



*MUNSS Meeting Minutes  
6:30pm – 8:30 pm,  
McMaster, March 6<sup>th</sup>  
2017*

### Call of the Role

#### **Present**

Anmolpreet Kaur (President), Lois Chui (VP-McMaster), Leighanne Swance (VP-Conestoga), Joyce Ng (Finance), Maryam Salik (Education-Mohawk), Shannon Forbes (Education-Conestoga), Shivani Patel (Communications), Hannah Cross (CNSA OD-McMaster), Thomas O’Handley (CNSA OD-Mohawk), Kayla Bradley (Level 1-McMaster), Sara Rajiwate (Level 1-McMaster), Grace Sinke (Level 1-Mohawk), Andrea Rideout (Level 1-Conestoga), Adriana Tugg (Level 2-Mohawk), Laura Chapman (Level 2-McMaster), Shirwa Geele (Level 2-McMaster), Aidan Nitz (Level 2-Conestoga), Rachel Rowey (Level 3-McMaster), Alison Langendoen (Level 3-McMaster), Brianna Flowers (Level 3-Conestoga), Zoe Waller (Level 4-Mohawk), Katie Labron (Level 4-McMaster), Nikki Berza (Level 4-McMaster), Ashlyn Baer (Level 4-Conestoga), Christina Pastore (RPN-BScN-Conestoga), Bailey Rogers (RPN-BScN-Mohawk), Cara Peters (RPN-BScN-Mohawk), Josh Enzlin (Accerlated), Rebecca Crawford (CNSA AD-McMaster), Alexandra Dandy (CNSA AD-Mohawk), Vigne Sridharan (CNSA AD-Conestoga), Mary Attalla (Awards and Scholarships), Sharon Nwamadi (RNAO-Hamilton), Lawson Sherwood (RNAO-Kitchener-Waterloo), Joseph Fan (Social Co-Chair-McMaster), Sarosh Karma (Social Co-Chair-McMaster), Megan Pople (Social Co-Chair-Conestoga), Aliisa Ragnanan (SRA),

#### **Faculty**

Cynthia Hammond (Mohawk), Donna Rawlin (Mohawk)

#### **Absent**

Dianne DalBello (Conestoga), Ola Lunyk-Child (McMaster), Amanda Todd (Mohawk VP), Jessica Hill-Porter (Executive Assistant), Mira Sayah (Education-McMaster), Heather Buchanan (CNSA OD – Conestoga), Kristin Greig (Level 1 – Conestoga), Lou Ginne Avancena (Level 1 Mohawk), Jessica Debackere (Level 2 Conestoga), Caitlin Devries (Level 3 Conestoga), Sophie Lapierre-Green (Level 3 Mohawk), Dallas Miller (Level 4 Conestoga), Hilary Sudar (RPN to BScN), Kelly Long (SRA – Level 4 McMaster), Alyson Beirling (GUNI Mohawk/McMaster), Lisa Vanderwees (GUNI Mohawk/McMaster), Selena Braund (GUNI

### **Start of the Meeting**

Motion	To start the meeting at 6:39 pm
Motioned By	Alison Langendoen (L3 McMaster)
Seconded By	Adriana Tugg (L2 Mohawk)
Motion Conclusion	Passed by general consensus

### Election VOC'S

- Update: General Executive nominations opened this morning (March 6<sup>th</sup> @ 12:01 am) and will close next week (March 12<sup>th</sup> @ 11:59 pm)
- Adriana Tugg (VP Mohawk) → PASSED
- Laura Chapman (VP McMaster) → PASSED

### **Donna Rawlin (discussion)**

- Level 2 Mohawk - Questions about the availability of resources and tutoring for a variety of subjects
  - Level 2 representatives from Mohawk are concerned about the availability of resources and tutoring services around the school; expressed many concerns about the accessibility and promotion of these services, some concerns due to the current locations in IAHS
  - The representatives are also questioning the information that is being presented and how to access this (timing, appointments etc.)
    - Instructed that for most of the tutoring services, it is required of the student to book ahead of time to ensure adequate time for the desired material to be covered
    - Most of the resources in question are available for L1 at Mohawk specifically, but many of the other courses (sciences and math classes) are offered as a separate resource for those interested in utilizing this service
    - The writing center is available through IAHS booking, and additional information will be sent through the coordinators online
      - Further information will be updated via the CPP website; science and math will be lumped together through the faculty; renovations to the website and the online resources have hindered basic availability but there are teams working to resolve this problem quickly
      - There will also be news updates posted on Avenue by coordinators
- CNSA - What changes to the general curriculum are being made and what can we expect to be implemented/introduced?
  - Donna proposed that the faculty are looking at class sizes in Levels 3 and 4 in order to optimize learning capability and group work quality for students
  - There will also be changes to the RPN to BScN curriculum in the future in order to introduce a higher skills bracket and to modify the skills gap

between the two streams

- The goal is to increase the recognition of the students who are choosing to make that gap and to allow them to further realize why they are making that personal change in their schooling/career
- Assignments and skills training will be modified in order to help students identify and reflect positively as to why they are changing their streams/degrees
- Online implementation throughout the entire program will be heightened in order to make everything more accessible and user friendly for all levels – possibly changing from only having L4 PBL online to other levels as well
- An increase in the number and accessibility to clinical exams per level will be increased in order to continuously evaluate skills throughout the various levels
  - Simply a proposal, nothing has been definitely decided amongst the faculty
  - Right now there are 4 exams in Level 1 over the whole year, but there are none in Level 2-4; proposed in order to improve quality and skill evaluation
  - Would use the Level one dynamic as a prototype to modify L2 and L3 to be similar in evaluation and curriculum
- CNSA – In addition to the modifications across the levels/sites/streams, is what general direction is the school of nursing looking at going?
  - There have been lots of discussions across the faculty, but nothing has been firmly decided
    - Proposing an earlier implementation of EIDM across the levels in order to enhance the instillation of problem based learning and collaborative group work across the entire faculty to better prepare our students for clinical work and field experience
    - Cause and accreditation will be improved and implemented by (expected 2021) – a credit based curriculum that is currently introduced across other faculties
      - The basis of this would be similar to what is currently implemented across the healthcare field currently in regards to the evaluation of standards and
- RPN to BScN – How are the different streams/levels/bridging programs are going to be combined and become more of a collaborative unit
  - Donna stressed the importance and availability of the Lunch and Learns that are organized in order to better provide the students with information regarding the different sites/streams/levels, as well as the pathways that are available following graduation
  - The only issue that has come up regarding the lunch and learn programs that the turnout is not always as high as is hoped, as well as the fact that the appropriate healthcare providers are not always available for presenting during these sessions, diminishing their effectiveness.

- Donna said that the different faculty are looking to host another event very similar or identical to the Mohawk Code Blue simulation scenario that opens up the simulation to a variety of courses/pathways etc, but in order for this to be an effective use of resources, feedback and high turnout rates are a must
- By receiving the needed feedback from student, we are then able to reassess what skills are being taught and evaluated across the programs, and evaluate their effectiveness; with this feedback we would also be able to assess its personal value to the students.
- With the appropriate feedback and if the program is deemed effective and an accurate base for which to assess the skills of our students, a collaborative simulation has the potential to be integrated into our curriculum.
- If this collaborative simulation were to be integrated into curriculum based on what has taken place at Conestoga, the implementation would preferably be the same or similar across all three site for consistency
  - One of the primary issues that the faculty would like to address is increased challenging and inclusion of the RPN's, ensuring that they are being effectively tested rather than evaluating past skills that they have been tested on numerous times, or that they already apply on a regular basis through clinical placements
- RPN TO BScN mentioned that they have felt there is a lot of repetitiveness throughout the collaborative simulations and they are not getting the outcome as was expected or hoped for; because of the repetitiveness there is not a lot of resonance in the students that would be expected in a program such as the Code Blue simulation
- Cynthia Hammond – raised some questions about any change that were occurring among the level 1's and the acceptance rates, as well as any information about changes that level 1 coordinators should know for the future
  - Donna admitted that admittance to the Basic stream has gradually declined over the years, not based on a decrease of applicants, but more so based on the increase of demand from employers in people and graduates who have the appropriate skill level and maturity for the job field.
    - Mohawk specifically has dropped enrollment rates to the basic stream and increased enrollment rates to the RPN program and the RPN to BScN bridging program
      - About 8 years ago, enrollment to the basic stream straight out of high school was as high as 150 students. Since then it has dropped to 120 and is now only 80 students.
      - The competition between the Mohawk and McMaster sites also dropped these numbers, and the faculty were noticing that over the course of the program, they were losing an average of 20 people per year that were taking valuable spots from other potential applicants
        - Based on these numbers the faculties collectively

adjusted the numbers to heighten the enrollment in the bridging program to better supply the employers with graduates that had the skill set required and the experience needed from working in the field previously.

- It was realized that with these dropping numbers, RN's graduating needed to know the theoretical foundation, but also must comply to the skill standards set forth by the facilities and the nursing regulatory bodies.
- In addition to the increase RPN presence in the community, the PSW presence has also been significantly increased, resulting in the circulation of the term "Super PSW". However, with the increase of the presence of this position, it increases the need for collaboration amongst the healthcare professionals, and ensuring that PSW's are at the point of care with RN's to improve overall transfers of care.
- L3 McMaster Representatives – Are there going to be any significant changes made to the curriculum to ensure that we are ready for that level of skill? (In response to Donna mentioning that guidelines regarding prescription and diagnosis are changing)
  - As per guidelines that were just recently released this week by the Canadian government and regulatory nursing bodies, the Nurse Practitioner course is still required for those particular skills.
    - In response to being asked if RN's would eventually be able to prescribe in the near future, making the transition through the bridging program 'more worth it', Donna replied saying that the final decision comes down to the CNO whose main goal is to maintain the safety of the patients at hand. This would also require a change in the current Nursing Act.
    - Protecting the public is the goal, first and foremost, and by changing the scope of practice as RN's, the increase in accountability is inevitable. As a faculty, we need to ensure that we are not allowing healthcare professionals to practice skills beyond the current scope of practice.
- Accelerated Stream Representatives – Inquiring about the apparent push from RNAO about the heightened and wider skill set being implemented into the program
  - In order to do this, the leadership network need to be removed. Increasing the skill set is another issue that has had lots of discussion, but nothing has been finalized
  - The current NCLEX exam is based on a certain scope of practice and skills, and it is in place to test for a certain purpose. As a faculty, the decision to increase its testing capacity and teach the students more about the exam/prepare them is under review as well
- President – Inquiry about the previous simultaneous membership enrollment

between CNSA and RNAO and the issues that have resulted from their separation

- Now that the memberships are separate entities from each, there have been an increase of issues on this matter among senior leadership nurses/students.
- As a nursing body, we want to increase the transparency of decision making between the two organizations and make it more of a collaborative body than two separate regulations as they are collectively working towards the same goal. Ideally having a smaller scaled collaboration would increase involvement and effective decision making.
- RNAO – In relation to the changes of our scope of practice, the changes to the Nursing Act (1991) that were suggested and introduced at Queen’s Day are a potential addition to our undergraduate education
  - In terms of the advanced directives, [Donna] they shouldn’t be implemented into our current education and undergraduate programs.
  - Before we hope to introduce a more advanced knowledge base and advanced skill set/directives, we first need to re-evaluate the current gaps in our educational scope as is.
  - With an increased skill set, that would also require an increased time period allotted to complete the degree which might deter people from pursuing this degree program. It also brings up the question as to what scale would the changes be made on a contextual basis.
  - If the scope of practice were to change, it would also introduce changes to our [nursing] insurance decisions and accountability as a whole, which again reiterates that fact that interest rates in the program itself would deplete quickly if the complication of completion increases.
  - [Donna] Graduates would then be taught very differently from their program and employers who require certain skills and services to be provided.
    - The wide range of the scope makes the decision making process increasingly difficult while needing to consider the various healthcare avenues and positions.
- SRA – Is there a new Dean of Research and what does this mean for our course and our offered electives?
  - This could potentially mean that introduction of a Level 2 research based course, but again, the topic is under heavy consideration and discussion across the boards.
    - However, those that would be interested in research following graduation would have amplified opportunity to progress towards that level through Level 4.
    - This would increase course and elective integration in our current curriculum as well.
      - The electives discrepancy has been an ongoing discussion for some time now, because although the ones offered at the college sites cannot be the same as the universities, they still need to be different from the major being pursued [nursing]

to be considered an elective. The faculties are discussing the integration of the university electives into the college collab options.

- The integration would potentially allow student to pursue a minor degree with said electives, but this would apply primarily to L3 and L4, not as much to L1 and L2.
- L3 McMaster Representatives – once again brought up the concern regarding the statistics course and evaluation measures after completing the midterm exam.
  - Many of the students also currently in the course supported the concerns with many speaking up about mixed messages in the presentation of the course and the teaching style.
  - The delivery and inconsistency of the course across all three sites has been brought to the attention of the faculty [Donna], as well as the contradiction of the information being presented across the term.
  - Students are also concerned about the lack of explanation that is being provided in terms of the material and answers obtained in assigned work and the in class material covered.
    - Donna thought that the inconsistency had been resolved but assured the concerned students that similar delivery will be maintained in the future.
  - In terms of the controversy around the shift of the mathematical focus and its specific relevancy to the program, Donna strongly recommended using the online/end of year course and tutor evaluation measures to improve the course for the future.
    - The primary purpose of the course is not to necessarily base the concepts of nursing theory, but more so ensuring that the students have a general understanding of the numbers and math behind the course, which will be relevant to some nursing pathways in the future.
      - A collective agreement and collaboration between the tutors and coordinators will be discussed in order to main consistency throughout the teaching styles and materials covered.
- L3 McMaster and RNAO – How effective is SPSS and how relevant is it to our future careers?
  - Primarily this software is used to prepare any given individual for any pathways or careers they may encounter after graduation that requires the use or general understanding of the program/math.
- L3/L2 McMaster/Mohawk/Conestoga – concerns about the tutorials and their purpose
  - Many students currently taking the course expressed concerns about the tutorials and the time that they thought would be allotted towards explaining the assigned work and ensuring the students understand the

material.

- Donna agreed that the tutorials should be used to apply to information at hand and understand the reasoning behind it, rather than simply getting the answer.
- Tutorials should be spanning across the full amount of time allotted but instead are tutor-led for the first 15 minutes in order to take up the assigned work; the rest of the time is given to the students to either leave or ask personal questions about the material.
  - In response to this, Donna will ensure that she and the rest of the faculty including the tutors will work towards ensuring the time is used more effectively in lectures and tutorials.
  - In response to the students' concerns, it was suggested by both Anmol and Donna that these issues be taken directly to the professor/TA and professionally take the initiative to raise the issue and have it resolved at the time of the occurrence.

### Policy and Procedure (Final Executive review)

- The full review is based on previous changes from past meetings as well as the reviews that were submitted by each individual/executive team
  - The referendum policy was created by looking at the Science and Engineering faculty policies on this topic. This was finalized and approved
- There are [were] some remaining formatting issues, specifically page breaks and fonts, but those were edited out and revised for the final version.
- CHANGES
  - Revision date: MARCH 2017 added to the header in addition to the MUNSS logo header
  - Table of contents will be revised to align appropriately based on the final document
  - ARTICLE I:
    - Donation Policy
      - 4. Section c)
        - Change *proposal should be presented during an executive meeting by the nursing student* to **proposal should be presented during an executive meeting by the interested party.**
  - MUNSS Title
    - Change *student* to **students' society** (grammatical fix)
  - Our proposed professional appearance policy was officially finalized and approved by UNEC
  - There are still some grammatical errors to be fixed throughout ARTICLE V: Elections
  - ARTICLE V:



- Elections
  - General Elections
    - 1. Timeline
      - Section a) part i
        - There were unanimous concerns about not having an elected Education committee and/or Chairperson until January
          - Change *January* to **September** [for positions to be filled in accordance to all other positions]
    - 4. Campaigning Materials
      - Section a)
        - The decision to allow candidates to use the MUNSS logo as part of their campaign was discussed and holds in the finalized document [opposed to the original policy].
        - Issues about voter interest and memory [of the campaign and candidates] were raised when discussing the removal of campaign materials PRIOR to the voting period; it was proposed that for the sake of voting purposes and voter recall, that materials be left up until voting has ended.
          - This means that social media pages must be removed immediately following the voting so as not to allow the reuse of followers or materials for future campaigns.

Motion	Change the policy regarding campaign materials that indicates all materials must be removed by the end of the campaigning period to allowing the candidates to leave all campaigning materials up until the end of the voting period.
Motioned By	Shirwa Geele (L2 – McMaster)
Seconded By	Zoe Waller (L4 – Mohawk)
Motion Conclusion	PASSED: Candidates will be allowed to leave campaigning materials up until the end of the voting period (must be taken down following this period) <b><u>PASSED</u></b> In Favour: 13 Against: 0 Abstained: 0

- ***Change take materials down after the campaign to **leave campaigning material up until the end of the voting period*****
  - In case of a tie, one additional week will be granted for voting/campaigning. The

candidates will then have 4 days for campaigning purposes and the remaining 3 days of the 1 week will be designated for voting purposes. After the 4<sup>th</sup> day of campaigning however, no new material or campaigning can be done by either candidate, and they must again adhere to the elections guidelines laid out in the abovementioned sections.

- 4. Campaigning Materials
  - Section i)
    - If a student wishes to raise a concern about a student's campaign, who would they address?
      - Unanimous agreement that an anonymous avenue should be provided for this issue.
      - The education committee will draft an anonymous conflict form to be accessible via the MUNSS website
      - Change *in writing to the elections convenor* to ***in writing on the formal elections concerns form which will be accessible through the MUNSS website under the forms section. The forms submission will be reviewed by the elections committee and appropriate action will be taken as needed.***
- Special elections for delayed nominations were removed because there are none in the spring term.
- There was a question raised about running for multiple positions within the Executive. Any executive member is not able to run for one position while currently holding a position on the Executive council already as a "safety net".
  - However, because the campaign periods of the General Executive and the Executive Core do not overlap, it is possible to run for separate positions during each respective campaign period.
- ARTICLE X
  - Budget
    - Change proposed fee change from *January 20<sup>th</sup>* to ***January 30<sup>th</sup>***
    - Change *orientation* to ***welcome week*** based on its referral throughout the rest of the policy
    - Change *budget manager* to ***executive manager*** based on the fact that each member of the individual teams and committees are responsible for managing and maintaining their own budget and finances within the limitations set forth by MUNSS.
    - Statement was added as to what should be written on receipts

- [information required by finance chairperson].
- Statement was added to require the finance chairperson to consult with a registered accountant
- PURCHASE ORDER FORMS
  - Revised to include the information that as a whole, we do not use purchase order forms.
  - Revised based on the need to submit receipts and a record AFTER the purchase it is not feasible to submit before and after the purchase.
    - Change to ***purchase order forms will be completed after purchasing any item with the receipt and/or invoice attached***
    - ***Remove points 2-4***
- ARTICLE VI
  - Meeting Procedures
    - Turnover meeting
      - Changed to say that ***the incoming representative must be present at the Level 4 pinning ceremony***
- ARTICLE VII
  - Vote of Confidence
    - If finance and budget require 2/3 of the vote to make any proposal final, then it is proposed that all VOC's require a minimum of 2/3 of the MUNSS Executives vote in order to maintain consistency across the board.
    - In regards to the positions on the MUNSS Executive council, what positions should be acclaimed, and what should be based on a vote of confidence, either by the nursing student body and/or MUNSS Executive?
      - Should spirit wear, awards and scholarships be put through the VOC process along with all the other positions in order to ensure that the candidate is committed to the council and will be the appropriate fit for the position? [Based on the fact that awards committee members are required to sit on a board alongside faculty and MUNSS wants to be positively

Motion	Proposing the requirement that quorum and VOC'S require 2/3's of the MUNSS executive present.
Motioned By	Zoe Waller (L4 Mohawk)
Seconded by	Sara Rajiwate (L1 McMaster)
Motion Conclusion	2/3 of the MUNSS executive must present to meet quorum as well as approve any VOC'S. <b><u>PASSED</u></b> In Favour: 13 Against: 0 Abstained: 0

- represented]
- ***Change made to include Spiritwear, awards and scholarships VOC positions rather than acclaimed.***
- ARTICLE XI
  - Welcome week planners
    - Accountability of Welcome Week Planners
      - Proposal to implement a welcome week planner agreement form based on the existence of a general representative agreement form
        - The implementation of an agreement form will help to keep the welcome week planners accountable for themselves and to MUNSS.
    - Selection of Welcome Week Planners
      - There was also a section added in regards to the selection of the welcome week planners themselves. Upon revision, the selection committee of the incoming committee shall be comprised of the current MUNSS President, the Education Chairperson, a past Welcome Week Representative, and a Level 1 Representative
    - Selection of Nursing Welcome Week Representatives
      - The selection committee for general reps will also be revised and will now include the outgoing MUNSS President, both of the current Welcome Week Planners and a non-applying MUNSS Core member.
- ARTICLE XIII
  - Communications Policy and Communications Chair
    - Roles and Responsibilities
      - Statement added to ensure that all MUNSS Executive members are given the required information and access to their respective emails for communication purposes

Motion	Based on the lengthy complete revision of MUNSS' policies and procedures, proposed extension of the meeting passed 8:30 pm to 8:45pm by Anmol (March 6 <sup>th</sup> ) in order to complete policy and procedures
Motioned By	Adriana Tugg (L2 Mohawk)
Seconded by	Bailey Rogers (RPN to BScN Mohawk)
Motion Conclusion	Meeting will be extended passed 8:30 to at least 8:45 to complete the MUNSS policy and procedure revision. <b><u>PASSED</u></b> In Favour: 13 Against: 0 Abstained: 0

- Minor spelling, grammar and formatting changes were made to the remainder of the policy during the extended meeting period

Motion	To accept and finalize all changes made to the MUNSS policies and procedures document.
Motioned By	Nikki Berza (L4 McMaster)
Seconded by	Sara Rajiwate (L1 McMaster)
Motion Conclusion	Policy and procedure review is finalized and completed and will be submitted for posting. <b><u>PASSED</u></b> In Favour: 13 Against: 0 Abstained: 0

#### **End the Meeting**

Motion	To end the meeting at 8:52pm
Motioned By	Alyson Langendoen (L3 McMaster)
Seconded By	Zoe Waller (L4 Mohawk)
Motion Conclusion	Passed by general consensus

Meeting Adjourned