

Montgomery College
INTRODUCTION TO ABNORMAL PSYCHOLOGY
Spring, 2017
SYLLABUS

Instructor: Dr. Frances Raphael-Howell
North Pavilion, Room NP 222
Takoma Park/Silver Spring Campus
Telephone Number: (240) 567-1644
E-mail: course site

Office Hours: Mondays & Thursdays 10 a.m. – 12:30 p.m.

Course: PSYC 221 Introduction to Abnormal Psychology (Online Section)
Prerequisite: General Psychology with a grade of C or higher

Description: An introduction to the nature and diagnosis of abnormal behavior. Childhood and adult psychological disorders are reviewed including identification, treatment and prevention. Historical to current trends in understanding and treating psychopathologies are also explored. Major approaches – psychological, biological, sociocultural – and their integration are incorporated. Case illustrations provide real life examples. The roles of mental health professionals and legal issues are other central topics covered. *3 Semester Hours*

Course Objectives

Upon completion of the course students will be able to:

1. Identify and apply abnormal behavior theories, concepts, classifications and research methods.
2. Identify and apply major treatment and prevention approaches for mental disorders.
3. Apply and integrate symptom, trend and risk factor information as well as legal and professional issues for conditions of abnormality.
4. Identify and apply multicultural perspectives in the field.
5. Apply writing in the social sciences to topics in abnormal psychology.

Required Materials:

Comer, R. J. (2016). *Fundamentals of abnormal psychology* (8th ed.). New York, NY: Worth.

No other materials are required beyond the technical essentials, software, and plug-ins described in the **Orientation** link of the course. All software needed for the course can additionally be found at the bottom of the **MC Resources** page, also a link under the side **Course Menu**.

<http://cms.montgomerycollege.edu/distance/support/mcresources/>

The following chart outlines study modules and requirements as related to specific course objectives. **Module learning objectives and requirements are also presented in module overviews accessible from the [Course Content](#) link.**

| Modules Objectives | Requirements | Related Course Objectives |
|--|--|--|
| <p>Module 1 (Chapters 1-4)</p> <p>Chapter 1</p> <ul style="list-style-type: none"> Define the field of abnormal psychology. Identify and apply definitions of psychological abnormality as well as cultural influences. Define treatment. Describe historical perspectives of abnormality, including treatment. Compare and contrast current dominant theories in abnormal psychology. Describe and apply clinical research and research methods. <p>Chapter 2</p> <ul style="list-style-type: none"> Summarize and apply major models of abnormality. Compare and contrast models. Explain the pros and cons of an integrative approach. <p>Chapter 3</p> <ul style="list-style-type: none"> Define and apply clinical assessment techniques. Summarize and apply the axis approach of the DSM series; describe the general features of as well as key changes in the DSM-5. Describe and apply categorical and dimensional information. Identify treatments and effectiveness. <p>Chapter 4</p> <ul style="list-style-type: none"> Distinguish between fear and anxiety Describe and apply each anxiety disorder, incidence trends, related theories and treatments. Identify and distinguish between specific phobias. Distinguish between obsessions and compulsions. Describe and apply Obsessive-Compulsive-Related Disorders in the DSM-5. Describe and apply cultural influences. <p>Unit Writing Task:</p> <ul style="list-style-type: none"> Apply a Module 1 topic to writing in the social sciences (APA style). | <p>Module 1</p> <ul style="list-style-type: none"> Read chapters 1-4 Take the Course Quiz (February 2) Take the APA Citations Quiz (February 9) Submit a post in the What Are We Learning? First Module (by February 18) Submit responses to questions in the What Are We Learning? Critical Thinking First Module discussions forum (by February 18) Take Chapter Quizzes (by February 19) Take Test 1 (February 20) | <ul style="list-style-type: none"> 1, 2, 3, 4 1, 2, 3, 4, 5 5 1, 2, 3, 4, 5 1, 2, 3, 4, 5 1, 2, 3, 4 1, 2, 3, 4 |

| Module Objectives | Requirements | Related Course Objectives |
|--|---|--|
| <p style="text-align: center;">Module 2 (Chapters 5-8)</p> <p>Chapter 5</p> <ul style="list-style-type: none"> Distinguish between fear and anxiety, and describe the fight-or-flight response. Define and apply stress disorder and posttraumatic stress disorder. List typical symptoms, and discuss treatments as well as multicultural factors. Discuss and apply triggers for the psychological stress disorders, including combat, disasters, and victimization. Describe and apply characteristics, explanations, and treatments for dissociative amnesia and dissociative identity disorder. Describe and apply depersonalization-derealization disorder. <p>Chapter 6</p> <ul style="list-style-type: none"> Compare and apply depression and mania, including symptoms. Compare and apply unipolar depression and bipolar disorder, including symptoms. Describe and apply theoretical perspectives of and treatments for unipolar and bipolar depression, including the multicultural perspective. <p>Chapter 7</p> <ul style="list-style-type: none"> Define suicide, including trends and cultural impacts. Describe and apply types of suicide. Discuss and apply common precipitating factors in suicide. Explain and apply theoretical perspectives concerning suicide. Discuss and apply characteristics of suicide prevention programs. <p>Chapter 8</p> <ul style="list-style-type: none"> Describe and apply the criteria for diagnosing factitious disorder and explain how it differs from malingering. Define and apply conversion disorder and somatic symptom disorder; explain and apply theoretical as well as treatment approaches. Describe and apply anxiety disorder including diagnosis, theories of causality, and treatment approaches. Describe and apply psychophysiological disorders and treatments. Discuss and apply factors affecting immune system functioning. Describe and apply the field of psychoneuroimmunology. <p><u>Unit Writing Task:</u></p> <ul style="list-style-type: none"> Apply a Module 2 topic to writing in the social sciences (APA style). | <p style="text-align: center;">Module 2</p> <ul style="list-style-type: none"> Read chapters 5-8 Submit a post in the <i>What Are We Learning? Second Module</i> discussions forum (by March 18) Submit responses to questions in the <i>What Are We Learning? Critical Thinking Second Module</i> discussions forum (by March 18) Take <i>Chapter Quizzes</i> (by March 19) Take Test 2 (March 20) | <ul style="list-style-type: none"> 1, 2, 3, 4 1, 2, 3, 4, 5 1, 2, 3, 4, 5 1, 2, 3, 4 1, 2, 3, 4 |

| Module Objectives | Requirements | Related Course Objectives |
|---|---|---|
| <p style="text-align: center;">Module 3 (Chapters 9-12)</p> <p>Chapter 9</p> <ul style="list-style-type: none"> List, distinguish and apply the central features of anorexia nervosa and bulimia. Identify and apply associated risk factors, including cultural influences for eating disorders. Describe associated medical problems for each major eating disorder. Describe and apply treatments for anorexia and bulimia. Describe binge eating disorder, its symptoms, and its treatment. Distinguish between antianxiety drugs and barbituates. Identify and describe drugs in the opioid class, including effects. <p>Chapter 10</p> <ul style="list-style-type: none"> Distinguish between substance intoxication and substance use disorder. Explain and apply the terms <i>tolerance</i> and <i>withdrawal</i>. Identify some commonly used depressants and explain their effects. Identify and describe sedative-hypnotic drugs, including effects. Describe the hallucinogen LSD, including effects. Describe the short-term and long-term effects of cannabis use. Describe, compare, and contrast theoretical explanations and related therapies for substance use disorders. Describe gambling disorder, including symptoms and treatments. Discuss the status of Internet use disorder. <p>Chapter 11</p> <ul style="list-style-type: none"> Describe phases of the sexual response cycle. Explain dysfunctions of male hypoactive sexual desire and female sexual interest/arousal disorder. Identify, explain and apply orgasmic sexual dysfunctions. Discuss and apply sexual pain disorders. Discuss and apply treatments for the sexual dysfunctions. Define, compare, and contrast the major paraphilic disorders. Describe and apply gender dysphoria, including types and treatments. <p>Chapter 12</p> <ul style="list-style-type: none"> Describe, compare and apply symptoms of schizophrenia. Summarize the characteristics of the prodromal, active, and residual phases of schizophrenia. Compare and contrast disorganized, catatonic, paranoid, and undifferentiated schizophrenia. Compare and contrast Type I and Type II schizophrenia. Discuss theoretical perspectives of schizophrenia and related evidence. Summarize past and improved institutional care. | <ul style="list-style-type: none"> Read chapters 9-12 Submit your <i>Discussions Writing Assignment (March 29)</i> Submit a post in the <i>What Are We Learning? Third Module</i> discussions forum (by April 15) Submit responses to questions in the <i>What Are We Learning? Critical Thinking Third Module</i> discussions forum (by April 15) Take <i>Chapter Quizzes</i> (by April 16) Take Test 3 (April 17) | <ul style="list-style-type: none"> 1, 2, 3, 4 1, 2, 3, 4, 5 1, 2, 3, 4, 5 1, 2, 3, 4, 5 1, 2, 3, 4 1, 2, 3, 4 |

| Module Objectives | Requirements | Related Course Objectives |
|--|---|---|
| <p>Module 3 (Chapters 9-12)</p> <p>Chapter 12 (cont'd.)</p> <ul style="list-style-type: none"> Discuss and compare antipsychotic drugs, including past and newer antipsychotic drugs and side effects. Discuss psychotherapies for schizophrenia and effects. Describe and discuss community care for persons with schizophrenia, including issues, <i>alternative</i> mental health care and potential solutions. <p><u>Unit Writing Task:</u></p> <ul style="list-style-type: none"> Apply a Module 3 topic to writing in the social sciences (APA style). <p><u>Course Writing Task:</u></p> <ul style="list-style-type: none"> Apply a topic from any Module to writing in the social sciences (APA style). <p>Module 4 (Chapters 13-16)</p> <p>Chapter 13</p> <ul style="list-style-type: none"> Discuss issues involved in classifying personality disorders. Discuss and apply explanations and treatments for “odd” personality disorders. Discuss and apply explanations and treatments for “dramatic” personality disorders. Discuss and apply explanations and treatments for “anxious” personality disorders. Discuss and apply issues of multicultural research. Discuss the “Big Five” theory of personality as it relates to personality disorders and the proposed disorder of “personality disorder trait specified.” <p>Chapter 14</p> <ul style="list-style-type: none"> Describe and apply childhood anxiety disorders and their treatment. Describe and apply childhood mood problems of major depressive disorder, bipolar disorder, and disruptive mood regulation disorder. Describe the prevalence, symptoms, causes, and treatments of oppositional defiant disorder and conduct disorder. Distinguish and apply differences between the two disorders. Describe the prevalence, symptoms, causes of, and treatments for attention-deficit/hyperactivity disorder (ADHD). Discuss and apply multicultural factors. Name, describe and apply the elimination disorders. Discuss possible causes and treatments. Describe and apply autism spectrum disorder, including types and symptoms, etiologies, and treatments. Describe and apply intellectual developmental disorder including types, prevalence, contributing factors (environmental, genetic, biological), and treatments. | <p>Module 3 (cont'd.)</p> <p>Module 4</p> <ul style="list-style-type: none"> Read chapters 13-16 Submit a post in the <i>What Are We Learning? Fourth Module</i> forum (by May 10) | <ul style="list-style-type: none"> 1, 2, 3, 4 1, 2, 3, 4, 5 |

| Module Objectives | Requirements | Related Course Objectives |
|---|---|---|
| <p style="text-align: center;">Module 4 (cont'd.)</p> <p>Chapter 15</p> <ul style="list-style-type: none"> ▪ Discuss and apply the issues of old age and stress. ▪ Describe and apply the disorders of depression, anxiety, substance abuse, and psychotic disorders in later life. ▪ Describe and apply the disorders of cognition. ▪ Discuss genetic, structural, and biochemical causes of Alzheimer's disease. ▪ Discuss and apply treatments for neurocognitive disorders. ▪ Describe socio-cultural issues affecting the mental health of the elderly. <p>Chapter 16</p> <ul style="list-style-type: none"> ▪ Discuss and apply criminal commitment and insanity during the commission of a crime. (▪ Compare and contrast the M'Naghten test, the irresistible impulse test, the Durham test and the American Law Institute test. ▪ Discuss criticisms of the insanity defense. ▪ Define and apply criminal commitment and incompetence to stand trial. ▪ Define civil commitment and discuss criticisms. ▪ Define and discuss the concept of protecting patients' rights. ▪ Discuss the concepts of business and mental health and economics and mental health. ▪ Discuss the positive and negative impacts of technology on the mental health field. ▪ Discuss the concept of the "person within the profession." <p><u>Unit Writing Task:</u></p> <ul style="list-style-type: none"> ▪ Apply a Module 4 topic to writing in the social sciences (APA style). | <ul style="list-style-type: none"> ▪ Submit responses to questions in the <i>What Are We Learning? Critical Thinking Fourth Module</i> discussions forum (by May 10) ▪ Take <i>Chapter Quizzes</i> (by May 11) ▪ Take Test 4 (May 12) | <ul style="list-style-type: none"> ▪ 1, 2, 3, 4, 5 ▪ 1, 2, 3, 4 ▪ 1, 2, 3, 4 |

Grading System:

Final grades will be computed based upon the following chart.

| Course Requirements | Percentages | Points |
|--|-------------|------------|
| <i>Course Quiz</i> | 10% | 10 |
| <i>APA Citations Quiz</i> | 10% | 10 |
| <i>What Are We Learning? Module</i> writings (one per module of study, 5 points each) | 10% | 10 |
| <i>What Are We Learning? Critical Thinking Module</i> responses (one per module of study, 5 points each) | 10% | 10 |
| <i>Chapter Quizzes</i> (1 quiz per chapter, 16 chapters, 1 point each) | 16% | 16 |
| Discussions Writing Assignment | 20% | 20 |
| Test Results (one per module of study, average of 2 tests) | 24% | 24 |
| TOTAL | 100% | 100 |

Writing Assignments:

The *What Are We Learning? Module* writings and *What Are We Learning? Critical Thinking Module* responses to specific questions must be posted in the appropriate **Discussions** forum during each of the two modules. Each of these writing assignments is worth up to 5 points in each of the two study modules for a possible combined 10 points. These assignments offer opportunities to reflect upon readings and other content for the module, and to practice scholarly writing. Maximum points will be given for responsible, grammatically correct, and appropriately formatted submissions. It is important to use feedback in the grading rubric for the *What Are We Learning? Module* writings and the *What Are We Learning? Critical Thinking Module* answers to improve subsequent submissions as well as appropriately construct/modify the larger **Discussions Writing Assignment**.

The **Discussions Writing Assignment**, worth up to 20 points, must be posted through the appropriate **Discussions** forum by the due date. This writing assignment may consist of a scholarly, American Psychological Association (APA)-style discussion of a topic of your interest as related to any of the units of study, or a scholarly, APA-style response to a classmate's post.

For additional details see *Expectations for the Writing Assignments* accessible through **Course Documents** under the side **Course Menu**.

Quizzes:

Chapter Quizzes are available through the **Assessments** link. The *Chapter Quizzes* (one for each chapter) **are required** elements of the course, worth 16% of final grading. *Chapter Quizzes* are in multiple-choice format, as are exams. They can be taken multiple times, and can be saved and resumed later. They provide opportunities to solidify information in chapters contained in each module of study and help to prepare for **Tests**. Each *Chapter Quiz* for a study module must be taken by the scheduled date. A minimum score of 75% correct for each *Chapter Quiz* is required to receive 1 point each for a total of up to 16 possible points.

The *Course Quiz* is based on navigating the course and is designed to test and apply information contained in links under the side course menu. Thorough knowledge of the course is an important building-block for success.

The *APA Citations Quiz* is designed to test your knowledge and assist in the development of the required *Discussions Writing Assignment* as well as the *What Are We Learning? Module* writings.

Both the *Course Quiz* and *APA Citations Quiz* contain 20 items and are set for one hour within the scheduled availability period (6 a.m. to 11:59 p.m.). They are accessible through the **Assessments** link and like **Tests**, do not appear until the scheduled dates. See schedules listed under **Course Organization** of this syllabus. Please study the related course information before completing the *Course Quiz* and *APA Citations Quiz*.

Recommended Materials:

As previously mentioned, *Chapter Quizzes* are available under **Assessments**. *Flashcards* are available in *Chapter* folders accessible through **Course Content**, under **Modules of Study**. *Chapter Quizzes* and *Flashcards* provide opportunities to reinforce textbook information for each chapter and contribute to learning objectives for each module of study. As mentioned above, *Chapter Quizzes* are elements of course requirements. *Flashcards* are not required elements of the course. However, both *Flashcards* and *Chapter Quizzes* provide practice opportunities to solidify information in chapters contained in each module of study and help to prepare for **Tests**.

Tests:

- Each test will be in objective (multiple-choice, true/false, fill-in) format. Many test items require critical thinking skills.
- Each test is based on material covered in that module of study as derived from the text and related discussions.
- Each of the two tests contains 100 items and will be released on the established date to be completed within four consecutive hours during the 6 a.m. to 11:59 p.m. scheduled availability period.
- Tests will be of equal value for final grade calculation (24% of the mean/average of both tests).

Tests, the *Course Quiz*, and *APA Citations Quiz*, must be taken on the scheduled dates, during the scheduled period. The course is fully accessible anywhere on the world-wide web. Providing other scheduling arrangements is unwieldy and unfair to others who would like opportunities for scheduling adjustments.

Grading Scale:

| | |
|----------|---|
| 90 - 100 | A |
| 80 - 89 | B |
| 70 - 79 | C |
| 60 - 69 | D |
| Below 60 | F |

Test and quiz results are viewable upon submission. Grading for each component of the course is accessible through the **My Grades** link under the side **Course Menu**. Once rolled through the registrar's office, final grades will also be available online at **MyMC**. To access your grades, log on to **MyMC** at www.montgomerycollege.edu.

Go to the **Quick Links** section on the left of the **MyMC** home page. Click on **My Grades**.

Modules of study, expected chapter readings and due dates are outlined under the following schedule.

COURSE ORGANIZATION

First Module

Assigned Readings

Week 1 **January 23**

Chapter 1 Abnormal Psychology: Past & Present



January 26 - First Module Chat – 11:00 a.m. – 11:30 a.m.



Week 2 **January 30**

Chapter 2 Models of Abnormality

February 2 - Course Quiz Due

Week 3 **February 6**

Chapter 3 Clinical Assessment, Diagnosis, and Treatment

February 9 - APA Citations Quiz Due

Week 4 **February 13**

Chapter 4 Anxiety, Obsessive-Compulsive, and Related Disorders

February 18 – Last Day for What Are We Learning? First Module

February 18 – Last Day for What Are We Learning? Critical Thinking First Module

February 19 – Last Day to Complete Chapter Quizzes – First Module

February 20 Test 1

Second Module

Week 5 *February 20*

Chapter 5 Disorders of Trauma and Stress



February 23 – Second Module Chat – 11:00 a.m. – 11:30 a.m.



Week 6 *February 27*

Chapter 6 Depressive and Bipolar Disorders

Week 7 *March 6*

Chapter 7 Suicide

Week 8 *March 13*

Chapter 8 Disorders Featuring Somatic Symptoms

March 18 – Last Day for What Are We Learning? Second Module

March 18 – Last Day for What Are We Learning? Critical Thinking Second Module

March 19 – Last Day to Complete Chapter Quizzes – Second Module

March 20 Test 2

Third Module

Week 9 *March 20*

Chapter 9 Eating Disorders



March 23 – Third Module Chat – 11 a.m. – 11:30 a.m.



Week 10 *March 27*

Chapter 10 Substance Use and Addictive Disorders

March 29 - Discussions Writing Assignment Due

Week 11 *April 3*

Chapter 11 Disorders of Sex and Gender

Week 12 *April 10*

Chapter 12 Schizophrenia

April 15 – Last Day for What Are We Learning? Third Module

April 15 – Last Day for What Are We Learning? Critical Thinking Third Module

April 16 – Last Day to Complete Chapter Quizzes – Third Module

April 17 Test 3

Fourth Module

Week 13 **April 17**

Chapter 13 Personality Disorders



April 20 – Fourth Module Chat – 11 a.m. – 11:30 a.m.



Week 14 **April 24**

Chapter 14 Disorders Common Among Children and Adolescents

Week 15 **May 1**

Chapter 15 Disorders of Aging and Cognition

Week 16 **May 8**

Chapter 16 Law, Society, and the Mental Health Profession

May 10 – Last Day for What Are We Learning? Fourth Module

May 10 – Last Day for What Are We Learning? Critical Thinking Fourth Module

May 11 – Last Day to Complete Chapter Quizzes – Fourth Module

May 12 Test 4

Institutional Policies:

The rights and responsibilities of students are described in the *Student Code of Conduct (COC)* accessible from:

<file:///C:/Users/Montgomery%20College/Downloads/Student%20Code%20Of%20Conduct%20Brochure.pdf>

Academic honesty is expected. Plagiarism is among forms of academic dishonesty. The COC also provides guidelines and sanctions pertaining to academic dishonesty or misconduct.

[file:///C:/Users/Montgomery%20College/Downloads/42001%20Student%20Code%20of%20Conduct%20\(2\).pdf](file:///C:/Users/Montgomery%20College/Downloads/42001%20Student%20Code%20of%20Conduct%20(2).pdf)

Please adhere to these policies and expectations.

Disability Support:

Any student who may need accommodations due to a disability, please contact the Disability Support Services office on your campus as soon as possible (R-CB122; G-SA172; or TP/SS-ST233). If you have an accommodation letter from DSS, please contact me to discuss arrangements for your accommodations. Any student who may need assistance in the event of an emergency evacuation must identify to the Disability Support Services

Office; guidelines for emergency evacuations are at:

<https://cms.montgomerycollege.edu/EDU/Plain2.aspx?id=4162>

Accessibility:

The College uses Blackboard for its Learning Management System (LMS). Blackboard adheres to Accessibility standards and practices as referenced in:

<http://www.blackboard.com/Platforms/Learn/Resources/Accessibility.aspx>

The College accessibility guidelines and information are contained in the **MC Resources** link at the course site under the **Course Menu**.

<http://cms.montgomerycollege.edu/EDU/Department.aspx?id=61084>

The course textbook and associated software are published by Bedford, Freeman & Worth Publishing Group (BFW). BFW has alternative formats available to ensure accessibility.

<http://www.macmillanhighered.com/Catalog/other/accessibility>

Additional accessibility standards for elements of the course are available as follows.

Microsoft: <http://www.microsoft.com/enable/microsoft/section508essay.aspx>

Java (Oracle):

https://docs.oracle.com/cd/E38689_01/pt853pbr0/eng/pt/tacs/task_AccessibilityStandardsatOracle-297fd4.html

Flash (Adobe): <http://www.adobe.com/accessibility/products/acrobat.html>

Blackboard Collaborate:

<http://www.blackboard.com/Platforms/Collaborate/Products/Blackboard-Collaborate/Web-Conferencing/Accessibility.aspx>

Veteran's Services:

If you are a veteran or on active or reserve status and you are interested in information regarding opportunities, programs and/or services, please visit the Combat2College Website at www.montgomerycollege.edu/combat2college.

Resources:

- Our course text is available in the Takoma Park/Silver Spring (TP/SS) and Rockville campus bookstores <https://cms.montgomerycollege.edu/EDU/Department2.aspx?id=6517>
- [Technical assistance with College-supported IT resources is available through the IT Help Desk at 240-567-7222.](#)
- This Distance Learning (DL) course is supported by WebCT. Technical Requirements are available at www.montgomerycollege.edu/delt.
- While this course is entirely online, on-campus resources of the TP/SS campus can be helpful such as our **Academic Success Center** (ASC).
<http://www.montgomerycollege.edu/Departments/socscitp/socscicenter.htm>

- **Writing, Reading, and Language Centers** are available on each campus (Takoma Park/Silver Spring, Germantown, Rockville).
<http://cms.montgomerycollege.edu/edu/search2.aspx?searchTerm=Writing,%20Reading,%20and%20Language%20Center>
- **Libraries** are also available on each campus. <http://www.montgomerycollege.edu/library/>

Montgomery College's Policy on Student Disclosures of Sexual or Interpersonal Violence:

Title IX and Montgomery College's policy prohibit discrimination on the basis of sex, which regards sexual misconduct including harassment, domestic and dating violence, sexual assault, and stalking. Therefore, if you choose to write, speak or otherwise disclose having survived sexual violence, including harassment, rape, sexual assault, dating violence, domestic violence, or stalking, and **SPECIFY THAT THIS VIOLENCE OCCURRED WHILE YOU WERE OR ARE AN MC STUDENT**, federal and state education laws mandate that I, as your instructor, must notify the Title IX Coordinator. The Title IX Coordinator will contact you to let you know about resources available, and/or may formally investigate the incident, which could include the possibility for holding accountable the person(s) who violated your civil rights.

Title IX Coordinator

Mr. Christopher Moy, 240-567-5412, Christopher.moy@montgomerycollege.edu, 900 Hungerford Dr. Rockville, MD 20850, Rm 150.

IF YOU DO NOT WANT THE INCIDENT REPORTED to the Title IX coordinator, and would like to speak with someone confidentially please contact the following.

Victim's Assistance and Sexual Assault Program (VASAP) Campus Liaisons

Germantown Campus

Margaret Parsons, LCPC, 240-777-1371

Silver Spring/Takoma Park Campus

Alicia Beltran, LCPC, 240-777-1502

Rockville Campus

Ginger Ebner, LCPC, 240-777-1369

Or, you may contact the MC's Counseling Department for confidential disclosure.

Germantown Counseling Department, 240-567-7734

Rockville Counseling Department, 240-567-5063 or 240-567-4104

Takoma Park/Silver Spring Counseling Department, 240-567-1480

If you have been sexually assaulted and need or wish to be seen at a medical center, please be advised that the following hospital is the only hospital in Montgomery County that performs sexual assault medical collection and has forensic nurses trained to perform the exam.

Shady Grove Adventist Hospital Forensic Medical Unit

9901 Medical Center Drive Rockville, MD 20850