



Department of Counseling and Psychology

COUN 5366-115, CRN 60350, Sandtray Therapy

Summer 2021 rev. 5.21.2021
Texas A&M University-Central Texas

INSTRUCTOR AND CONTACT INFORMATION

Instructor: Levi McClendon, Ph.D., LPC, CSC, NCC, NCSC, Registered Play Therapist

Class Time: Thursdays 6:00pm – 9:00pm

Office: WH 318E

Email: lmclendon@tamuct.edu

Office Hours: Virtual Hours – Monday 11:00 am to 1:00 pm, 3:00pm-5:00pm & Wednesday 12:00 pm to 4:00 pm; other days / times by appointment only

This course meets online with several classes (50%) conducted synchronously via a virtual platform (e.g., Webex, Zoom, or GoToMeeting), with supplemental materials made available online through the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com/>]. Synchronous meetings will be designated as “SYNCHRONOUS” on the course calendar.

Student-instructor interaction:

Instructor will check email Monday through Friday between 8 a.m. and 5 p.m. and reply to student emails within 48 hours. Emails received Saturday and Sunday will be addressed on Monday.

WARRIOR SHIELD

Emergency Warning System for Texas A&M University-Central Texas

Warrior Shield is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in Warrior Shield through their myCT email account.

Connect to Warrior Shield by [911Cellular](https://portal.publicsafetycloud.net/Account/Login) [<https://portal.publicsafetycloud.net/Account/Login>] to change where you receive your alerts or to opt out. By staying enrolled in Warrior Shield, university officials can quickly pass on safety-related information, regardless of your location.

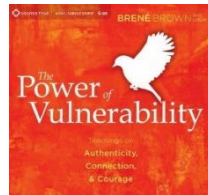
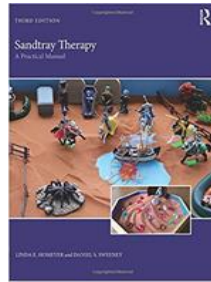
COURSE INFORMATION

Course Overview and description: This course is designed to provide students with extensive practical experience related to Sandtray as a therapeutic intervention for children, adolescents, adults, and families. This course uses both didactic and experiential methods to enhance student’s knowledge, skills and competence in using sandtray as a play therapy modality with clients. The curricula for this course include (1) knowledge of the literature of the discipline of sandtray in play therapy and (2) ongoing student engagement in professional play therapy practice

STUDENT LEARNING OUTCOMES:

1. Create a sandtray containing durable and transportable sand, a tray, which conforms to best practice specifications, and miniatures with appropriate numbers and categories. Students will demonstrate understanding of a variety of helping strategies for reducing the negative effects of substance use, abuse, dependence, and addictive disorders to include multicultural and pluralistic characteristics and spiritual beliefs.
2. Apply child centered play therapy techniques and basic counseling skills
3. Apply counseling theories that provide student with consistent models to conceptualize client presentation & select appropriate counseling interventions
4. Construct the historical development of Sandtray therapy & theory infusion to development of personal style

5. Choose a professional development CE to complete. Must be approved by APT



Required Text:

Homeyer, L., & Sweeney, D. (2017). *Sandtray therapy: A practical manual* (3rd Ed.). Routledge. (ISBN 978-0-415-883334-4)

Required Audiobook:

Brown, B. (2012). *The power of vulnerability: Teachings on authenticity, connection, & courage*. Sounds True. (1 copy available in TAMUCT library: 6 CD set). Public libraries generally have copies.

Required Articles and Book Chapters: Available on Canvas

Armstrong, S. A. (2008). Developmental considerations. *Sandtray therapy: A humanistic approach* (pp. 53-60). Ludic Press.

Armstrong, S. A., Foster, R., Brown, T., & Davis, J. (2017). Humanistic sandtray therapy with children and adults. In E. S. Leggett & J.N. Boswell (Eds.), *Directive play therapy: Theories and techniques* (pp. 217-243).

Brown, B. (2006). Shame Resilience Theory: A grounded theory study on women and shame. *Families in Society*, 87(1), 43–52. <https://doi-org.tamuct.idm.oclc.org/10.1606/1044-3894.3483>

Even, T. & Armstrong, A. (2011). Sandtray for early recollections with children in Adlerian play therapy. *Journal of Individual Psychology*, 62(4), 391-407.

McClendon, L., Garza, Y., Akay-Sullivan, S., Mitchell, K. (Accepted). Prompting the change: Prompting Change: Utilizing the Transtheoretical Model in Sandtray. *Journal of Creativity in Mental Health*

Popejoy, E., Perryman, K., & Broadwater, A. (2020). Processing military combat trauma through sandtray therapy: A phenomenological study, *Journal of Creativity in Mental Health*, DOI: <https://www.tandfonline.com/action/showCitFormats?doi=10.1080/15401383.2020.1761499>

Ray, D. (2004). Supervision of Basic and Advanced Skills in Play Therapy. *Journal of Professional Counseling: Practice, Theory, & Research*, 32(2), 28–41.

Sperry, J., & Sperry, L. (2020). Case conceptualization: Key to highly effective counseling. *Counseling Today*. American Counseling Association. <https://ct.counseling.org/2020/12/case-conceptualization-key-to-highly-effective-counseling/>

Required Materials:

*You are required to create your own sandtray. Appendix B., p. 135-136 of the Homeyer & Sweeney book has a list of sandtray vendors. Pre-made sandtrays can also be found on Amazon.com. The library has 6 sandtrays currently available for checkout. Pre-made sandtrays (Amazon.com, etc.) may not contain all required sandtray categories specified in the assignment rubric. Please review the rubric prior to creating your sandtray – rubric available on Canvas under the assignment: Create your own sandtray. Students have historically collaborated on identifying local vendors that sell sandtray-related materials.

In accordance with CACREP best practices standards for all counselors-in-training development, the following areas will be promoted in this course:

Student Learning Outcomes	CACREP 2016 Standards: Clinical Mental Health Counseling	Association for Play Therapy 2020 Competencies	Assignment
Create a sandtray containing durable and transportable sand, a tray, which conforms to best practice specifications, and miniatures with appropriate numbers and categories.	5.j Evidenced-based counseling strategies and techniques for prevention and intervention	2.i Demonstrate play therapy treatment skills congruent with theoretical orientation (e.g., conceptualization, intervention)	Create your own sandtray assignment
Apply child centered play therapy techniques and basic counseling skills	5.j Evidenced-based counseling strategies and techniques for prevention and intervention	2.a Apply and articulate the therapeutic powers of play, 2.b Demonstrate relationship and rapport building skills (empathy, safety ,unconditional positive regard) by utilizing self in relationships with children, caregivers, stakeholders in play therapy, 2.e Demonstrate basic play therapy skills	Sandray Skill Building Sessions

		(e.g., tracking, reflection of feeling, limit setting, pacing)	
Apply counseling theories that provide student with consistent models to conceptualize client presentation & select appropriate counseling interventions	5.a theories and models of counseling, 5.g essential interviewing, counseling, and case conceptualization skills 5.h developmentally relevant counseling treatment or intervention plans	1.g Demonstrate an understanding of the play therapy treatment process (e.g., treatment goals and plans, documentation, intake/termination, and tracking of treatment progress), 2.c Apply assessments that highlight various aspects of the child and/or system and the play therapy process (e.g. conceptualization, diagnosis, family dynamics, treatment suitability and effectiveness, termination),	Case Conceptualization
Construct the historical development of Sandtray therapy & theory infusion to development of personal style	1.a history and philosophy of the counseling profession and its specialty areas	1.a Demonstrate knowledge of the history of play therapy, 1.d Demonstrate knowledge of seminal/historically significant play therapy theories and models	Homeyer and Sweeney Creative Art Project
Choose a professional development CE to complete. Must be approved by APT	1.f. professional counseling organizations, including membership benefits, activities, services to members, and current issues 1.g. professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues 2.k. professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling	3.a Maintain play therapy credentials and involvement in professional play therapy organizations, 3.e Seek and integrate play therapy-specific continued education, research, and literature	Sandtray APT Continuing Education Assignment

Course Format: The curricula for this course include (1) knowledge of the literature of the discipline and (2) ongoing student engagement in research and/or appropriate professional practice and training experiences.

COURSE ASSIGNMENTS: Total points: 100

1. Sandtray Skill Building = 20 points (5 per assignment)

Conduct five Sandtray sessions where you are the counselor. This will provide you with an opportunity to implement Sandtray responses. All sessions should have the *sandtray protocol and processing built into them (Homeyer & Sweeny chapters 5-6)*.

1. Demonstrate feeling reflection.
2. Demonstrate feeling reflection, and immediacy.
3. Demonstrate feeling reflection, immediacy, and awareness.
4. Demonstrate feeling reflection, immediacy, awareness and polarities
5. Demonstrate directive Sandtray technique(s).

2. Basic Case Conceptualization and Recording = 25 points

- ❖ Complete a Basic Conceptualization worksheet and record a full 45 minute session and be ready to play 7 minutes of the session roleplay for group feedback. Use the client “Stan” identified in the assignment. You will need a person role-playing as Stan. You may select someone from class to play Stan. Identify a theory to use in session and demonstrate basic counseling skills along with at least two techniques from your identified theory (discussed in class, readings). Other theories approved by professor.

3. Create your own Sandtray: 20 points

You will create your own sandtray following the requirements set by the Homeyer text. Here is a short, helpful video on creating your own sandtray: <https://www.youtube.com/watch?v=17n0nTi2e-E>

4. Sandtray APT Continuing Education Assignment = 10 points

Any sandtray continuing education (contact or on-line). Evidence of participation can be a receipt of payment or completion certificate. **Must be an APT approved provider to count.** If you choose ACA or TCA, make sure the training is APT approved with an APT approved provider number.

Association for Play Therapy: <http://www.a4pt.org>

Texas Association for Play Therapy: <http://www.txapt.org>

Central Texas Play Therapy Chapter: <https://txapt.org/category/central-texas-chapter-of-play-therapy/>
 American Counseling Association (ACA): <https://aca.digitellinc.com/aca/>
 Texas Counseling Association (TCA): https://www.txca.org/online_learning.php

5. Sandtray Experience Project: Power of Vulnerability = 15 points

This is a two-part project. You will act as both a client and a counselor. As a client, you will create a sandtray reflecting your impressions/thoughts/feelings as you listen to this insightful guide on authenticity. It should contain your personal critique of suggested constructs and how it applies to professional counselors and play therapists. Please utilize quotes where appropriate so that I may have context for your statements. Please include:

- Similarities between the author’s style/approach of helping and your own theoretical beliefs.
- Was there ever a “disconnect” between the therapists response and your own views of helping?
- What was most helpful about the lecture?
- How did the information lend to your growth as a counselor?

As the counselor, you will ask each of the above questions and use basic skills to further explore and expand the client’s awareness the application of the Power of Vulnerability to the client’s personal (love and friendships) and professional (work as counselors) life roles.

6. Homeyer and Sweeney Creative Art Project = 10 points

For this assignment you will create an art project of the significant points in chapters 1-10. I am not particular about the format of your project. What I will be looking for is how you grasped the main points highlighted in each chapter. This assignment will help you learn the practical information while our in-class time will highlight application.

Grade Distribution

Grading	Points	Grand Total
Sandtray Skill Building Sessions	25 points	_____ /100 points
Basic Case Conceptualization and Recording	25 points	
Create your own sandtray	20 points	
Sandtray APT Continuing Education Assignment	5 points	
Sandtray Experience Project	15 points	
Homeyer and Sweeney Creative Art Project	10 points	

Grade Equivalent:

- 90 - 100 = A**
- 89 - 80 = B**
- 79 - 70 = C**
- 69 - 60 = D**
- 59 - Below = F**

Posting of Grades

- *Student grades will be posted on the Canvas Grade book*
- *Generally, grades will be posted within two weeks of the due date.*

INSTRUCTOR POLICIES

Professionalism (Confidentiality & Ethics)

In this course, you are entering an experience that involves a fair amount of role-laying and practice interviewing. A student colleague may say something personally important and confidential. It is your ethical obligation to maintain confidentiality. Homework assignments should disguise the nature of any person whom you have interviewed. When videotaping, ensure that you have permission on tape for the interview to proceed. You are expected to abide by the American Counseling Association (2014) Code of Ethics, the American School Counselor Association (2016) Ethical Standards for School Counselors, International Association of Marriage and Family Counselors

(2017) Code of Ethics, and the National Association of School Psychologists (2010) Principles for Professional Ethics, also see Texas A & M Central Texas (2018) Student Conduct

Attendance policy: Class attendance is required and crucial to your development as a student and future counselor. Please email me before class if you will be absent. Each synchronous class will be recorded through WebEx. Please review the recorded class if you are absent prior to the next class meeting. The recording will be available in Canvas. There will be a grade reduction (5-point deduction to the final course grade) for each unexcused absence after the first. Two or more in-class lecture absences may result in grade of “F” (at the instructor’s discretion). Arriving 10 or more minutes late or leaving 10 or more minutes early is considered an absence.

****Late work policy:** 20% off the total grade for each day that the assignment is late. Nothing accepted after 5 days.

Date Meeting Type	Canvas Module Week	Topics	Readings <i>Readings and Videos are due on the date listed</i>	Videos	Assignments Due
June 10 Synchronous Online	1	Review of Syllabus & Course Expectations How to Use Modules Course Materials Needed Introduction of course Group Discussion: Semester Goals Topics: Introduction to Sandtray Work as it relates to play therapy Sandtray demo		Brief Intro: https://www.youtube.com/watch?v=y_24MzxFkYY	
June 15 Asynchronous Online	1	Sandtray History/Rationale, Sand/Sandtray, Miniatures/Selection	Homeyer & Sweeney Chapter 1-4	Video: https://www.youtube.com/watch?app=desktop&v=aeOAFkq3124 Interactive Lecture (Audio/Visual): Introduction to Sandtray Work	
June 17 Synchronous Online	2	Quick Review: Sandtray History/Rationale, Sand/Sandtray, Miniatures/Selection Sandtray Session Protocol, Sandtray Processing	Homeyer & Sweeney Chapter 5-6	Video: Focusing on the Experience https://www.youtube.com/watch?v=7SklyDke0MU Video: Themes and Patterns https://www.youtube.com/watch?v=8JN81jaVVAo Interactive Lecture (Audio/Visual): Sandtray Session Protocol/	Sandtray Skill Session 1

				Processing	
June 22 Asynchronous Online	2	Integrating Sandtray with different approaches	Homeyer & Sweeney Chapter 7		Create Your Own Sandtray
June 24 Synchronous Online	3	Quick Review & Practice: Sandtray Session Protocol, Sandtray Processing Sandtray Session Processing Practice Humanistic Sandtray: Awareness	Armstrong et al. (2017)	Interactive Lecture (Audio/Visual): Awareness Video: Body Awareness https://www.youtube.com/watch?v=FaBFfjZtrsw	Sandtray Skill Session 2
June 29 Asynchronous Online	3	Sandtray Session Processing Humanistic Sandtray Practice: Immediacy, Polarities	Turlock 1980 Immediacy Timm & Garza 2017	Interactive Lecture (Audio/Visual): Immediacy	
July 1 Synchronous Online	4	Sandtray Session Processing Humanistic Sandtray Practice: Immediacy, Polarities	Brown (2006)	Interactive Lecture (Audio/Visual): Polarities	Sandtray Skill Session 3, 4
July 6 Asynchronous Online	4	Sandtray Session Summary Notes Sandtray and Child Development Sandtrays with Children and Adolescents	Homeyer & Sweeney Chapter 11, Appendix A-C Armstrong Chapter 4: Developmental Considerations Ray (2004)	Interactive Lecture (Audio/Visual): Session notes/Child Development Video: Adolescent https://www.youtube.com/watch?app=desktop&v=KztpPorWVQU World Technique: https://www.youtube.com/watch?app=desktop&v=DEXHWdLD1Og	
July 8 Asynchronous Online	5	Group Sandtray/Sandtray with Couples and Families	Homeyer & Sweeney Chapter 8-9	Interactive Lecture (Audio/Visual): Couples/Families	Sandtray Experience Project

July 13 Asynchronous Online	5	Sandray Adlerian Sandray Solution focused	Even & Armstrong 2011	Interactive Lecture (Audio/Visual): Adlerian/Solution Focused Case Conceptualization	
July 15 Synchronous Online	6	Practice: Sandray Adlerian (Family Constellation: birth order, group work by order) Practice: Solution-focused Practice: Group Sandray/Sandray with Couples and Families Practice: Sandtrays with Children and Adolescents	Taylor 2009 Sperry and Sperry 2020		Sandray Skill Session 5
July 20 Asynchronous Online	6	Sandray and Trauma Sandray and Addiction	Homeyer & Sweeney 10	Using Sandray with Veterans Interactive Lecture (Audio/Visual): Trauma/Addiction	Homeyer and Sweeney Creative Art Project
July 22 Synchronous Online	7	Practice: Sandray and Trauma Practice: Sandray and Addiction	Popejoy et al., 2020 McClendon et al.		
July 27 Asynchronous Online	7	Complete Sandray Continuing Education			Sandray APT Continuing Education Assignment
July 29 Synchronous Online Final Class Day	8	Case Conceptualization Recordings			Basic Case Conceptualization and Recording Due

Important University Dates

<https://www.tamuct.edu/registrar/academic-calendar.html>

Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system. **We strongly recommend the latest versions of Chrome or Firefox browsers. Canvas no longer supports any version of Internet Explorer.**

Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com/>] or access Canvas through the TAMUCT Online link in myCT [<https://tamuct.onecampus.com/>]. You will log in through our Microsoft portal.

Username: Your MyCT email address. Password: Your MyCT password

Canvas Support

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select “Chat with Canvas Support,” submit a support request through “Report a Problem,” or call the Canvas support line: 1-844-757-0953.

For issues related to course content and requirements, contact your instructor.

Online Proctored Testing

A&M-Central Texas uses Proctorio for online identity verification and proctored testing. This service is provided at no direct cost to students. If the course requires identity verification or proctored testing, the technology requirements are: Any computer meeting the minimum computing requirements, plus web camera, speaker, and microphone (or headset). Proctorio also requires the Chrome web browser with their custom plug in.

Other Technology Support

For log-in problems, students should contact Help Desk Central

24 hours a day, 7 days a week

Email: helpdesk@tamu.edu

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): [<http://hdc.tamu.edu>]

Please let the support technician know you are an A&M-Central Texas student.

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

Drop Policy

If you discover that you need to drop this class, you must complete the [Drop Request](#) Dynamic Form through Warrior Web.

[<https://dynamicforms.ngwebsolutions.com/casAuthentication.ashx?InstID=eaed95b9-f2be-45f3-a37d-46928168bc10&targetUrl=https%3A%2F%2Fdynamicforms.ngwebsolutions.com%2Fsubmit%2FForm%2Fstart%2F53b8369e-0502-4f36-be43-f02a4202f612>].

Faculty cannot drop students; this is always the responsibility of the student. The Registrar’s Office will provide a deadline on the Academic Calendar for which the form must be completed. Once you submit the completed form to the Registrar’s Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar’s Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Academic Integrity

Texas A&M University-Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. All academic misconduct concerns will be referred to the Office of Student Conduct. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

For more [information regarding the Student Conduct process](#), [<https://www.tamuct.edu/student-affairs/student-conduct.html>].

If you know of potential honor violations by other students, you may [submit a report](#), [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0].

Academic Accommodations

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Office of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the university’s programs, services and activities. If you believe you have a disability requiring reasonable accommodations, please contact the Office of Access and Inclusion, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such.

For more information, please visit our [Access & Inclusion](#) Canvas page (log-in required) [<https://tamuct.instructure.com/courses/717>]

Important information for Pregnant and/or Parenting Students

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit [Student Affairs](#) [<https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html>]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines](#) online, please visit the website [<http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf>].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

Tutoring

Tutoring is available to all A&M-Central Texas students, on a remote online basis. Visit the Academic Support Community in Canvas to view schedules and contact information. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Student success coaching is available online upon request.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, success coaching, or have any other question, contact Academic Support Programs at (254) 501-5836, visit the Office of Student Success at 212F Warrior Hall, or by emailing studentsuccess@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas except writing support. Access Tutor.com through Canvas.

University Writing Center

University Writing Center: The University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free service open to all TAMUCT students. For the Spring 2021 semester, all services will be online as a result of the COVID-19 pandemic. The hours of operation are from 10:00 a.m.-4:00 p.m. Monday thru Thursday with satellite hours Monday thru Thursday from 6:00-9:00 p.m. The UWC is also offering hours from 12:00-3:00 p.m. on Saturdays.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

Students may arrange a one-to-one session with a trained and experienced writing tutor by making an appointment via [WConline](#) [<https://tamuct.mywconline.com/>]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC and/or need any assistance with scheduling.

University Library

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 400,000 eBooks and 82,000 journals, in addition to the 96,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place virtually through WebEx, Microsoft Teams or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](#) [<http://tamuct.libguides.com/index>].

OPTIONAL POLICY STATEMENTS

A Note about Sexual Violence at A&M-Central Texas

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these

issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Wellness and Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/compliance/titleix.html) [https://www.tamuct.edu/compliance/titleix.html].

Behavioral Intervention

Texas A&M University-Central Texas cares about the safety, health, and well-being of its students, faculty, staff, and community. If you are aware of individuals for whom you have a concern, please make a referral to the Behavioral Intervention Team. Referring your concern shows you care. You can complete the [referral](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2) online [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2].

Anonymous referrals are accepted. Please see the [Behavioral Intervention Team](https://www.tamuct.edu/student-affairs/bat.html) website for more information [https://www.tamuct.edu/student-affairs/bat.html]. If a person's behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5800.
