



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

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

1 . McGill University reserves the right to mak

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- 1 History, page 9
- 2 Ingram School of Nursing, page 9
 - 2.1 Location, page 9
 - 2.2 About the Ingram School of Nursing, page 9
 - 2.3 Mission and Vision, page 9
- 3 Health Sciences: General Information, page 10
 - 3.1 Admission, page 10
 - 3.2 Student Services and Regulations, page 10
 - 3.2.1 Student Advising, page 10
 - 3.2.2 Language Policy, page 10
 - 3.2.2.1 Proof of Proficiency in English, page 11
 - 3.2.3 Vaccination/Immunization Requirements for Health Sciences Programs, page 12
 - 3.3 Fees: Health Sciences, page 12
 - 3.4 Immigration Information, page 15
 - 3.5 Facilities, page 15
 - 3.5.1 Buildings, page 15
 - 3.5.2 Hospitals, page 17
 - 3.5.2.1 McGill University Teaching Hospitals, page 17
 - 3.5.2.2 Institutions Affiliated with McGill University, page 19
 - 3.5.3 Clinical Facilities for Dentistry, page 20
 - 3.5.4 Facilities for Human Nutrition, page 20
 - 3.5.5 Research Centres, page 20
 - 3.5.5.1 Alan Edwards Centre for Research on Pain, page 21
 - 3.5.5.2 Artificial Cells and Organs Research Centre, page 21
 - 3.5.5.3 Biomedical Ethics Unit, page 21
 - 3.5.5.4 Centre for Bone and Periodontal Research, page 22
 - 3.5.5.5 Centre for Research on Brain, Language and Music, page 22
 - 3.5.5.6 Centre for Research in Reproduction and Development, page 22
 - 3.5.5.7 Centre for Translational Research in Cancer, page 22
 - 3.5.5.8 Institute of Health Sciences Education, page 23
 - 3.5.5.9 Ludmer Centre for Neuroinformatics & Mental Health, page 23
 - 3.5.5.10 McGill AIDS Centre, page 24
 - 3.5.5.11 McGill Centre for Research in Neuroscience, page 24
 - 3.5.5.12 McGill International

-
- 4.3 Prizes Awarded at Convocation, page 27
 - 5 Registration and Regulations, page 28
 - 5.1 Degree Evaluation, page 28
 - 5.2 Communication Policy, page 28
 - 5.3 General Course Requirements, page 28
 - 5.4 Regulations Concerning Final Examinations, page 28
 - 5.5 Leave of Absence, page 29
 - 5.6 Withdrawal, page 29
 - 5.7 Clinical Requirements for Undergraduate Programs, page 29
 - 5.7.1 Vaccination/Immunization Requirements, page 29
 - 5.7.2 Mask Fitting Requirements, page 29
 - 5.7.3 CPR, page 29
 - 5.7.4 SafeTALK, page 29
 - 5.7.5 Clinical Courses, page 30
 - 5.7.6 Criminal Background Verification, page 30
 - 5.8 Registration with the Profession (Immatriculation or Licensing during the Course of Study), page 30
 - 5.9 Academic Standing and Evaluation System, page 31
 - 5.9.1 Grading, page 32
 - 5.9.2 Standing in Undergraduate Nursing Programs, page 32
 - 5.9.3 Examinations, page 34
 - 5.9.4 Time to Degree Completion, page 35
 - 5.9.5 Leave of Absence (LOA), page 35
 - 5.9.6 Academic Integrity, page 35
 - 5.9.7 Pregnancy and Nursing, page 35
 - 5.10 Inter-University Transfers and Study Away, page 36
 - 5.10.1 Inter-University Transfer (IUT) Agreement, page 36
 - 5.10.2 Study Away, page 36
 - 5.11 Requirements for Licensure (Entry into the Profession), page 36
 - 6 Browse Academic Programs, page 37
 - 6.1 Nursing, page 37
 - 6.1.1 Location, page 37
 - 6.1.2 Programs Offered, page 37
 - 6.1.3 Minor Degrees for B.Sc.(N.) Students, page 38
 - 6.1.4 Program Accreditation, page 38
 - 6.1.5 Graduate Programs, page 38
 - 6.1.6 Nursing Admission Requirements and Application Procedures, page 38
 - 6.1.6.1 CASPer Assessment, page 38
 - 6.1.6.2 B.Sc.(N.) Entrance Requirements, page 39
 - 6.1.6.3 B.N. (Integrated) Entrance Requirements, page 40
 - 6.1.6.4 Application Procedures, page 40

6.1.6.5

1 History

The McGill Ingram School of Nursing, a professional school within the Faculty of Medicine, has been educating nurses since 1920. The School is internationally recognized for its distinctive vision, leadership in nursing, and the quality of its programs. McGill nursing graduates have earned a reputation as outstanding clinicians, educators, researchers, and leaders in the discipline.

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

The first programs offered at the McGill Ingram School of Nursing in the 1920s were intended to develop knowledge and skills for nurses working in the field of community health. In those early years, education programs offered at McGill were directed at nurses holding diplomas from hospital schools. Since 1957, the School has offered a first-level undergraduate degree in nursing to university students interested in health care. The increasing complexity of nursing practice, coupled with the rapid growth of knowledge about human behaviour during health and illness led to the development of the Master's program in Nursing in 1961. In 1974, the School opened the first direct entry Master's program in Nursing. This program, which remains the only one of its kind in Canada, admits students with a B.A. or B.Sc. in the social or biological sciences and selected course requisites to a three-year clinically based program of study that leads to a Master's degree in Nursing and to licensure as a registered nurse. In 1993, the joint Doctoral program began in collaboration with the *Université de Montréal*. Continuing its long tradition of innovation and responsiveness, in 2004, the School opened a new Bachelor of Nursing degree for students who complete the DEC 180.A.0 in Quebec and meet the University entrance requirements. The Neonatal Nurse Practitioner program opened in 2005 and the Nurse Practitioner Program in Primary Care in 2007. In the fall of 2017, the Ingram School of Nursing began offering the Nurse practitioner programs in Mental Health and Pediatrics.

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

The School and its lab moved to 680 Sherbrooke Street West in August 2017 and occupy the 18th, 19th, and 20th floors of the building. Lab sizes have tripled, and new simulation labs offer students a wealth of hands-on experience. The new space also accommodates student lounges, faculty and staff offices,

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

Vision Statement:

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

3 Health Sciences: General Information

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

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

3.1 Admission

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

3.2 Student Services and Regulations

3.2.1 Student Advising

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

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

Your adviser

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



Note for Nursing: See the advising structure in your [Student Handbook](#) or contact the [Nursing Student Affairs Office](#).

Related Services

Please refer to : [Student Services – Downtown Campus](#) or : [Student Services – Macdonald Campus](#) for a list of services available to you.

3.2.2 Language Policy

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

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



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

D.M.D. students must also refer to

www.mcgill.ca/ugme/mdcm-curriculum-joint-programs/starting-our-program-what-you-need-know/language-requirements.



Note for Dietetics Major, School of Human Nutrition: All placement sites within the McGill network are bilingual and require students to have, at minimum, a working knowledge of both English and French. Students are expected to have a functional knowledge of the French language (reading and verbal comprehension, and functional spoken French) by the start of clinical and management placements (Year 2).



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

3.2.3 Vaccination/Immunization Requirements for Health Sciences Programs

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

Proof of immunity must be written and signed by either a nurse or a physician. For details, see www.mcgill.ca/wellness-hub/access-care/vaccines.

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

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

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

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

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

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

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

Students will receive details of the immunization requirements with their acceptance package and on the following website: www.mcgill.ca/wellness-hub/access-care/vaccines. Immunizations can be completed at the Student Wellness Hub, which operates during the summer.

For information on how to make an appointment at the Student Wellness Hub, see mcgill.ca/wellness-hub/access-care/meet-doctornursedietitian.



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



Note for Medicine and Dentistry: M.D., C.M. and D.M.D. students must also refer to www.mcgill.ca/ugme/academic-policies#healthsafety.



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



Note for Physical and Occupational Therapy: Prior to starting their first clinical course, students must ensure that their immunization records are complete and that they have completed their mask fitting. Failure to do so will prevent students from starting their first clinical course. Students must contact the [Student Wellness Hub](#) for a mask fitting appointment or attend announced group appointments. All supporting documentation regarding immunization must be submitted to the Student Wellness Hub. The Student Wellness Hub will provide students with cards that will attest the completion of the immunization requirements, and will contain information regarding mask fit. Cards will be provided to students upon immunization and mask fitting completion. Students are required to submit their card electronically by the third clinical seminar (submission details provided in clinical seminar 1).

3.3 Fees: Health Sciences

The information in this publication was updated in May 2019. The University reserves the right to make changes without notice in the published scale of fees.

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

General Fees

All undergraduate programs, <i>excluding</i> Medicine and Dentistry	\$110.40 (as of Winter 2020)
Medicine and Dentistry	\$154.56
	\$40

Nursing Fees

Clinical Skills Kit	amount varies as per course needs
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Physical and Occupational Therapy Fees

Books and Other Equipment	\$1,000
Laboratory Materials	\$64.56

3.4 Immigration Information

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

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

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

For further information, please contact:

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

3.5 Facilities

The following facilities are associated with the McGill health sciences.

3.5.1 Buildings**680 Sherbrooke Street West, Montreal QC H3A 0B8**

This building houses the Ingram School of Nursing, its faculty, staff, and students. The three topmost floors provide office space, student lounge areas, classroom settings, and learning laboratories for the School. The offices of Undergraduate Medical Education and Postgraduate Medical Education, the Social Accountability and Community Engagement Office, and the Building Services Office for the Faculty of Medicine are temporarily located in this building.

1010 Sherbrooke Street West, Suite 1210, Montreal QC H3A 2R7

The Faculty of Medicine Admissions and University Advancement Offices are located in this building.

3605 de la Montagne Street, Montreal QC H3G 2M1

This building, built in 1925, comprises the administrative offices of the Faculty of Medicine.

3647 Peel Street, Montreal QC H3A 1X1

This building houses the Departments of Social Studies of Medicine and Biomedical Ethics.

4920 de Maisonneuve Blvd. West, Suite 301, Westmount QC H3Z 1N1

The McGill Molson Informatics Unit is located in this building.

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

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

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

McGill University Life Sciences Complex

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

1160 Pine Avenue West, Montreal QC H3A 1A3

The Life Sciences Complex encompasses the McIntyre Medical Sciences Building, the Stewart Biology Building, and two additional state-of-the-art facilities which were opened in 2008: the Francesco Bellini Life Sciences Building and the Goodman Cancer Research Centre. This 340,000-square-foot system of buildings houses a dozen core facilities and over 2,000 researchers, technical personnel, graduate students, and postdoctoral fellows. The cornerstone of the complex is the new construction of 180,000 square feet that was expressly designed to encourage cross-disciplinary research, and is totally dedicated to research activities. It also bridges the two other buildings, which have mixed space for teaching and laboratories, to form the complex. The Administrative Excellence Centre (AEC #12) is also located in this complex.

McIntyre Medical Sciences Building

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

This 15-storey building, completed in 1965, contains the students' related administrative services of the Faculty of Medicine (temporarily located at 680 Sherbrooke) and the Departments of Biochemistry, Pharmacology and Therapeutics, and Physiology, the McGill Global Health Programs, and a number of special research units. The Osler Library of the History of Medicine is temporarily relocated to the McLennan-Redpath Library Complex, for more information: mcgill.ca/library.

Morrice House

1140 Pine Avenue West, Montreal QC H3A 1A3

This building houses the Clinical and Health Informatics Research Group.

Place Mercantile Building

2001 McGill College Avenue, Montreal QC H3A 1G1

This building, located at the corner of McGill College Avenue and Sherbrooke Street, houses the Faculty of Dentistry's administrative offices, teaching laboratories, and classrooms as well as the Oral Health and Society Research Group. Also located in this building are the Undergraduate Teaching Clinic (formerly at the Montreal General Hospital), the School of Communication Sciences and Disorders, and an Administrative Excellence Centre (AEC #11). The offices of Continuing Professional Development (CPD), Accreditation and Education Quality Improvement, and Interprofessional Education are temporarily located in this building.

Purvis Hall

1020 Pine Avenue West, Montreal QC H3A 1A2

Purvis Hall, one of several old mansions in the historic "Golden Square Mile" of Montreal, is situated at the corner of Peel Street and Pine Avenue. This building is dedicated to the administrative offices, teaching, and research activities of the Department of Epidemiology, Biostatistics, and Occupational Health.

Rabinovitch House

3640re/F16scplE 8 1n1 121.149j1 0 0 1 150ne6

1001 Decarie Boulevard
Montreal QC H4A 3J1
T

Since 1934, the Jewish General Hospital has serv

CSSS de la Montagne (*CIUSSS du Centre-Ouest-de-l'Île-de-Montréal*)

5700 Côte-des-Neiges Road, Montreal QC H3T 2A8
ciuss-centreouestmtl.gouv.qc.ca

CSSS Cavendish (*CIUSSS du Centre-Ouest-de-l'Île-de-Montréal*)

5425 Bessborough Avenue, Montreal QC H4V 2S7
cssscavendish.qc.ca

Jewish Rehabilitation Hospital (*CISSS de Laval*)

3205 Place Alton Goldbloom, Laval QC H7V 1R2
hjr-jrh.qc.ca

Constance-Lethbridge Rehabilitation Centre (*CIUSSS du Centre-Ouest-de-l'Île-de-Montréal*)

7005 de Maisonneuve Boulevard West, Montreal QC H4B 1T3
constance-lethbridge.qc.ca

MAB-Mackay Rehabilitation Centre (*CIUSSS du Centre-Ouest-de-l'Île-de-Montréal*)

7000 Sherbrooke Street West, Montreal QC H4B 1R3
mabmackay.ca

Maimonides Geriatric Centre (*CIUSSS du Centre-Ouest-de-l'Île-de-Montréal*)

5795 Caldwell Avenue, Montreal QC H4W 1W3
donaldbermanmimonides.net

Shriners Hospitals For Children - Canada

1003 Decarie Boulevard, Montreal QC H4A 0A9
shrinershospitalsforchildren.org/montreal

* This list is not exhaustive.

3.5.3 Clinical Facilities for Dentistry

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

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

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

3.5.4 Facilities for Human Nutrition

The Mary Emily Clinical Nutritional Research Unit is located on 7 Maple Street in Sainte-Anne-de-Bellevue.

The Unit was developed in 1995 with the objective to create a facility dedicated to in-patient human nutrition experimentation using precisely controlled diets. The Unit is housed in a detached 5,000 sq. ft. building located at the perimeter of the Macdonald Campus with easy access to the community at large. This Unit is capable of supporting 12 research subjects on an in-patient basis. The facility is unique in Canada, in that it allows strict, in-house monitoring and testing of research subjects over prolonged periods while they consume diets prepared in-house. The first floor houses a state-of-the-art metabolic kitchen to prepare foods in a controlled manner, including a sitting area for meal consumption. The second floor houses an interview room to provide for attainment of written ethical consent/assent. A research/clinical assessment room is dedicated to procedures that include blood sampling by a phlebotomy team or clinical staff in adults, infants, and children.

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

3.5.5 Research Centres

- [section 3.5.5.1: Alan Edwards Centre for Research on Pain](#)
- [section 3.5.5.2: Artificial Cells and Organs Research Centre](#)
- [section 3.5.5.3: Biomedical Ethics Unit](#)

- *section 3.5.5.4: Centre for Bone and Periodontal Research*
- *section 3.5.5.5: Centre for Research on Brain, Language and Music*
- *section 3.5.5.6: Centre for Research in Reproduction and Development*
- *section 3.5.5.7: Centre for Translational Research in Cancer*
- *section 3.5.5.8: Institute of Health Sciences Education*
- *section 3.5.5.9: Ludmer Centre for Neuroinformatics & Mental Health*
- *section 3.5.5.10: McGill AIDS Centre*
- *section 3.5.5.11: McGill Centre for Research in Neuroscience*
- *section 3.5.5.12: McGill International TB Centre*
- *section 3.5.5.13: McGill University Research Centre for Studies in Aging*
- *section 3.5.5.14: Rosalind and Morris Goodman Cancer Research*

BEU members and research associates actively collaborate with faculty across McGill, as well as nationally and internationally in research, teaching, and clinical activities. There are currently five faculty members plus affiliate members, postdoctoral fellows, and graduate students.

3.5.5.4 Centre for Bone and Periodontal Research

740 Doctor Penfield Avenue, Room 2200
Montreal QC H3A 1A4
Telephone: 514-934-1934 ext. 35693
Fax: 514-398-4020
Website: bone.mcgill.ca

The Centre for Bone and Periodontal Research was established in October 2001 to promote and facilitate research and training in the areas of bone, cartilage, and periodontal disease. The Bone Centre currently represents the interests of more than 60 clinical and fundamental scientists, many of whom are recognized leaders in research pertaining to disorders such as arthritis, osteoporosis, metastatic and metabolic bone disease, and developmental disorders of the skeleton and oral cavity.

The Centre provides advanced instrumentation for hard tissue research, acts to increase the research capacity of its members and to translate advances into improved diagnosis, prevention, and treatment of diseases involving the skeleton and oral cavity.

3.5.5.5 Centre for Research on Brain, Language and Music

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

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

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

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

3.5.5.6 Centre for Research in Reproduction and Development

The Research Institute, MUHC Glen Site
1001 Decarie Blvd., E-M0.4 300./yn6 0 Tj-d/F3 10 Tf1 m0 1 81.693 21 0 0 1 531e1uf

Jewish General Hospital
3755 Côte Ste-Catherine
Montreal QC H3T 1E2
Telephone: 514-340-8222 ext. 28873
Website: www.mcgill.ca/translational-research

- Dr. Michael Meaney leads the Centre's epigenetics pillar: the Sackler Program for Epigenetics & Psychobiology at the Douglas Mental Health University Institute Research Centre.
- Dr. Alan Evans leads the neuroimaging and neuroinformatics pillar: the McGill Centre for Integrative Neuroscience (MCIN) at the Montreal Neurological Institute and Hospital (The Neuro).
- Dr. Celia Greenwood leads the statistical genetics pillar: the Genomics, Bioinformatics & Statistical Genetics lab at the Lady Davis Institute for Medical Research at the Jewish General Hospital.

A key Ludmer Centre goal is the mentorship of new researchers across varied disciplines—to develop transdisciplinary research cadres capable of maximizing the potentials inherent in the Centre's neuroinformatics infrastructure, tools, and datasets. Supported by a team of informatics experts, graduate master's and doctoral students are offered unique hands-on opportunities to advance mental health and neurodegenerative research while contributing to the expansion of Canada's leading neuroinformatics infrastructure.

To learn more, [contact us](#) to join our mailing list.

3.5.5.10 McGill AIDS Centre

Based at the Lady Davis Institute for Medical Research at the Jewish General Hospital

3999 Côte Ste-Catherine, Room F-318
 Montreal QC H3T 1E2
 Telephone: 514-340-7536
 Fax: 514-340-7537
 Website: www.ladydavis.ca/en/mcgillaidscentre

The McGill AIDS Centre is a McGill University Research Centre whose headquarters reside at the Lady Davis Institute at the Jewish General Hospital. The Centre coordinates, facilitates, and promotes teaching, research, and treatment activities relating to the HIV infection.

Under the leadership of its founding director, the late Dr. Mark A. Wainberg, the Centre has been the home of a large group of talented researchers from across McGill who have been working on HIV from diverse perspectives with the goal of furthering prevention and treatment options. We are proud of the many groundbreaking discoveries that we have made in understanding the basic biology of the HIV infection, elucidating host immune responses to control the HIV infection, discovering the transmission of drug-resistant HIV in human populations, and characterizing the development of drug resistance to HIV, improving the treatment and care of HIV patients, to name just a few examples of the initiatives that have earned the Centre its national and international reputation.

Under the leadership of its founding director, the late Dr. Mark A. Wainberg, the Centre has made significant contributions helping to transform HIV from a deadly infection to a manageable chronic disease.

3.5.5.11 McGill Centre for Research in Neuroscience

Montreal General Hospital, Livingston Hall, L7 132
 Research Institute of the McGill University Health Centre
 1650 Cedar Avenue
 Montreal QC H3G 1A4
 Telephone: 514-934-8094
 Fax: 514-934-8216
 Website: www.mcgill.ca/crn

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

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

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

3.5.5.12 McGill International TB Centre

Research Institute of the McGill University Health Centre
 1001 boulevard Decarie, Glen Block E
 Program Mail Drop EM3 3212
 Montreal QC H4A 3J1
 Telephone: 514-934-1934, ext. 42815
 Website: www.mcgill.ca/tb

The McGill International TB Centre, a WHO Collaborating Centre for TB Research, is a world leader in the interdisciplinary study of TB. Our Centre brings together more than 20 investigators based at McGill University as well as the Research Institute of the MUHC, with expertise in biomedical, clinical,

epidemiologic, and social aspects of TB. We work to better understand TB pathogenesis and host resistance, and also develop and evaluate new diagnostics, vaccines, and treatment regimens for the control of TB. By means of quality training, technical assistance, capacity building, and policy-relevant research, our Centre aims to make a positive contribution to ending the TB epidemic nationally as well as globally. Please visit our website at www.mcgill.ca/tb.

3.5.5.13 McGill University Research Centre for Studies in Aging

6825 boulevard LaSalle
Verdun QC H4H 1R3
Telephone: 514-766-2010
Website: aging.mcgill.ca

The McGill University Research Centre for Studies in Aging (MCSA) is committed to investigating causes and possible treatments of the dementias, especially Alzheimer's disease. During the past decades, the MCSA has played a pioneering role in identifying genetic abnormalities leading to an increased risk for Alzheimer's disease. The Memory Clinic of the Alzheimer's Disease Research Unit, under the leadership of Dr. Serge Gauthier, is focusing on improved therapies, long-term treatment of subjects affected by dementia, and enhancing the quality of life of patients and caregivers. Over the last 30 years the priority of the MCSA evolved to primary prevention of cognitive decline, early diagnosis, and treatment for persons with mild or prodromal symptoms, and best treatments for patients with various types of dementia. The importance of genes such as ApoE as risk factors and as predictors of response to treatment in Alzheimer's disease was one of the significant contributions of the MCSA to the field of aging. Another achievement of the MCSA is the strong link with academic research centres around the world, including Brazil, China, and Germany, which is reflected by a steady flow of students and visiting scholars from these countries among others.

In Canada, the MCSA created the academic trial network C5R and has hosted consensus meetings on the best evidence-based approach to the diagnosis and management of various types of dementia. The current focus of the MCSA is on prevention, and the development of tools and methods to allow earliest diagnosis and intervention of age-related disease. Prevention has been identified as an important objective in dementia research by national and international institutes (Alzheimer Society of Canada, National Institute of Aging USA) and is a priority of McGill University over the next decade. The MCSA contributes to this effort with its Dementia Prevention Program that was launched in 2012, entitled "Prevention of Neurodegenerative Disease in Everyone at Risk" (P

Services, staff, and collections will be relocated to the McLennan-Redpath Library Complex.

More information available on the Schulich Library website:

Website: www.mcgill.ca/library/branches/schulich

Osler Library of the History of Medicine

The Osler Library of the History of Medicine has as its nucleus the 8,000 volumes willed to McGill University in 1919 by Sir William Osler (one of its most famous pupils and teachers). Osler's collection has been temporarily relocated to the McLennan-Redpath Library Complex.

More details available on the Osler Library website:

McLennan-Redpath Library Complex

3459 McTavish Street

Montreal QC H3A

Website: www.mcgill.ca/library/branches/osler

For hours, see:

Website: www.mcgill.ca/library/branches/hssl

Macdonald Campus Library

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

Barton Building

21,111 Lakeshore Road

Ste. Anne de Bellevue QC H9X 3V9

Website: www.mcgill.ca/library/branches/macdonald

4 Scholarships, Bursaries, and Prizes

A complete list of scholarships, bursaries, prizes, and awards, and the regulations governing the various loan funds, can be found in the [Under](#)

who have completed at least one year of their degree program. Preference shall be given to students who are returning to obtain a university degree after working in the nursing profession with a college diploma.

Estimated value: \$400.

Gail Carson Travel Award

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

Value: varies.

Luella Downing Prize in Nursing

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

Estimated value: \$400.

Mildred B. Lande Scholarship in the School of Nursing

Established in 2008 by Mrs. Mildred Lande, C.M., B.A. 1936, for an outstanding undergraduate student or students who have completed at least one year in the Nursing Program.

Estimated value: \$1,500 for tw

Lexy L. Fellowes Memorial Prize

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

Estimated value: \$1,200.

The Pearson Education Book Prize

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

Estimated value: \$150.00.

5 Registration and Regulations

Students admitted to the B.Sc.(N.) and B.N. (Inte

5.5 Leave of Absence

Exceptionally, students may require a Leave of Absence (LOA); please see [section 5.9.5: Leave of Absence \(LOA\)](#), [University Regulations & Resources > Undergraduate > General Policies and Information > : Undergraduate Leave of Absence Policy](#), and the [Ingr](#)

Exemptions from the training can be applied to students who meet the criteria, given that proof of certification or previous experience is uploaded to the portal. For further information regarding these exemptions, please visit www.mcgill.ca/nursing/students/student-portal/clinical.

5.7.5 Clinical Courses

- Clinical courses must be taken sequentially as identified in the course of study (*section 6.1.8: Bachelor of Science (Nursing) (B.Sc.(N.)) - Nursing (103 credits)* and *section 6.1.9: Bachelor of Nursing (B.N.I.) - Integrated Nursing (65 credits)*);
- Students are expected to demonstrate professional behaviour at all times. The OIIQ Code of Ethics, the Faculty of Medicine Code of Conduct, and the McGill University Code of Student Conduct (as outlined in the *Handbook of Student Rights and Responsibilities*) provide guidelines. Accountability and professionalism are evaluated throughout clinical courses. All students must attend ISON professionalism seminars and interprofessional seminars deemed as mandatory. Failure to adhere to requirements related to professional behaviour can preclude access to clinical studies;
- Professional behaviour is expected in relation to classmates, teachers, patients/families, standardized patient/persons, the interprofessional team, and the institutions and community agencies within which studies take place;
- Students must be registered with the profession (see *section 5.8: Registration with the Profession (Immatriculation or Licensing during the Course of Study)*) before they can have access to clinical placements;
- In any formal documentation, such as in the patient's chart, students must identify themselves as a McGill Nursing Student with the respective year of study noted;
- Name badges indicating affiliation with McGill University and the program of study must be worn at all times in clinical studies. These are ordered in the Fall term for all students registered in specific nursing courses. Fees for these will be automatically charged to your student account;
- Attendance in clinical courses is mandatory and absences must be communicated to the instructor. Students with repeat absences may be asked to defer clinical studies if progress in the clinical course is compromised;
- Students whose pattern of performance in clinical studies is not meeting expectations relative to the course objectives will be informed and the student must develop a learning plan that focuses on strategies to ensure success. Students whose performance is well below expectations or deemed to be incompetent or unsafe in clinical studies will be required to leave the course—in this case the student will receive a grade of F. A meeting with the Program Director is required in such cases;
- Students are required to comply with the Ingram School of Nursing uniform policy (or that of the clinical agency) during clinical placements. Details are given in the *Ingram School of Nursing Faculty and Student Handbook* ;
- Students are required to purchase a stethoscope and other health-assessment equipment required within specific courses;
- Students must budget for travel expenses to and from a clinical agency for the duration of their clinical course;
- Clinical placement selections are made carefully to ensure that students meet program objectives and not made on the basis of student choice except for the following exclusions: NUR1 435 Ambassador Critical Care Practicum, NUR1 530 Nursing Practice Consolidation, and NUR1 531 Ambassador Nursing Practice Consolidation; when the student or close family member is employed on the placement unit; when the student is or has been followed as a patient on the placement unit; when the *Service d'évaluation des risques de transmission d'infection hématogène (SERTIH)* of the *Québec Institut national de santé publique* has indicated restrictions on the student's placements; or other legitimate reasons determined by the Clinical Placement Coordinator in consultation with the student and faculty;
- Students who are seropositive for Hepatitis B, C, or HIV and/or any other blood-borne pathogens have an obligation to notify their Program Director. These students are referred to the Blood-Borne Infection Risk Assessment Unit (*Service d'évaluation des risques de transmission d'infection hématogène [SERTIH]*) of the *Québec Institut national de santé publique* responsible for all infected workers, including nursing students. The service will make recommendations regarding clinical placement based on the nature of the situation;
- Clinical courses can require that students study during the day, evening, and/or weekend;
- Students requesting clinical placements outside the McGill University Teaching Hospital Network (option only available for NUR1 435 and NUR1 531) must be in Satisfactory Standing in their program as well as have a CGPA of at least 3.2. Certain placements may require a higher CGPA. Placement decisions in NUR1 435 and NUR1 531 take into account the strength and completeness of the proposal for placement, the level of autonomy and accountability of the student, the pattern of the student's progress in the program, and interviews;
- B.N. (Integrated) students must successfully complete all Fall and Winter U2 courses **prior** to taking NUR1 434.

5.7.6 Criminal Background Verification

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

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

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

- As a student nurse with a Student Permit (this designation applies to B.Sc.(N.) students)

- As a Candidate for the Practice of the Nursing Profession (CPNP) in the case of a B.N.I. student who has completed the DEC 180 A.0 program and has either opted to defer the writing of the OIIQ licensure examination for the first semester of university studies **or** has not been successful in the examination up to the maximum three attempts
- As a Nurse—such as the B.N.I. student who has successfully completed the licensure examination

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

****Note:** B.N.I. students who successfully complete their licensure exam must pay the OIIQ registration fees to obtain their official license. B.N.I. students who are successful on the OIIQ licensure examination will be charged based on pro-rata calculations for their license for the remainder of the fiscal year (dates as determined by the OIIQ). Ongoing registration with the OIIQ is required and annual fees must be paid as invoiced by the OIIQ. These fees cannot be waived, even if the B.N.I. student is not working while enrolled in the B.N.I. program. **As such, if a B.N.I. student who has passed the OIIQ licensure exam does not pay full OIIQ fees, she/he is not considered registered with the OIIQ and thus cannot be in clinical settings (i.e., NUR1 334, NUR1 431, NUR1 432).**

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

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

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

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

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

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

1. has no longer been enrolled, for over one year, in a session of a program of studies leading to a diploma giving access to a permit from the Order or in a training course determined by the Order in accordance with section 9 of the Regulation respecting diploma or training equivalence for the issue of a permit by the

5.9.1 Grading

Please refer to [University Regulations & Resources](#) > *Undergraduate* > *Student Records*

must also meet any requirements outlined by the Student Standing and Promotions Committee. Any student on probation should consult with the Nursing Student Affairs Office (NSAO) to discuss their course selection and degree planning.

Unsatisfactory Standing

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

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

- obtains a CGPA of less than 1.5;
- obtains a CGPA of between 1.5–1.99 and the number of allowable failures in nursing and non-nursing courses has been exceeded and the student has not been granted permission to remain in the program;
- has a CGPA above 2.0, the number of allowable failures is exceeded, and the student has not been granted permission to remain in the program;
- was previously in Probationary Standing (includes Unsatisfactory Readmitted students) or interim Unsatisfactory Standing and the TGPA is below 2.5 and the CGPA is below 2.0 **or** the student fails to meet the requirements outlined by the Student Standing and Promotions Committee;
- has failed a clinical course and has not been allowed to repeat the course;
- has failed to demonstrate professional behaviour or integrity by not adhering to standards in classroom and clinical studies (including performance at the Steinber

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

5.9.3 Examinations

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

Supplemental Examinations

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

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

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

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

Students who, at the time of the supplemental exam, feel unable to write the exam must repeat the course. In such cases, consult the NSAO to discuss an alternate plan of study.

Deferred Examinations

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

-

Application deadlines for rereads:

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

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

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

Procedures Governing Reassessment/Rereads

Reassessment is done free of charge. Computer-marked examinations can be reassessed but not reread. **There is a fee for the rer**

5.10 Inter-University Transfers and Study Away

Inter-University T

secondary or post-secondary level are **not required** to write the French language examination. Information about the examination can be obtained at www.oqf.gouv.qc.ca. Students are eligible to write the French Language Proficiency test in the last two years preceding completion of their degree in Nursing. It is to the students' adv

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

their knowledge base, strengthening their critical thinking skills, promoting a strength-based, family-centred perspective and preparing them for roles expected of a baccalaureate nurse. The program may be completed in two years if taken full-time and three years if taken part-time.

6.1.3 Minor Degrees for B.Sc.(N.) Students

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

6.1.4 Program Accreditation

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

6.1.5 Graduate Programs

- **M.Sc.A. in Nursing:** this clinically-based program prepares nurses to assume advanced-practice roles in nursing. It is subdivided into concentrations to address specific career goals. The M.Sc.A. in Nursing concentrations are:
 - *Advanced Clinical Practice*
 - *Direct Entry Nursing*
 - *Global Health*
 - *Global Health Direct Entry*
 - *Neonatology Nurse Practitioner*
 - *Nursing Services Administration*
 - *Primary Care Nurse Practitioner*
 - Two nurse practitioner concentrations in *Mental Health* and in *Pediatrics*
- 1. **Nurses holding a bachelor's degree in nursing** equivalent to the B.Sc.(N.) or B.N. (Integrated) undergraduate degree offered at McGill must choose a concentration from the following: *Advanced Clinical Practice*, *Global Health*, *Neonatology Nurse Practitioner*, *Nursing Services Administration*, and *Primary Care Nurse Practitioner*.
- 2. **Graduates with a general B.A. or B.Sc.** from programs comparable to the McGill undergraduate degrees and no previous nursing preparation may

Please go to takeCASPer.com to sign up and reserve a test date using your McGill Student Number and a piece of government-issued photo ID. You will be provided with a limited number of testing dates and times; these are the only testing dates available for your CASPer test as no additional tests will be

- One semester of differential calculus
- One semester of integral calculus
- Two semesters of biology with labs

6.1.6.5 Application Deadlines

The deadlines for submission of applications for F

Emeritus Professors

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

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

Professors

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

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

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

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

Associate Professors

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

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

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

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

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

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

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

Frederick Nestel; B.Sc.(McG.), M.Sc.(Qu.), Ph.D.(McG.)

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

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

Assistant Professors

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

Françoise Filion; N., B.Sc.(N.), M.Sc.(N.)(Montr.)

Catherine P. Gros; N., B.Sc.(Mass.), M.Sc.A.(McG.)

Heather D. Hart; N., B.Sc.(N.)(W. Ont.), B.Ed.(Bran.), M.Sc.A.(McG.)

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

Yannick Mélançon-Laitre; N., B.N.(UQAT), M.Sc.A., Grad.Dip.(NP-PC)(McG.)

Marjorie Montreuil; N., Ph.D.(McG.)

Norma Ponzoni; N., B.Sc.(N.), M.Sc.(N.), Ph.D.(Montr.)

John Pringle; NP, M.Sc.(Epidemiology)(Qu.); Ph.D.(Tor.)

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

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

Andraea Van Hulst; N., Ph.D.(Montr.)

Faculty Lecturers

Rosetta Antonacci; N., M.Sc.(Admin.)(Laval)

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

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

Amanda Cervantes; N., B.F.A.(NYU), M.Sc.A.(McG.)

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

Diana Gausden; N., SCPHN(Southbank Univ., Lond.)

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

Oxana Kapoustina; N., B.Sc., M.Sc.A.(McG.)

Faculty Lecturers

Sandie Larouche; N., B.Sc.(N.)(Laval), M.Sc.A.(McG.)
Caroline Marchionni; N., B.Sc.(McG.), M.Sc.(John M.), M.Sc.A.(McG.)
Linda Masse; N., B.Sc.(N.)(Montr.), M.Sc.A.(McG.)
Catherine-Anne Miller; N., B.Sc.(N.)(McG.), M.H.Sc.(Health Promotion & Global Health)(Tor.)
Linda Morneault; N., B.Sc.(N.)(McG.), M.Sc.(SUNY)
Irene Sarasua; N., B.A.(Tor.), M.Sc.A.(McG.)
Jodi Tuck; N., B.Sc.(McM.), M.Sc.A.(McG.)

Academic Associates

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

Contracted Faculty (part-time)

Karine Allard
Jorge Manuel Antonio
William Archambault, B.Sc.(McG.), M.Sc.(Montr.)
Magdalena Arciszewska, B.Sc.(N.)(McG.)
Geneveave Barbo
Angela Barrett
Valerie Beaudoin
Amanda Berghello, B.Sc.(N.)(McG.)
Alain Biron; N., B.Sc.(McG.), M.Sc.(N.)(Montr.), Ph.D.(McG.)
Vasiliki Bitzas; N., B.Sc., M.Sc.(A.), Ph.D.(McG.)
Madalina Vasilica Boitor; N., B.N(I.)(McG.)
Sandra Bradford-Macalanda; N., B.Sc.(N.)(SUNY), M.N.(Athab.)
Theresa Broda; N., B.Sc.(N.)(McG.), B.Sc.(N.)(Ott.)
Carolyn Brown; N., N.P., B.N(I.), M.Sc.A., Grad.Dip.(NP-PC)(McG.)
Frances Sol Encina Bruno; B.Sc.(N.), M.Sc.(A.)(McG.)
Susan Buddo; N., B.Sc.(N.)(Br. Col.), M.N.(Athab.)
Laurie Cleoplat, M.Sc.(N.)(McG.)
Gomane Nerline Colimon; N., B.Sc.(N.)(McG.)
Hermes Cornejo; N., B.Sc.(N.)(Chile), M.Sc.(N.)(Montr.)
Hedda Coronado; N., B.Sc.(N.)(Philippines)
Laura Craigie; N., B.N.(I.)(McG.)
Kelly Marie Cummins, B.Sc.(N.), M.Sc.(N.)(McG.)
David Jordan Elbling
Olivia Hope Farias
Maria Fernandez
Monique Fillion, B.Sc.(N.)(Montr.), M.Sc.(A.)(Laval)
Lisa Frick; N., B.Sc.(N.)(Ott.)

Contracted Faculty (part-time)

Sae Fukamizu

Pascale Fulcher; N.

Alexandra Glezos

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

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

Vandra Holder

Sarah Ismail

Angela Izzo

Caroline Marie-France Jean

Contracted Faculty (part-time)

Kim

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

Batshaw Youth and Family Centre

CSSS de l'Ouest de l'île (CLSC Pierrefonds, CLSC Lac St-Louis, Lakeshore General Hospital)

CSSS Dorval-Lachine-LaSalle (LaSalle Hospital, CLSC LaSalle, CLSC Dorval-Lachine)

Douglas Mental Health University Institute

St. Mary's Hospital Centre

West Montreal Readaptation Centre

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

CSSS Cavendish (CLSC René Cassin, Henri-Bradet Day Center, Julius Richardson, Father Dowd Home, St. Andrew Centre d'Hébergement, Catherine Booth, GMF Queen Elizabeth, GMF Kildaire)

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

MAB-Mackay Rehabilitation Centre

Maimonides Hospital Geriatric Centre

Sir Mortimer B. Davis – Jewish General Hospital

Other Teaching Centres

Accueil Bonneau

Cambridge Residence

Concordia University Health Clinic

CSSS Bordeaux-Cartierville-St. Laurent

CSSS Lucille-Teasdale

CSSS Pointe de l'île

CSSS St. Leonard-St. Michel

CSSS Sud Ouest Verdun (CLSC St. Henri, CLSC CSSS de la Montagne (CLSC CCLSC C

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

The courses outlined below have been dev

NUR1 324	(3)	Illness Management 2
NUR1 325	(4)	Acute, Chronic, & Palliative Health Challenges 1
NUR1 326	(4)	Acute, Chronic, and Palliative Health Challenges 2
NUR1 329	(3)	Skin Integrity and Wound Care
NUR1 331	(4)	Nursing in Illness 1
NUR1 332	(4)	Nursing in Illness 2
NUR1 333	(4)	Nursing in Illness 3
NUR1 335	(1)	Illness Management Clinical Skills Laboratory 1
NUR1 336	(1)	Illness Management Clinical Skills Laboratory 2
NUR1 423	(4)	Leading Change: Policy and Practice
NUR1 424	(3)	Legal, Ethical, and Professional Practice Issues
NUR1 431	(4)	Community Health Nursing Practicum
NUR1 432	(4)	Community Health Nursing Project
NUR1 529	(4)	Critical Care Nursing

Complementary Courses (8 credits)

5 credits from the following:5(4)Tj1 0 0 1 70.59 455.94e142(NUR130g:)Tj1 0 0 1 221.94940.1 212 Tmmbassadorth Nursing Practce(y ns PodliaonToIW 599.8 Tm00G

NUR1 327	(4)	Critical Health Challenges
NUR1 329	(3)	Skin Integrity and Wound Care
NUR1 338	(3)	Applied Health and Physical Assessment/Anatomy 1
NUR1 339	(3)	Applied Health and Physical Assessment/Anatomy 2
		Leading Change: Polic

