



## UNIT OUTLINE

**Unit Code:** NP545

**Unit Title:** Theory of Applied Interpersonal  
Neuroscience

GO FURTHER,  
**DO MORE.**

CRICOS Provider Name: Christian Heritage College  
CRICOS Provider No: 01016F

**CHC**  
CHRISTIAN HERITAGE COLLEGE

<b>Unit code</b>	NP545																
<b>Unit name</b>	Theory of Applied Interpersonal Neuroscience																
<b>Associated higher education awards</b>	Graduate Certificate in Applied Neuroscience																
<b>Duration</b>	One semester																
<b>Level</b>	Postgraduate																
<b>Lecturer</b>	Monika Knausenberger																
<b>Core/elective</b>	Core																
<b>Weighting</b>	Unit credit points: 10 Course credit points: 40																
<b>Delivery mode</b>	Face to face																
<b>Student workload</b>	<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><b>TOTAL</b></td><td><b>150 hours</b></td></tr> <tr> <td colspan="2"><i>External</i></td></tr> <tr> <td>Engagement with study materials</td><td>90 hours</td></tr> <tr> <td>Assignment preparation</td><td>60 hours</td></tr> <tr> <td><b>TOTAL</b></td><td><b>150 hours</b></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	<b>TOTAL</b>	<b>150 hours</b>	<i>External</i>		Engagement with study materials	90 hours	Assignment preparation	60 hours	<b>TOTAL</b>	<b>150 hours</b>
Contact hours	14 hours																
Reading, study, and preparation	76 hours																
Assignment preparation	60 hours																
<b>TOTAL</b>	<b>150 hours</b>																
<i>External</i>																	
Engagement with study materials	90 hours																
Assignment preparation	60 hours																
<b>TOTAL</b>	<b>150 hours</b>																
<b>Prerequisites/ co-requisites/ restrictions</b>	<i>Pre or co-requisite</i> NP544 <i>Introductory Neuroscience</i>																
<b>Rationale</b>	<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 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.</p>																

<b>Prescribed text(s)</b>	<p>Dahlitz, M. (2017). <i>The psychotherapist's essential guide to the brain</i>. Park Ridge: QLD: Dahlitz Media</p> <p>Prinz, S.M. &amp; Wehrenberg, M. (2007). <i>The Anxious Brain: The Neurobiological Basis of Anxiety Disorders and How to Effectively Treat Them</i>. New York, NY: Norton.</p>
<b>Recommended readings</b>	<p><b>Books</b></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>Grawe, K. (2007). <i>Neuropsychotherapy: How the neurosciences inform effective psychotherapy</i>. New York, NY: Psychology Press.<sup>1</sup></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>Leaf, C. (2013). <i>Switch on your brain: The key to peak happiness, thinking and health</i>. Grand Rapids, MI: Baker Books.</p> <p>Luke, C. (2014). <i>Neuroscience for counselors and therapists: Integrating the science of mind and brain</i>. Singapore: Sage.</p> <p>Rossouw, P. J. (Ed.). (2014). <i>Neuropsychotherapy: Theoretical underpinnings and clinical applications</i>. Sydney: Mediros</p> <p>Schore, A. (2012). <i>The science of the art of psychotherapy</i>. New York, NY: Norton.</p> <p><b>Journal Articles</b></p> <p>Allison, K., &amp; Rossouw, P. J. (2013). The therapeutic alliance: Exploring the concept of "safety" from a neuropsychotherapeutic perspective. <i>International Journal of Neuropsychotherapy</i>, 1, 21-29. doi: 10.12744/ijnpt.2013.0021-0029</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><b>Journals</b></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>

<sup>1</sup> Seminal text

	These and other translations may be accessed free on-line at <a href="http://www.biblegateway.com">http://www.biblegateway.com</a> . The Bible app from LifeChurch.tv is also available free for smart phones and tablet devices.
<b>Specialist resource requirements</b>	Nil
<b>Content</b>	<ol style="list-style-type: none"> <li>1. Why a theory of applied interpersonal neuroscience?</li> <li>2. Development of early Neuropsychotherapy theory <ol style="list-style-type: none"> <li>a. Historical overview from Cajal to Kandel</li> </ol> </li> <li>3. Broader theory of applied interpersonal neuroscience <ol style="list-style-type: none"> <li>a. Neural development timeline</li> <li>b. From genes to social engagement and spiritual expression</li> </ol> </li> <li>4. Principles of applied neuroscience practice <ol style="list-style-type: none"> <li>a. The neuroscience of safety</li> <li>b. The neuroscience of the basic human needs</li> <li>c. The neuroscience of self</li> <li>d. The neuroscience of social engagement and spirituality</li> </ol> </li> <li>5. A theoretical framework of applied interpersonal neuroscience</li> <li>6. Applied interpersonal neuroscience and other therapeutic frameworks <ol style="list-style-type: none"> <li>a. Cognitive behavioural therapy</li> <li>b. Narrative therapy</li> <li>c. Logotherapy</li> <li>d. Mentalising</li> <li>e. Solution-focused therapy</li> <li>f. Internet based therapies</li> </ol> </li> <li>7. Applications in practice</li> </ol>
<b>Learning outcomes</b>	<p>On completion of this unit, students will have demonstrated that they have:</p> <ol style="list-style-type: none"> <li>1. investigated and evaluated implications of the neurobiological principles to the wholeness model of interpersonal wellness, including Christian worldview considerations;</li> <li>2. an understanding of the neuroscience of safety and how it forms the cornerstone of integrated applied neuroscience practice;</li> <li>3. an understanding of the neural development of systems of attachment, control and wellness, and their applications in therapeutic settings;</li> <li>4. critically reflected on the neuroscience of self and relationships, including the facilitation of a therapeutic alliance, from psychological and Christian worldview perspectives;</li> <li>5. critically reflected on the role of the environment, including that engendered by a Christian worldview, to facilitate neural change;</li> <li>6. analysed the research evidence on the development of mental health disorders from a neurobiological perspective and the implications of this for facilitating change;</li> <li>7. integrated and applied interpersonal neuroscience with an existing knowledge base;</li> <li>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.</li> </ol>

<b>Assessment tasks</b>	<p><b>Task 1: Learning diary: Pass/Fail</b></p> <p>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.</p> <p>Word Length/Duration: weekly, as per template</p> <p>Weighting: Pass/Fail</p> <p>Learning Outcomes: 1-8</p> <p>Assessed: Week 13</p>
	<p><b>Task 2: Literature Review</b></p> <p>Students are to research <u>one</u> of the following topics and present a literature review on the implications of these understandings for the practice of applied interpersonal neuroscience. The review is to include literature from a Christian worldview.</p> <ul style="list-style-type: none"> <li>• The neuroscience of safety;</li> <li>• The neural development of attachment systems;</li> <li>• The neuroscience of self and relationships;</li> <li>• The neuroscience of the therapeutic relationship; or</li> <li>• The role of environment in facilitating change.</li> </ul> <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><b>Task 3: Case Study Response</b></p> <p>Students are to analyse a case study and provide an applied interpersonal neuroscience response regarding the principles and goals of working with this person.</p> <p>Word Length/Duration: 2, 000 words</p> <p>Weighting: 50%</p> <p>Learning Outcomes: 1-5, 7-8</p> <p>Assessed: Week 16</p>