



Ingram School of Nursing (Graduate)
Programs, Courses and University Regulations
2020-2021

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

1 . McGill University reserves the right to mak

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1 Dean's Welcome

To Graduate Students and Postdoctoral Fellows:

Welcome to Graduate and Postdoctoral Studies (GPS) at McGill. You are joining a community of world-class researchers and more than 10,000 graduate students in over 400 programs. *GPS* is here to support you from admissions through to graduation and beyond. We take a holistic approach to graduate student success; we support not only your academic development, but also your career-planning and professional development, and your well-being and student life. I invite you to consult the website *Resources for Your Success*, which is a one-stop-shop for the many resources and support systems in place for you across the University.

I would like to wish you all the best in your studies at McGill. We are here to make sure that you have the best possible experience.

Josephine Nalbantoglu, Ph.D.

Dean, Graduate and Postdoctoral Studies

2 Graduate and Postdoctoral Studies

2.1 Administrative Officers

Administrative Officers

Josephine Nalbantoglu; B.Sc., Ph.D.(McG.)

Dean (Graduate and Postdoctoral Studies)

Robin Beech; B.Sc.(Nott.), Ph.D.(Edin.)

Associate Dean (Graduate and Postdoctoral Studies)

France Bouthillier; B.Ed., C.Admin.(UQAM), M.B.S.I.(Montr.), Ph.D.(Tor.)

Associate Dean (Graduate and Postdoctoral Studies)

Associate Dean (Graduate and Postdoctoral Studies)

8.2 Guidelines and Policy for Academic Units on Postdoctoral Education

Every unit hosting postdocs should apply institutional policies and procedures for the provision of postdoctoral education and have established means for informing postdocs of policies, procedures, and privileges (available at mcgill.ca/gps/postdocs), as well as mechanisms for addressing complaints. For their part, postdocs are responsible for informing themselves of such policies, procedures, and privileges.

1. Definition and Status

- i. Postdoctoral status will be recognized by the University in accordance with Quebec provincial regulations as may be modified from time to time. The eligibility period for postdoctoral status is up to five years from the date when the Ph.D. or equivalent degree was aw

- i. Postdocs are subject to the responsibilities outlined at www.mcgill.ca/students/srr and must abide by the policies listed at www.mcgill.ca/secretariat/policies-and-regulations.
- ii. Each academic unit hosting postdocs should clearly identify postdocs' needs and the means by which they will be met by the unit.
- iii. Each academic unit should assess the availability of research supervision facilities, office space, and research funding before recruiting postdocs.
- iv. Some examples of the responsibilities of the academic unit are:
- to verify the postdoc's eligibility period for registration;
 - to provide postdocs with departmental policy and procedures that pertain to them;
 - to facilitate the registration and appointment of postdocs;
 - to assign departmental personnel the responsibility for postdoctoral affairs in the unit;
 - to oversee and sign off on the Letter of Agreement for Postdoctoral Education;
 - to ensure that each postdoc has a supervisor, lab and/or office space, access to research operating costs and necessary equipment;
 - to include postdocs in departmental career and placement opportunities;
 - to refer postdocs to the appropriate University policies and personnel for the resolution of conflict that may arise between a postdoc and a supervisor.
- v. Some examples of the responsibilities of the supervisor are:
- to uphold and transmit to their postdocs the highest professional standards of research and/or scholarship;
 - to provide research guidance;
 - to meet regularly with their postdocs;
 - to provide feedback on research submitted by the postdocs;
 - to clarify expectations regarding intellectual property rights in accordance with the University's policy;
 - to provide mentorship for career development;
 - to prepare, sign, and adhere to a Letter of Agreement for Postdoctoral Education.
- vi. Some examples of the responsibilities of postdocs are:
- to inform themselves of and adhere to the University's policies and/or regulations for postdocs as outlined at www.mcgill.ca/gps/postdocs, www.mcgill.ca/students/srr and the Graduate and Postdoctoral Studies *University Regulations and Resources*;
 - to submit a complete file for registration to Enrolment Services;
 - to sign and adhere to their Letter of Agreement for Postdoctoral Education;
 - to communicate regularly with their supervisor;
 - to inform their supervisor of their absences.
- vii. Some examples of the responsibilities of the University are:
- to register postdocs;
 - to provide an appeal mechanism in cases of conflict;
 - to provide documented policies and procedures to postdocs;
 - to provide postdocs with the necessary information on McGill University student services (Postdoctoral Fellows and Scholars) and HR policies and guidelines (Postdoctoral Researchers).

Approved by Senate, April 2000; revised May 2014; February 2020.

8.3 Vacation Policy for Graduate Students and Postdocs

Graduate students and Postdocs should normally be entitled to vacation leave equivalent to univv

Students who have been granted such a leave will have to register for the term(s) in question and their registration will show as “leave of absence” on their record. No tuition fees will be charged for the duration of the authorized leave. Research supervisors are not obligated to remunerate students and Postdocs on leave. A summary table of various leave policies (paid or unpaid) for students and Postdocs paid from the Federal and Quebec Councils through fellowships or research grants is available at www.mcgill.ca/gps/funding/getting-paid under "Leave Policies and Form."

8.5 Postdoctoral Research Trainees

Eligibility

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

The category of Postdoctoral Research Trainee is for:

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

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

Category 3: An individual who holds a professional degree (or equivalent) in a regulated health profession (as defined under CIHR-eligible health profession)

12.1.2 About Nursing

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

Recently, the Ingram School of Nursing adopted Strengths-Based Nursing (SBN) as its foundation for practice, education, and research. SBN is a culmination of an approach to nursing that has been an integral part of the McGill School of Nursing since its founding in 1920, e

section 12.1.8: Master of Science, Applied (M.Sc.A.) Nursing (Non-Thesis): Global Health Direct Entry (58 credits)

taking clinical- and project-based courses in their final year in a global health placement site. This concentration is managed by the Global Health Committee of the Ingram School of Nursing.

section 12.1.9: Master of Science, Applied (M.Sc.A.) Nursing (Non-Thesis): Mental Health Nurse Practitioner (45 credits)

This concentration is open to bachelor-prepared nurses and is designed to prepare them to tak

All applicants to the Qualifying Year and Masters of Science (Applied) Program and each of its concentrations at McGill University will be required to complete a mandatory online 90-minute computer-based assessment called CASPer™, as a component of the selection process. CASPer™, the Computer-Based Assessment for Sampling Personal Characteristics is a web-based situational judgement test designed to evaluate key personal and professional characteristics essential for students to be successful in nursing school and ultimately, as practicing nurses. Some of these characteristics include professionalism, empathy, compassion and cultural sensitivity. Since CASPer™ assesses non-cognitive and interpersonal characteristics, studying is not required.

For more information, please review: www.mcgill.ca/nursing/prospective/applying-nursing

Nurse applicants to the master's program may complete their studies on a part-time basis (with the exception of those in Nurse Practitioner areas of study,

Newly admitted students will receive information from the Graduate Nursing Student Affairs Office regarding any orientation sessions being scheduled for the fall. Students should contact their *academic advisor* for approval of complementary courses before the add/drop deadline.

For the list of advisors by concentration, refer to the *Graduate Program Student and Faculty Handbook*.

All students (new admits and returning students) are responsible for ensuring that registration is completed according to the University timetable deadlines.

Course Requirements

Students are provided with the course objectives, requirements, and methods of evaluation at the beginning of each course. Students will not be permitted to write an examination in any course unless they have fulfilled the requirements, including attendance.

Clinical Requirements

Please visit www.mcgill.ca/nursing/students/clinical for further details. A table of these requirements and respective deadline dates is outlined on this page. The log in to the student portal to the site where you can upload your documents is also on this page.

University Success Workshop Series

Any student who is experiencing difficulty in meeting program requirements is encouraged to seek help and take advantage of academic services that McGill offers. Information is available at <https://www.mcgill.ca/firstyear/graduate-postdoctoral/resources-success>. Further information on services available to students is available at *University Regulations & Resources > Graduate > Student Services and Information > : Student Services – Downtown Campus*.

Regulations Concerning Clinical Placement Courses

- Clinical courses must be taken sequentially as identified in the course of study for your concentration.
- Students must be registered with the OIIQ before they can have access to clinical placements. Students who have not completed the registration procedure cannot commence clinical studies.
- Students must have met the vaccination/immunization requirements prior to commencing clinical studies in September.
- Students are required to purchase equipment such as a stethoscope and physical-assessment equipment. Information is provided at registration or within specific courses.
- Students are expected to demonstrate professional behaviour at all times. The Code of Ethics for Nurses and the McGill University Code of Student Conduct (as outlined in the www.mcgill.ca/students/srr/academicrights and www.mcgill.ca/secretariat/policies-and-regulations) provide guidelines. Professional behaviour is expected in relation to classmates, teachers, patients, the interprofessional team, and the institutions within which studies take place.
- In an

12.1.3.3 Application Procedures

McGill's online application for graduate program candidates is available at www.mcgill.ca/gradapplicants/apply.

See [University Regulations & Resources](#) > *Graduate* > *Graduate Admissions and Application Procedures* > : [Application Procedures](#) for detailed application procedures.

For information on the application process as well as the supporting documents required in addition to the uApply online application, please visit the [Nursing website](#), then search for your program of study.

Ad

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

12.1.4 Nursing Faculty

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

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

Associate Dean (Medicine) and Director, Ingram School of Nursing

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

Associate Director, Ingram School of Nursing – Undergraduate and Entry-to-Practice Educational Programs

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

Associate Director, Ingram School of Nursing – Graduate and Online Educational Programs

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

Online and Continuing Nursing Initiatives Program Director, Ingram School of Nursing

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

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

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

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

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

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

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

Professors

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.(KU Leuven), M.P.A.(EHSAL), Ph.D.(KU Leuven)

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

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

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

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

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

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

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

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

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

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

John Pringle; N.P., M.Sc.(Qu.), Ph.D.(Tor.)

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

Irene Sarasua; N., B.A.(Tor.), 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

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

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

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

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

Marie-Claude Goyer; B.Sc., M.Sc. (Queen)

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

Philippe Lamer; B.Sc., M.Sc. (NY)

Giuseppina LaRiccia; B.Sc., M.Sc.(McG.)

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

Katherine Logue; N., B.Sc., M.Sc.A.(McG.)

Linda Massé; N., B.Sc.(N.)(Montr.), M.Sc.A.(McG.), LL.M.(Sher.)

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

Faculty Lecturers

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)

Jodi Tuck; N., B.Sc.(McM.), M.Sc.A.(McG.)

Contracted Faculty (part-time)

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

Vandra Holder

Sarah Ismail

Angela Izzo

Caroline Marie-France Jean

Charlie Myriam Julien; N., B.N., M.N.(Montr.)

Marisa Kanellopoulos

Contracted Faculty (part-time)

Tracie Wai Yin Wong

Vanessa Wrzesien; N., B.Sc.(N.), M.Sc.A.(McG.)

Vera-Maria Zissis

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

12.1.4.1 Clinical and Affiliated Faculty Members**Professor**

Susan E. French

Associate Professors

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

Assistant Professors

Alain Biron, Madeleine Boulay-Bolduc, Mark Daly, Linda Edgar, Jessica Emed, Lucia Fabijan, Valerie Frunchak, Mary Grossman, Andrea Laizner, Ariella Lang, Virginia Lee, Diane E. Lowden, Ann Lynch, Anita Mehta, Michelle Nadon, Patricia O'Connor, H el ene Racine, Marie-Claire Richer, Christina Rosmus, Andreanne Saucier, Charles Sounan

Faculty Lecturers

Deborah Abner, Nathalie Aubin, Sophie Baillargeon, Denise B edard, Jacqueline Bocking, Johanne Boileau, Linda P. Boisvert, Diane Borisov, Rose Boyle, Sandra Bradford-Macalanda, Diane Brault, Sharon Brissette, Carolyn Brown, Susan Marie Buddo, Sonia Castiglione, Sophie Charland, Luisa Ciofani, Christina Clausen, Martine Claveau, Erin Lillian Cook, Hermes Cornejo, Joann Creager, Esther Dajczman, Julie Dallaire, Rose Deangelis, Rosalie Dion, Nancy Drummond, Julie Fr echette, Maryse Godin, Iris Gourdji, Cynthia Graham-Certosini, Maria Hamakiotis, Norine M. Heywood, Tara Jesion, Rosalie Johnson, John Kayser, Mina Ladores, Philippe Lamer, Anne Marie Lanc ot, Karine Lepage, Rachel Lomas, Luisa Luciani Castiglia, Althea Hazel McBean, Sharon Mooney, Louise Murray, Catherine Oliver, France Paquet, Maxime Paquet, Joanne Marie Power, Andr eanne Robitaille, Nathalie Rodrigue, Ramona Rodrigues, Patricia Ann Rose, Irene Sarasua, Maryse Savoie, Eleanor Scharf, Melanie Sheridan, Jessica Sherman, Marie Jennifer Somera, Rosa Sourial, Isabelle St-Sauveur, Janice Karen Stephenson, Lucie Tardif, Gillian Taylor, Claire Thibault, Kelly Thorstad, Lucie Tremblay, Antoinetta Vitale, Lucy Wardell, Rosanna Zappavigna

Adjunct Professors

Bruce Gottlieb, Manon Lacroix, David Wright

Associate Members

Rhonda Amsel, S. Robin Cohen, Jae-Marie Ferdinand, Richard Gosselin, Ronald D. Gottesman, John C. Kirk

Affiliate Members

Joyce Marie Arsenault, Theresa Broda, Patrick Casey, Stephanie Charron, Nadia Andr e Doiron, Meggie Guinan, Tiffany Johnston, Donna Kindrat, Caroline Martel, Colette Mascle, Trisha Andrea Nonog, Caroline Normand, Emily Chang Orlov, Royal Orr, Brigitte Perrier, Lisa Marie Pichocovich, Grzegorz Sobieraj, Chantal Souligny, Karinne Troini, Chantale Viens, Barbara Ann Taugher, Teresa Testa

12.1.4.2 McGill Teaching Hospital Network**McGill University Health Centre (MUHC)**

Glen Site

Lachine Hospital

Montreal General Hospital

Montreal Neurological Institute

CIUSSS de l'Ouest-de-l' le-de-Montr al

Batshaw Youth and Family Centre

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

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

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

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 Residential Centre, 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

in-depth on their nursing practice. Students also develop knowledge of quantitative and qualitative research methods, engage in a systematic study of a clinically based nursing problem, and disseminate knowledge relevant to clinical practice.

Required Courses (39 credits)

NUR2 515	(3)	Applied Statistics for Nursing
NUR2 608	(3)	Seminar in Nursing
NUR2 611	(3)	Policy Leadership in Nursing
NUR2 612	(3)	Research Methods in Nursing 1
NUR2 617	(3)	Clinical in Family Systems Nursing 1
NUR2 618	(3)	Clinical in Family Systems Nursing 2
NUR2 626	(3)	Professional Issues in Nursing
NUR2 630	(3)	Clinical Project 1
NUR2 631	(6)	Clinical Project 2
NUR2 632	(3)	Clinical Project 3
NUR2 640	(3)	Clinical Reasoning
NUR2 642	(3)	Ethics in Advanced Practice

Complementary Courses (9 credits)

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

12.1.6 Master of Science, Applied (M.Sc.A.) Nursing (Non-Thesis): Direct Entry Nursing (58 credits)

The Master of Science, Applied; Nursing (Non-Thesis) - Direct Entry Nursing Concentration, established in 1974, remains the only one of its kind in Canada. This three-year program is tailored to the university graduate with a general degree and no previous preparation in nursing or other health care professions. Candidates complete entry-to-practice preparation in nursing while also completing graduate-level studies in nursing. Students must first successfully complete a 10-month, 41-credit Qualifying year (QY) of study before applying to the M.Sc.A. in Nursing; Non-Thesis - Direct-Entry Year I (29 credits) and Year II (26 credits). By the end of M.Sc.A. Year I, students are eligible to practice as nursing externs during the summer break, in accordance with the regulations of the Ordre des infirmières et infirmiers du Québec (OIIQ) (i.e., the Quebec Order of Nurses – the provincial licensing board). Upon completion of M.Sc.A. Year II, graduates are eligible to write the OIIQ exams.

Required Courses

IPEA 502	(0)	Patient-Centred Care in Action
NUR2 515	(3)	Applied Statistics for Nursing
NUR2 516	(3)	Perspectives on Global Health
NUR2 607	(3)	Children's Nursing
NUR2 609	(3)	Nursing Care of Children and their Families
NUR2 610	(3)	Ambulatory/Community Care
NUR2 611	(3)	Policy Leadership in Nursing
NUR2 612	(3)	Research Methods in Nursing 1
NUR2 616	(4)	Advanced Clinical Skills
NUR2 623	(3)	Clinical Assessment and Therapeutics 1
NUR2 626	(3)	Professional Issues in Nursing
NUR2 630	(3)	Clinical Project 1
NUR2 631	(6)	Clinical Project 2
NUR2 632	(3)	Clinical Project 3
NUR2 634	(3)	Clinical Assessment and Therapeutics 2

NUR2 640	(3)	Clinical Reasoning
NUR2 642	(3)	Ethics in Advanced Practice

12.1.7 Master of Science, Applied (M.Sc.A.) Nursing (Non-Thesis): Global Health (48 credits)

This concentration prepares students for the challenges of working with diverse populations in limited-resource environments, while stressing the importance of understanding the inherent power dynamics, equity issues, and ethical dilemmas that arise through this work. It is based on a belief that we have much to learn from one another. The (M.Sc.A.); Nursing (Non-Thesis) - Global Health provides students with global health content throughout their program of study, and students spend one semester taking clinical- and project-based courses in their final year in a global health placement site. This concentration is supported by the Global Health Committee of the Ingram School of Nursing. Students in the Direct Entry concentration that wish to complete Global Health Studies should apply to the Global Health Direct Entry concentration.

Required Courses (45 credits)

NUR2 515	(3)	Applied Statistics for Nursing
NUR2 516	(3)	Perspectives on Global Health
NUR2 608	(3)	Seminar in Nursing
NUR2 611	(3)	Policy Leadership in Nursing
NUR2 612	(3)	Research Methods in Nursing 1
NUR2 617	(3)	Clinical in Family Systems Nursing 1
NUR2 618	(3)	Clinical in Family Systems Nursing 2
NUR2 626	(3)	Professional Issues in Nursing
NUR2 630	(3)	Clinical Project 1
NUR2 631	(6)	Clinical Project 2
NUR2 632	(3)	Clinical Project 3
NUR2 636	(3)	Global Health Nursing Clinical
NUR2 640	(3)	Clinical Reasoning
NUR2 642	(3)	Ethics in Advanced Practice

Complementary Course (3 credits)

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

12.1.8 Master of Science, Applied (M.Sc.A.) Nursing (Non-Thesis): Global Health Direct Entry (58 credits)

This concentration sets out to prepare students for the challenges of working with diverse populations in limited resource environments with a philosophy stressing the importance of understanding the inherent power dynamics, equity issues, and ethical dilemmas that arise through this work. It is based on a belief that we have much to learn from one another. The (M.Sc.A.); Nursing (Non-Thesis) - Global Health Direct Entry Concentration provides students with global health content throughout their program of study, and students spend one semester taking clinical- and project-based courses in their final year in a global health placement site. This concentration is supported by the Global Health Committee of the Ingram School of Nursing. 'Global Health Direct Entry' is the concentration label for bachelor-prepared non-nurse students who complete Global Health studies.

Required Courses

IPEA 502	(0)	Patient-Centred Care in Action
NUR2 515	(3)	Applied Statistics for Nursing
NUR2 516	(3)	Perspectives on Global Health
NUR2 607	(3)	Children's Nursing
NUR2 609	(3)	Nursing Care of Children and their Families
NUR2 610	(3)	Ambulatory/Community Care
NUR2 611	(3)	Policy Leadership in Nursing
NUR2 612	(3)	Research Methods in Nursing 1

NUR2 616	(4)	Advanced Clinical Skills
NUR2 623	(3)	Clinical Assessment and Therapeutics 1
NUR2 626	(3)	Professional Issues in Nursing
NUR2 630	(3)	Clinical Project 1
NUR2 631	(6)	Clinical Project 2
NUR2 632	(3)	Clinical Project 3
NUR2 634	(3)	Clinical Assessment and Therapeutics 2
NUR2 636	(3)	Global Health Nursing Clinical
NUR2 638	(3)	Nursing in Critical Care
NUR2 640	(3)	Clinical Reasoning
NUR2 642	(3)	Ethics in Advanced Practice

12.1.9 Master of Science, Applied (M.Sc.A.) Nursing (Non-Thesis): Mental Health Nurse Practitioner (45 credits)

This program trains graduate-level nurses to take on an advanced practice role. Mental Health Nurse Practitioners assume responsibility for tasks related to physical assessment, clinical impressions, and treatment within legally sanctioned, pre-determined conditions that have traditionally been exclusive to medical practice

Required Courses (45 credits)

NUR2 617	(3)	Clinical in Family Systems Nursing 1
NUR2 618	(3)	Clinical in Family Systems Nursing 2
NUR2 626	(3)	Professional Issues in Nursing
NUR2 642	(3)	Ethics in Advanced Practice
NUR2 644	(3)	Pharmacology for Neonatal Nurse Practitioners
NUR2 660	(6)	Reasoning in Neonatology 1
NUR2 661	(6)	Reasoning in Neonatology 2
NUR2 662	(3)	Reasoning in Neonatology 3
NUR2 664	(3)	Neonatal Health Assessment

Master of Science,

NUR2 611	(3)	Policy Leadership in Nursing
NUR2 612	(3)	Research Methods in Nursing 1
NUR2 617	(3)	Clinical in Family Systems Nursing 1
NUR2 618	(3)	Clinical in Family Systems Nursing 2
NUR2 626	(3)	Professional Issues in Nursing
NUR2 642	(3)	Ethics in Advanced Practice
NUR2 645	(3)	Pharmacology for Pediatric Nurse Practitioners
NUR2 680	(3)	Reasoning in Pediatrics 1
NUR2 681	(3)	Reasoning in Pediatrics 2
NUR2 682	(4)	Reasoning in Pediatrics 3
NUR2 683	(4)	Reasoning in Pediatrics 4
NUR2 684	(4)	Reasoning in Pediatrics 5

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NUR2 693	(4)	Reasoning in Mental Health 4
NUR2 694	(4)	Reasoning in Mental Health 5

12.1.15 Graduate Certificate (Gr. Cert.) Theory in Neonatology (15 credits)**Required Courses (15 credits)**

NUR2 660	(6)	Reasoning in Neonatology 1
NUR2 661	(6)	Reasoning in Neonatology 2
NUR2 664	(3)	Neonatal Health Assessment

12.1.16 Graduate Certificate (Gr. Cert.) Theory in Pediatrics (15 credits)

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

Required Courses (15 credits)

NUR2 645	(3)	Pharmacology for Pediatric Nurse Practitioners
NUR2 682	(4)	Reasoning in Pediatrics 3
NUR2 683	(4)	Reasoning in Pediatrics 4
NUR2 684	(4)	Reasoning in Pediatrics 5

12.1.17 Graduate Certificate (Gr. Cert.) Theory in Primary Care (15 credits)

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

Required Courses (15 credits)

NUR2 646	(3)	Pharmacology for Primary Care Nurse Practitioners
NUR2 672	(4)	Reasoning in Primary Care 3
NUR2 673	(4)	Reasoning in Primary Care 4
NUR2 674	(4)	Reasoning in Primary Care 5

12.1.18 Graduate Diploma (Gr. Dip.) Mental Health Nurse Practitioner (30 credits)

Delineates a clinical course of study in mental health as a nurse practitioner, building on theoretical preparation in either a master's or a certificate program.

Required Courses (30 credits)

NUR2 655	(8)	Mental Health Internship 1
NUR2 656	(14)	Mental Health Internship 2
NUR2 695	(4)	Reasoning in Mental Health 6
NUR2 696	(4)	Reasoning in Mental Health 7

12.1.19 Graduate Diploma (Gr. Dip.) Neonatal Nurse Practitioner (30 credits)

Required Courses (30 credits)

NUR2 649	(12)	Neonatology Internship 1
NUR2 650	(12)	Neonatology Internship 2
NUR2 666	(6)	Neonatal Follow-Up Internship

12.1.20 Graduate Diploma (Gr. Dip.) Pediatric Nurse Practitioner (30 credits)

Delineates a clinical course of study in mental health as a nurse practitioner, building on theoretical preparation in either a master's or a certificate program.

Required Courses (30 credits)

NUR2 653	(8)	Pediatric Internship 1
NUR2 654	(14)	Pediatric Internship 2
NUR2 685	(4)	Reasoning in Pediatrics 6
NUR2 686	(4)	Pediatric Assessment

12.1.21 Graduate Diploma (Gr. Dip.) Primary Care Nurse Practitioner (30 credits)

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

Required Courses (30 credits)

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

12.1.22 Doctor of Philosophy (Ph.D.) Nursing

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

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

Thesis

A thesis for the doctoral degree must constitute original scholarship and must be a distinct contribution to knowledge. It must show familiarity with previous work in the field and must demonstrate ability to plan and carry out research, organize results, and defend the approach and conclusions in a scholarly manner.

