



The Hebrew University of Jerusalem

Syllabus

Therapeutic thinking on excluded populations (addicts/criminals/deviants) from a dynamic perspective - 3123

Last update 06-10-2020

HU Credits: 2

Degree/Cycle: 2nd degree (Master)

Responsible Department: Social Work

Academic year: 0

Semester: 2nd Semester

Teaching Languages: Hebrew

Campus: Mt. Scopus

Course/Module Coordinator: Dr. Shabtay Levit

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Coordinator Office Hours: בתאום טלפוני מראש

Teaching Staff:

Dr. Shabtay Levit

Course/Module description:

The central thesis of this course is that the treatment of excluded populations, in order to be successful, requires the therapist to change 'disk' as a person and a therapist. Excluded populations are the threatening 'other' that most of us as individuals usually prefer not to be in contact with, due to the tangible and moral threat it represents.

As therapists in the welfare services we do not have the ability to choose who our patients will be, and in the meeting of end services with end patients, most of us are engaged in social supervision and 'correction' of the patient, in the guise of care. It is no coincidence that the services for the care of this population are called 'correction services' - and they have their own division in the Ministry of Welfare, and in the Prison Service.

Course/Module aims:

The course proposes a therapeutic approach that sees the 'other' not only as a threat (without underestimating the value of the threat), but as a chance for a mutual change, through partnership, of the individual in the patient and the therapist.

To this end, for the purpose of the treatment the therapist is required to set aside his attitudes and values, which are threatened by the very behaviors that are the overt reason for coming to therapy (deviation, delinquency, addiction, homelessness). Moreover, he has to see in a positive light behaviors that are perceived by society as problematic, at best, and requiring punishment, at worst, as a way for society to safeguard itself.

These demands of the therapist are not easy to implement. It should be remembered that the individual in the therapist has succeeded in socialization, after successfully internalizing the values and norms of society, and therefore he sees himself as the society's emissary in his therapeutic mission. The change he is required to make in himself is a precondition for making a connection with the patient.

If the therapist succeeds in making this change, the perception of the individual and the perception of what is 'human' in the 'other' and himself will expand.

Learning outcomes - On successful completion of this module, students should be able to:

As a therapist he needs to make a number of changes that we will deal with in the

course, and these are:

From a psychology of 'two' to a psychology of 'one', even if to an observer from the side there are two in the setting.

And from the viewpoint of the psychology of 'one', even though there are two, and its implications for the role of the therapist, it can be hoped that a 'correction' will take place in the treatment, and not a reconstruction of the early therapeutic environment.

In order to understand where the psychology of one differs from the psychology of two, we will need the concepts of Balint (basic fault) and Winnicott (holding mother).

To understand how it is possible to look positively at negative phenomena, we will be helped by Winnicott and his book 'Deprivation and Delinquency'.

Working with excluded populations brings us to the end of the spectrum of human emotions. The course will deal with hatred, love, and aggression in therapy, with the help of the writings of Davis, Dr. Hezi Cohen, and Winnicott.

The course will deal with the differences between therapist and patient that make it difficult for us to treat this population, which threatens our fundamental perceptions of appropriate behavior.

Attendance requirements(%):

80

Teaching arrangement and method of instruction: בדוגמאות מכאובים שנות עבודה בשדה: במיגון תפקידים עם אוכלוסיות קצה. התלמידים יעודדו להביא מקרים רלוונטיים שלהם מההכשרה המקצועית.

Course/Module Content:

שתי רמות של עבודה אנליטית

2. תפקיד המטפל

3. שנאה ואהבה בטיפול

4. דיסוציאציה

Required Reading:

1. שתי הרמות של העבודה האנליטית, מ.באלינט, השבר הבסיסי, עם עובד 2006.
(עמ' 46-52)

7. ויניקוט ד' ו' (1971), יסודות זכריים ונקביים טהורים בתוך: יצירות ומקורותיה, בתוך: משחק ומציאות, הוצאת עם עובד, 1995 עמ' 101-105

8. ויניקוט, ד', ו' (1955), התפתחות רגשית של היחיד (בתוך הפרק: השפעות הקבוצה והילד קשה ההסתגלות), בתוך: חסך ועבריינות, הוצאת תולעת ספרים, 2014 עמ' 274-277. (הפרק מצורף בגרסת word)

9. כהן, ח. (2015) אהבה - מרכיב מהותי בטיפול בהפרעות התפתחות העצמי

אגודה לפסיכותרפיה פסיכואנליטית - פברואר 2015

10. Davies J.M., & Frawley M.G. (1994). Treating the Adult Survivor of Childhood Sexual Abuse. (9, 167- 185). Basic Books, A Division of Harper Collins Publishers

Additional Reading Material:

Course/Module evaluation:

End of year written/oral examination 0 %

Presentation 0 %

Participation in Tutorials 10 %

Project work 90 %

Assignments 0 %

Reports 0 %

Research project 0 %

Quizzes 0 %

Other 0 %

Additional information: