



Ingram School of Nursing (Graduate)
Programs, Courses and University Regulations
2015-2016

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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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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 exception of some programs in the School of Continuing Studies. It is responsible for admission policies, the supervision of graduate students' work, and for recommending to Senate those who may receive the degrees, diplomas, and certificates.

3 Important Dates 2015±2016

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

4 Graduate Studies at a Glance

Please refer to the eCalendar's *University Regulations and Resources > Graduate > Graduate Studies at a Glance* for a list of all graduate departments and degrees currently being offered.

5 Program Requirements

5.1 Master's Degrees

Residence Requirements – Master's Degrees

Refers to the number 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.

- The following master's programs have a **minimum** residence requirement of **three full-time terms**: M.Arch., M.A., M.Eng., LL.M., M.Mus. (**except** M.Mus. in Sound Recording), M.Sc., M.S.W., M.Sc.A. (**except** M.Sc.A. in Communication Sciences and Disorders).
- The following master's programs have a **minimum** residence requirement of **four full-time terms**: M.I.St.; M.Mus. in Sound Recording; M.U.P.; M.A. (60 credits – Counselling Psychology – thesis; 78 credits – Educational Psychology); M.A. Teaching and Learning – Non-Thesis; M.Sc.A. in Communication Sciences and Disorders; S.T.M., Religious Studies.
- The residence requirement for the master's program in Education (M.Ed.); Information Studies (M.I.St.); Management (M.B.A.); Religious Studies (S.T.M.); M.A. Counselling Psychology – Non-Thesis; M.A. Teaching and Learning – Non-Thesis; M.Sc. in Public Health – Non-Thesis; M.Sc.A. Nursing; M.Sc.A. Occupational Therapy; M.Sc.A. Physical Therapy; and students in part-time programs is determined on a per course basis. Residence requirements are fulfilled when students complete all course requirements in their respective programs.
- For master's programs structured as Course, Project, or Non-Thesis options where the program is pursued on a part-time basis, residence requirements are normally fulfilled when students complete all course requirements in their respective programs (minimum 45 credits or a minimum of three full-time terms) and pay the fees accordingly.

These designated periods of residence represent minimum time requirements. There is no guarantee that the work for the degree can be completed in this time. Students must register for such additional terms as are needed to complete the program.

Coursework – Master's Degrees

Program requirements are outlined in the relevant departmental sections of the Graduate and Postdoctoral Studies *eCalendar*.

The minimum credit requirement for any thesis or non-thesis master's degree at McGill is 45 credits.

Non-thesis degrees normally specify the course program which the candidate must follow.

The department concerned will examine the student's previous training and then decide which of the available courses in the area of specialization or related fields are required to bring the candidate to the proper level for the master's degree. Due account will be taken of relevant graduate level courses passed at any recognized university or at McGill.

The candidate is required to pass, with a grade of B- or better, all those courses that have been designated by the department as forming a part of the program, including additional requirements.

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.

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, in accordance with the dates on 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.

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, in accordance with the dates on 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 available at www.mcgill.ca/gps/thesis/guidelines.

Special regulations for the Ph.D. degree in particular departments are stated in the entries of those departments.

Thesis Oral Examination – Doctoral

After the thesis has been received and approved, a final oral examination is held on the subject of the thesis and subjects intimately related to it. This is conducted in the presence of a Committee of at least five members presided over by a Pro-Dean nominated by Graduate and Postdoctoral Studies. The Chair of the candidate's department and the Thesis Supervisor are regularly invited to be members of the Committee; at least one member of the Committee is

7 Fellowships, Awards, and Assistantships

Please refer to the eCalendar's *University Re*

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

vii. Some examples of the responsibilities of the University are:

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

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 vitional v

General Conditions

- The maximum duration is three years;
- the individual must be engaged in full-time research;
- the individual must provide copies of official transcripts/diploma;
- the individual must have the approval of a McGill professor to supervise the research and of the Unit;
- the individual must have adequate proficiency in English, but is not required to provide official proof of English competency to Enrolment Services;
- the individual must comply with regulations and procedures governing research ethics and safety and obtain the necessary training;
- the individual will be provided access to McGill libraries, email, and required training in research ethics and safety. Any other University services must be purchased (e.g., access to athletic f

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

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 Univ

section 11.1.15: Graduate Diploma in Neonatal Nurse Practitioner (30 credits)

This diploma is the final step in the student's preparation to assume the new role as nurse practitioner. Students with completed graduate studies in the discipline and experience in neonatology now combine the acquisition of advanced-level knowledge from the biomedical sciences to the application of this knowledge in context. Upon successful completion of the diploma program, candidates are eligible to write the nurse practitioner licensing exam.

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

This diploma is the final step in the student's preparation to assume the new role as nurse practitioner. Students with completed graduate studies in the discipline and experience in primary care now combine the acquisition of advanced-level knowledge from the biomedical sciences to the application of this knowledge in context. Upon successful completion of the diploma program, candidates are eligible to write the nurse practitioner licensing exam.

section 11.1.17: Doctor of Philosophy (Ph.D.); Nursing

The Ingram School of Nursing of McGill University and the *Facult  des sciences infirmi r es* of the *Universit  de Montr  al* offer a joint doctorate program leading to a Ph.D. in Nursing. This program is offered in English at McGill. The program is designed to train nurse scientists who will make a contribution to the advancement of knowledge in the discipline of nursing and assume a leadership role both in the profession and in the health care system.

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

A cross-disciplinary option in Psychosocial Oncology (PSOO) is offered in collaboration with the Departments of Oncology and Psychology and the Schools of Nursing and Social Work. This option is open to doctoral students in the Ingram School of Nursing and in the Department of Psychology who are interested in broadening their knowledge of psychosocial issues in oncology.

11.1.3 Nursing Admission Requirements and Application Procedures**11.1.3.1 Admission Requirements****Proficiency in English**

The language of instruction at McGill University is English. Students must write term papers, examinations, and theses in English or in French. Applicants to graduate studies whose mother tongue is not English, and who have not completed an undergraduate or graduate degree from a recognized foreign institution where English is the language of instruction or from a recognized Canadian institution (anglophone or francophone), require documented proof of competency in oral and written English. **Before acceptance**, appropriate exam results must be submitted directly from the [TOEFL](#) (Test of English as a Foreign Language) or [IELTS](#) (International English Language Testing Systems) Office.

- TOEFL: a minimum score of 100 on the Internet-based test (iBT; 600 on the paper-based test (PBT)) with each component score no less than 20
- IELTS: a minimum overall score of 7.5

An institutional version of the TOEFL is not acceptable. Applications will not be considered if TOEFL or IELTS test results are not available.

For more information about the Language Policy at McGill University, please refer to : [Language Policy](#) in the Graduate and Postdoctoral Studies [University Regulations and Resources](#) .

[GRE](#) (Graduate Record Examination) general test results may be required in individual circumstances.

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

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 five years. Applicants to the Graduate Certificates and Graduate Diplomas should *consult with their adviser* concerning course load.

All nurse applicants are expected to hold current registration in the province or country from which they come. Nurses who are not licensed in Quebec must be registered (*immatricul  (e)*) with the [Ordre des infirmi r es et infirmiers du Qu  bec](#) upon the start of their graduate studies. Nurse applicants to the Nurse Practitioner areas of study must hold *current* and *full* licensure with the OIIQ.

International nurse applicants are required to have had experience as nurses in their country of origin and in North America.

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

Applicants holding a general B.A. or B.Sc., including a number of prerequisite courses, may be admitted to a Qualifying year. A minimum CGPA (cumulative grade point average) of 3.0 (3.2 is strongly preferred) on a scale of 4.0 is required in order to be considered for entry. Upon successful completion of the Qualifying year, candidates apply to the master's program.

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

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 de

- 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 [Handbook on Student Rights and Responsibilities](#)) provide gAdm(ined.)Professional beha

Term of Entry	Canadian	International	Special/Exchange/Visiting
<ul style="list-style-type: none"> Graduate Diploma; Neonatology Nurse Practitioner 			
Summer:	Dec. 15	N/A	N/A
<ul style="list-style-type: none"> 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

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

Associate Dean, Faculty of Medicine, and

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

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

Elaine Doucette; N., B.Sc.(C'rdia), B.Sc.(N.), M.Sc.(N.)(Ott.)

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

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

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

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

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

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

Emeritus Professors

Nancy Frasure-Smith; B.A., Ph.D.(Johns Hop.), Post Doc.(McG.)

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

C. C. leste 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 B)

Professors

Franco Carnevale; N., B.Sc.(N.), M.

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.)

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

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 Tsimicalis; 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.)
 Jos e Bonneau; N., B.Sc.(N.), M.Sc.(N.)(Montr.)
 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.)
 Fran oise Filion; N., B.Sc.(N.), M.Sc.(N.)(Montr.)
 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)

Tamar Amichai; N., B.A., M.Sc.A.(McG.)
 Rosetta Antonacci; N., M.Sc.(Admin.)(Laval)
 Elsa Artega Bernal; N., B.Sc.(N.)(McG.)
 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.)
 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.)
 Susan Buddo; N., B.Sc.(N.)(Br. Col.), M.N.(Athab.)
 Amanda Cervantes; N., B.F.A.(NYU), M.Sc.A.(McG.)
 Sophie Charland; N., IPS-PL, B.Sc.(N.), M.Sc.(Montr.)
 Lynne Chlala; B.A., LL.B.(McG.)
 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.)

Contracted Faculty (part-time)

Clarence Dagenais-Everell; N., B.N.(I.)(McG.)
 Maria Damian; N., B.Sc.(N.), M.Sc.A.(McG.)
 Kimani Daniel; N., B.Sc., 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.)
 Margaret Eades-Langston; N., B.N., M.Sc.A.(McG.)
 Christine Echegaray-Benites; N., B.Sc.(N.), M.Sc.A.(McG.)
 Moira 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.)
 Julia Kinnon-Shaw; N., B.Sc.(N.), M.Sc.A.(McG.)
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 Stephanie Lao; N., B.Sc.(N.)(McG.)
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 Christine Leger; N.
 Yifei Liu; N., B.Sc.(N.), M.Sc.A.(McG.)
 Catherine Lloyd; N., B.Sc.(N.)(Ott.)
 Sarah Logan; N., B.Sc.(Qu.), M.Sc.A.(McG.)
 Rachel Lomas; N., B.Sc.(Qu.), M.Sc.A.(McG.)
 Erin Mackasey; N., B.Sc.(N.)(McG.)
 Hugo Marchand; N., B.N.(I.)(McG.)
 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 Melancon-Lalonde; N., B.N.(UQAT), 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.)

Contracted Faculty (part-time)

Mary Owen; N., B.A.(C'dia), B.Sc.(N.)(Br. Col.)

Other

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 , Christian Rochefort, 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, Danielle 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 Mooney, Linda Morneau, Louise Murray, Maritza Obando Paredes, Catherine Oliver, France Paquet, Maxime Paquet, Joanne Power, Andr anne Robitaille, Nathalie Rodrigue, Ramona Rodrigues, Patricia Rose, Christina Rosmus, Irene Sarasua, Maryse Savoie, Eleanor Scharf, Melanie Sheridan, Jessica Sherman, Marie Jennifer Somera, Rosa Sourial, Isabelle St-Sauveur, Janice Karen Stephenson, Susan Takahashi, Lucie Tardif, Gillian Taylor,

Complementar y CunE

NUR2 612	(3)	Research Methods in Nursing 1
NUR2 614D1	(3)	Clinical Laboratory - Nursing 1
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 1
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.

11.1.8 Master of Science , Applied (M.Sc.A.); Nursing (Non-Thesis) ð Global Health Direct Entry (57 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.

11.1.9 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

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 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 (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

(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) ð 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, 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) ð 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 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

A minimum of 18 credits beyond the master's level. Courses and seminars in research design, issues of measurement, advanced nursing, development of theory in nursing, advanced statistics, and complementary course(s) in the student's major field of study are compulsory. The student's program is decided in consultation with the thesis supervisor.

The nursing courses are offered every two years and incoming students may begin their studies with either Schedule A or B.

The following table outlines the suggested sequence of courses for the program:

Ph.D. Schedule A:

NUR2 703	(3)	Issues of Measurement
NUR2 730	(3)	Theory Development in Nursing

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

Ph.D. Schedule B:

NUR2 702	(3)	Quantitative Research
NUR2 780	(3)	Advanced Nursing

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

Semester Following Completion of Coursework:

NUR2 701	(1)	Comprehensive Examination
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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

