

UNIT INFORMATION

UNIT CODE	NP545	
UNIT NAME	Theory of Applied Interpersonal Neuroscience	
ASSOCIATED HIGHER EDUCATION AWARDS	Graduate Certificate in Applied Neuroscience	
DURATION	One semester	
LEVEL	Postgraduate	
UNIT COORDINATOR	Toni Neil	
TEACHING STAFF	Monique White	
CORE / ELECTIVE	Core	
WEIGHTING	Unit credit points	10 (0.125 EFTSL)
	Course credit points	40 (0.5 EFTSL)
DELIVERY MODE	Face to face	
	External	
STUDENT WORKLOAD	<i>Face to face</i>	
	Contact hours	15 hours
	Reading, study and preparation	75 hours
	Assignment preparation	60 hours
	TOTAL	150 hours
	<i>External</i>	
	Engagement with study materials	90 hours
	Assignment preparation	60 hours
	TOTAL	150 hours
	Student requiring additional English language support are expected to undertake an additional one hour per week.	
PREREQUISITES / COREQUISITES / RESTRICTIONS	<i>Pre or corequisite</i>	
	NP544 Introductory Neuroscience	

RATIONALE

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.

This unit provides the basis for the development of an integrated theoretical framework for the practice of applied interpersonal neuroscience, including perspectives from neurology, biology, psychology, counselling and Christian worldview understandings. It will be closely aligned with the introduction to neuroscience. 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.

LEARNING DELIVERY PROCESS

Learning outcomes will be addressed through on-line modules, via a virtual classroom, and through assessments. There will be an online lecture every two weeks, lasting 2.5 hours per session; you will work through the modules in your own time and pace, so that you are prepared in time for the online sessions.

Some guidelines for lectures:

- 80% attendance – a roll will be taken at each lecture.
- The lectures will be every 2 weeks for 2.5 hours.
- The lectures are very interactive, so please come prepared to contribute and you will get a lot more out of them.
- Please don't be late as this is disruptive for other students and shows a lack of respect for your peers and the staff.

You will be able to work with your tutor, as well as your lecturer, during the semester. Your tutor will be available to answer questions and assist you with resources. You may contact your tutor by email and on-line forums throughout the semester. Discussion forums are also on the Moodle page. Be sure to participate in these forums as they are a place where you can share ideas and have discussions about course content, readings and assessments.

You will be expected to attend the 6 online lectures. At each lecture, a specific question relating to the lecture will be published and discussed. **If for some reason you cannot attend the online lecture, it is expected you watch the recording of it in your own time, and give your answer to the question in written on the Forum page,** including the date of the lecture you watched. You will also be expected to comment meaningfully on at least one of your fellow students' response as recorded during the online lecture (minimum 100 words). This forms part of your pass grade regarding the 80% attendance criteria.

STUDENT FEEDBACK

You will be given the opportunity to provide feedback on the unit throughout and at the of semester to enable us to continually improve the subject. Feedback from previous years has been vital in reshaping course and unit content, materials and assessments.

CONTENT

1. Why a theory of applied interpersonal neuroscience?
 - What is neuropsychotherapy?
 - Development of early Neuropsychotherapy theory
2. Broader theory of applied interpersonal neuroscience:
 - Neural development timeline
 - From genes to social engagement and spiritual expression
 - Neural correlates of mental disorders
 - Mental health and basic needs
 - Epigenetics
 - Motivation
3. A theoretical framework of applied interpersonal neuroscience:
 - Approach/avoidance in life and therapy.
 - Difficult behaviours as adaptive coping strategies.
 - Mental schemas.
 - The road to change.
 - The God-shaped brain – a Christian worldview application.
4. Principles of applied neuroscience practice:
 - Basic needs and motivational schemas
 - Attachment.
 - Orientation and control.

- Self-esteem.
 - Approach/avoidance.
 - Social engagement.
 - Change.
5. Mental health challenges and their underlying neuroscience:
 - Neuroscience of anxiety.
 - Neuroscience of degeneration.
 - Memory and the hippocampus.
 - Trauma and stress.
 6. Applied interpersonal neuroscience and people-helping frameworks:
 - Psychotherapy.
 - Pastoral care and ministry.
 - Education.
 - Health care.
 - Parenting.
 - Human services.
 7. Professional applications.

LEARNING OUTCOMES

On completion of this unit, students will have *demonstrated* that they have:

1. Investigated and evaluated implications of the neurobiological principles to interpersonal wellness, including Christian worldview considerations.
2. An understanding of the neuroscience of safety and how it forms the cornerstone of integrated applied neuroscience practice.
3. An understanding of the neural development of systems of attachment, control and wellness, and their applications in people-helping 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, to facilitate neural change.
6. Analysed the research evidence on the development of mental health challenges from a neurobiological perspective and the implications of this for facilitating change.
7. Integrated and applied neuroscience 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

ALL ASSESSMENTS MUST BE PASSED IN ORDER TO PASS THE UNIT.

TASK 1: LEARNING DIARY

Students are to keep a weekly record of their readings and learnings, and comment on these in their diary. The emphasis should be on the implications of the learning in view of each student's own work environment.

Word Length/Duration:	Approx. 100 words each
Weighting:	Pass or Fail
Learning Outcomes:	1-8
Assessed:	Week 6 (formative feedback) Week 14
Method of Submission:	Turnitin

TASK 2: CLASS PRESENTATION

In pairs, present to the class their research findings on the implications of one aspect of applied interpersonal neuroscience for professional practice. You are each to submit an individually prepared literature review of your half of the research.

Word Length/Duration: Presentation: 30-40 minutes; Written review: 350-400 words
 Weighting: 50%
 Learning Outcomes: 1-6, 8
 Assessed: Class presentation – In consultation with lecturer
 Literature review – Same week as class presentation
 Method of Submission: Turnitin - Literature review
 Presentation – In class

TASK 3: CASE STUDY RESPONSE

You are to analyse a case study and provide an applied interpersonal neuroscience response regarding the principles and goals of working with this person.

Word Length/Duration: 2,000 words
 Weighting: 50%
 Learning Outcomes: 1-5, 7-8
 Assessed: Week 16
 Method of Submission: Turnitin

ASSESSMENT ALIGNMENT

Assessment Task	Learning Outcomes	Content	Course Outcomes	Graduate Attributes
Task 1	1-8	1-7	K2, K4, S5, S7, A3	1, 3-7
Task 2	1-6, 8	1-7	K2, K3, S1, S5-7, A3	1, 3-7
Task 3	1-5, 7, 8	1-7	K2-4, S1, S5-7, A3	1-8

SPECIALIST FACILITIES OR EQUIPMENT

Nil.

PRESCRIBED TEXTS

Dahlitz, M. (2017). *The psychotherapist's essential guide to the brain*. Dahlitz Media.

Prinz, S. M. & Wehrenberg, M. (2007). *The Anxious Brain: The Neurobiological Basis of Anxiety Disorders and How to Effectively Treat Them*. Norton.

RECOMMENDED READINGS

BOOKS

Arden, J. (2015). *Brain2brain: Enacting client change through the persuasive power of neuroscience*. Wiley.

Cozolino, L. (2014). *The neuroscience of human relationships: Attachment and the developing social brain*. Norton.

Davidson, R. J., and Begley, S. (2012). *The emotional life of your brain: How its unique patterns affect the way you think, feel and live – and how you can change them*. Hudson Street Press.

Grawe, K. (2007). *Neuropsychotherapy: How the neurosciences inform effective psychotherapy*. Psychology Press.¹

Jeeves, M. (2013). *Minds, brains, souls and gods: A conversation on faith, psychology and neuroscience*. IVP Academic.

¹ Seminal text

Luke, C. (2014). *Neuroscience for counselors and therapists: Integrating the science of mind and brain*. Sage.

Rossouw, P. J. (Ed.). (2014). *Neuropsychotherapy: Theoretical underpinnings and clinical applications*. Mediros

Schore, A. (2012). *The science of the art of psychotherapy*. Norton.

JOURNALS

International Journal of Neuropsychotherapy

Journal of Psychology and Theology

OTHER

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).

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.

SAMPLE

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