



**School of Physical and Occupational Therapy
(Undergraduate)**

Programs, Courses and University Regulations

2019-2020

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.

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

1 . McGill University reserves the right to mak

Publication Information

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Enrolment Services

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- 1 Health Sciences: General Information, page 7
 - 1.1 Admission, page 7
 - 1.2 Student Services and Regulations, page 7
 - 1.2.1 Student Advising, page 7
 - 1.2.2 Language Policy, page 7
 - 1.2.2.1 Proof of Proficiency in English, page 8
 - 1.2.3 Vaccination/Immunization Requirements for Health Sciences Programs, page 8
 - 1.3 Fees: Health Sciences, page 9
 - 1.4 Immigration Information, page 12
 - 1.5 Facilities, page 12
 - 1.5.1 Buildings, page 12
 - 1.5.2 Hospitals, page 14
 - 1.5.2.1 McGill University Teaching Hospitals, page 14
 - 1.5.2.2 Institutions Affiliated with McGill University, page 16

- 3.5 Course Change and Withdrawal, page 26
 - 3.5.1 Course Change and Withdrawal, page 26
 - 3.5.2 University Withdrawal, page 27
- 3.6 Academic Credit Transfer and IUT Agreements, page 27
- 3.7 Examinations, page 27
 - 3.7.1 General Information, page 27
 - 3.7.2 Final Examinations, page 28
 - 3.7.3 Interim Class Tests and Mid-Term Examinations, page 28
 - 3.7.4 Supplemental Examinations, page 28
 - 3.7.5 Deferred Examinations, page 28
- 3.8 Credit System, page 28
 - 3.8.1 Satisfactory / Unsatisfactory Option, page 28
- 4 Becoming a Licensed Occupational or Physical Therapist, page 29
 - 4.1 Licensing Regulations, page 29
 - 4.2 Program Accreditation, page 29
 - 4.3 Professional Organizations, page 29
- 5 Clinical Placements, Vaccination, and CPR Requirements, page 30
- 6 Browse Academic Programs, page 30
 - 6.1 Physical and Occupational Therapy, page 31
 - 6.1.1 Location, page 31
 - 6.1.2 About Occupational and Physical Therapy, page 31
 - 6.1.3 Physical and Occupational Therapy Admission Requirements and Application Procedures, page 31
 - 6.1.3.1 Admission Requirements for Undergraduate Programs, page 31
 - 6.1.3.2 Admission Requirements for Qualifying Year – Master of Science, Applied, page 33

1 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.

1.1 Admission

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

1.2 Student Services and Regulations

1.2.1 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.

1.2.2 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

www.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 minimum, a working knowledge of both English and French. Students are expected to have a functional knowledge of the French language (reading and verbal comprehension, and functional spoken French) by the start of clinical and management placements (Year 2).



Note for Medicine: The language of instruction at McGill University is English at the Montreal Campus, and French at the Campus Medical 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

www.mcgill.ca/ugme/mdcm-curriculum-joint-programs/starting-our-program-what-you-need-know/language-requirements and www.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. While French language testing is not required for entry to any program, students who lack proficiency in French must avail themselves of the opportunity to tak

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 hav

General Fees

Prepayment Fee:

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

Communication Sciences and Disorders Fees

M.Sc.A. ID Badge – First Year	\$28.75
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Dentistry - Purchases of Equipment and Materials Fee

In addition to the fees sho

Dentistry and Medicine - Microscopes

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

Medicine Fees

Books, Laboratory Materials, Gloves, Anatomy Dissection Kit, Stethoscope, BP cuff, etc.	approximately \$1,500 to \$2,000 (for duration of program)
2 Short White Coats with McGill Logo	approximately \$85
<i>Collège des médecins du Québec</i> (CMQ) registration fee – beginning of First Year (September 30)	\$105

Medicine Extra Fees

Supplemental or Reread Exam Request Fee	\$39.65 per exam (see Tuition Fees)
Vaccines	see the Student Wellness Hub
French Medical Workshop (optional registration; recommended) – <i>All students are required to have working French knowledge during clinical rotations (years 2, 3, 4)</i>	\$250 (see Language Requirements)

Medicine - Laptops

The M.D.,C.M. program uses web-based courseware and e

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

Hosmer House

3630 Promenade Sir-William-Osler, Montreal QC H3G 1Y5

Built in 1901, for Ogilvie Flour Mill founder Charles Hosmer, this heritage building houses the administrative and faculty offices and teaching and research facilities of the School of Physical and Occupational Therapy.

Hosmer House Annex

3541 de la Montagne, Montreal QC H3G 2A2

Built in 1901, for Ogilvie Flour Mill founder Charles Hosmer, this heritage coach house is home to the teaching facilities of the School of Physical and Occupational Therapy.

Hugessen House

3666 McTavish Street, Montreal QC H3A 1Y2

This building houses four Administrative Excellence Centres (AEC #1, #2, #3, #10).

Irving Ludmer Psychiatry Research and Training Building

1033 Pine Avenue West, Montreal QC H3A 1A1

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

Lady Meredith Annex

3706/3708 Peel Street, Montreal QC H3A 1W9

This annex is the new on-campus social space for medical students, complete with computers, study desks, sofas, and other furnishings, and also houses the WELL Office (Wellness Enhanced Lifelong Learning).

Lady Meredith House

1110 Pine Avenue West, Montreal QC H3A 1A3

This building houses the Institute of Health Sciences Education (formerly known as the Centre for Medical Education) and the Faculty Development Office.

Macdonald-Stewart Building

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 Genome Centre

740 Doctor Penfield Avenue, Montreal QC H3A 0G1

The McGill Genome Centre is a state-of-the-art integrated research environment that harnesses cutting-edge genomic and other omic technologies, combined with high-throughput molecular approaches and high-performance computing, to drive breakthroughs in medical and life sciences research. The Centre is currently home to over 220 staff and students, including 14 McGill Faculty members with world-renowned expertise in largescale molecular and computational genomics, genetic epidemiology and population genetics, complea43.8s, m72.s

Montreal Neurological Institute and Hospital

3801 University Street

Montreal QC H3A 2B4

Telephone: 514-398-6644

Website: muhc.ca/mnh/dashboard

Lachine Hospital

650 16th Avenue

Lachine QC H8S 3N5

Telephone: 514-934-1934

Website: muhc.ca/lachine/dashboard

The McGill University Health Centre (MUHC), located in Montreal, is one of the most innovative academic health centres in North America. Building on

Research in Cancer, the McGill Head and Neck Surgery and Oncology Program, and the McGill Menopause Clinic. The hospital's Lady Davis Institute is acknowledged as a world leader in many fields of research, including cancer (the Terry Fox Molecular Oncology Group), aging (the Bloomfield Centre for Studies in Aging), epidemiology (the Centre for Clinical Epidemiology and Community Studies), nursing (the Centre for Nursing Research), HIV/AIDS, cardiovascular disease, genetics, emergency medicine, nephrology, and the psychosocial aspects of illness. The outstanding quality of this work has often enabled the Lady Davis Institute to attract more funding per researcher than any other hospital-affiliated research institution in Quebec.

More information is available at www.jgh.ca.

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

3830 Lacombe Avenue

Montreal QC H3T 1M5

Telephone: 514-345-3511

Website: ciuss-ouestmtl.gouv.qc.ca

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

Over 3,600 babies are delivered annually at St. Mary's, which is the first hospital in Montreal to have received the World Health Organization's (WHO)

- *section 1.5.5.11: McGill Centre for Research in Neuroscience*
- *section 1.5.5.12: McGill International TB Centre*
- *section 1.5.5.13: McGill University Research Centre for Studies in Aging*
- *section 1.5.5.14: Rosalind and Morris Goodman Cancer Research Centre*

1.5.5.1 Alan Edwards Centre for Research on Pain

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

Website: bone.mcgill.ca

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

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

1.5.5.5 Centre for Research on Brain, Language and Music

3640 rue de la Montagne
Montreal QC H3G 2A8
Telephone: 514-398-6962
Website: crblm.ca

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, 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.

1.5.5.6 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: www.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.

1.5.5.7 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: www.mcgill.ca/translational-research-cancer

The aim of the Centre is to facilitate the translation of the exciting novel findings made in fundamental laboratories into testable hypotheses for evaluation in clinical trials in oncology. There are currently extremely high-quality clinical research activities at McGill, and the fundamental investigations of cancer biology by McGill scientists are recognized worldwide. The Centre provides the infrastructure to bring these investigators together in order to synergize

their efforts at generating novel and promising translational research. This provides a structured focus for these activities and will accelerate the testing of potential benefits derived from scientific discovery.

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

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

1.5.5.8 Institute of Health Sciences Education

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

To learn more, [contact us](#) to join our mailing list.

1.5.5.10 McGill AIDS Centre

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

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

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

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

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

McGill Centre for Research

1.5.5.13 McGill University Research Centre for Studies in Aging

6825 boulevard LaSalle
Verdun QC H4H 1R3
Telephone: 514-766-2010
Website: aging.mcgill.ca

The McGill University Research Centre for Studies in Aging (MCSA) is committed to investigV

Website: www.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). Osler Library has been temporarily relocated to the McLennan-Redpath Library Complex.

More details available from the Osler Library Website:

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

For hours, see:

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

Macdonald Campus Library

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

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

2 Prizes, Awards, and Loans for Returning Students

Undergraduate Prizes and Awards (Eligibility subject to change)

McGill Alumnae Society Prize

Presented upon graduation to a distinguished student for excellence and high academic standing. Preference given to female students.
Value: \$150.

Patricia Ann Macdonald Wells Van Daele Memorial Award

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

Undergraduate Scholarship

Women Associates of McGill Scholarship

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

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

3 Student Evaluation and Promotion

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

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

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

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

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

Promotion Period 1 – U1: beginning of September to end of August

Promotion Period 2 – U2: beginning of September to end of August

Promotion Period 3 – U3: beginning of September to end of April

3.2 M.Sc.A.OT. & M.Sc.A.PT. Requirements

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

Students who graduate from the B.Sc.(Rehab. Sc.) degree with the required CGPA of 3.0 or better may be considered for acceptance into the same discipline of the M.Sc.A. program that commences in the summer following graduationtheTm(y)Tj1 0 0 1 454.331 551.295 Tm(.)Tj1 0 00114t34wing graduationetioyre with t228l

Communication Sciences and Disorders programs throughout their training by creating, promoting, and sustaining a culture of wellness and resilience within the learning environment.

Rosy Student Wellness Hub

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

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

(1010 Sherbrooke Street, Suite 203 (2nd floor, entrance off Metcalfe Street; www.mcgill.ca/firstyear; firstyear@mcgill.ca) This office can help new students navigate their way through the Health Sciences and Undergraduate *eCalendars*, as well as the information contained on the website for *newly admitted undergraduate students*. They will help students prepare for the course registration period when the M 50ciudents hauder

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 61 67.3re r

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.

3.5.2 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 ph

Final Examinations

Fax: 416-234-8820

Website: www.alliancept.org

Quebec Provincial Offices

Or

6.1 Physical and Occupational Therapy

6.1.1 Location

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

6.1.2 About Occupational and Physical Therapy

Professional Profiles:

Occupational Therapy

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

Further information is available from the [Canadian Association of Occupational Therapists](#).

Physical Therapy

Physiotherapy is a primary care, autonomous, client-focused health profession dedicated to improving and maintaining functional independence and physical performance; preventing and managing pain, physical impairments, disabilities, Tmt 1 81.693 649.201 Tmapy

Information is also available from:

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

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

Students who are required to withdra

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

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

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

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



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

6.1.3.2 Admission Requirements for Qualifying Year – Master of Science, Applied

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

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

POTH 455	(3)	Neurophysiology
POTH 563	(3)	Foundations of Professional Practice

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

Interprofessional Education Activities (IPEAs)

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

IPEA 500	(0)	Roles in Interprofessional Teams
IPEA 501	(0)	Communication in Interprofessional Teams

Complementary Courses (18 credits)

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

One 3-credit intermediate-level statistics course:

PSYC 305	(3)	Statistics for Experimental Design
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The remaining complementary credits are chosen by the student from a list of recommended courses or courses in the following areas:

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

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

3 credits in Fall U1

3 credits in Winter U1

6 credits in Fall U2

6 credits in Winter U2

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

Required Courses (72 credits)

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

ANAT 315	(3)	Clinical Human Musculoskeletal Anatomy Clinical Human Viscera
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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 401	(3)	Research Methods
POTH 434	(3)	Musculoskeletal Biomechanics
POTH 455	(3)	Neurophysiology
POTH 563	(3)	Foundations of Professional Practice

Interprofessional Education Activities (IPEAs)

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

IPEA 500	(0)	Roles in Interprofessional Teams
IPEA 501	(0)	Communication in Interprofessional Teams

Complementary Courses (18 credits)

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

3 credits of intermediate-level statistics from the following:

PSYC 305	(3)	Statistics for Experimental Design
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or equivalent

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

- Psychology
- Management (in the area of personnel and private practice management)
- Academic Writing
- Sociology/Anthropology/Anthro0167.52logy/Anthro0. xhomphurseEngom h s ofnellangue mocaof7n ifuirtch afiion d mu xhomphurseEngom h (maximum are6

