

Psychopathology: Diagnosis and Intervention Planning
PSYC 685 | Section 01
Spring 2017
Wednesdays 9:45-12:15 PM - Miller Hall G031

Instructors:

Office:

Office Hours:

Course Description

In this graduate-level course, students examine human behavior and psychopathology. The course has two overarching objectives. First, you will explore human behavior, including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior. Second, you will learn core skills in case conceptualization, diagnosis, and treatment planning. You will achieve this objective through a case study approach using the latest edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM), with instructor feedback provided before students begin the next case study.

Course Objectives

The objectives for each student in the course are:

- To understand the DSM-5 organization and nomenclature
- To become skilled in recognizing the signs and symptoms of psychological disorders throughout the lifespan by means of assessment, observation, and interview
- To develop critical thinking for evaluating “normal” and “abnormal” behavior
- To learn to conduct an effective background interview
- To develop skills in case conceptualization and diagnosis
- To become familiar with treatment planning based on diagnosis
- To become familiar with working with other clinical professionals as part of a treatment team
- To become aware of how issues of ethics, race, gender, age, social bias and culture influence the diagnostic process

CACREP Objectives

When you have successfully completed this course, you will have demonstrated knowledge in the following common core content areas of the CACREP 2016 Standards:

2. SOCIAL AND CULTURAL DIVERSITY

- a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally
- b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy
- g. the impact of spiritual beliefs on clients’ and counselors’ worldviews
- h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination

3. HUMAN GROWTH AND DEVELOPMENT

- c. theories of normal and abnormal personality development
- d. theories and etiology of addictions and addictive behaviors
- e. biological, neurological, and physiological factors that affect human development, functioning, and behavior
- g. effects of crisis, disasters, and trauma on diverse individuals across the lifespan

5. HELPING RELATIONSHIPS

- a. theories and models of counseling
- f. counselor characteristics and behaviors that influence the counseling process
- g. essential interviewing, counseling, and case conceptualization skills
- developmentally relevant counseling treatment or intervention plans
- h. developmentally relevant counseling treatment and intervention plans
- j. evidence-based counseling strategies and techniques for prevention and intervention
- n. processes for aiding students in developing a personal model of counseling

7. ASSESSMENT AND TESTING

- a. historical perspectives concerning the nature and meaning of assessment and testing in counseling
- c. procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide
- d. procedures for identifying trauma and abuse and for reporting abuse
- e. use of assessments for diagnostic and intervention planning purposes
- f. basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments and group and individual assessments
- g. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations
- h. reliability and validity in the use of assessments
- i. use of assessments relevant to academic/educational, career, personal and social development
- j. use of environment assessments and systematic behavioral observations
- k. use of symptom checklists, and personality and psychological testing
- l. use of assessment results to diagnose developmental, behavioral, and mental disorders
- m. ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results

8. RESEARCH AND PROGRAM EVALUATION

- b. identification of evidence-based counseling practices

and the 2016 SCHOOL COUNSELING STANDARDS CONTEXTUAL DIMENSIONS

- b. school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies
- g. characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders
- h. common medications that affect learning, behavior, and mood in children and adolescents

COURSE CACREP STANDARDS and KPI CHART

NO SCHOOL COUNSELING PROGRAM KPI'S IN THIS COURSE

SEE LIST OF STANDARDS COVERED IN EACH ASSIGNMENT THROUGHOUT SYLLABUS

Assignments

Participation (15 points): Participation in lectures, discussions, and other class activities is an essential part of the learning process. Students are expected to attend class regularly (if you need to miss please inform instructor prior to class). If you are planning to miss several class sessions for professional, personal, religious, or other reasons we encourage you to meet with your academic advisor to consider an alternative course.

Cell phone use, texting, and use of the internet will not be allowed during class. The following consequences will occur if you choose to engage in disruptive behavior: (a) first we will ask you, privately, to stop, and (b) second, you will be dismissed for the remainder of the class.

We prefer students not use laptops during class. While you may be perfectly responsible in the use of your laptop for note-taking, it is shown that even the use of one laptop in a class creates what is referred to as a “cone of distraction” for those in the vicinity.

Roleplays: Students are expected to serve as both a client with a specific disorder and counselor twice in each role during the semester. If you are in the role of counselor for the scheduled class please email instructors the Sunday before that class with your chosen diagnosis. The roleplays will be 10 points of the participation grade.

Class Participation Rubric

Excellent	Acceptable	Unacceptable
Consistently engages, actively listens, and builds on the contributions of other members of the class. Arrives promptly and fully prepared at every class session. Can always be counted on to offer honest reflections, insightful observations, and supportive comments that contribute significantly to a stimulating learning environment. Brings a sense of presence that stimulates productive group dynamics without dominating the process.	Attends every class, arrives promptly, and is well prepared, having completed all assignments. Interacts respectfully and empathically with other members of the class. Regularly contributes thoughtful reflections, relevant comments, and constructive observations to class discussions. Brings a sense of presence that contributes to productive group dynamics.	Is absent or, when present, rarely interacts with other members of the class. Comes to class unprepared. Demonstrates a notable lack of interest in contributing to a positive learning environment. Brings a presence that sabotages productive group dynamics. Engages in non-verbal relational aggressive behaviors, such as eye rolling and dismissive gestures, that communicate disrespect or contempt for peers and the instructor.

Case Vignette Presentation (10 points): Each student will choose a diagnosis to write a clinical vignette (case study). Diagnosis will be due to instructors for approval on **January 18, 2017 (Please write a few sentences discussing why you chose your specific diagnosis. The diagnosis you choose should not be shared with anyone in the class except your instructors. Please choose a primary and secondary diagnosis).**

Core CACREP Standards Covered: 5a, 5f, 5g, 5h, 5j, 5n, 7e, 7i, 7j, 7k, 7l, 7m, 8b
School Counseling Standards Covered: 3g, 3h

The vignette should provide information in a narrative form and contain the signs and symptoms for the assigned diagnosis. Be sure to consider multicultural issues in creating your case study. The vignette should be comprehensive in the format of a case study, including realistic examples, but symptoms should not be written strictly from the DSM.

Procedures of the Presentation: After reading the vignette narrative to the class, facilitate discussion with classmates to identify the signs and symptoms referenced in your case. Once all symptoms and signs have been identified from the class, review possible diagnoses and eliminate diagnoses that do not fit criteria as you go through the rule out process. School counseling students must include common medications that affect learning, behavior, and mood in children and adolescents as related to the diagnoses.

Next, walk the class through the proposed diagnoses following a differential diagnosis format to indicate why a particular diagnosis that was proposed by a class member can be ruled out and why the assigned diagnosis can be ruled in. Thus, be **able to provide a rationale for the disorder and walk students through differential diagnosis.**

The rubric below will be used in evaluating your performance on the following CACREP learning outcomes:

- Students will learn the diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD) (2016 CACREP Standards: 2d)

Case Vignette Presentation Rubric*

Excellent	Acceptable	Unacceptable
Vignette is strongly developed via narrative. Case is very realistic & the diagnosis requires clinical critical thinking. Strongly facilitates the discussion of case study & has a solid grasp of case study & diagnosis.	Vignette is moderately developed via narrative. Case is moderately realistic & the diagnosis requires moderate level of critical thinking. Moderately struggles with facilitating discussion of case study & seems to have a moderate grasp of case study & diagnosis	Vignette is minimally developed via narrative. Case is not realistic & the diagnosis is overly obvious. Struggles with facilitating discussion of case study & seems unable to understand the case study & diagnosis

Case Analysis (10 points): You will provide an analysis of two cases given to you by the instructors in class (5 points each). You will be required to provide a diagnosis and offer an appropriate case formulation and diagnostic rationale for each case. The case analysis are open-book (limited to your textbook, your DSM-5, and class notes). They will be held during the second half of class on the day designated by the course schedule.

Core CACREP Standards Covered: 5a, 5c, 5d, 5f, 5g, 5h, 5j, 5n, 7e, 7i, 7j, 7k, 7l, 7m, 8b
School Counseling Standards Covered: 3b, 3g, 3h

The rubric below will be used in evaluating your performance on the following CACREP learning outcomes:

- Students will learn etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders
- Students will learn the diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD)
- Students will learn about the potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders

Case Analysis Rubric*

Excellent	Acceptable	Unacceptable
Displays a clear understanding of symptoms presented and symptoms that do not fall into diagnoses are explained as subclinical and what relevant diagnoses they could be classified under. A correct diagnosis is identified with all relevant codes and formatting, including psychosocial factors, medical factors, and multicultural/diversity factors.	Omits minimal clinically significant symptoms and/or identifies minimal issues as clinically significant that are not. Acknowledges that some symptoms did not fall into diagnoses. A correct diagnosis is identified and adequate information is provided to support diagnosis.	Displays difficulty in identifying clinically significant symptoms and/or cannot discern what is significant and what is not. Does not display an understanding of the relationship between symptoms and diagnoses. A diagnosis is not identified and is lacking in several aspects.

Case Conceptualization, Diagnosis, and Treatment Planning (25 points): You will practice case conceptualization, differential diagnosis, and treatment planning for two case studies. Instructor feedback will be provided after the first case study and prior to beginning the next case study. For each case study, students will complete a Case Conceptualization, Diagnosis, and Treatment Plan. To complete this assignment, you will need to review the principles of the diagnostic process, including differential diagnosis, and the use of current diagnostic tools, such as the current edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM). The first conceptualization will be allocated 10 points and the second 15 points.

Core CACREP Standards Covered: 5a, 5f, 5g, 5h, 5j, 5n, 7a, 7c, 7d, 7e, 7f, 7g, 7h, 7i, 7j, 7k, 7k, 7l, 7m, 8b

School Counseling Standards Covered: 3b, 3g, 3h

The rubric below will be used in evaluating your performance on the following CACREP learning outcomes:

- Students will learn etiology, nomenclature, treatment, referral, and prevention of mental and emotional
- Students will learn mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks

- Students will learn classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation
- Students will learn intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management
- Students will learn techniques and interventions for prevention and treatment of a broad range of mental health issues

Case Conceptualization Rubric*

Excellent	Acceptable	Unacceptable
Comprehensively covers the following areas: title page, abstract, reason for referral, case formulation/impressions DSM-diagnosis (appropriate, accurate diagnosis & use of appropriate modifiers and specifiers), theoretical perspective (with appropriate APA citations), treatment plan (The treatment goals and plan follow the I CAN START treatment planning format), treatment objectives, assessment techniques, interventions, and prognosis with attention to managed care. The diagnosis is error free and attends to all levels of client functioning.	Adequately covers the following areas: title page, abstract, reason for referral, case formulation/impressions DSM-diagnosis (appropriate, accurate diagnosis & use of appropriate modifiers and specifiers), theoretical perspective (with appropriate apa citations), treatment plan (The treatment goals and plan follow the I CAN START treatment planning format.), treatment objectives, assessment techniques, interventions, and prognosis with attention to managed care. The diagnosis is error free and attends to all levels of client functioning.	Displays difficulty covering the following areas: title page, abstract, reason for referral, case formulation/impressions DSM-diagnosis (appropriate, accurate diagnosis & use of appropriate modifiers and specifiers), theoretical perspective (with appropriate apa citations), treatment plan (The treatment goals and plan follow the I CAN START treatment planning format.), treatment objectives, assessment techniques, interventions, and prognosis with attention to managed care. The diagnosis is error free and attends to all levels of client functioning.

Objective Exams (30 points): The examinations will test your knowledge and understanding of content from the DSM-5, class lectures, and assigned readings. The midterm will cover material up to the first half of the semester and the final exam will cover material from the midterm until the end of the semester. Each exam will be administered during our class meeting and will occur during the second half of class. The exam will consist of both multiple choice questions and a case scenario.

Core CACREP Standards Covered: 5a, 5f, 5g, 5h, 5j, 5n, 7a, 7c, 7d, 7e, 7f, 7g, 7h, 7i, 7j, 7k, 7l, 7m, 8b

School Counseling Standards Covered: 3b, 3g, 3h

Movie Character Assessment, Diagnosis, & Treatment Plan (10 points):

Select a movie through which a character (i.e., child, adolescent, or adult) will be assessed according to the DSM-5. Choose a movie where the disorder is not highly evident by the content of the movie (for example, do not use the movie *Beautiful Mind* because it is clearly on schizophrenia). A list of movies will be provided by instructors.

Core CACREP Standards Covered: 5a, 5c, 5d, 5f, 5g, 5h, 5j, 5n, 7e, 7i, 7j, 7k, 7l, 7m, 8b

School Counseling Standards Covered: 3b, 3g, 3h

(a) Introduction (no abstract needed), (b) Summary of the Movie, (c) Analysis of the character and proposed diagnosis – consider what etiological factors were present in the movie, (d) propose a treatment for the character whether or not it is portrayed in the film, and (e) a conclusion. The paper should be no more than 5 pages (not including title page or reference page). Use the current APA 6th formatting throughout the paper.

Movie Character Assessment, Diagnosis, & Treatment Plan Rubric*

Excellent	Acceptable	Unacceptable
<p>Lucid, succinct, & complete synopsis without any major omissions or errors of representation.</p> <p>Provides original insightful assessment that shows mastery of theoretical &/or methodological concepts & uses these ideas to illuminate the movie's representation of psychopathology.</p> <p>Crisp, clear, & professionally written. Little to no grammatical and spelling errors.</p> <p>Solid APA formatting throughout the paper.</p>	<p>All main issues or themes covered but with slight errors in understanding or inaccuracies.</p> <p>Interesting & well-grounded analyses that show thoughtful engagement with the movie's representation of psychopathology.</p> <p>Overall, clear writing, occasional faults (e.g., poor word choice, organizational issues, vague meanings).</p> <p>Notable grammar &/or spelling errors.</p> <p>Some mistakes with APA formatting, but overall accurate</p>	<p>Significant errors in content or major gaps in summary. Key ideas, plot points, or themes are underdeveloped, misrepresented, or absent.</p> <p>Simplistic analysis, shows little sustained thought or consideration of the movie's representation of psychopathology. May be informal, impressionistic, or ad hoc review (e.g., "I liked/didn't like...")</p> <p>Unclear writing, poor organization, significant grammar &/or spelling errors.</p> <p>Numerous errors in APA formatting.</p>

*A numeric rubric identifying a breakdown of how assignment grade is calculated to qualify for the grade of "Excellent", "Acceptable", and "Unacceptable" are found in the supplemental assignment materials.

Grading

The grade you receive for each assignment, and for the course, is the grade you earn. In order to pass this course, all assignments must be completed in alignment with the guidelines below. If you have questions about grading, you must see the course instructors as your questions arise; not after you have handed in your work or earned your grade. **All assignments are due at the beginning of class in hard copy. Assignments that exceed the page limit will not be graded. Electronic documents will not be accepted without prior arrangement for extenuating circumstances.**

Late Assignments

Assignments will be penalized ten (10) points for each late day. Assignments will not be accepted after five (5) days and will average as a "zero." Students can view assignment due dates in the syllabus itinerary, as well as the course web site.

Assignment

Participation & Role-play	15
Case Vignette Presentation	10
Case Conceptualizations	25
Case Analysis	10
Movie Character Assessment, Diagnosis, & Treatment Plan	10
Midterm	15
<u>Final</u>	<u>15</u>
Total	100

A letter grade will be assigned according to the following scale:

94-100%	A
90-93%	A-
87-89%	B+
83-86%	B
79-82%	B-
69-78%	C

(The grades of D+, D, and D- will not be awarded in this graduate level course).

Below 69%	F
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**Note: This syllabus (including grading and course schedule) is subject to change. Students will be notified of any changes in class. Please refer to the syllabus posted on Canvas for the most updated version.*

COURSE SCHEDULE

*****Course content/schedule is subject to change due to class participants and/or situations surrounding it and/or in the event that the university is closed*****

Date	Topic	Chapters Covered	Assignments
1/11	-Introductions & Overview -Expectations & Goals -Syllabus -Role Plays sign up -Introduction to psychopathology, diagnosis & treatment planning	Chapter 1	
1/18	Developing Comprehensive Treatment Plans	Chapters 2 & 3	-Case Vignette Diagnosis Due
1/25	Depressive, bipolar, and related disorders	Chapter 4	Role Play 1 Client: Sarah Counselor: Rachel Role Play 2 Client: Cassidy Counselor: Rebecca
2/1	Anxiety disorders	Chapter 5	Role Play 3 Client: Emma Counselor: Michael Role Play 4 Client: Rebecca Counselor: Cassidy -Case Analysis 1
2/8	Obsessive-compulsive and related disorders	Chapter 6	Role Play 5 Client: Michael Counselor: Sarah Role Play 6 Client: Rachel Counselor: Emma
2/15	Trauma- and Stressor-related disorders	Chapter 7	Role Play 7 Client: Sarah Counselor: Rachel Role Play 8 Client: Cassidy Counselor: Rebecca

			-Conceptualization 1 Due
2/22	Substance-related and addictive disorders	Chapter 8	Role Play 9 Client: Emma Counselor: Michael Role Play 10 Client: Rebecca Counselor: Cassidy
3/1	Personality disorders	Chapter 9	Role Play 11 Client: Michael Counselor: Sarah Role Play 12 Client: Rachel Counselor: Emma -Midterm Exam
3/8	SPRING BREAK!		
3/15	Schizophrenia spectrum and psychotic disorders	Chapter 10	-Case Vignette Presentation 1
3/22	Feeding and eating disorders	Chapter 11	-Case Vignette Presentation 2
3/29	Disruptive, impulse-control, conduct disorders, and elimination disorders	Chapter 12	-Case Analysis 2 -Case Vignette Presentation 3
4/5	Neurodevelopmental and neurocognitive disorders	Chapter 13	-Case Vignette Presentation 4
4/12	Dissociative disorders and somatic symptoms and related disorders	Chapter 14	-Case Vignette Presentation 5 -Conceptualization 2 Due
4/19	Sleep-wake disorders, sexual dysfunctions, paraphilic disorders, and gender dysphoria	Chapter 15	-Case Vignette Presentation 6
4/26	Movie Character Assessment Review Class Wrap-up		-Movie Character Assessment Due

Requirements and Policies

Required Text

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Washington D.C.: American Psychiatric Association Publishing.

Kress, V. E., & Paylo, M. J. (2015). *Treating those with mental disorders: A comprehensive approach to case conceptualization and treatment* (1st ed.). Boston: Pearson.

Recommended Text

Jongsma, A. E., Peterson, L. M., & Bruce, T. J. (2014). *The complete adult psychotherapy treatment planner*. Hoboken, NJ: John Wiley and Sons.

Supplemental Readings and/or Materials

Depending upon the classroom experience, questions that may arise, or the discretion of the instructor, students may be assigned supplemental readings and/or materials. In the event that such a requirement is made, adequate time will be allotted for the students to access such materials in order to use them for the development of the course.

Counseling Programs Academic Policies for Syllabi

Over the years, we have deeply appreciated the tremendous sense of commitment that our counseling students have demonstrated in their work with us. As members of the James Madison University faculty, we are required to provide information in our syllabi regarding attendance, academic honesty, adding/dropping courses, inclement weather, religious accommodations, and disability accommodations. Therefore, we have adopted the following general academic policies to apply to all our Counseling Programs courses. Of course, in addition to these guidelines, individual faculty members may use their syllabi to inform you of more specific policies and expectations for particular courses.

Attendance

We are looking forward to you being active, contributing members of our learning community by attending every class, being fully involved in all activities, and contributing your ideas, reflections, feedback, and observations. The fundamental goal of all our courses is to prepare you to become a counseling professional, a role in which your sense of presence is essential. When you are granted the sacred trust of entering into someone else's pain, you must honor that invitation with your full and absolute attention. Your class times are your opportunities to hone that skill of being fully present. If you are unable to attend class due to an emergency, we expect you to contact us as soon as possible. If you need to miss class, you are responsible for obtaining any material distributed during the class.

Class Participation Rubric

Excellent	Acceptable	Unacceptable
Consistently engages, actively listens, and builds on the contributions of other members of the class. Arrives promptly and fully prepared at every class session. Can always be counted on to offer honest reflections, insightful observations, and supportive comments that contribute significantly to a stimulating learning environment. Brings a sense of presence that stimulates productive group dynamics without dominating the process.	Attends every class, arrives promptly, and is well prepared, having completed all assignments. Interacts respectfully and empathically with other members of the class. Regularly contributes thoughtful reflections, relevant comments, and constructive observations to class discussions. Brings a sense of presence that contributes to productive group dynamics.	Is absent or, when present, rarely interacts with other members of the class. Comes to class unprepared. Demonstrates a notable lack of interest in contributing to a positive learning environment. Brings a presence that sabotages productive group dynamics. Engages in non-verbal relational aggressive behaviors, such as eye rolling and dismissive gestures, that communicate disrespect or contempt for peers and the instructor.

Academic Honesty

It should come as no surprise that we expect you to be committed to academic honesty, which is absolutely essential for the success of any learning community, but especially one with the mission of training ethical counselors. If you are unfamiliar with the specifics of the JMU Honor Code, you can read it at <http://www.jmu.edu/honor/code.shtml#TheHonorCode>.

Adding/Dropping Classes

As mature and conscientious students, you know that you are responsible for registering for classes and for verifying your class schedules on e-campus. Obviously, you must register for classes or drop classes before the scheduled add/drop deadline. For more details, you can refer to the Registrar's Web site at <http://www.jmu.edu/registrar/>.

Inclement Weather

By the way, inclement weather may lead to the cancellation of a class. If you are unsure of the weather conditions on campus, you can call the JMU Weather Line at 540.433.5300. You also can listen to the JMU radio station at 1610AM for cancellation announcements. The area radio and television stations regularly inform the public when classes are cancelled. For details about JMU's cancellation policy, go to <http://www.jmu.edu/JMUpolicy/1309.shtml>. And stay safe! Don't take unnecessary risks to make it to class. We want you alive!

Religious Accommodations

Cultural diversity enriches our learning community and is an essential component of our counselor education programs. Therefore, we are committed to providing reasonable and appropriate

accommodations for your religious observations. Please let us know at the start of a course if you expect any absences so that we can explore mutually acceptable alternatives for completing any missed activities. If you have any additional questions, we encourage you to contact the Office of Equal Opportunity at 540.568.6991 or online at <http://www.jmu.edu/oeo/>.

Disability Accommodations

We believe that cultural diversity also includes differences based on physical abilities. Therefore, we are also committed to providing any accommodations you may need for a disability. Please contact us at the beginning of the semester so we can make any necessary arrangements. If you have not already done so, you will need to register with the Office of Disability Services. The office is located in Wilson Hall, Room 107. You may call 540.568.6705 or contact the office at <http://www.jmu.edu/ods/> for more information.

Confidentiality and Title IX

Title IX addresses not only gender discrimination, but also sexual harassment and sexual violence, because they create a hostile educational environment. We are committed to creating a safe haven and an open atmosphere in this learning community. The personal information you share in your written assignments, class discussions, experiential activities, and counseling practice sessions enriches the learning experience for everyone. We want to let you know that, as educators, we are mandated by Title IX to report any suspected sexual harassment or sexual assaults of students. This mandate does not require identifying you and we are dedicated to addressing these concerns with sensitivity and consideration for your privacy and wellbeing. If you do want to report any event, the Title IX Coordinator is Amy Sirocky-Meck, Madison Hall 4035, sirockam@jmu.edu, 540-568-5219. You may also file a report with Title IX online at <https://www.jmu.edu/access-and-enrollment/titleIX/index.shtml>.

Furthermore, we also will take necessary action to respond to any disclosures of dangerousness to self or others. For more information on resources and reporting options, refer to the Title IX website: <https://www.jmu.edu/access-and-enrollment/titleIX/index.shtml>