



**School of Physical and Occupational Therapy
Programs, Courses and University Regulations
2020-2021**

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

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Canada

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

7.1 Degree Requirements for the B.Sc.(Rehab

1 Physical and Occupational Therapy

1.1 Location

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

1.2 About Physical and Occupational Therapy

Professional Profiles:

Occupational Therapy

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

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

Physical Therapy

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

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

2 History of the School

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

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

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

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

3 Directors' Council

Directors' Council

Laurie Snider; B.Sc.(O.T.)(McG.), M.A.(Br. Col.), Ph.D.(Tor.)	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

4 Physical and Occupational Therapy Faculty

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

Emeritus Professors

Robert Dykes; B.A.(Calif.-LA), Ph.D.(Johns Hop.)
 Erika Gisel; B.A., B.Sc.(O.T.), M.Sc., Ph.D.(Temple)
 Sharon Wood-Dauphinee; B.Sc.(P.T.), Dip.Ed., M.Sc.A., Ph.D.(McG.)

Professors

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

Associate Professors

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

Associate Professors

Bernadette Nedelec; B.Sc.(O.T.), Ph.D.(Alta.)

Melissa Park; B.A.(Yale), M.A.(O.T.), Ph.D.(USC)

Shawn Robbins; B.Sc.(P.T.), M.Sc.(P.T.), Ph.D.(UWO)

Laurie Snider; B.Sc.(O.T.)(McG.), M.A.(Br. Col.), Ph.D.(Tor.)

Jadranka Spahija; B.Sc.(P.T.), Ph.D.(McG.)

Aliki Thomas; B.Sc.(O.T.), M.Ed., Ph.D.(McG.)

Assistant Professors

Stefanie Blain-Moraes; B.A.Sc., Ph.D.(Tor.)

Marie-Hélène Boudrias; B.Sc.(P.T.)(Montr.), Ph.D.(Neuro.)(Kansas)

Marie Brossard-Racine; B.Sc.(O.T.)(Montr.), M.Sc., Ph.D.(McG.)

André Bussièrès; B.Sc.(N.)(Montr.), D.C., M.Sc.(UQTR)

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Faculty Lecturers

Heather Lambert; B.Sc.(O.T.), M.Sc., Ph.D.(McG.)

Ana Maria Moga; B.Sc.(P.T.), M.Sc.(Rehab. Sc.)(McG.)

Isabelle Pearson; B.Sc.(P.T.), M.Sc.(McG.)

Claire Perez; B.Sc.(P.T.), B.Sc.(Bio.), M.Sc.(McG.)

Suzanne Rouleau; B.Sc.(O.T.)(Laval), M.Sc.(Montr.)

Barbara Shankland; B.Sc.(O.T.)(UWO), M.Sc.(Rehab. Sc.)(McG.)

Frangiska Xenopoulos; B.Sc.(P.T.)(McG.), M.Cl.Sc.(UWO)

Academic Associates

Sarah Marshall; B.Sc.(P.T.), M.Sc.(McG.)

Monica Slanik; B.Sc.(C'dia), B.Sc.(O.T.)(McG.)

Adjunct Professors and Associate Members

Nancy Alarie; B.Sc.(P.T.)(McG.)

Julie Côté; B.Sc., M.Sc.(Wisc. Madison), Ph.D.(Montr.)

Mayada Elsabbagh; B.Sc.(Psych.)(McG.), Ph.D.(Psych.)(UQAM)

Sharon Henry; B.Sc.(P.T.), Ph.D.(Ana. and Neurob.)(Vermont)

Michael Sullivan; B.A.(McG.), M.A., Ph.D.(C'dia) (*Dept. of Psychology*)

Walter Wittich; B.Sc., M.A.(C'dia), Ph.D.(McG.)

5 Health Sciences: General Information

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

- 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

Most undergraduate programs require 90 (iBT; 577 for the PBT (paper-based test)). Some programs require higher or lower scores.

- **McGill Certificate of Proficiency in English**

For further information about the program, contact:

Department of Language and Intercultural Communication, School of Continuing Studies
688 Sherbrooke Street West, 11th floor
Montreal QC H3A 3R1
Telephone: 514-398-1212, 514-398-1769
Email: language.conted@mcgill.ca
Website: www.mcgill.ca/continuingstudies/area-of-study/languages

- **International English Language Testing System (IELTS)**

A band score of 6.5 or better.

- **University of Michigan English Language Test (MELAB)**

A minimum mark of 85%.

- **Advanced Placement International English Language (APIEL)**

A minimum score of 4.

5.2.3 Vaccination/Immunization Requirements for Health Sciences Programs

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

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

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

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

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

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

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

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

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

Students will receive details of the immunization requirements with their acceptance package and on the following website:

www.mcgill.ca/wellness-hub/access-care/vaccines. Immunizations can be completed at the Student Wellness Hub, which operates during the summer.

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



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



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



Note for Nursing: F
www.mcgill.ca/nursing/students/student-portal/clinical.



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

5.3 Fees: Health Sciences

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

Further information regarding fees is available at [University Regulations & Resources > Undergraduate > : Fees](#), and on the [Student Accounts](#) website. For additional fees per faculty and school, see www.mcgill.ca/student-accounts/tuition-charges/fallwinter-term-tuition-and-fees/undergraduate-fees.

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

General Fees

Application Fees:

All undergraduate programs, <i>excluding</i> Medicine and Dentistry	\$117.92 (as of Winter 2021)
Medicine and Dentistry	\$165.08
Reconsideration fee	\$40

Prepayment Fee:

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

Communication Sciences and Disorders Fees

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

Fourth Year

\$2,290

For more information, see www.mcgill.ca/dentistry/programs. You will receive an e-bill in August with the exact breakdown of costs related to your

Nursing Fees

Books, Uniform, Stethoscope, etc.

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

offices of Interprofessional Education and Distributed Medical Education, the Social Accountability and Community Engagement Office, and the Building Services Office for the Faculty of Medicine are temporarily located in this building.

772 Sherbrooke Street West, Montreal QC H3A 1G1

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

1010 Sherbrooke Street West, Suite 1210, Montreal QC H3A 2R7

The Faculty of Medicine Admissions and University Advancement Offices are located in this building.

3605 de la Montagne Street, Montreal QC H3G 2M1

This building, built in 1925, comprises the administrative offices of the Faculty of Medicine.

3647 Peel Street, Montreal QC H3A 1X1

This building houses the Departments of Social Studies of Medicine and Biomedical Ethics.

4920 de Maisonneuve Blvd. West, Suite 301, Westmount QC H3Z 1N1

The McGill Molson Informatics Unit is located in this building.

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

The Gerald Bronfman Department of Oncology and two Administrative Excellence Centres (AEC #7 and #9) are located in this building.

5252 de Maisonneuve Blvd. West, Suite 400, Montreal QC H4A 3S5

The Department of Ophthalmology & Visual Sciences is located in this building.

5858 Côte-des-Neiges Road, Suite 300, Montreal QC H3S 1Z1

The Department of Family Medicine and the Administrative Excellence Centre (AEC #4) are located in this building.

Charles Meredith House

1130 Pine Avenue West, Montreal QC H3A 1A3

This elegant building, built for Charles Meredith, houses the Institute for Health and Social Policy.

Davis House

3654 Promenade Sir-William-Osler, Montreal QC H3G 1Y5

Built in 1909 for contractor James T. Davis, this heritage building houses the administrative and faculty offices and teaching facilities of the School of Physical and Occupational Therapy.

Duff Medical Building

3775 University Street, Montreal QC H3A 2B4

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

Hosmer House

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

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

Hosmer House Annex

3541 de la Montagne, Montreal QC H3G 2A2

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

Hugessen House

3666 McTavish Street, Montreal QC H3A 1Y2

This building houses two Administrative Excellence Centres (AEC #1 & #2).

Irving Ludmer Psychiatry Research and Training Building

1033 Pine Avenue West, Montreal QC H3A 1A1

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

Lady Meredith Annex

3706/3708 Peel Street, Montreal QC H3A 1W9

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

Lady Meredith House

1110 Pine Avenue West, Montreal QC H3A 1A3

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

Macdonald-Stewart Building

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,

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

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

Strathcona Anatomy and Dentistry Building

3640 University Street, Montreal QC H3A 0C7

This building, opened in 1911, houses the research wet laboratories and the research administration of the Faculty of Dentistry, the offices and laboratories of the Department of Anatomy and Cell Biology, the McGill Programs in Whole Person Care and the Polypeptide Hormone Laboratory. The Maude Abbott Medical Museum is also located in this building.

5.5.2 Hospitals

5.5.2.1 McGill University Teaching Hospitals

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

Montreal Children's Hospital, Royal Victoria Hospital, Montreal Chest Institute, and Cedars Cancer Centre at the Glen Site

1001 Decarie Boulevard

Montreal QC H4A 3J1

Telephone: 514-934-1934

Website: muhc.ca/glen/dashboard

Montreal General Hospital

1650 Cedar Avenue

Montreal QC H3G 1A4

Telephone: 514-934-1934

Website: muhc.ca/mgh/dashboard

Montreal Neurological Institute and Hospital

3801 University Street

Montreal QC H3A 2B4

Telephone: 514-398-6644

Website: muhc.ca/mnh/dashboard

Lachine Hospital

650 16th Avenue

Lachine QC H8S 3N5

Telephone: 514-934-1934

Website: muhc.ca/lachine/dashboard

The McGill University Health Centre (MUHC), located in Montreal, is one of the most innovative academic health centres in North America. Building on the tradition of medical leadership of its founding hospitals and focusing on complex care, the MUHC receives more than 550,000 ambulatory visits, admits over 37,000 in-patients, performs close to 33,000 surgeries and delivers almost 3,000 babies yearly. In addition to its clinical expertise, the MUHC is proud of the quality and rigour of its clinical and scientific training. Each year 1,260 research trainees; 1,360 residents, pharmacists and dentists; 2,100 nursing students, nursing assistants, patient attendants, and paramedics; and 850 medical students are trained. Continuing education programs are also an integral part of delivering excellent patient care. In addition, a0 201 Tm(o)o0s0 0 1 289.194 277.021 Tm(xcelleysicia96.591 1 430.(W)Tj8.80201and HLI lUm(W)Tj1 0 1)Tj/F3

- Neurosciences
- Mental Health
- Women's Health
- Cancer Care

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

6875 LaSalle Boulevard
Montreal QC H4H 1R3
Telephone: 514-761-6131
Website: ciuss-ouestmtl.gouv.qc.ca

Founded in 1881, the Douglas Mental Health University Institute has a triple mission of care, research, and teaching. A member of the McGill Integrated University Health Network (RUIS McGill) and affiliated with the World Health Organization, it offers hospitalization and extensive out-patient services.

The hospital provides child and adolescent, adult, and geriatric clinical services, and is dedicated to treating patients in the least restrictive manner possible, with a major focus on rehabilitation and successful reintegration into the community. It offers training for residents in psychiatry, as well as for medical and paramedical students from a wide range of disciplines.

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

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

5.5.2.2 Institutions Affiliated with McGill University

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

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

CSSS de la Montagne (*CIUSSS du Centre-Ouest-de-l'Île-de-Montr*)

Telephone: 514-398-7203

Fax: 514-398-8900

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

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

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

5.5.5 Research Centres

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

5.5.5.1 Alan Edwards Centre for Research on Pain

Genome Building, Suite 3100

740 Doctor Penfield Avenue

Montreal QC H3A 0G1

Telephone: 514-398-8975

Fax: 514-398-8121

Website: painresearchcenter.mcgill.ca

Pain research at McGill University is carried out by The Alan Edwards Centre for Research on Pain, which comprises researchers from the Faculties of



5.5.5.6 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.

5.5.5.7 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.

5.5.5.8 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: www.mcgill.ca/ihse

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

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

With an active interest in the development and enhancement of health sciences education and practice, members of the IHSE consist of clinicians, educators, and researchers from diverse backgrounds and disciplines. Bringing together research and practice, this unique mix of individuals will help us to move

beyond traditional departmental and disciplinary boundaries to create new knowledge, enable capacity-building, and promote knowledge translation in the field.

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

1. The Scholarship in MedEd and Health Sciences Education program, designed for medical students and residents who view education as part of their career. Participants will develop a scholarly project in MedEd and HSE, and apply medical education theories and/or principles pertinent to their project. For more information, visit: [the Institute of Health Sciences Education's website](#).
2. The Foundations in MedEd and Health Sciences Education program, a non-clinical elective offered on an annual basis in Period 6 of the rotation schedule, which generally falls between November-December of the calendar year. The elective is intended to expose students and residents to the field of medical education through interactive lectures, group discussions, individual and group projects, and participation in the activities of the Institute of Health Sciences Education. For more information, visit: the [IHSE website](#).

5.5.5.9 Ludmer Centre for Neuroinformatics & Mental Health

Email: info@ludmercentre.ca

Website: ludmercentre.ca

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

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

5.5.5.14 Rosalind and Morris Goodman Cancer Research Centre

1160 Pine Avenue W

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

or have the option to first apply to the undergraduate degree of Bachelor of Science (Rehabilitation Science) – Major in Occupational Therapy or Bachelor of Science (Rehabilitation Science) – Major in Physical Therapy and proceed to the Master of Science, Applied, degree in the same discipline.

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

7.3 Student Advising

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

7.3.1 Related Services

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

The WELL Office (W84.023 622.42 iELL Office Tm 40 8.Pness Enhaes:d Ldonald Campus.1 Tf1 0 0 1tio;0.Pn2G0 g/F1 8.1Tfver

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

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

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

Program documents are updated annually and are available at [Occupational Therapy](#) and [Physical Therapy](#).

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

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

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

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

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

Student Athletes

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

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

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

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

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

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

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



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

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



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



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

2. The responsibility for initiating a withdrawal rests solely with the student. Neither notification of the course instructor nor discontinuance of class attendance will suffice. The date on which a student's withdrawal is entered on Minerva is the official date of withdrawal, even if the student stopped attending lectures earlier.
3. Fee refunds, if any, will be in accordance with [University Regulations & Resources](#) > Undergraduate > Fees > : [Fees and Withdrawal from the University](#).
4. You may still withdraw from a complementary or elective course after the Course Change deadline without academic penalty provided that you do so within the appropriate withdrawal deadlines for the term. Otherwise, after this time, your name will continue to appear on the class list and grade reports and, in the event that you do not take the exam, you will be given a J grade. A "J" grade (unexcused absence/failure) is equivalent to a zero in your GPA, and is a permanent part of your record.
5. After the Withdrawal (without refund) deadline but before the end of term, and only under exceptional circumstances, you may be granted permission to withdraw from a course. Permission will not be granted merely because you are doing unsatisfactory work. A grade of W or WF, as appropriate, will appear on your transcript but will not be calculated in your GPA. For further information, consult the [Student](#)



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

7.7 Examinations

7.7.1 General Information

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

7.7.2 Final Examinations

Grades for final examinations and final course grades are presented to and approved by the

No supplemental examinations are available for students who did not receive the required passing grade in a course after writing a deferred examination. Such students must, with the permission of the OTPRC or the PTPRC, either (in the case of all required program courses) re-register in the same course in the next term when the course is offered, or in an approved substitute in the case of failure of an elective/complementary course.

7.8 Credit System

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

Ottawa ON K2E 7J6
Telephone: 613-523-CAOT(2268); 1-800-434-CAOT(2268) (toll-free)
Fax: 613-523-2552
Website: www.caot.ca

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

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

Quebec Pro1243 Islington

or with written documentation. The suggested minimum level of proficiency is an intermediate level. If needed, we suggest the Canadian Language Benchmark (www.nclc-ael.ca) as a self-assessment tool. The questionnaire can provide applicants with a good sense of the adequacy of their French language skills.

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

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

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

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

10 Browse Academic Programs

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

10.1 Physical and Occupational Therapy

10.1.1 Location

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

10.1.2 About Occupational and Physical Therapy

Professional Profiles:

Occupational Therapy

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

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

Physical Therapy

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

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

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

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

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

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

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

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

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

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

Required Courses (72 credits)

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

ANAT 315	(3)	Clinical Human Musculoskeletal Anatomy
ANAT 316	(3)	Clinical Human Visceral Anatomy
ANAT 321*	(3)	Circuitry of the Human Brain
ANAT 323*	(3)	Clinical Neuroanatomy
PHGY 209	(3)	Mammalian Physiology 1
PHGY 210	(3)	Mammalian Physiology 2
PHTH 245	(3)	Introduction to Professional Practice 1
PHTH 440	(3)	Clinical Exercise Physiology
PHTH 450	(3)	Introduction to PT Clinical Practice
PHTH 550	(7)	Physical Therapy Orthopedic Management
PHTH 551	(4)	Physical Therapy Neurological Rehabilitation
PHTH 554	(2)	PT Cardiorespiratory Rehabilitation
PHTH 560	(6)	Integrated Orthopedic Management
PHTH 561	(5)	Integrated Neurological Rehabilitation
PHTH 564	(3)	Integrated Cardiorespiratory Rehabilitation
POTH 204	(3)	Introduction to Statistics for OT/PT
POTH 225	(3)	Introduction to Biomechanics in Rehabilitation Sciences
POTH 250	(3)	Introduction to Professional Practice 2
POTH 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

or equi

