



Ingram School of Nursing (Graduate)
Programs, Courses and University Regulations
2023-2024

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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.
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- 7 . The academic publication year begins at the start of the Fall semester and extends through to the end of the Winter semester of any given year. Students who begin study at any point within this period are governed by the regulations in the publication which came into effect at the start of the Fall semester.
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Note: Throughout this publication, "you" refers to students newly admitted, readmitted or returning to McGill.

Publication Information

Published by

Enrolment Services

McGill University
3415 McTavish Street
Montreal, Quebec, H3A 0C8
Canada

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1 Dean's Welcome

Welcome to Graduate and Postdoctoral Studies (GPS) at McGill. You are joining a community of world-class researchers and more than 10,000 graduate students in over 400 programs. GPS is here to support you from admissions through to graduation and beyond. McGill's approach to graduate education emphasizes skills development; we cultivate your academic and professional growth through a variety of workshops, events and experiential learning opportunities. I invite you to consult the [GPS website](#) for information on the range of resources available to graduate students at McGill.

I would like to wish you all the best in your studies at McGill. We are here to make sure that you have the best possible experience.

Josephine Nalbantoglu, Ph.D.

Associate Provost (Graduate Education) and Dean, Graduate and Postdoctoral Studies

2 Graduate and Postdoctoral Studies

2.1 Administrative Officers

Administrative Officers

Josephine Nalbantoglu; B.Sc., Ph.D.(McG.)

Associate Provost (Graduate Education) and Dean (Graduate and Postdoctoral Studies)

Lorraine Chalifour; B.Sc., Ph.D. (Manit.)

Associate Dean (Graduate and Postdoctoral Studies)

Nathan Hall; B.A., M.A., Ph.D. (Manit.)

Associate Dean (Graduate and Postdoctoral Studies)

Russell Steele; B.S., M.S. (Carn. Mell), Ph.D. (Wash.)

Associate Dean (Graduate and Postdoctoral Studies)

2.2 Location

James Administration Building, Room 400

845 Sherbrooke Street West

Montreal QC H3A 0G4

Website: mcgill.ca/gps



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

2.3 Graduate and Postdoctoral Studies' Mission

The mission of Graduate and Postdoctoral Studies (GPS) is to promote university-wide academic excellence for graduate and postdoctoral education at McGill. GPS provides leadership and strategic direction across the university in close collaboration with the academic and administrative units, and the graduate and postdoctoral community.

3 Important Dates

For all dates relating to the academic year, consult mcgill.ca/importantdates.

4 Graduate Studies at a Glance

Please refer to [University Regulations & Resources > Graduate > Graduate Studies at a Glance](#) for a list of all graduate departments and degrees currently being offered.

5 Program Requirements

Refer to [University Regulations & Resources > Graduate > Regulations > Program Requirements](#) for graduate program requirements for the following:

- Master's Degrees
- Doctoral Degrees
- Coursework for Graduate Programs, Diplomas, and Certificates

6 Graduate Admissions and Application Procedures

Please refer to [University Regulations & Resources > Graduate > Graduate Admissions and Application Procedures](#) for information on:

- Application for admission;
- Admission requirements;
- Application procedures;
- Competency in English; and
- Other information regarding admissions and application procedures for Graduate and Postdoctoral Studies.

7 Fellowships, Awards, and Assistantships

Please refer to [University Regulations & Resources > Graduate > Fellowships, Awards, and Assistantships](#) for information and contact information regarding fellowships, awards, and assistantships in Graduate and Postdoctoral Studies.

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 postdoctoral scholars will require during their studies at McGill and should be periodically consulted, along with other sections and related publications.

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 them 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.).

8.2 Guidelines and Policy for Academic Units on Postdoctoral Education

Every unit hosting postdocs should apply institutional policies and procedures for the provision of postdoctoral education and have established means for informing postdocs of policies, procedures, and privileges (available at mcgill.ca/gps/postdocs), as well as mechanisms for addressing complaints. For their part, postdocs are responsible for informing themselves of such policies, procedures, and privileges.

1. Definition and Status

- i. Postdoctoral status will be recognized by the University in accordance with Quebec provincial regulations as may be modified from time to time. The eligibility period for postdoctoral status is up to five years from the date when the Ph.D. or equivalent degree was awarded. A : *leave of absence* for parental or health reasons may extend the eligibility period. Leaves for other reasons, including vacation, do not impact the eligibility period.
- ii. Some McGill postdocs have dual status as both students and employees (unionized or non-unionized). Consult the [Graduate and Postdoctoral Studies website](#) for definitions of Postdoctoral Fellows, Postdoctoral Scholars, and Postdoctoral Researchers.
- iii. Postdocs must conduct research under the supervision of a McGill professor (including Adjunct Professors), qualified in the discipline in which training is being provided and with the ability to fulfil supervisory responsibilities and act as a mentor for career development. Postdocs are expected to engage primarily in research with minimal teaching or other responsibilities.

2. Registration

- i. Postdocs must *register* annually with the University through Enrolment Services. Registration will be limited to postdocs who fulfil the definition above, and who meet the eligibility criteria as stipulated on the [Graduate and Postdoctoral Studies website](#).
- ii. Upon registration, postdocs will be eligible for a University identity card issued by Enrolment Services.
- iii. Leaves of absence 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 & Resources](#) > Graduate > Regulations > Categories of Students > : *Leave of Absence Status*).

3. Appointment, Funding, Letter of Agreement

- i. Postdoctoral appointments may not exceed the registration eligibility period as defined above.
- ii. In order to be registered, the postdoc must be assured of financial support other than from personal means during their stay at McGill University. This amount must be equivalent to the minimal stipend requirement set by the University in accordance with guidelines issued by federal and provincial research granting agencies or the collective agreement, as applicable. Funding during parental leave is subject to the conditions of the funding agency or the collective agreement, as applicable.
- iii. Postdocs require a [Letter of Agreement for Postdoctoral Education](#) signed by the postdoc, the supervisor, and the department/unit head or delegate.
- iv. Postdocs with full responsibility for teaching a course should be compensated over and above their postdoctoral funding as course lecturers. This applies to all postdocs, except those for whom teaching is part of the award.
- 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 or the collective agreement. 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 under mcgill.ca/students/srr, and those granted by the policies listed at mcgill.ca/secretariat/policies-and-regulations.
- ii. Postdocs have full graduate student borrowing privileges in McGill libraries through their identity card.
- iii. As a general rule, postdocs may take courses for credit as Special Students following the admissions procedures outlined at mcgill.ca/gradapplicants/apply/prepare/visiting. *Tuition and other charges* will apply.
- iv. Postdocs may be listed in the McGill directory.
- v. Access to sports facilities may be purchased on a monthly basis through McGill Athletics and Recreation.
- vi. Postdoctoral Fellows and Scholars are mandatory members of the Post-Graduate Students' Society (PGSS) and an annual association fee is automatically charged.
- vii. Postdocs are permitted membership in the Faculty Club; an annual fee will be charged for this membership.
- viii. 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.
- ix. Postdocs have access to the services provided by the Ombudsperson.
- x. 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.
- xi. Access to student services is granted to non-unionized postdocs, who are charged the Student Services fee in the Fall and Winter terms, through their student fee accounts.

5. Responsibilities

- i. Postdocs are subject to the responsibilities outlined at mcgill.ca/students/srr and must abide by the policies listed at mcgill.ca/secretariat/policies-and-regulations.
- 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 the responsibilities of the academic unit are:
 - to verify the postdoc's eligibility period for registration;
 - to provide postdocs with departmental policy and procedures that pertain to them;
 - to facilitate the registration and appointment of postdocs;
 - to assign departmental personnel the responsibility for postdoctoral affairs in the unit;
 - 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; and
 - 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 the 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; and
 - to prepare, sign, and adhere to a Letter of Agreement for Postdoctoral Education.
- vi. Some examples of the responsibilities of postdocs are:
 - to inform themselves of and adhere to the University's policies and/or regulations for postdocs as outlined at mcgill.ca/gps/postdocs and mcgill.ca/students/srr, 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; and
 - 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 (Postdoctoral Fellows and Scholars) and HR policies and guidelines (Postdoctoral Researchers).

Approved by Senate, April 2000; revised May 2014; February 2020.

8.3 Vacation Policy for Postdocs

Please refer to the : [Vacation Policy for Graduate Students and Postdocs](#).

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 & 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 & 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 mcgill.ca/gps/funding/getting-paid under "Leave Policies and Form."

8.5 Postdoctoral Research Trainees

Eligibility

If your situation does not conform to the Government of Quebec's definition of a 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 and Health Sciences—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 whose degree/certification has not yet been awarded. An individual in this category 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. This individual wishes to conduct the research stage or elective component of their program of study at McGill University under the supervision of a McGill professor. This individual will be engaged in full-time research with well-defined objectives, responsibilities, and methods of reporting. Applications must be accompanied by a letter of permission from the applicant's 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/diplomas.
- 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.

9 Graduate Studies Guidelines and Policies

Refer to [University Regulations & 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

10 Graduate Student Services and Information

Graduate students are encouraged to refer to [: Student Services and Information](#) for information on the following topics:

- Service Point
- Student Rights and Responsibilities
- Student Services – Downtown and Macdonald Campuses
- Residential Facilities
- Athletics and Recreation
- Ombudsperson for Students
- Extra-Curricular and Co-Curricular Activities
- Bookstore
- Computer Store
- Day Care

11 Information on Research Policies and Guidelines, Patents, Postdocs, Associates, Trainees

Refer to [University Regulations & Resources > Graduate > : Research Policy and Guidelines](#) for information on the following:

- Regulations on Research Policy
- Regulations Concerning the Investigation of Research Misconduct
- Requirements for Research Involving Human Participants
- Policy on the Study and Care of Animals
- Policy on Intellectual Property
- Regulations Governing Conflicts of Interest
- Safety in Field Work
- Office of Sponsored Research
- Postdocs
- Research Associates

12 Browse Academic Units & Programs

The programs and courses in the following sections have been approved for the 2023–2024 session as listed.

12.1 Nursing

12.1.1 Location

Ingram School of Nursing
680 Sherbrooke West, Suite 1800
Montreal QC H3A 2M7 Canada
Telephone: 514-398-4151
Fax: 514-398-8455
Website: mcgill.ca/nursing

12.1.2 About Nursing

The Ingram School of Nursing is a professional school within the Faculty of Medicine and Health Sciences 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 their discipline.

Recently, the Ingram School of Nursing adopted Strengths-Based Nursing (SBN) as its foundation for practice, education, and research. SBN is a culmination of an approach to nursing that has been an integral part of the McGill School of Nursing since its founding in 1920, evolving from the McGill Model of Nursing. SBN is both a philosophy- as well as a value-driven approach that has as its foundational pillars in person/family-centered care, empowerment, relational care, and innate and acquired healing.

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 and clinicians, students will participate in cutting-edge programs of research and knowledge translation projects related to nursing practice 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 and its laboratories are situated at 680 Sherbrooke Street West and occupy the 18th, 19th, and 20th floors of that building. The state-of-the-art Satoko Shibata Clinical Nursing Laboratories are designed to offer students a wealth of hands-on experience. The School also accommodates student lounges, faculty and staff offices, mid- and small-sized classrooms, and meeting rooms. 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) is offered in three majors and a number of formal concentrations, which are listed in the table below.

Graduate Certificates and Diplomas

Nurse applicants with a Master of Science degree in Nursing and with the required clinical experience are prepared to assume the nurse practitioner (NP) role through our Graduate Certificate and Graduate Diploma programs in five NP specialties (Adult Care, Neonatology, Mental Health, Primary Care, and Pediatrics). The Graduate Certificate and Graduate Diploma programs develop in these students the necessary knowledge and skills to prepare for the Quebec Order of Nurses (OIIQ) (*Ordre des infirmières et infirmiers du Québec*) nurse practitioner professional licensing exam.

Doctoral Program

The Ph.D. program in Nursing is designed to prepare nurses for careers as researchers, academics, and health care leaders who will develop the discipline of nursing through the advancement of nursing knowledge, practice, and education.

section 12.1.5: Master of Science, Applied (M.Sc.A.) Advanced Nursing (Non-Thesis): Advanced Practice Nursing (48 credits)

The M.Sc.(A.) Advanced Nursing 'no concentration' option is a two-year, 48-credit program. Part-time studies over three to five years are also an option. Part-time studies over three to five years are also an option, but class schedules must be discussed with and approved by the academic adviser.

The core content of this concentration option prepares students for advanced practice nursing roles in diverse settings and with diverse populations. Content is organized around Strengths-Based 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.

section 12.1.6: Master of Science, Applied (M.Sc.A.) Advanced Nursing (Non-Thesis): Global Health (48 credits)

This concentration focuses on the challenges of working with diverse populations in limited-resource environments, while stressing the importance of understanding the inherent power dynamics, equity issues and ethical dilemmas that arise through work. It is based on the belief that we have much to learn from one another. The (M.Sc.A.) Advanced Nursing (Non-Thesis); Global Health concentration provides student 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.

section 12.1.7: Master of Science, Applied (M.Sc.A.) Advanced Nursing (Non-Thesis): Nursing Services Administration (48 credits)

This concentration focuses on students capacity to assess the factors that affect and determine the nursing workforce including making strategic and effective decisions, and influencing policy with regard to the planning and management of the nursing workforce.

section 12.1.8: Master of Science, Applied (M.Sc.A.) Nursing (Non-Thesis): Direct Entry to Advanced Practice Nursing (61 credits)

The M.Sc.(Applied) in Nursing; Non-Thesis - Direct Entry to Advanced Practice Nursing program is an entry to practice program structured for individuals with a non-nursing undergraduate degree to study to become a nurse in a three-year Master's program. The program focuses on the preparation needed for for both entry-to-practice and advanced practice nursing. A Strengths-Based Nursing and health care approach is used in a variety of clinical settings. Emphasis is placed on bringing the best available evidence to nursing practice. Clinically relevant nursing challenges will be addressed in the choice of one of the two streams. Graduates of this program are eligible to write the OIIQ licensing exam.

section 12.1.9: Master of Science, Applied (M.Sc.A.) Nursing (Non-Thesis): Global Health (58 credits)

This concentration prepares students for the challenges of working with diverse populations in limited-resource environments, while 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 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

section 12.1.9: Master of Science, Applied (M.Sc.A.) Nursing (Non-Thesis): Global Health (58 credits)

is supported by the Global Health Committee of the Ingram School of Nursing. Students in the M.Sc.A. Nursing concentration that wish to complete Global Health Studies should apply to the M.Sc.A. Nursing: Global Health concentration.

section 12.1.10: Master of Science, Applied (M.Sc.A.) Nurse Practitioner (Non-Thesis): Adult Care (45 credits)

The Master of Science(Applied) in Nurse Practitioner; Non-Thesis - Adult Care is open to Bachelor's prepared nurses and is taken concurrently with the Graduate Diploma in Nurse Practitioner - Adult Care. This course of study is designed to prepare students to assume the full scope of Adult Care Nurse Practitioner practice. Adult Care Nurse practitioners provide advanced-practice nursing care (including performing assessments, forming medical impressions, providing treatments, and ensuring continuity of care) to the adult population with complex acute, chronic or critical health issues, requiring secondary and tertiary line of care. The program is built on a foundation of strengths-based nursing care of individuals, families, and communities.

section 12.1.11: Master of Science, Applied (M.Sc.A.) Nurse Practitioner (Non-Thesis): Mental Health (45 credits)

This concentration is intended to train graduate-level nurses to take on an advanced practice role. Mental Health Nurse Practitioners assume responsibility for tasks related to physical assessment, clinical impressions, and treatment within legally sanctioned, pre-determined conditions, that have traditionally been exclusive to medical practice.

section 12.1.12: Master of Science, Applied (M.Sc.A.) Nurse Practitioner (Non-Thesis): Neonatal

The McGill University, Ingram School of Nursing Neonatal NP concentration is one of two such training programs in the province of Quebec, and only one of two training programs in the country.

The aim of the Neonatal NP concentration is to prepare the neonatal nurse practitioner for a multifaceted role in ambulatory, intermediate and critical care settings. The neonatal nurse practitioner is prepared to provide, and/or collaborate in the provision of services, designed to deal with the health care needs of neonates and their families. The focus is the development of expert clinical competence and leadership. The ability to function as an educator, consultant, collaborator, and leader are integral parts of the Nurse Practitioner role. These competencies are developed throughout the curriculum. In Québec, the Neonatal NP title is *Infirmière praticienne spécialisée en néonatalogie (IPSNN)*.

section 12.1.13: Master of Science, Applied (M.Sc.A.) Nurse Practitioner (Non-Thesis): Pediatrics (45 credits)

This concentration focuses on the multifaceted role of nurse practitioner in intermediate, acute, and critical care in neonatology. The nurse practitioner needs 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 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.

section 12.1.14: Master of Science, Applied (M.Sc.A.) Nurse Practitioner (Non-Thesis): Primary Care (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 concentration focuses on a wide range of acute and chronic health concerns across the life span.

section 12.1.15: Graduate Certificate (Gr. Cert.) Adult Care Nurse Practitioner (21 credits)

The Graduate Certificate (Gr. Cert.) Nurse Practitioner: Adult Care is taken concurrently with the Graduate Diploma (Gr. Dip.) Nurse Practitioner: Adult Care by students entering the program with a Master's of Nursing. This course of study is designed to prepare students to assume the full scope of Adult Care Nurse Practitioner practice. Adult Care Nurse practitioners provide advanced practice, including advanced-practice nursing care to the adult population with complex acute, chronic, or critical health issues, requiring secondary and tertiary line of care. The program is built on a foundation of strengths-based nursing care of individuals, families, and communities.

section 12.1.16: Graduate Certificate (Gr. Cert.) Neonatal Nurse Practitioner (24 credits)

The Graduate Certificate in Neonatal Nurse Practitioner, in conjunction with the Graduate Diploma in Neonatal Nurse Practitioner, is intended for those entering the program with a Master's of Nursing. The program focuses on the multifaceted role of the neonatal nurse practitioner in a variety of acute, intermediate and critical neonatal care settings. Throughout the program, the emphasis is on advanced assessment, clinical reasoning, diagnosis and other skills to enact the full legislated scope of practice. The program is structured to focus on the ability to function as an educator, consultant, collaborator and leader. Students who complete the Neonatal Nurse Practitioner program are eligible to write the Ordre des infirmières et infirmiers du Québec's Neonatal Nurse Practitioner specialty (licensing) examination.

section 12.1.17: Graduate Certificate (Gr. Cert.) Mental Health Nurse Practitioner (21 credits)

The Graduate Certificate in Mental Health Nurse Practitioner, in combination with the Graduate Diploma in Mental Health Nurse Practitioner, focuses on the competencies required to assume the advanced practice nursing role of the mental health nurse practitioner, including the assessment, diagnosis, care and treatment of mental illness in primary, secondary, and tertiary care settings.

section 12.1.18: Graduate Certificate (Gr. Cert.) Primary Care Nurse Practitioner (15 credits)

The Graduate Certificate in Primary Care Nurse Practitioner is open to nurses who have previously completed a Master of Science in Nursing and is taken in combination with the Graduate Diploma in Primary Care Nurse Practitioner. This program focuses on a wide range of acute and chronic health concerns across the life span and includes activities related to assessment, diagnosis, and treatment within the primary care nurse practitioner's legally sanctioned scope of practice. Graduates may be eligible to be a candidate for the Ordre des infirmières et infirmiers du Québec's Primary Care Nurse Practitioner certification examination.

section 12.1.19: Graduate Certificate (Gr. Cert.) Theory in Pediatrics (15 credits)

This program of study is open to graduate-prepared nurses and focuses on the acquisition of advanced-level knowledge of the biomedical sciences that is required for NP (nurse practitioner) practice. The Graduate Certificate Theory and the Graduate Diploma Nurse Practitioner specialty programs cannot be taken concurrently.

section 12.1.20: Graduate Diploma (Gr. Dip.) Adult Care Nurse Practitioner (30 credits)

The Graduate Diploma complements the Master of Science(Applied) in Nurse Practitioner; Non-Thesis - Adult Care concentration and fulfills the requirements for entry-to-practice as an Adult Care NP as per the Ordre des infirmières et infirmiers du Québec (OIIQ). The Graduate Diploma and the M.Sc.A. are taken concurrently by students entering the program with a Bachelor's Degree. Students entering the program already having completed a Master's in nursing degree take the Graduate Diploma and Graduate Certificate Nurse Practitioner - Adult Care, concurrently.

section 12.1.21: Graduate Diploma (Gr. Dip.) Mental Health Nurse Practitioner (30 credits)

This diploma is open to graduates of the Mental Health Nurse Practitioner M.Sc.A. or the Mental Health Graduate Certificate. In this final step of preparation for taking on the Mental Health NP (nurse practitioner) role, students have the opportunity to consolidate their knowledge of psychology and the biomedical sciences through their application to clinical practice. Upon successful completion of the diploma, candidates will be eligible to write the mental health nurse practitioner licensing exam.

section 12.1.22: Graduate Diploma (Gr. Dip.) Neonatal Nurse Practitioner (30 credits)

This diploma is open to graduates of the Neonatal Nurse Practitioner M.Sc.A. or the Neonatal Graduate Certificate. In this final step of preparation for taking on the Neonatal NP (nurse practitioner) role, students have the opportunity to consolidate their knowledge of the biomedical sciences through its application to clinical practice. Upon successful completion of the diploma, candidates will be eligible to write the neonatal nurse practitioner licensing exam.

section 12.1.23: Graduate Diploma (Gr. Dip.) Pediatric Nurse Practitioner (30 credits)

This diploma is open to graduates of the Pediatric Nurse Practitioner M.Sc.A. or the Pediatric Graduate Certificate. In this final step of preparation for taking on the Pediatric NP (nurse practitioner) role, students have the opportunity to consolidate their knowledge of the biomedical sciences through its application to clinical practice. Upon successful completion of the diploma, candidates will be eligible to write the pediatric nurse practitioner licensing exam.

section 12.1.24: Graduate Diploma (Gr. Dip.) Primary Care Nurse Practitioner (30 credits)

This diploma is open to graduates of the Primary Care Nurse Practitioner M.Sc.A. or the Primary Care Graduate Certificate. In this final step of preparation for taking on the Primary Care NP (nurse practitioner) role, students have the opportunity to consolidate their knowledge of the biomedical sciences through its application to clinical practice. Upon successful completion of the diploma, candidates will be eligible to write the primary care nurse practitioner licensing exam.

section 12.1.25: Doctor of Philosophy (Ph.D.) Nursing

The Ph.D. program focuses on the development of advanced skills in critical thinking, scholarly communication and the conduct of rigorous research related to the student's selected topic of inquiry. The program is open to nurses with either an undergraduate or graduate degree in Nursing, or students who have completed a two-year master's program in Nursing or a related field.

12.1.3 Nursing Admission Requirements and Application Procedures**12.1.3.1 Admission Requirements****Proficiency in English**

Since the language of instruction at McGill University is English, some applicants may need to provide proof of English language proficiency. Please visit the [Future Graduate Students website](#) to see if this applies to you. Applicants must write term papers, examinations, and theses in English or in French.

Before being considered for admission, 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 using McGill's Institutional code: 0935.

- TOEFL: a minimum score of 100 on the Internet-based test (iBT) 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 [University Regulations & Resources > Graduate > Regulations > : Language Policy](#).

[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.

CASPer Assessment

Applicants to the Master's Advanced Nursing, and Master's Nurse Practitioner

All applicants to the Master of Science, Applied (M.Sc.A.) Advanced Nursing and Nurse Practitioner programs and each of its concentrations at McGill University will be required to complete a mandatory computer-based assessment called CASPer, as a component of the selection process. CASPer™, the computer-based assessment for sampling personal characteristics is a web-based situational judgement test designed to evaluate key personal and professional characteristics. Some of these characteristics include professionalism, empathy, compassion and cultural sensitivity. Since CASPer™ assesses no-cognitive and interpersonal characteristics, studying is not required.

For more information please review mcgill.ca/nursing/apply.

General Admission Requirements and Information

Nurse applicants to the master's program may complete their studies on a part-time basis (with the exception of the Nurse Practitioner Program). Applicants to the Graduate Certificates and Graduate Diplomas should consult with their advisor concerning course load.

Nurse applicants are expected to hold current registration in their Canadian province or in the United States. Nurses who are not licensed in Quebec must be registered with the *Ordre des infirmières et infirmiers du Québec* upon the start of their graduate studies.

Nurse applicants whose previous nursing degree(s) was completed outside of Canada are required to have at least one year of experience as nurses in their country of origin, in addition to one year of experience as nurses in Canada.

All applicants to the nursing Masters of Science (Applied), Graduate Certificates, Graduate Diplomas, and Ph.D. programs should consult the [Ingram School of Nursing](#) website for more information on admission requirements and application processes.

Additional Admission Requirements (by Program)

Master's Nursing Program

M.Sc.A. - Nursing 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.

French Language Proficiency

In the clinical settings where much of our program delivery takes place, the ability to communicate proficiently in French is necessary to effectively learn and safely work with and support patients, families, and healthcare teams. French is essential to the successful completion of this Nursing degree program. Candidates are encouraged to consult the Ingram School of Nursing website for more information on French Language Proficiency and for all admission requirements to the Qualifying Year, at: mcgill.ca/nursing/apply.

Upon successful completion of the Qualifying Year, candidates must apply to the Master's program. The applicant's undergraduate record must meet the minimum general requirements of Graduate and Postdoctoral Studies, which includes a minimum cumulative grade point average of 3.0 on a 4.0 scale, or a high "B" standing in undergraduate studies. Entering students normally hold an undergraduate degree in arts, humanities, science, or social science disciplines because the program draws heavily on skills and knowledge typically developed in such areas.

Master's Advanced Nursing Program—All Concentrations

Applicants to 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 includes an Introductory Statistics course (3 credits).

Prospective applicants whose undergraduate degree differs from the McGill degree can use the Nurse Bachelor Assessment Form, published at mcgill.ca/nursing/apply/graduate-programs/masters-science-applied-non-thesis-advanced-nursing to self-assess their degrees. Once an application is submitted, this form is used by the Admissions Committee to assess equivalency of Bachelors' degrees.

Master's Nurse Practitioner Programs—All Concentrations

Applicants to the Master of Science (Applied) Nurse Practitioner 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 includes an Introductory Statistics course (3 credits).

Prospective applicants whose undergraduate degree was not obtained within Quebec will need to have the biological sciences content (physiology, pathophysiology, pathology, and pharmacology) and the introductory statistics course deemed equivalent to the McGill University B.Sc.(N.). The Nurse Bachelor Assessment Form must be completed, with the course descriptions included. A minimum of 3,360 hours of experience in nursing, including within the specialty, is required. Candidates are encouraged to consult the Ingram School of Nursing website for more information on the type of experience required for each concentration.

International applicants who have been licensed in another country must have worked as a registered nurse in the United States or Canada for at least one year, which will provide them with the necessary knowledge of the health care system required for advanced nursing studies.

Graduate Certificates in Nurse Practitioner

Applicants must hold a Master's in Nursing comparable to that of McGill University, with a minimum CGPA of 3.0 on a 4.0 scale required. Candidates are encouraged to consult the Ingram School of Nursing website for more information on the Graduate Certificate in Nurse Practitioner.

Applicants must complete the Graduate Diploma in the same concentration in order to qualify for the professional licensing exam.

Graduate Diplomas in Nurse Practitioner

For nurse applicants with a Bachelor's or Master's degree in Nursing, an M.Sc.A. Nurse Practitioner and a Graduate Diploma in an Nurse Practitioner ('NP') specialty must be completed to qualify for the professional licensing exam. For nurse applicants with a M.Sc.A. in Nursing, a Graduate Certificate and a Graduate Diploma in an NP specialty must be completed to qualify for the professional licensing exam.

French Language Proficiency

The NP Program requires that students be proficient in French (oral and written comprehension, and oral and written expression) in alignment with the OIIQ requirements for licensing in Quebec. Resources are available to support students in developing their French language skills.

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 minimum of 3.3 on a scale of 4.0 or a B+ standing.

The School considers admissions to the doctoral program for the Fall and Winter terms.

12.1.3.2 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.

Newly admitted students will receive information from the Graduate Nursing Student Affairs Office regarding any orientation sessions being scheduled for the fall. Students should contact their *academic adviser* for approval of complementary courses before the add/drop deadline.

For the list of advisors by concentration, refer to the *Graduate Program Student and Faculty Handbook*.

All students (new admits and 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.

Clinical Requirements

Please visit mcgill.ca/nursing/students/student-portal/clinical for further details. A table of these requirements and respective deadline dates is outlined on this page. Then, log in to the student portal to the site where you can upload your documents is also on this page.

University Success Workshop Series

Any student who is experiencing difficulty in meeting program requirements is encouraged to seek help and take advantage of academic services that McGill offers. Information is available at mcgill.ca/firstyear/graduate-postdoctoral/resources-success. Further information on services available to students is available at *University Regulations & Resources* > Graduate > Student Services and Information > : *Student Services – Downtown Campus*.

Regulations Concerning Clinical Placement Courses

- Clinical courses must be taken sequentially as identified in the course of study for your concentration.
- 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 mcgill.ca/students/srv/academicrights and mcgill.ca/secretariat/policies-and-regulations) provide guidelines. Professional behaviour is expected in relation to classmates, teachers, patients, the interprofessional team, 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 should refer to the ISoN Graduate Student Handbook for additional information on clinical placements policy.
- 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.
- Special requests for specific locations or hours of clinical study cannot be accommodated.
- Students who are seropositive for Hepatitis B, C, or HIV and/or any other blood-borne pathogens have an obligation to notify their Program Director. These students are referred to the Blood-Borne Infection Risk Assessment Unit (*Service d'évaluation des risques de transmission d'infection hématogènes* (SERTIH)) of the *Québec Institut national de santé publique responsable* for all infected workers, including nursing students. The service will make recommendations regarding clinical placement based on the nature of the situation.
- Clinical courses that are offered during the day, evening, night, or weekend. For preceptored courses, students must follow their assigned preceptor's schedule.
- Clinical agencies generally require students entering their facility to undergo a Criminal Reference Check prior to being granted permission to enter their facility.
- For more information on clinical requirements, see mcgill.ca/nursing/students/student-portal/clinical.

RN Licensure (Registration) to Practice

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

NP Licensure (Registration) to Practice

Students wishing to enrol in the Nurse Practitioner Program must hold a valid nursing license within a Canadian jurisdiction. Enrolled students must hold a valid nursing license from the *Ordre des infirmières et infirmiers du Québec* (OIIQ) in order to undertake their clinical internship in Quebec. Graduates of the nurse practitioner must seek licensure to practice as a nurse practitioner upon completion of their program. The granting of a license to practice as a nurse practitioner and the right to be called a "Nurse Practitioner – NP" is a jurisdictional issue determined by the Professional Nursing Order of each province..

12.1.3.3 Application Procedures

McGill's online application for graduate program candidates is available at mcgill.ca/gradapplicants/apply.

See [University Regulations & Resources](#) > [Graduate](#) > [Graduate Admissions and Application Procedures](#) > : [Application Procedures](#) for detailed application procedures.

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

12.1.3.3.1 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.

12.1.3.4 Application Dates and Deadlines

Application opening dates are set by Enrolment Services in consultation with Graduate and Postdoctoral Studies (GPS), while application deadlines 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 mcgill.ca/gps/contact/graduate-program.

Information on application deadlines is available at mcgill.ca/gradapplicants/how-apply/application-steps/application-deadlines.

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

12.1.4 Nursing Faculty

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

Lesley Fellows

Associate Dean (Medicine) and Director, Ingram School of Nursing

Anita Gagnon

Associate Director, Ingram School of Nursing – Education

Josée Bonneau

Associate Director, Ingram School of Nursing – Research

Carmen G. Loiselle

B.N. (Integrated) - Online Modality and Continuing Nursing Initiatives Program Director, Ingram School of Nursing

Annie Chevrier

B.N. (Integrated) - Campus Modality Program Director, Ingram School of Nursing

Mélanie Gauthier

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

Oxana Kapoustina

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

Lia Sanzone

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

Amanda Cervantes

Master's (NE) Program Director, Ingram School of Nursing

Jodi Tuck

Master's (DE & QY) Program Director, Ingram School of Nursing

Maria Di Feo

Nurse Practitioner (NP) Program Director, Ingram School of Nursing

Irene Sarasua

Ph.D. Program Director, Ingram School of Nursing

Sonia Semenic

Emeritus Professors

Susan E. French; C. Céleste Johnston; Judith Ann Ritchie

Professors

Franco Carnevale; Anita J. Gagnon; Laurie N. Gottlieb; Carmen G. Loiselle

Associate Professors

Antonia Arnaert; Madeleine M. Buck; Susan Drouin; Céline Gélinas; Kelley Kilpatrick; Sylvie Lambert; Christine Maheu; Margaret Purden; Sonia Semenic; Argerie Tsimicalis

Assistant Professors

Rosetta Antonacci; Josée Bonneau; Annie Chevrier; Françoise Filion; Heather D. Hart; Caroline Marchionni; Marjorie Montreuil; Norma Ponzoni; Lia Sanzone; Irene Sarasua; Jodi Tuck; Andraea Van Hulst

Faculty Lecturers

Cheryl Armistead; Amanda Cervantes; Stephanie Charbonneau; Diana Gausden; Melanie Gauthier; Marie-Claude Goyer; Oxana Kapoustina; Philippe Lamer; Giuseppina LaRiccia; Catherine Leblanc; Katherine Logue; Linda Massé; Shannon McNamara; Catherine-Anne Miller; Martyna Rembisz

Academic Associates

Hugo Marchand; Elizabeth Marie Claire Murphy-Lavallée; Louise Murray; Amélie Samson; Rosanna Zappavigna

12.1.4.1 Clinical and Affiliated Faculty Members**Professor**

Susan E. French

Associate Professors

Lynne McVey; Janet Rennick; Edith Zorychta

Assistant Professors

Alain Biron; Madeleine Boulay-Bolduc; Mark Daly; Linda Edgar; Jessica Emed; 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; Christina Rosmus; Andreeanne Saucier; Charles Sounan

Faculty Lecturers

Deborah Abner; Nathalie Aubin; Sophie Baillargeon; Denise B edard; Jacqueline Bocking; Johanne Boileau; Linda P. Boisvert; Diane Borisov; Rose Boyle; Sandra Bradford-Macalanda; Diane Brault; Sharon Brissette; Carolyn Brown; Susan Marie Buddo; Sonia Castiglione; Sophie Charland; Luisa Ciofani; Christina Clausen; Martine Claveau; Erin Lillian Cook; Hermes Cornejo; Joann Creager; Esther Dajczman; Julie Dallaire; Rose Deangelis; Rosalie Dion; Nancy Drummond; Julie Fr echette; Maryse Godin; Iris Gourdj ; Cynthia Graham-Certosini; Maria Hamakiotis; Norine M. Heywood; Tara Jesion; Rosalie Johnson; John Kayser; Mina Ladores; Philippe Lamer; Anne Marie Lanct t; Karine Lepage; Rachel Lomas; Luisa Luciani Castiglia; Althea Hazel McBean; Sharon Mooney; Louise Murray; Catherine Oliver; France Paquet; Maxime Paquet; Joanne Marie Power; Andr anne Robitaille; Nathalie Rodrigue; Ramona Rodrigues; Patricia Ann Rose; Irene Sarasua; Maryse Savoie; Eleanor Scharf; Melanie Sheridan; Jessica Sherman; Marie Jennifer Somera; Rosa Sourial; Isabelle St-Sauveur; Janice Karen Stephenson; Lucie Tardif; Gillian Taylor; Claire Thibault; Kelly Thorstad; Lucie Tremblay; Antoinetta Vitale; Lucy Wardell

Adjunct Professors

Bruce Gottlieb; Manon Lacroix; David Wright

Associate Members

Rhonda Amsel; S. Robin Cohen; Jae-Marie Ferdinand; Richard Gosselin; Ronald D. Gottesman; John C. Kirk

Affiliate Members

Joyce Marie Arsenaault; Theresa Broda; Patrick Casey; Stephanie Charron; Nadia Andr e Doiron; Meggie Guinan; Tiffany Johnston; Donna Kindrat; Caroline Martel; Colette Mascl ; Trisha Andrea Nonog; Caroline Normand; Emily Chang Orlov; Royal Orr; Brigitte Perrier; Lisa Marie Pichocvich; Grzegorz Sobieraj; Chantal Souigny; Karinne Troini; Chantale Viens; Barbara Ann Taugher; Teresa Testa

12.1.4.2 McGill Teaching Hospital Network

List of Current Partnerships by governing organization:

McGill University Health Centre (MUHC)

muhc.ca/

CIUSSS de l'Ouest-de-l' le-de-Montr al

<https://www.ciuuss-ouestmtl.gouv.qc.ca/>

CIUSSS du Centre-Ouest-de-l' le-de-Montr al

<https://www.ciuusscentreouest.ca/>

Other Teaching Centres

Other teaching centres outside of the McGill University Health Network receive ISON students during the course of their studies. These range from public to private healthcare partners in and around the island of Montr al, and within most of the 18 Qu bec Health Regions (R gions sociosanitaires du Qu bec). A list of Quebec Health Regions including Indigenous partnerships are available on the Minist re de la Sant  et des Services sociaux (MSSS) webpage: www.msss.gouv.qc.ca/en/reseau/regions-sociosanitaires-du-quebec/

Indigenous Partnerships and Community Nursing Clinic Network

The ISON has strong partnerships with diverse rural and urban Indigenous communities, and is unique in its organization and management of a network of nursing clinics tending to Indigenous and other underserved communities. The ISON currently has six nursing clinics who provide service to underserved populations. Our partners include: - Accueil Bonneau - Old Brewery Mission - Native Friendship Center of Montreal - Native Women Shelter of Montreal - Chez Doris - The Open Door. Since 2018, ISON students partner with Indigenous communities across the province, providing care during their community clinical practicum. In addition, as part of an initiative called Ashukin, students develop primary prevention projects tailored to the community's needs.

International Sites

The ISON has cultivated international relationships in various countries to support its Undergraduate, Graduate and Global Health programs. These include (but are not limited to) health care organizations in Africa, Asia, Australia, North America, and South America.

International Sites

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

Directors of Nursing Research in Teaching Hospitals

MUHC: Chantal Souigny

Jewish General Hospital: Margaret Purden

12.1.5 Master of Science, Applied (M.Sc.A.) Advanced Nursing (Non-Thesis): Advanced Practice Nursing (48 credits)

The M.Sc.(A.) in Advanced Nursing; Non-Thesis - Advanced Practice Nursing (APN) focuses on advanced practice nursing roles in diverse settings and populations. Content is organized based on a Strength-Based Nursing and health care approach and focuses on family assessment and intervention, collaborative partnerships, and the development of capacities to reflect purposefully and in depth on nursing practice.

This concentration is also designed to develop policy, leadership and nursing education skills. There is an emphasis on bringing the best available evidence to nursing care practice within a variety of healthcare settings, roles, or situations. The knowledge translation stream or research stream choices within the program are to be selected to address a clinically relevant nursing challenge.

Required Courses (30 credits)

NUR2 515	(3)	Applied Statistics for Nursing
NUR2 600	(3)	Knowledge Translation in Healthcare
NUR2 603	(3)	Teaching and Learning in Nursing
NUR2 605	(3)	Advanced Clinical Reasoning
NUR2 608	(3)	Seminar in Nursing
NUR2 611	(3)	Policy Leadership in Nursing
NUR2 612	(3)	Research Methods in Nursing 1
NUR2 617	(3)	Clinical in Family Systems Nursing 1
NUR2 626	(3)	Professional Issues in Nursing
NUR2 642	(3)	Ethics in Advanced Practice

Complementary Courses (18 credits)

9-12 credits from one of the following streams:

Knowledge Translation Stream:

9 credits from the following project-based courses:

NUR2 601	(6)	Applied Knowledge Translation in Healthcare 1
NUR2 602	(3)	Applied Knowledge Translation in Healthcare 2

Research Stream:

12 credits from the following project-based courses:

NUR2 630	(3)	Research Project 1
NUR2 631	(6)	Research Project 2
NUR2 632	(3)	Research Project 3

3-6 credits from the following clinical courses:

NUR2 622	(3)	Nursing Education Internship
NUR3 628	(3)	Advanced Practice Nursing Internship

3 credits at the 500-level or higher in the area of health equity to be approved by an Academic Adviser.

0-3 credits at the 500-level or higher of a course that furthers advanced practice nursing competencies, to be approved by an Academic Adviser.

12.1.6 Master of Science, Applied (M.Sc.A.) Advanced Nursing (Non-Thesis): Global Health (48 credits)

The Master of Science(Applied) in Advanced Nursing; Non-Thesis - Global Health program focuses on collaborative, trauma-informed, culturally safe, Strengths-Based Nursing (SBN) and health care approaches to working with underserved populations including in limited-resource and rural environments. The concentration stresses the importance of understanding the inherent power dynamics, systemic barriers, and ethical dilemmas that arise through this work. The program emphasizes health equity focused content throughout. In the final year of study, the program includes one semester in a global health partnership site (locally, provincially or internationally) that focuses on clinical and project-based work.

Required Courses (45 credits)

NUR2 515	(3)	Applied Statistics for Nursing
NUR2 516	(3)	Perspectives on Global Health
NUR2 600	(3)	Knowledge Translation in Healthcare
NUR2 606	(3)	Clinical Reasoning in a Global Context
NUR2 608	(3)	Seminar in Nursing
NUR2 611	(3)	Policy Leadership in Nursing
NUR2 612	(3)	Research Methods in Nursing 1
NUR2 617	(3)	Clinical in Family Systems Nursing 1
NUR2 626	(3)	Professional Issues in Nursing
NUR2 630	(3)	Research Project 1
NUR2 631	(6)	Research Project 2
NUR2 632	(3)	Research Project 3
NUR2 636	(3)	Global Health Nursing Internship
NUR2 642	(3)	Ethics in Advanced Practice

Complementary Course (3 credits)

3 credits at the 500 level or higher of a course that furthers global health competencies, to be approved by an Academic Adviser.

12.1.7 Master of Science, Applied (M.Sc.A.) Advanced Nursing (Non-Thesis): Nursing Services Administration (48 credits)

The M.Sc.(Applied) in Advanced Nursing; Non-Thesis - Nursing Services Administration focuses on the appropriate distribution of nursing care; the planning, coordination, and evaluation of nursing services; the management of human, material, and financial resources; and the importance of interdisciplinary collaboration to meet standards of care. This program emphasizes management, leadership, and policy skills—in preparation for today’s evolving, complex healthcare delivery systems, where leading change for system-level transformation is required. The use of best available evidence to support nursing administration practices within a variety of healthcare settings. Students may select the knowledge translation stream or the research stream to address a relevant nursing administration issue.

Required Courses (27 credits)

NUR2 515	(3)	Applied Statistics for Nursing
NUR2 600	(3)	Knowledge Translation in Healthcare
NUR2 608	(3)	Seminar in Nursing
NUR2 611	(3)	Policy Leadership in Nursing
NUR2 612	(3)	Research Methods in Nursing 1
NUR2 617	(3)	Clinical in Family Systems Nursing 1
NUR2 626	(3)	Professional Issues in Nursing
NUR2 642	(3)	Ethics in Advanced Practice

NUR3 624 (3) Nursing Services Administration Internship

Complementary Courses (21 credits)

3 credits at the 500-level or higher in the area of Health Equity to be approved by an Academic Adviser.

6-9 credits at the 500 level or higher of a course that furthers advanced practice nursing competencies, including relevant School of Continuing Studies courses in the area of administration, to be approved by an academic adviser.

9-12 credits from the following two streams:

Knowledge Translation stream:

NUR2 601 (6) Applied Knowledge Translation in Healthcare 1
 NUR2 602 (3) Applied Knowledge Translation in Healthcare 2

Research stream:

NUR2 630 (3) Research Project 1
 NUR2 631 (6) Research Project 2
 NUR2 632 (3) Research Project 3

12.1.8 Master of Science, Applied (M.Sc.A.) Nursing (Non-Thesis): Direct Entry to Advanced Practice Nursing (61 credits)

The M.Sc.(Applied) in Nursing; Non-Thesis - Direct Entry to Advanced Practice Nursing program is an entry to practice program structured for individuals with a non-nursing undergraduate degree to study to become a nurse in a three-year Master's program. The program focuses on the preparation needed for both entry-to-practice and advanced practice nursing. A Strengths-Based Nursing and health care approach is used in a variety of clinical settings. Emphasis is placed on bringing the best available evidence to nursing practice. Clinically relevant nursing challenges will be addressed in the choice of one of the two streams. Graduates of this program are eligible to write the OIIQ licensing exam.

Program Prerequisite

The completion of a Qualifying Year (QY) is mandatory before applying to Year 1 of the M.Sc.(Applied) in Nursing; Non-Thesis - Direct entry to Advanced Practice Nursing program.

Required Courses (49 credits)

IPEA 502 (0) Patient-Centred Care in Action
 IPEA 503 (0) Managing Interprofessional Conflict
 NUR2 515 (3) Applied Statistics for Nursing
 NUR2 516 (3) Perspectives on Global Health
 NUR2 607 (3) Children's Nursing
 NUR2 609 (3) Nursing Care of Children and their Families
 NUR2 610 (3) Ambulatory/Community Care
 NUR2 611 (3) Policy Leadership in Nursing
 NUR2 612 (3) Research Methods in Nursing 1
 NUR2 616 (4) Advanced Clinical Skills
 NUR2 619 (1) Nursing Clinical Skills Laboratory 4
 NUR2 621 (2) Wound Care 2
 NUR2 623 (3) Clinical Assessment and Therapeutics 1
 NUR2 626 (3) Professional Issues in Nursing
 NUR2 634 (3) Clinical Assessment and Therapeutics 2

NUR2 637	(3)	Clinical Nursing Specialization
NUR2 638	(3)	Nursing in Critical Care
NUR2 640	(3)	Clinical Reasoning
NUR2 642	(3)	Ethics in Advanced Practice

Complementary Courses (12 credits)

12 credits from one of the following streams.

Knowledge Translation Stream:

NUR2 600	(3)	Knowledge Translation in Healthcare
NUR2 601	(6)	Applied Knowledge Translation in Healthcare 1
NUR2 602	(3)	Applied Knowledge Translation in Healthcare 2

Research Stream:

NUR2 630	(3)	Research Project 1
NUR2 631	(6)	Research Project 2
NUR2 632	(3)	Research Project 3

12.1.9 Master of Science, Applied (M.Sc.A.) Nursing (Non-Thesis): Global Health (58 credits)

The M.Sc.(Applied) in Nursing; Non-Thesis - Global Health concentration focuses on the challenges of working with diverse populations in limited-resource environments, while 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. This 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.

Required Courses (58 credits)

IPEA 502	(0)	Patient-Centred Care in Action
IPEA 503	(0)	Managing Interprofessional Conflict
NUR2 515	(3)	Applied Statistics for Nursing
NUR2 516	(3)	Perspectives on Global Health
NUR2 607	(3)	Children's Nursing
NUR2 609	(3)	Nursing Care of Children and their Families
NUR2 610	(3)	Ambulatory/Community Care
NUR2 611	(3)	Policy Leadership in Nursing
NUR2 612	(3)	Research Methods in Nursing 1
NUR2 616	(4)	Advanced Clinical Skills
NUR2 623	(3)	Clinical Assessment and Therapeutics 1
NUR2 626	(3)	Professional Issues in Nursing
NUR2 630	(3)	Research Project 1
NUR2 631	(6)	Research Project 2
NUR2 632	(3)	Research Project 3
NUR2 634	(3)	Clinical Assessment and Therapeutics 2
NUR2 636	(3)	Global Health Nursing Internship
NUR2 638	(3)	Nursing in Critical Care

NUR2 640	(3)	Clinical Reasoning
NUR2 642	(3)	Ethics in Advanced Practice

12.1.10 Master of Science, Applied (M.Sc.A.) Nurse Practitioner (Non-Thesis): Adult Care (45 credits)

The Master of Science(Applied) in Nurse Practitioner; Non-Thesis - Adult Care is open to Bachelor's prepared nurses and is taken concurrently with the Graduate Diploma in Nurse Practitioner - Adult Care. This course of study is designed to prepare students to assume the full scope of Adult Care Nurse Practitioner practice. Adult Care Nurse practitioners provide advanced-practice nursing care (including performing assessments, forming medical impressions, providing treatments, and ensuring continuity of care) to the adult population with complex acute, chronic or critical health issues, requiring secondary and tertiary line of care. The program is built on a foundation of Strengths-Based Nursing care of individuals, families and communities.

Required Courses (45 credits)

NUR2 515	(3)	Applied Statistics for Nursing
NUR2 608	(3)	Seminar in Nursing
NUR2 611	(3)	Policy Leadership in Nursing
NUR2 612	(3)	Research Methods in Nursing 1
NUR2 617	(3)	Clinical in Family Systems Nursing 1
NUR2 618	(3)	Clinical in Family Systems Nursing 2
NUR2 626	(3)	Professional Issues in Nursing
NUR2 642	(3)	Ethics in Advanced Practice
NUR2 648	(6)	Advanced Adult Health Assessment
NUR2 657	(13)	Adult Care Internship 1
NUR2 689	(2)	Clinical Seminar

12.1.11 Master of Science, Applied (M.Sc.A.) Nurse Practitioner (Non-Thesis): Mental Health (45 credits)

** New Program. This program replaces the M.Sc.A. Nursing (Non-Thesis) : Mental Health Nurse Practitioner. **

The M.Sc.(A.) in Nurse Practitioner; Non-Thesis – Mental Health, in combination with the Graduate Diploma in Mental Health Nurse Practitioner, focuses on assessment, diagnosis, care and treatment of mental illness in primary, secondary and tertiary care settings.

Required Courses (45 credits)

NUR2 515	(3)	Applied Statistics for Nursing
NUR2 608	(3)	Seminar in Nursing
NUR2 611	(3)	Policy Leadership in Nursing
NUR2 612	(3)	Research Methods in Nursing 1
NUR2 617	(3)	Clinical in Family Systems Nursing 1
NUR2 618	(3)	Clinical in Family Systems Nursing 2
NUR2 626	(3)	Professional Issues in Nursing
NUR2 642	(3)	Ethics in Advanced Practice
NUR2 647	(3)	Pharmacology for Mental Health Nurse Practitioners
NUR2 655	(8)	Mental Health Internship 1
NUR2 690	(3)	Reasoning in Mental Health 1
NUR2 694	(4)	Reasoning in Mental Health 5

12.1.12 Master of Science, Applied (M.Sc.A.) Nurse Practitioner (Non-Thesis): Neonatal (45 credits)

The Master of Science(Applied) in Nurse Practitioner; Non-Thesis - Neonatal, in conjunction with the Graduate Diploma Neonatal Nurse Practitioner, focuses on the multifaceted role of the neonatal nurse practitioner in a variety of acute, intermediate and critical care neonatal settings, including advanced assessment,

clinical reasoning, diagnosis and other skills to enact the legislated scope of practice of the neonatal nurse practitioner. Students who complete the Neonatal Nurse practitioner program are eligible to write the Ordre des infirmières et infirmiers du Québec's Neonatal Nurse Practitioner specialty (licensing) examination.

Required Courses (45 credits)

NUR2 608	(3)	Seminar in Nursing
NUR2 611	(3)	Policy Leadership in Nursing
NUR2 612	(3)	Research Methods in Nursing 1
NUR2 617	(3)	Clinical in Family Systems Nursing 1
NUR2 618	(3)	Clinical in Family Systems Nursing 2
NUR2 626	(3)	Professional Issues in Nursing
NUR2 642	(3)	Ethics in Advanced Practice
NUR2 644	(3)	Pharmacology for Neonatal Nurse Practitioners
NUR2 660	(3)	Reasoning in Neonatal Practice 1
NUR2 661	(6)	Reasoning in Neonatal Practice 2
NUR2 662	(3)	Neonatal Health Assessment
NUR2 663	(6)	Reasoning in Neonatal Practice 3
NUR2 664	(3)	Evidence in Neonatal Practice

12.1.13 Master of Science, Applied (M.Sc.A.) Nurse Practitioner (Non-Thesis): Pediatrics (45 credits)

** New Program. This program replaces the (M.Sc.A.) Nursing (Non-Thesis): Pediatric Nurse Practitioner. **

This program aims to train graduate-level nurses to take on an advanced practice role. Pediatric Nurse Practitioners assume responsibility for tasks related to physical assessment, clinical impressions, and treatment within legally sanctioned, pre-determined conditions that have traditionally been exclusive to medical practice. The Pediatric concentration focuses on a secondary and tertiary of the pediatric population.

Required Courses (45 credits)

NUR2 515	(3)	Applied Statistics for Nursing
NUR2 608	(3)	Seminar in Nursing
NUR2 611	(3)	Policy Leadership in Nursing
NUR2 612	(3)	Research Methods in Nursing 1
NUR2 617	(3)	Clinical in Family Systems Nursing 1
NUR2 618	(3)	Clinical in Family Systems Nursing 2
NUR2 626	(3)	Professional Issues in Nursing
NUR2 642	(3)	Ethics in Advanced Practice
NUR2 645	(3)	Pharmacology for Pediatric Nurse Practitioners
NUR2 680	(3)	Reasoning in Pediatrics 1
NUR2 681	(3)	Reasoning in Pediatrics 2
NUR2 682	(4)	Reasoning in Pediatrics 3
NUR2 683	(4)	Reasoning in Pediatrics 4
NUR2 684	(4)	Reasoning in Pediatrics 5

12.1.14 Master of Science, Applied (M.Sc.A.) Nurse Practitioner (Non-Thesis): Primary Care (45 credits)

** New Program. This program replaces the (M.Sc.A.) Nursing (Non-Thesis): Primary Care Practitioner. **

The Master of Science(Applied) Nurse Practitioner; Non-Thesis – Primary Care is open to nurses with a Bachelor of Science in Nursing degree and is taken in combination with the Graduate Diploma in Primary Care Nurse Practitioner. The program focuses on a wide range of acute and chronic health concerns across the life span and includes activities related to assessment, diagnosis and treatment within the primary care nurse practitioner's legally sanctioned scope

of practice. Graduates may be eligible to be a candidate for the Ordre des infirmières et infirmiers du Québec's Primary Care Nurse Practitioner specialty examination.

Required Courses (45 credits)

NUR2 608	(3)	Seminar in Nursing
NUR2 611	(3)	Policy Leadership in Nursing
NUR2 612	(3)	Research Methods in Nursing 1
NUR2 613	(4)	Reasoning in Primary Care Practice 1
NUR2 614	(3)	Reasoning in Primary Care Practice 2
NUR2 617	(3)	Clinical in Family Systems Nursing 1
NUR2 618	(3)	Clinical in Family Systems Nursing 2
NUR2 639	(8)	Reasoning in Primary Care Practice 3
NUR2 641	(6)	Reasoning in Primary Care Practice 4
NUR2 642	(3)	Ethics in Advanced Practice
NUR2 667	(3)	Health and Physical Assessment in Primary Care 1
NUR2 668	(3)	Health and Physical Assessment in Primary Care 2

12.1.15 Graduate Certificate (Gr. Cert.) Adult Care Nurse Practitioner (21 credits)

The Graduate Certificate in Nurse Practitioner - Adult Care is taken concurrently with the Graduate Diploma in Nurse Practitioner - Adult Care by students entering the program with a Master's of Nursing. This course of study is designed to prepare students to assume the full scope of Adult Care Nurse Practitioner practice. Adult Care Nurse practitioners provide advanced practice, including advanced-practice nursing care to the adult population with complex acute, chronic or critical health issues, requiring secondary and tertiary line of care. The program is built on a foundation of Strengths-Based Nursing care of individuals, families and communities.

Required Courses (21 credits)

NUR2 648	(6)	Advanced Adult Health Assessment
NUR2 657	(13)	Adult Care Internship 1
NUR2 689	(2)	Clinical Seminar

12.1.16 Graduate Certificate (Gr. Cert.) Neonatal Nurse Practitioner (24 credits)

The Graduate Certificate in Neonatal Nurse Practitioner, in conjunction with the Graduate Diploma in Neonatal Nurse Practitioner, is intended for those entering the program with a Master's of Nursing. The program focuses on the multifaceted role of the neonatal nurse practitioner in a variety of acute, intermediate and critical neonatal care settings. Throughout the program, the emphasis is on advanced assessment, clinical reasoning, diagnosis and other skills to enact the full legislated scope of practice. The program is structured to focus on the ability to function as an educator, consultant, collaborator and leader. Students who complete the Neonatal Nurse Practitioner program are eligible to write the Ordre des infirmières et infirmiers du Québec's Neonatal Nurse Practitioner specialty (licensing) examination.

Required Courses (24 credits)

NUR2 644	(3)	Pharmacology for Neonatal Nurse Practitioners
NUR2 660	(3)	Reasoning in Neonatal Practice 1
NUR2 661	(6)	Reasoning in Neonatal Practice 2
NUR2 662	(3)	Neonatal Health Assessment
NUR2 663	(6)	Reasoning in Neonatal Practice 3
NUR2 664	(3)	Evidence in Neonatal Practice

12.1.17 Graduate Certificate (Gr. Cert.) Mental Health Nurse Practitioner (21 credits)

The Graduate Certificate in Mental Health Nurse Practitioner, in combination with the Graduate Diploma in Mental Health Nurse Practitioner, focuses on the competencies required to assume the advanced practice nursing role of the mental health nurse practitioner, including the assessment, diagnosis, care and treatment of mental illness in primary, secondary and tertiary care settings.

Required Courses (21 credits)

NUR2 647	(3)	Pharmacology for Mental Health Nurse Practitioners
NUR2 655	(8)	Mental Health Internship 1
NUR2 690	(3)	Reasoning in Mental Health 1
NUR2 694	(4)	Reasoning in Mental Health 5

12.1.18 Graduate Certificate (Gr. Cert.) Primary Care Nurse Practitioner (15 credits)

The Graduate Certificate in Primary Care Nurse Practitioner is open to nurses who have previously completed a Master of Science in Nursing and is taken in combination with the Graduate Diploma in Primary Care Nurse Practitioner. This program focuses on a wide range of acute and chronic health concerns across the life span and includes activities related to assessment, diagnosis and treatment within the primary care nurse practitioner's legally sanctioned scope of practice. Graduates may be eligible to be a candidate for the Ordre des infirmières et infirmiers du Québec's Primary Care Nurse Practitioner certification examination.

Required Courses (27 credits)

NUR2 613	(4)	Reasoning in Primary Care Practice 1
NUR2 614	(3)	Reasoning in Primary Care Practice 2
NUR2 639	(8)	Reasoning in Primary Care Practice 3
NUR2 641	(6)	Reasoning in Primary Care Practice 4
NUR2 667	(3)	Health and Physical Assessment in Primary Care 1
NUR2 668	(3)	Health and Physical Assessment in Primary Care 2

12.1.19 Graduate Certificate (Gr. Cert.) Theory in Pediatrics (15 credits)

The Graduate Certificate in Theory in Pediatrics prepares students to acquire the theoretical knowledge required to subsequently complete clinical courses in the Graduate Diploma in Pediatric Nurse Practitioner. This program is designed for students who previously completed a master's degree in nursing (equivalent to the McGill M.Sc.A in a nursing program) but have not completed any nurse practitioner theory or clinical courses. Students should 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 courses completed during their master's degree). Students should consult with the program Academic Adviser prior to applying.

Required Courses (15 credits)

NUR2 645	(3)	Pharmacology for Pediatric Nurse Practitioners
NUR2 682	(4)	Reasoning in Pediatrics 3
NUR2 683	(4)	Reasoning in Pediatrics 4
NUR2 684	(4)	Reasoning in Pediatrics 5

12.1.20 Graduate Diploma (Gr. Dip.) Adult Care Nurse Practitioner (30 credits)

The Graduate Diploma complements the Master of Science(Applied) in Nurse Practitioner; Non-Thesis - Adult Care concentration and fulfills the requirements for entry-to-practice as an Adult Care NP as per the Ordre des infirmières et infirmiers du Québec (OIIQ). The Graduate Diploma and the MSc(A) are taken concurrently by students entering the program with a Bachelor's Degree. Students entering the program already having completed a Master's in nursing degree take the Graduate Diploma and Graduate Certificate Nurse Practitioner - Adult Care concurrently. The admission requirements for this concentration are the same as those for our existing NP programs: a Bachelor's or Master's degree in Nursing (comparable to those offered at McGill); a minimum GPA of 3.2 on a scale of 4.0 in previous nursing studies; and 3360 hours of nursing experience in the specialty

(i.e. acute adult care). Please see the Executive Summary document for additional information.

Required Courses (30 credits)

NUR2 658	(11)	Adult Care Internship 2
NUR2 677	(3)	Reasoning in Adult Care 1
NUR2 678	(4)	Reasoning in Adult Care 2
NUR2 687	(6)	Reasoning in Adult Care 3
NUR2 688	(6)	Reasoning in Adult Care 4

12.1.21 Graduate Diploma (Gr. Dip.) Mental Health Nurse Practitioner (30 credits)

The Graduate Diploma in Mental Health Nurse Practitioner, in combination with the M.Sc.(A.) in Nurse Practitioner; Non-Thesis - Mental Health or with the Graduate Certificate in Mental Health Nurse Practitioner, focuses on the competencies required to assume the advanced practice nursing role of the mental health nurse practitioner, including the assessment, diagnosis, care and treatment of mental illness in primary, secondary and tertiary care settings.

Required Courses (30 credits)

NUR2 656	(14)	Mental Health Internship 2
NUR2 691	(3)	Reasoning in Mental Health 2
NUR2 692	(4)	Reasoning in Mental Health 3
NUR2 693	(4)	Reasoning in Mental Health 4

12.1.22 Graduate Diploma (Gr. Dip.) Neonatal Nurse Practitioner (30 credits)

The Graduate Diploma in Neonatal Nurse Practitioner, in conjunction with either the M.Sc.(A) in Nurse Practitioner; Non-Thesis - Neonatal (for those entering the program with a Bachelor's in Nursing) or the Graduate Certificate in Neonatal Nurse Practitioner (for those entering the program with a Master's in Nursing), focuses on the multifaceted role of the neonatal nurse practitioner in a variety of acute, intermediate and critical care neonatal settings, including advanced assessment, clinical reasoning, diagnosis and other skills to enact the full-legislated scope of practice. Students who complete the Neonatal Nurse practitioner program are eligible to write the Ordre des infirmières et infirmiers du Québec's Neonatal Nurse Practitioner specialty (licensing) examination.

Required Courses (30 credits)

NUR3 665	(0)	
NUR3 667	(2)	Clinical Seminar in Neonatal Practice
NUR3 668	(12)	Internship in Neonatal Practice 1
NUR3 669	(13)	Internship in Neonatal Practice 2

12.1.23 Graduate Diploma (Gr. Dip.) Pediatric Nurse Practitioner (30 credits)

Delineates a clinical course of study in mental health as a nurse practitioner, building on theoretical preparation in either a master's or a certificate program.

Required Courses (30 credits)

NUR2 653	(8)	Pediatric Internship 1
NUR2 654	(14)	Pediatric Internship 2
NUR2 685	(4)	Reasoning in Pediatrics 6
NUR2 686	(4)	Pediatric Assessment

12.1.24 Graduate Diploma (Gr. Dip.) Primary Care Nurse Practitioner (30 credits)

The Graduate Diploma in Primary Care Nurse Practitioner, taken in conjunction with either the M.Sc.(A.) in Nurse Practitioner; Non-Thesis – Primary Care (for those entering the program with a Bachelor of Science in Nursing) or the Graduate Certificate in Primary Care Nurse Practitioner (for those entering the program with a Master of Science in Nursing), focuses on a wide range of acute and chronic health concerns across the life span and includes activities related to assessment, diagnosis and treatment within the primary care nurse practitioner's legally sanctioned scope of practice.

Graduates may be eligible to be a candidate for the Ordre des infirmières et infirmiers du Québec's Primary Care Nurse Practitioner certification examination.

Required Courses (30 credits)

NUR2 659	(4)	Applied Reasoning in Primary Care
NUR2 669	(12)	Internship in Primary Care Practice 1
NUR2 679	(12)	Internship in Primary Care Practice 2
NUR2 697	(1)	Clinical Seminar in Primary Care 1
NUR2 698	(1)	Clinical Seminar in Primary Care 2

12.1.25 Doctor of Philosophy (Ph.D.) Nursing

The PhD in Nursing focuses on the advancement of knowledge, practice, and education in 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 (9 credits)

NUR2 701	(0)	Comprehensive Examination
NUR2 702	(3)	Quantitative Research
NUR2 706	(3)	Qualitative Nursing Research
NUR2 730	(3)	Theory Development in Nursing

Complementary Courses (9 credits)

9 credits of courses at the 500 level or higher chosen in consultation with the thesis supervisor.