



Ingram School of Nursing
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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Note: Throughout this publication, "you" refers to students newly admitted, readmitted or returning to McGill.

Publication Information

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1 History

The McGill Ingram School of Nursing, a professional school within the Faculty of Medicine and Health Sciences, has been educating nurses since 1920. 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.

Recently, the Ingram School of Nursing adopted Strengths-Based Nursing (SBN) as its foundation for practice, education, and research. SBN is the 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. Strengths-Based Nursing is a philosophy as well as a value-driven approach that has as its foundational pillars person-/family-centered care, empowerment, relational care, and innate and acquired healing.

The first programs offered at the McGill Ingram School of Nursing in the 1920s were intended to develop knowledge and skills for nurses working in the field of community health. In those early years, education programs offered at McGill were directed at nurses holding diplomas from hospital schools. Since 1957, the School has offered a first-level undergraduate degree in nursing to university students interested in health care. The increasing complexity of nursing practice, coupled with the rapid growth of knowledge about human behaviour during health and illness led to the development of the Master's program in Nursing in 1961. In 1974, the School opened the first direct entry Master's program in Nursing. This program, which remains the only one of its kind in Canada, admits students with a B.A. or B.Sc. in the social or biological sciences and selected course requisites to a three-year clinically based program of study that leads to a Master's degree in Nursing and to licensure as a registered nurse. In 1993, the joint Doctoral program began in collaboration with the *Université de Montréal*. Continuing its long tradition of innovation and responsiveness, in 2004, the School opened a new Bachelor of Nursing degree for students who complete the DEC 180.A.0 in Quebec and meet the University entrance requirements. The Neonatal Nurse Practitioner program opened in 2004 and the Nurse Practitioner Program in Primary Care in 2007. In the Fall of 2017, the Ingram School of Nursing began offering the Nurse practitioner programs in Mental Health and Pediatrics.

The Ingram School of Nursing launched the first online academic program offered at McGill in September 2021. As a bachelor program, it is open to graduates of the 180.A0 and 180.A1, Diplôme d'études collégiales (DEC) in Nursing from CEGEP.

Graduates of the 180.A0 and 180.A1 will benefit greatly from the increased flexibility of the online modality of this bachelor's degree, as there are currently no Quebec-based online bachelor programs for licensed nurses. Because the bachelor degree has been the entry-for-practice in all other Canadian provinces for some time (the education standard changed in the other provinces between 1998 and 2012), similar online programs in the country have closed, or are closing, due to an insufficient applicant pool. The ISO-N is now uniquely positioned to lead the province in offering a fully online undergraduate program in nursing to licensed nurses. This educational innovation contributes to fulfilling the tenets of the University's mission to further academic excellence in nursing education and to respond to societal needs for accessibility to higher education and optimal health care.

The admission requirements are identical, as is the Course of Study. With the exclusion of clinical courses, all courses in the B.N.I. online modality are online.

The first doctoral degree in nursing in Canada was awarded at McGill in 1990. In addition, the School published the Canadian Journal of Nursing Research, Canada's first refereed journal of research and scholarly papers in nursing, for 47 years.

The school and its lab is situated at 680 Sherbrooke Street West and occupy the 18th, 19th, and 20th floor of that building. The new state of the art Satoko Shibata Clinical Nursing Laboratories are designed to offer the students a wealth of hands-on experience. The new space accommodates student lounges, faculty and staff offices, 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.

2 Ingram School of Nursing

2.1 Location

Ingram School of Nursing
680 Sherbrooke Street West, Suite 1800
Montreal QC H3A 2M7
Canada
Telephone: 514-398-3784
Fax: 514-398-8455
Website: mcgill.ca/nursing

2.2 About the Ingram School of Nursing

As part of McGill's Faculty of Medicine and Health Sciences, the Ingram School of Nursing has demonstrated leadership in unique ways since 1920. Our programs offer students the chance to explore, discover, and learn about the endless opportunities within nursing in the 21st century. At the Ingram School of Nursing, our dedicated clinical and university-based faculty members are accomplished leaders in the fields of research, clinical practice, and education.

2.3 Mission and Vision

Mission Statement:

To educate current and future nurses; advance the art and science of nursing; and optimize health and health equity globally through academic excellence, strengths-based nursing, and innovation.

Vision Statement:

Creating conditions for health and healing through knowledgeable, compassionate, strengths-based nursing.

3 Health Sciences: General Information

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

Further regulations and information may be specified by your individual faculty or school.

3.1 Admission

Admission requirements and application procedures are outlined in the individual faculty and school sections; refer to [Faculties & Schools](#) to find yours.

3.2 Student Services and Regulations

3.2.1 Student Advising

The Mission Statement of the University expresses the commitment to offer students the best education available. An essential component of this is the advising process. The active participation of students in the advising process is essential in order for them to access the full range of academic opportunities during their studies. They must be proactive in seeking meetings with advisers, professors, counsellors, and such to ensure that they receive the advice they need to meet their academic goals. It is their responsibility to inform themselves about the rules and regulations of the University faculty, and their program. With the students' cooperation, all advisers and counsellors will work together to help students throughout their program.

Students are responsible for the correctness and completeness of their records. While faculty advisers and staff are always available to give you advice and guidance, you are ultimately responsible for the completeness and correctness of your course selection, for your compliance with and completion of program and degree requirements, and for your observance of regulations and deadlines. It is your responsibility to seek guidance if in any doubt; misunderstanding or misapprehension will not be accepted as cause for dispensation from any regulation, deadline, program requirement, or degree requirement.

Your adviser

- is a faculty or staff member with whom you can build a relationship to counsel you throughout the program;
- can guide you with both academic and non-academic concerns;
- is the person in your faculty or school with whom you can discuss any matter and to whom you may go for advice;
- will provide ongoing advice and guidance on the program;
- will assist you with workload management;
- will assist you with guidance regarding career options or considerations;
- will offer help managing academic situations during periods of personal, financial, or medical problems, by working with you to identify various possibilities and strategies for making informed decisions;
- will communicate with other advisers within the University and, with your permission, serve as a direct link to other University resources.



Note for Nursing: See the advising structure in your *Student Handbook* or contact the *Nursing Student Affairs Office*.

Related Services

Please refer to : *Student Services – Downtown Campus* or : *Student Services – Macdonald Campus* for a list of services available to you.

3.2.2 Language Policy

The official language of instruction for the McGill health sciences is English. Students should be aware that most of the clinical affiliation placements undertaken in the province of Quebec, including those in Greater Montreal, require proficiency in both English and French.

It is recommended that students who lack proficiency in English or French avail themselves of the opportunity to take an English or a French as a second language course, prior to or early in their program of studies. For more information, please refer to *University Regulations & Resources > Undergraduate > General Policies and Information > : Language Policy*.



Note for Dentistry: The language of instruction at McGill University is English; dental students are expected to have a working knowledge of the English and French languages (comprehension, spoken, and written). All lectures and small groups are conducted in English.

D.M.D. students must also refer to mcgill.ca/ugme/mdcm-curriculum-joint-programs/starting-our-program-what-you-need-know/language-requirements.



Note for Dietetics Major, School of Human Nutrition: All placement sites within the McGill network are bilingual and require students to have, at a minimum, a working knowledge of both English and French. *Proof of French proficiency* is an admissions requirement.



Note for Medicine: The language of instruction at McGill University is English at the Montreal campus, and French at the Campus Outaouais. All lectures and small groups at the Montreal campus are conducted in English, but medical students are expected to have a working knowledge of the English and French languages. Due to early clinical exposure in bilingual settings, the student is also expected to have a working knowledge of the French language (comprehension, spoken, and basic written) from the outset of the M.D.,C.M. program. Consequently, alternative arrangements aimed at placing students in sites where a working knowledge of French is not required will not be made. Students may be assigned to a one-year integrated clerkship in Gatineau, Quebec (in French) and/or other rural locations. Assignment to clinical sites, including Gatineau, are made at the discretion of the UGME office.

M.D.,C.M. students must also refer to

mcgill.ca/ugme/mdcm-curriculum-joint-programs/starting-our-program-what-you-need-know/language-requirements and mcgill.ca/ugme/policies-procedures/ugme-policy-language-proficiency.



Note for Nursing: The official language of instruction at McGill is English. In accord with McGill University's Charter of Students' Rights, students have the right to submit in English or in French any written work that is graded. Students should be aware that most of the clinical affiliation placements undertaken in Quebec, including those in the greater Montreal, require proficiency in both English and French. As such, Nursing students are expected to have a working knowledge of the English and French languages. French language proficiency is a requirement for B.Sc.(N.) and Qualifying Year programs. For further information, please refer to mcgill.ca/nursing/apply.



Note for Physical and Occupational Therapy: All sites within the McGill network require students to have a working knowledge of both English and French. To be eligible for the most varied fieldwork experiences, students are required to prepare themselves to work in both languages. Students who do not speak French will have more limited clinical placement opportunities. This may result in delayed graduation from the program.

3.2.2.1 Proof of Proficiency in English

Applicants are not required to submit proof of proficiency in English if they meet one of the following conditions: their mother tongue/first language is English; or they have completed both Secondary V and a Diploma of Collegial Studies in Quebec; or they have studied for five or more years in an institution where English is the primary language of instruction.

All other applicants must demonstrate proficiency in English, using one of the following five options:

- **Test of English as a Foreign Language (TOEFL)**

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

- **McGill Certificate of Proficiency in English**

For further information about the program, contact:

Department of Language and Intercultural Communication, School of Continuing Studies

688 Sherbrooke Street West, 11th floor

Montreal QC H3A 3R1

Telephone: 514-398-1212, 514-398-1769

Email: language.conted@mcgill.ca

Website: mcgill.ca/continuingstudies/area-of-study/languages

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

A band score of 6.5 or better.

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

A minimum mark of 85%.

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

A minimum score of 4.

3.2.2.2 Proof of Proficiency in French

In the clinical settings in which 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 several Nursing degree programs. Details on the French proficiency admission requirements can be found here: mcgill.ca/undergraduate-admissions/french-proficiency.



Note for Physical and Occupational Therapy: French is the official language in Quebec and thus health and social services administered by the Ministry of Health are bound by the Charter of the French Language. All clinical teaching sites within the McGill catchment area require students to have a working knowledge of both English and French. In order to participate in the best and most varied fieldwork experiences, students must prepare themselves to work in both languages. Applicants who are not proficient in French are strongly urged to improve their French spoken and written communication skills before starting clinical placements. In order to provide essential and safe care to all patients within a Quebec-based healthcare setting, students must achieve an appropriate level of French before entering their respective health program's clinical affiliations where they integrate their knowledge, skills, and attitudes. Applicants who are not proficient in French are strongly urged to improve their French spoken and written communication skills before starting clinical placements. In order to provide essential and safe care to all patients within a Quebec-based healthcare setting, students must achieve an appropriate level of French before entering their respective health program's clinical affiliations where they integrate their knowledge, skills, and attitudes.

Details on the French proficiency admission requirements can be found on our website: mcgill.ca/spot/programs/admissions-0/language.

3.2.3 Vaccination/Immunization Requirements for Health Sciences Programs

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

Proof of immunity must be written and signed by either a nurse or a physician. For details, see the [Medical Notes & Immunization Reviews](#) at the Student Wellness Hub.

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

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

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

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

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

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

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

Students will receive details of the immunization requirements with their acceptance package and at [Medical Notes & Immunization Reviews](#) at the Student Wellness Hub. Immunizations can be completed at the Student Wellness Hub, which operates during the summer.

For information on how to make an appointment at the Student Wellness Hub, see mcgill.ca/wellness-hub/hub-clinical-services/how-access-hub-clinical-services#Appointments.



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

 **Note for Medicine and Dentistry:** M.D., C.M. and D.M.D. students must also refer to Health & Safety section of UGME Policies & Procedures at mcgill.ca/ugme/academic-policies#healthsafety.

 **Note for Nursing:** For a complete listing of requirements and deadlines for meeting these requirements in nursing, see mcgill.ca/nursing/students/student-portal/clinical.

 **Note for Physical and Occupational Therapy:** Prior to starting their first clinical course, students must ensure that their immunization records are complete and that they have completed their mask fitting. Failure to do so will prevent students from starting their first clinical course in the professional master's program. Some vaccines may require you to follow immunisation schedules that last several months. Obtain the form to be completed from the McGill Student Wellness Hub, which allows students to submit their immunisation records directly to the Hub. Students must contact the [Student Wellness Hub](#) for a mask fitting appointment or attend announced group appointments. All supporting documentation regarding immunization must be submitted to the Student Wellness Hub. The Student Wellness Hub will provide students with cards that will attest the completion of the immunization requirements, and will contain information regarding mask fit. Cards will be provided to students upon immunization and mask fitting completion. Students are required to submit their card electronically by the third clinical seminar (submission details provided in Clinical Seminar 1).

3.3 Fees: Health Sciences

The information in this publication was updated in March 2023. The University reserves the right to make changes without notice in the published scale of fees.

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

Fees for the Health Sciences (rates as of 2022–2023)

General Fees

Application Fees:

All undergraduate programs, <i>excluding</i> Medicine and Dentistry	\$125.72 (as of Winter 2023)
Medicine and Dentistry	\$176.05
Reconsideration fee	\$40

Prepayment Fee:

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

Communication Sciences and Disorders Fees

M.Sc.A. ID Badge – First Year	\$39.78
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Dentistry - Purchases of Equipment and Materials Fee

In addition to the fees shown on the list of fees for Dentistry, students must purchase certain items of equipment and supplies from the Faculty of Dental Medicine and Oral Health Sciences. The fee also includes an amount for general supplies in the laboratories and clinics and will be billed on your e-bill.

The cost of these purchases (including GST and QST) in 2023–2024 is estimated as follows:

First Year	\$400
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Dentistry - Purchases of Equipment and Materials Fee

Second Year	\$17,000
Third Year	\$4,100
Fourth Year	\$2,500

For more information, see mcgill.ca/dentistry/programs. You will receive an e-bill in August with the exact breakdown of costs related to your equipment purchases. Costs of purchases will be finalized in late June and available in the cost tables found on the [Student Accounts website](#).

Dentistry Extra Fees

1 Short White Coat with McGill Logo	approximately \$35
Supplemental or Reread Exam Request Fee	\$45.16 per exam

Dental Clinic/Lab Maintenance & Improvement Fee (as of 2023–2024)

Second Year	\$1,317
Third and Fourth Years	\$2,634

Dentistry - Laptops

The Faculty of Dental Medicine and Oral Health Sciences uses web-based courseware and examinations. Students are required to be equipped with laptops that meet certain minimum requirements.

Dentistry and Medicine - Microscopes

In order to ensure that each student is adequately equipped for the microscopic work in histology, microbiology, and pathology, a binocular microscope is provided for all students in first and second year.

Medicine Fees

Books, Laboratory Materials, Gloves, Anatomy Dissection Kit, Stethoscope, BP cuff, etc.	approximately \$1,500 to \$2,000 (for duration of program)
2 Short White Coats with McGill Logo	approximately \$100
Collège des médecins du Québec (CMQ) registration fee – beginning of First Year (September 30)	\$120

Medicine Extra Fees

Vaccines	see the Student Wellness Hub
French Medical Workshop (optional registration; recommended) – <i>All students are required to have working French knowledge during clinical rotations (years 2, 3, 4)</i>	\$385 per course (see Language Requirements)

Medicine - Laptops

The M.D.,C.M. program uses web-based courseware and examinations. Students are required to be equipped with laptops that meet certain minimum requirements throughout all four years of the M.D.,C.M. program.

Nursing Fees

Books, Uniform, Stethoscope, etc.	approximately \$2,500 to \$3,500 (for duration of the program)
Graduation Pins – Third Year	\$80 to \$200, depending on market value
Name Badge – First Year	approximately \$26
OIIQ registration fee (paid at the OIIQ)	approximately \$250 (for duration of program, subject to change by the OIIQ)
Local transportation to clinical sites	approximately \$100/month, depending on the transit system
Clinical Skills Kit	amount varies as per course needs

Physical and Occupational Therapy Fees

Books and Other Equipment	\$1,000
Laboratory Materials	approximately \$80.00

3.4 Immigration Information

Unless their studies at McGill will be completed in less than six (6) months, all students who are not Canadian citizens or Permanent Residents of Canada must obtain proper authorization from both Quebec and Canadian Immigration officials prior to proceeding to Canada and/or commencing studies. The process begins with a Letter of Acceptance from McGill University.

Details on Canadian immigration regulations may be obtained from *Immigration, Refugees, and Citizenship Canada*.

Nursing students are required to obtain a work coop in addition to their study permit. For further information please consult our website mcgill.ca/nursing/students/student-portal/clinical.

In addition, International Student Services prepares a Getting Started pamphlet along with a detailed Handbook for international students, which is sent to all accepted applicants. The Handbook is also available on the *International Student Services website*.

For further information, please contact:

International Student Services
 Brown Student Services Building
 3600 McTavish Street, Suite 5100
 Montreal QC H3A 0G3
 Telephone: 514-398-4349
 Website: mcgill.ca/internationalstudents
 Email: international.students@mcgill.ca

3.5 Facilities

The following facilities are associated with the McGill health sciences.

3.5.1 Buildings

680 Sherbrooke Street West, Montreal QC H3A 0B8

This building houses the Ingram School of Nursing, the offices of Undergraduate Medical Education, Postgraduate Medical Education, Interprofessional Education, the Social Accountability and Community Engagement, and the Medical Education Systems.

772 Sherbrooke Street West, Montreal QC H3A 1G1

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

845 Sherbrooke Street West

The Department of Critical Care is located in this building.

1010 Sherbrooke Street West, Montreal QC H3A 2R7

The Faculty of Medicine and Health Sciences Admissions Office, the University Advancement (UA) Office and the Building and Infrastructure Management Office (BIMO) are located in this building.

3605 de la Montagne Street, Montreal QC H3G 2M1

This building, built in 1925, comprises the administrative offices of the Faculty of Medicine and Health Sciences. The Réseau Universitaire Intégré de Santé et Services Sociaux (RUISSS) McGill is also located in this building.

3647 Peel Street, Montreal QC H3A 1X1

This building houses the Department of Social Studies of Medicine.

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

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

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

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

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

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

Bellini Building

3649 Promenade Sir William Osler, Montreal QC H3G 0B1

Completed in 2008, this building was expressly designed to encourage cross-disciplinary research across the health sciences fields, including the McGill University Research Centre on Complex Traits and the Structural Biology Centre. The atrium is a must see for its wood paneling and the remarkable artwork *Des soleils et des cellules*.

Cancer Research Building

1160 Pine Avenue West, Montreal, QC H3A 1A3

Also completed in 2008, this building rose from the bedrock of Mount Royal. It's the home of the Rosalind and Morris Goodman Cancer Institute. Its large glass windows attest to the core philosophy of exchange amongst researchers and between researchers and the public. Do not miss *Le Retour*, the distinctive public artwork at the front of the building.

Davis House

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

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

Duff Medical Building

3775 University Street, Montreal QC H3A 2B4

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

Genome Building

740 Dr. Penfield Avenue, Montreal QC H3A 0G1

The newly created Victor Phillip Dahdaleh Institute of Genomic Medicine is located in this building. In concert with the Faculty of Medicine and Health Sciences and affiliated hospitals within the McGill University Health Centre, this Institute will maximize opportunities for clinical interventions in high-priority fields where McGill is already an established leader—such as cancer, neuroscience and mental health, chronic inflammatory diseases, and infectious diseases, including COVID-19.

By harnessing the interdisciplinary expertise and research infrastructure across McGill's faculties, the Institute seeks to implement a full spectrum approach to genomic medicine, which draws on information from all of a person's genes and how they interact to inform an individual's clinical care. McGill researchers will work to lead breakthrough research aimed at the development of cutting-edge diagnostic tools, targeted treatments, and new pharmaceuticals and preventative vaccines. Additionally, the Institute's social sciences pillar will draw on expertise across the University to lead important research on the ethical, policy, and legal implications of genomic medicine.

Hosmer House

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

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

Hosmer House Annex

3541 de la Montagne, Montreal QC H3G 2A2

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

Hugessen House

3666 McTavish Street, Montreal QC H3A 1Y2

This building houses two Administrative Excellence Centres and the offices of the Indigenous Health Professions Program and the McGill Interdisciplinary Initiative in Infection and Immunity (MI4).

Irving Ludmer Psychiatry Research and Training Building

1033 Pine Avenue West, Montreal QC H3A 1A1

In 1943, a large building and site were donated as a basis for the development of an Institute of Psychiatry. The building was reconstructed to permit the establishment of a 50-bed unit, together with extensive research laboratories, and opened in 1944. In 1946, the first day hospital in the world was opened at the Institute, and in 1953, a 50-bed wing was added.

In 1963, the Irving Ludmer Psychiatry Research and Training Building was built by McGill University, and in 1985, another wing, housing in-patient services, psychology, and occupational therapy, was added.

Active labs, researchers and administrative staff of the Departments of Psychiatry and Neurology & Neurosurgery are currently located in this building.

Lady Meredith Annex

3706/3708 Peel Street, Montreal QC H3A 1W9

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

Lady Meredith House

1110 Pine Avenue West, Montreal QC H3A 1A3

This building houses the Institute of Health Sciences Education and the Faculty Development Office.

Macdonald-Stewart Building

21111 Lakeshore Rd., Ste-Anne-de-Bellevue QC H9X 3V9

This building, completed in 1978, houses the administrative offices and laboratories for the School of Human Nutrition and the Faculty of Agricultural and Environmental Sciences.

McGill University Life Sciences Complex

3649 Promenade Sir-William-Osler, Montreal QC H3G 0B1

1160 Pine Avenue West, Montreal QC H3A 1A3

The *Life Sciences Complex* encompasses four interconnected buildings: McIntyre Medical Sciences, Stewart Biology, Francesco Bellini, and Cancer Research. The last two buildings are state-of-the-art facilities that bridge the first two. The Complex houses a dozen of scientific platforms and close to 2,000 researchers, postdoctoral fellows, undergraduate and graduate students, and technical personnel in its 340,000 square feet.

McIntyre Medical Sciences Building

3655 Promenade Sir-William-Osler, Montreal QC H3G 1Y6

This 15-storey building, completed in 1965, is home to the Departments of Biochemistry, Physiology, and Pharmacology and Therapeutics, a section of the Rosalind and Morris Goodman Cancer Institute, the Osler Library of the History of Medicine, and the McGill Cystic Fibrosis Translational Research Centre. It also houses the Department of Medical Information Technology (MedIT) and the Research and Graduate Studies Offices. The building boasts various learning spaces such as large amphitheatres and several interactive-learning rooms. The recently renovated cafeteria offers both fresh food and a bright environment with a lounge on the side.

Place Mercantile

2001 McGill College Avenue, Montreal QC H3A 1G1

This building, located at the corner of McGill College Avenue and Sherbrooke Street, houses the Faculty of Dental Medicine and Oral Health Sciences' administrative offices, teaching laboratories and classrooms as well as its undergraduate teaching clinic. It is also home to the School of Communication Sciences and Disorders, the Office for Continuing Professional Development (CPD), the McGill Clinical and Health Informatics, the Office of Accreditation and Education Quality Improvement as well as the School of Population and Global Health which comprises the Department of Epidemiology, Biostatistics and Occupational Health, and the two new departments: Equity, Ethics and Policy, and Global and Public Health.

Rabinovitch House

3640, rue de la Montagne, Montreal QC H3G 2A8

This building houses the Centre for Research on Brain, Language, and Music, and a research lab of the School of Physical and Occupational Therapy.

Les Galeries du Parc Mall (La Cité)

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

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

Also based at SCSIL is the Office of Education Technology and E-Learning Collaboration for Health (Ed-TECH) for the Faculty of Medicine and Health Sciences. The Office of Ed-TECH leverages the power of technology to create engaging and innovative learning experiences that provide foundational knowledge to support learners across the educational continuum.

Strathcona Anatomy and Dentistry Building

3640 University Street, Montreal QC H3A 0C7

This building, opened in 1911, houses the research wet laboratories and the research administration of the Faculty of Dental Medicine and Oral Health Sciences, the offices and laboratories of the Department of Anatomy and Cell Biology, the Department of Human Genetics, the McGill Programs in Whole Person Care, and the Polypeptide Laboratories. The Maude Abbott Medical Museum is also located in this building.

Campus Outaouais

200-525, boul. de l'Hôpital, Gatineau (Québec) J8V 3T4

Depuis plus de 30 ans, l'Université McGill, le CISSS de l'Outaouais et les autorités régionales qui ont précédé le CISSS collaborent à renforcer la capacité du réseau de santé en Outaouais. Les étudiants en médecine et médecins résidents qui ont la possibilité de faire l'ensemble de leur formation en Outaouais sont plus susceptibles de tisser des liens durables dans la région et de choisir de s'y établir pour exercer.

L'ouverture du Campus Outaouais de McGill en 2020 permet aux étudiants de suivre les quatre ans du programme d'études médicales de premier cycle (programme MDCM) de la Faculté, ainsi que leur résidence, en français, en Outaouais.

L'enseignement de la médecine et la formation en résidence en Outaouais bénéficient d'une implication importante des différents spécialistes (médecine de famille, chirurgie, médecine interne, psychiatrie, pédiatrie, obstétrique, gynécologie, gériatrie, dermatologie, cardiologie, néphrologie, orthopédie, neurochirurgie, chirurgie vasculaire, médecine d'urgence, anesthésiologie, radiologie, et ophtalmologie).

Visitez le site web du Campus pour plus de renseignements: mcgill.ca/campusoutaouais/.

For the past thirty years, McGill, the CISSS de l'Outaouais and the CISSS' predecessors have worked together to help improve the regions' health care capacity. Offering students the opportunity to study medicine and complete their residency training in Outaouais encourages them to set down roots and establish their medical practice in the region.

The launch of McGill's Campus Outaouais in 2020 allows students to complete the Faculty's four-year undergraduate medical education program (MDCM), as well as their residency, in French, in Outaouais.

Teaching and residency training in Outaouais includes various specialties (family medicine, surgery, internal medicine, psychiatry, paediatrics, obstetrics, gynaecology, geriatrics, dermatology, cardiology, nephrology, orthopedics, neurosurgery, vascular surgery, emergency medicine, anesthesiology, radiology, and ophthalmology).

Visit the Campus' website for more info: mcgill.ca/campusoutaouais/.

3.5.2 Hospitals

3.5.2.1 McGill University Designated Teaching Hospitals

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

The McGill University Health Centre (MUHC) offers specialized and multidisciplinary tertiary and quaternary care of exceptional quality focused on the needs of adult and pediatric patients, in a bilingual environment, making it one of the most comprehensive teaching hospitals in North America. Every year, the MUHC receives more than 539,891 ambulatory visits; admits over 34,280 inpatients; performs more than 28,566 surgeries; and delivers almost 2,997 babies yearly.

Affiliated with the Faculty of Medicine and Health Sciences of McGill University, the MUHC contributes to the evolution of medicine by attracting clinical and scientific experts from around the world, evaluating cutting-edge medical technologies, and training tomorrow's healthcare professionals.

Our activities are carried out at the following locations:

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

1001 Decarie Boulevard

Montreal QC H4A 3J1

Telephone: 514-934-1934

Website: muhc.ca/glen/dashboard

Montreal General Hospital

1650 Cedar Avenue

Montreal QC H3G 1A4

Telephone: 514-934-1934

Website: muhc.ca/mgh/dashboard

Montreal Neurological Institute and Hospital

3801 University Street

Montreal QC H3A 2B4

Telephone: 514-398-6644

Website: muhc.ca/mnh/dashboard

Lachine Hospital

650 16th Avenue

Lachine QC H8S 3N5

Telephone: 514-934-1934

Website: muhc.ca/lachine/dashboard

The MUHC is a community of more than 16,000 people working within the organization's seven clinical missions: Medicine, Surgery, Neurosciences, Mental Health, Women's Health, Cancer Care and the Montreal Children's Hospital. In 2021–2022, our workforce comprised 3,825 nurses licensed practical nurses and orderlies; 2,125 health professionals other than physicians and nurses (includes some residents and technicians); 3,287 researchers, investigators, students, post-doctoral fellows, and other members of the Research Institute of the MUHC (RI-MUHC); 1,457 physicians; 76 dentists; 118 pharmacists; 328 managers; 2,357 office staff; 2,560 other professionals; 684 active volunteers.

In addition to our clinical expertise, we are proud of the quality and rigour of our clinical and scientific training. All MUHC physicians are appointed professors at the Faculty of Medicine and Health Sciences at McGill University. Each year, we welcome around 3,400 students and interns from university and college levels, as well as from professional schools. In 2020–2021, there were 1,803 nursing students, 759 medical students, 695 adult and pediatric medical residents, 153 adult and pediatric medical fellows, 18 general medicine residents in adult and pediatric dentistry, and 1 adult oral and maxillofacial surgery resident.

The Research Institute of the McGill University Health Centre (RI-MUHC) is a world-renowned biomedical and healthcare research centre. The Institute, which is affiliated with the Faculty of Medicine and Health Sciences of McGill University, supports more than 500 researchers and nearly 1,472 research trainees devoted to a broad spectrum of fundamental, clinical, and evaluative research at the Glen site and the Montreal General Hospital. Its research facilities provide a dynamic multidisciplinary research environment that fosters collaboration and leverages discoveries aimed at improving the health of patients across their lifespan. The RI-MUHC is supported in part by the Fonds de recherche du Québec - Santé (FRQS). More information is available at rimuhc.ca.

The MUHC acts as the server laboratory for the Montreal-multi-institutional cluster of OPTILAB. In addition to the MUHC, the cluster includes laboratories in the CIUSSS du Centre-Ouest-de-l'Île-de-Montréal, the CIUSSS de l'Ouest-de-l'Île-de-Montréal and the CISSS de l'Abitibi-Témiscamingue.

In 2015, the MUHC brought together our legacy sites—the Royal Victoria Hospital, the Montreal Children's Hospital, the Montreal Chest Institute, and the Cedars Cancer Centre—onto one site: the Glen. At the Glen site, our vision of excellence is taking shape by integrating healthcare, research and teaching on a whole new level. With custom-built facilities, state-of-the-art equipment, and nurturing healing environments, we are pushing the boundaries of innovation for our current generation and those to come. Renovations are also underway at our other MUHC sites—the Montreal General Hospital, the Montreal Neurological Hospital and the Lachine Hospital—as we continue to strive to provide the best care for life for our patients and families.

For more information on the MUHC, visit muhc.ca.

There are three other principal teaching hospitals:

Jewish General Hospital (a member facility of the Integrated Health and Social Services University Network for West-Central Montreal / Centre intégré universitaire de santé et de services sociaux (CIUSSS) du Centre-Ouest-de-l'Île-de-Montréal)

3755 Côte Ste-Catherine Road

Montreal QC H3T 1E2

Telephone: 514-340-8222

Website: jgh.ca

Since 1934, the Jewish General Hospital has served patients—of diverse religious, linguistic, and cultural backgrounds—who reside in Montreal, elsewhere in Quebec, and beyond. As one of the province's largest acute-care hospitals, this 637-bed McGill University teaching hospital admits more than 22,000 patients per year, while handling approximately 578,000 outpatient visits; more than 84,000 emergency visits; and more than 3,600 births. The JGH is widely recognized for excellence in various specialties, including oncology at the Segal Cancer Centre, cardiology, neonatology, orthopedics, family medicine, aging, and emergency medicine. In addition, several services—including the Emergency Department, Intensive Care, Neonatal Intensive Care, Coronary Care, and the operating rooms—opened in a new critical-care pavilion in 2016. The hospital has been designated by the government of Quebec as one of Montreal's five major service centres, as a provincial centre for high-risk obstetrical and neonatal care, and as a breast referral and investigation centre. In addition, during the COVID-19 pandemic, the JGH played a leading role in treatment and care, having been designated by the provincial government in early 2020 as one of the first healthcare centres to provide in-patient treatment to adults who were ill with the virus.

Treatment is provided by approximately 850 affiliated doctors, many of whom have teaching appointments at McGill University, as well as more than 300 medical residents per year, together with nursing and a wide range of allied health services. The Jewish General Hospital carries out more than 22% of the training for McGill's Faculty of Medicine and Health Sciences and is home to several of the University's programs, including the McGill Centre for Viral Diseases (encompassing research formerly conducted by the McGill AIDS Centre), the McGill Centre for Translational Research in Cancer, the McGill Head and Neck Surgery and Oncology Program, and the McGill Menopause Clinic.

The hospital's *Lady Davis Institute* is acknowledged as a world leader in many fields of research, including cancer (the Terry Fox Molecular Oncology Group), aging (the Bloomfield Centre for Studies in Aging), epidemiology (the Centre for Clinical Epidemiology and Community Studies), nursing (the Centre for Nursing Research), cardiovascular disease, genetics, emergency medicine, nephrology, and the psychosocial aspects of illness. The outstanding quality of this work has enabled the Lady Davis Institute to rank among the leaders of Quebec's hospital-affiliated research institutions in attracting high levels of funding per researcher.

More information is available at jgh.ca.

St. Mary's Hospital Center (Montreal West Island Integrated University Health and Social Services Centre/*Centre intégré universitaire de santé et de services sociaux (CIUSSS) de l'Ouest-de-l'Île-de-Montréal*)

3830 Lacombe Avenue
Montreal QC H3T 1M5
Telephone: 514-345-3511

St. Mary's Hospital Center (SMHC) is an acute-care specialized McGill University affiliated teaching hospital with 273 adult beds. Its official designation as a university-affiliated teaching hospital or a CHAU (*Centre hospitalier affilié universitaire*) further reinforces its commitment and ability to deliver high quality health care while playing a leading role in the areas of teaching and research. It is responsible for the training of a large cohort of undergraduate and post-graduate students in Medicine and the allied health disciplines.

In 2021–2022, over 3,400 babies were delivered at St. Mary's, which is the first hospital in Montreal to have received the World Health Organization's (WHO) international recognition of Baby Friendly Hospital Status by the Quebec ministry of health. St. Mary's also has a progressive and active Family Medicine Centre recognized for its teaching. The Hospital also provides numerous highly specialized services such as renal dialysis, oncology, geriatric assessment, and psycho-geriatric, nuclear medicine, C.T. scanning services, as well as MRI exams. There are more than 94,960 out-patient clinic visits; 8,672 procedures through the surgical day centre, and over 13,459 patient admissions, in addition to ambulatory care visits, annually. The Hospital is noted for its devotion to patients, motivation toward the achievement of excellence, and compassionate care.

St Mary's Research Centre is embedded in St Mary's Hospital Center. Visit the [St. Mary's Research Centre page](#) to learn more.

Douglas Mental Health University Institute (Montreal West Island Integrated University Health and Social Services Centre /*Centre intégré universitaire de santé et de services sociaux (CIUSSS) de l'Ouest-de-l'Île-de-Montréal*)

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

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

The hospital provides child and adolescent, adult, and geriatric clinical services, and is dedicated to treating patients in the least restrictive manner possible, with a major focus on rehabilitation and successful reintegration into the community. It offers training for residents in psychiatry, as well as for medical and paramedical students from a wide range of disciplines. There are more than 113,000 interventions carried out annually in all programs combined.

The Douglas Institute is one of the largest research centres in mental health in the country, with a team of 70 scientists and clinical researchers and more than 250 university students. This team is devoted to making better sense of the causes of mental disorders—whether genetic, environmental, cultural, or social—as well as developing diagnostic tools, treatments, and prevention methods.

The Douglas Research Centre is also home to McGill University centres in schizophrenia, aging, and suicide, as well as the Montreal Pan American Health Organization/World Health Organization Collaborating Centre for Reference and Training in Mental Health, which offers consultation services, research, and teaching programs here and abroad.

Visit the [Douglas Research Centre website](#) to learn more.

3.5.2.2 Institutions Affiliated with McGill University

As part of the Quebec Government's health care reform in 2015, most health care institutions merged and grouped into larger entities called either a Centre intégré universitaire de santé et de services sociaux (CIUSSS), or a Centre intégré de santé et de services sociaux (CISSS). In general, contracts of affiliation are no longer between individual hospitals and the University but between these larger entities and the University.

The following institutions have contracts of affiliation with McGill University for participation in teaching and research in one or more departments and services:

McGill University Health Centre
muhc.ca

CIUSSS de l'Ouest-de-l'Île-de-Montréal

ciuss-ouestmtl.gouv.qc.ca

CIUSSS du Centre-Ouest-de-l'Île-de-Montréal

ciusswestcentral.ca

CISSS de l'Outaouais

ciuss-outaouais.gouv.qc.ca

CISSS de Laval

lavalensante.com

Shriners Hospitals for Children - Canada

shrinershospitalsforchildren.org/montreal

3.5.3 Clinical Facilities for Dentistry

The McGill University Undergraduate Teaching Dental Clinic, previously located in the Montreal General Hospital, is now located at:

Place Mercantile
2001 McGill College Avenue, Suite 100
Montreal QC H3A 1G1
Canada
Telephone: 514-398-7203
Fax: 514-398-8900
Website: mcgill.ca/dentistry/undergraduate-teaching-clinic/contact

At the clinic, students in the undergraduate program are taught under the guidance of the dental staff to carry out various phases of clinical dentistry and related laboratory procedures. They attend this clinic daily except for such time as may be taken up by lectures or other university work.

3.5.4 Facilities for Human Nutrition

The *Clinical Nutrition Research Unit* is a state-of-the-art research facility located in Sainte-Anne-de-Bellevue.

The Unit was developed in 1995 with the objective to create a facility dedicated to in-patient human nutrition experimentation using precisely controlled diets. The Unit is housed in a detached 5,000 sq. ft. building located at the perimeter of the Macdonald Campus with easy access to the community at large. This Unit is capable of supporting research subjects on an in-patient basis. The facility is unique in Canada, in that it allows strict, in-house monitoring and testing of research subjects over prolonged periods while they consume diets prepared in-house. It is equipped with technology for comprehensive physiological assessments of body composition and sampling of biospecimens; an exercise area equipped to precisely measure metabolic parameters; cutting-edge research kitchen and dining observation room to study eating behaviours and deliver controlled feeding studies; a sensometric food lab with wearable devices to measure neural and behavioural responses to food and retail stimuli; a computing lab to analyze "big data" from biological and nutritional assessments; and a first-in-Canada food pharmacy to deliver personalized nutrition to patient groups for chronic disease management.

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

3.5.5 Research Centres

- [section 3.5.5.1: Alan Edwards Centre for Research on Pain](#)
- [section 3.5.5.2: Artificial Cells and Organs Research Centre](#)
- [section 3.5.5.3: Centre for Research in Reproduction and Development](#)
- [section 3.5.5.4: Centre for Research on Brain, Language and Music](#)
- [section 3.5.5.5: Ludmer Centre for Neuroinformatics & Mental Health](#)
- [section 3.5.5.6: McGill Centre for Research in Neuroscience](#)
- [section 3.5.5.7: McGill Centre for Translational Research in Cancer](#)
- [section 3.5.5.8: McGill Centre for Viral Diseases](#)
- [section 3.5.5.9: McGill International TB Centre: PAHO / WHO Collaborating Centre for Tuberculosis Research](#)
- [section 3.5.5.10: McGill University Research Centre for Studies in Aging \(MCSA\)](#)

3.5.5.1 Alan Edwards Centre for Research on Pain

Lyman Duff Medical Building
3775 University Street, Suite 100

Montreal QC H3A 2B4
Telephone: 514-398-8975
Fax: 514-398-8121
Website: mcgill.ca/painresearch

Founded in 2003, the Alan Edwards Centre for Research on Pain at McGill University is one of the top pain research centres in the world. The Centre comprises over 40 clinical and fundamental researchers from the Faculties of Medicine and Health Sciences, Dental Medicine and Oral Health Sciences, and Science. Its main goal is to bring together the McGill community of basic and clinical pain researchers to promote interdisciplinary research that will breach the traditional silos and result in cures for persons suffering from chronic pain. Through world-class educational and community outreach activities, cutting-edge research activities, and international collaborations, the Centre focuses on new discoveries and their clinical applications to improve the prevention and treatment of chronic pain.

3.5.5.2 Artificial Cells and Organs Research Centre

McIntyre Medical Sciences Building, Room 1002/1004
3655 Promenade Sir-William-Osler
Montreal QC H3G 1Y6
Telephone: 514-398-3512/3514
Fax: 514-398-7452
Website: medicine.mcgill.ca/artcell

This centre concentrates on interdisciplinary research on artificial cells first invented here (Chang, McGill, 1957, Science 1964) and since evolved into micro-nano systems; nanomedicine; nanobiotherapeutics; nanobiotechnology; nanotechnology; blood substitutes based on nanobiotechnology; hebiannualmoperfusion; bioencapsulation of enzymes, cells, stem cells, probiotics; regenerative medicine; delivery systems for drug, enzymes, genes, etc.

At present, the members of this centre at McGill come from different specialties: Physiology, Biomedical Engineering, Medicine, Pathology, Surgery, Bioengineering, Biotechnology, and Chemical Engineering. This is an international centre with 2 international societies, which coordinates biannual meetings around the world. It is the emeritus editor's office for the international journal *Artificial Cells, Nanomedicine, and Biotechnology* (2020-) and Editor's Office for a book series titled *Regenerative Medicine, Artificial Cells, and Nanomedicine*. It is also the office of the Honorary president and coordinator of the International Network of Artificial Cells, Blood Substitutes and Biotechnology.

This *centre's website* is a public service website with reviews, papers, videos, books, and monographs, all complimentary from the director. It is the major international reference source in this area.

3.5.5.3 Centre for Research in Reproduction and Development

The Research Institute, MUHC Glen Site
1001 Decarie Blvd., E-M0.3509
Montreal QC H4A 3J1
Telephone: 514-207-9887
Website: mcgill.ca/crrd

The Centre for Research in Reproduction and Development (CRRD), originally established as the Centre for the Study of Reproduction in 1982, is among the longest-standing research centres at McGill and was a founding partner of the FQRNT-funded *Réseau Québécois en Reproduction* (RQR). Today, the interdepartmental and interdisciplinary CRRD is home to more than 30 principal investigators, 70 graduate students, 50 fellows and research associates, and 30 technical support staff from 15 departments, 4 faculties, and 8 divisions at the University. With such critical mass, the CRRD has established itself as one of the most productive and dynamic research hubs for young and established researchers committed to the science of reproduction and development.

The research programs of our members span a wide range of diverse and complementary topics, including understanding the basic biological mechanisms that control developing eggs and sperm within the gonads, how the reproductive hormones are produced and exert their effects, how the developing embryo implants into the uterus and establishes communication with its mother, causes and cures for conditions such as pre-eclampsia and intra-uterine growth retardation, and the effects of environmental pollutants and disease on the development of the eggs and sperm and of the fetus. We use both animal model systems and human clinical studies to reach our research objectives.

The CRRD enables and promotes interactions between investigators at McGill, other universities in Quebec, across Canada, and internationally.

3.5.5.4 Centre for Research on Brain, Language and Music

3640 rue de la Montagne
Montreal QC H3G 2A8
Telephone: 514-398-6962
Website: crblm.ca

The Centre for Research on Brain, Language and Music (CRBLM) at McGill University is a *Regroupement Stratégique* whose mission is to promote research and training in the areas of language and music neuroscience, performance, and development. Participating universities include McGill, *Université de Montréal*, UQAM, and Concordia. Our infrastructure for language and music research is unparalleled, including research facilities located in the McGill Faculties of Medicine and Health Sciences, Science, Arts, and Education, as well as the International Laboratory for Brain and Music Research (BRAMS) located at the *Université de Montréal*. Our specific objectives include:

1. promoting the scientific study of language and music neuroscience, performance, and development;
2. stimulating interdisciplinary and cross-domain collaboration among researchers on basic and applied problems in language and music;
3. fostering innovative research training for graduate and postdoctoral students;
4. disseminating research findings to clinical and educational end-users;
5. forming national and international partnerships.

Our goal is to develop a fundamental theoretical, behavioral, and neuroscientific understanding of the neurobiological, social, and communicative processes of language and music.

3.5.5.5 Ludmer Centre for Neuroinformatics & Mental Health

3801 University Street, Basement
 Montreal QC H3A 2B4
 Email: info@ludmercentre.ca
 Website: ludmercentre.ca

The Ludmer Centre for Neuroinformatics & Mental Health advances multi-omics, big-data research in normal and abnormal brain development—neurological and psychiatric. It is a collaboration between McGill, the Douglas Mental Health University Institute (The Douglas), the Jewish General Hospital's Lady Davis Institute (JGH/LDI), and Montreal Neurological Institute-Hospital (The Neuro).

The Centre encompasses researchers, their labs and trainees, based in the McGill faculties of Science and Medicine and Health Sciences, and their three hospitals' partners (The Douglas, JGH, The Neuro), and

- Develops innovative, interoperable and open-source neuroinformatics infrastructure.
- Leads and supports the application of largescale big-data approaches to brain research.
- Mentors and trains transdisciplinary researchers in the application of big-data research.

Dr. Alan Evans leads the **Neuroimaging and Neuroinformatics Pillars** (the McGill Centre for Integrative Neuroscience-MCIN) at The Neuro. A James McGill Professor of Neurology & Neurosurgery, he is the **Scientific Director** of three McGill-led transdisciplinary initiatives: the *Canadian Open Neuroscience Platform*, *The Helmholtz International BigBrain Analytics Learning Laboratory*, and *Healthy Brains, Healthy Lives*.

Dr. Celia Greenwood leads the **Genomics, Bioinformatics & Statistical Genetics Pillar**. She is a James McGill Professor in the departments of Oncology, Human Genetics & Epidemiology; Biostatistics & Occupational Health; and the Division of Cancer Epidemiology; and the **Graduate Program Director** of the Ludmer-supported **Quantitative Life Sciences (QLS)** PhD program at McGill.

Dr. Patricia P Silveira leads the **Genomic & Epigenetics Pillar**. She is an Assistant Professor in the Department of Psychiatry at McGill University and **Leads** the Environmental Adversity, Neurodevelopment and Mental Health research group at the **Douglas Mental Health University Institute**. Dr. Silveira is a member of the **National Scientific Council on the Developing Child** at the **Harvard School of Medicine**.

The Ludmer Centre Single-Cell Brain Initiative gift donated in November 2022 by the Ludmer Foundation is the next chapter in a legacy of excellence.

The Centre will support these initiatives with their three partners:

1. The Douglas:
 - Single-cell analysis of psychiatric disorders
 - Single-cell studies of animal models of psychopathology
 - Single-cell techniques to study postmortem human brain
2. The Neuro:
 - Single-cell studies of iPSC-derived brain cells
 - Single-cell investigation of organoids
 - Single-cell studies of neurological disorders
3. Lady Davis Institute:
 - Single-cell bioinformatics
 - Single-cell study of brain cancers
 - Single-cell proteomics

To learn more, [contact us](#) or participate in a [Ludmer event](#).

3.5.5.6 McGill Centre for Research in Neuroscience

Montreal General Hospital, Livingston Hall, L7 132
 Research Institute of the McGill University Health Centre
 1650 Cedar Avenue

Montreal QC H3G 1A4
Telephone: 514-934-8094
Fax: 514-934-8216
Website: mcgill.ca/crn

The McGill Centre for Research in Neuroscience (CRN), which was officially established as a University Centre in 1986 under the leadership of Dr. Albert Aguayo, is a vibrant research centre that brings together basic and clinical scientists in highly interactive research groups.

With construction of new CRN laboratories in 1993 and continued expansion since, the group has broadened its focus to include research into the development of neural tissues, synapse formation, and plasticity, the assembly and function of neural circuits, and behavior, while maintaining its strengths in regeneration and repair. Broadly speaking, research at the CRN has the following major goals:

- 1) to understand the cellular and molecular mechanisms of central nervous system (CNS) function
- 2) to determine how the CNS is assembled during development and
- 3) to discover how it can be remodeled in response to injuries or disease.

The CRN has been and remains home to some of Canada's most distinguished neuroscientists. We number more than 60 trainees and staff at any time, including postdoctoral researchers, graduate students, undergraduates, and technicians. The CRN offers a program to train pre-doctoral students for an M.Sc. or Ph.D. degree, as well as postdoctoral Ph.D. or M.D. graduates for careers in biomedical research.

3.5.5.7 McGill Centre for Translational Research in Cancer

Lady Davis Institute for Medical Research
Jewish General Hospital
3755 Côte Ste-Catherine
Montreal QC H3T 1E2
Telephone: 514-340-8222 ext. 28873
Website: mcgill.ca/translational-research-cancer

The great challenge faced by the oncology research community is the translation of laboratory and clinical research data into clinical outcomes of benefit in the assessment, treatment and prevention of cancer. Established in 1996, thanks to a generous endowment gift from the Goldfarb Family Foundation and the Alexander Family Foundation, the MCTRC aims to facilitate the translation of the exciting novel findings from fundamental research laboratories into testable hypotheses for evaluation in clinical trials in oncology (bench-to bedside translation).

The Centre provides the infrastructure to bring fundamental and clinician researchers together in order to synergize their efforts at generating novel and promising translational research. This provides a structured focus for these activities and accelerates the testing of potential benefits derived from scientific discovery. Over the years, the MCTRC researchers have been key in discovering, testing and translating new treatment options and diagnostic markers that leads to new cancer management guidelines, and improving cancer care to Canadians.

The Centre provides core functions to enhance translational research, including:

- Two core clinical research programs: (a) the Clinical Research Unit (CRU), highly specialized in early phase and complex trials of new agents, involves patient monitoring and sample taking; (b) Clinical Research Program runs later stage studies of new therapies that are closer to clinical approval.
- The Research Molecular Pathology Centre integrated with Optilab, houses state of the art Next Generation Sequencing (NGS), Gene Expression Profiling, and Digital Pathology Platforms and has the goal to generate and offer multi-dimensional technologies toward identifying actionable genetic alterations and molecular drivers of cancer phenotypes that can be seamlessly transferred in the clinical setting.
- Six biobanks with more than 7,000 participants and 60,000 samples: a) Central Biobank: gastro intestinal, head and neck cancers; b) Breast Cancer Biobank; c) Gynecologic Cancer Biobank; d) Lymphoma Biobank; e) Montreal Immune Related Adverse Events (MIRAE) Biobank: related to cancer immunotherapies; and f) McGill Clinical Genomics (McG) Biobank: studying the risk of common complex, rare and infectious diseases. In the past year, the JGH biobanks worked as a group to establish institutional biosafety guidelines regarding the biobanking activities during the pandemic, with a laboratory space dedicated to work with COVID-19 positive specimens. An SOP for remote consenting was also developed promptly.
- The Proteomics Centre integrated with Optilab, a first in Quebec to have certified environment with standardized SOPs to allow for the most rapid translation of proteomics assays into the clinical practice, ultimately improving quality of cancer care in the province by improving precision medicine.
- The Augmented Intelligence & Precision Health Program: using handcrafted radiomics and machine learning multiple deep neural network architectures for image analysis and prediction modeling using various imaging modalities including CT and MRI.
- Molecular modeling Platform for new drug discovery: Computer-aided drug design (CADD) is a very useful technology to computationally screen chemical databases against 3-D structures of the target proteins and rank compounds according to the predicted binding affinity. CADD is commonly used in the process of drug discovery due to the rapidly increasing amount of 3-D protein structures available and, the cost and time efficiency of the CADD in drug development. This platform provides expertise in CADD and constitutes a successful model of accelerating the translation of scientific discovery from the different fundamental research laboratories into potential clinical applications.

The Centre also provides a high quality environment for training clinician-scientists in cancer research. Trainees include both graduate students (M.Sc. and Ph.D. students) from the departments of Experimental Medicine, Human Genetics, Pharmacology & Therapeutics, and Pathology) and M.D. scientists interested in clinically-relevant cancer research.

The unique interaction of clinician-scientists and Ph.D. researchers provides an important strength to novel therapeutic development programs. As part of the Segal Cancer Centre located at the Jewish General Hospital, the MCTRC has been forging partnerships with other provincial (iTMT, QCC, Q-CROC) national (Exactis, MoH-CCN) and international (CCC19 and WIN Consortia) research groups as part of its commitment to conducting cutting-edge fundamental, translational and clinical research in cancer and providing training for the next generation of cancer researchers.

3.5.5.8 McGill Centre for Viral Diseases

Lady Davis Institute, Room F-318
 Jewish General Hospital
 3999 Côte Ste-Catherine
 Montreal QC H3T 1E2
 Telephone: 514-340-8260
 Contact: mcvd_admin.fmhs@mcgill.ca
 Website: mcgill.ca/mcvd/

The *McGill Centre for Viral Diseases (MCVD)* was established in 2020 following the transformation of the McGill AIDS Centre. Its mission is to provide solutions to public-threatening viral diseases by advancing research, education, and patient care through inter-disciplinary efforts.

Members of MCVD have built world-class research programs in basic virology, immunology, drug discovery, epidemiology, population health and clinical research. They focus on major viral diseases including HIV/AIDS, chronic viral infections and cancer, influenza, COVID-19, emerging and re-emerging viral infections. They are also dedicated to training the next-generation of healthcare professionals and researchers with the ultimate goal of strengthening and growing our capacity of investigating and controlling viral diseases, as well as preparing for future viral pandemics.

Dr. Chen Liang is the Centre's inaugural Director. He took the role of the Interim Director of the McGill AIDS Centre in 2018, and led the efforts of launching the McGill Centre for Viral Diseases. The leadership of the MCVD also includes Dr. Marina Klein, Associate Director for Clinical Research, and Dr. Andrew Moulard, Associate Director for Basic Research (mcgill.ca/mcvd/about-us/leadership). Ms Elisa Xu is the Centre's coordinator.

3.5.5.9 McGill International TB Centre: PAHO /WHO Collaborating Centre for Tuberculosis Research

Research Institute of the McGill University Health Centre
 5252 de Maisonneuve West, Room 3D.58
 Montreal, Quebec, Canada
 H4A 3S5
 Telephone: 514-934-1934, ext. 32128
 Fax: 514-484-1424
 Website: mcgill.ca/tb

Founded in 2014, the McGill International TB Centre, a WHO Collaborating Centre for TB Research, is a world leader in the interdisciplinary study of TB.

Our TB Centre aims to make a positive contribution to ending the TB epidemic in Canada and globally, especially in high-burden countries and among the most vulnerable population groups, through interdisciplinary research, training and capacity building and equitable research partnerships.

Our Centre brings together 37 investigators (27 members from McGill and the RI-MUHC and 10 associate members) who have research expertise spanning from basic biomedical methods to clinical, epidemiological and social sciences. Members work includes the development, evaluation and implementation of new diagnostic tests and strategies, as well as new treatment regimens for TB infection and disease. Our Centre also includes 7 International Community Advisory Board members (5 TB survivors and 2 people in charge of the coordination).

Please visit our website at mcgill.ca/tb.

3.5.5.10 McGill University Research Centre for Studies in Aging (MCSA)

6825 boulevard LaSalle
 Verdun QC H4H 1R3
 Telephone: 514-766-2010
 Website: <http://mcsa.ca/>

The McGill University Research Centre for Studies in Aging (MCSA) is committed to investigating causes and possible treatments of the dementias, especially Alzheimer's Disease. Established in 1985 to develop and offer specialized services for the elderly, MCSA has grown into a multi-disciplinary academic unit dedicated to gerontological research and postgraduate teaching. The MCSA research scope is broad, encompassing mechanisms of aging as well as prevention of age-associated disorders. Since its inception, the MCSA remains dedicated to transformative research and counts numerous teaching, public education, and research accomplishments. The Centre has achieved international recognition and outreach, continuously attracting students, young scientists and international collaborators in Alzheimer's Disease research. The Centre's scientific production and visibility through many highly cited contributions attest to its excellence and world-class research positioning.

During the past decades, the MCSA has played a pioneering role in identifying genetic abnormalities leading to an increased risk for Alzheimer's Disease. The Memory Clinic of the Alzheimer's Disease Research Unit, developed by Professor Emeritus Dr. Serge Gauthier, continues to focus on improved therapies, long-term treatment of subjects affected by dementia, and enhancing the quality of life of patients and caregivers. Over the last 37 years the priority of the MCSA evolved to primary prevention of cognitive decline, early diagnosis, and treatment for persons with mild or prodromal symptoms, and best treatments for patients with various types of dementia. The importance of genes such as ApoE as risk factors and as predictors of response to treatment in Alzheimer's Disease was one of the significant contributions of the MCSA to the field of aging. Another achievement of the MCSA is the strong link with academic research centres worldwide, including Brazil, China, and Germany, which is reflected by a steady flow of students and visiting scholars from these countries, among others.

In Canada, the MCSA created the academic trial network C5R and has hosted consensus meetings on the best evidence-based approach to the diagnosis and management of various types of dementia. The current focus of the MCSA is on prevention, and the development of tools and methods to allow earliest diagnosis and intervention of age-related disease. Prevention has been identified as an important objective in dementia research by national and international institutes (Alzheimer Society of Canada, National Institute of Aging USA) and is a priority of McGill University over the next decade. The MCSA contributes to this effort with its Dementia Prevention Program that was launched in 2012, entitled “Prevention of Neurodegenerative Disease in Everyone at Risk” (P.O.N.D.E.R.). This program was rebranded in 2020 and is now called SNAP, “Screening of Neurobehavioural Abnormalities in the Aging Population.” SNAP, aims to characterize both normal aging and disease, as well as risk and protective factors. SNAP still aims at utilizing cognitive performance as a tool to screen for dementia at early stages. SNAP features a website that provides free online cognitive assessments and encompasses a comprehensive approach towards the study of variables associated with neurodegeneration in the elderly population. The website is currently available for participants! To register and play the free cognitive training games, please visit: www.snap-test.ca (under construction until 2023).

The MCSA has established a computational infrastructure devoted for teaching neuroimaging in dementia for fellows, graduate, and postdoctoral students. This infrastructure program is under the direction of Dr. Pedro Rosa-Neto, M.D., Ph.D. The Translational Neuroimaging Laboratory at the MCSA aims to understand how toxic proteins cause brain damage in Alzheimer’s Disease patients. We also develop novel methodologies for early detection of these toxic proteins in the persons without symptoms (refer to the [Translational Neuroimaging Laboratory website](#)). Research in the field of neuroimaging has been focusing on the early detection of dementia, and AD prevention. Our clinic collaborates with other experts at McGill University using the most advanced and sensitive Magnetic Resonance Imaging (MRI) and Positron Emission Tomography (PET) protocols to evaluate patients with mild cognitive complaints. The PET and MRI technologies, combined with our clinical expertise, allow for early diagnosis and appropriate treatment of the condition causing memory deficits.

Other MCSA Projects:

TRIAD: Translational Biomarkers in Aging and Dementia (Pavilion Crossroads)

The Translational Biomarkers in Aging and Dementia (TRIAD) is a longitudinal observational cohort specifically designed to study mechanisms driving dementia. The TRIAD cohort focuses on advanced personalized and preclinical dementia diagnosis. We study dementia markers and their progression from pre-symptomatic stages to the onset of the Alzheimer’s disease or other types of dementia. The TRIAD cohort assesses the trajectory of multiple imaging and fluid biomarkers in clinical populations and serves as a benchmark for testing novel biomarkers of dementia. For information, please visit: triad.mcgill.com/.

International Dementia Conference Series (IDC)

The scope of the International Dementia Conference Series (IDC) is to promote exchanges between students/trainees and established scientists in the field of Dementia. It is a space for scientists from around the world and is aimed at facilitating collaborative endeavors through the discussion of the works presented. These presentations constitute the frontiers of knowledge in Dementia research and promote the cultivation of new ideas and directions to pursue. This series also aims to embody the translational nature of research by bringing together specialists in in vitro studies focused on understanding individual biological constituents of disease, in vivo studies whereby these individual constituents are studied in the context of model organisms of disease, and in clinical studies where we find emergence of these constituents in humans affected by disease. This level of communication across the hierarchy of research environments will be a crucial component towards finding lasting solutions. For information, please visit [Team | International Dementia Conference Series \(i-dcs.org\)](http://Team | International Dementia Conference Series (i-dcs.org)).

Young Caregiver groups

The McGill University Research Centre for Studies in Aging is pleased to announce that in September 2022, two support groups were created for the children of patients with major neurocognitive disorders before the age of 65, such as early-onset Alzheimer's disease. This is the first initiative of its kind in Quebec. Given the rarity of their situation, few services are available to them. MCSA wishes to offer this population information and a non-judgmental space where they can share their story to contribute to the democratization of this important but unknown role. For further information, including our conference series entitled: “Ensemble, Nous Prenons Soins.”, please contact mallery.landry@affiliate.mcgill.ca.

Brainy Boomers Lecture Series

In 2007 the MCSA Education Committee established the “Brainy Boomer Lecture Series“ in order to support its objectives, raise awareness and educate the community at large. These public series are presented by academic professionals and medical specialists and the goal of the series is to suggest and initiate practical steps to improve brain health, to prevent other age-related disorders and to promote healthy lifestyle choices for our senior population. Topics include Successful Aging, Exercise for Seniors, and Culinary Cooking Classes. For lectures, please visit the [MCSA's YouTube channel](#). For further information (registration free), please email us at brainy.boomer-mcsa@mcgill.ca.

3.5.6 Research Institutes

- [section 3.5.6.1: Institute of Health Sciences Education](#)
- [section 3.5.6.2: Rosalind and Morris Goodman Cancer Institute](#)
- [section 3.5.6.3: The Neuro \(Montreal Neurological Institute-Hospital\)](#)
- [section 3.5.6.4: Victor Phillip Dahdaleh Institute of Genomic Medicine](#)

3.5.6.1 Institute of Health Sciences Education

Lady Meredith House
1110 Pine Avenue West, Room 205
Montreal QC H3A 1A3
Telephone: 514-398-4987

Fax: 514-398-7246
 Website: mcgill.ca/ihse

The Institute of Health Sciences Education (IHSE) opened its doors in 2019 and builds upon the historic legacy of the Centre for Medical Education which originated in 1975. The Institute promotes excellence in research and practice across the continuum of health sciences education. Health sciences education encompasses medical education, health professions education, and biomedical sciences education, amongst other domains of concern.

The aims of the Institute of Health Sciences Education are to:

- Catalyze and support scholarship around cutting-edge research questions in health sciences education;
- Foster the translation of health sciences education research into educational practice;
- Support capacity building in educational research methodologies and theories;
- Encourage innovation and excellence in teaching and learning in health professions and health sciences education; and
- Offer formal and informal educational programs for future leaders in health sciences education research and practice.

With an active interest in the advancement and transformation of health sciences education and practice, members of the IHSE consist of researchers, educators, clinicians, and graduate students from diverse backgrounds and disciplines. Bringing together research and practice, this unique mix of individuals investigate important educational questions, and move beyond traditional departmental and disciplinary boundaries to create new knowledge, enable capacity-building, and promote knowledge translation in the field.

The Institute of Health Sciences Education offers a variety of educational opportunities for health professions practitioners, educators, students, residents, and faculty.

1. The Graduate Certificate Program in Foundations of Health Sciences Education is an interdisciplinary blended distance learning program where learners gain knowledge of current education theories as well as the expertise to apply this knowledge in health sciences curriculum design, instruction, assessment, and program evaluation. Participants will also learn to apply concepts of educational leadership, scholarship and research design across a range of educational settings.
2. The Scholarship in Medical and Health Sciences Education program is designed for medical and health sciences students and residents who are interested in developing capabilities related to educational research. Participants will develop, or participate in a project in progress, that applies educational theories and methodologies, to an educational research question. For more information, visit: [the Institute of Health Sciences Education's website](#).
3. The Foundations in Medical and Health Sciences Education program, a non-clinical elective offered on an annual basis in Period 6 of the rotation schedule, which generally falls between November-December of the calendar year. The elective is intended to expose students and residents to the field of medical and health sciences education through interactive lectures, group discussions, individual and group projects, and participation in the activities of the Institute of Health Sciences Education.

For more information, visit: the [IHSE website](#).

3.5.6.2 Rosalind and Morris Goodman Cancer Institute

1160 Pine Avenue West
 Montreal QC H3A 1A3
 Telephone: 514-398-3535
 Fax: 514-398-6769
 Website: mcgill.ca/gci

The Rosalind and Morris Goodman Cancer Institute, affiliated with McGill University's Faculty of Medicine and Health Sciences, is a recognized world-class research institute contributing to innovative developments in the treatment and ultimately the cure for cancer. Our scientists and clinician scientists are tackling the most challenging problems in cancer research through a multidisciplinary approach, supported by world-leading Innovation Platforms and a dedicated staff of research and administrative professionals. The mission of the Institute is to understand what drives cancer in order to better prevent, diagnose, and treat the disease.

The Rosalind and Morris Goodman Cancer Institute provides an internationally recognized training ground for the next generation of investigators who will pursue research in the life sciences and cancer. The Institute plays a key role in reaching out and educating the public on the fundamentals of cancer research and understanding the causes of cancer, its prognosis, and its treatment.

Further information is available at the [Institute's website](#).

3.5.6.3 The Neuro (Montreal Neurological Institute-Hospital)

3801 University Street
 Montreal, Quebec, Canada H3A 2B4
 Telephone: 514-398-6644
 Website: mcgill.ca/neuro

The Neuro (Montreal Neurological Institute-Hospital) is a world-leading Open Science institute dedicated to brain/neuroscience research, training, and advanced patient care. The Montreal Neurological Institute is a McGill University research and teaching institute. The Montreal Neurological Hospital is part of the Neuroscience Mission of the McGill University Health Centre.

Founded in 1934 by neurosurgeon Dr. Wilder Penfield, The Neuro is the largest specialized neuroscience research and clinical centre in Canada, and one of the largest in the world. Our mission is to understand the brain, find cures and effectively treat people with neurological disorders. We believe our Open

Science practice and tools will accelerate scientific progress towards solving the most persistent problems in neuroscience, to accelerate discovery, and impact the lives of millions of patients around the world. The Neuro delivers exceptional care to thousands of patients and is a critical referral centre (for Quebec, Canada) for the most difficult neurological conditions /disorders and for patients lacking definitive diagnoses. Each year, there are more than 37,000 ambulatory visits to The Neuro, over 2,500 patients admitted, and more than 70,000 diagnostic and interventional procedures (angiograms, CT, EEG, EMG, MRI, etc.) and 1,800 surgeries performed.

The Neuro's scientists and clinicians are pushing the frontiers of science and medicine. They have pioneered surgical treatments of epilepsy and developed electroencephalography as a tool to diagnose seizure activity. The Neuro is the home of many famous neuroscientists including Brenda Milner, Herbert Jasper, KAC Elliot, Robert Zatorre, Alan Evans, Guy Rouleau, and many others. The Neuro's McConnell Brain Imaging Centre (BIC) is one of the top three brain imaging centres in the world pioneering multimodal imaging, large open reference data sets and introducing brain imaging to Canada: Computer Tomography (CT) (1973), Positron Emission Tomography (PET) (1975), Magnetic Resonance Imaging (MRI) (1985), and whole body 7T MRI (2019).

The Neuro strives to adopt the newest technologies and recruit the best scientists, trained at the world's leading research centres. Through Open Science, it is now at the vanguard of brain science: transparent, fast, and global flow of knowledge, where discoveries made on one continent can instantly amplify those on another, and where patients benefit from discoveries that represent the most advanced research taking place around the world.

The Neuro is the largest training centre for neuroscience in Canada, with over 250 postdoctoral fellows, residents, and graduate students working in the labs and clinics each year.

- More than 110 faculty members
- 63 physicians including 15 clinician scientists
- 80 faculty-led labs
- More than 400 graduate students and postdoctoral fellows

The Neuro faculty members are collaborative and lead international research teams that generate fundamental information that spans the full spectrum of neuroscience from cell and molecular biology and neurophysiology to brain imaging and cognitive neuroscience to big data and artificial intelligence.

- Brain Tumour
- Cognitive Neuroscience
- Epilepsy
- Neural Circuits
- Neurodegenerative Disorders
- Neurodevelopmental Disorders
- Neuroimaging and Neuroinformatics
- Neuroimmunological Diseases
- Rare Neurological Diseases

Research Centres and Core Facilities

- Azrieli Centre for Autism Research
- Neuro Open Biobank (Clinical Biospecimen Imaging and Genetic Repository)
- Centre for Neurological Disease Models
- Clinical Research Unit
- Cyclotron and Radiochemistry Facility
- Early Drug Discovery Unit
- McConnell Brain Imaging Centre
- Microscopic Cellular Imaging Facility
- Neurosurgical Simulation and Artificial Intelligence Learning Centre

For more information, please visit mcgill.ca/neuro.

3.5.6.4 Victor Phillip Dahdaleh Institute of Genomic Medicine

740 Doctor Penfield Avenue
 Montreal QC H3A 0G1
 Telephone: 514-398-3311
 Email: info.genome@mcgill.ca

McGill has long been a leader in Canada and internationally in the increasingly vital fields of RNA, DNA, and other genomics research. In concert with the Faculty of Medicine and Health Sciences and affiliated hospitals within the McGill University Health Centre, the newly created institute aims to maximize opportunities to apply genomics for clinical interventions in high-priority fields where McGill is already an established leader—such as cancer, neuroscience and mental health, chronic inflammatory diseases and infectious diseases, including COVID-19.

By harnessing the interdisciplinary expertise and research infrastructure across McGill's faculties, the Institute seeks to implement a full spectrum approach to genomic medicine, which draws on information from a person's genes and how they interact to inform an individual's clinical care. McGill researchers will work to lead breakthrough research aimed at the development of cutting-edge diagnostic tools, targeted treatments, and new pharmaceuticals and

preventative vaccines. Additionally, the Institute's social sciences pillar will draw on expertise across the University to lead important research on the ethical, policy, and legal implications of genomic medicine.

3.5.7 Libraries

Access to all of the McGill University Library branches and to the Library's licensed electronic resources is available to all McGill faculty, staff, and students. Information on locations, opening hours, collections, and services can be found at mcgill.ca/library. Several of the library branches are likely to be of particular interest to health sciences users.

Schulich Library of Physical Sciences, Life Sciences, and Engineering

The Schulich Library, located in the Macdonald-Stewart Library Building, which has been temporarily closed for significant structural repairs and major internal upgrades, is reopening in June 2023.

Subject-specialized liaison librarians are available to meet research, learning, and teaching needs of students and staff.

More information is available on the Schulich Library website.

Macdonald-Stewart Library Building
809 Sherbrooke st west
Montreal QC H3A 0C1
Website: mcgill.ca/library/branches/schulich

Osler Library of the History of Medicine

The Osler Library of the History of Medicine has as its nucleus the 8,000 volumes willed to McGill University in 1919 by Sir William Osler (one of its most famous pupils and teachers). The Osler Library is located in the McIntyre Medical Sciences Building.

More details are available on the Osler Library Website.

3655 Promenade Sir William Osler, 3rd Floor
Montreal QC H3G 1Y6
Website: mcgill.ca/library/branches/osler

For hours, see:

Website: mcgill.ca/library/branches/hssl

Macdonald Campus Library

The Macdonald Campus Library, located in the Barton Building, is a primary resource for Dietetics and Human Nutrition users. The Library's collection encompasses a wide variety of resources in agriculture, food and animal science, nutrition, the environment, ecology, plant science, and agricultural engineering. The Library's hours vary throughout the year and are available on the website noted above or by telephoning 514-398-7881.

Barton Building
21,111 Lakeshore Road
Ste. Anne de Bellevue QC H9X 3V9
Website: mcgill.ca/library/branches/macdonald

4 Scholarships, Bursaries, and Prizes

A complete list of scholarships, bursaries, prizes, and awards, and the regulations governing the various loan funds, can be found in the [Undergraduate Scholarships and Student Aid Calendar](#) and in the [Graduate Fellowships and Awards Calendar](#). Information is also available at mcgill.ca/nursing/students/student-resources/programs/funding/allnursing and mcgill.ca/nursing/students/student-resources/programs/funding/ugfunding.

4.1 Entrance Scholarships

There are a number of entrance scholarships open to all Canadian students. Information can be found in the Undergraduate Scholarships and Awards Calendar available at mcgill.ca/studentaid. The following scholarships, bursaries, and prizes are open to students in the Ingram School of Nursing.

Grace Prescott Bursary

Established in 1990 by Grace Harriet Prescott to assist students pursuing studies in Nursing. Awarded on the basis of academic standing and financial need.

Isabel Clarke Dickson Woodrow Scholarships

Established in 2000 by a generous bequest from Isabel Clarke Dickson Woodrow for Canadian students entering an undergraduate Nursing program. While academic standing is of primary importance, financial need, and/or leadership skills in community and school settings will also be taken into account. Administered by the Scholarships and Student Aid Office. Any unspent funds may be awarded by the Scholarships and Student Aid Office as bursaries to Canadian undergraduate students in Nursing.
Value: \$3,000 each.

4.2 In-Course Awards

Woman's General/Reddy Memorial and A.W. Lindsay Award

Established in 2001 by joint gifts from alumnae of the Reddy Memorial Hospital (formerly the Woman's General Hospital) and Estelle Aspler, Cert. Nursing, 1947, whose gifts are in memory of Agnes Winonah Lindsay, B.N. 1950. Awarded by the Ingram School of Nursing to undergraduate students who have completed at least one year of their degree program. Preference shall be given to students who are returning to obtain a university degree after working in the nursing profession with a college diploma.
Estimated value: \$400.

Gail Carson Travel Award

Established in 2015 by Gail Carson, B.N. 1965, to provide travel support for one or more undergraduate and/or graduate students enrolled in the Ingram School of Nursing and serving their Clinical Internship in underdeveloped communities. Awarded by the Ingram School of Nursing.
Value: varies.

Luella Downing Prize in Nursing

Established in 2006 through a bequest by Luella Downing. Awarded by the Ingram School of Nursing to an undergraduate student who has completed at least one year of study at the School. Awarded to a student who has contributed to the life of the School and her or his class.
Estimated value: \$400.

Mildred B. Lande Scholarship in the School of Nursing

Established in 2008 by Mrs. Mildred Lande, C.M., B.A. 1936, for an outstanding undergraduate student or students who have completed at least one year in the Nursing Program.
Estimated value: \$1,500 for two scholarships or \$3,000 for one student.

Nursing Alumnae Award

Several scholarships of approximately \$1,000 each. Awarded annually to undergraduate nursing students in the second and third year of their program and to students in the graduate program in Nursing. Some of these prizes are named: the Marion Lindeburgh Scholarship, the Irma Riley Award, the Agnes Boisdé Award, the Montreal General Hospital Alumnae Association Award and the MGH Flo Mackenzie Award. Application is made by the School early in the Fall term.

School of Nursing Bursary Fund

Established in 1992 by the University to provide assistance to students in the Ingram School of Nursing. Awards are granted on the basis of academic standing and financial need.
Value: varies.

The Robert H. Lennox and Elizabeth Graham Lennox Scholarships in Science and in Nursing

Established in 2007 by Elizabeth Graham Lennox, RN(RVH), in memory of her husband, Robert H. Lennox, B.Sc. 1941, M.D., C.M. 1943, Dip. Med. 1946, RCNVR. One scholarship to be awarded to an outstanding undergraduate student in the Faculty of Science who has completed at least one year of a B.Sc. program and a second to be awarded to an outstanding undergraduate student who has completed at least one year of the B.Sc.(N.) program. Awarded on the basis of high academic standing with a preference to international students selected, respectively, by the Faculty of Science Scholarships Committee and the Ingram School of Nursing Scholarships Committee.
Estimated value: \$2,000 each.

The Pearson Education Book Prize

This prize, courtesy of Pearson Education Canada, is granted annually to one student in each year of the undergraduate programs who demonstrates high academic achievement.
Estimated value: \$150.00.



Note: The Ingram School of Nursing also awards Book Prizes. Students are encouraged to inquire with the Ingram School of Nursing for additional fellowships and scholarships available in the current academic year.

4.3 Prizes Awarded at Convocation

Anne Marie Fong Hum Memorial Prize

Established in 1985 by Helen Fong Hum in memory of her sister Anne Marie and awarded to a student who has demonstrated sensitivity and skill in helping patients and families cope with situations related to long-term illness.

Estimated value: \$500.

Barbara Ann Altshuler Prize in Nursing

Established in 2006 by David Altshuler and the Altshuler family, in honour of his mother, Barbara Altshuler, D.I.P, P.Th. 1958. Awarded by the Ingram School of Nursing to an undergraduate nursing student on the basis of clinical and academic achievement.

Estimated value: \$1,000.

Evelyn Rocque Malowany Prize in Nursing

Established in 2007 by Evelyn Rocque Malowany. Awarded by the Ingram School of Nursing to a graduating student who has demonstrated initiative and leadership in the profession.

Estimated value: \$500.

Lexy L. Fellowes Memorial Prize

Established in 1969 by Miss Rae Fellowes in memory of her mother, this prize is awarded to the student with the highest academic and professional achievement in the Bachelor of Science Nursing program.

Estimated value: \$1,200.

The Pearson Education Book Prize

This prize, courtesy of Pearson Education Canada, is granted annually to one student in each year of the undergraduate programs who demonstrates high academic achievement.

Estimated value: \$150.00.

5 Registration and Regulations

Students admitted to the B.Sc.(N.) and B.N.(Integrated) programs are advised to refer to mcgill.ca/getready/orientation for information on Welcome Week & Orientation activities.

Official registration through Minerva must be completed by the Orientation Session in August. Students registering late for reasons unrelated to the admission procedure are subject to late payment and registration fees. See [University Regulations & Resources > Undergraduate > : Registration](#) for more information.

Returning students are responsible for ensuring that registration is complete as per University timetables (see mcgill.ca/importantdates). However, the **deadlines for registration** to guarantee placement are:

- for Fall clinical courses: **June 15**;
- for Winter clinical courses: **November 15**;
- for Summer clinical courses: **March 15**.

5.1 Degree Evaluation

Students are responsible for ensuring that they are taking the required courses to meet degree requirements as set out in their program of study. Students can check their degree requirements at [University Regulations & Resources > Undergraduate > Student Records > : Tracking Student Progress](#).

5.2 Communication Policy

Email is the official means of communication between McGill University, the Ingram School of Nursing, and its students. Please consult [University Regulations & Resources > Undergraduate > General Policies and Information > Information Technology \(IT\) Resources > : Email Communication](#).

Students are required to identify themselves with their name and McGill ID number when communicating by email with faculty or staff.

5.3 General Course Requirements

Students are informed at the beginning of any course of the course objectives and requirements as well as the methods of evaluation and the contribution of each method of evaluation to the final grade in the course. Students will not be permitted to write an examination in any course unless they have fulfilled the requirements of the course, including attendance.



Note for all students: It is expected that students will attend designated Ingram School of Nursing conferences such as 'Nursing Explorations'. A student fee applies.

5.4 Regulations Concerning Final Examinations

See [section 5.9.3: Examinations](#) and [University Regulations & Resources > Undergraduate > : Examinations: General Information](#).

5.5 Leave of Absence

Exceptionally, students may require a Leave of Absence (LOA); please see [section 5.9.5: Leave of Absence \(LOA\), University Regulations & Resources > Undergraduate > General Policies and Information > : Undergraduate Leave of Absence Policy](#), and the [Ingram School of Nursing Faculty and Student Handbook](#) for information and instructions.

Any student who has been granted a leave of absence for one academic year and who does not resume studies in the following semester must withdraw from the Ingram School of Nursing. Such students may apply for readmission within one year after withdrawal.

5.6 Withdrawal

Permission must be obtained from the Program Director prior to withdrawing from a required course as this can delay the degree completion date. Students considering withdrawal from the program are advised to discuss their situation with the Director of their program prior to making a final decision.

Deadlines are noted at [mcgill.ca/importantdates](#) and will be in accordance with [University Regulations & Resources > Undergraduate > Fees > : Fees and Withdrawal from the University](#).



Note: Students who withdraw from their Fall term courses are considered as withdrawn from the University unless a leave of absence is recorded on their transcript.

Students who decide to withdraw from nursing or transfer to another McGill program are required to return their proof of registration to the OIIQ.

5.7 Clinical Requirements for Undergraduate Programs

5.7.1 Clinical Studies Portal Document Uploads Required

B.Sc.(N.) and B.N.(I) students must also meet the following requirements:

5.7.1.1 OIIQ Registration

All Nursing students must be licensed with the *Ordre des infirmières et infirmiers du Québec* (OIIQ). For more information, see [section 5.8: Registration with the Profession \(Immatriculation or Licensing during the Course of Study\)](#).

5.7.1.2 Faculty of Medicine and Health Sciences' Code of Conduct

All students are required to read the Faculty of Medicine and Health Sciences' Code of Conduct. The Code of Conduct can be found at [mcgill.ca/medicine/about/our-vision-mission-values/code-conduct](#). See [mcgill.ca/nursing/students/student-portal/clinical](#) for deadlines and further details.

5.7.1.3 Vaccination/Immunization Requirements

See [section 3.2.3: Vaccination/Immunization Requirements for Health Sciences Programs](#). A copy of the immunization form outlining requirements can be found at [mcgill.ca/wellness-hub/hub-clinical-services/medical-notes-and-immunization-reviews](#). **Annual influenza (flu) vaccination is mandatory**. Entry into the McGill University Teaching Hospital Network of Affiliated Centers is dependent on having met the immunization requirements. Immunizations must be complete (or in progress for Hepatitis B) as outlined at [mcgill.ca/nursing/students/student-portal/clinical](#) by the start of the first year of studies involving clinical courses (U1 for B.Sc.(N.); U2 for B.N. (Integrated)).

5.7.1.4 Mask Fitting Requirements

Prior to commencing NUR1 331 or NUR1 434, all Nursing undergraduate students must be "mask fitted" by Student Health Services to protect against airborne transmissible infections to which they may be exposed in the clinical setting. A mask fitting is valid for two years and must be renewed to continue in clinical studies. Students who are not able to be fitted with a mask due to face shape must indicate this to the clinical instructor so that the necessary precautions are taken. See [mcgill.ca/nursing/students/student-portal/clinical](#) for further details.

5.7.1.5 CPR

All students are required to obtain and maintain CPR Health Care Provider (CPR-HCP) certification throughout their nursing studies. The Ingram School of Nursing often coordinates in-house training sessions, which students have the option of attending to fulfil the necessary requirement. See mcgill.ca/nursing/students/student-portal/clinical for deadlines and further details.

5.7.1.6 SafeTALK

SafeTALK: A ½ day suicide alertness training program is required for B.Sc.(N.) U1 and B.N.I. U2 students. Cost: \$50.00.

The workshop will be coordinated by the school and students will be notified via email regarding the training dates and registration deadlines. Proof of certification is required.

Exemptions from the training can be applied to students who meet the criteria, given that proof of certification or previous experience is uploaded to the portal.

For further information regarding deadline dates to submit proof of certification or to review the list of exemptions, please visit mcgill.ca/nursing/students/student-portal/clinical.

5.7.1.7 HSPnet Authorization

The Ingram School of Nursing uses a web-based application called Health Sciences Placement Network (HSPnet) to coordinate clinical placements. HSPnet is a secure web-enabled application developed and managed by the *BC Academic Health Council* on behalf of its partners in several jurisdictions across Canada.

The HSPnet database contains information about students in clinical placements within health agencies. Students must authorize their educational unit to use and disclose their personal information (name, student profile) and to use (but not disclose) their personal health information via HSPnet for the purpose of locating and coordinating placements as required for their educational program.

For further information regarding deadline dates to submit HSPnet authorization, please visit mcgill.ca/nursing/students/student-portal/clinical.

5.7.1.8 Flu Vaccine

All students are required to provide proof of flu vaccine on an annual basis throughout their studies.

For further information regarding deadline dates to submit the proof of vaccine, please visit mcgill.ca/nursing/students/student-portal/clinical.

5.7.1.9 Co-op Work Permit (International Students)

The program includes a mandatory practical work component (such as a co-op, placement, or stage). Accordingly, if you are not a citizen or permanent resident of Canada and, whether or not you will be paid, you must obtain a "co-op work permit" in addition to your study permit. Please see McGill's [International Student Services website](#) for details.

You will need to obtain the co-op work permit before you begin your clinical studies and clinical internship. In order to apply for the co-op work permit, you will need written confirmation that your program includes a mandatory practical work component. In order to obtain a letter that confirms that you have a mandatory practical work component, download the co-op work letter (.pdf file) [here](#) for the program to which you were admitted. You will accompany the letter below with your letter of offer of admission when applying for the Work Coop Permit. You will also need to submit a *Medical Exam* with your application. Detailed instructions can be found on McGill's International Student Services website at mcgill.ca/internationalstudents/work/co-op-internship-work-permit.

Students applying for the co-op work permit must include an *international student letter* (downloadable [here](#)) in addition to their acceptance letter into their program at McGill.

For further information regarding deadline dates or to upload the letter, please visit mcgill.ca/nursing/students/student-portal/clinical.

5.7.2 Criminal Background Verification

Clinical agencies require students entering their facility to provide a self-declaration on a Criminal Background Verification Form or undergo a formal Criminal Reference Check prior to being granted permission to enter their facility. Inability of the student to gain access to clinical study settings will preclude their ability to meet the clinical course requirements within their program of study. Registration with the Profession (OIIQ) requires that students declare any criminal offences—students who are not able to obtain a nursing student license from the OIIQ cannot continue in the program, as this license is required to enter clinical studies. In addition, if the student is accused of a criminal offence during studies in the nursing program, the OIIQ must be notified. Any student who is not able to obtain a nursing student license from the OIIQ cannot continue in the program.

5.7.3 Clinical Courses

- Clinical courses must be taken sequentially as identified in the course of study ([section 6.1.8: Bachelor of Science \(Nursing\) \(B.Sc.\(N.\)\) - Nursing \(103 credits\)](#) and [section 6.1.9: Bachelor of Nursing \(B.N.I.\) - Integrated Nursing \(65 credits\)](#));
- Students are expected to demonstrate professional behaviour at all times. The OIIQ Code of Ethics, the Faculty of Medicine and Health Sciences' Code of Conduct, and the McGill University Code of Student Conduct (as outlined in the [Handbook of Student Rights and Responsibilities](#)) provide guidelines. Accountability and professionalism are evaluated throughout clinical courses. All students must attend ISON professionalism seminars and interprofessional seminars deemed as mandatory. Failure to adhere to requirements related to professional behaviour can preclude access to clinical studies;

- Professional behaviour is expected in relation to classmates, teachers, patients/families, standardized patient/persons, the interprofessional team, and the institutions and community agencies within which studies take place;
- Students must be registered with the profession (see [section 5.8: Registration with the Profession \(Immatriculation or Licensing during the Course of Study\)](#)) before they can have access to clinical placements;
- In any formal documentation, such as in the patient's chart, students must identify themselves as a McGill Nursing Student with the respective year of study noted;
- Name badges indicating affiliation with McGill University and the program of study must be worn at all times in clinical studies. These are ordered in the Fall term for all students registered in specific nursing courses. Fees for these will be automatically charged to your student account;
- Attendance in clinical courses is mandatory and absences must be communicated to the instructor. Students with repeat absences may be asked to defer clinical studies if progress in the clinical course is compromised;
- Students whose pattern of performance in clinical studies is not meeting expectations relative to the course objectives will be informed and the student must develop a learning plan that focuses on strategies to ensure success. Students whose performance is well below expectations or deemed to be incompetent or unsafe in clinical studies will be required to leave the course—in this case the student will receive a grade of F. A meeting with the Program Director is required in such cases;
- Students are required to comply with the Ingram School of Nursing uniform policy (or that of the clinical agency) during clinical placements. Details are given in the [Ingram School of Nursing Faculty and Student Handbook](#) ;
- Students are required to purchase a stethoscope and other health-assessment equipment required within specific courses;
- Students must budget for travel expenses to and from a clinical agency for the duration of their clinical course;
- Clinical placement selections are made carefully to ensure that students meet program objectives and not made on the basis of student choice except for the following exclusions: NUR1 435 Ambassador Critical Care Practicum, NUR1 530 Nursing Practice Consolidation, and NUR1 531 Ambassador Nursing Practice Consolidation; when the student or close family member is employed on the placement unit; when the student is or has been followed as a patient on the placement unit; when the *Service d'évaluation des risques de transmission d'infection hématogène* (SERTIH) of the *Québec Institut national de santé publique* has indicated restrictions on the student's placements; or other legitimate reasons determined by the Clinical Partnerships Office in consultation with the student and faculty;
- 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 hématogène* [SERTIH]) of the *Québec Institut national de santé publique* responsible for all infected workers, including nursing students. The service will make recommendations regarding clinical placement based on the nature of the situation;
- Clinical courses can require that students study during the day, evening, night and/or weekend;
- Students requesting clinical placements outside the McGill University Teaching Hospital Network (option only available for NUR1 435 and NUR1 531) must be in Satisfactory Standing in their program as well as have a CGPA of at least 3.2. Certain placements may require a higher CGPA. Placement decisions in NUR1 435 and NUR1 531 take into account the strength and completeness of the proposal for placement, the level of autonomy and accountability of the student, the pattern of the student's progress in the program, and interviews;
- B.N.(I) students must successfully complete all Fall and Winter U2 courses **prior** to taking NUR1 434 or NUR1 435.

5.8 Registration with the Profession (Immatriculation or Licensing during the Course of Study)

Quebec legislation requires that any student in a health profession be registered with their respective professional order to ensure protection of the public. For nursing, that order is *l'Ordre des infirmières et infirmiers du Québec* (OIIQ). Only students with OIIQ registration of some form can have access to patients/clients during their nursing studies. This access is granted under the following conditions:

- As a student nurse with a Student Permit (this designation applies to B.Sc.(N.) students and nurse practitioner students)
- As a registered nurse—such as the B.N.I. student who has successfully completed the licensure examination

Nursing students who do not meet one of the above three conditions are not able to continue in clinical courses.

Note: B.N.I. students who successfully complete their licensure exam must pay the OIIQ registration fees to obtain their official license. B.N.I. students who are successful on the OIIQ licensure examination will be charged based on pro-rata calculations for their license for the remainder of the fiscal year (dates as determined by the OIIQ). Ongoing registration with the OIIQ is required and annual fees must be paid as invoiced by the OIIQ. These fees cannot be waived, even if the B.N.I. student is not working while enrolled in the B.N.I. program. **As such, if a B.N.I. student who has passed the OIIQ licensure exam does not pay full OIIQ fees, they are not considered registered with the OIIQ and thus cannot be in clinical settings (i.e., NUR1 434/435, NUR1 431, and NUR1 432).**

The OIIQ refers to the above process as "immatriculation" so "registration" and "immatriculation" may be used interchangeably.

Any patient can request to verify your status or register a complaint with the OIIQ. Teachers and health facility agents can ask for proof of registration. Therefore, students must carry their proof of OIIQ registration at all times during clinical studies, including community visits.

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

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

The nursing student shall record their interventions in the patient's record with their signature, followed by "student n." If their signature cannot be clearly identified, [they] shall write their name in block letters after it (O.C. 551-2010.s.4).

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

1. has no longer been enrolled, for over one year, in a session of a program of studies leading to a diploma giving access to a permit from the Order or in a training course determined by the Order in accordance with section 9 of the Regulation respecting diploma or training equivalence for the issue of a permit by the *Ordre des infirmières et infirmiers du Québec* (chapter I-8.r.16);
2. fails the program of studies leading to a diploma giving access to a permit from the Order or the training course determined by the Order in accordance with section 9 of said regulation;
3. is expelled from the program of studies leading to a diploma giving access to a permit from the Order or the training course determined by the Order in accordance with section 9 of said regulation;
4. obtained the registration certificate under false pretences; or
5. performs professional acts reserved to nurses other than those authorized in a regulation under subparagraph *h* of section 94 of the Professional Code (chapter C-26) or does not meet the conditions for performing these acts, in particular those relating to the respect of the ethical obligations applicable to members of the Order.



Note: When B.Sc.(N.) students interrupt their clinical studies, their registration with OIIQ is suspended until their studies resume. Any students who interrupt studies for more than one year will have their registration revoked.

5.9 Academic Standing and Evaluation System

Academic standing matters are the jurisdiction of the Student Standing and Promotions Committee. This Committee meets at least three times a year to review the performance of all students in the Ingram School of Nursing.

The committee also:

- assesses that students have fulfilled the Registration with the Profession requirements of the OIIQ;
- responds to requests for leave of absence;
- determines the policy for granting permission to write deferred and/or supplemental examinations (in nursing and non-nursing courses);
- receives requests for reassessments and rereads in examinations;
- receives first level appeals to standing decisions;
- receives inquiries and/or complaints related to student conduct issues—disciplinary matters are referred to the Associate Director - Undergraduate and Entry-to-Practice Educational Programs.

The committee may defer certain decisions (e.g., LOA, deferrals) to the responsible Program Director, Assistant Program Director, or Nursing Student Affairs Office (NSAO).

5.9.1 Grading

Please refer to [University Regulations & Resources > Undergraduate > Student Records > : Grading and Grade Point Averages \(GPA\)](#) for details on the grading system.

For students in the B.Sc.(N.) and B.N. (Integrated) programs, **a passing grade in all courses is a C.** Letter grades are assigned grade points according to the table shown in : [Grading and Grade Point Averages \(GPA\)](#).

Satisfactory/Unsatisfactory (S/U option)

For information on this option, please refer to [University Regulations & Resources > Undergraduate > Registration > Course Information and Regulations > : Courses Taken under the Satisfactory/Unsatisfactory \(S/U\) Option](#). The S/U option is not available for Required or Complementary Courses.



Note: The S/U option **has very limited application** in the Ingram School of Nursing. All required undergraduate courses must be graded or Pass/Fail, so only electives can be graded S/U. Only one course per term can be graded S/U. S/U is generally only advised when the student is taking an upper level course (e.g., 500) and does not want to compromise GPA. S/U may preclude students from receiving awards as most require 27 graded credits between Fall and Winter studies. Once a course is taken as S/U, the student cannot be assigned a grade.

5.9.2 Standing in Undergraduate Nursing Programs

Any U1, U2, and U3 student who meets **all** of the following criteria is in Satisfactory Standing:

- A CGPA of 2.0 or higher;
- No more than 7 credits of failure in non-clinical courses in the program;
- No failures in any clinical course, i.e., NUR1 230, 231, 233, 234, 235, 236, 331, 332, 333, 335, 336, 338, 339, 431, 432, 434, 435, 529, 530, or 531.
- Demonstrated professional behaviour and integrity in adherence with standards in classroom and clinical settings (including performance in the Satoko Shibata Clinical Nursing Laboratories and Steinberg Centre for Simulation and Interactive Learning), and adherence to the Quebec Code of Ethics of

Nurses, the McGill University Code of Student Conduct (as per the [Handbook on Student Rights and Responsibilities](#)), and the [Faculty of Medicine and Health Sciences' Code of Conduct](#);

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

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

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

A student who has not met the criteria of Satisfactory Standing is assessed on an individual basis by the Student Standing and Promotions Committee. The Committee takes into account several factors when making decisions as to whether a student can or cannot continue in the program and, if the student does continue, what the student's standing and conditions are. Standing decisions take into account factors such as:

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

Probationary Standing

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

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

Students in Probationary Standing may continue in their program, but must carry a reduced load (maximum 14 credits per term). They must maintain a TGPA of a minimum 2.5 and obtain a CGPA of 2.0 or above at the end of the next academic year to return to Satisfactory Standing (see above). Students on probation must also meet any requirements outlined by the Student Standing and Promotions Committee. Any student on probation should consult with the Nursing Student Affairs Office (NSAO) to discuss their course selection and degree planning.

Unsatisfactory Standing

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

Unsatisfactory Standing is granted if the student meets **any** of the following:

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

Interim Standings

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

Clinical Support

Clinical Support (CS) ensures that student learning is supported while also providing for safe patient care throughout clinical studies. The CS standing is not recorded on the student's Minerva record. Excluding CS notices for absences in clinical studies, only one term of the clinical course giving rise to CS status is allowed in the program of study.

Clinical Support arises when:

- The student demonstrates performance of B, B-, C+, or C in a graded clinical course or a clinical evaluation indicating overall performance as minimally meeting course expectations (i.e., below expectations, developing).
- The student's conduct in the areas of professionalism or moral/ethical behaviour is a concern (but meets minimum standards).
- The student has been absent from clinical studies for two or more semesters.
- The student has been allowed to repeat a failed clinical course with permission from the Student Standings and Promotions Committee.

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

Appeals

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

First level of appeal: In such cases, the student makes a written appeal to the Student Standing and Promotions Committee, within 14 days of the decision, stating the reason(s) for the appeal.

Further appeals are dealt with by the Associate Dean and Director of the Ingram School of Nursing.

At each level of appeal, supporting documentation (medical note, transcripts showing grades received, etc.) should be provided to substantiate the appeal request.

Complete details on the appeals process are found in the [Ingram School of Nursing Faculty and Student Handbook](#).

Readmission – Unsatisfactory Readmit

Readmitted students must follow and meet the requirements of the SS&P Committee, including a possible recommencement of all nursing studies (such as if the student performed poorly and/or there has been a gap in studies of over one year). It is generally recommended that the applicant has undertaken university level courses in previously identified areas of weakness. Readmission is also contingent on the availability of seats in the program to which the student requests readmission. Priority readmission consideration will be given to students who apply for readmission within one year of withdrawal.

Students who are in Unsatisfactory Standing and required to leave either the program or the university can apply for unsatisfactory readmission one year after their departure. For students who left the university, the application is completed on Minerva. For students who remain in the university, the application is submitted to the NSAO for the attention of the Student Standing and Promotions Committee. In both cases, the student submits a compelling letter, including relevant supporting documentation (e.g., grades obtained at another educational institution) to the SS&P Committee outlining the reasons why readmission should be granted. Readmission is granted only if it is determined that the reasons that gave rise to the original unsatisfactory standing decision are resolved and that the student has the capacity to succeed if readmitted. Students can make only one request for unsatisfactory readmission.

5.9.3 Examinations

The Ingram School of Nursing follows the University Exam Regulations. See [section 5.4: Regulations Concerning Final Examinations](#) above and the [Ingram School of Nursing Faculty and Student Handbook](#).

Supplemental Examinations

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

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

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

The supplemental exam will either have the same weight as the original exam or will count as 100% of the final grade. The format and content of the supplemental exam can differ from that of the final examination; therefore, students should consult the instructor. The supplemental grade does not overwrite the original grade. Both the original course grade and the supplemental result are calculated in the CGPA. A failed supplemental is counted in the number of allowable failures.

Students who, at the time of the supplemental exam, feel unable to write the exam must repeat the course. In such cases, consult the NSAO to discuss an alternate plan of study. The grade received on a supplemental exam is added to the student record and does not replace the original failed grade.

Deferred Examinations

Students who miss a midterm exam due to a documented illness, personal/family crisis, or holy day are accommodated with the following possible solutions as deemed appropriate and feasible by the instructor:

- Rescheduling the evaluation for the student;
- Preparing an alternative evaluation for the student such as analytical paper, oral exam, literature review, case study analysis;
- Shifting the weight normally assigned to the evaluation to the weight assigned to the remaining evaluation (this is generally done only if the final examination is cumulative);
- Offering an alternate final examination (this is done when the final exam is not cumulative for the rest of the students—the student who missed the midterm then writes an ‘alternate final’ that is cumulative).

Students who miss a final examination must apply for a deferred exam on Minerva. Relevant documentation (e.g., medical certificate) is required unless the NSAO already has the documentation. The **deadlines for submitting documentation** are:

- **January 15** for Fall term exams
- **May 15** for Winter term exams
- **July 15** for Summer term exams

Courses taken during the Summer session (e.g., CHEM 212) do not offer deferred exams. Permission to write a deferral is granted/denied by the NSAO. An ‘L’ appears on the student record if the deferral is approved. There is no cost associated with writing a deferred examination, and it must be written at the first available opportunity (reading week for Fall courses; mid-August for Winter courses). If the student is unable to write the deferred exam as scheduled due to documented illness, family affliction, or extenuating circumstances, the student must contact the NSAO to initiate withdrawal from the deferred exam (WL). If not approved or if the student did not write the exam without seeking withdrawal, a final grade of J is entered and will count as zero in the grade point average (GPA).

Reassessments and Rereads

The Ingram School of Nursing values and promotes transparency and fairness in evaluation. Instructors provide information about evaluation procedures in the first two weeks of the course and are open to clarifying students’ questions. In accordance with the Charter of Student Rights and subject to the conditions stated therein, students have the right to consult any written submission for which they have received a mark, to discuss this submission with the examiner, and to obtain an impartial and competent review of any mark. Students are encouraged to discuss their concerns with the course coordinator or examiner and resolve issues in a professional and transparent manner.

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

A written request for a reread is submitted to the Student Standing and Promotions Committee (via the NSAO). Grades are either raised, lowered, or remain the same, as the result of a reread. Rereads for courses not administered by the Ingram School of Nursing are subject to the deadlines and regulations of the relevant faculty. Reassessment is done free of charge. Computer-marked examinations can be reassessed but not reread. There is a fee for the reread of a final examination or paper; for more information, see mcgill.ca/student-accounts/tuition-fees/non-tuition-charges/other.

Application deadlines for rereads:

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

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

Reassessments and rereads are not available in clinical courses. While every effort is made to be transparent and fair in clinical evaluations, students may disagree with the feedback they receive. In such cases, students should take time to reflect on the feedback. If the student continues to disagree with the evaluation process, then the student can engage a dialogue with the clinical teacher and course coordinator. Owing to the nature of clinical studies, there is no formal appeal process and the clinical teacher and course coordinator’s grade is the retained grade (in addition, see the Evaluation in Clinical Studies section of the *Ingram School of Nursing Faculty and Student Handbook*).

Procedures Governing Reassessment/Rereads

Reassessment is done free of charge. Computer-marked examinations can be reassessed but not reread. **There is a fee for the reread** of a final examination or paper. Visit mcgill.ca/student-accounts/tuition-fees/non-tuition-charges/other for details.

5.9.4 Time to Degree Completion

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

5.9.5 Leave of Absence (LOA)

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

Note:

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

Any student who has been granted a LOA for one academic year and who does not resume studies in the following semester must withdraw from the program. Such students may apply for readmission within one year after withdrawal at which time the student may be required to recommence the program.

Students must return their registration certificate to the OIIQ on interruption of studies for any amount of time or upon withdrawal from the nursing program. The OIIQ returns the certificate free of charge upon request if the student returns to study within one year. In the case of an interruption of more than a year, a student must register again with the Order, providing the OIIQ with all the required documents and the registration fee.

5.9.6 Academic Integrity

For information on academic integrity, see [University Regulations & Resources > Undergraduate > General Policies and Information > Academic Integrity](#).

5.9.7 Pregnancy and Nursing Clinical Studies

Pregnant students must contact the Clinical Partnership Office to discuss the program of study and any adjustments that may be needed to ensure a safe pregnancy. Certain clinical settings preclude the placement of pregnant students (e.g., operating room, emergency department, ICU, post anaesthesia care unit, paediatrics, and some psychiatric agencies). Nursing students must follow the directives of their pregnancy care provider, however the ISO_N cannot guarantee that suitable placement can be found, in particular if the recommended setting cannot meet the learning objectives of the courses. An alternate placement or delay in clinical studies may be required based on clinical agency policies related to pregnancy. Changes in course of study may be required which may delay graduation.

5.10 Inter-University Transfers and Study Away

5.10.1 Inter-University Transfer (IUT) Agreement

Students may take three or, exceptionally, six credits at another Quebec university while paying tuition to McGill without having to formally register at the other university; see : [Quebec Inter-University Transfer Agreement](#). Students in Satisfactory Standing apply for IUT on the [Bureau de Cooperation Interuniversitaire \(BCI\) \(formerly CREPUQ\) website](#). If approved, the student is responsible for applying to and following the requirements and deadlines of the host university. Upon successful completion of the course(s) (**minimum grade of C**), the credits will be recognized by McGill as pass/fail toward the student's degree. The grade received at the host institution will not appear on the student's McGill transcript and will therefore not have an impact on the student's GPA. Students seeking to take a required course as IUT must ensure that the course is deemed equivalent. Under the IUT agreement, grades are automatically sent from the other Quebec University to McGill. **Note that failed grades at the host university are recorded as failures on the McGill transcript.**

5.10.2 Study Away

Students wishing to take a course at another educational institution outside of Quebec must apply for Study Away on Minerva (students who wish to take university courses within Quebec apply for IUT, see above). The student is responsible for applying to and following the requirements and deadlines of the host university. Study away generally applies to:

- U0 students wishing to complete CHEM 212 (generally taken in Summer session of U0) in their home province/country. They may apply for this option as long as they are in Satisfactory Standing and have found a course that has been deemed equivalent to McGill's course).
- Students in Satisfactory Standing wishing to complete an elective or other required course (that has been deemed equivalent) at another university outside Quebec.

On successful completion of the course (minimum grade of C), the student must ensure that the Nursing Student Affairs Office (NSAO) receives an official transcript from the educational institution.

The following steps apply to Study Away:

1. Ensure that the institution where you wish to study is outside of Quebec. If it is a Quebec institution, follow the procedure for Inter-University Transfer credits (IUTs) instead.
2. Make sure that you are in satisfactory standing at McGill. If yes, then you are eligible for study away; if not, then you must take the course at McGill.
3. Find a course that is equivalent to the required course at the university/college you want to attend; see the [Course Equivalency System](#). Any course not found in the Course Equivalency must be assessed by the respective department (e.g., Physiology, Chemistry). Submit a new request for this assessment using the link provided; you may be required to upload a copy of the course description and/or syllabus to complete this request.
4. Once the approved equivalent has been found, find out if the course is actually offered in the session you want and whether you meet the host university criteria for visiting or special student. Avoid taking study away in the graduating term—this could delay your graduation.
5. If the above steps are all positive, then apply for Study Away from McGill on Minerva. If a letter needs to be sent from McGill, you can generate this from the Study Away module. Students are strongly urged to register for the course at McGill to ensure a space in the event that the host university refuses the student. (Don't forget to drop the McGill course if all works out with Study Away.) If you have been approved for Study Away but decide not to go through with the course, you must cancel your Study Away application on Minerva.
6. Once Study Away is approved on Minerva, register for the course at the university/college you want to attend and then follow the admission and registration policies/procedures of that university/college.
7. Upon completion of the course, you must ensure that the NSAO receives an official transcript from the educational institution so that credits can be transferred. This arrangement must be made regardless of the grade received.
8. Allow for processing time, then verify your transcript on Minerva to ensure that the transfer credits have been processed. If they are not, contact the NSAO.

5.11 Requirements for Licensure (Entry into the Profession)

For licensing as a registered Nurse in the Province of Quebec, requests must be addressed to the *Ordre des infirmières et infirmiers du Québec* (OIIQ) (Order of Nurses of Quebec):

Ordre des infirmières et infirmiers du Québec
4200, rue Molson
Montreal QC H1Y 4V4
Telephone: 514-935-2501; 1-800-363-6048 (toll-free)
Email: inf@oiiq.org
Website: www.oiiq.org

The Order of Nurses of Quebec administers the professional examination for graduates planning to work in Quebec; graduates from the Ingram School of Nursing who completed high school before 1986 from an English Quebec high school or from an English high school outside of Quebec, **must** pass a French Language Proficiency Licensure Examination administered by the *Office québécois de la langue française*, in accordance with Article 35 of the Charter of the French Language. Students who obtained their Quebec high school diplomas after 1986 or who studied at least three years full-time in French at the secondary or post-secondary level are **not required** to write the French language examination. Information about the examination can be obtained at www.oqlf.gouv.qc.ca. Students are eligible to write the French Language Proficiency test in the last two years preceding completion of their degree in Nursing.

It is to the students' advantage to write their **Professional Examination for Licensure** with the OIIQ since it is an approved examination under the Mutual Recognition Agreement on Labour Mobility for Registered Nurses in Canada. As these agreements can change from year to year, students are encouraged to contact the licensing body directly.

For students wishing to be licensed in provinces **outside Quebec or in other countries**, consult the licensing body of that site. Generally, licensure is required in the jurisdiction in which the nursing program is completed. Once this has been received, reciprocal arrangements for licensure in other jurisdictions may be made. Graduates may have to write more than one licensure examination. Therefore, it is recommended that graduates contact the jurisdiction in which they plan to practice nursing early in the program.

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

6 Browse Academic Programs

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

6.1 Nursing

6.1.1 Location

Ingram School of Nursing
680 Sherbrooke Street West, Suite 1800
Montreal QC H3A 2M7
Canada
Telephone: 514-398-4144
Fax: 514-398-8455
Website: mcgill.ca/nursing

6.1.2 Programs Offered

The Ingram School of Nursing offers the following undergraduate programs:

- **Bachelor of Science in Nursing, B.Sc.(N.)**, for holders of a collegial (CEGEP) diploma in Health Sciences or Natural Sciences (or its equivalent). This program prepares students for entry into the Nursing Profession.
- **Bachelor of Nursing (Integrated), B.N.I.** for holders of the DEC 180.A.0. Applicants must apply within three years of obtaining their DEC 180.A.0 from their CEGEP program.

The B.N.I. program offers admission to a campus program and to an on-line program of study. For the sake of brevity, mention of the B.N.I. will here forth pertain to both these program offerings unless otherwise stated.

Other online resources available include the Undergraduate Admissions Guide at mcgill.ca/undergraduate-admissions.

section 6.1.8: Bachelor of Science (Nursing) (B.Sc.(N.)) - Nursing (103 credits)

The B.Sc.(N.) extends over three years (four years for students who must complete U0 science courses, i.e., high school graduates and mature students with no previous science background) with general and professional courses in each year. Nursing courses continue in the Summer sessions. Clinical experiences are in community health centers, hospitals, and other agencies as well as in the home setting.

section 6.1.9: Bachelor of Nursing (B.N.I.) - Integrated Nursing (65 credits)

The B.N.(Integrated) program is part of a five-year program developed jointly by Quebec universities and CEGEPs. This five-year program is open only to students who complete the three-year 180.A.0 and 180.A.1 Nursing programs at CEGEP. Students admitted on the basis of a CEGEP DEC receive 27 credits of advanced standing (equivalent to the first year of university) and are admitted to the second year of university. The program consists of two years at university in which students take more advanced nursing and science courses to meet the competencies expected of a nurse with a Baccalaureate degree. These competencies include working in multidisciplinary teams or more autonomously in hospital and community settings, with individuals, families, and groups, planning health education programs and participating in research. This program also aims to further advance the practice of students by expanding their knowledge base, strengthening their critical thinking skills, promoting a strength-based, family-centered perspective and preparing them for roles expected of a baccalaureate nurse. The program may be completed in two years if taken full-time and three years if taken part-time. While the B.N.I. on-campus and online are relatively similar, the B.N.I. online is unique in that it is tailored toward learners who are independent and self-directed.

6.1.3 Minor Degrees

Minor degrees are offered by several academic units (e.g., Women's Studies, Psychology). Minors involve a specified program of study, generally 18–24 credits. The option is most applicable to transfer students. Those seeking to complete a minor must complete a form and be able to respond 'yes' to each of the questions and submit this form to the Nursing Student Affairs Office (NSAO) for approval. The form is available in the [Ingram School of Nursing Faculty and Student Handbook](#).

6.1.4 Program Accreditation

The Bachelor of Science (Nursing) and the Bachelor of Nursing (Integrated) programs are fully accredited by the Canadian Association of Schools of Nursing (CASN).

6.1.5 Graduate Programs

- **M.Sc.A. in Nursing**: this clinically-based program prepares nurses to assume advanced-practice roles in nursing. It is subdivided into concentrations to address specific career goals. The M.Sc.A. in Nursing concentrations are:
 - Advanced Clinical Practice

- Direct Entry Nursing
 - Global Health
 - Global Health Direct Entry
 - Mental Health Nurse Practitioner
 - Neonatology Nurse Practitioner
 - Nursing Services Administration
 - Pediatrics Nurse Practitioner
 - Primary Care Nurse Practitioner
1. **Nurses holding a bachelor's degree in nursing** equivalent to the B.Sc.(N.) or B.N. (Integrated) undergraduate degree offered at McGill must choose a concentration from the following: Advanced Clinical Practice, Global Health, Mental Health Nurse Practitioner, Neonatology Nurse Practitioner, Nursing Services Administration, Pediatrics Nurse Practitioner, and Primary Care Nurse Practitioner.
 2. **Graduates with a general B.A. or B.Sc.** from programs comparable to the McGill undergraduate degrees and no previous nursing preparation may only choose the Direct Entry Nursing or the Global Health Direct Entry concentrations. This route of entry to graduate studies in nursing is unique in Canada.
- **Graduate Certificates** are offered in Theory in Neonatology, and Theory in Primary Care. **Graduate Diplomas** are offered in Mental Health Nurse Practitioner, Neonatal Nurse Practitioner, Pediatrics Nurse Practitioner, and in Primary Care Nurse Practitioner.

Applications to the Graduate Certificates and Diplomas are accepted from:

1. Licensed nurses with a minimum of a baccalaureate degree;
2. A minimum of two years experience in the field of neonatology or in primary care.

See mcgill.ca/nursing/prospective/master-programs for further details.

- **Ph.D. in Nursing:** The doctoral 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. Applicants must have completed master's level studies and have either an undergraduate or graduate degree in Nursing.

For information on our graduate programs (graduate certificate, master's, doctoral, and postdoctoral studies), please refer to : [Nursing's](#) Graduate section.

6.1.6 Nursing Admission Requirements and Application Procedures

6.1.6.1 B.Sc.(N.) Entrance Requirements

Detailed information about each admission category can be found at mcgill.ca/applying/requirements.

Quebec Diploma of Collegial Studies (Health Sciences/ Sciences)

Holders of the Diploma of Collegial Studies who have completed the following courses are considered for admission to the 103-credit B.Sc.(N.) Program:

- Biology - NYA, General Biology II (00UK, 00XU)
- Chemistry - NYA, NYB, Organic Chemistry I (00UL, 00UM, 00XV)
- Mathematics - NYA, NYB (00UN, 00UP)
- Physics - NYA, NYB, NYC (00UR, 00US, 00UT)

Admission will be based on the *cote de rendement au collégial* (Cote R); overall Cote R, and Cote R in prerequisite courses are considered.

Mature Students

Within the University provisions, candidates who are at least 23 years old and are Canadian citizens or permanent residents, may be eligible for consideration as Mature Students. See mcgill.ca/applying/requirements for more specific details. An applicant requesting entry as a Mature Student must have successfully completed a minimum of three courses: one in functions (precalculus; calculus is preferred), and at least two of general biology, chemistry, or physics (all with labs). Each of the courses must have been completed at the CEGEP or university level, with a minimum university grade of 70% or equivalent. Mature students are advised to meet with CEGEP representatives to determine what courses they should take based on high school science studies. Candidates with these prerequisites may then be admitted to the 136-credit B.Sc.(N.) program (four years, see U0 year in [section 6.1.8: Bachelor of Science \(Nursing\) \(B.Sc.\(N.\)\) - Nursing \(103 credits\)](#)); students will not repeat CEGEP level courses that are equivalent to U0 courses).

Applicants from Ontario

Ontario applicants must have completed the Ontario Secondary School Diploma (OSSD) by the time they commence their university studies. Most students are considered for the four-year B.Sc.(N.) program (includes a U0 year described in [section 6.1.8: Bachelor of Science \(Nursing\) \(B.Sc.\(N.\)\) - Nursing \(103 credits\)](#)).

- Calculus and Vectors MCV4U

At least two of:

- Biology SBI4U
- Chemistry SCH4U

- Physics SPH4U
- 4U English or French

Admission is based on McGill's calculation of the applicant's "Top 6" pre-university (4U and 4M) course average and on the program prerequisites. At least four of the "Top 6", as well as all prerequisites, must be at the 4U level. All grades are taken into consideration in determining admission, including those for failed or repeated courses. Most applied courses are excluded from the "Top 6" average; performing arts courses at the 4M level (maximum of two) will be eligible. Grade 12 English or French must be included in the "Top 6" calculation, depending on the language of instruction at the applicant's school.

Applicants from Canadian High Schools outside of Quebec and Ontario

These applicants must hold a high school diploma giving access to university education in their province/territory. Most students are considered for the four-year B.Sc.(N.) program (includes a U0 year described in [section 6.1.8: Bachelor of Science \(Nursing\) \(B.Sc.\(N.\)\) - Nursing \(103 credits\)](#)).

- Grade 12 Mathematics (precalculus)
- At least two of: Grade 12 Biology, Chemistry or Physics
- Grade 12 English or French

Admission is based on McGill's calculation of the applicant's "Top 5" academic Grade 12 courses (regardless of the calendar year in which they were taken), including the prerequisites. All grades are taken into consideration in determining admission, including those for failed or repeated courses. Grade 12 English or French will be included in the "Top 5" calculation, depending on the language of instruction at the applicant's school.

Applicants from other Universities or Colleges and Second Bachelor Degree applicants (Transfer Students)

Students who wish to transfer from other universities and colleges are considered on the basis of both the pre-university and university studies. A minimum of 60 credits must be completed at McGill if a degree is to be granted. Admission requirements are:

- one semester of differential calculus
- one semester of integral calculus
- two semesters of biology with labs
- two semesters of general chemistry with labs
- one semester of organic chemistry with lab
- two semesters of physics (mechanics, electricity and magnetism, waves and optics) with labs

It is possible to be admitted with a minimum of two semesters of calculus plus two semesters of biology, chemistry and/or physics, in which case the remaining science prerequisite course requirements must be completed within the program. Applicants with a previous degree, and missing one or more of the above courses **may** be granted equivalence if credit and exemption is awarded for courses which are part of the 103-credit B.Sc.(N.) program. This applies particularly to the Physiology and Pharmacology courses. In order to form a basis for admission or to be considered for credit or exemption, sciences and mathematics courses must have been completed within the last five years.

Applicants from the U.S. High School Programs (in the U.S. or other countries)

These applicants must hold a high school diploma and must have followed an academic program leading to university entrance:

- precalculus (functions)
- at least two of: Biology, Chemistry, or Physics
- SAT IIs must include at least two different subjects from the following list: Biology, Chemistry, Mathematics, Physics

Grade 10, 11, and 12 academic results will be considered, with special attention paid to results in courses most relevant to the B.Sc.(N.) program of study.

Applicants from outside Canada or the U.S.

Students with a strong mathematics and science preparation at a Senior High School level, who wish to be considered for entrance to the Bachelor of Science (Nursing) program, should visit mcgill.ca/applying/requirements for detailed information about requirements. Most students are considered for the four-year B.Sc.(N.) program (includes a U0 year described in [section 6.1.8: Bachelor of Science \(Nursing\) \(B.Sc.\(N.\)\) - Nursing \(103 credits\)](#)).

Students educated in different languages may be required to provide proof of proficiency in English. A TOEFL (Test of English as a Foreign Language) score of at least 233 (577 for the paper-based version) is required (see [section 3.2.2.1: Proof of Proficiency in English](#) for other assessments that are acceptable).

Inter-Faculty Transfer Students (McGill University students)

Applications are completed through Minerva. Visit mcgill.ca/students/transfer-readmission for complete instructions and application deadlines.

The Ingram School of Nursing accepts applications from students currently enrolled in another program within McGill University. Students must be in Satisfactory Standing in their current program. A minimum cumulative GPA of 2.70 (3.0 or above preferred) is normally required. Transfer students are considered for admission on the basis of current university studies and previous studies.

HOLDERS of a Bachelor's Degree

Applicants who already have a general bachelor's degree in Science or Arts, or will have completed such an undergraduate degree by August 1 of the entering year, should contact [Service Point](#) or the [McGill Welcome Centre](#). Said applicants may be eligible to apply either for entrance to the B.Sc.(N.) program or to the Qualifying Year of the Master's program. Application to the B.Sc.(N.) program is made to Enrolment Services. Requests for information regarding applications to the Qualifying Year should be directed to the Ingram School of Nursing.

6.1.6.2 B.N. (Integrated) Entrance Requirements

Applicants who have completed the *Diplôme d'études collégiales* (DEC) 180A.0 and 180A.1, will be considered for admission to the University segment of the program. Applications must be made within three years of graduation from the DEC 180A.0 and 180A.1. Admission will be based on the *cote de rendement collégiale* (Cote R); overall Cote R and Cote R in prerequisite courses are considered.

The courses must be taken in the sequence outlined unless discussed with the B.N. (Integrated) adviser.

6.1.6.3 Application Procedures

Application to the Ingram School of Nursing is made using the McGill online application available at mcgill.ca/applying.

Please note that the same application is used for all undergraduate programs at McGill, and two program choices can be entered.

All applications must be accompanied by a non-refundable fee; please see the [Student Accounts](#) website for application fee amounts and other details. McGill does not offer application fee waivers.

6.1.6.4 Application Deadlines

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

Quebec	Canadian (outside of Quebec)	International	Special/Exchange/Visiting
Fall: March 1	Fall: Feb. 1	Fall: Jan. 15	Fall: Same as Canadian/International
Winter: Nov. 1	Winter: Nov. 1	Winter: Nov. 1	Winter: Same as Canadian/International
Summer: N/A	Summer: N/A	Summer: N/A	Summer: N/A

6.1.7 Nursing Faculty

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

David H. Eidelman

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

6.1.7.1 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; Hélène Racine; Marie-Claire Richer; Christina Rosmus; Andreeanne Saucier; Charles Sounan

Faculty Lecturers

Deborah Abner; Nathalie Aubin; Sophie Baillargeon; Denise Bédard; 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 Fréchette; Maryse Godin; Iris Gourdji; Cynthia Graham-Certosini; Maria Hamakiotis; Norine M. Heywood; Tara Jesion; Rosalie Johnson; John Kayser; Mina Ladores; Philippe Lamer; Anne Marie Lanctôt; Karine Lepage; Rachel Lomas; Luisa Luciani Castiglia; Althea Hazel McBean; Sharon Mooney; Louise Murray; Catherine Oliver; France Paquet; Maxime Paquet; Joanne Marie Power; Andréanne 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 Arsenault; Theresa Broda; Patrick Casey; Stephanie Charron; Nadia Andrée Doiron; Meggie Guinan; Tiffany Johnston; Donna Kindrat; Caroline Martel; Colette Mascle; Trisha Andrea Nonog; Caroline Normand; Emily Chang Orlov; Royal Orr; Brigitte Perrier; Lisa Marie Pichocvich; Grzegorz Sobieraj; Chantal Souligny; Karinne Troini; Chantale Viens; Barbara Ann Taugher; Teresa Testa

6.1.7.2 McGill Teaching Hospital Network

List of Current Partnerships by governing organization:

McGill University Health Centre (MUHC)

muhc.ca/

CIUSSS de l'Ouest-de-l'île-de-Montréal

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

CIUSSS du Centre-Ouest-de-l'île-de-Montréal

<https://www.ciussscentreouest.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 Montréal, and within most of the 18 Québec Health Regions (Régions sociosanitaires du Québec). A list of Quebec Health Regions including Indigenous partnerships are available on the Ministère de la Santé 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 Souligny

Jewish General Hospital: Margaret Purden

6.1.8 Bachelor of Science (Nursing) (B.Sc.(N.)) - Nursing (103 credits)

The B.Sc.(N.) is a 3-4 year program (including summer sessions) that focuses on complex and contemporary nursing issues. As a preparation for a nursing career, the program includes innovative courses on fundamental nursing expertise, skills and critical thinking. Completion of this program entitles successful graduates to sit licensure examinations in Quebec, Canada, and other countries. This program is accredited by the Canadian Association of Schools of Nursing.

U0 Required Courses (27 credits)

The first year (U0) of the 136- or 137-credit four-year program consists of the following courses:

BIOL 112	(3)	Cell and Molecular Biology
CHEM 110	(4)	General Chemistry 1
CHEM 120	(4)	General Chemistry 2
CHEM 212	(4)	Introductory Organic Chemistry 1
MATH 141	(4)	Calculus 2
PHYS 101	(4)	Introductory Physics - Mechanics
PHYS 102	(4)	Introductory Physics - Electromagnetism

U0 Complementary Courses

6 or 7 credits

One of the following Calculus courses:

MATH 139	(4)	Calculus 1 with Precalculus
MATH 140	(3)	Calculus 1

And a 3-credit elective

Following successful completion of the U0 courses, students enter First Year (U1)

Required Courses (86 credits)

IPEA 500	(0)	Roles in Interprofessional Teams
IPEA 501	(0)	Communication in Interprofessional Teams
IPEA 502	(0)	Patient-Centred Care in Action
IPEA 503	(0)	Managing Interprofessional Conflict
NUR1 209	(3)	Pathophysiology for Nursing 1
NUR1 210	(3)	Pathophysiology for Nursing 2
NUR1 222	(3)	Strengths-Based Nursing and Professional Practice
NUR1 224	(4)	Individual and Family Development Across Lifespans 1
NUR1 225	(4)	Individual and Family Development Across Lifespans 2
NUR1 230	(1)	Supporting Health and Healing Capacities 1
NUR1 231	(1)	Supporting Health and Healing Capacities 2
NUR1 233	(2)	Promoting Young Family Development
NUR1 234	(2)	Nursing Older Adults
NUR1 235	(3)	Health and Physical Assessment/Anatomy 1
NUR1 236	(3)	Health and Physical Assessment/Anatomy 2
NUR1 300	(3)	Pharmacology for Nursing 1
NUR1 301	(3)	Pharmacology for Nursing 2
NUR1 311	(3)	Infection Prevention and Control
NUR1 323	(3)	Illness Management 1
NUR1 324	(3)	Illness Management 2
NUR1 325	(4)	Acute, Chronic, and Palliative Health Challenges 1
NUR1 326	(4)	Acute, Chronic, and Palliative Health Challenges 2
NUR1 329	(3)	Skin Integrity and Wound Care
NUR1 331	(4)	Nursing in Illness 1
NUR1 332	(4)	Nursing in Illness 2

NUR1 333	(3)	Nursing in Illness 3
NUR1 335	(1)	Illness Management Clinical Skills Laboratory 1
NUR1 336	(1)	Illness Management Clinical Skills Laboratory 2
NUR1 423	(4)	Leading Change: Policy and Practice
NUR1 424	(4)	Legal, Ethical, and Professional Practice Issues
NUR1 431	(3)	Community Health Nursing Practicum
NUR1 432	(3)	Community Health Nursing Project
NUR1 529	(4)	Critical Care Nursing

Complementary Courses (8 credits)

5 credits from the following:

NUR1 530	(5)	Nursing Practice Consolidation
NUR1 531	(5)	Ambassador Nursing Practice Consolidation

AND

3 credits from the following:

EDPE 375	(3)	Introductory Statistics
PSYC 204	(3)	Introduction to Psychological Statistics

Elective Courses (9 credits)

9 credits at the 200-500 level.

6.1.9 Bachelor of Nursing (B.N.I.) - Integrated Nursing (65 credits)

This program is offered in two modalities, online and on campus. Students must register in online or on campus courses according to the program they are admitted into.

For details on the course of study, please refer to <http://www.mcgill.ca/nursing/programs/bachelor-nursing-integrated/courses>.

Please click here for information on additional requirements for students pursuing this online program:

https://www.mcgill.ca/study/university_regulations_and_resources/undergraduate/gi_online_%28distance%29_programs

Required Courses (55 credits)

IPEA 500	(0)	Roles in Interprofessional Teams
IPEA 501	(0)	Communication in Interprofessional Teams
IPEA 502	(0)	Patient-Centred Care in Action
IPEA 503	(0)	Managing Interprofessional Conflict
NUR1 209	(3)	Pathophysiology for Nursing 1
NUR1 210	(3)	Pathophysiology for Nursing 2
NUR1 222	(3)	Strengths-Based Nursing and Professional Practice
NUR1 300	(3)	Pharmacology for Nursing 1
NUR1 301	(3)	Pharmacology for Nursing 2
NUR1 312	(3)	Research in Nursing
NUR1 318	(4)	Chronic Illness and Palliative Health Challenges
NUR1 320	(3)	Critical Care Nursing Theory
NUR1 327	(4)	Critical Health Challenges

NUR1 329	(3)	Skin Integrity and Wound Care
NUR1 338	(3)	Applied Health and Physical Assessment/Anatomy 1
NUR1 339	(3)	Applied Health and Physical Assessment/Anatomy 2
NUR1 423	(4)	Leading Change: Policy and Practice
NUR1 424	(4)	Legal, Ethical, and Professional Practice Issues
NUR1 431	(3)	Community Health Nursing Practicum
NUR1 432	(3)	Community Health Nursing Project
PSYC 204	(3)	Introduction to Psychological Statistics

Complementary Course (4 credits)

4 credits from the following:

NUR1 434	(4)	Critical Care Nursing Practicum
NUR1 435	(4)	Ambassador Critical Care Practicum

Elective Courses (6 credits)

6 credits with 3 credits at the 300 level or above.

