1PSY569
Neuroscience and Psychotherapy
Summer, 2014
Dr. Hurley

Course Description:
Recent developments in neuroscience have contributed greatly to the fields of psychology and psychotherapy. Awareness of brain functioning has contributed information that helps clinicians better to understand long established therapy practices and has contributed to new approaches to old problems. Increased awareness of the attachment process and of the role of interpersonal interaction in individual development and ongoing functioning has provided a framework that highlights the systemic nature of intrapsychic, intimate and family relationships. This course is intended to provide students with a basic understanding of brain functioning it relates to issues such as child development and parenting and as it informs treatment approaches developed such as emotion focused therapy (EFT) and pragmatic/experiential therapy for couples (PET-C). The neuroscience foundation of this course will inform and in turn be informed by the biblical studies and exegetical work to be done in 1NT613. The work for these two courses is foundational for 1PSY572.

It is assumed that students entering 1PSY569 course will be familiar with materials taught in earlier required courses: 1PSY501 Fundamental Therapy Skills, 1PSY503 Advanced Therapy Skills, 1PSY622/1PSY624 Psychology and Theology, 1PSY562 Theory and Practice of Counseling, 1PSY564 Family as a Social System, 1PSY566 Clinical Practice of Marriage and Family Therapy. It is also assumed that students are concurrently engaged in ongoing clinical work and that they will critically employ theory and method from the course in their clinical work. Students without these prerequisites must obtain permission from the professor to enroll in the course.

Course Objectives:
At the end of the course, students will
- Be able to demonstrate understanding of recent learning in neuroscience as it relates to psychotherapy
- Be able to demonstrate understanding of recent studies in attachment theory as they relate to psychotherapy
- Be able to demonstrate understanding of the logic and protocols of Emotion Focused Therapy and Pragmatic/Experiential Therapy for Couples
- Be able to relate those protocols to neuroscience and to other approaches to therapy.
- Be able to relate the concepts of PET-C to biblical teaching
- Demonstrate employing EFT principles in their therapeutic practice.

Course Process
The lecture portions of this course will be taught during a single week.

Pre-class activities: It is important that students be acquainted with the readings as close to the start of the course as possible. That will permit them to benefit maximally from the class presentations (or perhaps to be bored during them). Prior to the semester:

1. Read the texts: You will most benefit from class if you read the texts before lectures. You will re-engage with them after the course in your write-ups. The Process of read/hear/write will serve you well.
2. Brain structure test: This is an acquaintance exam. It may be taken any time before the class by requesting to do so at the MFTC office. Students will be asked to identify brain structures by
providing their names and a brief description of their function. This acquaintance will prepare the way for class discussions. A copy of the test is attached to the syllabus. It will be repeated until students make no more than one mistake. Students should prepare by reading the resources below. They are sufficient for the exam. Additionally, the relevant portions of the Seigel and Atkinson readings are helpful.

http://www.pbs.org/wnet/brain/3d/       Top visual resource
http://www.ahaf.org/alzdis/about/AnatomyBrain.htm   Labels and defines parts
http://www.brainexplorer.org/brain_atlas/Brainatlas_index.shtml   Good explanations
http://www.waiting.com/brainanatomy.html   Labels and defines
http://www.brainsource.com/amazing%20brain.htm   Bundles of info

3. Readings/viewing

Note: These readings are relevant not only to this course, but also to 1PSY572 in the fall. Your write ups for this course will ease your writing in the fall. You will be getting ‘double miles’ for this work.

- Daniel Seigel, Parenting from the Inside Out. Read the entire book. Focus on the ‘Spotlight on science’ portion of each chapter.
- Susan Johnson, Creating Connection. Read the text and become familiar with the rationale of her approach and with the steps and the logic of her process.
- Brent Atkinson, Emotional Intelligence in Couple Therapy, Read Chapters 1-4. Become familiar with his basic approach. Reading his model interventions aloud will help you master the concepts.
- Additional readings: Some additional readings may be added to the list.

3. Assignments

Note: All of your assignments are due at the first class meeting of 1NT613. You should begin on them as soon as possible. The write-ups will probably take you 5-10 pages each. The EFT and PET-C write-ups are designed to have you get enough of a hold on the approaches that you can articulate a synthetic overview of the protocols...to be able to describe their rationale and where they are going with treatment. This will serve you well in your clinical work. It is good to have an idea where you are aiming! The Scriptural paper is more study and reflective. It is, however, important if you are to evaluate general revelation and the product of common grace learning by special revelation.

1. EFT write-up (Johnson). Due: 7/14 at the first meeting of 1NT613  40%
   Prepare a paper briefly explaining the rationale for emotion focused therapy (EFT) and explaining in your own words the role of each step in the treatment protocol. Explicitly relate each step to what you have learned about brain function. This part of the assignment is important to your grade. This is not intended to be a complex dissertation. Think of it as equivalent to sitting down to walk a colleague through the information. Five to 10 pages is quite sufficient.

2. P/ET-C write up  Due: 7/14 at the first meeting of 1NT613  40%
   Prepare a paper briefly explaining the rationale for PET-C and explaining in your own words the role of the assessment phase and each of the three steps/phases of the treatment protocol. Include discussion of the role of individual sessions as well as couple sessions. Explicitly relate
each phase to what you have learned about brain function. Your paper must show an awareness of Smith and Greenberg. (above). As with assignment 1, do not view this as a very complex or lengthy paper. It is intended to help you gain sufficient mastery that you can verbally explain PET-C. Five to 10 pages is quite sufficient.

3. Relation between PET-C and Scriptural discussion of relationships  Due: 7/14 at the first meeting of 1NT613  20%

The 10 relationship habits of PET-C (Atkinson, p. 69) (cf. also Hurley document of the habits with Scriptural references and Hurley version of ‘The Sequence’ or the Hurley ‘Marriage Journey’ protocol) are very close to many biblical instructions. For this exercise, class members in dyads will explore ways in which the Scripture speaks to the issues raised by PET-C (positively or negatively!) and then write a paper discussing two or more of the 10 Habits from a Scriptural perspective, making reference to specific biblical texts and themes/principles relevant to the habits. Five pages is quite sufficient.
Brain Structure Test

For each of the following:

Place the number of each item on the diagram above where the item is located. Then explain briefly its function on the lines provided below

1. Frontal Lobe  _______________________________________________
   ________________________________________________

2. Parietal Lobe  _______________________________________________
   ________________________________________________

3. Occipital Lobe  _______________________________________________
   ________________________________________________

4. Temporal Lobe _______________________________________________
   ________________________________________________
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<th>Structure</th>
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<tbody>
<tr>
<td>5.</td>
<td>Pons</td>
</tr>
<tr>
<td>6.</td>
<td>Medulla oblongata</td>
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<td>7.</td>
<td>Cerebellum</td>
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<td>8.</td>
<td>Limbic System</td>
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<td>9.</td>
<td>Hippocampus</td>
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<td>10.</td>
<td>Amygdala</td>
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<td>11.</td>
<td>Fornix</td>
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<td>12.</td>
<td>Thalamus</td>
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<td>13.</td>
<td>Cingulate gyrus</td>
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<tr>
<td>14.</td>
<td>Hypothalamus</td>
</tr>
<tr>
<td>15.</td>
<td>Corpus callosum</td>
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