**1PSY570**  
*Neuroscience and Neuroscience-Informed Therapies 2015*

Summer/Fall, 2015  
3 Credit hours

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**Introduction to Course Structure**

1PSY570 Neuroscience and Neuroscience-Informed Therapies is taught over two semesters (Summer/Fall). Part A (taken early in the summer) introduces you to foundational considerations regarding a biblical view of affect and relationship, a basic understanding of brain development and function as it relates to psychotherapy, and with specific attachment-based and neuroscience-informed therapies. Part B (taken over the fall semester) introduces you to additional neuroscience-informed therapies and their protocols, guides you in the development of related skills by clinical practice of them and allows you, in small groups to develop an articulated statement of your current approach to conducting therapy.

This syllabus is divided into Parts A and B to allow you clearly to see the material for each segment of the course.

**Course Description: Part A**

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 second year graduate students with a biblical framework regarding the importance of affect and relationship, a basic understanding of brain functioning as it relates to issues such as child development and parenting and as it informs various treatment approaches such as emotion focused therapy (EFT), Gottman therapy, schema therapy and pragmatic/experiential therapy for couples (PET-C). During Part B of the course, you will learn the protocols of selected therapies, employ them in a clinical setting and prepare an integrative paper and video demonstrating your understanding and skills.

After the completion of Part A of this course, you will take 1NT613, Paul and Relationships. 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. Paul’s letters and other passages studied will contribute to the framework within which the evidence-based therapies will be assessment and implemented.

Prerequisites: It is assumed that upon entering 1PSY570 you are 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 you are concurrently engaged in ongoing clinical work and that you will critically employ theory and method from the course in your clinical work.

Students without these prerequisites must obtain permission from the professor to enroll in the course.
Course Objectives: Part A

At the end of Part A of the course, you will

CO1 Be able to demonstrate an understanding of important developments in neuroscience as they relate to psychotherapy

CO2 Be able to demonstrate an understanding of recent studies in attachment theory as they relate to psychotherapy

CO3 Be able to demonstrate an understanding of the logic and protocols of Emotion Focused Therapy and to evaluate them from a biblical perspective

CO4 Be able to demonstrate understanding of the logic and protocols Pragmatic/Experiential Therapy for Couples and to evaluate them from a biblical perspective

CO5 Be able to relate those protocols to neuroscience and to other approaches to therapy.

Course Process and Schedule

Course Process

The lecture portions of Part A of this course will be taught during a single week. So it is important that you be prepared when class begins. Pre-class assignments are intended to help to ensure that you are ready. The basic process is as follows

- Read the texts and complete Documentation/Preparation Sheet (DPS) by the week before class begins
- Attend class
- Complete papers after class has finished

Course Schedule

Class will meet four consecutive mornings in the last week of June. Course content will follow the outline below. Progress through the material varies. Additional approaches will be studied in Part B of this course.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>6/15/15</td>
<td>Documentation/Preparation Sheet (DPS)</td>
<td></td>
<td>DPS Questions on all readings</td>
</tr>
<tr>
<td>6/23/15</td>
<td>Brain Identification Test Must be completed</td>
<td>Brain Test</td>
<td></td>
</tr>
<tr>
<td>L1</td>
<td>Scripture on relationships and non-verbal communication</td>
<td>Seigel PIO</td>
<td></td>
</tr>
<tr>
<td>L2</td>
<td>How our brains function</td>
<td></td>
<td></td>
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<tr>
<td>L3</td>
<td>Attachment; Executive operating systems</td>
<td>Johnson CC</td>
<td></td>
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<td></td>
<td></td>
<td>Panksepp - EXO</td>
<td></td>
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<tr>
<td>L4</td>
<td>EFT; PET-C</td>
<td>Atkinson IE and DH</td>
<td></td>
</tr>
<tr>
<td>7/7/15</td>
<td>Post-class Assignments: Write ups and Video</td>
<td></td>
<td>Post-class assignments</td>
</tr>
<tr>
<td>7/7/15</td>
<td>Post-class Assignments: Write ups and Video</td>
<td></td>
<td>Post-class assignments</td>
</tr>
</tbody>
</table>
Policies and Important Information

Submitting assignments

Where to submit your work: All written work is to be submitted digitally to jhurleyrts@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 Georgia Font, 12 points, double spaced. (Georgia font has been selected because research indicates it gets the best grades.)

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 files. Handle 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_2015_Paper_12345_56789. 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.

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.

Assignments for Part A

List of items you will be submitting

Brain Test
1PSY570_2015_Ind_DPS_SSID5
1PSY570_2015_Ind_EFT_Paper_SSID5
1PSY570_2015_Ind_PETC_Paper_SSID5

Pre-class and Post-class tasks: Course assignments are designed to promote engagement with and mastery of the central course material by individual and dyadic assignments. Pre-class tasks help (force?) you engage with the material before the lecture portion of the course. This will dramatically increase your in-class learning. Post-class tasks help (force?) you to consolidate your understanding by written assignments. The assignments cluster around lecture topics.

Study partner. The task assignments include dyadic activities. Select a partner with whom to work. If the class has an odd number of students, one group of three will be set up.
Scripture on relationships and non-verbal aspects of relationships. The opening segment of the course will examine biblical teaching about relationships and non-word aspects of relationships. The current brain studies have resulted in psychology transition from a cognitive-behavioral approach that had little place for emotion and experiential, non-word information to a cognitive-affective-behavioral approach which includes them. This transition moves the field closer to the Scripture, which devotes much attention to emotion and to non-word aspects of life and relationships. Power Point slides will guide you here.

Brain function and Attachment. Contemporary neuroscience is progressively shaping psychology and counseling. It is central to all that we will do in the course. The brain test and the Seigel reading focus on brain function and attachment process. Your pre-class tasks will acquaint you with these areas. You will document your preparation by means of a Documentation/Preparation Sheet (DPS: Explained below). Your post-class EFT and PET-C tasks will help you to articulate how brain function and attachment enter into these two neuroscience-informed therapies and how they relate to Scripture.

Emotion-Focused Therapy (EFT). EFT is an important evidence-based treatment modality which is used both with individuals and couples. Although it is not formulated that way, the therapeutic process recognizes the rigidity of amygdala-driven protective processes and the benefit of safe, attuned empathic communication. Susan Johnson guides couples progressively to move from rigid, damaging self-protective, wounding interactions to compassionate attachment-promoting interchanges to instituting new attachment-bond-forming interactions. Leslie Greenberg recognizes the importance of brain state shifts reflected in emotional transitions and works to ‘replace emotion with emotion’. His individual therapy guides clients to foundational changes in emotion states and, with them, approaches to life. Your pre-class readings and video observation for Part A focus primarily on Susan Johnson’s work. You will document your preparation by means of a Documentation/Preparation Sheet (DPS: Explained below). Your post-class tasks ask you to prepare a clear statement summarizing and evaluating Johnson’s EFT.

Pragmatic-Experiential Therapy for Couples (PET-C). Atkinson’s PET-C is a clear, well-established couples’ therapy which draws especially on the work of Gottman and Panksepp. Your Atkinson readings will prepare you to work further with his work during the fall semester. Your pre-class tasks will acquaint you with his central process and expose you to his interventions. You will document your preparation by means of a Documentation/Preparation Sheet (DPS: Explained below). Your post-class tasks ask you to prepare a clear statement summarizing and evaluating Atkinson’s EFT.

Pre-class Assignments

**A1 Pre-class: Brain structure test (MUST be completed before class meets on 6/22/15):**
This is an acquaintance exam. It is a requisite, but does not contribute to your grade. If you do not complete it before class begins, there will be a 10% reduction in your final grade. It may be taken any time before class begins by requesting to do so at the MFTC office. Office staff must be present in their offices while you are taking your test. You 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 end of this syllabus. You must master this diagram. You can repeat the test until you make no more than one mistake. You can 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.ahaf.org/alzdis/about/AnatomyBrain.htm](http://www.ahaf.org/alzdis/about/AnatomyBrain.htm) (Labels and defines parts)
- [http://www.waiting.com/brainanatomy.html](http://www.waiting.com/brainanatomy.html) (Labels and defines)

**Pre-class: Reading/Viewing Assignments (Due 6/15/15)**
Completing a Documentation/Preparation Sheet (DPS)
In order to document that you have read the materials and to ensure that your professor has an idea of questions (thus making it MUCH more likely they will be answered in lecture/discussion times), you are assigned to complete a Documentation/Preparation Sheet (DPS: Available online in the Section Media area of Self-Service) on which you will record questions and comments on each reading and video by recording the source read or viewed, the location being of 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. The process is explained below.

How many questions/comments?
- 1:5 - The standard, default rate for Questions/Comments is at least one (1) per five (5) pages of reading assignments or one (1) per five minutes of video assignments
- 1:10 - Some items can be reviewed rather than studied. For them, one (1) question/comment per ten (10) pages is adequate. The syllabus will specify when this ration is OK.

Discussing the questions on your DPS
When both you and your study partner have completed your DPSs,
- Meet together for at least an hour to discuss the questions/comments on your DPSs.
- Note: You will be discussing the Johnson and Atkinson material in your next assignments, so leave them out if you fill your time with the other readings.
- Note the start and stop times.
- On your DPS, use ReadDisc to identify the item, enter the minutes of the discussion in the ‘Location’ column and enter the start, stop time and your partner’s name in the ‘Question/Comment’ column.

Due date: Submit your completed DPS one week before the course starts, i.e. 6/15/15. As with the brain test, failure to complete the DPS by the due date will carry a penalty of up to 10% of your final grade.

Submitting your work. Title BOTH your email and DPS attachment:
1PSY570_2015_Ind_DPS_SSID5

Readings/Viewings to be included on your individual DPS: Note, you will use your DPS for other tasks as well.

A2 Daniel Seigel, Parenting from the Inside Out. Read the entire book. Focus on the ‘Spotlight on Science’ portion of each chapter. On DPS, use PIO5 to identify this reading. 1:5

A3 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. On DPS, use CC5 to identify this reading. 1:5

A4 Susan Johnson, Emotion Focused Therapy (Video) On DPS, use EFTV to identify this reading. One (1) question/comment per five (5) minutes of video. 1:5

A5 Brent Atkinson, Emotional Intelligence in Couple Therapy,
- Chapters 1-4 introduce you to his basic concepts. On your DPS, have 1 question/comment per 5 pages for Chapters 1-4. Use EI5 to identify questions pertaining to Chapters 1-4. 1:5
- The later chapters of this book show you how he implements his therapy. On your DPS, have 1 question/comment per 10 pages. On DPS, use EI10 to identify this reading. 1:10
A6 Brent Atkinson, Developing Habits for Relationship Success, A Workbook. This workbook is a useful resource for conducting therapy. It shows you how Atkinson applies his principles. On your DPS, have 1 question/comment per 10 pages. On DPS, use DH10 to identify this reading. 1:10


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

Pre-class: A8 EFT write up (dyadic activity) (Due 6/15/15)
1. Your DPS has questions on Creating Connection.
2. After having read through Creating Connection, as a dyad, watch the Emotion Focused Therapy video of Sue Johnson.
   a. As you watch, discuss points that you do not understand and enter questions/comments arising on each partner’s DPS. On DPS, use EFTV to identify this video.

Pre-Class: A9 PET-C write up (dyadic activity) (Due: 6/15/15)
1. Your DPS has questions on the first four chapters of Atkinson on Emotional Intelligence, the remaining portion of Emotional Intelligence and Developing Habits for Relationship Success.
2. In dyads, meet to discuss the questions you have formulated. Spend at least 45 minutes on the discussion. Keep track of the time spent on the discussion. Record the total time spent discussing on the DPS. On the DPS, use DiscEI in the Source column and enter the time spent discussing in the Location column.

Post-Class Assignments

Note: All of your post-class assignments are due at the first class meeting of 1NT613 Paul and Relationships. You may begin on them any time. The write-ups will probably take you 10-15 pages each. The EFT and PET-C write-ups are designed to have you get enough of a hold on the approaches to be able to articulate a synthetic overview of the protocols...to be able to describe your 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.

Post-Class: A10 EFT write-up (Johnson) (Due 7/7/15)
Prepare a paper explaining the basic rationale for emotion focused therapy (EFT) and explaining in your own words the role of each step in the treatment protocol. Explicitly, 1. relate each step to what you have learned about brain function and 2. evaluate it as relates to Scripture. These parts of the assignment are 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. Ten to 15 pages is likely to be sufficient.
   • Title both your email and attached file: 1PSY570_2015_Ind_EFT_Paper_SSID5

Post-class: A11 PET-C write up (Due 7/7/15)
Prepare a paper explaining the rationale for PET-C and explaining in your own words, the logic of the assessment phase and each of the three steps/phases of the treatment protocol (cf. Chapters 1-4). 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 and evaluate it as it relates to Scripture. Your paper must show an awareness of Smith and Greenberg (above). Your paper is intended to help you gain sufficient mastery that you can verbally explain PET-C. Ten to 15 pages is likely to be sufficient.
   • Title both your email and attached file: 1PSY570_2015_Ind_PETC_Paper_SSID5
Course Description: Part B

Part B of 1PSY570 is designed to provide second year graduate students presently involved in clinical practice with an intellectual and practical understanding of current theory, practice and developments in the fields of marriage and family therapy and counseling, especially therapies informed by contemporary neuroscience research. Readings, lectures, behavioral rehearsals and digital recordings will help you learn to identify significant figures, distinctive tenets, and distinctive treatment modalities related to each major position examined. Premarital counseling will also receive focused attention.

The integrative framework from Part A, linking relational systems to individual systems via contemporary research in neuroscience and attachment theory, will be further developed, related to other approaches and applied to assessment and treatment. The relation between neuroscience and therapeutic approaches based on object relations, cognitive-developmental, attachment, communications theories and systemic intervention models will receive attention. You will practice conceptualizing clinical situations from a number of perspectives and at a number of analytical levels.

The relationship of the Scripture and theology to theoretical approaches and to their practical applications will receive attention at each step. You will be asked biblically to evaluate the basic anthropology, theory of change, and application of major approaches and to explore the use of biblical teaching and spiritual resources in the course of therapy.

It is assumed that you are 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, and 1NT613 Paul and Relationships. It is also assumed that you are engaged in ongoing clinical work and that you will critically employ theory and method from the course in your clinical work.

Objectives for Part B

At the end of Part B, you will

CO7  Be able to demonstrate an acquaintance with a variety of major approaches to counseling and to marital and family therapy

CO8  Be able to demonstrate an understanding of object relations, attachment, developmental schema-based, internal family systems, emotion focused, pragmatic/experiential therapy for couples and neuroscience-based theories as they relate to marriage and family therapy and counseling

CO9  Be able to demonstrate an ability to implement procedures for one or more of the models studied,

CO10  Be able to demonstrate an ability to evaluate the anthropology, theory of change, and techniques of various therapeutic approaches and to evaluate them in relation to biblical teaching

CO11  Be able to demonstrate an understanding of and explored making use of spiritual resources in the therapy room
Course Process Part B

Your summer seminar in play therapy was designed to prepare you to conduct play therapy in the Center for Marriage and Family Therapy. While not part of this course, it is directly relevant to the course material. You will learn Filial Therapy in fall semester as part of a certificate in child therapy and parenting.

1PSY570 Part A provided an introduction to neuroscience as related to counseling, attachment theory, EFT and PET-C. The material from that part of the course forms a foundation for the work in this part, as does the material from 1NT613 Paul and Relationships.

As the term progresses, we will continue to develop an integrative framework for moving between relational and individual systemic therapy and for seeing the common elements behind many effective treatment approaches. The relationship between therapeutic models, biblical teaching and biblical epistemology and the relationship between specific interventions and spiritual resources will be explored. The framework developed will be applied to your ongoing clinical work.

Assignment management

Please note: This is a second year graduate course. You may/must be thoughtful stratégic in your study skills.

- You have a variety of assignments which may be overlapped (that is not the same as cutting corners).
- Some formal writing assignments are shared. Coordinate carefully.
- You will submit a participation evaluation for cooperative ventures.
- Your reading list is substantial. Some of it overlaps written assignments. Some of it may be made to overlap written assignments.
- You have already read some of the texts for your integrative paper.
- Some portions of the material in the books and articles may be read for acquaintance, without detailed reading for mastery, e.g. illustrations of therapeutic process. Use your study skills to take advantage of headings and book structure as you prepare. Review them before reading your material. They will guide you.

NOTES about submitting assignments
(Presume notes from Part A)

Clinical video material will be saved in your private directory on the clinical DVR system with the name assigned in this syllabus so that it will not be erased after 7 days. You will delete it after the course to protect confidentiality.

NOTE: All of your assignments are due on the same date: Wednesday before Thanksgiving. Please schedule accordingly! You may turn them in early.

Assignment List (Each assignment is detailed below the list)

Group Email Items: Email
1PSY570_2015_Group_EBTherapy_Paper_SSID5_SSID5
1PSY570_2015_Group_Read_Sum_SSID5_SSID5
1PSY570_2015_Group_Intervention_SSID5_SSID5

Individual Email Items: Email
1PSY570_2015_Ind_DPS_SSID5
1PSY570_2015_Ind_ORL_SSID5
1PSY570_2015_Ind_PRL_SSID5
1PSY570_2015_Ind_Clin_Use_Sum_SSID5
1PSY570_2015_Ind_Protocol_Use_SSID5
Individual Paper Item: **Turn in to MFTC Office**
Participation Evaluation (1 for each group member, self included)

Individual Video: **In DVR Folder**
1PSY570_2015_Ind_EBTherapy_Clip_SSID5
1PSY570_2015_Ind_Clinical_Video_SSID5
1PSY570_2015_Ind_Protocol_Use_Vid_SSID5.

<table>
<thead>
<tr>
<th>†</th>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>L5</td>
<td>8/19/15</td>
<td>EFT Johnson</td>
<td>Creating Connection</td>
<td></td>
</tr>
<tr>
<td>L6</td>
<td>8/26/15</td>
<td>Gottman Therapy 1</td>
<td>Science of Trust</td>
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<tr>
<td>L7</td>
<td>9/2/15</td>
<td>Gottman Therapy 2</td>
<td>Science of Trust</td>
<td></td>
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<tr>
<td>L8</td>
<td>9/9/15</td>
<td>PET-C Atkinson</td>
<td>Emotional Intelligence</td>
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<td>L9</td>
<td>9/16/15</td>
<td>EFT Greenberg</td>
<td>Internal Multiplicity</td>
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<td>L10</td>
<td>9/23/15</td>
<td>Schema Therapy - Young</td>
<td>Schema Therapy</td>
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<td>L11</td>
<td>9/30/15</td>
<td>Hurley Journey</td>
<td>Hurley Protocol</td>
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<tr>
<td>L12</td>
<td>10/7/15</td>
<td>NO CLASS - Reading Week</td>
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<tr>
<td>L12</td>
<td>10/14/15</td>
<td>Pre-Marital Counseling - Lanier</td>
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<td>L13</td>
<td>10/21/15</td>
<td>NO CLASS</td>
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<td>L13</td>
<td>10/28/15</td>
<td>Filial Therapy - Martin</td>
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<td>L13</td>
<td>11/11/15</td>
<td>Gottman Level 1 Training - Optional</td>
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<td>L13</td>
<td>11/18/15</td>
<td>Gottman Level 1 Training - Optional</td>
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<tr>
<td>L13</td>
<td>11/25/15</td>
<td>NO CLASS - Thanksgiving</td>
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<td><strong>ALL Assignments Due</strong></td>
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<td>L13</td>
<td>12/2/15</td>
<td>NO CLASS</td>
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<tr>
<td>L13</td>
<td>12/9/15</td>
<td>EXAM WEEK – NO EXAM</td>
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**Assignments in the course: Designed to foster mastery**

Mastery of material is decidedly improved by verbal processing. A major goal of this part of the course is to have you gain solid working mastery of the material and be able to do so with limited anxiety. Reading assignments are therefore set to be processed and reported on by small study groups rather than accounted for in written exams. Study groups will discuss reading assignments and write brief reports on each item. The assignments fall into three categories: Research, clinical application, and selected readings.

Your assignments are to be completed in groups of three. The groups will not change between research, clinical and reading assignments. You are not restricted to group members as resource persons. You are encouraged to talk with any appropriate resource persons. The composition of your final products must be done by the three group members, who will receive a common grade.

Be careful to discuss the division of labor and to keep ‘accounts’ current. If, for some reason, a group member is not completing his/her assignments and the group cannot resolve the issue, the professor may be consulted. This should be done well before the paper is finally due. When your major paper is submitted, each student will fill out a ‘participation evaluation’ (available online and in the program office) for each member of the group, self included. The three evaluations are to be turned in to the office in a sealed envelope at the same time the paper itself is submitted online. In the event that the professor determines that a student’s participation harms the group or falls dramatically short, a grade penalty may be assessed.
Research assignment

Readings: The following readings are required as preparation for your paper.

- Each group member is to read them and complete a new-for Part B DPS.
- One group member is to write a summary of at least the length indicated in the bibliographic list below. The text of each summary should clearly identify the reading being summarized. When you submit your DPS, you will also submit a single document including all of the summaries.
- All group members will read the summary.
- The group is then to discuss the summary and their DPS questions/comments for at least the minimum time specified below.
  - Study groups discussions are an important aspect of course learning. Active participation will significantly increase your command of the material and prepare you to present the material to clients in a clinical setting. To ensure exposure, **minimum** time assignments have been set up for discussions. Minimum discussion time for each item is listed in front of it. You may find that you want to devote more time to the discussion of some items, perhaps informally in the control room. Mastery of these items will vary according to your ability and interest. Mastery will serve you well in clinic and will develop over the year as you use the material in a clinical setting. You are encouraged to mark your texts copiously and, PRIOR to the group meeting, to be able to explain in your own words the central theses of the reading, its resultant model of function and dysfunction and model for therapy and to evaluate it as it relates to biblical teaching and a biblical worldview.
  - Keep track of the time spent on the discussion. Each member must record the total time spent discussing on their DPS. On the DPS, use ‘Disc’ followed by the item identifier in the Source column and enter the time spent discussing in the Location column.

Note that you have already completed DPS questions for some of the readings on your DPS for Part A of the course. You do not have to include them on the DPS for Part B.

Note: The numbers before each reading are to guide you. They show the number of new pages to read, required minimum discussion time and required minimum length for your written summary length, e.g. 16/10/2 = 16 pages/10 minutes discussion/2 page summary.

A12 One (1) of these two (2) items:
- 215/30/0 Gottman, John, *The Science of Trust*, 2012  Documentation: On DPS, use ST10 to identify this item. DPS: One question/Comment per 10 pages. 1:10
  OR
- 300/0/0  Gottman, John and Julie, *Level 1 Training Manual* (If you are doing the Level 1 Training) No DPS. While watching the DVDs, complete the Continuing Education Form included in the manual. Submit a scan of your completed form by email.
  - Title the email and the scan: 1PSY570B_2015_Ind_Gott_SSID5

ALL of the following (DPS 1:5)
- A15 0/30/0 Johnson, Susan (2006). Creating Connection. Already read for 1PSY570 Part A. No DPS questions or summary needed, only discussion. Discussion: Review Johnson’s ‘Steps’, relating them to Gottman and to Hurley. On DPS, you need only record the discussion length. DPS identifier: CC5.


A19 0/20/2 Schwartz, R. (2001) Introduction to the IFS model. Read for 1PSY566. One member should prepare a summary. The discussion should review the model and relate it to approaches use in this course. DPS identifier: IFS

A20 75/30/4 Young, J. (1990) Cognitive therapy for personality disorders. DPS identifier: CTY5

AND

A21 100/30/2 One hundred (100) pages of material of your choice relating to neuroscience and therapy. Each group should decide what they would like to read. DPS identifier: OR5.

A22 30/20/4 Divorce: Special comparative assignment
• Review these two items.
• Prepare a statement of no more than 4 pages describing where you concur and where you disagree
  – Presbyterian Church in America, Report on Divorce

A23 Major Paper: Options

Your primary writing assignment for Part B of the course is a research paper exploring and evaluating one evidence-based, neuroscience informed approach to therapy. A second option is available, but limited to two students (First come, first served).

Select one of the following

Evidence-based therapy: Gaining a deeper knowledge of an evidence-based, neuroscience-informed therapy.

Or

Special option (Available for only 2 students): Stabilizing families.
What actually helps stabilize poor families? Family instability has often been cited as a correlate or even as a cause of poverty, crime and poor education. What, if anything, has been documented as meaningfully stabilizing or keeping poor families together? Does it make any difference?

Fall semester of your clinical year is a time when you will be developing clinical knowledge and skill. It is a time when you will benefit from a close study of both the theory and practice of accomplished therapists. Accordingly, your major paper assignment for the fall portion of 1PSY570 is to learn about and to gain facility in one of the evidence-based, neuroscience-informed therapies being studied in the course. You will work in dyads, as you study and as you implement the therapy yourself. This exercise helps to prepare you for your basic task in 1PSY626 in the summer.

The basic steps of your assignment are as follows:
1) Select a partner with whom to study and to conduct therapy.
2) Select a therapist to study from the following list below. Each is published and your preparation should include at least the DVDs mentioned below with each (include DVDs watched in your bibliography). You would benefit from watching more than the required minimum number of DVDs. The program has the videos mentioned.
a) Susan Johnson (couple) – DVDs: 3 of 3 DVDs
b) John Gottman, (Couple) - DVDs: 3 of 5 Demonstration Therapy Sessions
c) Leslie Greenberg (Individual) – DVDs: 3 of 3 by APA
d) Jeffery Young (Individual) – DVD: 1 of 1 by APA

3) Learn about the therapy
   a) Read primary works by the therapist
   b) View DVDs of the therapist’s work
   c) Read articles related to the therapy (at least 6)

4) Compare the therapy to other therapies
   a) Select at least four (4) other therapies/approaches/published resources, including (where possible)
      i) A non-integrative Christian therapy/approach e.g. ACBC, BCC, CCEF
      ii) An integrative Christian therapy/approach e.g. AACC, Worthington, etc.

      NOTE: You may have to be creative to make the bridge from some of these approaches to your apy selected therapy. How would they approach the sort of problem addressed by your therapy may be a good start.
   b) Evaluate each approach from a biblical perspective attending to
      i) Basic assumptions about meaning of persons
      ii) Nature and origins of pathology/problems
      iii) Goals of therapy
      iv) Process of change
      v) Strategies for promoting change

5) Implement the therapy in your clinical work
   a) Select a case
   b) Design treatment to include the therapy you are studying
   c) Retain videos of all sessions by moving them into your special area on the clinic DVR (Otherwise they will be erased automatically after 7 days!)
      i) Your case must include at least four (4) sessions...more would be helpful

6) Write a paper which presents the fruits of your work in steps 3, 4 and 5 above. It should at least
   a) Present the central rationale for the therapy and the main steps in its application
   b) Evaluate the therapy from a biblical perspective, identifying and discussing elements that appear to be substantially in line with Scripture and those which do not
   c) Compare and contrast it to the other therapies you have chosen, with thoughtful perspective showing a grasp of the rationales and processes of the other therapies.
   d) Describe your application of the therapy in your case.
   e) Evaluate the process and outcomes of your application
   f) Bibliography. Each paper must include an annotated bibliography in APA format. Each item should include a ‘star’ rating and at least a few sentences designed to help your professor and future students learn something about the item.

   **Star ratings:**
   - **** = 4 - very useful to clients/therapists
   - *** = 3 - worth looking at
   - ** = 2 - limited usefulness
   - * = 1 - very little use

• Due date: Wednesday before Thanksgiving
• Title your paper and email: 1PSY570_2015_EBTherapy_Paper_SSID5_SSID5

7) A24 Prepare a video
   a) Prepare a 10 minute video in which you are the lead therapist employing the selected therapy.
      i) Each partner must prepare an individual video showing them leading in the application of the therapy.
      ii) Your video should include at least
         1) An introduction,
         2) An explanation of the clip(s) that will be included (so that your prof will know what to look for),
         3) Clips of you employing the therapy,
         4) An evaluation of how the session(s) went.
      iii) You may have more than one session clip. You may have more than one clip introduction if that would help.
• Place your 10 minute video in your individual private area on the clinic DVR. Last modification of the file will be considered its time of submission.
• Title the video: 1PSY570_2015_Ind_EBTherapy_Clip_SSID5.

**A25 Design an Intervention.** Having reviewed and analyzed available material, each study group will develop one or more interventions to promote change and implement one or more in their case. Interventions from materials studied may be considered and modified or new interventions developed. Select one to develop further and to write up. Your write up should address how the interventions might be relevant to and/or used with clear cut Christians, nominal Christians, persons of other religious faiths and persons who are not persons of faith. You should also consider the roles of Creation Grace learning, general revelation, Scripture and God (esp. the Holy Spirit) in the process you are considering, with respect to the various client categories and with respect to the therapist.

Write ups of interventions. In so far as possible, each intervention should be defined and written up along the lines of the intervention texts in Atkinson’s Emotional Intelligence or Gottman’s exercises or the practice assignments in Atkinson’s client ‘Workbook’: Developing Habits for Relationship Success. Estimate: 12 pages writing. Include a discussion of the application of the intervention.
• Title the email and the write up: 1PSY570_2015_Group_Intervention_SSID5_SSID5
• Due date: Wednesday before Thanksgiving

**A26 Participation evaluations.** Be sure to submit participation evaluations to the MFTC office at the same time that your paper comes in. Each student will submit one evaluation for each person in the group, self included (Total of 3 participation evaluations).

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**Clinical Assignment**

**Use of Material in a Clinical Setting**

**Oral rehearsals, clinical use of protocols and peer reviews. Due: 11/26 (30%)**

Your clinical work sample video should be saved to your private area on the digital recorder of the control room. Name the file 1PSY570_2015_Ind_Clinical_Video_SSID5.

A major goal of the course is to help you develop a working familiarity with protocols being studied. Each of the following four (4) components is required and necessary successfully to complete the course. You will receive a single grade for the four components. Because the work for this section is completed in various combinations, you will need to be careful to have all the components included in the group email.

**A27 Oral rehearsals:**
• Practicing presenting materials in a clinical manner is an important step toward mastering the course material. The list below includes a number of protocol components from a variety of the approaches which you are studying.
• Discuss the items as a group to become familiar with them.
• EACH student will practice presenting the materials TWICE to a dyad of other students (who need not be members of your study group, preferably a male and female who will be the ‘couple’ to whom you are presenting). The goal of presenting twice is familiarity and comfort.
• Record your rehearsals on the Oral Rehearsal Log (ORL). You will need one Oral Rehearsal Log per student.
• When you have finished the rehearsals, scan the oral rehearsal log and insert it in a .doc file.
• Due date: Wednesday before Thanksgiving).
• Title both the email and the .doc file with the inserted scan (One per student): 1PSY570_2015_Ind_ORL_SSID5.
### Item Location

<table>
<thead>
<tr>
<th>Item</th>
<th>Location</th>
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<tbody>
<tr>
<td>Hurley Marriage Journey Visual</td>
<td>(Self-Service (SS) Class Folder)</td>
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<tr>
<td>Hurley Marriage Journey Protocol</td>
<td>(SS Folder)</td>
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<tr>
<td>Atkinson 10 Habits</td>
<td>(SS Folder)</td>
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<tr>
<td>Gottman Solid House Model</td>
<td>(Book/Level 1 Manual)</td>
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<tr>
<td>Young Schema Test Intro</td>
<td>(Book)</td>
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<td>Young Schema Test Result</td>
<td>(Book)</td>
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<tr>
<td>Flooding and bpm</td>
<td>(Gottman Book/class)</td>
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<tr>
<td>Use of Pulse Oximeter</td>
<td>(Class)</td>
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<tr>
<td>Self-Soothing exercise</td>
<td>(Gottman, Self-soothing/Class)</td>
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<td>Atkinson Sample Script 1</td>
<td>(Select from Book)</td>
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<td>Atkinson Sample Script 2</td>
<td>(Select from Book)</td>
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<tr>
<td>Atkinson Sample Script 3</td>
<td>(Select from Book)</td>
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<tr>
<td>Exercise Stress Reducing Conversation</td>
<td>(SS Folder)</td>
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<td>Exercise I felt connected</td>
<td>(SS Folder)</td>
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<td>Exercise Romans 12</td>
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<td>Exercise Conflict Blueprint</td>
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<td>Exercise Dreams Within A Conflict</td>
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<td>Exercise Aftermath of a Conflict</td>
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<tr>
<td>Assessment – Negative Sentiment Override</td>
<td>(Gottman)</td>
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<tr>
<td>Assessment Harsh Startup</td>
<td>(Gotman)</td>
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#### A28 Clinical application: Peer reviews of clinical use of protocols:

- Each student will use at least **four** of their clinical peer reviews to review the use of PET-C, EFT, IFS, Schema Therapy or the Hurley protocol approaches in session. You must be the therapist intervening with the material in at least two (2) of the peer review sessions. At least one (1) of the interventions must include the use of Scripture as relevant to protocol and an engaging of the client(s) with the Scripture. If the client(s) profess Christian faith, the inclusion of Scripture should normally carry on to exploring how the teaching of the Scripture would/could come into the clients’ lives and how they would relate to/approach God with respect to the specific intervention. Note: Peer reviews are dyadic.

- Peer review documentation. You will keep an individual spread sheet record of the dates of the peer reviews, the partner for the review, the protocol component reviewed and the name of the therapist intervening with the material. Use the Peer Review Log(PRL) to document your work.

- Submit the log as a scan inserted into a .doc file.

- Due date: Wednesday before Thanksgiving

- Title of email and file (one per student): 1PSY570_2015_Ind_PRL_SSID5.

#### A29. Clinical application: Clinical use of the protocols write-up:

- Each student will incorporate PET-C, EFT, IFS, Schema Therapy or the developing Hurley protocol into at least two (2) clinical cases. In doing so, you should take explicit account of the clients’ worldview and spiritual resources relevant to therapy and should appropriately inform clients of your own perspective.

Clinical use write-up. For each of your two cases, you will submit a clear case summary describing the presenting problem, your treatment plan and at least four sessions with the client. Evaluate the effectiveness of the process for helping the clients move toward the agreed upon clinical goals. This is an exercise in critical reflection rather than a presentation of therapeutic success. Your prof will be looking for thoughtful reflection rather than 'success'.

- Submit your clinical use write-up as a doc file.
• Due date: Wednesday before Thanksgiving
• Title of email and file (one per student): 1PSY570_2015_Ind_Clin_Use_Sum_SSID5.

A30. Clinical application: Work sample of protocol use
• Each student will prepare a video showing them intervening in session using a specific protocol. The intervention must include Scripture and direct exploration of the clients’ possible seeking of God’s help to enact the changes. The video should be 5 to 10 minutes long. Prepare a brief write-up for your prof when he reviews your video.
  o Identifying which protocol component is on the tape.
  o Laying out your rationale for employing the intervention with the clients.
  o Discussing cultural and/or contextual factors which influenced the intervention.
  o Evaluating the strengths and weaknesses of the intervention.
  o Evaluating client response to the intervention
NOTE: This video may be one that you used in your peer review
The video’s will be reviewed by the professor and may be discussed with you at the end of the term (Schedule to be determined). If reviewed, time counts as individual video-based supervision.
• Due date: Wednesday before Thanksgiving.
• Title of write up email and file: 1PSY570_2015_Ind_Protocol_Use_SSID5.
• Save the video in your DVR private folder as 1PSY570_2015_Ind_Protocol_Use_SSID5.

Selected Reading of Potential Interest

The following readings are potentially of interest to you as you engage in your clinical work. They are not assignments.

Culture/multi-culture
(of interest but not required)

Emotion Focused/ Attachment Theory

Object Relations/Developmental-

Shame/Abuse

Spirituality
Special Video Opportunities

Additional material. Class meetings will include a significant amount of observation of video materials by the major researchers/theorists/practitioners whose work is being studied. However, there is too much material to fit within class time. The additional video material is available to you and you are strongly urged to schedule ‘popcorn and soft drink’ times to watch some or all of the additional materials. Your professor may join you on some occasions.

Gottman Level 1 training. Class time will include a significant portion of the 11 hours of video required for Gottman Level 1 training. Gottman Level 1 training includes a 300 page notebook, observing 11 hours of video tape and completing a knowledge questionnaire. The MFTC program has the complete set of video materials required to complete Level 1 certification. To complete Gottman certification for Level 1 training, you need to coordinate with the professor to watch the videos, pay the $150 fee, receive the 300 page notebook that goes with the course, finish watching the videos and send the Knowledge Exam included in the manual to PESCI (cost: about $39). The professor will work with you to schedule a time for students wishing to complete the Level 1 training to do so. December 3, 4, 5 are potential dates for the training. The program also has the Gottman video material (21 hours) needed for Level 2 certification. If you are interested, a series of meetings can be scheduled to complete Level 2 training after the fall semester.

NOTE: Gottman ‘Certification’ of completion of the training requires submitting the CEU test to PESCI for a cost of $39. While not required for 1PSY570, it is worthwhile doing this if you ever consider pursuing further Gottman certification.
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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<td>5.</td>
<td>Pons</td>
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<td>6.</td>
<td>Medulla oblongata</td>
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<td>Cerebellum</td>
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<td>8.</td>
<td>Limbic System</td>
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<td>Hippocampus</td>
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<td>Amygdala</td>
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<td>Fornix</td>
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<td>Thalamus</td>
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<td>Cingulate gyrus</td>
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<td>14.</td>
<td>Hypothalamus</td>
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<tr>
<td>15.</td>
<td>Corpus callosum</td>
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