



**Ingram School of Nursing (Graduate)**  
**Programs, Courses and University Regulations**  
**2016-2017**



This PDF excerpt of *Programs, Courses and University Regulations* is an archived snapshot of the web content on the date that appears in the footer of the PDF.

Archival copies are available at [www.mcgill.ca/study](http://www.mcgill.ca/study).

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

**1 .** McGill University reserves the right to mak

## ***Publication Information***

Published by

### **Enrolment Services**

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

All contents copyright 2016 by McGill University. All rights reserved, including the right to reproduce this publication, or portions thereof, in any form.

McGill University reserves the right to make changes to the information contained in this publication - including correcting errors, altering fees, schedules of admission and credit requirements, and revising or cancelling particular courses or programs - without prior notification.

Not all courses are offered every year and changes can be made after publication. Always check the Minerva Class Schedule link at [https://horizon.mcgill.ca/pban1/bwckschd.p\\_disp\\_dyn\\_sched](https://horizon.mcgill.ca/pban1/bwckschd.p_disp_dyn_sched) for the most up-to-date information on whether a course is offered.



- 
- 11.1.9 Master of Science, Applied (M.Sc.A.); Nursing (Non-Thesis) — Neonatology Nurse Practitioner (45 credits) , page 27
  - 11.1.10 Master of Science, Applied (M.Sc.A.); Nursing (Non-Thesis) — Nursing Education (50 credits) , page 28
  - 11.1.11 Master of Science, Applied (M.Sc.A.); Nursing (Non-Thesis) — Nursing Services Administration (50 credits) , page 29
  - 11.1.12 Master of Science, Applied (M.Sc.A.); Nursing (Non-Thesis) — Primary Care Nurse Practitioner (45 credits) , page 29
  - 11.1.13 Graduate Certificate (Gr. Cert.); Theory in Neonatology (15 credits) , page 30
  - 11.1.14 Graduate Certificate (Gr. Cert.); Theory in Primary Care (15 credits) , page 30
  - 11.1.15 Graduate Diploma (Gr. Dip.); Neonatal Nurse Practitioner (30 credits) , page 30
  - 11.1.16 Graduate Diploma (Gr. Dip.); Primary Care Nurse Practitioner (30 credits) , page 30
  - 11.1.17 Doctor of Philosophy (Ph.D.); Nursing , page 30
  - 11.1.18 Doctor of Philosophy (Ph.D.); Nursing — Psychosocial Oncology , page 31

---

## 1 Dean's Welcome

To Graduate Students and Postdoctoral Fellows:

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

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

McGill is one of Canada's most intensive research universities, ranked 24<sup>th</sup> by *QS World University Rankings 2015*. We recognize that these successes come not only from our outstanding faculty members, but also from the quality of our graduate students and postdoctoral fellows—a community into which we are very happy to welcome you.

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

*Josephine Nalbantoglu, Ph.D.*

*Dean, Graduate and Postdoctoral Studies*

---

## 2 Graduate and Postdoctoral Studies

---

---

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

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



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

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

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

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

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

#### **Language Requirements – Master's Degrees**

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

---

## **5.2 Doctoral Degrees**

### **Residence Requirements – Doctoral**

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

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

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

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

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



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

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

### **Comprehensive Examinations – Doctoral**

The majority of doctoral programs at McGill require candidates to pass a comprehensive examination or set of examinations or equivalent, such as qualifying examinations, preliminary examinations, candidacy papers, comprehensive evaluations, thesis proposals, etc. The results of this examination determine whether or not students will be permitted to continue in their programs. The methods adopted for examination and evaluation and the areas to be examined are specified by departmental regulations and approved by Graduate and Postdoctoral Studies. It is the responsibility of students to inform themselves of these details. For more information, see [University Regulations and Resources > Graduate > Guidelines and Policies > : Ph.D. Comprehensives Mo 319.5063.9318.95](#).

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

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

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

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

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

#### **Thesis – Doctoral**

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

---

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 aw





---

## **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 hav

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

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

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

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

***section 11.1.8: Master of Science, Applied (M.Sc.A.); Nursing (Non-Thesis) — Global Health Direct Entry (58 credits)***

The Global Health Direct Entry concentration is thus labelled for bachelor-prepared non-nurse students who wish to include global health content throughout their program of study. It sets out to prepare students for the challenges of working with diverse populations in limited-resource environments, based on the belief that we have







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

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

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

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

Applicants must hold a bachelor's degree in nursing and a master's degree in nursing comparable to McGill (the bachelor program must have a minimum of 66 credits including 12 credits in the biological sciences) with a minimum CGPA of 3.2 on a 4.0 scale required. Prior to entry, applicants are required to have a minimum of 3,600 hours of experience in Canada in the specialty area over the pre

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

#### **Requirements for Licensure**

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

#### **11.1.3.3 Application Procedures**

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

See *University Regulations and 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.

#### **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 v

Term of Entry	Canadian	International	Special/Exchange/Visiting
Summer:	Dec. 15	N/A	N/A

- Graduate Diploma; Nurse Practitioner Primary Care

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

#### 11.1.4 Nursing Faculty

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

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

##### Director



## Contracted Faculty (part-time)

Gomane Nerline Colimon; N., B.Sc.(N.)(McG.)  
Claudia Conte; N., B.Sc.(N.)(McG.)  
Hermes Cornejo; N., B.Sc.(N.)(Chile), M.Sc.(N.)(Montr.)  
Hedda Coronado; N., B.Sc.(N.)(Philippines)  
Crystal C t ; N., B.N.(I.)(McG.)  
Annie Coulter; N., B.Sc.(W. Ont.), B.Sc.(N.)(McG.)  
Laura Craigie; N., B.N.(I.)(McG.)  
Joann Creager; N., B.A.(Welles.), M.Sc.A.(McG.), Ph.D.(Texas-Austin)  
Kayla Cytryn; N., B.Sc., B.Sc.(N.), M.Sc.A., Ph.D.(McG.), Post Doc.(Harv.)  
Cl mence Dagenais-Ev erell; N., B.N.(I.)(McG.)  
Maria Damian; N., B.Sc.(N.), M.Sc.A.(McG.)  
Anne Desrosiers-Couture; N., B.Sc.(N.), M.Sc.A.(McG.)  
Gabriel Domocos; N., B.Sc.(N.), M.Sc.A.(McG.)  
Susan Drouin; N., B.N.(New Br.), M.Sc.A.(McG.), Ph.D.(Montr.)  
Margaret Eades-Langston; N., B.N., M.Sc.A.(McG.)  
Christine Echegaray-Benites; N., B.Sc.(N.), M.Sc.A.(McG.)  
Moirra Edwards; N., B.A.(C'dia), M.Ed.(McG.)  
Nadine Fava; N., B.F.A.(Nova Scotia Arts & Des.), M.Sc.A.(McG.)  
Adele Ferrante; N., B.Sc.(N.), M.Sc.A.(McG.)  
Lisa Frick; N., B.Sc.(N.)(Ott.)  
Melanie Gauthier; N., B.Sc.(N.)(McG.), M.N.(Syd.)  
Mary Grossman-Schultz; N., B.Sc.(N.), M.Sc.A., Ph.D.(McG.)  
Tamara Hector; N., B.N.(I.)(McG.)  
Elizabeth Higson; N., Dip.(N.)(York, UK)  
Amelia Joucdar; N., B.Sc.(N.), M.Sc.A.(McG.)  
Charlie Myriam Julien; N., B.N., M.N.(Montr.)  
Oxana Kapoustina; N., B.Sc., M.Sc., M.Sc.A.(McG.)  
Andrew Kerr; N., M.Sc.A.(Mc.G.)  
Julia Kinnon-Shaw; N., B.Sc.(N.), M.Sc.A.(McG.)  
Manon Lacroix; N., B.Sc.(N.)(UQAT), M.Sc.(N.)(Ott.), DESS(Laur.)  
William Landry; N., B.Sc.(N.)(McG.), M.N.A.(Tor.)  
Ariella Lang; N., B.Sc.(N.), M.Sc.(N.)(McG.), Ph.D.(Montr.)

### Contracted Faculty (part-time)

Caroline Marchionni; N., B.Sc.(McG.), M.Sc.(John M.), M.Sc.A.(McG.)

Shannon Mathews; N., B.N.(I.)(McG.)

Shannon McNamara; N., B.Sc.(N.), M.Sc.(N.)(Montr.)

Yannick M lan on-La tre; N., B.N.(UQA T), M.Sc.A., Grad.Dip.(NP-PC)(McG.)

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

Linda 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.)

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

Nicole Rheaume; N., B.Sc.(N.)(McG.)

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

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

Irene Sarasua; N., B.A.(Tor.), M.Sc.A.(McG.)

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

Sharon Snyder; N., B.N.(I.)(McG.)

Marianna Sofronas; N., B.A.(McG.), M.A.(New Sch. Soc. Res.), M.Sc.A.(McG.)

Elisabeth Solyom; N., B.Sc., B.Sc.(N.)(McG.)

Anna Tazian; N., B.Sc.(N.), M.P.H.(Beirut)

Mehdi Torkashv

#### 11.1.4.1 McGill Teaching Hospital Network

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

CSSS Cavendish (CLSC NDG-MLT Ouest, CLSC René-Cassin, Henri-Bradet Day Center, Julius Richardson, Father Dowd Home, St. Andrew Centre d'Herbergement, Father Dowd's Centre d'Herbergement)



### **Assistant Professors**

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

### **Faculty Lecturers**

Deborah Abner, Rosetta Antonacci, Nathalie Aubin, Sophie Baillargeon, Linda Bambonye, Denise B dard, Judy Bianco, Jacqueline Bocking, Johanne Boileau, Linda P. Boisvert, Diane Borisov, Diane Bourget, Rose Boyle, Sandra Bradford-Macalanda, Diane Brault, Krista Margaret Brecht, Sharon Brissette, Carolyn Brown, Susan Marie Buddo, Kathryn Carnaghan-Sherrard, Sonia Castiglione, Sophie Charland, Luisa Ciofani, Martine Claveau, Hermes Cornejo, Joann Creager, Esther Dajczman, Julie Dallaire, Kimani Daniel, Rose Deangelis, H I ne Deutsch, Nancy Drummond, Jessica Emed, Julie Fr chette, Maryse Godin, Iris Gourdji, Cynthia Graham-Certosini, Maria Hamakiotis, Norine M. Heywood, Claire Jabbour Nehme, Tara Jesion, Rosalie Johnson, John Kayser, Mina Ladores, Dani le Lamarche, Philippe Lamer , Anne Marie Lanct t, Pina LaRiccia, Karine Lepage, Rachel Lomas, Luisa Luciani Castiglia, Caroline Marchionni, Althea Hazel McBean, Yannick M lan on-La tre, Sharon Moone y, Linda Morneault, Louise Murray, Maritza Obando Paredes, Catherine Oli



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

**Complementary Course (3 credits)**

Any 500 level course or higher in consultation with the Adviser for this concentration 165.8p

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 608	(3)	Seminar in Nursing 1
NUR2 611	(3)	Seminar in Nursing 2
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)	Special Topics 1
NUR2 660	(4)	Reasoning in Neonatology 1
NUR2 662	(3)	Reasoning in Neonatology 3
NUR2 663	(3)	Neonatology Clinical Project
NUR2 664	(4)	Neonatal Health Assessment
NUR2 665	(4)	Newborn Internship

**11.1.10 Master of Science, Applied (M.Sc.A.); Nursing (Non-Thesis) — Nursing Education (50 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 efj1 0 0 1 165.0m(v)Tj1 0 0 1 143.53182 Tm(e and efj1 0 0 1 165.0mP31.706 t1 u1 0 0 1 70.y0 0 1 139.604 410.182 T0mP31.7iTm(, in o

**11.1.11 Master of Science, Applied (M.Sc.A.); Nursing (Non-Thesis) — Nursing Services Administration (50 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 (36 credits)**

NUR2 515	(3)	Applied Statistics for Nursing
NUR2 608	(3)	Seminar in Nursing 1
NUR2 611	(3)	Seminar in Nursing 2
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 642	(3)	Ethics in Advanced Practice

**Complementary Courses (14 credits)**

(0-11 Credits)

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

(3-14 Credits)

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

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

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

**Required Courses**

NUR2 515	(3)	Applied Statistics for Nursing
NUR2 608	(3)	Seminar in Nursing 1
NUR2 611	(3)	Seminar in Nursing 2
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 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 (Gr. Cert.); 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 (Gr. Cert.); Theory in Primary Care (15 credits)**

The Graduate Certificate in Theory in Primary Care prepares students to acquire the theoretical knowledge and skills required for the practice of primary care. The program is designed to provide students with a strong foundation in primary care theory and practice. The program is completed over two semesters and requires 15 credits. The program is approved by the American Association of Colleges of Nursing (AACN) and the American Association of Colleges of Podiatric Medicine (AACPM). The program is also approved by the American Association of Colleges of Osteopathic Medicine (AACOM) and the American Association of Colleges of Chiropractic (AACCC). The program is also approved by the American Association of Colleges of Naturopathic Medicine (AACNM) and the American Association of Colleges of Health Sciences (AACHS). The program is also approved by the American Association of Colleges of Health Professions (AACHP) and the American Association of Colleges of Health Services (AACHS). The program is also approved by the American Association of Colleges of Health Education (AACHE) and the American Association of Colleges of Health Administration (AACHA). The program is also approved by the American Association of Colleges of Health Management (AACHM) and the American Association of Colleges of Health Policy (AACHP). The program is also approved by the American Association of Colleges of Health Law (AACHL) and the American Association of Colleges of Health Ethics (AACHE). The program is also approved by the American Association of Colleges of Health Communication (AACHC) and the American Association of Colleges of Health Informatics (AACHI). The program is also approved by the American Association of Colleges of Health Research (AACHR) and the American Association of Colleges of Health Practice (AACHP). The program is also approved by the American Association of Colleges of Health Education (AACHE) and the American Association of Colleges of Health Administration (AACHA). The program is also approved by the American Association of Colleges of Health Management (AACHM) and the American Association of Colleges of Health Policy (AACHP). The program is also approved by the American Association of Colleges of Health Law (AACHL) and the American Association of Colleges of Health Ethics (AACHE). The program is also approved by the American Association of Colleges of Health Communication (AACHC) and the American Association of Colleges of Health Informatics (AACHI). The program is also approved by the American Association of Colleges of Health Research (AACHR) and the American Association of Colleges of Health Practice (AACHP).

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
NUR2 706	(3)	Qualitative Nursing Research
NUR2 730	(3)	Theory Development in Nursing

### Complementary Courses

Selected courses at the 500 level or above.

Note: A minimum of 9 credits in advanced statistics, substantive, or complementary courses are planned with the thesis supervisor.

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

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

### Thesis

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

### Required Courses

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

Selected course(s) (Statistics)\*

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

### Complementary Courses

One of the following courses:

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

