



McGill

Ingram School
of Nursing

École des sciences
infirmières Ingram

Student and Faculty Handbook

2023–2024 Edition





McGill

Ingram School of Nursing Undergraduate Programs Student and Faculty Handbook 2023-2024

Grandescunt Aucta Labore
("By work, all things increase and grow.")

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This handbook has been developed for students, faculty members, the administrative support team, and clinical agencies to provide relevant information about the Ingram School of Nursing and its undergraduate programs to facilitate the efficient, effective, and enjoyable delivery of our programs. It is updated on an annual basis; however, some policies and procedures may change between updates – notices of change are posted on the Ingram School of Nursing website and/or communicated via direct email (using mail.mcgill.ca address) or via the Nursing Faculty and/or Nursing Undergraduate Society and/or Nursing Student Affairs Office.

Essential companion documents include: [Health Sciences Calendar](#), [Policies on Student Rights and Responsibilities](#), [Quebec Code of Ethics of Nurses](#), [Faculty of Medicine Code of Conduct](#), [Outlook on the Practice of Nursing \(OIIQ, 2010\)](#) (includes legal scope of practice), [The Therapeutic Nursing Plan](#)

Editors: Senior Leadership Team, Ingram School of Nursing 2023

Table of Contents

Section 1 – Mission, History, Organization of the Ingram School of Nursing	1
<i>Mission of McGill University</i>	1
Statement on Anti-Racism	1
Health Equity and Social Justice	1
Overview of the Ingram School of Nursing	2
<i>Programs</i>	2
<i>Approach to Nursing Practice – Strengths-Based Nursing and Healthcare (SBNH)</i>	3
Philosophy of Teaching and Learning	4
The role of the Faculty is to:	4
The role of the Student is to:	5
<i>OIIQ: Code of Ethics</i>	6
Critical Thinking, Clinical Reasoning, Evidence Based Nursing Practice	6
Professionalism	8
Interprofessional Collaborative Practice	8
Academic and Professional Integrity	8
Use of Generative AI	9
"Cleaning Up" Your Social Media Identity	9
<i>Faculty</i>	10
Section 2: Programs	11
B.Sc.(N.) and B.N.(I.) program objectives	11
<i>Bachelor of Science (Nursing) Program – B.Sc.(N)</i>	15
Bachelor of Science (Nursing) Program of Study	16
<i>Bachelor of Nursing (Integrated) Program</i>	15
Bachelor of Nursing (Integrated) modalities	16
Bachelor of Nursing (Integrated) Course of Study: part-time and full-time studies	16
Registration and Study Guidelines	20
Courses completed outside of McGill	22
Courses completed during the BScN or BNI programs	24
Student Services and support	26
Advising within the Ingram School of Nursing	26
Nursing Student Affairs Office and Corresponding Undergraduate or Graduate Affairs Coordinator	28
Program Directors	29
Satoko Shibata Clinical Nursing Learning Laboratories	29
Office of Social Accountability in Nursing	29
Ingram School of Nursing Scholarships & Awards	29
Nursing Peer Mentorship Program	30
Faculty of Medicine and Health Services	30
Clinical Studies	32
Policy for student assignment in clinical course	33
Possible Clinical Placements in Graduating Year for Undergraduate Students	33
Clinical Course Coordinator Role	33

<i>Requirements for Clinical Studies and the Student Portal</i>	33
Faculty of Medicine and Health Sciences Code of Conduct	34
Ordre des Infirmières et Infirmiers du Québec (OIIQ) registration	34
OIIQ Nursing Student Registration procedure (B.Sc.(N.)s only)	35
OIIQ Nursing Student Registration procedure (B.N.(I)s only)	35
HSPnet	36
Immunizations	36
COVID-19 Vaccine	37
Declaration of blood-borne infections	37
Accidental Exposure – Blood and Body fluids	37
Basic Life Support Certification (CPR/AED)	39
Work Coop Permit (International students only)	39
<i>Professional Attire</i>	40
Criminal Background Verification	41
Language Requirements	41
Stress and Coping	42
Clinical Skills Guidelines	42
What Students cannot or should not do:	43
Attendance in Clinical Studies	43
Accommodations in Clinical Requests	44
Reporting Mistreatment in a Clinical Setting	44
Mistreatment Reporting Mechanism	45
Assessment in Clinical Studies	46
Remedial Lab sessions for Clinical Studies	46
Student not meeting course objectives in a Clinical Course	47
Sample Learning Plan	47
Failure in Clinical Courses	48
Ambassador Program (NUR1 531) - BScN	48
Ashukin Program – on hold for the academic year 2023-2024	50
Externship Program	50
Section 3 – Assessment and Academic Standing	51
<i>Grading</i>	51
<i>Standing</i>	52
Satisfactory Standing	52
Probationary Standing	53
Unsatisfactory Standing	54
Interim Standings	54
Clinical Support	54
Appeals of Student Standing Decisions	58
Promotions	58
Examinations	59
Deferred Examinations	60
Supplemental Examinations	60
Reassessment and Rereads	61
Time to Degree Completion	62
Leave of Absence (LOA)	62
Withdrawal	63
Readmission	63

Section 4 – Graduation and Licensure (Registration) to Practice	65
<i>Graduation</i>	65
Convocation	65
Licensure (Registration) to Practice	65
Section 5 – Interesting Things to know	67
<i>Where did the Ingram School of Nursing get its' name?</i>	67
The Susan E. French Chair in Nursing Research	67
Key historical dates for Anglophone Nursing in Montreal	67
Directors of the Ingram School of Nursing	68
APPENDIX A – Ten “Rights” of Medication Administration	69
APPENDIX B – Nursing Student’s Guide to Thriving in Clinical	70

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Section 1 – Mission, History, Organization of the Ingram School of Nursing

Mission of McGill University

“The mission of McGill University is the advancement of learning and the creation and dissemination of knowledge, by offering the best possible education, by carrying out research and scholarly activities judged to be excellent by the highest international standards, and by providing service to society.”

The mission of the Ingram School of Nursing is “to educate current and future nurses; advance the art and science of nursing; and optimize health and health equity globally through academic excellence, strengths-based nursing, and innovation” (adopted December 11, 2015).

Please note that that the Ingram School of Nursing’s mission and vision statements are currently under review. This Student Handbook will be updated within this academic year once the new mission and vision statements are available.

Vision Statement: *Creating conditions for health and healing through knowledgeable, compassionate, strengths-based nursing. Strategic goals of the Ingram School of Nursing include:*

1. Implement strength-based nursing approaches in the education of current and future nurses.
2. Lead nursing scholarship, research and knowledge development that has a substantive impact on quality healthcare.
3. Initiate, develop, and sustain dynamic community partnerships locally, nationally, and globally that create mutually beneficial outcomes.
4. Ensure welcoming, sustainable environments and healthy workplaces for all students, staff and faculty.
5. Demonstrate efficient, effective, and transparent management of fiscal, human and other resources to achieve strategic outcomes.

Statement on Anti-Racism

We, as a School of Nursing, acknowledge the existence of systemic racism in our health care system and the system of higher education. We are committed to establishing a path forward that leads to real and sustainable change in dismantling systemic racism. The Ingram School of Nursing is working to create actionable change within our educational programs to address the issues of systemic racism, specifically anti-Black racism and anti-Indigenous racism.

Health Equity and Social Justice

We, as a School of Nursing, acknowledge the existence of systemic racism in our health care system and the system of higher education. We acknowledge the need to address systemic racism with deep humility and humanity. We are committed to establishing a path forward that leads to real and sustainable change. The Ingram School of Nursing is working to create actionable change within our educational programs to address the issues of systemic racism, specifically anti-Black racism and anti-Indigenous racism.

Overview of the Ingram School of Nursing

The Ingram School of Nursing (ISoN) is the only English-speaking Québec University to offer undergraduate, graduate, and doctoral education in nursing. The ISoN is recognized internationally for its approach to clinical practice with theoretical foundations currently guided by the Strengths-Based Nursing and Healthcare model and formerly by the McGill Model of Nursing. The ISoN has a unique relationship with its clinical partners through its clinical partnership office (CPO). This enables the development of strong working partnerships amongst students, faculty, clientele, clinicians, administrators, and others.

The ISoN is known for its Master of Science (Applied) – Nursing, formally known as Direct Entry Program, the only one of its kind in Canada. The ISoN is one of three schools (Schools of Communication Sciences and Disorders, Nursing, Physical and Occupational Therapy) within the Faculty of Medicine and Health Sciences. The Director of the ISoN holds the position of Associate Dean of Medicine and Health Sciences (Nursing)

The School was established in 1920. Originally located in the Arts Building, it quickly moved to 380 University, the Strathcona Anatomy Building, Beatty Hall, and finally Wilson Hall where the School remained for 54 years. The ISoN now occupies the 18th, 19th, and 20th floors of 680 Sherbrooke Street West as of August 2017. Previously known as the School for Graduate Nurses, the first programs offered in the 1920s were intended to develop knowledge and skills for nurses working in the field of community health. In those early years, education programs offered at McGill (certificate and degree programs including a Bachelor of Nursing (BN)) were directed at nurses holding diplomas from hospital schools.

Since 1957, the School has offered a first-level undergraduate degree in nursing to university students interested in health care. The increasing complexity of nursing practice, coupled with the rapid growth of knowledge about human behavior during health and illness, led to the development of the Master's program in Nursing in 1961. During this period of development, the name of the School for Graduate Nurses was changed to the School of Nursing (1973) to more appropriately reflect the educational programs in place. In 1974, the School opened the first direct entry Master's program in Nursing. This program, which remains the only one of its kind in Canada, admits students with a B.A. or B.Sc. in the social or biological sciences and selected course requisites to a three-year clinically based program of study that leads to a Master's degree in Nursing and to licensure as a registered nurse. In 1993, the joint Doctoral program began in collaboration with the Université de Montréal.

Continuing its long tradition of innovation and responsiveness, in 2004, the School opened a new Bachelor of Nursing (Integrated) degree for students who complete the DEC 180.A.0 in Quebec and meet the University entrance requirements. The Neonatal Nurse Practitioner program opened in 2004 and the Nurse Practitioner Program in Primary Care in 2007. In 2012, the School of Nursing was then renamed the Ingram School of Nursing in recognition of Richard and Satoko Ingram and their exceptional support for Nursing at McGill University. In the fall of 2017, the Ingram School of Nursing began offering the Nurse practitioner programs in Mental Health and Pediatrics, and finally the Nurse practitioner program in Adult Care in 2021. As of September 2021, The BNI program is now offered in an Online Modality. This is the first fully-online academic program at the University.

Programs

The School offers several programs with variations within to accommodate the educational background of different learners and specialized interests.

1. [Bachelor of Science \(Nursing\)](#) – B.Sc.(N) established in 1957 – *a three-year program for Quebec CEGEP science graduates or people with a degree; a four-year program for out-of-province highschool graduates or mature students. The B.Sc.(N) program is fully accredited until 2024.*
2. [Bachelor of Nursing](#) – B.N.(I) (on-campus and online modality) – a post RN program first offered 1944 – 1977; reopened 1998; Integrated option (B.N.(I)) for DEC 180.A0 CEGEP graduates opened in 2004 – *a two-year program that complements and enhances the learning from the CEGEP Nursing program. The B.N.(I) program is fully accredited until 2024.*

3. Master of Science (Applied) – M.Sc.(A)

- [Master of Science \(Applied\) Nursing](#) - established in 1974 (formerly called Generic Masters) *The only program of its kind in Canada*. For candidates with a B.A. or B.Sc. degree in academic fields of study other than nursing. *A 10-month qualifying year of study followed by two years of full-time studies*. Options include: M.Sc.(A) Direct Entry concentration or the M.Sc.(A) Global Health Direct Entry concentration.
- [Nurse Bachelor Entry](#)- established in 1961 for candidates RNs with a baccalaureate degree in Nursing. Options include: Advanced Clinical Practice; Global Health.
- [Nurse Practitioner](#) – five Nurse Practitioner concentrations are offered: Neonatology (opened 2005), Primary Care (opened 2007), Mental Health (opened 2017), Acute Pediatrics (opened 2017), and Adult Care (opened 2021).
- [Graduate Certificate and Graduate Diploma in Nursing](#) — for nurses seeking to become nurse practitioners and who already have a Master’s degree.
- [Ph.D. Program](#) established in 1994 as a joint program with Université de Montréal. Research programs include nursing intervention research.
- [Postdoctoral studies](#) and graduate research traineeships are also offered.

Approach to Nursing Practice – Strengths-Based Nursing and Healthcare (SBNH)

In 2016, the Ingram School of Nursing adopted *Strengths-Based Nursing (SBN)*, now known as *Strengths-Based Nursing and Healthcare (SBNH)*, that was developed by Dr. Laurie Gottlieb. SBNH serves as the foundation for practice, education, leadership, and research and is the philosophy that underpins both the undergraduate and graduate curricula.

Every profession has a social contract. Nursing’s social contract is to promote health, facilitate healing, and alleviate suffering. This is the work of nurses; this is the essence of nursing. SBNH provides the approach and framework to fulfill its contract.

SBNH has evolved from the McGill Model of Nursing and is rooted in precepts of Florence Nightingale’s approach to nursing as well as ideals that have been an integral part of McGill School of Nursing since its founding in 1920. SBNH views people as assets to develop and empower rather than merely as liabilities to fix, manage, and control. It is a philosophy of care that is based on a comprehensive set of values founded on principles of person/family centered care, empowerment and agency, relational care, and innate and acquired capacities of health and mechanisms of healing.

SBNH recognizes that the most undervalued resource in the health care system is the patient and their family who’s inner and outer strengths, if harnessed successfully, can enable them to self-heal. It does so by mobilizing and capitalizing on people’s innate powers to heal as well as developing new skills that are required if people are to assume greater control to manage all aspects of their lives that affect their health. It requires nurses to have the skills to engage in relational care where patients/clients feel trusted, respected, and valued and to engage patients as partners to work with them to “unlock” their strengths and harness their healing capacities.

A strengths-based approach considers the whole, both inner and outer strengths together with problems and deficits. It is about seeing and dealing with the whole and understanding how aspects of the whole are interrelated and act synergistically. Strengths reside at cellular, individual, family, community, social, and environmental levels and can be used to contain, minimize, overcome, compensate, or circumvent that which is diseased and poorly functioning. Moreover, SBNH situates the person/family/community in context, culture, and circumstances because each shapes and is being shaped by the other.

As a philosophy of nursing, SBNH expands the nurses’ imaginary horizons that reflect a way of being and influences how nurses create health-promoting and healing environments for persons/patients and families and communities; how educators create healthy learning environments for learners; and how clinical leaders and managers create healthy workplace environments for their staff. SBNH serves as a roadmap for researchers to develop the art and science of the discipline to base practices.

SBNH is an integrated, comprehensive approach that can be used to align actions with intentions. It is this integrated,

comprehensive, value-driven holistic approach that gives SBNH its unique place in the health care system and works in tandem with the Medical Model whose primary focus is diagnosis and treatment. SBNH positions nurses and nursing to be agents of change for patients, families, and communities and to imbue new meaning to the words “health” and “care” for our current healthcare system.

Seminal writings include:

Gottlieb, L. N. (2013) *Strengths-based Nursing Care: Health and healing for person and family*.
Gottlieb, L. N., & Feeley, N. (2006). *The collaborative partnership approach to care: A delicate balance*.

Philosophy of Teaching and Learning

Nursing education at McGill is guided by a collaborative, student-centered approach to teaching and learning. The teacher assumes the role of facilitator, stimulator, co-investigator, mentor and promoter of student learning. Faculty engage in the learning process with students and, together, student and teacher participate in learning activities such as: observing and exploring; sharing knowledge, perspectives and experiences; reflecting, raising questions and dialoguing; experimenting, and problem- solving.

Promoting student-centered learning involves creating a supportive learning environment such as starting where students are at, pacing learning and setting expectations for success, identifying and working with student strengths and competencies, addressing and responding to students’ emotions, building confidence and promoting cooperative learning amongst students (Young & Patterson, 2007), while ensuring learning objectives are met.

Throughout their interactions with students, faculty serve as role models for the application of the practice of a strengths-based, collaborative partnership approach to working with people. Faculty and student roles include:

The role of Faculty is to:

- promote the development of student knowledge, interpersonal skills, critical thinking and clinical reasoning, psychomotor skills, creativity, curiosity, leadership, decision-making, self-awareness, accountability, professionalism, initiative and self- direction, inspire and shape student learning.
- tailor learning experiences and educational methods in response to student learning needs.
- pace teaching and learning activities to fit student readiness, while ensuring the course objectives are met.
- identify and build on student strengths by focusing on the knowledge and skills that students already possess to help them meet the course objectives.
- actively strive to build an inclusive classroom and ISoN community through:
 - reflecting on, and seeking to limit the negative impact of, personal biases; encouraging critical thinking about the role of systemic racism and colonialism in our health knowledge;
 - promptly responding to situations in which harm has occurred;
 - providing opportunities for students to flag and discuss problematic course material.
 - seeks opportunities and participates in education on anti-racism, anti-oppression, and decolonization

The role of the Student is to:

- assume responsibility for and participate actively in the learning process.
- demonstrate respect, integrity and openness in their interactions with faculty, classmates, and colleagues in the classroom, online and in the clinical setting.
- provide feedback to faculty, classmates, and clinical agencies in a way that is helpful and constructive.
- participate actively, professionally, and knowledgeably in the care of people, families, communities as well as cultural safety and cultural humility.
- be aware of course objectives and personal learning goals.
- identify gaps in knowledge and skills while making use of available resources and demonstrating the ability to fill these gaps over time.
- actively explore and analyze the clinical situation by making observations, raising critical questions, applying knowledge from theory, labs and previous clinical courses, and seeking new knowledge/information. The student generates ideas and hypotheses, validates (confirms) them and tests strategies.
- actively seek learning experiences to challenge their thinking and to develop skills.
- recognize the limits of own knowledge and experience, ask questions when uncertainties arise and actively seek support as needed while ensuring patient safety and actively seek assistance as required.
- maintain regular contact with instructors and share observations, assessments findings and plans, and report outcomes of nursing care activities including prompt follow up on issues raised and plans made with patients, families and staff.

Expected Student Conduct is defined as the way one conducts oneself in relation to peers, faculty, patients/persons/families, standardized patients/persons, the inter-professional healthcare team, and the clinical placement institution/site personnel. The following table summarizes professional comportment expectations:

Prepares for studies and updates knowledge in light of gaps.
Demonstrates organizational skills & manages time efficiently.
Responds appropriately, competently, safely, and effectively to person/family/clinical questions, needs & concerns.
Recognizes the limits of one's knowledge and skills and seeks assistance and adjusts direct involvement in care as required. Is able to express learning needs to Faculty/CI/Preceptor or to appropriate personnel.
Actively seeks to understand clinical situations; fulfills roles and responsibilities.
Acknowledges and learns from mistakes and errors.
Engages in self-correction and practices until proficient.
Frames/re-frames constructive feedback as an opportunity to learn and grow.
Reflects critically on own decisions/actions and their impact on person/family/clinical care and teamwork.
Assumes responsibility for the consequences for own decisions and actions.
Adjusts professional conduct to maintain ethical & legal standards in nursing.
Demonstrates the ability to challenge ideas and be challenged.
Maintains close and regular contact with nursing staff/clinical instructor/preceptor: shares knowledge, learning needs, clinical observations, assessments, plans of care, outcomes, etc.
Adheres to the OIIQ Code of Ethics for Nurses * <i>see page below for OIIQ Code of Ethics*</i>
Is punctual and demonstrates attentive presence.
Adheres to ISoN dress code/appearance guidelines.

OIIQ: Code of Ethics.

These values were adopted by the OIIQ Board of Directors in December 2014.

“The following values served as the pillars for the different divisions of the *Code of ethics of nurses* and helped define the resulting professional duties and obligations. The revision of the Code updates nurses’ professional duties and obligations, while reaffirming the values of the nursing profession.

Integrity. Integrity refers to honesty and truthfulness. It transcends all dimensions of the practice of the profession and is the cornerstone of nurses’ professional ethics.

Respect for the client. This means both establishing and maintaining a relationship of trust, and recognizing the client’s uniqueness, right to privacy and decision-making autonomy, as expressed in his or her right to make choices and to be informed.

Professional autonomy. This relates to nurses’ ability to make objective and independent decisions in the client’s interest, and to be accountable and responsible for them.

Professional competence. Competence refers to nurses’ responsibility to maintain and update their knowledge and skills and to take account of evidence-based data and best practices. It also means nurses’ ability to recognize and respect their limits in practising the profession.

Excellence in care. Excellence in care is the *raison d’être* of the nursing profession, and reflects the importance accorded to human life. It means striving to ensure the well-being and security of clients of every age, at every stage in their lives, and is the ultimate goal of the nursing profession.

Professional collaboration. This value reflects the importance of acting in partnership with other professionals and individuals involved, so as to ensure and optimize the quality and security of care and services for clients.

Humanity. Demonstrating humanity in the provision of care means, in particular, showing generosity, tolerance and solidarity in dealings with others. It lets nurses show empathy and recognize others’ uniqueness.

The Undergraduate Programs offer theoretical courses, clinical courses (including health and physical assessment labs, clinical technical skills labs, labs on communication, and clinical agency studies), and inquiry-based learning courses. The latter is a pedagogical approach whereby “students are involved in their learning, formulate questions, investigate widely and then build new understandings, meanings and knowledge. That knowledge is new to the students and may be used to answer a question, to develop a solution or to support a position or point of view. Knowledge is usually presented to others and may result in some sort of action” (University of Alberta, 2017). The benefits of inquiry-based learning include the development of critical thinking, clinical reasoning, creative thinking, and problem solving.

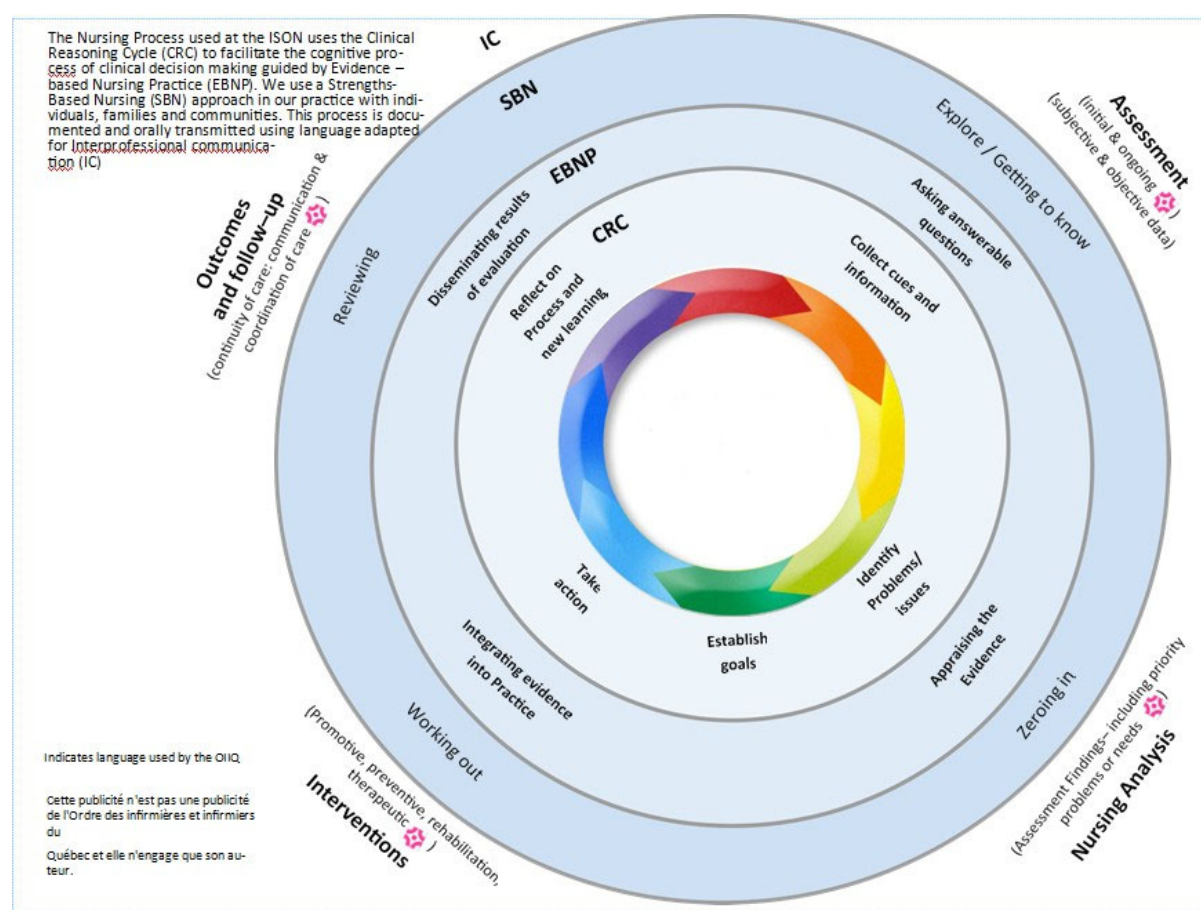
Critical Thinking, Clinical Reasoning, Evidence-Based Nursing Practice

Critical thinking is a highly valued process and outcome in education, particularly in relation to higher education and in the education of health professionals (Daly, 1998). Profetto-McGrath defines critical thinking as ‘an active, ongoing, cognitive process of logical reasoning in which the individual methodically explores and analyzes issues, interprets complex ideas, considers all aspects of a situation and/or argument and where appropriate follows with prudent judgment’. The ideal critical thinker is ‘inquisitive, well-

informed, open-minded, flexible, fair-minded in evaluation, honest in facing personal biases, prudent in making judgments, willing to reconsider, diligent in seeking relevant information, focused on inquiry, and persistent in seeking results (American Philosophical Association, 2015).

Clinical reasoning is the ability to reason in clinical situations while taking into account the context and concerns of the patient and family (Benner, et.al. 2010). Clinical reasoning is developed throughout the undergraduate programs of study and strengthened in the graduate programs.

Students are challenged to use inductive and deductive inquiry to understand the clinical/nursing situations under study through the lens of strengths-based nursing. The terminology related to 'critical thinking' and 'clinical reasoning' can vary within the nursing profession. This variation will depend on where the nurse was educated, the philosophy of the program of study, and what clinical agencies choose to use. For example, some nursing textbooks discuss the 'nursing diagnosis' as the end result of clinical analysis while the OIIQ uses the term 'priority assessment or priority needs and the clinical reasoning cycle identifies it as 'identifying problems/issues. Teachers seek to clarify the various terms that students encounter. The nursing process espoused by the ISON is a strengths-based nursing and healthcare approach guided by evidence-based practice methodology within a clinical reasoning cycle. The following model depicts the nursing process that integrates these various concepts.



Professionalism

The Ingram School of Nursing expect their students to respect and abide by the OIIQ Values from the Code of Ethics regarding Nursing professionalism that is available below for your reference.

The Ingram School of Nursing is critically reflecting on how we define “Nursing Professionalism”. We acknowledge our institutionalized privileging of whiteness that is embedded, sustained, and has perpetuated cultural assimilation, discrimination, and bias in nursing education through “Professionalism” definitions and standards. As we continue to engage in critical discussions on this topic, the OIIQ Values from the Code of Ethics is the student reference for Nursing professionalism. Students interested in engaging in this ongoing reflection are encouraged to reach out to the Office of Social Accountability in Nursing or your respective Program Director.

An annual Professionalism Ceremony is celebrated for all new incoming students in the BScN, BNI, on campus and on-line, and Master of Science (Applied) – Nursing programs.

Interprofessional Collaborative Practice

Interprofessional collaborative practice is espoused by the ISON and represents “a partnership between a team of health professionals and a client in a participatory, collaborative and coordinated approach to shared decision-making around health issues” (Orchard & Curran, 2005). The ISON has adopted the [National Interprofessional Competency Framework](#) as the basis for developing inter-professional courses and activities – as have all Schools within the Faculty of Medicine and Health Sciences. All Nursing, Medical, Dentistry, Physical Therapy, Occupational Therapy, Genetic Counseling and Communications Sciences and Disorders students come together in four formal compulsory Inter-Professional courses (IPEA 500 – Roles in Interprof. Teams, IPEA 501 – Communication in Interprof. Teams, IPEA 502 – Patient-Centered Care in Action and IPEA 503 – Managing Interprof. Conflict) to learn with, about, and from each other as a means of fostering inter-professional collaborative practice.

Academic and Professional Integrity

Academic Integrity: “McGill places a great deal of importance on honest work, the art of scholarship, and the fair treatment of all members of the university community and demands a rigid insistence on giving credit where credit is due. Offences such as plagiarism and cheating and breaches of research ethics undermine not only the value of our collective work, but also the academic integrity of the University and the value of a McGill degree.” As most students do not even realize they are cheating, plagiarizing (e.g., quoting someone without proper referencing), or do so because of extreme stress, McGill has developed Keeping it Honest and FairPlay as resources for students and teachers. Visit: <http://libraryguides.mcgill.ca/citation> for citation summaries.

All new students must complete an on-line Academic Integrity Tutorial on MINERVA by the end of November. If not completed, a Hold is placed on their record thus blocking add/drop. A grade of C for Complete or I for Incomplete appears on the unofficial transcript to reflect this.

Professional Integrity: Students are expected to always adhere to the highest standard of professional integrity at all times during classroom, online sessions and clinical studies (including performance in clinical labs and agencies). The [Quebec Code of Ethics of Nurses](#) (Code de déontologie des infirmières et infirmiers), the McGill [Charter of Students’ Rights](#), and the [Faculty of Medicine Code of Conduct](#) provide guidelines for professional integrity. While minor lapses can be expected when learning about professionalism, some behaviours are major breaches of professional integrity and can affect a student’s standing in the program, including dismissal, when the actions signify that the student is unsuitable for the practice of Nursing. The following are examples of major breaches:

- Falsifying or fabricating a patient record or report (e.g., making up a home visit report) (Item 1.2.14 OIIQ Code of Ethics)
- Failing to report an incident or accident in caring for a patient (e.g., not informing anyone of a medication error) – Remember: reporting an error is a ‘positive’ action – it is the NOT reporting that is the problem! (Item 1.2.12 OIIQ Code of Ethics)
- Abusing the trust of a patient (e.g., acting disrespectfully, stealing, physical or psychological abuse, accepting money for personal use) (Items 11.1.28, 3.37 OIIQ Code of Ethics)
- Appropriation of medications or other substances for personal use (e.g., taking a narcotic)
- Failure to preserve the secrecy of confidential information (e.g., discussing a patient on a bus; posting a comment about a patient on Facebook). (Item 21.2.31 OIIQ Code of Ethics)
- Entering clinical studies in a condition liable to impair the quality of care (e.g., drunk or under the influence of other drugs impairing function). (Item 1.3.16 OIIQ Code of Ethics)

Use of Generative AI

Generative Artificial Intelligence (AI) or Large Language Models (LLMs) refers to a wide range of tools that can create audio, visual, text, speech, and video content. ChatGPT is one example of such tools. The School of Nursing follows the recommendations of the STL (xx) AI Working Group for guidance on how Generative AI can apply to higher education. The School acknowledges that Generative AI use may have challenges and ethical implications. Instructors at the School of nursing will determine whether Generative AI can be applied to their courses and in which capacity. In such cases, this will be clearly stated in the course outlines. It remains the students’ responsibility to refer to the student code of conduct when considering use of Generative AI. Each student must be aware of the implications of use of Generative AI on academic integrity, the privacy concerns, lack of regulation, inequitable representation and accessibility, and commercialization. More information on the ethics of AI and AI in higher education may be found in [UNESCO Recommendations in the Ethics of Artificial Intelligence \(2021\)](#).

Social Media, Anonymous Feedback and Professionalism:

Professional integrity also applies to social media and course evaluations. It is unprofessional to post any information about a client, any photos of clients, or derogatory commentary on a clinical institution on social media.

Students are not to become ‘friends’ with their patients/clients on social media platforms. Course evaluations are helpful to teachers when the feedback is factual and respectful; they are taken seriously and are available to the teacher’s colleagues and supervisors – as such, demeaning or destructive language is not helpful. The following (excerpted with minor modification from the Faculty of Medicine and Health Sciences) provides considerations when using social media:

- Maintain a safe professional distance between patients and superiors online. Accepting invitations to become ‘friends’ with patients, their families, and instructors is discouraged.
- Conduct yourself online as you would in public places. Your online identity is a projection of your own behavior, and thus it is important to maintain professionalism.
- Do not discuss clinical encounters openly. It is critical to maintain the confidentiality of patients. Failure to do so is a breach of professionalism and can result in sanctions.
- Do not post photos or any details of clinical encounters to avoid breaching confidentiality.
- Always treat colleagues with respect. Do not publicize your frustrations.
- Never discriminate in words, writing or actions
- Be conscientious with your actions on social media. It is easy to click ‘Like’ or post a comment, which might be inappropriate. By posting such a comment it might be linked to you for an indefinite period!

"Cleaning Up" Your Social Media Identity

- Search your name to ensure that there is no inappropriate content associated with you.
- Subscribe to Google Alerts so you know if a public posting about you has been made.

- Review the privacy settings of all your social media accounts.
- Review your friend list on a regular basis.
- Read through any blogs you have written, your tweets, and your profiles. Remove any posts that might be considered unprofessional/inappropriate.

The following postings from a nursing student about the link between social media and professionalism may be helpful: [Understanding modern-day first impressions: a student nurse's story of social media use](#); [Guidelines for social media use: a student nurse's story – being mindful of professional boundaries](#)

Faculty

Faculty members are committed to excellence and strive to develop in all areas of scholarship i.e., discovery, teaching, service, integration, and application. Most are involved in teaching across programs and participate in local, national, and international initiatives. The clinical and affiliated faculty network includes Directors of Nursing, Advanced Practice Nurses, Nurse Researchers, Nurse Educators, and allied health professionals. This network ensures that our programs are relevant and accountable to society, students, and our institutions. Most faculty members have appointments within clinical agencies.

Sessional appointees with advanced clinical skills support clinical education needs as they facilitate students' studies within the clinical agency and are the most up to date on clinical practice guidelines within their setting. Preceptors play a vital role in supporting student learning in a variety of clinical courses. Teaching assistants, exam invigilators, and graders also support students and faculty.

Nursing Undergraduate Society (NUS) – The NUS mandate is “to act as a liaison between the faculty, staff and students. NUS also provides a means of contact with organizations and groups on campus, in addition to promoting communication with professional nursing groups throughout Canada.” The NUS organizes extracurricular activities for nursing students.

NUS Office: 680 Sherbrooke West, 19th floor, Suite 1923 www.mcgillnus.ca
nus.nursing@mail.mcgill.ca

Canadian Nursing Students Association (CNSA) The national voice of Canadian nursing students. In 1971 McGill University, along with University of Ottawa and New Brunswick, was a founding member of the Canadian University Nursing Students Association (CUNSA) – now called CNSA. McGill hosts Quebec regional conferences and participates in national CNSA initiatives. McGill's reps to CNSA can be reached at mcgill@cnsa.ca.

McGill Nurses for Global Health Committed to global health issues from a nursing perspective. MNGH encourages students to be global citizens and to work towards achieving health equity and social justice. The group also aims to work in solidarity with community-based health organizations in the majority world, and to advocate for the right to accessible healthcare - globalhealth.nus@mail.mcgill.ca

The Canadian Black Nurses Alliance - McGill (CBNA-McGill) A student extension of the Canadian Black Nurses Alliance (CBNA) initiative. The purpose of CBNA-McGill is to create a community where black nursing students across all levels and sites of the program feel seen and connected. With the support of the CBNA, CBNA-McGill will work to equip students with resources for a successful academic journey and career, ensure equal access to opportunities for black nursing students, and inspire students to step boldly into their nursing career, while helping them with any challenges they may face. To become a member, complete the following survey found [here](#).

McGill Nurses for Planetary Health (MNPH) MNPH advocates for environmental and social justice at the Ingram School of Nursing and the wider community. The mandate of this student/faculty/staff led committee is to promote planetary health and environmentally responsible nursing practices at the ISoN that will contribute positively to our global climate. MNPH can be reached at mnpc.nursing@mcgill.ca or visit their website [here](#).

Section 2 – Programs

B.Sc.(N.) and B.N.(I.) Program Objectives

The B.Sc.(N.) and B.N.(I.) programs share the same 19 program objectives for each graduate:

The BSc(N) and BN(I) programs share the same 19 program objectives that each graduate:

1. Has/uses a framework of nursing that is health-oriented, collaborative, strengths-based, and family-oriented.
2. Demonstrates an integrated understanding of the biological, psychological, social, spiritual, and environmental aspects of health and illness.
3. Has the professional knowledge and skills to provide health promotion and care that is inclusive yet takes into account the diversity that may exist among individuals/families/groups/ and communities.
4. Demonstrates skills in critical thinking and clinical decision-making within the context of the nursing process in collaboration with individuals, families, groups and communities.
5. Applies/Demonstrates principles of primary health care, public health sciences and socio-ecological approaches to health.
6. Recognizes opportunities to promote social justice and advocate with and on behalf of individuals, families, groups and communities.
7. Takes action to maximize individual/family/group/community capacity to take responsibility for and to manage health issues according to available resources and personal skills.
8. Understands the scope of practice for baccalaureate-prepared nurses and have the ability to practice autonomously according to principles of self-regulation.
9. Applies ethical and legal standards and principles within nursing practice and collaborative partnerships; consult appropriately in the face of ethical dilemmas or risks.
10. Demonstrates intra-and inter-professional collaboration.
11. Demonstrates knowledge of the integrated health care system and assume responsibility for the systematic follow-up of clients/families.
12. Professes a commitment to integrity, morality, altruism, competence, and promotion of the public good within their domain (Professionalism).
13. Demonstrates research-mindedness and the ability to critically appraise nursing studies for their contribution to evidence-based practice.
14. Has the ability to combine information from individual family/group or community needs/preferences, empirical literature, experiential knowledge and available resources to deliver evidence-informed nursing care.
15. Has the ability to engage in research and continued quality improvement activities.
16. Communicate effectively with individuals, families, groups, and colleagues and interpret health information for professional and non-professional audiences.
17. Has the ability to develop, implement and evaluate health education and health promotion programs.
18. Has the professional knowledge and skills to assume leadership roles to effect change in their practice environments and advance the profession of nursing.
19. Has the academic background to pursue graduate studies.

Graduates of both programs will also have achieved the requisite competencies stipulated in the Canadian Association of the Schools of Nursing (CASN) National Nursing Educational Framework BSc(N) and BN(I) programs are fully accredited by CASN from 2017-2024.

Domain and Essential Components
Domain 1: Knowledge 1.1 Guiding Principle for Baccalaureate Programs - The nursing education program prepares <u>generalist</u> practitioners who possess a solid, broad knowledge base. 1.2 Learning Outcomes for Baccalaureate Programs. Graduates will be able to:
1.2.1 Analyze the impact of the historical development of nursing knowledge and practice on current nursing knowledge and practice.
1.2.2 Integrate <u>foundational knowledge</u> from the <u>health sciences</u> related to illness, pathophysiology, psychopathology, epidemiology, genomics, and pharmacology, across the lifespan.
1.2.3 Integrate <u>foundational knowledge</u> from the <u>social sciences and humanities</u> and nursing science related to individual and societal responses to health and illness.
1.2.4 Describe <u>global and planetary health</u> issues and their effects on health
1.2.5 Examine critically the effects of racism and the monocultural roots of health care services in Canada on health care inequities.
1.2.6 Describe the relationships between health care systems (federal, provincial/territorial, local), regulatory bodies, professional associations unions, and nursing practice.
1.2.7 Analyze the intersection of <u>social, structural and/or ecological determinants of health</u> on the health of individuals, families (biological or chosen), communities and populations.
Domain 2: Research Skills and Critical Inquiry 2.1 Guiding Principle for the Baccalaureate Programs - The nursing education program prepares graduates to provide evidence-informed nursing care using research skills, critical inquiry, <u>clinical reasoning</u>, and <u>clinical judgement</u>. 2.2 Learning Outcomes for Baccalaureate Programs. Graduates will be able to:
2.2.1 Demonstrate a spirit of inquiry in all aspects of their practice.
2.2.2 Evaluate the quality of information used in nursing practice from multiple sources, including scholarly and non-scholarly works.
2.2.3 Participate in data collection and analysis of investigative issues in nursing.
2.2.4 Integrate evidence in decision-making processes, including <u>clinical reasoning</u> and <u>clinical judgement</u> .
Domain 3: Nursing Practice 3.1 Guiding Principles for the Baccalaureate Programs - The nursing education program prepares graduates to provide theoretically- based and evidence-informed safe, competent, ethical, and culturally respectful nursing care across the lifespan and in <u>diverse</u> contexts through <u>experiential learning opportunities</u>. 3.2 Learning Outcomes for Baccalaureate Programs. Graduates will be able to:
3.2.1 Provide promotive, preventive, curative, and rehabilitative care to individuals across the lifespan, families (biological or chosen), communities, and populations.
3.2.2 Conduct assessments (<u>comprehensive</u> , <u>focal</u> , and mental health) of individuals throughout the lifespan, and assessments of communities and populations.
3.2.3 Engage in <u>patient, community and population safety</u> programs, quality assurance initiatives, quality improvement processes, and program evaluation projects.

3.2.4 (a) Use <u>digital health</u> technologies according to professional and ethical standards for delivering quality health care.
3.2.4 (b) Provide <u>virtual care</u> , including assessments and interventions, to individuals, families (biological or chosen), communities, and populations.
3.2.5 Optimize health outcomes by responding effectively in rapidly changing or deteriorating health conditions.
3.2.6 Apply <u>clinical reasoning</u> and <u>clinical judgement</u> when providing care to individuals, families (biological or chosen), communities, and populations.
3.2.7 Demonstrate <u>cultural humility</u> , <u>cultural safety</u> , <u>anti-racist</u> , and anti- discriminatory nursing practice.
3.2.8 Incorporate perspectives of individuals, families (biological or chosen), communities, populations, and support systems when providing care.
3.2.9 Enact care that reflects Indigenous perspectives and values in health and healing practices.
3.2.10 Establish therapeutic relationships using <u>relational inquiry</u> with individuals and families (biological or chosen)
3.2.11 Demonstrate population health, public health, home health, and primary health care principles in urban, rural, and remote practice contexts.
3.2.12 Provide care to individuals with multiple comorbidities and complex health needs, including chronic disease management.
3.2.13 Provide care to individuals and families who have experienced <u>loss</u> or who are anticipating experiencing a loss, including <u>end-of-life care</u> .
3.2.14 Incorporate <u>harm reduction and trauma- and violence informed</u> approaches in caregiving
3.2.15 Provide care to individuals who are experiencing an acute or a long-term <u>mental health concern</u> .
3.2.16 Implement the basic concepts of <u>emergency management</u> .
Domain 4: Communication and Collaboration
4.1 Guiding Principles for Baccalaureate Programs - The nursing education program prepares graduates to communicate and collaborate effectively with clients, families (biological or chosen), intraprofessional and interprofessional health team members, and intersectoral health care partners.
4.2 Learning Outcomes for Baccalaureate Programs. Graduates will be able to:
4.2.1 (a) Identify one's own beliefs, values, <u>implicit bias</u> , and assumptions and their potential effect in communication with <u>diverse</u> clients and health care team members.
4.2.1 (b) <u>Communicate respectfully</u> , assertively, and in a culturally safe manner with <u>diverse</u> clients and health care team members.
4.2.2 Embody the registered nurse's role in intraprofessional and interprofessional health care teams.
4.2.3 Communicate clearly and accurately with members of the intraprofessional and interprofessional health care team, verbally and in writing, to improve efficiency and to reduce errors.
4.2.4 Collaborate with members in intraprofessional, interprofessional teams, and <u>intersectoral</u> teams.
4.2.5 Manage conflict effectively between providers and recipients of care and between health team members.
4.2.6 Collaborate effectively with individuals, their families (biological or chosen), informal caregivers, and their support systems to develop appropriate plans of care.
4.2.7 Educate individuals, families (biological or chosen), communities, and populations using trustworthy information and evidence-informed principles of teaching and learning.
4.2.8 Use <u>social media</u> and technology effectively in nursing practice.

<p>Domain 5: Professionalism</p> <p>5.1 Guiding Principles for Baccalaureate Programs - The nursing education program prepares graduates to act ethically and professionally as members of the health care team and members of society, and to become lifelong learners.</p> <p>5.2 Learning Outcomes for Baccalaureate Programs. Graduates will be able to:</p> <p>5.2.1 Participate in lifelong learning to remain current in complex and changing health care environments.</p> <p>5.2.2 Apply professional standards of practice, ethical codes, and provincial and federal legislation related to nursing practice.</p> <p>5.2.3 Advocate for organizational policies and practices that support the mental health of health care providers.</p> <p>5.2.4 Facilitate the professional growth of other members of the intraprofessional and interprofessional health care team.</p> <p>5.2.5 Maintain <u>professional boundaries</u> when providing nursing care.</p> <p>5.2.6 Maintain confidentiality and privacy of <u>personal health information</u> both at work and outside of work.</p> <p>5.2.7 Engage in nursing related activities with professional nursing organizations.</p> <p>5.2.8 Engage in <u>self-care</u> activities that promote personal physical, mental, emotional health and well-being</p> <p>5.2.9 Assess their own <u>fitness to practice</u></p>
<p>Domain 6:</p> <p>Leadership 6.1 Guiding Principles for Baccalaureate Programs - The nursing education program prepares graduates to coordinate, to affect change, and to lead within the context of providing nursing care.</p> <p>6.2 Learning Outcomes for Baccalaureate Programs. Graduates will be able to:</p> <p>6. 2.1 a) Coordinate nursing care effectively with other regulated and unregulated health professionals.</p> <p>6. 2.1 b) Demonstrate <u>leadership</u> skills when collaborating with the intra professional, interprofessional, and <u>intersectoral</u> team.</p> <p>6.2.2 Advocate for health care environments that include safe working conditions.</p> <p>6.2.3 Advocate for change to address racism, social injustices, and health inequities in nursing care or nursing services.</p> <p>6.2.4 Contribute to team decision-making in the context of diverse, complex and changing health care environments.</p> <p>6.2.5 Incorporate health care policies and those from <u>other sectors</u> to provide and improve health care.</p>

Bachelor of Science (Nursing) Program – B.Sc.(N)

The B.Sc.(N) program extends over three years (including summer sessions in U0, U1, and U2) equipping students with the expertise to effectively deal with complex and contemporary nursing issues. High school, out of province, and mature student entrants complete an additional U0 year to meet freshman science requirements. Completion of this program entitles graduates to sit licensure examinations in Quebec, Canada, and other countries. The B.Sc.(N) program has been accredited by the Canadian Association of Schools of Nursing since 1990 with the most recent full accreditation status granted until 2024. *As of 2017, entry points to the program include:*

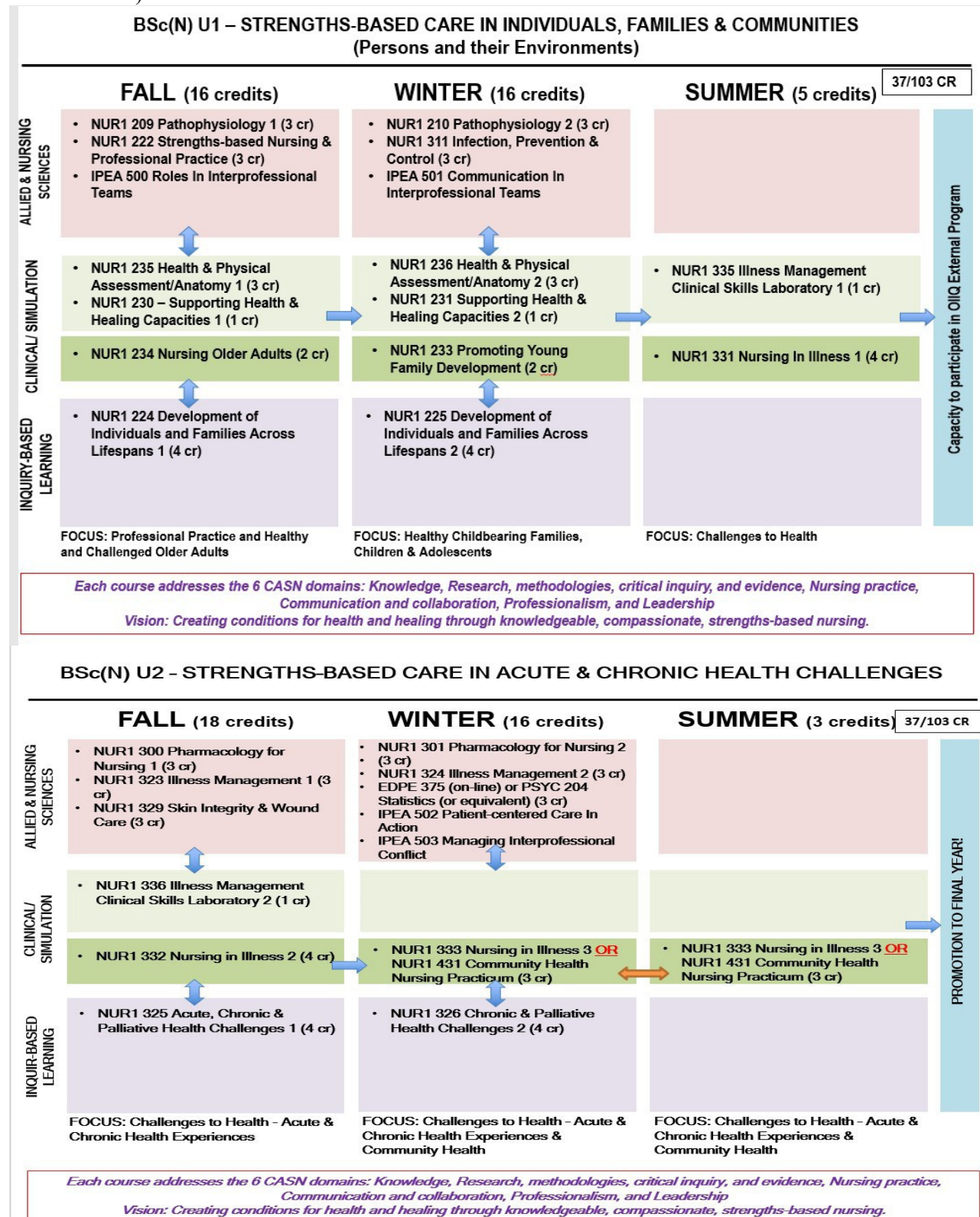
Entry type	Transfer credits	Credits at McGill	Total
CEGEP Diplôme d'études collégiales (DEC)	33 CEGEP science credits transferred	103 credits over 3 years (U1 to U3)	136 credits
High School graduates (Canadian, international)	Applicable AP/IB credits	136 credits over 4 years (U0 to U3) less AP/IB credits	
Mature student	Applicable Freshman Sciences	103-127 credits over 3 or 4 years (U0 or U1 to U3) depending on Freshman Science credits	
University transfer or second degree	Applicable Freshman Sciences	103 credits over 3 years (U1 to U3) minus transfer credits plus remaining Freshman Science credits	

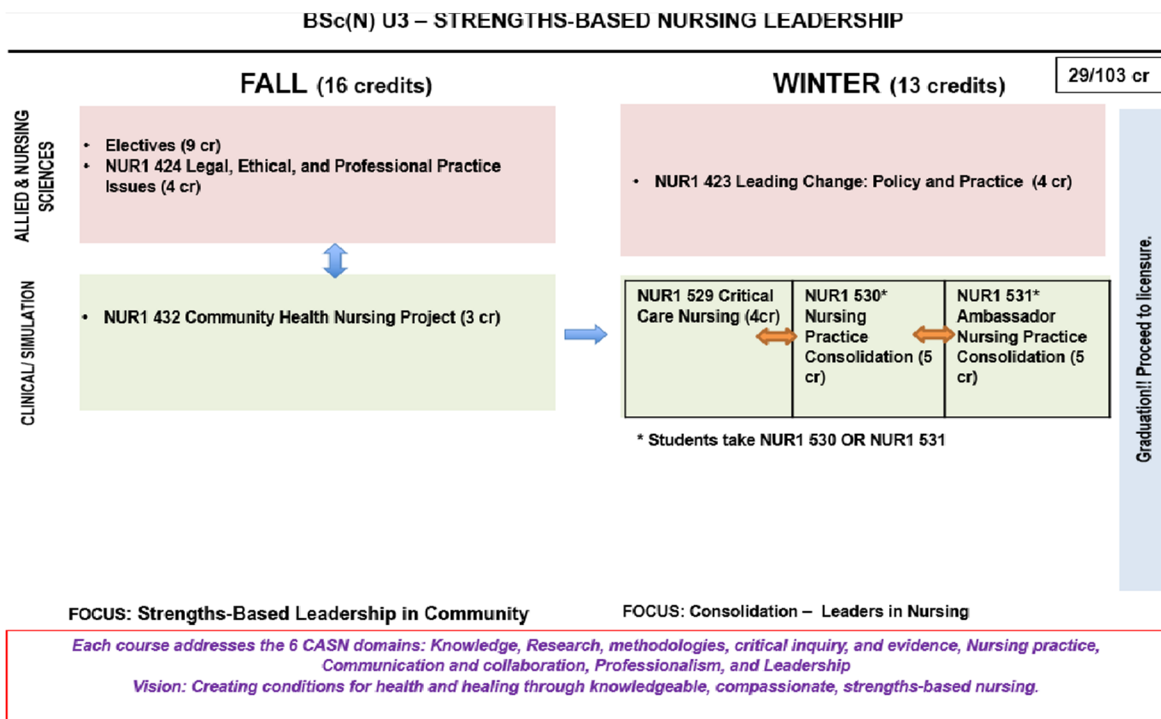
The B.Sc.(N) program prepares graduates to meet the entry level scope of practice outlined in the *Mosaïque des compétences cliniques de l'infirmière (OIIQ)* & [Quebec Nurses Act](#) - *Nursing consists on assessing a person's state of health, determining and carrying out of the nursing care and treatment plan, providing nursing and medical care and treatment in order to maintain or restore health and prevent illness, and providing palliative care. The following activities are reserved for nurses:*

- (1) assessing the physical and mental condition of a symptomatic person
- (2) providing clinical monitoring of the condition of persons whose state of health is problematic, including monitoring and adjusting the therapeutic nursing plan;
- (3) initiating diagnostic and therapeutic measures, according to a prescription;
- (4) initiating diagnostic measures for the purposes of a screening operation under the Public Health Act (2001, chapter 60);
- (5) performing invasive examinations and diagnostic tests, according to a prescription;
- (6) providing and adjusting medical treatment, according to a prescription;
- (7) determining the treatment plan for wounds and alterations of the skin and teguments and providing the required care and treatment;
- (8) applying invasive techniques;
- (9) participating in pregnancy care, deliveries and postpartum care;
- (10) providing nursing follow-up for persons with complex health problems;
- (11) administering and adjusting prescribed medications or other prescribed substances;
- (12) performing vaccinations as part of a vaccination operation under the Public Health Act;
- (13) mixing substances to complete the preparation of a medication, according to a prescription;
- (14) making decisions as to the use of restraint measures;
- (15) deciding to use isolation measures in accordance with the Act respecting health services and social services (chapter S-4.2) and the Act respecting health services and social services for CreeNative persons (chapter S-5);
- (16) assessing mental disorders, except mental retardation, if the nurse has the university degree and clinical experience in psychiatric nursing care required under a regulation made in accordance with paragraph g of section 14; and
- (17) assessing a child not yet admissible to preschool education who shows signs of developmental delay, in order to determine the adjustment and rehabilitation services required.

Bachelor of Science (Nursing) Program of Study

Any variation in sequence must be approved by Program Director. (Submit request to Nursing Student Affairs Office)





Note: Clinical may be scheduled in any of these combinations: DEWN: D = Days; E = Evenings; W = Weekends; N = Nights

Note regarding elective courses:

Students who entered in U0: 3 credits at any level in U0.

Students who entered in U1: 9 credits at the 200-500 level.

Upper-level courses (>300 level) are advised for students planning on graduate studies.

NOTE: IPEA courses are a mandatory component of the curriculum. Successful completion of these courses (Pass) is noted on the official transcript, and they are mandatory for graduation.

Students who complete U0 to meet freshman science requirements follow this course of study:

Semester	Course	Cr	Course Title	Pre/co-requisites
U0 Fall	CHEM 110	4	General Chemistry 1	
	PHYS 101	4	Introductory Physics - Mechanics	
	MATH 140 or 139	3/4	Calculus 1 or Calculus 1 with Pre-calculus	High School Calculus
	Elective*	3		
U0 Winter	CHEM 120	4	General Chemistry 2	College level mathematics and physics
	PHYS 102	4	Intro Physics - Electromagnetism	PHYS 101/ MATH 139 or 140
	MATH 141	4	Calculus 2	MATH 139 or 140
	BIOL 112	3	Cell and Molecular Biology	
U0 Summer	CHEM 212**	4	Organic Chemistry 1	CHEM 110/ CHEM 120

U0 students in anything other than Satisfactory Standing cannot proceed into clinical courses (i.e., NUR1 234, NUR1 235, OR NUR1 230)U0 electives are generally 100 or 200 level courses deemed manageable. U0 students should not take 300 or 400 level electives.

**Students in satisfactory standing can ‘study outside of McGill’ during summer session as long as the course is deemed equivalent to McGill’s CHEM 212. See ‘Studies outside of McGill’ section.

Bachelor of Nursing (Integrated) Program

Students enter this 2-year, 5-semester, 92-credit program (3-year part-time option available) following completion of the 180.A0 Diplôme d'études collégiales (DEC) in Nursing from CEGEP. Students are granted 27 advanced standing credits from their DEC in Nursing and complete 65 credits during their studies at the ISoN, for a total of 92 credits towards their baccalaureate degree. The program aims to advance the practice of students by expanding their knowledge base, strengthening critical thinking skills, promoting a strength-based, family-centered perspective and preparing them for roles expected of a baccalaureate nurse. Students admitted in the BN(I) program must successfully complete their OIIQ licensing requirements within the first year of their studies (September or March OIIQ exam sitting and [Office Québécois de la Langue Française exam, if applicable](#)). The BN(I) program is fully accredited by the Canadian Association of Schools of Nursing until 2024.

Bachelor of Nursing (Integrated) modalities

The BN(I) program is offered in two modalities: on-campus and online. It is important to note that while the curriculum and learning objectives of the two modalities are the same, course delivery differs. Students cannot be enrolled in courses of different modalities. If a student wishes to change the modality of their program, they must withdraw and re-apply to the program in the desired modality. Acceptance to the other modality is not guaranteed and will be based on admission requirements and capacity.

How is the online modality different from on-campus?

Students are not required to come to campus. All course work is completed online, primarily asynchronously*, with some synchronous**online sessions. When synchronous sessions are required in a course, students are advised of dates and times at the start of the term and must plan to be available. Clinical Studies are carried out in person; students will be placed based on the availability of ISoN clinical partners, their workplace, and geographical area.

* Asynchronous – in online learning, this term means that the student completes the activity “on their own time” with no scheduled class time.

** Synchronous – in online learning, this term means that the student has a scheduled session where they need to login to an activity at a pre-determined time.

The online curriculum is presented to students with a pre-defined schedule of when modules, activities, and assessments must be completed to stay on track in the course. Students manage their coursework hours within this pre-defined time frame.

Bachelor of Nursing (Integrated) Program of Study

BNI Full-Time Course of Study

U2 (36 credits)

Fall Term		Winter Term		Summer Term	
IPEA 500 Roles in Interprofessional Teams	0 cr.	IPEA 501 Communication in Interprofessional Teams	0 cr.	On Campus Students: NUR1 434 Critical Care Nursing Practicum	4 cr.
NUR1 209 Pathophysiology for Nursing 1	3 cr.	NUR1 210 Pathophysiology for Nursing	3 cr.	OR	
NUR1 222 Strengths Based Nursing & Professional Practice	3 cr.	PSYC 204/EDPE 375 Intro to Statistics	3 cr.	NUR1 435 Ambassador Critical Care Practicum	4 cr.
NUR1 312 Research Methods	3 cr.	NUR1 320 Critical Care Nursing Theory	3 cr.	Online Students: NUR1 431 Community Health Nursing	3 cr.
NUR1 318 Chronic Illness & Palliative Health Challenges	4 cr.	NUR1 327 Critical Health Challenges	4 cr.		
NUR1 338 Applied Health & Physical Assessment/Anatomy 1	3 cr.	NUR1 339 Applied Health & Physical assessment/Anatomy 2	3 cr.		
Total Credits:	16 cr.	Total Credits:	16 cr.	Total Credits (OC/OL)	4/3 cr.

U3 (29 credits)

Fall Term		Winter Term		<div>Legend:</div> <div><div>Theory</div><div>Non-Nursing</div><div>Inquiry-Based Learning & Hybrid</div><div>Lab/Simulation</div><div>Clinical</div></div>
NUR1 329 Skin Integrity and Wound Care	3 cr.	IPEA 502 Patient-Centered Care in Action	0 cr.	
		IPEA 503 Managing Interprofessional Conflict	0 cr.	
NUR1 300 Pharmacology for Nursing 1	3 cr.	NUR1 301 Pharmacology for Nursing 2	3 cr.	
Elective*	3 cr.	Elective*	3 cr.	
NUR1 424 Legal, Ethical & Professional Issues	4 cr.	NUR1 423 Leading Change: Policy andPractice	4 cr.	
On-Campus students: NUR1 431 Community Health Nursing	3 cr.	NUR1 432 Community Health Nursing Project	3 cr.	
Online students: NUR1 434 Critical Care Nursing Practicum	4 cr.			
Total Credits:	16OC 17OL	Total Credits:	13	

OC – On-campus modality; OL-online modality

*Elective Courses: BN(I) students must complete **one elective at any level** and **one elective at the 300-level**. They can be taken in the U2 Summer term or U3 Fall or Winter terms and can be taken in any order (any level then 300-level or vice-versa).

** **NUR1 435 is cancelled for the 2023-2024 academic year.**

NOTE: IPEA courses are a mandatory component of the curriculum – These courses are delivered by the Office of Interprofessional Education (IPE) in the Faculty of Medicine and Health Sciences. They focus on the development and integration of attitudes, behaviours, values, and judgements for

collaborative practice, based on the Canadian Interprofessional Health Collaborative (CIHC) framework. The IPEA courses appear on students' official transcripts and successful completion of these courses (Pass) is mandatory for graduation.

Bachelor of Nursing (Integrated) Course of Study: part-time and full-time studies

Students can follow a full-time (see above) or part-time course of study. The part-time course of study is posted on the website at <https://www.mcgill.ca/nursing/programs/bachelors-programs/bachelors-nursing-integrated/course-study>. Please note that any change to the course of study must be approved by the Program Director.

How do I pursue or change to part-time studies?

Students who wish to change from full-time to part-time studies must fill in the BNI part-time course of study request form and send it to the Nursing Student Affairs Office for approval (undergraduate.nursing@mcgill.ca). The part-time course of study request form can be found here: [Bachelor of Nursing \(Integrated\) \(BNI\) | Ingram School of Nursing - McGill University](#). Once a request is submitted, the Program Director will review the request and establish a modified course of study. The Nursing Student Affairs Office will share this modified course of study with the student. Students are expected to adhere to this revised course of study without exception.

Registration and Study Guidelines

Registration is completed on [Minerva](#). Students must ensure that they are registered in the required courses of their program and follow the regulations of the ISON (see [Health Sciences Calendar](#) for undergraduate programs and details within this Handbook). It is the students' responsibility to follow the course of study outlined on the ISON website that corresponds to their selected Program of studies.

Students must also ensure that they have the adequate pre- or co-requisites when registering for a course. Please note that spots in most NUR1 courses are released in phases. We ask that students check the available sections regularly to access the available seats.

Students in the online B.N.(I) program must register for online courses (section nomenclature starts with 020) and on-campus students must register for on-campus courses (section nomenclature starts with 001). Switches between online and on-campus courses are not permitted.

Degree Evaluation: Students are responsible for ensuring that they are taking the required courses as set out in their program of study to meet the degree requirements. The Degree Evaluation tool in Minerva (Student Menu, Student Records submenu) can be used to review the met and unmet requirements.

Credit Load Students must be registered in a minimum of 12 credits a semester to be considered a full-time student; < 12 credits = part-time studies. Note: in-course awards are granted only to students who complete a minimum of 26 graded credits in fall and winter semesters. Students seeking to take more than 18 credits/semester must obtain approval from the Nursing Student Affairs Office. Approval is generally granted if the CGPA is above 3.50 and it is determined that the additional credit load will not interfere with achieving program requirements within the time limits outlined in the course of study for each respective program.

Registration Difficulties Students with registration difficulties must note name, McGill ID #, course name, number, CRN, section and the details about the problem and the error code in all communication related to registration difficulties. Please include a print screen of the error message and sent email to: undergraduate.nursing@mcgill.ca. Regardless of the registration difficulties with required courses, students should continue to attend the class until the problem is resolved.

Registration Dates Registration dates and add/drop deadlines are noted in [Important Dates](#).

Registration Dates for Clinical Courses: Deadlines in nursing clinical courses are earlier than other courses to ensure placements. A placement cannot be guaranteed for those registering after the following dates:

	Register Deadline
Winter Clinical courses	November 15
Summer Clinical courses	March 15
Fall Clinical courses	June 15

For information regarding registration: undergraduate.nursing@mcgill.ca

Proof of Enrolment and Official Transcript Students requiring confirmation of their status at McGill (e.g., for loans) can obtain a [proof of enrolment](#) and/or [official transcript](#) via Minerva. Only students themselves can request an official transcript.

Satisfactory/Unsatisfactory (S/U) Option The S/U option has limited application in the ISON. All required courses must be graded or Pass/Fail so only electives can be graded “S/U”. S/U is generally only advised when the student is taking an upper-level course (e.g., 500) and does not want to compromise the GPA. S/U may preclude students from receiving awards as most require graded credits. Once a course is taken as S/U, the student cannot be assigned a grade. Students who accidentally select the S/U option for a mandatory course must redo the course. NUR1 courses are not included in this option and most graduate schools do not accept S/U grades. You may take one elective course per term to be graded under S/U option, to a maximum of 10% of your credits taken at McGill to fulfil the degree requirement. For more information, see [S/U option](#)

Registering for Courses in Continuing Education or Faculties other than Arts and Science. Students must complete a [Minerva Course Selection Form](#) and obtain the appropriate signatures and bring the form to the Nursing Student Affairs Office.

Electives Things to consider in choosing electives:

- *Personal interest* – students often choose courses in anthropology, political science, sociology, religious studies, and philosophy; students are free to opt for topics based on their interest! Students cannot choose a course that is equivalent to a mandatory course. For example, BScN students cannot choose NUR1 311 as an elective because it's a mandatory course. BNI students can take NUR1 311 as an elective since it's not a mandatory course.
- *Career plans* – students can take a course in line with their career goals e.g., health geography for those interested in global health; advanced statistics for those pursuing graduate studies.
- *Timetabling, prerequisites* – practical issues can prevail! Students lacking prerequisites should contact the course coordinator as some prerequisites can be waived in light of nursing studies.

Courses completed outside of McGill

The following sections outline the different categories of credits or courses which can be applied to your degree.

Courses completed prior to entering the BScN or BNI programs:

- Advanced standing
- Transfer credit
- Exemptions
- Course completed during your BScN or BNI studies, but outside of McGill:
- IUT (inter-university transfer) credits
- Study Away*

Please note that BScN students must complete a **minimum of 91 credits within McGill** and BNI students must complete 60 credits in order to be eligible to graduate.

**The Ingram School of Nursing does not participate in any university exchange programs. Students can also take an Ambassador course in the last term of B.Sc.(N.) and U2 last term for BNI.*

Courses completed prior to entering the BScN or BNI programs.

Advanced standing - “Bulk” credit granted to students who have completed a CEGEP DEC. Enrolment Services grants credits for all freshman sciences courses; BScN students obtain 33 credits (for completion of a CEGEP Health Sciences DEC) and BNI students obtain 27 (for completion of a CEGEP 180.A0 or 180.A.1 DEC).

Transfer credits - Transfer credit is credit toward your McGill program granted for courses taken at another institution. Transfer credit can be granted towards a specific McGill course (if the coursework is deemed to be equivalent). In order to be considered, the course must be completed within the last five years (from the time of the request) and with a minimum grade of ‘B’. If approved, only the credits are transferred and not the grade.

BScN students who complete the French baccalaureate, International baccalaureate, A-levels or AP courses may receive transfer credit towards some or all of the U0 freshman required courses. BScN students who have completed university studies may receive transfer credit towards their required elective courses (up to 12 credits) and/or their required statistics course (EDPE 375 or PSYC 204).

Please review the transfer credit web page for more information: www.mcgill.ca/transferecredit/prospective

BNI students may receive up to five (5) transfer credits. If awarded these five credits, all other BNI courses must be completed within McGill (meaning, neither Study Away nor IUT credits will be permitted). BNI students must complete 60 credits of McGill courses in order to be eligible to graduate.

- McGill’s [Course Equivalency System](#) is the required tool used to determine courses which have been deemed equivalent to McGill courses. If the course is not listed, you may complete a request for assessment.
- Students must submit the request to undergraduate.nursing@mcgill.ca
- Students must arrange to have their official university transcript sent directly to: Ingram School of Nursing - Student Affairs Office (680 Sherbrooke West, Suite 1941, Montreal, QC, Canada H3A 2M7)
- The request must be made within the first semester of studies – any requests made after this deadline will likely not be granted owing to government reporting deadlines (GDEU); if granted, a \$50.00 fee will apply.

Exemptions – Exemptions are granted when a course is deemed as equivalent to a BScN or BNI required course (NUR1 XXX, EDPE 375/PSYC 204 or freshman U0 courses). Generally these courses were completed in another McGill degree program or at the CEGEP level. In order to be considered, the course must be completed within the last five years (from the time of the request) and with a minimum grade of ‘B’. An exemption does not give you course credits; rather, another McGill course (generally an elective) must be completed to ensure that the program credit requirements are met.

N.B.: When the content of a course was completed in CEGEP within the last five years (e.g. MATH 203 in CEGEP is equivalent to PSYC 204/EDPE 375 at McGill), the course requirement is met but the credit requirement is not, **therefore the student must take another 3-credit course.**

This table notes McGill courses that have been deemed equivalent and granted credit to date. It is not comprehensive. Equivalencies for nursing students may not apply to non-nursing students in other programs.

Course Requirement	Equivalent course (not comprehensive; equivalencies for nursing students may not apply to non-nursing students)
CHEM 110, 120,212	McGill AECH 110, AECH 111, & FDSC 230 OR see Course Equivalency System
MATH 140 & 141	McGill AEMA 101 and AEMA 102 OR see Course Equivalency System
PHYS 101 & 102	McGill PHYS 131 & 142; AEPH 112 & 114 OR see Course Equivalency System
BIOL 112	McGill AEBI 122 OR see Course Equivalency System
NUR1 209 & 210	McGill PHGY 209, 210 AND PATH 300 – those who have taken PHGY 209 and 210 but not PATH 300 can opt to take NUR1 209 & 210 OR take PATH 300 in winter of U1 <i>if timetable allows</i>
NUR1 224 & 225	McGill NUR1 221, 223 AND 422
NUR1 300 & 301	McGill PHAR 300 & 301 – note, because the order in which PHAR and NUR1 addresses medication classes is different, PHAR 300 ≠ NUR1 300. BOTH PHAR 300 & 301 must have been taken to receive exemption from NUR1 300 & 301
EDPE 375 or PSYC 204	Students with 75% in CEGEP Math 201-307 or 201-337 are exempted but must replace the 3 university credits. McGill: MATH 203, AEMA 310, BIOL 373, ECON 227D1, D2, ECON 257D1/D2, EPSC 215, GEOG 202, MGCR 271, SOCI 350

Note: Elective courses cannot be one of the equivalent courses listed above.

- McGill’s [Course Equivalency System](#) is the required tool used to determine courses which have been deemed equivalent to McGill courses. If the course is not listed, you may complete a request for assessment.
- Students must submit the request to undergraduate.nursing@mcgill.ca
- Students must arrange to have their official university transcript sent directly to: Ingram School of Nursing - Student Affairs Office (680 Sherbrooke West, Suite 1941, Montreal, QC, Canada H3A 2M7)
- The request must be made within the first semester of studies – any requests made after this deadline will likely not be granted owing to government reporting deadlines (GDEU); if granted, a \$50.00 fee will apply.

Courses completed during the BScN or BNI programs.

- IUT (inter-university transfer) credits
- Study Away

Inter-University Transfer (IUT)

Allows students the opportunity to take courses at other Quebec Universities while paying tuition to McGill - see [Quebec IUT Agreement](#).

Students in the B.Sc.(N.) program may take three or exceptionally, six credits as IUT, however, a minimum of 91 credits still must be completed at McGill in order to be eligible to graduate. Students in the BN(I) program may take up to 5 credits at another Quebec University, however, a minimum of 60 credits still must be completed at McGill in order to be eligible to graduate. As the BNI program is 65 credits, students can either receive five (5) transfer credits based on university courses completed up to five years prior to their entry to the program or complete a maximum of five (5) Inter-University Transfer/Study Away (university) credits during their BNI studies.

A minimum grade of 'C' is required in order for the credit to be applied to your BScN or BNI program.

Students seeking to take a required course as IUT must first ensure that the course is deemed equivalent. McGill's [Course Equivalency System](#) is the required tool used to determine courses which have been deemed equivalent to McGill courses. If the course is not listed, you may complete a request for assessment.

- Students must be in Satisfactory Standing in order to apply (www.bci@qc.ca).
- If approved, the student is responsible for applying to and following the requirements and deadlines of the host university.
- On successful completion of the course(s) (minimum grade of C), the credits will be recognized by McGill as pass/fail towards the student's degree.
- The grade received at the host institution will not appear on the McGill transcript and will therefore not impact the student's GPA.
- Under the IUT agreement, grades are automatically sent from the other Quebec University to McGill. Note that failed grades at the host university are recorded as '0 credits transferred' on the McGill transcript and apply as failed courses in student standing decisions

Study Away - Although the Ingram School of Nursing does not participate in exchange programs, students wishing to take a course at a university or college outside of Quebec (generally in the summer) must apply for Study Away on Minerva (Student Menu > Student Records Menu > Exchange/Study Away Menu). Students are responsible for applying to and following the requirements and deadlines of the host university.

Studies outside of McGill generally applies to:

- U0 students in satisfactory standing seeking to complete CHEM 212 (summer course) in their home province/country.
- Students in satisfactory standing wishing to complete an elective or other required course (that has been deemed equivalent) at another university outside Quebec.

On successful completion of the course (minimum grade of McGill's C), the student must ensure that NSAO receives an official transcript from the educational institution.

The following steps apply to Studies outside of McGill:

Step 1: Ensure that the institution where you wish to study is outside of Quebec. If it is a Quebec institution, follow the procedure for Inter-University Transfer credits (IUTs) instead.

Step 2: Make sure that you are in satisfactory standing at McGill – if yes, then you are eligible for study away; if not then you must take the course at McGill.

Step 3: Find a course that is equivalent to the required course at the university/college you want to attend—see Course Equivalency System. Any course not found in the Course Equivalency must be assessed by the respective department (e.g., physiology, chemistry). Submit a new request for this assessment using the link below; you may be required to upload a copy of the course description and/or syllabus to complete this request. <https://nimbus-ssl.mcgill.ca/exsa/search/searchEquivalency>.

Step 4: Once the approved equivalent has been found, find out if the course is actually offered in the session you want and whether you meet the host university criteria for visiting or special student. Avoid studies outside of McGill in the graduating term to avoid delays in graduation.

Step 5: If the above steps are all positive then apply for Study Away on Minerva. If a letter needs to be sent from McGill, you can generate this from the Study Away module. Students are strongly urged to register for the course at McGill to ensure a space in the event that the host university refuses the student. (Don't forget to drop the McGill course if all works out with study away!) If you have been approved for Study Away but decide not to go through with the course, please cancel your Studies outside of McGill application on Minerva.

Step 6: Once studies outside of McGill is approved on Minerva, register for the course at the university/college you want to attend and follow their admission/registration policies/procedures.

Step 7: Once completed (even if not passed), ensure that NSAO receives an official transcript from the institution so that credits can be transferred.

Step 8: Allow for processing time, then verify your Minerva transcript to ensure that the transfer credits have been processed. If they are not, contact the Nursing Student Affairs Office.

Minor Degrees for B.Sc.(N) Students*: Minor degrees are offered by several academic units (e.g., Women's Studies, Psychology). Minors involve a specified program of study – generally 18-24 credits. The option is generally only applicable to transfer or second-degree students. B.Sc.(N) student may only request a minor at the end of their U1 year, once their U1 winter CGAP can be assessed. Those seeking a minor must complete the following form: [Bachelor of Science \(Nursing\) BSc\(N\) | Ingram School of Nursing - McGill University](#)

*Due to the course of study of the BN(I) program, students generally are not permitted to complete minors due to a very rigorous course of study. Requests will be reviewed on a case-by-case basis. Those seeking a minor must complete the B.Sc.N. form listed above.

Student services and support

Student services and support – within ISoN and the Faculty of Medicine and Health Sciences

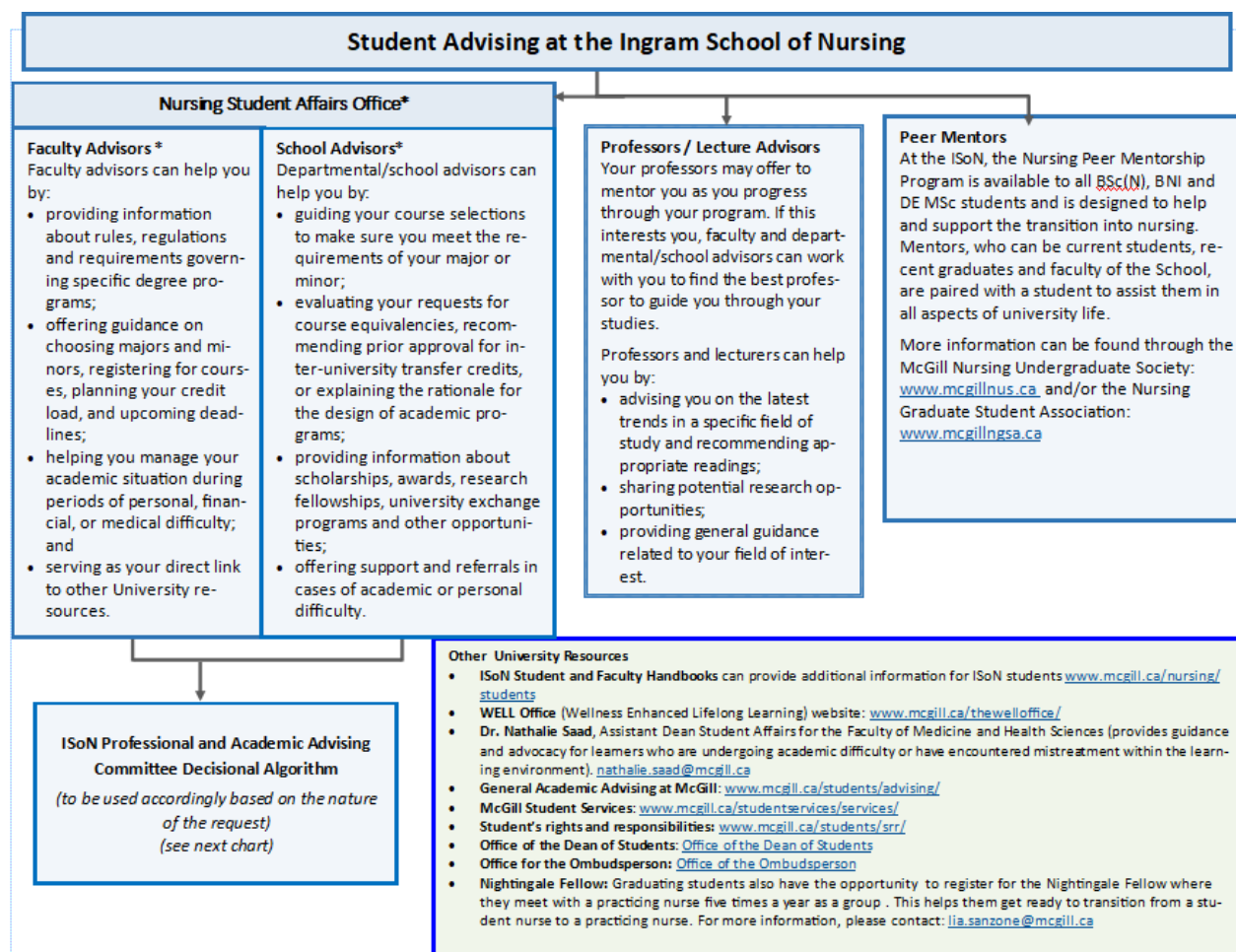
Nursing Student Affairs Office

Nursing Student Affairs Office is located on the 19th Floor, 680 Sherbrooke.

- Undergraduate Student Affairs Coordinators – Rm 1941; 514-398-3784; undergraduate.nursing@mcgill.ca
- Student Affairs Officer – Petra Gaiser - Rm 1944; 514-398-4159; student-affairs-officer.nursing@mcgill.ca. The Student Affairs Officer also services as the Nursing Undergraduate Student Advisor. Students are to notify NSAO if this is not reflected on their advising transcript.

Advising within the Ingram School of Nursing

All student advising requests are addressed by the Nursing Student Affairs Office. The NSAO analyses the request and uses the flowcharts below to refer students to the appropriate resource. Peer mentors from the Nursing Peer Mentorship Program (NPMP) are also available to all undergraduate and graduate students. For more information, email the Nursing peer Mentorship Program Director at lia.sanzone@mcgill.ca



* The terms Faculty Advisor and School Advisor are used by the University in the advising context. In the Ingram School of Nursing, these functions are performed by or via Nursing Student Affairs Office.

Nursing Student Affairs Office and Corresponding Undergraduate or Graduate Affairs Coordinator

<i>Nursing Student Affairs Office and Corresponding Undergraduate or Graduate Affairs Coordinator</i> ACADEMIC ADVISING - Nature of request: Academic File, University rules and regulations	
Undergraduate Students:	undergraduate.nursing@mcgill.ca
Graduate Students (QY, MScA N, MScA AN):	graduate.nursing@mcgill.ca
Graduate Students (MScA NP & PhD):	graduate2.nursing@mcgill.ca
Student Affairs Officer:	student-affairs-officer.nursing@mcgill.ca
PROFESSIONAL ADVISING <i>The Nursing Student Affairs Office will refer the student to the appropriate advising resource.</i>	
<u>Professional Advising (Professors/Lecture Advisors):</u> Our team Ingram School of Nursing - McGill University Peer Mentors: Home McGill Nursing Undergraduate Society (mcgillnus.ca) Nursing Graduate Student Association WELL Office: The WELL Office - McGill University Other University Resources: Resources and Services for Students McGill University	<u>Professional Advising: Clinical Placements & Specialty Programs/Initiatives:</u> Clinical Placement: admincpo.nursing@mcgill.ca Ambassador program: irene.sarasua@mcgill.ca associatecpo.nursing@mcgill.ca Research: Associate Director is Dr. Sylvie Lambert, sylvie.lambert@mcgill.ca Professional Advising related to licensure, OIIQ Exam preparations; and entry to practice general information: future career choices; specialty certification exams; working in other provinces or countries; pursuing graduate studies: Please contact the Program Director of your respective program listed below.
<u>Professional Advising: Graduate and Doctoral Studies:</u> Advanced Clinical Practice: jodi.tuck@mcgill.ca Administration: susan.drouin@mcgill.ca Nursing: stephanie.charbonneau@mcgill.ca NP Mental Health: giuseppina.la_riccia@mcgill.ca NP Neonatology: philippe.lamer2@mcgill.ca NP Pediatrics: irene.sarasua@mcgill.ca NP Primary Care: marieclaud.goyer@mcgill.ca NP Adult care: shannon.monamara@mcgill.ca	<u>Professional Advising: Academic Standings:</u> UNDERGRADUATES BScN Program Director: lia.sanzone@mcgill.ca Assistant Program Director: amanda.cervantes@mcgill.ca BNI Online Program Director: oxana.kapoustina@mcgill.ca Assistant Program Director: maria.damian@mcgill.ca BNI On Campus: Program Director: melanie.gauthier@mcgill.ca Assistant Program Director: kimani.daniel@mcgill.ca GRADUATES MScA Nursing Program Director: stephanie.charbonneau@mcgill.ca MScA Advanced Nursing Program Director: jodi.tuck@mcgill.ca MScA Nurse Practitioner Program Director: irene.sarasua@mcgill.ca PhD Program Director: sonia.semenic@mcgill.ca

Program Directors

Program	Name/Role	Location
B.Sc.(N)	Lia Sanzone – Program Director	Rm 1927, 514-398-2488 lia.sanzone@mcgill.ca
	Amanda Cervantes – Assistant Program Director	Rm 1933, 514-398-5287 amanda.cervantes@mcgill.ca
BN(I) On-Campus	Melanie Gauthier – Program Director	Rm. 1929, 514-398-7321 melanie.gauthier@mcgill.ca
	Kimani Daniel – Assistant Program Director	Rm 1932, 514-398- 4167 kimani.daniel@mcgill.ca
BN(I) Online	Oxana Kapoustina – Associate Program Director	Rm 1928, 514-398-3923 oxana.kapoustina@mcgill.ca
	Maria Damian – Assistant Program Director	Rm 2029, 514-398-2105 maria.damian@mcgill.ca
M.Sc.(A)	Stéphanie Charbonneau – Nursing Direct Entry Program Director	Rm 1903, 514-398-4979 stephanie.charbonneau@mcgill.ca
	Jodi Tuck – Advanced Nursing Program Director	Rm 1905, 514-398-1598 jodi.tuck@mcgill.ca
	Irene Sarasua – Nurse Practitioner Program Director	Rm 1804; 514-398-6945 irene.sarasua@mcgill.ca
PhD	Sonia Semenec – Program Director	Rm 1810, 514-398-1281 sonia.semenec@mcgill.ca

Satoko Shibata Clinical Nursing Learning Laboratories

The Satoko Clinical Nursing laboratories, which have 24 clinical beds, includes a clinical skills laboratory, a health and physical assessment laboratory, critical care area, simulated apartment, and two large debriefing rooms. (680 Sherbrooke W, 20th Floor)

- Hugo Marchand: Laboratory Director – hugo.marchand@mcgill.ca
- Catherine Leblanc, Laboratory Assistant Director (Interim) – catherine.leblanc@mcgill.ca
- Satoko Shibata Clinical Nursing Learning Laboratory: lab.nursing@mcgill.ca
- Standardized Patient Coordinator: sp-coordinator.nursing@mcgill.ca

Office of Social Accountability in Nursing-

The Office of Social Accountability in Nursing in the Ingram School of Nursing (OSAN) is committed to addressing and engaging in anti-racist, anti-oppressive, and decolonizing nursing education, research, and practices. Being socially accountable requires transparency and action from the Ingram School of Nursing to work collaboratively with the individuals and communities we serve. (680 Sherbrooke)

Josée Lavallée: Director josee.lavallee@mcgill.ca

Ingram School of Nursing Scholarships & Awards

In-course awards are granted (no application) in July to students who have completed full-time a minimum of 26 graded credits in fall and winter and who are in the top 5% SGPA (e.g., Luella Downing Prize, Mildred B. Lande Scholarship, Robert H. Lennox and Elizabeth Graham Lennox Scholarship, Women's General/Reddy Memorial and A. W. Lindsay Prize, Nursing Bursary Fund). *Alumni awards* are granted to students who have demonstrated strong academic performance, contributions to the ISoN, the university, and the community at large. Students apply for alumni awards in the fall of each academic year. *Graduation awards* are granted at convocation – there are various categories including prizes for top ranking academic standing (e.g., Lexy L. Fellowes Memorial Prize, Barbara Ann Altshuler Prize in

Nursing, Pearson Education Book Prizes) and leadership during the Nursing program (e.g., Anne Marie Fong Hum Memorial Prize, Evelyn Rocque Malowany Prize in Nursing).

Nursing Peer Mentorship Program

The NPMP program is available to nursing students and is designed to support them in their transition into nursing and throughout the program. Mentors, who can be current students and recent graduates, are paired with a student to assist them with university life. Students who are interested in the program (as a mentor or as a mentee) and would like more information should contact npmp.nursing@mcgill.ca or lia.sanzone@mcgill.ca

Nightingale Fellows Project

The Nightingale Fellows Program assists graduating students transitioning into clinical practice. The project provides group mentoring experience to students in their final year of studies.

Small groups of 4-6 students are placed and mentored by experienced clinical nurses. The groups meet 5 times throughout the school year and one-time post-graduation to discuss topics related to the transition from nursing student to nurse. For more information, contact lia.sanzone@mcgill.ca

Faculty of Medicine and Health Services –

WELL (Wellness Enhanced Lifelong Learning) Office

The WELL Office services includes: Academic Support, Wellness support such as counselling, workshops, support groups and liaison with McGill University services on wellness related issues.

Enrolment Services Service Point - 3415 McTavish Street; 514-398-7878. Services include certified copies, ID cards, legal documents, tuition & fees and more.

Student Services - Brown Student Services Building, 3600 McTavish, Suite 4100

Campus Life and Engagement - supports students at the different stages in their life at McGill. By collaborating with various University departments and student groups, acts as a go-to hub for connecting students with resources and opportunities. Offers leadership programs, programs for newstudents, and assistance for Francophone Students.

Career Planning Service - CaPS assists students in their career development and search for permanent, part-time, and summer jobs, as well as internships, by providing workshops, individual advising, a comprehensive job posting service, and a Career Resource Centre

Dean of Students – Dean of Students: Robin Beech, Associate Dean of Students: Glenn Zabowski - 3600 McTavish, Suite 2100 - 514-398-4990 <http://www.mcgill.ca/deanofstudents/>

First Peoples' House – a gathering place and resource centre for First Nations, Inuit and Métis students. Located at 3505 Peel Street.

International Student Services -Health insurance guide, **Buddy Program** to acclimate international students, assistance with immigration

Library Services: Sabine Calleja (sabine.calleja@mcgill.ca) is the Nursing Liaison Librarian.

The Health and Biological Sciences collection at McGill is located in two libraries:

- [Schulich Library of Physical Sciences, Life Sciences and Engineering](#) - collection of nursing and medical materials. Located in Macdonald-Stewart Building. After 4 years of renovations, the Schulich Library is now open. Collections and ample study space are available. Please see <https://www.mcgill.ca/library/branches/schulich> for updated hours.
- [Osler Library of the History in Medicine](#) - McIntyre Medical building - study space.
- [Writing and citation guides](#) (e.g., APA) and writing tools (e.g., Five Steps to a Better Paper) are compiled by resource librarians and are wonderful resources!
- The [Nursing Study Guide](#) provides valuable links to CINAHL, PsycInfo, evidence-based resources (e.g., Cochrane, Joanna Briggs Institute); Up to Date; e- books and journals; streaming videos (e.g., clinical skills) and more!!
- McGill University Teaching Hospital Libraries provide loans to McGill University students on presentation of McGill University ID.
- Need one-on-one help with your search? Book a meeting with Sabine, your liaison librarian, by clicking on “Schedule Appointment” on the [Nursing Study Guide](#).

Student Accessibility & Achievement - This Office provides services for a diverse student body to help them achieve their academic goals. The Office provides accommodations for students with permanent, temporary, or episodic documented disabilities as well as learner support for students who face barriers at the University. Appointments are available through their [Clockwork](#) module.

Office for Sexual Violence Response, Support & Education - [O-SVRSE](#) - 550 Sherbrooke O. Suite 585 (west tower 1-11 elevator); 514-398-3786 or 514-398-4486; svoffice@mcgill.ca. Note that [It Takes All of Us](#) is a mandatory new online learning program that strives to increase awareness of sexual violence by addressing topics like consent, bystander intervention, and supporting survivors. Over the course of the coming year, all faculty, administrative and support staff will also be required to complete this program. *It Takes All of Us* represents one piece of a much larger campus effort to address and prevent sexual violence, and to provide increased support to all those affected. The program’s University-wide roll-out is not only aligned with this commitment to address this critical topic head-on, but also with [Quebec’s Bill 151](#), which stipulates that all Quebec post- secondary institutions implement mandatory training on the topic of sexual violence. You can access *It Takes All of Us*—which should take approximately 45 minutes to complete—in [myCourses](#), the University’s online Learning Management System. You must complete it by the end of your first term, and failure to do so will result in a registration block for the following term. For more information, FAQs, and an overview of what to expect from the program, visit mcgill.ca/sv-education. To learn more about other sexual violence initiatives at McGill, or to find support, don’t hesitate to reach out to the [Office for Sexual Violence Response, Support and Education](#)—they’re here to help.

Office of Religious and Spiritual Life – serves as students’ religious and spiritual hub; Presbyterian College, 2nd floor, 3495 University.

Ombudsperson – 3610 McTavish, Suite 14 - 514-398-7059

Scholarships and Student Aid - General information: [Undergraduate Scholarships and Awards Calendar](#).

French Language Center, 853 Sherbrooke Street West, Suite 155 – 514-398-8896. [French Language Centre - McGill University](#)

French for Healthcare Professionals. French Online Courses for Healthcare Professionals are now offered through McGill School of Continuing Studies. For more information, contact: info.conted@mcgill.ca

Black Students’ Network - bsnmcgill@gmail.com. BSN offers social and political events by and for Black students, in addition to hosting discussions and providing mentoring and resources

[Nursing Undergraduate Society \(NUS\)](#) – 680 Rue Sherbrooke Ouest. nus.nursing@mcgill.ca

[Canadian Nursing Students' Association](#) – A bilingual and pan-Canadian organization advocating for the needs of all nursing students.

[Canadian Indigenous Nursing Association](#) - Network of Indigenous nurses and nursing students

[Student's Society of McGill University \(SSMU\)](#) – your student union. 3600 McTavish Street, Suite 1200. 514-398-6800

The [Student Wellness Hub](#) is our students' place to go for their holistic health and wellness needs. It provides access to basic physical and mental health services, as well as health promotion and peer support programs, in convenient locations at both our Macdonald and downtown campuses. If you are at risk of harming yourself or others, or know someone who is, please call 911. Brown Student Services Building: Third Floor: (514) 398-6017

Study Skills Workshops and Achievement Builders – Student Services –
[Workshops | Student Wellness Hub - McGill University](#)

McGill Writing Centre – McLennan-Redpath Library -- A central resource for students for writing and communication that offers credit and non-credit courses for undergraduate and graduate students as well as a tutorial service.

Clinical Studies

Clinical learning is an essential part of integrating knowledge from theory, research, laboratory and simulation. ISON students benefit from strong partnerships with the McGill Health Academic Network, the RUISSS McGill, as well as institutions across Quebec, Canada and the globe to provide rich learning opportunities.

All clinical studies, including the online BN(I) modality, must be done in person. Students who do not pass a clinical course cannot proceed to the next clinical course (e.g., students who do not pass NUR1 234 cannot proceed into NUR1 233). Any student not in Satisfactory standing cannot continue in clinical courses until they return to Satisfactory standing or are granted permission by the Program Director. Students who are on clinical support and do not meet expectations (fail) by mid-term, cannot continue in their clinical placement. Students must budget and plan to travel to and from a clinical placement for the duration of their clinical courses.

Funding opportunities are communicated regularly through NSAO and may be available if Students meet the eligibility criteria:

- Ashukin Program
- Ambassador Program
- Dialogue Bursaires (<https://www.mcgill.ca/dialoguemcgill/>)

Any travel beyond 50 km (cpoadmin.nursing@mcgill.ca for more information)

Important note about clinical hours:

Clinical courses may require clinical shift attendance during the day, evening, nights and/or weekends.

Students must be available for 8 OR 12 hour shifts, depending on the requirements of the course and their clinical setting.

Students assigned to a clinical placement outside the Greater Montreal Area will receive communications to register with the McGill Travel Abroad application, even if the clinical placement is within a reasonable distance from their place of residence. More information: <https://www.mcgill.ca/mcgillabroad/>

Policy for student assignment in clinical course

ISoN students learn in partner clinical environments specifically chosen to meet learning objectives throughout their study trajectory. Students are assigned in a way to ensure they have a rich and varied learning experience. Assignments consider travel time and potential conflicts of interests, using information provided by the students.

Students are informed of their assignment approximately 2 weeks before the first day of class. Students must fully comply with McGill ISoN and clinical site onboarding requirements, available through the HSPnet platform, MyCourses platform, and email communications.

A student can address any concerns or support needed regarding their clinical assignment and onboarding to cpoadmin.nursing@mcgill.ca

Clinical assignments are not selected based on student preferences.

Possible Clinical Placements in Graduating Year for Undergraduate Students

- NUR1 531 Ambassador Nursing Practice, NUR1 435 for BNI Consolidation (cancelled for 2023-2024)

NUR1 432 Ashukin Project – (cancelled for 2023-2024)

- When the student must avoid a particular setting for the following reasons:
 - the student or close family member is employed on the placement unit
 - the student is or has been followed as a patient on the placement unit
 - the Service d'évaluation des risques de transmission d'infection hématogène (SERTIH) of the Québec Institut national de santé publique has indicated restrictions on the student's placements
 - other legitimate reasons (e.g., pregnancy) determined by the Clinical Placement Coordinator in consultation with the student and faculty.

Clinical Course Coordinator Role

The clinical course coordinator is responsible for overseeing the academic integrity of the clinical course. The coordinator often assumes a “behind the scenes” role working with the CPO, clinical instructors, preceptor support, and preceptors who work directly with the student in the agency. The coordinator establishes the course schedule and organizes introductory classes, simulation experiences, and other relevant preparatory work. The coordinator communicates with the clinical instructors/preceptor frequently with respect to student performance. Should students present with challenges in their placements, the coordinator is available for individual consultation. With respect to assessing student performance and grade assignment, the coordinator works with the clinical instructors/preceptors and preceptor support to ensure that evaluation rubrics are applied fairly and consistently across settings.

Requirements for Clinical studies and the Student Portal

Students are responsible for ensuring that all clinical studies requirements are met.

Failure to meet clinical requirements by the assigned deadline may delay the start of the clinical course or result in student's removal from the clinical course and a delay in the course of study by a full year.

ISoN has an online student portal where students upload and submit important documents, check the status of certain files, and more. Multiple documents must be integrated into ONE (1) PDF file for upload for each of the requirements. A detailed table of pre-clinical requirements and their respective deadlines are listed at <https://www.mcgill.ca/nursing/students/student-portal/clinical>. Scroll down the page to the table and across to your program for the deadlines related to you.

The following list summarizes the list of requirements for clinical studies (*applies to both on-campus and online students*). Details about each of these are also provided both on the website <https://www.mcgill.ca/nursing/students/student-portal/clinical> as well as in the section below:

1. Faculty of Medicine Code of Conduct
2. OIIQ registration
3. HSPnet release form
4. Immunizations
5. Annual Flu Vaccine
6. COVID-19 Vaccine
7. Mask Fitting
8. Declaration of blood-borne infections
9. Exposure – Blood and Body fluids
10. CPR HPC certification
11. Work Coop Permit (International students only)
12. Professional Appearance: name tags, uniform, watch
13. Criminal Background Verification (site-specific on-boarding documents will be visible to you via HSPnet approximately 10-business days before the start of clinical)
14. Travel registry registration for those placed outside the Greater Montreal Area (i.e. Montreal, Laval, Longueuil and Montérégie (<https://www.mcgill.ca/mcgillabroad/safety/registry>))

Faculty of Medicine and Health Sciences Code of Conduct

Purpose: To meet health care professional program requirements.

As a newly admitted student to one of our professional programs, it is important that you read the Faculty of Medicine's Code of Conduct, one of the essential references and foundational documents for your Nursing studies. The Code of Conduct can be found at <https://www.mcgill.ca/medicine/about/our-vision-mission-values/code-conduct>

Print the document. On the last page, write your Last-name/First-name and McGill ID number and sign and date. Scan these pages to one single pdf for upload to the Student Portal.

Registration for Clinical Courses

Ordre des Infirmières et Infirmiers du Québec (OIIQ) registration :

Purpose: To meet legal requirements of public protection.

BNI students upload their annual registration with the OIIQ as an RN to the student portal; BScN students upload their student registration with the OIIQ to the student portal. Students with questions concerning the OIIQ registration requirement can contact the **Nursing Student Affairs Office**.

Quebec legislation requires that a nursing student be registered with the [Ordre des infirmières et infirmiers du Québec](https://www.oiiq.ca/) (OIIQ) to ensure protection of the public. The OIIQ grants registration under the following two conditions:

- as a student nurse with a Student Permit (i.e., B.Sc.(N) and M.Sc.(A) DE students);
- as a Nurse (i.e., BN(I) student* who has successfully completed the licensure examination and the Office Québécois de la Langue Française (OQLF) requirement (as needed)).

**BN(I) students must maintain OIIQ registration with annual fees paid as invoiced.* The OIIQ does not waive fees, even if the Nurse is not working during studies. A student who does not maintain full OIIQ licensure cannot enter clinical studies and cannot graduate. Full licensure includes successfully passing the OIIQ exam and the Office Québécois de la Langue Française (OQLF) requirement (as needed).

The OIIQ refers to the above process as ‘*immatriculation*’ so ‘registration’ and ‘*immatriculation*’ may be used interchangeably. Any patient can verify the student’s status or register a complaint with the OIIQ. Teachers and health facility agents can ask for proof of registration so students must have access to proof of their registration (e.g., license number) at all times during clinical studies, including community visits.

OIIQ Nursing Student Registration procedure (B.Sc.(N)s only):

OIIQ sends application notice to new students in the ISON. Notice is sent ONLY to students who have a Permanent Code, have a valid Quebec mailing address and have a North American telephone number so it is imperative that these are indicated on Minerva.

Student completes the application - must submit birth certificate (certified or original), a passport-sized & authenticated photograph, and fee payment. Authentication instructions are in the application package.

Newly admitted students who have not received the OIIQ registration application should contact the Nursing Student Affairs Office.

OIIQ Nurse Registration procedure -BN(I)s only:

- Student successfully completes the OIIQ requirements for licensing and proves French proficiency.
- Student completes the registration with the OIIQ and pays the annual registration fee.
- Students renew and re-upload the OIIQ license to the Student Portal every year upon its expiry (March).
- Newly admitted students who were not successful with the September OIIQ exam should contact Nursing Student Affairs Office to notify them and must register to the next sitting of the OIIQ exam in the Spring.

Students holding an active registration with the profession adhere to the **Regulation respecting the professional activities which may be performed by persons other than nurses** (chapter I- 8, s. 3 Nurses Act). They may carry out the professional activities that nurses may perform that are required to complete the program of study in which they are registered, with the exception of the adjustment of the therapeutic nursing plan, when the following conditions have been met:

1. They perform them as part of the program of study
2. They perform them under the supervision of a nurse who supervises the training period and who is present in the care unit concerned in order to rapidly intervene (O.C. 551-2010.s.3)

With respect to the TNP: Selon [l'article 3 du Règlement](#), vous ne pouvez pas ajuster un plan thérapeutique infirmier (PTI) sauf si l'enseignant l'ajuste pour vous de concert avec l'infirmière responsable de l'usager à des fins pédagogiques. Cependant, il appartiendra à l'infirmière responsable de l'usager d'en évaluer la pertinence et les modalités. Lors de votre stage, vous êtes en apprentissage et exercez sous la supervision d'une infirmière qui encadre votre stage alors que l'infirmière responsable de l'usager détermine par son jugement clinique le plan de soin et les traitements infirmiers requis pour cet usager.

“The nursing student shall record her interventions in the patient's record with her signature, followed by “**student n.**” If her signature cannot be clearly identified, she shall write her name in block letters after it (O.C. 551-2010.s.4).”

Registration of a student in Nursing may be revoked by the OIIQ if the holder:

1. Has no longer been enrolled, for over one year, in a session of a program of studies leading to a diploma giving access to a permit from the Order or in a training course determined by the Order (Section 9 of the Regulation respecting diploma or training equivalence for the issue of a permit by the Ordre des infirmières et infirmiers du Québec (chapter I-8.r.16);
2. Fails the program of studies leading to a diploma giving access to a permit from the Order or the training course determined by the Order in accordance with section 9 of said regulation;
3. Is expelled from the program of studies leading to a diploma giving access to a permit from the Order

- or the training course determined by the Order (Section 9 of said regulation);
4. Obtained the registration certificate under false pretenses; or
 5. Performs professional acts reserved to nurses other than those authorized in a regulation under subparagraph h of section 94 of the Professional Code (chapter C-26) or does not meet the conditions for performing these acts, in particular those relating to the respect of the ethical obligations applicable to members of the Order.

For students in Unsatisfactory Standing or who have withdrawn from the Nursing Program will have their registration certificate revoked from OIIQ.

For students on a Leave of Absence (LOA), the OIIQ license will be suspended for the duration of the LOA. NSAO will contact OIIQ to inform them of any of the above mentioned leaves or withdrawals.

Note: The OIIQ returns the certificate free of charge upon request if the student returns to study within one year. In the case of an interruption of more than a year, a student must register again with the Order, providing required documents and fee.

Ordre des infirmières et infirmiers du Québec – 4200, rue Molson, Montréal (Québec) H1Y4V4
514-935-2501; 1-800-363-6048 etudiants-br@oiiq.org; nurses: infirmieres-br@oiiq.org

Students with questions concerning the OIIQ registration requirement can contact the **Nursing Student Affairs Office**.

HSPnet

This is the platform used around the province for registration of clinical placements. You must submit the [consent form \(formulaire consentement\)](#) allowing ISO-N to share your name and contact information with our clinical partners. Students cannot be assigned a placement without this consent form. More information is available here: <https://www.mcgill.ca/nursing/students/student-portal/clinical>

Immunizations:

Purpose: Compliance with immunization pre-requisites are to protect the student and the public as well as to meet clinical agency requirements. **Students who have not completed the required immunizations by the deadline will not be permitted to register for the upcoming academic year.** The latest directives can be found through this link: [Requirements - Clinical Studies | Ingram School of Nursing - McGill University](#). **Questions about immunizations:** CPoadmin.nursing@mcgill.ca

As per the [Student Wellness Hub](#) protocol, compulsory immunization requirements are in place for nursing students to ensure protection of the public, their own protection, and to meet the minimum requirements. Students complete the [immunization form](#) for Nursing students and upload it on the Portal to be assessed by [The Student Wellness Hub](#). The Student Wellness Hub Health Services receives all immunization documents and may provide immunization clinics, administers any follow-up required in such cases as positive tuberculosis test, re-immunization for hepatitis or varicella, and the like. Only students with proof of immunization can have access to patients/clients. **Students who do not meet the immunization requirements by the deadline are not permitted to participate in the clinical placements. As a result, students need to withdraw from the clinical course and will receive a revised course of study. Please note that this will extend the graduation by one (1) year.**

Students are advised to complete and upload their immunization forms well in advance to allow the Student Wellness Hub enough time to review the forms and for any follow-ups, as necessary.

Annual Flu Vaccine

Purpose: as above (see Immunizations). Annual influenza (flu) vaccination is required - students who have not received flu vaccine may not be allowed into certain facilities. Proof of vaccination should be uploaded to the student portal. All students are strongly encouraged to take the flu vaccine during the annual campaign in the fall.

COVID-19 Vaccine

Purpose: as above (see Immunizations). The national and regional pandemic situation is in flux. Vaccine requirements are determined at a governmental level. ISON Students must follow the public health guidelines in place at the time of their clinical course.

Mask Fitting

Purpose: **N-95 mask fitting is mandatory to comply with clinical placement safety regulations.** This test needs to be updated every 2 years. More information on how to access mask fit testing is available through this link: <https://www.mcgill.ca/nursing/students/student-portal/clinical>

For clinical placements out of province, it is advised to book an appointment through the Environmental Health and Safety office at McGill. There is a cost associated with this alternative. <https://www.mcgill.ca/ehs/training/respiratory-protection-fit-testing>

Information to make an appointment to get mask fit tested will be made available at the beginning of each semester in MyCourses. Students are expected to make themselves available for the times posted.

Declaration of blood-borne infections

Purpose: Students who are seropositive for Hepatitis B, C, HIV, and/or any other blood-borne pathogens must notify their Program Director.

Students who are seropositive for Hepatitis B, C, or HIV and/or any other blood-borne pathogens are obliged to notify their Program Director. This does not preclude students from starting or continuing their studies. These students will be referred to the [Blood-Borne Infection Risk Assessment Unit | Institut national de santé publique du Québec \(inspq.qc.ca\)](https://inspq.qc.ca) responsible for all seropositive workers, including nursing students. The service makes recommendations based on current scientific knowledge and relevant guidelines. The Service may recommend restricting practice of these students. This information is kept strictly confidential. The Clinical Partnerships Director will accompany the student through the process.

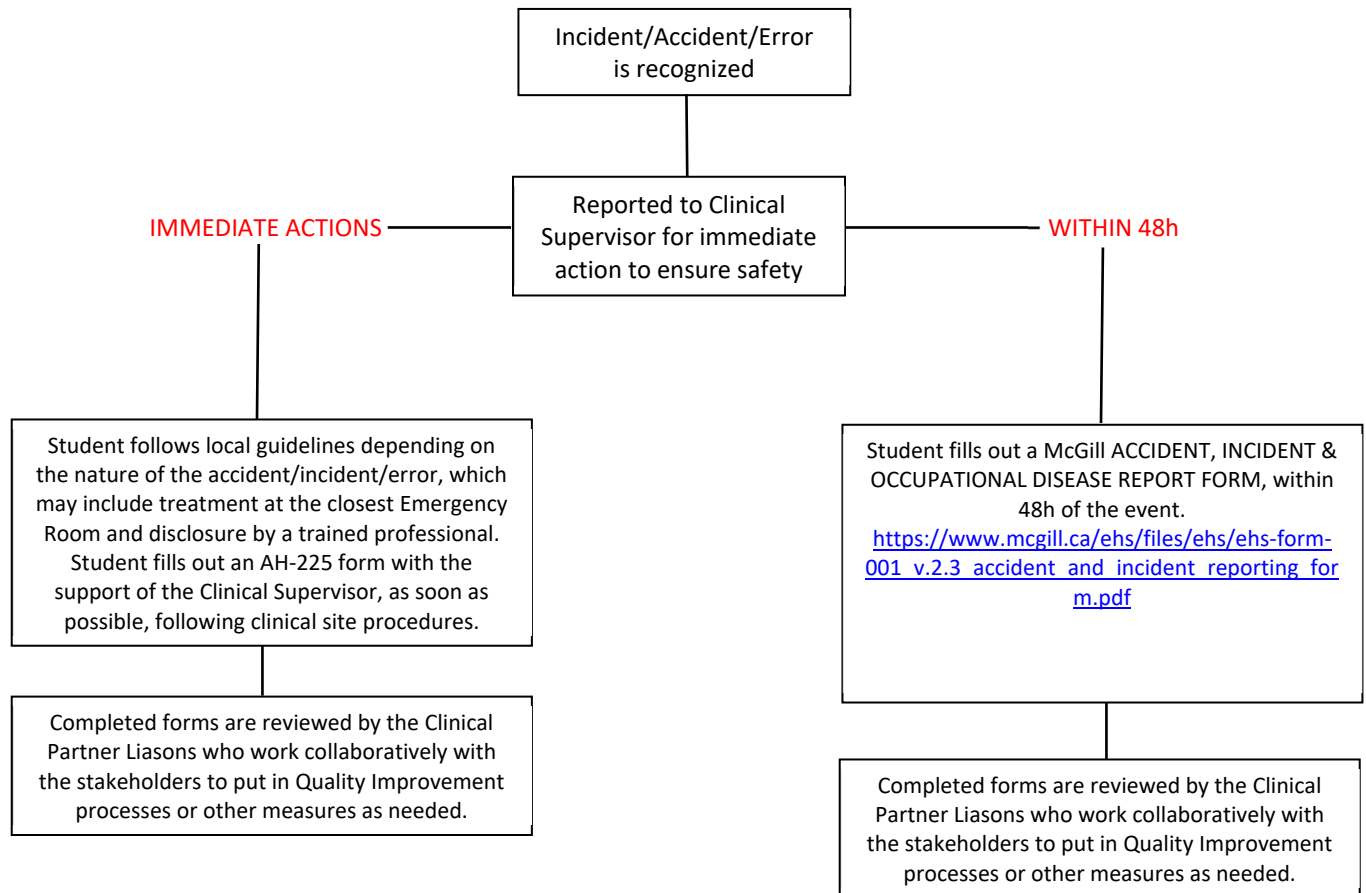
Accidental Exposure – Blood and Body fluids

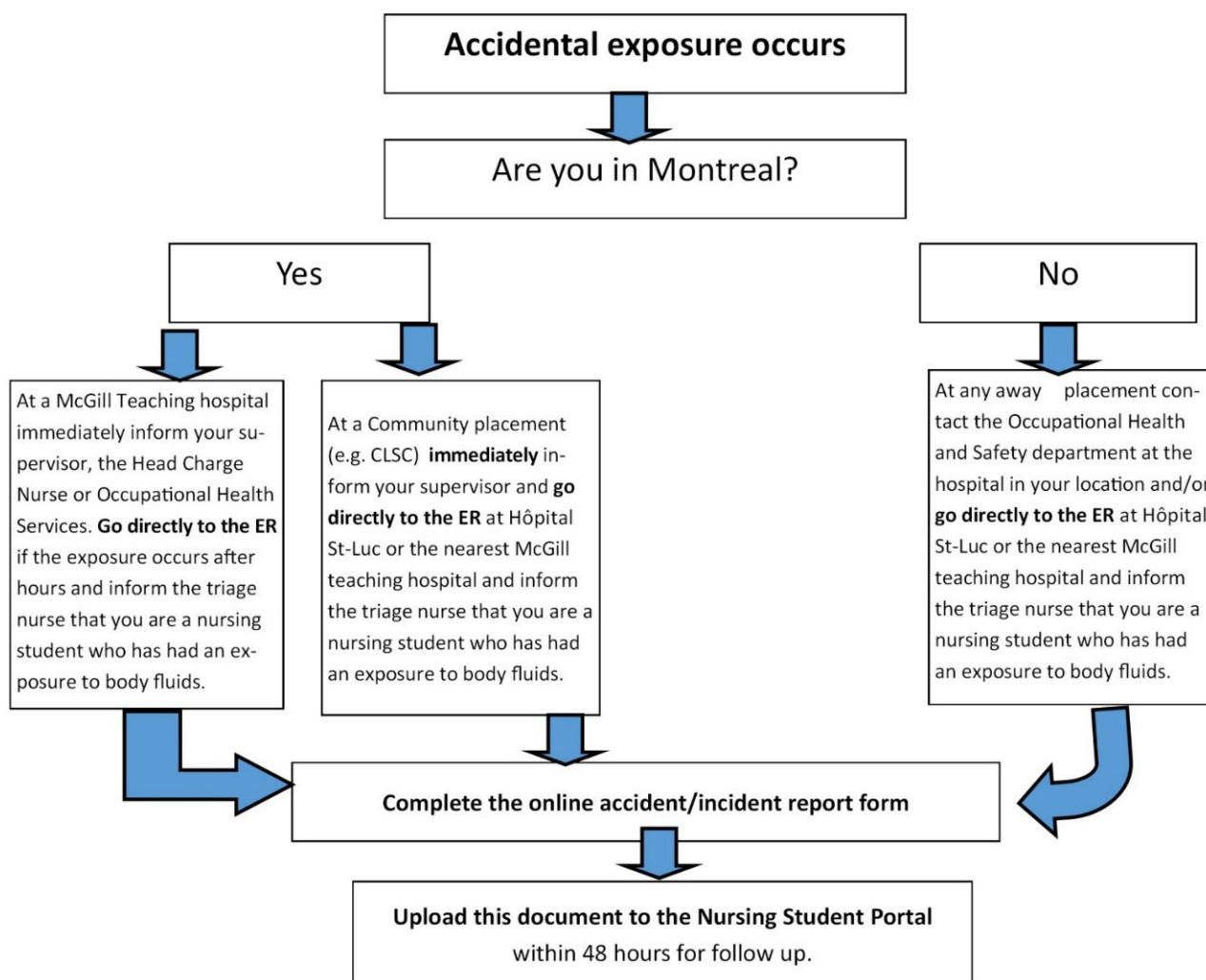
Purpose: Percutaneous exposure to body substances or any other injury places students at risk and requires investigation, reporting, and follow-up.

Reporting of accidents, incidents and errors are important in quality improvement processes. Prevention of accidental exposure is paramount (e.g., never recap needles; wear gloves during venipuncture). Despite efforts, accidental exposure can occur. A percutaneous exposure to body substances, either by a needle stick injury, a laceration, or a splash on mucous membranes or non-intact skin, has the potential to transmit blood borne pathogens such as hepatitis B and HIV to the exposed individual. Students on any clinical rotation are covered for injuries sustained by the *Commission de la Santé et de la Sécurité du Travail*. All accidents, incidents and errors, must be reported by completing the McGill University [Accident and Incident Reporting Form](#). The notification of the exposure and the completed form must be uploaded to the ISON student portal for clinical requirements *within 48 hours* to ensure that all the appropriate steps have been taken.

The following chart indicates how to proceed in the event of an injury:

Report and Management of Incidents, Accidents and Errors Occurring on a Clinical Placement Site





Basic Life Support Certification (CPR/AED)

Purpose: All students must obtain and maintain CPR certification throughout their studies in the nursing program. Only Basic Life Support (BLS) provider courses will be accepted. Certification must be granted, or fully recognized, by one of the following organizations: The Heart and Stroke Foundation of Canada, The Canadian Red Cross, or The American Red Cross.

Work Coop Permit (International students only)

If you have been admitted to a program as an international student, your study visa is not enough. The program to which you were admitted includes a mandatory practical work component (such as a co-op, placement or stage). Accordingly, if you are not a citizen or permanent resident of Canada and, whether or not you will be paid, you must obtain a “coop work permit” in addition to your study permit. Please see McGill’s International Student Services website for details: [International Student Services - McGill University](#). You will need to obtain the “co-op” work permit before you begin your clinical studies and clinical internship..

In order to apply for the “co-op” work permit, you will need written confirmation that your program includes a mandatory practical work component. In order to obtain a letter that confirms that you have a mandatory practical work component, download the pdf below for the program to which you were admitted. You will accompany the letter below with your letter of offer of admission when applying for the Work Coop Permit. You will also need to submit a Medical Exam with your application. Detailed instructions can be found on the McGill’s International Student Services’ website at: <https://mcgill.ca/internationalstudents/work/co-op-internship-work-permit>

Students applying for the co-op work permit must include the International student letter found on our website <https://www.mcgill.ca/nursing/students/student-portal/clinical> in addition to their acceptance letter into their program at McGill. The work coop permit must remain valid throughout your studies.

Professional Attire:

Professional attire is regulated by the OIIQ and the clinical site. All students are expected to be read the [*OIIQ guidelines*](#) as well as be informed of the specific expectations for each clinical site. Any concerns can be addressed to CPOadmin.nursing@mcgill.ca

<https://www.oiiq.org/documents/20147/237836/5513-image-professionnelle-infirmieres-prise-position-web.pdf>. Uniform guidelines also apply in agency-based courses and in lab courses. In some settings street clothing is worn (e.g., CLSC, out-patient units, certain mental health settings).

Uniforms: The B.Sc.(N) uniform, designed by the NUS, consists of a navy top with McGill logo and light blue pants. It is purchased at the [Bookstore](#). A minimum of three uniforms are required (one for HPA courses; 2 for patient-related clinical studies) to allow for laundering between clinical days. B.N.(I) students must purchase the navy top with the McGill logo and wear pants in a shade of blue (if they already own scrubs). If a B.N.(I.) student does not own blue pants, they may opt to purchase the light blue scrub pants from the McGill bookstore.

Identification: It is a legal requirement that students and faculty identify themselves with a name badge indicating first and last names as well as the McGill logo during all clinical learning activities (e.g., on hospital units, during community visits, in community placements, during Ambassador Nursing Practice Consolidation). The name badge must be worn above the waist for ease of visibility. Most hospitals require that students and faculty also have a hospital-issued name badge. Clinical placement coordinators generally arrange these and inform students/teachers of logistics.

Students/faculty can be asked at any time by a client/patient or hospital/clinical official for proof of identification including the OIIQ registration number.

For questions about student name badges, or to request a replacement name badge, please contact the Student Affairs Office, undergraduate.nursing@mcgill.ca. Student will be charged for any lost name tags (\$35). NSAO will order replacement name tags in the first week of every month.

****Note:** Wash uniforms separately from other clothing with conventional laundry detergent. If contaminated with infectious material, wash in hot water (160 °F) with sodium hypochlorite solution (e.g., Clorox) according to product concentration.

Criminal Background Verification

Purpose: Completion of a *Criminal Background Verification Form* will likely be required by clinical agencies. This document will be made visible to you via HSPnet approximately 10 business days before the start of clinical. Failure to comply with site-specific onboarding requirements may jeopardize your clinical experience.

Registration with the OIIQ is required for entry into clinical studies. Students must self-declare any criminal offences at the time of application; in addition, if the student is accused of a criminal offence during studies in the nursing program, the OIIQ must be notified. A student who is not able to obtain an OIIQ registration cannot continue in the program.

Language Requirements

The official language of instruction at McGill is English. In accord with McGill's Charter of Students' Rights, students have the right to submit any written work that is graded in English or in French.

According to Bill 96, the work language in Quebec is French. Nursing programs include mandatory clinical education which are completed in institutions that are regulated by this [law](#). Therefore, all students must be able to work effectively and safely with patients, families and team members in French in order to complete the nursing curriculum. Students are expected to obtain an overall French proficiency level of B2 or higher. Refer to https://www.mcgill.ca/undergraduate-admissions/french-proficiency_for_specific_details.

ISoN offers 'beginner' and 'intermediate' level French language workshops specific to Nursing students through the Nurse Peer Mentorship program. The McGill Faculty of Medicine & Health Sciences offers French medical language workshops (basic, low, intermediate) for a minimal fee in fall and winter terms -www.mcgill.ca/ugme/french-workshop-form

[The McGill French Language Centre](#) offers credit and non-credit courses from beginner, intermediate and advanced levels including courses for students in Health Disciplines (funded by McGill Training and Retention of Health Professionals Project).

Fall 2023

Winter 2024

FRSL 209 CRN 3074 - Français oral élémentaire: santé et services sociaux	FRSL 210 – CRN 2783 – Français oral intermédiaire1 : santé et services sociaux
FRSL 219 CRN 3077 – Français intermédiaire 1: diététique et nutrition	FRSL 330 – CRN 2789 – Français écrit en contexte 2: santé et services sociaux
FRSL 329 – CRN 3081 – Français écrit en contexte 1: santé et services sociaux	FIGF PMCO – CRN 2881 Français oral intermédiaire/avancé (tuition-free, non-credit)

Students must take a French Placement Test and be interviewed by an evaluator before registering for their first French course. Visit: <https://www.mcgill.ca/flc/fr/inscription-0/tests-de-classement/dates-des-tests-de-classement> or Contact **Dr. Ariel Mercado** at ariel.mercado@mcgill.ca

[French for Healthcare Professionals](#). French Online Courses are now offered through McGill School of Continuing Studies. For more information, contact: info.conted@mcgill.ca

Dawson College offers a French Language course specifically for health professionals.

Stress and Coping

Students may experience stress in their nursing studies, particularly in clinical studies where they may be working with clients/families experiencing complex illness situations, viewing invasive procedures, dealing with dying and death, witnessing emergencies, dealing with errors, or observing unprofessional behaviour. Students are encouraged to speak with clinical teachers, course coordinators, program directors, or the WELL Office if they are having difficulties so that they can be oriented to resources (e.g., The Wellness Hub, WELL Office counselling services, etc.).

Clinical Skills Guidelines

Students holding an OIIQ registration adhere to the Regulation respecting the professional activities which may be performed by persons other than nurses (chapter I-8, s. 3, Nurses Act). As such, nursing students may carry out the professional activities that nurses may perform that are required to complete the program of study in which they are registered, with the exception of the adjustment of the therapeutic nursing plan, when the following conditions have been met:

They perform them as part of the program of study

They perform them under the supervision of a nurse who supervises the training period and who is present in the care unit concerned in order to rapidly intervene (O.C. 551-2010.s.3)

For more information about nursing students role (in French)
<https://www.legisquebec.gouv.qc.ca/fr/document/rc/I-8,%20r.%202/>

To perform clinical skills with minimal risk to patients, students should have knowledge of the technical skill and the risks and patient safety issues associated with it; they should know the infection prevention and control guidelines required to perform the skill safely and have prior safe practice of the skill.

Adequate supervision during the actual skill implementation is imperative. In all cases, skills must be consistent with nursing acts conducted within legislative boundaries.

Knowledge of the Technical Skill: Students should understand the rationale for why the procedure is required and review all aspects of the skill to ensure a strong knowledge base as to the details of the procedure. *Students should refer to their Fundamentals in Nursing text and/or review the unit “policies and procedures” guidelines.* Prior to conducting the skill, students should verbalize the reasons why the procedure is required, review technique with the supervisor and determine the materials available or normally used on the host unit to complete the procedure. In the case of medication administration, students apply the “10 Rights” (*Appendix A*) and ensure a strong understanding of side effects as well as monitoring for such side effects.

Knowledge of Risks and Patient Safety: Before performing a skill, students must review risks of the procedure i.e., risks to the patient and to themselves (e.g., splash of body fluids). Precautions are to be taken based on such risks. To avoid undue anxiety in the student and the client when the student is performing a procedure for the first time, choose the client wisely. For example, don’t attempt the first IV insertion on a dehydrated patient who is extremely anxious.

Adherence to Infection Prevention and Control Guidelines: see previous IPC guide and use unit- based Infection Prevention and Control Manual to ensure that site guidelines are followed.

Safe practice: It is recommended that students practice an invasive procedure in a simulated learning environment (e.g., task trainer) prior to doing the procedure on a patient. If a student has not had previous experience with a skill, they should first observe the procedure.

Adequate supervision: Performance of invasive technical skills requires supervision to ensure that adequate learning is/has taken place and that the patient is safe and comfortable.

What students cannot or should not do:

In general, students should ‘not’ be ‘doing’ what they do not know or if there is lack of adequate supervision. *Overall, students should NOT engage in any clinical/technical skill if:*

- they do not know how to do it or the supervisor feels the student lacks competence (in these cases, the student should visit the learning laboratory and perform the skill in a simulated environment before practicing on a human);
- there is no one to provide direct or indirect supervision;
- the patient is deteriorating rapidly - students cannot be expected to perform as a registered nurse in an emergency;
- there is no prescription or collective order (as per Law 90 in Quebec);
- the skill requires certification or special training (e.g., inserting a PICC line, administering certain cancer chemotherapy);
- Access charts for which they are not a caregiver, including using access codes that do not belong to them
- legal or local institutional parameters do not allow for it (based on hospital/agency policy) e.g.,
 - most institutions require that only RNs can have access to narcotic ‘keys’;
 - most institutions required that only licensed nurses can accept a verbal or telephone order;
 - only licensed nurses can adjust the [therapeutic nursing plan](#) (students can have input but cannot alter the TNP);
 - most institutions require that only licensed nurses can transcribe medical orders or witness patients’ consents for procedures.
 - most institutions require that two licensed practitioners do an independent double check of high alert medications such as insulin and heparin, or to document narcotic wastage, or to determine blood product accuracy. In such cases, the student can co-sign as a witness, however the signatures of 2 licensed nurses are required in addition to the student’s signature.

Attendance in Clinical Studies

Full in-person attendance in clinical studies is expected from all students and is regulated for licensure. When registering for a clinical course, students must ensure that they are available to attend for the duration of the semester to meet the objectives of their course. Some clinical courses may be scheduled on set days of the week, for an 8hr or 12hr shift. Other courses have a variable schedule that may occur on day, evening or night shift, 8h or 12h.

In case of illness, students must report their absence as soon as possible to their Clinical Supervisor (Preceptor, Preceptor Support, Clinical Instructor) as well as their Clinical Course Instructor.

Written requests for longer absences (more than 2 days) must be submitted to the Course Coordinator as soon as possible. The Coordinators will evaluate the student situation and provide them with a plan as needed. Prolonged absences may require a consultation with the Program Director of the respective Program, a revised course of study, and a delay in the graduation date.

All Students should be aware of the content of Bill 14: “An Act to ensure the protection of trainees in the workplace” to help inform their decisions.

Accommodations in Clinical Requests:

The ISoN makes every effort to accommodate students with recognized concerns. Students seeking accommodation must contact the Clinical Course Coordinator when accommodation applies to a single course; contact the Program Director when accommodation will need to be made across several courses. For all accommodation requests, Students are to keep in mind that the accommodation must be reasonable and possible in that it does not interfere with reaching course objectives, it does not compromise the situation of other students, it does not incur additional expense, or cause undue strain or inconvenience to those being asked to accommodate.

Accommodation for Pregnancy and Breastfeeding for Clinical Courses

Students that are pregnant or breastfeeding must inform their Program Director to discuss their course of study and any adjustments that may be needed. The Program Directors will work closely with the Clinical Partnership Office to find adequate accommodations based on the guidelines in place and the medical recommendations for each individual case. These students must follow the directives of their care provider at all times.

Accommodation for Religious Obligations affecting attendance to their Clinical Course

Requests for religious accommodations are to be submitted to the Clinical Course Coordinator and should follow the Policy on Holy days available: <https://www.mcgill.ca/importantdates/holy-days-0/policy-holy-days>

Accommodations for Medical Conditions in Clinical Courses

The Student Accessibility & Achievement provides support services and reasonable accommodations to students of all levels of study with documented disabilities of either a permanent, temporary, or episodic nature. They foster an accessible and inclusive university experience for McGill's diverse student population in collaboration with other Student Services and the wider McGill community through resources and services. More information : <https://www.mcgill.ca/access-achieve/> Students must supply a letter from the Student Accessibility & Achievement outlining the nature of the accommodation as early as 8 weeks before the first clinical day, so the CPO can work with the clinical partner to find the most suitable environment.

Reporting Mistreatment in a Clinical Setting

ISoN depends on strong collaborations with clinical partners to support excellence in clinical education. In an event if a student suspects or experiences mistreatment, mistreatment policies for each clinical institution are available in their clinical course onboarding packages.

All Clinical Supervisors (preceptors, clinical instructors, circulating clinical instructors, preceptor supports and project supports) are informed of ISoN and local policies during their orientation, and reminded each semester. Clinical Supervisors and Students are expected to abide by their Code of Ethics (ref: https://www.oiiq.org/documents/20147/237836/8450_doc.pdf) as well as the Faculty of Medicine and Health Sciences Code of Conduct (ref.: https://www.mcgill.ca/medhealthsci/files/medhealthsci/code_of_conduct_june2021_v01_en.pdf)

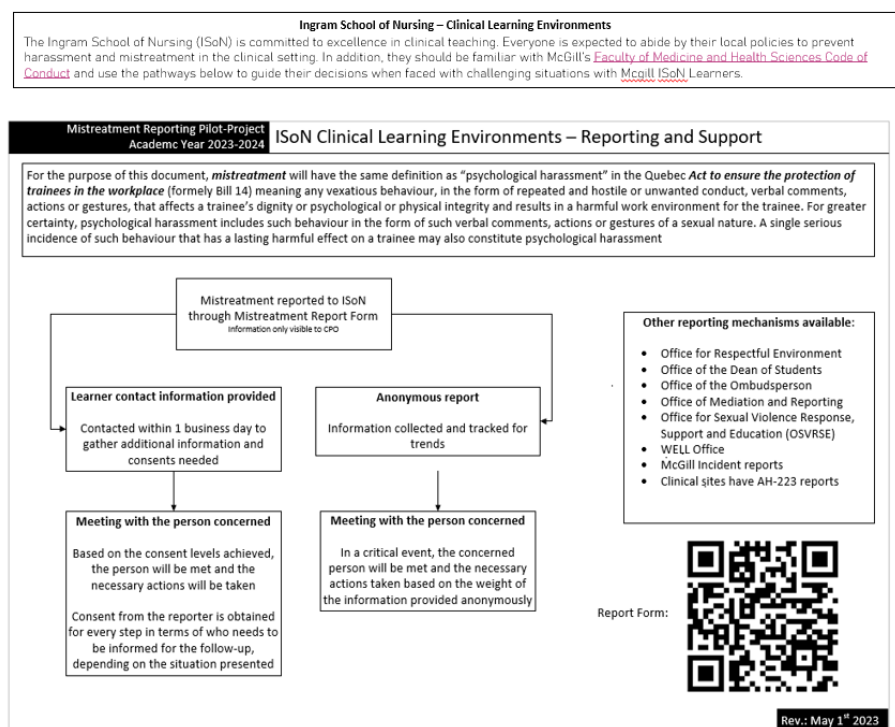
In a situation where mistreatment has occurred or is witnessed by or towards an ISON Learner, it is important to remove yourself from the situation as soon as possible and report it. In the immediacy of the event, a Learner may choose to reach out to a Clinical Supervisor, trusted Faculty Member, a Peer Learner or a family member for support. McGill and community-based resources are available to all Students, free of charge.

The student is strongly encouraged to report it to the Clinical Partnerships Office using the Mistreatment Report Form as soon as the time feels appropriate to them. A reporting mechanism has been put in place, offering an option of anonymous or identifiable reporting. The Clinical Partnerships (CPO) Director is the only person who will have access to the report and will follow up directly with the person who reported the event, if they choose to be identified. The CPO Director is not involved in grading or clinical placements of any student. Their role is to ensure there is neutral and appropriate management of the report with those concerned, as well as guide towards available support and follow-up with appropriate actions swiftly.

Students should note that both anonymous and identifiable reports are taken seriously. Follow up with anonymous reporting may result in more general measures due to the nature of the report. All reports remain confidential, and nothing is shared with other parties without prior consent.

Students should note that McGill and clinical sites also offer other reporting mechanisms and that they are free to use the mechanism of their choice.

Mistreatment reporting mechanism:



When in doubt or if you have any questions, please contact the McGill [ISON Clinical Partnerships Office](#), cpoadmin@mcgill.ca

ON-CAMPUS RESOURCES

First Peoples' House
Support for Indigenous students
514-398-3217
mcgill.ca/fph

International Student Services
514-398-4349
mcgill.ca/internationalstudents

Local Wellness Advisors
mcgill.ca/lwa

McGill Office of Religious and Spiritual Life
514-398-4104
mcgill.ca/morsl

McGill Students Nightline
514-398-6246

Office for Mediation and Reporting
514-398-6419
mcgill.ca/gmr/contact-us

Nurse Peer Mentorship
nmp.nursing@mcgill.ca

Office for Sexual Violence Response, Support and Education
514-398-3954
mcgill.ca/osvrse

Office for Students With Disabilities
514-398-6009
mcgill.ca/osd

Office of the Ombudsperson
514-398-7059
mcgill.ca/ombudsperson

Peer Support Center
514-398-3782
pss.ssmu.ca

Scholarships and Student Aid Office
514-398-6013
mcgill.ca/studentaid

Sexual Assault Centre
of the McGill Students' Society
514-398-8500
sacommss.org

Student Wellness Hub
514-398-6017
mcgill.ca/wellness-hub

Therapy Assisted Online (TAO)
A free/private online video program to address issues related to anxiety, stress, depression and more.
mcgill.ca/wellness-hub/hub-clinical-services/telehealth

Dialogue
Virtual, free health care (includes eligible spouse and/or dependent children) to connect to a nurse or physician, from anywhere in Canada through the mobile or web app.
mcgill.ca/wellness-hub/hub-clinical-services/telehealth

Maple
Tool providing access to an appointment with a doctor, at a distance. Up-front charges for international students are covered by [Medavie Blue Cross](#).
mcgill.ca/wellness-hub/hub-clinical-services/telehealth

COMMUNITY RESOURCES

Info Santé/Info-Social
To speak with a Nurse or Social Worker 24/7. Dial 811 from any Quebec phone

Suicide Action Montreal
24/7 Phone support to individuals experiencing suicidal thoughts. Also support to individuals concerned for the safety of others. 1-866-277-3553
suicideactionmontreal.org/en/

Canada Suicide Prevention Service
crisiservicescanada.ca
1-833-456-4566 24/7

Sexual Assault Resource Line
514-933-9007 (Montréal)
1-888-933-9007 (Québec)

Keep me SAFE
Mental health counselling providing 24/7/365 access in over 60 languages.
1-844-451-9700 (Canada/USA)
1-416-380-6578 (rest of world)
mcgill.ca/wellness-hub/hub-clinical-services/telehealth

Adapted from:
https://www.mcgill.ca/deandofstudents/files/deandofstudents/helping_students_in_difficulty_folder.pdf

Assessment in Clinical Studies

All clinical courses provide course outlines with details about course objectives and requirements. Clinical courses assess scope and specificity of knowledge, clinical reasoning, communication skills, technical/procedural skills, professionalism and comportment, leadership and the ability to provide strength-based nursing care. Professionalism and comportment are monitored *throughout* all clinical courses – unlike the other elements that have formative and summative evaluation periods. Student must adhere to the Quebec Code of Ethics of Nurses.

Course coordinators orient students to the objectives of each course. All courses have a period of formative assessment (aimed at improvement; generally, the first 2/3 of the course) and period of summative assessment (outcome evaluation; generally, the last 1/3 of the course).

- Clinical assessments are based on evidence that includes the student's behavior in various aspects of clinical studies (e.g., direct patient care, participation in unit-based activities, dialogue with the teacher, contributions in conference, learning logs, etc.). Unlike MCQ exams where the teacher chooses the question AND the answer, the student can 'showcase' learning in a clinical situation i.e., if a teacher asks a question the student cannot answer, they have the opportunity to clarify and note other ideas.
- Inter-rater reliability (IRR) is assured in courses with multiple teachers through consistency of course objectives and application of assessment criteria. Course coordinators provide support to teachers across sites; site teachers meet as a group and share anonymous clinical evidence of student learning and apply the evaluation criteria.

The course coordinator ultimately provides the final grade in clinical courses.

- The student's grade in any clinical course is irrespective of any previous grade. Except in the case of Clinical Support, clinical teachers are not informed of previous grades.
- Clinical teachers/preceptors provide formative feedback about learning. Students who are not meeting course objectives are informed so that a learning plan can be developed (see Section *Student not meeting course objectives in a clinical course*). Students play a role in reflecting on their learning, seeking clarification about their learning, and using available learning resources.
- Students who are assessed as being unsafe in their practice are removed from the clinical course and receive a failing grade.
- Students who are assessed as being unprofessional in their practice are removed from the clinical course and receive a failing grade.
- As with all interactions between students and teachers, the clinical evaluation dialogue is conducted in a professional manner – respectful, calm, and non-confrontational. Students sign the clinical performance assessment form to indicate that they have met and discussed the evaluation.

Remedial Lab sessions for Clinical Studies

Students and clinical course coordinators/instructors can ask for remedial lab sessions. These remedial sessions are meant to be a support tool and focus on the area where the student needs to improve. Every attempt is made to provide the remedial session with 48 hours (about 2 days) of the request. No formal or graded assessments will be done during these sessions. Instructors can request a ***Remedial Learning Lab Session*** by emailing the student name, course #, Instructor/Coordinator name, and area needing improvement to lab.nursing@mcgill.ca. ***Remedial labs are subject to availability of resources.***

See also Appendix B: Nursing Student's Guide to Thriving in Clinical.

Student not meeting course objectives in a Clinical Course

A student who is not meeting course objectives in a clinical course must be informed of such and, conjointly with the clinical instructor/preceptor and course coordinator, develop a *learning plan*. The following provides guidelines:

- The instructor/preceptor identifies actions/attitudes/behaviours indicating that the student is not meeting course objectives in one or more areas and validates the assessment with the course coordinator.
- The instructor/preceptor and course coordinator meet with the student to discuss the matter and indicate what course objectives/expectations are not being met.
- The clinical instructor and the student discuss the challenges and negotiate a learning plan to address the challenges with the aim to ensure success. The instructor/preceptor contributions and the student contributions to the learning plan are clearly identified (see sample learning plan below) and each person signs the plan.
- The student is then assessed daily relative to the course objectives and identified challenges to determine if the learning plan is being met.
- If the learning plan is met and the student demonstrates evidence that the course objectives are being met, then the student continues in clinical studies; if the learning plan is unmet and/or the student demonstrates ongoing evidence that the course objectives are not being met then the course coordinator can determine that the student does not continue in the course, which results in a failing grade

Sample Learning Plan

Learning objective	Strategies and resources to achieve the objective	Evidence that goal/objective has been met
I will assess patients' responses to medications including desired and undesired effects (e.g., side effects, allergic reactions, iatrogenic disease, and other adverse effects).	<ul style="list-style-type: none">- Review pharmacology chapters of medications that are commonly used on the unit (e.g., diuretics, analgesics)- Use pharm & med-surg texts & e-CPS to identify nursing assessments to focus on.- Make cue cards and summary notes of the different medications & the desired and side effects/adverse effects as well as clinical indicators- Use past patients as case studies from which to identify assessment needs- Make a list of relevant questions to ask patients about their medications.	<ul style="list-style-type: none">- Within one week, I will be able to assess each patient that I administer medications to and determine if the desired medication effect is being reached within one week, I will be able to assess each patient that I administer medications to and determine if the most significant/riskiest undesired effects are being experienced.- Within two weeks, I will be able to present in post-conference an accurate and detailed summary comparing my patients' responses (desired and undesired) to their medication regimens and outline the nursing care modifications that I made as a result of these assessments.

Failure in Clinical Courses

Students receive a grade of 'F' (failure) in a clinical course when they:

- do not meet course objectives during the summative evaluation period, or
- do not demonstrate professionalism and proper comportment (measured *throughout* all clinical courses), or
- place patients at significant risk during any of the clinical studies, or
- do not demonstrate professional behaviour in adherence with standards in classroom and clinical studies (including performance at the Steinberg Centre for Simulation and Interactive Learning and in the Satoko Shibata Clinical Nursing Learning Laboratories), or
- violate the Quebec Code of Ethics of Nurses, the McGill University Code of Student Conduct (see *Handbook on Student Rights and Responsibilities*), or the Faculty of Medicine Code of Conduct.

The ISoN reserves the right to dismiss from the clinical course any student who is considered incompetent and/or is not meeting the course objectives set in their learning plan, and unsuitable for the practice of Nursing. See Section 3 for information on Student Standing

Ambassador Program (NUR1 531) – BScN

The *Ambassador Program* provides students with an opportunity to complete the Ambassador Nursing Practice Consolidation (NUR1 531) course outside the [McGill Academic Health Network](#) in areas within Montreal/Quebec, other Canadian provinces, or internationally.

Students in the *Ambassador Program* are chosen carefully as they act as representatives of the students and faculty of the ISoN, McGill University. They also represent Montreal, Quebec, and Canada!

Candidates must be in satisfactory standing and be self-directed, professional, have strong clinical reasoning and nursing practice skills, and demonstrate qualities of cultural humility and professionalism. They must have insight into the nature of the site being requested and the fit with that agency's ability to meet course and personal learning objectives. Applicants must complete an Ambassador Program Proposal.

The Ambassador Program takes place in the latter half of the Winter semester of U3.

Requirements for participating in the Ambassador Program

For more information: <https://www.oiiq.org/acceder-profession/parcours-etudiant/externat>

Note: The Extern program is not part of McGill studies so externs cannot wear the McGill uniform nor rely on McGill malpractice insurance.

Ambassador program applicants must:

- ✓ Have a valid OIIQ license (both OIIQ exam and OQLF exam must have been passed);
- ✓ Have a minimum CGPA of 3.2 by the end of fall semester of U2 with at least average performance in Health and Physical Assessment (HPA);
- ✓ Demonstrate a good fit between the proposed site, the course & personal learning objectives;
- ✓ Submit a complete curriculum vitae;
- ✓ Submit a reference letter from a past clinical instructor or other individual able to attest to clinical performance (educator, advanced practice nurse, manager, etc.);
- ✓ Submit a strong and complete 'Critical Care Ambassador Program' Proposal – see below for instructions;
- ✓ Perform strongly in an interview (approximately 20 minutes; takes place only if the placement proposal is accepted);
- ✓ Ensure that the prospective placement site is deemed safe for travel by Global Affairs Canada. Visit: <https://travel.gc.ca/travelling/advisories>. NB. Must not be a country or region with advisories to 'avoid all non-essential travel' or 'avoid all travel';
- ✓ Complete a mandatory on-line pre-departure module and 1-day pre-departure workshop (likely end of January 2020). NB. Only for those travelling outside of Canada or to an indigenous community within Canada;
- ✓ Pass a criminal reference check (as required by the site) & obtain a passport and/or visa (as required);
- ✓ Provide proof of immunizations, proof of registration with the OIIQ, and proof of health insurance, including emergency evacuation (as required by site);
- ✓ Collaborate closely with the Clinical Partnership Office (CPO) to ensure all requirements are met in a timely fashion;
- ✓ Indicate their ability to fund any costs associated with the experience.

Once accepted as a Critical Care Ambassador, the final approval is based on: 1) the agreement of the site to receive the student, 2) the site's ability to provide sufficient supervision, and 3) the site signing of a clinical placement contract that ensures the site meets all placement criteria.

The following summarizes the various steps involved in applying for the Critical Care Ambassador Program:

1. Review listings of sites with whom the University has a contract – this document is updated annually. If there is no existing contract with the institution/agency of your choosing, the Clinical Placements Office will need to explore the feasibility of obtaining one with the site. ** At this time you may also want to consult the list of available funding opportunities: <https://www.mcgill.ca/globalhealth/funding/travel-awards>;
2. Complete the NUR1 435 Survey that is sent out to all BNI U2 students in November.
3. Complete and submit the Critical Care Ambassador Program proposal, cv and letter of reference by early January. Instructions are circulated in November.
4. If the proposal is acceptable, undergo an interview in mid/late-January. Students are informed if they are accepted by the end of January.

Ashukin Program – on hold for the academic year 2023-2024

Ashukin, which means *bridge* in several Indigenous languages, was created to establish partnerships and to foster relationships with Indigenous communities in Quebec enabling nursing students to work with Indigenous communities. Ashukin creates opportunities that support reconciliation by breaking barriers, dispelling myths and cultivating understanding through hands-on experiences in Indigenous settings and to create opportunities for mentorship with Indigenous students interested in pursuing nursing studies.

The Program responds to the Truth and Reconciliation Commission (TRC) of Canada: Call to Action #23 i.e., “We call upon all levels of government to: Increase the number of Aboriginal professionals working in the health- care field; Ensure the retention of Aboriginal health-care providers in Aboriginal communities; Provide cultural competency training for all healthcare professionals.” Learning to work with Indigenous populations provide students with an opportunity to apply strength-based nursing in healthcare approaches and enables students to better understand and advocate for the population for which they provide care. This learning opportunity may challenge or align student’s values and beliefs. The priority of choice will be given to nursing students that demonstrate an interest in working with Indigenous populations and demonstrate academic accomplishments.

Ashukin Program placements can take place in NUR1 431 and 432.

NUR1 431 Students in NUR1 431 Ashukin Program will meet the same learning objectives as their classmates placed in other community health nursing settings in Montreal. The same schedule is required. The two Indigenous communities are in local health centres either in Kahnawá:ke (fall and winter semesters) or Kanehsatà:ke (winter semester). The Ashukin program will provide students with a subsidy up to \$600 for Kanehsatà:ke and \$200 for Kahnawá:ke as well as cover the fee for the required Police background check. The availability of placements may vary from semester to semester, the course coordinator(s) will provide the exact information to students.

The local, rural and northern Indigenous community placements will be determined semester by semester by the CPO office and course coordinator. The selected students may travel once or twice to rural or northern communities or travel weekly to one community situated within 100 km of Montreal following a similar clinical schedule as the other students in the course.

NUR1 432 Students in NUR1 432 Ashukin Program will meet the same objectives as their classmates placed in other community organizations in Montreal i.e., developing, planning, implementing and evaluating a primary prevention project with an underserved population.

Note: The Ashukin program will provide students with a subsidy up to \$200 for travelling to Kahnawá:ke

Note: Coverage of travel accommodation and food expenses by the Ashukin program will be provided for rural or northern visits during the semester

Mandatory Conditions:

1. Provide an application form to demonstrate interest in the Ashukin Program experience.
2. All applicants who meet the criteria may have a phone interview with the course coordinator and may require an interview in the setting itself.

Externship Program

Note: The Extern program is not part of McGill studies so externs cannot wear the McGill uniform nor rely on McGill malpractice insurance. <https://www.oiiq.org/acceder-profession/parcours-etudiant/externat>

Section 3 – Assessment and Academic Standing

Academic standing matters are the jurisdiction of the Student Standing and Promotions Committee (SS&PC). The committee meets a minimum of three times a year following fall, winter, and summer sessions to review the performance of all students in the ISON. The committee reviews student records and makes decisions on matters relating to standing, promotion, awards, and graduation. The committee also determines the policy for granting permission to write deferred and/or supplemental examinations (in NUR1 and non-NUR1 courses); receives requests for reassessments and rereads in examinations; receives first level appeals to standing decisions; and receives inquiries and/or complaints related to student conduct issues – disciplinary matters are referred to the ISON Disciplinary Officer. The committee may defer certain decisions (e.g., LOA, deferrals) to the responsible Program Director, Assistant Program Director, or NSAO.

Grading

A student is allowed to write a final examination in a course only after the course requirements have been fulfilled, including attendance. Courses can be graded either by letter grades or in percentages, but the official grade in each course is the letter grade.

Grades	Grade Points	Numerical Scale of Marks
A	4.0	85 - 100%
A-	3.7	80 - 84%
B+	3.3	75 - 79%
B	3.0	70 - 74%
B-	2.7	65 - 69%
C+	2.3	60 - 64%
C* ⁰ %	2.0	55 - 59%
D**	1.0	50 - 54%
F (Fail)	0	0 - 49%

* Minimum passing grade in any course in the undergraduate nursing programs is a 'C' (55%)

** designated a failure in the Ingram School of Nursing.

% IUT courses must be passed with a minimum letter grade of C (not the %)

Letter grades are assigned grade points according to the table shown above. Standing will be determined on the basis of a grade point average (GPA) computed by dividing the sum of the course credit times the grade points by the total course GPA credits.

$$\text{GPA} = \frac{\sum (\text{course credit} \times \text{grade points})}{\sum (\text{GPA course credits})}$$

The term grade point average (TGPA) is the GPA for a given term calculated using all the applicable courses in that term. The cumulative grade point average (CGPA) is the grade point average calculated using the student's entire record in the program. **CGPA calculations will, therefore, include all passing grades, grades of D or F, grades from supplemental examinations, and grades from repeated courses.**

A GPA calculator is available at: http://gradecalc.info/ca/qc/mcgill/cumulative_gpa_calc.pl

Other letter grades include:

P – Pass; Pass/Fail grading is restricted to certain clinical courses (e.g., NUR1 530). Not included in GPA calculations unless the course is failed.

J – Unexcused absence (failed); the student is registered for a course but does not write the final examination or do other required work; calculated as a failure in the TGPA and CGPA.

K – Incomplete; deadline extended for submission of course work (maximum 4 months). This option is rarely used (e.g., illness, compassionate reasons) in the Undergraduate Program and can only be given after discussion with the Program Director. Grades of K must be cleared by April 30 for fall courses; July 30 for winter courses; November 30 for summer courses.

KF – Incomplete/failed: failed to meet the extended deadline for submission of work in a course. This is calculated in the TGPA and CGPA as a failure.

L – Deferred exam; the grade must be cleared within 4 months. A medical certificate or appropriate document must be submitted to the NSAO as per university deadlines (as soon as possible after the exam, but no later than January 15 for Fall courses or May 15 for Winter courses). Medical reasons brought forth after a grade is assigned are not be considered. By commencing to write any examination, the student waives the right to plead medical causes for deferral, unless the medical problem occurs in the course of the examination and is documented by examination authorities. Students apply on Minerva for a deferral – if the application is accepted, the exam will be written during the next deferred exam period.

NOTE: courses taken during summer session (e.g., CHEM 212) do not offer deferred exams.

W – Withdrew; a course dropped, with permission of the Program Director, after the Course Change deadline; not included in GPA calculations.

WF – Withdrew failing; a course dropped, with special permission of the Program Director in an exceptional case, after faculty deadline for withdrawal from course, the student's performance in the course at that stage being on the level of an F; not included in GPA calculations.

WL – Withdrew from a deferred examination. Granted only with appropriate medical documentation and permission of the Program Director. Not calculated in GPA.

Standing

Satisfactory Standing

Any U1, U2, or U3 student who meets ALL of the following criteria is in Satisfactory Standing:

- A CGPA of 2.0 or higher;
- No more than seven (7) credits of failure in non-clinical courses in the program;
- No failures in any clinical course, i.e., NUR1 230, 231, 233, 234, 235, 236, 331, 332, 333, 335, 336, 338, 339, 431, 432, 434, 435, 529, 530, or 531.
- Demonstrated professional behaviour and integrity in adherence with standards in classroom and clinical settings (including performance in the Satoko Shibata Clinical Nursing Laboratories and Steinberg Centre for Simulation and Interactive Learning and in Inquiry-Based Learning classrooms), and adherence to the Quebec Code of Ethics of Nurses, the McGill University Code of Student Conduct (as per the *Handbook on Student Rights and Responsibilities*), and the *Faculty of Medicine and Health Sciences Code of Conduct*;
-

No more than one clinical course with a grade of B or less or who has had no more than one final clinical evaluation indicating minimally meeting course objectives (e.g., below expectations, developing).

Any B.Sc.(N.) U0 student who meets all of the following criteria is in Satisfactory Standing:

- A CGPA of 2.0 or above;
- No more than 3 failures in the U0 year, including study away courses if applicable (note that the number of failures in U0 Freshman Science courses are zeroed when the student enters U1 and the above conditions apply).

The Committee takes into account several factors when making decisions as to whether a student can continue in the program and, if they do continue, what the student standing and conditions are. Standings decisions take into account factors such as:

- the student's pattern of performance in the program of study
- reason for failure in a clinical course
- extenuating circumstances (e.g. illness, family crisis)
- degree of violation of code of ethics and/or code of conduct

Probationary Standing

A student who has not met the criteria of Satisfactory Standing but who has been allowed to continue in the program is placed on probationary standing in the following conditions. When the student has:

- a CGPA of between 1.5–1.99 but has not exceeded the number of allowable failures in nursing and/or non-nursing courses and was previously in Satisfactory Standing;
- a CGPA of between 1.5–1.99 and has not failed more than 3 courses in the U0 year of studies;
- a CGPA of between 1.5–1.99 and a TGPA in Fall or Winter greater than or equal to 2.5 and previously in Probationary Standing;
- a CGPA of 2.0 or higher but has exceeded the number of allowable failures in nursing and/or non-nursing courses and was previously in Satisfactory Standing;
- been granted the exceptional decision to continue in the program in the event of more than one clinical course with a grade of B or less or final clinical evaluation indicating minimally meeting course objectives (i.e., below expectations, developing);
- failed to demonstrate professional behaviour or integrity by not adhering to standards in classroom and clinical settings (including performance at the Steinberg Centre for Simulation and Interactive Learning and in the Satoko Shibata Clinical Nursing Laboratories), by violating the Quebec Code of Ethics of Nurses, the McGill University Code of Student Conduct (as outlined in the *Handbook on Student Rights and Responsibilities*), or the *Faculty of Medicine Code of Conduct* and has been allowed to continue in the program with provisions;
- been readmitted as “Unsatisfactory Readmitted”; the student remains on probation until the conditions specified in their letter of readmission are met.

Students in probationary standing may continue in their program, but must carry a reduced load (maximum 14 credits per term). They must maintain a TGPA of a minimum 2.5 and obtain a CGPA of 2.0 or above at the end of the next academic year to return to satisfactory standing.

Students on probation cannot continue into clinical courses unless granted permission by the Student Standing and Promotions Committee.

Students on probation must also meet any requirements outlined by the Student Standing and Promotions Committee. Any student on probation should see the Nursing Student Affairs Officer to discuss their course selection and resources to support success.

Unsatisfactory Standing

Students in Unsatisfactory Standing have not met the minimum standards set by the Ingram School of Nursing. Students in Unsatisfactory Standing are required to withdraw from the program. These students should consult the Nursing Student Affairs Office for guidance, as their status in the University may be deemed satisfactory in programs with less rigorous standing requirements. Unsatisfactory Standing is

granted if the student meets any of the following:

- obtains a CGPA of less than 1.5;
- obtains a CGPA of between 1.5–1.99 and the number of allowable failures in nursing and non-nursing courses has been exceeded and the student has not been granted permission to remain in the program;
- has a CGPA above 2.0, the number of allowable failures is exceeded, and the student has not been granted permission to remain in the program;
- was previously in Probationary Standing (includes Unsatisfactory Readmitted students) or interim Unsatisfactory Standing and the TGPA is below 2.5 and the CGPA is below 2.0 or the student fails to meet the requirements outlined by the Student Standing and Promotions Committee;
- has failed a clinical course and has not been allowed to repeat the course;
- has failed to demonstrate professional behaviour or integrity by not adhering to standards in classroom and clinical studies (including performance at the Steinberg Centre for Simulation and Interactive Learning and in the Satoko Shibata Clinical Nursing Laboratories) with relationship to teachers, classmates, standardized patients/persons, patients/families, community partners, or others involved in the learning process, and has not been allowed to continue in the program;
- has violated the *Quebec Code of Ethics of Nurses*, the *McGill University Code of Student Conduct* (as outlined in the *Handbook on Student Rights and Responsibilities*), or the *Faculty of Medicine Code of Conduct* and has not been allowed to continue in the program;
- is considered incompetent and/or unsuitable for the practice of Nursing;
- has had their student license revoked by the OIIQ;
- is not granted access to clinical studies following a criminal offence or due to an existing criminal offence.

Interim Standings

Any student who, after only one semester of studies in the program, does not meet satisfactory standing requirements, is granted an interim standing (e.g., interim unsatisfactory, interim probation). Students in interim standing may continue in their program, but must meet with their faculty advisor to evaluate their course load (max 14 credits).

Clinical Support

Clinical Support (CS) ensures that student learning is supported while also providing safe patient care throughout clinical studies. **Excluding CS notices for absences/delays in clinical studies, only one term of the clinical course giving rise to CS status is allowed in the program of study.**

Clinical Support arises when:

- The student demonstrates performance of B, B-, C+ or C in a graded clinical course or a clinical evaluation indicating overall performance as minimally meeting course expectations (i.e., below expectations, developing).
- The student has been allowed to repeat a failed clinical course with permission from the Student Standings and Promotions Committee.
- The student has been absent from clinical studies for two or more semesters. (For B.N.(I) students returning from LOA, the plan for CS will be determined on a case-by-case basis and in consultation with the student and the BNI Program Director.)
- The student's conduct in the areas of professionalism or moral/ethical behaviour is a concern (but meets minimum standards).

Clinical Support (CS) ensures that student learning is supported, and patient safety needs are met. The student on CS is allowed to continue into the subsequent clinical course but must meet the criteria outlined in the learning plan that is established between the student and clinical course coordinators and must demonstrate progression toward meeting the course objectives; failure to do so results in a grade of F. If student receives an F grade, student will receive a revised COS (course of study), and graduation will be extended by one year. Only one Clinical Support designation is allowed during the program of study. The CS designation that is a result of performance in a course is not recorded on the student's Minerva record but is included in the student's Ingram School of Nursing file.

The following table summarizes the situations giving rise to and the requirements of CS.

Decision	Goal	Situation	Procedure and Follow-up	Student Responsibility
Clinical Support (CS)	To support student learning during clinical studies and to ensure patient safety	Final grade of B, B-, C+ or C in a graded clinical course (or in the final OSCE/final lab component grade of a clinical course) OR Clinical evaluation indicating overall performance as minimally meeting course objectives (i.e., developing).	<ul style="list-style-type: none"> The student is informed of the CS status by the course coordinator of the course in which the CS status is acquired. Student receives a student standings letter from the Student Standings & Promotion Committee (SS&PC) outlining the terms of the CS. Areas for improvement are outlined in the letter. Student creates a learning plan based on the areas for improvement identified and shares it with the Preceptor Support/Clinical instructor, as well as the Course Coordinator. In the following clinical course, the student is provided additional support in the first 1/3 of the course. After this time, the student who is assessed as progressing in the clinical course according to the objectives in the learning plan and course objectives continues in the 	<ul style="list-style-type: none"> The student informs the Course Coordinator of the next clinical course* of their CS status by completing the myCourses survey (open at the start date of the course). The student develops a learning plan for the next clinical course* (including learning objectives, strategies to ensure learning, and outcome measures) and shares this with the Course Coordinator and Clinical Instructor/ Preceptor/Lab Coordinator within the first two (2) days of the start of the course. Refer to template in this Handbook. The Course Coordinator will provide feedback to guide the student in the development of their learning plan.
		The student's conduct in the areas of professionalism or moral/ethical behavior is a concern in one or more courses in their program of study (regardless of final grade).		

**The CS status will apply to the next semester's agency-based clinical*

		<p>The student is repeating a failed clinical course with permission from the Student Standings and Promotions Committee.</p>	<p>course with the usual support provided to other students. If the student is assessed as not progressing toward attaining the course objectives or goals of the learning plan, the student will be removed from the clinical setting and the course and a final grade of F in the course will be assigned.</p> <ul style="list-style-type: none">• If the student is in two clinical courses following the course that gave rise to the CS status, the student is deemed to be on CS in both courses. The learning plan that the student creates must address the learning objectives identified in the CS notification by the Course Coordinator. <p>Record: The CS designation is recorded in the student's ISON file and SS&PC report.</p>	<p>course. In the absence of an agency-based clinical course, it will apply to the graded clinical course with a lab component)</p>
To support student learning upon return to clinical studies following a leave and to ensure patient safety	A student has been absent from clinical studies for two or more semesters.	<p><u>BScN students:</u></p> <ul style="list-style-type: none">• Student receives a student standings letter from the SS&PC to inform them of CS status and to outline the terms of the CS. <p><u>BN(I) students:</u></p> <ul style="list-style-type: none">• The need for CS will be determined on a case-by-case basis at the discretion of the PD and in consultation with the student• If CS is needed, Student receives a student standings letter from the SS&PC to inform them of CS status and to outline the terms of the CS. <p><u>All students with CS:</u> Student creates a learning plan based on areas that the student and Course Coordinator deem important for success in the clinical setting and shares it with the Preceptor Support/Clinical instructor and the Course Coordinator.</p> <p>Record: The CS designation is <u>not</u> recorded in the student's ISON file.</p>	<ul style="list-style-type: none">• The student informs the Course Coordinator of the clinical course of their CS status by completing the myCourses survey.• The student develops a learning plan for the clinical course* (including learning objectives, strategies to ensure learning, and outcome measures) and shares this with the Course Coordinator and Clinical Instructor/ Preceptor/Lab Coordinator within the first two (2) days of the start of the course. Refer to template in this Handbook. The Course Coordinator will provide feedback to guide the student in the development of their learning plan.• The student is expected to review clinical skills and relevant knowledge, pertaining to the clinical course objectives.• The student is responsible for reflecting on previous strengths and challenges and addressing these in the learning plan. <p><i>*The CS status will apply to the first laboratory or agency-based clinical course upon the student's return to clinical studies. If the student is in both, laboratory and an agency-based course, the CS applies to both.</i></p>	

<p><u>In-</u> <u>course</u> clinical support (ICCS)</p>	<p>To support student learning during the clinical course and to ensure patient safety</p>	<p>During the course, the student demonstrates performance of B, B-, C+ or C in a graded clinical course (or in the lab component of a clinical course or in midterm OSCE) or a clinical evaluation indicating overall performance as minimally meeting course objectives (i.e., developing).</p>	<ul style="list-style-type: none"> • Student creates a learning plan based on the areas for improvement identified and shares it with the Preceptor Support/Clinical instructor, as well as the Course Coordinator. • The student is expected to meet the objectives in the learning plan and the course objectives in the time frame set by the Course Coordinator and Clinical Instructor/ Preceptor/ Lab Coordinator. If the student is assessed as progressing in the clinical course according to the objectives set forth in the learning plan and the course objectives, the student continues in the course with the usual support provided to other students. If the student is assessed as not progressing toward attaining the course objectives, the student will be removed from the clinical setting and the course and a Final grade of F in the course will be assigned. • The student is informed of their CS status in conversation and in writing by the Course Coordinator and/or Clinical Instructor/Preceptor/Lab Coordinator during the clinical course. <p>Record: The CS designation is <u>not</u> recorded in the student's ISoN file.</p>	<ul style="list-style-type: none"> • The student develops a learning plan for the remainder of the course (including learning objectives, strategies to ensure learning, and outcome measures) and shares this with the Course Coordinator and Clinical Instructor/ Preceptor/Lab Coordinator within two (2) days following the CS designation. Refer to template in this Handbook. The Course Coordinator will provide feedback to guide the student in the development of their learning plan.
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Appeals of Student Standing Decisions

Only standing decisions that place the student in Unsatisfactory Standing or require the student to withdraw from the program can be appealed.

First level appeal. In cases where the student is placed in Unsatisfactory Standing or is required to withdraw from the program and the student seeks to appeal this decision, a written appeal is made to that Student Standing & Promotions Committee (submit to Nursing Student Affairs Office), within 14 days of having been notified of the standing (students must check Minerva regularly to see their standing), stating the reason(s) for the appeal. The SS&P Committee reconvenes and considers the information provided in the appeal and either upholds the original decision or revokes the original decision and renders another one.

Second level appeal. If the student disagrees with the results of the first level appeal, then further appeal is directed to the Associate Dean and Director of the ISON who will either render a decision, or invoke an impartial committee made up of members who have not previously been involved in the original decision making process, to review the appeal and render a decision. The deadline for the second level appeal is 30 days after receiving the response to the first level appeal. Second level appeals are sent to the Nursing Student Affairs Office.

Third level appeal. If the student disagrees with the second level appeal decision rendered through established review within the ISON, a grievance may be lodged under the McGill University Code of Student Grievance Procedures. Students can consult the Handbook of Students Rights and Responsibilities for details if this level of appeal is being sought.

Promotions

Students are promoted throughout the program based on completion of academic requirements – promotion is not based on chronology.

BSc(N) student who has spent three years at the university but has not successfully completed the U2 course requirements ending with NUR1 333 and 431, will remain classified as ‘U2’ (academic) rather than U3 (chronologic).

Semester to semester promotion: Generally, students must successfully complete prerequisite courses prior to taking required courses. The following table summarizes key principles - students are strongly encouraged to consult the NSAO in the case of a failed course.

Year-to-Year Promotion: Requirements for year-to-year promotion are as follows:

B.Sc.(N):

- U0 to U1 – Satisfactory Standing and completion of all Freshman Science courses OR missing ONE of either MATH 139 or MATH 140 or MATH 141 or PHYS 101 or PHYS 102. (Students missing more than one of these courses AND who have a high CGPA can apply for consideration of exceptional decision).
- U1 to U2 – Successful completion of NUR1 331 and NUR1 335
- U2 to U3 – Successful completion of NUR1 333 and NUR1 431

Note: All courses must be taken in order as per the Course of Study.

If you fail any course(s) you will receive a revised Course of Study, resulting in the extension of your graduation by one (1) year.

*U0 students in anything other than Satisfactory Standing cannot proceed into clinical courses (i.e., NUR1 234, NUR1 235, OR NUR1 230).

B.N.(I) On-Campus & Online:

- U2 to U3 – Satisfactory Standing and successful completion of U2 summer clinical (NUR1 434/435 or NUR1 431)
- Students who do not pass a clinical course cannot proceed into the next clinical course (e.g., students who do not pass NUR1 434 cannot proceed into NUR1 431).
- Any student not in Satisfactory standing cannot continue in clinical courses until they return to SA standing or are granted permission by the Program Director.

Examinations

The ISoN follows the [University Exam Regulations](#). A student is allowed to write a final examination in a course only after the course coordinator deems that the course requirements have been fulfilled. The following key points are excerpted from the university regulations:

- Students are not to make travel plans prior to the release of the Midterm and Final Exam Schedule. Vacation or work/volunteer plans do not constitute grounds for a deferral or re-scheduling of exams.
- Students must present their valid McGill student ID card at the start of each exam.
- [Final examination schedules](#) are posted and students are responsible for arriving at the right time and place. Forgetfulness or arriving at the wrong time or place are unacceptable excuses. Candidates will be permitted to enter the exam room quietly up to one hour after the scheduled start of the exam. After this time they will be admitted only by special permission of the Chief Invigilator. Students cannot leave the examination room until one hour after the examination has begun, and in no case before the attendance has been taken.
- Students who miss an exam because they have erred in the date, time, or location receive a grade of 'J'.
- Every student has a right to write term papers, examinations in English or French except in courses where knowledge of a language is one of the course objectives.
- Students are not to be penalized if they cannot write examinations or be otherwise evaluated on their religious holy days where such activities conflict with their religious observances.
- A final examination given during the examination period shall be worth at least 25% of the final course mark.
- Students must be informed about the methods of evaluation to be used within the course and the proportion of the grade that each method represents before the end of the course add-drop period (generally by the end of the 2nd week of classes).

For the online BN(I) modality, some courses will write the final exam (online) at the same time as the students on campus. Some courses have replaced the final exam with a project or other form of assessment. Information about the time and type of examination may be found in the course outline and it is the student's responsibility to check and follow the correct exam schedule.

Conduct during all examinations is also governed by the Code of Student Conduct and the Disciplinary Procedures in the [Handbook of Student Rights and Responsibilities](#).

Evaluation methods may include multiple choice examinations, short answer questions, case study, essay, literature review, debate, position paper, OSCE (objective structured clinical evaluation), oral exam, group presentation, etc. Most courses use at least two methods of evaluation e.g., midterm and final examination or term paper and final examination. The course coordinator chooses the best evaluation method suited to measure the objectives of the course and can establish criteria for passing a course (e.g., all individual graded elements of the course must be successfully completed or student must pass final OSCE exam to pass the course).

Midterm Examinations are held during the course on a date set by the course coordinator. Exams may need to be held outside the regular class time, including evenings, depending on room availability. Setting dates for exams should adhere to the [policy on holy days](#) such that: students are accommodated if the examination coincides with a religious holy day where such activities conflict with their religious observances. Students who, because of religious commitment cannot meet academic obligations, other than final examinations, must inform the instructor, with *two weeks' notice* of the conflict. See 'Deferred Examinations' below.

Final Examinations are held during the [final examination period](#). Finals are booked by Examination Services, Enrolment Services. Invigilation is provided by the university – teachers are expected to present themselves during the examination and be available to respond to questions. For online exams, teachers will be available to respond to questions at the time of the examination. An associate examiner, usually the Program Director, is a backup in the event that the teacher is absent. Students are expected to find the date, time, and location of the examination.

Deferred Examinations

Students who miss a *midterm exam* due to documented illness, personal/family crisis, or holy day are accommodated with the following possible solutions as deemed appropriate and feasible by the instructor (e.g., rescheduling the evaluation for the student; preparing an alternative evaluation for the student such as analytical paper, oral exam, literature review, case study analysis; shifting the weight normally assigned to the evaluation to the weight assigned to the remaining evaluation [this is generally done only if the final examination is cumulative]; offer an alternate final examination [this is done when the final exam is not cumulative for the rest of the students – the student who missed the midterm then writes an 'alternate final' that is cumulative]).

Students who miss a *final examination* must apply for a deferred exam on Minerva. Relevant documentation(e.g., medical certificate) is required unless the NSAO already has the documentation. For the deferred exam application deadlines please consult: [My Exams | Exams - McGill University](#).

Courses taken during summer session (e.g., CHEM 212) do not offer deferred exams. Permission to write a deferral is granted/denied by the NSAO. An 'L' appears on the student record if the deferral is approved. There is no cost associated with writing a deferred examination. For the deferred exam dates, please consult: [My Exams | Exams - McGill University](#)

If the student is unable to write the deferred exam as scheduled due to documented illness, family affliction, or extenuating circumstances, the student must contact the NSAO to initiate withdrawal from the deferred exam - WL. *If not approved or if the student did not write the exam without seeking withdrawal, a final grade of "J" is entered.*

Visit also <https://www.mcgill.ca/exams/dates/supdefer> for information you may wish to consider before applying for a deferred exam.

Supplemental Examinations

Nursing students who have a grade of D, J, F, or U in a course and who have a CGPA of ≥ 2.0 and are in Satisfactory Standing are eligible to apply for supplemental examination on Minerva (as per McGill deadlines). Upon applying for a supplemental examination, permission is granted/denied by the NSAO.

No supplemental examinations are available for students who receive a grade of D, F, J, or U in a course after a deferred examination. Such students must either re-register in the same course the following term or in an approved course substitute. Students who fail an elective course can opt to take a supplemental OR redo the course OR take an alternate course.

Only under special circumstances will a student be permitted to write more than two supplemental examinations throughout their program of study.

The supplemental grade may count for 100% of the final grade or represent the same proportion as did the original grade. The format and content of the supplemental is not necessarily the same as for the final examination; therefore students should consult the instructor. The supplemental grade does not overwrite the original grade. Both the original mark and the supplemental mark are calculated in the CGPA. A failed supplemental is added to the number of failed courses.

Students who, at the time of the supplemental exam, feel unable to write the exam must repeat the course. In such cases, consult NSAO to discuss an alternate plan of study.

<i>Pros of supplemental examinations</i>	<i>Cons of supplemental examinations</i>
Good option for students who did not pass a course and feel confident that they will be successful given another opportunity.	Failing a supplemental exam means another failure on the record and a further reduction in CGPA.
Gives the student another chance to write an exam and complete the necessary course requirements so that studies can progress.	A failed supplemental is counted in the number of allowable failures and could place some students in unsatisfactory standing.
When in doubt, consult the Nursing Student Affairs Office	

Visit also <https://www.mcgill.ca/exams/dates/supdefer> for information you may wish to consider before applying for a supplemental exam.

Reassessment and Rereads

In accordance with the Charter of Student Rights and subject to the conditions stated therein, students have the right to consult any written submission for which they have received a mark, to discuss this submission with the examiner, and to obtain an impartial and competent review of any mark. Students are encouraged to discuss their concerns with the course coordinator or examiner and resolve issues in a professional and transparent manner.

Requests for **reassessments** are made to the Student Standing and Promotions Committee (submit to NSAO) within 10 working days after the graded material has been made available for student viewing. An impartial reviewer recalculates the grade based on the allocation of grades and, rather than re-correct the work and grade it as they would have done themselves, reviewers assess the appropriateness of the original grade based, for example, on the application of the grading key to the student's work.

Reassessments are free of charge.

A written request for a **reread** is submitted to the Student Standing and Promotions Committee (submit to NSAO). A reread of a final exam or paper involves a cost to the student -[Other fees, fines and charges | Student Accounts - McGill University](#) Grades are either raised, lowered, or remain the same, as the result of a reread. Rereads for courses not administered by the ISON are subject to the deadlines and regulations of the relevant faculty.

Computer-marked examinations can be reassessed but not reread. Application Deadlines for Rereads

- March 31 for courses ending in the Fall term
- July 31 for courses ending in the Winter term
- August 31 for courses ending in May

Requests for reassessments or rereads in more than one course per term are not permitted. Reassessments or rereads are not available for supplemental examinations.

Reassessments and rereads are not available in Clinical courses. While every effort is made to be transparent and fair in clinical evaluations, students may disagree with the feedback they receive. In such cases, students should take time to reflect on the feedback. If the student continues to disagree with the evaluation process, then the student should meet with the clinical teacher and course coordinator to dialogue. Owing to the nature of clinical studies, there is no formal appeal process and the clinical teacher and course coordinator's grade is the retained grade (in addition, see Section 2 Evaluation in Clinical Studies earlier in this document).

Time to Degree Completion

Students entering U1 of the B.Sc.(N) program are expected to complete the program as full-time students over a 3 year period (including summer sessions). Exceptionally, such as in the case of failed course(s) or LOA, students may take a maximum 4 years to complete the degree. Students entering in U0 are expected to complete the program as full-time students over a 4 year period (including summer sessions) with a maximum time to completion of 5 years. B.N.(I) students are expected to complete their program in 2 years if studying full-time or in 3 years if part-time. Completion must be no more than 4 years after initial program registration. Any change in the time-to-completion must be discussed and approved by the Program Director. Students seeking to change the program of study must have valid/documented evidence of family or personal crisis/illness or extenuating circumstances.

Leave of Absence (LOA)

A LOA may be granted to students for reasons related to maternity or parenting; personal or family health issues; required military service. Such a leave must be requested on a term-by-term basis and maybe granted for a period of up to 52 weeks. LOA requests are submitted to NSAO with appropriate documentation. No tuition fees are charged for the duration of the LOA and students maintain an active student ID card and have access to McGill mail and libraries.

Note:

- Personal objectives e.g., travel, financial matters are not grounds for a leave of absence.
- Normally, a student shall be in Satisfactory Standing when requesting a LOA.
- Since students on a LOA pay no fees, the Student Services are not available; however, an opt-inoption is available at the usual rate.
- Students who are eligible for scholarship renewal will not have scholarship monies transferred to their account while on LOA but will maintain eligibility for renewal upon re-registration.
- Terms and conditions vary among loan and bursary providers; student consultation with an adviser in Scholarships and Student Aid is recommended.
- International students seeking a LOA are advised to contact International Student Services (ISS).

Any student who has been granted a LOA for one academic year and who does not resume studies in the following semester, must withdraw from the program.

Withdrawal

Prior to withdrawing from Nursing or the university, students should consult the NSAO for advising. Options such as a LOA may be a better solution than withdrawal. If withdrawal is due to disinterest in the profession, then a discussion with the Program Director may clarify experiences and views. If withdrawal from the university is required (e.g., Unsatisfactory Standing), the student must complete a withdrawal form (available at NSAO). The McGill ID card must be returned with the completed form. The form is then forwarded to the Registrar and Accounting to assess any amount that should be reimbursed or owed. B.Sc.(N) students must return their license to the OIIQ as they can no longer practice as a *student nurse*. *Note:* Students who withdraw from all their courses in the fall term are considered as withdrawn from the University and must apply for readmission if they wish to continue in their program.

Readmission

Unsatisfactory Readmit

Students who are in Unsatisfactory Standing and required to leave either the program or the university can apply for unsatisfactory readmission after one year. For students who have left the university, the application is completed on Minerva; for students who remain in the university, the application is submitted to NSAO to the attention of the Student Standing and Promotions Committee. The student submits a compelling letter, including relevant supporting documentation (e.g., grades from credited courses completed at another educational institution) outlining the reasons why readmission should be granted. Readmission is granted only if it is determined that the reasons that gave rise to the original unsatisfactory standing decision are resolved and that the student has the capacity to succeed if readmitted. Readmitted students must meet the requirements set by the SS&PC, including a possible recommencement of nursing studies if the time since leaving the program exceeds 3 years. BNI students will not be readmitted to the program if they completed their 180.AO DEC more than five (5) years from the date of the readmission request. It is generally recommended that the applicant have undertaken university level courses in previously identified areas of weakness. Readmission is also contingent on the availability of seats in the program to which the student requests readmission. *Students can make only one request for unsatisfactory readmission.*

Accommodation for Student Athletes and Students in Leadership Roles

The ISON seeks to accommodate students participating in intercollegiate, national or higher levels of athletic competition or who are in leadership roles (e.g., executive of CNSA). These activities while maintaining a strong academic record and meeting course requirements are considered. Students should speak with the course coordinator if the accommodation is within one course; the Program Director is consulted if accommodation extends to two or more courses. Documentation (e.g., letter from coach) is generally required.

It is generally easier to accommodate for lecture classes than for clinical studies. Factors influencing how easily the latter can be accommodated will depend on the clinical setting, the student's performance in clinical studies, and how easily the learning can be 'made up'.

Absences during orientation, simulations, and evaluation periods in clinical courses or at midterm or final exams can pose a challenge. Such cases are reviewed on a case-by-case basis. Fairness to the student, the faculty member(s) involved, the clinical agencies, and other students must prevail at all times. Examples of how students can be accommodated include: deferral of assignment due dates; shifting the weight of assignments with less weight placed on an assignment that is due during an event; audio/video recording of lectures; and offering alternate work; offering alternate placement shifts; student hiring individual clinical instructor.

Accommodation for Student with Religious Obligations

The section on Examination Policies and Procedures addresses McGill and ISON policy on accommodation for religious obligations during formal evaluation periods. Other than formal evaluation periods, students may request accommodation related to clinical or classroom studies due to religious obligations. The ISON encourages that efforts be made to accommodate based on the [policy on holy days](#); this accommodation must be reasonable and possible in that it does not cause undue strain or inconvenience to those asked to accommodate, it does not interfere with obtaining course objectives, it does not compromise the situation of other students, and it does not incur additional expense to the ISON (such as if additional clinical supervision is required).

Accommodation for Students with Disabilities

The ISON makes every effort to accommodate students with disabilities. Students seeking accommodation must contact the course coordinator when accommodation applies to a single course; contact the Program Director when accommodation will need to be made across several courses. Students must supply a letter from the Student Accessibility & Achievement outlining the nature of the accommodation. As with other accommodation policies, the accommodation must be *reasonable and possible* in that it does not interfere with obtaining course objectives, it does not compromise the situation of other students, it does not incur additional expense to the ISON, or cause undue strain or inconvenience to those being asked to accommodate.

The [Student Accessibility & Achievement](#) provides support services and reasonable accommodations to students of all levels of study with documented disabilities of either a permanent, temporary, or episodic nature. They foster an accessible and inclusive university experience for McGill's diverse student population in collaboration with other Student Services and the wider McGill community through resources and services.

Section 4 - Graduation and Licensure (Registration) to Practice

Graduation

All Students *must apply to graduate* on Minerva following the deadlines and procedures outlined at [Applying to Graduate](#). Those intending to graduate at the end of the fall term (courses completed December for May/June convocation) apply by the end of November; those intending to graduate at the end of the winter term (courses completed April for May/June convocation) apply by February; those intending to graduate at the end of the summer term (courses completed by August for October convocation) apply by March.

Convocation

Time to celebrate! This special event offers students, faculty, family and friends the opportunity to congratulate the graduate and celebrate success. B.Sc.(N.) and B.N.(I) grads generally attend Spring Convocation.

Licensure (Registration) to Practice

Graduates of the B.Sc.(N) program must seek licensure to practice on completion of the degree. The granting of a license to practice nursing and the right to be called a ‘Nurse – N’ is a jurisdictional issue and varies from province to province within Canada, state to state in the United States, and country to country around the world.

Licensure in Québec - The ordre des Infirmières et Infirmiers du Québec (OIIQ) grants licensure to nurses in Québec. Two components must be met to obtain licensure:

Successful completion of a licensure examination: offered twice a year – in September and March. The exam is designed to “assess the candidate’s ability to carry out a clinical assessment, intervene, ensure continuity of care, including determining and adjusting the therapeutic nursing plan, and support clinical decisions in different situations.” As of September 2018, the exam consists only of multiple choice type questions about a range of clinical situations. Graduates must follow the strict requirements of the OIIQ, including registration for the exam (generally at least 45 days before the date of the examination). A ‘Guide’ is available from the OIIQ that provides details about the examination as well as sample questions. A person who does not sit the exam, without valid reason, is considered to have failed the exam. Since candidates are entitled to take the exam only three times, an unjustified absence means losing one chance at passing the exam. The OIIQ provides indications for what constitutes a ‘justified absence’ and applicants must follow the OIIQ constraints.

N.B: The OIIQ is proposing that the licensing exam in 2024, be the NCLEX -RN. More information to come, when it will be confirmed

Proof of proficiency in the French language: Québec law requires that candidates seeking admission to the nursing profession must possess a working knowledge of the French language i.e., be able to understand and communicate verbally and in writing in that language. by the Office Québécois de la Langue Française (OQLF), unless they can show that they have completed three years of full- time instruction in a French post-primary school OR that they have completed their secondary education in Quebec in 1986 or later and have received their certificate from secondary school. The professional corporation will require this certificate, proof of attendance or of successful completion of the OQLF examination. The examination may be attempted during the **two years prior to the date nurses receive their degree**. Exam application forms, while still a student, are available at Service Point. Priority is given to those closest to graduation. Exams take place every 3 months and may be attempted an unlimited number of times. Resources to develop a functional level of proficiency in French are found in this Handbook, *Section 2 – Language Requirements*.

There are 4 components to the OQLF exam: oral comprehension and expression & written comprehension and expression. The oral component consists of a panel conversation/question with interviewers on a case. Since 2018, students who fail one component will be required to redo all 4 components. Consult http://www.oqlf.gouv.qc.ca/francisation/ordres_prof/ordres.html and http://www.oqlf.gouv.qc.ca/francisation/ordres_prof/documents/guide-information-nouvel-examen.pdf for all details related to the OQLF exam.

Candidate for the Profession of Nursing (CPN) - candidate à l'exercice de la profession (CEPI)

Subsequent to program completion and before receiving successful results from the OIIQ professional examination, the graduate who wishes to work must receive an attestation from the OIIQ to act as a *Candidate for the Profession of Nursing (CPN)*. For the OIIQ to issue the *attestation*, the graduate must declare the employer to the OIIQ and the OIIQ must receive the official transcript from McGill. CPNs must follow the Regulations Respecting the Professional Activities Which may be Performed by Persons other than Nurses. Graduating students must follow procedures outlined by the NSAO and Enrolment Services relative to sending program completion documentation and official transcripts to the OIIQ.

Licensure Within Canada – Each Canadian province has a nursing regulatory body that grants licensure to nurses wishing to practice within the particular province. Since 2015, all provinces, other than Québec, use the NCLEX-RN entry-to-practice exam provided by the National Council of State Boards of Nursing (NCSBNH). Graduates wishing to be licensed in any Canadian province/territory other than Quebec should consult the Nursing regulatory body of that province for specific details. See *Completion of Licensing Documents* for procedure. **McGill NCLEX code is: CA99F00000**

The Mutual Recognition Agreement on Labour Mobility for Registered Nurses in Canada facilitates movement of nurses within Canada. The OIIQ licensure examination is recognized as an approved exam so, in the case of graduates who pass the OIIQ examination but cannot meet the French language requirements, they can ask for equivalency in another Canadian province as they have “passed an approved examination” even though they have not been granted licensure in Quebec (owing to inability to meet the *Proof of proficiency in the French language*). In such cases, the OIIQ sends a *Verification of Registration* form stating that the only reason the candidate cannot be licensed in Quebec is Article 35 or the *Charte de la Langue Française*, and that all other professional licensure requirements have been met.

Licensure Around the World – Graduates seeking licensure in countries other than Canada must consult the regulatory body in that country. To date, the McGill curriculum has met the minimum requirements for licensure in many countries around the world. To date, we know of no graduate who was not able to be licensed in any country.

Completion of Licensing Documents Graduating/graduated students requiring completion of documents for licensure outside of Quebec follow Enrolment Services procedure:

- Request of an official transcript on Minerva: [Student Records - Transcripts](#).
- At ‘Checkout’, select ‘Add Documents to Accompany an Official Transcript’ (i.e., licensing forms).
- At ‘Checkout’, select ‘Other’ and upload the form(s), with all relevant personal information;
- The request is received by Management of Academic Records and sent to the ISoN for completion;
- The ISoN then returns the completed package to ES who forwards the package to the designated licensing board.

The process may take from 6 to 10 weeks depending on the volume of requests, so please plan ahead.

Section 5 - Interesting Things to Know

Where did the Ingram School of Nursing get its' name?

In September 2012, the School of Nursing was named the Ingram School of Nursing in recognition of Richard and Satoko Ingram and their exceptional support for Nursing at McGill. After working in international development for five years, Mr. Ingram co-founded Archivex in 1973. It was sold in 1999 as the 4th largest (and largest privately-held) office records storage company in North America. Mr. Ingram used a portion of the proceeds to launch the Newton Foundation. Satoko Ingram devotes significant time and funding to LOVE (Leave Out Violence). As per Mr. Ingram “as a start-up entrepreneur blessed with commercial success, I aspired to pioneer a contribution in some important but overlooked field of philanthropy. I wanted to focus on academic nursing in Montreal, which I view as severely underfunded and generally under-recognized by private and public funders. I dare to dream that Montreal will become one of the top five metropolises in the world for developing nursing leadership.”

The Susan E. French Chair in Nursing Research

This chair was established in 2012 and was endowed by the Newton Foundation. Dr. French was the Director of the School of Nursing from 2001 – 2005 and has been an influential nursing leader in Quebec, Canada, and internationally. In 1965, she began her teaching career as a lecturer in McGill’s School of Nursing. After she received her MSc at Boston University (1969), she returned to McGill for another year. She then left for a 31-year career at McMaster University, where she served as Associate Dean of Health Sciences (Nursing) and Director of its School of Nursing (1980 to 1990). Dr. French became a member of the Order of Canada in 2014.

Margaret Hooton Award

Margaret Hooton Awarded to a graduating Bachelor of Science (Nursing) students who exemplify the qualities of critical thinking, a global and holistic perspective on nursing practice, keen observation with an inquiring mind, and the potential to be agents of change to make a meaningful impact in the nursing profession.

Key historical dates for Anglophone Nursing in Montreal

- 1890 – Nora Livingston hired by the Montreal General Hospital to implement a revised program to train nurses at the hospital.
- 1908 – Mabel Hersey recruited by the Royal Victoria Hospital to revise the nursing education program at that hospital.
- 1917 – Mabel Hersey (RVH) and Grace Fairley, head of the nurses’ program at Alexandra Hospital, conceived of a higher standard of training in an academic setting.
- 1920 – Hersey and Fairley proposed a plan for a nursing school to the board of McGill’s Medical Faculty and the McGill School for Graduate Nurses was established in June 1920, offering advanced training for registered nurses. (Visit [McGill History - Nursing](#) for photos)
- 1920 -23 – ISON funded by the Quebec Provincial Red Cross Society as a gesture of appreciation to nurses who had served in World War I.
- 1924-31 – McGill undertook maintenance of the Ingram School of Nursing.
- 1932 -40 – the University could no longer ‘bear the financial burden’ of the ISON so the Alumnae and concerned citizens supported it until it was placed under the direction of the Faculty of Medicine.

Directors of the Ingram School of Nursing

- ❖ 1920 – 1927 Flora Madeline Shaw
- ❖ 1927 – 1928 Anne Slattery
- ❖ 1928 – 1934 Bertha Harmer
- ❖ 1934 – 1951 Marion Lindeburgh
- ❖ 1951 – 1952 Elva Honey
- ❖ 1952 – 1953 Edith Green (Acting)
- ❖ 1953 – 1963 Rae Chittick
- ❖ 1963 – 1964 Elizabeth Logan (Acting)
- ❖ 1964 – 1971 Elizabeth Logan
- ❖ 1972 – 1982 Joan M. Gilchrist
- ❖ 1982 – 1983 F. Moyra Allen (Acting)
- ❖ 1983 – 1992 Mary Ellen Jeans
- ❖ 1992 – 1993 Kathleen Rowat (Acting)
- ❖ 1993 – 1995 Sr. Barbara Ann Gooding (Acting)
- ❖ 1995 – 2000 Laurie Gottlieb
- ❖ 2001 – Carly Pepler (Acting – January to June)
- ❖ 2001 – 2005 Susan E. French
- ❖ 2005 – 2006 Helene Ezer (Acting)
- ❖ 2006 – 2015 Helene Ezer
- ❖ 2015 – 2016 Anita Gagnon (Interim)
- ❖ 2016 – current – Anita Gagnon

APPENDIX A – Ten “Rights” of Medication Administration

1. Right Medication

- Ensure that the medication given is the medication ordered.

2. Right Dose

- Ensure the dose ordered is appropriate for the client.
- Double-check all calculations.
- Know the usual dosage range of the medication.
- Question a dosage outside of the usual dosage range.

3. Right Time

- Give the medication at the right frequency and at the time ordered, according to agency policy.
- Know that medications given within 30 minutes before or after the scheduled time are considered to meet the right time standard.

4. Right Route

- Give the medication by the ordered route.
- Make certain that the route is safe and appropriate for the client.

5. Right Client

- Ensure that the medication is given to the intended client.
- Accurately identify the client using a minimum of two identifiers with each administration of a medication.
- Know the agency’s name alert procedure when clients with the same name or similar last names are on the nursing unit.

6. Right Patient Education

- Provide information about the medication to the client (e.g., why receiving, side-effects, etc).

7. Right Documentation

- Document medication administration after giving it, not before.
- If the time of administration differs from the prescribed time, note the time on the MAR and explain the reason and follow-through activities (e.g., pharmacy states medication will be available in 2 hours) in progress notes.
- If a medication is not given, follow the agency’s policy for documenting the reason.

8. Right to Refuse

- Adults have the right to refuse any medication.
- The nurse’s role is to ensure that the client is fully informed of the potential consequences of refusal and to communicate the patient’s refusal to the appropriate member of the healthteam.

9. Right Assessment

- Some medications require specific assessments before or after administration (e.g., apical pulse, blood pressure, laboratory results).

10. Right Evaluation

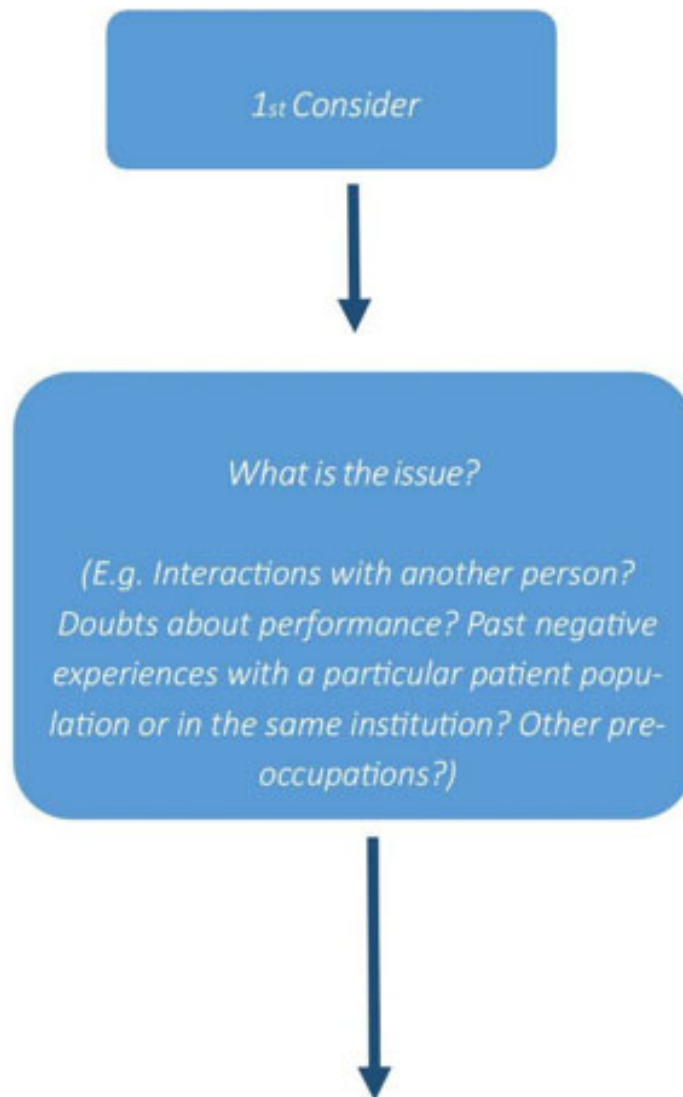
- Conduct appropriate follow-up (e.g., was the desired effect achieved or not? Did the client experience any adverse effects?).

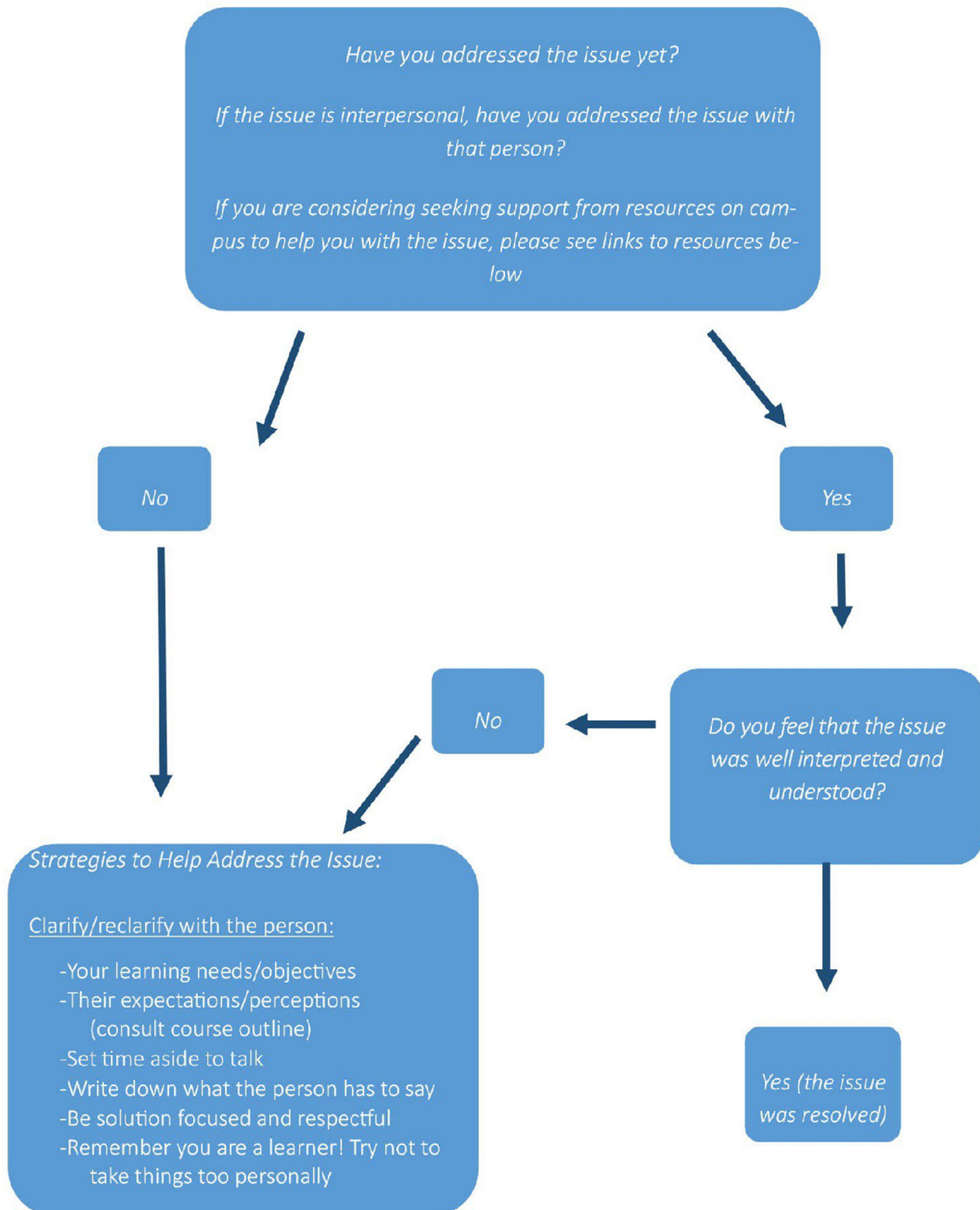
*Source: Kozier, B., Erb, G., Berman, A., Buck, M., Ferguson, L., Yiu, L., & Stamler, L. L. (Eds.) (2019). Fundamentals of Canadian Nursing. Canadian 4th ed. Toronto: Pearson Education Canada.

APPENDIX B – Nursing Student's Guide to Thriving in Clinical

Clinical should be a positive learning environment!

Different factors may contribute to a more difficult learning experience (e.g. interpersonal conflicts may arise/ high levels of student stress and anxiety may interfere with a student's learning/ doubts about performance in clinical).





IF YOU FEEL:

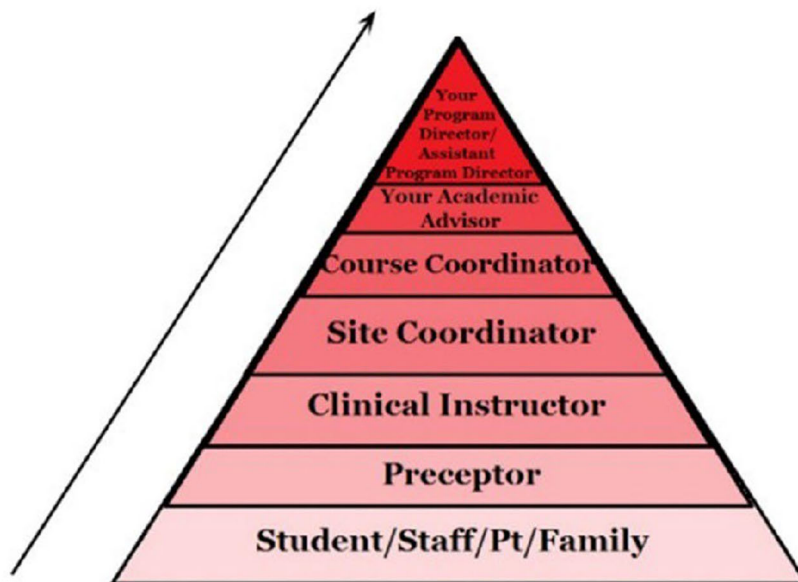
Unsafe

Bullied

Harassed

Belittled

Seek council with the next person in the pyramid below. Bring forward your issue and your reflection process.



All along the pyramid, you can seek help from the following resources on McGill Campus:

Student Wellness Hub: [Student Wellness Hub - McGill University](#)

The Well Office: [The WELL Office - McGill University](#)

Social Equity and Diversity Office (SEDE): [SEDE | Equity at McGill - McGill University](#)

First People's House: [First Peoples' House - McGill University](#)

Union for Gender Empowerment (UGE): [The Union for Gender Empowerment \(theuge.org\)](#)

Sexual Assault Centre of the McGill Students' Society (SACOMSS) [SACOMSS – Sexual Assault Centre of the McGill Students' Society](#)

Office for Sexual Violence Response, Support and Education (OSVRSE): [Office for Sexual Violence Response, Support and Education - McGill University](#)

Nursing Student Affairs Office: undergraduate.nursing@mcgill.ca or student-affairs-officer.nursing@mcgill.ca

Nursing Peer Mentorship Program: npmp.nursing@mcgill.ca or contact Prof. Lia Sanzone at lia.sanzone@mcgill.ca

McGill Policies:

Ingram School of Nursing – Student Handbook: [Student Handbooks | Ingram School of Nursing - McGill University](#)

Policy concerning the rights of students with disabilities: [rights-of-students-with-disabilities-policy-concerning-the_1.pdf \(mcgill.ca\)](#)

Policy on harassment: [policy_on_harassment_and_discrimination.pdf \(mcgill.ca\)](#)

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19th floor, suite 1941
514-398-3784
undergraduate.nursing@mcgill.ca

Graduate Student Affairs
19th floor, suite 1941 514-
398-4151
graduate.nursing@mcgill.ca - QY, Direct Entry, Nurse Entry, not NP
graduate2.nursing@mcgill.ca - NP, PhD

Student Affairs
Officer 19th floor,
suite 1944 514-398-
4159
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