PSY575 Neuroscience-Informed Counseling
Reformed Theological Seminary
Fall 2018
2 Credit Hours

Instructor
Dr. James Hurley, D. Phil., Ph. D.
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Class meeting time
TBA
Office Hours
By appointment or when in office

Course Description
Recent developments in neuroscience and psychopharmacology have contributed greatly to the fields of psychology and counseling. They are also relevant to pastors as they deal with their flocks. Awareness of brain functioning has contributed information that helps clinicians better to understand long established counseling practices and has contributed to new approaches to old problems. Neuroscience for Counselors is designed to introduce you to foundational neuroscience material relevant to counseling, highlighting both the intrapersonal and interpersonal aspects of human development and ongoing functioning. The foundation that you build in this course will provide a framework within which you will learn about the counseling process.

Course Objectives
Students will demonstrate:
CO1 Awareness of the function and development of the human brain and the impact of biological and neurological mechanisms on mental health
CO2 Awareness of applications of neuroscience information of particular relevance to counseling subjects such as fundamental counseling skills, attachment processes, trauma, self-regulation, and forgiveness process
CO3 Ability to research a neuroscience topic relevant to counseling
CO4 Awareness of the relationship of neuroscience to biblical teaching in a variety of areas

Methods of Instruction
This course will be taught in the following formats: classroom instruction, video, class presentations, student work groups
Assignments (Student Performance Evaluation Criteria)

Assignments in this course involve limited reading, a paper and a significant amount of video observation. It is easy to zone out watching video and thus to learn little. To reduce the probability of such a loss of learning opportunity, students will review video in dyads, discuss what they have viewed and prepare summaries of the materials viewed.

Select a partner. Your work is largely done in dyads. Select a partner to work with on the course assignments.

A1, A3, A5, A8  DPS for Norden Video Series, Understanding the Brain, (25%)
Jeannette Norden is an outstanding, award-winning lecturer. Her course, Understanding the Brain, is for non-specialists and will introduce you to brain science. Her entire series consists of 36 lectures of 31 minutes each. While you are urged to view all of them, you are required to view only a (substantial) selection of them. There is a nice book/study guide that goes with the videos.

The Norden videos are available in the RTS library, on disc and for download. Sometimes, it is possible to rent unlimited access for a period of time. You may be able to save money by coordinating with fellow students to buy or to rent the series.

Your assignments do not require you to report on the entire series at one time. Your DPS due dates are coordinated with the course lectures. Please pay close attention to the course schedule that tells you which Norden lectures are to be included in which DPS and when each DPS is due. It is important that you interact with one another as you watch the videos. Interaction will greatly increase your grasp on the material. Your assignments are designed to promote discussion without adding too much detail burden for you.

NOTE: Assignment (A1) sets you up to do the take the brain test (Assignment A2; available in Canvas). Have a copy of the test with you as you move through the Norden lectures. Write out the answers to the brain test items as she lectures about them. If you do that, the brain test will be a piece of cake.

Norden Video Assignments (Be sure to put appropriate lectures on each DPS)

<table>
<thead>
<tr>
<th>DPS</th>
<th>Norden Lectures</th>
<th>Material item</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1</td>
<td>Norden DPS1</td>
<td>L01-L11</td>
</tr>
<tr>
<td>A3</td>
<td>Norden DPS2</td>
<td>L12-L18</td>
</tr>
<tr>
<td>A5</td>
<td>Norden DPS3</td>
<td>L20-L22, L25-L28</td>
</tr>
<tr>
<td>A8</td>
<td>Norden DPS4</td>
<td>L23, L30-L35</td>
</tr>
</tbody>
</table>

Process for Norden DPS video watching
- DPS Form available in ‘Files’ folder on Canvas
- DPS instructions at the end of this syllabus
- Select a study partner.
- Watch Norden lecture videos for the DPS with a partner.
  - Use the following process for each lecture:
    - Watch a lecture.
      - As you watch the lecture, each partner should create at least three (3) DPS questions/comments (Q/C) for that lecture.
    - Record your questions/comments on a DPS.
  - Source column: the assignment ID (e.g. A1, A2, etc.)
  - Location: ‘L’ plus the two-digit lecture number. (e.g. the third lecture in the series is L03)
  - Topic: A brief topic/subject characterizing the question
• Question/Comment: Type your thoughtful question or comment.
• Discuss: Enter how many minutes were spent discussing the Lecture
• SSID6: The last six (6) digits of your Self-Service ID.
• Discuss the lecture and/or your Q/Cs for at least 5 minutes per lecture
• Be sure to include appropriate assigned lectures on each assignment DPS
• Submit your completed DPS to hurleypapers@gmail.com
  o Label both your DPS file and the email as follows:
    PSY###_YYYY_A#_SSID6, where ### is the course ID, YYYY is the year, A# is the
    assignment number, SSID6 is your Self-Service ID.
    e.g. PSY570_2018_A1_123456
  o Be sure to check the due date on the course schedule.

A2: Brain Test - Required
The BRAIN STRUCTURE TEST PREPARATION file is in the ‘Files’ folder for this course. The brain test is
an acquaintance exam that prepares you for class. You are allowed to make one mistake. If you make
more than that, you will have to repeat. You may repeat it three times. It is a requisite, but
does not contribute to your grade. If you do not complete it by the due date (to be set on the first
class day) or if you are not successful by the third try, there will be a 10% reduction in your final
grade. This acquaintance will prepare the way for class discussions. The internet has many
resources available to you. They are sufficient for the exam. Additionally, the relevant portions of
the Seigel readings are helpful. The Norden videos will provide more than enough information for
the test.

A3: Chapter summaries for Seigel, D. and Hartzell, M. Parenting from the Inside Out. 20%
This is a very readable and useful parenting book that introduces readers to neuroscience as it
applies to child development. You may want to use it yourself and/or to refer clients to it. Lecture
content will further develop this material.

• This is a dyadic assignment. You may divide up the chapter summaries.
• Read the entire book: Siegel breaks his chapters into three sections: a narrative, a Spotlight
  on Science, and Questions for the reader. The ‘Spotlight on Science’ portion of each
  chapter is particularly valuable.
• Prepare a chapter summary of no more than one page for each chapter.
  • Include in your summary a few sentences on relation the material of the chapter to
    issues of relevance to Christian faith. Think carefully and be as specific as possible.
• Discussion: Spend at least 10 minutes per chapter discussing the material with your partner.
• Include on your title page an attestation that you have read the book and that you have
discussed each chapter for at least 10 minutes.
• Combine your summaries into a single .doc file.
  • Label both your summary doc file and the email as follows:
    PSY###_YYY_PIO_SSID6_SSID6, where ### is the course ID, YYYY is the year, SSID6 are
    the Self-Service IDs of the authors of the summaries
• Submit your email to hurleypapers@gmail.com
• Be sure to check the due date on the course schedule.

A4, A6, A7, A9, A10, A11 Video and article summaries (25%)
You have a significant number of video materials and articles for this course. Their due dates are
clustered to parallel the course lectures. Be sure to check the course schedule for due dates. For each
item, your task is to read the article or watch the video, to discuss it with your partner and to prepare a
summary of no more than one page.
• This is a dyadic assignment. You may divide up the summaries.
• Read/watch the assigned item.
  • Make a few notes to guide your discussion with your partner.
• Discussion. Spend no less than 5 minutes discussing each item.
  • Prepare an item summary of no more than two pages. Include in your summary a few sentences on the relation the material of the chapter to issues of relevance to Christian faith. Think carefully and be as specific as possible.
• Include the Assignment ID and the title of the item at the top of each summary page
• Combine your summaries into a single .doc file.
  • Cover page. Add a cover page to the combined summaries which
    • 1. Has your SSID6 numbers
    • 2. Lists the items summarized by Material ID (M1, M2, M3, etc.) and the titles
    • 3. Attest that you have discussed each item for at least 5 minutes.
• Label both your summary doc file and the email as follows:
  PSY###_YYYY_PIO_SSID6_SSID6, where ### is the course ID, YYYY is the year, SSID6 are the Self-Service IDs of the authors of the summaries
e.g. PSY575_2018_PIO_123456_789012
• Submit your email to hurleypapers@gmail.com
• Be sure to check the due date on the course schedule.

A12 Neuroscience presentation (30%)
Each dyad will prepare and present a 15 minute presentation on a neuroscience topic related to counseling. Presentations will be made during the last two course meetings.
• Proposal. After selecting and exploring their topic, dyads should present a ‘presentation proposal’ to the course instructor (Upload on canvas). (Due date on course schedule)
  o The proposal should include
    ▪ A clear statement of the topic
    ▪ An annotated bibliography of at least 15 recent (last 8 years) scholarly articles/chapters/items relevant to the topic
    ▪ A summary statement about the research findings and their relation to the counseling profession
  o The instructor will review the proposal and approve it or recommend modifications. If the instructor does not respond within one week of the due date, approval may be assumed.
• Class presentation. During portions of the last two classes, student dyads will make their presentations to the class.
  o Include a handout as a resource for your peers. (Orlando students: Upload your sheet to Canvas)
  o Prepare Power Point or other visuals to enhance your presentation. (Orlando students: Upload your materials to Canvas).
  o Due date: All presentations should be ready to go on the first presentation date on the Course Schedule. The order of presentation will be determined in class.

Required Materials

| M1 | Atkinson, B. and Hurley, J. Executive Operating Systems in Canvas 'Files' folder |
| M2 | Harvard Medical, Depression https://www.health.harvard.edu/mind-and-mood/what-causes-depression |
| M3 | Norden, J. L01-L11 Understanding the brain, Video series, Lectures 1-11  
Gross organization and development of the brain |
| M4 | Norden, J. L12-L18 Visual, auditory and motor systems |
| M5 | Norden, J. L20-L22, L25-L28 Language, limbic system, depression, reward system, emotions |
| M6 | Norden, J. L23, L30-L35 Sexual dimorphism, sleep, self, Alzheimer’s, stress |
| M7 | Panksepp, J. Executive Operating Systems https://www.youtube.com/watch?v=65e2qScV_K8 |
| M8 | Ressler, K. Neuro of emotion https://www.youtube.com/watch?v=a9LjXHtLviY |
| M9 | Siegel, D. Avoidant Attachment  
https://www.youtube.com/watch?v=qgYJ82kQIyq&index=4&list=PLDctwypSjihNEz4xuxxt6Tdsnyt2vChiB |
| M10 | Siegel, D. Disorganized attachment  
https://www.youtube.com/watch?v=rpQtPshLzc&index=2&list=PLDctwypSjihNEz4xuxxt6Tdsnyt2vChiB |
| M11 | Siegel, D. Disorganized attachment in the making  
https://www.youtube.com/watch?v=zoVtRq4e2E8&list=PLDctwypSjihNEz4xuxxt6Tdsnyt2vChiB&index=1 |
| M12 | Siegel, D. Essence of Adolescence https://www.youtube.com/watch?v=GGZp8xxbzmU |
| M13 | Siegel, D. Mindfulness and Neural Integration https://www.youtube.com/watch?v=LiyaSr5aeho |
| M14 | Siegel, D. Mirror Neurons  
https://www.youtube.com/watch?v=Tq1-ZxV9Dc4&list=PLDctwypSjihNEz4xuxxt6Tdsnyt2vChiB&index=7 |
| M15 | Siegel, D. Optimal Attachment  
https://www.youtube.com/watch?v=_XjYxV6seA0&index=5&list=PLDctwypSjihNEz4xuxxt6Tdsnyt2vChiB |
| M16 | Siegel, D. Parenting from the Inside Out (2013) |
| M17 | Siegel, D. Technology and how it affects the brain https://www.youtube.com/watch?v=31o_chpzQ48 |
| M18 | Siegel, D. What is the mind? https://www.youtube.com/watch?v=Ak5GCyBFy4E |
| M19 | Smith, K. and Greenberg, L. (2007) Internal Multiplicity in Emotion-Focused Psychotherapy,  
Journal of Clinical Psychology, 63, 175-186. |
| M20 | Worthington, E. Overview/Introduction to REACH,  
http://www.evworthington-forgiveness.com/reach-forgiveness/ |
<p>| M21 | Siegel, D. Ambivalent attachment <a href="https://www.youtube.com/watch?v=nGhZfUrPcCw">https://www.youtube.com/watch?v=nGhZfUrPcCw</a> |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading Due</th>
<th>Assignments Due</th>
<th>CACREP 2016 Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/27</td>
<td>Introduction Scripture and relational aspects of communication Slides 1-13</td>
<td>M3 Norden L01-L11 Gross organization and development of the brain</td>
<td>A1 Norden DPS1 A2 Brain Test</td>
<td>2.F.2.d 2.F.2.e 2.F.2.g</td>
</tr>
<tr>
<td>9/3</td>
<td>Labor Day – NO CLASS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9/24</td>
<td>Attachment process 67-77</td>
<td>M9, M10, M11, M15 Siegel Attachment videos</td>
<td>A7 Summary M9-M10, M11, M15 A12 Presentation Proposal</td>
<td>2.F.3.b 2.F.3.e 5.C.2.g</td>
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<tr>
<td>10/1</td>
<td>Reading Week NO CLASS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/8</td>
<td>Stress, Depression, Anxiety Forgiveness in biblical and neuroscience perspective</td>
<td>M6 Norden, L23, L30-L35 Sexual dimorphism, sleep, self, Alzheimer’s, stress M2 Harvard Depression M20 Worthington Reach Model</td>
<td>A8 Norden DPS4 A9 Summary M2 A10 Summary M20</td>
<td>2.F.2.d 2.F.2.g 2.F.3.b 2.F.3.e 5.C.2.g</td>
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<tr>
<td>10/15</td>
<td>Student neuroscience presentations 1</td>
<td></td>
<td>A12 Neuroscience Presentation</td>
<td>2.F.3.e 5.C.2.g</td>
</tr>
<tr>
<td>10/22</td>
<td>Student neuroscience presentations 2</td>
<td>M12 Siegel on Adolescence</td>
<td>A11 Summary M12</td>
<td></td>
</tr>
<tr>
<td>10/29</td>
<td>Catch up/Wrap up</td>
<td></td>
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<td></td>
<td>NO MORE CLASSES</td>
<td></td>
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</tbody>
</table>
Summary Student Learning Outcome Table
The table below shows how the objectives of this course will be met, both by work assigned and evaluation method used. Details about specific course objectives, assignments, and evaluation methods can be found in later sections of this syllabus.

Student Learning Outcome Table
The table below shows how the objectives of this course will be met by readings, lectures and assignments used. Details about specific course objectives, assignments, and evaluation methods can be found in previous sections of this syllabus.

<table>
<thead>
<tr>
<th>Course Objective</th>
<th>Reading(s)*</th>
<th>Lecture(s)</th>
<th>Assignment(s)</th>
<th>CACREP Standard(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CO1 Brain function</td>
<td>M3-M6, M19</td>
<td>L2-4</td>
<td>A1, A2, A3, A5, A8</td>
<td>2.F.3.b 2.F.3.e 2.F.3.f</td>
</tr>
<tr>
<td>CO2 Neuroscience and Counseling Issues</td>
<td>M1, M2, M7-M18</td>
<td>L2-5</td>
<td>A4, A6, A7, A9, A10, A11</td>
<td>2.F.2.d 2.F.2.g 2.F.3.b 2.F.3.e 5.C.2.g</td>
</tr>
<tr>
<td>CO3 Explore relevant neuroscience research</td>
<td></td>
<td>L6, L7</td>
<td>A12</td>
<td>2.F.2.d 2.F.3.b 5.C.2.g</td>
</tr>
<tr>
<td>CO4 Neuroscience and biblical teaching</td>
<td>M20</td>
<td>L1, L5</td>
<td>A12</td>
<td>2.F.2.d 2.F.2.e 2.F.2.g</td>
</tr>
</tbody>
</table>

Policies and Important Information
All written work must conform to American Psychological Association (APA) style. If a student does not have a copy of the APA manual, one should be purchased, or students may use one of the many APA style websites available online (e.g. https://owl.english.purdue.edu/owl/resource/560/01/). Materials should be in 12 pt. Times New Roman font and double spaced. Assessment will include how well students represent their thoughts on paper, craftsmanship in writing, and organization of all written work.

Access to Research Database. RTS provides Jackson MFTC students access to the Ebscohost Psychology & Behavioral Science Collection of full text journal articles. You can access this collection from computers in the library, or from your home computer by following the link below and logging in with a username and password to be provided in class.

http://search.ebscohost.com/

Submission of work. Written assignments are to be emailed to the instructor for this course by 11:59 PM on the date due. Keep a digital copy of your work. Hard copy assignments must be turned in to the MAC office by 4:00 PM on the date due.
Late work. All assignments are due as scheduled regardless of attendance, unless prior arrangements are made with the instructor. Assignments turned in late will be deducted 1/3 letter grade for each late day.

Anonymity. All written assignments and exams should be identified by the last six digits of your Self-Service id number and NOT by your name. Anonymity permits more objectivity in grading.

Return of work. All work returned to students will be available in the MAC Office. Any work not collected by the first full week of the next semester or term will be shredded.

Grading Scale:

\[
\begin{array}{|c|c|c|c|}
\hline
& A & B & D+ \\
\hline
\text{Value} & 12 & 8 & 4 \\
\hline
\text{Percentage} & (97-100) & (86-87) & (75-77) \\
\hline
\end{array}
\]

\[
\begin{array}{|c|c|c|c|}
\hline
& A- & B+ & D \\
\hline
\text{Value} & 11 & 10 & 3 \\
\hline
\text{Percentage} & (94-96) & (91-93) & (72-74) \\
\hline
\end{array}
\]

\[
\begin{array}{|c|c|c|c|}
\hline
& B- & C+ & D- \\
\hline
\text{Value} & 8 & 7 & 5 \\
\hline
\text{Percentage} & (86-87) & (83-85) & (70-71) \\
\hline
\end{array}
\]

\[
\begin{array}{|c|c|c|}
\hline
& C & F \\
\hline
\text{Value} & 6 & 0 \\
\hline
\text{Percentage} & (80-82) & (Below 70) \\
\hline
\end{array}
\]

Attendance Policy:

Regular attendance is expected and required. Excessive absences (more than 3 class meetings) will result in the loss of points equal to one letter grade per absence. If serious illness or an emergency prevents a student from attending any class, please notify the instructor before the class begins. It is the responsibility of the student to obtain any materials handed out or presented during the missed class from a classmate.

Class Participation:

Students are expected to participate in all components of the class and will be evaluated on the quality and quantity of discussion. Each student is expected to read all of the assigned materials in advance for each class and have prepared written comments and questions for class discussion. Contributions should reflect knowledge of the reading assignments or other sources.

Submitting assignments
Where to submit your work: All written work is to be submitted digitally to hurleypapers@gmail.com. NEVER, EVER give materials directly to Dr. Hurley. If an item is to be handed in, hand it in at the office. ALWAYS keep a physical or digital copy.

Anonymity: All written assignments and exams should be identified by the last five digits of your Self-Service ID number (SSID5) in the top header of each page and NOT by your name. Anonymity permits more objectivity in grading.

Text formatting: Items should be in Times New Roman Font, 12 points, double spaced. (APA requirement)

Submission time and date: Items are due by midnight of the due date. The date stamp on the email will be considered the submission time and date of the item.

Document format: Submit your materials as .doc or .docx files. Insert graphics as .jpg files inserted in your .doc files, as indicate below.

Scanning items: Some items may be in graphic form rather than text. Scan them; save them as jpg files; insert them into your submitted document. If you have a problem achieving a scan or inserting it into your document, chat with someone. Many smart phone apps can do the scan for you.

Naming emails and files: Each submission must have the assigned assignment ID on the email title and on the attached assignment. Please match the capitalization and underscores of the assignment name exactly
as they are stated in the syllabus. That will ensure that I know you have submitted it and it will allow the items to sort properly in the computer.

**Assignment IDs:** Assignment IDs have the form: Course-Year_Item_SSID5_SSID5. For instance: 
1PSY564_2017_Paper_12345_56789. ‘Year’ means the four digits of the year, e.g. 2019. SSID5 means the last 5 digits of a Self-Service ID. If there are multiple authors, list all SSID5s at the end of the assignment ID, separated by an underscore.

**Late work:** A **Due date** represents the final date on which the item is acceptable. Schedule your time so that your work will be complete before the due date. In the professional world of mental health, deadlines are not suggestions. Late work will automatically receive a ‘D-’ grade. After one day, the work will be assigned an ‘F’. Exceptions must be arranged beforehand with the professor.

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**Grading**

In general, I use a 12 point scale for/instead of letter grades (A=12, A-=11, B+=10...). This saves entering decimal points.

When you have non-normed exams with many possible points, the top score will be assigned full marks and other scores will receive marks proportional to that. This means, for example, that if the top score is 90%, it will receive full marks and 45% will receive half of the available credit. If the top score is an outlier, a lesser score may be set as the threshold for full marks. This method benefits students.
Student Learning Outcome Table

The table below summarizes the objectives of this course, how they are met, both by work assigned and evaluation method used and CACREP Standards relevant to the objectives.

Documentation/Preparation Sheets (DPS)

Research by Wallace Carr (former RTS prof) clearly indicated the high learning value of prepared-students engaging in discussion of course materials. This method of learning was superior to reading alone, to reading combined with note taking and to discussion without preparation. The DPS exercise is intended to facilitate (force) learning by preparation and discussion. Much of the material from your courses will come into your actual counseling. Your DPS discussions will help you gain the ability effectively to verbalize the material.

In order to document that you have read the materials and to ensure that your professor has an idea of questions that arise for you (thus making it MUCH more likely they will be answered in lecture/discussion times), you are assigned to complete Documentation/Preparation Sheets (DPS: Available online in the course ‘Files’ Section of Canvas) on which you will record questions and comments on readings and video by recording the source read or viewed, the location within the item and your question or comment. This is perhaps tedious, but it will ensure that you engage with the material and that your professor is informed.

DPS Spreadsheet columns.

- ‘Source’: Each course assignment has an assignment identifier before it (A1, A2, A3…). Place the assignment ID in the source column.
- ‘Location’: For books, page number. For videos, the lecture or session number.
- ‘Topic’: A phrase identifying the topic of your question or comment.
- ‘Question/Comment’: A thoughtful question or comment (Q/C) arising from your reading/viewing the assigned material.
- ‘SSID6’: The last six (6) digits of your Self-Service ID (SSID).

How many questions/comments (Q/C)?

- Each assignment will specify a minimum number of Q/C items. You may exceed the minimum!

Discussing the questions on your DPS.

When you and your study partner(s) have completed viewing a video or reading resource, you will have a discussion assignment intended to help you gain mastery and learn from one another

- Meet together in the manner specified in the assignment to discuss the questions/comments on your DPSs.
- Your syllabus may or may not ask you to document the discussion. If it does,
  - Note the start and stop times for the discussions.
  - Your syllabus will tell you what to put in the ‘Source’ column. You will then enter the number of minutes of the discussion in the ‘Location’ column and the start time, stop time and your partners’ names in the ‘Question/Comment’ column. As usual, your SSID6 will go in the SSID6 column.

If you have NOT completed some items in the assignment.

If you have not completed part of the assignment by the group discussion, identify explicitly what you have missed on the DPS as follows:

- Source: The item identifier (e.g. A21)
- Location: Leave blank
- Topic: ‘NOT DONE’
- Question/Comment: Blank
- SSID6: The last five digits of your SSID6

Affirmation.

Graduate students face serious time pressures. The DPS process is intended to promote your learning. It also presents a possible temptation to falsify your reports about what you have read/viewed. Better to take a hit on your grade than to lose your integrity! It has sometimes been said ‘You can’t expect what you won’t inspect.’ In order to encourage assignment completion and integrity, your DPS assignment may include an affirmation about your work and instructions about identifying assignments which you have not completed. Please read them carefully.