This PDF excerpt of Programs, Courses and University Regulations is an archived snapshot of the web content on the date that appears in the footer of the PDF. Archival copies are available at www.mcgill.ca/study.

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

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

2. In the interpretation of academic regulations, the Senate is the final authority.

3. Students are responsible for informing themselves of the University's procedures, policies and regulations, and the specific requirements associated with the degree, diploma, or certificate sought.

4. All students registered at McGill University are considered to have agreed to act in accordance with the University procedures, policies and regulations.

5. Although advice is readily available on request, the responsibility of selecting the appropriate courses for graduation must ultimately rest with the student.

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

7. The academic publication year begins at the start of the Fall semester and extends through to the end of the Winter semester of any given year. Students who begin study at any point within this period are governed by the regulations in the publication which came into effect at the start of the Fall semester.

8. Notwithstanding any other provision of the publication, it is expressly understood by all students that McGill University accepts no responsibility to provide any course of instruction, program or class, residential or other services including the normal range of academic, residential and/or other services in circumstances of utility interruptions, fire, flood, strikes, work stoppages, labour disputes, war, insurrection, the operation of law or acts of God or any other cause (whether similar or dissimilar to those enumerated) which reasonably prevent their provision.

Note: Throughout this publication, "you" refers to students newly admitted, readmitted or returning to McGill.
Publication Information

Published by

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

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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, classrooms, and meeting rooms. Students registered in the School also take courses in other faculties within the University. Selected experience in nursing is provided in the McGill University Health Centre, other McGill-affiliated hospitals, and in a wide variety of health agencies in Montreal.

2 Ingram School of Nursing

2.1 Location

Ingram School of Nursing
680 Sherbrooke Street West, Suite 1800
Montreal QC H3A 2M7
Canada
Telephone: 514-398-4144
Fax: 514-398-8455
Website: www.mcgill.ca/nursing

2.2 About the Ingram School of Nursing

As part of McGill's Faculty of Medicine, the Ingram School of Nursing has demonstrated leadership in unique ways since 1920.

Our programs offer students the chance to explore, discover, and learn about the endless opportunities within nursing in the 21st century. At the Ingram School of Nursing, our dedicated clinical and university-based faculty members are accomplished leaders in the fields of research, clinical practice, and education.

2.3 Mission and Vision

Mission Statement:
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.


**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 made at the discretion of the UGME office.


**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 any 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 for the most varied fieldwork experiences, students are highly encouraged to prepare themselves to work in both languages. Students who are not proficient in French may need to be placed outside of Quebec at their own expense. Such placements are strictly subject to availability and cannot be guaranteed.

### 3.2.2.1 Proof of Proficiency in English

Applicants are not required to submit proof of proficiency in English if they meet one of the following conditions: their mother tongue/first language is English; or they have completed both Secondary V and a Diploma of Collegial Studies in Quebec; or they have studied for five or more years in an institution where English is the primary language of instruction.

All other applicants must demonstrate proficiency in English, using one of the following five options:

- **Test of English as a Foreign Language (TOEFL)**
  
  Most undergraduate programs require 90 (iBT; 577 for the PBT (paper-based test)). Some programs require higher or lower scores.

- **McGill Certificate of Proficiency in English**
  
  For further information about the program, contact:

  Department of Language and Intercultural Communication, School of Continuing Studies  
  688 Sherbrooke Street West, 11th floor  
  Montreal QC H3A 3R1  
  Telephone: 514-398-1212, 514-398-1769  
  Email: [language.conted@mcgill.ca](mailto:language.conted@mcgill.ca)  
  Website: [www.mcgill.ca/continuingstudies/area-of-study/languages](www.mcgill.ca/continuingstudies/area-of-study/languages)

- **International English Language Testing System (IELTS)**
  
  A band score of 6.5 or better.

- **University of Michigan English Language Test (MELAB)**
  
  A minimum mark of 85%.

- **Advanced Placement International English Language (APIEL)**
  
  A minimum score of 4.
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 Rossy 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/fullwinter-term-tuition-and-fees/undergraduate-fees.

Fees for the Health Sciences (rates as of 2019–2020)

**General Fees**

Application Fees:
<table>
<thead>
<tr>
<th>General Fees</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>All undergraduate programs, <em>excluding</em> Medicine and Dentistry</td>
<td>$110.40 (as of Winter 2020)</td>
</tr>
<tr>
<td>Medicine and Dentistry</td>
<td>$154.56</td>
</tr>
<tr>
<td>Reconsideration fee</td>
<td>$40</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Prepayment Fee:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Dentistry</td>
<td>$500</td>
</tr>
<tr>
<td>Pre-Dentistry</td>
<td>$400</td>
</tr>
<tr>
<td>Medicine</td>
<td>$500</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Communication Sciences and Disorders Fees</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>M.Sc.A. ID Badge – First Year</td>
<td>$28.75</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dentistry - Purchases of Equipment and Materials Fee</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>In addition to the fees shown on the list of fees for Dentistry, students must purchase certain items of equipment and supplies from the Faculty of Dentistry. The fee also includes an amount for general supplies in the laboratories and clinics and will be billed on your e-bill. The cost of these purchases (including GST and QST) in 2019–2020 is estimated as follows:</td>
<td></td>
</tr>
<tr>
<td>First Year</td>
<td>$400</td>
</tr>
<tr>
<td>Second Year</td>
<td>$18,300</td>
</tr>
<tr>
<td>Third Year</td>
<td>$4,250</td>
</tr>
<tr>
<td>Fourth Year</td>
<td>$2,250</td>
</tr>
</tbody>
</table>

For more information, see [www.mcgill.ca/dentistry/programs](http://www.mcgill.ca/dentistry/programs). You will receive an e-bill in August with the exact breakdown of costs related to your equipment purchases. Costs of purchases will be finalized in late June and available in the cost tables found on the [Student Accounts website](https://studentaccounts.mcgill.ca).

<table>
<thead>
<tr>
<th>Dentistry Extra Fees</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Short White Coat with McGill Logo</td>
<td>approximately $35</td>
</tr>
<tr>
<td>Supplemental or Reread Exam Request Fee</td>
<td>$39.65 per exam</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dental Clinic/Lab Maintenance &amp; Improvement Fee (as of 2019-2020)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Second Year</td>
<td>$1,162.98</td>
</tr>
</tbody>
</table>
## Dental Clinic/Lab Maintenance & Improvement Fee (as of 2019-2020)

<table>
<thead>
<tr>
<th>Year</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Third Year</td>
<td>$2,325.92</td>
</tr>
<tr>
<td>Fourth Year</td>
<td>$2,325.92</td>
</tr>
</tbody>
</table>

## Dentistry - Laptops

The Faculty of Dentistry uses web-based courseware and examinations. Students are required to be equipped with laptops that meet certain minimum requirements.

## Dentistry and Medicine - Microscopes

In order to ensure that each student is adequately equipped for the microscopic work in histology, microbiology, and pathology, a binocular microscope is provided for all students in first and second year.

## Medicine Fees

- Books, Laboratory Materials, Gloves, Anatomy Dissection Kit, Stethoscope, BP cuff, etc. approximately $1,500 to $2,000 (for duration of program)
- 2 Short White Coats with McGill Logo approximately $85
- Collège des médecins du Québec (CMQ) registration fee – beginning of First Year (September 30) $105

## Medicine Extra Fees

- Supplemental or Reread Exam Request Fee $39.65 per exam (see Tuition Fees)
- Vaccines see the Student Wellness Hub
- French Medical Workshop (optional registration; recommended) – All students are required to have working French knowledge during clinical rotations (years 2, 3, 4) $250 (see Language Requirements)

## Medicine - Laptops

The M.D.,C.M. program uses web-based courseware and examinations. Students are required to be equipped with laptops that meet certain minimum requirements throughout all four years of the M.D.,C.M. program.

## Nursing Fees

- Books, Uniform, Stethoscope, etc. approximately $2,500 to $3,500 (for duration of the program)
- Graduation Pins – Third Year $80 to $200, depending on market value
- Name Badge – First Year approximately $25
- OIIQ registration fee (paid at the OIIQ) approximately $250 (for duration of program, subject to change by the OIIQ)
- Local transportation to clinical sites $70/month
### Nursing Fees

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Skills Kit</td>
<td>amount varies as per course needs</td>
</tr>
</tbody>
</table>

### Physical and Occupational Therapy Fees

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books and Other Equipment</td>
<td>$1,000</td>
</tr>
<tr>
<td>Laboratory Materials</td>
<td>$64.56</td>
</tr>
</tbody>
</table>

### 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](https://www.canada.ca/en/immigration-refugees-citizenship/services/immigration-canada.html).

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](https://www.mcgill.ca/internationalstudents).

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](https://www.mcgill.ca/internationalstudents)
  - Email: [international.students@mcgill.ca](mailto: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**

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The Department of Family Medicine and the Administrative Excellence Centre (AEC #4) are 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.

**Davis House**  
3654 Promenade Sir-William-Osler, Montreal QC H3G 1Y5  
Built in 1909 for contractor James T. Davis, this heritage building houses the 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. It is occupied by the Pathology Department, the Department of Biomedical Engineering, the Department of Microbiology and Immunology, the Sheldon Biotechnology Centre, and the Faculty of Medicine Communications Office.

**Hosmer House**  
3630 Promenade Sir-William-Osler, Montreal QC H3G 1Y5  
Built in 1901, for Ogilvie Flour Mill founder Charles Hosmer, this heritage building houses the administrative and faculty offices and teaching and research facilities of the School of Physical and Occupational Therapy.

**Hosmer House Annex**  
3541 de la Montagne, Montreal QC H3G 2A2  
Built in 1901, for Ogilvie Flour Mill founder Charles Hosmer, this heritage coach house is home to the teaching facilities of the School of Physical and Occupational Therapy.

**Hugessen House**  
3666 McTavish Street, Montreal QC H3A 1Y2  
This building houses four Administrative Excellence Centres (AEC #1, #2, #3, #10).

**Irving Ludmer Psychiatry Research and Training Building**  
1033 Pine Avenue West, Montreal QC H3A 1A1  
In 1943, a large building and site were donated as a basis for the development of an Institute of Psychiatry. The building was reconstructed to permit the establishment of a 50-bed unit, together with extensive research laboratories, and opened in 1944. In 1946, the first day hospital in the world was opened at the Institute, and in 1953, a 50-bed wing was added. In 1985, another wing, housing in-patient services, psychology, and occupational therapy, was added. The Irving Ludmer Psychiatry Research and Training Building of the Department of Psychiatry was built by McGill University in 1963, providing an extensive and modern research facility.

**Lady Meredith Annex**  
3706/3708 Peel Street, Montreal QC H3A 1W9  
This annex is the new on-campus social space for medical students, complete with computers, study desks, sofas, and other furnishings, and also houses the WELL Office (Wellness Enhanced Lifelong Learning).

**Lady Meredith House**  
1110 Pine Avenue West, Montreal QC H3A 1A3  
This building houses the Institute of Health Sciences Education (formerly known as the Centre for Medical Education) and the Faculty Development Office.

**Macdonald-Stewart Building**  
21111 Lakeshore Rd., Ste-Anne-de-Bellevue QC H9X 3V9  
This building, completed in 1978, houses the administrative offices and laboratories for the School of Human Nutrition and the Faculty of Agricultural and Environmental Sciences.

**McGill Genome Centre**  
740 Doctor Penfield Avenue, Montreal QC H3A 0G1  
The McGill Genome Centre is a state-of-the-art integrated research environment that harnesses cutting-edge genomic and other omic technologies, combined with high-throughput molecular approaches and high-performance computing, to drive breakthroughs in medical and life sciences research. The Centre is currently home to over 220 staff and students, including 14 McGill Faculty members with world-renowned expertise in largescale molecular and computational genomics, genetic epidemiology and population genetics, complex disease genomics (including immune, neurodegenerative, cardiac diseases, diabetes, and cancer), biomedical micro/nanoengineering, and in public health genomics. As a founding member of the Canadian Genomics Enterprise (CGEn) and the Canadian Centre for Computational Genomics (C3G), the McGill Genome Centre operates the largest sequencer fleet in Canada and is a prominent national hub for genome sequencing and bioinformatics. It also includes the Centre of Genomics and Policy (CGP), which conducts and supports research on the ethical and legal issues involved in genomics research. The McGill Genome Centre's infrastructure and expertise have fostered many global initiatives and international collaborations, leading to important advances in genomics research and to improved population health.
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
3640, rue de la Montagne, Montreal QC H3G 2A8
This building houses the Centre for Research on Brain, Language, and Music, and the research facilities of the School of Physical and Occupational Therapy.

Les Galeries du Parc Mall (La Cité)
3575 Park Avenue, Suite 5640, Montreal QC H2X 3P9
The Steinberg Centre for Simulation and Interactive Learning (SCSIL) plays a vital role in the training of health care students, residents, and practitioners at McGill University. Located in the lower level of the Galeries du Parc mall, the SCSIL occupies 31,000 square feet of space, including a technical skills area, a high-fidelity simulation suite, 10 clinical encounter rooms, a simulated patient ward, a hybrid operating room, a virtual reality trainer room and a simulated apartment. In our risk-free and technologically-immersive simulated clinical environments, learners can safely practice procedural and communication skills, and engage in interprofessional team training to gain valuable expertise. Through world-class simulation-based education, research, and innovation, we aim to provide the best possible health care to the communities we serve.

Strathcona Anatomy and Dentistry Building
3640 University Street, Montreal QC H3A 0C7
This building, opened in 1911, houses the research wet laboratories and the research administration of the Faculty of Dentistry, the offices and laboratories of the Department of Anatomy and Cell Biology, the McGill Programs in Whole Person Care and the Polypeptide Hormone Laboratory. The Maude Abbott Medical Museum is also located in this building.

3.5.2 Hospitals

3.5.2.1 McGill University Teaching Hospitals

The teaching hospital network of McGill University is an integral part of the research, teaching, and clinical activities of the Faculty of Medicine. By agreement and tradition, the administration, medical staff, and scientific personnel of these institutions are closely integrated with McGill University and form the basis for the clinical departments of the Faculty of Medicine. The 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. The activities of the MUHC are carried out at the following locations:

Montreal Children’s Hospital, Royal Victoria Hospital, Montreal Chest Institute, and Cedars Cancer Centre at the Glen Site
The McGill University Health Centre (MUHC), located in Montreal, is one of the most innovative academic health centres in North America. Building on the tradition of medical leadership of its founding hospitals and focusing on complex care, the MUHC receives more than 550,000 ambulatory visits, admits over 37,000 in-patients, performs close to 33,000 surgeries and delivers almost 3,000 babies yearly. In addition to its clinical expertise, the MUHC is proud of the quality and rigour of its clinical and scientific training. Each year 1,260 research trainees; 1,360 residents, pharmacists and dentists; 2,100 nursing students, nursing assistants, patient attendants, and paramedics; and 850 medical students are trained. Continuing education programs are also an integral part of delivering excellent patient care. In addition, all MUHC physicians are appointed professors at the Faculty of Medicine at McGill University. The McGill University Health Centre (MUHC) is one of the world’s foremost academic health centres. Affiliated with the Faculty of Medicine of McGill University, the MUHC continues to shape the course of adult and pediatric medicine by attracting clinical and research expertise from around the world, assessing the latest in medical technology, and training the next generation of medical professionals. In collaboration with our network partners, we are building a better future for our patients and their families; for our employees, professionals, researchers, and students; for our community and above all, for life.

The MUHC has more than 12,000 healthcare and other personnel working within the organization's seven clinical missions:

- The Montreal Children's Hospital
- Medicine
- Surgery
- Neurosciences
- Mental Health
- Women's Health
- Cancer Care

The Research Institute of the McGill University Health Centre (RI-MUHC) is a world-renowned biomedical and healthcare research centre. The Institute, which is affiliated with the Faculty of Medicine of McGill University, supports over 446 researchers and more than 1,260 research trainees devoted to a broad spectrum of fundamental, clinical, and evaluative research at the Glen site and the Montreal General Hospital. Its research facilities offer a dynamic multidisciplinary environment that fosters collaboration and leverages discovery aimed at improving the health of individual patients across their lifespan. The RI-MUHC is supported in part by the Fonds de recherche du Québec – Santé (FRQS). More information is available at rimuhc.ca.

In 2015, the MUHC brought together our legacy sites — the Montreal Chest Institute, the Royal Victoria Hospital, the Montreal Children's Hospital, and the Cedars Cancer Centre — onto one site: the Glen. At the Glen site, our vision of excellence is taking shape by integrating healthcare, research, and teaching on a whole new level. With custom-built facilities, state-of-the-art equipment, and nurturing healing environments, we are pushing the boundaries of innovation for our current generation and those to come. Renovations are also underway at our other MUHC sites — the Lachine Hospital, the Montreal General Hospital, and the Montreal Neurological Hospital — as we continue to strive to provide the best care for life for our patients and families. For more information on the MUHC, visit muhc.ca.

There are three other principal teaching hospitals:

**Jewish General Hospital** (Integrated Health and Social Services University Network for West-Central Montreal/Centre intégré universitaire de santé et de services sociaux (CIUSSS) du Centre-Ouest-de-l'Île-de-Montréal)

3755 Côte Ste-Catherine Road
Montreal QC H3T 1E2
Telephone: 514-340-8222
Website: www.jgh.ca
In addition to the Teaching Hospitals listed above, the following institutions are also affiliated with McGill University and have been approved by, and have been recognized for their teaching. The Hospital also provides numerous highly specialized services such as renal dialysis, oncology, geriatric assessment, and psycho-geriatric, nuclear medicine, C.T. scanning services, as well as MRI exams. There are more than 120,000 out-patient clinic visits, 10,000 procedures through the surgical day centre, and over 11,000 patient admissions, in addition to ambulatory care visits, annually. More information is available at www.jgh.ca.

St. Mary's Hospital Center (Montreal West Island Integrated University Health and Social Services Centre/Centre intégré universitaire de santé et services Sociaux (CIUSSS) de l'Ouest-de-l'Île-de-Montréal)

3830 Lacombe Avenue
Montreal QC H3T 1M5
Telephone: 514-345-3511
Website: ciussss-ouestmtl.gouv.qc.ca

St. Mary's Hospital Center (SMHC) is an acute-care specialized McGill University affiliated teaching hospital with 271 adult beds. Its official designation as a university-affiliated teaching hospital or a CHAU (Centre hospitalier affilié universitaire) further reinforces its commitment and ability to deliver high quality health care while playing a leading role in the areas of teaching and research. It is responsible for the training of a large cohort of undergraduate and post-graduate students in Medicine and the allied health disciplines. Over 3,600 babies are delivered annually at St. Mary's, which is the first hospital in Montreal to have received the World Health Organization's (WHO) international recognition of Baby Friendly Hospital Status by the Quebec ministry of health. St. Mary's also has a progressive and active Family Medicine Centre recognized for its teaching. The Hospital also provides numerous highly specialized services such as renal dialysis, oncology, geriatric assessment, and psycho-geriatric. nuclear medicine, C.T. scanning services, as well as MRI exams. There are more than 120,000 out-patient clinic visits, 10,000 procedures through the surgical day centre, and over 11,000 patient admissions, in addition to ambulatory care visits, annually. The Hospital is noted for its devotion to patients, motivation toward the achievement of excellence, and compassionate care. Visit the St. Mary's Hospital Center website at ciussss-ouestmtl.gouv.qc.ca to learn more.

Douglas Mental Health University Institute (Montreal West Island Integrated University Health and Social Services Centre/Centre intégré universitaire de santé et services Sociaux (CIUSSS) de l'Ouest-de-l'Île-de-Montréal)

6875 LaSalle Boulevard
Montreal QC H4H 1R3
Telephone: 514-761-6131
Website: ciussss-ouestmtl.gouv.qc.ca

Founded in 1881, the Douglas Mental Health University Institute has a triple mission of care, research, and teaching. A member of the McGill Integrated University Health Network (RUIS McGill) and affiliated with the World Health Organization, it offers hospitalization and extensive out-patient services. The hospital provides child and adolescent, adult, and geriatric clinical services, and is dedicated to treating patients in the least restrictive manner possible, with a major focus on rehabilitation and successful reintegration into the community. It offers training for residents in psychiatry, as well as for medical and paramedical students from a wide range of disciplines. The Douglas Institute is one of the largest research centres in mental health in the country, with a team of more than 60 scientists and clinical researchers and more than 200 university students. This team is devoted to making better sense of the causes of mental disorders – whether genetic, environmental, cultural, or social – as well as developing diagnostic tools, treatments, and prevention methods. The Douglas Hospital Research Centre is also home to McGill University centres in schizophrenia, aging, and suicide, as well as the Montreal Pan American Health Organization/World Health Organization Collaborating Centre for Reference and Training in Mental Health, which offers consultation services, research, and teaching programs here and abroad. More information is available at ciussss-ouestmtl.gouv.qc.ca.

3.5.2.2 Institutions Affiliated with McGill University

In addition to the Teaching Hospitals listed above, the following institutions are also affiliated with McGill University and have been approved by, and have contracted with, McGill University for participation in teaching and research in one or more departments and services:

CSSS de Gatineau (CISSS de l'Outaouais)
777 boulevard de la Gappe, Gatineau QC J8T 8R2
ciss-outaouais.gouv.qc.ca
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.

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.

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
3.5.5.1 Alan Edwards Centre for Research on Pain

Genome Building, Suite 3100
740 Doctor Penfield 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 Pain, which comprises researchers from the Faculties of Medicine, Dentistry, and Science. The main goal of the Centre is to bring together the McGill community of basic and clinical pain researchers to promote research that will result in novel treatments for chronic pain. Through its own activities and international collaborations, the Centre focuses on new discoveries and their clinical applications that will improve the prevention and management of chronic pain.

3.5.5.2 Artificial Cells and Organs Research Centre

McIntyre Medical Sciences Building, Room 1004
3655 Promenade Sir-William-Osler
Montreal QC H3G 1Y6
Telephone: 514-398-3512
Fax: 514-398-7452
Website: www.medicine.mcgill.ca/artcell

This centre concentrates on interdisciplinary research on artificial cells first invented here (Chang, McGill, 1957, Science 1964) and since evolved into micro-nano systems; nanomedicine; nanobiotherapeutics; nanobiotechnology; nanotechnology; blood substitutes based on nanobiotechnology; hemoperfusion; bioencapsulation of enzymes, cells, stem cells, probiotics; regenerative medicine; delivery systems for drug, enzymes, genes, etc.

At present, the members of this centre at McGill come from different specialties: Physiology, Biomedical Engineering, Medicine, Surgery, Bioengineering, Biotechnology, and Chemical Engineering. This is an international centre with 2 international societies, which coordinates biannual meetings around the world; see www.medicine.mcgill.ca/artcell/centrechart.pdf. It is the editor-in-chief's office for the international journal Artificial Cells, Nanomedicine, and Biotechnology (2017 Reuter World Ranking of 4th among 77 biomedical engineering journals) and a book series titled Regenerative Medicine, Artificial Cells, and Nanomedicine. This centre's website is a public service website with complimentary reviews, papers, videos, and monographs. It is the major international reference source in this area.

3.5.5.3 Biomedical Ethics Unit

3647 Peel Street
Montreal QC H3A 1X1
Telephone: 514-398-6033
Website: www.mcgill.ca/biomedicalethicsunit

The Biomedical Ethics Unit (BEU) offers graduate courses in bioethics. These include electives for medical students, in-hospital courses, lectures, and rounds for residents and other health care workers. The BEU also administers the Master's specialization in Bioethics, which is available to students in the Faculties of Medicine, Law, Religious Studies, and the Department of Philosophy. The program emphasizes the conceptual and practical aspects of bioethics and ordinarily takes two years to complete. Current faculty members have training in philosophy, medicine, history, anthropology, sociology, epidemiology, and molecular biology. The BEU faculty and trainees are active in a variety of interdisciplinary research areas and have expertise in clinical trial methods, research ethics, genetics, reproductive technologies, access to care, public health ethics, health inequalities, biosecurity, anti-aging research, end-of-life care policies, and pharmaceutical development. We also provide in-hospital clinical ethics consultation services and serve on various Clinical and Research Ethics Committees for the McGill teaching and affiliated hospitals.
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.

3.5.4 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 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.

3.5.6 Centre for Research in Reproduction and Development

The Research Institute, MUHC Glen Site
1001 Decarie Blvd., E-M0.3509
Montreal QC H4A 3J1
Telephone: 514-207-9887
Website: www.mcgill.ca/crrd

The Centre for Research in Reproduction and Development (CRRD), originally established as the Centre for the Study of Reproduction in 1982, is among the longest-standing research centres at McGill and was a founding partner of the FQRNT-funded Réseau Québécois en Reproduction (RQR). Today, the interdepartmental and interdisciplinary CRRD is home to more than 30 principal investigators, 70 graduate students, 50 fellows and research associates, and 30 technical support staff from 15 departments, 4 faculties, and 8 divisions at the University. With such critical mass, the CRRD has established itself as one of the most productive and dynamic research hubs for young and established researchers committed to the science of reproduction and development.

The research programs of our members span a wide range of diverse and complementary topics, including understanding the basic biological mechanisms that control developing eggs and sperm within the gonads, how the reproductive hormones are produced and exert their effects, how the developing embryo implants into the uterus and establishes communication with its mother, causes 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 eggs and sperm 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.

3.5.7 Centre for Translational Research in Cancer

Lady Davis Institute for Medical Research
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 biology by McGill scientists are recognized worldwide. The Centre provides the infrastructure to bring these investigators together in order to synergize their efforts at generating novel and promising translational research. This provides a structured focus for these activities and will accelerate the testing of potential benefits derived from scientific discovery.

The Centre provides core functions to enhance translational research, including a Molecular Pathology Centre with a centralized biobank, a Clinical Research unit with extensive experience in novel therapeutics testing, a Proteomics facility with a proteogenomics platform, and a Molecular Modeling program. The unique interaction of clinician-scientists and Ph.D. researchers provides an important strength to novel therapeutic development programs. The Centre also helps create strategic partnerships with governmental organizations, biotech companies, and the pharmaceutical industry.

The Centre provides a high quality environment for training clinician-scientists in cancer research. Trainees include both graduate students (M.Sc. and Ph.D students from the departments of Experimental Medicine, Human Genetics, Pharmacology & Therapeutics, and Pathology) and M.D. scientists interested in clinically-relevant cancer research.

### Institute of Health Sciences Education

**Lady Meredith House**
1110 Pine Avenue West, Room 205
Montreal QC H3A 1A3
Telephone: 514-398-4987
Fax: 514-398-7246
Website: [www.mcgill.ca/ihse](http://www.mcgill.ca/ihse)

The Institute of Health Sciences Education (IHSE) was created in February 2019. Building on the success of the Centre for Medical Education, the new Institute promotes excellence and scholarship across the continuum of health sciences education. More specifically, the IHSE at McGill:

- Conducts research and scholarly work in health sciences education;
- Ensures that research advances the field of health sciences education and informs educational practice;
- Supports interest in educational research and development;
- Encourages innovation and excellence in teaching and learning; and
- Offers educational programs and capacity building for future leaders in health sciences education.

With an active interest in the development and enhancement of health sciences education and practice, members of the IHSE consist of clinicians, educators, and researchers from diverse backgrounds and disciplines. Bringing together research and practice, this unique mix of individuals will help us to move beyond traditional departmental and disciplinary boundaries to create new knowledge, enable capacity-building, and promote knowledge translation in the field.

The Institute of Health Sciences Education offers a variety of educational opportunities to students, residents, and faculty. Of interest to medical students and residents are:

1. The Scholarship in MedEd and Health Sciences Education program, designed for medical students and residents who view education as part of their career. Participants will develop a scholarly project in MedEd and HSE, and apply medical education theories and/or principles pertinent to their project. For more information, visit: [the Institute of Health Sciences Education's website](http://www.mcgill.ca/ihse).
2. The Foundations in MedEd and Health Sciences Education program, a non-clinical elective offered on an annual basis in Period 6 of the rotation schedule, which generally falls between November-December of the calendar year. The elective is intended to expose students and residents to the field of medical education through interactive lectures, group discussions, individual and group projects, and participation in the activities of the Institute of Health Sciences Education. For more information, visit: the [IHSE website](http://www.mcgill.ca/ihse).

### Ludmer Centre for Neuroinformatics & Mental Health

**Email:** info@ludmercentre.ca
**Website:** ludmercentre.ca

The Ludmer Centre for Neuroinformatics & Mental Health was founded on the belief that science is on the cusp of a revolution in our ability to understand and treat brain disorders, provided we can bring together the right computational infrastructure, datasets, and expertise to apply a big-data approach to brain research.

An innovative partnership between three cutting-edge McGill-affiliated research facilities, the Centre brings together four complementary research pillars—neuroinformatics, neuroimaging, epigenetics, and statistical genetics—under the scientific leadership of three world-renowned leaders supported by a cadre of over 75 researchers and neuroinformatics staff. Together, they lead innovative research that is generating novel datasets and insights, while concurrently innovating and expanding the "big-data" tools and computational infrastructure required for their analysis.
• 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 been 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 CSR 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.O.N.D.E.R.). This program, in close cooperation with the Douglas Institute and other research centres in Quebec, was established with three goals: (a) provide a free platform for adults aged 40–90 to engage in cognitive training; (b) determine normative cognitive performance in middle-to-old adulthood, and (c) identify persons showing early 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 providing researchers with important data about possible predictors of dementia. Presently, the P.O.N.D.E.R. software is being upgraded.

The MCSA has established a computational infrastructure devoted for teaching neuroimaging in dementia for fellows, graduate, and postdoctoral students. This infrastructure program is under the direction of Dr. 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 AD 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.

3.5.5.14 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.mcgillgcrc.com

The mission of the Rosalind and Morris Goodman Cancer Research Centre is to bring together internationally renowned scientists who are devoted 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 exploited 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 next 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, located in the Macdonald-Stewart Library Building will be closing for two years from May 15, 2019. It will undergo significant structural repairs and major internal upgrades.
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 Library has been temporarily relocated to the McLennan-Redpath Library Complex.

More details available from the Osler Library Website:

McLennan-Redpath Library Complex
3459 McTavish Street
Montreal QC H3A 0C9
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 Undergraduate Scholarships and Awards Calendar and in the Graduate Fellowships and Awards Calendar. Information is also available at www.mcgill.ca/nursing/students/student-resources/programs/funding/ugfunding.

4.1 Entrance Scholarships

There are a number of entrance scholarships open to all Canadian students. Information can be found in the Undergraduate Scholarships and Awards Calendar available at www.mcgill.ca/studentaid. The following scholarships, bursaries, and prizes are open to students in the Ingram School of Nursing.

Grace Prescott Bursary
Established in 1990 by Grace Harriet Prescott to assist students pursuing studies in Nursing. Awarded on the basis of academic standing and financial need.

Isabel Clarke Dickson Woodrow Scholarships
Established in 2000 by a generous bequest from Isabel Clarke Dickson Woodrow for Canadian students entering an undergraduate Nursing program. While academic standing is of primary importance, financial need and/or leadership skills in community and school settings will also be taken into account. Administered by the Scholarships and Student Aid Office. Any unspent funds may be awarded by the Scholarships and Student Aid Office as bursaries to Canadian undergraduate students in Nursing.
Value: $3,000 each.

4.2 In-Course Awards

Woman’s General/Reddy Memorial and A.W. Lindsay Award
Established in 2001 by joint gifts from alumnae of the Reddy Memorial Hospital (formerly the Woman's General Hospital) and Estelle Aspler, Cert. Nursing, 1947, whose gifts are in memory of Agnes Winonah Lindsay, B.N. 1950. Awarded by the Ingram School of Nursing to undergraduate students...
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 two scholarships or $3,000 for one student.

**Nursing Alumnae Award**
Several scholarships of approximately $1,000 each. Awarded annually to undergraduate nursing students in the second and third year of their program and to students in the graduate program in Nursing. Some of these prizes are named: the Marion Lindeburgh Scholarship, the Irma Riley Award, the Agnes Boisde Award, the Montreal General Hospital Alumnæ Association Award and the MGH Flo Mackenzie Award. Application is made by the School early in the Fall term.

**School of Nursing Bursary Fund**
Established in 1992 by the University to provide assistance to students in the Ingram School of Nursing. Awards are granted on the basis of academic standing and financial need.
Value: varies.

**The Robert H. Lennox and Elizabeth Graham Lennox Scholarships in Science and in Nursing**
Established in 2007 by Elizabeth Graham Lennox, RN(RVH), in memory of her husband, Robert H. Lennox, B.Sc. 1941, M.D.,C.M. 1943, Dip. Med. 1946, RCNVR. One scholarship to be awarded to an outstanding undergraduate student in the Faculty of Science who has completed at least one year of a B.Sc. program and a second to be awarded to an outstanding undergraduate student who has completed at least one year of the B.Sc.(N.) program. Awarded on the basis of high academic standing with a preference to international students selected, respectively, by the Faculty of Science Scholarships Committee and the Ingram School of Nursing Scholarships Committee.
Estimated value: $2,000 each.

**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.

**Note:** The Ingram School of Nursing also awards Book Prizes. Students are encouraged to inquire with the Ingram School of Nursing for additional fellowships and scholarships available in the current academic year.

### 4.3 Prizes Awarded at Convocation

**Anne Marie Fong Hum Memorial Prize**
Established in 1985 by Helen Fong Hum in memory of her sister Anne Marie and awarded to a student who has demonstrated sensitivity and skill in helping patients and families cope with situations related to long-term illness.
Estimated value: $500.

**Barbara Ann Altshuler Prize in Nursing**
Established in 2006 by David Altshuler and the Altshuler family, in honour of his mother, Barbara Altshuler, D.I.P, P.Th. 1958. Awarded by the Ingram School of Nursing to an undergraduate nursing student on the basis of clinical and academic achievement.
Estimated value: $1,000.

**Evelyn Rocque Malowany Prize in Nursing**
Established in 2007 by Evelyn Rocque Malowany. Awarded by the Ingram School of Nursing to a graduating student who has demonstrated initiative and leadership in the profession.
Estimated value: $500.
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. (Integrated) programs are advised to refer to www.mcgill.ca/firstyear/undergraduate/orientation-week/fall/discover-mcgill for information on Discover McGill activities.

Official registration through Minerva must be completed by the Orientation Session in August. Students registering late for reasons unrelated to the admission procedure are subject to late payment and registration fees. See University Regulations & Resources > Undergraduate > Registration for more information.

Returning students are responsible for ensuring that registration is complete as per University timetables (see www.mcgill.ca/importantdates). However, the deadlines for registration to guarantee placement are:

- for Fall clinical courses: June 15;
- for Winter clinical courses: November 15;
- for Summer clinical courses: March 15.

5.1 Degree Evaluation

Students are responsible for ensuring that they are taking the required courses to meet degree requirements as set out in their program of study. Students can check their degree requirements at University Regulations & Resources > Undergraduate > Student Records > Verification of Student Records: Degree Evaluation.

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 methods of evaluation and the contribution of each method of evaluation to the final grade in the course. Students will not be permitted to write an examination 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.

5.4 Regulations Concerning Final Examinations

See section 5.9.3: Examinations and University Regulations & Resources > Undergraduate > Examinations: General Information.
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 Ingram School of Nursing Faculty and Student Handbook for information and instructions.

Any student who has been granted a leave of absence for one academic year and who does not resume studies in the following semester must withdraw from the Ingram School of Nursing. Such students may apply for readmission within one year after withdrawal.

5.6 Withdrawal

Permission must be obtained from the Program Director prior to withdrawing from a required course as this can delay the degree completion date. Students considering withdrawal from the program are advised to discuss their situation with the Director of their program prior to making a final decision.

Deadlines are noted at www.mcgill.ca/importantdates and will be in accordance with University Regulations & Resources > Undergraduate > Fees >: Fees and Withdrawal from the University.

Note: Students who withdraw from their Fall term courses are considered as withdrawn from the University unless a leave of absence is recorded on their transcript.

Students who decide to withdraw from nursing or transfer to another McGill program are required to return their proof of registration to the OIIQ.

5.7 Clinical Requirements for Undergraduate Programs

All Nursing students must be licensed with the Ordre des infirmières et infirmiers du Québec (OIIQ). For more information, see section 5.8: Registration with the Profession (Immatriculation or Licensing during the Course of Study).

B.Sc.(N.) and B.N.I. students must also meet the following requirements:

5.7.1 Vaccination/Immunization Requirements

See section 3.2.3: Vaccination/Immunization Requirements for Health Sciences Programs. A copy of the immunization form outlining requirements can be found at www.mcgill.ca/wellness-hub/access-care/vaccines. Annual influenza (flu) vaccination is mandatory. Entry into the McGill University Teaching Hospital Network of Affiliated Centres is dependent on having met the immunization requirements. Immunizations must be complete (or in progress for Hepatitis B) as outlined at www.mcgill.ca/nursing/students/clinical by the start of the first year of studies involving clinical courses (U1 for B.Sc.(N.); U2 for B.N. (Integrated)).

5.7.2 Mask Fitting Requirements

Prior to commencing NUR1 331 or NUR1 434, 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 clinical setting. A mask fitting is valid for two years and must be renewed to continue in clinical studies. Students who are not able to be fitted with a mask due to face shape must indicate this to the clinical instructor so that the necessary precautions are taken. See www.mcgill.ca/nursing/students/clinical for further details.

5.7.3 CPR

All students are required to obtain and maintain CPR Health Care Provider (CPR-HCP) certification throughout their nursing studies. The Ingram School of Nursing often coordinates in-house training sessions, which students have the option of attending to fulfil the necessary requirement. See www.mcgill.ca/nursing/students/clinical for deadlines and further details.

5.7.4 SafeTALK

SafeTALK: A ½ day suicide alertness training program is required for B.Sc.(N.) U1 and B.N.I. U2 students. Cost: $50.00.

The workshop will be coordinated by the school and students will be notified via email regarding the training dates and registration deadlines. Proof of certification is required. The deadlines to submit proof of certification on the student portal vary as per training dates for each program, and are as follows:

- B.Sc.(N.): May 1, 2020
- B.N.I. (full-time course of study): December 6, 2019
- B.N.I. (part-time course of study): June 28, 2020
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](http://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 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 hémogène (SERTIH) of the Quebec 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 hémogène (SERTIH)) of the Quebec 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, s/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 Ordre des infirmières et infirmiers du Québec (chapter I-8.r.16);
2. fails the program of studies leading to a diploma giving 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 giving 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 a regulation under subparagraph h 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 ethical obligations 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 a new application must be submitted if clinical nursing studies resume.

### 5.9 Academic Standing and Evaluation System

Academic standing matters are the jurisdiction of the Student Standing and Promotions Committee. This Committee meets at least three times a year to review the performance of all students in the Ingram School of Nursing.

The committee also:

• assesses that students have fulfilled the Registration with the Profession requirements of the OIIQ;
• responds to requests for leave of absence;
• determines the policy for granting permission to write deferred and/or supplemental examinations (in nursing and non-nursing courses);
• receives requests for reassessments and rereads in examinations;
• receives first level appeals to standing decisions;
• receives inquiries and/or complaints related to student conduct issues—disciplinary matters are referred to the Associate Director - Undergraduate and Entry-to-Practice Educational Programs.

The committee may defer certain decisions (e.g., LOA, deferrals) to the responsible Program Director, Assistant Program Director, or Nursing Student Affairs Office (NSAO).
5.9.1 Grading

Please refer to University Regulations & Resources > Undergraduate > Student Records > : Grading and Grade Point Averages (GPA) for details on the grading system.

For students in the B.Sc.(N.) and B.N. (Integrated) programs, a passing grade in all courses is a "C". Letter grades are assigned grade points according to the table shown in : Grading and Grade Point Averages (GPA).

Satisfactory/Unsatisfactory (S/U option)

For information on this option, please refer to University Regulations & Resources > Undergraduate > Registration > Course Information and Regulations > : Courses Taken under the Satisfactory/Unsatisfactory (S/U) Option. The S/U option is not available for Required or Complementary Courses.

Note: The S/U option has very limited application in the Ingram School of Nursing. All required undergraduate courses must be graded or Pass/Fail, so only electives can be graded S/U. Only one course per term can be graded S/U. S/U is generally only advised when the student is taking an upper level course (e.g., 500) and does not want to compromise GPA. S/U may preclude students from receiving awards as most require 27 graded credits between Fall and Winter studies. Once a course is taken as S/U, the student cannot be assigned a grade.

5.9.2 Standing in Undergraduate Nursing Programs

Any U1, U2, and U3 student who meets all of the following criteria is in Satisfactory Standing:

- A CGPA of 2.0 or higher;
- No more than 7 credits of failure in non-clinical courses in the program;
- No failures in any clinical course, i.e., NUR1 230, 231, 233, 234, 235, 236, 331, 332, 333, 335, 336, 338, 339, 431, 432, 434, 435, 529, 530, or 531.
- Demonstrated professional behaviour and integrity in adherence with standards in classroom and clinical settings (including performance at the Ingram School of Nursing Learning Lab and Steinberg Centre for Simulation and Interactive Learning), and adherence to the Quebec Code of Ethics of Nurses, the McGill University Code of Student Conduct (per the Manual on Student Rights and Responsibilities), and the Faculty of Medicine Code of Conduct;
- No more than one clinical course with a grade of B or less or who has had more than one final clinical evaluation indicating minimally meeting course objectives (e.g., below expectations, developing).

Any B.Sc.(N.) U0 student who meets all of the following criteria is in Satisfactory Standing:

- A CGPA of 2.0 or above;
- No more than 3 failures in the U0 year (note that the number of failures in U0 Freshman Science courses are zeroed when the student enters U1 and the above conditions apply).

A student who has not met the criteria of Satisfactory Standing is assessed on an individual basis by the Student Standing and Promotions Committee. The Committee takes into account several factors when making decisions as to whether a student can or cannot continue in the program and, if the student does continue, what the student's standing and conditions are. Standing decisions take into account factors such as:

- the student’s pattern of performance;
- extenuating circumstances (e.g., illness, family crisis);
- reason for failure in a clinical course;
- degree of violation of code of ethics and/or code of conduct.

Probationary Standing

A student who has not met the criteria of Satisfactory Standing but who has been allowed to continue in the program is placed on probationary standing in the following conditions. When the student has:

- a CGPA of between 1.5–1.99 but has not exceeded the number of allowable failures in nursing and/or non-nursing courses and was previously in Satisfactory Standing;
- a CGPA of between 1.5–1.99 and has not failed more than 3 course in the U0 year of studies;
- a CGPA of between 1.5–1.99 and a TGPA in Fall or Winter greater than or equal to 2.5 and previously in Probationary Standing;
- been granted the exceptional decision to continue in the program in the event of more than one clinical course with a grade of B or less or final clinical evaluation indicating minimally meeting course objectives (i.e., below expectations, developing);
- failed to demonstrate professional behavior or integrity by not adhering to standards in classroom and clinical settings (including performance at the Steinberg Centre for Simulation and Interactive Learning and in the Ingram School of Nursing Learning Lab), by violating the Quebec Code of Ethics of Nurses, the McGill University Code of Student Conduct (as outlined in the Manual on Student Rights and Responsibilities), or the Faculty of Medicine Code of Conduct and has been allowed to continue in the program with provisions;
- been readmitted as “Unsatisfactory Readmitted”; the student remains on probation until the conditions specified in their letter of readmission are met.

Students in Probationary Standing may continue in their program, but must carry a reduced load (maximum 14 credits per term). They must maintain a TGPA of a minimum 2.5 and obtain a CGPA of 2.0 or above at the end of the next academic year to return to Satisfactory Standing (see above). Students on probation...
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 to their status in the University. They 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 Steinberg Centre for Simulation and Interactive Learning and in the Ingram School of Nursing Learning Lab) with relationship to teachers, classmates, standardized patients/persons, patients/families, community partners, or others involved in the learning process, and has not been allowed to continue in the program;
- has violated the Quebec Code of Ethics of Nurses, the McGill University Code of Student Conduct (as outlined in the Handbook on Student Rights and Responsibilities), or the Faculty of Medicine Code of Conduct and has not been allowed to continue in the program;
- is considered incompetent and/or unsuitable for the practice of Nursing;
- has had their student license revoked by the OIQ;
- is not granted access to clinical studies following a criminal offence or due to an existing criminal offence.

**Interim Standings**

Any student who, after only one semester of studies in the program, does not meet satisfactory standing requirements, is granted an Interim Standing (e.g., Interim Probation; Interim Unsatisfactory). Students in Interim Standing may continue in their program, but must meet with their faculty adviser to evaluate their course load (max. 14 credits).

**Clinical Support**

Clinical Support (CS) ensures that student learning is supported while also providing for safe patient care throughout clinical studies. The CS standing is not recorded on the student's Minerva record. Excluding CS notices for absences in clinical studies, only one term of the clinical course giving rise to CS status is allowed in the program of study.

Clinical Support arises when:

- The student demonstrates performance of B, B-, C+ or C in a graded clinical course or a clinical evaluation indicating overall performance as minimally meeting course expectations (i.e., below expectations, developing).
- The student's conduct in the areas of professionalism or moral/ethical behaviour is a concern (but meets minimum standards).
- The student has been absent from clinical studies for two or more semesters.
- The student has been allowed to repeat a failed clinical course with permission from the Student Standings and Promotions Committee.

Clinical Support (CS) ensures that student learning is supported and patient safety needs are met. The student on CS is allowed to continue into the subsequent clinical course but must meet the criteria outlined in the learning plan that is established between the student and clinical course coordinators. Failure to meet the learning plan criteria results in a grade of F. Only one Clinical Support designation is allowed during the program of study. The CS designation is not recorded on the student's Minerva record, but is included in the student's Ingram School of Nursing file.

**Appeals**

Only standing decisions that place the student in Unsatisfactory Standing or require the student to withdraw from the program of study can be appealed. First level of appeal: In such cases, the student makes a written appeal to the Student Standing and Promotions Committee, within 14 days of the decision, stating the reason(s) for the appeal.

Further appeals are dealt with by the Associate Dean and Director of the Ingram School of Nursing. Complete details on the appeals process are found in the Ingram School of Nursing Faculty and Student Handbook.

**Readmission – Unsatisfactory Readmit**

Students who are in Unsatisfactory Standing and required to leave either the program or the university can apply for unsatisfactory readmission one year after their departure. For students who left the university, the application is completed on Minerva. For students who remain in the university, the application is submitted to the NSAO for the attention of the Student Standing and Promotions Committee. In both cases, the student submits a compelling letter, including relevant supporting documentation (e.g., grades obtained at another educational institution) to the SS&P Committee outlining the reasons why readmission should be granted. Readmission is granted only if it is determined that the reasons that gave rise to the original unsatisfactory standing decision are resolved and that the student has the capacity to succeed if readmitted.
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:

- Rescheduling the evaluation for the student;
- Preparing an alternative evaluation for the student such as analytical paper, oral 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 final exam is not cumulative for the rest of the students—the student who missed the midterm then writes an ‘alternate final’ that is cumulative).

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

- January 15 for Fall term exams
- May 15 for Winter term exams
- July 15 for Summer term exams

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. An ‘L’ appears on the student record if the deferral is approved. There is no cost associated with writing a deferred examination, and it must be written at the first available opportunity (reading week for Fall courses; mid-August for Winter courses). If the student is unable to write the deferred 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 Rereads

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’ questions. In accordance with the Charter of Student Rights and subject to the conditions stated therein, students have the right to consult any written submission for which they have received a mark, to discuss this submission with the examiner, and to obtain an impartial and competent review of any mark. Students are encouraged to discuss their concerns with the course coordinator or examiner and resolve issues in a professional and transparent manner.

Requests for reassessments are made to the Student Standing and Promotions Committee (via the NSAO) within 10 working days after the graded material has been made available for student viewing. An impartial reviewer recalculates the grade based on the allocation of grades and, rather than re-correct the work and grade it as they would have done themselves, reviewers assess the appropriateness of the original grade based, for example, on the application of the grading key to the student’s work. Reassessments are free.

A written request for a reread is submitted to the Student Standing and Promotions Committee (via the NSAO). Grades are either raised, lowered, or remain the same, as the result of a reread. Rereads for courses not administered by the Ingram School of Nursing are subject to the deadlines and regulations of the relevant faculty. 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; for more information, see www.mcgill.ca/student-accounts/tuition-fees/non-tuition-charges/other.
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 reread** of a final examination or paper. Visit [www.mcgill.ca/student-accounts/tuition-fees/non-tuition-charges/other](http://www.mcgill.ca/student-accounts/tuition-fees/non-tuition-charges/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 over a three-year period (including summer sessions). Exceptionally, such as in the case of failed courses or LOA, 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 over 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. Any change in the time-tocompletion must be discussed and approved by the Program Director. Students seeking to change the program of study must have valid/documented evidence of family or personal crisis/illness or extenuating circumstances.

### 5.9.5 Leave of Absence (LOA)

A leave of absence may be granted to undergraduate students for reasons related to maternity or parenting; personal or family health issues; and professional and/or required military service. Such a leave must be requested on a term-by-term basis and may be granted for a period of up to 52 weeks. A LOA request should be submitted to NSAO with appropriate documentation. No tuition fees are charged for the duration of the LOA and students maintain an active student ID card and have access to McGill mail and libraries.

**Note:**

- Personal objectives, e.g., travel and financial matters, are not grounds for a leave of absence.
- Normally, a student shall be in Satisfactory Standing when requesting a LOA.
- Since students on a LOA pay no fees, the Student Services are not available; however, an opt-in option is available at the usual rate.
- Students who are eligible for scholarship renewal will not have scholarship monies transferred to their account while on LOA but will maintain eligibility for renewal upon re-registration.
- Terms and conditions vary among loan and bursary providers; student consultation with an adviser in Scholarships and Student Aid is recommended.
- International students seeking a LOA are advised to contact [International Student Services (ISS)](mailto:ISS@mcgill.ca).

Any student who has been granted a LOA for one academic year and who does not resume studies in the following semester must withdraw from the program. Such students may apply for readmission within one year after withdrawal at which time the student may be required to recommence the program.

Students must return their registration certificate to the OIIQ on interruption of studies for any amount of time or upon withdrawal from the nursing program. The OIIQ returns the certificate free of charge upon request if the student returns to study within one year. In the case of an interruption of more than a year, a student must register again with the Order, providing the OIIQ with all the required documents and the registration fee.

### 5.9.6 Academic Integrity

For information on academic integrity, see [University Regulations & Resources > Undergraduate > General Policies and Information > Academic Integrity](http://www.mcgill.ca/academic-integrity).

### 5.9.7 Pregnancy and Nursing

Pregnant students must contact the Clinical Partnership Office to discuss the program of study and any adjustments that may be needed to ensure a safe pregnancy. Certain clinical settings preclude the placement of pregnant students (e.g., operating room, emergency department, ICU, post anaesthesia care unit, paediatrics, and some psychiatric agencies). Nursing students must follow the directives of their pregnancy care provider, however the ISoN cannot guarantee that suitable placement can be found, in particular if the recommended setting cannot meet the learning objectives of the courses. An alternate placement or delay in clinical studies may be required based on clinical agency policies related to pregnancy.
5.10 Inter-University Transfers and Study Away

5.10.1 Inter-University Transfer (IUT) Agreement

Students may take three or, exceptionally, six credits at another Quebec university while paying tuition to McGill without having to formally register at the other university; see: Quebec Inter-University Transfer Agreement. Students in Satisfactory Standing apply for IUT on the BCI (formerly CREPUQ) website. If approved, the student is responsible for applying to and following the requirements and deadlines of the host university. Upon successful completion of the course(s) (minimum grade of C), the credits will be recognized by McGill as pass/fail toward the student's degree. The grade received at the host institution will not appear on the student's McGill transcript and will therefore not have an impact on the student's GPA. Students seeking to take a required course as IUT must ensure that the course is deemed equivalent. Under the IUT agreement, grades are automatically sent from the other Quebec University to McGill. Note that failed grades at the host university are recorded as failures on the McGill transcript.

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 IUT, see above). The student is responsible for applying to and following the requirements and deadlines of the host university. Study away generally applies to:

- U0 students wishing to complete CHEM 212 (generally taken in summer session of U0) 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 Nursing Student Affairs Office (NSAO) receives 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 new 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 urged to register for the course at McGill to ensure a space in the event that the host university refuses the student. (Don’t 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, you must 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 and then follow the admission and registration policies/procedures of that university/college
7. Upon completion of the course, you must ensure that the NSAO 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 NSAO.

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, must pass a French Language Proficiency Licensure 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 www.oqlf.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' advantage to write their Professional Examination for Licensing with the OIIQ since it is an approved examination under the Mutual Recognition Agreement on Labour Mobility for Registered Nurses in Canada. As these agreements can change from year to year, students are encouraged to contact the licensing body directly.

For students wishing to be licensed in provinces outside Quebec or in other countries, consult the licensing body of that site. Generally, licensure is required in the jurisdiction in which the nursing program is completed. Once this has been received, reciprocal arrangements for licensure in other jurisdictions may be made. Graduates may have to write more than one licensure examination. Therefore, it is recommended that graduates contact the jurisdiction in which they plan to practice nursing early in the program.

International students are strongly urged to contact the licensing body of the country in which they intend to practice as early as possible in order to have complete information on the requirements for licensure.

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6 Browse Academic Programs

The programs and courses in the following sections have been approved for the 2019–2020 academic year as listed. The Faculty/School reserves the right to introduce changes as may be deemed necessary or desirable at any time throughout the year.

6.1 Nursing

6.1.1 Location

Note: The Ingram School of Nursing is now located in 680 Sherbrooke Street West. For more information, see the School’s website.

Ingram School of Nursing
680 Sherbrooke Street West, Suite 1800
Montreal QC H3A 2M7
Canada
Telephone: 514-398-4144
Fax: 514-398-8455
Website: www.mcgill.ca/nursing

6.1.2 Programs Offered

The Ingram School of Nursing offers the following undergraduate programs:

- **Bachelor of Science in Nursing**, B.Sc.(N.), for holders of a collegial (CEGEP) diploma in Health Sciences or Natural Sciences (or its equivalent). This program prepares students for entry into the Nursing Profession.

- **Bachelor of Nursing (Integrated)**, B.N.I. for holders of the DEC 180.A.0. Applicants must apply within three years of obtaining their DEC 180.A.0 from their CEGEP program.

Other online resources available include the Undergraduate Admissions Guide at www.mcgill.ca/undergraduate-admissions.

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

The B.Sc.(N.) extends over three years (four years for students who must complete U0 science courses, i.e., high school graduates and mature students with no previous science background) with general and professional courses in each year. Nursing courses continue in the Summer sessions. Clinical experiences are in community health centres, hospitals, and other agencies as well as in the home setting.

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

The B.N. (Integrated) program is part of a five-year program developed jointly by Quebec universities and CEGEPs. This five-year program is open only to students who complete the three-year 180-A.0 Nursing program at CEGEP. Students admitted on the basis of a CEGEP DEC receive 27 credits of advanced standing (equivalent to the first year of university) and are admitted to the second year of university. The program consists of two years at university in which students take more advanced nursing and science courses to meet the competencies expected of a nurse with a Baccalaureate degree. These competencies include working in multidisciplinary teams or more autonomously in hospital and community settings, with individuals, families, and groups, planning health education programs and participating in research. This program also aims to further advance the practice of students by expanding
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 only choose the Direct Entry Nursing or the Global Health Direct Entry concentrations. This route of entry to graduate studies in nursing is unique in Canada.

- **Graduate Certificates** are offered in Theory in Neonatology and Theory in Primary Care. **Graduate Diplomas** are offered in Neonatal Nurse Practitioner and in Primary Care Nurse Practitioner.

Applications to the Graduate Certificates and Diplomas are accepted from:

1. Licensed nurses with a minimum of a baccalaureate degree;
2. A minimum of two years experience in the field of neonatology or in primary care.


- The Ingram School of Nursing of McGill University and the Faculté de Sciences Infirmières of the Université de Montréal offer a joint doctorate program leading to a Ph.D. in Nursing. Candidates that have completed master's level studies with either their undergraduate or graduate degree in Nursing are eligible to apply. Selected students may be admitted after completion of their first year of Master's study at McGill.

For information on our graduate programs (graduate certificate, master's, doctoral, and postdoctoral studies), please refer to [Nursing's Graduate Section](http://www.mcgill.ca/nursing/prospective/master-programs).

6.1.6 Nursing Admission Requirements and Application Procedures

6.1.6.1 CASPer Assessment

All applicants to the Bachelor of Science (Nursing) and Bachelor of Nursing (Integrated) programs at McGill University are required to complete a mandatory 90-minute online assessment called CASPer. 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 practising nurses. Some of these characteristics include professionalism, empathy, compassion, and cultural sensitivity. Since CASPer assesses non-cognitive and interpersonal characteristics, studying is not required.

It is the responsibility of the applicant to secure technical requirements including a reliable internet connection on their selected test date. No exceptions will be made for applicants who are unable to take CASPerTM online due to unreliable internet connection caused by technical or political factors. Applicants may want to explore details of the requirements and the structure of this assessment at [takeCASPer.com](http://takeCASPer.com).
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 scheduled. Please use an email address that you check regularly, since there may be updates to the test schedule. You may direct any inquiries to support@takecasper.com or via online chat by registering on the CASPer website.

The CASPer test is composed of 12 sections of video and written scenarios. Following each scenario, you will be required to answer a set of probing questions under a time constraint. Each response is graded by a different rater, giving a very robust and reliable view of personal and professional characteristics important to our program. You may want to familiarize yourself with the test structure at takeCASPer.com, and ensure you have access to a quiet environment in which to take the test. CASPer test results are valid for one admissions cycle; applicants who have already taken the test in previous years will therefore be expected to re-take it.

6.1.6.2 B.Sc.(N.) Entrance Requirements

Detailed information about each admission category can be found at www.mcgill.ca/applying/requirements.

Quebec Diploma of Collegial Studies (Health Sciences/Sciences)

Holders of the Diploma of Collegial Studies who have completed the following courses are considered for admission to the 103-credit B.Sc.(N.) Program:

- Biology - NYA, General Biology II (00UK, 00XU)
- Chemistry - NYA, NYB, Organic Chemistry I (00UL, 00UM, 00XV)
- Mathematics - NYA, NYB (00UN, 00UP)
- Physics - NYA, NYB, NYC (00UR, 00US, 00UT)

Admission will be based on the cote de rendement au collégial (Cote R); overall Cote R, and Cote R in prerequisite courses are considered.

Mature Students

Within the University provisions, candidates who are at least 23 years old and are Canadian citizens or permanent residents, may be eligible for consideration as Mature Students. See www.mcgill.ca/applying/requirements for more specific details. An applicant requesting entry as a Mature Student must have successfully completed a minimum of three courses: one in functions (precalculus; calculus is preferred), and at least two of general biology, chemistry, or physics (all with labs). Each of the courses must have been completed at the CEGEP or university level, with a minimum university grade of 70% or equivalent. Mature students are advised to meet with CEGEP representatives to determine what courses they should take based on high school science studies. Candidates with these prerequisites may then be admitted to the 136-credit B.Sc.(N.) program (four years, see section 6.1.8: Bachelor of Science (Nursing) (B.Sc.(N.)) - Nursing (103 credits); students will not repeat CEGEP level courses that are equivalent to U0 courses).

Applicants from Ontario

Ontario applicants must have completed the Ontario Secondary School Diploma (OSSD) by the time they commence their university studies. Most students are considered for the four-year B.Sc.(N.) program (includes a U0 year described in section 6.1.8: Bachelor of Science (Nursing) (B.Sc.(N.)) - Nursing (103 credits)).

- Calculus and Vectors MCV4U
- At least two of:
  - Biology SBI4U
  - Chemistry SCH4U
  - Physics SPH4U
  - 4U English or French

Admission is based on McGill's calculation of the applicant's "Top 6" pre-university (4U and 4M) course average and on the program prerequisites. At least four of the "Top 6", as well as all prerequisites, must be at the 4U level. All grades are taken into consideration in determining admission, including those for failed or repeated courses. Most applied courses are excluded from the "Top 6" average; performing arts courses at the 4M level (maximum of two) will be included. Grade 12 English or French must be included in the "Top 6" calculation, depending on the language of instruction at the applicant's school.

Applicants from Canadian High Schools outside of Quebec and Ontario

These applicants must hold a high school diploma giving access to university education in their province/territory. Most students are considered for the four-year B.Sc.(N.) program (includes a U0 year described in section 6.1.8: Bachelor of Science (Nursing) (B.Sc.(N.)) - Nursing (103 credits)).

- Grade 12 Mathematics (precalculus)
- At least two of: Grade 12 Biology, Chemistry or Physics
- Grade 12 English or French

Admission is based on McGill's calculation of the applicant's "Top 5" academic Grade 12 courses (regardless of the calendar year in which they were taken), including the prerequisites. All grades are taken into consideration in determining admission, including those for failed or repeated courses. Grade 12 English or French will be included in the "Top 5" calculation, depending on the language of instruction at the applicant's school.

Applicants from other Universities or Colleges and Second Bachelor Degree applicants (Transfer Students)

Students who wish to transfer from other universities and colleges are considered on the basis of both the pre-university and university studies. A minimum of 60 credits must be completed at McGill if a degree is to be granted. Admission requirements are:
• One semester of differential calculus
• One semester of integral calculus
• Two semesters of biology with labs
• Two semesters of general chemistry with labs
• One semester of organic chemistry with lab
• Two semesters of physics (mechanics, electricity and magnetism, waves and optics) with labs

It is possible to be admitted with a minimum of two semesters of calculus plus two semesters of biology, chemistry and/or physics, in which case the remaining science prerequisite course requirements must be completed within the program. Applicants with a previous degree, and missing one or more of the above courses may be granted equivalence if credit and exemption is awarded for courses which are part of the 103-credit B.Sc.(N.) program. This applies particularly to the Physiology and Pharmacology courses. In order to form a basis for admission or to be considered for credit or exemption, sciences and mathematics courses must have been completed within the last five years.

Applicants from U.S. High School Programs (in U.S. or other countries)
These applicants must hold a high school diploma and must have followed an academic program leading to university entrance:
• Precalculus (functions)
• At least two of: Biology, Chemistry, or Physics
• SAT IIs must include at least two different subjects from the following list: Biology, Chemistry, Mathematics, Physics

Grade 10, 11, and 12 academic results will be considered, with special attention paid to results in courses most relevant to the B.Sc.(N.) program of study

Applicants from outside Canada or the U.S.
Students with a strong mathematics and science preparation at a Senior High School level, who wish to be considered for entrance to the Bachelor of Science (Nursing) program, should visit www.mcgill.ca/applying/requirements for detailed information about requirements. Most students are considered for the four-year B.Sc.(N.) program (includes a U0 year described in section 6.1.8: Bachelor of Science (Nursing) (B.Sc.(N.)) - Nursing (103 credits)).

Students educated in different languages may be required to provide proof of proficiency in English. A TOEFL (Test of English as a Foreign Language) score of at least 233 (577 for the paper-based version) is required (see section 3.2.2.1: Proof of Proficiency in English for other assessments that are acceptable).

Inter-Faculty Transfer Students (McGill University students)
Applications are completed through Minerva. Visit www.mcgill.ca/students/transfer-readmission for complete instructions and application deadlines.

The Ingram School of Nursing accepts applications from students currently enrolled in another program within McGill University. Students must be in Satisfactory Standing in their current program. A minimum cumulative GPA of 2.70 (3.0 or above preferred) is normally required. Transfer students are considered for admission on the basis of current university studies and previous studies.

Holders of a Bachelor's Degree
Applicants who already have a general bachelor's degree in Science or Arts, or will have completed such an undergraduate degree by August 1 of the entering year, should contact Service Point or the McGill Welcome Centre. Said applicants may be eligible to apply either for entrance to the B.Sc.(N.) program or to the Qualifying Year of the Master's program. Application to the B.Sc.(N.) program is made to Enrolment Services. Requests for information regarding applications to the Qualifying Year should be directed to the Ingram School of Nursing.

6.1.6.3 B.N. (Integrated) Entrance Requirements
Applicants who have completed the Diplôme d'études collégiales (DEC) 180.A.0. will be considered for admission to the University segment of the program. Applications must be made within three years of graduation from the DEC 180.A.0. Admission will be based on the cote de rendement collégiale (Cote R); overall Cote R and Cote R in prerequisite courses are considered. The courses must be taken in the sequence outlined unless discussed with the B.N. (Integrated) adviser.

Note for B.N.I. program: It is recommended, but not mandatory, that students acquire the OIIQ licensure prior to their clinical studies, i.e., NUR1 334, NUR1 431, and NUR1 432. Students who are not licensed must register as Student Nurse for which the OIIQ charges a fee; the registration is valid for the duration of the program. Students must provide the OIIQ with the necessary documentation (e.g., certified birth certificate) and respond to questions related to any criminal activity.

6.1.6.4 Application Procedures
Application to the Ingram School of Nursing is made using the McGill online application available at www.mcgill.ca/applying.

Please note that the same application is used for all undergraduate programs at McGill, and two program choices can be entered.

All applications must be accompanied by a non-refundable fee; please see the Student Accounts website for application fee amounts and other details. McGill does not offer application fee waivers.
6.1.5 Application Deadlines

The deadlines for submission of applications for Fall admission are: January 15 (applicants studying outside of Canada), February 1 (applicants from Canadian high schools outside of Quebec), March 1 (all other applicants). If January admission to the Bachelor of Nursing program is open, the deadline for application is November 1.

<table>
<thead>
<tr>
<th>Quebec</th>
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<th>International</th>
<th>Special/Exchange/Visiting</th>
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6.1.7 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.)(Catholic Univ. of America), 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


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

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

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

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

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

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

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

Antonia Arnaert, N., Ph.D.(KU Leuven)

Assistant Graduate Program Director, Ingram School of Nursing

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

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

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

Associate Director of Research, Ingram School of Nursing

Carmen G. Loiselle, N., B.Sc.(N.), Ph.D.(Wisc.-Madison)

Emeritus Professors

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

C. Céleste Johnston; N., B.N.(Boston), M.S.(McG.), 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.Ph.(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.), M.S., Ph.D.(Wisc.-Madison)

## Associate Professors


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


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.(McG.)

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)


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.)

Rosalie 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.)


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

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

Melanie Gauthier; N., B.Sc.(N.), 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.)
Catherine-Anne Miller; N., B.Sc.(N.)(McG.), M.H.Sc.(Health Promotion & Global Health)(Tor.)
Linda Morneau; 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.(L.)(McG.)
Elizabeth Marie Claire Murphy-Lavallée
Louise Murray; N., B.Sc., M.Sc.N.(Montr.)
Amelie Samson; N., B.N.(L.)(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 Vasilia 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.)
Frances Sol Encina Bruno; B.Sc.(N.), M.Sc.(A.)(McG.)
Susan Buddo; N., B.Sc.(N.)(Br. Col.), M.N.(Athab.)
Laurie Cleophat, 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.(L.)(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
Charlie Myriam Julien; N., B.N., M.N.(Montr.)
Marisa Kanellopoulos
Daria Kapnik, M.Sc.L.(UQAM)
Julia Kinnon-Shaw; N., B.Sc.(N.), M.Sc.A.(McG.)
Manon Lacroix; N., B.Sc.(N.)(UQAT), M.Sc.(N.)(Ott.), DESS(Laur.)
Ariella Lang; N., B.Sc.(N.), M.Sc.(N.)(McG.), Ph.D.(Montr.), Post Doc.(Ott.)
Stéphanie Lao; N., B.Sc.(N.)(McG.)
Julie Laurence; N., B.Sc.(N.)(McG.)
Thi Hong Nhung Le
Valérie Renée LeBel; N., B.N.(Montr.)
Céline Léger; N.
Catherine Lloyd; N., B.Sc.(N.)(Ott.)
Abbey Leigh Mahon; B.A.(C'dia), M.Sc.(N.)(McG.)
Stephanie Mardakis; B.Sc.(N.)(Montr.), M.Sc.(N.)(McG.)
Sharon Mooney; N., B.A.(C'dia), B.Sc.(N.)(Br. Col.), M.A.(C'dia)
Thu Hong Nguyen Ngo
Catherine My-Duyen Nguyen-Huy
Tessa Nichols; N., B.Sc.(N.)(Ott.)
Trisha Andrea Nonog; N., B.N.(I.)(McG.)
Cassandra Elaina Palangiewicz
Josette Perreault; N., B.N.(McG.)
Marta Anita Pilarska
Silvia Pistagnesi; N., B.Sc.(N.), M.Sc.A.(McG.)
Giselle Poirier
Christine Aiko Prchal; N., M.Sc.(A.)(McG.)
Bianca Quesnal-Spicer
Ramona Rodrigues; N., B.Sc., M.Sc.A.(McG.)
Patricia Sabbag; N., B.Sc.(N.), M.Sc.A.(McG.)
Sanaz Shadvar
Anita Sharma; N., B.A.(Manit.), B.Sc.(N.)(McG.)
Sarah Jane Shea
Heidi Sleno; B.Sc.(N.)(Ott.)
**Contracted Faculty (part-time)**

Kim Tanguay
Karine Troini
Stephanie Welsh; N., B.Sc.(N.)(Ott.)
Tracie Wai Yin Wong
Vanessa Wrzesien; N., B.Sc.(N.), M.Sc.A.(McG.)
Vera-Maria Zissis
Nadia Zouari; N., B.N.(I.)(McG.)

**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, Aziella Lang, Virginia Lee, Diane E. Lowden, Ann Lynch, Anita Mehta, Michelle Nadon, Patricia O'Connor, Hélène Racine, Marie-Claire Richer, Christina Rosmus, Andreanne Saucier, Charles Soulan

**Faculty Lecturers**

**Adjunct Professors**
Bruce Gottlieb, Manon Lacroix, David Wright

**Associate Members**

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

**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'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**

- Acceuil 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 Verdun, CLSC Ville Emard-Côte St. Paul, Hôpital Verdun)
- Jewish Rehabilitation Hospital
- Kateri Memorial Hospital
- Manoir Westmount
- Salvation Army Montclair Residence
- Shriner's Hospital for Children
- Tulattavik Health Centre Kuujjuaq
- Ukrainian Villa
- Vista Residence
- Waldorf Residence
- Welcome Hall Mission
- West Island Palliative Care Residence

**International Sites**

A range of international placement sites is collated by the Clinical Placement Coordinators.

**Directors of Nursing Research in Teaching Hospitals**

- **MUHC** – Chantal Souligny
- **Jewish General Hospital** – Margaret Purden
6.1.8 Bachelor of Science (Nursing) (B.Sc.(N.)) - Nursing (103 credits)

The courses outlined below have been developed and sequenced to ensure that students meet the overall program objectives. The following courses must be completed in sequence unless discussed with an adviser.

For the breakdown of the course of study, see http://www.mcgill.ca/nursing/programs/bscn/revised-course-study

U0 Required Courses (27 credits)
The first year (U0) of the 136- or 137-credit four-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 First Year (U1)

Required Courses (86 credits)

- IPEA 500 (0) Roles in Interprofessional Teams
- IPEA 501 (0) Communication in Interprofessional Teams
- IPEA 502 (0) Patient-Centred Care in Action
- NUR1 209 (3) Pathophysiology for Nursing 1
- NUR1 210 (3) Pathophysiology for Nursing 2
- NUR1 222 (3) Strengths-Based Nursing and 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
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<td>Acute, Chronic, &amp; Palliative Health Challenges 1</td>
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<td>NUR1 529</td>
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<td>Critical Care Nursing</td>
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**Complementary Courses (8 credits)**

5 credits from the following:

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<td>Ambassador Nursing Practice Consolidation</td>
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AND

3 credits from the following:

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<td>PSYC 204</td>
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<td>Introduction to Psychological Statistics</td>
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**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 (65 credits)**


**Required Courses (55 credits)**

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<td>Critical Care Nursing Theory</td>
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<td>Credits</td>
<td>Course Title</td>
</tr>
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<tr>
<td>NUR1 327</td>
<td>(4)</td>
<td>Critical Health Challenges</td>
</tr>
<tr>
<td>NUR1 329</td>
<td>(3)</td>
<td>Skin Integrity and Wound Care</td>
</tr>
<tr>
<td>NUR1 338</td>
<td>(3)</td>
<td>Applied Health and Physical Assessment/Anatomy 1</td>
</tr>
<tr>
<td>NUR1 339</td>
<td>(3)</td>
<td>Applied Health and Physical Assessment/Anatomy 2</td>
</tr>
<tr>
<td>NUR1 423</td>
<td>(4)</td>
<td>Leading Change: Policy and Practice</td>
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<tr>
<td>NUR1 424</td>
<td>(3)</td>
<td>Legal, Ethical, and Professional Practice Issues</td>
</tr>
<tr>
<td>NUR1 431</td>
<td>(4)</td>
<td>Community Health Nursing Practicum</td>
</tr>
<tr>
<td>NUR1 432</td>
<td>(4)</td>
<td>Community Health Nursing Project</td>
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<tr>
<td>PSYC 204</td>
<td>(3)</td>
<td>Introduction to Psychological Statistics</td>
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**Complementary Course (4 credits)**
4 credits from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>NUR1 434</td>
<td>(4)</td>
<td>Critical Care Nursing Practicum</td>
</tr>
<tr>
<td>NUR1 435</td>
<td>(4)</td>
<td>Ambassador Critical Care Practicum</td>
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</table>

**Elective Courses (6 credits)**
6 credits with 3 credits at the 300 level or above.