



**Ingram School of Nursing (Graduate)**  
**Programs, Courses and University Regulations**  
**2015-2016**



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

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- 2 . In the interpretation of academic regulations, the Senate is the final authority.
- 3 . Students are responsible for informing themselves of the University's procedures, policies and regulations, and the specific requirements associated with the degree, diploma, or certificate sought.
- 4 . All students registered at McGill University are considered to have agreed to act in accordance with the University procedures, policies and regulations.
- 5 . Although advice is readily available on request, the responsibility of selecting the appropriate courses for graduation must ultimately rest with the student.
- 6 . Not all courses are offered every year and changes can be made after publication. Always check the Minerva Class Schedule link at [https://horizon.mcgill.ca/pban1/bwckschd.p\\_disp\\_dyn\\_sched](https://horizon.mcgill.ca/pban1/bwckschd.p_disp_dyn_sched) for the most up-to-date information on whether a course is offered.
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- 8 . Notwithstanding any other provision of the publication, it is expressly understood by all students that McGill University accepts no responsibility to provide any course of instruction, program or class, residential or other services including the normal range of academic, residential and/or other services in circumstances of utility interruptions, fire, flood, strikes, work stoppages, labour disputes, war, insurrection, the operation of law or acts of God or any other cause (whether similar or dissimilar to those enumerated) which reasonably prevent their provision.

**Note: Throughout this publication, "you" refers to students newly admitted, readmitted or returning to McGill.**

## ***Publication Information***

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- 1 Dean's Welcome, page 7
  - 2 Graduate and Postdoctoral Studies, page 7
    - 2.1 Administrative Officers, page 7
    - 2.2 Location, page 7
    - 2.3 General Statement Concerning Higher Degrees, page 8
  - 3 Important Dates 2015–2016, page 8
  - 4 Graduate Studies at a Glance, page 8
  - 5 Program Requirements, page 8
    - 5.1 Master's Degrees, page 8
    - 5.2 Doctoral Degrees, page 9
    - 5.3 Ad Personam Programs (Thesis Option Only), page 10
    - 5.4 Coursework for Graduate Programs, Diplomas, and Certificates, page 10
  - 6 Graduate Admissions and Application Procedures, page 10
  - 7 Fellowships, Awards, and Assistantships, page 11
  - 8 Postdoctoral Research, page 11
    - 8.1 Postdocs, page 11
    - 8.2 Guidelines and Policy for Academic Units on Postdoctoral Education, page 11
    - 8.3 Vacation Policy for Graduate Students and Postdocs, page 13
    - 8.4 Leave of Absence for Health and Parental/Familial Reasons, page 13
    - 8.5 Postdoctoral Research Trainees, page 13
  - 9 Graduate Studies Guidelines and Policies, page 14
  - 10 Information on Research Policies and Guidelines, Patents, Postdocs, Associates, Trainees, page 14
  - 11 Academic Programs, page 14
    - 11.1 Nursing, page 15
      - 11.1.1 Location, page 15
      - 11.1.2 About Nursing, page 15
      - 11.1.3 Nursing Admission Requirements and Application Procedures, page 17
        - 11.1.3.1 Admission Requirements, page 17
        - 11.1.3.2 Registration and Regulations, page 18
        - 11.1.3.3 Application Procedures, page 19
        - 11.1.3.4 Application Deadlines, page 19
      - 11.1.4 Nursing Faculty, page 20
        - 11.1.4.1 Clinical and Affiliated Faculty Members, page 24
      - 11.1.5 Master of Science, Applied (M.Sc.A.); Nursing (Non-Thesis) — Clinical Nurse Specialist (48 credits) , page 25
      - 11.1.6 Master of Science, Applied (M.Sc.A.); Nursing (Non-Thesis) — Direct Entry Nursing (54 credits) , page 26
      - 11.1.7 Master of Science, Applied (M.Sc.A.); Nursing (Non-Thesis) — Global Health Clinical Nurse Specialist (50 credits) , page 26
      - 11.1.8 Master of Science, Applied (M.Sc.A.); Nursing (Non-Thesis) — Global Health Direct Entry (57 credits) , page 27
      - 11.1.9 Master of Science, Applied (M.Sc.A.); Nursing (Non-Thesis) — Neonatology Nurse Practitioner (45 credits) , page 28

- 
- 11.1.10 Master of Science, Applied (M.Sc.A.); Nursing (Non-Thesis) — Nursing Education (49 credits) , page 28
  - 11.1.11 Master of Science, Applied (M.Sc.A.); Nursing (Non-Thesis) — Nursing Services Administration (49 credits) , page 29
  - 11.1.12 Master of Science, Applied (M.Sc.A.); Nursing (Non-Thesis) — Primary Care Nurse Practitioner (45 credits) , page 29
  - 11.1.13 Graduate Certificate; Theory in Neonatology (15 credits) , page 30
  - 11.1.14 Graduate Certificate; Theory in Primary Care (15 credits) , page 30
  - 11.1.15 Graduate Diploma in Neonatal Nurse Practitioner (30 credits) , page 30
  - 11.1.16 Graduate Diploma in Primary Care Nurse Practitioner (30 credits) , page 30
  - 11.1.17 Doctor of Philosophy (Ph.D.); Nursing , page 31
  - 11.1.18 Doctor of Philosophy (Ph.D.); Nursing — Psychosocial Oncology , page 31

## 1 Dean's Welcome

To Graduate Students and Postdoctoral Fellows:

I am extremely pleased to welcome you to McGill University. Graduate and Postdoctoral Studies (GPS) collaborates with the Faculties and other administrative and academic units to provide strategic leadership and vision for graduate teaching, supervision, and research across our over 400 graduate programs. GPS also oversees quality assurance in admissions and registration, the disbursement of graduate fellowships, support for postdoctoral fellows, and facilitates graduate degree completion, including the examination of theses. GPS has partnered with Enrolment Services to manage the admission and registration of graduate students and postdoctoral fellows and to offer streamlined services in a one-stop location at [Service Point](#).

McGill is a student-centred research institution that places singular importance upon the quality of graduate education and postdoctoral training. As Dean of Graduate and Postdoctoral Studies, I work closely with the Faculties, central administration, graduate students, professors, researchers, and postdoctoral fellows to provide a supportive, stimulating, and enriching academic environment for all graduate students and postdoctoral fellows.

McGill is one of Canada's most intensive research universities, ranked 21<sup>st</sup> by *QS World University Rankings 2014*. We recognize that these successes come not only from our outstanding faculty members, but also from the quality of our graduate students and postdoctoral fellows—a community into which we are very happy to welcome you.

I invite you to join us in advancing this heritage of excellence at McGill.

*Josephine Nalbantoglu, Ph.D.*

*Dean, Graduate and Postdoctoral Studies*

## 2 Graduate and Postdoctoral Studies

### 2.1 Administrative Officers

#### Administrative Officers

Josephine Nalbantoglu; B.Sc., Ph.D. (McG.)	<b>Dean (Graduate and Postdoctoral Studies)</b>
Robin Beech; B.Sc.(Nott.), Ph.D.(Edin.)	<b>Associate Dean (Graduate and Postdoctoral Studies)</b>
France Bouthillier; B.Ed., C.Admin.(UQAM); M.B.S.I.(Montr.); Ph.D.(Tor.)	<b>Associate Dean (Graduate and Postdoctoral Studies)</b>
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Website: [www.mcgill.ca/gps](http://www.mcgill.ca/gps)



**Note:** For inquiries regarding specific graduate programs, please contact the appropriate department.

## 2.3 General Statement Concerning Higher Degrees

Graduate and Postdoctoral Studies (GPS) oversees all programs leading to graduate diplomas, certificates, and higher degrees, with the exception of some programs in the School of Continuing Studies. It is responsible for admission policies, the supervision of graduate students' work, and for recommending to Senate those who may receive the degrees, diplomas, and certificates.

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## 3 Important Dates 2015–2016

For all dates relating to the academic year, consult [www.mcgill.ca/importantdates](http://www.mcgill.ca/importantdates).

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## 4 Graduate Studies at a Glance

Please refer to the eCalendar's *University Regulations and Resources > Graduate > Graduate Studies at a Glance* for a list of all graduate departments and degrees currently being offered.

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## 5 Program Requirements

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### 5.1 Master's Degrees

#### Residence Requirements – Master's Degrees

Refers to the number of terms (or years) students must be registered on a full-time basis to complete their program. Students are NOT permitted to graduate until they have fulfilled the residence requirement (or paid the corresponding fees) in their program.

- The following master's programs have a **minimum** residence requirement of **three full-time terms**: M.Arch., M.A., M.Eng., LL.M., M.Mus. (**except** M.Mus. in Sound Recording), M.Sc., M.S.W., M.Sc.A. (**except** M.Sc.A. in Communication Sciences and Disorders).
- The following master's programs have a **minimum** residence requirement of **four full-time terms**: M.I.St.; M.Mus. in Sound Recording; M.U.P.; M.A. (60 credits – Counselling Psychology – thesis; 78 credits – Educational Psychology); M.A. Teaching and Learning – Non-Thesis; M.Sc.A. in Communication Sciences and Disorders; S.T.M., Religious Studies.
- The residence requirement for the master's program in Education (M.Ed.); Information Studies (M.I.St.); Management (M.B.A.); Religious Studies (S.T.M.); M.A. Counselling Psychology – Non-Thesis; M.A. Teaching and Learning – Non-Thesis; M.Sc. in Public Health – Non-Thesis; M.Sc.A. Nursing; M.Sc.A. Occupational Therapy; M.Sc.A. Physical Therapy; and students in part-time programs is determined on a per course basis. Residence requirements are fulfilled when students complete all course requirements in their respective programs.
- For master's programs structured as Course, Project, or Non-Thesis options where the program is pursued on a part-time basis, residence requirements are normally fulfilled when students complete all course requirements in their respective programs (minimum 45 credits or a minimum of three full-time terms) and pay the fees accordingly.

These designated periods of residence represent minimum time requirements. There is no guarantee that the work for the degree can be completed in this time. Students must register for such additional terms as are needed to complete the program.

#### Coursework – Master's Degrees

Program requirements are outlined in the relevant departmental sections of the Graduate and Postdoctoral Studies *eCalendar*.

The minimum credit requirement for any thesis or non-thesis master's degree at McGill is 45 credits.

Non-thesis degrees normally specify the course program which the candidate must follow.

The department concerned will examine the student's previous training and then decide which of the available courses in the area of specialization or related fields are required to bring the candidate to the proper level for the master's degree. Due account will be taken of relevant graduate level courses passed at any recognized university or at McGill.

The candidate is required to pass, with a grade of B- or better, all those courses that have been designated by the department as forming a part of the program, including additional requirements.

Students taking courses at another university must obtain a minimum grade of B- (65%) if the course is to be credited toward their McGill degree. In the cases where only a letter grade is used, a B- is the minimum passing grade and no equivalent percentage will be considered. In the cases where only a percentage grade is used, 65% is the minimum passing grade.



As a rule, no more than one-third of the formal coursework (excluding thesis, project, stage, or internship) of a McGill master's degree can be credited with courses from another university or degree (for example, courses taken before admission to the McGill degree, or courses taken through the IUT agreement during the McGill degree, if permitted).

Normally, if courses completed elsewhere or at McGill prior to admission to the McGill master's degree were not used to complete a degree, they could be credited toward the McGill degree, keeping in mind the one-third rule as described above. These would be entered as exemptions with credit at the time of admission.

If the courses completed elsewhere or at McGill prior to admission were used to complete a degree, exemptions may be granted without credit, i.e. the exempted course(s) must be replaced by other graduate course(s) at McGill. No double counting is allowed unless, exceptionally, the department offering the Master's degree permits it and the degree has an overall credit requirement greater than 45 credits. In other words, instances where exemptions with credit may be granted will be limited to the credit amount beyond the minimum of 45 credits for a McGill master's degree. The one-third rule as described above continues to apply.

#### Research and Thesis – Master's Degrees

All candidates for a research degree must present a thesis based on their own research. The total number of credits allotted to the thesis in any master's program must not be less than 24. The title of the thesis and names of examiners must be forwarded on a *Nomination of Examiners and Thesis Submission* form, available at [www.mcgill.ca/gps/thesis/guidelines/initial-submission](http://www.mcgill.ca/gps/thesis/guidelines/initial-submission), in accordance with the dates on [www.mcgill.ca/importantdates](http://www.mcgill.ca/importantdates), through the Chair of the department concerned at the same time that the thesis is submitted to Graduate and Postdoctoral Studies. A thesis for the master's degree, while not necessarily requiring an exhaustive review of work in the particular field of study, or a great deal of original scholarship, must show familiarity with previous work in the field and must demonstrate the ability to carry out research and to organize results, all of which must be presented in good literate style. The thesis will not normally exceed 100 pages; in some disciplines, shorter texts are preferred. Guidelines and deadlines are available at [www.mcgill.ca/gps/thesis/guidelines](http://www.mcgill.ca/gps/thesis/guidelines).

#### Language Requirements – Master's Degrees

Many master's degree programs do not include language requirements, but candidates who intend to proceed to a doctoral degree should take note of any language requirements and are strongly advised to take the examinations in at least one language while working for the master's degree.

## 5.2 Doctoral Degrees

### Residence Requirements – Doctoral

Refers to the numbers of terms (or years) students must be registered on a full-time basis to complete their program. Students are not permitted to graduate until they have fulfilled the residence requirement (or paid the corresponding fees) in their program.

Candidates entering Ph.D. 1 must follow a program of at least three years' residency at the University; this is a minimum requirement, and there is no guarantee that the work of the degree can be completed in this time, but students are expected to complete within the maximum specified period. Only exceptional candidates holding a bachelor's degree will be considered for direct admission to Ph.D. 1 level.

It is required that candidates spend the greater part of each summer working on their theses, and those who do not do so are unlikely to complete a satisfactory thesis in the prescribed minimum time (see [section 8.3: Vacation Policy for Graduate Students and Postdocs](#)).

A student who has obtained a master's degree at McGill University or at an approved institution in a relevant subject and is proceeding to a Ph.D. degree will, on the recommendation of the department, be admitted to Ph.D. 2; in this case, the residency requirement for the program is two years.

In the doctoral program, students must be registered on a full-time basis for one more year after completion of the residency (i.e., Ph.D. 4 year) before continuing as Additional Session students until completion of the program.



**Note:** The master's degree must have been awarded before initial registration in the doctoral program; otherwise, the admission level will be at Ph.D. 1 and residency will be extended to three years. Once the level of admission is approved, it will not be changed after obtaining the master's degree if the date falls after registration in the program. If a previous awarded degree is a condition of admission, it must be fulfilled before registration in another program.

As a rule, no more than one-third of the McGill program formal coursework can be credited with courses from another university.

### Comprehensive Examinations – Doctoral

The majority of doctoral programs at McGill require candidates to pass a comprehensive examination or set of examinations or equivalent, such as qualifying examinations, preliminary examinations, candidacy papers, comprehensive evaluations, thesis proposals, etc. The results of this examination determine whether or not students will be permitted to continue in their programs. The methods adopted for examination and evaluation and the areas to be examined are specified by departmental regulations and approved by Graduate and Postdoctoral Studies. It is the responsibility of students to inform themselves of these details. For more information, see [University Regulations and Resources > Graduate > Guidelines and Policies > : Ph.D. Comprehensives Policy](#).

### Language Requirements – Doctoral

Many graduate departments in the Faculties of Agricultural and Environmental Sciences, Education, Engineering, Management, Medicine, and Science do not require a language examination. Students should inquire in their departments if there are any such requirements, or whether any other requirements have been substituted for those relating to languages.

Graduate departments in the Faculties of Arts, Music, and Religious Studies usually require proficiency in one or two languages other than English. In all cases, **students should consult departmental regulations concerning language requirements**.

Language requirements for the Ph.D. degree are met through demonstrated reading knowledge. The usual languages are French, German, or Russian, but in particular instances another language may be necessary.

All language requirements must be fulfilled and the grades reported **before** submission of the thesis to GPS (Thesis section).

Students must contact their departments to make arrangements to take the Language Reading Proficiency Examinations. Students may, however, demonstrate competence by a pass standing in two undergraduate language courses taken at McGill (see departmental regulations).

Candidates are advised to discharge their language requirements as early in their program as possible.

Students expecting to enrol in Professional Corporations in the province of Quebec are advised to become fluent in both spoken and written French.

French language courses are available at the French Language Centre. The teaching is intensive and class sizes are kept small. While undergraduate students are given preference, graduate students who are certain they can devote sufficient time to the work may enrol.

#### **Thesis – Doctoral**

The thesis for the Ph.D. degree must display original scholarship expressed in good literate style and must be a distinct contribution to knowledge. **Formal notice of a thesis title and names of examiners must be submitted to the Thesis section of GPS on the *Nomination of Examiners and Thesis Submission form*, available at [www.mcgill.ca/gps/thesis/guidelines/initial-submission](http://www.mcgill.ca/gps/thesis/guidelines/initial-submission), in accordance with the dates on [www.mcgill.ca/importantdates](http://www.mcgill.ca/importantdates), at the same time as the thesis is submitted.** The list of examiners must be approved by the Department Chair, the supervisor and the student. The Thesis section of GPS should be notified of any subsequent change of title as early as possible. Guidelines and deadlines are available at [www.mcgill.ca/gps/thesis/guidelines](http://www.mcgill.ca/gps/thesis/guidelines).

Special regulations for the Ph.D. degree in particular departments are stated in the entries of those departments.

#### **Thesis Oral Examination – Doctoral**

After the thesis has been received and approved, a final oral examination is held on the subject of the thesis and subjects intimately related to it. This is conducted in the presence of a Committee of at least five members presided over by a Pro-Dean nominated by Graduate and Postdoctoral Studies. The Chair of the candidate's department and the Thesis Supervisor are regularly invited to be members of the Committee; at least one member of the Committee is appointed from outside the candidate's department. Guidelines are available at [www.mcgill.ca/gps/thesis/guidelines](http://www.mcgill.ca/gps/thesis/guidelines).

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### **5.3 Ad Personam Programs (Thesis Option Only)**

In very rare circumstances, an applicant who wishes to engage in Master's (thesis option only) or Ph.D. studies of an interdisciplinary nature involving joint supervision by two departments, each of which is authorized by the Government of Quebec to offer its own graduate programs, may be admitted to an *Ad Personam* program. For more information, see [www.mcgill.ca/gradapplicants/programs](http://www.mcgill.ca/gradapplicants/programs) and contact the relevant department.

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### **5.4 Coursework for Graduate Programs, Diplomas, and Certificates**

Upper-level undergraduate courses (excluding 500-level) may not be considered for degrees, diplomas, and certificates unless they are already listed as required courses in the approved program description. If an upper-level undergraduate course (excluding 500 level) is taken by a graduate student, it must come as a recommendation from the Graduate Program Director in the department. The recommendation must state if the undergraduate course is an additional requirement for the program (must obtain B- or better) or if the course is extra to the program (will be flagged as such on the record and fees will be charged). See document at [www.mcgill.ca/gps/students/registration#courseereg](http://www.mcgill.ca/gps/students/registration#courseereg).

English and French language courses offered by the French Language Centre (Faculty of Arts) or the School of Continuing Studies may not be taken for coursework credits toward a graduate program.

All substitutions for coursework in graduate programs, diplomas, and certificates must be approved by GPS.

Courses taken at other institutions to be part of the requirements of a program of study must be approved by GPS before registration. Double counting is not permitted.

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## **6 Graduate Admissions and Application Procedures**

Please refer to the eCalendar's *University Regulations and Resources > Graduate > : Graduate Admissions and Application Procedures* for information on:

- Application for Admission
- Admission Requirements
- Application Procedures
- Competency in English

and other important information regarding admissions and application procedures for Graduate and Postdoctoral Studies.

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## 7 Fellowships, Awards, and Assistantships

Please refer to the eCalendar's *University Regulations and Resources > Graduate > : Fellowships, Awards, and Assistantships* for information and contact information regarding fellowships, awards, and assistantships in Graduate and Postdoctoral Studies.

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## 8 Postdoctoral Research

Students must inform themselves of University rules and regulations and keep abreast of any changes that may occur. The *Postdoctoral Research* section of this publication contains important details required by postdoctoral scholars during their studies at McGill and should be periodically consulted, along with other sections and related publications.

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### 8.1 Postdocs

Postdocs are recent graduates with a Ph.D. or equivalent (i.e., Medical Specialist Diploma) engaged by a member of the University's academic staff, including Adjunct Professors, to assist him/her in research.

Postdocs must be appointed by their department and registered with Enrolment Services in order to have access to University facilities (library, computer, etc.).

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### 8.2 Guidelines and Policy for Academic Units on Postdoctoral Education

The general guidelines listed below are meant to encourage units to examine their policies and procedures to support postdoctoral education. Every unit hosting Postdocs should have explicitly stated policies and procedures for the provision of postdoctoral education as well as established means for informing Postdocs of policies, procedures, and privileges (e.g., orientation sessions, handbooks, etc.), as well as mechanisms for addressing complaints. Academic units should ensure that their policies, procedures and privileges are consistent with these guidelines and the Charter of Students' Rights. For their part, Postdocs are responsible for informing themselves of policies, procedures, and privileges.

#### 1. Definition and Status

i. Postdoctoral status will be recognized by the University in accordance with Quebec provincial regulations. Persons may only be registered with postdoctoral status for a period of up to five years from the date they were awarded a Ph.D. or equivalent degree. Time allocated to parental or health leave is added to this period of time. Leaves for other reasons, including vacation leave, do not extend the term. Postdocs must do research under the supervision of a McGill professor, including Adjunct Professors, who is a member of McGill's academic staff qualified in the discipline in which training is being provided and with the abilities to fulfil responsibilities as a supervisor of the research and as a mentor for career development. They are expected to be engaged primarily in research with minimal teaching or other responsibilities.

#### 2. Registration

i. Postdocs must be registered annually with the University through Enrolment Services. Initial registration will require an original or notarized copy of the Ph.D. diploma. Registration will be limited to persons who fulfil the definition above and for whom there is an assurance of appropriate funding and where the unit can provide assurance of the necessary resources to permit postdoctoral education.

ii. Upon registration, the Postdoc will be eligible for a University identity card issued by Enrolment Services.

#### 3. Appointment, Pay, Agreement of Conditions

i. Appointments may not exceed your registration eligibility status.

ii. In order to be registered as a Postdoc, you must be assured of financial support other than from personal means during your stay at McGill University, equivalent to the minimal stipend requirement set by the University in accordance with guidelines issued by federal and provincial research granting agencies. There are no provisions for paid parental leave unless this is stipulated in the regulations of a funding agency outside the University.

iii. At the outset of a postdoctoral appointment, a written Letter of Agreement for Postdoctoral Education should be drawn up and signed by the Postdoc, the supervisor, and the department head or delegate (see template Letter of Agreement and supporting document—*Commitments of Postdoctoral Scholars and Supervisors*—available at [www.mcgill.ca/gps/postdocs/fellows/responsibilities](http://www.mcgill.ca/gps/postdocs/fellows/responsibilities)). This should stipulate, for example, the purpose of the postdoctoral appointment (research training and the advancement of knowledge), the duration of the fellowship/financial support, the modality of pay, the work space, travel funds, and expectations and compensation for teaching and student research supervision. Leaves from postdoctoral education must comply with the Graduate and Postdoctoral Studies Policies for Vacation, Parental/Familial, and Health Leave (see [section 8.3: Vacation Policy for Graduate Students and Postdocs](#) and *University Regulations and Resources > Graduate > Regulations > Categories of Students > : Leave of Absence Status*). Any breach of these conditions may result in grievance procedures or the termination of the postdoctoral appointment.

- iv. Postdocs with full responsibility for teaching a course should be compensated over and above their fellowship at the standard rate paid to lecturers by their department. This applies to all postdocs, except those for whom teaching is part of the award (e.g., Mellon grantees).
- v. The amount of research, teaching, or other tasks that Postdocs engage in over and above postdoctoral activities should conform to the regulations for Postdocs specified by the Canadian research council of their discipline. This applies to all Postdocs, including those whose funding does not come from the Canadian research councils.

#### 4. Privileges

- i. Postdocs have the same pertinent rights as the ones granted to McGill students in the *Handbook on Student Rights and Responsibilities* (“Green Book”), available at [www.mcgill.ca/secretariat/policies/students](http://www.mcgill.ca/secretariat/policies/students).
- ii. Postdocs have full graduate student borrowing privileges in McGill libraries through their identity card.
- iii. As a rule, Postdocs who are Canadian citizens or who have Permanent Resident status may take courses for credit. Admission to such courses should be sought by submitting application documents directly to the appropriate program by the Postdoc. They must be admitted by the department offering the courses as Special Students. These Postdocs may only be enrolled as part-time students in non-degree granting programs. They will be charged fees for these courses.
- iv. Postdocs may be listed in the McGill directory. The Computing Centre will grant Postdocs email privileges on the same basis as graduate students upon presentation of a valid identity card.
- v. The Department of Athletics will grant Postdocs access to sports facilities upon presentation of their identity card. A fee will be charged on an annual or term basis.
- vi. Postdocs are mandatory members of the Post-Graduate Students’ Society (PGSS) and an annual association fee is automatically charged. PGSS fees are mandatory. Postdocs are permitted membership in the Faculty Club; an annual fee will be charged for this membership.
- vii. Postdocs are encouraged to participate in Professional Development Workshops provided by Graduate and Postdoctoral Studies and Teaching and Learning services. These sessions are usually free of charge.
- viii. Postdocs have access to the services provided by the Ombudsperson.
- ix. Postdocs may enrol as part-time students in the second language written and spoken English/French courses offered by the School of Continuing Studies/French Language Centre. Postdocs will be charged tuition for these courses. International Postdocs may be required to obtain a CAQ and a Study Permit.
- x. Access to student services and athletic services are available to the Postdoc on an opt-in basis. Fees are applicable.

#### 5. Responsibilities

- i. Postdocs are subject to the responsibilities outlined in the *Handbook on Student Rights and Responsibilities* (“Green Book”), available at [www.mcgill.ca/secretariat/policies/students](http://www.mcgill.ca/secretariat/policies/students).
- ii. Each academic unit hosting Postdocs should clearly identify Postdocs’ needs and the means by which they will be met by the unit.
- iii. Each academic unit should assess the availability of research supervision facilities, office space, and research funding before recruiting Postdocs.
- iv. Some examples of responsibilities of the department are:
  - to verify the Postdoc’s eligibility period for registration;
  - to provide Postdocs with departmental policy and procedures that pertain to them;
  - to oversee the registration and appointment of Postdocs;
  - to assign departmental personnel (e.g., Postdoc coordinator and Graduate Program Director) the responsibility for Postdocs;
  - to oversee and sign off on the Letter of Agreement for Postdoctoral Education;
  - to ensure that each Postdoc has a supervisor, lab and/or office space, access to research operating costs and necessary equipment;
  - to include Postdocs in departmental career and placement opportunities;
  - to refer Postdocs to the appropriate University policies and personnel for the resolution of conflict that may arise between a Postdoc and a supervisor.
- v. Some examples of responsibilities of the supervisor are:
  - to uphold and transmit to their Postdocs the highest professional standards of research and/or scholarship;
  - to provide research guidance;
  - to meet regularly with their Postdocs;
  - to provide feedback on research submitted by the Postdocs;
  - to clarify expectations regarding intellectual property rights in accordance with the University’s policy;
  - to provide mentorship for career development;
  - to prepare, sign, and adhere to a Letter of Agreement for Postdoctoral Education.
- vi. Some examples of responsibilities of Postdocs are:
  - to inform themselves of and adhere to the University’s policies and/or regulations for Postdocs for leaves, for research, and for student conduct as outlined in the *Handbook on Student Rights and Responsibilities* and the Graduate and Postdoctoral Studies *University Regulations and Resources*;
  - to submit a complete file for registration to Enrolment Services;
  - to sign and adhere to their Letter of Agreement for Postdoctoral Education;
  - to communicate regularly with their supervisor;
  - to inform their supervisor of their absences.

vii. Some examples of the responsibilities of the University are:

- to register Postdocs;
- to provide an appeal mechanism in cases of conflict;
- to provide documented policies and procedures to Postdocs;
- to provide Postdocs with the necessary information on McGill University student services.

*Approved by Senate, April 2000; revised May 2014*

### 8.3 Vacation Policy for Graduate Students and Postdocs

Graduate students and Postdocs should normally be entitled to vacation leave equivalent to university holidays and an additional total of fifteen (15) working days in the year. Funded students and Postdocs with fellowships and research grant stipends taking additional vacation leave may have their funding reduced accordingly.

*Council of FGSR April 23, 1999*

### 8.4 Leave of Absence for Health and Parental/Familial Reasons

A leave of absence may be granted for maternity or parental reasons or for health reasons (see [University Regulations and Resources > Graduate > : Leave of Absence Status](#)).

Such a leave must be requested on a term-by-term basis and may be granted for a period of up to 52 weeks. For a maternity or parental leave, the eligibility period of a maximum of 52 consecutive weeks is determined based on when the child is born; if the leave is interrupted for one or two terms, the eligibility period cannot be extended. Students and Postdocs must make a request for such a leave in writing to their department and submit a medical certificate. The department shall forward the request to Enrolment Services. See the procedure in [University Regulations and Resources > Graduate > : Leave of Absence Status](#).

Students who have been granted such a leave will have to register for the term(s) in question and their registration will show as “leave of absence” on their record. No tuition fees will be charged for the duration of the authorized leave. Research supervisors are not obligated to remunerate students and Postdocs on leave. A summary table of various leave policies (paid or unpaid) for students and Postdocs paid from the Federal and Quebec Councils through fellowships or research grants is available at [www.mcgill.ca/gps/funding/students-postdocs/accepting-maintaining-awards](http://www.mcgill.ca/gps/funding/students-postdocs/accepting-maintaining-awards) under "Leave Policies: Funding Council Leave Policies for Graduate Students and Postdoctoral Fellows."

### 8.5 Postdoctoral Research Trainees

#### Eligibility

If your situation does not conform to the Government of Quebec's definition of Postdoctoral Fellow, you may be eligible to attend McGill as a Postdoctoral Research Trainee. While at McGill, you can perform research only (you may not register for courses or engage in clinical practice). Medical specialists who will have clinical exposure and require a training card must register through Postgraduate Medical Education of the Faculty of Medicine—not Graduate and Postdoctoral Studies.

The category of Postdoctoral Research Trainee is for:

**Category 1:** An individual who has completed requirements for the Doctoral degree or medical specialty, but the degree/certification has not yet been awarded. The individual will subsequently be eligible for registration as a Postdoctoral Fellow.

**Category 2:** An individual who is not eligible for Postdoctoral Registration according to the Government of Quebec's definition, but is a recipient of an external postdoctoral award from a recognized Canadian funding agency.

**Category 3:** An individual who holds a professional degree (or equivalent) in a regulated health profession (as defined under CIHR-eligible health profession) and is enrolled in a program of postgraduate medical education at another institution. The individual wishes to conduct the research stage or elective component of his/her program of study at McGill University under the supervision of a McGill professor. The individual will be engaged in full-time research with well-defined objectives, responsibilities, and methods of reporting. The application must be accompanied by a letter of permission from the home institution (signed by the Department Chair, Dean or equivalent) confirming registration in their program and stating the expected duration of the research stage. Individuals who are expecting to spend more than one year are encouraged to obtain formal training (master's or Ph.D.) through application to a relevant graduate program.

**Category 4:** An individual with a regulated health professional degree (as defined under CIHR-eligible health profession), but not a Ph.D. or equivalent or medical specialty training, but who fulfils criteria for funding on a tri-council operating grant or by a CIHR fellowship (up to maximum of five years post-degree).



**Note:** Individuals who are not Canadian citizens or permanent residents must inquire about eligibility for a work permit.

### General Conditions

- The maximum duration is three years;
- the individual must be engaged in full-time research;
- the individual must provide copies of official transcripts/diploma;
- the individual must have the approval of a McGill professor to supervise the research and of the Unit;
- the individual must have adequate proficiency in English, but is not required to provide official proof of English competency to Enrolment Services;
- the individual must comply with regulations and procedures governing research ethics and safety and obtain the necessary training;
- the individual will be provided access to McGill libraries, email, and required training in research ethics and safety. Any other University services must be purchased (e.g., access to athletic facilities);
- the individual must arrange for basic health insurance coverage prior to arrival at McGill and may be required to provide proof of coverage.

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## 9 Graduate Studies Guidelines and Policies

Refer to the [eCalendar](#) under *University Regulations and Resources > Graduate > : Guidelines and Policies* for information on the following:

- Guidelines and Regulations for Academic Units on Graduate Student Advising and Supervision
- Policy on Graduate Student Research Progress Tracking
- Ph.D. Comprehensives Policy
- Graduate Studies Reread Policy
- Failure Policy
- Guideline on Hours of Work

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## 10 Information on Research Policies and Guidelines, Patents, Postdocs, Associates, Trainees

Refer to the [eCalendar](#) under *University Regulations and Resources > Graduate > : Research Policy and Guidelines, Patents, Postdocs, Associates, Trainees* for information on the following:

- Policy on Research Ethics
- Regulations on Research Policy
- Policy on Research Integrity
- Guidelines for Research Involving Human Subjects
- Guidelines for Research with Animal Subjects
- Policy on Intellectual Property
- Regulations Governing Conflicts of Interest
- Safety in Field Work
- Office of Sponsored Research
- Postdocs
- Research Associates

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## 11 Academic Programs

The programs and courses in the following sections have been approved for the 2015–2016 session as listed. The Faculty/School reserves the right to introduce changes as may be deemed necessary or desirable at any time throughout the year.

## 11.1 Nursing

### 11.1.1 Location

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

Telephone: 514-398-4144

Fax: 514-398-8455

Website: [www.mcgill.ca/nursing](http://www.mcgill.ca/nursing)

### 11.1.2 About Nursing

The Ingram School of Nursing is a professional School within the Faculty of Medicine that has been educating nurses since 1920. On September 10, 2012 the School was formally renamed the Ingram School of Nursing in recognition of Richard and Satoko Ingram and their exceptional support for Nursing at McGill. The School is internationally recognized for its distinctive vision, leadership in nursing, and the quality of its programs. McGill nursing graduates have earned a reputation as outstanding clinicians, educators, researchers, and leaders in the discipline.

Over the years, the faculty of the School at McGill has worked to formulate a philosophy about the responsibilities and practice of nursing. This philosophy, known as the *McGill Model of Nursing*, directs the curricula at the School and emphasizes health, the family, learning 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 of Nursing is also central to the McGill University Health Centre's (MUHC) Department of Nursing.

At the graduate level, the Ingram School of Nursing offers tailored programs in advanced nursing practice that prepare our students to be leaders in their field. The learning experience at the School is geared to foster individual judgment, creativity, and initiative. Led by nationally recognized researchers, students will participate in cutting-edge programs of research related to nursing practice, education, and administration. McGill's Ingram School of Nursing is for you if you want to contribute to the knowledge base of advanced nursing practice and want to be involved actively in changing how healthcare is delivered locally, nationally, and internationally.

The School is located in Wilson Hall, which houses classrooms, faculty offices, and lounges. A recently renovated Nursing Learning Laboratory, located at University Hall Residence, has seven clinical beds, an ICU bed, two examination tables, and AV capacity for distance education. 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, other McGill-affiliated hospitals, and in a wide variety of health agencies in Montreal.

For information on undergraduate programs, please consult the Ingram School of Nursing's *Undergraduate* section.

#### M.Sc.A. Program and Concentrations

The Master's (Applied) in Nursing is offered in a number of formal concentrations, which are listed in the table below.

#### Graduate Certificates and Diplomas

Nurse applicants with a Master's degree in Nursing and with the required clinical experience are prepared for nurse practitioner roles through our Certificate and/or Diploma programs. These programs offer students the necessary biomedical skills and knowledge in either Neonatology or Primary Care to prepare them for the last step to their career, which is the OIIQ ( *Ordre des infirmières et infirmiers du Québec* ) nurse practitioner licensing exam.

#### Doctoral Program

The Ph.D. program is designed to prepare nurses to contribute to the development of knowledge in the discipline through research and academia. Faculty members are active researchers in many areas, including telehealth, pediatric ethics, family health, psychosocial oncology, palliative care, pain, and chronic illness.

#### *section 11.1.5: Master of Science, Applied (M.Sc.A.); Nursing (Non-Thesis) — Clinical Nurse Specialist (48 credits)*

This concentration is open to bachelor-prepared nurse students for full-time (two-year program of study) or part-time studies (three to five years of study). The core content of the CNS concentration prepares students for advanced practice nursing roles in diverse settings and with diverse populations. Content is organized based on the McGill Model of Nursing and focuses on such areas as family intervention, collaborative practice, and working with family strengths and resources. Through clinical courses, students engage in advanced clinical assessments and interventions, and develop greater capacities to reflect purposefully and in-depth on their nursing practice. Research methods, systematic study of clinically-based nursing problems, and dissemination of knowledge relevant to clinical practice are all developed within this program of study.

#### *section 11.1.6: Master of Science, Applied (M.Sc.A.); Nursing (Non-Thesis) — Direct Entry Nursing (54 credits)*

The Direct Entry Nursing concentration remains the only one of its kind in Canada. This three-year program is tailored to the university graduate with a general Arts or Science degree and no previous preparation in nursing. Candidates complete entry-to-practice preparation in nursing while also completing

***section 11.1.6: Master of Science, Applied (M.Sc.A.); Nursing (Non-Thesis) — Direct Entry Nursing (54 credits)***

graduate level studies. Upon completion of the M.Sc.A. Year 2, graduates are eligible to write the OIIQ ( *Ordre des infirmières et infirmiers du Québec* ) licensing exam. This program is accredited by the *Canadian Association of Schools of Nursing* (CASN).

***section 11.1.7: Master of Science, Applied (M.Sc.A.); Nursing (Non-Thesis) — Global Health Clinical Nurse Specialist (50 credits)***

This Global Health Clinical Nurse Specialist concentration is open to bachelor-prepared nurse students who wish to include global health content throughout their program of study. It sets out to prepare students for the challenges of working with diverse populations in limited-resource environments with a philosophy stressing the importance of understanding the inherent power dynamics, equity issues, and ethical dilemmas that arise through this work. Students spend one semester in their final year taking clinical- and project-based courses in a global health placement setting.

***section 11.1.8: Master of Science, Applied (M.Sc.A.); Nursing (Non-Thesis) — Global Health Direct Entry (57 credits)***

The Global Health Direct Entry concentration is thus labelled for bachelor-prepared non-nurse students who wish to include global health content throughout their program of study. It sets out to prepare students for the challenges of working with diverse populations in limited-resource environments, based on the belief that we have much to learn from one another. Students spend one semester taking clinical- and project-based courses in their final year in a global health placement site. This concentration is managed by the Global Health Committee of the Ingram School of Nursing.

***section 11.1.9: Master of Science, Applied (M.Sc.A.); Nursing (Non-Thesis) — Neonatology Nurse Practitioner (45 credits)***

This concentration is open to bachelor-prepared nurse students. It prepares students for the multifaceted role of nurse practitioner in intermediate, acute, and critical care in neonatology. The nurse practitioner will acquire the necessary knowledge and understanding required to practice in a collaborative way in providing services designed to deal with the healthcare needs and problems of neonates and their families in a variety of settings. Students who successfully complete this program are eligible to apply to the Graduate Diploma, Neonatal Nurse Practitioner program, which is the last step before the relevant licensing exam of the OIIQ ( *Ordre des infirmières et infirmiers du Québec* ).

***section 11.1.10: Master of Science, Applied (M.Sc.A.); Nursing (Non-Thesis) — Nursing Education (49 credits)***

This concentration is open to bachelor-prepared nurse students. It was developed to expose graduate-level nurses to instructional and learning theory, to better equip them to lead the movement towards more innovative and effective pedagogical approaches in training nurses working in healthcare establishments or nursing students in academic settings.

***section 11.1.11: Master of Science, Applied (M.Sc.A.); Nursing (Non-Thesis) — Nursing Services Administration (49 credits)***

This concentration is open to bachelor-prepared nurse students. Students in this concentration develop their capacity to assess the factors that affect and determine the nursing workforce. This will enable them to make strategic and effective decisions, and influence policy with regard to the planning and management of the nursing workforce.

***section 11.1.12: Master of Science, Applied (M.Sc.A.); Nursing (Non-Thesis) — Primary Care Nurse Practitioner (45 credits)***

This concentration is open to bachelor-prepared nurse students. It was developed to train graduate-level nurses to take on this advanced practice role. Primary Care Nurse Practitioners assume responsibility for tasks related to physical assessment, diagnosis, and treatment within legally sanctioned, pre-determined conditions that have traditionally been exclusive to medical practice. This concentration focuses on a wide range of acute and chronic health concerns across the life span. Students who successfully complete this program are eligible to apply to the Graduate Diploma, Primary Care Nurse Practitioner program, which is the last step before the relevant licensing exam of the OIIQ ( *Ordre des infirmières et infirmiers du Québec* ).

***section 11.1.13: Graduate Certificate; Theory in Neonatology (15 credits)***

This graduate certificate prepares students with completed graduate studies, comparable to McGill's Master of Science (Applied) Nursing program, and experience in neonatology to continue their studies in the Graduate Diploma in Neonatal Nurse Practitioner. The program of study focuses on the acquisition of advanced-level knowledge from the biomedical sciences in the context of the nurse practitioner role. The Graduate Certificate Theory in Neonatology and the Graduate Diploma in Neonatal Nurse Practitioner cannot be taken concurrently.

***section 11.1.14: Graduate Certificate; Theory in Primary Care (15 credits)***

This graduate certificate prepares students with completed graduate studies, comparable to the McGill Master of Science (Applied) Nursing program, and experience in primary care to continue their studies in the Graduate Diploma Primary Care Nurse Practitioner. The program of study focuses on the acquisition of advanced-level knowledge from the biomedical sciences in the context of the nurse practitioner role. The Graduate Certificate Theory in Primary Care and the Graduate Diploma in Primary Care Nurse Practitioner cannot be taken concurrently.



**section 11.1.15: Graduate Diploma in Neonatal Nurse Practitioner (30 credits)**

This diploma is the final step in the student's preparation to assume the new role as nurse practitioner. Students with completed graduate studies in the discipline and experience in neonatology now combine the acquisition of advanced-level knowledge from the biomedical sciences to the application of this knowledge in context. Upon successful completion of the diploma program, candidates are eligible to write the nurse practitioner licensing exam.

**section 11.1.16: Graduate Diploma in Primary Care Nurse Practitioner (30 credits)**

This diploma is the final step in the student's preparation to assume the new role as nurse practitioner. Students with completed graduate studies in the discipline and experience in primary care now combine the acquisition of advanced-level knowledge from the biomedical sciences to the application of this knowledge in context. Upon successful completion of the diploma program, candidates are eligible to write the nurse practitioner licensing exam.

**section 11.1.17: Doctor of Philosophy (Ph.D.); Nursing**

The Ingram 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 nurse scientists who will make a contribution to the advancement of knowledge in the discipline of nursing and assume a leadership role both in the profession and in the health care system.

**section 11.1.18: Doctor of Philosophy (Ph.D.); Nursing — Psychosocial Oncology**

A cross-disciplinary option in Psychosocial Oncology (PSOO) is offered in collaboration with the Departments of Oncology and Psychology and the Schools of Nursing and Social Work. This option is open to doctoral students in the Ingram School of Nursing and in the Department of Psychology who are interested in broadening their knowledge of psychosocial issues in oncology.

**11.1.3 Nursing Admission Requirements and Application Procedures****11.1.3.1 Admission Requirements****Proficiency in English**

The language of instruction at McGill University is English. Students must write term papers, examinations, and theses in English or in French. Applicants to graduate studies whose mother tongue is not English, and who have not completed an undergraduate or graduate degree from a recognized foreign institution where English is the language of instruction or from a recognized Canadian institution (anglophone or francophone), require documented proof of competency in oral and written English. **Before acceptance**, appropriate exam results must be submitted directly from the [TOEFL](#) (Test of English as a Foreign Language) or [IELTS](#) (International English Language Testing Systems) Office.

- TOEFL: a minimum score of 100 on the Internet-based test (iBT; 600 on the paper-based test (PBT)) with each component score no less than 20
- IELTS: a minimum overall score of 7.5

An institutional version of the TOEFL is not acceptable. Applications will not be considered if TOEFL or IELTS test results are not available.

For more information about the Language Policy at McGill University, please refer to : [Language Policy](#) in the Graduate and Postdoctoral Studies [University Regulations and Resources](#) .

[GRE](#) (Graduate Record Examination) general test results may be required in individual circumstances.

Students who have not completed their studies in North America may be asked to arrange for an interview as part of the application process.

**Master's, Graduate Certificate, and Graduate Diploma Programs**

Nurse applicants to the master's program may complete their studies on a part-time basis (with the exception of those in Nurse Practitioner areas of study, where only the first year may be taken part-time), i.e., minimum of 3 credits per term to a maximum of five years. Applicants to the Graduate Certificates and Graduate Diplomas should *consult with their adviser* concerning course load.

All nurse applicants are expected to hold current registration in the province or country from which they come. Nurses who are not licensed in Quebec must be registered (*immatriculé(e)*) with the [Ordre des infirmières et infirmiers du Québec](#) upon the start of their graduate studies. Nurse applicants to the Nurse Practitioner areas of study must hold *current* and *full* licensure with the OIIQ.

International nurse applicants are required to have had experience as nurses in their country of origin and in North America.

**B.A./B.Sc. Applicants to the Master's Program (Direct Entry – DE)**

Applicants holding a general B.A. or B.Sc., including a number of prerequisite courses, may be admitted to a Qualifying year. A minimum CGPA (cumulative grade point average) of 3.0 (3.2 is strongly preferred) on a scale of 4.0 is required in order to be considered for entry. Upon successful completion of the Qualifying year, candidates apply to the master's program.

Direct-Entry applicants must complete their Qualifying year and the master's program of study on a full-time basis, i.e., a total of three years. The School considers admissions to this program for the Fall term only.



**Note:** For further information about the required courses in the Qualifying year of the Direct-Entry program, please see the [Nursing website](#).

### **Nurse Applicants (Nurse Bachelor's Entry – NBE) to the Master's Program**

Applicants for the master's degree must have completed a bachelor's degree in nursing with a minimum CGPA of 3.0 on a scale of 4.0. This preparation must be comparable to that offered in the bachelor's in nursing programs at McGill, which is a minimum of 66 university credits including 12 credits in the biological sciences. Applicants must also have completed an Introductory Statistics course (3 credits) prior to entry. Prospective applicants whose undergraduate degree differs from the McGill degree are encouraged to contact the Ingram School of Nursing to have the eligibility of their degree assessed. Experience in nursing is strongly recommended.

### **Graduate Certificates and Graduate Diplomas in Nurse Practitioner**

Applicants must hold a bachelor's degree in nursing and a master's degree in nursing comparable to McGill (the bachelor program must have a minimum of 66 credits including 12 credits in the biological sciences) with a minimum CGPA of 3.2 on a 4.0 scale required. Prior to entry, applicants are required to have a minimum of two years of experience in Canada in the specialty area over the previous five years.

Students in the Nurse Practitioner program are required to hold a "carte de stage" allowing them to participate in the required clinical practicum at the end of the second year of the program. The "carte de stage" is granted by the Quebec Order of Nurses (*Ordre des infirmières et infirmiers du Québec* – OIIQ) to Nurse Practitioner candidates that are licensed in Quebec.

International students must therefore obtain current and full licensure from the OIIQ before submitting their application to the Neonatology or Primary Care Nurse Practitioner program. Please note that in order to obtain a nursing licence in Quebec, one must be proficient in the French language. For more information regarding the OIIQ licensure eligibility criteria, please contact the OIIQ at 514-935-2505.

The Primary Care Nurse Practitioner program delivers some courses in French, making proficiency in French a requirement for this program as well.

### **Ph.D. Program**

Applicants admitted to the doctoral program through McGill University must have completed master's-level studies with either their undergraduate or graduate degree in nursing comparable to McGill. Applicants must have a CGPA of 3.3 on a scale of 4.0 or a B+ standing. Highly qualified nurse bachelor's entry students enrolled in the M.Sc.(A.) in the nursing program may be accepted into the Ph.D. program provided they meet its standards.

The School considers admissions to the doctoral program for the Fall term only. The nursing courses in the doctoral program are offered every two years and incoming students may begin with Schedule A or Schedule B (see [section 11.1.17: Doctor of Philosophy \(Ph.D.\); Nursing](#) for details) depending upon their admission year.

### **11.1.3.2 Registration and Regulations**

Official registration through Minerva must be completed by **August 14**. Students registering late for reasons unrelated to the admission procedure are subject to the late payment fee.

Orientation for new students will be held in class during the first week of lectures. Students should contact their [academic adviser](#) for approval of complementary courses before the add/drop deadline.

Returning students are responsible for ensuring that registration is completed according to the University timetable deadlines.

### **Course Requirements**

Students are provided with the course objectives, requirements, and methods of evaluation at the beginning of each course. Students will not be permitted to write an examination in any course unless they have fulfilled the requirements, including attendance.

### **OIIQ Registration or Proof of Licensure**

Please visit [www.mcgill.ca/nursing/students/clinical](http://www.mcgill.ca/nursing/students/clinical) for further details.

### **Vaccination/Immunization and Mask-Fitting Requirements**

New students must refer to [Ingram School of Nursing > Undergraduate > Health Sciences: General Information > Student Services and Regulations > : Vaccination/Immunization Requirements for Health Sciences Programs](#). A copy of the immunization form outlining requirements can be found at [www.mcgill.ca/studenthealth/immunize/forms](http://www.mcgill.ca/studenthealth/immunize/forms). Annual flu vaccination is strongly recommended to all health science students. Entry into the McGill University Teaching Hospital Network is dependent on having met the immunization requirements. All students must have immunizations completed (or in process for Hepatitis B) and mask fitting done by the start of clinical placement in September.

### **CPR and First Aid Requirements**

Valid First Aid and CPR Certification Health Care Provider (HCP) and Automated External Defibrillation (AED) is required no later than **September 15** for all graduate nursing students except for those in the Ph.D. program. Students are responsible for maintaining this certification up-to-date throughout their program of study.

### **Achievement Builders – Student Services**

Any student who is experiencing difficulty in meeting course requirements must take advantage of the Achievement Builders program offered through Student Services. Information is available at [www.mcgill.ca/firstyear/studentlife/workshops1](http://www.mcgill.ca/firstyear/studentlife/workshops1). Further information on services available to students is at [University Regulations and Resources > Graduate > Student Services and Information > : Student Services – Downtown Campus](#).

### **Regulations Concerning Clinical Placement Courses**

- Students must be registered with the OIIQ before they can have access to clinical placements. Students who have not completed the registration procedure cannot commence clinical studies.

- Students must have met the vaccination/immunization requirements prior to commencing clinical studies in September.
- Students are required to purchase equipment such as a stethoscope and physical-assessment equipment. Information is provided at registration or within specific courses.
- Students are expected to demonstrate professional behaviour at all times. The Code of Ethics for Nurses and the McGill University Code of Student Conduct (as outlined in the *Handbook on Student Rights and Responsibilities*) provide guidelines. Professional behaviour is expected in relation to classmates, teachers, patients, and the institutions within which studies take place.
- In any formal documentation, students must identify themselves as a McGill Nursing Student with the respective year of study noted.
- Name badges must be worn at all times in clinical studies. These are ordered in the Fall semester of the first year of studies and the cost is charged directly to the student's fee account. Name badges are ordered through the Ingram School of Nursing and students will be required to purchase two sets of name badges in early Fall prior to starting clinical placement. Students must comply with the uniform policy during clinical placements.
- Students must have a photo I.D. taken at the MUHC for their clinical placements there.
- Attendance in clinical courses is mandatory and absences must be discussed with the instructor. Students with repeat absences may be asked to defer clinical studies if progress in the clinical course is compromised.
- Students whose performance in clinical studies does not meet the course objectives will be informed in writing and a learning plan will be developed. Students whose performance is below expectations or who are unsafe in clinical studies may be required to withdraw from the course at any time.
- Students whose academic performance is below expectation or considered to be incompetent or unsafe in clinical studies can be required to withdraw from the course at any time—in such cases the student will receive a grade of WF or F.
- While an effort is made to place students within reasonable travelling distance for clinical studies, each student must budget a sum of money to travel to and from a patient home and clinical institutions.
- Clinical courses that are offered during the Summer session may require that students study during the day or evening.
- Clinical agencies may require students entering their facility to undergo a Criminal Reference Check prior to being granted permission to enter their facility.

#### Requirements for Licensure

Following completion of a first-level program in nursing, graduates must obtain licensure from the professional organization in the province or state in which they complete their studies. Visit [www.mcgill.ca/nursing/students/graduation](http://www.mcgill.ca/nursing/students/graduation) for further information.

#### 11.1.3.3 Application Procedures

McGill's online application for graduate program candidates is available at [www.mcgill.ca/gradapplicants/apply](http://www.mcgill.ca/gradapplicants/apply).

See : [Application Procedures](#) for detailed application procedures.

For information on the application process as well as the supporting documents required in addition to the uApply online application, please visit the [Nursing website](#), then search for your program of study.

#### 11.1.3.3.1 Additional Requirements

The items and clarifications below are additional requirements set by this department:

- Students who have not completed their studies in North America may be asked to arrange for an interview as part of the application process.
- GRE (Graduate Record Examination) general test results may be required in individual circumstances.

#### 11.1.3.4 Application Deadlines

The application deadlines listed here are set by the Ingram School of Nursing and may be revised at any time. Applicants must verify all deadlines and documentation requirements well in advance on the appropriate McGill departmental website; please consult the list at [www.mcgill.ca/gps/contact/graduate-program](http://www.mcgill.ca/gps/contact/graduate-program).

Term of Entry	Canadian	International	Special/Exchange/Visiting
Fall:	Feb. 1	Jan. 1	Feb. 1 (Canadian)/Jan. 1 (International)
<ul style="list-style-type: none"> <li>• Qualifying for the M.Sc.A. Nursing</li> <li>• M.Sc.A. Nursing – all concentrations (Special Students, visit <a href="http://www.mcgill.ca/nursing/programs">www.mcgill.ca/nursing/programs</a>)</li> <li>• Ph.D. Nursing</li> </ul>			
Winter:	Sept. 30	N/A	Sept. 30
<ul style="list-style-type: none"> <li>• M.Sc.A. Nurse Bachelor Entry, part-time studies in all concentrations (<i>except</i> Global Health and Nurse Practitioner) <b>must</b> contact the Graduate Admissions Coordinator prior to applying</li> <li>• Graduate Certificate; Theory in Neonatology</li> <li>• Graduate Certificate; Theory in Nurse Practitioner Primary Care</li> </ul>			

Term of Entry	Canadian	International	Special/Exchange/Visiting
<ul style="list-style-type: none"> <li>Graduate Diploma; Neonatology Nurse Practitioner</li> </ul>			
Summer:	Dec. 15	N/A	N/A
<ul style="list-style-type: none"> <li>Graduate Diploma; Nurse Practitioner Primary Care</li> </ul>			

Admission to graduate studies is competitive; accordingly, late and/or incomplete applications are considered only as time and space permit.

#### 11.1.4 Nursing Faculty

##### Vice-Principal (Health Affairs) and Dean of the Faculty of Medicine

David H. Eidelman; M.D.,C.M.(McG.), FRCPC, FACP

##### Associate Dean, Faculty of Medicine, and Director, Ingram School of Nursing

Hélène Ezer; N., B.Sc.(N.), M.Sc.A.(McG.), Ph.D.(Montr.)

##### Assistant Director, Ingram School of Nursing, and B.N. (Integrated) Program Director

Elaine Doucette; N., B.Sc.(C'dia), B.Sc.(N.), M.Sc.(N.)(Ott.)

##### Assistant Director, Ingram School of Nursing, and B.Sc.(N.) Program Director

Madeleine Buck; N., B.Sc.(N.), M.Sc.A.(McG.)

##### Assistant Director, Ingram School of Nursing, and Graduate Programs Director

Linda McHarg; N., B.N., M.Ed.(McG.), Ph.D.(Montr.)

##### Assistant Director, Ingram School of Nursing, and Ph.D. Program Director

Margaret Purden; N., B.Sc.(N.), Ph.D.(McG.)

##### Emeritus Professors

Nancy Frasure-Smith; B.A., Ph.D.(Johns Hop.), Post Doc.(McG.)

Susan E. French; N., B.N.(McG.), M.S.(Boston), Ph.D.(Tor.), Ph.D.(McM.)

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

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

Judith Ann Ritchie; N., B.N.(New Br.), M.N., Ph.D.(Pitt.)

##### Professors

Franco Carnevale; N., B.Sc.(N.), M.Sc.A., M.Ed., Ph.D.(McG.), Ph.D.(Laval)

Anita J. Gagnon; N., B.Sc.(N.), M.P.H., Ph.D.(McG.)

Laurie N. Gottlieb; N., B.N., M.Sc.A., Ph.D.(McG.) (*Shaw Professor of Nursing*)

##### Associate Professors

Antonia Arnaert; N., M.P.H.(Catholic U. of Leuven, K.U.L.), M.P.A.(EHSAL), Ph.D.(K.U.L.)

Hélène Ezer; N., B.Sc.(N.), M.Sc.A.(McG.), Ph.D.(Montr.)

Nancy Feeley; N., B.Sc.(N.), M.Sc.A., Ph.D.(McG.)

Céline Gélinas; N., B.Sc.(N.), M.Sc.(N.), Ph.D.(Laval), Post Doc.(McG.)

Mélanie Lavoie-Tremblay; N., B.Sc.(N.), M.Sc.(N.), Ph.D.(Laval), Post Doc.(Tor.)

Carmen G. Loiselle; N., B.Sc.(N.)(Montr.), M.S., Ph.D.(Wisc.-Madison)

Christine Maheu; N., B.Sc.(N.), M.Sc.(Montr.), Ph.D.(INSERM), Post Doc.(Br. Col.)

Margaret Purden; N., B.Sc.(N.), Ph.D.(McG.)

Sonia Semenic; N., B.A., M.Sc.A., Ph.D.(McG.), Post Doc.(Ott.)

**Assistant Professors**

Madeleine M. Buck; N., B.Sc.(N.), M.Sc.A.(McG.)  
 Catherine P. Gros; N., B.Sc.(Mass.), M.Sc.A.(McG.) (*part-time*)  
 Sylvie Lambert; N., B.Sc.(N.), Ph.D.(McG.), Post Doc.(Newcastle, Australia)  
 Linda McHarg; N., B.N., M.Ed.(McG.), Ph.D.(Montr.)  
 Argerie Tsimicalis; N., B.Sc.(N.)(Windsor), M.Sc.(Qu.), Ph.D.(Tor.), Post Doc.(Col.)

**Faculty Lecturers**

Cheryl Armistead; N., B.Sc.(N.), M.Sc.(N.)(Ott.)  
 Josée Bonneau; N., B.Sc.(N.), M.Sc.(N.)(Montr.)  
 Annie Chevrier; N., B.N.(I.), M.Sc.A.(McG.)  
 Maria Di Feo; N., B.Sc.(N.)(Montr.)  
 Elaine Doucette; N., B.Sc.(C'dia), B.Sc.(N.), M.Sc.(N.)(Ott.)  
 Françoise Filion; N., B.Sc.(N.), M.Sc.(N.)(Montr.)  
 Diana Gausden; N., SCPHN(Southbank Univ., Lond.) (*part-time*)  
 Heather D. Hart; N., B.Sc.(N.)(W. Ont.), B.Ed.(Bran.), M.Sc.A.(McG.) (*part-time*)  
 Sandie Larouche; N., B.Sc.(N.)(Laval), M.Sc.A.(McG.)  
 Norma Ponzoni; N., B.Sc.(N.), M.Sc.(N.), Ph.D.(c)(Montr.)  
 Rosalia Sanzone; N., B.Sc.(N.), M.Sc.A.(McG.)  
 Jodi Tuck; N., B.Sc.(McM.), M.Sc.A.(McG.)

**Contracted Faculty (part-time)**

Tamar Amichai; N., B.A., M.Sc.A.(McG.)  
 Rosetta Antonacci; N., M.Sc.(Admin.)(Laval)  
 Elsa Artega Bernal; N., B.Sc.(N.)(McG.)  
 Melissa Asselin; N., B.N.(I.)(McG.)  
 Vanessa Jane Barry-Shaw; N., B.Sc.(C'dia), M.Sc.A.(McG.)  
 Alain Biron; N., B.Sc.(McG.), M.Sc.(N.)(Montr.), Ph.D.(McG.)  
 Sandra Bradford-Macalanda; N., B.Sc.(N.)(SUNY), M.N.(Athab.)  
 Theresa Broda; N., B.Sc.(N.)(McG.), B.Sc.(N.)(Ott.)  
 Carolyn Brown; N., N.P., B.N.(I.), M.Sc.A., Grad.Dip.(NP-PC)(McG.)  
 Susan Buddo; N., B.Sc.(N.)(Br. Col.), M.N.(Athab.)  
 Amanda Cervantes; N., B.F.A.(NYU), M.Sc.A.(McG.)  
 Sophie Charland; N., IPS-PL, B.Sc.(N.), M.Sc.(Montr.)  
 Lynne Chlala; B.A., LL.B.(McG.)  
 Gomane Nerline Colimon; N., B.Sc.(N.)(McG.)  
 Claudia Conte; N., B.Sc.(N.)(McG.)  
 Hermes Cornejo; N., B.Sc.(N.)(Chile), M.Sc.(N.)(Montr.)  
 Hedda Coronado; N., B.Sc.(N.)(Philippines)  
 Crystal Côté; N., B.N.(I.)(McG.)  
 Annie Coulter; N., B.Sc.(W. Ont.), B.Sc.(N.)(McG.)  
 Laura Craigie; N., B.N.(I.)(McG.)  
 Joann Creager; N., B.A.(Welles.), M.Sc.A.(McG.), Ph.D.(Texas-Austin)  
 Kayla Cytryn; N., B.Sc., B.Sc.(N.), M.Sc.A., Ph.D.(McG.), Post Doc.(Harv.)

**Contracted Faculty (part-time)**

Clémence Dagenais-Everell; N., B.N.(I.)(McG.)  
 Maria Damian; N., B.Sc.(N.), M.Sc.A.(McG.)  
 Kimani Daniel; N., B.Sc., M.Sc.A.(McG.)  
 Anne Desrosiers-Couture; N., B.Sc.(N.), M.Sc.A.(McG.)  
 Gabriel Domocos; N., B.Sc.(N.), M.Sc.A.(McG.)  
 Susan Drouin; N., B.N.(New Br.), M.Sc.A.(McG.)  
 Margaret Eades-Langston; N., B.N., M.Sc.A.(McG.)  
 Christine Echegaray-Benites; N., B.Sc.(N.), M.Sc.A.(McG.)  
 Moira Edwards; N., B.A.(C'dia), M.Ed.(McG.)  
 Nadine Fava; N., B.F.A.(Nova Scotia Arts & Des.), M.Sc.A.(McG.)  
 Adele Ferrante; N., B.Sc.(N.), M.Sc.A.(McG.)  
 Lisa Frick; N., B.Sc.(N.)(Ott.)  
 Melanie Gauthier; N., B.Sc.(N.)(McG.), M.N.(Syd.)  
 Mary Grossman-Schultz; N., B.Sc.(N.), M.Sc.A., Ph.D.(McG.)  
 Tamara Hector; N., B.N.(I.)(McG.)  
 Elizabeth Higson; N., Dip.(N.)(York, UK)  
 Amelia Joucdar; N., B.Sc.(N.), M.Sc.A.(McG.)  
 Charlie Myriam Julien; N., B.N., M.N.(Montr.)  
 Oxana Kapoustina; N., B.Sc., M.Sc., M.Sc.A.(McG.)  
 Julia Kinnon-Shaw; N., B.Sc.(N.), M.Sc.A.(McG.)  
 Manon Lacroix; N., B.Sc.(N.)(UQAT), M.Sc.(N.)(Ott.), DESS(Laur.)  
 William Landry; N., B.Sc.(N.)(McG.), M.N.A.(Tor.)  
 Ariella Lang; N., B.Sc.(N.), M.Sc.(N.)(McG.), Ph.D.(Montr.), Post Doc.(Ott.)  
 Stéphanie Lao; N., B.Sc.(N.)(McG.)  
 Roxanne Lawson; N., B.N.(I.)(McG.)  
 Stephanie Lebel-Rispa; N., B.Sc., M.Sc.A.(McG.)  
 Céline Léger; N.  
 Yifei Liu; N., B.Sc.(N.), M.Sc.A.(McG.)  
 Catherine Lloyd; N., B.Sc.(N.)(Ott.)  
 Sarah Logan; N., B.Sc.(Qu.), M.Sc.A.(McG.)  
 Rachel Lomas; N., B.Sc.(Qu.), M.Sc.A.(McG.)  
 Erin Mackasey; N., B.Sc.(N.)(McG.)  
 Hugo Marchand; N., B.N.(I.)(McG.)  
 Caroline Marchionni; N., B.Sc.(McG.), M.Sc.(John M.), M.Sc.A.(McG.)  
 Shannon Mathews; N., B.N.(I.)(McG.)  
 Shannon McNamara; N., B.Sc.(N.), M.Sc.(N.)(Montr.)  
 Yannick Mélançon-Laitre; N., B.N.(UQAT), M.Sc.A., Grad.Dip.(NP-PC)(McG.)  
 Sharon Mooney; N., B.A.(C'dia), B.Sc.(N.)(Br. Col.), M.A.(C'dia)  
 Linda Morneault; N., B.Sc.(N.)(McG.), M.Sc.(SUNY)  
 Frederick Peter Nestel; B.Sc.(McG.), M.Sc.(Qu.), Ph.D.(McG.)  
 Tessa Nicols; N., B.Sc.(N.)(Ott.)  
 Trisha Andrea Nonog; N., B.N.(I.)(McG.)

**Contracted Faculty (part-time)**

Mary Owen; N., B.A.(C'dia), B.Sc.(N.)(Br. Col.)  
 Josette Perreault; N., B.N.(McG.)  
 Silvia Pistagnesi; N., B.Sc.(N.), M.Sc.A.(McG.)  
 Nicole Rheaume; N., B.Sc.(N.)(McG.)  
 Ramona Rodrigues; N., B.Sc., M.Sc.A.(McG.)  
 Patricia Sabbag; N., B.Sc.(N.), M.Sc.A.(McG.)  
 Irene Sarasua; N., B.A.(Tor.), M.Sc.A.(McG.)  
 Anita Sharma; N., B.A.(Manit.), B.Sc.(N.)(McG.)  
 Sharon Snyder; N., B.N.(I.)(McG.)  
 Marianna Sofronas; N., B.A.(McG.), M.A.(New Sch. Soc. Res.), M.Sc.A.(McG.)  
 Elisabeth Solyom; N., B.Sc., B.Sc.(N.)(McG.)  
 Anna Tazian; N., B.Sc.(N.), M.P.H.(Beirut)  
 Mehdi Torkashvand; N., B.Sc.(N.)(Tehran Univ. of Medical Sciences)  
 Reichell Torres; N., B.N.(McG.)  
 Brett Thombs; B.A.(N'western), M.A.(Ariz.), M.A., Ph.D.(Fordham), Post Doc.(Johns Hop.)  
 Antonina Triassi; N., B.N.(I.)(McG.)  
 Gerald van Gurp; B.A., M.D.,C.M.(Dal.)  
 Stephanie Welsh; N., B.Sc.(N.)(Ott.)  
 Maggie Wilson; N., B.Sc.(Manit.), M.Sc.A.(McG.)  
 Sue Wong; N., B.Ed., B.N.(I.), M.Sc.A., Grad.Cert.(NP-PC), Grad.Dip.(NP-PC)(McG.)  
 Vanessa Wrzesien; N., B.Sc.(N.), M.Sc.A.(McG.)  
 Nadia Zouari; N., B.N.(I.)(McG.)

**McGill University Health Centre (MUHC)**

**Note:** MUHC-affiliated hospitals and institutes moved to the Glen Site in Summer 2015. Please refer to the [MUHC website](#) for further information.

Lachine Hospital & Camille-Lefebvre Pavillion  
 Montreal Chest Institute  
 Montreal Children's Hospital  
 Montreal General Hospital  
 Montreal Neurological Institute  
 Royal Victoria Hospital

**McGill University Teaching Hospitals and Affiliated Centres (MUTHC)**

**Note:** MUHC-affiliated hospitals and institutes moved to the Glen Site in Summer 2015. Please refer to the [MUHC website](#) for further information.

Douglas Mental Health University Institute  
 Jewish General Hospital  
 Shriners' Hospital for Children  
 St. Mary's Hospital Centre

**Other Teaching Centres**

Batshaw Youth and Family Centre

### **Other Teaching Centres**

Cambridge Residence  
Concordia University Health Clinic  
CSSS Bordeaux-Cartierville-St. Laurent  
CSSS Cavendish (CLSC NDG-MTL Ouest, CLSC René Cassin, Henri-Bradet Day Center, Julius Richardson, GMF Queen Elizabeth)  
CSSS de la Montagne (CLSC Côte des Neiges, CLSC Metro, CLSC Parc Extension)  
CSSS de l'Ouest de l'île (CLSC Pierrefonds, CLSC Lac St. Louis, Lakeshore General Hospital)  
CSSS Dorval-Lachine-Lasalle (CLSC Lasalle, CLSC Dorval-Lachine, LaSalle Hospital)  
CSSS Jardins-Rousillion (CLSC Kateri, CLSC Châteauguay)  
CSSS Lucille-Teasdale  
CSSS Pointe de l'île  
CSSS St. Leonard-St. Michel  
CSSS Sud Ouest Verdun (CLSC St. Henri, CLSC Verdun, CLSC Ville Emard-Côte St. Paul, Hôpital Verdun)  
Jewish Eldercare Day Centre  
Jewish Rehabilitation Hospital  
Kateri Memorial Hospital  
Maimonides Hospital Geriatric Centre  
Manoir Montefiore  
Manoir Westmount  
Montreal Association for the Blind – Mackay Rehabilitation Centre  
Mount Sinai Hospital  
Salvation Army Montclair Residence  
Ste. Anne's Veteran Hospital  
Tulattavik Health Centre Kuujuaq  
Ukrainian Villa  
Vista Residence  
Waldorf Residence  
Welcome Hall Mission  
West Island Palliative Care Residence  
West Montreal Readaptation Centre

### **International Sites**

A range of international placement sites is collated by the Clinical Placement Coordinators.

### **Directors of Nursing Research in Teaching Hospitals**

*MUHC* – TBA

*Jewish General Hospital* – Margaret Purden

#### **11.1.4.1 Clinical and Affiliated Faculty Members**

##### **Professor**

Susan E. French

##### **Associate Professors**

Susan Drouin, Lynne McVey, Frederick Peter Nestel, Carolyn Pepler, Janet Rennick, Edith Zorychta



**Assistant Professors**

Alain Biron, Madeleine Boulay-Bolduc, Mark Daly, Margaret Eades, Linda Edgar, Lucia Fabijan, Valerie Frunchak, Mary Grossman, Andrea Laizner, Ariella Lang, Virginia Lee, Diane E. Lowden, Ann Lynch, Anita Mehta, Michelle Nadon, Patricia O'Connor, H el ene Racine, Marie-Claire Richer, Christian Rochefort, Andreanne Saucier, Charles Sounan, Linda Ward

**Faculty Lecturers**

Deborah Abner, Rosetta Antonacci, Nathalie Aubin, Sophie Baillargeon, Linda Bambonye, Denise B edard, Judy Bianco, Jacqueline Bocking, Johanne Boileau, Linda P. Boisvert, Diane Borisov, Diane Bourget, Rose Boyle, Sandra Bradford-Macalanda, Diane Brault, Krista Margaret Brecht, Sharon Brissette, Carolyn Brown, Susan Marie Buddo, Kathryn Carnaghan-Sherrard, Sonia Castiglione, Sophie Charland, Luisa Ciofani, Martine Claveau, Hermes Cornejo, Joann Creager, Esther Dajczman, Julie Dallaire, Kimani Daniel, Rose Deangelis, H el ene Deutsch, Nancy Drummond, Jessica Emed, Julie Fr echette, Maryse Godin, Iris Gourdji, Cynthia Graham-Certosini, Maria Hamakiotis, Norine M. Heywood, Claire Jabbour Nehme, Tara Jesion, Rosalie Johnson, John Kayser, Mina Ladores, Dani ele Lamarche, Philippe Lamer, Anne Marie Lanct ot, Pina LaRiccica, Karine Lepage, Rachel Lomas, Luisa Luciani Castiglia, Caroline Marchionni, Althea Hazel McBean, Yannick M elan con-La itre, Sharon Mooney, Linda Morneault, Louise Murray, Maritza Obando Paredes, Catherine Oliver, France Paquet, Maxime Paquet, Joanne Power, Andr eanne Robitaille, Nathalie Rodrigue, Ramona Rodrigues, Patricia Rose, Christina Rosmus, Irene Sarasua, Maryse Savoie, Eleanor Scharf, Melanie Sheridan, Jessica Sherman, Marie Jennifer Somera, Rosa Sourial, Isabelle St-Sauveur, Janice Karen Stephenson, Susan Takahashi, Lucie Tardif, Gillian Taylor, Anna Tazian, Claire Thibault, Kelly Thorstad, Lucie Tremblay, Cania Vincelli, Antoinetta Vitale, Lucy Wardell, Rosanna Zappavigna

**Adjunct Professors**

Bruce Gottlieb, Manon Lacroix, David Wright

**Associate Members**

Rhonda Amsel, S. Robin Cohen, Jae-Marie Ferdinand, Richard Gosselin, Ronald D. Gottesman, Mary Ellen Macdonald, Brett Thombs, Gerald van Gorp

**Affiliate Members**

Stephanie Allain, Joyce Marie Arsenaault, John Atkins, Theresa Broda, Antoinette Ehrler, Suzie Gagnon, Micheline Gaudet, Tiffany Johnston, Celestine Kamdon, Donna Kindrat, Linda Mai Lee, Catherine Lloyd, Trisha Andrea Nonog, Chantal Souigny, Vida Stibernik, Marika Swidzinski, Diana Taddeo, Barbara Ann Taugher, Teresa Testa

**11.1.5 Master of Science, Applied (M.Sc.A.); Nursing (Non-Thesis) — Clinical Nurse Specialist (48 credits)**

This concentration is a two-year, 49-credit program. Part-time studies over three to five years are also an option for students. The core content of the CNS concentration prepares students for advanced practice nursing roles in diverse settings and with diverse populations. Content is organized based on the McGill Model of Nursing and focuses on such areas as family intervention, collaborative practice, and working with family strengths and resources. Through clinical courses, students engage in advanced clinical assessments and interventions and develop greater capacities to reflect purposefully and in-depth on their nursing practice. Students also develop knowledge of quantitative and qualitative research methods, engage in a systematic study of a clinically based nursing problem, and disseminate knowledge relevant to clinical practice.

**Required Courses (42 credits)**

NUR2 515	(3)	Applied Statistics for Nursing
NUR2 611D1	(3)	Seminar in Nursing
NUR2 611D2	(3)	Seminar in Nursing
NUR2 612	(3)	Research Methods in Nursing 1
NUR2 614D1	(3)	Clinical Laboratory - Nursing 1
NUR2 614D2	(3)	Clinical Laboratory - Nursing 1
NUR2 624	(4)	Clinical Laboratory in Nursing 2
NUR2 626	(3)	Professional Issues in Nursing
NUR2 630	(3)	Clinical Project 1
NUR2 631	(3)	Clinical Project 2
NUR2 632	(2)	Clinical Project 3
NUR2 640	(3)	Clinical Reasoning 1
NUR2 641	(3)	Clinical Reasoning 2
NUR2 642	(3)	Ethics in Advanced Practice

**Complementary Courses (6 credits)**

Any 500-level course or higher in consultation with the Adviser for this concentration.

**11.1.6 Master of Science, Applied (M.Sc.A.); Nursing (Non-Thesis) — Direct Entry Nursing (54 credits)**

The Master of Science, Applied; Nursing (Non-Thesis) - Direct Entry Nursing Concentration, established in 1974, remains the only one of its kind in Canada. This three-year, 96-credit program is tailored to the university graduate with a general degree and no previous preparation in nursing or other health care professions. Candidates complete entry-to-practice preparation in nursing while also completing graduate-level studies in nursing. Students must first successfully complete a 10-month, 41-credit Qualifying year (QY) of study before applying to the M.Sc.A. in Nursing; Non-Thesis - Direct-Entry Year I (29 credits) and Year II (26 credits). By the end of M.Sc.A. Year I, students are eligible to practice as nursing externs during the summer break, in accordance with the regulations of the Ordre des infirmières et infirmiers du Québec (OIIQ) (i.e., the Quebec Order of Nurses – the provincial licensing board). Upon completion of M.Sc.A. Year II, graduates are eligible to write the OIIQ exams.

**Required Courses**

NUR2 515	(3)	Applied Statistics for Nursing
NUR2 609	(3)	Clinical Practicum
NUR2 610	(3)	Ambulatory/Community Care
NUR2 611D1	(3)	Seminar in Nursing
NUR2 611D2	(3)	Seminar in Nursing
NUR2 612	(3)	Research Methods in Nursing 1
NUR2 616	(4)	Advanced Clinical Skills
NUR2 623	(3)	Clinical Assessment and Therapeutics
NUR2 625	(6)	Clinical Laboratory in Nursing 3
NUR2 626	(3)	Professional Issues in Nursing
NUR2 630	(3)	Clinical Project 1
NUR2 631	(3)	Clinical Project 2
NUR2 632	(2)	Clinical Project 3
NUR2 634	(3)	Clinical Assessment and Therapeutics 2
NUR2 640	(3)	Clinical Reasoning 1
NUR2 641	(3)	Clinical Reasoning 2
NUR2 642	(3)	Ethics in Advanced Practice

NOTE: Interprofessional Education Activities (IPEAs)

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

**11.1.7 Master of Science, Applied (M.Sc.A.); Nursing (Non-Thesis) — Global Health Clinical Nurse Specialist (50 credits)**

This concentration sets out to prepare students for the challenges of working with diverse populations in limited-resource environments with a philosophy stressing the importance of understanding the inherent power dynamics, equity issues, and ethical dilemmas that arise through this work. It is based on a belief that we have much to learn from one another. The (M.Sc.A.); Nursing (Non-Thesis) - Global Health Clinical Nurse Specialist provides students with global health content throughout their program of study, and students spend one semester taking clinical- and project-based courses in their final year in a global health placement site. This concentration is supported by the Global Health Committee of the Ingram School of Nursing. 'Global Health Clinical Nurse Specialist' is the concentration label for bachelor-prepared nurse students who complete Global Health studies.

**Required Courses (47 credits)**

NUR2 515	(3)	Applied Statistics for Nursing
NUR2 516	(3)	Perspectives on Global Health
NUR2 611D1	(3)	Seminar in Nursing
NUR2 611D2	(3)	Seminar in Nursing

NUR2 612	(3)	Research Methods in Nursing 1
NUR2 614D1	(3)	Clinical Laboratory - Nursing 1
NUR2 614D2	(3)	Clinical Laboratory - Nursing 1
NUR2 625	(6)	Clinical Laboratory in Nursing 3
NUR2 626	(3)	Professional Issues in Nursing
NUR2 630	(3)	Clinical Project 1
NUR2 631	(3)	Clinical Project 2
NUR2 632	(2)	Clinical Project 3
NUR2 640	(3)	Clinical Reasoning 1
NUR2 641	(3)	Clinical Reasoning 2
NUR2 642	(3)	Ethics in Advanced Practice

### Complementary Course (3 credits)

Any 500 level course or higher in consultation with the Adviser for this concentration.

### 11.1.8 Master of Science, Applied (M.Sc.A.); Nursing (Non-Thesis) — Global Health Direct Entry (57 credits)

This concentration sets out to prepare students for the challenges of working with diverse populations in limited resource environments with a philosophy stressing the importance of understanding the inherent power dynamics, equity issues, and ethical dilemmas that arise through this work. It is based on a belief that we have much to learn from one another. The (M.Sc.A.); Nursing (Non-Thesis) - Global Health Direct Entry Concentration provides students with global health content throughout their program of study, and students spend one semester taking clinical- and project-based courses in their final year in a global health placement site. This concentration is supported by the Global Health Committee of the Ingram School of Nursing. 'Global Health Direct Entry' is the concentration label for bachelor-prepared non-nurse students who complete Global Health studies.

#### Required Courses

NUR2 515	(3)	Applied Statistics for Nursing
NUR2 516	(3)	Perspectives on Global Health
NUR2 609	(3)	Clinical Practicum
NUR2 610	(3)	Ambulatory/Community Care
NUR2 611D1	(3)	Seminar in Nursing
NUR2 611D2	(3)	Seminar in Nursing
NUR2 612	(3)	Research Methods in Nursing 1
NUR2 616	(4)	Advanced Clinical Skills
NUR2 623	(3)	Clinical Assessment and Therapeutics
NUR2 625	(6)	Clinical Laboratory in Nursing 3
NUR2 626	(3)	Professional Issues in Nursing
NUR2 630	(3)	Clinical Project 1
NUR2 631	(3)	Clinical Project 2
NUR2 632	(2)	Clinical Project 3
NUR2 634	(3)	Clinical Assessment and Therapeutics 2
NUR2 640	(3)	Clinical Reasoning 1
NUR2 641	(3)	Clinical Reasoning 2
NUR2 642	(3)	Ethics in Advanced Practice

NOTE: Interprofessional Education Activities (IPEAs)

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

**11.1.9 Master of Science, Applied (M.Sc.A.); Nursing (Non-Thesis) — Neonatology Nurse Practitioner (45 credits)**

This concentration prepares a student for the multifaceted role of nurse practitioner in intermediate, acute, and critical care in neonatology. The nurse practitioner will acquire the necessary knowledge/understanding required to practice in a collaborative manner in providing services designed to deal with the health care needs and problems of neonates and their families in a variety of settings. The main focus is for the student to remember, understand, and apply critical thinking in all aspects of practice. The nurse practitioner is expected to function at various levels in educating families/co-workers, consultation, liaison, and managerial skills. These areas are addressed within the curriculum.

**Required Courses**

NUR2 515	(3)	Applied Statistics for Nursing
NUR2 611D1	(3)	Seminar in Nursing
NUR2 611D2	(3)	Seminar in Nursing
NUR2 612	(3)	Research Methods in Nursing 1
NUR2 614D1	(3)	Clinical Laboratory - Nursing 1
NUR2 614D2	(3)	Clinical Laboratory - Nursing 1
NUR2 626	(3)	Professional Issues in Nursing
NUR2 642	(3)	Ethics in Advanced Practice
NUR2 644	(3)	Special Topics 1
NUR2 660	(4)	Reasoning in Neonatology 1
NUR2 662	(3)	Reasoning in Neonatology 3
NUR2 663	(3)	Neonatology Clinical Project
NUR2 664	(4)	Neonatal Health Assessment
NUR2 665	(4)	Newborn Internship

**11.1.10 Master of Science, Applied (M.Sc.A.); Nursing (Non-Thesis) — Nursing Education (49 credits)**

This concentration was developed to expose graduate-level nurses to instructional and learning theory, in order to better equip them to lead the movement towards more innovative and effective pedagogical approaches in training nurses working in health care establishments or nursing students in academic settings.

**Required Courses (36 credits)**

NUR2 515	(3)	Applied Statistics for Nursing
NUR2 611D1	(3)	Seminar in Nursing
NUR2 611D2	(3)	Seminar in Nursing
NUR2 612	(3)	Research Methods in Nursing 1
NUR2 614D1	(3)	Clinical Laboratory - Nursing 1
NUR2 614D2	(3)	Clinical Laboratory - Nursing 1
NUR2 622	(4)	Nursing Education Internship
NUR2 626	(3)	Professional Issues in Nursing
NUR2 630	(3)	Clinical Project 1
NUR2 631	(3)	Clinical Project 2
NUR2 632	(2)	Clinical Project 3
NUR2 642	(3)	Ethics in Advanced Practice

**Complementary Courses (13 credits)**

(0-4 Credits)

NUR2 624 (4) Clinical Laboratory in Nursing 2

(9-13 Credits)

Any 500-level course or higher in consultation with the Adviser for this concentration.

#### 11.1.11 Master of Science, Applied (M.Sc.A.); Nursing (Non-Thesis) — Nursing Services Administration (49 credits)

This concentration is offered to students to develop their capacity to assess the factors that affect and determine the nursing workforce. This will enable them to make strategic and effective decisions, and influence policy with regard to the planning and management of the nursing workforce.

##### Required Courses (32 credits)

NUR2 515	(3)	Applied Statistics for Nursing
NUR2 611D1	(3)	Seminar in Nursing
NUR2 611D2	(3)	Seminar in Nursing
NUR2 612	(3)	Research Methods in Nursing 1
NUR2 614D1	(3)	Clinical Laboratory - Nursing 1
NUR2 614D2	(3)	Clinical Laboratory - Nursing 1
NUR2 626	(3)	Professional Issues in Nursing
NUR2 630	(3)	Clinical Project 1
NUR2 631	(3)	Clinical Project 2
NUR2 632	(2)	Clinical Project 3
NUR2 642	(3)	Ethics in Advanced Practice

##### Complementary Courses (17 credits)

(0-11 Credits)

NUR2 624	(4)	Clinical Laboratory in Nursing 2
NUR2 629	(4)	Nursing Administration Stage
NUR2 720	(3)	Nursing Workforce Determinants

(6-17 Credits)

Any 500-level course or higher, including relevant School of Continuing Studies courses in the area of administration, in consultation with the Adviser for this concentration.

#### 11.1.12 Master of Science, Applied (M.Sc.A.); Nursing (Non-Thesis) — Primary Care Nurse Practitioner (45 credits)

This concentration was developed in order to train graduate-level nurses to take on this advanced practice role. Primary Care Nurse Practitioners assume responsibility for tasks related to physical assessment, diagnosis, and treatment within legally sanctioned, pre-determined conditions that have traditionally been exclusive to medical practice. The Primary Care Nurse Practitioner concentration focuses on a wide range of acute and chronic health concerns across the life span.

##### Required Courses

NUR2 515	(3)	Applied Statistics for Nursing
NUR2 611D1	(3)	Seminar in Nursing
NUR2 611D2	(3)	Seminar in Nursing
NUR2 612	(3)	Research Methods in Nursing 1
NUR2 614D1	(3)	Clinical Laboratory - Nursing 1
NUR2 614D2	(3)	Clinical Laboratory - Nursing 1
NUR2 626	(3)	Professional Issues in Nursing
NUR2 642	(3)	Ethics in Advanced Practice

NUR2 646	(3)	Pharmacology for Primary Care Nurse Practitioners
NUR2 670	(3)	Reasoning in Primary Care 1
NUR2 671	(3)	Reasoning in Primary Care 2
NUR2 672	(4)	Reasoning in Primary Care 3
NUR2 673	(4)	Reasoning in Primary Care 4
NUR2 674	(4)	Reasoning in Primary Care 5

**11.1.13 Graduate Certificate; Theory in Neonatology (15 credits)**

**Required Courses (15 credits)**

NUR2 644	(3)	Special Topics 1
NUR2 660	(4)	Reasoning in Neonatology 1
NUR2 664	(4)	Neonatal Health Assessment
NUR2 665	(4)	Newborn Internship

**11.1.14 Graduate Certificate; Theory in Primary Care (15 credits)**

The Graduate Certificate in Theory in Primary Care prepares students to acquire the theoretical knowledge required to subsequently complete clinical courses in the Graduate Diploma in Primary Care. This program is designed for students who previously completed a master's degree in nursing (equivalent to the McGill M.Sc.(A) in nursing program) but have not completed any nurse practitioner theory or clinical courses. Students will need to complete 6-12 credits in preparatory theory courses prior to entry into the Graduate Certificate program (the specific number of preparatory courses required will depend on whether some of the required courses were completed in their master's degree). Students should consult with the program Academic Adviser prior to applying.

**Required Courses (15 credits)**

NUR2 646	(3)	Pharmacology for Primary Care Nurse Practitioners
NUR2 672	(4)	Reasoning in Primary Care 3
NUR2 673	(4)	Reasoning in Primary Care 4
NUR2 674	(4)	Reasoning in Primary Care 5

**11.1.15 Graduate Diploma in Neonatal Nurse Practitioner (30 credits)**

**Required Courses (30 credits)**

NUR2 650D1	(11)	Neonatology Internship
NUR2 650D2	(11)	Neonatology Internship
NUR2 661	(4)	Reasoning in Neonatology 2
NUR2 666	(4)	Neonatal Follow-Up Internship

**11.1.16 Graduate Diploma in Primary Care Nurse Practitioner (30 credits)**

Delineates a clinical course of study in primary care as a nurse practitioner that builds on theoretical preparation in either a master's or certificate program.

**Required Courses (30 credits)**

NUR2 651	(8)	Primary Care Internship 1
NUR2 652	(14)	Primary Care Internship 2
NUR2 675	(4)	Reasoning in Primary Care 6
NUR2 676	(4)	Primary Care Assessment

**11.1.17 Doctor of Philosophy (Ph.D.); Nursing**

A student who has obtained a master's degree at McGill University or at an approved institution elsewhere may, on the recommendation of the School, be registered in the second year of the Ph.D. program.

Each student's program is designed with the thesis supervisor taking into account the student's previous academic preparation, needs, and research interests.

**Thesis**

A thesis for the doctoral degree must constitute original scholarship and must be a distinct contribution to knowledge. It must show familiarity with previous work in the field and must demonstrate ability to plan and carry out research, organize results, and defend the approach and conclusions in a scholarly manner. The research presented must meet current standards of the discipline; as well, the thesis must clearly demonstrate how the research advances knowledge in the field. Finally, the thesis must be written in compliance with norms for academic and scholarly expression and for publication in the public domain.

**Required Courses**

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 thesis supervisor.

The nursing courses are offered every two years and incoming students may begin their studies with either Schedule A or B.

The following table outlines the suggested sequence of courses for the program:

**Ph.D. Schedule A:**

NUR2 703	(3)	Issues of Measurement
NUR2 730	(3)	Theory Development in Nursing

Selected courses (Statistics, complementary, or substantive courses).

**Ph.D. Schedule B:**

NUR2 702	(3)	Quantitative Research
NUR2 780	(3)	Advanced Nursing

Selected courses (Statistics, complementary, or substantive courses).

**Semester Following Completion of Coursework:**

NUR2 701	(1)	Comprehensive Examination
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Note: A minimum of 3 credits in advanced statistics and substantive courses is planned with the thesis supervisor.

**11.1.18 Doctor of Philosophy (Ph.D.); Nursing — Psychosocial Oncology**

The Ph.D. thesis topic must be germane to psychosocial oncology and approved by the P.S.O. coordinating committee.

**Thesis**

A thesis for the doctoral degree must constitute original scholarship and must be a distinct contribution to knowledge. It must show familiarity with previous work in the field and must demonstrate ability to plan and carry out research, organize results, and defend the approach and conclusions in a scholarly manner. The research presented must meet current standards of the discipline; as well, the thesis must clearly demonstrate how the research advances knowledge in the field. Finally, the thesis must be written in compliance with norms for academic and scholarly expression and for publication in the public domain.

**Required Courses**

NUR2 701	(1)	Comprehensive Examination
NUR2 702	(3)	Quantitative Research
NUR2 703	(3)	Issues of Measurement
NUR2 705	(3)	Palliative Care
NUR2 730	(3)	Theory Development in Nursing

NUR2 780	(3)	Advanced Nursing
NUR2 783	(3)	Psychosocial Oncology Research

Selected course(s) (Statistics)\*

\*Note: A minimum of 3 credits in advanced statistics.

**Complementary Courses**

One of the following courses:

PSYC 507	(3)	Emotions, Stress, and Illness
PSYC 753	(3)	Health Psychology Seminar 1
SWRK 609	(3)	Understanding Social Care
SWRK 668	(3)	Living with Illness, Loss and Bereavement