




# Success in Medical School II

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MEDC 211.0

YEAR 2 TERM 1 & 2

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 **Course Syllabus**  
2020/2021



UNIVERSITY OF SASKATCHEWAN

College of Medicine

MEDICINE.USASK.CA

*As we gather here today, we acknowledge we are on Treaty Six Territory and the Homeland of the Métis. We pay our respect to the First Nation and Métis ancestors of this place and reaffirm our relationship with one another. We recognize that in the course of your studies you will spend time learning in other traditional territories and Métis homelands. We wish you safe, productive and respectful encounters in these places*

## MEDC 211.0 Success in Medical School II – Course Overview

*The Covid-19 pandemic has caused significant changes to delivery of medical curriculum. We are planning to include in-person educational experiences, where possible, during the 2020-21 Fall Term. However due to pandemic circumstances, the College of Medicine undergraduate education program may need to:*

- *Modify curriculum content delivery outside of usual procedures and at short notice.*
- *Modify Course assessments which may need to be changed to a different format, or to have different weighting from that outlined in the syllabus.*

*As information becomes available, we will provide updates to students on any changes relating to content originally outlined in the syllabus.*

### COURSE DESCRIPTION

Medical school is an intense and complex journey with many challenging transitions throughout. Many students have expressed the need to have specific supports in place to help manage the transition into medical school and the medical profession in general. The purpose of this course is to provide students with information, experiences, and tools that will help them to be successful in all aspects of medical school from a personal, academic, and professional perspective. By having dedicated time in the curriculum for Success in Medicine, we can provide these elements in a developmental and timely fashion. Topics and experiences include: basic orientation to the MD program, wellness, career advising and mentoring, professionalism, and shadowing.

Completion of this course will contribute to attaining elements of the overall undergraduate program objectives ([Program Learning Objectives](#)).

### OVERALL COURSE OBJECTIVES

By the completion of this course, students will be expected to:

1. Develop skills for academic success in Pre-Clerkship.
2. Develop skills in balancing personal well-being with academic demands.
3. Explore professional roles and identity development as a medical student and future physician.
4. Explore personal and professional goals as it relates to career planning.
5. Describe practices to optimize safety in the clinical workplace.

The University of Saskatchewan Learning Charter is intended to define aspirations about the learning experience that the University aims to provide, and the roles to be played in realizing these aspirations by students, instructors and the institution. A copy of the Learning Charter can be found at: [www.usask.ca/university\\_secretary/LearningCharter.pdf](http://www.usask.ca/university_secretary/LearningCharter.pdf)

## COURSE CONTACTS

Course Director: Dr. Jacqueline Kraushaar – [jacqueline.kraushaar@usask.ca](mailto:jacqueline.kraushaar@usask.ca)

Course Co-Chair: Dr. Greg Malin – [greg.malin@usask.ca](mailto:greg.malin@usask.ca) – (306) 966-2750

Interim Director, Student Services: Dr. Kent Stobart – [kent.stobart@usask.ca](mailto:kent.stobart@usask.ca)

\*\* due to the nature of the position of Director, Student Services, this person will be involved in course delivery and planning but not in student assessment.

Pre-Clerkship Administrative Coordinator: Sonja MacDonald – [sonja.macdonald@usask.ca](mailto:sonja.macdonald@usask.ca) – (306) 966-5354

Education Consultant: Christa Kaytor (Regina) – [christa.kaytor@saskhealthauthority.ca](mailto:christa.kaytor@saskhealthauthority.ca) – (306) 766-3157

Administrative Assistant: Kimberly Basque (Saskatoon) – [kimberly.basque@usask.ca](mailto:kimberly.basque@usask.ca) – (306) 966-6151

Sherry Lindenbach (Regina) – [sherry.lindenbach@saskhealthauthority.ca](mailto:sherry.lindenbach@saskhealthauthority.ca) – (306) 766-0578

## COURSE SCHEDULE

Please check one45 **DAILY** to ensure the most current schedule information. The latest a change can be made to a session (unless it is a true emergency) is 48 hours in advance of the scheduled sessions. If changes are made to a session that has already been scheduled in One45, affected students will be notified directly via email by the undergraduate administrators.

All learning objectives (course, module, and session) can be accessed on the College of Medicine/Curriculum website under the appropriate year and course. A print version is also available. Please access link below for the most current objectives.

<https://share.usask.ca/medicine/one45/kbase/Curriculum.aspx>

## COURSE DELIVERY

This course will include the following:

Large Group interactive, video conferenced sessions

Large Group sessions specific to each site

Potentially, small group sessions

Individual experiential learning, shadowing, and mentorship opportunities

Self-directed learning

## COURSE MATERIAL ACCESS

Course materials, including the syllabus, sessions, objectives, required reading, forms, and other useful documents are posted as handouts on one45.

- If student(s) are having difficulty accessing their account, please contact Student Central (306) 966-1212 or contact IT Services Help Desk (306) 966-4817.

## COURSE ASSESSMENT OVERVIEW

This course is entirely based on a Pass/Fail approach to assessment, which will be based primarily on attendance, engagement in course activities, and completion of mandatory components.

| Module                          | Component  | Successful Completion  |
|---------------------------------|--|--|
| Orientation and Professionalism | Attendance at all sessions                       | Completion*  |
|                                 | Reflection and Self-Directed Learning Assignment | Pass** (see rubric provided in one45 and in the BBlearn Success in Medicine II Course site)  |
| Wellness                        | Attendance at mandatory sessions                 | Completion*  |
| Career Advising and Mentorship  | Attendance at mandatory sessions                 | Completion*  |
| Shadowing                       | Engagement in Shadowing Activities               | Completion of 10hrs of shadowing for the academic year. <b>**Students must complete 5hrs in Term 1</b> (see more details below in the "Shadowing" module section). |

\* Completion - attendance at all mandatory sessions or required activities

\*\* Pass - requires at least ONE "Yes" in each of the elements as outlined in the SDL Assignment rubric (please see details on SDL assignment below)

## RUBRICS

Where applicable, rubrics for all assignments will be posted on one45 for the relevant session. For those assignments submitted via Blackboard they are also posted in Blackboard. In the event of a discrepancy between the two versions, that posted on Blackboard shall be taken to be correct.

## COURSE REMEDIATION AND PASS/FAILURE POLICY

In order to successfully complete the Success in Medical School II Course, students must complete all mandatory course components and achieve a pass in the SDL reflection assignment. Students who do not attend and participate as expected in the course may fail the course on the basis of professionalism. Students who do not meet the pass standard for the SDL reflection assignment will be given one opportunity at remediation and supplemental assessment. Students who are not successful on the basis of professionalism may be offered remediation specific to the professionalism issue.

The implications of failing to successfully complete course components will be adjudicated at the end of each term at the Year 2 Promotions Committee meeting and a final decision to grant remediation/supplemental work and promotion outcomes will be determined by the Student Academic Management Committee (SAMC).

## EXAM REVIEW

Time has been built into the curriculum for post examination reviews. During these sessions Directors or Chairs will clarify key concepts where misunderstanding was apparent. Students will not be provided opportunity to view their examination questions/papers as part of a group or individual review process. In the event of specific module or exam failure, a student may contact the appropriate Module Director, Course Director or Course Chair to arrange an opportunity to identify concepts or content areas where difficulty was experienced during the examinations.

## ATTENDANCE EXPECTATIONS

See [Student Information Guide](#) for MD Program Attendance and Absence Policy.

### **What are Expectations for attendance in Success in Medical School II?**

See the Attendance Policy in the Student Information Guide for expectations. It is expected that students will attend all sessions unless absence is unavoidable. Attendance at small group sessions is mandatory. For the Wellness module, attendance is as per the attendance policy with the exception of Financial Literacy sessions which are mandatory and will be monitored. For Career Advising and Mentorship, mandatory sessions will be identified in one45. Attendance for all other modules falls under the regulations of the attendance policy, in particular, attendance at orientation sessions is mandatory as per that policy. Students who do not attend mandatory components without appropriate approval (see [MD Program Attendance Policy](#)) will be asked to meet with the Course and/or Module Director to discuss professionalism, with associated documentation.

### **How is Attendance Documented?**

Attendance at mandatory sessions will be documented by a sign-in sheet. Shadowing sessions will be documented using a logging feature on one45.

## COURSE EVALUATIONS AND QUALITY IMPROVEMENT

The following changes reflect course quality review recommendations and student feedback:

1. Paper based log books have been discontinued. Students can now log their shadowing hours on one45.
2. OSA Coordinators have been added as co-module directors in the Wellness module.

## Course Modules

This course is composed of the following modules: Orientation and Professionalism, Wellness, Career Advising and Mentorship, and Shadowing. The modules are designed to focus on various aspects of medical education suited to the level of the student within this term. By the end of this course, students will begin to integrate the information learned in each separate module and apply what was learned throughout the term.

### Orientation and Professionalism

#### MODULE CONTACTS

Module Director: Dr. Jacqueline Kraushaar- [Jacqueline.kraushaar@usask.ca](mailto:Jacqueline.kraushaar@usask.ca)

Pre-Clerkship Coordinator: Sonja MacDonald – [sonja.macdonald@usask.ca](mailto:sonja.macdonald@usask.ca) – (306) 966-5354

Education Consultant: Christa Kaytor (Regina) – [christa.kaytor@saskhealthauthority.ca](mailto:christa.kaytor@saskhealthauthority.ca) – (306) 766-3157

#### MODULE DESCRIPTION

This module will provide students with general orientation to the College of Medicine program, the key administrative and support structures, and people within it. It will also provide specific orientation to the policies and procedures relevant to the Undergraduate Medical Program. Additionally, this module will also introduce students to the concept of professionalism, which is a key concept in professional identity formation.

#### MODULE OBJECTIVES

By the completion of this module, students will be able to:

1. Explain undergraduate program policies, processes, structure, schedules and resources.
2. Develop an approach to reflection that will support self-directed and life-long learning.
3. Discuss the professional expectations of a medical student.
4. Reflect on the development of professional identity as a medical student.
5. Demonstrate self-directed learning including utilizing appropriate resources and critical research appraisal strategies.
6. Describe practices to optimize safety in the clinical workplace.

## MODULE ASSESSMENT

No summative assessment for orientation and professionalism sessions.

Assignment: Reflection and Self-Directed Learning

Value: Pass/Fail based on mandatory submission.

Date: Friday, March 26, 2021

Description: Students will choose a patient related encounter from a Clinical Skills or Shadowing experience and, using the general approach to reflection and self-directed learning, provide a narrative description of their process for

- 1) reflecting on and identifying their learning need;
- 2) reviewing relevant literature to support addressing the learning need, including a reflection on the credibility of the information sources;
- 3) sharing lessons learned with peers or facilitators;
- 4) applying lessons learned to either the resolution of the learning issue or to the action plan for future similar learning issues;
- 5) providing a plan for monitoring future effectiveness.

Students will receive narrative feedback related to the description of the process they followed to address the learning need, not on the qualitative aspects of the reflection itself or whether or not they had a successful clinical outcome. A grading rubric will be provided in class, on BBLearn, and on One45.

### MODULE CONTACTS

Module Co-Director: Lisa Persaud – [lisa.persaud@saskhealthauthority.ca](mailto:lisa.persaud@saskhealthauthority.ca) - (306) 766-0620

Module Co-Director: Bev Digout – [bev.digout@usask.ca](mailto:bev.digout@usask.ca) - (306) 966-8224

### MODULE DESCRIPTION

Student well-being may decline during medical school due to both internal and external stressors. Wellness is a conscious and self-directed process of making choices toward a healthy and fulfilling life. This course was developed to introduce students to the concepts and resources for enabling wellness and resilience.

**Student Requirements:** Attendance as per the attendance policy with the exception of the Financial Literacy sessions which are mandatory.

### MODULE OBJECTIVES

By the completion of this module, students will be able to:

1. Identify and begin to implement skills to achieve and maintain individual health and well-being throughout one's career.
2. Develop skills to adapt and recover from challenges.
3. Identify appropriate resources for support.
4. Promote a culture of self-care and help-seeking that recognizes and supports colleagues in need.

### MODULE ASSESSMENT

No summative assessment. Attendance is mandatory for the Financial Advising/Planning sessions and students are **strongly encouraged** to attend all sessions.



## Career Advising and Mentorship

### MODULE CONTACTS

Module Director: Office of Career Advising and Mentorship Coordinator- Stephanie Marshall  
[stephanie.marshall@usask.ca](mailto:stephanie.marshall@usask.ca) (306) 966-7275

Career Advisor (Saskatoon) - Dr. Sachin Shah - [med.careeradvising@usask.ca](mailto:med.careeradvising@usask.ca)

Career Advisor (Saskatoon) – Dr. Lee Kolla – [med.careeradvising@usask.ca](mailto:med.careeradvising@usask.ca)

Career Advisor (Regina) - Dr. Megan Clark – [med.careeradvising@usask.ca](mailto:med.careeradvising@usask.ca)

### MODULE DESCRIPTION

Choosing a career is one of the most important decisions that a medical student will make. The Career Advising Program is designed to assist students in evaluating career options and preparing for residency program applications.

### MODULE OBJECTIVES

By the completion of this module, students will be able to:

1. Begin to identify potential career paths and to effectively delineate suitable discipline choices by researching through a range of resources (Canadian Specialty Profiles, CaRMS, CMA, AFMC, and FMEQ).
2. Compare and contrast various specialties of interest and residency programs through participation in seminars, shadowing, mentoring, community placements and/or research projects.
3. Examine elective rotation options in the context of personal and career goals. Begin to identify components of a residency application, including the Curriculum Vitae (CV).
4. Review data on human health resource projections and recognize strengths as well as limitations of such projections.

### MODULE ASSESSMENT

No summative assessment.

## Shadowing

### MODULE CONTACTS

Module Director: Dr. Jacqueline Kraushaar – [jacqueline.kraushaar@usask.ca](mailto:jacqueline.kraushaar@usask.ca)

Pre-Clerkship Coordinator: Sonja MacDonald – [sonja.macdonald@usask.ca](mailto:sonja.macdonald@usask.ca) – (306) 966-5354

Education Consultant (Regina): Christa Kaytor – [christa.kaytor@saskhealthauthority.ca](mailto:christa.kaytor@saskhealthauthority.ca) – (306) 766-3157

### MODULE DESCRIPTION

This is a self-directed but mandatory experience for students to observe and explore various aspects of medicine and health care. Students are encouraged to shadow (observe) physicians from a variety of disciplines and are also encouraged to shadow non-physician health care providers.

Shadowing can provide a unique opportunity to consider career options within medicine and are encouraged to reflect on their shadowing experiences relate to the knowledge, skills, and attitudes reflected in the [Program Learning Objectives](#).

<https://medicine.usask.ca/students/undergraduate/shadowing.php>

### MODULE OBJECTIVES

By the completion of this module, students will be able to:

1. Explore career options and physician roles through observation in a variety of health care settings.

### STUDENT REQUIREMENTS

Students are **required** to complete **10 hours** of shadowing over the entire second year:

- Students will shadow a MD practitioner for a **minimum of 5 hours**
- Students will shadow a non MD practitioner for a **minimum of 3 hours\***
- Students will shadow a Clerk for a **minimum of 2 hours.**

\* Students are expected to complete their minimum three hours with a non-MD health care professional during the first term. If the student is unable to find a suitable non-MD health care professional shadowing experience, please notify Module Director by the last day of the fall term to seek support in finding this opportunity.

## MODULE ASSESSMENTS

Participation in at least five hours of shadowing each term will be considered a pass. Shadowing hours for Term 1 must be completed by November 27, 2020 and for Term 2 by May 5, 2021. The shadowing log is located in One45 and allows one to add, edit and review log entries. It is linked to your shadowing schedule, so that your shadowing preceptor can be indicated on each log entry you make.

### **Optional Summer Shadowing:**

Students may optionally shadow over the summer between Years 2 and 3, ensuring that they continue to have the One45 log entry confirmed by their shadowing supervisor. Note that completion of documentation of each summer shadowing encounter in the One45 online log is required to ensure appropriate University of Saskatchewan insurance coverage for completing shadowing. Summer shadowing outside of Canada is not allowed through the SiMS II course. Students who wish to shadow in Canadian provinces other than Saskatchewan must plan these experiences early, as provinces vary in their requirements for licensing (some provinces require an educational license and/or approval by a hosting local university in order to allow shadowing). Students must adhere to any provincial requirements in order to have University of Saskatchewan insurance coverage when shadowing. All students must submit their Year 2 One45 shadowing log for any summer shadowing **by the end of the first week of classes for Year 3.**

## **IMPORTANT AND RELEVANT STUDENT INFORMATION**

The following information is extremely important for your success in medical school. Please refer to the [UGME Policies](#) page and the [Student Information Guide](#) for the following policies:

### **UGME CONTACT INFORMATION**

### **EMAIL COMMUNICATIONS**

### **ETHICS AND PROFESSIONALISM**

### **PROGRAM EVALUATION**

### **GUIDELINES FOR PROVIDING FEEDBACK**

### **EMERGENCY PROCEDURES**

### **MD PROGRAM ATTENDANCE POLICY**

### **ASSESSMENT POLICY**

### **PROMOTION STANDARDS**

### **CONFLICT OF INTEREST**

### **NON-INVOLVEMENT OF HEALTH CARE PROVIDERS IN STUDENT ASSESSMENT**

### **APPEALS PROCEDURES**

### **STUDENT DISCRIMINATION, HARRASSMENT, AND MISTREATMENT PROCEDURE**

### **ACCOMMODATION OF STUDENTS WITH DISABILITIES**

### **OFFICE OF STUDENT AFFAIRS**

Where a specific College of Medicine policy or procedure does not exist, the College refers to the U of S Academic Courses Policy at <http://policies.usask.ca/policies/academic-affairs/academic-courses.php>

## **UNDERGRADUATE MEDICAL EDUCATION ASSIGNMENT SUBMISSION POLICY**

Any assignment submitted after 23:59 SK time on the specified date is deemed late (unless otherwise specified).

All due dates or timelines for assignment submission are published in the student course syllabus<sup>1</sup>.

A late assignment may still be submitted up to three consecutive calendar days (72 hours) from the original deadline for that assessment. The assignment must be submitted to the appropriate year Administrative Coordinator in Saskatoon, or the Educational Consultant in Regina for years 1-2. Years 3-4 must submit to the Rotation Coordinator. The student, if submitting a late assignment that is deemed to

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<sup>1</sup> Blackboard routinely updates their systems on certain Wednesday evenings. In the event that Blackboard is down for scheduled maintenance or due to technical difficulties, assignments are to be submitted by 0900 the following morning.

be at or above the pass mark for that assignment will receive the pass mark for the assignment. If it is assessed as below the pass mark, the student will receive the actual grade assigned for the assignment.

Any late assignments not submitted by 23:59 on the third day will receive a mark of 0%. After this period, all mandatory assignments must still be submitted, or the student will be deemed to be missing a course component, which will result in an incomplete course. Subsequent academic consequences will be determined at the promotions committee meetings.

In addition to the consequences specified herein, students submitting mandatory assignments late should anticipate a meeting to discuss professionalism, which may result in associated documentation.

**All requests for a deferral of an assignment due date must be received a minimum of 72 hours prior to the deadline.** All such requests must be sent to the Course Director or Rotation Coordinator and copied to the relevant Administrative Coordinator. The course director, in consultation with the year chair and appropriate course/module/rotation director will make a final decision and notify the student of the outcome. Exceptional, unforeseen circumstances will be considered on an individual basis as above.

### CITATION FORMAT

Unless otherwise specified by the course or module director, the expected citation format is that of the International Committee of Medical Journal Editors (ICMJE). Examples of this citation format are available at [www.nlm.nih.gov/bsd/uniform\\_requirements.html](http://www.nlm.nih.gov/bsd/uniform_requirements.html)

### PROFESSIONALISM

Students can be deemed unsuccessful on any course assessment for not achieving course expectations of professionalism. This would include, but is not limited to, any unapproved absences from a mandatory session, and/or submission of late assignments. Students failing to meet professional expectations in the course should anticipate a meeting with the Module/Course Directors and/or Year Chair to discuss the concern, which may result in associated documentation. For further information on professionalism, please refer to the UGME Procedures for Concerns with Medical Student Professional Behavior. <http://medicine.usask.ca/policies/professionalism-standard-operating-procedure.php>

### RECORDING OF THE LECTURES

Each lecturer reserves the right to choose whether or not their lectures will be posted for viewing by students. If a lecturer provides consent to share their recording, it will be posted to the course Blackboard site for students to view. Please remember that course recordings belong to your instructor, the University, and/or others (like a guest lecturer) depending on the circumstance of each session, and are protected by copyright. Do not download, copy, or share recordings without the explicit permission of the instructor.

## COPYRIGHT

Course materials are provided to you based on your registration in a class, and anything created by your professors and instructors is their intellectual property, unless materials are designated as open education resources. This includes exams, PowerPoint/PDF slides and other course notes. Additionally, other copyright-protected materials created by textbook publishers and authors may be provided to you based on license terms and educational exceptions in the Canadian Copyright Act (see <http://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>)

**Before you copy or distribute others' copyright-protected materials, please ensure that your use of the materials is covered under the University's Fair Dealing Copyright Guidelines available at <https://library.usask.ca/copyright/general-information/fair-dealing-guidelines.php>.** For example, posting others' copyright-protected materials on the open web is not covered under the University's Fair Dealing Copyright Guidelines, and doing so requires permission from the copyright holder.

For more information about copyright, please visit <https://library.usask.ca/copyright/index.php> where there is information for students available at <https://library.usask.ca/copyright/students/rights.php>, or contact the University's Copyright Coordinator at <mailto:copyright.coordinator@usask.ca> or (306) 966-8817.

## INTEGRITY DEFINED (FROM THE OFFICE OF THE UNIVERSITY SECRETARY)

The University of Saskatchewan is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Student Conduct & Appeals section of the University Secretary Website and avoid any behavior that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

All students should read and be familiar with the Regulations on Academic Student Misconduct ([www.usask.ca/secretariat/student-conduct-appeals/StudentAcademicMisconduct.pdf](http://www.usask.ca/secretariat/student-conduct-appeals/StudentAcademicMisconduct.pdf)) as well as the Standard of Student Conduct in Non-Academic Matters and Procedures for Resolution of Complaints and Appeals ([www.usask.ca/secretariat/student-conduct-appeals/StudentNon-AcademicMisconduct.pdf](http://www.usask.ca/secretariat/student-conduct-appeals/StudentNon-AcademicMisconduct.pdf))

For more information on what academic integrity means for students see the Student Conduct & Appeals section of the University Secretary Website at: [www.usask.ca/secretariat/student-conduct-appeals/forms/IntegrityDefined.pdf](http://www.usask.ca/secretariat/student-conduct-appeals/forms/IntegrityDefined.pdf)

## EXAMINATIONS WITH ACCESS AND EQUITY SERVICES (AES)

Students who have disabilities (learning, medical, physical, or mental health) are strongly encouraged to register with Access and Equity Services (AES) if they have not already done so. Students who suspect they may have disabilities should contact the Student Affairs Coordinator at the Office of Student Affairs (OSA) for advice and referrals. In order to access AES programs and supports, students must follow AES policy and procedures. For more information, [www.students.usask.ca/aes](http://www.students.usask.ca/aes) or contact AES at 966-7273 or [aes@usask.ca](mailto:aes@usask.ca).

Students registered with AES may request alternative arrangements for mid-term and final examinations.

Students must arrange such accommodations through the Office of Student Affairs (OSA) by the stated deadlines. Instructors shall provide the examinations for students who are being accommodated by the deadlines established by AES.

## STUDENT SUPPORTS

### COLLEGE OF MEDICINE, OFFICE OF STUDENT AFFAIRS

Student Affairs offers confidential support and advocacy at arm's length from the academic offices.

For more information please contact:

COM Student Affairs Coordinator (Saskatoon), Edith Conacher at [edith.conacher@usask.ca](mailto:edith.conacher@usask.ca) or (306) 966-4751

COM and the School of Rehabilitation Science Coordinator (Saskatoon), Bev Digout at [bev.digout@usask.ca](mailto:bev.digout@usask.ca) or (306) 966-8224

Administrative Assistant, Chelsea Malkowich (Saskatoon) at [chelsea.malkowich@usask.ca](mailto:chelsea.malkowich@usask.ca) or (306) 966-7331

COM Student Affairs Coordinator (Regina), Lisa Persaud at [lisa.persaud@saskhealthauthority.ca](mailto:lisa.persaud@saskhealthauthority.ca) or (306) 766-0620

Student Affairs Director, Dr. Nicole Fahlman (Regina) at [nicole.fahlman@usask.ca](mailto:nicole.fahlman@usask.ca) or (306) 209-0142

Student Affairs Director, Dr. Tiann O'Carroll (Regina) at [tiann.ocaroll@usask.ca](mailto:tiann.ocaroll@usask.ca) or (306) 529-0777

Administrative Assistant (Regina), Jennie Antal at [jennie.antal@saskhealthauthority.ca](mailto:jennie.antal@saskhealthauthority.ca) or (306) 766-0553

## STUDENT LEARNING SERVICES

Student Learning Services (SLS) offers assistance to U of S undergrad and graduate students. For information on specific services, please see the SLS web site <http://library.usask.ca/studentlearning/>.

## **STUDENT AND ENROLMENT SERVICES DIVISION**

The Student and Enrolment Services Division (SESD) focuses on providing developmental and support services and programs to students and the university community. For more information, see the students' web site <http://students.usask.ca>.

## **FINANCIAL SUPPORT**

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact Student Central (<https://students.usask.ca/student-central.php>).

## **ABORIGINAL STUDENTS' CENTRE**

The Aboriginal Students' Centre (ASC) is dedicated to supporting Aboriginal student academic and personal success. The centre offers personal, social, cultural and some academic supports to Métis, First Nations, and Inuit students. The centre is also dedicated to intercultural education, bringing Aboriginal and non-Aboriginal students together to learn from, with and about one another in a respectful, inclusive and safe environment.

Students are encouraged to visit the ASC's Facebook page (<https://www.facebook.com/aboriginalstudentscentre/>) to learn more.