School of Physical and Occupational Therapy

Programs, Courses and University Regulations

2023-2024

This PDF excerpt of *Programs, Courses and University Regulations* is an archived snapshot of the web content on the date that appears in the footer of the PDF.
Archival copies are available at www.mcgill.ca/study.

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

1 . McGill University reserves the right to mak

Publication Information

Published by

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

All contents copyright © 2023 by McGill University. All rights reserved, including the right to reproduce this publication, or portions thereof, in any form.

McGill University reserves the right to mak

1 Physical and Occupational Therapy

1.1 Location

3 Directors' Council

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

4 Physical and Occupational Therapy Faculty

Faculty profiles are available at *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 Bussières; 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; Aliki 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.

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.

AdmissInf

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*.

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/languag

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

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, *excluding* 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
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

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

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*.

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*
Email: *international.students@mcgill.ca*

5.5 Facilities

The following facilities are associated with the McGill health sciences.

5.5.1 Buildings

680 Sherbrooke Street West, Montreal QC H3A 0B8
This building houses the Ingram School of Nursing, 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.

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

Lachine QC H8S 3N5
Telephone: 514-934-1934
Website: *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 ph

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 achiev

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*

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.

Fax: 514-398-7452
Website: *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*

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*

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*

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 w

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*). 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*

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.

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.tnl-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)*.

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*.

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*.

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*

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

- More than 110 faculty members
-
-

Montreal QC H3A 0C1
Website: *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

mcgill.ca/thewelloffice; *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*; *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; *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.

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* and *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 Therap

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.

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 Equivalenc*7d 0 1693 462mcgqui.ca/t 237.772 650.576Tm2alenc*

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*.

Def

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 Pr*

Website: *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*
Website: *oppq.qc.ca*

International Offices

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

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*.

10 Browse Academic Programs

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

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*.

Additional entrance requirements may be mandated, as described at *mcgill.ca/spot/admissions* and *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*
Website: *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**Applica60.6m

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

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*;
- proof of French proficiency *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*.

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*;
proof of French proficiency *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* 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* 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*.

Bac

- 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)