1PSY569
Neuroscience and Psychotherapy
Summer, 2012
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 as 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 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 the 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 engaged in ongoing clinical work and that they will critically employ theory and method from the course in their clinical work.

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 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 can manage to 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 Seigel and Atkinson are helpful.
   - [http://www.abaf.org/azdis/about/AnatomyBrain.htm](http://www.abaf.org/azdis/about/AnatomyBrain.htm) Labels and defines parts
   - [http://www.waiting.com/brainanatomy.html](http://www.waiting.com/brainanatomy.html) Labels and defines
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 Siegel, 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. The remainder of the book will be a part of 1PSY572.


- Additional readings: Some additional readings may be added to the list.

3. Assignments

Note: 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: 7/11 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. Relate each step to what you have learned about brain function. 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: 7/13 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. 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 detailed paper. It is intended to help you gain sufficient mastery that you can verbally explain the PET-C. Five to 10 pages is quite sufficient.

3. Relation between PET-C and Scriptural discussion of relationships Due 7/18 20%
   The 10 relationship habits of PET-C (cf. Hurley document of the habits with Scriptural references and Hurley version of ‘The Sequence’) 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
   ________________________________________________
   ________________________________________________

IQ Web ID#: _____________________________   Date:____________________
5. Pons

6. Medulla oblongata

7. Cerebellum

8. Limbic System

9. Hippocampus

10. Amygdala

11. Fornix

12. Thalamus

13. Cingulate gyrus

14. Hypothalamus

15. Corpus callosum
### MAMFTC Student Learning Outcomes

In order to measure the success of the MAMFTC curriculum, RTS has defined the following as the intended outcomes of the student learning process. Each course contributes to these overall outcomes. This rubric shows the contribution of this course to the MAMFTC outcomes.

<table>
<thead>
<tr>
<th>MAMFTC Student Learning Outcomes</th>
<th>Rubric</th>
<th>Mini-Justification</th>
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</thead>
<tbody>
<tr>
<td><strong>Completion of Curriculum Requirements</strong></td>
<td></td>
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<tr>
<td>Completion of the required 67 semester hours, 500 hours of client contact (including a minimum of 250 hours with two or more clients present), and 100 hours of MS/AAMFT approved supervision (including a minimum of 50 hours with two or fewer supervisees present) serves as our baseline for graduate students to become competent marriage and family therapists.</td>
<td>Strong</td>
<td>This course is a requirement of the curriculum</td>
</tr>
<tr>
<td><strong>Licensure Requirements</strong></td>
<td></td>
<td></td>
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<tr>
<td>Fulfillment of pre-MA licensure requirements for the State of Mississippi as set forth in the Rules and Regulations of the Mississippi Board of Examiners in Social Workers and Marriage and Family Therapists.</td>
<td>Moderate</td>
<td>As a required course directly preparing students for clinical practice</td>
</tr>
<tr>
<td><strong>Theoretical/Philosophical Concepts</strong></td>
<td></td>
<td></td>
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<tr>
<td>Understand the theoretical and philosophical concepts underlying marriage and family therapy</td>
<td>Strong</td>
<td>The biology of Intra- and inter-subjective brain function is directly relevant to theoretical and philosophical concept underlying MFT</td>
</tr>
<tr>
<td><strong>Individual Development/Family Relations</strong></td>
<td></td>
<td></td>
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<tr>
<td>Gain an understanding of individual development and family relations</td>
<td>Strong</td>
<td>Neuropsychology directly addresses individual development and family relations</td>
</tr>
<tr>
<td><strong>Clinical Knowledge</strong></td>
<td></td>
<td></td>
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<tr>
<td>Achieve the ability to understand and to apply clinical knowledge effectively</td>
<td>Strong</td>
<td>The course is entirely involved in understanding and applying experiential and clinical knowledge</td>
</tr>
<tr>
<td><strong>Professional Identity &amp; Ethics/Ethical Conduct</strong></td>
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<tr>
<td>Form a professional identity and awareness of ethics and ethical conduct</td>
<td>Minimal</td>
<td>Ethical practice enters the discussion in connection with practicing within limits of competence</td>
</tr>
<tr>
<td><strong>Integration</strong></td>
<td></td>
<td></td>
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<tr>
<td>Integrate research and clinical skills and knowledge</td>
<td>Strong</td>
<td>The material directly examines research and knowledge as they applies in clinical protocols</td>
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<tr>
<td><strong>Contemporary Culture</strong></td>
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<tr>
<td>Develop an understanding of diversity issues in contemporary culture (e.g. gender, age, socioeconomic status, culture, race, ethnicity, sexual orientation, religion, basic philosophical worldviews)</td>
<td>Minimal</td>
<td>Neuroscience attends directly to the ways in which various diversities interact with personal functioning</td>
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<tr>
<td><strong>Biblical Worldview</strong></td>
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<tr>
<td>Develop an understanding of a biblical worldview and skills to bring to bear in relation to the field of marriage and family therapy</td>
<td>Strong</td>
<td>Neuroscience is directly related to biblical teaching throughout the course</td>
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</tbody>
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