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# END OF SEMESTER REPORT, MARTINMAS (2020-21)

SUMMARY, REFLECTION, END-OF-YEAR GOALS

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## 1. Introduction

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Hi all – my name is Lindsay Nielsen and I am your 2020-21 Student President for the School of Psychology and Neuroscience. I loved representing all of you in semester 1 and am excited to roll out some plans I have for the upcoming semester! I cannot express how grateful I am that you confide in me and feel comfortable contacting me when you have questions or concerns. Please know you can always reach out if you need anything. I will do my best to assist you or redirect you to helpful resources. I am looking forward to serving all of you in semester 2.

### 1.1 Aims of the Report

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The aim of this report is to summarise what I have done during my first semester as President as well as my plans for the upcoming semester. If you have any feedback, please email me (psychneuroresident) or submit anonymous feedback [here](#).

### 1.2 Goals for the 2020-21 Academic Year

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- 1) Rebuild and strengthen the relationship between students and faculty
- 2) Increase accessibility of resources for students
- 3) Utilise social media and online platforms to engage the School community

**The first goal** was created because the 2019-20 UCU Strikes and start of COVID-19 put a strain on the student-staff relationships. **The second goal** was inspired by important resources I have found throughout my undergraduate career that I wish I had accessed sooner. **My third goal** was created mainly because of COVID. With social distancing restrictions and remote studying, it has become increasingly more difficult to connect with the community. The use of social media and online platforms are efforts to engage and connect the community, as well as to improve the well-being of students and faculty. My goals focus on improving the student **and** faculty experience.

## 2. Elections

The elections for the 2020-21 academic year were held at the end of September 2020. There was an overwhelming number of student nominations for the UG positions, especially the 1<sup>st</sup> year class rep roles.

The students in each position are as follows:

### 1st UG

Psychology (Arts): Maggie Crookston (mrc9)  
Psychology (Science): Cyrus Chu (kcc1)  
Neuroscience: Kendra Melville (km331)

### 3rd UG

Psychology (Arts): Kelly Thomson (kt68)  
Psychology (Science): Lana Caitlyn Owen (lco7)  
Neuroscience: Brynn Walsh (bmw3)  
Joint Degree: Sabrina Black (sb327)

### PGT/PGT

MSc/MRes: Chris Turner (ct217)  
PGR: Natalie Wareham (nvw1)

### 2nd UG

Psychology (Arts): Avanti Chopra (ac393)  
Psychology (Science): Vvidhi Agrawal (vna1)  
Neuroscience: Julia Ruiz Rua (jrr4)

### 4th UG

Psychology (Arts): Rebecca Louise Benson (rlb8)  
Psychology (Science): Reed Frazel (rf80)  
Neuroscience: Sophie Evans (sce5)  
Joint Degree: Violet Buchtel-Devine (vjbd)

### Evening Degree

Gergely Bori (gb222)

Expansion Pack positions are as follows:

*Wellbeing & Disability Rep:* Reed Frazel  
*Social Media Rep:* Rebecca Benson  
*Social events Rep:* Maggie Crookston  
*Online Rep:* Brynn Walsh  
*Sustainability Reps:* Ayra Rehman (ar313) and Henrik Rohr (hr62)

*Library Rep:* Sophie Evans  
*Careers Rep:* Hannah Whitfield (hwk4)  
*Minutes Rep:* N/A  
*Postgraduate Rep:* N/A



### 2.1 Additions and Challenges

The positions remained the same from the previous year, with the addition of the Online Rep (Brynn Walsh) and the Social Media Rep (Rebecca Benson). The Online Rep was created by the Students Association to provide further support to students during COVID-19. The Social Media Rep was an expansion pack I created to help achieve goal #3 (§1.2)

There was difficulty in recruiting for expansion packs and PG positions. Current modifications are being explored in order to increase class rep interest in the aforementioned areas.

## 3. Academic

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### 3.1 Student-Staff Consultative Committee (SSCC)

There are plans for three SSCC meetings to be held in 2020-21. Historically, there have been two meetings in S1 and one meeting in S2; however, the School of Psychology and Neuroscience hope to have the second and third meeting in S2. One will be shortly following the start of S2 and the last meeting will take place at the end of the academic year. During SSCC meetings, students have a chance to discuss course feedback with the module coordinators.

#### 3.1.1 SSCC Meeting: October 28<sup>th</sup>, 2020

- The first SSCC meeting took place over Microsoft Teams. With the transition to online meetings, there were a few adjustments that needed to take place.
  - Meetings started in the main room.
  - Breakout rooms were created for each year for class reps to talk to the lecturers.
  - Students and faculty returned to the main room after discussion to briefly summarise their conversations.
  - Other business, such as wellbeing and careers were discussed in the main room, with an opportunity for other issues/comments to be brought up.
- The idea of breakout rooms worked best with our School; however, there were some challenges that need amending in the second SSCC.
  - More time in breakout rooms to discuss feedback
  - Reforms that allow lecturers teaching across multiple years to attend all meetings



### 3.2 Teaching Committee

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The teaching committee meets two times each semester. It is a great way to stay updated on faculty projects, as well as relay what I have been working on and discuss feedback from the students.

### 3.3 School Council

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The School Council is a meeting where all of the teachers assemble to talk about the School. I have been invited to sit on this forum.

### 3.4 Workshops

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The Academic Skills Project (ASP) was created in Microsoft Teams to create easily accessible workshops for students looking to improve in subjects such as writing and statistics. Our DoT, Dr. Paula Miles, has also created a drop-in statistics session for students. I have been in contact with our careers links to discuss Pysch&Neuro-tailored workshops for improving skills such as CV and application writing.

## 4. Social

### 4.1 Online and In-person Events

Due to COVID-19, most events have been moved to an online format, with the exception of the ‘Can-do’ Marquee (Lower College Lawn, St. Andrews). The online events are created with the intention of reaching the largest population of Psych&Neuro students possible, both remote and in-person. The following social events were created by me, the P&N Societies, and MAZE Magazine:

President(s)/School	Psychology and Neuroscience Society	MAZE Magazine
13/09/20 – <b>BAME Network Pub Quiz</b> 03/10/20 – <b>(Not a) Pub Quiz</b> 26/10/20-31/10/20 – <b>Wellbeing Week</b> (see §5.2.1) 30/10/20 – <b>1<sup>st</sup> Year Speed Friending</b> 30/10/20 – <b>Pumpkin Carving (Can-do)</b> 31/10/20 – <b>Halloween (Not a) Pub Quiz</b> 16/11/20 – <b>Decorate a Gingerbread Scientist</b> (in collaboration with other STEM Presidents) – <b>LGBT+ Stem Week (Can-do)</b> 21/11/20 – <b>The Imitation Game Screening</b> (in collaboration with other STEM Presidents) – <b>LGBT+ Stem Week (Can-do)</b> 12/10/20 – <b>BAME Social (Can-do)</b>	27/8/20 – <b>Countdown to St. Andrews: Q&amp;A</b> 10/09/20 – <b>Freshers Quiz</b> 16/10/20 – <b>Hoodie Sale</b> 19/10/20 – <b>Study Buddy Matching</b> 06/11/20 – <b>Movie Night</b> 29/11/20 – <b>End of Semester Quiz</b>	10/09/20 – <b>MAZE Intro Q&amp;A</b>

### 4.2 Social Media

The 2018/19 President (Shiwen Li ‘19) created Twitter and Instagram accounts to increase communication with the study body. I have rebooted these accounts because I believe that in light of the pandemic, social media is a great way to strengthen student community and involvement. Social media events that have taken place include introducing the class reps, promoting ‘Wellbeing Week’ (§5.2.1) and highlighting students’ pets (as part of ‘Pet Chums Tuesday’ of Wellbeing Week). I also partook in the “SP day-in-a-life” as part of the ‘standrews2024’ Instagram.





## 5. Equality and Wellbeing

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### 5.1 Equity, Diversity, and Inclusion Committee (EDI)

The EDI committee is a group of students and faculty committed to positively impacting all aforementioned aspects of our School. We actively discuss how to improve curriculum and teaching, and we are also working on implementing an EDI Student Sub-Committee in S2.



One important event to highlight is the Psych&Neuro *Round-table discussion on Racism in Academia* that took place in July 2020. This forum allowed students and faculty to come together and openly discuss personal stories about racism, as well as provide feedback for how the School can best address these issues. The event was well attended, and the committee is planning on holding another discussion in S2. This event was extremely important to me as it highlights that racism is alive and well in many communities, even if non-BAME individuals do not experience it in their day-to-day lives.

A challenge I am tackling is how to increase awareness and involvement of students who do not feel as though EDI topics are relevant to them. As we are all a community, engaging both BIPOC and non-BIPOC students is extremely crucial to create a welcoming and healthy environment. Works in progress include utilizing social media and celebrating events, such as Black History Month (February), LGBTQIA+ Month (celebrated this past October/November), and Mental Health Awareness Month (May).

As a result of COVID, many students have opted to study remotely. An important issue that has been raised is that we must ensure that we are providing an equal learning space to both remote and in-person students. We have ensured that we are increasing resources for individuals that are mask-exempt and providing assistance for students with disabilities who face unique challenges due to the pandemic. The EDI committee is an extremely important aspect of my Presidency and I am excited to continue working as part of the committee.

### 5.2 Wellbeing Committee

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The Wellbeing Committee was created by our Wellbeing Officer, Dr. Maggie Ellis, in an effort to collaborate with students on how best to improve and maintain student wellbeing. We have worked tirelessly to stress the availability of Maggie, myself, and the available resources to those who are struggling with mental health. Maggie also created a Wellbeing Week (§5.2.1) to increase community engagement.

In addition to the committee, I always reiterate in my emails that Maggie, the ASC, and I are available for individuals who are struggling. Every couple of weeks, I also send out a “check-in” email to which

students often respond. Ensuring students' wellbeing is my top priority as President. I have loved working with Maggie and the committee, and I am looking forward to finding more ways to positively impact the students.

### 5.1.2 Wellbeing Week

Wellbeing Week took place from Monday, Oct 26<sup>th</sup> to Friday, Oct 31<sup>st</sup> and encompassed a variety of activities, further detailed below:

<b>Monday (Music)</b>	Microsoft Teams – ‘My Feel-Good Songs’ Spotify – Psych/Neuro Wellbeing Playlist
<b>Tuesday (Pet Chums Tuesday)</b>	Microsoft Teams – <b>Talk on pet therapy</b> Netflix – <b>Watch party</b> Instagram – <b>Share photos of your pets</b>
<b>Wednesday (Mindfulness)</b>	Microsoft Teams – <b>Exploring mindfulness with Mary Kempnich</b> Microsoft Teams – <b>Mindfulness practice with Dr. Barbara Dritschel</b>
<b>Thursday (Fitness)</b>	Microsoft Teams – <b>The benefits of exercise and a personal demo with trainer Vikki Williamson</b>
<b>Friday (Friends)</b>	Microsoft Teams – <b>Speed Friending</b> Can-do Marquee – <b>Pumpkin carving and competition</b>

These events received positive feedback from the students and great appreciation for Maggie and the immense effort she invested to increase students' wellbeing.



(Poster Created by Maggie Ellis)



## 6. Careers and Development

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Increasing resources for career options and career development is one of my top priorities as SP. This interest stems from four years of learning valuable information that I wish I had known sooner! My goals for careers this year include creating more speaker events, increasing assistance in obtaining internships, and further developing CV/Resume/Personal Statement Skills. I have been working closely with the DoT, Paula Miles, and the Psych&Neuro Careers Links, Dr. David Donaldson and Dr. Julie McLellan to provide helpful and lasting resources to students.



### 6.1 Careers Events

In S1, there were 3 careers talks (one organized by me, and the other two organized by the Psych & Neuro Soc President, Anna Sakol (als32)). The events are as follows:

Tuesday, Sept 22nd, 2020 (Psych&Neuro Soc)	Can behavioral economics help with the enforcement of social distancing? ( <i>In collaboration with the economics society</i> )
Thursday, Oct 8th, 2020 (Psych&Neuro Soc)	Advising the government in the time of COVID with Prof. Stephen Reicher
Friday, Nov 6th, 2020	Clinical Psychology Careers Talk with Dr. Joshua

I have organized events for S2 that include:

Friday, Jan 29 <sup>th</sup> , 2020	Educational Psychology Talk with Amelia King
TBD	Drug Addiction with Dr. Amy Janes
Tentative	Psychotherapy with Rector Leyla Hussein

### 6.2 Internship Spreadsheet

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In an effort to increase availability and awareness of summer internship opportunities, jobs, and scholarships, I created a [google doc](#) that compiles a list of opportunities in 2021. This document has been helpful to students and I have received many emails asking for assistance with applications and CV writing. I remind students that my advice only goes as far as what I have learned as an undergraduate. I have been collaborating with the Careers Centre to provide professional advice.

### 6.3 School Presidents Advisory Group – Careers (SPAG)

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This semester, I also joined SPAG – Careers. This group works closely with Assistant Director (Careers Management) of the Careers Centre, Craig Phillips. In this group we devise ways to make the Careers Centre more accessible to students and we discuss what services students would like to see from the Centre.

## 6.5 Youtube

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Another initiative that I have been working on in S1 with plans to launch in early S2 is the Psych&Neuro YouTube Channel. This channel, as well as the internship/jobs document, is part of the 'legacy' that I hope to leave behind. The channel is sorted into multiple playlists ranging from career advice to internship assistance and 'how-to' videos (i.e *How to ask for a recommendation*). The aim of this channel is to provide long-lasting resources in career advancement and academic skills development.

## 6.6 Summary of Feedback

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The Psych&Neuro Careers Rep, Hannah Whitfield, created and disseminated a careers survey in November 2020.

N = 30

73% of respondents have not interacted with the Careers Centre and 53.3% of students feel as though they would like the Centre to reach out more to the students about the available resources. 40% of students do not interact with the newsletter and 43.3% of the students that do read the newsletter do not find it useful to them. 80% of students know how to access appointment bookings and Career Connect for job postings. The open response feedback details that students would like more information for what is available at the Centre, as well as more guidance on the available careers and individual can take after earning a Psychology/Neuroscience graduate degree.



## 7. Candlemas

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This section includes a broad overview of what I hope to achieve with the School of Psych&Neuro in S2.

### 7.1 Academic

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As previously discussed, it is my plan to create more career events for students (§6.1), launch the YouTube channel, and organize more skill training for students.

#### 7.1.1 PsychNeuroBio Conference

The 2019/20 President, Natalia Zdorovtsova, created the PsychNeuroBio Conference in collaboration with the 2019/20 Biology President Morganne Wilbourne to highlight student research. This Conference is planned to go ahead on March 19<sup>th</sup>, 2021.

#### 7.1.2 DiverSTEM: Celebrating POC in Science

Headed by Sean Nwachukwu (Chemistry Class Rep) and Camiel Leake (Chemistry Student President) DiverSTEM is a collaborative event with all STEM SPs to highlight POC achievement in STEM fields. The event is scheduled to take place from March 29<sup>th</sup>-April 9<sup>th</sup>, 2021.

### 7.2 EDI

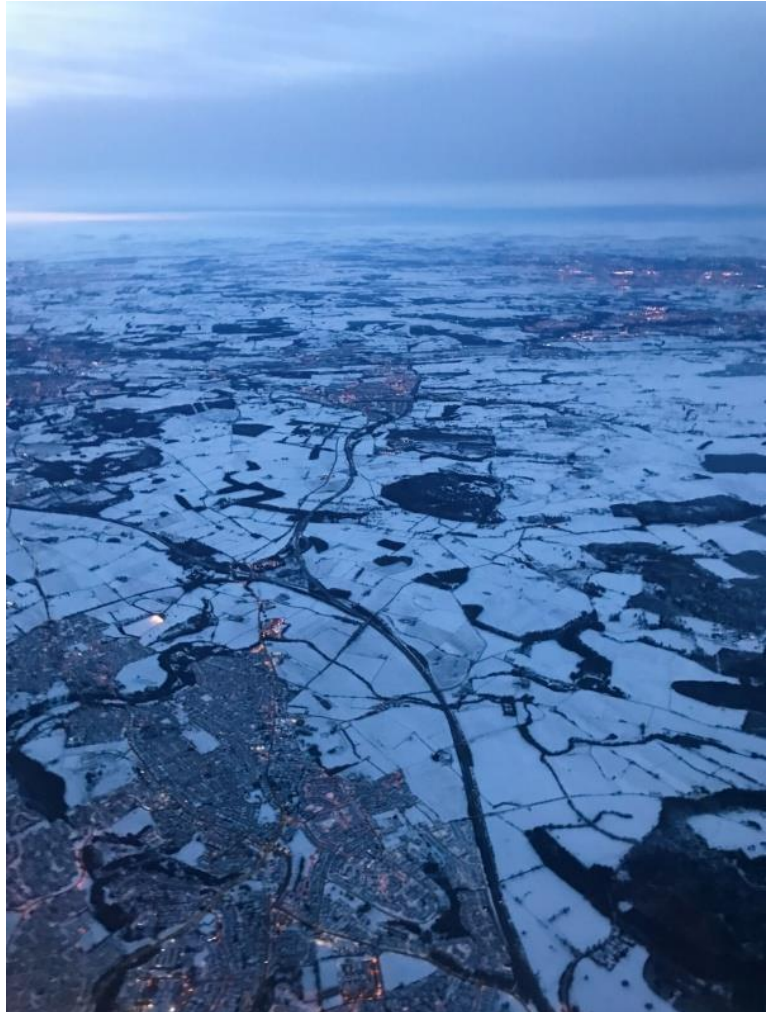
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Discussed in 5.1, the EDI officer Dr. Gillian Brown, Dr. Malinda Carpenter, and I are working closely to create an EDI Student Sub-Committee. The first meeting to put this plan in motion was on Monday, Jan 12<sup>th</sup>.

### 7.3 Wellbeing

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Maggie Ellis and I are working closely to create ongoing wellbeing events for students in S2. With the national lockdown, many students have reached out to Maggie, me, and Senior Lecturer Paul Gardner about their concerns for their wellbeing and mental health. Maggie Ellis and I met prior to S2 in January to discuss new initiatives to boost mental health and maintain wellbeing. The online events we are planning include weekly yoga classes, and a 'Wellbeing Café' for students to meet each other and discuss the 'topic of the week.' Other events I plan to organize are workshops in resilience, mindfulness, and managing wellbeing during quarantine.



## 8. AOB

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### 8.1 Class Rep Testimonies

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**Chris Turner: PGT/MRes Rep:**

*“My role as PGT rep for the school has been incredibly rewarding. In a semester dominated by the pandemic, bridging the gap between students and staff has been more important than ever before, and I’ve relished the opportunity to represent the views of my cohort. I’ve really enjoyed being part of a team of staff and other reps that has brought positive change to the student experience, such as refining the process of online teaching and overseeing a pioneering response to wellbeing that has served as an example for other departments. Lastly, with semester 2 seemingly determined to present similar challenges to semester 1, I believe a similar wellbeing-focussed approach will continue to be paramount.”*

**Reed Frazel: Fourth-Year Psychology (Science) Rep; Rep/Wellbeing & Disabilities Rep:**

*“I enjoy my position as class representative because it’s allowed me to understand and appreciate all that goes into each module, especially when you provide feedback and instructors go the extra mile to incorporate any changes. Being the disabilities representative has also been very meaningful. I’ve had the opportunity to attend special meetings and raise questions to individuals who are in the position to brainstorm and provide solutions to very specific concerns. One of the things I’ve loved most about being a class representative has been the community of other reps I’ve grown close with and who share my passion for psychology!”*

**Brynn Walsh: Third-Year Neuroscience Rep; Online Rep:**

*“My favorite part about being class rep is getting to talk about the issues that are most important in our School and being able to get to know lecturers and my fellow students better. For second semester, I am hoping to get an even higher response rate from my cohort and ensure everyone’s voice is getting heard.”*

**Vvidhi Agrawal: Second-Year Psychology (Science) Rep:**

*“What I love most about being class rep is working with an amazing community of peers who are always happy to help and support each other.”*

**Cyrus Chu: First-Year Psychology (Science) Rep:**

*“As one of the 1st-year Class Reps, I worked with the amazing lecturers and professors at the School of Psychology and Neuroscience to improve their teaching through collecting feedback from fellow university students”*

### 8.2 Conclusions

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I hope this report provides an extensive description of the work that the faculty and I have been doing to increase the student and faculty experience at St. Andrews. I am extremely dedicated to this position and I have loved working with the School to implement new ideas and contribute to an active and caring School. I am excited to serve all of you in 2021!

If you have any questions, comments, or concerns, please email me (psychneuroresident) or use the [Anonymous Feedback Form](#).

*\*Special thanks to Paula Miles, Maggie Ellis, Gillian Brown, and David Donaldson for their incredible support. I would not be able to execute my ideas without them!*