

PSYC 3100 Syllabus

Neuroscience of Mental Health: Research and Practice, PSYC 3100, Section A, 3 Credits  
Fall 2026

### **Instructor Information**

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### **General Course Information**

Description: This course introduces the science of mental health and well-being, including emotional, psychological, and social functioning. It examines the neural mechanisms underlying psychological disorders and key processes related to well-being and character strengths. Students will engage with current research in psychology and neuroscience and consider its applications to mental health and everyday functioning. The course includes experiential components connected to the Mental Health and Well-Being VIP section focused on research on college student well-being.

### **Course Learning Outcomes**

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

1. Explain the neural mechanisms underlying mental health, including molecular, cellular, and systems-level processes.
2. Describe brain structures and pathways associated with psychological well-being and mental illness.
3. Apply neuroscience and psychological research to understand factors that influence well-being and social functioning.
4. Evaluate evidence-based strategies for promoting mental health and managing stress.
5. Analyze the effects of behavioral and mindfulness-based practices on mental and physical well-being, including those explored through course-based research activities.
6. Communicate concepts in the neuroscience of mental health clearly and effectively in written and/or oral formats.

### **Required Course Materials**

There is no required textbook for this course. All course materials, including lecture slides and assigned readings, will be provided at no cost through Canvas.

### **Grading Policy**

Final grades in this course are based on a total of 300 points. Students can monitor their progress throughout the semester by tracking points earned across all graded components.

Course grades are determined as follows:

- Quizzes: 100 points
- Internalization and Dissemination Project: 100 points
- Well-Being Portfolio: 100 points

Total: 300 points

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

- 270–300 points: A
- 240–269 points: B
- 210–239 points: C
- 180–209 points: D
- Below 180 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:

#### Quizzes

Students will complete brief quizzes following class sessions to assess understanding of course material. Quiz formats may include multiple-choice, true/false, and short-response items. The lowest three quiz scores will be dropped. Make-up quizzes are permitted only in accordance with Institute policies for approved absences and must be completed within a designated timeframe.

#### Internalization and Dissemination Project

Students will work in small groups to create a series of brief videos that communicate key mental health and well-being concepts covered in the course. Groups will select topics, develop content for a chosen audience, and present one video at the end of the semester. Additional guidelines and a rubric will be provided.

#### Well-Being Portfolio

Students will develop a portfolio over the course of the semester that reflects engagement with course concepts and personal application to well-being. The portfolio is cumulative and will be evaluated based on completion, depth of reflection, and integration of course material. Detailed instructions and a rubric will be provided. Participation in course-based research activities (VIP days), including completion of required surveys, is a required component of the course. These activities contribute to course learning and must be completed as part of the portfolio requirement.

## **Course Policies**

### Attendance and/or Participation

Students are expected to arrive on time and be present at the start of class to receive quiz credit. Quizzes are administered at the conclusion of each lecture and must be completed in class; they cannot be completed offline or in another location.

To provide flexibility, the lowest three quiz scores, including missed quizzes, will be dropped. Students are expected to attend and remain engaged for the full class period. Patterns of attendance that do not reflect meaningful participation may result in additional policy enforcement. Certain class sessions (VIP days) include required course-based research activities. Although these activities may be completed virtually, students are expected to complete all assigned components during the designated class session.

### 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. Review [Georgia Tech's Honor Code](#) and the student [Code of Conduct](#).

Any student suspected of cheating or plagiarism on a quiz, exam, or assignment will be reported to the Office of Student Integrity, who will investigate the incident and identify the appropriate penalty for violations.

### 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 Internalization and Dissemination 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, & 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 to request support and documentation. The instructors will honor official notifications from that office regarding excused absences. Students should also notify the instructors within 24 hours of a missed class or assignment, when feasible.

Make-up work may be permitted only in accordance with Institute policies for approved circumstances, including documented medical emergencies, official Institute activities, and religious observances. When approved, students will be expected to complete missed work within a designated timeframe. 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. However, students are encouraged to use them in ways that support attention and engagement during class.

Cell phones should be set to silent or vibrate and used only when necessary. Devices may be used for course-related activities when instructed. Students are expected to minimize distractions and use technology in ways that support their own learning and the learning environment.

## **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](https://success.gatech.edu/tutoring), email us at [tutoring@gatech.edu](mailto: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 \(gatech.edu\)](#)).