

## UNIT INFORMATION

<b>UNIT CODE</b>	NP546	
<b>UNIT NAME</b>	Applied Interpersonal Neuroscience Skills	
<b>ASSOCIATED HIGHER EDUCATION AWARDS</b>	Graduate Certificate in Applied Neuroscience	
<b>DURATION</b>	One semester	
<b>LEVEL</b>	Postgraduate	
<b>UNIT COORDINATOR</b>	Toni Neil	
<b>TEACHING STAFF</b>	Peter Janetzki	
<b>CORE / ELECTIVE</b>	Core	
<b>WEIGHTING</b>	Unit credit points	10 (0.125 EFTSL)
	Course credit points	40 (0.5 EFTSL)
<b>DELIVERY MODE</b>	Face to face	
<b>STUDENT WORKLOAD</b>	Contact hours	14 hours
	Reading, study and preparation	76 hours
	Assignment preparation	60 hours
	<b>TOTAL</b>	<b>150 hours</b>
	Student requiring additional English language support are expected to undertake an additional one hour per week.	
<b>PREREQUISITES / COREQUISITES / RESTRICTIONS</b>	NP544 Introductory Neuroscience	
	NP545 Theory of Applied Interpersonal Neuroscience	

## RATIONALE

Practitioners in various 'people' professions have a constant need to further their skills development, especially in relation to newest advances in the field of neuroscience. In this context, Interpersonal Neuroscience Skills provide further learning in the practical application of Interpersonal Neurobiology.

This unit provides the link between theory and practice by introducing key strategies and skills applied to various aspects of the theory in day-to-day settings. It helps establish foundational skills from Interpersonal Neuroscience by building on the physiology and theory units and focuses on evidence-based practice strategies to facilitate desired change when engaging with people. The principles of applied interpersonal neuroscience are explored and demonstrated in various settings from a scientist-practitioner framework. It includes considerations of Christian worldview understandings of people engagement and ethical practice for applied interpersonal neuroscience practices.

## LEARNING DELIVERY PROCESS

Learning outcomes will be addressed through on-line modules, via a virtual classroom, and through self-directed learning activities, and assessments. There will be an online lecture every two weeks (weeks 1, 3, 5, 7, 9 & 11), lasting 2.5 hours per session. The alternative weeks you will work through the modules in your own time and pace, so that you are prepared in time for the online classes.

## Some guidelines for lectures:

- The online lectures will be every two weeks for 2.5 hours.
- You will be expected to attend the 6 online lectures. If for some reason you cannot attend the online lecture, it is expected you watch the recording of it in your own time, as well as completing the relevant weekly activity.
- This forms part of your pass grade regarding the 80% attendance criteria.
- The lectures will involve interaction, so please come prepared to contribute and you will get a lot more out of the lectures.
- 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 lecturer, during the semester, and your lecturer will be available to answer questions and assist you with resources. You may contact your lecturer by email and on-line forums throughout the semester. There are weekly activities (week 1 to week 10) that will appear on the Moodle page, so please watch for your email notifications and check Moodle weekly. These activities are designed to assist with your engagement with content and its application to your sphere of work.

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

## STUDENT FEEDBACK

You will be given the opportunity to provide feedback on the unit throughout and at the end 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. Overview of theoretical framework of the integrated model of the base elements of the theory of Neuropsychotherapy.
2. Overview of the 'Polyvagal Theory' and its application to professional interpersonal interactions including affect regulation and the 'Window of Tolerance'.
3. The meta-skills used to of safety and meaningful connection used to facilitate an alliance resulting in a safe and enriched' environment: The 'bottom-up' approach.
4. The neuroscience of professional interpersonal interactions:
  - Attachment Styles.
  - Approach/avoid schemata.
  - The brain based emotional styles.
  - Lifestyle factors of health and wellbeing.
  - The Mind-Brain-Body connection and its influence of health and wellbeing.
5. Neuroscience skills application to professional interpersonal interactions:
  - Polyvagal-informed practices.
  - Steps of C.U.R.E.
  - S.A.F.E.T.Y.
  - Three parts of the brain.
  - Working with the sub-textual.
  - Right Brain to Right Brain phenomena.
  - Affective regulation and interventions moving from dysregulation and/or over-regulation to self-regulation.
  - Consistency Principle.
  - The Interpersonal Nature of Neural Functioning.

- Procedural Learning.
- Linking and Letting Go.

## LEARNING OUTCOMES

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

1. Critically analysed the neuroscience of safety, and its influence on health and wellbeing, including from a Christian worldview perspective.
2. applied an understanding of the research evidence regarding the neuroscience of the anxiety system and the polyvagal system, and their implications in terms of mental wellness, to their professional field, including Christian worldview and ethical considerations.
3. applied an understanding of the consistency principle and the interpersonal nature of neural functioning.
4. applied the concept of safety to their professional setting, including the development of a 'safe, secure alliance'.
5. define and demonstrate the effective application of Interpersonal Neuroscience principles and strategies with a client in their professional field.
6. critically reflected on their ability to operate from the Integrated model of the base elements of the theory of Neuropsychotherapy, as well as a polyvagal informed approach that facilitates change within their clientele.
7. 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 1A: COMPLETION OF WEEKLY ACTIVITIES (FORMATIVE)

In order to facilitate greater learning and application of neuroscience principles, to your work with people, you are required to engage in the weekly activities via Moodle. These activities are designed to reinforce your learning as well as creating a platform for collaborative learning by shared engagement.

Word Length/Duration:	N/A
Weighting:	Pass or Fail
Learning Outcomes:	1-7
Assessed:	Weeks 1-11
Method of Submission:	Moodle

### TASK 1B: SKILLS DIARY (SUMMATIVE)

To assist in the development of your application of your skills and knowledge of applied neuroscience, to your professional field, you are required to keep a skills diary throughout the semester. As we progress through the semester and you learn specific skills, strategies, interventions, and concepts, you are required to record and reflect on the weekly skills activities, as well as one weekly real-world situation within your professional role.

**Your diary will be submitted in Weeks 4, 9 and 14 for monitoring feedback.**

**Your diary need to follow the format provided.**

Word Length/Duration:	15 entires
Weighting:	40%
Learning Outcomes:	1-7
Assessed:	Weeks 4, 9 and 14
Method of Submission:	Turnitin

### TASK 2: CASE STUDY PRESENTATION AND REFLECTIVE PAPER

Students are to present a case study from their work that they have engaged with through-out the semester.

**PART A:** Students are to present their case study covering their initial conceptualisation (understanding) of their client within their professional context, as well as the skills, strategies and interventions that they employed during the semester. They are then to identify the shifts within their client in neuroscience concepts (conceptualisation/understanding).

The presentation should include a visual component i.e., PowerPoint, white board, flow chart etc.

The presentation will be presented to the class over Zoom during weeks 14-15 for 20 mins followed by Q&A for 5mins and 5 mins feedback form your lecturer.

Word Length/Duration: 20 minutes (Q&A – 5 mins and Feedback – 5 mins)  
 Weighting: 30%  
 Learning Outcomes: 1-5  
 Assessed: Week 14  
 Method of Submission: Turnitin

**PART B:** Students are to present their case study in a formal manner of a written essay. In addition to their case study students are to including:

- Personal reflections.
- Significant leanings.
- Significant shifts to their profession practice as a result of their learnings from the field of applied neuroscience.

Word Length/Duration: 2,500 words  
 Weighting: 30%  
 Learning Outcomes: 1-7  
 Assessed: Week 16  
 Method of Submission: Turnitin

## PRESCRIBED TEXTS

Porges, S.W. & Dana, D.A. (2018). *Clinical applications of the polyvagal theory: The Emergence of polyvagal-informed therapies*. Norton.

Siegel, D. (2012). *Pocket guide to interpersonal neurobiology: An integrative handbook of the mind*. Norton.

## RECOMMENDED READINGS

### BOOKS

Badenoch, B. (2008). *Being a brain-wise therapist. A practical guide to interpersonal neurobiology*. Norton.

Brown, W., & Strawn, B. (2012). *The physical nature of the Christian life: Neuroscience, psychology, and the church*. Cambridge University Press.

Davidson, R.J. & 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*. Penguin.

Doidge, N. (2017). *The brain's way of healing: Remarkable discoveries and recoveries from the frontiers of neuroplasticity*. (Updated edition). Scribe.

Geller, S.M. & Greenberg, L.S. (2012). *Therapeutic presence: A mindful approach to effective therapy*. Magination.

Pittman, C. & Karle, E. (2015). *Rewire your anxious brain: How to use the neuroscience of fear to end anxiety, panic and worry*. New Harbinger.

Porges, S. W., & Dana, D. A. (2018). *Clinical applications of the polyvagal theory: The emergence of polyvagal-informed therapies*. Norton.

- Rossouw, P. J. (Ed.). (2014). *Neuropsychotherapy: Theoretical underpinnings and clinical applications*. Mediros.
- Rustin, J. (2013). *Infant research and neuroscience at work in psychotherapy*. Norton.
- Siegel, D. (2012). *Pocket guide to interpersonal neurobiology: An integrative handbook of the mind*. Norton.
- Warlow, J. (2017). *The c.u.r.e. for life: Part one, God centred transformation*. Living Wholeness.
- Wilson, R. (2014). *Neuroscience for counsellors: Practical applications for counsellors, therapists and mental health practitioners*. Jessica Kingsley.

## JOURNALS

*International Journal of Neuropsychotherapy*

*Journal of Psychology and Theology*

*Neuropsychotherapy*

*Neuropsychotherapy in Australia*

*The Journal of Neuroscience*

*The Neuropsychotherapist*

## 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

