



CHRISTIAN HERITAGE COLLEGE

NP541

THEORY OF NEUROPSYCHOTHERAPY

This sample unit outline is provided by CHC for prospective and current students to assist with unit selection.

Elements of this outline which may change with subsequent offerings of the unit include Content, Required Texts, Recommended Readings and details of the Assessment Tasks.

Students who are currently enrolled in this unit should obtain the outline for the relevant semester from the unit lecturer.

Unit code	NP541								
Unit name	Theory of Neuropsychotherapy								
Associated higher education awards	Graduate Certificate in Neuropsychotherapy								
Duration	One semester								
Level	Postgraduate								
Core/elective	Core								
Weighting	Unit credit points: 10 Course credit points: 40								
Delivery mode	Face to Face on site								
Student workload	<p><i>Face-to-face on site</i></p> <table> <tr> <td>Contact hours</td><td>14 hours</td></tr> <tr> <td>Reading, study, and preparation</td><td>76 hours</td></tr> <tr> <td>Assignment preparation</td><td>60 hours</td></tr> <tr> <td>TOTAL</td><td>150 hours</td></tr> </table> <p>Students requiring additional English language support are expected to undertake an additional one hour per week.</p>	Contact hours	14 hours	Reading, study, and preparation	76 hours	Assignment preparation	60 hours	TOTAL	150 hours
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TOTAL	150 hours								
Prerequisites/ co-requisites/ restrictions	<p><i>Pre or co-requisite</i></p> <p>NP540 Neuroscience for Neuropsychotherapy</p>								
Rationale	<p>In order to make good use of the recent advances in neuroscience and neurophysiology understandings, practitioners in 'people-helping' professions need to develop a robust theoretical framework that would guide and inform their practices.</p> <p>This unit provides the basis for the development of an integrated theoretical framework for neuropsychotherapy practice, including perspectives from neurology, biology, psychology, counselling and Christian worldview understandings. It will be closely aligned with the Introduction to neurophysiology. This unit focuses on the development of a theoretical framework in neuroscience research with emphasis on the key human needs as baseline of neuroscience development – the neuroscience of safety, the basic needs of attachment, control and wellness and the higher order need of self and relationships on interactional and spiritual levels.</p>								
Prescribed text(s)	Rossouw, P. J. (Ed.). (2014). <i>Neuropsychotherapy: Theoretical underpinnings and clinical applications</i> . Sydney: Mediros.								
Recommended readings	<p>Books</p> <p>Arden, J. (2015). <i>Enacting client change through the persuasive power of neuroscience</i>. Hoboken, NJ: Wiley.</p> <p>Cozolino, L. (2014). <i>The neuroscience of human relationships: Attachment and the developing social brain</i>. New York, NY: Norton.</p> <p>Davidson, R. J., and Begley, S. (2012). <i>The emotional life of your brain: How its unique patterns affect the way you think, feel and live – and how you can change them</i>. New York, NY: Hudson Street Press.</p>								

	<p>Ecker, B., Ticic, R., & Hulley, L. (2012). <i>Unlocking the emotional brain: Eliminating symptoms at their roots using memory reconsolidation</i>. New York, NY: Routledge.</p> <p>Grawe, K. (2007). <i>Neuropsychotherapy: How the neurosciences inform effective psychotherapy</i>. New York, NY: Psychology Press.¹</p> <p>Jeeves, M. (2013). <i>Minds, brains, souls and gods: A conversation on faith, psychology and neuroscience</i>. Downers Grove, IL: IVP Academic.</p> <p>Luke, C. (2014). <i>Neuroscience for counselors and therapists: Integrating the science of mind and brain</i>. Singapore: Sage.</p> <p>Journal Articles</p> <p>Dahlitz, M. (2015). Neuropsychotherapy: Defining the emerging paradigm of neurobiologically informed psychotherapy. <i>International Journal of Neuropsychotherapy</i>, 3(1), 47-69.</p> <p>Walter, H., Berger, M., & Schnell, K. (2009). Neuropsychotherapy: conceptual, empirical and neuroethical issues. <i>Eur Arch Psychiatry Clin Neuroscience</i>, 259 (Suppl 2), 172-182.</p> <p>Journals</p> <p><i>International Journal of Neuropsychotherapy</i></p> <p><i>Journal of Psychology and Theology</i></p> <p><i>The Journal of Neuroscience</i></p> <p>Websites</p> <p>www.neuropsychotherapy.org</p> <p>In addition to the resources above, students should have access to a Bible, preferably a modern translation such as The Holy Bible: The New International Version 2011 (NIV 2011) or The Holy Bible: New King James Version (NKJV).</p> <p>These and other translations may be accessed free on-line at http://www.biblegateway.com. The Bible app from LifeChurch.tv is also available free for smart phones and tablet devices.</p>
Specialist resource requirements	Nil
Content	<ol style="list-style-type: none"> 1. Why a theory of Neuroscience? 2. Development of Neuropsychotherapy theory <ol style="list-style-type: none"> a. Historical overview from Cajal to Kandel 3. Neuropsychotherapy theory <ol style="list-style-type: none"> a. Neural development timeline b. From genes to social engagement and spiritual expression 4. Principles of Neuropsychotherapy practice <ol style="list-style-type: none"> a. The neuroscience of safety b. The neuroscience of the basic human needs c. The neuroscience of self d. The neuroscience of social engagement and spirituality 5. A theoretical framework of Neuropsychotherapy 6. Neuropsychotherapy and other theoretical frameworks <ol style="list-style-type: none"> a. Cognitive behavioural therapy b. Narrative therapy c. Logotherapy d. Mentalising e. Solution-focused therapy f. Internet based therapies 7. Clinical applications

¹ Seminal text

Learning outcomes	<p>On completion of this unit, students will have demonstrated that they have:</p> <ol style="list-style-type: none"> 1. investigated and evaluated implications of the neurobiological principles to the wholeness model of interpersonal wellness, including Christian worldview considerations; 2. an understanding of the neuroscience of safety and how it forms the cornerstone of integrated neuropsychotherapy practice; 3. an understanding of the neural development of systems of attachment, control and wellness, and their applications in therapeutic settings; 4. critically reflected on the neuroscience of self and relationships, including the facilitation of a therapeutic alliance, from psychological and Christian worldview perspectives; 5. critically reflected on the role of the environment, including that engendered by a Christian worldview, to facilitate neural change; 6. analysed the research evidence on the development of mental health disorders from a neurobiological perspective and the implications of this for facilitating change; 7. integrated and applied the theory of neuropsychotherapy with an existing knowledge base; 8. communicated at an appropriate tertiary standard with special attention to correct grammars, punctuation, spelling, vocabulary, usage, sentence structure, logical relations, style, referencing, and presentation.
Assessment tasks	<p>Task 1: Literature Review</p> <p>Students are to research a topic and present a literature review on the implications of these understandings for therapeutic practice.</p> <p>Word Length/Duration: 2, 500 words</p> <p>Weighting: 50%</p> <p>Learning Outcomes: 1-6, 8</p> <p>Assessed: Week 10</p> <p>Task 2: Case Study Response</p> <p>Students are to analyse a case study and provide a neuropsychotherapy response regarding the principles and goals of therapy.</p> <p>Word Length/Duration: 2, 500 words</p> <p>Weighting: 50%</p> <p>Learning Outcomes: 1-5, 7-8</p> <p>Assessed: Week 16</p>
Unit summary	<p>This unit focuses on providing baseline knowledge of the core content in neuropsychotherapy as well as developing capacity to apply these principles in neuropsychotherapy practice.</p>