



UNIT OUTLINE

Unit Code: NP546

Unit Title: Applied Interpersonal
Neuroscience Skills

GO FURTHER,
DO MORE.

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

CHC
CHRISTIAN HERITAGE COLLEGE

Unit code	NP546								
Unit name	Applied Interpersonal Neuroscience Skills								
Associated higher education awards	Graduate Certificate in Applied Neuroscience								
Duration	One semester								
Level	Postgraduate								
Lecturer	Peter Janetzki								
Core/elective	Core								
Weighting	Unit credit points: 10 Course credit points: 40								
Delivery mode	Face to face								
Student workload	<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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Assignment preparation	60 hours								
TOTAL	150 hours								
Prerequisites/ co-requisites/ restrictions	<p><i>Prerequisites</i></p> <p>NP544 <i>Introductory Neuroscience</i></p> <p>NP545 <i>Theory of Applied Interpersonal Neuroscience</i></p>								
Rationale	<p>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.</p> <p>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.</p>								
Prescribed text(s)	Porges, S.W. & Dana, D.A. (2018). <i>Clinical applications of the polyvagal theory: The emergence of polyvagal-informed therapies</i> . New York, NY: Norton.								

<p>Recommended readings</p>	<p>Books</p> <p>Badenoch, B. (2008). <i>Being a brain-wise therapist. A practical guide to interpersonal neurobiology</i>. New York, NY: Norton.</p> <p>Brown, W., & Strawn, B. (2012). <i>The physical nature of the Christian life: Neuroscience, psychology, and the church</i>. New York, NY: Cambridge University Press.</p> <p>Davidson, R.J. & 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: Penguin</p> <p>Doidge, N. (2016). <i>The brain's way of healing: Remarkable discoveries and recoveries from the frontiers of neuroplasticity</i>. Melbourne, Australia: Scribe</p> <p>Geller, S.M. & Greenberg, L.S. (2012). <i>Therapeutic presence: A mindful approach to effective therapy</i>. Washington, DC: Magination</p> <p>Pittman, C. & Karle, E. (2015). <i>Rewire your anxious brain: How to use the neuroscience of fear to end anxiety, panic and worry</i>. Oakland, CA: New Harbinger.</p> <p>Rossouw, P. J. (Ed.). (2014). <i>Neuropsychotherapy: Theoretical underpinnings and clinical applications</i>. Sydney: Mediros.</p> <p>Rustin, J. (2013). <i>Infant research and neuroscience at work in psychotherapy</i>. New York, NY: Norton.</p> <p>Siegel, D. (2012). <i>Pocket guide to interpersonal neurobiology: An integrative handbook of the mind</i>. New York NY: Norton.</p> <p>Warlow, J. (2017). <i>The c.u.r.e. for life: Part one, God centred transformation</i>. Brisbane: Living Wholeness</p> <p>Wilson, R. (2014). <i>Neuroscience for counsellors: Practical applications for counsellors, therapists and mental health practitioners</i>. London, UK: Jessica Kingsley.</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</p>
<p>Content</p>	<p>1. Overview of theoretical framework of the integrated model of the base elements of</p>

	<p>the theory of Neuropsychotherapy</p> <ol style="list-style-type: none"> 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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
<p>Learning outcomes</p>	<p>On completion of this unit, students will have demonstrated that they have:</p> <ol style="list-style-type: none"> 1. critically analysed the neuroscience of safety, and its influence of 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); and 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

Task 1 A: Completion of Weekly Activities, weeks 1-10 (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/Fail

Learning Outcomes: 1-7

Assessed: Weekly

Task 1 B: - 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 Week 4, Week 8 and Week 13 for monitoring and feedback.

Your diary needs to follow the format provided.

Word Length/Duration: 24 entries

Weighting: 40%

Learning Outcomes: 1-7

Assessed: Week 4, week 8 & week 13

Task 2: Case Study Presentation & Reflective Paper

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

Task 2a: Case Study Presentation

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. power point, white board, flow chart etc.

The presentation will be presented to the class over Zoom or BBB during week13/14 for 15 mins followed by Q&A for 10mins and 5 mins feedback form your lecturer.

Word Length/Duration: 15 mins followed by Q&A for 10mins and 5 mins feedback form your lecturer

Weighting: 30%
Learning Outcomes: 1-5
Assessed: Week 13

Task 2b: Case Study Reflective Paper

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, and
- significant shifts to their profession practice as a result of their learnings from the field of applied neuroscience.

Word Length/Duration: 2500 words

Weighting: 30%
Learning Outcomes: 1-7
Assessed: Week 15