**PSY5240 Neuroscience Informed Counseling**

**Reformed Theological Seminary**

Summer 2021

2 Credit Hours

**Instructor**

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| Dr. James Hurley, D. Phil., Ph. D.**Contact Information**(W) 601-923-1630(C) 601-316-7389jhurley@rts.edu | **Class meeting time**Mondays 1-4 PM **AND** **Monday, August 2, 8-11 AM****Office Hours** by Appointment |

**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 how brains function contributes to pastoral counseling and discipling in a manner similar to the contribution of educational psychology to the preparation of Sunday school curriculum. Additionally, it provides insight into the common grace aspects of the wisdom literature. 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 Informed Counseling is designed to introduce you to foundational neuroscience material relevant to counseling, highlighting both 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: online Zoom, classroom instruction (perhaps), video, class presentations, student work groups

**Assignments (Student Performance Evaluation Criteria)**

NOTE: This syllabus includes a variety of Required **M**aterials, designated M1, M2, M3, etc. **A**ssignments, designated A1, A2, A3, etc. may draw on more than one item of Required Material.

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. This process of multimodal manipulation of material increases mastery.

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

**A1: 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 must make no more than one mistake successfully to pass the exam**.  If you make more than that, you will have to repeat the test.  The test will be available from the program office, and you will take it in the department lounge without any other resources.

**If you do not successfully complete the exam before the second class meeting or if you are not successful after the second try, there will be a 5% reduction in your final grade.** Even if you are not successful after the second try, you must continue to retake the test until you pass with no more than one error. **You must achieve this to complete the course.** (Necessary but insufficient condition)

**A2, A3, A4, A5: DPSs for Norden Video Series, Understanding the Brain (25%)**

**What is a DPS?** There is an explanation of a DPS (Documentation/Preparation Sheet) at the end of this syllabus.

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 in the program office 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. You may do this by Zoom or in person. Research indicates the 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 A2 (below, Norden videos L01-L11) sets you up to do the take the brain test (Assignment A1; available in Canvas). Have a copy of the brain 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)

 **DPS Norden Lectures Material item**

A2 Norden DPS1 L01-L11 M3

A3 Norden DPS2 L12-L18 M4

A4 Norden DPS3 L20-L22, L25-L 28 M5

A5 Norden DPS4 L23, L30-L35 M6

**Norden DPS video watching**

* DPS Form available in ‘Files’ folder on Canvas
* DPS instructions at the end of this syllabus

**Process**

* Select a study partner.
* Watch Norden lecture videos for the DPS with a partner (together or separately).
* 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 in the DPS columns as follows
* 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 the eleventh lecture is ‘L11’)
* 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 (NOT your Social Security number).
* 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

**Submitting your work**

* Submit your completed DPS assignments (A2-A5) on Canvas.
	+ Title each DPS document file as follows:

PSY####\_YYYY\_A#\_Name1\_Name2, where ### is the course ID, YYYY is the year, A# is the assignment number, Name1 and Name2 are the first initial and last names of the partners

* + - e.g. PSY5240\_2021\_A1\_Jhurley\_BRichardson
	+ Be sure to include the underscores.
	+ Include the doc title on the first page of the doc file you upload.
	+ EACH student must submit a copy of each Assignment on Canvas to ensure you receive a grade for it.
	+ Be sure to check the due date on Canvas.

**A6: Chapter summaries for Seigel, D. and Hartzell, M., Parenting from the Inside Out – M16 (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.

**Process**

* 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 the 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.

**Submitting your work**

* Submit your completed assignment A6 on Canvas.
	+ Title the document file as follows:

PSY####\_YYYY\_A#\_Name1\_Name2, where ### is the course ID, YYYY is the year, A# is the assignment number, Name1 and Name2 are the first initial and last names of the partners

* + - e.g. PSY5240\_2021\_A1\_Jhurley\_BRichardson
	+ Be sure to include the underscores.
	+ Include the doc title on the first page of your doc file
	+ EACH student must submit a copy of each Assignment on Canvas to ensure you receive a grade for it.
	+ Be sure to check the due date on Canvas.

**A7, A8, A9, A10, A11, A12: 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.

* Video and reading assignments for A7-A12
* A7 Summaries for M1, M14, M18, M19
* A8 Summaries for M7,M8, M13, M17
* A9 Summaries for M9, M10, M11, M15, M21
* A10 Summary for M2
* A11 Summary for M20
* A12 Summary for M12

**Process** for A7-A12

* This is a dyadic assignment. You may divide up the summaries.
* Read/watch the assigned **M**aterial item.
* Make a few notes to guide your discussion with your partner.
* Discussion. Spend no less than 5 minutes discussing each **M**aterial item, e.g. M1, M10, etc..
	+ 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.

**Submitting your work**

* Include the **A**ssignment ID and the title of the **M**aterial item being summarized at the top of each summary page
* Combine your summaries for each Assignment into a single .doc file.
	+ Cover page. Add a cover page to the combined summaries which
* Includes the doc title on the first page of your doc file
	+ Identifies which **A**ssignment is being submitted
	+ Lists the items summarized by Material ID (M1, M2, M3, etc.) and their titles
	+ Attests at the bottom of the page that you have discussed each item for at least 5 minutes by an explicit statement: ‘By submitting this Assignment we attest that we have discussed each Material item listed for at least five minutes.’
* Submit your completed assignments on Canvas.
	+ Title the document file as follows:

PSY####\_YYYY\_A#\_Name1\_Name2, where ### is the course ID, YYYY is the year, A# is the assignment number, Name1 and Name2 are the first initial and last names of the partners

e.g. PSY5240\_2021\_A1\_Jhurley\_BRichardson

* + Be sure to include the underscores.
	+ EACH student must submit a copy of each Assignment on Canvas to ensure you receive a grade for it.
	+ Be sure to check the due date on Canvas.

**Scoring rubric for Assignments A2-A12**

**Completeness**

* **Late items do not receive credit.**
* Discussion time must be filled in to receive credit.
* All assignments must be submitted to complete the course, even if they are late.

**Scoring of assigned items**

4 Demonstrates exceptionally thoughtful/insightful engagement with the ideas/concepts

3 Demonstrates thoughtful engagement with the ideas/concepts

2 Demonstrates awareness of the ideas/concepts

1 Demonstrates weak grasp of the ideas/concepts

0 Demonstrates inadequate grasp of the ideas/concepts

**A13: Neuroscience presentation (30%)**

Each dyad will prepare and present a 30 minute presentation on a neuroscience topic related to counseling. Presentations will be made during the last two course meetings. Your work on this presentation will serve you by getting you acquainted with researching, preparing and presenting psychoeducational material. You are likely to do a good bit of presenting in your counseling practice.

* **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)
	+ 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
	+ Annotate your bibliography with a brief paragraph for each item.
	+ Assign a ‘star rating’ (below) for each bibliographic entry (You will include the bibliography as the last slides of your PowerPoint presentation.)
		- \*\*\*\* = Very useful for understanding the approach
		- \*\*\* = Helpful for understanding the approach
		- \*\* = Informative about the approach or an aspect of it
		- \* = Minimally useful but relevant
		- A summary statement about the research findings and their relation to the counseling profession
	+ 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.
	+ Prepare Power Point or other visuals to enhance your presentation.
	+ Include slides of your annotated bibliography and other resources for your peers.
	+ Title your presentation with a brief description followed by the course ID, the year and the names of the presenters, e.g. ‘Traumatic\_Flooding\_PSY5240\_2021\_Jim Hurley and Bill Richardson’
	+ Upload your PowerPoint presentation in Canvas BEFORE the first presentation date.
	+ All PowerPoint presentations will be made available in the ‘Files’ section for the course in Canvas. They will be in a folder titled ‘Class Presentations’ folder in the course section of Canvas.
	+ Due date: All presentations must be uploaded to Canvas before 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=a9LjXHtLvlY |
| M9 | Siegel, D. Avoidant Attachment https://www.youtube.com/watch?v=qgYJ82kQIyg&index=4&list=PLDCtwyPSjhlNEz4xuzxt6Tdsnyt2vChiB |
| M10 | Siegel, D. Disorganized attachment https://www.youtube.com/watch?v=rpQtPsuhLzc&index=2&list=PLDCtwyPSjhlNEz4xuzxt6Tdsnyt2vChiB |
| M11 | Siegel, D. Disorganized attachment in the making https://www.youtube.com/watch?v=zovtRq4e2E8&list=PLDCtwyPSjhlNEz4xuzxt6Tdsnyt2vChiB&index=1 |
| M12 | Siegel, D. Essence of Adolescence https://www.youtube.com/watch?v=GGZD8xxbzmU |
| 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=PLDCtwyPSjhlNEz4xuzxt6Tdsnyt2vChiB&index=7 |
| M15 | Siegel, D. Optimal Attachment https://www.youtube.com/watch?v=\_XjXv6zseA0&index=5&list=PLDCtwyPSjhlNEz4xuzxt6Tdsnyt2vChiB |
| 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\_chpzQh8 |
| 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/ |
| M21 | Siegel, D. Ambivalent attachment https://www.youtube.com/watch?v=nGhZtUrpCuc |

**Course Schedule**

***\*\*\*Assignments are due the Saturday (by midnight) before class. Look at Canvas assignments for specific dates.***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Date** | **Topic** | **Materials Due** | **Assignments** (Check Canvas for Specific Due Dates) | **CACREP 2016****Standards** |
| L1 | 6/21 | IntroductionScripture and relational aspects of communication - Slides 1-13 | M3 Norden DPS 1 L1-L11 Gross organization and development of the brain | A2 Norden DPS1  | 2.F.2.d2.F.2.e 2.F.2.g  |
| L2 | 6/28 | Brain structure 14-23Memory and learning - Slides 24-28 | M4 Norden DPS 2 L12-L18 Visual, auditory and motor systems M14 Siegel MirrorM16 Siegel Parenting Inside OutM18 Siegel What is mind?M19 Smith, K. and Greenberg, L. (2007) Internal Multiplicity | A1 Brain Test (1st attempt)A3 Norden DPS2 A6 ParentingA7 Summaries  | 2.F.3.b2.F.3.e2.F.3.f |
| L3 | 7/12 | ‘Emotion’ (Preparing for EOS) – Slides 29-40‘Communication’ and non-word communicationExecutive Operating Systems | M5 Norden DPS 3 L20-L22, L25-L28 Language, limbic system, depression, reward system, emotionsM7 Panksepp Executive Operating Systems M8 Ressler Neuro of emotionM13 Siegel Mindfulness and Neural IntegrationM17 Siegel Technology and how it affects the brain | A1 Brain Test (2nd attempt)A4 Norden DPS3A8 Summaries  | 2.F.3.b2.f.3.e5.C.2.g |
| L4 | 7/19 | Attachment process – Slides 67-77 | M9, M10, M11, M15, M21 Siegel Attachment videos | A9 Summaries A13 Presentation Proposal | 2.F.3.b2.F.3.e5.C.2.g |
| L5 | 7/26 | Stress, Depression, Anxiety Forgiveness in biblical and neuroscience perspective | M6 Norden, L23, L30-L35 Sexual dimorphism, sleep, self, Alzheimer’s, stress M2 Harvard Depression M20 Worthington Reach Model | A5 Norden DPS4A10 SummaryA11 Summary  | 2.F.2.d2.F.2.g2.F.3.b2.F.3.e5.C.2.g |
|  |  |  |  |  |  |
| **L6** | **8/2** | **Student neuroscience presentations 1** | **MORNING MEETING 8-11 AM** | A13 Neuroscience Presentation | 2.F.3.e5.C.2.g |
| L7 | 8/2 | Student neuroscience presentations 2 | M12 Siegel on Adolescence | A12 Summary  |  |
| L8 | 8/9 | Wrap up/Catch up |  |  |  |

**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 other sections of this syllabus.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Course Objective** | **Materials** | **Lecture(s)** | **Assignment(s)** | **CACREP Standard(s)** |
| CO1 Brain function | M3-M6, M19 | L2-4 | A1, A2, A3, A4, A5 | 2.F.3.b2.F.3.e2.F.3.f |
| CO2 Neuroscience and Counseling Issues | M1, M2, M7-M18 | L2-5 | A6-A12 | 2.F.2.d2.F.2.g2.F.3.b2.F.3.e5.C.2.g |
| CO3 Explore relevant neuroscience research |  | L6, L7 | A13 | 2.F.2.d2.F.3.b5.C.2.g |
| CO4 Neuroscience and biblical teaching | M20 | L1, L5 | A11 | 2.F.2.d2.F.2.e2.F.2.g |

**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 with access to the Ebscohost Psychology & Behavioral Science Collection of full text journal articles and to the full range of APA Journals. You can access these collections 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 by the librarian.

<http://search.ebscohost.com/>

**Submission of work**. Written assignments are to be uploaded to Canvas by the date and time included in the syllabus on Canvas. Keep a digital copy of your work. Hard copy assignments (if there are any) 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 written arrangements (i.e. email documentation) are made with the instructor. Assignments turned in late will be penalized 1/3 letter grade for each late day.

**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. Items uploaded onto Canvas may be edited/commented on by the professor within Canvas

**12 Point Grading Scale used in this course:**

**Grading for this Hurley course**

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/full credit 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.

Some assignments are graded on a simpler scale and then converted to a 12 point scale. For instance, when you have a number of items included in an assignment, they might each be graded on a 4 point scale (as in the rubric above). The scores from the group of items would then be added together and the highest score set as full marks with other scores receiving credit in proportion to the top score.

**Attendance Policy:**

Regular attendance is expected and required. Excessive absences (more than 3 hours of class) may 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 by email 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, preferably with prepared written comments and questions for class discussion. Contributions should reflect knowledge of the reading assignments or other sources.

**Submitting assignments**

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

Submission time and date: Canvas monitors date and time of submission of all items.

Document format: Submit your materials as .doc/.docx file, xls/xlsx file, or ppt/pptx file (depending on the assignment). Insert graphics as .jpg files inserted in your .doc files, as indicate below. ***Please do not submit documents as PDF files*.**

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.

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

**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 six 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.