



UNIT OUTLINE

Unit Code: NP543

Unit Title: Specialised Clinical
Skills for
Neuropsychotherapy

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Unit code	NP543
Unit name	Specialised Clinical Skills for Applied Neuroscience
Associated higher education awards	Graduate Certificate in Applied Neuroscience
Duration	One semester
Level	Postgraduate
Unit coordinator	Dr Stephen Beaumont
Teaching staff	Monika Knausenberger
Core/elective	Core
Weighting	Unit credit points: 10 Course credit points: 40
Delivery mode	Face to Face
Student workload	Contact hours 14 hours Reading, study, and preparation 76 hours Assignment preparation 60 hours TOTAL 150 hours
	Students requiring additional English language support are expected to undertake an additional one hour per week.
Prerequisites/ co-requisites/ restrictions	<i>Prerequisites OR Corequisite</i> <i>NP546 Applied Interpersonal Neuroscience Skills</i>
Rationale	<p>Neuropsychotherapy has applications across a range of disciplines. While each unique discipline can draw on the key principles of clinical neuropsychotherapy practice, specialised applications also require specialised skills.</p> <p>This unit focuses on specialised applications of the theory of clinical neuropsychotherapy. The unit facilitates the development of specialised skills to address a select suite of clinical presentations. It is grounded in both the key principles of clinical neuroscience as well as evidence-based practice. It explores the principles of neuropsychotherapy in regard to various unique platforms from a scientist-practitioner framework. The unique specialisations are relationships; learning; trauma; bullying and harassment; pain; leadership and spirituality. It includes considerations of Christian worldview understandings that underpin people engagement and ethical practice for neuropsychotherapy practitioners.</p>
Prescribed text(s)	Required readings will be made available on the Moodle™ web page for this unit.

<p>Recommended readings</p>	<p>Books</p> <p>Cozolino, L. (2013). <i>The social neuroscience of education: Optimizing attachment and learning in the classroom</i>. New York, NY: Norton.</p> <p>Graham, L. & Hanson, R. (2013). <i>Bouncing back: Rewiring your brain for maximum resilience and well-being</i>. Novato, CA: New World Library.</p> <p>Henson, C. & Rossouw, P.J. (2013). <i>BrainWise Leadership</i>. Sydney: Learning Quest.</p> <p>Moll, R. (2014). <i>What your body knows about God: How we are designed to connect, serve, and thrive</i>. Downers Grove, IL: InterVarsity Press.</p> <p>Porges, S. (2011). <i>The polyvagal theory: Neurophysiological foundations of emotions, attachment, communication, self-regulation</i>. New York, NY: Norton.</p> <p>Rossouw, P. J. (Ed.). (2014). <i>Neuropsychotherapy: Theoretical underpinnings and clinical applications</i>. Sydney: Mediros.</p> <p>Swart, T., Chisholm, K., & Brown, P. (2015). <i>Neuroscience for leadership: Harnessing the brain gain advantage</i>. New York, NY: Palgrave Macmillan.</p> <p>Van der Kolk, B. (2014). <i>The body keeps the score: Brain, mind and body in the healing of trauma</i>. New York, NY: Penguin.</p> <p>Journal Articles</p> <p>Kovacevic, R., Rossouw, P. J., & McCrea, S. (2014). Working with chronic pain: Making treatment count. <i>Neuropsychotherapy in Australia</i>, 26, 3-7.</p> <p>Rossouw, P. J. (2013). Defining bullying: The role of neurobiological markers. <i>International Journal of Neuropsychotherapy</i>, 1, 2-8. doi 10.12744/ijnpt.2013.0002-0008</p> <p>Journals</p> <p><i>International Journal of Neuropsychotherapy</i></p> <p><i>Journal of Psychology and Theology</i></p> <p><i>Neuropsychotherapy</i></p> <p><i>Neuropsychotherapy in Australia</i></p> <p><i>The Journal of Neuroscience</i></p> <p><i>The Neuropsychotherapist</i></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>
<p>Specialist resource requirements</p>	<p>Digital recording device (e.g. smartphone).</p>
<p>Content</p>	<ol style="list-style-type: none"> 1. The neuroscience of fear-based learning and strategies for enhancing potential and maximising wellness 2. The neuroscience of relationships and strategies for enhancing connection 3. The neuroscience of trauma and treatment strategies

	<ol style="list-style-type: none"> 4. The neuroscience of bullying and harassment for educators and clinicians 5. The neuroscience of emotional and physical pain, and specialised treatment strategies 6. The neuroscience of leadership and brain-based strategies for effective leadership 7. The neuroscience of spirituality and strategies for enhancing spiritual wellbeing
Learning outcomes	<p>On completion of this unit, students will have demonstrated that they have:</p> <ol style="list-style-type: none"> 1. examined the evidence in relation to the neuroscience of a range of specialised applications, including from a Christian worldview perspective. 2. refined clinical skills in applying neuroscience to clinical and educational settings. 3. an ability to apply effective brain-based treatment strategies for specialised clinical presentations, including spirituality. 4. critically reflected on the effectiveness of their use of neuropsychotherapeutic skills. 5. an ability to develop practical tools for the application of brain-based interventions in specialised domains. 6. 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: Participation in Six Moodle discussions</p> <p>Students are to respond to a minimum of 6 (six) Moodle™ discussions throughout the semester, discussing the unit content with peers. These reflections should include Christian worldview perspectives and considerations of the content. These reflections will not be graded but must be completed in order to pass the unit.</p> <p>Word Length/Duration: 1,800 words (6 x 300 words)</p> <p>Weighting: Pass/Fail</p> <p>Learning Outcomes: 1, 3, 6</p> <p>Assessed: N/A</p> <p>Task 2: Video Recording and Process Report</p> <p>The student will submit a video recording of an intervention with a client that addresses one of the specialised areas from clinical neuropsychotherapeutic perspective. The recording is to be done with someone who is not a family member of the student. An informed consent form must be signed prior to the recording.</p> <p>This is to be accompanied by a process report that analyses the intervention and reflects on how this process has shaped the student's development as a practitioner.</p> <p>Word Length/Duration: 2,000 word essay + 45 minute video</p> <p>Weighting: 40%</p> <p>Learning Outcomes: 1-4, 6</p> <p>Assessed: Week 11</p> <p>Task 3: Tool Development</p> <p>The student is to develop a practical "tool" to address one of the specialised domains from clinical neuropsychotherapy. This tool can be a psycho-educational tool, a practical workbook, mindfulness exercises with guide, an app, software program, art therapy platform etc.</p>

	<p>Word Length/Duration: 2,500 words or equivalent (plus appendix if applicable)</p> <p>Weighting: 6 0%</p> <p>Learning Outcomes: 1, 3-6</p> <p>Assessed: Week 16</p>
Unit summary	<p>This unit focuses on providing specialised skills of the core content in clinical neuropsychotherapy as well as demonstrating capacity to apply these principles in unique clinical neuropsychotherapy practice environments.</p>

SAMPLE