

CALIFORNIA STATE UNIVERSITY, SACRAMENTO
Department of Communication Sciences and Disorders
Spring 2025 Syllabus

Semester/Year: Spring 2025	Course: CSAD 146-50 Introduction to Clinical Issues and Methods	Section: 01 #87362
Meeting Days: Tuesday & Thursday	Meeting Times: 9:00 AM - 10:15 AM	Location: Folsom Hall Room #2204
Instructor: Dr. Darla K. Hagge, CCC-SLP	Email: hagge@csus.edu	Phone: 916-278-6695 – office 714-749-2799 – cell
Office Location: Folsom Hall Department Office Door # 2316 Hagge Office #2405 Department Office	Office Hours/Appointments: Tuesdays and Thursdays: 11:00 – 12:30 p.m. Students should schedule their own advisement appointment with me using: https://calendly.com/hagge/15minuteofficehourappts [If desired, students may also contact me directly to schedule an appointment outside of my regular office hours.]	

Date of last revision: 1/10/2025

CSAD 146 Introduction to Clinical Issues and Methods.

3 Units

Prerequisite(s): [CHAD 30](#), [DEAF 51](#), [PSYC 2](#), [STAT 1](#), [CSAD 110](#), [CSAD 111](#), [CSAD 112](#), [CSAD 125](#), [CSAD 126](#), [CSAD 130](#), and [CSAD 145](#). Minimum major GPA of 3.2 with no CSAD course below a grade of "C."

Work with graduate students and clients. Introduction to clinical procedures, ASHA Code of Ethics, legal issues, funding sources, supervision and scope of practice. Survey of professional settings for speech and language services, including multidisciplinary settings. Required for applicants of the CSAD Master's program. Recommended for students who plan to apply to graduate programs at other universities. Optional for students who do not plan to attend graduate school. Background check, immunizations, and HIPPA training required prior to enrollment (see Department webpage).

PLACE OF COURSE IN PROGRAM

This course will generally be taken by students as one of their senior level courses. This course will orient students to fundamental clinical procedures in speech-language pathology, in addition to introducing ethical and legal issues as they pertain to speech-language pathologists and speech-language pathology assistants. **COURSE DESCRIPTION**

Methods and materials used in clinical procedures are introduced. Work with graduate students, clinicians, and clients provides introduction to actual procedures and ethical practices. Introduction to ASHA Code of Ethics and legal issues in professional practice including federal and state laws and regulations, funding sources and scope of practice, survey of professional settings for speech and hearing services, including multidisciplinary settings.

REQUISITES

1. Provide documentation of all medical requirements for the SLPA internship including but not limited to: negative TB (PPD) test and initiation or completion of the Hepatitis B series.
2. Complete the department’s authorized background check/fingerprint/internship paperwork as required. Please see the department’s website and the Student SLPA Internship Handbook for instructions regarding completing the background check and more.
- 3.

Sacramento State Baccalaureate Learning Goals

Sacramento State Baccalaureate Learning Goals for the 21st Century (BLG)	Addressed by this course (Y/N)
Competence in the Disciplines: <i>The ability to demonstrate the competencies and values listed below in at least one major field of study and to demonstrate informed understandings of other fields, drawing on the knowledge and skills of disciplines outside the major.</i>	Yes
Knowledge of Human Cultures and the Physical and Natural World <i>through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts. Focused by engagement with big questions, contemporary and enduring.</i>	Yes
Intellectual and Practical Skills, Including: <i>inquiry and analysis, critical, philosophical, and creative thinking, written and oral communication, quantitative literacy, information literacy, teamwork and problem solving, practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance.</i>	Yes
Personal and Social Responsibility, Including: civic knowledge and engagement—local and global, intercultural knowledge and competence*, ethical reasoning and action, foundations and skills for lifelong learning anchored through active involvement with diverse communities and real-world challenges	Yes
Integrative Learning**, Including: <i>synthesis and advanced accomplishment across general and specialized studies</i>	Yes

Expected Learning Outcomes Competencies (CSAD 146):

Mastery of each student learning outcome listed below is indicated by a grade of C or better on each component of the corresponding measures listed in the table. Students are required to track their progress towards meeting each learning outcome and must make an appointment with the instructor for any grade equal to or less than a C. The instructor will suggest strategies to help you establish competence and knowledge in these areas.

SPECIFIC STUDENT LEARNING OUTCOMES:

Upon completion of this course the student will be able to:

1. Define and identify (un)ethical behavior in the practice of speech pathology and audiology, including confidentiality and informed consent, as determined by the American Speech and Hearing Association (ASHA). (Code of Ethics)
2. Critically discuss and answer questions about the scope of practice for SLPs and Audiologists versus SLPAs.
3. Identify (in writing and verbally), the differing requirements made by the CA State Licensing Board between the SLP and the SLPA, including the responsibilities not to be performed by the SLPA.
4. State or write and discuss the tenets of Universal Precautions.
5. Discuss HIPAA regulations to clinical practice verbally and in writing.
6. Observe clinical practicum and identify (in writing) client objectives, teaching methods, reinforcers, and client behavior.
7. Design treatment objectives, detailing performance, conditions, and criterion.
8. Demonstrate (in writing and verbally) the ability to set up a treatment session based on the client objectives established by the SLP, including appropriate teaching methods, and reinforcement.
9. Formulate a written treatment plan, including treatment objectives and materials and teaching methods, for clients
10. Collect and report treatment data in a standardized manner as required by the supervising SLP.
11. Collect and interpret treatment data in a standardized manner.
12. Utilize standard treatment/teaching methods under the guidance of the supervising SLP.
13. Identify in writing the difference between a complete client assessment and a screening.
14. Describe (in writing and verbally) the non-treatment duties of a SLPA

15. Discuss in writing a model of best-practice supervision, the supervision requirements for a SLPA, as well as the CEUs in supervision required for the supervising SLP.
16. Describe the requirements and processes for registering as a SLPA.

Course Learning Outcome	Components Indicating Competence	Grades Received
1	Code of Ethics, in-class activity	
1, 2, 3, 4, 5, 13, 14, 15, 16	Final Exam	
4	Universal Precautions quiz	
5	HIPAA quiz	
6, 8, 9	Journal project	
6, 7,	Therapy Design, In-class activity	
6, 8, 9, 10, 11, 12,	Case Presentation	
6, 11	Journal project	
1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 13, 14, 15, 16	Attendance & Participation, biweekly	

*PowerPoint Presentations and additional information/resources will be posted on Canvas.

Note: **Failure to submit an assignment will result in the final grade being lowered by one full letter grade.**

TEXTBOOKS:

Required Text:

Roth, F. P., & Worthington, C. K. (2023). *Treatment resource manual for speech-language pathology 7th Edition*. San Diego: Singular Pub. Group.

Recommended Texts:

Dwight, D. (2015). *Here's How to Do Therapy: Hands-On Core Skills in Speech-Language Pathology, 2nd edition*. San Diego, CA: Plural Publishing.

Ostergren, Jennifer A. & Vento-Wilson, M. (2023). *Speech-Language Pathology Assistants: A Resource Manual. 3rd Edition*. San Diego, CA: Plural Publishing.

Required Readings: (Available at the URL provided)

1. American Speech-Language-Hearing Association. (2016). *Code of ethics* [Ethics]. Available from www.asha.org/policy/. See more at: <https://www.asha.org/siteassets/publications/et2016-00342.pdf>
2. ASHA's Information Page – Ethics
<https://www.asha.org/practice/ethics/>
3. Speech-Language Pathology Assistants (SLPAs) Certification Handbook
<https://www.asha.org/siteassets/assistants/asha-slpa-certification-handbook.pdf>
4. Apply for Speech-Language Pathology Assistants Certification (C-SLPA)

https://www.asha.org/certification/apply-for-slp-assistants-certification/?srsltid=AfmBOor8uxTQNjbuAARYiyOkj_zUXiPF6WPmPIRhAtdxZwoYVudTYUfo

Selected Resources:

1. ASHA State-by-state. Available at: <http://www.asha.org/advocacy/state/>
2. Speech-Language Pathology and Audiology Board (as posted by the State of California, 2015). Excerpts from the California Business and Professions Code for Speech-Language Pathology Assistant. Available at: http://leginfo.legislature.ca.gov/faces/codes_displayText.xhtml?lawCode=BPC&division=2.&title=&part=&chapter=5.3.&article=7.5.
3. Speech-Language Pathology and Audiology Board. SLPA Application Packet. Available at: https://www.speechandhearing.ca.gov/forms_pubs/app_pack_slp_assist.pdf
4. ASHA SLPA Certification and Standards <https://www.asha.org/certification/2020-slp-certification-standards/>

COURSE POLICIES AND ASSIGNMENTS

Participation in Class Meetings:

There will be a moderate amount of lecture to this course. Many/most classes will also consist of small group and whole group exercises, activities, and discussions. Verbal discussions and presentations are essential parts of this course. Students are expected to attend class regularly, and be prepared to participate in class discussions and activities.

Attendance/Participation:

Attendance and participation are required for each class meeting and represents a significant part of each student's grade. Kindly note that it is the student's responsibility to obtain missing lecture notes and concepts as all lectures will be represented on the exam. Attendance is also mandatory for all student presentations. Note: Failure to attend class on presentation days will result in a loss of 15 points from your overall grade.

Participation as a SLPA Intern:

During this course, students will be engaged in a clinical internship (CSAD 140L), under the supervision of a Master Clinician who holds a current California license in Speech-Language Pathology or a current Speech-Language Pathology or Clinical Rehabilitation Services Credential. Students will perform administration and/or clerical duties associated with the clinical process, as well as participate in direct, clinical contact activities. Under no circumstance shall students participate in any activity outside the scope of duties of a SLPA [as described in the California state law (Title 16 Business and Professions Code-1399.170—1399.170.20.1, 2358—2538.7 and Title 5 Education Code 56363)]. The clinical practicum (CSAD 140L) will take place at off-campus sites.

1. As part of this course you will be **REQUIRED** to complete a minimum of 9 weeks of a clinical practicum at a work site under the guidance of a SLP and completing SLPA duties ONLY. This practicum will consist of two to three days a week, totaling a minimum of 100 clinical clock hours.

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2. You are required to furnish your own transportation to this practicum.
3. If you cannot work this requirement into your schedule, please talk to the instructor and program coordinator, Dr. Heather Thompson, as soon as possible.

Attendance as a SLPA Intern

1. Consistent attendance is **REQUIRED** and will be considered as part of the final lab/internship grade.
2. Absences from your duties as a SLPA intern **must** be reported to the instructor by email, and to your assigned SLP Master Clinician. You must give sufficient advanced notice so the SLP Master Clinician may accommodate your absence.
3. **CSAD 146 and 140L are considered co-requisites.** Unreported absences from the internship site will result in a grade of “F” for the course and immediate withdrawal from the course and from the practicum.
4. A total of 100 successful and competent practicum hours is required to receive a passing grade for the course. Each student is required to track and document his or her clinical activities and hours and have the documentation signed by the supervising SLP.
5. The supervising SLP will grade/assign points for the completion of the internship using the clinical competency form you have been provided as a guide. While every attempt is made to be objective when grading a practicum, being successful in a clinical setting has a subjective component. Your grade may, in part, reflect that subjective component as well as the larger objective component.

Due Dates for All Assignments:

Due dates are not negotiable. Late submission will result in decreased points for the assignments (10 points per day). Failure to submit or complete one assignment or quiz/exam will result in the reduction of one full letter grade; failure to submit or complete two assignments or quizzes/exam will result in the reduction of two full letter grades, etc.

GRADED ACTIVITIES

Exams/Quizzes:

One exam and three quizzes will be given. The exam will be based on lectures and readings and is worth 100 points. All make-up exams/quizzes will be arranged on a case-by-case basis with the instructor. If you are absent from class, you are responsible for all material covered. Please remember that 3 units of class time = 9 hours of study per week.

Guided Reflection Journal Project:

You are required to maintain a journal in which you will record a total of 10 entries/assignments worth 100 points total. This exercise will compel you to reflect on your SLPA internship experience designed to help you record your clinical experiences, think about what you have learned, and document sources you have used as evidenced-based rationales for the decisions and actions you take during your therapy sessions. General requirements and guidelines regarding format and submission will be provided at the beginning of this course and reinforced throughout the semester.

Code of Ethics In-Class Activity and Quiz:

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Each student will be responsible for participating in a code of ethics in-class activity. General requirements and guidelines regarding the format for this assignment will be discussed in class. This assignment will be worth 30 points and students must be in attendance to receive credit. If a student is absent for this in-class assignment, the student will be required to write a 5-page paper on ethical practices as they relate to the field of Speech-Language Pathology as assigned by the professor.

Therapy Activity Project:

Each student will be responsible for participating in a small-group in-class therapy project focusing on developing therapy objectives and activities. General requirements and guidelines regarding the format for this assignment will be discussed in class. This assignment will be worth 25 points and students must be in attendance to receive credit. If a student is absent for this in-class assignment, the student will be required to write a 5-page paper discussing evidence-based therapy approaches and activities for certain diagnostic profiles as assigned by the professor. Additional instructions for this therapy activity project will be available on CANVAS.

HIPAA quiz:

A quiz will be given following a lecture on the Health Insurance Portability and Accountability Act. The quiz will be worth 25 points.

Universal Precautions quiz:

A quiz will be given following a lecture on Universal Precautions. The quiz will be worth 20 points.

Case Presentation:

This assignment is your **FINAL PROJECT** for this class and is worth 100 points. Each student will prepare a 20-minute case study PowerPoint presentation. General requirements and instructions, including rules for confidentiality will be discussed in class and posted on Canvas. Attendance is mandatory for colleague presentations. Students will sacrifice 15 overall class points for absences on case presentation days. As audience members, all students will complete a reflection for each case presentation and upload at the end of the class. The reflection form will be available on CANVAS.

Drop/Adds:

Any adds or drop petitions will need to be handled through the College of Continuing Education and will require approval from the instructor and department chair.

Grading:

*Exam (1)	100	points
*Journal 1	50	points
*Journal 2	50	points
*Code of Ethics Quiz	30	points
*Therapy Activity Project	25	points
*HIPAA quiz	25	points
*Universal Precautions quiz	20	points

*Attendance/Participation

*Case Presentation 100 points

TOTAL POINTS 400 points

NOTE: Failure to submit any assignment will result in a full one-grade reduction of a student's final grade. This reduction will occur with every missed assignment.

GRADING POLICY

Your grade will be based upon a total # of points you achieve for the semester out of the total # of points possible. Letter grades will be based upon the following:

94.5-100	A	73.5-76.499	C
89.5-94.499	A-	69.5-73.499	C-
86.5-89.499	B+	66.5-69.499	D+
83.5-86.499	B	63.5-66.499	D
79.5-83.499	B-	59.5-63.499	D-
76.5-79.499	C+	Below 59.5	F

Students who receive below a B- on any test, quiz, assignment/project, or presentation will be expected to conference with me, during office hours, to discuss deficient areas and what can be done to ensure competency in the deficient area.

NOTE: Failure to submit any assignment will result in a full one-grade reduction of a student's final grade. This reduction will occur with every missed assignment.

TENTATIVE COURSE SCHEDULE

Note: Please read assigned textbook readings before class meetings; all topics/activities subject to change per instructor discretion.

Date Week Of:	Topic	Readings PPP=Power point presentation	Assignments
1/21/25 Week #1	<ul style="list-style-type: none"> • Introductions • Clinical Clock Hour form • Course design; syllabus review; course Assignments • SLPA/SLP Role & Relationship; Scope of Practice • SLP/SLPA Duties/Supervision and Mentoring/CEU's • Successful Supervisor/Supervisee Interactions 	Internship Handbook Syllabus ASHA Scope of Practice – SLP & SLPA	<i>Submit all required medical verifications, and placement site requirements</i>
1/27/25 Week #2	<ul style="list-style-type: none"> • Universal Precautions (1.0 hour) • Learning Theories to S-L intervention • Developmental Domains • Foundations for Tx 	PPPs Roth/Worthington (2021) Ch. 1	<i>Universal Precautions Quiz – On Canvas</i> <i>Due Date: 2/2/25 at 11:59 p.m. on CANVAS</i>

2/3/25 Week #3	<ul style="list-style-type: none"> HIPAA (1.0 hour) Hands on Core Skills Baseline Data Basic Structure Peripheral Management Issues 	PPPs Roth/Worthington (2021) Ch. 2	HIPAA Quiz – On Canvas <i>Due Date: 2/9/25 at 11:59 p.m. on CANVAS</i>
2/10/25 Week #4	<ul style="list-style-type: none"> SLPA Role in Screening and Assessment Implementing Treatment Goal/Objective writing Scaffolding 	PPPs Roth/Worthington Ch. 1	
2/17/25 Week #5	<ul style="list-style-type: none"> Goal/Objective writing, cont. Scaffolding, cont. Prompting Hierarchy 	PPPs Roth/Worthington Ch. 1 Appendices	
2/24/25 Week #6	<ul style="list-style-type: none"> Data Collection Lesson Plans SOAP Notes 	PPPs Roth/Worthington Ch. 1	
3/3/25 Week #7	<ul style="list-style-type: none"> Embracing Mindful Supervision for Successful Relationship Dynamics & Learning 	ASHA Clinical Education & Supervision PPPs	Journal 1 Due Entries 1-5 <i>Due Date: 3/9/25 at 11:59 p.m. on CANVAS</i>
3/10/25 Week #8	<ul style="list-style-type: none"> ASHA's Code of Ethics (1.0 hour) Interprofessional Education and Collaborative Practice Attitudes, Stereotypes and Bias Licensure Requirements, Application Process 	ASHA's COE ASHA Certification For SLPA PPPs Roth/Worthington, pg 477 – 484 34, 371	<i>Code of Ethics</i> ASHA COE quiz – On canvas <i>Due date: 3/16/25 at 11:59 p.m. on CANVAS</i>
3/17/25 Week #9	<ul style="list-style-type: none"> <u>Therapy Lecture Topics</u> <u>Possible titles:</u> Developing Academic Vocabulary Skills Basic Principles & Procedures in Tx of SSDs 	PPP Roth/Worthington 166-168, 153, 171, 221, 229	EXAM I <i>Due Date: 3/23/25 at 11:59 p.m. on CANVAS</i>
3/24/25 Week #10	<ul style="list-style-type: none"> Therapy Activity Project, Prep & Present (Graded In-class activity) 	PPP Roth/Worthington	<i>Small group in-class assignment (instructions to be posted on CANVAS)</i>
3/31/25 Week #11	***Spring Break***		
4/7/25 Week #12	<ul style="list-style-type: none"> Therapy Activity Project, continued as needed <u>Therapy Lecture Topics, continued:</u> Childhood Apraxia of Speech Therapy for Individual Phonemes Motor-based Approaches to Intervention 	PPP Roth/Worthington, Ch. 3, 8	
4/14/25 Week #13	<ul style="list-style-type: none"> <u>Therapy Lecture Topics, continued:</u> Childhood Apraxia of Speech Therapy for Individual Phonemes Motor-based Approaches to Intervention 	Reflection, see CANVAS & review Roth/Worthington 467-468	<i>See CANVAS for order of student presentations</i>
4/21/25 Week #14	<ul style="list-style-type: none"> Final Project Case Presentations (Total # of students=10 students) Students #1-4 (n=4) 	Reflection, see CANVAS & review Roth/Worthington 467-468	

4/28/25 Week #15	<ul style="list-style-type: none"> Final Project Case Presentations (n=4) Students #5-8 	Reflection, see CANVAS & review Roth/Worthington 467-468	
5/5/25 Week #16	<ul style="list-style-type: none"> Final Project Case Presentations (n=2) Students #9-10 Make-ups, if needed Additional therapy lecture topics, if time permits 	Reflection, see CANVAS & review Roth/Worthington 467-468	Journal 2 Entries #6-10 Due date: 5/11/2025 at 11:59 p.m. on CANVAS
5/12/25 Finals Week #17	<ul style="list-style-type: none"> Final Class Meeting, per university schedule 	Study guide is posted on CANVAS	

Tentative Guest Presentations:**Topics:**

Pamela Greenhalgh M.A., CCC-SLP
(Thursdays)

- * How to Implement Play Therapy
- * Social Skills Therapy Using Michelle Garcia Winner's Social Thinking

Jennifer Ratcliff M.S., CCC-SLP

- * Supervision in Speech-Language Pathology
- * AAC for the SLPA

TBA

- * SLPA Panel: Everything you ever wanted to know about being a SLPA but were afraid to ask

Jennifer Brickley M.S., CCC-SLP

- * TBA versus Documentation

Debra Harms M.S., CCC-SLP

- *TBA

Associate Dean. Robert Pieretti Ph.D., CCC-SLP

- * Language & Literacy

Hornet Honor Code

<https://www.csus.edu/student-affairs/internal/documents/hornet-honor-code.pdf>

As proud members and representatives of the Sacramento State Hornet community, we commit ourselves to actively promoting honesty, integrity, respect, and care for every person, ensuring a welcoming campus environment, and striving to help every member of our Hornet family feel a strong sense of belonging.

As Hornets, we will:

- Promote an inclusive campus and community
- Listen and respect each other's thoughts, interests, and views Value diversity and learn from one another
- Engage daily with mutual trust, care, and integrity
- Support a culture of honor and adhere to campus policies for honesty,

- ethics, and conduct
- Be proud to be Sac State Hornets.

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://sacramentostat.policystat.com/policy/11300038/latest>

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, may be reported to the office of student affairs.

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.

C- Grades for Prerequisite Courses

The Academic policy on prerequisite coursework posted in the Sac State Catalog Academic Policies (<https://catalog.csus.edu/academic-policies/>) within the Grading System Policies states:

C- Grades for Prerequisite Courses

A grade of "C-" or better is required for prerequisite courses. If a department requires a "C" or better in a prerequisite course and will not accept a "C-" grade, then the department must specify so in the catalog course description. This policy applies to all undergraduate-level courses.

Students who receive a grade below a "C-" may petition to continue in the CSAD BS program without repeating a major pre-requisite course at the link posted on the CSAD Handbooks: Resources, Forms and Information webpage:

<https://www.csus.edu/college/health-human-services/communication-sciences-disorders/csad-handbooks.html>

Please note: filing a petition does not guarantee acceptance of prerequisite waiver. Each form will be reviewed on a case-by-case basis.

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 Disability Access Center (DAC), 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 SSWD and meet with a SSWD counselor to request special accommodation before classes start. **Sacramento State Disability Access Center (DAC)** 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 Additional information can be found on the DAC website: <https://www.csus.edu/student-affairs/centers-programs/disability-access-center/>

Crisis Assistance & Resource Education Support (CARES) Support

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If you are experiencing challenges in the area of food and/or stable housing, help is just a click, email or phone call away! Sacramento State offers basic needs support for students who are experiencing challenges in these areas. Please visit our Crisis Assistance & Resource Education Support (CARES) website to learn more about your options and resources available. <https://www.csus.edu/student-affairs/crisis-assistance-resource-education-support/>

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: <https://www.csus.edu/student-life/health-counseling/counseling/>

Campus Confidential Advocate Email: weave@csus.edu

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

WEAVE 24/7 Hotline: 916-920-2952

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/testing/>

Library: <https://library.csus.edu/>

Student Health and Counseling Services at The WELL: <https://www.csus.edu/shcs/>

Sacramento State Disability Access Center (DAC): <https://www.csus.edu/student-affairs/centers-programs/disability-access-center/>

Peer & Academic Resource Center: <https://www.csus.edu/parc/>

Student Academic Success and Education Equity Programs:

<https://www.csus.edu/saseep/>

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>

SMART Thinking (tutoring resource): https://www.csus.edu/student-affairs/centers-programs/degrees-project/_internal/_documents/smarthinking.pdf
