



COUN9314 Neuropsychology and Psychopharmacology
New Orleans Baptist Theological Seminary
Division of Church and Community Ministries
Spring 2023
F 1:00-6:00, S 8:00-12:00
(1/27-28, 3/24-3/25, 4/28-29)

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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.

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 intercept.

Course Teaching Methodology

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

Student Learning Outcomes

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.

Key Performance Indicator (Embedded Assignment)

Key Performance Indicator	Learning Experiences	Signature Assignments/ Assessments
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Area 3: Teaching	<i>Reading:</i> The Neuroscience of Psychotherapy; Use of Presentation Rubric	Presentation Assignments
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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><i>Instruction:</i></p> <p>Readings: *How the Brain Works; *The Polyvagal Theory in Therapy: Engaging the Rhythm of Regulation. *The Mind Brain Gene; *The Neuroscience of Psychotherapy</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><i>Instruction:</i> Presentations; Discussions</p> <p><i>Readings:</i> Lorelle, S. and Michel, R. (2017), Neurocounseling: Promoting Human Growth and Development Throughout the Life Span. Adultspan Journal, 16: 106-119. doi:10.1002/adsp.12039 (Ebscohost)</p> <p>**How the Brain Works; *The Polyvagal Theory in Therapy: Engaging the Rhythm of Regulation. *The Mind Brain Gene; *The Neuroscience of Psychotherapy</p>	<p>Presentation Assignments: Teaching Methodology</p>
<p>Explore and develop understanding of how neuropsychology and biblical concepts intersect, including the mind/brain controversies.</p>	<p><i>Instruction:</i> Discussion; Presentation of research papers</p> <p><i>Readings:</i> Minds, Brains, Souls and Gods; Anatomy of</p>	<p>Research Paper</p>

(CACREP 2.F. 2.g)	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)	Instruction: Lecture; Discussion Readings: Psychopharmacology: Straight Talk on Mental Health Medications	Exam

Required Textbooks:

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. (2017) *The neuroscience of psychotherapy: Healing the social brain*. (3rd ed). NY, NY: W.W. Norton & Company. 9780393712643

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

Drew, Liem. (2020). *How the brain works: The facts visually explained*. NY, NY: Penguin Random House. 978-1465489791

Jeeves, M. (Ed.) (2013). *Minds, brains, souls and gods: A conversation on faith, psychology and neuroscience*. Downers Grove, IL: IVP Academic. 978-0830839988

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. (2021). *Psychopharmacology: Straight talk on mental health medications 4th ed.*. Eau Claire, WI: PESI Publishing & Media. 978-1683732983

Required Reading Article:

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).

Course Methodologies: Reading, research, writing, and discussion.

Course Requirements/Assignments

Assignment/Requirements & Description	Percentage	Due Date
Mind Brain Paper: (Jan 27) 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>	30%	January 27

<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> <p>A Rubric for grading this paper is at the end of this syllabus. Students will be given the opportunity to do a “re-write” to correct grammar and writing style errors. The two grades will be averaged.</p>		
<p>2. Reading Assignments</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 CANVAS before each seminar as assigned. You may report on the Discussion Board.</p>	<p>20%</p>	<p>As assigned in syllabus</p>
<p>3. Presentation Assignment:</p> <p>A. Sign up for your presentation to prepare and present from one of the Chapters in the list of Chapters for Presentations is found on this link:</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 selected. The content should not only come from the primary text that includes the chapter, but other texts and outside resources that relate to the major topic or concept of the chapter.</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 one hour-twenty minute teaching period to teach. After each presentation we will have a 5-minute evaluation time.</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</p>	<p>30%</p>	<p>Mar 24-25</p> <p>May 5-9</p>

<p>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: https://business.tutsplus.com/articles/37-effective-powerpoint-presentation-tips--cms-25421</p>		
<p>QQTP - Questions, Quotations & Talking Points:</p> <ul style="list-style-type: none"> • Questions: Note the points at which a question comes to mind as you read <i>Psychopharmacology: Straight talk on mental health medications 4th ed.</i> Write a thoughtful question that invites analysis, synthesis, or evaluation of the material, or makes connections between the readings and previous readings. Read the entire book. But select your QTPs from your selected chapters/appendices. • Quotation: Select a quotation that is especially pertinent or relevant to the main points of the text. The quotation should be neither too short (1-2 lines), nor too long (10-12 lines). Cite the page number. • Talking Points. Write talking points that show that you have thought seriously and critically about the reading. You do not need to answer your question here, but you may talk about it if you wish. Write at <u>least five detailed talking points</u>, covering several different topics from the reading. • Questions, Quotation, and Talking Points should be written and submitted on CANVAS before the 1st seminar begins. • Discussion Leadership: Sign up for a section of the text Psychopharmacology. Be prepared to be able to answer questions for your chapter that come up if that information is available in the reading. 	<p>20%</p>	

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

Evaluation of Grade

The student's grade will be computed as follows:

Mind Brain Paper	30%
Reading Assignments	20%
Presentation Assignment	30%
QQTP Psychopharmacology	20%

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

Intensive and Weekend Hybrid Classes: Students are expected to attend and participate in the class sessions. Because of the nature of the intensive, students who miss any portion of the class may receive a grade of “F” for the course.

Technical Assistance

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

1. Selfserve@nobts.edu - Email for technical questions/support requests with the Selfserve.nobts.edu site (Access to online registration, financial account, online transcript, etc.)
2. Canvas.NOBTS.com Click on the “Help” button for technical questions/support requests regarding the NOBTS Canvas System. You can also email questions to Canvas@nobts.edu.
3. ITCSupport@nobts.edu - Email for general technical questions/support requests.
4. 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.

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, accommodation 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, 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) 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 CANVAS for information specific to this course. Because CANVAS 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 Self Serve. 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.

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.

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 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.

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.

Course Schedule

**Seminar #1
January 27 (1-6); Jan 28 (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. (2021). *Psychopharmacology: Straight talk on mental health medications.* PESI Publishing & Media.

Assignment Due: Research Paper

Time	Topics	Student
Friday 1:00	Introduction	
Friday 1:15-2:45	Psychopharmacology Discussions	
Friday 2:45-3:00	Break	
Friday 3:00-4:30	Psychopharmacology Discussions	
Friday 4:30-4:45	Break	
Friday 4:45-6:00	Discussion of Brain/Mind Papers 30 minutes for each discussion	#1 #2
Saturday 8-9:45	Discussion of Brain/Mind Papers 30 minutes for each discussion	#3 #4 #5
9:45-10:00	Break	
10:00-12:00	Discussion of Brain/Mind Papers 30 minutes for each discussion	#6 #7 #8 #9

**Seminar #2
March 24 (1-6); March 25 (8-12)**

Books & Article to read before this seminar. Please report percentage read on CANVAS.

How the Brain Works: The Facts Visually Explained (Read this first)

The Neuroscience of Psychotherapy: Healing the Social Brain.

Mind-Brain-Gene: Toward Psychotherapy Integration

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

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

Time	Topics	Student
Friday 1:00	Introduction	

Friday 1:15-2:35	Topic 1	
Friday 2:35-2:40	Evaluation of Presentation	
Friday 2:40-2:50	Break	
Friday 2:50-4:10	Topic 2	
Friday 4:10-4:15	Evaluation of Presentation	
Friday 4:15-4:25	Break	
Friday 4:25-5:45	Topic 3	
Friday 5:45-5:50	Evaluation of Presentation	
Friday 5:50-6:00	Discussion of Afternoon	
Saturday 8:00-9:20	Topic 4	
Saturday 9:20-9:25	Evaluation of Presentation	
Saturday 9:25-9:35	Break	
Saturday 9:35-10:55	Topic 5	
Saturday 10:55-11:00	Evaluation of Presentation	
Saturday 11:00-12:00	Discussion and Wrap-up	

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 1:15-2:35	Topic 6	
Friday 2:35-2:40	Evaluation of Presentation	
Friday 2:40-2:50	Break	
Friday 2:50-4:10	Topic 7	
Friday 4:10-4:15	Evaluation of Presentation	
Friday 4:15-4:25	Break	
Friday 4:25-5:45	Topic 8	
Friday 5:45-5:50	Evaluation of Presentation	
Friday 5:50-6:00	Discussion of Afternoon	
Saturday 8:00-9:20	Topic 9	
Saturday 9:20-9:25	Evaluation of Presentation	
Saturday 9:25-9:35	Break	
Saturday 9:35-10:55	Additional Presentation	
Saturday 10:55-11:45	Discussion and Wrap Up	

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 relationships*. 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. (2015). *Fundamentals of human neuropsychology* (7th 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* (8th 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 (3rd Ed)*. Boston, MA: Merrill Counseling.

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

Key Performance Indicator

Key Performance Indicator	Learning Experiences	Signature Assignments/ Assessments
<u>Area 3: Teaching</u>	<i>Reading: The Neuroscience of Psychotherapy; Use of Presentation Rubric</i>	Presentation Assignments

Writing Guide Rubric for Mind-Brain Paper

Research Paper	Excellent = 100	Good = 88	Fair = 82	Poor = 70
Critical Thinking: The degree to which student demonstrates ability to evaluate and critique ideas	20 pts Student concisely states major ideas or arguments of authors of assigned texts, and evaluates them. Supports personal argument.	18 pts Student states major ideas or arguments of authors of assigned texts, and evaluates them. Supports personal argument	17 pts Student states at least one major idea or argument of authors of assigned texts, and evaluates them. Gives personal argument, little support	14 pts Student misses numerous ideas from authors of assigned texts, and fails to evaluate them. Personal argument is not clear, nor supported.
Conceptual Ability	20 pts Student demonstrates ability	18 pts. Student demonstrates	17 pts Student demonstrates ability to think	14 pts. Student lists concepts

	to think in abstract terms, think logically, and organize ideas into a coherent whole	ability to think in abstract terms, think logically, but struggles to organize ideas into a coherent whole	in abstract terms, but has difficulty organizing ideas into a coherent whole	and ideas from authors, but does not organize ideas into a coherent whole.
<p>Concise Writing Concise writing uses the most effective, and strong words.</p> <p>https://owl.english.purdue.edu/owl/resource/572/02/</p>	<p>20 pts Student</p> <p>a. avoids use of words that explain the obvious, or provide excessive detail. b. eliminates un-necessary determiners and modifiers c. Avoids repetitive wording. d. Avoids overusing expletives at the beginning of sentences</p>	<p>16 pts Student has few</p> <p>a. words that explain the obvious, or provide excessive detail. b. few un-necessary determiners and modifiers c. little repetitive wording d. few expletives at the beginning of sentences.</p>	<p>15 pts Student</p> <p>has numerous</p> <p>a. words that explain the obvious, or provide excessive detail. b. un-necessary determiners and modifiers c. repetitive wordings. d. expletives at the beginning of sentences</p>	<p>14 pts Student's writing is full of</p> <p>a. words that explain the obvious, or provide excessive detail. b. un-necessary determiners and modifiers c. repetitive wordings. d. expletives at the beginning of sentences</p>
Documentation	<p>20 pts Documented all sources. Sources are properly cited.</p>	<p>18 pts Documented sources with some care.</p>	<p>17 pts Needs to use greater care in documenting sources. Documentation was poorly</p>	<p>14 pts Student plagiarized materials.</p>

	Documentation is error free	Sources are properly cited most of the time. Few errors are noted	constructed or absent.	
Correct grammar and spelling	20 pts No typographic or spelling errors. Style is consistent in voice and well-written throughout text	18 pts Few typographic or errors in spelling. Style is consistent throughout most of text.	16 pts Significant number of typographic or spelling errors are present. Style is inconsistent	14 pts Many typographic or spelling errors. Did not follow directions.

**COUN9314 Teaching lesson Rubric
KPI3.1.b Grade:**

Name PhD Student	PowerPoint 25-Exceeds Meets Satisfactory Below Does not meet	Interactive 8-Exceeds Meets Satisfactory Below Does not meet	Handouts 8-Exceeds Meets Satisfactory Below Does not meet	Resources/clients 8-Exceeds Meets Satisfactory Below Does not meet	Organization 25-Exceeds 23-Meets Satisfactory Below Does not meet	Content 25-Exceeds Meets Satisfactory Below Does not meet

Criteria for 25 point scales

Exceeds Expectations: Demonstrates masterful knowledge of subject matter	25
Meets Expectations: Demonstrates above average knowledge of subject matter	23
Satisfactory: Demonstrates adequate/average knowledge of subject matter	21
Below Expectations: Demonstrates below average knowledge of subject matter	19

Does not Meet Expectations: Demonstrates a very poor knowledge of the subject matter points	18
Criteria for 8 point scales:	
Exceeds Expectations: Demonstrates masterful knowledge of subject matter points	8.0
Meets Expectations: Demonstrates above average knowledge of subject matter points	7.5
Satisfactory: Demonstrates adequate/average knowledge of subject matter points	6.8
Below Expectations: Demonstrates below average knowledge of subject matter points	6.3
Does not Meet Expectations: Demonstrates a very poor knowledge of the subject matter points	5.5

Topics for Chapter Presentations

Cozolino

- Ch. 13 The Neurobiology of Attachment
- Ch. 15 The Anxious and Fearful Brain
- Ch. 17 The Impact of Trauma
- Ch. 21 The Psychotherapist as Neuroscientist

Mind-Brain-Gene

- Ch. 1 Self-Organization (Thought, Fantasy, Rumination)
- Ch 3 Behavior-Gene Interactions (ACEs)
- Ch. 4 Body-Mind & Health (Immune system, Mind and brain affect on mental health)
- Ch. 5 Self-Maintenance (Diet, Sleep, Exercise)
- Ch. 6 Motivation, Habits, Addiction (Boost motivation & Overcome Maladaptive Habits)
- Ch 7 Stress & Auto-stress (in the Brain)
- Ch. 9 Transcending Rigidity (Depression)
- Ch. 10 Mind in Time (Placebo Effect, forgiveness, compassion, gratitude)