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1 The School

1.1 Location

School of Nursing
Wilson Hall
3506 University Street
Montreal, QC H3A 2A7
Canada

Telephone: (514) 398-4144

Fax: (514) 398-8455

Website: <http://www.nursing.mcgill.ca>

1.2 Administrative Officers

ABRAHAM FUKS, B.Sc., M.D., C.M.(McG.), F.R.C.P.(C)
Dean, Faculty of Medicine

LAURIE N. GOTTLIEB, N., B.N., M.Sc.(A.), Ph.D.(McG.)
**Associate Dean, Faculty of Medicine
Director, School of Nursing**

MARCIA BEAULIEU, N., B.Sc., M.Sc.(A), Ph.D.(McG)
Coordinator, B.N. Program

CELESTE C. JOHNSTON, N., B.N., M.S.(Boston),
D.Ed.(McG.) **Associate Director, Research**

1.3 History

The McGill School of Nursing has been educating nurses since 1920. The School is known for its distinctive vision, its ability to forecast trends, and its preparation of nursing practitioners in the skills required today and in the future. The School's graduates have earned a national and international reputation as outstanding clinicians, educators, researchers, and leaders.

Over the years the faculty of the School at McGill has worked together to formulate a philosophy about the responsibilities and practice of nursing. This philosophy, known as the McGill Model of Nursing, directs the curriculum of the programs at the School and emphasizes health, the family, learn-

ing and development, collaboration with clients and working with the resources of individuals, families and communities. Its intent is to actively promote health and well-being in people of all ages and across all situations. The McGill Model is also a central feature of the Department of Nursing of the McGill University Health Centre.

The first programs offered at the McGill School of Nursing in the 1920s were intended to develop knowledge and skill for nurses working in the field of community health. In those early years, education programs offered at McGill 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 behaviour during health and illness led to the development of the Master's program in nursing in 1961 and the joint Doctoral program in collaboration with the University of Montreal in 1994.

The first doctoral degree in nursing in Canada was awarded at McGill in 1990. In addition the McGill School continues to publish the *Canadian Journal of Nursing Research*, Canada's first refereed journal of research and scholarly papers in nursing.

The School is administered in the Faculty of Medicine and is located in Wilson Hall, which houses classrooms, learning labs, computer facilities, faculty offices, and lounges. Students registered in the School also take courses in other faculties within the University. Selected experience in nursing is provided in the McGill University Health Centre, and in a wide variety of other health and social agencies in Montreal.

1.4 Programs Offered

The School offers the following programs which are outlined in the relevant section of this Calendar.

1. There are two types of bachelor programs. A bachelor's program, B.Sc.(N), for holders of a collegial diploma in Health Sciences or Natural Sciences (or its equivalent). A bachelor program, B.N., for registered nurses who graduated from a college or diploma nursing program.
2. There are two types of Master's degrees, the Master of Science (Applied) and the Master of Science (with thesis). The M.Sc.(with thesis) is not being offered in 2000-01.

Applications to the Master's program are accepted from:

- Nurses holding a bachelor's degree in nursing.
 - Graduates with a general B.A. or B.Sc. from programs comparable to the McGill undergraduate degrees and no previous nursing preparation. This route of entry to graduate studies in nursing is unique in Canada.
 - Nurses with a general B.A. or B.Sc. comparable to the McGill undergraduate degree may be considered on an individual basis.
3. The School of Nursing of McGill University and the Faculté de Sciences Infirmières of the Université de Montréal offer a joint doctorate program leading to a Ph.D. in Nursing. Those with an M.Sc. in Nursing are eligible to apply.

The language of instruction at McGill is English. Every student has a right to write term papers, examinations and theses in English or in French except in courses where knowledge of a language is one of the objectives of the course.

1.5 Academic Staff

Emeritus Professor:

Elizabeth C. Logan; N., B.Sc.(Acad.), M.Sc.(Yale)

Professors:

Laurie N. Gottlieb; N., B.N., M.Sc.(A.), Ph.D.(McG.)

(*Shaw Professor of Nursing*) (on leave Jan. - Dec. 2001)

Celeste C. Johnston; N., M.S.(Boston), B.N., D.Ed.(McG.)

(on leave Jan. - Dec. 2000)

Associate Professors:

Hélène Ezer; N., B.Sc.(N), M.Sc.(A.)(McG.)
 Nancy Frasure-Smith; B.A., Ph.D.(Johns H.) [part-time]
 Omaima Mansi; N., B.Sc.N.(Alexandria), M.Sc.(Appl.)(McG.)
 Carolyn J. Pepler; N., B.N.Sc.(Queen's), M.Sc.N.(Wayne St.),
 Ph.D.(Mich.) [part-time]

Assistant Professors:

Marcia Beaulieu; N., B.Sc., M.Sc.(A.), Ph.D.(McG.)
 Anita J. Gagnon; N., B.Sc.N., M.P.H., Ph.D.(McG.)
 Carmen G. Loiselle; N., B.Sc.(N.)(U de M), M.S.,
 Ph.D.(Wis.-Madison)
 Margaret Purden; N., B.Sc.(N), Ph.D.(McG.)

Faculty Lecturers:

Madeleine M. Buck; N., B.Sc.(N), M.Sc.(A.)(McG.)
 Kathryn Carnaghan-Sherrard; N., B.N., M.Sc.(A.)(McG.)
 Catherine P. Gros; N., B.Sc.(Mass.), M.Sc.(A.)(McG.) [part-time]
 Bobbe Poggi; N., B.A.(Puerto Rico), M.Sc.(A.)(McG.)

Contracted Faculty [part-time]:

Marilyn Bicher, B.A.(C'dia U), B.S.W. (McG), M.A.(C'dia),
 M.S.W.(McG)
 Lois Cronk; N., B.Sc.(N.), M.Sc.(A.)(McG.)
 Norma Daigle; N., B.N.(McG.)
 Anne Gilchrist, N., B.Sc., M.Sc.(A.)(McG)
 Pam Georges, N., B.A., M.Ed.(St. F.X.)
 Linda McHarg, N., B.N., M.Ed.(McG.), Ph.D.(Montr.)
 June Provost, N., Dipl. P.H.(Ott.)
 Martha Stewart; N., B.A., M.Sc.(A.)(McG.)
 Deborah van Wyck, N., B.A. (Trent U), M.L.S., M.Sc.(A.)(McG.),
 M.A.(Adler)

McGILL UNIVERSITY HEALTH CENTRE (MUHC)

Montreal General Hospital
Montreal Children's Hospital
Royal Victoria Hospital/Montreal Chest Hospital
Montreal Neurological Hospital

McGILL UNIVERSITY TEACHING HOSPITALS AND AFFILIATED CENTRES (MUTHC)

Douglas Hospital
Jewish General Hospital
St. Mary's Hospital
CLSC Côte-des-Neiges

OTHER TEACHING CENTRES

Chez Doris
CLSC Métro
CLSC NDG-Montreal West
CLSC Parc Extension
CLSC St. Laurent
Contactivity
Griffith McConnell Residences
Jewish Rehabilitation Hospital
Montreal Association for the Blind
New Hope Seniors Centre
S.P.A.R.

DIRECTORS OF NURSING RESEARCH IN TEACHING HOSPITALS

Montreal General Hospital — Sara Frisch
Montreal Children's Hospital — Janet Rennick
Royal Victoria Hospital — Carolyn Pepler
Jewish General Hospital — Margaret Purden

Clinical Faculty Members:

Associate Professors:
 Franco Carnevale, Mona Kravitz, Valerie J. Shannon

Assistant Professors:
 Margaret Eades, Linda Edgar, Patricia O'Connor

Faculty Lecturers:
 Monique Assi, Sophie Baillargeon, Diane Borisov, Karen Bradley,
 Marie-Hélène Carbonneau, Jane Chambers-Evans, Lois Cronk,
 Céline Doray, Danielle J. Drouin, Susan Drouin, Moira Edwards,
 Lucia Fabijian, Geraldine Fitzgerald, Valerie Frunchak, Shari
 Gagné, Monique Giguère, Linda Gloutney, Maryse Godin,

Sharon Harvie, Diane E. Lowden, Ann Lynch, Lynne McVey,
 Carole Ann Miller, Emma Monaco, Lynne Morgan,
 Michelle Nadon, Catherine Oliver, Patricia Rose,
 Peggy Ann Sangster, Ellen Seguin, Rosemary Sylvestre,
 Gillian Taylor, Carole White

Adjunct Professors:
 Suzanne Gordon, Bruce Gottlieb

Associate Members:
 Rhonda Amsel, Mary K. Decell, Ronald D. Gottesman

Research Associate:
 Sara Frisch

Clinical Instructors:
 A list of nurses holding a McGill instructor appointment is available
 at the School of Nursing.

2 Bachelor Programs**2.1 Bachelor of Science in Nursing Program [B.Sc.(N)]**

The curriculum for the B.Sc.(N) extends over three years with general and professional courses in each year. Nursing courses continue in the summer sessions. Clinical experiences will be in community health centres, in hospitals and other agencies as well as in patients' homes. There is some flexibility in the sequence in which courses may be taken, but students are required to complete required prerequisites as indicated.

2.1.1 B.Sc.(N) Entrance Requirements**QUEBEC DIPLOMA OF COLLEGIAL STUDIES (HEALTH SCIENCES/SCIENCES)**

Holders of the Diploma of Collegial Studies who have completed the following courses are considered for admission to a six-semester program: Biology 301 and 401 (*101-NYA-05 and equivalent to 401*); Chemistry 101, 201 and 202 (*202-NYA-05, 202-NYB-05 and equivalent to 202*); Mathematics 103 and 203 (*201-NYA-05 and 201-NYB-05*), Physics 101, 201 and 301 (*203-NYA-05, 203-NYB-05 and 203-NYC-05*). (*New CEGEP course numbers are given in parentheses. It is recommended that students extend their CEGEP studies to include: Chemistry 302 and a course in Psychology or Sociology.*)

MATURE STUDENTS

Within the University provisions, candidates who are 23 years old may be eligible for consideration as Mature Students. An applicant requesting entry as a Mature Student must have successfully completed a CEGEP course (or equivalent) in pre-calculus/functions and a CEGEP course (or equivalent) in two of the three following sciences (physics, chemistry, biology). These subjects must have been taken within the past five years and a passing grade of more than 70% in each course is required. Candidates with these prerequisites are then admitted to an eight-semester program (four years, see U0 year in [section 2.1.2](#)).

It is recommended that all interested candidates see an advisor in the School of Nursing.

PROVINCES OF CANADA OTHER THAN QUEBEC

Ontario students who have completed the OSSD and six OACs (including calculus or algebra and geometry and at least two of biology, chemistry or physics) will be considered for admission to an eight-semester program (four years, see U0 year in [section 2.1.2](#)).

Students from provinces other than Quebec and Ontario who have completed Grade 12 in appropriate subjects may be considered for admission to an eight-semester program (four years, see year U0 below). Students must have completed a pre-calculus course in Functions and at least two of: a biology course, a chemistry course or a physics course at the Grade 12 level.

The basic sciences for all admitted students are taken during the freshman (U0) year.

TRANSFER STUDENTS (Other Universities)

McGill University accepts applications from students wishing to transfer from other universities and colleges. Transfer students are considered for admission on the basis of both their university work and previous studies. A minimum of 60 credits must be completed at McGill if a degree is to be granted. The student's admissibility and the number of credits which can be granted are determined only when a formal application and all the necessary supporting documents are received.

INTER-FACULTY TRANSFER STUDENTS (McGill)

The School of Nursing accepts applications from students currently enrolled in another program within McGill University. These transfer students are considered for admission on the basis of both their university work and previous studies. Applicants should inquire at the School of Nursing for further information.

HOLDERS OF A BACHELOR'S DEGREE

Applicants who already have a general bachelor's degree in Science or Arts, or will have completed an undergraduate degree by August 1 of the entering year, should contact the School to determine whether they should apply for entrance to the B.Sc.(N) program or to the Qualifying Year of the Master's program. Application to the B.Sc.(N) program is made to the Admissions Office. Requests for information regarding applications to the Qualifying Year should be directed to the School of Nursing.

NON-CANADIAN APPLICANTS

Students from other countries other than Canada with a strong Math and Science preparation at a Senior High School level, who wish to be considered for entrance to the Bachelor of Science (Nursing) program, should contact the Admissions Office for information with respect to admissions requirements. Most students are considered to an eight-semester program (four years, see U0 year in [section 2.1.2](#)).

2.1.2 B.Sc.(N) Course of Study**First Year (U1) – Required Courses (35 credits)**

572-220A	(3)	Therapeutic Relationships
572-222A	(1)	McGill Model of Nursing
572-223A	(3)	Development over the Lifespan
177-200A	(3)	Molecular Biology
204-215A	(3)	Social Psychology
552-201A	(3)	Human Physiology: Control Systems
572-221B	(3)	Families and Health Behaviour
572-233B	(3)	Promoting Young Family Development
177-201B	(3)	Cell Biology and Metabolism
552-202B	(3)	Human Physiology: Body Functions
572-235C	(4)	Health and Physical Assessment
572-234L	(3)	Nursing Elderly Families

Second Year (U2) – Required Courses (37 credits)

572-321A	(3)	Acute Stressors and Coping Processes
572-323A	(2)	Illness Management I
572-331A	(4)	Nursing in Acute Illness
528-211A	(3)	Biology of Microorganisms
549-300A	(3)	Drug Action
572-322B	(3)	Chronic Illness and Palliative Care
572-332B	(4)	Nursing in Chronic Illness
572-324B	(2)	Illness Management II
546-300B	(3)	Human Disease
572-325C	(2)	Symptom Management
572-333C	(5)	Clinical Integration [May and June]

Second Year (U2) – Complementary Course (3 credits)

selected from:

177-202B	(3)	Basic Genetics
528-314B	(3)	Immunology
549-301B	(3)	Drugs and Disease [if selected, must be taken in U2]

Third Year (U3) – Required Courses (39 credits)

572-420A	(3)	Primary Health Care
572-422A	(3)	Research in Nursing
572-431A	(4)	Community Nursing I
204-204A	(3)	Psychological Statistics
204-333A	(3)	Personality and Social Psychology
572-328B	(3)	Learning and Health Education
572-421B	(3)	Resources in Special Populations
572-424B	(3)	Legal and Ethical Issues in Nursing
572-432B	(4)	Community Nursing II
572-530C	(7)	Clinical Internship

Third Year (U3) – Complementary Course (3 credits)

selected from:

177-202B	(3)	Basic Genetics
528-314B	(3)	Immunology
549-301B	(3)	Drugs and Disease

The first year (U0) of the eight-semester program consists of the following courses:

U0 Required Courses (34 credits)

177-111A	(3)	Principles of Organismal Biology
180-120A	(4)	General Chemistry - Biological
198-101A	(4)	Introductory Physics - Mechanics
189-139A	(4)	Calculus
177-112B	(3)	Cell and Molecular Biology
180-110B	(4)	General Chemistry - Biological
198-102B	(4)	Introductory Physics - Electromagnetism
189-141B	(4)	Calculus II
180-212C	(4)	Organic Chemistry I

Following successful completion of the U0 courses, students admitted to the eight-semester program enter First Year (U1).

2.2 Bachelor of Nursing Program (B.N.)

This program is open to Registered Nurses from a college or other diploma nursing program. The program consists of a set of core courses and the option of a concentration in either acute care or community health. The core courses develop the student's knowledge in the biological, psychosocial and nursing domains. The acute care option focuses on care during acute episodes of illness in institutional settings while the community health option focuses on health and illness in homes and community based settings.

The program offers:

- preparation for practice in a health care system influenced by the evolution of scientific knowledge and socio-political factors;
- development of critical thinking skills and the knowledge required for graduate studies in the discipline of nursing;
- a solid theoretical background and advancement of clinical skills that will allow nurses to function independently and inter-dependently in a variety of settings;
- flexibility with respect to the sequencing of courses and greater freedom to timetable courses to fit with work schedules and learning needs;
- the option of a concentration in acute care or community health;
- the option to complete the program on a full or part time basis.

Full-time students may complete the program in three years. Completion time for part-time students depends on the pace they choose in consultation with an advisor, and must be within a seven-year period.

2.2.1 B.N Entrance Requirements**ADMISSION FROM A CEGEP NURSING PROGRAM**

Applicants must have a Diplôme d'études collégiales (DEC) in a nursing program and have completed Biology 902, 903 and 904; OR 301 (*101-NYA-05*) and 401; OR 911 and 921; OR 921 and 931.

A nursing license is required. If the candidate is registered in a CEGEP nursing program in the winter preceding admission to McGill, admission may be offered contingent on the student's

passing the licensure examinations; the School will request the license after registration.

Candidates must submit a completed application form; a letter of reference from the current or most recent employer, in the case of an individual currently in a nursing program, the letter should come from the director of the program; high school and CEGEP transcripts; and proof of licensure (except for students graduating the Spring before applying to McGill).

ADMISSION FROM OTHER COLLEGE OR DIPLOMA NURSING PROGRAMS

Applicants must have a diploma from a Quebec hospital school or a college nursing program outside of Quebec. Candidates should have successfully completed two semesters of Biology at the first year university level or the equivalent of CEGEP Biology 902, 903 and 904; OR 301 and 401; OR 911 and 921; OR 921 and 931.

A nursing license is required.

Candidates must submit a completed application form; a letter of recommendation from the current or most recent employer, in the case of an individual currently in a nursing program, the letter should come from the director of the program; official transcripts from high school and the nursing program from which they graduated; and proof of licensure.

ADMISSION AS A MATURE STUDENT

Applicants who do not meet the academic entry criteria but who are Canadian citizens, with a current nursing license, have been out of school for at least one year and who are at least 23 years old, may complete a package of five qualifying courses to be eligible for admission. These courses must be completed within a three year period with an overall B average and a passing grade of C or above in each course.

The package consists of three courses offered through McGill's Centre for Continuing Education and two General Chemistry courses from CEGEP. Interested candidates should contact the B.N. coordinator for more information on Continuing Education courses approved by the School. Successful students will receive transfer credits and exemptions for two of the Continuing Education courses that are electives of the program. The Chemistry courses are 202-101 General Chemistry I and 202-201 General Chemistry II which are required for the science courses of the program.

NON-CANADIAN APPLICANTS

Students from countries other than Canada who wish to be considered for entrance to the Bachelor of Nursing program should contact the Admissions, Recruitment and Registrar's Office for information with respect to admissions requirements.

2.2.2 B.N. Course of Study

The B.N. program consists of a minimum of 80 university credits distributed over courses in nursing, biological sciences, and social sciences. Students must complete the following three Chemistry courses prior to or as soon as possible after admission:

- 180-110A General Chemistry or CEGEP Chemistry 202-101
- 180-212A Organic Chemistry or CEGEP Chemistry 202-202
- 180-120B General Chemistry or CEGEP Chemistry 202-201

These three chemistry courses form the basic science foundation for more advanced science courses of the program (177-201, 552-201, 552-202B, 546-300, and 549-300). Students will not be allowed to take these advanced science courses until they have successfully completed the chemistry requirements. The chemistry courses may be taken at CEGEP, McGill, or another university. (Credits for these courses are not applied towards the 80 credits of the B.N. program).

Required Nursing Courses (50 credits)

- 572-222A (1) McGill Model of Nursing
- 572-223A (3) Development over the Lifespan
- 572-224A (3) Advances in Therapeutic Skills
- 572-321A (3) Acute Stressors and Coping Processes
- 572-323A (2) Illness Management I
- 572-331A (4) Nursing in Acute Illness

- 572-420A (3) Primary Health Care
- 572-422A (3) Research in Nursing
- 572-431A (4) Community Nursing I
- 572-221B (3) Families and Health Behavior
- 572-235B (4) Health and Physical Assessment
- 572-322B (3) Chronic Illness and Palliative Care
- 572-324B (2) Illness Management II
- 572-328B (3) Learning and Health Education
- 572-332B* (4) Nursing in Chronic Illness
- 572-421B (3) Resources in Special Populations
- 572-432B** (4) Community Nursing II
- 572-325C (2) Symptom Management

* for students in the Acute Care Option (Community Health Option students replace this with a 3-credit Nursing course)

** for students in Community Health Option (Acute Care Option students replace this with a 3-credit Nursing course)

Required Non-Nursing Courses (24 credits)

- 204-204A/B (3) Introduction to Psychological Statistics
- 204-215A (3) Social Psychology
- 204-333A (3) Personality and Social Psychology
- 549-300A (3) Drug Action
- 552-201A (3) Human Physiology: Control Systems
- 177-201B (3) Cell Biology and Metabolism
- 546-300B (3) Human Disease
- 552-202B (3) Human Physiology: Body Functions

Complementary Courses (6 credits)

One of the following management courses:

- 280-222X/Y (3) Organizational Behaviour
- 619-500X (3) Health Care Systems

And one of the following nursing courses:

- 576-308X (3) Issues in Women's Health
- 576-309Y (3) Women's Reproductive Health
- 573-520Y (3) Health Assessment in the Elderly

2.3 Application for Admission

Application to the School of Nursing can be made using the McGill electronic application which is available on the Web (<http://www.aro.mcgill.ca>). A printed application kit can also be ordered from that site or by emailing, writing, or telephoning the Admissions, Recruitment and Registrar's Office.

The same Application Form is used to request admission to Agricultural and Environmental Sciences, Arts, Dietetics and Human Nutrition, Education, Engineering, Management, Physical and Occupational Therapy, and Science. A second choice of program may be entered on the form.

The deadlines for submission of applications for Fall admission are: January 15 (applicants studying outside of Canada), February 1 (applicants from Canadian high schools outside of Quebec), March 1 (all other applicants). For January admission to the Bachelor of Nursing program, the deadline for application is November 15.

A non-refundable application fee of \$60 (Cdn) must accompany the paper application form; the fee for the Web-based application is \$50.

Applications should be sent to the Admissions, Recruitment and Registrar's Office, McGill University, James Administration Building, 847 Sherbrooke Street W., Montreal, QC H3A 3N6. Telephone: (514) 398-3910. Email: admissions@aro.lan.mcgill.ca.

2.4 Scholarships, Bursaries and Prizes

There are a number of entrance scholarships open to students from all parts of Canada registering in the University. Information may be obtained from the Admissions, Recruitment and Registrar's Office or by accessing the *Undergraduate Scholarships and Awards Calendar* on the Office website (<http://www.aro.mcgill.ca>).

In-Course Awards

NURSING ALUMNAE SCHOLARSHIP, 12 scholarships of approximately \$1,200 each. Awarded annually, six to undergraduate nursing students in the 2nd and 3rd year of their program, and six to students in the graduate program in Nursing. Three of these prizes are named: the Marion Lindeburgh Scholarship, the Irma Riley Award, and the Agnes Boisse Award. Application is made at the School early in the fall term.

CLIFFORD C.F. WONG SCHOLARSHIP, established in 1989 by the late Clifford C.F. Wong, B.Arch. (1960) to recognize distinguished academic standing. Awarded by the School to a continuing student having completed at least one year in the Bachelor of Science in Nursing Program. Value: \$1,400.

Prizes Awarded at Convocation

F. MOYRA ALLEN PRIZE, established in honour of the distinguished career and international renown of F. Moyra Allen, B.N., Ph.D., Emeritus Professor of Nursing. Awarded by the School to a graduate of the Master's program who shows potential for a distinctive career in the study and practice of nursing. Value: \$800.

LEXY L. FELLOWES MEMORIAL PRIZE, established in 1969 by Miss Rae Fellowes in memory of her mother, this prize is awarded to the student with the highest academic and professional achievement in the Bachelor of Science Nursing program. Value: \$800.

ANNE MARIE FONG HUM MEMORIAL PRIZE, awarded to the student who has demonstrated sensitivity and skill in helping patients and families cope with situations related to long term illness. Value: \$200.

MCGILL ALUMNAE SOCIETY PRIZE, presented to a graduating student for excellence and high academic standing. Value: \$150.

A complete list of scholarships, bursaries, prizes and awards, and the regulations governing the various loan funds are given in the *Undergraduate Scholarships and Awards Calendar* and in the *Graduate Fellowships and Awards section of the Faculty of Graduate Studies and Research Calendar*. Both are available on the McGill website <http://www.mcgill.ca>.

Candidates for the Graduate Program are advised to begin applications for such awards as early as possible in order to complete the process prior to entry into the program.

3 Registration and Regulations

All new students admitted to the B.Sc.(N) or B.N. programs are required to come to the School of Nursing, 3506 University Street, for an Orientation Session to meet with their academic advisor and confirm their course selection completed through MARS. For registration in the undergraduate programs please refer to the "Welcome" book for information regarding dates and times for advising, or contact the School at (514) 398-4151.

Official registration through MARS must be completed by the Orientation Session in August. Course registration must be approved by a Nursing faculty advisor. Students registering late for reasons unrelated to the admission procedure are subject to the late payment fee.

All new students in Nursing should refer to the Vaccination Requirements outlined in the General University Information Section on [page 9](#).

Registration information for students in the Graduate Program will be provided by the School directly to the applicant.

REGULATIONS CONCERNING WITHDRAWAL

Faculty permission must be given to withdraw from a course.

Tuition fees for individual course withdrawal as well as for complete withdrawal from the University are refundable if done prior to deadlines specified in the Calendar of Dates.

3.1 Registration with the Profession

All students enrolled in a Nursing program must be registered with the Order of Nurses of Quebec in order to have access to the clinical field.

3.2 Evaluation System

GRADING

Courses are graded according to letters or numerical marks. The following table shows the letter grades and their numerical equivalents.

LETTER GRADES	GRADE POINTS	NUMERICAL 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	2.0	55–59
D*	1.0	50–54
F* (FAIL)	0	0–49

* designated a failure.

For students in the B.Sc.(N) and B.N. programs, a passing grade in all courses is a C. In the Master's program the pass grade is 65% except for Nursing courses which are graded on a pass-fail basis.

The earned grade point for each course is calculated by multiplying the credit rating of the course by the numerical equivalent of the letter grade earned. Standing will be determined on the basis of a grade point average (GPA) computed by dividing the sum of the grade points accumulated during the year by the total course credits attempted.

The cumulative grade point average (CGPA) will be the grade point average calculated using the student's entire record in the program. A failed course will continue to be used in the calculation of the CGPA even after the course is repeated and passed, or if a supplemental examination is taken.

OTHER LETTER GRADES

- **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 GPA and CGPA.
- K – incomplete; deadline extended for submission of work in a course (see standing incomplete).
- KF – failed to meet the extended deadline for submission of work in a course; counts as a failure in the GPA and CGPA.
- K* – further extension granted (see standing incomplete).
- L – deferred examination.
- L* – permitted to defer examination for more than the normal period.
- P – pass.
- Q – course continued in next term.
- S – Satisfactory; equivalent to C or better in an elective course; not included in GPA.
- U – Unsatisfactory; equivalent to D or F in an elective course; not included in GPA.
- W – withdrew; a course dropped, with permission, after the change of course period; not included in GPA.
- WF – withdrew failing; a course dropped, with special permission in 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.
- WL – Faculty permission to withdraw from a deferred examination.
- && – grade not yet available (no averages calculated).
- – no grade: student withdrew from the University.

** Students may appeal the assignment of the grade of J, but circumstances such as appearing at the incorrect time for an examination would not normally be sufficient reason for this grade to be replaced by a deferral. Students who have earned sufficient marks to pass the course even though the final examination is not written may opt to have their grade based on the record to date.

Courses Taken Under the Satisfactory/Unsatisfactory Option

In certain instances, students may designate **elective** courses to be graded under the Satisfactory/Unsatisfactory option. Only one course (3 credits) per term, to a maximum of 10% of a student's credits taken at McGill to fulfil the degree requirements, may be taken in this way. Grades will be reported in the normal fashion by the instructor and those of A through C will be converted to "Satisfactory" (S), and grades of D and F will become "Unsatisfactory" (U). The decision to have an elective course graded as Satisfactory/Unsatisfactory must be made by the student before the end of the Drop/Add period, and no change can be made thereafter. The courses taken under the Satisfactory/Unsatisfactory option will be excluded from the grade point average calculations, but they will be included in the number of credits attempted and completed.

Note: As this option has very limited application in the School of Nursing, students considering it should seek guidance from the faculty advisor.

It is also important to note that to be considered for in-course awards and/or the renewal of entrance scholarships, students must complete at least 27 credits in the regular academic session exclusive of courses completed under the Satisfactory/Unsatisfactory option.

STANDING

Students will be informed early in each course regarding the evaluation methods to be used. All issues pertaining to student performance in the program are reviewed by the Student Standing and Promotions Committee which makes decisions about failures, supplemental examinations, withdrawals, repeats and continuing in the program.

UNDERGRADUATE PROGRAM

Satisfactory Standing:

Any student with a GPA above 2.0 and no more than two failures in non-nursing courses and no more than four credits of failures in nursing is considered in satisfactory standing.

Probationary Standing:

Any student with GPA below 2.0 and who has been allowed to continue in the program or to repeat a year is on probationary standing.

Any student who has exceeded the number of allowable supplemental examinations and has been given permission to stay in the program is on probationary standing.

A student in probationary standing may return to satisfactory standing at the end of the next academic year by completing the requirements **and** obtaining a sessional grade point average of 2.5 or CGPA of 2.0.

Unsatisfactory Standing:

Any student with a GPA *below* 2.0; any student who has a D or F in more than two non-nursing courses in the program; any student who has a D or F in four credits or more in nursing.

GRADUATE PROGRAM

Regulations regarding standing fall under the Faculty of Graduate Studies and Research. These regulations state that:

"The candidate is required to pass, with a mark of 65% or better, all those courses which have been designated by the department as forming a part of the program. These are the courses which have been entered on the registration form."

"A student who has failed in any course required for the degree and has not received permission to attempt a supplemental examination will be required to withdraw."

EXAMINATIONS

Supplemental Examinations

Students in either the B.Sc.(N.) or B.N. program who have failed in required examinations are permitted to write supplemental examinations only on the recommendation of the Student Standing and Promotions Committee.

Only under very special circumstances will a student be permitted to write more than two supplemental examinations throughout the program.

Students in the Baccalaureate programs must have a CGPA of 2.0 or above in first year and 2.3 in subsequent years to be eligible for consideration for supplemental examinations.

Each student will be given a copy of the Regulations Governing Baccalaureate and Graduate students in the School of Nursing upon admission to the program.

Deferred Examinations

For reasons such as illness or family afflictions for which the student presents verification, an examination may be "deferred" by permission of the Chair of the Student Standing and Promotions Committee. This verification must be supplied within three (3) days of the scheduled examination.

Reassessments and Re-reads

Papers are marked and grades calculated and handled with considerable care. However, if a student wishes the calculation of marks checked (reassessment) or a formal final examination re-read, whether in a nursing course or in other university courses, he/she should initially contact the course Coordinator. Depending on the outcome, the student may apply in writing to the Student Standing and Promotions Committee with reasons for the request.

Procedures Governing Reassessment/Re-Reads

Reassessment is done free of charge. Computer marked examinations can be reassessed but not re-read.

There is a fee for the **re-read** of a final examination or term paper. From this process the final mark for the course can be raised **or** lowered depending on the result.

Application Deadlines:

- 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 re-reads in more than one course per term are not permitted.

Reassessments or re-reads are not available for supplemental examinations.

Re-reads – Graduate Program

See the Regulations Section of the Graduate Studies and Research Calendar for policies and regulations relating to rereads of 600 or 700 level courses.

Appeals

If the student is not satisfied with the outcome of the re-read, the student may appeal. The student makes a written appeal to the Student Standing and Promotions Committee stating the reason for the appeal. See "Regulations for School of Nursing" concerning the appeal process.

3.3 Requirements for Licensure

The licensing body for the Province of Quebec is the
Order of Nurses of Quebec
4200 Dorchester Boulevard West, Montreal H3Z 1V4
Telephone: (514) 935-2501

In order to practice nursing in Quebec after graduation from the School of Nursing, a candidate **MUST** pass the Licensure Examination administered by this body.

Quebec Law requires that candidates seeking licensure in nursing must demonstrate a verbal and written working knowledge of the

French language. Further information is given in the General University Information section of this Calendar.

International Students please note: students must be Canadian citizens or Permanent Residents to be eligible to write the Licensure Examination for Quebec.

International students are strongly urged to contact the licensing body of the country in which they intend to practice as early as possible in order to have complete information on the requirements for licence.

3.4 Uniforms

B.Sc.(N) students are required to comply with the uniform policy of the School. Details will be given at registration or shortly thereafter.

4 Undergraduate Courses

The letters which form part of the course numbers have the following significance:

- A – fall term
- B – winter term
- C – summer session courses starting in May
- D – fall and winter term
- L – summer session courses starting in June
- T – summer session courses starting in July
- X – fall term (Continuing Education)
- Y – winter term (Continuing Education)
- Z – fall and winter term (Continuing Education)

The course credit weight appears in parentheses (#) after the name.

572-220A THERAPEUTIC RELATIONSHIPS. (3) The course introduces the principles, theories, and basic skills of a collaborative relationship with individuals and families. Students will learn about the phases of the relationship (i.e., engagement, working, and termination) and the clinical skills involved in establishing, maintaining, and terminating a relationship in promoting health. **C. Gros**

572-221B FAMILIES AND HEALTH BEHAVIOUR. (3) This course introduces theoretical perspectives of family, and the role of the family in health and illness. Characteristics of healthy families, family environments that promote health, family influences on health practices, and family roles during illness are examined. Students will be introduced to family assessment tools and nursing research. **K. Sherrard and H. Ezer**

572-222A MCGILL MODEL OF NURSING. (1) This introductory course provides an overview of the history and the philosophical and theoretical tenets underlying the core concepts of the Model. Students are introduced to McGill's perspective on health, family, learning, and collaborative nursing through a study of selected theoretical and research papers. **C. Gros**

572-223A DEVELOPMENT OVER THE LIFESPAN. (3) Study of biological, psychological, and social perspectives of human development from infancy through old age within an ecological framework. Developmental processes of learning, coping, and social relationships will be linked to biological development and be discussed as major determinants of health. **L. Gottlieb and B. Gottlieb**

572-224A ADVANCES IN THERAPEUTIC SKILLS. (3) (Open to B.N. students only.) The development of collaborative practice with individuals and families during health or illness; a focus on engagement, working and termination phases of long-term, family-centred relationships. Concepts include personal values, cultural issues, disclosure, boundaries, timing, cognitive interventions, dealing with emotions, and identifying strengths. Concurrent clinical work with a community dwelling family. **L. McHarg**

572-233B PROMOTING YOUNG FAMILY DEVELOPMENT. (3) (Prerequisite: 572-223A) This clinical course focuses on identifying indicators of healthy development in individuals and families during two phases of development, the birth of a baby and the young preschooler. Students will develop skill in the assessment of these

individuals and families and explore nursing approaches that promote their health. **K. Sherrard and B. Poggi**

572-234L NURSING ELDERLY FAMILIES. (3) (Prerequisite: 572-223A) A clinical course providing basic knowledge and skills in promoting and maintaining biological, psychological, and social processes of health in the aged. Students will acquire skill in gerontological nursing assessment and intervention with the elderly living in the community. **P. Georges**

572-235C HEALTH AND PHYSICAL ASSESSMENT. (4) This course will develop basic knowledge and skills required to do a health history and to carry out basic physical assessment in infants, children, and adults. **M. Beaulieu and M. Buck**

572-321A ACUTE STRESSORS AND COPING PROCESSES. (3) Physiological, psychological, and social perspectives are used to examine stress associated with illness, injury, and developmental events. Theories of stress and coping are examined; research findings highlighting the links between stressors, coping responses and health outcomes in individuals and families are reviewed. **M. Buck and C. Loiselle**

572-322B CHRONIC ILLNESS AND PALLIATIVE CARE. (3) The biological, psychological and social factors which influence living with chronic illness are examined. Empirical findings linking different chronic stressors to coping responses and to health outcomes are reviewed. Issues in palliative care, the care of the dying, and the nature of bereavement are reviewed. **H. Ezer and M. Buck**

572-323A ILLNESS MANAGEMENT I. (2) (Pre- or co-requisite: 572-321A; Corequisite: 572-331A) The focus of this course is the medical, surgical and nursing management of the major illnesses in adults and children. Topics will include diagnostic tests, drug therapies, dietary management, exercise, relaxation techniques, pain management approaches, patient education, and strategies for maintaining physical and emotional well-being. **M. Buck and faculty**

572-324B ILLNESS MANAGEMENT II. (2) (Prerequisite: 572-323A) This course will focus on the medical, surgical and nursing and nursing management of the major illnesses in adults and children. Topics will include diagnostic tests, drug therapies, dietary management, exercise, relaxation techniques, pain management approaches, patient education, and strategies for maintaining physical health and emotional well-being. (Continuation of 572-323A) **M. Buck and faculty**

572-325C SYMPTOM MANAGEMENT. (2) (Prerequisites: 572-323A, 572-324B) This course focuses on recognizing when symptoms require referral for medical treatment and when they can be managed safely at home. Approaches to illness-related symptoms and minor medical problems including diarrhea, fever, dysmenorrhea, anorexia, cellulitis, infections, common cold, ear infections, urinary tract infections, minor injuries, headaches, pain, rashes are presented. **M. Buck**

572-328B LEARNING AND HEALTH EDUCATION. (3) This course examines how cognitive, behaviorist, and social learning theories may be used to enhance individual and family health behaviors, coping and development. Topics include: learning theories; principles of teaching and learning, support groups, issues around clients' use of information technology for health information. **M. Beaulieu**

572-331A NURSING IN ACUTE ILLNESS. (4) (Prerequisite: 572-235C. Pre- or co-requisite: 572-321A, 572-323A) This clinical course integrates knowledge of normal physiological and psychological processes, disease and illness management in the assessment and care of the acutely ill. Students will develop interventions that conserve patient energy, alleviate physical and emotional pain, promote healing, and help families cope and deal with the health care system. **M. Buck and B. Poggi**

572-332B NURSING IN CHRONIC ILLNESS. (4) (Pre- or co-requisite: 572-235C, 572-322B) This clinical course integrates knowledge related to individuals and families coping with chronic and terminal illnesses, and illness management in nursing practice. Assessment skills will focus on the changes in physiological functioning,

emotions, behavior, and family processes. Students develop nursing approaches tailored to the special requirements of each situation.

M. Buck

572-333C CLINICAL INTEGRATION. (5) Focus is on the integration of knowledge and skills acquired over the first two years of the program. Students and faculty will conjointly determine the student's clinical placement on the basis of the student's learning needs and their previous clinical experiences.

B. Poggi

572-420A PRIMARY HEALTH CARE. (3) Principles of accessibility, public participation, intersectorial and interdisciplinary collaboration, appropriate technology, and health promotion and illness prevention are discussed in relation to the planning and delivery of local, regional, and international health delivery systems. Topics include the infrastructure that supports health, and socio-economic, political and cultural contexts of health.

M. Mansi and A. Gagnon

572-421B RESOURCES IN SPECIAL POPULATIONS. (2) The concept of social support is explored and links between social networks and health are examined. Groups at health risk including the homeless, poor, and new immigrants are identified. Types and functions of community groups available as social resources for these groups will be discussed.

M. Mansi and A. Gagnon

572-422B RESEARCH IN NURSING. (3) (3 hours class weekly) (Corequisite: 572-404B) This course explores the knowledge required to understand the relationship between research endeavours and the development of the practice or nursing. Content includes: the processes of transforming clinical data into nursing research questions; critical analysis of research studies; and an evaluation of feasibility and applicability of research findings.

C. Johnston

572-431A COMMUNITY NURSING I. (4) (Pre- or co-requisite: 572-420A) In this clinical course students will apply their knowledge and increase their skills in assisting families and special groups in the community to deal more effectively with normal developmental events, on going social problems and illness or other crisis events.

M. Mansi

572-424B LEGAL AND ETHICAL ISSUES IN NURSING. (3) This course covers ethical and legal aspects related to caring for patients and their families, and principles in ethical decision-making. Issues of professional accountability, liability, and advocacy are addressed in such contexts as withholding treatment, organ harvesting, abortion, involuntary commitment, etc.

Faculty

572-432B COMMUNITY NURSING II. (4) (Prerequisite: 572-431A) In this clinical course students will apply their knowledge and increase their skills in assisting families and special groups in the community to deal more effectively with normal developmental events, on going social problems and illness or other crisis events.

TBA

572-530C CLINICAL INTERNSHIP. (8) This two-month clinical nursing experience offers students an opportunity consolidate their knowledge and assessment skills in either community nursing or critical care.

TBA

572-533B RESEARCH PRACTICUM. (3) Under the supervision of nursing faculty, students participate in the research process. Activities include the development of a research proposal, the testing of measures, data collection, data analysis or writing research reports.

TBA

573-520Y HEALTH ASSESSMENT IN THE ELDERLY. (3) The purpose of this course is to present the knowledge required to conduct an in-depth assessment of health and well-being of the elderly and their families in the community and in health care settings. A seminar/lecture format will be used to elaborate a broad definition of health including its physical, psychological, social and functional dimensions. Students will discuss the wide variety of factors that can be seen as "determinants" of health.

L. Cronk

576-308X ISSUES IN WOMEN'S HEALTH. (3) (Prerequisite: Introductory Psychology or Sociology or permission of the instructor.) (Limited enrolment) (Complementary course for the Women's Studies Concentrations in Arts.) Exploration of a wide range of topics on

the health of women. Topics include use of health care system, poverty, roles, immigration, body image, lesbian health, and violence against women. Additional topics vary by year. A Health Science elective opened to students in the Faculties of Arts, Science and Medicine.

TBA

576-309Y WOMEN'S REPRODUCTIVE HEALTH. (3) (Prerequisite: Introductory Psychology or Sociology or permission of the instructor.) (A core course for the Women's Studies Minor and Major Programs. Complementary course in Social Studies of Medicine.) Concepts of health and medicalization. Canadian and international perspectives. Topics include contraception, abortion, infertility, menstruation, menopause, new reproductive technologies, prenatal care, and childbirth. Additional topics vary by year. A Health Science elective open to students in the Faculties of Arts, Science, and Medicine.

TBA

4.1 Note to all Students

It is expected that students will attend Nursing Explorations. A student fee applies.

5 Graduate Programs

5.1 Programs Offered

Master's Programs

Two types of Master's degrees are offered: Master of Science (Applied) and Master of Science (with thesis) (not offered 2000-01). These programs are designed to prepare clinicians and researchers for the expanding function of nursing within the health care delivery system.

Master of Science (Applied)

The objective of this program is to prepare specialists in nursing able to participate in the development, implementation and management of services in all domains of health care. Opportunity is provided for the advanced clinical study of nursing, and for incorporating research and evaluation methods in the investigation of nursing problems.

Master of Science (with thesis)

(not offered 2000-01).

Doctoral Studies in Nursing

The School of Nursing of McGill University and the Faculté des Sciences Infirmières of the Université de Montréal offer a joint doctorate program leading to a Ph.D. in Nursing. This program is offered in English at McGill.

The program is designed to train researchers who will make a contribution to the advancement of knowledge in the field of nursing and assume a leadership role both in the profession and in the health care system.

5.2 Admission Requirements

Master's Programs

Non-Canadian applicants shall normally be required to submit documented proof of competency in oral and written English, e.g. TOEFL (580 minimum) or equivalent.

GRE – General Test required.

Nurse applicants

Applicants for the Master's degree must have completed a bachelor's degree in nursing with a minimum GPA of 3.0 on a scale of 4.0. This preparation must be comparable to that offered in the bachelor's program at McGill. Experience in nursing is suggested. Applicants for the M.Sc. (with thesis) must have completed an introductory statistics course (3 credits) prior to entrance.

Nurses with a general B.Sc. or B.A. (comparable to the McGill undergraduate degrees) may be considered on an individual basis.

All nurse applicants are expected to hold current registration in the province or country from which they come. Nurses who are not licensed in Québec must obtain a special authorization for graduate nurse students from the Order of Nurses of Québec.

Non-nurse applicants (generic Master's students)

Applicants holding a bachelor's degree comparable to a B.Sc. or B.A. granted at McGill and who have potential for the study of nursing, may be admitted to a Qualifying Year. Upon successful completion of studies, candidates may apply directly to the Master's program. (Persons prepared in another professional discipline or in nursing are not eligible for this program.) A number of prerequisite courses are required. For entry, applicants must have a GPA of 3.0 or above.

Ph.D. Program

The School of Nursing of McGill University and the Faculté des Sciences Infirmières de la Université de Montréal offer a joint doctorate program leading to a Ph.D. in Nursing.

The program is designed to train researchers who will make a contribution to the advancement of knowledge in the field of nursing and assume a leadership role both in the profession and in the health care system.

To be admitted to McGill University, the candidate must satisfy the following conditions:

1. hold a Master of Science in Nursing or equivalent;
2. GPA of 3.3 or high B standing;
3. demonstrated research ability;
4. be accepted by a faculty member who has agreed to serve as the thesis adviser;
5. submit a 5-page outline of proposed research including literature review and abbreviated methods sections;
6. submit letters of references from two professors who are familiar with the candidate's work and research aptitude;
7. submit a curriculum vitae;
8. submit two official copies of academic transcripts of undergraduate and graduate records,
9. be eligible to hold nursing registration in Quebec;
10. submit results of the Graduate Record Examination General Test.

5.3 Application Procedures

Application for admission to any of these programs is made on application forms available from the Graduate Program Office, School of Nursing. Applications must be completed according to the instructions that accompany the forms.

Deadline for receipt of application is March 1st. All documents required for admission should be submitted by this deadline. Classes are admitted in September.

5.4 Program Requirements

5.4.1 Master's Programs

The general rules concerning higher degrees apply. (See the Faculty of Graduate Studies General Information and Faculty Regulations.) A minimum of two years of study is required for the Masters programs.

Nurse applicants to the Master's program may complete their studies on a part-time basis, i.e. minimum of 6 credits per term to a maximum of four years.

Non-nurse applicants who do not have all the prerequisites required for entry may apply for a qualifying year as full-time students. They are recommended for entry to the Master of Science (Applied) program following successful completion of the Qualifying Year of study. They must complete their program of study on a full-time basis.

M.Sc. (Applied)

(48 credits nurse students; 52 credits non-nurse students)

First Year

(24 credits nurse students; 28 credits non-nurse students)

- 573-611D (6) Seminar in Nursing I
 573-612A (3) Research Methods in Nursing I
 573-614D (6) Clinical Laboratory in Nursing I
 573-627B (3) Nursing Practicum
 one 3-credit Statistics course
 and
 * 573-616C (4) Advanced Clinical Skills
 * 573-623A (3) Clinical Assessment and Therapeutics
 ** Complementary course (3 credits)

* Generic Students Only

** Nurse Students Only

Second Year (24 credits)

- 573-615B (3) Health Care Evaluation
 573-620A (2) Current Theories of Nursing
 573-621D (6) Seminar in Nursing II
 573-624A (4) Clinical Laboratory in Nursing II
 573-625B (6) Clinical Laboratory in Nursing III
 573-626A (3) Developments in Education & Administration

M.Sc. (Thesis) (50 credits)

(not offered 2000-01)

Qualifying Year

(non-nurse applicants entering with B.A. or B.Sc.)

- 572-220A (3) Therapeutic Relationships
 572-222A (1) McGill Model of Nursing
 573-511D (6) Practice and Theory in Nursing – Part I
 573-514D (10) Clinical Laboratory in Nursing
 573-512C (8) Practice and Theory in Nursing – Part II

Complementary Courses (12 credits)

12 credits from the physical and social sciences, chosen in consultation with faculty to complement the student's previous academic background.

Students must successfully complete all requirements for entrance and for the Qualifying Year and be recommended by the Standing and Promotions Committee for entry to the Master's of Science (Applied) Program.

5.4.2 Ph.D. Program

Each student's program is designed with the research director and thesis supervisor, taking into account the student's previous academic preparation, needs and research interests. The requirements for the doctoral degree are:

1. A minimum of 18 credits beyond the Master's level. Courses and seminars in research design, issues of measurement, advanced nursing, development of theory in nursing, advanced statistics and complementary course(s) in the student's major field of study are compulsory. The student's program is decided in consultation with the faculty advisor.
2. Successful completion of the Ph.D. comprehensive examination.
3. Oral defense of the thesis proposal.
4. Dissertation and oral examination.
5. Two years of full-time residence. A student who has obtained a Master's degree at McGill University or at an approved institution elsewhere, and is proceeding in the same subject to a Ph.D. degree, may on the recommendation of the School, be registered in the second year of the Ph.D. program.

5.5 Courses

The letters which form part of the course numbers have the following significance:

- A – fall term
- B – winter term
- C – summer session courses starting in May
- D – fall and winter term

- Denotes not offered in 2000-01.

The course credit weight appears in parentheses (#) after the name.

QUALIFYING PROGRAM

572-220A THERAPEUTIC RELATIONSHIPS. (3) The course introduces the principles, theories, and basic skills of a collaborative relationship with individuals and families. Students will learn about the phases of the relationship (i.e., engagement, working, and termination) and the clinical skills involved in establishing, maintaining, and terminating a relationship in promoting health. **C. Gros**

573-511D PRACTICE AND THEORY IN NURSING – PART I. (6) A study of selected concepts related to the practice of nursing including health, family, normative life transitions and interpersonal interaction. The major focus is on developing an understanding of human behaviour using the process of scientific inquiry. Special emphasis is placed on the observation of people in their physical and social environments and on the analysis of clinical data as the basis for the development of innovative nursing approaches. **Faculty**

573-512C PRACTICE AND THEORY IN NURSING – PART II. (8) Learning to nurse patients in acute care settings, who are experiencing a variety of common illness-related problems.

573-514D CLINICAL LABORATORY IN NURSING. (10) Learning to nurse through field experiences with individuals and families in the community and in acute care settings. The focus is on the application of knowledge and theory in practice and includes the testing and analysis of nursing approaches. Students work with clients and families experiencing a variety of life events including aging, birth and parenting as well as acute illness and hospitalisation. **Faculty**

GRADUATE PROGRAM

573-611D SEMINAR IN NURSING I. (6) A critical study of selected concepts in nursing and health related to individuals and families. An introduction to the study of concepts and theories relevant to nursing. **H. Ezer**

573-612A RESEARCH METHODS IN NURSING I. (3) Basic knowledge and skills needed to conduct research. The philosophy and principles of scientific inquiry, research design, sampling, techniques of data collection, ethics, and incorporating research into practice are discussed with emphasis for nursing. **N. Frasure-Smith and M. Purden**

573-614D CLINICAL LABORATORY IN NURSING I. (6) Field experience in nursing to test and develop concepts critical to the health of individuals and families. The examination of theories relevant to nursing practice in the clinical field. **Faculty**

573-615B HEALTH CARE EVALUATION. (3) An evaluation of educational and health care systems with particular reference to the nursing input in problems of health, health care and health care delivery. Evaluative research includes qualitative and quantitative approaches to assessing health status and quality of care. **A. Gagnon**

573-616C ADVANCED CLINICAL SKILLS. (4) Supervised clinical experiences in health care agencies are aimed at developing competence in technical and family nursing skills at an advanced level. Experience is determined on an individual basis according to learning needs and the student's area of interest. **Faculty**

573-620A CURRENT THEORIES OF NURSING. (2) (Prerequisites: 573-611D, 573-614D or equivalent). Current theories of nursing e.g. Orem, Roy, King, Rogers are examined along with their implications for practice, curriculum, administration, and research. The

internal and external adequacy of these theories will be evaluated using selected schema. Critical analysis of issues and problems of theories in a practice discipline will be undertaken. **C. Loiselle and L. Gottlieb**

573-621D SEMINAR IN NURSING II. (6) An opportunity for investigation of some of the critical problems in nursing as related to the student's area of inquiry. Particular emphasis is placed on theory development in nursing. **M. Purden and C. Loiselle**

573-623A CLINICAL ASSESSMENT AND THERAPEUTICS. (3) (Prerequisites: 546-300B; 522-201A, 522-202B or equivalent.) Development of skills in the medical-nursing assessment and management of patients and families dealing with chronic and life-threatening illnesses. Includes instruction in history-taking and physical assessment. **M. Beaulieu**

573-624A CLINICAL LABORATORY IN NURSING II. (4) Field experience in nursing, incorporating extensive assessment, experimentation and evaluation of differing nursing approaches. **Faculty**

573-625B CLINICAL LABORATORY IN NURSING III. (6) Field experience in nursing, incorporating extensive assessment, experimentation and evaluation of differing nursing approaches. **Faculty**

573-626A DEVELOPMENTS IN EDUCATION & ADMINISTRATION. (3) An examination of theories of learning and organizational behaviour as related to the preparation of nurses for the delivery of health care services. Implications of these theories for the assessment, development, and evaluation of nursing programs will be investigated. **C. Pepler**

573-627B NURSING PRACTICUM. (3) Research, administrative or teaching projects in nursing are defined by interested faculty and developed with students. The goal is to promote and enhance scholarly activity and productivity. At completion, there should be some final product such as a manuscript, a data collection system set-up, or the synthesis of pilot data. **A. Gagnon**

● **573-690B M.Sc. THESIS I.** (4)

● **573-691A M.Sc. THESIS II.** (8)

● **573-692B M.Sc. THESIS III.** (12)

Ph.D. PROGRAM

573-701 COMPREHENSIVE EXAMINATION. (1)

573-702 RESEARCH DESIGN. (3) The logic and procedures of both qualitative and quantitative research designs are examined with particular emphasis on their appropriateness for addressing nursing and health problems. Issues specific to the design of nursing and health care studies are explored. Included in the types of designs analyzed are: experimental and quasi-experimental, ethnographic, grounded theory and evaluative. **C. Loiselle**

573-703 ISSUES OF MEASUREMENT. (3) An examination of the underlying theories of measurement and techniques for assessing the validity and reliability of data collection instruments. Issues related to the development and/or utilization of instruments to measure target variables in nursing and health research are addressed. **C. Johnston**

573-730 DEVELOPMENT OF THEORY IN NURSING. (3) (Prerequisite: 573-620A or equivalent) This course surveys the history of nursing theory development with special emphasis placed on the approaches theory development and the factors affecting these approaches. Issues such as the level of theory, where theory derives are examined in light of the needs of a practice discipline. Future directions for theory development in nursing are explored. **F. Carnevale**

573-780 ADVANCED NURSING. (3) (3 hours seminar weekly) (Prerequisite: 573-621D, 573-624A, 573-625B or equivalent and permission of instructor). An in-depth analysis of selected issues and developments within nursing and health care. Included will be topics relevant to the areas of research and clinical expertise of the student and faculty. **L. Gottlieb**