

PSYC 2803 Syllabus

Introduction to Clinical and Counseling Psychology, PSYC 2803, Section 3 Credits

Instructor Information

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General Course Information

Description:

This course provides an introduction to clinical and counseling psychology, including professional roles, training pathways, and core areas of practice. Students will examine psychological assessment, diagnosis, and major approaches to psychotherapy, as well as ethical, cultural, and professional issues in mental health care. The course emphasizes the application of psychological science to real-world clinical contexts.

Course Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Explain foundational concepts, roles, and training pathways in clinical and counseling psychology.
2. Describe common methods of psychological assessment, diagnosis, and clinical interviewing.
3. Compare major theoretical approaches to psychotherapy and their applications.
4. Apply clinical and counseling psychology concepts to analyze case-based scenarios.
5. Evaluate ethical, cultural, and professional issues in mental health practice.
6. Communicate clinical and counseling psychology concepts clearly and effectively in written and/or oral formats.

Required Course Materials

Pomerantz, A. M. (2024). *Clinical psychology* (6th ed.). Los Angeles: Sage. You can purchase the text from the Georgia Tech Barnes & Noble campus bookstore.

Grading Policy

Final grades in this course are based on a total of **360 points**. Students can monitor their progress throughout the semester by tracking points earned across all graded components.

Course grades are determined as follows:

- **Module Quizzes:** 100 points
- **Clinical Reflections:** 80 points
- **Applied Clinical Case Assignment:** 100 points

- **Attendance and In-Class Activities:** 80 points

Total: 360 points

Final letter grades will be assigned based on the following scale:

- 324–360 points: A
- 288–323 points: B
- 252–287 points: C
- 216–251 points: D
- Below 216 points: F

At Georgia Tech, final course grades are awarded on a scale of A–F with no +/- grades permitted. A grade of C or higher is required to pass the course for students enrolled on a Pass/Fail basis.

Grades are calculated based on total points earned across all assignments and assessments. No additional weighting is applied beyond the point values listed above. Students are expected to monitor their progress throughout the semester.

Description of Graded Components

Module Quizzes

Students will complete brief quizzes throughout the course to assess understanding of lecture and course materials. Quizzes may include multiple-choice, true/false, and short-response items.

Clinical Reflections

Students will complete short written reflections that connect course concepts to clinical and counseling psychology practice.

Applied Clinical Case Assignment

Students will complete an applied assignment that involves analyzing a clinical case and applying course concepts, theories, and approaches.

Attendance and In-Class Activities

In-class activities will support engagement and applied learning and may include discussions, case analyses, or brief exercises. Because these activities occur in real time, they cannot be made up.

Course Policies

Attendance and/or Participation

Attendance and participation are assessed through in-class activities. Because this is a condensed summer course, consistent attendance and engagement are essential. Students are expected to arrive on time and remain for the full class session.

Absences may be excused in accordance with Institute policies, including those communicated through the Office of the Dean of Students. Students should notify the instructor within 24 hours of a missed class due to illness or emergency, when feasible.

Accommodations for approved Institute activities and religious observances will be provided in accordance with University policy.

Academic Integrity

Georgia Tech aims to cultivate a community based on trust, academic integrity, and honor. Students are expected to act according to the highest ethical standards and to comply with the Georgia Tech Honor Code and Student Code of Conduct.

Suspected violations of academic integrity will be reported to the Office of Student Integrity for review and appropriate action.

Accommodations for Students with Disabilities

If you are a student with learning needs that require special accommodation, contact the Office of Disability Services (404-894-2563) as soon as possible to make an appointment to discuss your special needs and to obtain an accommodations letter. Please also e-mail me as soon as possible in order to set up a time to discuss your learning needs.

Student-Faculty Expectations Agreement

At Georgia Tech, we believe that it is important to strive for an atmosphere of mutual respect, acknowledgement, and responsibility between faculty members and the student body. The [Student-Faculty Expectations](#) articulate some basic expectations that you can have of me and that I have of you. In the end, simple respect for knowledge, hard work, and cordial interactions will help build the environment we seek. Therefore, I encourage you to remain committed to the ideals of Georgia Tech while in this class.

Collaboration, Group Work, and Use of Generative AI

Students may collaborate on in-class assignments. The Applied Health Behavior Change Project is a group-based assignment. Unless otherwise specified, all submitted work must reflect each student's own independent thinking and writing.

In this class we treat AI-based assistance, such as ChatGPT and Copilot, the same way we treat collaboration with other people: for both individual and team-based assignments, you are welcome to talk about your ideas and work with other people, both inside and outside the class, as well as with AI-based assistants.

However, all work you submit must be your own. You should never include in your assignment anything that was not written directly by you without proper citation (including quotation marks and in-line citation for direct quotes).

Including anything you did not write in your assignment without proper citation will be treated as an academic misconduct case. If you are unsure where the line is between collaborating with AI and copying AI, we recommend the following heuristics:

Heuristic 1: Never hit “Copy” within your conversation with an AI assistant. You can copy your own work into your own conversation, but do not copy anything from the conversation back into your assignment.

Instead, use your interaction with the AI assistant as a learning experience, then let your assignment reflect your improved understanding.

Heuristic 2: Do not have your assignment and the AI agent open at the same time. Similar to the above, use your conversation with the AI as a learning experience, then close the interaction down, open your assignment, and let your assignment reflect your revised knowledge.

This heuristic includes avoiding using AI directly integrated into your composition environment: just as you should not let a classmate write content or code directly into your submission, so also you should avoid using tools that directly add content to your submission.

Deviating from these heuristics does not automatically qualify as academic misconduct; however, following these heuristics essentially guarantees your collaboration will not cross the line into misconduct.

Extensions, Late Assignments, and Re-Scheduled/Missed Exams

All assignments must be submitted by the posted deadlines. Late submissions are not accepted.

In cases of significant illness or emergency, students should contact the Office of the Dean of Students as soon as possible. The instructor will honor official notifications regarding excused absences.

Make-up work may be permitted only in accordance with Institute policies for approved circumstances. Advance notice is required when possible.

Inclement Weather and Digital Learning Days

In the event of inclement weather, emergency campus closures, or Institute-declared Digital Learning Days, Georgia Tech may shift courses to remote instruction or adjust normal operations. Students are responsible for monitoring official Institute communications and Canvas announcements for updates related to scheduling, modality changes, and assignment adjustments.

Information about campus closures and emergency notifications can be found at:

Georgia Tech Emergency Preparedness: <https://www.emergency.gatech.edu>

Campus Status and Alerts: <https://www.alert.gatech.edu>

Student Use of Mobile Devices in the Classroom

Laptops and tablets may be used for note-taking. Students are expected to use devices in ways that support attention and engagement.

Cell phones should be set to silent and used only when necessary or for course-related activities.

Campus Resources for Students

Undergraduate Student Academic Success Resources:

A list of resources for undergraduate students' academic success and information about advising can be found at [Success at Tech](#).

- Academic Support: Academic Success and Advising (a unit in the Office of Undergraduate Education & Student Success) provides free support for your courses. Students can attend scheduled supplemental review (PLUS) sessions, stop by Drop-In Tutoring, or schedule a one-on-one appointment through Knack. To explore what options work best for you, please visit us online at success.gatech.edu/tutoring, email us at tutoring@gatech.edu, or come see us at Clough Undergraduate Learning Commons, Suite 283.

Student Well-Being

At Georgia Tech, we are concerned about your overall physical, social, and mental well-being. A comprehensive list of wellness related resources has been compiled and maintained by the Office of the Vice President for Student Engagement and Well-being ([student-resource-guide \(gatech.edu\)](#)).