

Foundation of Counseling Skills

PSYC 3803

Class Location: Instructional Center 205

Class Meets: Monday, Wednesday, Friday, 9:30 am – 12:15 pm

Instructor: Tiffiny Hughes-Troutman, Ph.D.

Professor of the Practice

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Office: J.S. Coon Psychology Building 124

Office Hours: After class daily and by appointment

Teaching Assistants:

TA Email:

Office:

Office Hours:

TA Email:

Office:

Office Hours:

GT Academic Calendar: <https://registrar.gatech.edu/calendar>

Text (not required): Learning the Art of Helping: Building Blocks and Techniques, 7th edition.

In addition to this text being available at the campus bookstore, it can be purchased through several sites (Pearson, Amazon, etc.) and you will have access to the instructor's lecture slides if you do not wish to purchase the text.

Course Description: This course provides an overview of the fundamental skills and competencies in the art and science of counseling. Emphasis will be placed on developing micro skills in attending, listening and reflection. Competency in other skills, including observation skills and relationship-building, will be promoted through the use of role plays and case discussions.

Students who successfully complete this course will:

1. Demonstrate knowledge of the theoretical foundations of counseling, systematically articulate their own professional philosophy, and integrate this philosophy into practice.
2. Demonstrate appropriate strategies and interventions that integrate theory, client assessment information, and professional counseling skills while providing a safe and secure therapeutic environment.
3. Demonstrate an understanding of the ongoing relationship between a counselor's self-care and professional effectiveness.
4. Demonstrate an understanding of the dynamics of the client-counselor relationship.

Evaluation Methods and Grading:

- **End of Chapter Quizzes:** There will be multiple choice or True-False quizzes at the end of each module. Each quiz will be worth 14 points. These are low stakes quizzes for you to test yourself on information from lecture and the text. You have unlimited attempts to achieve the highest score for each quiz before the due date – your highest score will be recorded. Quizzes will be posted at the start of each chapter, so you have time to work on and submit each quiz. On Canvas, the quizzes will be set to lock by the due date. If you are sick or absent and provide documentation, then we will unlock the quiz and allow you to complete it. Please plan and ensure that your quiz is submitted within the deadline if you anticipate missing class or being out-of-town, etc. If you forget to submit the quiz, then we will not be able to allow you to submit it later. If you have a technical issue at the time of your quiz submission that prevents you from submitting it, please screenshot the error and send it to us ASAP to avoid getting a zero.
- **Video case studies:** For each chapter, we will watch at least one case study. After we watch the case study, you will be asked to answer some questions about the case. You will submit your answers in Canvas in real time and we will discuss the answers together. More details are forthcoming.
- **Attendance:** Because this is a *very* short semester, it is important to attend lectures. Attendance will be taken daily. Engagement and community-building in this class are essential to learning. **You can miss 3 lecture days for any reason (planned absence, illness, vacation, etc.) without penalty.** As a courtesy, you should let me know if you have a planned absence. Send an email to me and copy both of the teaching assistants. However, if you are sick and need to miss class I understand that you may not be able to communicate with us. Any absences beyond the 3 allotted absences will result in a 10% deduction per absence in your final grade.

Assignment	Points
Quizzes	100
Case studies	100
Attendance	100
Total points:	300

Points	Grade
300 - 270	A
269 - 240	B
239 - 210	C
209 - 180	D
< 180	F

A grade of C or higher is required to PASS (for P/F students)

There is NO class-based curving. Please understand my philosophy in support of the Institute's Well-Being Plan that your well-being is comprised of many dimensions, intellectual wellness being one of them. You are not the grades you earn! We have strong evidence that grades are a major source of academic stress for students. Higher stress associated with grades is associated with rates of mental health concerns. This class will utilize objective measures of performance (grades), but I want to understand if you are experiencing challenges and see each of you as a whole individual.

Grade Review:

If you think there has been an error in grading or if you would like to request a grade review, then contact both me and the teaching assistants by email. One of the Tas will set up a time to meet with you or will

review. In some cases, grade reviews will have to be done in person and the original work must be presented when appropriate. Because email is not secure, you can ask for a check on a grade over email, but I will not discuss exact point totals over email due to the importance of that conversation occurring in person.

Policy on Late Work and Missed Work:

Late work: Quizzes and case studies must be submitted to Canvas by the due dates or else the system “locks” and will prevent you from making a submission. I encourage you to submit your work well in advance of the deadline even if you run out of time so that you can gain *some* points on your assignments (vs. zero points). Out of concern for my students’ well-being, I set most assignments to be due no later than 10:00 pm so that you can complete your work for my class and then rest, sleep, or take care of your well-being in other ways.

Missed work: I follow Institute policies on planned and unplanned absences and understand that there may be unanticipated impacts to your health and well-being. <https://registrar.gatech.edu/node/97>) In the event of a medical emergency or an illness that is severe enough to require medical attention or family emergency, please contact the Office of the Dean of Students as soon as possible to report the medical issue or emergency, providing dated documentation from a medical professional and requesting assistance in notifying me. Here is the form that you need to complete:
https://cm.maxient.com/reportingform.php?GeorgiaTech=&layout_id=5.

The Office of the Dean of Students will handle your information confidentially and will inform a decision as to whether communication with me is appropriate. I will honor a request from the Office of the Dean of Students to allow you to make up a quiz or get case study credit due to medical illness or emergency. Students should contact me within 24 hours of missing class due to accident, illness, or emergency, if possible. As mandated by University policy students will be excused for approved Institute activities and religious holidays. In the case of approved Institute activities (e.g., field trips and athletic events), students should contact me as soon as you receive your documentation of approval from the Registrar’s office or your faculty sponsor. In the case of absence due to observance of a religious holiday, students should inform me of the upcoming absence, in writing, within the first week of class.

Email:

Most communications will occur via Canvas, and emails sent to the entire class will be sent to your GT email address (i.e., XXX@gatech.edu). Please either plan to check your GT account for emails at least once a day or check to ensure that mail sent to your GT email account are forwarded to the account you use and check regularly. If you need to email me or Sakshi, please send an email to me at tiffany.hughes-troutman@psych.gatech.edu and to Sakshi at sakshi.dhawan@gatech.edu - not through Canvas please.

Academic Integrity:

All students are assumed to have read the Code of Student Conduct and consented to be bound by it. Violations of these rules of conduct are taken extremely seriously and will result in a failing grade for the course. Specific violations include (but are not limited to):

- Use or provision of prohibited assistance during quizzes or exams.
- Sharing of outside assignments such as research reports or papers

- Plagiarism- this includes both the use of the words and ideas without attribution (e.g., by presenting online materials as if they were your own work)

Policy on Use of Generative AI for class work

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.

Disability Services Accommodations Procedures for Students:

Georgia Tech complies with regulations of the Americans with Disabilities Act of 1990 and offers accommodations to students with disabilities. If you need a classroom accommodation, please make an

appointment with the Office of Disability Services to discuss the appropriate procedures. Their website is www.disabilityservices.gatech.edu

Technology:

Laptops and other tablets *can* be used for note taking; however, I encourage you to consider taking notes by hand or simply listening during lecture. Several studies find that students who use laptops to take notes usually browse the Internet and miss a significant proportion of information from lecture and in-class discussions. A study by one of my colleagues in the School of Psychology found that students who took notes by hand remembered significantly more class information than those who used laptops. Cell phones should be kept on vibrate or silent. If you anticipate a phone call, let me know before class.

Student Well-Being

It is important for me to promote health/wellness and belonging in this course, as well as remove barriers to well-being. I am aware that you may experience stressors that impact your academic experience. We may begin each class with a well-being moment, including things such as a check-in, mindfulness meditation moment, music, etc., depending on what you as a class desire. I am aware that this class is scheduled during the summer and during an extended time that intersects with your mealtimes. You are welcome to bring snacks/meals into this classroom. I encourage you to stay hydrated, so you are also welcome to bring water. If you need to take a break that requires you to leave the classroom briefly, that is fine but please try to limit the break to 4-5 minutes maximum. I will give the class a planned break each day.

Campus Resources for Students

There is a myriad of resources at Georgia Tech to support you. If you are experiencing concerns, seeking help is a courageous thing to do for yourself and those who care about you. Below you will find some resources to support you both as a student and as a person.

Academic support

- Academic Success & Advising: <http://success.gatech.edu>
 - Tutoring & Academic Support: <https://tutoring.gatech.edu/>
- OMED: Educational Services: <https://diversity.gatech.edu/students/office-minority-educational-development>
- Communication Center: <http://www.communicationcenter.gatech.edu>
 - Individualized help with writing and multimedia projects
- Academic advisors for your major
<http://advising.gatech.edu/>

Personal Support

Georgia Tech Resources

- The Office of the Dean of Students: <https://studentlife.gatech.edu/> **404-894-6367**; Smithgall Student Services Building 2nd floor
- You also may request assistance at https://gatech-advocate.symplicity.com/care_report/index.php/pid423974?
- Center for Mental Health Care & Resources
 - Students experiencing a crisis that requires immediate attention may speak with a counselor at any time 24 hours a day, 7 days a week. During regular business hours, students who are not actively in counseling may call the Center for Mental Health Care & Resources at (404) 894-2575 or walk-in to their office in Suite 238 of Smithgall Student Services. After business hours, please call (404) 894-2575 and select the option to speak to the after-hours counselor.
 - Students' Temporary Assistance and Resources (STAR): <https://star.studentlife.gatech.edu/>
 - STAR services include Campus Closet, Financial Assistance, Housing, and Klemis Kitchen
- Stamps Health Services: <https://health.gatech.edu/>; 404-894-1420
 - Primary care, pharmacy, women's health, psychiatry (referrals to psychiatry start in CARE), immunization and allergy, health promotion, and nutrition.
- Wellness Empowerment Center: wellnesscenter.gatech.edu/ 404-894-9980
 - WE Center provides upstream, innovative, and relevant programs, services, and initiatives to help students and employees thrive.
 - VOICE Victim-Survivor Support: <https://healthinitiatives.gatech.edu/support-services/advocacy>
- Women's Resource Center: <http://www.womenscenter.gatech.edu/>; 404-385-0230
- LGBTQIA Resource Center: <http://lgbtqia.gatech.edu/>; 404-385-2679
- Veteran's Resource Center: <http://veterans.gatech.edu/>; 404-385-2067
- OMED: Educational Services: <http://www.omed.gatech.edu/>; 404-894-3959
- Georgia Tech Police: <https://police.gatech.edu/> 404-894-2500

Statement of Intent for Inclusivity

As a member of the Georgia Tech community, I am committed to creating a learning environment in which all my students feel safe and included. Because we are individuals with varying needs, I am reliant on your feedback to achieve this goal. To that end, I invite you to enter into dialogue with me about the things I can stop, start, and continue doing to make my classroom an environment in which every student feels valued and can engage actively in our learning community.

The course calendar is subject to change.

Date	Topic	Readings	Assignments
5/12	<i>Welcome!</i> Introductions and Helping as a Personal Journey	Ch. 1	Review syllabus
5/14		Ch. 1	Submit Ch. 1 quiz by 5/16 10:00 pm
5/16	The Therapeutic Relationship	Ch. 2	
5/19			Submit Ch. 2 quiz by 5/21 10:00 pm
5/21	Cultural Climate and The Therapeutic Relationship	Ch. 3	
5/23			Submit Ch. 3 quiz by 5/28 10:00 pm
5/26	Campus Holiday – No Class		
5/28	Invitational Skills	Ch. 4	
5/30	Invitational Skills	Ch. 4	Submit Ch. 4 quiz by 6/2 10:00 pm
6/2	Reflecting Skills: Paraphrasing	Ch. 5	
6/4	Reflecting Skills: Paraphrasing	Ch. 5	Submit Ch. 5 quiz by 6/6 10:00 pm
6/6	Reflecting Skills: Reflecting Feelings	Ch. 6	
6/9	Reflecting Skills: Reflecting Feelings	Ch. 6	Submit Ch. 6 by 6/11 10:00 pm
6/11	Termination Skills	Ch. 12	Submit Ch. 12 quiz by 6/13 10:00 pm
6/13	No Class		
	There is no final exam for this class.		