



California State University, Sacramento

Department of Communication Sciences and Disorders

GRADUATE SYLLABUS & COURSE OUTLINE

Semester/Year: Summer 2023- Summer 2024	Course: CSAD 710E: Audiology Externship I	Section: 01
Meeting Days: Full-time	Meeting Times: TBD by site	Location: Various
Instructor: Ariel Cassar, Au.D.	Email: ariel.cassar@csus.edu	Phone: 916-278-4675
Office Location: Folsom 1000	Office Hours/Appointments: Contact liaison/coordinator to schedule virtual meetings	

Catalogue Course Description:

CSAD710E Audiology Externship I

7 Units

Prerequisite(s): Admission to Doctor of Audiology program; CSAD520

Corequisite(s): [CSAD 710](#)

Term Typically Offered: Summer, Fall, Spring

Supervised clinical practice in audiology with an emphasis on refining advanced clinical skills and working independently.

Credit/No Credit

Place of Course in Program

This rotation is important for gaining experience in various settings in audiology.

Sacramento State Graduate Learning Goals (GLG)	Addressed by this course (Y/N)
Disciplinary knowledge: <i>Master, integrate, and apply disciplinary knowledge and skills to current, practical, and important contexts and situations.</i>	Y
Communication: <i>Communicate key knowledge with clarity and purpose both within the discipline and in broader contexts.</i>	Y
Critical thinking/analysis: <i>Demonstrate the ability to be creative, analytical, and critical thinkers.</i>	Y
Information literacy: <i>Demonstrate the ability to obtain, assess, and analyze information from a myriad of sources.</i>	Y
Professionalism: <i>Demonstrate an understanding of professional integrity.</i>	Y
Intercultural/Global Perspectives: <i>Demonstrate relevant knowledge and application of intercultural and/or global perspectives.</i>	Y
Research: <i>Conduct independent research resulting in an original contribution to knowledge in the focused areas of their graduate program</i>	N

Additionally, upon successful completion of this course, students will be able to:

1. Describe and discuss clinical experiences in a professional manner.
2. Construct clinical reports describing patient background information, clinical assessment findings and interpretation, and recommendations, including treatment and intervention.
3. Identify relationships between clinical experiences and didactic (classroom) learning.
4. Participate in a full-time clinical practice environment with gradually increasing independence throughout the term.
5. Analyze clinical experiences from the perspective of evidence-based practice.
6. Reflect on personal and professional attributes of audiology practice.

Knowledge and Skills Outcome (KASO) Standards Met:

This class will fulfill, in whole or in part, the following KASO Standards as required by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) and the Council for Clinical Certification in Audiology and Speech-Language Pathology (CFCC). Click links for detailed description of standards.

2020 Certification Standards

Standard II A: A5, A7, A8, A10, A12, A13, A14, A15, A16, A17, A18, A20, A21
Standard II B: B1, B2, B3, B6, B7, B9, B13
Standard II C: C1, C2, C3, C4, C5, C7, C8, C9, C10, C11, C14
Standard II D: D3, D9
Standard II E: E3-29
Standard II F: F1-13, F103
Standard III.1: 1A, 2A, 3A, 4A, 5A, 6A

2023 Accreditation Standards

3.1.1 A: 1 – 10
3.1.2 A: 2, 8, 9, 12, 13
3.1.3 A: 1, 2, 3, 5, 6, 8, 9
3.1.4 A: 1 – 24
3.1.5 A: 1 – 18
3.1.6 A: 1 - 9

Course Learning Outcomes:

CSAD 710E: SPECIFIC GRADUATE CLINICIAN LEARNING OUTCOMES

As student clinical skills progress, active participation in patient care should increase while the requisite amount of supervisory (re)direction and intervention should decrease significantly. The pace at which this progression occurs is entirely at the discretion of the preceptor and will differ for each student.

Students should take all opportunities to demonstrate knowledge, skills, and commitment to the preceptor, to the clinical site, and to patient care by:

1. Integrating preceptor feedback, suggestions, comments, direction, and correction into the clinical practice routine
2. Preparing for upcoming appointments by thoroughly reviewing patient charts, electronic medical records, and all other sources of case information
3. Anticipating the preceptor's and/or patient's needs during an appointment and preparing accordingly (e.g., gathering and organizing materials that will be used during a hearing aid fitting)
4. Engaging in insightful and relevant dialogue with the preceptor about specific observations or occurrences during a patient encounter (e.g., "I noticed you chose to do this test first, was that because...?")
5. Developing one's own rationale for an evidence-based approach to all areas of clinical practice, including but not limited to diagnostics and treatment.
6. Practicing relevant skills, independently and/or with the preceptor, as time permits (e.g., role playing behavioral testing of a 2-year-old, re-familiarizing oneself with clinical equipment and software). This may require spending extra time outside of normal clinic hours, if necessary.
7. Volunteering for specific tasks during a patient encounter (e.g., "I would like to conduct the audiometric evaluation")
8. Assisting with clinic-related tasks during clinic downtime or during clinic closures (e.g., ordering supplies, calling patients, creating clinic resources and handouts, tidying the clinic area, answering the phone, assisting front desk staff)

COURSE REQUIREMENTS:

1. Final Evaluation of student's clinical skills completed in Calipso.
2. Patient contact hours entered in Calipso and submitted to preceptor daily or at the latest within 48 hours of experience.
3. Attendance, communication, professionalism & engagement with preceptor, patients, and clinic staff
4. Learning Contract/Clinic Goals (see description below; due date: **Monday, July 10th, 2023**)

GRADING:

This course is graded as Credit/No Credit, so a Pass grade is required, meaning students need to get a B (83%) or better. Student clinical skills and professionalism will be evaluated by the clinical supervisor. The following components will be evaluated by the liaison to determine your final grade:

Final Evaluation in Calipso/Clinical Skills	70%
Calipso Patient Clock hours & Shift Hour Worksheet Form	10%
Attendance, Communication & Professionalism	10%
Learning Contract/Clinic Goals	10%

Final Evaluation/Clinical Skills- 70%

Your clinic skills will be assessed based on your Final Clinical Competency Form in Calipso.

You should review this form BEFORE clinic starts so that you are aware of all items that will become part of your formative and summative assessment. The Clinical Competency form will be completed by your clinical supervisor at midterm and at final, but it is the final Clinical Competency Report on which your final evaluation grade is based. The Clinical Competency Form is separated into seven (7) general competency categories: Prevention, Screening, and Identification; Assessment; Audiologic (Re)habilitation; Pediatric Audiology (Re)habilitation; Counseling; Communication; and Professional Practice. Each general competency area consists of numerous individual line items.

Your grade for clinic performance is based on an average of all of the clinical competencies that your clinical supervisor completes.

Each general competency area consists of numerous individual items. A passing grade is obtained by achieving a rating of 4.15 or better on the average combined score of the seven general competency categories, provided that the student achieves a minimum score of 4.15 on **all** individual competency line items at the end of the rotation. Therefore, any student receiving (a) a rating of 4.14 or less on one (or more) specific line item on the final session or (b) an average rating of 4.14 or less across all sessions for a competency category will not pass the clinic, even if their average combined score of the seven general competency categories is a B or higher. In such cases, a grade of B- will be given for the clinic. A student may receive a passing grade in the clinic after receiving 4.14 or lower on one (or more) specific line item on any Clinical Competency form IF the student successfully completes a Performance Improvement Plan directed by their assigned Clinical Instructor.

Some skills may be site-dependent and may be considered acceptable at a lower skill level at the supervisors and/or liaison's discretion.

SCORE	LETTER GRADE	DESCRIPTION
4.65 - 5.00	A	<u>Exceeds Performance Expectations* (Pass)</u>
4.50 - 4.64	A-	(Minimum assistance required) <ul style="list-style-type: none"> • Clinical skill/behavior well-developed, consistently demonstrated, and effectively implemented • Demonstrates creative problem solving • Clinical Instructor consults and provides guidance on ideas initiated by student
4.35 – 4.49	B+	<u>Meets Performance Expectations* (Pass)</u>
4.15 – 4.34	B	(Minimum to moderate assistance required) <ul style="list-style-type: none"> • Clinical skill/behavior is developed/implemented most of the time, but needs continued refinement or consistency • Student can problem solve and self-evaluate adequately in-session • Clinical Instructor acts as a collaborator to plan and suggest possible alternatives
4.00 – 4.14	B-	<u>Needs Improvement in Performance</u>
3.85 – 3.99	C+	(Moderate assistance required) <ul style="list-style-type: none"> • Inconsistently demonstrates clinical skill/behavior • Student's efforts to modify performance result in varying degrees of success • Moderate and ongoing direction and/or support from Clinical Instructor required to perform effectively
3.65 – 3.84	C	
3.50 – 3.64	C-	
3.35 – 3.49	D+	<u>Needs Significant Improvement in Performance</u> (Maximum assistance required) <ul style="list-style-type: none"> • Clinical skill/behavior is beginning to emerge, but is inconsistent or inadequate • Student is aware of need to modify behavior, but is unsure of how to do so • Maximum amount of direction and support from clinical

		<ul style="list-style-type: none"> Supervisor required to perform effectively.
3.15 – 3.34	D	
3.00 – 3.14	D-	
1.00 – 2.99	F	<p><u>Unacceptable Performance</u> (Maximum assistance is not effective)</p> <ul style="list-style-type: none"> Clinical skill/behavior is not evident most of the time Student is unaware of need to modify behavior and requires ongoing direct instruction from Clinical Instructor to do so Specific direction from Clinical Instructor does not alter unsatisfactory performance

Calipso Patient Clock hours/Shift Hour Worksheet – 10%

Patient Clock Hours: Direct Patient Contact Hours must be submitted to the preceptor in Calipso within 48 hours of the experience. Submissions must be timely, accurate and complete including providing general case details in the comment box.

Failure to submit hours within 48 hours of the experience will result in ~2% grade reduction per occurrence up to a maximum of 5% grade reduction. Students should make a habit of entering patient contact hours at the end of each clinic day throughout externship.

Shift Hour Tracking Worksheet: Students are responsible for maintaining a record of on-site shift hours. A log of Shift Hours should be kept weekly to track hours of attendance. Students should be obtaining at least 35 hours per week of clinic.

Submissions will be monitored frequently. A formal record of shift hours can be requested by me at any time for review.

Failure to keep a log of working shift hours will result in ~2% reduction per occurrence up to a maximum of 10% grade reduction.

Attendance, Communication & Professionalism – 10%

Attendance

- Full-time attendance at clinic is mandatory. Ideally students should have perfect attendance on assigned days throughout externship. **Students must meet an average of 35 hours/week minimum at the externship site for each semester.** If a student is falling short (i.e., not maintaining an average of 35 hours/week), “make-up “days or hours need to be arranged with the preceptor.
- Students must remain in compliance of the externship site’s attendance policies in addition to Sacramento State University Doctor of Audiology Program’s attendance policies during externship. Failure to adhere to attendance policies, will result in a 2% reduction per occurrence up to a 10% overall grade reduction. Adhering to attendance policies, includes but is not limited to, notifying the preceptor and course instruction/coordinator (Dr. Cassar) of all absences (planned and unplanned).
- If student is unable to attend clinic or unable to arrive on time due to unforeseen circumstances, the student is required to notify the preceptor via phone and an email. This includes but is not limited to absences due to illness and family emergencies.
- **ALL** absences from clinic for any reason must be documents by completing an [Absence form](#). The link for this form can also be found on the course Canvas page.
- A reported pattern of tardiness, excessive absence or failure to notify the preceptor and course instructor/coordinator of absence may result in the maximum grade reduction (10%) at the course instructor’s discretion.
- The externship preceptor will determine the designated arrival time at the start of the clinic day. This should be outlined in your learning contracts. This time is usually 30 minutes prior to the start of scheduled clinic. This allows for preparation and organization of the clinic day before the start of appointments. It is the responsibility of the student to arrive on time. Look ahead for potential delays related to weather, traffic, transportation, public events etc.

Communication

Students must maintain timely communication with preceptor and Externship coordinator. For email correspondence you must adhere to the following:

1. Use your Sac State email address (firstname.lastname@csus.edu) when communicating with your preceptors and/or clinical sites regarding non-patient care issues, such as absences or other professional issues
2. Check your CSUS & site emails daily.
3. Respond within 48 hours of receipt of an email addressed to you.
4. Copy (CC) the instructor/coordinator (ariel.cassar@csus.edu)

*** Please note, some clinical sites will issue externship students a site-specific email address. While this may be used for communication with the preceptor and/or clinical staff only for communication specifically related to patient care, all other email communication with the preceptor needs to be conducted using the students Sacramento State email.

Failure to do so may result in a ~2% grade reduction per occurrence up to a maximum of a 10% grade reduction.

Professionalism

Students must be dressed in CSUS Clinic scrubs or business casual as indicated by your site. Students must present well-groomed and professional in appearance and demeanor. Inappropriate clinical attire could result in a student being asked to leave clinic and return when appropriately dressed. Inappropriate and disrespectful behavior will not be tolerated, and students may also be asked to leave clinic. Students are expected to conduct themselves according to a high professional ethical standard. They should become well-acquainted with the code of ethics of the profession so that the judgements and decisions made as a Au. D students form a solid ethical foundation for future practice as audiologists. The complete code of ethics can be found at either the [ASHA Code of Ethics](#) and/or [AAA Code of Ethics](#) .

A violation of professionalism could result in a ~2% grade reduction per occurrence up to a maximum of a 10% grade reduction.

Learning Contract/Clinic Goals – 10%

All students must sign and submit a learning contract after meeting with their preceptors during the first few weeks of Externship. Students are required to submit at least 3- long-term professional goals for their clinical externship year, including specific objectives to help achieve those goals (progress towards these goals will be analyzed in future semesters). The purpose of this requirement is to develop habits associated with setting and achieving goals with a specific plan of action and a process for periodically reviewing progress is an integral part of professional success.

Students will write at least three “long-term” clinical goals and then write SMART objectives (the smaller steps) which will be taken this semester to achieve each long-term goal. This process will help students measure progress, with an opportunity to revise SMART objectives throughout Externship year.

As a reminder, the SMART objective- setting method includes Specific, Measurable, Achievable, Realistic, and Time-bound components.

Acceptable SMART objective: I will successfully complete an audiometric evaluation within the allotted time frame (30 or 60 minutes- site dependent) 4 out of 5 times with minimal assistance.

Unacceptable SMART objective: I want to get better at audiometric evaluations.

Sample Externship Goal:

Long Term Goal: I will be a thoroughly competent vestibular diagnostician by the end of my externship experience.

SMART Objectives:

To achieve this goal, I will:

- Read at least 1 chapter each week in Balance Function Assessment and Management by Jacobson & Shepard.
- Review at least 3 charts of vestibular patients seen at my externship site each week. I will choose at least one of these cases to write up as a “case presentation” self-study which will ensure I understand the case in its entirety.
- Of the 3 vestibular charts reviewed each week, I will ask my preceptor follow-up questions on at least 1 case in order to ensure I understand the case completely.
- Of the 10 vestibular cases I will review each month, I will choose 1- case and create a mock vestibular rehabilitation plan. I will review this

rehabilitation plan with my preceptor or a faculty member at Sacramento State University to obtain feedback.

Your goals may include fewer SMART objectives than the example shown above. Ultimately this is your professional goal so the more you put into it, the more you will get out of the experience. SMART objectives that are not specific and measured will be returned for revisions. More than two revisions will receive a ~2% reduction of overall grade. Further credit, other than timely submission of goals, will be based on the completeness of the identified goals.

Your identified goals should be outlined in your learning contract. You should consult with your preceptor to discuss and establish your identified goals to ensure they are realistic, achievable and appropriate. Goals for each student will depend on the clinical scope of the externship site.

This assignment is worth 10% of your overall grade for this course. Clinical goals are due Friday, July 10th by 5pm PST. Assignments should be uploaded to the CANVAS page for this course in a WORD or PDF Format.

Course Schedule:

This schedule is tentative and can be subject to change:

Course Start Date: May 30th 2023

Course End Date: August 20th 2023

*** Each individual student's schedule will be determined by the clinical externship site. The dates listed above are Sacramento State's Doctor of Audiology program semester dates. These dates not release you from your obligation to be at your externship site. These are simply used for the purpose of grading and assignments. The externship again is full-time (ideally no absences) and will require you to present in clinic outside of these dates:

Assignments:	Due Date (s):
Final Evaluation for Summer Semester	August 18 th , 2023
Patient Clock hours entered in Calipso/Shift Hours	Daily
Attendance, communication & Professionalism	Daily
Learning Contract/Clinic Goals	July 10 th , 2023 by 5pm PST

NOTE: Late assignments will NOT BE accepted, and you will receive no credit. Students should make plans to complete assignments in a timely manner in order to avoid issues caused by last minute emergencies. Students who do not pass this course will be required to repeat the course to demonstrate the expected knowledge and skills needed to earn course credit. Failure to successfully complete this course will result in an extension of the program or dismissal from the Au. D program.

Clinic handbook

All students are required to adhere to the policies (e.g., use of clinical space, dress code, attendance, professional behavior, etc.) outlined in the clinic handbook and those required by the externship site. The clinic handbook can be found on the department website. Failure to do so may lead to the initiation of a PIP.

Academic conduct: Students enrolled in the Au.D. program must adhere to the Department and University policies on academic misconduct. Please see the department's policy on academic misconduct ("Policy on Student Academic and Clinical Conduct"). The following are expectations for professional behavior in the classroom:

- **Ethics:** Students must uphold the ethical standards set forth by professional bodies in the field (see Appendices C and D of the Au.D. Student Handbook).
- **Respect:** Students should demonstrate respect to their peers, instructors, and staff.
- **Feedback:** Students are expected to self-reflect and modify their work in response to feedback, while displaying non-defensive behavior to suggestions.
- **Health:** Students should maintain their personal wellness and health, attending to any needs in a timely fashion in order to support their academic and professional growth.
- **Attire:** Students must dress professionally. Dress Casual is the most appropriate for an Audiology Clinic setting.
- **Accountability:** Students are expected to be accountable, honest, and professional for their activities and communications. The general principles of ethical behavior should be applied to their coursework, evaluations, and examinations.
- **Language:** Students should demonstrate professional oral and written communication, including emails. Discretion and professional language should be used in all modalities, emphasizing constructive rather than reactive use.
- **Scholarship:** Students should take an active role in their learning, recognizing their deficiencies and seeking to correct them, as part of their commitment to lifelong learning.
- **Effort:** Students should collaborate and work to complete tasks and assignments on time or by the set deadline. Students are expected to follow through on all activities while maintaining professionalism and intellectual curiosity.

Additional Information

Commitment to Integrity:

As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity in your behavior in and out of the classroom.

Sac State's Academic Honesty Policy & Procedures:

"The principles of truth and honesty are recognized as fundamental to a community of scholars and teachers. California State University, Sacramento expects that both faculty and students will honor these principles, and in so doing, will protect the integrity of academic work and student grades."

Read more about Sac State's Academic Honesty Policy & Procedures at the following website:

<https://www.csus.edu/umannual/student/stu-100.htm>

Definitions: At Sac State, "cheating is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means." **Plagiarism** is a form of cheating. At Sac State, "plagiarism is the use of distinctive ideas or works belonging to another person without providing adequate acknowledgement of that person's contribution."

Source: Sacramento State University Library Note: Any form of academic dishonesty, including cheating and plagiarism, shall be reported to the [Office of Student Conduct](#).

Department Policy on Use of APA format

The Department of Communication Sciences and Disorders requires the use of the APA format and style. All students are required to reference the APA manual. All assignments are to be composed using APA format and style unless otherwise noted.

Understand When You May Drop This Course:

It is the student's responsibility to understand when he/she need to consider disenrolling from a course. Refer to the Sac State Course Schedule for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course. Serious and compelling reasons include: (a) documented and significant change in work hours, leaving student unable to attend class, or (b) documented and severe physical/mental illness/injury to the student or student's family. Under emergency/special circumstances, students may petition for an incomplete grade. An incomplete will only be assigned if there is a compelling extenuating circumstance. All incomplete course assignments must be completed by the department's policy.

Inclusivity:

Students in this class are encouraged to be active participants in all aspects of the course, including but not limited to lectures, synchronous and asynchronous activities, discussion posts, etc. Each of us must show respect for each other, as our class represents a diversity of beliefs, backgrounds, and experiences. This enriches all of our learning experiences together. Our individual differences deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders and gender identities, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from our classroom community, or if you have a specific need, please contact the instructor early in the semester. Your instructor will work with you to ensure that you become an active and engaged member of our class and community.

Equal Access:

California State University-Sacramento, Department of Communication Sciences and Disorders, seeks to provide equal access to its programs, services, and activities for people with disabilities. If you have a documented disability and verification from the Office of Services to Disabilities Access

Center (formerly Services to Students with Disabilities, SSWD), and wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student's responsibility to provide documentation of disability to Disabilities Access Center (DAC) and meet with a DAC counselor to request special accommodation before classes start. **Sacramento State Disability Access Center** offers a wide range of support services and accommodations for students in order to ensure students with disabilities have equal access and opportunity to pursue their educational goals. Working collaboratively with students, faculty, staff and administrators, DAC provides consultation and serves as the information resource on disability related issues to the campus community. DAC is located in Lassen Hall 1008 and can be contacted by phone at (916) 278-6955 (Voice) or (916) 278-7239 (TDD only) or via email at dac@csus.edu.

Sacramento State is committed to ensuring an accessible learning environment where course or instructional content are usable by all students and faculty. If you believe that you require disability-related academic adjustments for this class (including pregnancy-related disabilities), please immediately contact Disabilities Access Center (DAC) to discuss eligibility. A current accommodation letter from DAC is required before any modifications, above and beyond what is otherwise available for all other students in this class will be provided. Please be advised that disability-related academic adjustments are not retroactive. DAC is located on the first floor of Lassen Hall 1008. Phone is 916-278-6955 and e-mail is dac@csus.edu. For a complete listing of services and current business hours visit <https://www.csus.edu/student-affairs/centers-programs/services-students-disabilities/>

Basic Needs Support

If you are experiencing challenges with food, housing, financial or other unique circumstances that are impacting your education, help is just a phone call or email away! The CARES office provides case management support for any enrolled student. Email the CARES office at cares@csus.edu to speak with a case manager about the resources available to you. Check out the [CARES website](#).

Title IX

The University requires faculty and staff to report any personal disclosures of sexual misconduct including rape, dating/domestic violence and stalking to the Title IX Coordinator. Students who do not wish to report their experience to me or the Title IX Coordinator may speak to someone confidentially by contacting Student Health and Counseling Services.

Sac State is committed to supporting students and fostering a campus environment free of sexual misconduct and gender-based discrimination. If a student chooses to disclose to a faculty or staff member an experience related to sexual misconduct which includes rape, relationship violence, or stalking, all faculty and staff are obligated to report this disclosure to the university's Title IX Coordinator. Sac State's Title IX Coordinator is Mary Lee Vance. Please email equalopportunity@csus.edu or (916) 278-5770. Upon receipt of the report, the Title IX Coordinator will contact you to inform you of your rights and options as a survivor and connect you with support resources, including resolution options for holding accountable the person who harmed you. Students who elect not to discuss their experience with the Title IX Coordinator can speak confidentially to the following confidential resources:

Student Health & Counseling Services at The WELL On Campus
Phone Number: 916-278-6461
Website: www.csus.edu/shcs

Campus Confidential Advocate – Laura Swartzen

Email: weave@csus.edu

On Campus Phone Number: 916-278-5850 (during business hours)

WEAVE 24/7 Hotline: 916-920-2952

CSUS Grading Policy

Information for students regarding grading is provided here:

<https://www.csus.edu/umannual/acad/umg05150.htm>

Other Resources

- The Office of Student Affairs maintains a list of campus resources/centers: <https://www.csus.edu/center/>
- Testing Center: <https://www.csus.edu/student-affairs/centers-programs/testing-center/>
- Library: <https://library.csus.edu/> for consultation : Rachel Stark, MS, AHIP, stark@csus.edu
- Services to Students with Disabilities: <https://www.csus.edu/student-affairs/centers-programs/services-students-disabilities/>
- Student Health and Counseling Services: Your physical and mental health are important to your success as a college student. Student Health and Counseling Services (SHCS) in The WELL offers medical, counseling, and wellness services to help you get and stay healthy during your time at Sac State. SHCS offers: Primary Care medical services, including sexual and reproductive healthcare, transgender care, and immunizations; urgent care for acute illness, injuries, and urgent counseling needs; pharmacy for prescriptions and over-the-counter products; mental health counseling, including individual sessions, group counseling, support groups, mindfulness training, and peer counseling; athletic training for sports injury rehabilitation; wellness services, including nutrition counseling, peer led health education and wellness workshops, and free safer sex supplies; violence and sexual assault support services. Most services are covered by the Health Services fee and available at no additional cost.
- Student Health and Counseling Services at The WELL: <https://www.csus.edu/student-life/health-counseling/>
- Student Academic Success and Education Equity Programs: <https://www.csus.edu/student-affairs/retention-academic-success/>
- Crisis Assistance and Resource Education Support (CARES): If you are experiencing challenges with food, housing, financial or other unique circumstances that are impacting your education, help is just a phone call or email away. The CARES office provides case management support for any enrolled student. <https://www.csus.edu/student-affairs/crisis-assistance-resource-education-support/>

- CHHS Student Success Center: <https://www.csus.edu/college/health-human-services/student-success/>
- Reading & Writing Center: <https://www.csus.edu/undergraduate-studies/writing-program/reading-writing-center.html>
- Peer & Academic Resource Center: <https://www.csus.edu/student-affairs/centers-programs/peer-academic-resource/>
- SMART Thinking (tutoring resource): <https://www.csus.edu/student-affairs/centers-programs/degrees-project/internal/documents/smarthinking.pdf>