



**COUN9314 Neuropsychology and Psychopharmacology**  
**New Orleans Baptist Theological Seminary**  
**Division of Church and Community Ministries**  
**Spring 2020**

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**Mission Statement**

New Orleans Baptist Theological Seminary and Leavell College prepare servants to walk with Christ, proclaim His truth, and fulfill His mission.

**Mission Statement of the Counseling Program**

The mission of the NOBTS Counseling Program is to provide training and supervised experience in evidence-based counseling methods to help people deal with life issues in a biblically sound way and prepare students for licensure in counseling and counseling-related professions. We seek to produce graduates who have the values, knowledge, skills, and personal disposition to promote the mental health and holistic wellness of clients across diverse populations.

**Core Value Focus**

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 Spiritual vitality.

**Curriculum Competencies**

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: Biblical Exposition, Interpersonal Skills, and Spiritual and Character Formation.

**Seminar 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.

**Course Teaching Methodology**

The course will involve the following methodologies: reading and writing assignments, dialogues, lectures, class presentations, and written examinations.

**Program Objectives:**

**Counseling:** Be able to critically analyze, evaluate, and synthesize a broad range of counseling theories, with an advanced understanding of psychopathology, to inform case conceptualization and deliver and evaluate evidence-based interventions across diverse populations and settings.

**Spirituality:** Train students to integrate historical Christian beliefs, faith, and spirituality with the best practices of mental health science, in an ethical manner.

Course Objectives

Course Objectives	Learning Experiences	Assessments
<p>Be able to demonstrate <i>knowledge</i> and <i>comprehension</i> of</p> <p>A. basic brain structures and functioning;</p> <p>B. the roles brain systems play in emotional and behavioral responses.</p> <p>C. Practice the application of neuropsychology to behavior, emotions, and relational issues of clients.</p> <p>(CACREP 2.F.3.e; k; 6.B.1.b)</p>	<p><b>Instruction:</b></p> <p>Readings: *Why Therapy Works: Using Our Minds to Change Our Brains; *The Polyvagal Theory in Therapy: Engaging the Rhythm of Regulation; *The Mind Brain Gene; *Right Brain Psychotherapy; *Neuroscience for Dummies;</p>	<p>Presentation Assignments: Content</p>
<p>Develop expertise in presenting a lecture and learning materials appropriate for a Master’s level counseling class. (CACREP 6.B.1.b; 6.B.3.d; 2.F.3.e)</p>	<p><b>Instruction:</b> Presentations; Discussions</p> <p><b>Readings:</b> Lorelle, S. and Michel, R. (2017), Neurocounseling: Promoting Human Growth and Development Throughout the Life Span. <b>Adultspan Journal, 16: 106-119.</b> doi:<a href="https://doi.org/10.1002/adsp.12039">10.1002/adsp.12039</a> (Ebscohost)</p> <p>*Why Therapy Works: Using Our Minds to Change Our Brains; *The Polyvagal Theory in Therapy: Engaging the Rhythm of Regulation; *The Mind Brain Gene; The Feeling Brain</p>	<p><b>Presentation Assignments: Teaching Methodology</b></p>
<p>Explore and develop understanding of how neuropsychology and biblical concepts intersect, including</p>	<p><b>Instruction:</b> Discussion; Presentation of research papers</p> <p><b>Readings:</b> Minds, Brains,</p>	<p>Research Paper</p>

the mind/brain controversies. (CACREP 2.F. 2.g)	Souls and Gods; Anatomy of the Soul; The Spiritual Brain	
Be able to <i>analyze</i> and <i>apply a methodology</i> to evaluate the effectiveness of psychotropic medications in the life of the client, and possible effects that may promote or inhibit compliance. (CACREP 6.B.1.b; 6.B.1.d)	<b>Instruction:</b> Lecture; Discussion <b>Readings:</b> Psychopharmacology: Straight Talk on Mental Health Medications	Exam

Course Requirements/Assignments

Assignment/Requirements & Description	Percentage	Due Date
<p><b>Paper: (Jan 31/Feb 1)</b> 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. <u>The student will need to do further research to support his or her personal argument.</u></p> <p>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.</p> <p>All papers must be in Times New Roman 12pt, and <u>follow APA style.</u> The reference page(s) will be in addition to the 10-page body of the paper. Points will be taken off for not following APA style, and errors, as well as organization and content of the paper.</p> <p>Each student will present verbally in the seminar, and with a one page summary (to be handed out), outlining major thoughts from your paper, an outline of how you approached this topic, what authors you included and why, as well as a concise summary or statement of your belief about the brain and the soul.</p>	30%	January 31
<p><b>2. Reading Assignments</b></p> <p>Reading Assignments are an important part of preparation for class discussion. Each class period a reading assignment is due students will record a report of percentage read of assigned readings. Please report your reading percentage on Blackboard each week as assigned. You may either report on the Discussion Board, or you may report via the Mobil option. Please try to use the same report method weekly.</p>	20%	As assigned in syllabus
<p><b>3. Presentation Assignments:</b></p> <p>A. Sign up (on Wiki on Blackboard) for your presentation to prepare and present from one of the Chapters in the Mind-Brain-Gene.</p> <p>B. The presentation should be prepared for a lecture in a master's level counseling class, covering the concepts in the chapter you have</p>	30%	

<p>selected. The content should not only come from the Mind-Brain-Gene text, but other texts and outside resources that relate to the major topic or concept of the chapter in Mind-Brain-Gene.</p> <p>C. Your presentation should include a PowerPoint lecture, handouts or other resources you will use in teaching, and any exercises or activities you will use. You will have a two-hour teaching period to teach.</p> <p>D. Content, use of the media, and evaluation of your teaching methods of adult learners will be included in the evaluation of your presentation. Your lecture should help the students you are teaching to learn how to apply a major concept about the brain to their counseling practice and clients. Consider using a variety of interactive methods such a hands-on activity, case study, role-plays, and technology that is applicable. Your PowerPoint should be designed using the best practices for presentations (you can use another application such as Prezi if desired). There are numerous articles online to guide the development of an effective visual presentation. Here is one:  <a href="https://business.tutsplus.com/articles/37-effective-powerpoint-presentation-tips--cms-25421">https://business.tutsplus.com/articles/37-effective-powerpoint-presentation-tips--cms-25421</a></p>		May 5-9
<p><b>Exam over Psychopharmacology Lecture and readings:</b>  This exam is on Blackboard, and must be completed before the 3<sup>rd</sup> Seminar.</p>	20%	

NOTICE: Blackboard Course COUN9414 Neuropsychology and Psychopharmacology contains important material from the course.

**Textbooks**

**Required Textbooks:**

Amthor, F. (2016) . Neuroscience for dummies. Hoboken, NJ: John Wiley & Sons, Inc. 978-1119224891

Arden, J.B. (2019) Mind-brain-gene: Toward psychotherapy integration. NY, NY: W.W. Norton & Company. 978-0393711844

Beauregard, M., & O’Leary, D. (2009). The spiritual brain: A neuroscientist’s case for the existence of the soul. NY, NY: HarperCollins. 978-0061625985

Cozolina, L. (2015) Why therapy works: Using our minds to change our brains. NY, NY: W. W. Norton & Company. 978-0393709056

Dana, D.A. (2018) The polyvagal theory in therapy: Engaging the rhythm of regulation. NY, NY: W.W. Norton & Company. 978-0393712377

Jeeves, M. (Ed.) (2013). Minds, brains, souls and gods: A conversation on faith,

- psychology and neuroscience. Downers Grove, IL: IVP Academic. 978-0830839988
- Johnston, E., & Olson, Leah. (2015). *The feeling brain*. NY, NY: W. W. Norton & Company. 978-0393706659
- Schore, A. (2019). *Right brain psychotherapy*. NY, NY: W. W. Norton & Company 978-09371285-8
- 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. 978-1414334158
- Wegmann, J. (2015). *Psychopharmacology: Straight talk on mental health medications 3<sup>rd</sup> ed.*. Eau Claire, WI: PESI Publishing & Media. 978-1559570213

### **Required Reading:**

Lorelle, S. & Michel, R. (2017), Neurocounseling: Promoting human growth and development throughout the life span. *Adultspan Journal*, 16: 106-119. doi:[10.1002/adsp.12039](https://doi.org/10.1002/adsp.12039) (available on Ebsco host).

### **Grading Scale:**

The following grading scale is used at NOBTS:

- A: 93-100
- B: 85-92
- C: 77-84
- D: 70-76
- F: 69 and below

### **Technical Assistance**

For assistance regarding technology, consult ITC (504-816-8180) or the following websites:

1. [Selfserve@nobts.edu](mailto:Selfserve@nobts.edu) - Email for technical questions/support requests with the [Selfserve.nobts.edu](http://Selfserve.nobts.edu) site (Access to online registration, financial account, online transcript, etc.)
2. [BlackboardHelpDesk@nobts.edu](mailto:BlackboardHelpDesk@nobts.edu) - Email for technical questions/support requests with the NOBTS Blackboard Learning Management System [NOBTS.Blackboard.com](http://NOBTS.Blackboard.com).
3. [ITCSupport@nobts.edu](mailto:ITCSupport@nobts.edu) - Email for general technical questions/support requests.
4. [www.NOBTS.edu/itc/](http://www.NOBTS.edu/itc/) - General NOBTS technical help information is provided on this website.

### **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.

### **Help for Writing Papers at “The Write Stuff”**

NOBTS maintains a Writing Center designed to improve English writing at the graduate level. Students can receive writing guides, tips, and valuable information to help in becoming a better writer.

### **Plagiarism on Written Assignments**

NOBTS has a no tolerance policy for plagiarism. Plagiarism in certain cases may result in expulsion from the seminary. See the NOBTS Student Handbook for definition, penalties, and policies associated with plagiarism.

### **Disabilities and Accommodations**

New Orleans Baptist Theological Seminary does not discriminate against applicants/ students on the basis of personal disabilities. The Seminary, in voluntary compliance with the American Disabilities Act, will provide reasonable institutional accommodations, modifications, and adjustments to enable and empower students with disabilities to participate in Seminary programs and activities to the fullest extent possible. However, NOBTS cannot support accommodations that place undue hardship on the Seminary or its resources or which alter the essential requirements of curriculum and academic progress. While the seminary does not provide direct assistance to students in the form of equipment or personnel, accommodations may be made by individual professors at their discretion. These accommodations usually take the form of early access to lecture materials in electronic format and additional time to complete tests and assignments. The most efficient way to pursue such accommodations is to provide the Director of Testing and Counseling (Dr. Jeff Nave, [jnave@nobts.edu](mailto:jnave@nobts.edu), 504-282-4455 ext. 8004) with documentation of the condition for which you seek accommodation, an explanation of helpful accommodations received in the past, and a description of the specific accommodations you desire. The Director of Testing and Counseling will document your request and communicate on your behalf with the professors who teach the course(s) for which you are registered. The seminary reserves the right to consider each request for “special” accommodations on a case by case basis pursuant to the criteria enumerated above.

### **Diversity**

The Counseling Program at NOBTS affirms the Christian doctrinal position that God created man in His own image, and that Christ died for man; therefore, every person of every race possesses full dignity and is worthy of respect and Christian love. We believe the counseling profession affords our students and graduates the opportunity to be “salt and light” (Matthew 5:13-16) whatever their places of service, and that a robust appreciation for and sensitivity to human diversity is key to that end. Further, a learning environment diverse in its people, curricula, scholarship, research, and creative activities expands opportunities for intellectual inquiry and engagement, helps students develop critical thinking skills, and prepares students for social and civic responsibilities. Students and faculty benefit from diversity. The quality of learning, research, scholarship, and creative activities are enhanced by a climate of inclusion, understanding, and appreciation of the full range of human experience. We are committed to nurturing and training a diverse student body in an atmosphere of mutual respect and appreciation of differences. As a result, the counseling program is committed to diversity and equal opportunity and recognizes that it must represent the diversity inherent in American society, reflected in our local community, and aligned with the core values of the NOBTS community.

### **Emergencies**

In cases of emergency, such as hurricanes, disease outbreaks, or other disasters, go to the seminary website ([www.nobts.edu](http://www.nobts.edu)) for information. The seminary administration will post information, such as the nature of the emergency, instructions for response, and evacuation and return dates. Please check Blackboard for information specific to this course. Because Blackboard is available, the course will continue even if the main

campus is closed. Please consider registering for the seminary's priority text messaging service through SelfServe. This service is used only in emergencies, and will allow the seminary to deliver urgent information to you as needed.

### **Netiquette**

Netiquette refers to appropriate online behavior in Blackboard or other online discussions. Each student is expected to demonstrate appropriate Christian behavior when working online on Discussion Boards or whenever interaction occurs through web, digital, or other electronic medium. The student is expected to interact with other students in a fashion that will promote learning and respect for the opinions of others in the course. A spirit of Christian charity is expected at all times in the online environment.

### **Plagiarism on Written Assignments**

NOBTS has a no tolerance policy for plagiarism. Plagiarism in certain cases may result in expulsion from the seminary. See the NOBTS Student Handbook for definition, penalties, and policies associated with plagiarism.

### **Policy for Graduating Seniors**

Graduating seniors are responsible for alerting the professor of your intention to graduate. All of your assignments must be completed by noon (12:00 PM) on the Wednesday prior to commencement exercises.

### **Professional Conduct**

Students are expected to adhere to the appropriate code of ethic for their particular program. Any behavior deemed unethical will be grounds for dismissal from the program.

### **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.

### **Plagiarism:**

Plagiarism is considered by NOBTS to be a serious academic and ethical offense. It also has implications in the student's adherence to copyright. Read the NOBTS *Student Handbook* (p. 9) (See: <http://www.nobts.edu/resources/pdf/StudentHandbook.pdf>) for a description of plagiarism and how to avoid it. The seminary has instituted serious disciplinary consequences for plagiarism. See your style guides (APA or Turabian) for correct format for citation in your assignments.

### **Technical Assistance**

For assistance regarding technology, consult ITC (504-816-8180) or the following websites:

1. [Selfserve@nobts.edu](mailto:Selfserve@nobts.edu) - Email for technical questions/support requests with the [Selfserve.nobts.edu](http://Selfserve.nobts.edu) site (Access to online registration, financial account, online transcript, etc.)
2. [BlackboardHelpDesk@nobts.edu](mailto:BlackboardHelpDesk@nobts.edu) - Email for technical questions/support requests with the NOBTS Blackboard Learning Management System  
[NOBTS.Blackboard.com](http://NOBTS.Blackboard.com).

3. [ITCSupport@nobts.edu](mailto:ITCSupport@nobts.edu) - Email for general technical questions/support requests.
4. [www.NOBTS.edu/itc/](http://www.NOBTS.edu/itc/) - General NOBTS technical help information is provided on this website.

### **Writing Center**

NOBTS has adopted a Quality Enhancement Plan to improve English writing at the graduate level. As part of this effort, NOBTS has established a writing center located in the Hardin Student Center (290B). Visit the official [NOBTS Writing Center](#) online help site for writing academic papers and essays. 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.

More information about how to set up an appointment for writing assistance is available on the writing center page.

### **Writing Style**

All papers are to be written in American Psychological Association (APA) style. Please see the APA Manual 6th edition. Be thorough, and answer completely all the questions in the assignments.

### **Student Services**

This is a partial list of NOBTS student services available to all students, no matter your delivery system or location. If you have questions or do not see what you need here, please refer to [www.nobts.edu/student-services](http://www.nobts.edu/student-services), email us at [studentservices@nobts.edu](mailto:studentservices@nobts.edu), or call the Dean of Students office at 800-662-8701, ext. 3283. We are glad to assist you!

<b>Need</b>	<b>Email</b>	<b>Phone</b>	<b>Web Page</b>
Advising – Graduate Program	<a href="mailto:studentservices@nobts.edu">studentservices@nobts.edu</a>	504.282.4455 x3312	<a href="http://www.nobts.edu/registrar/default.html#advising">www.nobts.edu/registrar/default.html#advising</a>
Advising – Undergraduate Program	<a href="mailto:lcadminasst@nobts.edu">lcadminasst@nobts.edu</a>	504.816.8590	<a href="http://www.nobts.edu/LeavellCollege">www.nobts.edu/LeavellCollege</a>
Church Minister Relations (for ministry jobs)	<a href="mailto:cmr@nobts.edu">cmr@nobts.edu</a>	504.282.4455 x3291	<a href="http://www.nobts.edu/CMR">www.nobts.edu/CMR</a>
Financial Aid	<a href="mailto:financialaid@nobts.edu">financialaid@nobts.edu</a>	504.282.4455 x3348	<a href="http://www.nobts.edu/financialaid">www.nobts.edu/financialaid</a>
PREP (help to avoid student debt)	<a href="mailto:Prepassistant1@nobts.edu">Prepassistant1@nobts.edu</a>	504.816.8091	<a href="http://www.nobts.edu/prep">www.nobts.edu/prep</a>
Gatekeeper NOBTS news	<a href="mailto:pr@nobts.edu">pr@nobts.edu</a>	504.816.8003	<a href="http://nobtsgatekeeper.wordpress.com">nobtsgatekeeper.wordpress.com</a>
Information Technology Center	<a href="mailto:itcsupport@nobts.edu">itcsupport@nobts.edu</a>	504.816.8180	<a href="http://selfserve.nobts.edu">selfserve.nobts.edu</a>
Help with Blackboard	<a href="mailto:blackboardhelpdesk@nobts.edu">blackboardhelpdesk@nobts.edu</a>	504.816.8180	<a href="http://nobts.blackboard.com">nobts.blackboard.com</a>
Library	<a href="mailto:library@nobts.edu">library@nobts.edu</a>	504.816.8018	<a href="http://www.nobts.edu/Library">www.nobts.edu/Library</a>
Online library resources	<a href="mailto:library@nobts.edu">library@nobts.edu</a>	504.816.8018	<a href="http://www.nobts.edu/research-links/default.html">http://www.nobts.edu/research-links/default.html</a>
Writing and Turabian style help	<a href="mailto:library@nobts.edu">library@nobts.edu</a>	504.816.8018	<a href="http://www.nobts.edu/writing/default.html">http://www.nobts.edu/writing/default.html</a>
Guest Housing (Providence Guest House)	<a href="mailto:ph@nobts.edu">ph@nobts.edu</a>	504.282.4455 x4455	<a href="http://www.provhouse.com">www.provhouse.com</a>
Student Counseling	<a href="mailto:lmccc@nobts.edu">lmccc@nobts.edu</a>	504.816.8004	<a href="http://www.nobts.edu/student-services/counselingservices.html">www.nobts.edu/student-services/counselingservices.html</a>
Women’s Programs	<a href="mailto:womensacademic@nobts.edu">womensacademic@nobts.edu</a>	504.282.4455 x3334	<a href="http://www.nobts.edu/women">www.nobts.edu/women</a>

For additional library resources in your state, check <http://www.nobts.edu/library/interlibrary-loan.html>

- GALILEO for Georgia students
- LALINC for Louisiana students
- Florida Virtual Library (<http://www.flelibrary.org/>) for Florida students
- Interact with us online at –



[TWITTER.COM/NOBTS](https://twitter.com/nobts)  
 [INSTAGRAM.COM/NOBTS](https://www.instagram.com/nobts)  
 [FACEBOOK.COM/NOBTS](https://www.facebook.com/nobts)

Course Schedule

**Seminar #1**

**January 31 (1-6); Feb 1 (8-12)**

Books to read before this seminar. Reading reports for these books are due before the seminar:  
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.

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.

Wegmann, J. (2015). *Psychopharmacology: Straight talk on mental health medications.* (3<sup>rd</sup> ed.). PESI Publishing & Media.

Neurocounseling: Promoting human growth and development throughout the life span.

**Assignment Due: Research Paper**

Time	Topics	Student
Friday 1:00	Introduction	
Friday 1:15-2:45	Psychopharmacology Lecture	
Friday 2:45-3:00	Break	
Friday 3:00-4:30	Psychopharmacology Lecture	
Friday 4:30-4:45	Break	
Friday 4:45-6:00	Discussion of Brain/Mind Papers 35 minutes for each discussion	#1 #2
Saturday 8-9:45	Discussion of Brain/Mind Papers	#3 #4 #5
9:45-10:00	Break	
10:00-11:45	Discussion of Brain/Mind Papers	#6 #7 #8

**Seminar #2**

**March 27 (1-6); March 28 (8-12)**

**Books & Article to read before this seminar if materials pertain to your presentation. Final reading report will be due at the beginning of Seminar #3:**

Mind-Brain-Gene: Toward Psychotherapy Integration

Neuroscience for Dummies

Why Therapy Works: Using Our Minds to Change Our Brains

The Polyvagal Theory in Therapy: Engaging the Rhythm of Regulation.

The Feeling Brain

Right Brain Psychotherapy

Article: Neurocounseling: Promoting Human Growth and Development Throughout the Life Span.

Time	Topics (Adjustments may be made)	Student
Friday 1:00	Introduction	
Friday 1:15-3:00	Ch. 1 Self-Organization (Thought, Fantasy, Rumination)	
Friday 3:00-3:15	Evaluation of Presentation	
Friday 3:15-3:30	Break	
Friday 3:30-5:15	Ch. 2 The Social Self (Attachment)	
Friday 5:15-5:30	Break	
Friday 5:30-6:00	Evaluation of Presentation	
Saturday 8-9:45	Ch 3 Behavior-Gene Interactions (ACEs)	
Saturday 9:45-10:00	Break	
Saturday 10:00-10:15	Evaluation of Presentation	
Saturday 10:15-11:50	Ch. 4 Body-Mind & Health (Immune system, Mind and brain affect on mental health)	
Saturday 11:50-12:00	Evaluation	

### Seminar #3

**April 24 (1-6); April 25 (8-12)**

Reading Report for all books and article is due before the seminar begins. Please report percentage read on Blackboard.

Time	Topics (Adjustments may be made)	Student
Friday 1:00	Introduction	
Friday 1:15-3:00	Ch. 5 Self-Maintenance (Diet, Sleep, Exercise)	
Friday 3:00-3:15	Evaluation of Presentation	
Friday 3:15-3:30	Break	
Friday 3:30-5:15	Ch. 6 Motivation, Habits, Addiction (Boost motivation & Overcome Maladaptive Habits)	
Friday 5:15-5:30	Break	
Friday 5:30-6:00	Evaluation of Presentation	
Saturday 8-9:45	Ch 7 Stress & Auto-stress (in the Brain)	
Saturday 9:45-10:00	Break	
Saturday 10:00-10:15	Evaluation of Presentation	
Saturday 10:15-11:50	Ch. 8 Trauma Spectrum	
Saturday 11:50-12:00	Evaluation	

\*Ch. 9 Transcending Rigidity (Depression)

\*Ch. 10 Mind in Time (Placebo Effect, forgiveness, compassion, gratitude)

### 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., & Wishaw, I. Q. (2012). *An introduction to brain and behavior* (4<sup>th</sup> ed.). New York: Worth Publishers.
- Kolb, B., & Wishaw, I. Q. (2015). *Fundamentals of human neuropsychology* (7<sup>th</sup> ed.). New York: Worth Publishers.
- McHenry, S. J., Sikorski, A. M., & McHenry, J. (2014). *A counselor's introduction to neuroscience*. New York: Taylor and Francis.
- 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. (2017). *Handbook of clinical psychopharmacology for therapists (8<sup>th</sup> ed.)*. Oakland, CA: New Harbinger Publications.

Peterson, A. L. (2019). *Psych meds made simple: How & why they do what they do*. Mental Health @ Home Books

Sinacola, R. S., & Peters-Strickland, T. S. (2019). *Basic psychopharmacology for counselors and psychotherapists (3<sup>rd</sup> Ed)*. Boston, MA: Merrill Counseling.

Sousa, D. (2016). *How the brain learns (5<sup>th</sup> ed.)*. Thousand Oaks, CA: Corwin Press.

**Key Performance Indicators**

<b>Key Performance Indicator</b>	<b>Learning Experiences</b>	<b>Signature Assignments/ Assessments</b>
<u>N/A</u>		.