



MILLERSVILLE UNIVERSITY
SCHOOL OF SOCIAL WORK
COURSE SYLLABUS
SWK/SOWK 644

INTRODUCTION TO PLAY THERAPY: A TRAUMA-INFORMED APPROACH

Spring 2024

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Office location: Meetings are held virtually. (To schedule a student meeting, please contact the professor by email)

Office Hours: Mondays & Wednesdays, 1 pm-2 pm, virtual

Class Day and Time: Face to Face (Mondays, 6 pm-7:20 pm EST) & Asynchronous learning

Class Location: Stayer 311

Credits: 3.0

Method of Delivery: In-person and asynchronous learning

Prerequisites: PSYC 100-General Psychology; BIOL 204 -Human Biology; SOCY 101-Intro to Sociology, SOCY 210-Sociology of the Family or SOCY 211-Social Problems; SOWK 203-Human Behavior and the Social Environment; SOWK 430- Social Work Research; SOWK 102-Modern Social Welfare Dilemmas; or permission to the chair of the department.

SCHOOL OF SOCIAL WORK MISSION

Millersville University and Shippensburg University Collaborative MSW Program promote human and community well-being by providing an advanced generalist social work education that prepares students to be contemporary practitioners and advocates for individuals, families, groups, communities, and organizations utilizing the person-in-environment perspective. We prepare students to be competent, globally responsive, evidence-informed practitioners committed to social, racial, economic, and environmental justice and human rights, which are rooted in the values of the social work profession.

COURSE DESCRIPTION

Course Description: This course introduces the essential components of play therapy with a trauma-focused approach in social work clinical practice. The course will cover the history and rationales of play therapy and emphasize the importance of incorporating a trauma-informed approach. It will also discuss ethics, theoretical approaches, and therapeutic strategies for children, teens, and parents/guardians. The student will learn to integrate games, art, sandtray, toys, and coping skills during play to help children deal with trauma. The students will also learn basic child-centered play therapy skills.

COURSE COMPETENCIES

This course aligns with the Educational Policies and Accreditation Standards (EPAS) of the Council on Social Work Education (CSWE).

Competency 1: Demonstrate Ethical and Professional Behavior

Student will:

- Apply the NASW Code of Ethics, relevant laws and regulations, models of ethical decision-making, ethics research conduct, and additional codes of ethics as needed to make ethical decisions.
- Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.
- Demonstrate professional demeanor in behavior; appearance; and all forms of communication, including oral, written, and electronic communication.
- Use technology responsibly to achieve practice goals.

Competency 3: Engage Anti-Racism, Diversity, Equity and Inclusion (ADEI) in Practice

Student will:

- Use strategies that account for individual context, challenge assumptions, and seek input for individuals, families and communities.
- Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.
- Engage in practices that advance social, economic, and environmental justice.
- Recognize and communicate the significance of diversity and difference at all levels—micro, mezzo, macro— in shaping life experience.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Student will:

- Apply knowledge of human behavior, the social environment, and other multidisciplinary theoretical frameworks to engage with individuals, families and community effectively.
- Use empathy, reflection, and interpersonal skills to effectively engage diverse individuals, families and community effectively.
- Use evidence-based engagement strategies to address individuals, families and community needs.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Student will:

- Collect and organize data and apply critical thinking to interpret individuals, families and community' information.
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to analyze individuals, families and community assessment data.
- Select appropriate intervention approaches based on evaluation of individuals, families and community, research, and their values and preferences.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, & Communities

Student will:

- Select and implement interventions to meet practice objectives, and improve the ability of individuals, families and community.
- Use theories on human behavior, social environment, and other multidisciplinary frameworks to guide individuals, families and community intervention.
- Collaborate with other professionals and students when necessary to achieve positive outcome in practice.
- Negotiate, mediate, and advocate with and on behalf of diverse individuals, families and community.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Student will:

- Select and use appropriate methods for evaluation of individuals, families and community outcomes.
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of individuals, families and community.

CLASS MATERIALS

Required Textbooks:

Gil, E. (2006). Helping abused and traumatized children: Integrating directive and nondirective approaches. New York, NY: The Guilford Press.

<https://ebookcentral.proquest.com/lib/millersville-ebooks/reader.action?docID=306758>

Landreth, G. L. (2012). Play therapy: The art of the relationship (3rd ed.). New York, NY: Taylor & Francis.

<https://ebookcentral.proquest.com/lib/millersville-ebooks/reader.action?docID=958282>

Other Material:

Play Therapy Supplies: The student will be given options and suggestions for accessible/affordable material for use in class. This will be discussed during the first class and will also be written information to access in D2L.

- Art supplies (paint, colored pencil, paper, crayons, etc.)
- Toys
- Games

Computer: The student will need access to a computer to complete D2L assignments and other class work that requires access to an electronic device such as computer, phone or iPad.

Recommended Websites

[Association for Play Therapy](#)

[Mandated Reporter Training](#)

[Pennsylvania Mental Health Resource for Children](#)

[The National Child Traumatic Stress Network](#)

GRADING

Grading Distribution: This chart displays information about the weighting of course assignments.

Assignment	Percentage	Due Date
Class Participation and Takeaway-Journal	20%	Attendance and Participation are expected throughout the semester until 4/29 . Takeaway Journal activities must be uploaded to the D2L throughout the semester and are due every Sunday at 11 pm EST . Note: These reflections will be added to the portfolio assignment.
Discussion Board Activities and Weekly Reflection Activity	15%	Weekly activities will be posted on the Discussion Board throughout the semester and are due every Sunday at 11 pm EST until 4/28 . Weekly Reflection must be uploaded to the D2L throughout the semester and are due every Sunday at 11 pm until 4/28 . Note: These activities and reflections will be added to the portfolio assignment.
Peer Role Play Video (Group) & Documentation (Individual)	25%	The peer role-play video activity will be uploaded to the D2L and is due on 3/30 .
Play Therapy Creation Assignment and Presentation	25%	The preparation of this assignment will start on 3/17. The Class Presentation of this assignment is due on 4/29 .
Portfolio	15%	The portfolio preparation is an ongoing activity starting on 1/21 and is due on 4/28 .
Total	100%	

Grading Scale: This chart displays the scale used for students' grading.

Grade	Grade Point Value	Grade	Grade Point Value	Grade	Grade Point Value
A	4.0	B-	2.7	D+	1.3
A-	3.7	C+	2.3	D	1.0
B+	3.3	C	2.0	D-	0.7
B	3.0	C-	1.7	F	0.0

Grade of "Incomplete": An incomplete grade may be given to a student who has completed most of the course work but cannot complete the class requirements due to circumstances beyond their control. The student is responsible for requesting an "incomplete" grade.

Use of the Rubric as an Evaluation Tool: Each assignment and activity will have a rubric accessible on D2L with detailed criteria.

Assignment Expectation

- Assignments must be submitted by the due date on D2L or the deadline for class presentation.
- Assignments must be congruent with the assignment guidelines.
- Students who anticipate submitting a late assignment due to extenuating circumstances must inform the instructor before the deadline; otherwise, they will be considered an **unexcused late assignment**.
- Unexcused late assignments will automatically lose 10 points each day for up to three days. After those three days, the assignment will not be accepted.

Assignment Description

Class Participation: *The student must come prepared to participate in class actively.*

Preparation

- The students are responsible for completing assigned reading before the day of the class. The students must come prepared to discuss the reading assignments.
- Due to the experiential nature of the course, the students must bring the necessary materials to each class.
- The Specifications of the **class material** can be found on D2L and will also be discussed with students during the first class.

Takeaway-Journal: At the end of each class, students must choose a phrase or word that summarizes their experience. The students will add this information to their weekly reflection activity, which is *due by Sunday at 11 pm EST*. By the end of the semester, students should have a collection of 14 phrases or words that will be used to create a creative work. This work will be added to the students' Portfolio.

D2L Activities: *The student will complete an activity posted weekly in D2L. After completing the activity, the student will complete a weekly reflection and upload it on D2L.*

Weekly Reflection: The student will complete a weekly reflection on their classwork and upload it to D2L.

- The student can access these activity guidelines in D2L each week.
- Reflection should be *uploaded on D2L every Sunday at 11 pm EST*.

Mock Role Play Experience (Peer Role Play): The student will be paired with a classmate for a 30-minute role-play experience. Each student will have the opportunity to be a play therapist and a child.

Expectation:

- **Video:** In the role of the therapist, the student will demonstrate Client-Centered Play Therapy skills learned in class. The student, in the role of the therapist, will be responsible for:
 - a. conducting the role-play experience

- b. recording the role-play
 - c. uploading the recording to the D2L.
- **Documentation:** The student, in the therapist role, is required to:
 - a. complete the transcript form.
 - b. complete the play therapy checklist skills.
 - c. complete a play therapy note.
- Video and Documentation should be uploaded on D2L by the due date.

Student Presentation on Play Therapy Creation: The student will create a play therapy activity and present it to the class during the last day of class.

Expectation:

- **Creation:** The student can access these activity guidelines in D2L to support the completion of this assignment. The student will use the *power of their imagination* to create an original therapeutic play activity.
- **Presentation:** The student will prepare a 5-minute presentation explaining their therapeutic creation.
- The student will add this activity to the Portfolio Assignment. Please follow the portfolio activity guidelines for more information.

Portfolio: The student will create a portfolio that combines the class activities, reflections, and assignments.

- **Preparation:** The guidelines for completing this activity can be found in D2L.

COURSE DESCRIPTION

Disclaimer: This course syllabus serves as a guide to inform students of class expectations. Any syllabus changes will be communicated via D2L.

Week	Topics	Readings	Tasks/Assignment
Module 1: Play Therapy: An Overview			
Week 1 1/16-1/20	<ul style="list-style-type: none"> • Introductions • Course overview & expectation • Q & A - Class activity, materials & portfolio • Reviewing the syllabus • Discussion about class materials 	<ul style="list-style-type: none"> • Syllabus 	<ul style="list-style-type: none"> • Takeaway-Journal (a phrase or a word at the end of the class) & the Weekly Reflection Activity (Syllabus) <p>D2L Activity: Review the Syllabus and Post Questions.</p> <p><i>To-Do List:</i> Start gathering materials for the class.</p>
Week 2 1/21-1/27	<ul style="list-style-type: none"> • History of Play Therapy • Definitions and rationale of Play Therapy 	<p>-Landreth. (2012) History and Development of Play Therapy (Chap. 2 and 3)</p> <p>Reading Available in D2L:</p>	<ul style="list-style-type: none"> • Takeaway-Journal (a phrase or a word at the end of the class) & the Weekly Reflection Activity (Play therapy Haiku poem) <p>D2L Activity: Summary of Play Therapy history.</p>
Module 2: Play Therapy: Theoretical Approaches			
Week 3 1/28-2/3	<ul style="list-style-type: none"> • Cognitive-Behavioral Play Therapy Overview • Psychodynamic Play Therapy Overview 	<p>-Gil (2006) Cognitive-Behavioral Therapy (Chap. 5)</p> <p>Reading Resources in D2L:</p>	<ul style="list-style-type: none"> • Takeaway-Journal (a phrase or a word at the end of the class) and complete the Weekly Reflection Activity

			(Who's the Boss I). D2L Activity: Discussion about the differences and similarities of both approaches.
Week 4 2/4-2/10	<ul style="list-style-type: none"> Client-Centered Play Therapy Overview Adlerian Play Therapy Overview 	<p>-Landreth. (2012) History and Development of Play Therapy (Chap. 5)</p> <p>Reading Available in D2L: -Convoy & Perryman (2022) Treating Trauma with Child-Centered Play Therapy Through the Secure Lens of Polyvagal Theory. -Agarwal & Meany-Walen (2019). Application of Adlerian Play Therapy with Multiracial Children.</p>	<ul style="list-style-type: none"> Takeaway-Journal (a phrase or a word at the end of the class) and complete the Weekly Reflection Activity (Who's the Boss II). <p>D2L Activity: Discussion about the differences and similarities of both approaches.</p>
Module 3: Play Therapy: Ethics & Values			
Week 5 2/11-2/17	<ul style="list-style-type: none"> Social work ethics in Play Therapy The use of telehealth and Play Therapy <u>Association for Play Therapy</u> and its role as a Gatekeeper 	<p>-Landreth. (2012) Issues in Play Therapy (Chap. 13)</p> <p>Reading Available in D2L:</p>	<ul style="list-style-type: none"> Takeaway-Journal (a phrase or a word at the end of the class) and complete the Weekly Reflection Activity (Food for thought). <p>D2L Activity: Reflect and share your thoughts about an Ethical Dilemma Presented in Class.</p>
Module 4: Play Therapy: A Trauma-Focused Approach			
Week 6 2/18-2/24	<ul style="list-style-type: none"> Definitions and rationale about the Trauma-Informed approach Self-Regulation, Trauma, and Attachment Understanding and treating childhood trauma The use of Play therapy as a trauma approach Assessment: Adverse Childhood Experience (ACE) Trauma Reaction Cards Checklist Activity. 	<p>-Orlans & Levy (2014) Disrupted Attachment (Chap. 5) -Gil (2006) Basic Principles for working with abused and traumatized children (Chap. 1)</p> <p>Reading Available in D2L: -Pliske et al. (2021) Healing from Adverse Childhood Experiences Through Therapeutic Power of Play -Chase & Post (2022) Factors Impacting Play Therapists' Social Justice Advocacy Attitudes. -Casey et al. (2022) Therapists' Experience of Play Therapists with Muslim Families in Western Countries: The Importance of Cultural Respect.</p>	<ul style="list-style-type: none"> Takeaway-Journal (a phrase or a word at the end of the class) and the Weekly Reflection Activity (ACE). <p>D2L Activity: Fill out the ACE assessment tool (Not to share in class) and complete the weekly reflection activity. (Note: The Professor will explain and modify this activity for students accordingly)</p>
Module 5: Play Therapy: Play Therapist & Documentation			
Week 7 3/3-3/9	<ul style="list-style-type: none"> Discussing the role of the play therapist. Learning child-centered play therapist skills Practicing documentation 	<p>-Landreth. (2012) The Play Therapist (Chap. 6)</p> <p>Reading Available in D2L:</p>	<ul style="list-style-type: none"> Takeaway-Journal (a phrase or a word at the end of the class) and the Weekly Reflection Activity (documentation). <p>D2L Activity: Complete the activity in</p>

			D2L, then reflect using your Weekly Reflection Activity (Reflect about the documentation activity) Assignment: Begin to work on this assignment. Role Play Video – (Group) due on 3/30 ; Observation (Individual) due on 3/30 . <i>-Complete midterm class survey</i>
Week 8 3/10-3/16	Note: Spring Recess. Find Something Playful To Do!		
Module 6: Play Therapy: Parents as a Partner			
Week 9 3/10-3/16	<ul style="list-style-type: none">Discussing the meaning of the parent as a partner in play therapyPreparing parents to provide support to the child.Parenting and TraumaExplaining Play Therapy to parentsEthical and Legal issues	<p>-Landreth. (2012) History and Development of Play Therapy (Chap. 7)</p> <p>Reading Available in D2L: -Jeon & Myers (2023) Successful Strategies for Parent Engagement in Play Therapy</p> <p>-Goodyear-Brown (2021) Helping Parents Grow (Chapter 1) -Byrd et al. (2021) Transgender and Gender-Expansive Affirming Child-Centered Play Therapy -Hidman et al. (2022) The Adult Public’s Perception of the Utility of Play Therapy</p>	<ul style="list-style-type: none">Takeaway-Journal (a phrase or a word at the end of the class) and complete the Weekly Reflection Activity (Reflect on the parent responses and your observations). <p>D2L Activity: -Complete a “Developmental and Social History Questionnaire” with a parent and upload the activity in D2L, then reflect using your Weekly Reflection Activity (Reflect on the parent responses and your observations).</p>
Module 7: Play Therapy: Children, teens, and the therapeutic process			
Week 10 3/17-3/23	<ul style="list-style-type: none">Therapeutic RelationshipFacilitating ResponsesPlay and the use of metaphors	<p>-Landreth. (2012) Beginning of the Relationship; Therapeutic Limit Setting; Determining Therapeutic Process and Termination (Chap. 9, 11 & 15).</p> <p>Role Play Video Activity: -Gil (2006) Chapters 8, 9, 10, 11</p> <p>Reading Available in D2L: -Higgins-Klein (2013) The language and metaphor of play therapy Chapters 5</p>	<ul style="list-style-type: none">Takeaway Journal (Name a Metaphor!), review D2L Activity and complete the weekly Reflection Activity (Metaphor) <p>D2L Activity: -Complete a “the metaphor activity” and upload the activity in D2L, then reflect using your Weekly Reflection Activity (Reflect on the metaphor activity).</p> <p>Assignment: Role Play Video – (Group) due on 3/30; Observation (Individual) due on 3/30.</p>
Module 8: Play Therapy: Let’s Play			
Week 11 3/24-3/30	<ul style="list-style-type: none">Common Themes in Children’s Play	<p>Reading Available in D2L: -Higgins-Klein (2013) (Chap. 5)</p>	<ul style="list-style-type: none">Takeaway Journal (Name your game!), review D2L

	<ul style="list-style-type: none"> The use of games during play therapy Create a mobile play kit. <i>Let's Play: Games</i> 	<p>The Language and Metaphor of Play Therapy.</p> <p>-Llamas & Alvarado (2023) More than just a game.</p>	<p>Activity and complete the Weekly Reflection Activity (Your Favorite childhood game)</p> <p>D2L Activity: Play your favorite game with family/friends. After playing, complete your Weekly Reflection Activity about your game experience.</p> <p>Assignment: Begin to work with the Play Therapy Creative Assignment.</p> <ul style="list-style-type: none"> Create a Play therapy Activity for Class Presentation due on 4/29.
Week 12 3/31-4/6	<ul style="list-style-type: none"> The use of Sandtray during play therapy (Guest Speaker) <i>Let's Experience: Create Your Sandtray</i> 	<p>-Gil (2006) Expressive Therapies (Chap. 4)</p> <p>Reading Available in D2L: -Labovitz-Boik & Goodwin (2000) Spontaneous sandtray with children and families.</p>	<ul style="list-style-type: none"> Takeaway Journal (Find a Phrase!), review D2L Activity, and complete the Weekly Reflection Activity (Sandtray). <p>D2L Activity: Create your Sandtray and share it in D2L. Use Weekly Reflection Activity to reflect on your sandtray.</p>
Week 13 4/7-4/13	<ul style="list-style-type: none"> The use of Art (drawing, painting, craft, etc.) during play therapy The combination of different types of arts <i>Let's Create: Toolbox</i> 	<p>-Gil (2006) Expressive Therapies (Chap. 4)</p> <p>Reading Available in D2L: -Stauffer (2019). Ethical use of drawing in Play Therapy. -Marich (2019). Process not Perfection: Gush Art.</p>	<ul style="list-style-type: none"> Takeaway Journal (Art!), review D2L Activity and complete the Weekly Reflection Activity (Gush Art) <p>D2L Activity: Create Gush Art and share it in D2L. Use Weekly Reflection Activity to reflect on your Gush Art.</p>
Week 14 4/14-4/20	<ul style="list-style-type: none"> Using puppets, the "house," and other toys in Play Therapy. Basic Play Therapy room toys <i>Let's Play: Story Time & Puppets</i> 	<p>-Landreth (2012) The Playroom and Materials (Chap. 8)</p> <p>Reading Available in D2L: -Parker et al. (2021) Therapeutic or Traumatic.</p>	<ul style="list-style-type: none"> Takeaway Journal (Playroom Toys!), review D2L Activity and complete the Weekly Reflection Activity (Your Favorite Childhood Toy) <p>D2L Activity: A College of your ideal Playroom and share it in D2L. Use Weekly Reflection Activity to reflect in your Playroom.</p>
Module 9: Play Therapy: Coping Skills for Body and Emotions			
Week 15 4/21-4/27	<ul style="list-style-type: none"> Discussing somatic response and self- Regulation using Trauma-informed Play therapy The use of grounding techniques in Play therapy <i>Let's Practice:</i> Discussing emotions and self-regulation using Play Therapy The use of grounding techniques 	<p>-Curran (2013). 101 trauma-informed interventions</p> <p>Reading Available in D2L: -Owens et al. (2023) Playlists in play therapy.</p>	<ul style="list-style-type: none"> Takeaway Journal (Name your song!), review D2L Activity, and complete the Weekly Reflection Activity (Playlist) <p>D2L Activity: Create a playlist and share it in D2L. Use Weekly Reflection Activity to reflect on your</p>

	in Play therapy (Emotions) <ul style="list-style-type: none"> • <i>Let's Dance: Ready, Set, Music, and Move!</i> 		playlist. Assignment: Preparing for Class Presentation on 4/29: Play Therapy Creative Assignment (Do not forget to add this assignment to your Portfolio)
Module 10: Play Therapy: Show me your creation!			
Week 16 4/28-5/4 (Final Week)	<ul style="list-style-type: none"> • Student Presentation of Play Activity Creation • Let's Celebrate: 		D2L Activity: - Complete the class final survey -Upload Portfolio due on 4/28.

Teaching Methodology

This course is an introduction to play therapy with a trauma-informed focus. This experiential course provides students with a comprehensive understanding of using play therapy with children and teenagers by integrating theoretical concepts with hands-on practice. The course will utilize various methods for teaching, including lectures, assigned readings, role plays, individual and group presentations, videos, and demonstrations of basic play therapy skills. Students will also engage in reflections/journaling and skill-building activities.

This course's objectives are to provide an “adventurous” learning environment where students can learn and practice the history of play therapy, the benefits of trauma-informed play therapy, theoretical approaches, children and family engagement, and playful activities.

Course Expectations

Since this is mostly an experiential class, students are expected to attend class and participate regularly, complete D2L weekly activities, and upload any assignment in D2L; in addition to class time, they should be prepared to spend 2 to 6 hours completing weekly activities and/or assignments, separate from reading time. *Communication is Key-* Unexcused absences may result in a deduction of 5 percent from the final score calculation.

Technical Requirements and Support

Accessing D2L: This course requires students to complete assignments and activities using D2L. Additional course material will also be posted to D2L. To learn about using D2L, please visit the [D2L Resource Wiki](#).

Helpdesk: This service offers technology assistance and other resources.

- Phone: (717) 871-7777
- Email: help@millersville.edu
- Website: [Help Desk](#)

Communications

The course information will be communicated and received through email and D2L. Students are *responsible* for regularly checking their email and D2L messages for any important updates regarding the course.

- **Netiquette:** Students will follow these rules when posting on class discussion boards, posts, walls, and emails.
 - Do not use ALL CAPS.
 - Quote selected parts of a previous e-mail or post.
 - Forward messages only with the sender's permission.
 - Avoid personal attacks and name-calling.
 - Be welcoming and courteous to everyone in the class.

POLICIES

Attendance and Participation: *Because this is mostly an experiential class, students must come prepared to participate actively; this includes bringing to the class materials. The Specifications of the class material can be found on D2L and will also be discussed with students during the first class. The student must read the reading assignments before the class.*

Assignments: Students are expected to complete assignments in a timely manner and follow the guidelines created for them. The assignments and activities class has a rubric accessible on D2L with detailed criteria.

Delays/Cancellation: Students should familiarize themselves with the school's policy regarding delays and cancellations, as this might affect class schedules. They can learn more about this by visiting the [Policy Delays and Cancellation](#) page.

Academy Honesty, Integrity, & Plagiarism: The students are expected to act with honesty and integrity. Students must follow the APA (7th guideline) when using someone else's works or ideas to avoid plagiarism. For more information, please review the [Academic Integrity Policy](#).

Copyright Statement: The lectures and course material, such as presentations, text, exams, outlines, and other similar materials, are protected by copyright under Title 17 of the United States Code. These materials are intended for students' personal and study purposes ([Fair Use](#)) only and should not be shared, distributed, or sold in print or digitally outside the course without permission.

General Guideline for Writing Style: The student will follow the APA manual (7th edition) for general guidelines on writing. However, in some assignments, the APA guidelines may not be necessary as some reflective activities require a more *creative process*. In such cases, the student must carefully follow the instructions for each activity to ensure they meet the assignment requirements.

Writing Resource: Student can receive writing and communication support by visiting the university [writing center](#). The Writing Center's mission is to provide writing mentorship to students.

Use of Internet Sites: Students are expected to use scholarly materials that are available when required for the class. The [McNairy Library and Learning Forum](#) offers a variety of scholarly resources that students can access.

Accessibility and Accommodation: The university is committed to providing equal opportunities and freedom from discrimination. Students are encouraged to request the accommodation necessary to facilitate their learning process. Please refer to [Americans with Disability Act Compliance](#) for more information. Students are encouraged to request accommodation by contacting the [Office of Learning Services](#).

Student Discrimination Grievance Procedure: Students are encouraged to learn more about the [Student Discrimination Grievance Procedure](#).

Behavior Policy: Students are expected to comply with the university's behavioral policy, which can be found in the [Millersville University Student Conduct & Community Standards handbook 2023-2024](#).

Policy on Reporting Sexual Violence (Title IX of the Educational Amendments Act of 1972) Students are encouraged to review the university policy on reporting sexual violence by accessing [Title IX](#). Professors are considered by the State of Pennsylvania mandate reported and are responsible for reporting any violence against a person under 18 years. Please refer to the [Protection of Minors Policy](#) for more information.

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