



**Windsor University School of Medicine**

**Brighton Estate: St. Kitts**



## **SASP Handbook**

**2019**

"The contents of this handbook succeed and replace previous policies or procedures regarding student advising at Windsor University School of Medicine".

"Application to Windsor University School of Medicine ("WUSOM" or the "University") by a student constitutes agreement to comply with this Handbook and the Honor Code, Technical Standards, Non-Discrimination Policy and other University policies, procedures, rules, regulations.. Students are held responsible for complying with the terms of any revised or updated **SASP** Handbook from the revision or effective date if specified or otherwise on the date they are first distributed to the student body or published on the University's website"



Version 2.0

**Red Circle:**  
**Personal Advising**

**Dark Yellow Circle:**  
**Career Counseling**

**Dark Blue Circle:**  
**Academic Advising**

**Green Circle:**  
**Financial Advising**

**Pink Circle:**  
**Health Advising**

**Cyan Circle:**  
**Psychological Advising**



**Robofan Free Font Bold**

**SASP**

*We Care to Advise...Always*

**Punch Line: Segoe Script Bold and Italic**

"ONE OF THE MAIN RESPONSIBILITIES OF ANY INSTITUTION OF HIGHER EDUCATION INVOLVES  
ACADEMIC ADVISEMENT OF STUDENTS" (Ward, 1979, p. 1).

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## Dean's Message



Dear Faculty and Students,

Academic Advising is the cornerstone of academic success. This handbook helps bring to focus a complete picture of academic advising in our university campus and clinical sites. I would like to wish all our students great academic success and prosperity. I want to request the Advisors to be the beacons of light for Windsor University of School of Medicine (WUSOM) transforming the lives of our students. Without you both the university and the students are directionless.

I would suggest you to give all your critical inputs to Dr. Pushparaj Shetty to help make **SASP** a great success.

Wishing Great Advising

Dr. Andy Vaithilingam

Academic dean

## Message from the Program Director



Dear Advisers and Advisees,

The new edition of the SASP Handbook has been developed to assist you in your role as an advisor or advisee. It has been designed to serve as a quick reference for useful and pertinent information. Your new handbook is divided into sections. The first section contains data concerning academic advising. Included are definitions of advising, roles and functions of academic advisors, objectives, and limitations of academic advising. The handbook is a collection of various lists, resource materials, and articles that you may utilize in advising situations. The resource materials found in this section are subdivided into four categories. Those categories are "Advisee Expectations of Advisors," "Roles and Responsibilities of SASP Advisee," "Roles and Responsibilities of SASP Advisor," "Advisee Expectations of Advisors," and "Tips for Academic Advisors." This section should contribute to your understanding of your task as a faculty advisor or advisee and your importance in the total educational goals of Windsor University.

The Last section contains information pertaining to specific departments and to specific University regulations. Specifically included is a set of "Referral Contacts and Responsibilities," which should be very helpful to you in directing your advising activities. It is imperative that you become familiar with section three. You are encouraged to read your handbook very carefully, to refer to it often, and to utilize it completely as you advise your students. Using your handbook and other available resources, you can make your advisees' educational experiences more meaningful and significant. If you have comments, questions, or suggestions, please share them with me.

All the best

Dr. Pushparaj Shetty

Program Director.

## Introduction

The Student Advisory and Support Program is a student welfare program run by WUSOM to provide both academic and non academic support to its students. It encompasses many services available to the students and acts as a referral system. The mainstay of the program is Advisor – Advisee interaction and complete wellbeing of the student. **SASP** comes under the per view of the Office of Student Affairs and is supervised by the **SASP** Program Director. It is mandatory for all the WUSOM students who enter the MD program to register for **SASP**.

## Mission Statement

The mission of this program is to assist students in their growth and development by developing effective education plans that are compatible with their life goals. It is a continuous and consistent process built upon the basis of frequent, accumulated personal meetings between advisor and advisee. Effective academic advising is the cornerstone of the academic program at WUSOM.

Academic advising fosters the development of the student who is a self-directed, motivated, a responsible decision-maker and facilitates the successful completion of degree requirements and timely graduation.



## Goals and Objectives

To further student development through an effective advising system this seeks to:

Provide an open environment which fosters self-exploration, self-awareness, and self-evaluation, thus encouraging a sense of personal identity.

Encourage students to gather and evaluate information, and make meaningful decisions based on meticulous analysis of the information, alternatives, keeping in mind personal values and goals.

Assist students in the exploration of possible short- and long-range consequences of decisions and facilitate advisees' recognition and acceptance of personal responsibility for their choices.

Assist students in choosing an academic program consistent with their goals and natural strengths.

Help students recognize and accept the reality of possible successes and failures, thereby encouraging a sense of confidence and maturity.

To provide a referral base for health advisory, psychological advisory and financial advisory which encompasses complete well-being of a WUSOM student.

## NACADA Core Values

**NACADA:** The Global Community for Academic Advising

NACADA: is comprised of professional and faculty advisors, administrators, students, and others with a primary interest in the practice of academic advising. With diverse backgrounds, perspectives, and experiences, NACADA members advise in a variety of settings and work to promote quality academic advising within their institutions.

**NACADA** provides a Statement of Core Values to affirm the importance of advising within the academy and acknowledge the impact that advising interactions can have on individuals, institutions and society.

The Statement of Core Values consists of:

- Core Value 1: Advisors are responsible to the individuals they advise.
- Core Value 2: Advisors are responsible for involving others, when appropriate, in the advising process.
- Core Value 3: Advisors are responsible to their institutions.
- Core Value 4: Advisors are responsible to higher education in general.
- Core Value 5: Advisors are responsible to their educational community.
- Core Value 6: Advisors are responsible for their professional practices and for themselves personally.

The Statement of Core Values provides the guidance that academic advisors seek from NACADA: The Global Community for Academic Advising.

**WUSOM** endorses the NACADA core values.

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## Student Advisory Service Agreement (SASA)



I am a student of Windsor University School of Medicine. I am aware that **SASP** is a student centered program and I understand that it is mandatory to register under this program for completion of the course I am enrolled in. I am also aware that I will be assigned an Advisor by WUSOM who will advise and guide me in matters pertaining to achieving my Academic Goals. I hereby agree to meet the necessary formalities and be compliant with rules and regulations of this program. I will provide honest answers to the questions posed to me.

- I Agree
- I Don't Agree

"ADVICE IS LIKE MEDICINE—THE CORRECT DOSAGE WORKS WONDERS, BUT AN OVERDOSE CAN BE DANGEROUS" (McKenzie, 1980, p. 11).

## **SASP** Salient Features.









&



## Regular Academic Advising

Being available, knowledgeable, and caring are essential qualities of good advisors but they are not the outcomes we seek to achieve through advising. This involves the Personal Academic Advisor (PAA). Listed below are some of the important objectives of academic advising.

-  To help students plan an educational program consistent with their interests and abilities. Students often do not know the kind of preparation required for a particular career, or very much about the day-to-day work in a given profession. Good advising gently helps students to bring career aspirations into workable alignment with their aptitudes and lifestyle goals, and to plan their programs accordingly.
-  To assist students in monitoring and evaluating their academic progress. The main expectation students have of their advisors is help in understanding and meeting graduation requirements. Advisors need to explain all aspects of program requirements accurately and clearly, and to teach students how to monitor and evaluate their own progress towards a degree.
-  A number of students face academic difficulty in the initial years of the program and the personal academic advisor is required to provide necessary advice in areas like managing test anxiety, Test taking skills, Time Management and Organizational skills.
-  To refer students to other support services as needed. The best advisors know when and how to refer students to specialists for specific assistance. Many problems presented by advisees are beyond the domain of the personal academic advisor: intensive assistance with a particular course, personal problems with identity or relationships, financial difficulties, dissatisfaction with roommates or other aspects of living arrangements, legal problems, health concerns, drug and alcohol abuse, etc. Advisors need to be alert for the signs of stress, and to be gently intrusive enough to identify broadly the nature of the problem; then the advisor needs to make the appropriate referral, even making the appointment while the student is in the office (but never without the student's full knowledge and approval).
-  To help students to understand University policies and procedures. Spending a few moments on the phone before a student leaves your office can expedite their interaction with the University's bureaucracy. Advisors may occasionally need to intervene with University offices on behalf of an advisee. Do not expect to change University policy by your intervention, but you can expect to get a new review of a student's grievance by the responsible administrator. Without your assistance, students may not know how to appeal beyond those who carry out policy to those who make it.
-  To advise students on realistic goals like taking a retake or repeating a semester when the subject load becomes unmanageable for the student.

## Course Based Academic Advising

Course Based Academic Advising involves advice from subject experts or the Departmental Advisors. Every Department assigns an Advisor who monitors student performances in summative and formative exams and advises students who have performed unsatisfactorily.

Roles of Course based Academic Advisor (CAA) include the following:-

- 📍 CAA will monitor the performance of the student in their respective course. CAA also monitors and Alert students who have low attendance in their respective class. CAAs forward the list of low attendees at regular intervals to the Office of Student Affairs
- 📍 CAA will closely follow the academic performances including formative quizzes and analyze the student's strength and weakness. CAA will summon the unsatisfactory performers and provide advice on what strategy the student should use to enhance his performance in that particular subject.
- 📍 CAA inputs may provide additional insight to the student's Personal Academic Advisor about the student's deficiencies in their respective course.
- 📍 CAA is required to complete an online form regarding the details on topics advised on..The data entered is privileged and is accessible only to the PAA, **SASP** PD and the Dean of Student Affairs.
- 📍 CAA is advised to identify the key problem areas like study skills, time management skills, examination skills and suggest improvement strategies as well as motivate students to perform better in the respective course.
- 📍 Discuss possibility of the extended track program for appropriate students who are consistently performing unsatisfactorily.

## Career Counseling

Career counseling is an essential part of academic counseling. In view of the professional and noble nature of the profession, WUSOM has appointed few faculties as career counselors. Career counseling is conducted in a three tier system. The Course lecturers and Personal Academic Advisor Guide the students at the Primary Level. The Career Counselors and the Deans work at the secondary level and the Workshop and seminars act as the tertiary level of Career counseling.

The main goal of the Career counseling is to provide counseling and career guidance so that students and graduates know their own skills and professional interests, in order to choose an appropriate career in accordance with their psychological profile, aspirations, studies chosen, professional requirements, existent jobs in the current conditions and requirement of socio-economic and cultural development of the society.

### Roles and responsibility

- 📍 Guiding young people to adopt fair and realistic decisions about the opportunities they have in terms of educational and vocational route on which to build a successful career;
- 📍 counseling youth to harmonize educational and professional aspirations of the individual with the social value system, social desirable conduct and with personal aptitudes and skills;
- 📍 connecting the university educational programs to the labor market requirements, but also to the aspirations of the young generation;
- 📍 Providing professional help in preparation for the students aspiring for USMLE and Canada exams with respect to filling out forms, information published by the NBME, preparation guidelines, setting goals and timelines.
- 📍 Information of support to students returning to Nigeria on the prospects of their career building in Nigeria.
- 📍 Sending quantitative and qualitative information to students concerning residencies matching program of various countries like US and Canada.
- 📍 Sending information to students about the study opportunities they have in order to form a coherent educational route and a global, realistic, and pragmatic perspective about the structure and the dynamic of professions and occupation from all the countries in the world.
- 📍 facilitating the students' access to practice programs undertaken in various partner institutions and organizations in order for them to gain the specific skills necessary to perform the tasks of various professions and occupations;
- 📍 Improving employment opportunities through the development of skills regarding searching and obtaining a job, by information on value system and social conduct.

## Peer Mentoring “Footsteps Program”

**WUSOM** conducts peer tutoring through the student organization.

The students who perform remarkably well in academics and are enthusiastic in participating in this program are shortlisted. **SASP** under the Office of Student Affairs authorizes this list.

Some of the salient features of Peer Mentoring are as follows

- 📍 The Peer Tutoring provides support to the students facing academic difficulty by organizing tutoring session on relevant topics in addition to their classes.
- 📍 This service is optional and conducted during the off class hours and thus does not interfere with the regular classes.
- 📍 Peers are more approachable from the student’s viewpoint in understanding the student problems so can help student identify his weak points and suggest or seek advice for remediation.
- 📍 Peer tutoring is mutually beneficial to the tutor and the student as the mentor develops his leadership skills and improves the command over his subject.
- 📍 The Peer tutoring is further supervised by subject experts on the content and delivery of the service.
- 📍 The mentors are provided with certificates to acknowledge their efforts and time in this endeavor.

Apart from the supervision by the subject experts the enrolled mentors undergo an orientation program which lays emphasis on the code of conduct and professionalism to be abided by when involved with this program. It also advises the mentors on ways to balance their academics and volunteer work.

**SASP** monitors on the mentor -mentee relationship and reports to the Office of Student Affairs.

## Health Advising

The university campus has a health clinic which supports the health related needs of the students. The Student Health Clinic supports the successful academic careers of Windsor students by providing access to quality health services and promoting positive health outcomes. The Student Health Clinic addresses the physical, mental, emotional and social health needs of Windsor University School of Medicine students while using authorized confidential and ethical procedures. The Clinic provides treatment of minor and self-limiting illnesses, such as:

- Cold and flu
- Sinus infections
- Allergies
- Minor injuries, burns and rashes
- Conjunctivitis
- Sore throat
- Headaches
- Sprains and strains

The Student Health Clinic also provides preventative care, including health screenings, physical examinations and teaching Windsor students positive health behaviours and skills needed to maintain a healthy lifestyle. The Health clinic coordinates the Student Insurance providers to ease the paper work. Students are referred to off-campus health care providers for treatments that are not provided by the Centre.

The Academic advisors are requested to refer the advisee to the health clinic whenever the need for the health advice arises,

## **Psychological counseling**

WUSOM understands the student need for access to quality psychological services. The school has approved psychologist who can be approached with referral letter issued by the Office of Student Affairs.

The Psychologist provides counseling on various student related issues which include the following.

- 📍 Students having Anxiety disorder hampering their Academic Growth.
- 📍 Depression related to Academic and Non Academic Issues.
- 📍 Counseling on personal and relationship issues.
- 📍 Social Adjustment and Peer adjustment problems.
- 📍 Diagnosis and counseling for learning disabilities.

The student records of counseling are maintained under strict HIPAA and FEPA guidelines and are secured and segregated from the regular student record. The confidentiality and record keeping is supervised by the Office of Student Affairs.

## **GHQ-28 Screening tool**

It is common knowledge that medical students are often affected with issues related mental health like stress, anxiety and burnout, it is very important to provide support to such students.

General Health Questionnaire (GHQ) is one of the best tools for screening and determining the problems. The original form of GHQ has 60 questions and some forms have been shortened to 12-28 questions. In comparison with the other questionnaires, the 28-item version has the highest level of reliability, sensitivity and specificity.

SASP has implemented GHQ 28 questionnaire to quantify and screen students with excessive stress. The answers are not shared with adviser, only the score is available to the adviser to help the advisee and refer to relevant services.

## Financial Advising

Financial Counseling is provided under the Office of Financial Aid Officer. The Financial Aid office involves The Financial Aid Officer and support Staff.

Financial Advising is responsible for assisting students with









- 📍 Financial interviews, financial options, counseling, intake processing, and customer service to ensure complete and accurate financing of their educational expenses.
- 📍 Performing needs analysis, provide financing documents, and generating tentative award letter. Reviews and processes all forms in accordance with government regulations and University policies and procedures.
- 📍 liaising between students, finance office and third party agencies.
- 📍 Providing students with accurate information regarding the application process, loan counseling and their eligibility for financial assistance, alternative financing, contracts and/or institutional payment plans.
- 📍 Informing students of their financial obligations, the institution's financial options, and financial policies and procedures as related to their educational expenses.
- 📍 Advising students of their obligation to provide accurate information and any consequences related to their application and funding process.
- 📍 Review and confirm attendance and academic standing as required for third-party funders.

Apart from these services the Financial Aid Officer helps with other financial advising on.

- 📍 Opening of bank account on the island by providing information on the application process
- 📍 Information on schedule and options in modality of fee payments
- 📍 Advising on the best money transferring services
- 📍 Important aspects of personal budgeting

## Roles and Responsibilities of **SASP** Advisor

Advisors can help Advisees understand fully all of their options and avoid needless mistakes, but only if Advisees take the initiative to seek their advice. Advisor responsibilities in the advising relationship are:

-  To clarify university policies, regulations, programs, and procedures about which advisee may have questions and to be available to meet with advisee as required.
-  To help advisee explore their interests, abilities, and goals and to relate them to academic subjects.
-  To offer advice and to assist advisee in developing an academic plan of study for next semesters that satisfies degree requirements.
-  To be knowledgeable about career opportunities and to refer advisee to career counselling services as needed.
-  To be a responsive listener and to refer advisee to appropriate support services within the university when needed.
-  To discuss with the advisee their academic performance and the implications of their performance.
-  To offer the advisee the opportunity to participate in a mentoring relationship that will help the advisee to become more independent and self-directed
-  To advise the student on test anxiety, test taking skills, time management, and organisational skills whenever unsatisfactory academic performance is accounted to these reasons.

## Advisee Expectations of Advisors

There are three fundamental expectations that all students should have of their advisors:

1) To be available

Students need to be able to see their advisors as needed throughout the semester.

Advisors should publish advising office hours and stick to them. This needs to be done with student schedules in mind. It is not reasonable to expect a student to cut a class to accommodate posted office hours. Advisors should also be reachable through electronic mail, and should respond to messages within one working day. Advisors should also set-up with their advisees a method allowing them to make appointments.

2) To be knowledgeable

Advisees have the right to expect their advisors to give them accurate information about University and program requirements, about procedures, about policies, and about deadlines. Few advisors can recall from memory everything needed to answer every question accurately and fully, but EVERY advisor should know where to find accurate information. This handbook seeks to make the task of finding accurate, up-to-date information easier.

3) To care

Every student has the right to be treated by his or her advisor in a respectful, caring, considerate manner. Information can be dispensed in many ways, but advice can only be given through an interactive process in which the goals, abilities, successes and shortcomings of the advisee are known and respected. Good advisors are good listeners who take the time to get to know their advisees.

## Roles and Responsibilities of **SASP** Advisee

Advisors can help the Advisee understand fully all of their options and avoid needless mistakes, but only if they take the initiative to seek advice. Advisee responsibilities in the advising relationship are:

- 📍 To keep your advisor informed about changes in your academic progress, course selection, and academic/career goals.
- 📍 To be familiar with the requirements of the program you are pursuing, and to schedule courses each semester in accordance with those requirements.
- 📍 To follow university procedures, including deadlines, for registering courses and for making adjustments to your class schedule.
- 📍 To carefully review each course syllabus, noting rules, regulations, and policies for each class.
- 📍 To participate fully in the MD program by completing assignments on time and attending class.
- 📍 To comply with University rules on academic integrity and honesty with respect to any work you submit or examination you undertake in satisfaction of course requirements including, but not limited to, University rules against plagiarism.
- 📍 To notify your advisor of your new contact information whenever your contact details (postal/email addresses and/or telephone numbers) change.
- 📍 To read your emails sent to you by the University regularly and respond to them as required.
- 📍 To inform your adviser, or Dean's Office immediately whenever a serious problem (medical, financial, personal) disrupts your ability to attend classes or interferes with your ability to focus on your education and to perform your best work
- 📍 To understand the information provided to you by the university, including your grades reports, and to know what to do in case you have a missing grade or one that you think may be incorrect.

## Advisor Expectations of Advisees

Students owe it to themselves and their advisors to accept their share of the responsibility for developing a good advisor/advisee relationship. Here are a few of the things advisors should expect of their advisees.

- 💡 Expect them to learn as much as possible about program requirements. The [Student Handbook](#) and [Student Conduct Code \(PDF\)](#) are also publications to be familiar with and are available online through Student Affairs.
- 💡 Expect your advisees to prepare for each visit by making a list of issues they want to discuss. Prepare a list of questions or concerns before each meeting. These issues might be related to coursework, to the academic calendar, or to personal concerns.
- 💡 Expect your advisees to make advising appointments and keep them: what applies to the advisor here also applies to the advisee. Cancel appointments that you are unable to attend with due notice.
- 💡 Keep your advisor informed about changes in your academic progress, course selection, and academic/career goals.
- 💡 Follow through on referrals and share the outcomes with your advisor.
- 💡 Inform your advisor or the Dean's Office immediately whenever a serious problem (medical, financial, personal) disrupts your ability to attend classes or complete course work.

## Tips for Academic Advisors

Here are a few simple techniques advisors can use to build effective advising relationships.

- 💡 Learn your advisees' names, and use them when you talk to them. If someone never calls you by name, you are apt to suspect that he or she cannot recall exactly who you are.
- 💡 Go over with your advisees what they should expect from you and what you expect from them at an early meeting (first contact day). This handbook contains an abbreviated list of advisor and advisee responsibilities that you may want to copy and use as a basis of discussion.
- 💡 Take a few moments to engage in general conversation whenever an advisee comes to see you. Smile. Make eye contact. Ask how things are going. The student may be looking for an opportunity to bring up something difficult to address immediately.
- 💡 . Make a few confidential notes for your file after each visit with an advisee. What were the issues discussed? What follow-up is needed? Did you refer the student to any other campus services or suggest some specific action? Review the file that you keep on each advisee just prior to the student's next visit. Ask whether the issue discussed during the previous visit was resolved. Ask if the student actually followed through on any referrals you made.
- 💡 Education records are kept by University offices to facilitate the educational development of students. Faculty and staff members may also keep informal records relating to their functional responsibilities with individual students. A Federal law, the Family Educational Rights and Privacy Act of 1974, as amended (FERPA), also known as the Buckley Amendment, affords students certain rights concerning their education records. Students have the right to have some control over the disclosure of information from their records. Educational institutions have the responsibility to prevent improper disclosure of personally identifiable information from the records.
- 💡 Some students find it easier, as well as more convenient, to "approach" their advisors by e-mail rather than in person. However, be careful to use e-mail as a supplement to, not as a substitute for, in-person meetings.
- 💡 Be a pro-active advisor. Students who do not contact their advisors often are not those who need little advice; they are likely to be those whose relationship to the University is dysfunctional. Particularly during the first year of college, failure to meet with an advisor is apt to be a sign of impending or current difficulty rather than of mature self-reliance. Advisors should go after these, by e-mail. Engaging them in a dialogue about their WUSOM experiences is an essential first step to progress.
- 💡 The BOOST program is an additional initiative to train the Advisor on their role.

## Limitations Of Faculty Advisors/Advising

Hardee (1959) and Brown (1972) indicate that faculty advisors cannot be all things to all advisees because of the vast differences among students. Faculty advisors must recognize their limitations as counselors.

Some of the restrictions impeding the effectiveness of faculty advisors are:

1. A faculty advisor cannot make decisions for an advisee but he can be a sympathetic listener and even offer various possible solutions to the student's problem.
2. A faculty advisor cannot increase the native ability of an advisee, but he can encourage the maximum use of the ability that the student has.
3. A faculty advisor cannot reduce the academic or employment load of a floundering advisee, but he can make recommendations that such adjustments be made.
4. A faculty advisor should not criticize a fellow faculty member to a student, but he can make a friendly approach to any teacher if that teacher is involved in the student's problem.
5. A faculty advisor should not tell an advisee his raw scores on psychological tests, but he can indicate areas in which the student seems weak or strong by discussing centiles derived from local norms.
6. A faculty advisor should not betray a student's confidence on matters of a personal nature, but he can seek appropriate professional assistance in helping a student with minor personal or social adjustment problems (Brown, 1972, pp. 94-95).
7. A faculty advisor should not attempt to handle cases of emotional disturbances which fall outside the behavioral pattern of students adjudged reasonably normal.

When complex problems arise concerning financial aid, mental or physical health, or personal-social counseling, faculty should refer students to professional personnel through the Dean of Students Office. Even though they must recognize their limitations as counselors, faculty members, Eble (1976) warns, may have to add a basic competence in counseling and advising to their professional skills. Such competence may be gained in much the same way as other skills: by learning through study or instruction or practice. Little skill is gained unless faculty members accept the responsibility, give attention to its details, and intelligently engage in doing it (1976, p. 74).

## B.O.O.S.T Program

**Betterment Of Organizational Study Strategies** is a Program which helps students facing significant Academic Difficulty.

Goals of this program:

- 📌 To help students identify barriers to effective learning and develop strategies to overcome them
- 📌 To aid students in formulating learning goals and develop a process to achieve these goals
- 📌 To provide tools and resources to help students find a balance in time commitment that furthers their success in medical school

To initiate the B.O.O.S.T. program four components have been developed:

- 📌 Effective study practices
- 📌 Time Management
- 📌 Test taking strategy Guidelines
- 📌 Additional Resources

The CAA and PAA will identify the students facing significant academic difficulty. The Advisors can provide the additional resources to students. The students who are facing significant academic difficulty have to compulsorily attend workshops/seminars designed as part of the BOOST program.

# Roles and Responsibilities of the **SASP** Program

## Director

The Program Director is responsible for overall running of the Program.

- 📍 The Program director on receiving of the list of new enrollees for the semester from the Admissions makes the list of the Advisee and Advisor for the semester. He randomly assigns the new Advisees to the respective Advisors at the beginning of the semester.
- 📍 Orientation Program is held during the first week of the semester for the new enrollees. This includes a session by **SASP** - PD briefing the newly enrolled students on the functioning of the **SASP** Program. The Program director is responsible for arranging the Advisors meet during the first week of the semester to update them with previous semester data, advising calendar, tips on advising and providing resources.
- 📍 The **SASP**-PD manages the digital Data storage of the Advising Forms and is responsible for the security of Advisee Data. The Advisor Advisee data gets sent to the SAP-PD and he in turn will make it available to the Dean of student Affairs.
- 📍 The **SASP**-PD oversees that there is no gross violation of professionalism on the part of Advisor or Advisee. He checks that proper reporting mechanism is in place. He also advises the Advisor or the Advisee in matters related to the adherence to the professionalism.
- 📍 The **SASP**-PD validates the Advisor or Advisee change request after careful consideration of the reasons for the same and assigns the new Advisor or the Advisee respectively.
- 📍 The PD will also present the Data of the previous semester in the faculty senate. The **SASP** –PD performs the data analysis on the mentoring program. Based on student and faculty feedback he also provides inputs on improvement strategies focusing on the weakness and strength of the system.
- 📍 The PD is responsible for the smooth coordination between various branches of the Advisory.

## Professional Conduct

The legitimate expectations students have of their advisors are many, but there ARE a few expectations that some students may have that are unreasonable. Both advisors and advisees need to be clear about these limits.

1. Academic advisors are not personal counselors. Students should not expect their advisors to help them sort out all personal problems. Advisors are not trained to help with these situations; the University has professional counselors and students should be encouraged to take advantage of these services through the Counseling Center or Student Affairs.
2. Academic advisors are not tutors. Advisees should not expect their advisors to give supplemental or remedial instruction in their academic courses. Advisors can refer students to the “Footsteps” Program.
3. Advisors are friendly, but should not be expected to be pals. Advisees should respect the fact that advisors are busy people whose time is important; they should not plan to “drop in” on their advisor just to chat between classes, unless they have been scheduled to do so.
4. Any Advisee if found to behave in an unprofessional manner with the faculty which includes and not limited to use of abusive language, threatening language, sexual advancement, material offering , personal favors may lead to referral to Grievance committee and course of the case may be decided as per the University policies.
5. The Academic Advisor is in the position of Power and therefore if found to take advantage of the advisee which includes and not limited to asking of personal favors, material benefits, causing physical harm, causing severe mental distress, making sexual advancement or seeking sexual favors will amount to unprofessional behavior and the advisor will be taken out **SASP** pending investigation and ruling from Faculty Affairs.

## **SASP Procedures**

Students entering the **SASP** Program are expected to abide by the program policy. It includes the following

- 💡 A set of students hereafter called the advisees will be allocated randomly to each Faculty who hereafter called the Personal Academic Advisor will have to follow up with him till the exit their basic sciences. The Advisee will receive an online form in his campus email at the beginning of each semester. He is supposed to confirm the SASA agreement and complete the form.
- 💡 The student shall attend the mandatory meetings scheduled on the academic calendar. All the Advisees meet his Advisor in a group session on the **SASP**: First Contact Day earmarked on the Academic Calendar. The First Contact Day helps the new advisees to meet their peers and the advisor in a friendly and open setting. It encourages them to familiarize with expectations of each other, exchange of resources and contact information.
- 💡 The second mandatory advisor visit is post Block 1. The Advisee is asked meet the Advisor. The Advisee will attend the follow up sessions with advisor when asked by the advisor or will have to fill the session default form if not attending it. The Advisee has to follow the date and timing allotted to him by the advisor.
- 💡 The students can request for change of advisor by filling the Advisor change form with a valid reason for change. The Change will be subject to the PDs discretion. The request for change will not be entertained for the Advisee's first semester.
- 💡 The student when referred by the Advisor for Support services will carry the referral form at the time of the designated meeting.
- 💡 The Advisee Advisor interaction should be limited to the campus boundaries.

## ADVISING TIMELINES

First Week of  
Semester Calendar

- Advising the Advisor

Second Week of  
Semester Calendar

- First Contact Day

Sixth Week of  
Semester Calendar

- Post Block Exam Visit

10th week of  
Semester Calendar

- BOOST Seminar

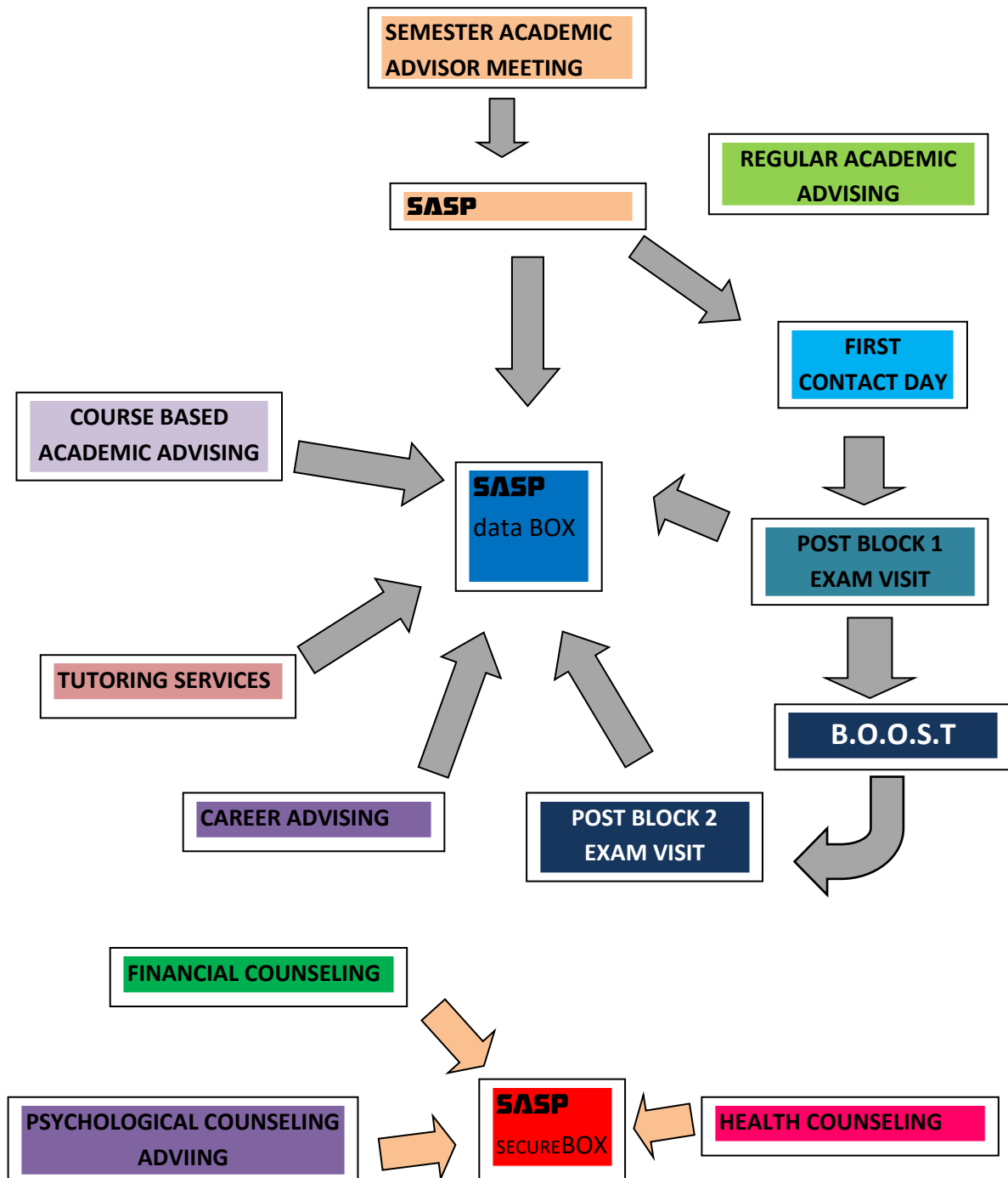
12th Week of  
Calendar visit

- Post Block Exam Visit

Any Week of  
semester

- Course based Academic Counseling

## Work Flow



## Confidentiality

The confidentiality of information in this program falls under the FERPA and HIPAA regulations. All the parties of this program are made aware of these regulations during training sessions, through the student handbook and periodic e-mails

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records.

Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

- School officials with legitimate educational interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

Windsor University considers following information as directory information

Student's name, local and home address, telephone number, campus email, date and place of birth, honors and awards, and dates of attendance. Grade level, schedule of classes, photographic or videotaped images from participation in official recognized events, physical features like height and weight.











Windsor University School of Medicine notifies parents and eligible students annually of their rights under FERPA through the student's handbook and email.

The complete suite of HIPAA Administrative Simplification Regulations can be found at 45 CFR [Part 160](#), [Part 162](#), and [Part 164](#), and includes:

- Transactions and Code Set Standards
- Identifier Standards
- Privacy Rule
- Security Rule
- Enforcement Rule
- Breach Notification Rule

Windsor University advises entire faculty to be trained in HIPAA standards and advises the students to adhere to the standards in campus and clinical setting. Sensitive information regarding the student's physical and mental health is privy only to the psychological and health adviser and is not shared with other advisors.

## Forms:

-  [\*\*SASP\*\* Registration Primary Form](#)
-  [Specialist Academic Advising Form](#)
-  [Post Block1 Advisee Form](#)
-  [Post Block 2 Advisee Form](#)
-  [Advisee change request form](#)
-  [Advisor change request form](#)
-  [Health Advice Request Form](#)
-  [Psychological Services Request Form](#)
-  [Financial Advising Request Form](#)
-  [Complaint Form](#)
-  [Feedback Form](#)

## Contact information

### Dean of Student Affairs



Dr. Venkatesh Bheemaiah  
Dean of Student Affairs  
Phone: 1 869 466 1220(ext 546) email: [studentaffairs@windsor.edu](mailto:studentaffairs@windsor.edu)

### Program Director



Dr. Pushparaj Shetty  
Program Director, **SASP**  
Phone: 1 869 466 1220(ext 540) email: [raj@windsor.edu](mailto:raj@windsor.edu)

### Career Counselors



Dr. Bikramajit Singh Saroya  
Chief Career Counsellor, St Kitts and Nevis  
Phone: 1 869 466 1220(ext 508) email: [bsaroya@windsor.edu](mailto:bsaroya@windsor.edu)



Dr. Sandeep Mellacheruvu  
Chief Career Counsellor, USA  
Phone: 7082351940 email: [sandeep@windsor.edu](mailto:sandeep@windsor.edu)



Dr. Emmanuel Uchechukwu Ukeneny  
Chief Career Counsellor, Nigeria  
Phone: 1 869 466 1220(ext 528) email: [emmanuel.ukeneny@windsor.edu](mailto:emmanuel.ukeneny@windsor.edu)

## **B.O.O.S.T Administrator**



Dr. Donna Patey  
B.O.O.S.T Administrator  
Phone: 1 869 466 1220 (ext 516)      email: patey@windsor.edu

## **Psychological Counselor**



Dr. Juene Guishard Pine  
Psychologist (WUSOM Approved)  
Phone: 1 869 466 1220 (ext 546)      email: guishard@windsor.edu

## **Health Clinic**



Ms Eulynis Brown  
Health Manager (Registered Nurse)  
Phone: 1 869 466 1220(ext 501)      email:clinic@windsor.edu

## **Grievance Committee Chair**



Dr. Luiza Veloz  
Chair of Grievances Committee  
Phone: 1 869 466 1220(ext 557)      email:luiza@windsor.edu

## **Faculty Committee Chair**



Dr. Izben Williams  
Chair of Faculty Affairs  
Phone: 1 869 466 1220(ext 511)      email: icwilliams@windsor.edu

## **Security Officer**



Keithly Hicks, BA  
Director of Safety      Helpline 869 465 9049/ 869 762 1839  
Phone: 1 869 466 1220(ext 550)      email: khicks@windsor.edu

## Student Resources

[WUSOM Student Handbook.](#)

[WUSOM Clinical Handbook.](#)

[WUSOM Promotion Policy.](#)

[WUSOM IT Policy.](#)

[WUSOM NBME student Policy.](#)

[WUSOM Current Academic Calendar.](#)

[NACADA core Values.](#)

[BOOST Resources.](#)

### QR CODES FOR DOWNLOAD



STUDENT HANDBOOK



CLINICAL HANDBOOK



ACADEMIC CALENDAR



NACADA CORE VALUES



WUSOM IT POLICY



WUSOM NBME POLICY

## Terminology

For the purpose of this policy:

- a. Academic advice is advice or information given to one or more students on:
  - i. the academic discipline or area of study;
  - ii. the course rules that apply to a program of study and a student's progression through it;
  - iii. other matters that impact the student's progression;
  - iv. the learning skills required for the course or unit and support services available to help students with their studies; and
  - v. the professional requirements and attributes for the professions affiliated with the academic discipline.
- b. Routine academic advice is published or standardized information.
- c. Specialist academic advice is individual advice to a student that addresses the student's specific circumstances and/or varies from routine published or standardized information.
- d. A student file is a file which relates to an individual student and is held on the University's official records management system, in accordance with the Records and Archives Management Policy.
- e. A student record is the admission, enrolment, progression and financial record on the Student Management System, managed by the Academic Registrar's Office.
- f. Inherent requirements are the fundamental parts of a course or unit that must be met by all students. They are the abilities, knowledge and skills needed to complete a course. Students with a disability or chronic health condition can have adjustments made to enable them to meet these requirements. There may also be other considerations, such as cultural or religious considerations, that may impact the capacity of students to meet an inherent requirement and may require adjustments. However, any adjustments must not fundamentally change the nature of the inherent requirement.

## Policy Statement

(1) Academic advice given to students will be:

- a. Current and accurate based on the information provided by the student; and
- b. Provided in a timely manner, responding as promptly as possible to student inquiries.

(2) Academic advice may be:

- a. Provided by a staff member to a student; or
- b. Information published by the University in printed material or on its website and systems.

(3) Routine academic advice, consistent with University policies and published information, may be provided by many staff as part of their role, including Director, Student Advisor, school administrative staff,

(4) Specialist academic advice, as defined in clause (2) c., consistent with University policies, may be provided by:

- a. Academic Course Advisor, Departmental Subject Advisor , in relation to the program of study;
- b. Lecturer/unit coordinator in relation to unit advice and learning requirements or skills for the unit; and/or
- c. Dean, Director, Academic Program,

(5) The University is responsible for ensuring that all information regarding courses and policies is accurate and available on the University's website.

(6) Staff responsible for providing academic advice must ensure they familiarize themselves with relevant University policies and provide advice consistent with the policies.

(7) Students are responsible for familiarizing themselves with relevant University policies and seeking academic advice when required from designated staff. It is in students' interests that specialist academic advice is confirmed in writing.

(8) In a course with inherent requirements, a student with a disability or chronic health condition should consult with the Dean of student Affairs





## Windsor University School of Medicine

*Brighton's Estate Cayon, St Kitts (West Indies)*

