TEXAS A&M UNIVERSITY KINGSVILLE

DEPARTMENT OF EDUCATIONAL LEADERSHIP AND COUNSELING

Course Title: Basic Sandtray Therapy
Course Number: EDCG 5343-600
Credit Value: Three hours of graduate credit (3 SCH)
Course Delivery Format: Online & Virtual
Course Syllabus: Summer I, 2024

INSTRUCTOR INFORMATION

Instructor: Ya-Wen Melissa Liang, Associate Professor, Ph.D., LPC-S, NCC, Certified Humanistic Sandtray Therapist
Office Location: Rhode Hall 136
Virtual Office Hours: Thursdays 12 PM - 5 PM through Zoom: https://tamuk-edu.zoom.us/j/95054627691
Office Phone: 361-593-4265
Email: ya-wen.liang@tamuk.edu **** Do not hesitate to send me an email to schedule a Zoom session.*
Response Time: Generally, I respond to emails within 24-48 hours. Emails sent on the weekends and holidays may not be answered until the next workday. If you do not receive a reply after 48 hours, use your ***TAMUK email*** to send me another email.
Technical Issues: For any technical questions (i.e., access/download/upload Blackboard materials/assignments), please contact ITS at 361-593-HELP.

COURSE INFORMATION

TEXTBOOK(S) REQUIRED:

- Homeyer, L. & Sweeney, D. S. (2022). Sandtray Therapy: A Practical Manual (4th ed.). Routledge. ISBN: 1032117559/978-1032117553, Price Estimate $30 for paper, $23 for Kindle
- American Counseling Association (2014). *ACA Code of Ethics*. Alexandria, VA: Author. Free for downloading at https://www.counseling.org/resources/aca-code-of-ethics.pdf
- TBHEC Board Rules: https://bhec.texas.gov/wp-content/uploads/2023/11/2023-November-LPC.pdf

SANDTRAY THERAPY ATTENDANCE REQUIREMENT:

- This course includes Virtual classes via Zoom. **ATTENDANCE IS REQUIRED.** You all have to attend our 3 virtual classes from 6 pm to 9 pm to earn 100 points for each class participation and sandtray experience. It is crucial that you take advantage of the virtual classes to acquire sandtray therapy experiences. If you miss more than 1 class or 120 minutes in total for the virtual class, you will have to take an Incomplete and retake the class without pay additional tuition fees. (If you are unable to attend our first class on May 31st at 6:00 PM (CDT), you can review my week #1 lecture file and submit a 500-word reflection to the Blackboard to earn the 100 points. Missing one class still counts.) You will be graded by your class participation, and it is essential to receive the full benefits of the sandtray therapy experience. Click the following link to attend our virtual classes on May 31 (Fri.), June 12 (Wed.), and June 26 (Wed.) at 6 PM CDT https://tamuk-edu.zoom.us/j/95566930312.

TECHNOLOGY REQUIREMENT(S):

- The student is responsible for access to (a) a computer with a webcam, microphone, and speaker, (b) stable internet for Zoom, lecture materials/videos, and assignments on Blackboard, and (c) Microsoft Word, PowerPoint, and Adobe Reader throughout the semester.
- All TAMUK students can download FREE Microsoft Office 365. After accessing your TAMUK email, you may install it by clicking on the "Brady Bunch' square and selecting Office 365". Click the Install Office button, and then click on Office 365 apps. See the home page of the course screen on the Blackboard for step-by-step

illustrations.

- Make sure that you use your TAMUK email (not your personal email) for course correspondence with the instructor.
- When submitting your paper through Blackboard, make sure they are in Microsoft Word document format. Do not use Apple Pages/Apple App to submit assignments. Blackboard does not support the Apple app or Apple pages for instructor review or grading.
- Computer lab locations include Jernigan Library (Main Lobby) and Rhode Hall Room 244 & 245.

COURSE DESCRIPTION

This course offers an introduction to basic sandtray therapy and practical experience. Students will basic elements of sandtray therapy and apply sandtray theories and techniques to assist clients in exploring awareness, expressing emotions, discovering meanings, addressing struggles, and coping with counseling issues. Students will be provided with a free online sandtray application for practice. Each student is required to purchase and collect basic categories of miniatures and a sandtray, which costs a minimum of $50 for this course. Students observe and share web cameras to learn from the instructor and each other. The instructor has hundreds of sandtray miniatures in a variety of categories, which she uses to supplement THE SANDTRAY digital app and student collections.

STUDENT LEARNER OUTCOMES & CACREP MATRIX

Expected Student Learning Outcomes for this Course *The student will demonstrate the knowledge, skills, and practices necessary for success as a professional counselor via his or her participation in key learning activities in this course.* ***Content covered includes:***	Learning activities and assignments that facilitate the development of knowledge, skills, and/or practices of this content:	SLO Assessment Point *By Rubric or Test Score*
5.C.1.a. History and development of clinical mental health counseling (Students will understand the origins and rationale of sandtray and apply protocols to facilitate appropriate sandtray therapy.)	Readings, Lectures, In-Class Sandtray Experience, Case Scenarios Discussion Activities, Facilitation of Sandtray Therapy, Sandtray Presentation	Rubrics for Case Scenarios Discussion & Responses, Sandtray Presentation, In-Class Sandtray Experience
5.C.1.b. Theories and models related to clinical mental health counseling 5.C.2.a. Roles and settings of clinical mental health counselors (Students will demonstrate an ability to integrate sandtray therapy with a variety of counseling theories and techniques.)	Readings, Lectures, In-Class Sandtray Experience, Case Scenarios Discussion Activities, Facilitation of Sandtray Therapy, Sandtray Presentation	Rubrics for Case Scenarios Discussion & Responses, Sandtray Presentation, In-Class Sandtray Experience

COURSE ASSIGNMENTS & ASSESSMENT

All assignments must be submitted as "complete". The DB reaction is due by Sunday. See Appendix C for specific due dates. Two peer responses are due by Tuesday, two days after your DB reaction is due. I will update the online grades each time a grading session has been completed (typically 1-3 days following the peer responses or assignment due date). You will see a visual indication of new grades posted on the Blackboard home page under the link to this course.

1. **Attendance & Virtual Sandtray Therapy Experience via Zoom (200 points, 20% of your grade, 100 points for May 31 and 100 points for June 12.** https://tamuk-edu.zoom.us/j/95566930312

   The purpose of this assignment is to practice sandtray therapy and experience powerful sandtray.

   The student needs to turn on the camera at all times showing participation in the virtual classes instead of showing a picture/photo. The student needs to share in the virtual sandtray class discussions to earn participation. Demonstrate your openness to self-examination, reception to feedback, and incorporation of feedback. Please silence your cell phone in class. To protect confidentiality in sandtray therapy, please

attend the virtual class from a private room with no one else's presence. Use a headphone with a microphone if needed. Confidentiality is expected and necessary for appropriate trust to develop. You are required to maintain strict confidentiality about what goes on in your practice of sandtray therapy and in-class sandtray participation. * If you are unable to attend the 5/31 virtual class, you can review my week #1 lecture file on the Blackboard course content and submit a 500-word reflection paper (100 points).

There will be two parts to this component:

Part 1 (10%, 100 points for your participation in the 1st virtual class on May 31. Your primary focus is learning the components and protocol of sandtray therapy.

Part 2 (10%, 100 points for your participation in the 2nd virtual class on June 12. Your primary focus is the Sandtray experience. You will have opportunities to practice sandtray, interpret meanings for miniature figures, and explore awareness. You are encouraged to share and explore issues with the sandtray. You will learn to provide a safe environment, support, and appropriate interventions to join your mocked client's journey of sandtray therapy. The level of your disclosure will be up to you. You will be responsible for deciding your personal goals for this experience and taking the initiative to gain from the sandtray therapy during the process.

2. Discussion Board (450 points, 45% of your grade, 100 points for each DB reaction & 50 points for two peer responses)

   The purpose of this assignment is to reinforce/enhance your experience, openness, knowledge, and techniques of sandtray therapy through discussions as well as incorporate peers' experiences into your sandtray practice.

   Students will respond to the specific topic(s) on the Blackboard. Because your DB posts are used to measure the attendance for the asynchronous part of the online classes, you may not opt out of doing a DB. Each DB that you do not participate in is considered an absence with a grade of "zero" for that DB. Your DB posts should include (1) your original reflections and ideas addressing the topic as well as integration of information from the assigned readings and materials, (2) insightful responses to peer reactions, (3) attempts to create a flowing discussion with your peers, and (4) respect of your classmates with courtesy and thoughtfulness when responding. Abbreviations are not helpful; please spell out all words. Your DB reactions should be **at least 500 words**. Submitting the minimum quantity of 500 words does not guarantee any grades for the assignment. You must respond to at least two peers in a way that indicates your investment in the discussion. Each peer response should be **at least 200 words**. Submitting a minimum of 200 words for each of the required two peer responses does not guarantee any grade for the assignment. You will be graded on your openness to sandtray experience, content, presentation, and professionalism. See points-based rubrics of DB posts in Appendices A and B. See Appendix C for specific due dates.

3. Sandtray Therapy Presentation (350 points, 35% of your grade): Virtual class via Zoom on June 26

   The purpose of this assignment is to enhance your sandtray therapy practice and presentation skills.

   You will use a PowerPoint/Prezi format for your virtual presentation via Zoom (https://tamuk-edu.zoom.us/j/95566930312). You will include the following criteria to present 10-15 minutes of sandtray therapy that you facilitated with your mocked client. The PowerPoint/Prezi or PDF format of the presentation needs to be submitted to Blackboard by June 26th. Demonstrate your openness to self-examination, reception to feedback, and incorporation of feedback. Be creative in including pictures of the sandtray that you facilitated with your mocked client (100 points). You may include a recorded video in your virtual presentation. You need to present the interpretation of the miniature figures (100 points) and introduce the organization of the tray (50 points). Provide an opportunity for your mocked client to re-arrange the tray or leave it as it is. Last but not least, specify how you have applied the counseling theory(ies) when facilitating the sandtray therapy session(s) (100 points). Use your creativity and theoretical techniques to present this project. Have fun!

GRADING

Final grades in this graduate-level course will be based on the following manner:
A = 90% - 100%; 900 – 1000 points
B = 80% - 89%; 800 – 899 points
C = 70% - 79%; 700 – 799 points
F = 69% or below; 699 points and below

COURSE AND UNIVERSITY PROCEDURES/POLICIES

INSTRUCTOR'S POLICIES

Attendance

Attendance in this online class is calculated through participation in Zoom meetings & assignments, including DB posts.

Late/Missing Work

All submissions are due on the due date specified (See Appendix C). Late assignments, including the Discussion Board reactions, peer responses, reflection paper, presentation, etc. will be accepted up to three weeks after the due date and no later than June 30 at the points lost rate of 10% for each week up to 30% (10% for 1-7 days, 20% for 8-14 days, 30% for 15-21 days off points for the assignment). Failure to submit an assignment within 21 days of the due date or submissions after June 30 will earn a grade of zero for that assignment. In the event of extenuating circumstances, a student may request an extension without penalty. Students must submit to the instructor a request for an extension explaining the extenuating circumstance. Examples of requests include a doctor's note from a physician, a discharge summary from an emergency room or hospital, or proof of a family crisis.

Other Course Policies

Limited Use of AI tools

During this class, there may be opportunities to make use of AI writing tools (such as ChatGPT). You will be informed as to when, where, and how these tools are permitted, along with guidance for attribution. Any use outside of this permission will be considered a violation of the University's academic misconduct policy and may lead to disciplinary procedures.

Incomplete

Incompletes must be completed in the semester following the one in which they are received. It is the student's responsibility to complete and email the assignment to the instructor by the due date of the *I* contract. Based on the University policy, if this is not done, the grade reverts to **Failure*. "*Incomplete*" in this class is discouraged because assignments may be difficult to make up. The student who completes 70% of the semester points) but has not completed other required work may email the instructor to request an *incomplete*. The instructor and the student are required to complete the standard university contract form for each course in which the temporary grade of *I* has been assigned. The grade of *I* will be used only to allow a student who has encountered some emergency such as illness or an accident with a Request for Extension of an opportunity to complete the requirements for a course. A grade of *I* reverts to a grade of *F* one year from the close of the semester/term in which the grade was originally recorded if the course requirements have not been satisfied. Not valid for Research/Project/Thesis/Dissertation courses. (Graduate Faculty Handbook, p. 82). NOTE: An "*I*" cannot be given to a student who has simply fallen behind, had some personal issues, got busy at work or home, etc.

UNIVERSITY POLICIES

SIX DROP POLICY

The following provision does not apply to students with Texas public college or university credits before Fall 2007. The Texas Senate Bill 1231 specifies the number of course drops allowed to a student without penalty. After a student has dropped six courses, a grade of QF will normally be recorded for each subsequent drop. Additional information on Senate Bill 1231 is available at the Registrar's Office at (361) 593-2811 and at.

STUDENTS WITH DISABILITIES

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disability. If you believe you have a disability requiring an accommodation, please contact the Disability Resource Center (DRC) as early as possible in the term at (361) 593-2904. DRC is located in the Life Service and Wellness building at 1210 Retama Drive.

CLASSROOM CONDUCT EXPECTATIONS

Classroom Conduct Expectations Students are referred to the Student Code of Conduct section of the Student Handbook. Students are expected to assume individual responsibility for maintaining a productive learning environment and conduct themselves with the highest regard for respect and consideration of others. Ongoing or single behaviors considered distracting will be addressed by the faculty member initially, but if the behavior becomes excessive and the student refuses to respond to the faculty member's efforts, the issue will be referred to the Dean of Students. In the case of seriously disruptive behavior in a classroom, the instructor will first request compliance from the student, and if the student fails to comply, the instructor has the authority to ask the student to leave the classroom. The student is expected to comply with the instructor's request and may subsequently contest this action using procedures established by the department. If the student fails to leave after being directed to do so, assistance may be obtained from other university personnel, including the University Police Department. The incident shall be handled as an academic misconduct matter using established departmental procedures for academic misconduct to determine if the student should be allowed to return to the classroom.

ACADEMIC MISCONDUCT

Students are expected to adhere to the highest academic standards of behavior and personal conduct in this course and all other courses. Students who engage in academic misconduct are subject to University disciplinary procedures. Students are expected to be familiar with the current Student Handbook, especially the section on academic misconduct, which discusses conduct expectations and academic dishonesty rules. Academic dishonesty includes but is not limited to:

1. Cheating: deception in which the student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the professor on assignments or examinations.
2. The aid of academic dishonesty: Intentionally facilitating any act of academic dishonesty. Tampering with grades or taking part in obtaining or distributing any part of a scheduled test.
3. Fabrication: use of invented information or falsified research.
4. Plagiarism: unacknowledged quotation and/or paraphrase of someone else's work, ideas, or data as one's own in work submitted for credit. Failure to identify information or essays from the internet and submit them as one's own work also constitutes plagiarism. Please be aware that the University subscribes to the Turnitin plagiarism detection service. Your paper may be submitted to this service at the discretion of the instructor.
5. Lying: deliberate falsification with the intent to deceive in a written or verbal form as it applies to an academic submission.
6. Bribery: providing, offering, or taking rewards in exchange for a grade, an assignment, or the aid of academic dishonesty.
7. Threat: an attempt to intimidate a student, staff, or faculty member to receive an unearned grade or in an effort to prevent reporting of an Honor Code violation.

Other forms of academic misconduct include but are not limited to:

1. Failure to follow published departmental guidelines, professor's syllabi, and other posted academic policies in place for the orderly and efficient instruction of classes, including laboratories, and use of academic resources or equipment.

2. Unauthorized possession of examinations, reserved library materials, laboratory materials, or other course-related materials.
3. Failure to follow the instructor or proctor's test-taking instructions, including but not limited to not setting aside notes, books, or study guides while the test is in progress, failing to sit in designated locations, and/or leaving the classroom/test site without permission during a test.
4. Prevention of the convening, continuation, or orderly conduct of any class, lab, or class activity. Engaging in conduct that interferes with or disrupts university teaching, research, or class activities, such as making loud and distracting noises, repeatedly answering cell phones/text messaging or allowing pagers to beep, exhibiting erratic or irrational behavior, persisting in speaking without being recognized, repeatedly leaving and entering the classroom or test site without authorization, and making physical threats or verbal insults to the faculty member, or other students and staff.
5. Falsification of a student transcript or other academic records; or unauthorized access to academic computer records.
6. Nondisclosure or misrepresentation in filling out applications of other university records.
7. Any action which may be deemed as unprofessional or inappropriate in the professional community of the discipline being studied.

HARASSMENT/DISCRIMINATION

Texas A&M University-Kingsville does not tolerate discrimination based on race, color, religion, national origin, age, disability, genetic information, gender, gender identity, or sexual orientation (or any other illegal basis) and will investigate all complaints that indicate sexual harassment, harassment, or discrimination may have occurred. Sexual harassment and sexual assault are types of sex discrimination. Such sexual misconduct is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action. A person who believes he/she has been the victim of sexual harassment or unlawful discrimination may pursue either the informal or the formal complaint resolution procedure. A complaint may be initially made to the Office of Compliance at (361) 593-4758, the complainant's immediate supervisor, a department head, a supervisory employee, or the Dean of Students at (361) 593-3606 or the Office of Compliance at (361) 593-4758. Regardless of who the complaint is filed with, the Compliance Officer will be notified of the complaint so it can be investigated.

APPENDIX A – DISCUSSION BOARD REACTION RUBRIC

The purpose of this assignment is to reinforce/enhance your experience, openness, knowledge, and techniques of sandtray therapy through discussion.

Your DB reactions should be at least 500 words. Submitting the minimum quantity of 500 words does not guarantee any grades for the assignment. You will be graded on your openness, content, presentation, and professionalism. See Appendix C for specific due dates.

Superior (90% and above of the assigned points, 90-100 points): a minimum of 500 words

- Discussion contributions are submitted according to the specifications of the assignments and are posted by the due date.
- Language is clear and easy to understand and logically organized.
- Discussion contributions provide evidence that the learner has read the assigned readings thoroughly and synthesized key comments and ideas when applicable.

Proficient (80-89% of the assigned points, 80-89 points): a minimum of 500 words

- Discussion contributions are posted within 7 days of the due date and/or are not submitted according to the specifications of the assignments.
- Discussion contributions are adequately written, but some content may be inaccurate.
- Discussion contributions demonstrate some depth of understanding of the issues and show that the learner/trainee has absorbed general principles and ideas presented in the course, although viewpoints and interpretations are not always thoroughly supported.

Fair (70-79% of the assigned points, 70-79 points): a minimum of 500 words

- Discussion contributions are posted 8-14 days after the due date and/or are not submitted according to the specifications of the assignments.
- Discussion contributions are not adequately written or fail to address a part of the DB questions.
- Discussion contributions do little to enhance the quality of interaction or fail to address key concepts of the DB questions.
- Discussion contributions demonstrate a minimal understanding of concepts presented, tend to address peripheral issues, and are somewhat accurate but with some omissions and/or errors.
- Key principles are not integrated into the response, or if key principles are presented, there is no evidence the learner/trainee understood the core ideas.
- Discussion contributions do not provide evidence that the learner/trainee has read course learning materials.

Inadequate (0-69% of the assigned points, 0-69 points):

- No credit will be awarded if some or all of the following conditions apply:
  - Discussion contributions are posted 15-21 days after the due date and/or do not address the requirements of the discussion prompts.
  - Discussion contributions contain less than 500 words.
  - Discussion contributions are inadequately written, and terms are used incorrectly.
  - Discussion contributions do not contribute to quality interactions and barely respond to questions.
  - Discussion contributions do not demonstrate an understanding of the concepts presented in the course, do not address relevant issues, and/or are inaccurate.

If the submission is late for 22 days or not submitted by June 30 (whichever comes first), the submission receives 0 point.

APPENDIX B - DISCUSSION BOARD PEER RESPONSES RUBRIC

The purpose of DB responses is to enhance your sandtray facilitation through group discussions and incorporate peers' experiences into your sandtray practice.

You must respond to at least two peers in a way that indicates your investment in the discussion. Each peer response should be at least 200 words. Submitting a minimum of 200 words for each of the required two peer responses does not guarantee any grades for the assignment.

Superior (90% and above of the assigned points, 45-50 points) - a minimum of two peer responses & each peer response requires a minimum of 200 words.)

- Responses are submitted according to the specifications of the assignments and are posted by the due date.
- Responses significantly enhance the quality of peer interactions (e.g., illustrate a point with personal/professional examples demonstrating applications of principles from readings, suggest new perspectives on an issue, pose thought-provoking questions), and provide constructive feedback to peers.
- If an opposing viewpoint is raised, it is articulated politely and respectfully.
- Responses contribute to the quality of peer interactions and provide constructive and respectful feedback to peers.

Proficient (80-89% of the assigned points, 40-44 points) - a minimum of two peer responses & each peer response requires a minimum of 200 words.)

- Responses are posted within 7 days of the due date and/or are not submitted according to the specifications of the assignments.
- Responses are adequately written, but the content does not adequately address peer posts or does not promote peer interactions.
- Responses do not reflect on peers' posts.

Fair (70-79% of the assigned points, 35-39 points) - a minimum of two peer responses & each peer response requires a minimum of 200 words.)

- Responses are posted 8-14 days after the due date and/or are not submitted according to the specifications of assignments.

- Responses are not adequately written.
- Responses do not incorporate key comments and ideas presented by peers.
- Responses degrade peer sharing, disrespect peer interactions, or offensively raise opposing viewpoints.

Inadequate (0-69% of the assigned points, 0-34 Points) - No credit will be awarded if two of the following conditions apply:

- Responses are posted 15 days after the due date and/or do not address the requirements of the discussion prompts.
- One peer response is less than 200 words.
- Do not respond to a minimum of two peers.
- Responses are inadequately written; responses do not reflect peer posts, or terms are used incorrectly.
- Responses negatively affect the quality of peer interactions or professionalism.
- Responses do not provide evidence that the learner/trainee has read course learning materials or considered peers' postings.

If the response is late for 22 days or not submitted by June 30 (whichever comes first), the submission receives 0 point.

APPENDIX C: TENTATIVE COURSE SCHEDULE: (SUBJECT TO REVISION)

Students are responsible for submitting assignments. Share with your instructor (before the due date) obstacles preventing you from completing an assignment. Assignments are considered late if not received by the due date. Students are responsible for submitting assignments by the due date.

Week	*Topics and Assigned Readings*	*Assignment Due Date*	*Assignments* *DB refers to the Discussion Board*
Week 1: 5/29-6/02	Review course syllabus Chapter 1: Introduction	6/2 (Only if unable to attend the 5/30 virtual class)	5/31 Friday 6 pm Virtual Class via Zoom: Attendance & Virtual Class Sandtray Participation (100 points) https://tamuk-edu.zoom.us/j/95566930312 If you are unable to attend this virtual class, submit a 500-word reflection based on my week #1 lecture file on Blackboard (100 points).
Week 2: 6/03-6/09	Chapter 2: Origins and Rationale Chapter 3: Sand and the Sand Tray	6/09 6/11	DB 1 Reaction: 100 points (6/09) DB 1 Responses to at least 2 peers: 50 points (6/11)
Week 3: 6/10-6/16	Chapter 4: Miniature Figures Chapter 5: Protocol for Sandtray Therapy Session	6/16 6/18	6/12 Wednesday 6 pm Virtual Class via Zoom: Attendance & Virtual Class Sandtray Participation (100 points) https://tamuk-edu.zoom.us/j/95566930312 DB 2 Reaction: 100 points (6/16) DB 2 Responses to at least 2 peers: 50 points (6/18)
Week 4: 6/17-6/23	Chapter 6: Processing the Sandtray Therapy	6/23 6/25	DB 3 Reaction: 100 points (6/23) DB 3 Responses to at least 2 peers: 50 points (6/25)
6/20 5:00 PM.	The last day to drop or withdraw from a course		
Week 5: 6/24-6/30	Chapter 7: Integrating Sandtray Therapy with a Variety of Approaches and Techniques	6/26	6/26 Virtual Class 6 pm - Presentation via Zoom https://tamuk-edu.zoom.us/j/95566930312 Sandtray therapy presentation in virtual class and submit the presentation file to Blackboard: 350 points

To pass this course, the student needs to submit all late assignments to the Blackboard by June 30.

I am here to support your success. Should you have any questions or concerns regarding assignments or the course, feel free to contact me (ya-wen.liang@tamuk.edu). If you do not receive a reply after 48

hours (Monday-Friday), use your TAMUK email to send me another email. Thank you!

Dr. Liang

Ya-Wen Melissa Liang, Ph.D., LPC-S, NCC, Certified Humanistic Sandtray Therapist, Associate Professor