## YEAR PLAN

### MSU SRA Nursing

### Riana Bagtasos

### 2020-2021

(submitted Jul 6, 2020)

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OFFICE OF THE NURSING CAUCUS

LEADER INTRODUCTION

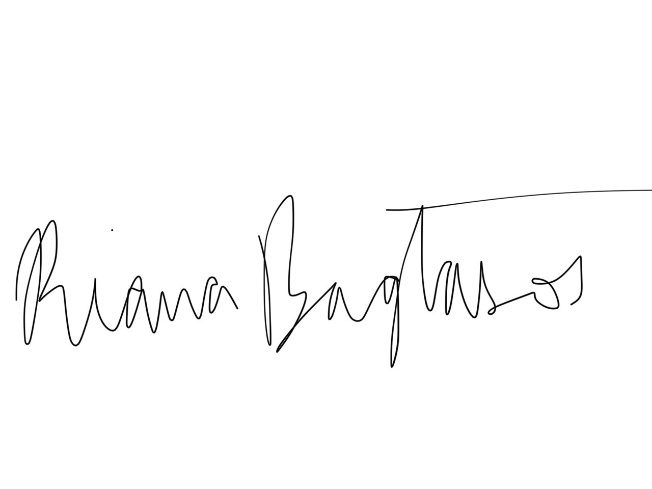
Dear Members of the Assembly and my fellow Nursing students,

The upcoming 2020-2021 academic year will be like no other. The unprecedented transition to an online Fall term in response to the COVID-19 pandemic and increased awareness to racial inequalities in our community has created an unstable environment for students and staff alike. Now more than ever must the MSU act on behalf of the undergraduate community to make their voices heard and to take action.

These uncertain circumstances brings to light how essential the core values that drive the McMaster Collaborative Nursing Program are. The concepts of civic and global engagement, person-centred care, and evidence-informed decision making, among many others, will all come into play as the year progresses. These are some of the values I hope to bring to the SRA throughout my term by participating in the various committees and their subsequent projects. My goal as the Caucus Leader is to utilize the various skills the Nursing program has taught me to enact tangible change, both inside McMaster and in the Hamilton community that surrounds us.

I am excited to begin my position on the SRA and to working with both the MSU and fellow Nursing students. I promise to ensure that the needs and desires of the McMaster Collaborative Nursing Program are represented to the best of my abilities.

Warmest regards,



**Riana Bagtasos**

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Nursing Caucus Leader

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GOALS

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| **Objective 1** | Continue collaborating with McMaster University Nursing Students’ Society (MUNSS) President to facilitate events that enhance nursing students’ learning. |
| Description | MUNSS is an essential organization to the Nursing faculty, as they act as the intermediary between the faculty and students, providing feedback and criticism on behalf of nursing students. They also facilitate events like the annual Nursing Formal and the inter-university Nursing Games, among other events. Thus, working with MUNSS allows for a comprehensive response to the concerns and desires of nursing students. |
| Benefits | Continuing to strengthen the relationship with the MUNSS President ensures that the different student representatives are in agreement with their goals across the different levels and streams. Additionally, collaborating with MUNSS to execute events allows for more resources, funding, and ideas to improve the Nursing students’ education. |
| Difficulties | The ongoing COVID-19 pandemic and lack of access to campus means that the majority of planning and communication will be via email or Zoom calls, which can impede the accessibility and coherence of conversation. |
| Long-term implications | As previously stated, continuing to improve the relationship between the SRA and MUNSS leaders establishes as sense of community across the different levels and streams, and ensuring that students will be active participants in improving their experience in the Nursing program. |
| How? | I plan on attending the MUNSS meetings and having regular contact with the MUNSS President to establish our plans and goals for the upcoming year, and how we can work together to complete said goals. Additionally, I plan on surveying Nursing students throughout the year to figure out what they want to see from MUNSS and the SRA. |
| Partners | * MUNSS Executive Committee   + President Melissa Pigg |

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| **Objective 2** | Facilitate a more inclusive and accessible Welcome Week experience for incoming first years for every Stream and Site. |
| Description | The results from survey I circulated, which admittedly had low engagement, indicated that the students who attended Welcome Week felt that it was not inclusive, wherein introverted students were easily overwhelmed with the high energy environment and how group interactions made them feel that they were unable to have meaningful one-on-one interactions with upper years. Moreover, there were concerns on how involved other streams, like the Accelerated stream, were underrepresented. |
| Benefits | Creating a more inclusive Welcome Week will accommodate more first years from a variety of backgrounds and personalities, allowing them to begin their experience at McMaster on a positive note, rather on one of discomfort. |
| Difficulties | The transition to a virtual Welcome Week can be a barrier to accessibility if first years have poor internet connection, little access to devices that can connect to the internet, are uncomfortable with online orientation or do not have a safe place to attend orientation. |
| Long-term implications | Having a Welcome Week that is more inclusive will allow first years to establish a sense of unity among their peers, which will carry on throughout the program and hopefully after post-secondary education. Additionally, a more accessible Welcome Week allows students who would otherwise be unable to attend in-person orientation to still participate with their peers. |
| How? | I will be in contact with Nursing Welcome Week Coordinators to establish what their plan is for Welcome Week and how I can contribute. I want to plan on more small group or one-on-one interactions between first years and upper years to facilitate closer relationships. I will be present to most, if not all, virtual activities they plan and engage with incoming first years via Zoom and Microsoft Teams. |
| Partners | * Nursing Welcome Week Coordinator(s) – Ciera Shaw, Maxine Juneau * Nursing Welcome Week Representatives (“yellowsuits”) * Vice President – Education (Fawziyah Isah) |

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| **Objective 3** | Increase social media engagement between the SRA and the Nursing faculty to increase awareness of services offered by the MSU. |
| Description | As stated in the 2019-2020 Nursing Year Plan, a lack of awareness on the MSU has been a prevalent issue that they want to continue to address. The results of a survey I sent out to the Nursing caucus validated this notion, with many students across the different levels explaining how they are confused about what the MSU does and what services they offer for students, meaning they do not access said services. |
| Benefits | Increasing the involvement of Nursing students with the MSU via social media allows for a more efficient spread of information and event details, which increases the potential number of attendees at MSU events. Moreover, increased engagement allows Nursing students to be aware of the various services that they can utilize, which benefits both the MSU and students who require support from the school. |
| Difficulties | Some students might not have social media or have no interest in engaging with the MSU on their personal social media accounts. Additionally, increasing engagement does not guarantee that there will be an increase in the utilization of MSU services. |
| Long-term implications | Informing Nursing students of the MSU and the services they offer will hopefully demystify the MSU, decreasing the prevalent distrust towards the MSU and instead creating a stronger sense of community. |
| How? | I want to survey students on which platforms students are more active on in order to figure out which should be my focus. I also plan on reaching out to the Social Media and Media Production Coordinators throughout the summer and the year in order to figure out how to best utilize social media. Moreover, I plan on contacting the Welcome Week Coordinators for Nursing to see if I could do a small presentation on the MSU/SRA or share the social media handles. |
| Partners | * MSU Social Media Coordinator (Khaleel Gandhi) * Media Production Coordinator (Adit Dixit) * Nursing Welcome Week Coordinator(s) – Ciera Shaw, Maxine Juneau |

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| **Objective 4** | Increase the capabilities of to mental health resources to undergraduate students by implementing telehealth and updating the resources on the SWELL website. |
| Description | Due to the COVID-19 pandemic and online delivery of the Fall term, many students are experiencing anxiety, depression, isolation, and a general increase of symptoms of poor mental health. For some students, the lack of access to the physical campus means an inability to access resources that are essential to their mental wellbeing and can only be provided due to the health and dental plan. On the other hand, the lack of physical access to the campus means students are unable to see promotional material that outlines mental health resources, such as posters or multimedia. |
| Benefits | Increasing mental health resources that can be accessed off-campus allows for a contingency plan should another situation arise where students cannot come to campus. It also gives students who are not near McMaster due to co-op or a global placement the ability to access and utilize these resources. |
| Difficulties | Due to the unprecedented nature of the pandemic and its associated expenses, I am unsure if there is enough funds allocated to McMaster’s mental health resources to implement some of these interventions. Moreover, since this will both expand and reform the current mental health resources available, this project will likely take several years until it is completely established. |
| Long-term implications | This sets up a contingency plan for SWELL in case another situation arises that leads to the closure of a physical campus. Moreover, healthcare continues to become more high-tech as the industry progresses forward, and the services that the MSU offers should develop in like to ensure that students are accessing adequate and relevant resources. |
| How? | I would like to participate as a non-voting member of the Services Committee, since their responsibility focuses on the delivery and goals of MSU services and how to improve in the area. I would like to collaborate with other SRA members who have also expressed interest in this area of MSU initiatives, particularly with the Services Committee’s plan to review SHEC, which directly relates to how accessible mental health services are to students. |
| Partners | * Vice President – Finances (Jess Anderson) * Vice President – Administration (TBD) * Services Committee   + AVP Services – Martino Salciccioli * Fellow SRA members |

**Long-term planning**

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| Overarching Vision 1 | Incorporate the mandatory training that the SRA undergoes (eg. Accessibility, Responding to Sexual Violence, etc.) as a requirement for club executives and athletic leaders |
| Description | McMaster has a vast array of extracurriculars, including athletic teams and clubs that can be recreational, cultural, religious, or social issues focused – all of which are primarily led by students. Many students have closer ties to the executives of the clubs and athletic they participate in and share interests with, than with their respective faculty and the governing body of the MSU. As such, they are more likely to turn to those extracurricular leaders for support and access to resources, and thus they become a key mediator between the MSU governing body and the undergraduate population. |
| Benefits | Giving clubs and athletic leaders the training needed to help and guide the groups that they supervise increases the awareness and engagement that students have on the various resources at McMaster to improve their experience at university. Also, training leaders on the appropriate way to interact with sensitive topics allows for more considerate conversations that supports those who experience difficulties with said topics, creating a more inclusive and emotionally intelligent environment. |
| Year 1 | Discuss this topic with the Clubs Executive Council and the feasibility of it. Plan a way to survey club executives and athletic leaders on their experiences with said topics, previous training they have had with or without McMaster, and their relationships with the members of the groups they govern. |
| Year 2 | Use the data from the previous year to decide which topics are most prevalent and what skills leaders want to acquire or improve upon. Discuss with VP Education on how it could begin to be implemented, perhaps using a handful of clubs’ executives as a focus group to undergo training. |
| Year 3 | Touch base with the focus group after a year in their executive position to determine the effectiveness of the training and if the skills/knowledge they learned were applicable to their position. Using the information collected, refine the training process and topics, and continue focus group testing to improve the training. |
| Partners | * Clubs Executive Council * Vice President – Education (Fawziyah Isah) * University Affairs Committee * Human Resources Generalist and Clubs Support (Maddison Hampel) |

GOALS to strive for

List 5 things that you would like to have prepared for the beginning of September

* Establish relationships with the members of the SRA and Board of Directors
* Plan one occasion with Welcome Week Faculty Coordinators to introduce SRA to incoming first years
* Increase social media presence by posting at least once a week regarding opportunities to be involved in the MSU and information on the SRA
* Create poll for incoming first years on their social media platform of choice
* Be fully transitioned into the position of Caucus Leader

List 5 things you would like to have completed during the fall term (1st)

* Get in touch with Level I, II, III, IV leads and other relevant faculty
* Survey first year Nursing students’ experience with their first semester
* Collaborate with MUNSS and Faculty Reps on exam preparations and stress relief activities
* Establish plan for Winter term – depending on whether or not the campus will be open
* Keep up with social media posts and engagement

List 5 things you would like to have completed during the winter term (2nd)

* Participate in Services Committee review of SHEC
* Create transition report that reflects my time on SRA and add on to previous advice on how to transition into the role
* Collaborate with MUNSS on one nursing education initiative focused on transitioning into post graduate career
* Promote elections for SRA and encourage underclassmen (first- and second-years) to get involved
* Respectfully and professionally conclude relationships with faculty

**Master Summary**

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| May | * Get in touch with previous caucus leader to help with transitioning into the role * Begin surveying Nursing students to inform my year plan |
| June | * Get in touch with MUNSS President to collaborate on goals for the caucus in the upcoming year * Continue surveying Nursing students for year plan |
| July | * Complete surveying Nursing students * Submit year plan * Poll incoming first years on preferred social media platform |
| August | * Participate in online Welcome Week activities to introduce the MSU, SRA, and various resources available * Get in contact with MUNSS Executives to discuss plan for 2020-2021 year |
| September | * Connect with faculty members * Attend MUNSS meeting * Work with Municipal Affairs Committee on goals for the year * Discuss introducing mandatory training to clubs/athletics leaders |
| October | * Attend MUNSS meeting * Create an online, Halloween themed event on social media |
| November | * Attend MUNSS meeting * Discuss plan for MUNSS Nursing Formal (if state of pandemic allows it) |
| December | * Attend MUNSS meeting * Work with Yellowsuits to support first years during exam season |
| January | * Attend MUNSS meeting * Get in contact with MUNSS regarding second term events (MUNSS Nursing Formal, Nursing Games) * Survey first years on their experience during Fall semester |
| February | * Attend MUNSS meeting * Assist with MUNSS second term events |
| March | * Attend MUNSS meeting * Assist with MUNSS second term events |
| April | * Work with Yellowsuits to support first years during exam season * Finalize transition report for incoming caucus member |