



**DISABILITY SUPPORT
SERVICES**

STUDENT ASSISTANT TRAINING



HUMAN BINGO!

ASK AROUND TO FILL IN ALL THE SPACES - YOU MAY ONLY USE A PERSON'S NAME ONCE

SOMEONE WITH GLASSES	SOMEONE IN YOUR CLASS	SOMEONE BORN IN SAME MONTH AS YOU	SOMEONE WITH BROWN HAIR	SOMEONE WHO HAS 'S' IN THEIR NAME	SOMEONE WHO LIKES TO PLAY SPORT
SOMEONE WHO CAN PLAY PIANO	SOMEONE WHO CAN DO A CARTWHEEL	SOMEONE WHO LIKES STAR WARS	SOMEONE WHO HAS A PET DOG	SOMEONE WHO CAN ROLLERSKATE	SOMEONE WHO LIKES APPLES
SOMEONE WITH BLUE EYES	SOMEONE NOT IN YOUR CLASS	SOMEONE OLDER THAN YOU	SOMEONE WHO LIKES THE COLOUR PINK	SOMEONE WHO CAN CROSS THEIR EYES	SOMEONE WHO CAN CLIMB TREES
SOMEONE WHO HAS BEEN ON A PLANE	SOMEONE WHO EATS CHOCOLATE	SOMEONE WHO LIKES LEGO	SOMEONE YOUNGER THAN YOU	SOMEONE WHO CAN WHISTLE	SOMEONE WHO PLAYS SPORT

Tell us:

RED - something about yesterday

ORANGE - something you do well

YELLOW - something about your childhood

BLUE - something you learned last week

BROWN - something you can't live without

GREEN - something you watch/listen to



Group Guidelines

- SHARED, STAYS
- USE “I” STATEMENTS
- OPEN AND RESPECTFUL SPACE
- THE GOAL IS GROWTH
- ALL QUESTIONS ARE WELCOME
- LEAN INTO DISCOMFORT



A title card for a feature presentation. The background is a dark blue gradient with a white grid pattern. The word "Feature" is written in a large, white, outlined font, and "PRESENTATION" is written in a smaller, white, outlined font below it. A vertical red bar is visible on the left side of the grid.

Feature
PRESENTATION



FOOD FOR THOUGHT



What is your first
memory of
disability?



WHY DO WE EXIST?



1990



Americans
with
Disabilities
Act
(ADA)
of 1990

Architectural
Barriers Act
1968

Developmental
Disabilities
Services/
Facilities
Construction
Amendment 1970

Rehabilitation Act
of 1973

Education for
all Handicap
Children of
1975

1975 Act
Amended Individuals with
Disabilities
Education Act
1990
IDEA

1988-Fair
Housing
Amendment Act

CSUF Legal Framework

The Americans with Disabilities Act of 1990 (ADA) prohibits discrimination and ensures equal access for persons with disabilities in employment, state and local government services, public accommodations, commercial facilities, and transportation.

- ADAAA: Americans with Disabilities Act Amendments Act amended the ADA in 2008.



Americans with Disabilities Act (ADA), cont.'d

- DSS is a federally mandated service
- What that means is that we legally have to exist to provide services
- Prohibits discrimination and guarantees that people with disabilities have the same opportunities as everyone else to participate in mainstream life



Federal Mandate

**"No otherwise qualified individual with a disability in the United States . . . shall, solely by reason of his or her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance."
(Section 504 of the Rehabilitation Act of 1973)**



OUR MISSION

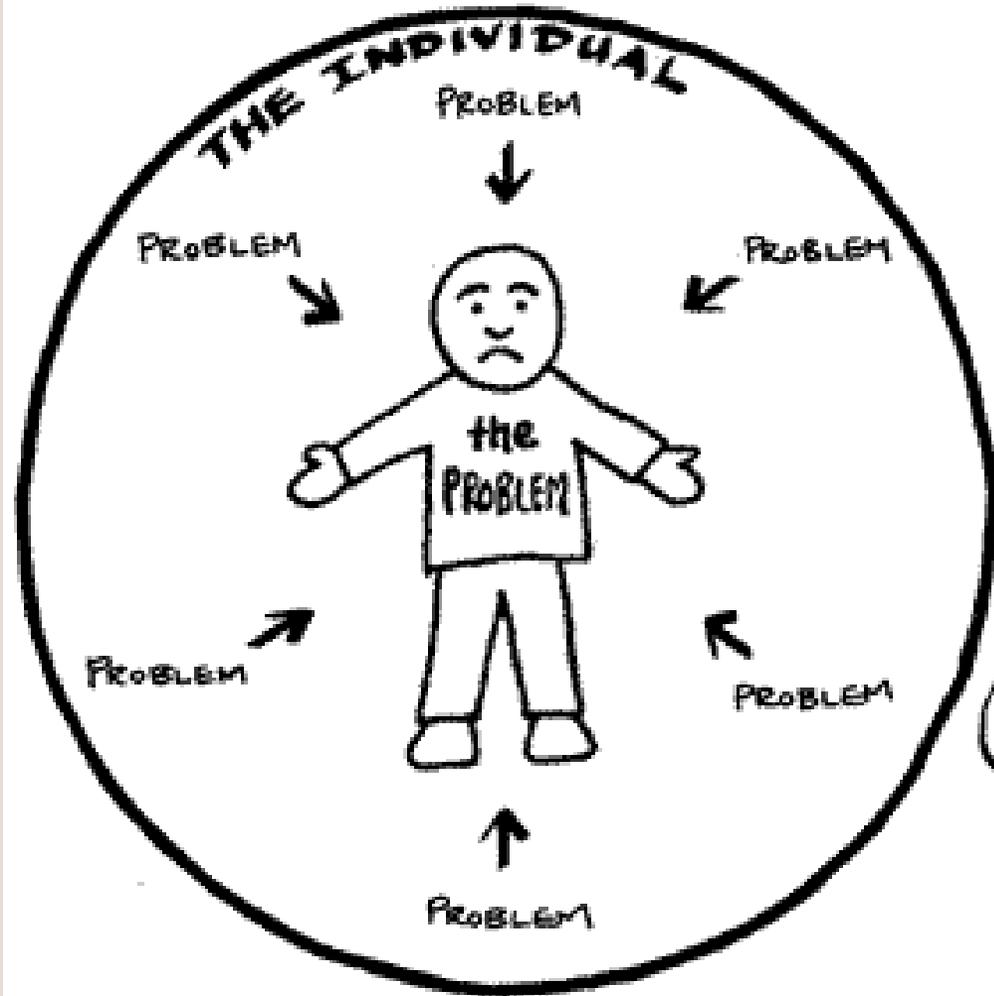
OUR MISSION

We are a ***civil rights office*** committed to providing students with disabilities **access and equal opportunity** to demonstrate knowledge and abilities.

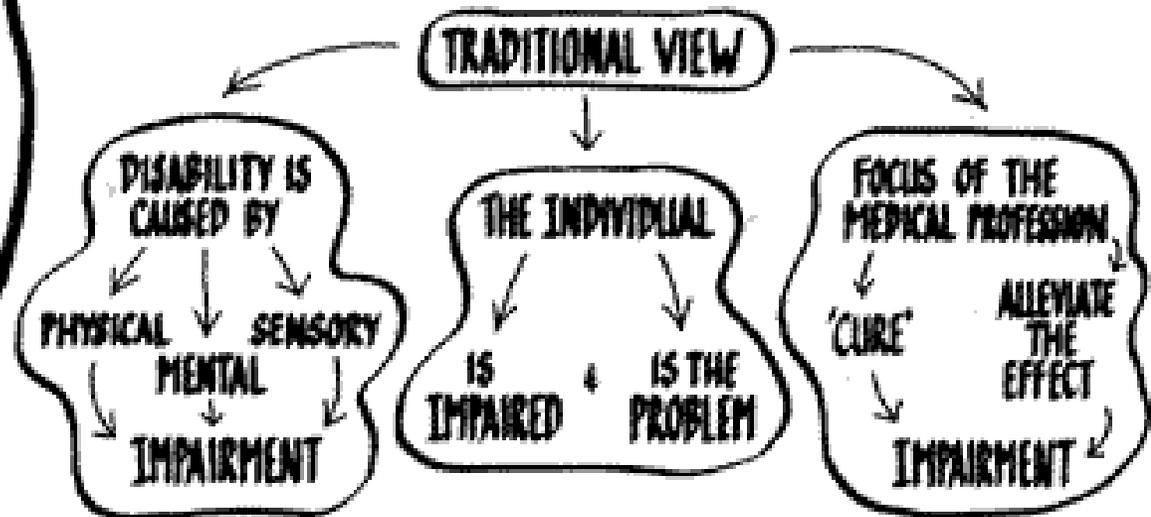
We acknowledge this is a campus wide responsibility, and promote an accessible community where diversity is celebrated and barriers removed.

Our work is framed through the lens of human dignity and social justice in order for students to acquire a sense of agency, advocacy and equitable, meaningful experiences.

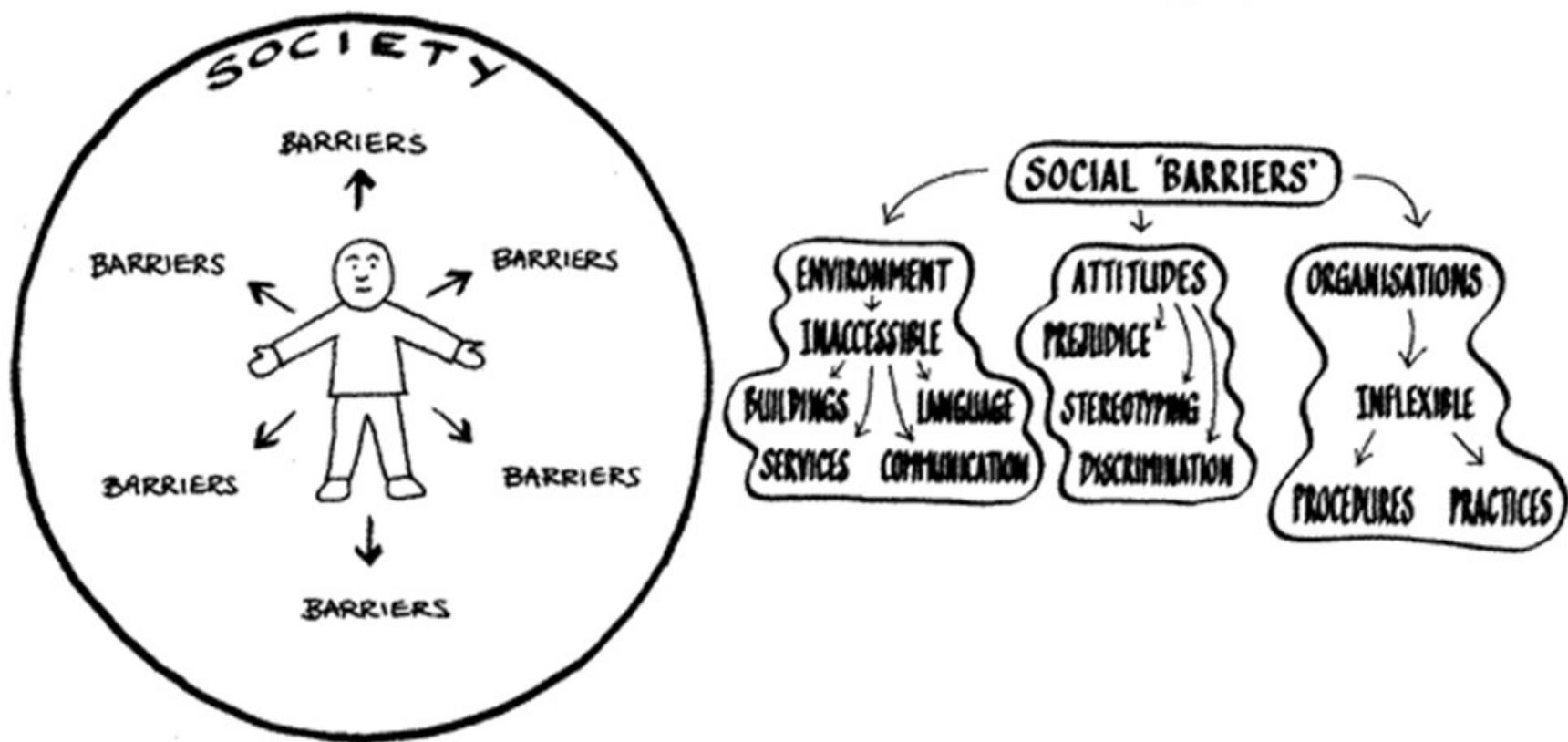
THE MEDICAL MODEL OF DISABILITY



IMPAIRMENTS AND CHRONIC ILLNESS
OFTEN POSE REAL DIFFICULTIES BUT
- THEY ARE NOT THE MAIN PROBLEMS



THE SOCIAL MODEL OF DISABILITY



Her **impairment**
is the problem!
They should
cure her or give
her prosthetics.

The *medical model*
of disability



The **stairs** are
the problem!
They should
build a ramp.

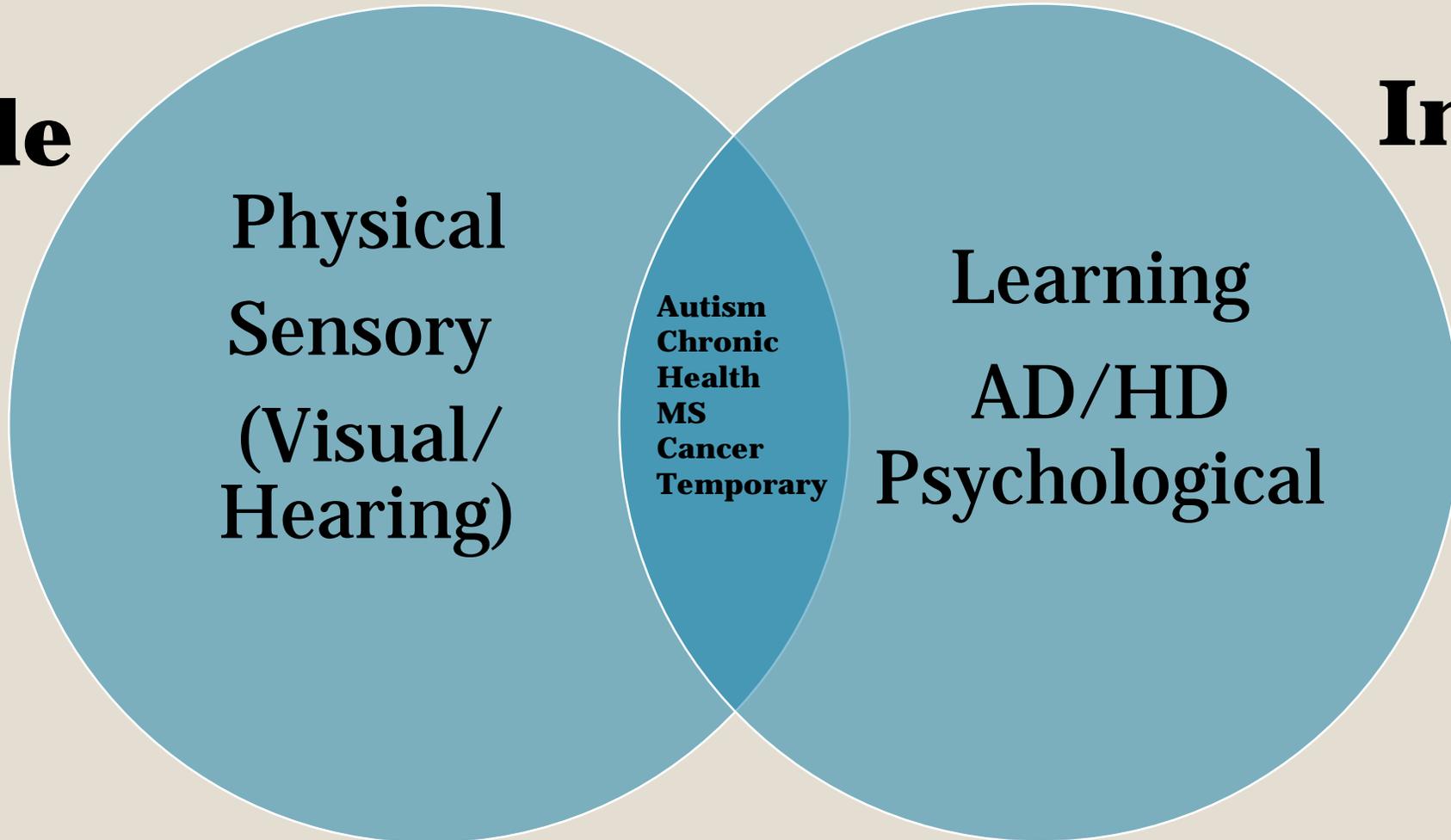
The *social model*
of disability

Image by UAA: <http://www.uaa.alaska.edu/accessibility/topic/architecture.cfm>

Disability Types – Different Disabilities and Functional Limitations

Visible

Invisible



Physical
Sensory
(Visual/
Hearing)

Autism
Chronic
Health
MS
Cancer
Temporary

Learning
AD/HD
Psychological



WHO CAN RECEIVE
OUR SERVICES?

**Anyone can register with our office.
Ultimately it will be the counselor's
decision as to what accommodations
the student can receive based on
their conversation and provided
documentation.**

ADA Disability Definition

- 1. The ADA defines a person with a disability as a person who has a physical or mental impairment that substantially limits one or more major life activity.*
- 2. This includes people who have a record of such an impairment, even if they do not currently have a disability.*
- 3. It also includes individuals who do not have a disability but are regarded as having a disability.*

The ADA also makes it unlawful to discriminate against a person based on that person's association with a person with a disability.

Major life activities include:

- Seeing
- Hearing
- Eating
- Sleeping
- Walking
- Standing
- Lifting
- Bending
- Speaking
- Breathing
- Learning
- Reading
- Concentrating
- Thinking
- Communicating
- Working and operation of a major bodily function

How to apply for DSS

Fullerton.edu/dss

Fill out
registration
form online

Attach
documentation of
disability or
deliver in person



**Student will have
accommodation letter
to give to professors**

Student meets with
counselor to discuss their
disability and possible
accommodations

Course Accessibility Letters (CAL)

- Course Accessibility Letters (CAL) are created at the beginning of each semester and sent to each professor to inform them that their student is enrolled in DSS and may require specific accommodations in the classroom and/or for tests/quizzes



CALIFORNIA STATE UNIVERSITY, FULLERTON
Disability Support Services, UH-101
P.O. Box 6830, Fullerton, CA 92834
Telephone: (657) 278-3112 | Fax: (657) 278-2408

MEMORANDUM

To: Professor
From: Jacquelyn Gerali, M.S.
Date: January 11, 2017
Re: Melissa Pivovarovff (CWID: 899319230), section

Disability Support Services is the designated campus resource for prescribing and facilitating appropriate accommodations for students with disabilities. Thank you in advance for your understanding and cooperation. **This information is confidential and should not be shared with anyone.**

The following are legally mandated accommodations and are expected to be provided to the student. Please note that some accommodations may not be applicable.

Classroom Accommodations: <ul style="list-style-type: none">Note taking accommodationsAudio recording of lecturesNote taker (for more information go to http://bit.ly/dssnotetaker)Preferential seating: In front of the classOther classroom accommodations, specify: Enlargements as needed - 24 Points.	Test/Exam Accommodations: <ul style="list-style-type: none">Testing accommodationsAlternate testing location (not applicable for online courses)Private room when availableExtended time: 3.0xLive scribe during the exam (private room)Scribe for Scantron upon completion of examOther tools, specify: Enlargements as Needed - 24 Points. Scribe during exam as needed.Accessible technology for exams (for more information go to http://bit.ly/dssicap)CCTV (video magnifier) for examMAGic (screen magnification software) for examAccessible format for exams (for more information go to http://bit.ly/dssicap)Audio examKurzweil 3000 ExamOther test/exam accommodation, specify: student will need to take breaks to rest her eyes during exams as needed. Student may need a testing room with use of a lamp, as needed.
	Other Accommodations: <ul style="list-style-type: none">Accessible technology accommodations (for more information go to http://bit.ly/dssicap)CCTV (video magnifier)MAGic (screen magnification software)Accessible format accommodations (for more information go to http://bit.ly/dssicap)Audio booksKurzweil 3000

page 1, continue to next page



**WHAT SERVICES DO
WE PROVIDE?**

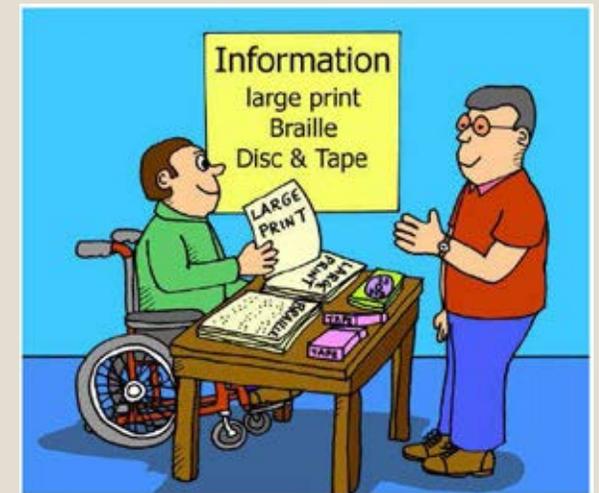
Remove barriers by providing accommodations, aids, and services

Services may include:

- Classroom accessibility
- Course and Testing Accommodations
- D(d)eaf/ Hard of Hearing Accommodations
- Accessible Technology
- Disability Management
- Advocacy and Support
- Accessible Furniture



Inclusive Education



Accessible Information

DSS WORKSHOPS AND GROUPS

What skills could I develop for successful interpersonal communication?

How do I make myself more employable?

What strategies do I need to be a successful student?

How do I succeed for myself in an academic, personal or career setting?

COUN 252 (3 UNITS)
SECTION 2
CAREER LIFE PLANNING:
DISABILITY AWARENESS & ADVOCACY

Counseling 252:
Career/Life Planning.
Disability Awareness &
Advocacy

California State University, Fullerton Hosted by Disability Support Services

Fall 2016 Professional Development Workshops

Learn How to Develop a Strong Professional Image and Become a More Competitive Job Seeker in Today's Job Market!

Four 2-Hour Series Workshops 10am-12pm

1. Job Search Overview: Learn about the current job market and how you can utilize your unique skills to enhance today's competitive job market.
Thursday, September 1, 10am-12pm

2. Interview Skills/Question: Gain valuable interview tips to become a confident and competitive interviewee.
Thursday, October 8, 10am-12pm

3. Job Search Overview: Learn about the current job market and how you can utilize your unique skills to enhance today's competitive job market.
Thursday, September 1, 10am-12pm

4. Interview Skills/Question: Gain valuable interview tips to become a confident and competitive interviewee.
Thursday, October 8, 10am-12pm

Workshops @ dlsupport@fullerton.edu Sign up today!

Professional Development Workshops

Fall 2016 Discussion Group hosted by DSS & TRC

BE YOU. BE THE BEST VERSION OF YOU.

Have you ever wanted to connect with other students who may share similar challenges, aspirations, goals & dreams as you?

Sign up today!
Email Jacquelyn Carrill at jcarill@fullerton.edu

Selected Tuesdays & Wednesdays
12pm-2pm
9/8*, 9/22, 10/6, 10/20*, 11/3*, 11/16, 12/6*

Student Health & Wellness Center

Discussion Group

DISABILITY SUPPORT SERVICES Hosts

FALL 2016

Healthy Relationships Process Group

Fridays, 1 PM-2:30 PM starting mid-September

Are you interested in learning about how to establish and maintain healthy interpersonal relationships? Please join us for an 11-week group designed to explore relationships from your perspective!

Topics that will be covered:

- Assertiveness skills
- Communication style
- How to build friendships
- Communication barriers
- Communication and Intimacy
- How past relationships affect current relationships
- Healthy boundaries

This group will be facilitated by:

Jacquelyn Carrill, MS, PCCO 2008 & Laura Luna, Ph.D., Under supervisor of Doug Overpeck, LMFT, MFC, 12094
Heather Thom, Ph.D., Licensed Psychologist, P1212024 & Jennie Thompson, MS, LMFT, LPC 44377

This is a closed group, so space is limited. If you are interested, please contact Laura Luna at laluna@fullerton.edu

Healthy Relationships Group

Join us for Guided Monday Meditations!

Take a Break, Be Still, & Breathe!

Meditation Benefits:

- Enhances Well-Being
- Reduces Stress
- Increases Relaxation & Concentration
- Supports Neuronal

Startings: September 26th
Where? UH-141
When? Every Monday
Time: 1:15-1:45pm

Facilitated by:
Laura Luna, Ph.D.
Learning Disability/
Mental Health Specialist

Monday Meditations

disability pride

Embrace! Empower. Educate.

These Students Club members are focused on embracing & celebrating diversity, disability, and inclusion. disability pride, advocacy & providing professional networking social networking.

Where: CSUE, TSA
When: The 1st and 3rd Tuesday of the month from 12:00 P.M. - 1:00 P.M. (except holidays)
Contact: [Redacted]

ABLED

Able Advocators

Join the DSS PEER MENTOR PROGRAM

Freshmen applicants only

- GAIN ONE-ON-ONE MENTORSHIP FROM AN UPPERCLASSMAN PEER WHO KNOWS THE CAMPUS AND THE RESOURCES IT PROVIDES
- BE MORE LIKELY TO SUCCEED AND GRADUATE WITH THE GUIDANCE YOUR MENTOR WILL PROVIDE!

Interested?

Peer Mentor Program

DSS Computer Lab – PLN 110

- Accessible software
 - JAWS
 - K3000
 - Dragon
- CCTV
- Adjustable height table
- Accessible Sitting Area (moveable chair)



Person-first examples

People First Language	Language to Avoid
Person with a disability	The disabled, handicapped
Person without a disability	Normal person, healthy person
Person with an intellectual, cognitive, developmental disability	Retarded, slow, simple, moronic, defective or retarded, afflicted, special person
Person with an emotional or behavioral disability, person with a mental health or a psychiatric disability	Insane, crazy, psycho, maniac, nuts
Person who is hard of hearing	Hearing impaired, suffers a hearing loss
Person who is deaf	Deaf and dumb, mute
Person who is blind/visually impaired	The blind
Person who has a communication disorder, is unable to speak, or uses a device to speak	Mute, dumb
Person who uses a wheelchair	Confined or restricted to a wheelchair, wheelchair bound
Person with a physical disability	Crippled, lame, deformed, invalid, spastic
Person with epilepsy or seizure disorder	Epileptic
Person with multiple sclerosis	Afflicted by MS
Person with cerebral palsy	CP victim
Accessible parking or bathrooms	Handicapped parking or bathroom
Person of short stature	Midget
Person with Down syndrome	Mongoloid
Person who is successful, productive	Has overcome his/her disability, is courageous

To help put all this into context,
here's a helpful [video](#)

Disability Sensitivity Training Video Discussion



DSS STAFF

Lori Palmerton



Director

Rosalind Blackstar



Assistant Director

Jacquelyn Gerali



**Disability Management
Specialist**

Amanda Pinedo



**Disability Management
Specialist
(former Accessible Technology
Counselor)**

Loretta (Lori) Neill



**Disability
Management
Specialist**

Jason Kung



Accessible Format Production Specialist

Emily McKernan



Accessible Technology Counselor

Futoshi Nakagawa



Assistant Dean for Student Affairs

Phung Nguyen



WAIV Program Director/Career Development Coordinator

Dena Leischner



Deaf and Hard of Hearing Program Specialist

Marriam (May May) Lofton



Administrative Coordinator

David Guzman



Exam Proctoring Program Coordinator

Renata De La Torre



Front Office Administrative Assistant

Student Staff WordPress



Office Tour

Break
Time





ICE BREAKERS

ICE BREAKERS EVERYWHERE

Best Practices for Resource Fair Tabling

MIREYA DUARTE

Program Accommodations Graduate Assistant

zz-miduarte@fullerton.edu

Ext. 4349

Campus Community Partners

All Academic
Departments

Humanities & Social Sciences, Communications, Health & Human Development, Engineer & Computer Science, Business & Economics, Arts, Education, Natural Science & Mathematics, Extension & International + Undeclared.

University
Police
Department

Writing
Center

WoMen's and
Adult Reentry
Center

Health Center &
Counseling and
Psychological
Services (CAPS)

University
Learning Center

New Student
Programs

Housing and
Residence Life

Mihaylo Tutoring
Center + Math
Tutoring Center

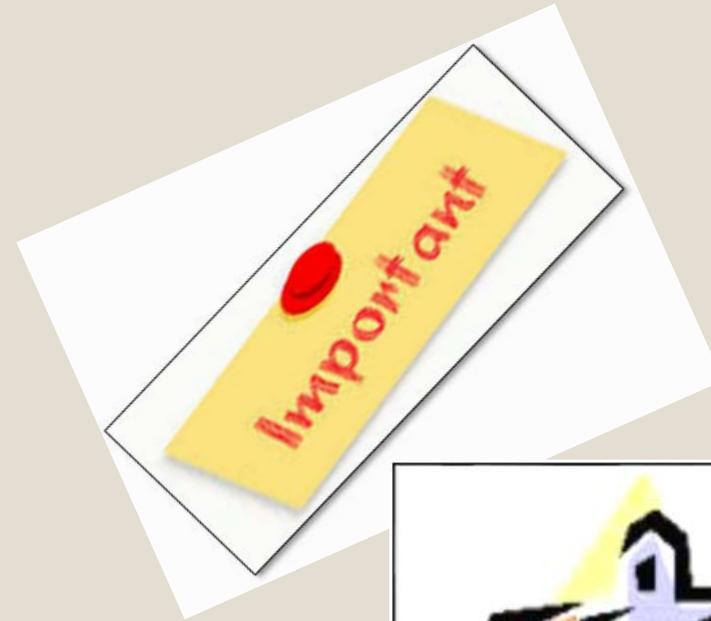
Veteran's
Resource Center

WorkAbility IV
& Department
of
Rehabilitation

Diversity and
Inclusion
Resource
Centers

Agenda

- 1. Preparation
- 2. Set-Up
- 3. What to do and what to say?
- 4. Post-Resource Fair Follow-Up





@CSUF_DSS



15
Posts

330
Followers

99
Following

Disability Support Services

Our mission is to increase access for all students with disabilities by ensuring equitable treatment in all aspects of campus life.

Location:UH-101
linktr.ee/csuf_dss

Edit Profile



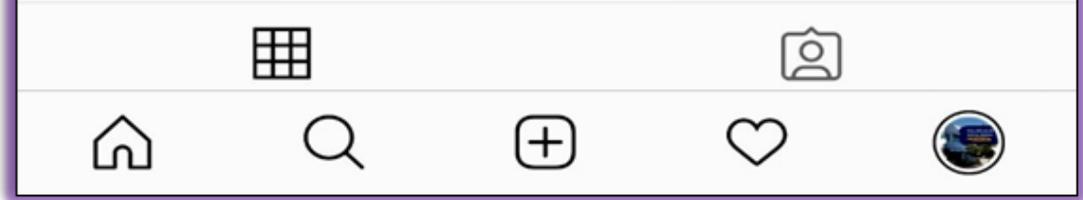
New



DSS Tabling...



♥ DSS ♥



Tabling 101: Tips for Set-Up



- Always set up about 20 minutes before tabling begins.
- Make sure to use the restroom before you leave to set up.
 - This will allow you enough time to choose the table you want to be in (if it is not assigned), organize everything neatly and not in a rush, and most importantly it allows you to take a picture so that @CSUF_DSS can post it on their insta-stories! J
- *DSS IG admins: Mireya Duarte, Ashley Carter, & Jacquelyn Gerali*
- If you are worried about how to set-up, you can check out our DSS IG to see examples, and I will also provide a photo example....On the next slide :)

Tabling Set-Up



- Please make sure to count how much “swag” you take with you and display in the table that way you can keep track of how many people you spoke with for data purposes.
- *Example:* You take 15 swag items, you have 5 left at the end of tabling event, this mean you interacted with 10 individuals.
- Average swag items to table: **30 pieces** (more or less depending how big event is)à 15 Stylus Pens, 10 Tuffy Phone Stands, 5 Stress Stars and 5 3-in-1 Highlighters, (and you can also add 1-2 tote bags if available)



What to do/say during tabling

- What you say depends on the event you table for.
- Example: Tabling during the New Student Orientation resource fairs you will interact with a lot of students, so you have to be brief but informative!
- *“Hi! How is the orientation going? (they respond) This is the Disability Support services table we are located in Gordon Hall (point to the laminated photo), next to Carl’s Jr. and what we do is we provide services to students who have a long-term or short-term disability, that could be visible or invisible. If you are not a member of the disability community you can still be an ally, our office hires student assistants every academic year. We also will be needing volunteers for our yearly event of Disability Awareness Day that will be taking place this fall October 23rd in front of the Humanities quad. There will an art exhibit, performers and opportunity drawings. (Breathe) Right now if you follow our Instagram (IG) and show me, you can spin the wheel and try your luck for a stress star... trust me, you’re going to need them with the midterm and finals, or you can win Tuffy which is our mascot and it’s also a phone stand, we also have a 3 in 1 highlighter, my favorite! And we have a stylus pen that works with your smart phone and smart watches.”*

What to do/say during tabling (cont.)

“What if...” Responses

- If a person says, “I don’t have an Instagram” but they listened to your speech allow them to spin the wheel and say, “I’m going to let you spin the wheel because I know when you get an IG we’ll be the first account you follow!”
- In the event a person does not want to follow the DSS IG, but they listened to your speech you can still give them a stylus pen.
- If they didn’t listen to your speech (ideally they won’t get any swag) we can just hand them DSS pamphlets and flyers, but if they insist we can give them a stylus pen.
- ... If they ask why (which hasn’t happened yet!) you can say something like: “The DSS swag is for students who follow our DSS Instagram (IG) account. Our department is trying to increase disability awareness and engagement across CSUF through our social media, but I would be more than happy to give you one of our very cool DSS stylus pens!”

Post-Resource Fair Tabling

- Please stay the entire time of the scheduled resource fair tabling event unless asked to leave early. Don't be first one to leave, there are always last minute students/ parents/ audience that may come by!
- If the event ended early or you're needed back at the DSS office After you have picked up & made your way back to the DSS office put everything away neatly.
 - **Reminder - please, please, please be careful with the laminated IG photo!**
- **Please complete the DSS Outreach Tiny URL form:**
tinyurl.com/dssoutreachform
 - **IMPORTANT:** You will input the # of students you interacted with in outreach request link right after your event!

DSS Outreach Tiny URL Form: Outreach Request Link

Section 1 of 2

DSS Outreach Request Form

Hello! Disability Support Services is dedicated to increasing awareness and education on disability related issues. Our knowledgeable staff are available to table at your event, provide an informative presentation or facilitate a workshop.

To ensure DSS is available, please submit this Outreach Request 3-4 weeks before your event. Last minute requests will be considered, however they cannot be guaranteed.

If your outreach request is approved, a Disability Support Services staff member will reach out so that we can begin partnering with you in raising awareness.

You are welcome to contact the DSS Graduate Assistant for further clarification or assistance at (657) 278-4349. We appreciate your interest and we hope to see you soon!

Email address *

Valid email address

This form is collecting email addresses. [Change settings](#)

Department/Organization Name *

Short answer text

Contact Name & Phone Number *

Short answer text

Contact Email *

Short answer text

Requested Date *

Month, day, year 

Requested Time *

Outreach Type *

1. Informational Overview: Includes general information about resources and support available to students, how get stude
2. Disability 101: Disability etiquette, person first language, resources on campus for students with disabilities.
3. Resource Fair or Tabling: Interactive, handing out flyers + Goodies, and giving a general overview of DSS.
4. Workshop: Topics vary: Disability Ally Training, Staff/Faculty Training.
5. Other:

If selected "other" on the previous question, please type your response here.

Long answer text

Please select outreach delivery method/ preference *

1. PowerPoint (We have a laptop/projector)
2. PowerPoint (We do not have any supplies)
3. Verbal Presentation, No PowerPoint (with Handouts)

Number of Attendees (Approximately) *

Short answer text

Location (Building, Room Number)

Short answer text

Does your audience need any access related accommodations? (Ex: An interpreter, accessible powerpoint, etc.) *

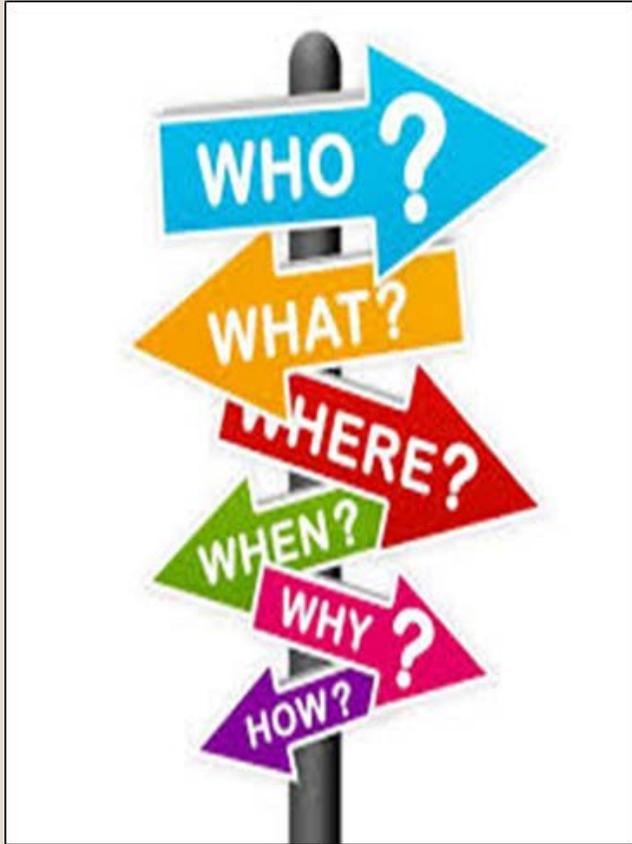
Yes

No

Instructions for Completing Tiny URL for Resource Fair Tabling

- Email Address: Input your student-worker email address “zz-”
- Dept.: The Department you are tabling for
- Contact Name + #: The host’s name & #
- Contact Email: The host’s email (Ask Renata or Mireya if you don’t know)
- Requested Date: Date you tabled
- Requested time: The time you began tabling
- Duration: Input the hours you were scheduled to table
- Outreach type: Select option 3- “Resource Fair or Tabling”
- Please select outreach delivery method: Select option 3- Verbal Presentation, No Power-Point (with handouts)
- **Number of attendees: # of people (individually) that you spoke to/ reached
- Location: Building + Room number/ or location (Titan Walk, H-Quad)
- Does your audience need- No; you would know if you they did because the host would have reached out to make a special request through DSS.
- *if at any moment you forget, or have any questions regarding the outreach link please ask before you submit the data!**







#TEAMWORK MAKES THE DREAM WORK

thank you



STUDENT ASSISTANT ROLE

Core Values



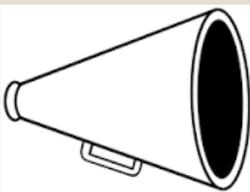
- **Not just Titan Pride... DSS Pride!**

- Be proud to serve our community! Demonstrate integrity to your team and our campus.



- **Titans Reach Higher!**

- Strive to be the best! Have your interactions resulted in better access, support and advocacy to our students to the best of your ability?



- **Make An Impact. Empower Ourselves and Our Community**

- We are advocates and allies. Think smarter, work harder, do it together!

Core Values



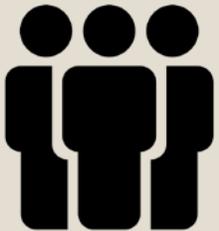
- **Add The Sweet Touch**

- Create meaningful connections everyday! From students, to faculty, to staff and guests.



- **Continuous Learning and Growth**

- We all make mistakes. Empower yourself and others to take learning opportunities and grow to be better partners

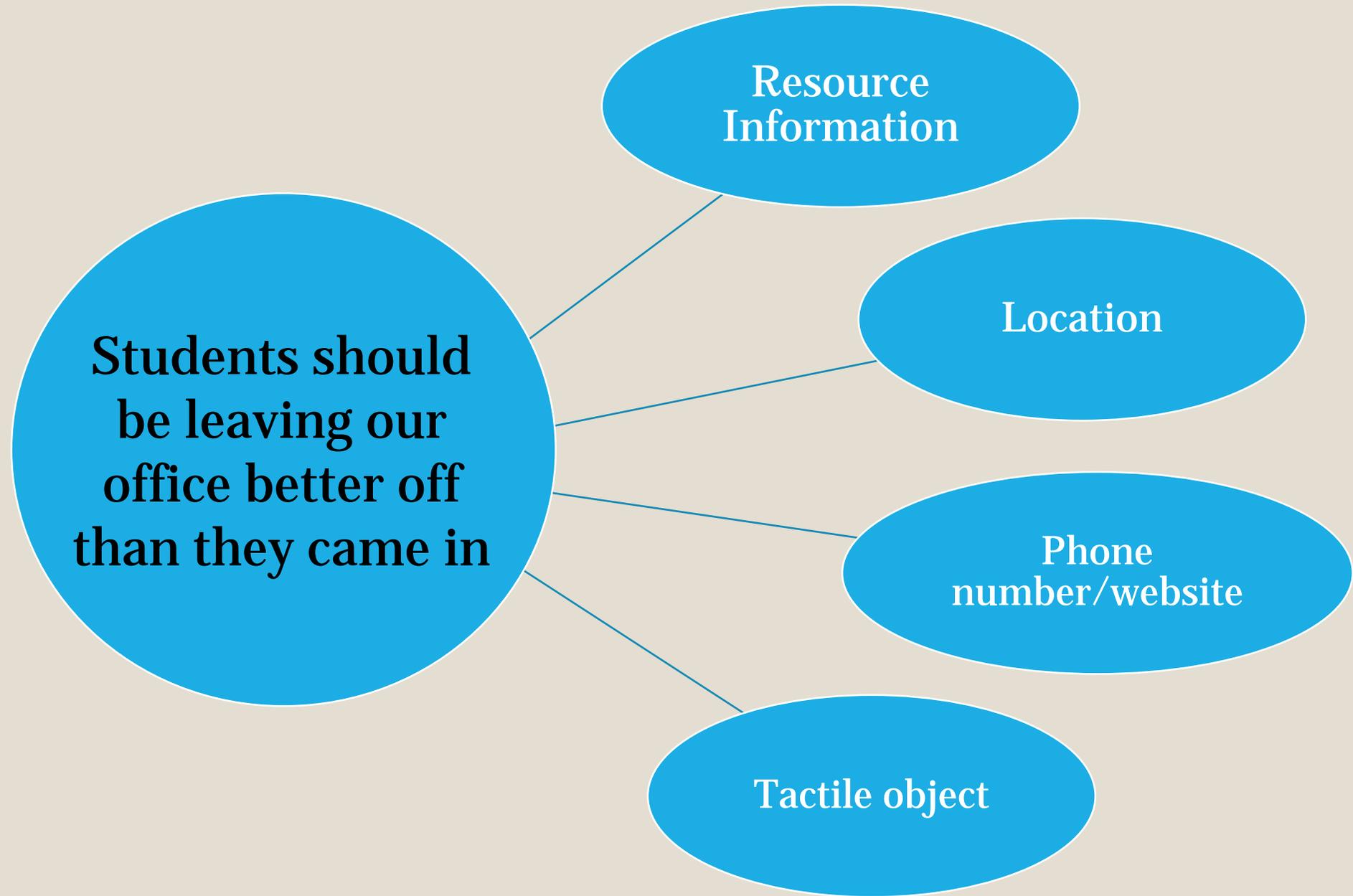


- **Teamwork Makes The Dream Work**

- Build lasting relationships. Have team spirit! Don't let each other fail.



**SO WHAT IS YOUR
ROLE HERE?**



Administrative Duties

- Phone calls
- Booking appointments
- Processing any physical documentation submitted
- Referrals for assessments
- Office Maintenance
- Deliveries
- Special Projects
- Event Outreach
- Creating flyers for workshops, groups and events
- Application Process
- Proctoring Student Exams

Form Processing

- Wheelchair check out
- Temporary Disabled Parking Permit
- Consent for Release of Information
- Note Takers Priority Registration
- Special Equipment check out

Being the First Point of Contact

- What happens when someone comes in/calls/emails with questions about:
 - How to apply for services?
 - How to pick out classes for next semester?
 - Where to get assessed for learning disability?
- **Student assistants are the “Resource Gurus”**
 - We’re here to support our students by having expert knowledge about our department’s functions and outside departments





**WITH GREAT POWER
COMES GREAT RESPONSIBILITY.**

Family Educational Rights and Privacy Act (FERPA)

FERPA: Family Educational Rights and Privacy Act: Passed in 1974. FERPA is a Federal law that protects the privacy of student's education records. The law applies to all schools that receive funds under an applicable program of the U.S. Dept. of Education.

Gives students:

- Access to their education records
- Opportunity to amend records
- Control over the disclosure of information from their records

Protects the privacy of student's grades and behavior reports.

Requires consent from the student (if they are over 18 years old) to release educational information.

Information can be shared to other faculty and staff members on a need-to-know basis. How do you know if you can share? ASK your supervisor, please.



Confidentiality

- **Maintaining confidentiality by abiding by ADA and FERPA**
 - Protecting the identity of students registered with our services
 - Not releasing or speaking of student's personal academic information to anyone other than student, unless authorized CSUF staff member
 - Not releasing or speaking of student's personal medical information to anyone other than student
- **What are ways we can protect our student's identity and information?**
 - Not speaking about a student to people outside of the office
 - Identifying the student in public
 - Snapping, instagramming, tweeting anything about a student
 - Providing professors any details of a student's information or disability
 - DSS is not allowed to disclose any identifying information to anyone (parents, professors, friends, spouse...etc.) except for the student receiving services
 - **i.e. When leaving a voicemail for a DSS student tell them that you are calling from Cal State Fullerton, NOT Disability Support Services.**



PROFESSIONALISM

Basic Expectations

- Attend all mandatory monthly meetings
- Submit any availability on time
 - Finals, breaks, intersessions, semesters
- Fill out your timesheets by the last day of each month
 - Time sheets are filled out by you on your student portal workplace (don't worry, you will be trained how to do this)
 - Everyone is paid by the 15th of the following month
- **Communicate!** 😊



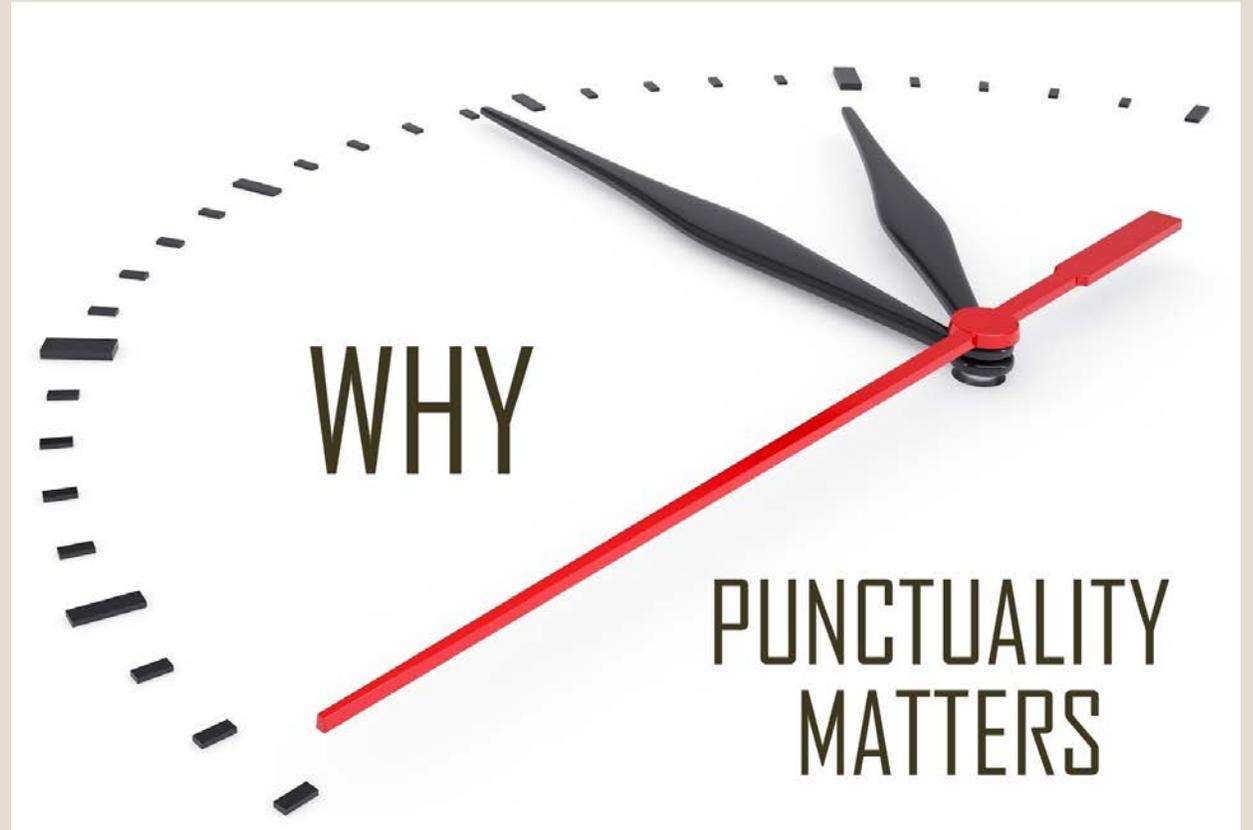
Attendance

"If you're early, you're on time. And if you're on time, you're late"

- ❖ You need five to ten minutes to settle down, go to the restroom, get some coffee, start up computer, login, etc.
- ❖ If you anticipate you'll be arriving 10 minutes late to work, notify your supervisor in advance

The Goals: At 8AM you should be ready to receive and assist students without interruptions.

Effective and prompt shift changes



Requesting Time Off

Inform supervisor as soon as you know you'll need time off. For non-emergencies, **a week in advance** notification is necessary.

This is to ensure someone else can cover your shift(s) as it is **YOUR** responsibility to find coverage for **YOUR** scheduled shifts.

You are responsible for finding coverage and if you cannot find coverage, your supervisor, Renata, must be notified **24 hours in advance**.

*Note: Student employees are not eligible for paid vacation, holiday or sick day





PRESENTATION AND DRESS CODE



FASHION **FP** POLICE

Dress Code Examples

DOs



DONTs



Phone and Social Media Usage



- Be mindful of the image you are giving DSS. You are the first person people encounter when they come into the office.
- You are the face of DSS 😊
- NO use of cell phones
 - This includes checking texts, answering personal phone calls, or checking social media
- NO use of personal laptops/tablets while on duty
- Do not work on your homework while on duty
- Do not use the front office phone for personal calls
- Be mindful of what you post and share through social media
- No social media recording or sending of any kind in the office.



YOUR RIGHTS AS A STUDENT EMPLOYEE

Rights to Safety as a Student Employee

- Student employees are ensured equal opportunity for employment. If you feel you are being discriminated against in any facet, please report this to your supervisor.
- CSUF is committed to prohibit harassment in any form, including visual, verbal or conduct of sexual nature. All employees are required to complete a 2 hour sexual harassment training online. Any employee who believes they have been harassed or pressured by a co-worker, supervisor or outside agent, should promptly report the facts of the incident to their supervisor, who will contact the Title IX coordinator.

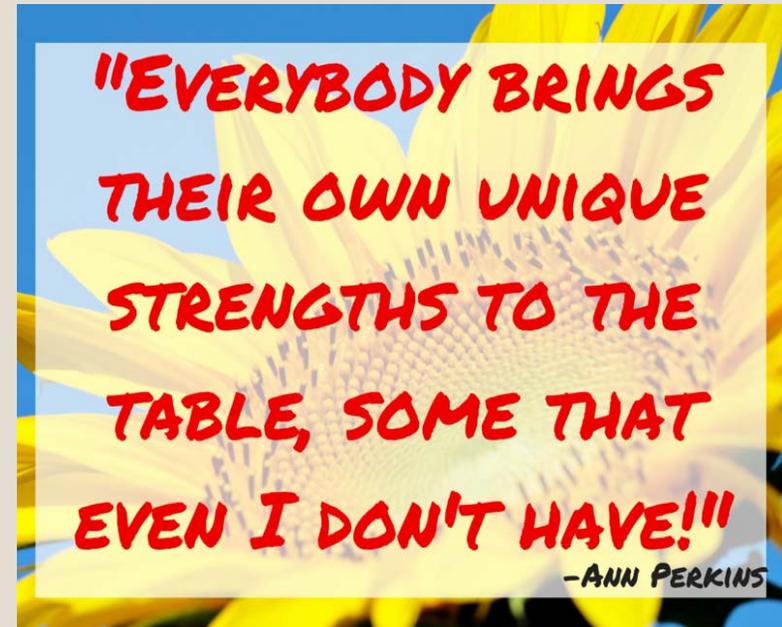
- CSUF is committed to its “zero-tolerance” policy for threatened violence against co-workers visitors or any other persons on university premises. Any employee who believes they have been threatened by a co-worker, supervisor or visitor, should promptly report the facts of the incident to their supervisor, who will contact university police
- When any employee suffers an injury or accident during on the job work hours, their supervisor should contact the HR contact to submit an injury claim

Rights & Responsibilities as a Student Employee

- Must be in good academic standing
- Lunch breaks (break down into little chart)
 - 30 minute lunch break without pay, who work more than 6 consecutive hours
 - 1 hour lunch break without pay, who work a full 8 hour work day
- Parking
 - Unfortunately is not comped. All employees have to cover their own parking year round

Support Each Other 😊

- Take initiative
- Break up projects and work together – divide and conquer
- Work together to develop each others strengths
- Provide good communication between each other
 - Update each other on what is going on and what needs to get done when you transition shifts
 - Write major updates in the online communication journal
- Create a group message
 - Encourage, motivate and support each other!
 - Cover each other!



QUIZ TIME!

◦ <https://create.kahoot.it/share/day-1-training/d79f01b3-eeb1-4ffc-9820-0bb263bea862>

1. On your mobile devices, please go to Kahoot.com
2. Enter game pin

Signing Agreements

