



Neuropsychology and Psychopharmacology COUN9414
New Orleans Baptist Theological Seminary
Church & Community Ministries Division
Spring 2017

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*The mission of New Orleans Baptist Theological Seminary is to equip leaders to fulfill
the Great Commission and the Great Commandments through the local church and its ministries.*

Purpose of Course

The purpose of this course is to provide theological training designed to enhance a student's potential to respond effectively and redemptively to persons struggling with emotional, relational, and/or spiritual problems. This course will address the curriculum competency component of Christian Counseling in both the M. Div. and MAMFC degrees.

Our Core Values

The seminary has five core values: Doctrinal Integrity, Spiritual Vitality, Mission Focus, Characteristic Excellence, and Servant Leadership. The core value focus for this academic year is Characteristic Excellence. What we do, we do to the utmost of our abilities and resources as a testimony to the glory of our Lord and Savior Jesus Christ.

Curriculum Competencies Addressed

All graduates of NOBTS are expected to have at least a minimum level of competency in each of the following areas: Biblical Exposition, Christian Theological Heritage, Disciple Making, Interpersonal Skills, Servant Leadership, Spiritual and Character Formation, and Worship Leadership. The curriculum competencies addressed in this course are:

1. *Spiritual and Character Formation*: The course affords students structured opportunities to grow personally and to learn to facilitate spiritual and character formation in others.

2. *Biblical Exposition*: The course affords students opportunities to apply sound biblical exposition in the process of meditating and memorizing Scripture.
3. *Servant Leadership*: The course affords students opportunities to learn and apply skills of counseling that assist marriages and families in developing healthier relationships, within and outside the church.
4. *Interpersonal Skills*: The course affords students the opportunity to develop their skills in counseling and through group work with others during the class.

Course Catalog Description

In this course students will examine the theory and practice of neuropsychology and psychopharmacology. Neuropsychology seeks to assess and interpret the relationship between nervous system function, cognition, emotion and behavior; and to apply this knowledge to the design of individualized client interventions. Students will be challenged to explore how neuropsychology and biblical concepts intersect.

Student Learning Outcomes

By the end of the study, the student will

- A. increase in knowledge of the integration of Scripture and counseling by
 1. gaining knowledge about the value of Scripture in forming the counselor's character
 2. becoming familiar with the mind-brain controversy and how it relates to counseling issues for Christians.
- B. increase practical application of biblical principles to his personal life and counseling issues presented by clients by
 1. developing skills to make the discipline of memorizing God's Word easier.
 2. developing skills to see a biblical truth and how it relates to counseling issues.
 3. developing skills to learn how to assess for identifying issues related to transformation rather than just better functioning in the client.
- C. increase in understanding and passion for God's Word being "within" the counselor by
 1. becoming familiar with research concerning the importance of God's character being within a counselor
 2. learning to identify personal core beliefs that are not consistent with biblical truth
 3. succeeding in memorizing and meditating on a large portion of Scripture.

Textbooks

Required Textbooks:

1. Beauregard, M., & O'Leary, D. (2009). *The spiritual brain: A neuroscientist's case for the existence of the soul*. NY, NY: HarperCollins.
2. Cozolino, L. (2014). *The neuroscience of human relationships: Attachment and the developing social brain*. New York: W.W. Norton

3. *Brain Facts*

http://www.brainfacts.org/brain_basics

- i. There is a lot of free material on this site. Please explore, and include a listing of information from this site (and others you might find) in your presentation on a region of the brain. These links are to the Society for NeuroScience website that has information to facilitate learning about the brain. It contains information about the structure and functioning of the brain, as well as ongoing research discoveries. I have selected this resource (instead of a book) due to cost, a more defined focus (than many neuropsychology texts) and more up-to-date information. Please explore these links, and utilize this site in your preparation for class.
4. Fishbane, M. D. (2013). *Loving with the brain in mind: Neurobiology & couple therapy*. New York: W. W. Norton & Company.
 5. Jeeves, M. (Ed.) (2013). *Minds, brains, souls and gods: A conversation on faith, psychology and neuroscience*. Downers Grove, IL: IVP Academic.
 6. Johnston, E., & Olson, Leah. (2015). *The feeling brain*. New York, New York: W. W. Norton & Company.
 7. McHenry, S. J., Sikorski, A. M., & McHenry, J. (2014). *A counselor's introduction to neuroscience*. New York: Taylor and Francis.
 8. Montgomery, A. (2013). *Neurobiology essentials for clinicians: What every therapist needs to know*. New York: W. W. Norton.
 9. Newberg, A., & Waldman, M.R. (2016) *How enlightenment changes your brain: The new science of transformation*. New York: Avery Sinacola, R. S., & Peters-Strickland, T. S. (2012). *Basic psychopharmacology for counselors and psychotherapists* (2nd Ed). Boston, MA: Merrill Counseling.
 10. Thompson, C. (2010). *Anatomy of the soul: Surprising connections between neuroscience and spiritual practices that can transform your life and relationships*. Carol Stream, IL: Tyndale House Publishers.
 11. Wegmann, J. (2015). *Psychopharmacology: Straight talk on mental health medications* (3rd ed.). PESI Publishing & Media.

Recommended Optional Textbook:

Patterson, J., Ari Albana, A., McCahill, M.E., Edwards, T.M. (2010). *The therapist's guide to psychopharmacology: Working with patients, families, and physicians to optimize care*. (2nd revised ed.). NY: The Guilford Press.

Course Requirements

Course goals and objectives will be met through a variety of instructional activities. Reading assignments, dialogues, lectures, and other assignments will be included. Students should be prepared to thoroughly discuss the reading material and demonstrate the reading/class assignments in class discussions and assignments.

Course Evaluation:

Requirements and Grading:	Value of Assignment	Due Date
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1. **A 10-page paper** summarizing beliefs about brain and soul, discussing your agreement and disagreement with assigned authors, as well as other authors. You will need to do further research to support your personal argument. All papers must be in Times New Roman 12pt, and follow APA style. The reference page(s) will be in addition to the 10-page body of the paper 30% February 2-3
2. **Presentation assignments:**
 - A. brain structures (areas or regions of the brain) 30% March 30-31
of the brain) any emotional/behavioral disorders associated with that region of the brain.
 3. B. Facilitation of discussion about specific brain regions and social relationships. 5% May 4-5
 4. Presentation assignment: psychopharmacology case study 20% May 4-5
 5. Percentage of completion of reading assignment for each book. 15% Each seminar

Course Evaluation Descriptions:

1. Paper: (Feb 2-3) A 10-page paper summarizing beliefs about brain and soul, discussing your agreement and disagreement with authors read in class, as well as other authors you discover in your research. The student will need to do further research to support his or her personal argument. This paper should not be a review of theological tenets about the soul, but rather a careful look and evaluation of the argument between materialistic neuroscientists and Christian neuroscientists. All papers must be in Times New Roman 12pt, and follow APA style. The reference page(s) will be in addition to the 10-page body of the paper.

2. Presentations (March 30-31)

2.1 Brain Regions

This presentation should be prepared for a lecture in a master's level counseling Neuropsychology class, covering a specific region of the brain. Students will sign up on Blackboard (Wiki) for a specific region of brain for focus. The sign up will be on a first-come-first-serve basis.

Brain Regions:

Prefrontal Cortex	Tim W.
Cingulate Gyrus	Jim G., Ron C.
Basal Ganglia and Insula	Heather A.
Deep Limbic System/Thalamus	Sally S.
Temporal Lobes	Karen R.
Parietal Lobes	Lorien F, Justin P.
Cerebellum	Randy S.

The presentation should include:

- a. A 30 minute lecture/Powerpoint (or other type of visual of your choice) to teach about the assigned region of the brain. The presentation should teach
 - *what every therapist needs to know about that region of the brain: Functions, problems, conditions affecting that region, individual segments of that region and the functions, treatments and medications (including important side effects) related to mental, relational, and emotional health, and any insights into how the science reveals truths in the Scripture).
- b. Handouts or other resources you would use in teaching, including Powerpoints, and are due with the presentation, to be turned into Dr. Steele
- c. A handout specifically for our class will also be due. This handout should give an organized overview of the information, and be as concise as possible for future reference. This handout should be in outline format, and include any resources that would be helpful in discussing these issues with clients.

Presentations 3rd Seminar May 4-5

2.2 Brain Regions and Social Relationships:

All students are expected to participate in a brief discussion of the brain region of focus (previously assigned for Seminar 2) and how it relates to social relationships, facilitated by the presenter, drawing from material from the reading. Students may use additional resources if desired.

2.3. Presentation: Psychopharmacology Case Study (15-20 minute Powerpoint presentation to include all of the following components):

- A. Original (student-developed) case study; may be hypothetical or adapted from a real patient; use initials only (HIPAA)
- B. Demographics (age, gender, family living situation, socioeconomic conditions, education level, occupation, hobbies, legal/illegal drug use—including alcohol and tobacco)
- C. Mental health/illness history (hospitalizations, outpatient/guidance and counseling, traumatic life events, encounters with the criminal justice system)
- D. Symptomatology reported and/or demonstrated
- E. Therapeutic goals/outcomes for the case study patient
- F. Appropriate guidance and counseling approach(es)
- G. Appropriate pharmacotherapeutic (psychotropic drug) options for consideration; for each drug, include:
 - a. drug class
 - b. area(s) of the brain affected (and how)
 - c. DSM V diagnosis(es) and/or clinical symptoms(s) for which the drug has therapeutic indications
 - d. expected therapeutic clinical effects
 - e. potential adverse side effects (ASEs)

- f. special precautions
 - g. contraindications (including drug-drug and drug-food interactions)
 - h. recommendations for follow-up and/or concomitant community resources
- H. All students are expected to participate in a brief Q & A discussion facilitated by the presenter at the end of each presentation (but within the 15-20 minute allotted time)
- I. Provide a single-spaced handout for course faculty and peers containing the same information in the Powerpoint, but in narrative or outline format, for future reference
- J. Include sources used in the preparation of the Powerpoint/handout
- 3. Reading Report.** At each weekend seminar the student will turn in a report of the percentage of each book assigned for the seminar.

General Seminar Schedule:

Pre-Seminar Phone Conference: Thursday, Jan 19, at 5 pm (CST) to discuss the syllabus and answer any questions you may have. If you cannot be there, you are responsible to seek answers for any questions you may have.

Each student will receive an invitation with Blue Jeans for the video conference. Please download BlueJeans and open an account at least 1 hour prior to the video conference. It is advised that you use a microphone and ear phones. If you do not have a webcam, you can select only the audio. BlueJeans can be accessed via the web or download an app for your mobile device.

February 2-3 Seminar Meeting #1

Read books assigned for this meeting (report on percentage read):

- Beauregard, Mario, & Denyse O'Leary, D. (2009). *The spiritual brain: A neuroscientist's case for the existence of the soul*.
- Jeeves, M. (Ed). (2013) *Minds, brains, souls, and gods: A conversation about faith, psychology and neuroscience*. Downers Grove, IL: IVP Academic.
- Newberg, A., & Waldman, M.R. (2016). *How enlightenment changes your brain: The new science of transformation*. New York: Avery.
- Thompson, C. (2010). *Anatomy of the soul: Surprising connections between neuroscience and spiritual practices that can transform your life and relationships*. Carol Stream, IL: Tyndale House Publishers.

Assignment Due: Paper

7-10 page paper summarizing beliefs about brain and soul, discussing your agreement and disagreement with authors we read, as well as other authors. You will need to do further research to support your personal argument. All papers must be in Times New Roman 12pt and follow APA style. Each student will present (in seminar, verbally) **major thoughts** from his or her paper, **an organized outline of how you approached this topic**, what authors you included, and why, as well as **a concise summary of your belief about the brain and soul**.

Class time Thursday (1-9) will be spent looking at the major concepts you each identified and developed, and discussing those.

Overview of Psychopharmacology: Lecture by Dr. Wirfs (Friday morning)

March 30-31 Seminar Meeting #2

Read books assigned for this meeting (report on percentage read):

Brain Facts—not required to read all, but read what is important to your work
Cozolino
McHenry
Montgomery

Presentation: Brain structures (areas or regions of the brain)

Regions:

Prefrontal Cortex	Tim W.
Cingulate Gyrus	Jim G. Ron C.
Basal Ganglia and Insula	Heather A.
Deep Limbic System/Thalamus	Sally S.
Temporal Lobes	Karen R.
Parietal Lobes	Lorien F., Justin P.
Cerebellum	Randy S.

May 4-5. Seminar Meeting #3

Read books assigned for this meeting:

Fishbane
Johnston & Olson
Sinicola & Peters-Strickland (read what is important to your Case Study)
Wegmann (read what is important to your Case Study)

Assignments:

Facilitated Discussion: The seminar will include a discussion of various brain structures/regions and how social relationships impact and are impacted by those structures/regions. Each student will focus on his or her previously assigned brain region and be prepared to lead a discussion about that brain region related to social relationships. (Thursday)

Presentation: Case Study Presentation 15 minutes each

Selected Bibliography

- Alston, B. C. (2007). *What is neurotheology?* Charleston, SC: BookSurge Publishing.
- Andreasen, N. (2001). *Brave new brain: Conquering mental illness in the era of the genome*. New York: Oxford University Press.
- Atkinson, B. J. (2005). *Emotional intelligence in couples therapy: Advances from neurobiology and the science of intimate relationship*. New York: W. W. Norton.
- Badenoch, B. (2008). *Being a brain-wise therapist*. New York: W. W. Norton.
- Beauregard, M., & O'Leary, D. (2007). *The spiritual brain: A neuroscientist's case for the existence of the soul*. New York: Harper Collins Publishers.

- Cozolino, L. (2014). *The neuroscience of human relationships: Attachment and the developing social brain*. New York: W. W. Norton.
- Cozolino, L. (2014). *The neuroscience of psychotherapy* (2nd ed.). New York: W. W. Norton.
- Fishbane, M. D. (2013). *Loving with the brain in mind: Neurobiology & couple therapy*. New York: W. W. Norton.
- Jeeves, M. (Ed.). (2004). *From cells to souls and beyond: Changing portraits of human nature*. Grand Rapids, MI: Eerdmans Publishing Company.
- Jennings, T. R. (2013). *The God-shaped brain: How changing your view of God transforms your life*. Downers Grove, IL: InterVarsity Press.
- Kolb, B., & Whishaw, I. Q. (2012). *An introduction to brain and behavior* (4th ed.). New York: Worth Publishers.
- Kolb, B., & Whishaw, I. Q. (2009). *Fundamentals of human neuropsychology*. New York: Worth Publishers.
- Levine, P. A. (1997). *Walking the tiger: Healing trauma*. Berkeley, CA: North Atlantic Books.
- McHenry, S. J., Sikorski, A. M., & McHenry, J. (2014). *A counselor's introduction to neuroscience*. New York: Taylor and Francis.
- Howard, P.J. (2006). *The owner's manual for the brain: Everyday applications from mind-brain research*. Austin, TX: Bard Press.
- Lucas, M. (2012). *Rewire your brain for love: Creating vibrant relationships using the science of mindfulness*. New York: Hay Horse.
- Montgomery, A. (2013). *Neurobiology essentials for clinicians: What every therapist needs to know*. New York: W. W. Norton.
- Newberg, A. (2013). *Principles of neurotheology*. Burlington, VT: Ashgate Publishers.
- Newberg, A., & Waldman, M. (2006). *Born to believe*. New York: Free Press.
- Newberg, A., & D'Aquili, E. (2001). *Why God won't go away*. New York: Ballantine Books.
- Newberg, A., & Waldman, M. (2006). *Why we believe what we believe*. New York: Free Press.
- O'Neal, J., Preston, J., & Talaga, M. (2013). *Handbook of clinical psychopharmacology for therapists* (2nd ed.). Oakland, CA: New Harbinger Publications.
- Patternson, J., Ari Albana, A., McCahill, M.E., Edwards, T.M. (2010). *The therapist's guide to psychopharmacology: Working with patients, families, and physicians to optimize care*. (2nd Revised Ed.). NY: The Guilford Press.
- Sinacola, R. S., & Peters-Strickland, T. S. (2012). *Basic psychopharmacology for counselors and psychotherapists* (2nd Ed). Boston, MA: Merrill Counseling.
- Strickland, T.S. (2012). *Basic psychopharmacology for counselors and psychotherapists* (2nd ed.). Boston: MA.: Merrill Counseling Pearson Education.
- Sousa, D. (2011). *How the brain learns* (3rd ed.). Thousand Oaks, CA: Corwin Press.
- Thompson, C. (2010). *Anatomy of the soul: Surprising connections between neuroscience and spiritual practices that can transform your life and relationships*. Carol Stream, IL: Tyndale House Publishers.
- Ward, Jamie. (2012). *The student's guide to social neuroscience*. New York: Psychology Press: Taylor & Francis Group.

Course Policies

Policy on Late Assignments

All work is due on the assigned date in the syllabus. The grade for late assignments will automatically be reduced by 8 points per class period.

Papers & Assignments: All assignments are to be typed in either Times New Roman 12 or Courier 10. Any deviation in this will result in the deduction of points. Assignments - electronic submissions where approved - will be turned in at or before the beginning of the class on the date they are due. Papers of assignments turned in after this time will be considered late. Assignments must be turned in to the professor. The time and date of submission will be noted. No assignments may be submitted by fax or e-mail without prior approval. All counseling students will write papers in accordance to standards set in the APA Publication Manual.

Attendance and class participation: In accordance with NOBTS & department policy, students are expected to attend regularly and punctually all classes in accordance with NOBTS requirements. Class attendance is essential for effective learning. Students will be expected to attend all classes unless prevented by illness or emergency. No student who misses more than the maximum number of hours as prescribed below can receive credit for the course. A grade of "F" will be assigned to students who fail to attend class and meet the minimum number of hours.

Class periods missed because of late enrollment will be counted as absences. Students may not enter after the end of the second week of the beginning of each regular semester. Three occasions of arriving late for a class or leaving early from class will count as one absence. Students should take care to avoid unnecessary absences so that unexpected illness or emergencies will not cause failure in the class. The maximum number of absences without failure for a three-hour classroom course is 9 classroom hours absent. *Since this course meets once per week for three hours, this means the student may miss no more than three class periods.*

Professor's Availability and Assignment Feedback

The student may contact the professor at any time using the email address provided in the course syllabus. The professor will make every effort to return answers to emailed questions within a 24-hour period of time. Assignments requiring grading will be returned to the student within a reasonable period of time. Student feedback on graded assignments will be provided through the grading rubric located in the student's Blackboard Grade Book. The student will find comments in the grading rubric, as well as on graded paper assignments.

Help for Writing Papers at "The Write Stuff"

This is the official NOBTS Writing Center online help site for writing academic papers and essays. <http://www.nobts.edu/writing/default.html> You will discover writing guides, tips, and valuable information to help you become a better writer. Go here for Turabian and APA style helps and guidelines. You will also find language fonts for Greek and Hebrew.

Academic Honesty Policy

All graduate and undergraduate NOBTS students, whether on-campus, internet, or extension center students, are expected to adhere to the highest Christian standard of honesty and integrity when completing academic assignments for all courses in every

delivery system format. The Bible provides our standard for academic integrity and honesty. This standard applies whether a student is taking tests, quizzes, exams, writing papers, completing Discussion Boards, or any other course requirement.

Plagiarism on Written Assignments

NOBTS has a no tolerance policy for plagiarism. Please be aware that plagiarism in certain cases may result in expulsion from the seminary. Refer to the NOBTS Student Handbook <http://www.nobts.edu/resources/pdf/student-services/NOBTSHandbook.pdf> where the definition, penalties and policies associated with plagiarism are clearly defined.

Classroom Parameters

Please arrive on time.

Turn off cell phones. Utilize laptops and other technology for class purposes only.

Respect the professor and other members of the class.

Maintain confidentiality when someone shares personal information.

Participate in class and group discussions.

Blackboard and ITC Technical Support

Blackboard is the instructional platform used in this class. Please make sure that your contact information is accurate and up-to-date. If you need assistance accessing Blackboard, Selfserve, or other technical support, please contact the Information Technology Center (Hardin Student Center 290 or call **504.816.8180**). Here are other helpful links to ITC assistance.

- Selfserve@nobts.edu - Email for technical questions/support requests with the Selfserve.nobts.edu site (Access to online registration, financial account, online transcript, etc.)
- BlackboardHelpDesk@nobts.edu - Email for technical questions/support requests with the NOBTS Blackboard Learning Management System NOBTS.Blackboard.com.
- ITCSupport@nobts.edu - Email for general technical questions/support requests.
- www.NOBTS.edu/itc/ - General NOBTS technical help information is provided on this website.
- For Student Assistance in using Blackboard, visit: [Student Bb Help](#)

Academic Policies

Academic policies relate to absences, grading scale, final examination schedules, and other topics can be found in the current online catalog: [New Orleans Baptist Theological Seminary Academic Catalog](#).

Possible Schedule

Thursdays

1:00-1:30	opening	
1:30-3:15	Presentations	1.45
3:15-3:30	Break	.15
3:30-5:15	Presentations	1.45
5:15-6:15	Dinner	1.00
6:15-9:00	Presentations	2.45

Fridays

8:00-9:30	Dr. Wirfs	1.30
9:30-9:45	Break	.15
9:45- 11	Dr. Wirfs	1.15