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

1 . McGill University reserves the right to mak

Publication Information

Published by

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

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2.3 Mission and Vision

Mission Statement:

To educate current and future nurses, provide 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

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, speaking 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-out-program-what-you-need-know/language-requirements



Note for Medicine: The language of instruction at McGill University is English. All lectures and small groups are conducted in English; 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, speaking and basic written) from the outset of the M.D.,C.M. program. Consequently, alternative arrangements aimed at placing students in sites where working knowledge of French is not required will not be made. Students may be assigned to a one-year clerkship in Gatineau, Quebec (in French) and/or other rural locations. Assignment to clinical sites, including Gatineau, are made at the discretion of the UGME office.

M.D.,C.M. students must also refer to

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



Note for Nursing: The official language of instruction at McGill is English. In accord with McGill University's Charter of Students' Rights, students have the right to submit in English or in French any written work that is graded. Students should be aware that most of the clinical affiliation placements undertaken in Quebec, including those in the greater Montreal, require proficiency in both English and French. As such, Nursing students are expected to have a working knowledge of the English and French languages. While French language testing is not required for entry to a program, students who lack proficiency in French must avail themselves of the opportunity to take French as a second language courses prior to or early in their program of studies.

Note for Physical & Occupational Therapy: All sites within the McGill network require students to have a working knowledge of both English and French. To be eligible to work in both languages

are not proficient in French may need to be placed outside of Quebec at their (o)Tj 1 0 0 1 953.652 041.241 Tm wnl e)Tj 1 0 0



Nursing Fees	
Local transportation to clinical sites	\$70/month
Clinical Skills Kit	amount varies as per course needs
Physical and Occupational Therapy Fees	
Books and Other Equipment	\$1,000
Laboratory Materials	\$62.86

3.4 Immigration Information

Unless their studies at McGill will be completed in less than six (6) months, all students, other than Canadian citizens and 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 the closest Canadian Service (CVS) of [Immigration Canada](http://www.immigration.ca).

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](http://www.mcgill.ca/internationalstudent).

For further information, please contact:

International Student Services
 Brown Student Services Building
 3600 McTavish Street, Suite 3215
 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, 18th, 19th, and 20th floors, Montreal QC H3A 0B8

After many decades in Wilson Hall, 680 Sherbrooke is now home to the Ingram School of Nursing, faculty staff, and students. These three topmost floors provide office space, student lounge areas, classroom settings, and learning laboratories for the School.

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 Administrative Excellence Centres (AEC #7 and #9) are located in this building.

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

The Department of Family Medicine is located in this building.

Charles Meredith House

1130 Pine Avenue West, Montreal QC H3A 1A3

This elegant building, built for Charles Meredith, houses the Institute for Health and Social Policy. The Occupational Health teaching program also has some faculty offices, student offices, and teaching laboratories located there.

Davis House

3654 Promenade Sir William-Osler, Montreal QC H3G 1Y5

Built in 1909 for contractor James Davis, this heritage building, designed by architects Edward and W.S. Maxwell, houses administrative and faculty offices and teaching facilities of the School of Physical and Occupational Therapy.

Duff Medical Building

3775 University Street, Montreal QC H3A 2B4

Opened for use in 1924, the building is situated on the northeast corner of University Street and Pine Avenue.

McGill University Health Centre (MUHC) / Centre universitaire de santé McGill (CUSM) is a merger of seven teaching hospitals affiliated with the Faculty of Medicine at McGill University

Since 1934, the Jewish General Hospital has served patients of diverse religious, linguistic and cultural backgrounds who reside in Montreal, throughout Quebec, and beyond. As one of the province's largest acute-care hospitals, this 637-bed McGill University teaching hospital admits nearly 24,000 patients per year while handling approximately 530,000 outpatient visits, more than 85,000 emergency visits, and nearly 3,800 births. The JGH is widely recognized for e

CSSS de Gatineau (CIUSSS de l'Outaouais)
777 boulevard de la Gappe, Gatineau QC J8T 8R2
www.csssgatineau.qc.ca

CSSS de la Montagne (CIUSSS du Centre-Ouest-de-l'Île-de-Montreal)
5700 Côte-des-Neiges Road, Montreal QC H3T 2A8
www.csssdelamontagne.qc.ca

CSSS Carendish (CIUSSS du Centre-Ouest-de-l'Île-de-Montreal)
5425 Bessborough Avenue, Montreal QC H4V 2S7
www.cssscavendish.qc.ca

Jewish Rehabilitation Hospital (CIUSSS Lavale)
3205 Place Alton Goldbloom, Laval QC H7V 1R2
hjr-jrh.qc.ca/en

Constance-Lethbridge Rehabilitation Centre (CIUSSS du Centre-Ouest-de-l'Île-de-Montreal)
7005 de Maisonneuve Boulevard West, Montreal QC H4B 1T3
www.constance-lethbridge.qc.ca

MAB-Mackay Rehabilitation Centre (CIUSSS du Centre-Ouest-de-l'Île-de-Montreal)
7000 Sherbrooke Street West, Montreal QC H4B 1R3
www.mabmackay.ca

Maimonides Geriatric Centre (CIUSSS du Centre-Ouest-de-l'Île-de-Montreal)
5795 Caldwell Avenue, Montreal QC H4W 1W3
www.donaldbermanmaimonides.net

Shriners Hospitals For Children
1003 D'Arcy Boulevard, Montreal QC H4A 0A9
www.shriners-hospitals-for-children.org

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 500
Montreal QC H3A 1G1
Canada

Telephone: 514-398-7203
Fax: 514-398-8900
Website: www.mcgill.ca/dentistry

At the Clinic, students in the undergraduate program are taught under the guidance of the dentists 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-Belle

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 sitting area for consumption of the diet. 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 including 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. Further information regarding collaborative or independent extramural research interests, contact the Director of [School of Human Nutrition](#)

3.5.5 Research Centres

Alan Edwards Centre for Research on Pain

Genome Building, Suite 3100
740 Doctor Pen~~e~~ Avenue
Montreal QC H3A 0G1
Telephone: 514-398-8975
Fax: 514-398-8121
Website: painresearchcenter.mcgill.ca

Pain research at McGill University is carried out by The Alan Edwards Centre for Research on P

1110 Pine Avenue West, Room 205
Montreal QC H3A 1A3
Telephone: 514-398-4987
Fax: 514-398-7246
Website: www.mcgill.ca/centeformeded

The Centre for Medical Education promotes excellence and scholarship across the continuum of health sciences education. More specifically, the Centre for Medical Education at McGill:

- Encourages innovation and excellence in teaching and learning.
- Serves as a resource for curriculum development in undergraduate, postgraduate, and continuing health sciences education.
- Stimulates interest in educational research and development.
- Conducts research and scholarly work in health sciences education.
- Ensures that research advances the field of health sciences education and informs educational practice.

The Members of the Centre for Medical Education represent a variety of backgrounds and disciplines and are involved in:

- Educational planning, curriculum design, and program evaluation.
- Faculty development and educational consultations.
- Research in health professions education.
- Dissemination of educational innovations and research findings.
- Mentorship of students, residents, fellows and colleagues.

The Centre for Medical Education offers a variety of educational opportunities to students, residents, and faculty. Of interest to medical students is the Medical Education Electives Program, which is a one-month elective for those considering a career in teaching or academic medicine. For more information, visit: www.mcgill.ca/centeformeded/educational-opportunities/medical-education-electives or contact Dr. Michelle Eliza, Director of the Electives Program.

Centre for Research on Brain, Language and Music

3640 rue de la Montagne
Montreal QC H3G 2A8
Telephone: 514-398-6962
Fax: 514-398-8123
Website: crlbm.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 development. Participating universities include McGill, Université de Montréal, UQAM, and Concordia. Our infrastructure for language and music research is unparalleled, including 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 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.

Centre for Research in Reproduction and Development

McIntyre Medical Sciences Building, Room 1324
3655 Promenade SW (T) / 7u04 2IAI. Oum1 0 0 1ti .htion anY 514-398-7246

The research programs of our members span a wide range of related and complementary topics, including understanding the basic biological mechanisms that control developing eggs and sperm within the gonads, where the reproductive hormones are produced and their effects, how the developing embryo implants into the uterus and establishes communication with its mother, and cures for conditions such as pre-eclampsia and intra-uterine growth retardation, and the effects of environmental pollutants and disease on the development of the egg and sperm and of the fetus. We use both animal model systems and human clinical studies to reach our research objectives.

The CRRD enables and promotes interactions between investigators at McGill, other universities in Quebec, across Canada, and internationally
Centre for Translational Research in Cancer

Lady Davis Institute for Medical Research
Jewish General Hospital
3755 C te Ste-Catherine, Room E538
Montreal QC H3T 1E2
Telephone: 514-340-8222 ext 5418
Fax: 514-340-8708
Website: www.mcgill.ca/translational-research-cancer

The aim of the Centre is to facilitate the translation of the exciting novel findings made in fundamental laboratories into testable hypotheses for evaluation in clinical trials in oncology. There are currently extremely high quality clinical research activities at McGill, and the fundamental investigations of cancer

AIDS. McGill scientists, researchers, and clinicians ha

signs of cognitive impairment that are at risk of developing late-onset dementia. This will allow the tracking and documentation of changes in the structural and functional integrity of the human brain in normal and pathological aging, while enabling researchers with important data about possible predictors of dementia.

Furthermore, the MCSA has established a computational infrastructure for teaching neuroimaging in dementia for undergraduate, and postdoctoral students. This infrastructure program is under the direction of Pedro Rosa-Neto, M.D., Ph.D. The Translational Neuroimaging Laboratory at the MCSA aims to understand how toxic proteins cause brain damage in Alzheimer's disease patients. We also develop novel methodologies for early detection of these toxic proteins in the persons without symptoms (see the [Translational Neuroimaging Laboratory website](#)). Research in the field of neuroimaging has been focusing on the early detection of dementia, and prevention. Our clinic collaborates with other experts at McGill University using the most advanced and sensitive Magnetic Resonance Imaging (MRI) and Positron Emission Tomography (PET) protocols to evaluate patients with mild cognitive complaints. The PET and MRI technologies, combined with our clinical expertise, allow for early diagnosis and appropriate treatment of the condition causing memory deficits.

Rosalind and Morris Goodman Cancer Research Centre

1160 Pine Avenue West
Montreal QC H3A 1A3
Telephone: 514-398-3535
Fax: 514-398-6769
Website: www.mcgillgcc.com

The mission of the Rosalind and Morris Goodman Cancer Research Centre is to bring together internationally recognized scientists who are dedicated to cancer research and provide them with state-of-the-art resources so that they can fully contribute to the worldwide effort of developing novel approaches for the improvement of the diagnosis, treatment, and management of this disease. Investigators within the Cancer Centre have made significant contributions toward the molecular understanding of diseases such as cancer which can be used to better stratify cancer and facilitate the development of novel therapeutic approaches.

The Goodman Cancer Research Centre provides an internationally recognized training ground for the generation of investigators who will pursue research in the life sciences and cancer. The Centre plays a key role in reaching out and educating the public on the fundamentals of cancer research and understanding the causes of cancer, its prognosis, and its treatment.

Further information is available at [Rosalind and Morris Goodman Cancer Research Centre](#).

3.5.6 Libraries

Access to all of the McGill University Library branches and to the Library's licensed electronic resources is available to all McGill faculty, staff, and students. Information on locations, opening hours, collections, and services can be found at www.mcgill.ca/library. Several of the library branches are likely to be of particular interest to health sciences users.

Schulich Library of Physical Sciences, Life Sciences, and Engineering

The Schulich Library supports the teaching, learning, and research of the staff and students of the Faculties of Dentistry, Engineering, Medicine, and Science. Life Sciences liaison librarians have their offices in the Schulich Library and are available for consultation. The Library's hours are available throughout the year and are available on the website noted above or by telephoning 514-398-4769. Faculty members and graduate students in the departments listed by the Schulich Library may apply to obtain access to the Library after closing hours.

Macdonald-Stewart Library Building
809 Sherbrooke Street West
Montreal QC H3A 0C1
Website: www.mcgill.ca/library/branches/sbulich

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). The collection now totals over 90,000 volumes including older rare materials as well as current books and periodicals about the history of the health sciences and related areas. L2bns hathe history1 493.899 519.861 57 (the history consultarom scie of i 67.52 215.341 Tm (05E

4 Scholar ships, Bur saries, and Priz es

A complete list of scholarships, bursaries, prizes, and awards, and the regulations governing the various loan funds, are given in the [Undergraduate Scholarships and Awards Calendar](#) and in the [Graduate Fellowships and Awards Calendar](#). Information is also available at www.mcgill.ca/nusing/students/funding/allnsing and www.mcgill.ca/nusing/students/funding/ugfunding

4.1 Entrance Sc holar ships

There are a number of entrance scholarships open to students from all parts of Canada in the University. Information can be found in the [Undergraduate Scholarships and Awards Calendar](#) available at www.mcgill.ca/studentaid

Established in 1992 by the Uni

5.2 Communication Policy

Email is the official means of communication between McGill University, the Ingram School of Nursing, and its students. Please consult [University Regulations & Resources > Undergraduate > General Policies and Information > Information Technology \(IT\) Resources > : Email Communication](#). Students are required to identify themselves with their name and McGill ID number when communicating by email with faculty or staff.

5.3 General Course Requirements

Students are informed at the beginning of any course of the course objectives and requirements as well as the methodology and the contribution of each method of evaluation to the final grade in the course. Students will not be permitted to withdraw in any course unless they have fulfilled the requirements of the course, including attendance.



Note for all students: It is expected that students will attend designated Ingram School of Nursing conferences such as 'Nursing Explorations'. A student fee applies.

5.7.2 Mask Fitting Requirements

Prior to commencing NUR1 331 or NUR1 334, all Nursing undergraduate students must be "mask fitted" by Student Health Services to protect against airborne transmissible infections to which they may be exposed in the hospital setting. Mask fitting is only valid for two years. See www.mcgill.ca/nusing/students/clinical for further details.

5.7.3 CPR

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

Quebec legislation requires that a student in a health profession must be registered with their respective professional order to ensure protection of the public. In the case of nursing, that order is the 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 OIIQ 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 conditions are not able to continue in clinical courses. 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. 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 does not pay full OIIQ fees, she/he is not considered registered with the OIIQ and thus cannot be in clinical settings (NUR1 334, NUR1 431, NUR1 432).

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

Any patient can verify the student's status or register a complaint with the OIIQ. Teachers and health facility agents can ask for proof of registration so students must carry this documentation at all times during clinical studies, including community visits.

Students holding an active registration with the profession adhere to Regulation respecting the professional activities which may be performed by persons other than nurses (chapter I-8, s. 3, Nurse 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 her interventions in the patient's record with her signature, followed by "student n." If her signature cannot be clearly identified, she shall write her 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 more than one year in a session of a program of studies leading to a diploma or 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 Ordre des infirmières et infirmiers du Québec (chapter I-8.r16);
2. fails the program of studies leading to a diploma or access to a permit from the Order or the training course determined by the Order in accordance with section 9 of said regulation;
3. is expelled from the program of studies leading to a diploma or access to a permit from the Order or the training course determined by the Order in accordance with section 9 of said regulation;
4. obtained the registration certificate under false pretences; or
5. performs professional acts reserved to nurses other than those authorized in regulation under subparagraph of section 94 of the Professional Code (chapter C-26) or does not meet the conditions for performing these acts, in particular those relating to the respect of the actions applicable to members of the Order

Note: When B.Sc.(N.) students interrupt their clinical studies, they must return their registration card to the OIIQ during that period. The OIIQ will return the registration card when clinical studies resume. Any student who interrupts studies for more than a year will have their registration card revoked by the OIIQ and another application must be made if clinical nursing studies resume.

5.9.3 Examinations

Supplemental Examinations

Nursing students who receive a grade of D, J, 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, J, or U in a course after a deferral examination. Such students must either re-register in the same course the following term or in an approved course substitute. Students who are in an elective course can opt to take supplemental OR redo the course OR take an alternate course.

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

The supplemental result may count for 100% of the final grade or may include the same proportion as did the original grade. The original grade and content of the supplemental exam will not necessarily be the same as for the original examination; therefore, students should consult the instructor. The supplemental grade does not overwrite the original grade. Both the original course mark and the supplemental result are calculated in the final CGPA. The 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 documented illness, personal crisis, or holy day are accommodated with the following possible solutions as deemed appropriate and feasible by the instructor:

- Rescheduling the evaluation for the student
- Preparing an alternate evaluation for the student such as analytical paper exam, literature review, case study analysis;
- Shifting the weight normally assigned to the evaluation to the weight assigned to the remaining evaluation (this is generally done only if the final examination is cumulative)
- Offering an alternate final examination (this is done when the course is not cumulative for the rest of the students. The student who missed the midterm then writes an alternate final exam that is cumulative).

Students who miss a final examination must apply for a deferral on Minerva. Relevant documentation (e.g., medical certificate) is required unless the NSAO already has the documentation. The deadlines for submitting documentation are:

- for Fall exams: January 15;
- for Winter exams: May 15;
- for Summer exams: July 15.

Courses taken during summer session (e.g., CHEM 212) do not offer deferred exams. Permission to write a deferral is granted/denied by the NSAO. It appears on the student record if the deferral is approved. There is no cost associated with writing a deferral examination, and it must be written at the first available opportunity (1st week of May for fall courses; mid-August for winter courses). If the student is unable to write the deferral exam as scheduled due to documented illness, family affliction, or extenuating circumstances, the student must contact the NSAO to initiate withdrawal from the deferred exam (WL). If not approved or if the student did not write the exam without seeking withdrawal, a final grade of 'J' is entered and will count as zero in the grade point average (GPA).

Reassessments and Re-reads

The Ingram School of Nursing values and promotes transparency and fairness in evaluation. Instructors provide information about evaluation procedures in the first two weeks of the course and are open to clarifying students'

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 in dialogue with the clinical teacher and course coordinator. Due to the nature of clinical studies, there is no formal appeal process and the clinical teacher and course coordinator is the retained grade (in addition, see the section 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 reread of a final examination or paper. Visit www.mcgill.ca/student-accounts/tuition-fees/non-tuition-fees/other for details.

5.9.4 Time to Degree Completion

Students entering U1 of the B.Sc.(N.) program are expected to complete the program as full-time students in a three-year period (including summer sessions). Exceptionally, such as in the case of failed courses or LO, students may take a maximum of four years to complete the degree. Students entering in U0 are expected to complete the program as full-time students in a four-year period (including summer sessions) with a maximum time to completion of five years. B.N.I. students are expected to complete their program in two years if studying full-time or in three years if part-time. Completion must be no more than four years after initial program registration.

5.9.5 Leave of Absence (LO A)

A leave of absence may be granted to undergraduate students for reasons related to maternity or parenting; personal or health issues; professional development; required military service. Such a leave

5.10.2 Study Away

Students wishing to take a course at another educational institution outside of Quebec must apply for Study Away on Minerva. (Students who wish to take university courses within Quebec apply for Transfer Credits.) The student is responsible for applying to and fulfilling the requirements and deadlines of the host university. Study Away generally applies to:

- UO students wishing to complete CHEM 212 (generally taken in the summer session of UO) in their home province/country. They may apply for this option as long as they are in Satisfactory Standing and have found a course that has been deemed equivalent to McGill's course);
- students in Satisfactory Standing wishing to complete an elective or other required course (that has been deemed equivalent) at another university outside Quebec.

On successful completion of the course (minimum grade of C), the student must ensure that the host university provides an official transcript from the educational institution.

The following steps apply to Study Away:

1. Ensure that the institution where you wish to study is outside of Quebec. If it is a Quebec institution, follow the procedure for Inter-University Transfer credits (IUTs) instead.
2. Make sure that you are in satisfactory standing at McGill. If yes, then you are eligible for study away; if not then you must take the course at McGill.
3. Find a course that is equivalent to the required course at the university/college you want to attend; see the [Course Equivalency System](#). Any course not found in the Course Equivalency must be assessed by the respective department (e.g., Physiology, Chemistry). Submit a request for this assessment using the link provided; you may be required to upload a copy of the course description and/or syllabus to complete this request.
4. Once the approved equivalent has been found, find out if the course is actually offered in the session you want and whether you meet the host university criteria for visiting or special student. Avoid taking study away in the graduating term. This could delay your graduation.
5. If the above steps are all positive then apply for Study Away from McGill on Minerva. If a letter needs to be sent from McGill, you can generate this from the Study Away module. Students are strongly encouraged to register for the course at McGill to ensure a space is available at the host university refuses the student. (Do not forget to drop the McGill course if all works out with Study Away.) If you have been approved for Study Away but decide not to go through with the course, please cancel your Study Away application on Minerva.
6. Once study away is approved on Minerva, register for the course at the university/college you want to attend; then follow the admission and registration policies/procedures of that university/college.
7. On completion of the course, you must ensure that the Nursing Student Affairs Office receives an official transcript from the educational institution so that credits can be transferred. This arrangement must be made regardless of the grade received.
8. Allow for processing time, then verify your transcript on Minerva to ensure that the transfer credits have been processed. If they are not, contact the Nursing Student Affairs Office.

5.11 Requirements for Licensure (Entry into the Profession)

For licensing as a Registered Nurse in the Province of Quebec, requests must be addressed to the Ordre des infirmières et infirmiers du Québec (OIIQ) (Order of Nurses of Quebec):

Ordre des infirmières et infirmiers du Québec
4200, rue Molson
Montreal QC H1Y 4V4
Telephone: 514-935-2501; 1-800-363-6048 (toll-free)
Email: inf@oiiq.org
Website: www.oiiq.org

The Order of Nurses of Quebec administers the professional examination for graduates planning to work in Quebec; graduates from the Ingram School of Nursing who completed high school before 1986 from an English Quebec high school or from an English high school outside of Quebec, a French Language Proficiency Examination administered by the Office québécois de la langue française, in accordance with Article 35 of the Charter of the French Language. Students who obtained their Quebec high school diplomas after 1986 or who studied at least three years full-time in French at the secondary or post-secondary level are not required to write the French language examination. Information about the examination can be obtained at

6 Browse Academic Programs

The programs and courses in the following sections have been approved for the 2017-2018 academic year as listed. The Faculty/School reserves the right to introduce changes as may be deemed necessary or desirable throughout the year.

6.1 Nursing

6.1.1 Location

Note

A

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

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

Graduate Program Director, Ingram School of Nursing

Jos e Bonneau; N., B.Sc.(N.), M.Sc.(N.)(Montr

Assistant Graduate Program Director, Ingram School of Nursing

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

Ph.D. Program Director, Ingram School of Nursing

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

Assistant Ph.D Program Director, Ingram School of Nursing

C line G linas; N., B.Sc.(N.), M.Sc.(N.), Ph.D.(Ual), Post Doc.(McG.)

Associate Director of Research, Ingram School of Nursing

M lanie Lavoie-Tremblay; N., B.Sc.(N.), M.Sc.(N.), Ph.D.(Ual), Post Doc.(Or.)

Emeritus Professors

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

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

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

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

Professors

Franco Carnale; N., B.Sc.(N.), M.Sc.A., M.Ed., Ph.D.(McG.), Ph.D.(Ual)

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

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

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

Associate Professors

AntoniaArnaert; N., M.PH.(Catholic U. of Leuven, K.U.L.), M.PA.(EHSAL), Ph.D.(K.U.L.)

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

Nangy Feely; N., B.Sc.(N.), M.Sc.A., Ph.D.(McG.)

C line G linas; N., B.Sc.(N.), M.Sc.(N.), Ph.D.(Ual), Post Doc.(McG.)

M lanie Lavoie-Tremblay; N., B.Sc.(N.), M.Sc.(N.), Ph.D.(Ual), Post Doc.(Or.)

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

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

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

Assistant Professors

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

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

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

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

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

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

ArgerieTsimicalis; N., B.Sc.(N.)(Windsor), M.Sc.(Qu.), Ph.D.(Or.), Post Doc.(Col.)

Faculty Lecturers

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

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

Jos e Bonneau; N., B.Sc.(N.), M.Sc.(N.)(Montr)

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

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

Fran oise Filion; N., B.Sc.(N.), M.Sc.(N.)(Montr)

Diana Gausden; N., SCPHN(SouthbankUniv.)(part-time)

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

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

Sandie Larouche; N., B.Sc.(N.)(Laval), M.Sc.A.(McG.)

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

Catherine-Anne Miller; N., B.Sc.(N.)(McG.), M.H.Sc.(Health Promotion & Global Health)(T)

Linda Morneau; N., B.Sc.(N.)(McG.), M.Sc.(SUNY)

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.)(Admin.)(La

Contracted Faculty (part-time)

Maria Damian; N., B.Sc.(N.), M.Sc.A.(McG.)
 Anne Desrosiers-Couture; N., B.Sc.(N.), M.Sc.A.(McG.)
 Gabriel Domocos; N., B.Sc.(N.), M.Sc.A.(McG.)
 Christine Echegaray-Benites; N., B.Sc.(N.), M.Sc.A.(McG.)
 Nadine Fava; N., B.FA.(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.)
 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.)(Oxf, UK)
 Amelia Joucдар; 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.)
 Manon Lacroix; N., B.Sc.(N.)(UQA), M.Sc.(N.)(Ott.), DESS(Laur)
 William Landry; N., B.Sc.(N.)(McG.), M.N.A.(Ott.)
 Ariella Lang; N., B.Sc.(N.), M.Sc.(N.)(McG.), Ph.D.(Montr) Post Doc.(Ott.)
 Stephanie Lao; N., B.Sc.(N.)(McG.)
 Roxanne Lawson; N., B.N.(I.)(McG.)
 Stephanie Lebel-Rispa; N., B.Sc., M.Sc.A.(McG.)
 Celine 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.)
 Shannon Mathes; N., B.N.(I.)(McG.)
 Shannon McNamara; N., B.Sc.(N.), M.Sc.(N.)(Montr)
 Sharon Mooney; N., B.A.(C@dia), B.Sc.(N.)(Bol.), M.A.(C@dia)
 Frederick Peter Nestel; B.Sc.(McG.), M.Sc.(Qu.), Ph.D.(McG.)
 Tessa Nicols; N., B.Sc.(N.)(Ott.)
 TrishaAndrea Nonog; N., B.N.(I.)(McG.)
 Mary Owen; N., B.A.(C@dia), B.Sc.(N.)(Bol.)
 Josette Perreault; N., B.N.(McG.)
 Silvia Pistagnesi; N., B.Sc.(N.), M.Sc.A.(McG.)
 Nicole Rheaume; N., B.Sc.(N.)(McG.)
 Ramona Rodrigues; N., B.Sc., M.Sc.A.(McG.)
 Patricia Sabbag; N., B.Sc.(N.), M.Sc.A.(McG.)
 Irene Sarasua; N., B.A.(Ott.), M.Sc.A.(McG.)
 Anita Sharma; N., B.A.(Manit.), B.Sc.(N.)(McG.)
 Sharon Snyder; N., B.N.(I.)(McG.)
 Marianna Sofronas; N., B.A.(McG.), M.A.(McSch. Soc. Res.), M.Sc.A.(McG.)
 Elisabeth Solyom; N., B.Sc., B.Sc.(N.)(McG.)
 AnnaTazian; N., B.Sc.(N.), M.FI.(Beirut)

Contracted Faculty (part-time)

Mehdi Torkashvand; N., B.Sc.(N.)(@Thran Univ. of Medical Sciences)
Reichell Torres; N., B.N.(McG.)
Antonina Triassi; N., B.N.(I.)(McG.)
Stephanie Welsh; N., B.Sc.(N.)(Ott.)
Maggie Wilson; N., B.Sc.(Manit.), M.Sc.A.(McG.)
Su Ling Wong; N., B.Ed., B.N.(I.), M.Sc.A., Grad.Cert.(NP-PC), Grad.Dip.(NP-PC)(McG.)
Vanessa Wrzesien; N., B.Sc.(N.), M.Sc.A.(McG.)
Nadia Zouari; N., B.N.(I.)(McG.)

6.1.7.1 Clinical and Affiliated Faculty Members

Professor

Susan E. French

Associate Professors

Lynne McVey, Frederick Peter Nestel, Carolyn Peplun, Janet Rennick, Edith Zorychta

Assistant Professors

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

Faculty Lecturers

Deborah Abner, Nathalie Aubin, Sophie Baillargeon, Linda Bambore, Denise B dard, Judy Bianco, Jacqueline Bocking, Johanne Boileau, Linda P Boisvert, Diane Boriso (Abner) Tjebket, Rose Byle, Sandra Bradford-Macalanda (Abner) Tjrault, Krista Gohat Brecht, Sharon Brissette, Carolyn Bro Susan Marie Buddo, Kathryn Carnaghan-Sherrard, Sonia Castiglione, Sophie Charland, Larisa Clifine Claeu, Hermes Cornejo, Joann Creager, Esther Dajczman, Julie Dallaire, Kimani Daniel, Rose Deangelis, H I ne Deutsch, Darromond, Jessica Emed, Julie Fr chette, Maryse Godin, Iris Gburdji, Cynthia Graham-Certosini, Maria Hamakiotis, Norine Myrtod, Claire Jabbbur Nehm Tara Jesion, Rosalie Johnson, John Kayler, Ladores, Dani le Lamarche, Philippe Lamene Marie Lanct t, Pina LaRiccica, Karine Lepage, Rachel Lomas, Luisa Luciani Castiglia, Hazel McBean, Sharon Moore, Louise Murray, Maritza Obando, Fredes, Catherine Or, France Bquet, Maxime Bquet, Joanne Per, Andr anne Robitaille, Nathalie Rodrigue, Ramona Rodriguez, Pia Rose, Christina Rosmus, Irene Sarasua, Maryse S Eleanor Scharf, Melanie Sheridan, Jessica Sherman, Marie Jennifer Somera, Rosa Sourial, Isabelle St eau, Vanice Karen Stephenson, Susaka Hashi, Lucie Gardif, Gillian Taylor, Anna Tazian, Claire Thibault, Kelly Thorstad, Lucie Tremblay, Cania Vincelli, Antoinetta Vitale, Lucy Wardell, Rosanna Zappigna

Adjunct Professors

Bruce Gottlieb, Manon Lacroix, David Wright

Associate Members

Rhonda Amsel, S. Robin Cohen, Jae-Marie Ferdinand, Richard Gosselin, Ronald D. Gottesman, Mary Ellen Macdonald, Thore Brett

Affiliate Members

Stephanie Allain, Joyce Marie Arsenault, John Atkins, Theresa Brode, Antoinette Ehrler, Suzie Gagnon, Micheline Gaudet, Eifany Johnston, Celestine Kamdon, Donna Kindrat, Linda Mai Lee, Catherine Loo, Trisha Andrea Nonog, Chantal Souliard

U0 Required Courses (27 credits)

The first year (U0) of the 136- or 137-credit year program consists of the following courses:

BIOL 112	(3)	Cell and Molecular Biology
CHEM 110	(4)	General Chemistry 1
CHEM 120	(4)	General Chemistry 2
CHEM 212	(4)	Introductory Organic Chemistry 1
MATH 141	(4)	Calculus 2
PHYS 101	(4)	Introductory Physics - Mechanics
PHYS 102	(4)	Introductory Physics - Electromagnetism

U0 Complementary Courses

6 or 7 credits

One of the following Calculus courses:

MATH 139	(4)	Calculus 1 with Precalculus
MATH 140	(3)	Calculus 1

And a 3-credit elective

Following successful completion of the U0 courses, students enter Year 1 (U1)

Required Courses (89 credits)

IPEA 500	(0)	Roles in Interprofessional Teams
IPEA 501	(0)	Communication in Interprofessional Teams
IPEA 502	(0)	Patient-Centred Care Action
NUR1 209	(3)	Pathophysiology for Nursing 1
NUR1 210	(3)	Pathophysiology for Nursing 2
NUR1 222	(3)	Strengths-Based Nursing & Professional Practice
NUR1 224	(4)	Individual and Family Development Across Lifespans 1
NUR1 225	(4)	Individual and Family Development Across Lifespans 2
NUR1 230	(1)	Supporting Health and Healing Capacities 1
NUR1 231	(1)	Supporting Health and Healing Capacities 2
NUR1 233	(2)	Promoting Young Family Development
NUR1 234	(2)	Nursing Older Adults
NUR1 235	(3)	Health & Physical Assessment/Anatomy 1
NUR1 236	(3)	Health & Physical Assessment/Anatomy 2
NUR1 300	(3)	Pharmacology for Nursing 1
NUR1 301	(3)	Pharmacology for Nursing 2
NUR1 311	(3)	Infection Prevention and Control
NUR1 323	(3)	Illness Management 1
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 and Ethical Issues: Nursing
NUR1 431	(4)	Community Health Nursing Practicum
NUR1 432	(4)	Community Health Nursing Project
NUR1 529	(4)	Critical Care Nursing
PSYC 204	(3)	Introduction to Psychological Statistics

Complementary Course (5 credits)

5 credits from the following:

NUR1 530	(5)	Clinical Internship
NUR1 531	(5)	Ambassador Nursing Practice Consolidation

Elective Courses (9 credits)

9 credits with 6 credits at the 300 level or above.

6.1.9 Bachelor of Nursing (B.N.I.) - Integrated Nursing (67 credits)

For details on the course of study, please refer to <http://www.mcgill.ca/nursing/programs/bachelornursing-integrated/courses>.

Required Courses (64 credits)

CHEM 232	(4)	Organic Chemistry Principles
IPEA 500	(0)	Roles in Interprofessional Teams
IPEA 501	(0)	Communication in Interprofessional Teams
NUR1 200	(4)	Biology for Illness & Therapy
NUR1 219	(1)	Transition to the McGill Model
NUR1 239	(4)	Health & Physical Assessment 2
NUR1 320	(3)	Special Topics: Acute and Critical Care
NUR1 322	(3)	Chronic Illness and Palliative Care
NUR1 334	(4)	Nursing in Illness
NUR1 420	(3)	Primary Health Care
NUR1 421	(3)	Resources: Special Populations
NUR1 422	(3)	Research in Nursing
NUR1 424	(3)	Legal and Ethical Issues: Nursing
NUR1 428	(3)	Learning and Health Education
NUR1 431	(4)	Community Health Nursing Practicum
NUR1 432	(4)	Community Health Nursing Project
PATH 300	(3)	Human Disease
PHAR 300	(3)	Drug Action
PHGY 209	(3)	Mammalian Physiology 1

PHGY 210	(3)	Mammalian Physiology 2
PSYC 204	(3)	Introduction to Psychological Statistics
PSYC 215	(3)	Social Psychology

Elective Course (3 credits)

Any 3-credit elective course.

Interprofessional Education Activities (IPEAs)

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

