



**Ingram School of Nursing (Graduate)**  
**Programs, Courses and University Regulations**  
**2014-2015**



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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:

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

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

McGill is ranked as one of Canada's most intensive research universities and currently ranked 21<sup>st</sup> by *QS W* *n.3y*

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## **2.3 General Statement Concerning Higher Degrees**

Graduate and Postdoctoral Studies (GPS) oversees all programs leading to graduate diplomas, certificates, and higher degrees, with the e



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

If courses were not used for a degree, they could be **credited** toward a McGill degree, keeping in mind that a maximum of one-third of the coursework (not thesis, project, stage, internship, and practicum) can be credited. If an **exemption** is granted, it must be replaced by another graduate course at McGill toward the degree. No double counting is ever allowed. This regulation also applies to doctoral programs.

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

All candidates for a research degree must present a thesis based on their own research. The total number of credits allotted to the thesis in any master's program must not be less than 3 credits.



## 8 Postdoctoral Research

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

### 8.1 Postdocs

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

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

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

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

#### 1. Definition and Status

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

#### 2. Registration

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

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

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

i. Appointments may not exceed your registration eligibility status.

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

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

iv. Postdocs with full responsibility for teaching a course should be compensated over and above their fellowship at the standard rate paid to lecturers by their department. This applies to all postdocs, except those for whom teaching is part of the award (e.g., Mellon grantees).

v. The amount of research, teaching, or other tasks that Postdocs engage in over and above postdoctoral activities should conform to the regulations for Postdocs specified by the Canadian research council of their discipline. This applies to all Postdocs, including those whose funding does not come from the Canadian research councils.

#### 4. Privileges



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

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

### 8.3 Vacation Policy for Graduate Students and Postdocs

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

*Council of FGSR April 23, 1999*

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

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

Such a leave must be requested on a term-by-term basis and may be granted for a period of up to 52 weeks. Students and Postdocs must make a request for such a leave in writing to their department and submit a medical certificate. The department shall forward the request to Enrolment Services. See the procedure in the [eCalendar](#) under *University Regulations and Resources > Graduate > : Leave of Absence Status*. Students who have been granted such a leave will have to register for the term(s) in question and their registration will show as “leave of absence” on their record. No tuition fees will be charged for the duration of the authorized leave. Research supervisors are not obligated to remunerate students and Postdocs on leave. GPS has prepared 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. The document is available at [www.mcgill.ca/gps/funding/students-postdocs/accepting-maintaining-awards#poli](http://www.mcgill.ca/gps/funding/students-postdocs/accepting-maintaining-awards#poli) under “Leave Policies - Funding Council Leave Policies for Graduate Students and Postdoctoral Fellows.”

### 8.5 Postdoctoral Research Trainees

#### Eligibility

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

The category of Postdoctoral Research Trainee is for:

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

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

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

**Category 4:** An individual with a regulated health professional degree (as defined under CIHR-eligible health profession), but not a Ph.D. or equivalent 0 0 1 67.52 2s

- the individual must be engaged in full-time research;
- the individual must provide copies of official transcripts/diploma;
- the indi

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## 11.1 Nursing

### 11.1.1 Location

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

Telephone: 514-398-4144

Fax: 514-398-8455

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

### 11.1.2 About Nursing

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

Over the years, the faculty of the School at McGill has worked to formulate a philosophy about the responsibilities and practice of nursing. This philosophy, known as the McGill Model of Nursing, directs the curricula at the School and emphasizes health, the family, learning and development, collaboration with clients, and working with the resources of individuals, families, and communities. Its intent is to actively promote health and well-being in people of all ages and across all situations. The McGill Model of Nursing is also central to the McGill University Health Centre's Department of Nursing.

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

The School is located in Wilson Hall, which houses classrooms, computer facilities, faculty offices, and lounges. A recently renovated Nursing Learning Laboratory, located at University Hall Residence, has seven clinical beds, an ICU bed, two examination tables, and AV capacity for distance education.

Students registered in the School also take courses in other faculties within the University. Selected experience in nursing is provided in the McGill University Health Centre, other McGill-affiliated hospitals, and in a wide variety of health agencies in Montreal.

For information on undergraduate Nursing programs, please consult the *Health Sciences Calendar* available at [www.mcgill.ca/study](http://www.mcgill.ca/study).

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

Historically, students entering the master's program selected "areas of study." The clinical stream prepared students for clinical nurse specialist or nurse practitioner roles in selected areas. The adjunct area was available for students who wished to plan an individual program of study in such areas as nursing administration, education, or global health. These have since been replaced by formal concentrations, which are listed in the table below

*section 11.1.6: Master of Science, Applied (M.Sc.A.); Nursing (Non-Thesis) — Direct Entry Nursing (55 credits)*

nursing. Candidates complete entry-to-practice preparation in nursing while also completing graduate lev







- Attendance in clinical courses is mandatory and absences must be discussed with the instructor. Students with repeat absences may be asked to defer clinical studies if progress in the clinical course is compromised.
- Students whose performance in clinical studies does not meet the course objectives will be informed in writing and a learning plan will be developed. Students whose performance is below expectations or who are unsafe in clinical studies may be required to withdraw from the course at any time.
- Students whose academic performance is below expectation or considered to be incompetent or unsafe in clinical studies can be required to withdraw from the course at any time—in such cases the student will receive a grade of WF or F.
- While an effort is made to place students within reasonable travelling distance for clinical studies, each student must budget a sum of money to travel to and from a patient home and clinical institutions.
- Clinical courses that are offered during the Summer session may require that students study during the day or evening.
- Clinical agencies may require students entering their facility to undergo a Criminal Reference Check prior to being granted permission to enter their facility.

### Requirements for Licensure

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

### 11.1.3.3 Application Procedures

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

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

For information on the application process as well as the supporting documents required in addition to the uApply online application, please visit our Nursing website at [www.mcgill.ca/nursing/programs/applying-graduate-programs](http://www.mcgill.ca/nursing/programs/applying-graduate-programs), then search for your program of study.

#### 11.1.3.3.1 Additional Requirements

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

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

### 11.1.3.4 Application Deadlines

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

Term of Entry	Canadian	International	Special/Exchange/Visiting
Fall: <ul style="list-style-type: none"> <li>• <del>Qualifying Offer for M.Sc.A. Nursing</del></li> <li>• M.Sc.A. Nursing – all concentrations (Special Students, visit website: <a href="http://www.mcgill.ca/nursing/programs">www.mcgill.ca/nursing/programs</a>)</li> <li>• Ph.D. Nursing</li> </ul>	Feb. 15	Jan. 15	Feb. 15 (Canadian)/Jan. 15 (International)
Winter: <ul style="list-style-type: none"> <li>• M.Sc.A. Nurse Bachelor Entry, part-time studies in all concentrations (except for Global Health and Nurse Practitioner) <b>must</b> contact the Graduate Admissions Coordinator prior to applying</li> <li>• <del>Graduate Certificate; Theory in Nurse Practitioner Primary Care</del></li> </ul>	Sept. 30	N/A	Sept. 30

**11.1.4 Nursing Faculty****Vice-Principal (Health Affairs) and Dean of the Faculty of Medicine**

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

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

Hélène Ezer

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

Linda McHarg

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

Margaret Purden

**Director, Nursing Collaborative**

TBA

**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.)

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

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

**Professors**

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

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

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

**Associate Professors**

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

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

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

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

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

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

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

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

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

**Assistant Professors**

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

Catherine P. Gros; N., B.Sc.(Mass.), M.Sc.A.(McG.) (*part-time*)

Sylvie Lambert; N., B.Sc.(N.), Ph.D.(McG.), Post Doc.(Newcastle, Australia)

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

Argerie Tsimalis; N., B.Sc.(N.)(Windsor), M.Sc.(Qu.), Ph.D.(Tor.), Post Doc.(Col.)

**Faculty Lecturers**

Cheryl Armistead; N., B.Sc.(N.), M.Sc.(N.)(Ott.)

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

## Faculty Lecturers

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

## Contracted Faculty (*part-time*)

Rosetta Antonacci; N., M.Sc.(Admin.)(Laval)  
Melissa Asselin; N., B.N.(I.)(McG.)  
Vanessa Jane Barry-Shaw; N., B.Sc.(C'dia), M.Sc.A.(McG.)  
Alain Biron; N., B.Sc.(McG.), M.Sc.(N.)(Montr.), Ph.D.(McG.)  
Patricia Bondu; N., B.Sc.(N.)(Br. Col.)  
Theresa Broda; N., B.Sc.(N.)(McG.), B.Sc.(N.)(Ott.)  
Carolyn Brown; N., N.P., B.N.(I.), M.Sc.A., Grad.Dip.(NP-PC)(McG.)  
Susan Buddo; N., B.Sc.(N.)(Br. Col.), M.N.(Athab.)  
Sophie Charland; N., IPS-PL, B.Sc.(N.), M.Sc.(Montr.)  
Lynne Chlala; B.A., L.L.B.(McG.)  
Gomane Nerline Colimon; N., B.Sc.(N.)(McG.)  
Hermes Cornejo; N., B.Sc.(N.)(Chile), M.Sc.(N.)(Montr.)  
Hedda Corlím(Gomane Nerline Colg), M.Sc.A.(McG.)(La

**Contracted Faculty (part-time)**

Marie-Josée Guy; N., B.Sc.(N.), M.Sc.A.(McG.)  
 Brigitte Ireson-Valois; N., B.Sc.(N.)(McG.), M.I.P.H.(Syd.)  
 Tiffany Johnston; N., B.Sc.(N.)(McG.)  
 Charlie Myriam Julien; N., B.N., M.N.(Montr.)  
 Oxana Kapoustina; N., B.Sc., M.Sc., M.Sc.A.(McG.)  
 Yasmin Khan; N., B.Sc., B.Sc.(N.)(McG.)  
 Julia Kinnon-Shaw; N., B.Sc.(N.), M.Sc.A.(McG.)  
 Manon Lacroix; N., B.Sc.(N.)(UQAT), M.Sc.(N.)(Ott.), DESS(Laur.)  
 Vanessa Lamb-Knox; N., B.Sc.(N.)(McG.)  
 Anne-Marie Lanctôt; N., B.A., M.Sc.A.(McG.)  
 Roxanne Lawson; N., B.N.(I.)(McG.)  
 Catherine Lloyd; N., B.Sc.(N.)(Ott.)  
 Rachel Lomas; N., B.Sc.(Qu.), M.Sc.A.(McG.)  
 Ryan Lomenda; N., B.Sc.(Alta.), M.Sc.A.(McG.)  
 Mary Ellen Macdonald; B.A.(McG.), M.A.(Dal.), Ph.D., Post Doc.(McG.)  
 Erin Mackasey; N., B.Sc.(N.)(McG.)  
 Caroline Marchionni; N., B.Sc.(McG.), M.Sc.(John M.), M.Sc.A.(McG.)  
 Amanda McElligott; N., B.Sc.(N.)(Br. Col.)  
 Yannick Mélançon-Laitre; N., B.N.(UQAT), M.Sc.A., Grad.Dip.(NP-PC)(McG.)  
 Alison Mockler; N., B.Sc., M.Sc.A.(McG.)  
 Sharon Mooney; N., B.A.(C'dia), B.Sc.(N.)(Br. Col.), M.A.(C'dia)  
 Linda Morneau; N., B.Sc.(N.)(McG.), M.Sc.(SUNY)  
 Frederick Peter Nestel; B.Sc.(McG.), M.Sc.(Qu.), Ph.D.(McG.)  
 Tessa Nicols; N., B.Sc.(N.)(Ott.)  
 Trisha Andrea Nonog; N., B.N.(I.)(McG.)  
 Mary Owen; N., B.A.(C'dia), B.Sc.(N.)(Br. Col.)  
 Josette Perreault; N., B.N.(McG.)  
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 Nicole Rheaume; N., B.Sc.(N.)(McG.)  
 Ramona Rodrigues; N., B.Sc., M.Sc.A.(McG.)  
 Marcia Ryan; N., B.Sc.(N.)(Ott.)  
 Patricia Sabbag; N., B.Sc.(N.), M.Sc.A.(McG.)  
 Irene Sarasua; N., B.A.(Tor.), M.Sc.A.(McG.)  
 Marianna Sofronas; N., B.A.(McG.), M.A.(New Sch. Soc. Res.), M.Sc.A.(McG.)  
 Elisabeth Solyom; N., B.Sc., B.Sc.(N.)(McG.)  
 Isabelle St-Cyr; N., B.Sc., DESS(Laval), M.Sc.A.(McG.)  
 Anna Tazian; N., B.Sc.(N.), M.P.H.(Beirut)  
 Brett Thombs; B.A.(N'western), M.A.(Ariz.), M.A., Ph.D.(Fordham), Post Doc.(Johns Hop.)  
 Philip Van; N., B.Sc.(N.)(McG.)  
 Elodie Viau; N., B.Sc.(N.)(Sher.)  
 Cania Vincelli; N., B.N., M.Sc.(N.)(Montr.)

### Contracted Faculty (part-time)

Sue Wong; N., B.Ed., B.N.(I.), M.Sc.A., Grad.Cert.(NP-PC), Grad.Dip.(NP-PC)(McG.)

Nadia Zouari; N., B.N.(I.)(McG.)

### McGill University Health Centre (MUHC)



**Note: MUHC-affiliated hospitals and institutes are scheduled to move to the new Glen site in June 2015. Buildings and room numbers are to be confirmed.**

Lachine Hospital & Camille-Lefebvre Pavillion

Montreal Chest Institute

Montreal Children's Hospital

Montreal General Hospital

Montreal Neurological Institute

Royal Victoria Hospital

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



**Note: MUHC-affiliated hospitals and institutes are scheduled to move to the new Glen site in June 2015. Buildings and room numbers are to be confirmed.**

Douglas Mental Health University Institute

Jewish General Hospital

Shriner's Hospital for Children

St. Mary's Hospital Centre

### Other Teaching Centres

Batshaw Youth and Family Centre

Cambridge Residence

Concordia University Health Clinic

CSSS Bordeaux-Cartierville-St. Laurent

CSSS Cavendish (CLSC NDG-MTL Ouest, CLSC René Cassin, Henri-Bradet Day Center, Julius Richardson, GMF Queen Elizabeth)

CSSS de la Montagne (CLSC Côte des Neiges, CLSC Metro, CLSC Parc Extension)

### **Other Teaching Centres**

Salvation Army Montclair Residence

Ste. Anne's Veteran Hospital

Tulattavik Health Centre Kuujjuaq

Ukrainian Villa

Waldorf Residence

Welcome Hall Mission

West Island Palliative Care Residence

West Montreal Readaptation Centre

### **International Sites**

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

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

*MUHC* – TBA

*Jewish General Hospital* – Margaret Purden

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

##### **Professor**

Susan E. French

##### **Associate Professors**

Jane Chambers-Evans, Susan Drouin, Lynne McVey, Frederick Peter Nestel, Carolyn Pepler, Edith Zorychta

##### **Assistant Professors**

Alain Biron, Madeleine Boulay-Bolduc, Mark Daly, Margaret Eades, Linda Edgar, Lucia Fabijan, Valerie Frunchaky



### **11.1.5 Master of Science, Applied (M.Sc.A.); Nursing (Non-Thesis) — Clinical Nurse Specialist (49 credits)**

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



NUR2 515	(3)	Applied Statistics for Nursing
NUR2 516	(3)	Perspectives on Global Health
NUR2 611D1	(3)	Seminar in Nursing
NUR2 611D2	(3)	Seminar in Nursing
NUR2 612	(3)	Research Methods in Nursing 1
NUR2 613D1	(3)	Clinical Practicum
NUR2 613D2	(3)	Clinical Practicum
NUR2 616	(4)	Advanced Clinical Skills
NUR2 623	(3)	Clinical Assessment and Therapeutics
NUR2 625	(6)	Clinical Laboratory in Nursing 3
NUR2 626	(3)	Professional Issues in Nursing
NUR2 628	(4)	Advanced Assessment
NUR2 630	(3)	Clinical Project 1
NUR2 631	(3)	Clinical Project 2
NUR2 632	(2)	Clinical Project 3
NUR2 640	(3)	Clinical Reasoning 1
NUR2 641	(3)	Clinical Reasoning 2
NUR2 642	(3)	Ethics in Advanced Practice

NOTE: Interprofessional Education Activities (IPEAs)

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

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

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

#### Required Courses

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

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

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

**Required Courses (36 credits)**

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

**Complementary Courses (13 credits)**

(0-4 Credits)

NUR2 624	(4)	Clinical Laboratory in Nursing 2
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(9-13 Credits)

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

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

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

**Required Courses (32 credits)**

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

**Complementary Courses (17 credits)**

(0-11 Credits)

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

(6-17 Credits)

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

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

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

##### Required Courses

NUR2 515	(3)	Applied Statistics for Nursing
NUR2 611D1	(3)	Seminar in Nursing
NUR2 611D2	(3)	Seminar in Nursing
NUR2 612	(3)	Research Methods in Nursing 1
NUR2 614D1	(3)	Clinical Laboratory - Nursing 1
NUR2 614D2	(3)	Clinical Laboratory - Nursing 1
NUR2 626	(3)	Professional Issues in Nursing
NUR2 642	(3)	Ethics in Advanced Practice
NUR2 646	(3)	Pharmacology for Primary Care Nurse Practitioners
NUR2 670	(3)	Reasoning in Primary Care 1
NUR2 671	(3)	Reasoning in Primary Care 2
NUR2 672	(4)	Reasoning in Primary Care 3
NUR2 673	(4)	Reasoning in Primary Care 4
NUR2 674	(4)	Reasoning in Primary Care 5

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

##### Required Courses (15 credits)

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

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

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

##### Required Courses (15 credits)

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

NUR2 673	(4)	Reasoning in Primary Care 4
NUR2 674	(4)	Reasoning in Primary Care 5

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

##### Required Courses (30 credits)

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

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

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

##### Required Courses (30 credits)

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

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

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

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

##### Thesis

A thesis for the doctoral degree must constitute original scholarship and must be a distinct contrib

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

**Semester Following Completion of Coursework:**

NUR2 701 (1) Comprehensive Examination

Note: A minimum of 3 credits in advanced statistics and substantive courses is planned with the thesis supervisor.

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

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

**Thesis**

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

**Required Courses**

NUR2 701	(1)	Comprehensive Examination
NUR2 702	(3)	Quantitative Research
NUR2 703	(3)	Issues of Measurement
NUR2 705	(3)	Palliative Care
NUR2 730	(3)	Theory Development in Nursing
NUR2 780	(3)	Advanced Nursing
NUR2 783	(3)	Psychosocial Oncology Research

Selected course(s) (Statistics)\*

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

**Complementary Courses**

One of the following courses:

PSYC 507	(3)	Emotions, Stress, and Illness
PSYC 753	(3)	Health Psychology Seminar 1

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