



**School of Physical and Occupational Therapy  
Programs, Courses and University Regulations  
2023-2024**



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

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

## ***Publication Information***

Published by

### **Enrolment Services**

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

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## 1 Physical and Occupational Therapy

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### 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: [mcgill.ca/spot](http://mcgill.ca/spot)

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### 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 older adults. 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.

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## 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.

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### 3 Directors' Council

#### Directors' Council

Laurie Snider; B.Sc.(O.T.)(McG.), M.A.(Br. Col.), Ph.D.(Tor.)	<b>Director, School of Physical and Occupational Therapy</b>
Judith Soicher; B.Sc.(P.T.), B.Sc.(L.S.), M.Sc., Ph.D.(McG.)	<b>Associate Director, School of Physical and Occupational Therapy</b>
Sarah C. Marshall; B.Sc.(P.T.), M.Sc.(McG.)	<b>Director's Academic Associate</b>
Sara Saunders; B.Sc.(Dal.), Ph.D.(Rehab. Sc.)(McG.)	<b>Director, Occupational Therapy</b>
Susanne Mak; B.Sc.(O.T.), M.Sc.(McG.)	<b>Associate Director, Occupational Therapy</b>
Liliane Asseraf-Pasin; B.Sc.(P.T.), M.Ed., Ph.D.(McG.)	<b>Director, Physical Therapy</b>
Richard Preuss; B.Sc.(P.T.), M.Sc.(Wat.), Ph.D.(Tor.)	<b>Associate Director, Physical Therapy</b>
Isabelle Gélinas; B.Sc.(O.T.)(Montr.), M.Sc.(Virg.), Ph.D.(Rehab. Sc.)(McG.)	<b>Director, Graduate Programs</b>
Anouk Lamontagne; B.Sc.(P.T.), M.Sc., Ph.D.(Laval)	<b>Associate Director, Graduate Programs</b>
Matthew Hunt; B.Sc.(P.T.), M.Sc., Ph.D.(McG.)	<b>Director, Research</b>
Daniel Baril; B.B.A.(UQAM)	<b>Associate Director of Administration, Administrative Excellence Centre, Faculty of Medicine and Health Sciences</b>

### 4 Physical and Occupational Therapy Faculty

Faculty profiles are available at [mcgill.ca/spot/people](http://mcgill.ca/spot/people).

#### Emeritus Professors

Robert Dykes; Erika Gisel; Sharon Wood-Dauphinee.

#### Professors

Philippe Archambault; Mindy Levin; Annette Majnemer; Nancy Mayo; Bernadette Nedelec.

#### Associate Professors

Sara Ahmed; Dana Anaby; Patricia Belchior da Cunha; Marie-Hélène Boudrias; Marie Brossard-Racine; André Bussièrès; Joyce Fung; Isabelle Gagnon; Isabelle Gélinas; Matthew Hunt; Tania Janaudis-Ferreira; Eva Kehayia; Anouk Lamontagne; Raphael Lencucha; Melissa Park; Shawn Robbins; Marc Roig Pull; Laurence Roy; Keiko Shikako-Thomas; Laurie Snider; Jadranka Spahija; Aliko Thomas; Timothy Wideman.

#### Assistant Professors

Mariana-Bertagnolli; Stefanie Blain-Moraes.

#### Associate Professors (Professional)

Barbara Mazer; Richard Preuss; Caroline Storr.

#### Assistant Professors (Professional)

Marie-Eve Bolduc; Madeleine Bonnard; Noémi Dahan-Oliel; Heather Lambert; Susanne Mak; Anita Menon; Cynthia Perlman; Claire Perez; Suzanne Rouleau; Barbara Shankland; Sara Saunders; Judith Soicher; Adriana Venturini; Hiba Zafran.

#### Faculty Lecturers

Liliane Asseraf-Pasin; Dana Benoit; Marie-Christine Beshay; Claudia Brown; Karen Falcicchio; Crystal Garnett; Ana Maria Moga; Sarah Marshall; Daniel Nguyen; Isabelle Pearson; Frangiska Xenopoulos.

#### Academic Associate

Monica Slanik



**Adjunct Professors and Associate Members**

Nancy Alarie; Julie Côté; Mayada Elsabbagh; Sharon Henry; Michael Sullivan; Walter Wittich.

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## 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.

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### 5.1 Admission

Admission requirements and application procedures are outlined in the individual faculty and school sections; refer to [Faculties & Schools](#) to find yours.

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### 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 [mcgill.ca/ugme/mdcm-curriculum-joint-programs/starting-our-program-what-you-need-know/language-requirements](https://mcgill.ca/ugme/mdcm-curriculum-joint-programs/starting-our-program-what-you-need-know/language-requirements).

 **Note for Dietetics Major, School of Human Nutrition:** All placement sites within the McGill network are bilingual and require students to have, at a minimum, a working knowledge of both English and French. *Proof of French proficiency* is an admissions requirement.

 **Note for Medicine:** The language of instruction at McGill University is English at the Montreal campus, and French at the Campus Outaouais. All lectures and small groups at the Montreal campus are conducted in English, but medical students are expected to have a working knowledge of the English and French languages. Due to early clinical exposure in bilingual settings, the student is also expected to have a working knowledge of the French language (comprehension, spoken, and basic written) from the outset of the M.D.,C.M. program. Consequently, alternative arrangements aimed at placing students in sites where a working knowledge of French is not required will not be made. Students may be assigned to a one-year integrated clerkship in Gatineau, Quebec (in French) and/or other rural locations. Assignment to clinical sites, including Gatineau, are made at the discretion of the UGME office.

M.D.,C.M. students must also refer to [mcgill.ca/ugme/mdcm-curriculum-joint-programs/starting-our-program-what-you-need-know/language-requirements](https://mcgill.ca/ugme/mdcm-curriculum-joint-programs/starting-our-program-what-you-need-know/language-requirements) and [mcgill.ca/ugme/policies-procedures/ugme-policy-language-proficiency](https://mcgill.ca/ugme/policies-procedures/ugme-policy-language-proficiency).

 **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. French language proficiency is a requirement for B.Sc.(N.) and Qualifying Year programs. For further information, please refer to [mcgill.ca/nursing/apply](https://mcgill.ca/nursing/apply).

 **Note for Physical and 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 required to prepare themselves to work in both languages. Students who do not speak French will have more limited clinical placement opportunities. This may result in delayed graduation from the program.

### 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](mailto:language.conted@mcgill.ca)  
Website: [mcgill.ca/continuingstudies/area-of-study/languages](https://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.

### 5.2.2.2 Proof of Proficiency in French

In the clinical settings in which much of our program delivery takes place, the ability to communicate proficiently in French is necessary to effectively learn and safely work with and support patients, families, and healthcare teams. French is essential to the successful completion of several Nursing degree programs. Details on the French proficiency admission requirements can be found here: [mcgill.ca/undergraduate-admissions/french-proficiency](https://mcgill.ca/undergraduate-admissions/french-proficiency).



**Note for Physical and Occupational Therapy:** 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. 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. 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. Applicants who are not proficient in French are strongly urged to improve their French spoken and written communication skills before starting clinical placements. 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.

Details on the French proficiency admission requirements can be found on our website: [mcgill.ca/spot/programs/admissions-0/language](https://mcgill.ca/spot/programs/admissions-0/language).

### 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 Student Wellness Hub](#).

Proof of immunity must be written and signed by either a nurse or a physician. For details, see the [Medical Notes & Immunization Reviews](#) at the Student Wellness Hub.

**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 fulfil 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 at [Medical Notes & Immunization Reviews](#) at the Student Wellness Hub. 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/hub-clinical-services/how-access-hub-clinical-services#Appointments](https://mcgill.ca/wellness-hub/hub-clinical-services/how-access-hub-clinical-services#Appointments).



**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 Health & Safety section of UGME Policies & Procedures at [mcgill.ca/ugme/academic-policies#healthsafety](https://mcgill.ca/ugme/academic-policies#healthsafety).



**Note for Nursing:** For a complete listing of requirements and deadlines for meeting these requirements in nursing, see [mcgill.ca/nursing/students/student-portal/clinical](https://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 in the professional master's program. Some vaccines may require you to follow immunisation schedules that last several months. Obtain the form to be completed from the McGill Student Wellness Hub, which allows students to submit their immunisation records directly to the Hub. 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 March 2023. 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 [mcgill.ca/student-accounts/tuition-charges/fallwinter-term-tuition-and-fees/undergraduate-fees](#).

#### Fees for the Health Sciences (rates as of 2022–2023)

##### General Fees

###### Application Fees:

All undergraduate programs, <i>excluding</i> Medicine and Dentistry	\$125.72 (as of Winter 2023)
Medicine and Dentistry	\$176.05
Reconsideration fee	\$40

###### Prepayment Fee:

Dentistry	\$500
Pre-Dentistry	\$400
Medicine	\$500

##### Communication Sciences and Disorders Fees

M.Sc.A. ID Badge – First Year	\$39.78
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##### 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 Dental Medicine and Oral Health Sciences. 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 2023–2024 is estimated as follows:

First Year	\$400
Second Year	\$17,000
Third Year	\$4,100
Fourth Year	\$2,500

For more information, see [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 \$45.16 per exam

**Dental Clinic/Lab Maintenance & Improvement Fee (as of 2023–2024)**

Second Year \$1,317

Third and Fourth Years \$2,634

**Dentistry - Laptops**

The Faculty of Dental Medicine and Oral Health Sciences 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 \$100

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

\$120

**Medicine Extra 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)*

\$385 per course (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**

Books, Uniform, Stethoscope, etc.

approximately \$2,500 to \$3,500 (for duration of the program)

Graduation Pins – Third Year

\$80 to \$200, depending on market value

Name Badge – First Year

approximately \$26

**Nursing Fees**

OIIQ registration fee (paid at the OIIQ)	approximately \$250 (for duration of program, subject to change by the OIIQ)
Local transportation to clinical sites	approximately \$100/month, depending on the transit system
Clinical Skills Kit	amount varies as per course needs

**Physical and Occupational Therapy Fees**

Books and Other Equipment	\$1,000
Laboratory Materials	approximately \$80.00

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**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](#).

Nursing students are required to obtain a work coop in addition to their study permit. For further information please consult our website [mcgill.ca/nursing/students/student-portal/clinical](http://mcgill.ca/nursing/students/student-portal/clinical).

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: [mcgill.ca/internationalstudents](http://mcgill.ca/internationalstudents)  
Email: [international.students@mcgill.ca](mailto:international.students@mcgill.ca)

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**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, the offices of Undergraduate Medical Education, Postgraduate Medical Education, Interprofessional Education, the Social Accountability and Community Engagement, and the Medical Education Systems.

**772 Sherbrooke Street West, Montreal QC H3A 1G1**

The Administrative Excellence Centre #3 is located in this building.

**845 Sherbrooke Street West**

The Department of Critical Care is located in this building.

**1010 Sherbrooke Street West, Montreal QC H3A 2R7**

The Faculty of Medicine and Health Sciences Admissions Office, the University Advancement (UA) Office and the Building and Infrastructure Management Office (BIMO) 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 and Health Sciences. The Réseau Universitaire Intégré de Santé et Services Sociaux (RUISSS) McGill is also located in this building.

**3647 Peel Street, Montreal QC H3A 1X1**

This building houses the Department of Social Studies of Medicine.

**5100 de Maisonneuve Blvd. West, Suite 720, Montreal QC H4A 3T2**

The Gerald Bronfman Department of Oncology and two Administrative Excellence Centres (#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 #4 are located in this building.

**Bellini Building**

3649 Promenade Sir William Osler, Montreal QC H3G 0B1

Completed in 2008, this building was expressly designed to encourage cross-disciplinary research across the health sciences fields, including the McGill University Research Centre on Complex Traits and the Structural Biology Centre. The atrium is a must see for its wood paneling and the remarkable artwork *Des soleils et des cellules*.

**Cancer Research Building**

1160 Pine Avenue West, Montreal, QC H3A 1A3

Also completed in 2008, this building rose from the bedrock of Mount Royal. It's the home of the Rosalind and Morris Goodman Cancer Institute. Its large glass windows attest to the core philosophy of exchange amongst researchers and between researchers and the public. Do not miss *Le Retour*, the distinctive public artwork at the front of the building.

**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 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, the Alan Edwards Centre for Research on Pain, and the Faculty of Medicine and Health Sciences Communications Office.

**Genome Building**

740 Dr. Penfield Avenue, Montreal QC H3A 0G1

The newly created Victor Phillip Dahdaleh Institute of Genomic Medicine is located in this building. In concert with the Faculty of Medicine and Health Sciences and affiliated hospitals within the McGill University Health Centre, this Institute will maximize opportunities for clinical interventions in high-priority fields where McGill is already an established leader—such as cancer, neuroscience and mental health, chronic inflammatory diseases, and infectious diseases, including COVID-19.

By harnessing the interdisciplinary expertise and research infrastructure across McGill's faculties, the Institute seeks to implement a full spectrum approach to genomic medicine, which draws on information from all of a person's genes and how they interact to inform an individual's clinical care. McGill researchers will work to lead breakthrough research aimed at the development of cutting-edge diagnostic tools, targeted treatments, and new pharmaceuticals and preventative vaccines. Additionally, the Institute's social sciences pillar will draw on expertise across the University to lead important research on the ethical, policy, and legal implications of genomic medicine.

**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 and the offices of the Indigenous Health Professions Program and the McGill Interdisciplinary Initiative in Infection and Immunity (MI4).

**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 1963, the Irving Ludmer Psychiatry Research and Training Building was built by McGill University, and in 1985, another wing, housing in-patient services, psychology, and occupational therapy, was added.

Active labs, researchers and administrative staff of the Departments of Psychiatry and Neurology & Neurosurgery are currently located in this building.

**Lady Meredith Annex**

3706/3708 Peel Street, Montreal QC H3A 1W9

This annex is the 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 and the Faculty Development Office.

**Macdonald-Stewart Building**

21111 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 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 four interconnected buildings: McIntyre Medical Sciences, Stewart Biology, Francesco Bellini, and Cancer Research. The last two buildings are state-of-the-art facilities that bridge the first two. The Complex houses a dozen of scientific platforms and close to 2,000 researchers, postdoctoral fellows, undergraduate and graduate students, and technical personnel in its 340,000 square feet.

**McIntyre Medical Sciences Building**

3655 Promenade Sir-William-Osler, Montreal QC H3G 1Y6

This 15-storey building, completed in 1965, is home to the Departments of Biochemistry, Physiology, and Pharmacology and Therapeutics, a section of the Rosalind and Morris Goodman Cancer Institute, the Osler Library of the History of Medicine, and the McGill Cystic Fibrosis Translational Research Centre. It also houses the Department of Medical Information Technology (MedIT) and the Research and Graduate Studies Offices. The building boasts various learning spaces such as large amphitheatres and several interactive-learning rooms. The recently renovated cafeteria offers both fresh food and a bright environment with a lounge on the side.

**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 Dental Medicine and Oral Health Sciences' administrative offices, teaching laboratories and classrooms as well as its undergraduate teaching clinic. It is also home to the School of Communication Sciences and Disorders, the Office for Continuing Professional Development (CPD), the McGill Clinical and Health Informatics, the Office of Accreditation and Education Quality Improvement as well as the School of Population and Global Health which comprises the Department of Epidemiology, Biostatistics and Occupational Health, and the two new departments: Equity, Ethics and Policy, and Global and Public 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 a research lab of the School of Physical and Occupational Therapy.

**Les Galeries du Parc Mall (La Cité)**

3575 Parc Avenue, Suite 5640, Montreal QC H2X 3P9

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.

Also based at SCSIL is the Office of Education Technology and E-Learning Collaboration for Health (Ed-TECH) for the Faculty of Medicine and Health Sciences. The Office of Ed-TECH leverages the power of technology to create engaging and innovative learning experiences that provide foundational knowledge to support learners across the educational continuum.

**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 Dental Medicine and Oral Health Sciences, the offices and laboratories of the Department of Anatomy and Cell Biology, the Department of Human Genetics, the McGill Programs in Whole Person Care, and the Polypeptide Laboratories. The Maude Abbott Medical Museum is also located in this building.

### **Campus Outaouais**

200-525, boul. de l'Hôpital, Gatineau (Québec) J8V 3T4

Depuis plus de 30 ans, l'Université McGill, le CISSS de l'Outaouais et les autorités régionales qui ont précédé le CISSS collaborent à renforcer la capacité du réseau de santé en Outaouais. Les étudiants en médecine et médecins résidents qui ont la possibilité de faire l'ensemble de leur formation en Outaouais sont plus susceptibles de tisser des liens durables dans la région et de choisir de s'y établir pour exercer.

L'ouverture du Campus Outaouais de McGill en 2020 permet aux étudiants de suivre les quatre ans du programme d'études médicales de premier cycle (programme MDCM) de la Faculté, ainsi que leur résidence, en français, en Outaouais.

L'enseignement de la médecine et la formation en résidence en Outaouais bénéficient d'une implication importante des différents spécialistes (médecine de famille, chirurgie, médecine interne, psychiatrie, pédiatrie, obstétrique, gynécologie, gériatrie, dermatologie, cardiologie, néphrologie, orthopédie, neurochirurgie, chirurgie vasculaire, médecine d'urgence, anesthésiologie, radiologie, et ophtalmologie).

Visitez le site web du Campus pour plus de renseignements: [mcgill.ca/campusoutaouais/](http://mcgill.ca/campusoutaouais/).

For the past thirty years, McGill, the CISSS de l'Outaouais and the CISSS' predecessors have worked together to help improve the regions' health care capacity. Offering students the opportunity to study medicine and complete their residency training in Outaouais encourages them to set down roots and establish their medical practice in the region.

The launch of McGill's Campus Outaouais in 2020 allows students to complete the Faculty's four-year undergraduate medical education program (MDCM), as well as their residency, in French, in Outaouais.

Teaching and residency training in Outaouais includes various specialties (family medicine, surgery, internal medicine, psychiatry, paediatrics, obstetrics, gynaecology, geriatrics, dermatology, cardiology, nephrology, orthopedics, neurosurgery, vascular surgery, emergency medicine, anesthesiology, radiology, and ophthalmology).

Visit the Campus' website for more info: [mcgill.ca/campusoutaouais/](http://mcgill.ca/campusoutaouais/).

## **5.5.2 Hospitals**

### **5.5.2.1 McGill University Designated 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 and Health Sciences. 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 and Health Sciences. 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 and Health Sciences at McGill University.

The McGill University Health Centre (MUHC) offers specialized and multidisciplinary tertiary and quaternary care of exceptional quality focused on the needs of adult and pediatric patients, in a bilingual environment, making it one of the most comprehensive teaching hospitals in North America. Every year, the MUHC receives more than 539,891 ambulatory visits; admits over 34,280 inpatients; performs more than 28,566 surgeries; and delivers almost 2,997 babies yearly.

Affiliated with the Faculty of Medicine and Health Sciences of McGill University, the MUHC contributes to the evolution of medicine by attracting clinical and scientific experts from around the world, evaluating cutting-edge medical technologies, and training tomorrow's healthcare professionals.

Our activities 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](http://muhc.ca/glen/dashboard)

#### **Montreal General Hospital**

1650 Cedar Avenue

Montreal QC H3G 1A4

Telephone: 514-934-1934

Website: [muhc.ca/mgh/dashboard](http://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](http://muhc.ca/mnh/dashboard)

#### **Lachine Hospital**

650 16th Avenue

Lachine QC H8S 3N5  
Telephone: 514-934-1934  
Website: [muhc.ca/lachine/dashboard](https://muhc.ca/lachine/dashboard)

The MUHC is a community of more than 16,000 people working within the organization's seven clinical missions: Medicine, Surgery, Neurosciences, Mental Health, Women's Health, Cancer Care and the Montreal Children's Hospital. In 2021–2022, our workforce comprised 3,825 nurses licensed practical nurses and orderlies; 2,125 health professionals other than physicians and nurses (includes some residents and technicians); 3,287 researchers, investigators, students, post-doctoral fellows, and other members of the Research Institute of the MUHC (RI-MUHC); 1,457 physicians; 76 dentists; 118 pharmacists; 328 managers; 2,357 office staff; 2,560 other professionals; 684 active volunteers.

In addition to our clinical expertise, we are proud of the quality and rigour of our clinical and scientific training. All MUHC physicians are appointed professors at the Faculty of Medicine and Health Sciences at McGill University. Each year, we welcome around 3,400 students and interns from university and college levels, as well as from professional schools. In 2020–2021, there were 1,803 nursing students, 759 medical students, 695 adult and pediatric medical residents, 153 adult and pediatric medical fellows, 18 general medicine residents in adult and pediatric dentistry, and 1 adult oral and maxillofacial surgery resident.

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 and Health Sciences of McGill University, supports more than 500 researchers and nearly 1,472 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 provide a dynamic multidisciplinary research environment that fosters collaboration and leverages discoveries aimed at improving the health of 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](https://rimuhc.ca).

The MUHC acts as the server laboratory for the Montreal-multi-institutional cluster of OPTILAB. In addition to the MUHC, the cluster includes laboratories in the CIUSSS du Centre-Ouest-de-l'Île-de-Montréal, the CIUSSS de l'Ouest-de-l'Île-de-Montréal and the CISSS de l'Abitibi-Témiscamingue.

In 2015, the MUHC brought together our legacy sites—the Royal Victoria Hospital, the Montreal Children's Hospital, the Montreal Chest Institute, 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 Montreal General Hospital, the Montreal Neurological Hospital and the Lachine 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](https://muhc.ca).

There are three other principal teaching hospitals:

**Jewish General Hospital** (a member facility of the 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: [jgh.ca](https://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 22,000 patients per year, while handling approximately 578,000 outpatient visits; more than 84,000 emergency visits; and more than 3,600 births. The JGH is widely recognized for excellence in various specialties, including oncology at the Segal Cancer Centre, cardiology, neonatology, 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 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. In addition, during the COVID-19 pandemic, the JGH played a leading role in treatment and care, having been designated by the provincial government in early 2020 as one of the first healthcare centres to provide in-patient treatment to adults who were ill with the virus.

Treatment is provided by approximately 850 affiliated doctors, many of whom have teaching appointments at McGill University, as well as more than 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 Health Sciences and is home to several of the University's programs, including the McGill Centre for Viral Diseases (encompassing research formerly conducted by 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), cardiovascular disease, genetics, emergency medicine, nephrology, and the psychosocial aspects of illness. The outstanding quality of this work has enabled the Lady Davis Institute to rank among the leaders of Quebec's hospital-affiliated research institutions in attracting high levels of funding per researcher.

More information is available at [jgh.ca](https://jgh.ca).

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

3830 Lacombe Avenue  
Montreal QC H3T 1M5  
Telephone: 514-345-3511

St. Mary's Hospital Center (SMHC) is an acute-care specialized McGill University affiliated teaching hospital with 273 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.

In 2021–2022, over 3,400 babies were delivered 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 94,960 out-patient clinic visits; 8,672 procedures through the surgical day centre, and over 13,459 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.

St Mary's Research Centre is embedded in St Mary's Hospital Center. Visit the [St. Mary's Research Centre page](#) to learn more.

**Douglas Mental Health University Institute** (Montreal West Island Integrated University Health and Social Services Centre /*Centre intégré universitaire de santé et de services sociaux (CIUSSS) de l'Ouest-de-l'Île-de-Montréal*)

6875 LaSalle Boulevard  
Montreal QC H4H 1R3  
Telephone: 514-761-6131  
Website: [douglas.qc.ca](http://douglas.qc.ca)

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 and Social Services Network (RUISSS 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. There are more than 113,000 interventions carried out annually in all programs combined.

The Douglas Institute is one of the largest research centres in mental health in the country, with a team of 70 scientists and clinical researchers and more than 250 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 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.

Visit the [Douglas Research Centre website](#) to learn more.

### 5.5.2.2 Institutions Affiliated with McGill University

As part of the Quebec Government's health care reform in 2015, most health care institutions merged and grouped into larger entities called either a Centre intégré universitaire de santé et de services sociaux (CIUSSS), or a Centre intégré de santé et de services sociaux (CISSS). In general, contracts of affiliation are no longer between individual hospitals and the University but between these larger entities and the University.

The following institutions have contracts of affiliation with McGill University for participation in teaching and research in one or more departments and services:

**McGill University Health Centre**  
[muhc.ca](http://muhc.ca)

**CIUSSS de l'Ouest-de-l'Île-de-Montréal**  
[ciuss-ouestmtl.gouv.qc.ca](http://ciuss-ouestmtl.gouv.qc.ca)

**CIUSSS du Centre-Ouest-de-l'Île-de-Montréal**  
[ciusswestcentral.ca](http://ciusswestcentral.ca)

**CISSS de l'Outaouais**  
[ciuss-outaouais.gouv.qc.ca](http://ciuss-outaouais.gouv.qc.ca)

**CISSS de Laval**  
[lavalensante.com](http://lavalensante.com)

**Shriners Hospitals for Children - Canada**  
[shrinershospitalsforchildren.org/montreal](http://shrinershospitalsforchildren.org/montreal)

### 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  
Telephone: 514-398-7203  
Fax: 514-398-8900  
Website: [mcgill.ca/dentistry/undergraduate-teaching-clinic/contact](http://mcgill.ca/dentistry/undergraduate-teaching-clinic/contact)

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 *Clinical Nutrition Research Unit* is a state-of-the-art research facility located 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 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. It is equipped with technology for comprehensive physiological assessments of body composition and sampling of biospecimens; an exercise area equipped to precisely measure metabolic parameters; cutting-edge research kitchen and dining observation room to study eating behaviours and deliver controlled feeding studies; a sensometric food lab with wearable devices to measure neural and behavioural responses to food and retail stimuli; a computing lab to analyze "big data" from biological and nutritional assessments; and a first-in-Canada food pharmacy to deliver personalized nutrition to patient groups for chronic disease management.

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: Centre for Research in Reproduction and Development](#)
- [section 5.5.5.4: Centre for Research on Brain, Language and Music](#)
- [section 5.5.5.5: Ludmer Centre for Neuroinformatics & Mental Health](#)
- [section 5.5.5.6: McGill Centre for Research in Neuroscience](#)
- [section 5.5.5.7: McGill Centre for Translational Research in Cancer](#)
- [section 5.5.5.8: McGill Centre for Viral Diseases](#)
- [section 5.5.5.9: McGill International TB Centre: PAHO / WHO Collaborating Centre for Tuberculosis Research](#)
- [section 5.5.5.10: McGill University Research Centre for Studies in Aging \(MCSA\)](#)

##### 5.5.5.1 Alan Edwards Centre for Research on Pain

Lyman Duff Medical Building  
3775 University Street, Suite 100  
Montreal QC H3A 2B4  
Telephone: 514-398-8975  
Fax: 514-398-8121  
Website: [mcgill.ca/painresearch](http://mcgill.ca/painresearch)

Founded in 2003, the Alan Edwards Centre for Research on Pain at McGill University is one of the top pain research centres in the world. The Centre comprises over 40 clinical and fundamental researchers from the Faculties of Medicine and Health Sciences, Dental Medicine and Oral Health Sciences, and Science. Its main goal is to bring together the McGill community of basic and clinical pain researchers to promote interdisciplinary research that will breach the traditional silos and result in cures for persons suffering from chronic pain. Through world-class educational and community outreach activities, cutting-edge research activities, and international collaborations, the Centre focuses on new discoveries and their clinical applications to improve the prevention and treatment of chronic pain.

##### 5.5.5.2 Artificial Cells and Organs Research Centre

McIntyre Medical Sciences Building, Room 1002/1004  
3655 Promenade Sir-William-Osler  
Montreal QC H3G 1Y6  
Telephone: 514-398-3512/3514

Fax: 514-398-7452

Website: [medicine.mcgill.ca/artcell](http://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; hebiannualmoperfusion; 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, Pathology, Surgery, Bioengineering, Biotechnology, and Chemical Engineering. This is an international centre with 2 international societies, which coordinates biannual meetings around the world. It is the emeritus editor's office for the international journal *Artificial Cells, Nanomedicine, and Biotechnology* (2020-) and Editor's Office for a book series titled *Regenerative Medicine, Artificial Cells, and Nanomedicine*. It is also the office of the Honorary president and coordinator of the International Network of Artificial Cells, Blood Substitutes and Biotechnology.

This *centre's website* is a public service website with reviews, papers, videos, books, and monographs, all complimentary from the director. It is the major international reference source in this area.

### 5.5.5.3 Centre for Research in Reproduction and Development

The Research Institute, MUHC Glen Site

1001 Decarie Blvd., E-M0.3509

Montreal QC H4A 3J1

Telephone: 514-207-9887

Website: [mcgill.ca/crrd](http://mcgill.ca/crrd)

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.

### 5.5.5.4 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 Stratégique* 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 and Health Sciences, 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.

### 5.5.5.5 Ludmer Centre for Neuroinformatics & Mental Health

3801 University Street, Basement

Montreal QC H3A 2B4

Email: [info@ludmercentre.ca](mailto:info@ludmercentre.ca)

Website: [ludmercentre.ca](http://ludmercentre.ca)

The Ludmer Centre for Neuroinformatics & Mental Health advances multi-omics, big-data research in normal and abnormal brain development—neurological and psychiatric. It is a collaboration between McGill, the Douglas Mental Health University Institute (The Douglas), the Jewish General Hospital's Lady Davis Institute (JGH/LDI), and Montreal Neurological Institute-Hospital (The Neuro).

The Centre encompasses researchers, their labs and trainees, based in the McGill faculties of Science and Medicine and Health Sciences, and their three hospitals' partners (The Douglas, JGH, The Neuro), and

- Develops innovative, interoperable and open-source neuroinformatics infrastructure.
- Leads and supports the application of largescale big-data approaches to brain research.
- Mentors and trains transdisciplinary researchers in the application of big-data research.

**Dr. Alan Evans** leads the **Neuroimaging and Neuroinformatics Pillars** (the McGill Centre for Integrative Neuroscience-MCIN) at The Neuro. A James McGill Professor of Neurology & Neurosurgery, he is the **Scientific Director** of three McGill-led transdisciplinary initiatives: the *Canadian Open Neuroscience Platform*, *The Helmholtz International BigBrain Analytics Learning Laboratory*, and *Healthy Brains, Healthy Lives*.

**Dr. Celia Greenwood** leads the **Genomics, Bioinformatics & Statistical Genetics Pillar**. She is a James McGill Professor in the departments of Oncology, Human Genetics & Epidemiology; Biostatistics & Occupational Health; and the Division of Cancer Epidemiology; and the **Graduate Program Director** of the Ludmer-supported **Quantitative Life Sciences (QLS)** PhD program at McGill.

**Dr. Patricia P. Silveira** leads the **Genomic & Epigenetics Pillar**. She is an Assistant Professor in the Department of Psychiatry at McGill University and **Leads** the Environmental Adversity, Neurodevelopment and Mental Health research group at the **Douglas Mental Health University Institute**. Dr. Silveira is a member of the **National Scientific Council on the Developing Child** at the **Harvard School of Medicine**.

The Ludmer Centre Single-Cell Brain Initiative gift donated in November 2022 by the Ludmer Foundation is the next chapter in a legacy of excellence.

The Centre will support these initiatives with their three partners:

1. The Douglas:
  - Single-cell analysis of psychiatric disorders
  - Single-cell studies of animal models of psychopathology
  - Single-cell techniques to study postmortem human brain
2. The Neuro:
  - Single-cell studies of iPSC-derived brain cells
  - Single-cell investigation of organoids
  - Single-cell studies of neurological disorders
3. Lady Davis Institute:
  - Single-cell bioinformatics
  - Single-cell study of brain cancers
  - Single-cell proteomics

To learn more, [contact us](#) or participate in a [Ludmer event](#).

#### 5.5.5.6 McGill Centre for Research in Neuroscience

Montreal General Hospital, Livingston Hall, L7 132  
Research Institute of the McGill University Health Centre  
1650 Cedar Avenue  
Montreal QC H3G 1A4  
Telephone: 514-934-8094  
Fax: 514-934-8216  
Website: [mcgill.ca/crn](http://mcgill.ca/crn)

The McGill Centre for Research in Neuroscience (CRN), which was officially established as a University Centre in 1986 under the leadership of Dr. Albert Aguayo, is a vibrant research centre that brings together basic and clinical scientists in highly interactive research groups.

With construction of new CRN laboratories in 1993 and continued expansion since, the group has broadened its focus to include research into the development of neural tissues, synapse formation, and plasticity, the assembly and function of neural circuits, and behavior, while maintaining its strengths in regeneration and repair. Broadly speaking, research at the CRN has the following major goals:

- 1) to understand the cellular and molecular mechanisms of central nervous system (CNS) function
- 2) to determine how the CNS is assembled during development and
- 3) to discover how it can be remodeled in response to injuries or disease.



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.

#### 5.5.5.7 McGill Centre for Translational Research in Cancer

Lady Davis Institute for Medical Research  
 Jewish General Hospital  
 3755 Côte Ste-Catherine  
 Montreal QC H3T 1E2  
 Telephone: 514-340-8222 ext. 28873  
 Website: [mcgill.ca/translational-research-cancer](http://mcgill.ca/translational-research-cancer)

The great challenge faced by the oncology research community is the translation of laboratory and clinical research data into clinical outcomes of benefit in the assessment, treatment and prevention of cancer. Established in 1996, thanks to a generous endowment gift from the Goldfarb Family Foundation and the Alexander Family Foundation, the MCTRC aims to facilitate the translation of the exciting novel findings from fundamental research laboratories into testable hypotheses for evaluation in clinical trials in oncology (bench-to bedside translation).

The Centre provides the infrastructure to bring fundamental and clinician researchers together in order to synergize their efforts at generating novel and promising translational research. This provides a structured focus for these activities and accelerates the testing of potential benefits derived from scientific discovery. Over the years, the MCTRC researchers have been key in discovering, testing and translating new treatment options and diagnostic markers that leads to new cancer management guidelines, and improving cancer care to Canadians.

The Centre provides core functions to enhance translational research, including:

- Two core clinical research programs: (a) the Clinical Research Unit (CRU), highly specialized in early phase and complex trials of new agents, involves patient monitoring and sample taking; (b) Clinical Research Program runs later stage studies of new therapies that are closer to clinical approval.
- The Research Molecular Pathology Centre integrated with Optilab, houses state of the art Next Generation Sequencing (NGS), Gene Expression Profiling, and Digital Pathology Platforms and has the goal to generate and offer multi-dimensional technologies toward identifying actionable genetic alterations and molecular drivers of cancer phenotypes that can be seamlessly transferred in the clinical setting.
- Six biobanks with more than 7,000 participants and 60,000 samples: a) Central Biobank: gastro intestinal, head and neck cancers; b) Breast Cancer Biobank; c) Gynecologic Cancer Biobank; d) Lymphoma Biobank; e) Montreal Immune Related Adverse Events (MIRAE) Biobank: related to cancer immunotherapies; and f) McGill Clinical Genomics (McG) Biobank: studying the risk of common complex, rare and infectious diseases. In the past year, the JGH biobanks worked as a group to establish institutional biosafety guidelines regarding the biobanking activities during the pandemic, with a laboratory space dedicated to work with COVID-19 positive specimens. An SOP for remote consenting was also developed promptly.
- The Proteomics Centre integrated with Optilab, a first in Quebec to have certified environment with standardized SOPs to allow for the most rapid translation of proteomics assays into the clinical practice, ultimately improving quality of cancer care in the province by improving precision medicine.
- The Augmented Intelligence & Precision Health Program: using handcrafted radiomics and machine learning multiple deep neural network architectures for image analysis and prediction modeling using various imaging modalities including CT and MRI.
- Molecular modeling Platform for new drug discovery: Computer-aided drug design (CADD) is a very useful technology to computationally screen chemical databases against 3-D structures of the target proteins and rank compounds according to the predicted binding affinity. CADD is commonly used in the process of drug discovery due to the rapidly increasing amount of 3-D protein structures available and, the cost and time efficiency of the CADD in drug development. This platform provides expertise in CADD and constitutes a successful model of accelerating the translation of scientific discovery from the different fundamental research laboratories into potential clinical applications.

The Centre also 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.

The unique interaction of clinician-scientists and Ph.D. researchers provides an important strength to novel therapeutic development programs. As part of the Segal Cancer Centre located at the Jewish General Hospital, the MCTRC has been forging partnerships with other provincial (iMT, QCC, Q-CROC) national (Exactis, MoH-CCN) and international (CCC19 and WIN Consortia) research groups as part of its commitment to conducting cutting-edge fundamental, translational and clinical research in cancer and providing training for the next generation of cancer researchers.

#### 5.5.5.8 McGill Centre for Viral Diseases

Lady Davis Institute, Room F-318  
 Jewish General Hospital  
 3999 Côte Ste-Catherine  
 Montreal QC H3T 1E2  
 Telephone: 514-340-8260  
 Contact: [mcvld\\_admin\\_fmhs@mcgill.ca](mailto:mcvld_admin_fmhs@mcgill.ca)  
 Website: [mcgill.ca/mcvld/](http://mcgill.ca/mcvld/)

The *McGill Centre for Viral Diseases (MCVD)* was established in 2020 following the transformation of the McGill AIDS Centre. Its mission is to provide solutions to public-threatening viral diseases by advancing research, education, and patient care through inter-disciplinary efforts.

Members of MCVD have built world-class research programs in basic virology, immunology, drug discovery, epidemiology, population health and clinical research. They focus on major viral diseases including HIV/AIDS, chronic viral infections and cancer, influenza, COVID-19, emerging and re-emerging

viral infections. They are also dedicated to training the next-generation of healthcare professionals and researchers with the ultimate goal of strengthening and growing our capacity of investigating and controlling viral diseases, as well as preparing for future viral pandemics.

Dr. Chen Liang is the Centre's inaugural Director. He took the role of the Interim Director of the McGill AIDS Centre in 2018, and led the efforts of launching the McGill Centre for Viral Diseases. The leadership of the MCVD also includes Dr. Marina Klein, Associate Director for Clinical Research, and Dr. Andrew Mouland, Associate Director for Basic Research ([mcgill.ca/mcvd/about-us/leadership](http://mcgill.ca/mcvd/about-us/leadership)). Ms Elisa Xu is the Centre's coordinator.

#### 5.5.5.9 McGill International TB Centre: PAHO / WHO Collaborating Centre for Tuberculosis Research

Research Institute of the McGill University Health Centre  
5252 de Maisonneuve West, Room 3D.58  
Montreal, Quebec, Canada  
H4A 3S5  
Telephone: 514-934-1934, ext. 32128  
Fax: 514-484-1424  
Website: [mcgill.ca/tb](http://mcgill.ca/tb)

Founded in 2014, the McGill International TB Centre, a WHO Collaborating Centre for TB Research, is a world leader in the interdisciplinary study of TB.

Our TB Centre aims to make a positive contribution to ending the TB epidemic in Canada and globally, especially in high-burden countries and among the most vulnerable population groups, through interdisciplinary research, training and capacity building and equitable research partnerships.

Our Centre brings together 37 investigators (27 members from McGill and the RI-MUHC and 10 associate members) who have research expertise spanning from basic biomedical methods to clinical, epidemiological and social sciences. Members work includes the development, evaluation and implementation of new diagnostic tests and strategies, as well as new treatment regimens for TB infection and disease. Our Centre also includes 7 International Community Advisory Board members (5 TB survivors and 2 people in charge of the coordination).

Please visit our website at [mcgill.ca/tb](http://mcgill.ca/tb).

#### 5.5.5.10 McGill University Research Centre for Studies in Aging (MCSA)

6825 boulevard LaSalle  
Verdun QC H4H 1R3  
Telephone: 514-766-2010  
Website: <http://mcsa.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. Established in 1985 to develop and offer specialized services for the elderly, MCSA has grown into a multi-disciplinary academic unit dedicated to gerontological research and postgraduate teaching. The MCSA research scope is broad, encompassing mechanisms of aging as well as prevention of age-associated disorders. Since its inception, the MCSA remains dedicated to transformative research and counts numerous teaching, public education, and research accomplishments. The Centre has achieved international recognition and outreach, continuously attracting students, young scientists and international collaborators in Alzheimer's Disease research. The Centre's scientific production and visibility through many highly cited contributions attest to its excellence and world-class research positioning.

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, developed by Professor Emeritus Dr. Serge Gauthier, continues to focus on improved therapies, long-term treatment of subjects affected by dementia, and enhancing the quality of life of patients and caregivers. Over the last 37 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 worldwide, 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 C5R 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 was rebranded in 2020 and is now called SNAP, "Screening of Neurobehavioural Abnormalities in the Aging Population." SNAP, aims to characterize both normal aging and disease, as well as risk and protective factors. SNAP still aims at utilizing cognitive performance as a tool to screen for dementia at early stages. SNAP features a website that provides free online cognitive assessments and encompasses a comprehensive approach towards the study of variables associated with neurodegeneration in the elderly population. The website is currently available for participants! To register and play the free cognitive training games, please visit: [www.snap-test.ca](http://www.snap-test.ca) (under construction until 2023).

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 (refer to 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.

Other MCSA Projects:

#### **TRIAD: Translational Biomarkers in Aging and Dementia (Pavilion Crossroads)**

The Translational Biomarkers in Aging and Dementia (TRIAD) is a longitudinal observational cohort specifically designed to study mechanisms driving dementia. The TRIAD cohort focuses on advanced personalized and preclinical dementia diagnosis. We study dementia markers and their progression from pre-symptomatic stages to the onset of the Alzheimer's disease or other types of dementia. The TRIAD cohort assesses the trajectory of multiple imaging and fluid biomarkers in clinical populations and serves as a benchmark for testing novel biomarkers of dementia. For information, please visit:

[triad.mcgill.com/](http://triad.mcgill.com/).

#### **International Dementia Conference Series (IDC)**

The scope of the International Dementia Conference Series (IDC) is to promote exchanges between students/trainees and established scientists in the field of Dementia. It is a space for scientists from around the world and is aimed at facilitating collaborative endeavors through the discussion of the works presented. These presentations constitute the frontiers of knowledge in Dementia research and promote the cultivation of new ideas and directions to pursue. This series also aims to embody the translational nature of research by bringing together specialists in in vitro studies focused on understanding individual biological constituents of disease, in vivo studies whereby these individual constituents are studied in the context of model organisms of disease, and in clinical studies where we find emergence of these constituents in humans affected by disease. This level of communication across the hierarchy of research environments will be a crucial component towards finding lasting solutions. For information, please visit [Team / International Dementia Conference Series \(i-dcs.org\)](http://Team/InternationalDementiaConferenceSeries(i-dcs.org)).

#### **Young Caregiver groups**

The McGill University Research Centre for Studies in Aging is pleased to announce that in September 2022, two support groups were created for the children of patients with major neurocognitive disorders before the age of 65, such as early-onset Alzheimer's disease. This is the first initiative of its kind in Quebec. Given the rarity of their situation, few services are available to them. MCSA wishes to offer this population information and a non-judgmental space where they can share their story to contribute to the democratization of this important but unknown role. For further information, including our conference series entitled: "Ensemble, Nous Prenons Soins.", please contact [mallery.landry@affiliate.mcgill.ca](mailto:mallery.landry@affiliate.mcgill.ca).

#### **Brainy Boomers Lecture Series**

In 2007 the MCSA Education Committee established the "Brainy Boomer Lecture Series" in order to support its objectives, raise awareness and educate the community at large. These public series are presented by academic professionals and medical specialists and the goal of the series is to suggest and initiate practical steps to improve brain health, to prevent other age-related disorders and to promote healthy lifestyle choices for our senior population. Topics include Successful Aging, Exercise for Seniors, and Culinary Cooking Classes. For lectures, please visit the [MCSA's YouTube channel](#). For further information (registration free), please email us at [brainy.boomer-mcsa@mcgill.ca](mailto:brainy.boomer-mcsa@mcgill.ca).

## **5.5.6 Research Institutes**

- [section 5.5.6.1: Institute of Health Sciences Education](#)
- [section 5.5.6.2: Rosalind and Morris Goodman Cancer Institute](#)
- [section 5.5.6.3: The Neuro \(Montreal Neurological Institute-Hospital\)](#)
- [section 5.5.6.4: Victor Phillip Dahdaleh Institute of Genomic Medicine](#)

### **5.5.6.1 Institute of Health Sciences Education**

Lady Meredith House  
1110 Pine Avenue West, Room 205  
Montreal QC H3A 1A3  
Telephone: 514-398-4987  
Fax: 514-398-7246  
Website: [mcgill.ca/ihse](http://mcgill.ca/ihse)

The Institute of Health Sciences Education (IHSE) opened its doors in 2019 and builds upon the historic legacy of the Centre for Medical Education which originated in 1975. The Institute promotes excellence in research and practice across the continuum of health sciences education. Health sciences education encompasses medical education, health professions education, and biomedical sciences education, amongst other domains of concern.

The aims of the Institute of Health Sciences Education are to:

- Catalyze and support scholarship around cutting-edge research questions in health sciences education;
- Foster the translation of health sciences education research into educational practice;
- Support capacity building in educational research methodologies and theories;
- Encourage innovation and excellence in teaching and learning in health professions and health sciences education; and
- Offer formal and informal educational programs for future leaders in health sciences education research and practice.

With an active interest in the advancement and transformation of health sciences education and practice, members of the IHSE consist of researchers, educators, clinicians, and graduate students from diverse backgrounds and disciplines. Bringing together research and practice, this unique mix of individuals

investigate important educational questions, and 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 for health professions practitioners, educators, students, residents, and faculty.

1. The Graduate Certificate Program in Foundations of Health Sciences Education is an interdisciplinary blended distance learning program where learners gain knowledge of current education theories as well as the expertise to apply this knowledge in health sciences curriculum design, instruction, assessment, and program evaluation. Participants will also learn to apply concepts of educational leadership, scholarship and research design across a range of educational settings.
2. The Scholarship in Medical and Health Sciences Education program is designed for medical and health sciences students and residents who are interested in developing capabilities related to educational research. Participants will develop, or participate in a project in progress, that applies educational theories and methodologies, to an educational research question. For more information, visit: [the Institute of Health Sciences Education's website](#).
3. The Foundations in Medical 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 and health sciences 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](#).

#### 5.5.6.2 Rosalind and Morris Goodman Cancer Institute

1160 Pine Avenue West  
Montreal QC H3A 1A3  
Telephone: 514-398-3535  
Fax: 514-398-6769  
Website: [mcgill.ca/gci](http://mcgill.ca/gci)

The Rosalind and Morris Goodman Cancer Institute, affiliated with McGill University's Faculty of Medicine and Health Sciences, is a recognized world-class research institute contributing to innovative developments in the treatment and ultimately the cure for cancer. Our scientists and clinician scientists are tackling the most challenging problems in cancer research through a multidisciplinary approach, supported by world-leading Innovation Platforms and a dedicated staff of research and administrative professionals. The mission of the Institute is to understand what drives cancer in order to better prevent, diagnose, and treat the disease.

The Rosalind and Morris Goodman Cancer Institute provides an internationally recognized training ground for the next generation of investigators who will pursue research in the life sciences and cancer. The Institute 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 the [Institute's website](#).

#### 5.5.6.3 The Neuro (Montreal Neurological Institute-Hospital)

3801 University Street  
Montreal, Quebec, Canada H3A 2B4  
Telephone: 514-398-6644  
Website: [mcgill.ca/neuro](http://mcgill.ca/neuro)

The Neuro (Montreal Neurological Institute-Hospital) is a world-leading Open Science institute dedicated to brain/neuroscience research, training, and advanced patient care. The Montreal Neurological Institute is a McGill University research and teaching institute. The Montreal Neurological Hospital is part of the Neuroscience Mission of the McGill University Health Centre.

Founded in 1934 by neurosurgeon Dr. Wilder Penfield, The Neuro is the largest specialized neuroscience research and clinical centre in Canada, and one of the largest in the world. Our mission is to understand the brain, find cures and effectively treat people with neurological disorders. We believe our Open Science practice and tools will accelerate scientific progress towards solving the most persistent problems in neuroscience, to accelerate discovery, and impact the lives of millions of patients around the world. The Neuro delivers exceptional care to thousands of patients and is a critical referral centre (for Quebec, Canada) for the most difficult neurological conditions /disorders and for patients lacking definitive diagnoses. Each year, there are more than 37,000 ambulatory visits to The Neuro, over 2,500 patients admitted, and more than 70,000 diagnostic and interventional procedures (angiograms, CT, EEG, EMG, MRI, etc.) and 1,800 surgeries performed.

The Neuro's scientists and clinicians are pushing the frontiers of science and medicine. They have pioneered surgical treatments of epilepsy and developed electroencephalography as a tool to diagnose seizure activity. The Neuro is the home of many famous neuroscientists including Brenda Milner, Herbert Jasper, KAC Elliot, Robert Zatorre, Alan Evans, Guy Rouleau, and many others. The Neuro's McConnell Brain Imaging Centre (BIC) is one of the top three brain imaging centres in the world pioneering multimodal imaging, large open reference data sets and introducing brain imaging to Canada: Computer Tomography (CT) (1973), Positron Emission Tomography (PET) (1975), Magnetic Resonance Imaging (MRI) (1985), and whole body 7T MRI (2019).

The Neuro strives to adopt the newest technologies and recruit the best scientists, trained at the world's leading research centres. Through Open Science, it is now at the vanguard of brain science: transparent, fast, and global flow of knowledge, where discoveries made on one continent can instantly amplify those on another, and where patients benefit from discoveries that represent the most advanced research taking place around the world.

The Neuro is the largest training centre for neuroscience in Canada, with over 250 postdoctoral fellows, residents, and graduate students working in the labs and clinics each year.

- More than 110 faculty members
- 63 physicians including 15 clinician scientists
- 80 faculty-led labs
- More than 400 graduate students and postdoctoral fellows

The Neuro faculty members are collaborative and lead international research teams that generate fundamental information that spans the full spectrum of neuroscience from cell and molecular biology and neurophysiology to brain imaging and cognitive neuroscience to big data and artificial intelligence.

- Brain Tumour
- Cognitive Neuroscience
- Epilepsy
- Neural Circuits
- Neurodegenerative Disorders
- Neurodevelopmental Disorders
- Neuroimaging and Neuroinformatics
- Neuroimmunological Diseases
- Rare Neurological Diseases

#### Research Centres and Core Facilities

- Azrieli Centre for Autism Research
- Neuro Open Biobank (Clinical Biospecimen Imaging and Genetic Repository)
- Centre for Neurological Disease Models
- Clinical Research Unit
- Cyclotron and Radiochemistry Facility
- Early Drug Discovery Unit
- McConnell Brain Imaging Centre
- Microscopic Cellular Imaging Facility
- Neurosurgical Simulation and Artificial Intelligence Learning Centre

For more information, please visit [mcgill.ca/neuro](http://mcgill.ca/neuro).

#### 5.5.6.4 Victor Phillip Dahdaleh Institute of Genomic Medicine

740 Doctor Penfield Avenue  
 Montreal QC H3A 0G1  
 Telephone: 514-398-3311  
 Email: [info.genome@mcgill.ca](mailto:info.genome@mcgill.ca)

McGill has long been a leader in Canada and internationally in the increasingly vital fields of RNA, DNA, and other genomics research. In concert with the Faculty of Medicine and Health Sciences and affiliated hospitals within the McGill University Health Centre, the newly created institute aims to maximize opportunities to apply genomics for clinical interventions in high-priority fields where McGill is already an established leader—such as cancer, neuroscience and mental health, chronic inflammatory diseases and infectious diseases, including COVID-19.

By harnessing the interdisciplinary expertise and research infrastructure across McGill's faculties, the Institute seeks to implement a full spectrum approach to genomic medicine, which draws on information from a person's genes and how they interact to inform an individual's clinical care. McGill researchers will work to lead breakthrough research aimed at the development of cutting-edge diagnostic tools, targeted treatments, and new pharmaceuticals and preventative vaccines. Additionally, the Institute's social sciences pillar will draw on expertise across the University to lead important research on the ethical, policy, and legal implications of genomic medicine.

#### 5.5.7 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 [mcgill.ca/library](http://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, which has been temporarily closed for significant structural repairs and major internal upgrades, is reopening in June 2023.

Subject-specialized liaison librarians are available to meet research, learning, and teaching needs of students and staff.

More information is available on the Schulich Library website.

Macdonald-Stewart Library Building  
 809 Sherbrooke st west

Montreal QC H3A 0C1

Website: [mcgill.ca/library/branches/schulich](http://mcgill.ca/library/branches/schulich)

### **Osler Library of the History of Medicine**

The Osler Library of 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). The Osler Library is located in the McIntyre Medical Sciences Building.

More details are available on the Osler Library Website.

3655 Promenade Sir William Osler, 3rd Floor

Montreal QC H3G 1Y6

Website: [mcgill.ca/library/branches/osler](http://mcgill.ca/library/branches/osler)

For hours, see:

Website: [mcgill.ca/library/branches/hssl](http://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: [mcgill.ca/library/branches/macdonald](http://mcgill.ca/library/branches/macdonald)

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## **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.

Dean's Honour List

Continuing students

A maximum of the top 10% of continuing students in each faculty is named to the Dean's Honour List. This designation is based on the combined GPA for the Fall and Winter terms. While carrying no monetary reward, it is an official University recognition of academic achievements and is recorded on student transcripts. Graduating students

If you are graduating with an undergraduate degree, you may be awarded the designation of Dean's Honour List under the following conditions:

- you have completed a minimum of 60 McGill credits towards your degree;
- you are in the top 10% of your faculty's graduating class of students.

This calculation is based on the CGPA.

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](#).

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## 7 Student Evaluation and Promotion

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### 7.1 Degree Requirements for the Bachelor of Science (Rehabilitation Science) in Physical Therapy and the Bachelor of Science (Rehabilitation Science) in Occupational Therapy

Students in Occupational Therapy (OT) or Physical Therapy (PT) 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 OT or PT curriculum to obtain the degree of B.Sc.(Rehab.Sc.) in OT or the degree of B.Sc.(Rehab.Sc.) in PT.

Due to the sequential nature of the programs, the OT and PT 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 (SPOT). 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

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### 7.2 Master of Science (Applied) in Physical Therapy or Master of Science (Applied) in Occupational Therapy Requirements

Entry to professional practice requires the completion of a Master of Science (Applied) degree in Occupational Therapy (M.Sc.A.OT.) or a Master of Science (Applied) degree in Physical Therapy (M.Sc.A.PT.). Therefore, students who graduate from the Bachelor of Science (Rehabilitation Science) in Occupational or Physical Therapy program must continue to the Master of Science (Applied) in OT or PT program 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 Master of Science (Applied) 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 of Science (Applied) programs in Physical or 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) or the Physical Therapy Promotions and Review Committee (PTPRC) may recommend that a student not be admitted to the master's degree program if, during the bachelor's program: (i) the student has had three 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 degree 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 [mcgill.ca/spot/admissions](http://mcgill.ca/spot/admissions).

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### 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)**

[mcgill.ca/thewelloffice](http://mcgill.ca/thewelloffice); [thewelloffice@mcgill.ca](mailto:thewelloffice@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.

#### **The First-Year Office (FYO)**

A part of Campus Life and Engagement; [mcgill.ca/firstyear](http://mcgill.ca/firstyear); [firstyear@mcgill.ca](mailto:firstyear@mcgill.ca). This office can help all 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*. The office also includes a coordinator and offers workshops for newly admitted students. The FYO staff are always available to provide advice and referrals to the many support mechanisms at McGill.

#### **Career Planning Service (CaPS)**

[mcgill.ca/caps](http://mcgill.ca/caps); [careers.caps@mcgill.ca](mailto:careers.caps@mcgill.ca). CaPS assists all McGill students throughout their time at McGill and during the critical graduation transition to work/further education. The mission is to inspire students in the exploration of their career options and to increase their employability through the development of lifelong career management skills. CaPS provides individual career advising/counselling, workshops, programs, events, and resources.

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## **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 (OT) and Physical Therapy (PT) 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 (if available)
- Student Athletes
- Student Services and Campus Life and Engagement
- Student Accessibility & Achievement (formerly known as the Office for Students with Disabilities & Tutorial Services)
- Resource Centre and Assessment Library

For complete rules and regulations regarding student promotions, refer to the following School of Physical & 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*.

Due to the sequential nature of the programs, the OT and PT programs are full-time programs of study. Further information on the curriculum is available at OT Curriculum or PT Curriculum. Exceptions may be possible provided that students 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+). A minimum grade of C is required for anatomy, physiology, and complementary/elective courses.

#### **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 [mcgill.ca/spot/programs/ot/bsc-rehabilitation-science](http://mcgill.ca/spot/programs/ot/bsc-rehabilitation-science) and [mcgill.ca/spot/programs/pt/bsc-rehabilitation-science](http://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 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 (i.e., unprofessional behaviour).

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 their 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 OT or PT programs, the School of Physical & Occupational Therapy will proceed with the withdrawal procedure. Students who are required to withdraw from either the OT or PT program or abandon their studies in OT or PT program 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 contact us at 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. After the course change (add/drop) deadline, you may withdraw from a complementary or elective course 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 grade of J. A grade of J (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 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.

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## 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. Courses must be comparable in their content and in their method of evaluation to courses that students are allowed to take for credit at McGill; verify using the McGill Course Equivalency System at [mcgill.ca/transferecredit/course-equivalency](http://mcgill.ca/transferecredit/course-equivalency).
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](#).



**Note:** If you are granted approval to take a course at another university, the letter grade applied by the host institution take precedence over the numerical grades (if both are provided). In order to be granted transfer credits, the final grades earned at the host university must meet the minimum requirements as set by the Occupational Therapy or Physical Therapy programs. However, grades earned at the host university for transfer courses are not entered on the student's McGill transcript and are not included in the calculation of the TGPA or CGPA. For courses that are completed, the grade will be automatically submitted to the home university (McGill) by the host institution. Students who wish to drop or withdraw from a course for which approval has been granted will need to drop or withdraw from the course as per the method of registration at the host university AND submit this change on the online IUT application. For universities outside of Quebec, it is the student's responsibility to ensure that an official transcript is sent from the host institution to the Student Affairs Office. Students studying at another Quebec university on an Inter-University Transfer Agreement (IUT) will have their grades sent to McGill University automatically by the host university. **Transcripts not received by the appropriate date will be considered for the next graduation period only.**

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## 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 updated annually 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 Accommodations for Students registered with the Office for Student Accessibility & Achievement](#).

### 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 the School's 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 valid health reasons or family or personal crises, have not written one or more examinations—may receive the permission of the Program Director or a delegate 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 or a delegate must be informed by the student as soon as possible after the examination of the reason for their absence from the examination, and the supporting documentation must be received no later than one (1) week after the examination date. 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 > Final Examinations: Deferred Examinations](#) and [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 re-register in the same course in the next term when the course is offered (in the case of all required program courses), or in an approved substitute (in the case of failure of an elective/complementary course).

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## 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.

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## 8 Becoming a Licensed Occupational or Physical Therapist

The Undergraduate programs in Physical & Occupational Therapy provide access to the professional master's programs in the same discipline. For more information on our graduate programs, refer to the School of Physical & Occupational Therapy's graduate section of the eCalendar, and the School website's graduate [Occupational Therapy](#) and [Physical Therapy](#) sections.

## 8.1 Licensing Regulations

Graduates who complete the Master of Science (Applied) in Occupational Therapy (M.Sc.A.OT.) or the Master of Science (Applied) in Physical Therapy (M.Sc.A.PT.) degree are eligible to seek licensure. Graduates from McGill may seek licensure worldwide. 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 [University Regulations & Resources > Undergraduate > Admission to Professional and Graduate Studies > : 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).

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## 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.

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## 8.3 Professional Organizations

### Canadian National Offices

Canadian Association of Occupational Therapists  
100-34 Colonnade Road  
Ottawa ON K2E 7J6  
Telephone: 613-523-CAOT(2268); 1-800-434-CAOT(2268) (toll-free)  
Website: [caot.ca](http://caot.ca)

Canadian Physiotherapy Association  
National Office  
955 Green Valley Crescent, Suite 270  
Ottawa ON K2C 3V4  
Telephone: 613-564-5454; 1-800-387-8679 (toll free)  
Fax: 613-564-1577  
Email: [information@physiotherapy.ca](mailto:information@physiotherapy.ca)  
Website: [physiotherapy.ca](http://physiotherapy.ca)

Canadian Alliance of Physiotherapy Regulators  
1243 Islington Avenue, Suite 501  
Toronto ON M8X 1Y9  
Telephone: 416-234-8800  
Fax: 416-234-8820  
Website: [alliancept.org](http://alliancept.org)

### Quebec Provincial Offices

Ordre des ergothérapeutes du Québec  
2021 avenue Union, bureau 920  
Montreal QC H3A 2S9  
Telephone: 514-844-5778; 1-800-265-5778 (toll free)  
Fax: 514-844-0478  
Email: [ergo@oeq.org](mailto:ergo@oeq.org)

Website: [oeq.org](http://oeq.org)

Ordre professionnel de la physiothérapie du Québec  
7151 rue Jean-Talon est, bureau 700  
Anjou QC H1M 3N8  
Telephone: 514-351-2770; 1-800-361-2001 (toll free)  
Fax: 514-351-2658  
Email: [physio@oppq.qc.ca](mailto:physio@oppq.qc.ca)  
Website: [oppq.qc.ca](http://oppq.qc.ca)

#### International Offices

Please check websites of individual countries and states for specific licensing requirements.

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## 9 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.

Working knowledge of both English and French is essential for students who will be working in clinical affiliations throughout the province of Quebec. 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. This means that all health and social service institutions operate in French. Certain institutions have a bilingual mandate for patient care, but team meetings and dealings with third party agencies operate in French only. 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, and physiotherapists. This could be in-person, on the phone, or with written documentation.

As such, all applicants should be aware that any clinical placements in the province of Quebec require the ability to communicate (written and oral) in French. Refer to the details for the admission requirements of proof of French proficiency in the [Qualifying Year Admissions Guides](#).

Students must therefore possess the recommended minimum level of oral and written French, as outlined in the admission guides, prior to the start of clinical practica. Students who do not speak French will have limited clinical placement opportunities. This may result in delayed graduation from the program.

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.

#### Vaccinations

Prior to starting their first clinical course, students registered in a health care program will need to ensure that they have completed all required series of immunizations prior to being placed in a clinical setting. We recommend starting the process as soon as possible as some vaccines may require you to follow immunization schedules that last several months. Students must upload their immunization file to the Wellness portal in September of their U3 or Qualifying Year. Once their file is reviewed by the Wellness Hub, it can take several months for students to complete missing vaccinations. All vaccination requirements must be complete by March 1 of the U3 or Qualifying Year in preparation for the M1 Summer term of two clinical courses.

For complete details, consult the [Student Wellness Hub](#). Please also refer to the Vaccination/Immunization Requirements for Health Sciences Programs in the Undergraduate eCalendar's section Health Sciences [section 5.2: Student Services and Regulations](#).

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## 10 Browse Academic Programs

The programs and courses in the following sections have been approved for the **2023–2024** academic year as listed.

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### 10.1 Physical and Occupational Therapy Programs

#### 10.1.1 Physical and Occupational Therapy Programs

##### [section 10.1.3: 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-centred and evidence-based practice, clinical reasoning, ethics, teamwork and

**section 10.1.3: Bachelor of Science (B.Sc.) (Rehabilitation Science) - Major in Occupational Therapy (90 credits)**

professionalism as essential components for the development of a humanistic, ethical, knowledgeable, competent, critical-thinking, and problem-solving occupational therapist.

**section 10.1.4: 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.

**10.1.2 Physical and Occupational Therapy Admission Requirements and Application Procedures****10.1.2.1 Admission Requirements for Undergraduate Programs**

Students are admitted to a 90-credit 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. For entry to professional practice in Occupational Therapy or Physical Therapy a Master's Applied degree in Occupational Therapy or Physical Therapy is required.

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

**Additional entrance requirements** may be mandated, as described at [mcgill.ca/spot/admissions](http://mcgill.ca/spot/admissions) and [mcgill.ca/applying/nextsteps/documents/additional](http://mcgill.ca/applying/nextsteps/documents/additional). This includes CASPer test and French language requirements.

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

Information is available from:

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

Students who are required to withdraw from either the Occupational Therapy or Physical Therapy program **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 prerequisites:

- 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;
- CASPer: Applicants are required to complete an online assessment called CASPer, as a component of the selection process [takecasper.com/dates-times](http://takecasper.com/dates-times);
- proof of French proficiency [mcgill.ca/undergraduate-admissions/apply/submit-documents#additional](http://mcgill.ca/undergraduate-admissions/apply/submit-documents#additional).

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

- 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;
- CASPer: Applicants are required to complete an online assessment called CASPer, as a component of the selection process [takecasper.com/dates-times](http://takecasper.com/dates-times);
- proof of French proficiency [mcgill.ca/undergraduate-admissions/apply/submit-documents#additional](http://mcgill.ca/undergraduate-admissions/apply/submit-documents#additional).

**Applicants from the United Kingdom and Commonwealth countries, with a French Baccalaureate or with an International Baccalaureate**, please refer to details at [mcgill.ca/applying](http://mcgill.ca/applying).

**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 prerequisites:

- 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);
- CASPer: Applicants are required to complete an online assessment called CASPer, as a component of the selection process [takecasper.com/dates-times](https://takecasper.com/dates-times);
- proof of French proficiency [mcgill.ca/undergraduate-admissions/apply/submit-documents#additional](https://mcgill.ca/undergraduate-admissions/apply/submit-documents#additional).

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 and prerequisites 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 [mcgill.ca/applying](https://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

CASPer: Applicants are required to complete an online assessment called CASPer, as a component of the selection process [takecasper.com/dates-times](https://takecasper.com/dates-times);  
proof of French proficiency [mcgill.ca/spot/files/spot/french\\_requirements\\_for\\_healthcare\\_0-ift\\_0.pdf](https://mcgill.ca/spot/files/spot/french_requirements_for_healthcare_0-ift_0.pdf).

\* 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 & Occupational Therapy must apply directly to the School of Physical & 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, and French requirement [mcgill.ca/undergraduate-admissions/apply/submit-documents#additional](https://mcgill.ca/undergraduate-admissions/apply/submit-documents#additional) which complement 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 [mcgill.ca/spot/programs/admissions-0/inter-faculty-transfers](https://mcgill.ca/spot/programs/admissions-0/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. All transfer credits must be requested and processed by December of the first term of U1. 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 three years.

Requests for all transfer credits must be completed during the first semester in the program.



**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.

### 10.1.2.2 Admission Requirements for Qualifying Year – Master of Science, Applied

Students seeking admission to the Master of Science, Applied in Occupational Therapy or the Master of Science, Applied in Physical Therapy programs 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. in Occupational Therapy or Physical Therapy degree must consult the School of Physical & Occupational Therapy's *Graduate & Postdoctoral Studies* section, and the School's website at [mcgill.ca/spot/programs/admissions-0](https://mcgill.ca/spot/programs/admissions-0).

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

The B.Sc.(Rehabilitation Science); Major in Occupational Therapy emphasizes basic health sciences foundation specific to the practice of Occupational Therapy. The program focuses on 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.

**Required Courses (75 credits)**

ANAT 315	(3)	Clinical Human Musculoskeletal Anatomy
ANAT 316	(3)	Clinical Human Visceral Anatomy
ANAT 321*	(3)	Circuitry of the Human Brain
ANAT 323*	(3)	Clinical Neuroanatomy
IPEA 500	(0)	Roles in Interprofessional Teams
IPEA 501	(0)	Communication in Interprofessional Teams
OCC1 245	(3)	Introduction to Professional Practice 1
OCC1 443	(3)	Constructing Mental Health
OCC1 450	(3)	Enabling Leisure Occupations
OCC1 500D1	(0)	Pre-Clinical Practicum Seminar
OCC1 500D2	(0)	Pre-Clinical Practicum Seminar
OCC1 545	(8)	Therapeutic Strategies in OT 1
OCC1 547	(6)	Occupational Solutions 1
OCC1 548	(3)	Holistic Approaches in OT
OCC1 549	(4)	Therapeutic Strategies in OT 2
OCC1 550	(3)	Enabling Human Occupation
OCC1 551	(3)	Psychosocial Practice in OT
PHGY 209	(3)	Mammalian Physiology 1
PHGY 210	(3)	Mammalian Physiology 2
POTH 204	(3)	Introduction to Statistics for OT/PT
POTH 225	(3)	Introduction to Biomechanics in Rehabilitation Sciences
POTH 250	(3)	Introduction to Professional Practice 2
POTH 305	(3)	Statistics for Experimental Design OT/PT
POTH 401	(3)	Research Methods
POTH 434	(3)	Musculoskeletal Biomechanics
POTH 455	(3)	Neurophysiology
POTH 563	(3)	Foundations of Professional Practice

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

**Complementary Courses (15 credits)**

These courses are to be completed prior to entering third year (U3). The complementary credits are chosen from 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 a 3-credit Sports Medicine Practicum course as part of the complementary courses. (Selection interview required for Sports Medicine Practicum.)

- Maximum of 3 credits of a personal interest course.

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

The B.Sc.(Rehabilitation Science); Major in Physical Therapy emphasizes basic health sciences foundation specific to the practice of Physical Therapy. The program focuses on 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.

##### Required Courses (75 credits)

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

ANAT 315	(3)	Clinical Human Musculoskeletal Anatomy
ANAT 316	(3)	Clinical Human Visceral Anatomy
ANAT 321*	(3)	Circuitry of the Human Brain
ANAT 323*	(3)	Clinical Neuroanatomy
IPEA 500	(0)	Roles in Interprofessional Teams
IPEA 501	(0)	Communication in Interprofessional Teams
PHGY 209	(3)	Mammalian Physiology 1
PHGY 210	(3)	Mammalian Physiology 2
PHTH 245	(3)	Introduction to Professional Practice 1
PHTH 440	(3)	Clinical Exercise Physiology
PHTH 450	(3)	Introduction to PT Clinical Practice
PHTH 550	(7)	Physical Therapy Orthopedic Management
PHTH 551	(4)	Physical Therapy Neurological Rehabilitation
PHTH 554	(2)	PT Cardiorespiratory Rehabilitation
PHTH 560	(6)	Integrated Orthopedic Management
PHTH 561	(5)	Integrated Neurological Rehabilitation
PHTH 564	(3)	Integrated Cardiorespiratory Rehabilitation
POTH 204	(3)	Introduction to Statistics for OT/PT
POTH 225	(3)	Introduction to Biomechanics in Rehabilitation Sciences
POTH 250	(3)	Introduction to Professional Practice 2
POTH 305	(3)	Statistics for Experimental Design OT/PT
POTH 401	(3)	Research Methods
POTH 434	(3)	Musculoskeletal Biomechanics
POTH 455	(3)	Neurophysiology
POTH 563	(3)	Foundations of Professional Practice

##### Complementary Courses (15 credits)

These courses are to be completed prior to entering third year (U3). The complementary credits are chosen from 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 take PHTH 301 Sports Medicine Practicum (3 credits) as a U2 complementary course.

