Carson-Newman University
COUN 650: Neuroscience and Counseling interventions with Individuals and Families
Course Syllabus

Course Instructor:
Email address:
Office Hours:
Phone:

Credit: Three (3) semester hours graduate

Required Text. The required texts for this course include the following:
New York: W. W. Norton & Company.

Recommended Texts:
Siegel, D.J. MD. (1999). The developing mind: How relationships and the brain interact to shape who we are. New York, NY: Guilford Publications

In addition to the required text, each student is responsible for researching assigned topics to form a behavioral treatment notebook. This notebook will focus upon specific behavioral treatments designed for particular emotional/behavioral/relational disorders (see information under “Assignments”).

Course description. A behavioral medicine orientation can be very helpful for the clinician, especially as it focuses upon the body-mind connection. Over the past decade, research in psychoneuroimmunology has revealed that the way people think, feel, believe, and behave can significantly impact their immune system. And now the research from neuroscience is tremendously expanding this knowledge, as well as providing new models for facilitating mental
health. This knowledge has tremendous potential to enable both medical and mental health professionals to be more effective in treating their patients. Within this context, this course explores the emerging field of neuroscience and its application in psychotherapy. A special focus will be upon the impact that belief and behavior have upon brain chemistry which impacts our moods and health in general. The orientation of the course is shaped by a holistic concept of personhood. Also, attention will be given to non-medical behavioral techniques that can be used effectively in psychotherapy with both individuals and families.

**Overall course objectives.**

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<th>Course Objectives</th>
<th>CACREP</th>
<th>EVAL</th>
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<tr>
<td>KNOWLEDGE</td>
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<td>Develop understanding of principles of mental health, including prevention, intervention, consultation, education, and advocacy, as well as the operation of programs and networks that promote mental health in a multicultural society.</td>
<td>CMHC-C.1</td>
<td>1-5</td>
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<tr>
<td>Gain knowledge of the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning.</td>
<td>CMHC-C.7</td>
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<td>Gain knowledge of current research that reveals the relationship between biochemistry and an individual’s moods, behavior, and performance.</td>
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<td>SKILLS</td>
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<td>Demonstrate ability to uses the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling.</td>
<td>CMHC-D.1</td>
<td>1-5</td>
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<td>Demonstrate ability to integrate knowledge of neuroscience and how it contributes into the practice of individual and family counseling</td>
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<td>To expand the student’s knowledge understanding of how a holistic view of personhood shapes psychotherapy,</td>
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<td>To enable students to develop practical ways that behavioral techniques can be used in psychotherapy.</td>
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**Course requirements.** Students enrolled in this course will be responsible for the following requirements:

1. Regular class attendance and participation
2. Written reflective reaction to *The Neuroscience of Psychotherapy*
3. Create a notebook of behavioral treatment modalities
4. Mid-Term examination
5. Final examination (take home)

The Mid-Term examination will be on October 9. The final examination will be due December 4. The reflective paper and behavioral notebook will also be due on or before December 4.

**Final Grades.** The percentage that each requirement counts in the final grade is as follows:

- Mid-Term examination (25%)
- Final Examination (25%)
- Reflection on textbook (15%)
Final grades will be assigned according to the following scale:

- 100%–93%  A
- 92%–85%  B
- 84%–74%  C
- 73%–0  F

**Neuroscience and Psychotherapy Assignments**

Your reflection paper on *The Neuroscience of Psychotherapy* by Louis Cozolino should include the following:

1. After reading chapters 4, 5, 6, 7, 8, 9, 11, 12, 13, 14 {a}summarize the content and also bullet each major point Cozolino emphasizes; {b}What was your personal assessment of the content in each chapter?; {c}What did you find most interesting and/or helpful?

2. Using information from the chapters above, write a 2-3 page essay outlining how neuroscience is impacting older approaches to psychotherapy summarized in chapters 1-3 of the text.

Your behavioral treatment notebook (personal user-guide) should include the following:

1. Select seven behavioral techniques/strategies related to neuroscience research and provide the following information for each one:

   - Description of the strategy
   - How the strategy affects neural integration
   - How the strategy influences mood, behavior, and cognitive processes
   - How and when the strategy can/should be used in psychotherapy
   - Expected results of the strategy in particular therapeutic interventions

2. Provide a resource bibliography for each technique

**Note:** You may use any professional sources in your research, but you will find the material in the recommended texts to be very helpful. Your notebook may be in any literary style that is helpful for your own use. Evaluation of the notebook will be made on the basis of breadth and accuracy of content, as well as the creative and useful presentation of the topics.

**Special Notes**

- Any student with a special documented disability (learning, sight, hearing, mobility, etc.) which may affect class activities should provide appropriate documentation.
• The instructor reserves the right to adjust the grading procedure accordingly.

• No extra credit projects will be allowed unless permitted by the instructor and only in the most extenuating circumstances can a student be excused from an examination.

• If you are having trouble with the course, see the instructor about the problem. He will be glad to discuss the material and expectations of the course, but don’t wait until the last week of the semester to do so.

• If you have concerns about this class or need to meet with the professor, you may make an appointment with your professor in Baker Building 208 by calling 471-3274 or by e-mailing the address below.

  Address Information