



Ingram School of Nursing (Graduate)
Programs, Courses and University Regulations
2019-2020

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

1 . McGill University reserves the right to mak

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1 Dean's Welcome

To Graduate Students and Postdoctoral Fellows:

Welcome to Graduate and Postdoctoral Studies (GPS) at McGill. You are joining a community of world-class researchers and more than 10,000 graduate students in over 400 programs. *GPS* is here to support you from admissions through to graduation and beyond. We take a holistic approach to graduate student success; we support not only your academic development, but also your career-planning and professional development, and your well-being and student life. I invite you to consult the website [Resources for Your Success](#), which is a one-stop-shop for the many resources and support systems in place for you across the University.

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

Josephine Nalbantoglu, Ph.D.

Dean, Graduate and Postdoctoral Studies

2 Graduate and Postdoctoral Studies

2.1 Administrative Officers

Administrative Officers

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

Dean (Graduate and Postdoctoral Studies)

Robin Beech; B.Sc.(Nott.), Ph.D.(Edin.)

Associate Dean (Graduate and Postdoctoral Studies)

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Associate Dean (Graduate and Postdoctoral Studies)

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Associate Dean (Graduate and Postdoctoral Studies)

Elisa Pylkkanen; B.A., M.A.(McG.)

Director (Graduate and Postdoctoral Studies)

2.2 Location

James Administration Building, Room 400

845 Sherbrooke Street West

Montreal QC H3A 0G4

Website: www.mcgill.ca/gps



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

2.3 Graduate and Postdoctoral Studies' Mission

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

3 Important Dates

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

4 Graduate Studies at a Glance

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

5 Program Requirements

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

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

6 Graduate Admissions and Application Procedures

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

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

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

7 Fellowships, Awards, and Assistantships

Please refer to [University Regulations & Resources](#) > *Graduate* > : [Fellowships, Awards, and Assistantships](#) for information and contact information regarding fello

8.2 Guidelines and Policy for Academic Units on Postdoctoral Education

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

1. Definition and Status

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

2. Registration

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

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

3. Appointment, Pay, Agreement of Conditions

i. Appointments may not exceed your registration eligibility status.

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

iii. At the outset of a postdoctoral appointment, a written Letter of Agreement for Postdoctoral Education should be dra

x. Access to student services and athletic services are available to the Postdoc on an opt-in basis. Fees are applicable.

5. Responsibilities

i. Postdocs are subject to the responsibilities outlined at www.mcgill.ca/students/srr and must abide by the policies listed at www.mcgill.ca/secretariat/policies-and-regulations.

ii. Each academic unit hosting Postdocs should clearly identify Postdocs' needs and the means by which they will be met by the unit.

iii. Each academic unit should assess the availability of research supervision facilities, office space, and research funding before recruiting Postdocs.

iv. Some examples of responsibilities of the department are:

- to verify the Postdoc's eligibility period for registration;
- to provide Postdocs with departmental policy and procedures that pertain to them;
- to oversee the registration and appointment of Postdocs;
- to assign departmental personnel (e.g., Postdoc coordinator and Graduate Program Director) the responsibility for Postdocs;
- to oversee and sign off on the Letter of Agreement for Postdoctoral Education;
- to ensure that each Postdoc has a supervisor, lab and/or office space, access to research operating cost1 81.6as a supervi6gn of

department shall forward the request to Enrolment Services. See the procedure in [University Regulations & Resources > Graduate > : Leave of Absence Status](#).

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

8.5 Postdoctoral Research Trainees

Eligibility

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

The category of Postdoctoral Research Trainee is for:

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

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

Category 3: An individual who holds a professional degree (or equivalent) in a regulated health profession (as defined under CIHR-eligible health profession) and is enrolled in a program of postgraduate medical education at another institution. This individual wishes to conduct the reThis indiA5t in equile8.43 633.lconeFm17

10 Graduate Student Services and Information

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

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

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

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

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

12 Browse Academic Units & Programs

The programs and courses in the following sections have been approved for the 2019–2020 session as listed. The Faculty/School reserves the right to introduce changes as may be deemed necessary or desirable at any time throughout the year.

12.1 Nursing

12.1.1 Location



Note: The Ingram School of Nursing has moved to 680 Sherbrooke Street West as of August 2017. For more information, see the [School's website](#).

Ingram School of Nursing
680 Sherbrooke West, Suite 1800
Montreal QC H3A 2M7
Canada

Telephone: 514-398-4144

Fax: 514-398-8455

Website: www.mcgill.ca/nursing

12.1.2 About Nursing

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

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

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

The School and its lab moved to 680 Sherbrooke Street West in August 2017 and occupy the 18th, 19th, and 20th floors of that building. Lab size has tripled, and new simulation labs have been designed to offer students a wealth of hands-on experience. The new space also accommodates student lounges, faculty and staff offices, mid- and small-sized classrooms, and meeting rooms. Students registered in the School also take courses in other faculties within the University. Selected experience in nursing is provided in the McGill University Health Centre, other McGill-affiliated hospitals, and in a wide variety of

section 12.1.8: Master of Science, Applied (M.Sc.A.) Nursing (Non-Thesis): Global Health Direct Entry (58 credits)

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

section 12.1.9: Master of Science, Applied (M.Sc.A.) Nursing (Non-Thesis): Mental Health Nurse Practitioner (45 credits)

This concentration is open to bachelor-prepared nurses and is designed to prepare them to take on this advanced practice role. Mental health nurse practitioners autonomously assess, diagnose, and treat mental health conditions that fall within their scope of practice, providing care to all age groups, in secondary and tertiary care settings. Students who successfully complete this program are eligible to apply to the Graduate Diploma Nurse Practitioner program in this specialty, which is the next step before the relevant licensing exam of the OIIQ (*Ordre des infirmières et infirmiers du Québec*).

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

This concentration is open to bachelor-prepared nurses and is designed to prepare them to take on this advanced practice role. Neonatal nurse practitioners autonomously assess, diagnose, and treat pediatric health conditions that fall within their scope of practice, providing care to neonates and their families in intermediate, acute, and critical care neonatal settings. Students who successfully complete this program are eligible to apply to the Graduate Diploma Nurse Practitioner program in this specialty, which is the next step before the relevant licensing exam of the OIIQ (*Ordre des infirmières et infirmiers du Québec*).

section 12.1.11: Master of Science, Applied (M.Sc.A.) Nursing (Non-Thesis): Nursing Services Administration (49 credits)

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

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

This concentration is open to bachelor-prepared nurses and is designed to prepare them to take on this advanced practice role. Pediatric nurse practitioners autonomously assess, diagnose, and treat pediatric health conditions that fall within their scope of practice, providing care to children, ranging in age from infancy to young adulthood, in secondary and tertiary care settings. Students who successfully complete this program are eligible to apply to the Graduate Diploma Nurse Practitioner program in this specialty, which is the next step before the relevant licensing exam of the OIIQ (*Ordre des infirmières et infirmiers du Québec*).

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

This concentration is open to bachelor-prepared nurses and is designed to prepare them to take on this advanced practice role. Primary care nurse practitioners autonomously assess, diagnose, and treat a wide range of acute and chronic health conditions that fall within their scope of practice for patients and families of all ages in primary care settings. Students who successfully complete this program are eligible to apply to the Graduate Diploma Nurse Practitioner program in this specialty, which is the next step before the relevant licensing exam of the OIIQ (*Ordre des infirmières et infirmiers du Québec*).

section 12.1.14: Graduate Certificate (Gr. Cert.) Theory in Mental Health (15 credits)

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

section 12.1.15: Graduate Certificate (Gr. Cert.) Theory in Neonatology (15 credits)

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

section 12.1.16: Graduate Certificate (Gr. Cert.) Theory in Pediatrics (15 credits)

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

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

Master's, Graduate Certificate, and Graduate Diploma Programs

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

Nurse applicants are expected to hold current registration in their Canadian province or in the United States. Nurses who are not licensed in Quebec must be registered with the [Ordre des infirmières et infirmiers du Québec](#) upon the start of their graduate studies. Nurse applicants to the Nurse Practitioner programs must hold *current* and *full* licensure with the OIIQ.

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

Nurse applicants to the [section 12.1.10: Master of Science, Applied \(M.Sc.A.\) Nursing \(Non-Thesis\): Neonatology Nurse Practitioner \(45 credits\)](#) program must have a minimum of two years' experience in neonatology in a level 3 unit.

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

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

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

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



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

Nurse Applicants (Nurse Bachelor's Entry – NBE) to the Master's Program - all concentrations

Applicants to the master's degree must have completed a bachelor's degree in nursing with a minimum CGPA of 3.0 on a scale of 4.0. This preparation must be comparable to that offered in the bachelor's in nursing programs at McGill, which includes an Introductory Statistics course (3 credits). Prospective applicants whose undergraduate degree differs from the McGill degree are encouraged to contact the Ingram School of Nursing to have the eligibility of their degree assessed. Experience in nursing is strongly recommended. International applicants who have been licensed in another country must have worked as a registered nurse in the United States or Canada for at least one year, which will provide them with the necessary knowledge of the health care system required for advanced nursing studies.

Graduate Certificates and Graduate Diplomas in Nurse Practitioner

Applicants must hold a bachelor's degree in nursing and a master's degree in nursing comparable to McGill (the bachelor program must have a minimum of 66 credits including 12 credits in the biological sciences) with a minimum CGPA of 3.2 on a 4.0 scale required. Please note that the Graduate Diploma program is a secondary or follow-up program and is only open to students who have completed or are in the process of completing McGill's MScA Nurse Practitioner Program OR McGill's Graduate Certificate Nurse Practitioner Program in the relevant specialty. Prior to entry, applicants are required to have a minimum of 3,360 hours of experience in Canada in the specialty area over the previous five years.

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

Clinical Requirements

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

University Success Workshop Series

Any student who is experiencing difficulty in meeting course requirements must take advantage of academic services that McGill offers. Information is available at www.mcgill.ca/firstyear/undergraduate/your-first-year. Further information on services available to students is at [University Regulations & Resources](#) > Graduate > Student Services and Information > : [Student Services – Downtown Campus](#).

Regulations Concerning Clinical Placement Courses

- Clinical courses must be taken sequentially as identified in the course of study for your concentration.
- Students must be registered with the OIIQ before they can have access to clinical placements. Students who have not completed the registration procedure cannot commence clinical studies.
- Students must have met the vaccination/immunization requirements prior to commencing clinical studies in September.
- Students are required to purchase equipment such as a stethoscope and physical-assessment equipment. Information is provided at registration or within specific courses.
- Students are expected to demonstrate professional behaviour at all times. The Code of Ethics for Nurses and the McGill University Code of Student Conduct (as outlined in the www.mcgill.ca/students/srr/academicrights and www.mcgill.ca/secretariat/policies-and-regulations) provide guidelines. Professional behaviour is expected in relation to classmates, teachers, patients, the interprofessional team, and the institutions within which studies take place.
- In any formal documentation, students must identify themselves as a McGill Nursing Student with the respective year of study noted.
- Name badges must be worn at all times in clinical studies. These are ordered in the Fall semester of the first year of studies and the cost is charged directly to the student's fee account. Name badges are ordered through the Ingram School of Nursing and students will be required to purchase two sets of name badges in early Fall prior to starting clinical placement. Students must comply with the uniform policy during clinical placements.
- Students must have a photo I.D. taken at the MUHC for their clinical placements there.
- Attendance in clinical courses is mandatory and absences must be discussed with the instructor. Students with repeat absences may be asked to defer clinical studies if progress in the clinical course is compromised.
- Students whose performance in clinical studies does not meet the course objectives will be informed in writing and a learning plan will be developed. Students whose performance is below expectations or who are unsafe in clinical studies may be required to withdraw from the course at any time.
- Students whose academic performance is below expectation or considered to be incompetent or unsafe in clinical studies can be required to withdraw from the course at any time—in such cases the student will receive a grade of WF or F.
- While an effort is made to place students within reasonable travelling distance for clinical studies, each student must budget a sum of money to travel to and from a patient home and clinical institutions.
- Special requests for specific location or hours of clinical study cannot be accommodated.
- Students who are seropositive for Hepatitis B, C, or HIV and/or any other blood-borne pathogens have an obligation to notify their Program Director. These students are referred to the Blood-Borne Infection Risk Assessment Unit (*Service d'évaluation des risques de transmission d'infection hématogènes [SERTIH]*) of the *Québec Institut national de santé publique responsable* for all infected workers, including nursing students. The service will make recommendations regarding clinical placement based on the nature of the situation.
- Clinical courses that are offered during the Summer session may require that students study during the day or evening.
- Clinical agencies may require students entering their facility to undergo a Criminal Reference Check prior to being granted permission to enter their facility.
- For more information on clinical requirements, see www.mcgill.ca/nursing/students/student-portal/clinical.

RN Licensure (Registration) to Practice

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

NP Licensure (Registration) to Practice

Graduates of an entry to practice program in nurse practitioner must seek licensure to practice as a nurse practitioner upon completion of the degree. The granting of a license to practice as a nurse practitioner and the right to be called a "Nurse Practitioner – NP" is a jurisdictional issue which the professional order of Nurses determines and assigns. In Quebec, the licensure exam for NPs is a joint exam with the OIIQ and the *Collège des médecins du Québec*.

12.1.3.3 Application Procedures

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

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

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

12.1.3.3.1 Additional Requirements

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

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

12.1.3.4 Application Dates and Deadlines

Application opening dates are set by Enrolment Services in consultation with Graduate and Postdoctoral Studies (GPS), while application deadlines are set by the Ingram School of Nursing and may be revised at any time. Applicants must verify all deadlines and documentation requirements well in advance on the appropriate McGill departmental website; please consult the list at www.mcgill.ca/gps/contact/graduate-program.

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

Anita Gagnon; N., B.Sc.(N.)(Catholic Univ. of America), M.P.H.(Johns Hop.), Ph.D.(McG.)

Associate Director, Ingram School of Nursing – Undergraduate and Entry-to-Practice Educational Programs

Josée Bonneau; N., B.Sc.(N.), M.Sc.(N.)(Montr.)

Associate Director, Ingram School of Nursing – Graduate and Online Educational Programs

Susan Drouin; N., B.Sc.(N.)(New Br.), M.Sc.A.(McG.), D.Soc.Sci.(R. Roads)

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

Annie Chevrier; N., B.N.I., M.Sc.A.(McG.)

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

Mélanie Gauthier; N., B.Sc.(N.)(McG.), M.N.(Syd.)

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

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

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

Rosalia Sanzone; N., B.Sc.(N.), M.Sc.A.(McG.)

Graduate Program Director, Ingram School of Nursing

Antonia Arnaert, N., Ph.D.(KU Leuven)

Assistant Graduate Program Director, Ingram School of Nursing

Maria Di Feo; N., B.Sc.(N.)(Montr.), M.Ed.(McG.)

Ph.D. Program Director, Ingram School of Nursing

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

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

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

Associate Director of Research, Ingram School of Nursing

Carmen G. Loiselle, N., B.Sc.(N.), Ph.D.(Wisc.-Madison)

Emeritus Professors

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

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

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

Professors

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

Anita J. Gagnon; N., B.Sc.(N.)(Catholic Univ. of America), M.P.H.(Johns Hop.), Ph.D.(McG.)

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

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

Associate Professors

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

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

Susan Drouin; N., B.N.(New Br.), M.Sc.A.(McG.), M.A., D.Soc.Sci.(R. Roads)

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

Associate Professors

Céline Gélinas; N., B.Sc.(N.), M.Sc.(N.), Ph.D.(Laval), Post Doc.(McG.)
 Mélanie Lavoie-Tremblay; N., B.Sc.(N.), M.Sc.(N.), Ph.D.(Laval), Post Doc.(Tor.)
 Christine Maheu; N., B.Sc.(N.), M.Sc.(Montr.), Ph.D.(INSERM), Post Doc.(Br. Col.)
 Frederick Nestel; B.Sc.(McG.), M.Sc.(Qu.), Ph.D.(McG.)
 Margaret Purden; N., B.Sc.(N.), Ph.D.(McG.)
 Sonia Semenic; N., B.A., M.Sc.A., Ph.D.(McG.), Post Doc.(Ott.)

Assistant Professors

Elaine Doucette; N., B.Sc.(C' dia), B.Sc.(N.), M.Sc.(N.)(Ott.)
 Françoise Filion; N., B.Sc.(N.), M.Sc.(N.)(Montr.)
 Catherine P. Gros; N., B.Sc.(Mass.), M.Sc.A.(McG.)
 Heather D. Hart; N., B.Sc.(N.)(W. Ont.), B.Ed.(Bran.), M.Sc.A.(McG.)
 Sylvie Lambert; N., B.Sc.(N.), Ph.D.(McG.), Post Doc.(Newcastle, Australia)
 Yannick Mélançon-Laitre; N., B.N.(UQAT), M.Sc.A., Grad.Dip.(NP-PC)(McG.)
 Marjorie Montreuil; N., Ph.D.(McG.)
 Norma Ponzoni; N., B.Sc.(N.), M.Sc.(N.), Ph.D.(Montr.)
 John Pringle; NP, M.Sc.(Epidemiology)(Qu.); Ph.D.(Tor.)
 Rosalia Sanzone; N., B.Sc.(N.), M.Sc.A.(McG.)
 Argerie Tsimalis; N., B.Sc.(N.)(Windsor), M.Sc.(Qu.), Ph.D.(Tor.), Post Doc.(Col.)
 Andraea Van Hulst; N., Ph.D.(Montr.)

Faculty Lecturers

Rosetta Antonacci; N., M.Sc.(Admin.)(Laval)
 Cheryl Armistead; N., B.Sc.(N.), M.Sc.(N.)(Ott.)
 Josée Bonneau; N., B.Sc.(N.), M.Sc.(N.)(Montr.)
 Amanda Cervantes; N., B.F.A.(NYU), M.Sc.A.(McG.)
 Annie Chevrier; N., B.N.(I.), M.Sc.A.(McG.)
 Diana Gausden; N., SCPHN(Southbank Univ., Lond.)
 Melanie Gauthier; N., B.Sc.(N.)(McG.), M.N.(Syd.)
 Oxana Kapoustina; N., B.Sc., M.Sc.A.(McG.)
 Sandie Larouche; N., B.Sc.(N.)(Laval), M.Sc.A.(McG.)
 Caroline Marchionni; N., B.Sc.(McG.), M.Sc.(John M.), M.Sc.A.(McG.)
 Linda Masse; N., B.Sc.(N.)(Montr.), M.Sc.A.(McG.)
 Catherine-Anne Miller; N., B.Sc.(N.)(McG.), M.H.Sc.(Health Promotion & Global Health)(Tor.)
 Linda Morneault; N., B.Sc.(N.)(McG.), M.Sc.(SUNY)
 Irene Sarasua; N., B.A.(Tor.), M.Sc.A.(McG.)
 Jodi Tuck; N., B.Sc.(McM.), M.Sc.A.(McG.)

Academic Associates

Katherine Logue; N., B.Sc., M.Sc.A.(McG.)
 Hugo Marchand; N., B.N.(I.)(McG.)
 Elizabeth Marie Claire Murphy-Lavallée
 Louise Murray; N., B.Sc., M.Sc.N.(Montr.)
 Amelie Samson; N., B.N.(I.)(Sher.)

Contracted Faculty (part-time)

Karine Allard

Jorge Manuel Antonio

William Archambault, B.Sc.(McG.), M.Sc.(Montr.)

Magdalena Arciszewska, B.Sc.(N.)(McG.)

Geneveave Barbo

Angela Barrett

Valerie Beaudoin

Amanda Berghello, B.Sc.(N.)(McG.)

Alain Biron; N., B.Sc.(McG.), M.Sc.(N.)(Montr.), Ph.D.(McG.)

Vasiliki Bitzas; N., B.Sc., M.Sc.(A.), Ph.D.(McG.)

Madalina Vasilica Boitor; N., B.N(I.)(McG.)

Sandra Bradford-Macalanda; N., B.Sc.(N.)(SUNY), M.N.(Athab.)

Theresa Broda; N., B.Sc.(N.)(McG.), B.Sc.(N.)(Ott.)

Carolyn Brown; N., N.P., B.N(I.), M.Sc.A., Grad.Dip.(NP-PC)(McG.)

Frances Sol Encina Bruno; B.Sc.(N.), M.Sc.(A.)(McG.)

Susan Buddo; N., B.Sc.(N.)(Br. Col.), M.N.(Athab.)

Laurie Cleoplat, M.Sc.(N.)(McG.)

Gomane Nerline Colimon; N., B.Sc.(N.)(McG.)

Hermes Cornejo; N., B.Sc.(N.)(Chile), M.Sc.(N.)(Montr.)

Hedda Coronado; N., B.Sc.(N.)(Philippines)

Laura Craigie; N., B.N(I.)(McG.)

Kelly Marie Cummins, B.Sc.(N.), M.Sc.(N.)(McG.)

David Jordan Elbling

Olivia Hope Farias

Maria Fernandez

Monique Fillion, B.Sc.(N.)(Montr.), M.Sc.(A.)(Laval)

Lisa Frick; N., B.Sc.(N.)(Ott.)

Sae Fukamizu

Pascale Fulcher; N.

Alexandra Glezos

Mary Grossman-Schultz; N., B.Sc.(N.), M.Sc.A., Ph.D.(McG.)

Melissa Hoffman; N., B.Sc.(N.)(Br. Col.)

Vandra Holder

Sarah Ismail

Angela Izzo

Caroline Marie-France Jean

Charlie Myriam Julien; N., B.N., M.N.(Montr.)

Marisa Kanellopoulos

Daria Kapnik, M.Sc.L.(UQAM3 269.68 Tm(ascale)ng

Contracted Faculty (part-time)

Stéphanie Lao; N., B.Sc.(N.)(McG.)

Julie Laurence; N., B.Sc.(N.)(McG.)

Thi Hong Nhung Le

Valérie Renée LeBel; N., B.N.(Montr.)

Céline Léger; N.

Catherine Lloyd; N., B.Sc.(N.)(Ott.)

Abbey Leigh Mahon; B.A.(C'dia), M.Sc.(N.)(McG.)

Stephanie Mardakis; B.Sc.(N.)(Montr.), M.Sc.(N.)(McG.)

Sharon Mooney; N., B.A.(C'dia), B.Sc.(N.)(Br. Col.), M.A.(C'dia)

Thu Hong Nguyen Ngo

Catherine My-Duyen Nguyen-Huy

Tessa Nichols; N., B.Sc.(N.)(Ott.)

Trisha Andrea Nonog; N., B.N.(I.)(McG.)

Cassandra Elaina Palangiewicz

Josette Perreault; N., B.N.(McG.)

Marta Anita Pilarska

Silvia Pistagnesi; N., B.Sc.(N.), M.Sc.A.(McG.)

Giselle Poirier

Christine Aiko Prchal; N., M.Sc.(A.)(McG.)

Bianca Quesnal-Spicer

Ramona Rodrigues; N., B.Sc., M.Sc.A.(McG.)

Patricia Sabbag; N., B.Sc.(N.), M.Sc.A.(McG.)

Sanaz Shadvar

Anita Sharma; N., B.A.(Manit.), B.Sc.(N.)(McG.)

Sarah Jane Shea

Heidi Sleno; B.Sc.(N.)(Ott.)

Assistant Professors

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

F

Other Teaching Centres

Cambridge Residence

Concordia University Health Clinic

CSSS Bordeaux-Cartierville-St. Laurent

CSSS Lucille-Teasdale

CSSS Pointe de l'île

CSSS St. Leonard-St. Michel

CSSS Sud Ouest Verdun (CLSC St. Henri, CLSC Verdun, CLSC Ville Emard-Côte St. Paul, Hôpital Verdun)

Jewish Rehabilitation Hospital

Kateri Memorial Hospital

Manoir Westmount

Salvation Army Montclair Residence

Shriner's Hospital for Children

Tulattavik Health Centre Kuujuaq

Ukrainian Villa

Vista Residence

Waldorf Residence

Welcome Hall Mission

West Island Palliative Care Residence

International Sites

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

Directors of Nursing Research in Teaching Hospitals

MUHC – Chantal Souigny

Jewish General Hospital – Margaret Purden

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

This concentration is a two-year program. Part-time studies over three to five years are also an option for students. The core content of the Advanced Clinical Practice concentration prepares students for advanced practice nursing roles in diverse settings and with diverse populations. Content is organized based on the McGill Model of Nursing and focuses on such areas as family intervention, collaborative practice, and working with family strengths and resources. Through clinical courses, students eng

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

Complementary Courses (9 credits)

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

12.1.6 Master of Science, Applied (M.Sc.A.) Nursing (Non-Thesis): Direct Entry Nursing (58 credits)

The Master of Science,

NUR2 608	(3)	Seminar in Nursing
NUR2 611	(3)	Policy Leadership in Nursing
NUR2 612	(3)	Research Methods in Nursing 1
NUR2 617	(3)	Clinical in Family Systems Nursing 1
NUR2 618	(3)	Clinical in Family Systems Nursing 2
NUR2 626	(3)	Professional Issues in Nursing
NUR2 630	(3)	Clinical Project 1
NUR2 631	(6)	Clinical Project 2
NUR2 632	(3)	Clinical Project 3
NUR2 636	(3)	Global Health Nursing Clinical
NUR2 640	(3)	Clinical Reasoning
NUR2 642	(3)	Ethics in Advanced Practice

Complementary Course (3 credits)

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

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

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

Required Courses

IPEA 502	(0)	Patient-Centred Care in Action
NUR2 515	(3)	Applied Statistics for Nursing
NUR2 516	(3)	Perspectives on Global Health
NUR2 607	(3)	Children's Nursing
NUR2 609	(3)	Nursing Care of Children and their Families
NUR2 610	(3)	Ambulatory/Community Care
NUR2 611	(3)	Policy Leadership in Nursing
NUR2 612	(3)	Research Methods in Nursing 1
NUR2 616	(4)	Advanced Clinical Skills
NUR2 623	(3)	Clinical Assessment and Therapeutics 1
NUR2 626	(3)	Professional Issues in Nursing
NUR2 630	(3)	Clinical Project 1
NUR2 631	(6)	Clinical Project 2
NUR2 632	(3)	Clinical Project 3
NUR2 634	(3)	Clinical Assessment and Therapeutics 2
NUR2 636	(3)	Global Health Nursing Clinical
NUR2 638	(3)	Nursing in Critical Care
NUR2 640	(3)	Clinical Reasoning
NUR2 642	(3)	Ethics in Advanced Practice

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

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

Required Courses (45 credits)

NUR2 515	(3)	Applied Statistics for Nursing
NUR2 608	(3)	Seminar in Nursing
NUR2 611	(3)	Policy Leadership in Nursing
NUR2 612	(3)	Research Methods in Nursing 1
NUR2 617	(3)	Clinical in Family Systems Nursing 1
NUR2 618	(3)	Clinical in Family Systems Nursing 2
NUR2 626	(3)	Professional Issues in Nursing
NUR2 642	(3)	Ethics in Advanced Practice
NUR2 647	(3)	Pharmacology for Mental Health Nurse Practitioners
NUR2 690	(3)	Reasoning in Mental Health 1
NUR2 691	(3)	Reasoning in Mental Health 2
NUR2 692	(4)	Reasoning in Mental Health 3
NUR2 693	(4)	Reasoning in Mental Health 4
NUR2 694	(4)	Reasoning in Mental Health 5

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

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

Required Courses (45 credits)

NUR2 515	(3)	Applied Statistics for Nursing
NUR2 608	(3)	Seminar in Nursing
NUR2 611	(3)	Policy Leadership in Nursing
NUR2 612	(3)	Research Methods in Nursing 1
NUR2 617	(3)	Clinical in Family Systems Nursing 1
NUR2 618	(3)	Clinical in Family Systems Nursing 2
NUR2 626	(3)	Professional Issues in Nursing
NUR2 642	(3)	Ethics in Advanced Practice
NUR2 644	(3)	Pharmacology for Neonatal Nurse Practitioners
NUR2 660	(6)	Reasoning in Neonatology 1
NUR2 661	(6)	Reasoning in Neonatology 2
NUR2 662	(3)	Reasoning in Neonatology 3
NUR2 664	(3)	Neonatal Health Assessment

NUR2 683	(4)	Reasoning in Pediatrics 4
NUR2 684	(4)	Reasoning in Pediatrics 5

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

This concentration was dev

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

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

Required Courses (15 credits)

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

12.1.17 Graduate Certificate (Gr. Cert.) Theory in Primary Care (15 credits)

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

Required Courses (15 credits)

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

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

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

Required Courses (30 credits)

NUR2 655	(8)	Mental Health Internship 1
NUR2 656	(14)	Mental Health Internship 2
NUR2 695	(4)	Reasoning in Mental Health 6
NUR2 696	(4)	Reasoning in Mental Health 7

12.1.19 Graduate Diploma (Gr. Dip.) Neonatal Nurse Practitioner (30 credits)**Required Courses (30 credits)**

NUR2 649	(12)	Neonatology Internship 1
NUR2 650	(12)	Neonatology Internship 2
NUR2 666	(6)	Neonatal Follow-Up Internship

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

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

Required Courses (30 credits)

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

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

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

Required Courses (30 credits)

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

12.1.22 Doctor of Philosophy (Ph.D.) Nursing

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

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

Thesis

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

Required Courses (10 credits)

NUR2 701	(1)	Comprehensive Examination
NUR2 702	(3)	Quantitative Research

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NUR2 702	(3)	Quantitative Research
NUR2 703	(3)	Issues of Measurement
NUR2 705	(3)	Palliative Care
NUR2 730	(3)	Theory Development in Nursing
NUR2 780	(3)	Advanced Nursing
NUR2 783	(3)	Psychosocial Oncology Research

Selected course(s) (Statistics)*

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

Complementary Courses

One of the following courses:

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