

**Justice Institute of British Columbia
COURSE OUTLINE**

Course Code: SPE116
Course Title: **Mindsight: The Science of Personal and Relational Transformation - Practical Strategies, Tools and Techniques for the Mindful Therapist**
Prerequisite Courses:
School: School of Community and Social Justice
Division/Academy/Centre: Centre for Counselling and Community Safety
Previous Course Code & Title:
Course First Offered: 2011

# of Credits:	No credit
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Course Description:

As we continue to discover more about the deeply social nature of the brain, human service professionals are moving towards remarkable new insights into what traditional notions of “mindfulness” mean in the context of human relationships. It is becoming ever clearer that it is the clinician’s own level of awareness and neural integration that is at the heart of the therapeutic process. Dr. Daniel Siegel will focus on how neuroscience can complement traditional contemplative practices and explore how to enhance deeper levels of integration in ourselves and in those we care for professionally. You will learn about the nine levels of neural integration and how to work at each level, both in your own self-development and with others. You will explore the new findings about the mirror neuron system and how the various circuits involved in emotional resonance and empathy can enhance your understanding of others and of yourself. Dr. Siegel will pay special attention to the role of “mindsight” – the interweaving of insight and empathy – and how it leads to changes in self-regulation, attuned communication, and mental well-being. This course is for psychologists, social workers, counsellors, medical professionals, social service workers, mediators, and others who work in the helping professions. This event is offered in partnership with the North American Society of Adlerian Psychology and the Adler School of Professional Psychology.

Course Goal(s):

To offer an in-depth view of psychotherapy from the perspective of Interpersonal Neurobiology that enables the participant to integrate findings from a wide range of sciences into practical applications in helping people move toward mental well-being.

Learning Outcomes:

Upon successful completion of this course, the learner will be able to:

1. Understand the science of mindful awareness and apply practical interventions that promote physiological, mental, and interpersonal well-being.
2. Apply the principles of Interpersonal Neurobiology to psychotherapy that reveal an irreducible triangle of well-being that involves mind, brain, and relationships and focuses on the central role of integration in promoting health.

3. Identify and utilize 8 domains of integration that can organize an approach to personal transformation
4. Outline ways that focused attention can alter the synaptic connections in the brain
5. Formulate means to approach clinical assessment by evaluating chaos and rigidity as well as outcomes of integrative coherence.
6. Utilize Mindsight and understand two ways to teach this skill enabling the movement of the internal and interpersonal world toward integration

Course Topics/Content:**Mind, Brain, and Relationships: How Are They Related to Each Other and How Do They Interact?**

In this presentation we will discuss the notion of a "triangle of well-being" that involves three irreducible elements of human experience: mind, brain, and relationships. Amazingly, ninety-five percent of mental health professionals surveyed around the globe have never had even a lecture on what the mind is, or on defining mental health. Here we will offer a definition of mind as "an embodied and relational process that regulates the flow of energy and information." A healthy mind, as we'll see throughout the day, emerges from a process of integration that creates coherence with its sense of connection, openness, and harmony. This initial presentation will bring the participant right into a discussion of these fundamental ideas that can become a part of the work of all mental health practitioners.

Neural Integration, Mindful Awareness, and the Core of Psychotherapy

We will build on the earlier presentation as we focus on the field of interpersonal neurobiology and its applications in understanding a fascinating finding. Secure parent-child attachment, mindful awareness, and the integrative prefrontal region of the brain each give rise to similar mental processes, from attunement and empathy to emotional balance, insight, and behavioral flexibility. Neural integration emerges as a central focus at the core of psychotherapy and participants will be introduced to ways to "SNAG" the brain: Stimulate Neuronal Activation and Growth" In therapy, such a SNAGING process is created to promote neural integration.

The River of Well-Being: Defining Mental Health as it flows between Chaos and Rigidity

When neural integration is conceptualized as the practical goal of therapeutic interventions, assessing its absence become a vital part of treatment planning. When a system is integrated it travels a FACES flow --one marked by flexibility, adaptability, coherence, energy, and stability. Outside this FACES flow is the state of chaos or rigidity. Clinicians can learn to assess areas in a person's life that lack integration and focus treatment at that level in order to promote well-being through snagging the brain toward integration.

The Mindful Brain and Creating Coherence of Mind: Discernment, Emotions and Making Sense of Our Life Stories

We will integrate our overall approach by examining the nature of the mindful brain, exploring the ways that the five facets of mindfulness--from living in the moment to labeling and describing the internal world--each have neural correlates that can guide the process of therapy. Secure attachment within therapy can be seen as the relational aspect that correlates with the integrated brain and the coherent mind. This triangle of well-being involves a balanced set of emotional responses as well as a fundamental narrative process that helps an individual make-sense of life.

Also, the following will be discussed:

- What is the Mind?
- The Fundamental Ingredients of Effective Therapy
- Integration as a framework for understanding well-being and mental disorder
- Domains of Integration and Clinical Intervention

Text and Resource Materials:

Highly Recommended:

Siegel, D.J. (2010): *Mindsight: The New Science of Personal Transformation*, New York: Bantam/Random House.

Siegel, D.J. (2010): *The Mindful Therapist: A Clinician's Guide to Mindsight and Neural Integration*, New York: WW Norton.

Siegel, D.J. (2007): *The Mindful Brain: Reflection and attunement in the cultivation of well-being*. New York: WW Norton.

Recommended:

Porges, S (2011): *The Polyvagal Theory*. New York: WW Norton.

Fosha, D., Siegel, D.J., and Solomon, M (2007): *The Healing Power of Emotion*. New York: WW Norton.

Siegel, D.J. (2007): *The Mindful Brain*. New York: WW Norton.

Ogden, P, Minton, Y., and Pain, C., (2007): *Trauma and the Body*. New York: WW Norton.

Siegel, D.J. and Hartzell, M. (2003): *Parenting from the Inside Out*. New York: Tarcher/Penguin.

Solomon, M. and Siegel, D.J. (2003): *Healing Trauma*. New York: WW Norton.

Siegel, D.J. (1999): *The Developing Mind: How relationships and the brain interact to shape who we are*. New York: Guilford.

Course Level:

X	First Year		Second Year		Third Year		Fourth Year
	Other (describe):						

Equivalent Course(s) within the JIBC:

Class Delivery Methods: Some courses are delivered using a range of methods within one class (course section) or alternative methods in different classes. Please outline the most common delivery options used for this course. The total class hours should be the same for each option.

Delivery Methods	Class Option A (Hours)	Class Option B (Hours)	Class Option C (Hours)	Class Option D (Hours)
Classroom/Lecture/Discussion	14.0			
Simulation/Lab	N/A			
Practicum/Fieldwork	N/A			
Online	N/A			
Correspondence	N/A			
Total Class Hours	14.0			

Comments on Delivery Methods: Lecture format involves active participation with students in the form of interactive exercises, discussion, and question and answer periods. Students actively contribute in small and large group discussion and activities.

Course Grading System:

	Letter Grades		Percentage		Pass/Fail
	Complete/Incomplete	X	Attendance Only		

Passing Grade:	Pass
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Evaluation Activities and Weighing:

Final Exam	%	Assignments	%	Project	%	Capstone Project	%
Midterm Exam	%	Portfolio	%	Participation	100%	Other	%
Quizzes/Test	%	Simulations	%	Practicum	%	TOTAL	100%

Comments on Evaluation Activities and Weighing:

100% attendance in all classes.

Active contribution to small and large group discussions and activities.

Other Course Guidelines, Procedures and Comments:

View the Justice Institute of BC Policies listed below at:

<http://www.jibc.ca/studentServices/main/AcademicServices/policies.htm>

Access Policy

Harassment Policy

Prior Learning Assessment Policy

Student Code of Conduct

Academic Appeals Policy

Intellectual Property Rights Policy

Research on Human Subjects: Ethics

Student Records