Students with Disabilities.

7.7.3 Interim Class Tests and Mid-Term Examinations

Students will be informed of all course requirements by the end of the first week of lectures. Members of the teaching staff may give interim class tests if they consider them necessary. At the beginning of the course, students will be advised when class tests will occur and the means of evaluation. The timing of the class tests is at the discretion of the professor. However, in-term examinations will be given during the last 14 calendar days of classes—if part of a pattern of regular in-term assessments in the course—and will not be worth more than 10% of the final mark.

Mid-term examinations are generally given close to the middle of the term. Make-up examinations follow the same rules as for class tests.

Absences from mid-term exams, required lab work, or inter-professional education sessions must be approved by the Program Director. For an absence to be approved, for example, because of compassionate or medical reasons, the absence must be supported by written documentation, such as a medical certificate, and submitted to the Program Director. The Program Director at his or her discretion may request additional information before approving the absence.

7.7.4 Supplemental Examinations

Supplemental examinations may be permitted by the OTPRC or PTPRC and are examinations taken as a consequence of a failure or unsatisfactory outcome in a course. The timing of the supplemental examinations for failed Fall term and Winter term courses with the designation of OCC1, PHTH or POTH will be determined by the course instructor and may be held within 30 days of the posting of final grades, if feasible, or during the official supplemental examination periods. Supplemental examinations for Fall and Winter term campus courses are written during the official supplemental periods in March and August; for more information, see the Exams website.

It should be noted that the supplemental result will not erase the failed grade originally obtained which was used in calculating the GPA. Both the original and supplemental marks will be calculated in the GPA and cGPA. For more information, please refer to Rules and Regulations at Occupational Therapy or Physical Therapy and to University Regulations & Resources > Undergraduate > Examinations: General Information > Final Examinations > Supplemental Examinations.

7.7.5 Deferred Examinations

Students, who for serious reasons such as illness or family tragedy, have not written one or more examinations, may receive the permission of the Program Director to defer the examination to the next deferred examination period. Students must apply for deferred exams on Minerva. The Student Affairs Office and the Program Director must be informed by the student as soon as possible after the examination of the reason for his/her absence from the examination, and the supporting documentation must be received no later than one (1) week after the examination. Please refer to details in Rules and Regulations at Occupational Therapy or Physical Therapy and to University Regulations & Resources > Undergraduate > Examinations: General Information > Final Examinations > Deferred Examinations and www.mcgill.ca/exams/dates/supdefer.
No supplemental examinations are available for students who did not receive the required passing grade in a course after writing a deferred examination. Such students must, with the permission of the OTPRC or the PTPRC, either (in the case of all required program courses) re-register in the same course in the next term when the course is offered, or in an approved substitute in the case of failure of an elective/complementary course.

7.8 Credit System

All courses carry a credit rating. Courses can be graded either by letter grades or in percentages, but the official grade in each course is the letter grade. Where appropriate, a class average will be calculated and appear on transcripts expressed as the letter grade most representative of the class performance. For passing requirements, refer to the Rules and Regulations at Occupational Therapy or Physical Therapy.

Details on the credit system are available at University Regulations & Resources > Undergraduate > Student Records > : Credit System and : Grading and Grade Point Averages (GPA).

7.8.1 Satisfactory / Unsatisfactory Option

The University S/U grading option cannot be applied to courses required to fulfil the requirements of the Occupational Therapy or Physical Therapy curriculum. It is, therefore, not normally available to students following the Physical Therapy and Occupational Therapy programs.

8 Becoming a Licensed Occupational or Physical Therapist

The Undergraduate programs in Physical & Occupational Therapy provide access to the Professional Master's programs. For more information on our graduate programs, refer to the School of Physical & Occupational Therapy Graduate section, and the P&OT website's Graduate Occupational Therapy and Physical Therapy sections.

8.1 Licensing Regulations

Graduates who complete the M.Sc. A. (Occupational Therapy) or the M.Sc. A. (Physical Therapy) degree are eligible to seek licensure. Graduates from McGill may seek licensure world-wide. Each country, province, or state sets its own requirements for licensure which may necessitate examination, further course work, and/or the TOEFL. Those intending to practice occupational therapy or physical therapy within their borders must comply with special provincial or state licensing regulations.

Further information regarding Canadian requirements may be obtained from the offices of the associations listed under section 8.3: Professional Organizations below.

In order to practice occupational therapy or physical therapy in the province of Quebec, a permit must be obtained from the appropriate provincial regulatory body. Quebec law also requires that candidates seeking admission to the provincially-recognized Quebec regulatory bodies must possess a working knowledge of the French language, i.e., be able to communicate verbally and in writing in that language. For further information, refer to : Language Requirements for Professions.

Occupational therapists practising in Canada (except Quebec) are required to pass a National Certification Examination after graduation. For information, contact the Canadian Association of Occupational Therapists (refer to section 8.3: Professional Organizations below).

As of 1993, all physical therapy graduates who wish to practice in provinces in Canada (other than Quebec) are required to pass a Physiotherapy National Examination or provide proof of licensing in Quebec. For confirmation, contact the Canadian Alliance of Physiotherapy Regulators (refer to section 8.3: Professional Organizations below).

8.2 Program Accreditation

The Professional Master's Program has received accreditation status by Physiotherapy Education Accreditation Canada.

The Occupational Therapy program is accredited by the Canadian Association of Occupational Therapists.

8.3 Professional Organizations

Canadian National Offices

Canadian Association of Occupational Therapists
100-34 Colonnade Road
Clinical Placements, Language, Vaccination, and CPR Requirements

Clinical hours necessary to obtain membership in both the national associations and provincial licensing bodies for each profession are included within the professional Master's programs (M.Sc.A.(Occupational Therapy) and M.Sc.A.(Physical Therapy)). This standard is compatible with the licensing requirements in other provinces where legislation is in force.

During the course of study, students may be assigned to clinical placements outside of Montreal and/or in rural areas within the province of Quebec. Students are expected to budget for this in planning for their funding for degree completion.

All clinical teaching sites within the McGill catchment area require students to have a working knowledge of both English and French. In order to participate in the best and most varied fieldwork experiences, students must prepare themselves to work in both languages.

Applicants who are not proficient in French are strongly urged to improve their French spoken and written communication skills before starting clinical placements. A list of helpful resources may be found here. French is the official language in Quebec and thus health and social services administered by the Ministry of Health are bound by the Charter of the French Language. In order to provide essential and safe care to all patients within a Quebec-based healthcare setting, students must achieve an appropriate level of French before entering their respective health program’s clinical affiliations where they integrate their knowledge, skills, and attitudes. This will ensure all students have every opportunity to maximise their learning with all patients, families, and fellow health care workers they meet during their studies at McGill University. Applicants often wonder whether their current ability in French will allow them to meet the linguistic demands of studying in a professional health program at McGill. Some of the clinical communication competencies you will exercise during your studies include: listening to a client or their family describe the reason for consulting, asking questions to learn more, explaining a condition in formal and informal terms, and communicating with other healthcare professionals such as doctors, nurses, physiotherapists. This could be in-person, on the phone,
or with written documentation. The suggested minimum level of proficiency is an intermediate level. If needed, we suggest the Canadian Language Benchmark (www.nclc-ael.ca) as a self-assessment tool. The questionnaire can provide applicants with a good sense of the adequacy of their French language skills.

All applicants should be aware that any clinical placements in the province of Quebec require the ability to communicate (written and oral) in French. Students who do not speak French may request out-of-province or international clinical placements. Such requests are strictly subject to availability and cannot be guaranteed. Students who do not speak French will have more limited clinical placement opportunities. This may result in delayed graduation from the program. These students may consider applying for clinical placements in other provinces or internationally, at their own expense. Any expenses related to out-of-province or international placements are the responsibility of the student. French courses for different levels of learners are available through McGill's French Language Centre (FLC). Special courses targeting students in health and social sciences have been developed by Dialogue McGill to support students’ fieldwork and eventual licensure requirements. Course descriptions can be found at www.mcgill.ca/flc/courses-and-programs/french-health-and-social-work-sector.

Valid CPR/AED Level (Health Care Provider) certification or equivalent is required prior to going into any of the clinical affiliation placements and must be maintained throughout the professional Master’s program.

Prior to starting their first clinical course, students must ensure that their immunization records are complete and that they have completed their mask fitting. Failure to do so will prevent students from starting their first clinical course. Students must contact the Student Wellness Hub for a mask fitting appointment or attend announced group appointments. All supporting documentation regarding immunization must be submitted to the Student Wellness Hub. The Hub will provide students with cards that will attest the completion of the immunization requirements and will contain information regarding mask fit. Cards will be provided to students upon immunization and mask fitting completion. Students are required to submit their card electronically by the third clinical seminar (submission details provided in Clinical Seminar 1).

Please also refer to section 5.2.3: Vaccination/Immunization Requirements for Health Sciences Programs in the undergraduate Health Sciences eCalendar.

### 10 Browse Academic Programs

The programs and courses in the following sections have been approved for the 2020–2021 academic year as listed. The Faculty/School reserves the right to introduce changes as may be deemed necessary or desirable at any time throughout the year.

#### 10.1 Physical and Occupational Therapy

**10.1.1 Location**

School of Physical and Occupational Therapy
Davis House
3654 Promenade Sir-William-Osler
Montreal QC H3G 1Y5
Telephone: 514-398-4500
Fax: 514-398-6360
Website: www.mcgill.ca/spot

**10.1.2 About Occupational and Physical Therapy**

**Professional Profiles:**

**Occupational Therapy**

Occupational therapy examines all aspects of how occupation as a therapeutic intervention enhances and enables health-related quality of life. Individuals who are affected by physical injury, disability, or psychosocial dysfunction are among the clientele served by occupational therapists. Occupational therapy maximizes independence, prevents disability and promotes health across the lifespan, from early intervention in infancy to preventive interventions with the well older adult. In the field of mental health, the occupational therapist contributes to clarifying the functional psychiatric diagnosis and assists clients in coping with environmental stress and integration into the community.

Further information is available from the Canadian Association of Occupational Therapists.

**Physical Therapy**

Physiotherapy is a primary care, autonomous, client-focused health profession dedicated to improving and maintaining functional independence and physical performance; preventing and managing pain, physical impairments, disabilities, and limits to participation; and promoting fitness, health, and wellness (via Canadian Physiotherapy Association).

Physical therapists use exercise, physical modalities, manual therapy approaches, assistive devices, and lifestyle management to help individuals obtain maximal functional potential. The physical therapist is a health professional who contributes to the multidisciplinary team through patient evaluation, treatment planning and delivery, education, research, and consultation in clinics, industry, and the community.
section 10.1.4: Bachelor of Science (B.Sc.) (Rehabilitation Science) - Major in Occupational Therapy (90 credits)

This degree provides access to the Master of Science, Applied, Occupational Therapy degree. This program offers students a basic health sciences foundation and undergraduate-level courses specific to the practice of Occupational Therapy. The Occupational Therapy curriculum emphasizes occupation and occupational performance in daily life, community rehabilitation, client-centered and evidence-based practice, clinical reasoning, ethics, teamwork and professionalism as essential components for the development of a humanistic, ethical, knowledgeable, competent, critical-thinking, and problem-solving occupational therapist.

section 10.1.5: Bachelor of Science (B.Sc.) (Rehabilitation Science) - Major in Physical Therapy (90 credits)

This degree provides access to the Master of Science, Applied, Physical Therapy degree. This program offers students a basic health sciences foundation and undergraduate-level courses specific to the practice of Physical Therapy. This undergraduate program prepares students for the professional Master's program (Master of Science Applied in Physical Therapy). The Physical Therapy curriculum emphasizes clinical reasoning, diagnostics, evidence-based practice, community rehabilitation, teamwork, and professionalism as essential components for the development of a humanistic, ethical, knowledgeable, competent, critical-thinking, and problem-solving physical therapist.

10.1.3 Physical and Occupational Therapy Admission Requirements and Application Procedures

10.1.3.1 Admission Requirements for Undergraduate Programs

Students are admitted to a 90-credit pre-professional Bachelor of Science (Rehabilitation Science) – Major in Occupational Therapy or Major in Physical Therapy. The undergraduate degrees are designed to lead to a Master of Science, Applied, in the same discipline; i.e., Master of Science, Applied, in Occupational Therapy or Master of Science, Applied, in Physical Therapy.

Academic entrance requirements are available at [www.mcgill.ca/applying](http://www.mcgill.ca/applying).

Additional entrance requirements may be mandated, as described at [www.mcgill.ca/spot/admissions](http://www.mcgill.ca/spot/admissions) and [www.mcgill.ca/applying/nextsteps/documents/additional](http://www.mcgill.ca/applying/nextsteps/documents/additional).

Applicants are responsible for ensuring that all requirements are met prior to their respective deadlines.

Information is also available from:

- Enrolment Services, Service Point
  3415 McTavish Street
  Montreal QC H3A 0C8
  Telephone: 514-398-7878
  Email: admissions@mcgill.ca
  Website: [www.mcgill.ca/servicepoint](http://www.mcgill.ca/servicepoint)

as well as from the School of Physical and Occupational Therapy.

Students who are required to withdraw from either the occupational therapy or physical therapy programs will not be readmitted to either program.

Quebec applicants who have obtained a CEGEP Diploma of Collegial Studies are expected to have taken the following prerequisite courses:

- Biology - 00UK, 00XU, 01Y5, 01YJ, NYA;
- Chemistry - 00UL, 00UM, 00XV, 01Y6, 01YH, NYA, NYB;
- Mathematics - 00UN, 00UP, 01Y1, 01Y2, NYA, NYB;
- Physics - 00UR, 00US, 00UT, 01Y7, 01YF, 01YG, NYA, NYB, NYC.

Applicants who have completed a minimum of one year of college/university studies (or equivalent) are expected to have taken the following university/college-level courses:

- two terms of biology with labs;
- two terms of general chemistry with labs;
- one term of organic chemistry with lab;
- two terms of physics (mechanics; electricity and magnetism; waves and optics) with labs;
- one term of differential calculus;
- one term of integral calculus.

Applicants from the United Kingdom and Commonwealth countries, with a French Baccalaureate, or with an International Baccalaureate

McGill Inter-faculty Transfer
McGill students applying for an inter-faculty transfer into the undergraduate programs in Rehabilitation Science (Major in Occupational or Physical Therapy) must have completed a minimum of two terms of study (24 credits) at McGill, and taken all the prerequisite courses:

- two terms of biology with labs;
- two terms of general chemistry with labs;
- one term of organic chemistry with labs;
- two terms of physics with labs (including mechanics, electricity and magnetism, waves, and optics at the university level) or three terms of physics at the CEGEP level;
- two terms of calculus (differential and integral).

High school graduates from outside Quebec who have been accepted into a 120-credit Science program who wish to transfer into the undergraduate programs in Rehabilitation Science (Major in Occupational or Physical Therapy) must have taken the McGill courses listed below to be eligible to apply for transfer.

**Note:** McGill students who have completed fewer than 24 credits or who will have completed an undergraduate degree by August 1 of the entering year cannot apply as a transfer student if they want to complete the undergraduate programs in Rehabilitation Science and must apply through Enrolment Services. See www.mcgill.ca/applying.

**Equivalent McGill Science Prerequisite Courses – McGill Inter-faculty Transfer**

**Fall Term**
- BIOL 111
- CHEM 110
- MATH 139 or MATH 140
- PHYS 101 or PHYS 131

**Winter Term**
- BIOL 112
- CHEM 120
- *CHEM 212
- MATH 141
- PHYS 102 or PHYS 142

* Alternatively, CHEM 212 can be taken intensively in the Summer term in the month of May.

Students applying for an inter-faculty transfer into the B.Sc. (Rehabilitation Science) programs offered at the School of Physical and Occupational Therapy must apply directly to the School of Physical and Occupational Therapy. Students must complete an inter-faculty transfer form available on Minerva as of March 1, as well as the CASPer test for rehabilitation science, which complements the other elements in our applicant selection process.

All of the above documents must be submitted no later than April 1. Your application will be processed only if your file is complete. Late submission of documents or non-receipt of documents by the specified date may invalidate your application. Please refer to www.mcgill.ca/spot/admissions/inter-faculty-transfers and University Regulations & Resources > Undergraduate > Registration > Interfaculty Transfer for details.

If you are accepted, you will enter the B.Sc.(Rehab. Sc.) program as a U1 student. Transfer credits will be reviewed following admission, and up to 30 transfer credits will be counted toward your degree. Progression through the curriculum is conditional upon successful completion of each year's courses. Since the curriculum is sequential, the order of the courses is set and only offered in that year of the program, i.e., you must complete all courses in U1 to proceed to U2, etc. Students are not permitted to mix courses from different years in the same year. Therefore, the time required to complete the B.Sc.(Rehab. Sc.) degree is fixed at 3 years.

**Note:** Intra-faculty transfers (between Occupational Therapy and Physical Therapy) are not available to students in the undergraduate program. Students who wish to change programs can apply to the Qualifying year of their desired program of study, during their final year of undergraduate studies.

**10.1.3.2 Admission Requirements for Qualifying Year – Master of Science, Applied**

Students seeking admission to the M.Sc.A. (Occupational Therapy) or the M.Sc.A. (Physical Therapy) who have undergraduate degrees other than the B.Sc. (Rehab. Sc.) – Major in Occupational Therapy or the B.Sc. (Rehab. Sc.) – Major in Physical Therapy from McGill University are required to complete a graduate Qualifying year (QY) prior to beginning the master's program. Students apply through Graduate and Postdoctoral Studies to the Master's program.

Students wishing to enter the Qualifying year of the M.Sc.A. (Occupational Therapy) or the M.Sc.A. (Physical Therapy) degree must consult the School of Physical & Occupational Therapy's Graduate & Postdoctoral Studies section, and the School's website at www.mcgill.ca/spot/admissions.

**10.1.4 Bachelor of Science (B.Sc.) (Rehabilitation Science) - Major in Occupational Therapy (90 credits)**

**Required Courses (72 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANAT 315</td>
<td>(3)</td>
<td>Clinical Human Musculoskeletal Anatomy</td>
</tr>
<tr>
<td>Course Code</td>
<td>Credits</td>
<td>Course Title</td>
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</tr>
<tr>
<td>ANAT 316</td>
<td>3</td>
<td>Clinical Human Visceral Anatomy</td>
</tr>
<tr>
<td>ANAT 321*</td>
<td>3</td>
<td>Circuitry of the Human Brain</td>
</tr>
<tr>
<td>ANAT 323*</td>
<td>3</td>
<td>Clinical Neuroanatomy</td>
</tr>
<tr>
<td>OCC1 245</td>
<td>3</td>
<td>Introduction to Professional Practice 1</td>
</tr>
<tr>
<td>OCC1 443</td>
<td>3</td>
<td>Constructing Mental Health</td>
</tr>
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<td>OCC1 450</td>
<td>3</td>
<td>Enabling Leisure Occupations</td>
</tr>
<tr>
<td>OCC1 500D1</td>
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<td>Pre-Clinical Practicum Seminar</td>
</tr>
<tr>
<td>OCC1 500D2</td>
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<td>Pre-Clinical Practicum Seminar</td>
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<tr>
<td>OCC1 545</td>
<td>8</td>
<td>Therapeutic Strategies in OT 1</td>
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<td>OCC1 547</td>
<td>6</td>
<td>Occupational Solutions 1</td>
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<td>OCC1 548</td>
<td>3</td>
<td>Holistic Approaches in OT</td>
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<td>OCC1 549</td>
<td>4</td>
<td>Therapeutic Strategies in OT 2</td>
</tr>
<tr>
<td>OCC1 550</td>
<td>3</td>
<td>Enabling Human Occupation</td>
</tr>
<tr>
<td>OCC1 551</td>
<td>3</td>
<td>Psychosocial Practice in OT</td>
</tr>
<tr>
<td>PHGY 209</td>
<td>3</td>
<td>Mammalian Physiology 1</td>
</tr>
<tr>
<td>PHGY 210</td>
<td>3</td>
<td>Mammalian Physiology 2</td>
</tr>
<tr>
<td>POTH 204</td>
<td>3</td>
<td>Introduction to Statistics for OT/PT</td>
</tr>
<tr>
<td>POTH 225</td>
<td>3</td>
<td>Introduction to Biomechanics in Rehabilitation Sciences</td>
</tr>
<tr>
<td>POTH 250</td>
<td>3</td>
<td>Introduction to Professional Practice 2</td>
</tr>
<tr>
<td>POTH 401</td>
<td>3</td>
<td>Research Methods</td>
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<tr>
<td>POTH 434</td>
<td>3</td>
<td>Musculoskeletal Biomechanics</td>
</tr>
<tr>
<td>POTH 455</td>
<td>3</td>
<td>Neurophysiology</td>
</tr>
<tr>
<td>POTH 563</td>
<td>3</td>
<td>Foundations of Professional Practice</td>
</tr>
</tbody>
</table>

* Note: Students may choose ANAT 321 or ANAT 323 but not both.

**Interprofessional Education Activities (IPEAs)**

These required non-credit activities address the competencies for interprofessional practice across the health professions such as professional roles, communication, collaboration in patient-entered care, and conflict resolution. Students will be advised at the beginning of each term which activities they should register for.

<table>
<thead>
<tr>
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<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>IPEA 500</td>
<td>0</td>
<td>Roles in Interprofessional Teams</td>
</tr>
<tr>
<td>IPEA 501</td>
<td>0</td>
<td>Communication in Interprofessional Teams</td>
</tr>
</tbody>
</table>

**Complementary Courses (18 credits)**

These courses are to be completed prior to entering third year (U3) and must include:

One 3-credit intermediate-level statistics course:

<table>
<thead>
<tr>
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<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 305</td>
<td>3</td>
<td>Statistics for Experimental Design</td>
</tr>
</tbody>
</table>

The remaining complementary credits are chosen by the student from a list of recommended courses or courses in the following areas:

- Psychology
- Management (in the area of personnel and private practice management)
- Academic Writing
- Sociology/Anthropology courses
- French or English second language course if not proficient in French or English (maximum of 6 credits)
- Students may also take the following three Sports practicum courses to replace one 3-credit complementary course. (Selection interview required for Sports practicum)
- Maximum of one 3-credit elective (personal interest) course

The complementary courses should be completed within these recommended time frames:
- 3 credits in Fall U1
- 3 credits in Winter U1
- 6 credits in Fall U2
- 6 credits in Winter U2

### 10.1.5 Bachelor of Science (B.Sc.) (Rehabilitation Science) - Major in Physical Therapy (90 credits)

#### Required Courses (72 credits)

* Note: Students choose either ANAT 321 or ANAT 323 but not both.

<table>
<thead>
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</tr>
<tr>
<td>PHGY 210</td>
<td>(3)</td>
<td>Mammalian Physiology 2</td>
</tr>
<tr>
<td>PHTH 245</td>
<td>(3)</td>
<td>Introduction to Professional Practice 1</td>
</tr>
<tr>
<td>PHTH 440</td>
<td>(3)</td>
<td>Clinical Exercise Physiology</td>
</tr>
<tr>
<td>PHTH 450</td>
<td>(3)</td>
<td>Introduction to PT Clinical Practice</td>
</tr>
<tr>
<td>PHTH 550</td>
<td>(7)</td>
<td>Physical Therapy Orthopedic Management</td>
</tr>
<tr>
<td>PHTH 551</td>
<td>(4)</td>
<td>Physical Therapy Neurological Rehabilitation</td>
</tr>
<tr>
<td>PHTH 554</td>
<td>(2)</td>
<td>PT Cardiorespiratory Rehabilitation</td>
</tr>
<tr>
<td>PHTH 560</td>
<td>(6)</td>
<td>Integrated Orthopedic Management</td>
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<td>PHTH 561</td>
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<td>Integrated Neurological Rehabilitation</td>
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<td>PHTH 564</td>
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<td>Integrated Cardiorespiratory Rehabilitation</td>
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<td>POTH 204</td>
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<td>POTH 455</td>
<td>(3)</td>
<td>Neurophysiology</td>
</tr>
<tr>
<td>POTH 563</td>
<td>(3)</td>
<td>Foundations of Professional Practice</td>
</tr>
</tbody>
</table>

#### Interprofessional Education Activities (IPEAs)

These required non-credit activities address the competencies for interprofessional practice across the health professions such as professional roles, communication, collaboration in patient-centered care, and conflict resolution. Students will be advised at the beginning of each term which activities they should register for.

<table>
<thead>
<tr>
<th>IPEA</th>
<th>Credits</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>IPEA 500</td>
<td>(0)</td>
<td>Roles in Interprofessional Teams</td>
</tr>
<tr>
<td>IPEA 501</td>
<td>(0)</td>
<td>Communication in Interprofessional Teams</td>
</tr>
</tbody>
</table>

#### Complementary Courses (18 credits)
These courses are to be completed prior to entering third year (U3) and must include:

3 credits of intermediate-level statistics from the following:

- PSYC 305 (3) Statistics for Experimental Design

or equivalent

The remaining complementary credits are chosen by the student from a list of recommended courses or courses in the following subject areas:

- Psychology
- Management (in the area of personnel and private practice management)
- Academic Writing
- Sociology/Anthropology courses
- French or English second language course if not proficient in French or English (maximum of 6 credits)
- Students may also take Sports Medicine Practicum PHTH 301 to replace one 3 credit U2 complementary course.
- Maximum of one 3-credit elective (personal interest) course

The complementary courses should be completed within these recommended time frames:

- 3 credits in Fall U1
- 3 credits in Winter U1
- 6 credits in Fall U2
- 6 credits in Winter U2