



# *The Hebrew University of Jerusalem*

## *Syllabus*

### *Development and Maturation - Cornerstone Program - 34304*

*Last update 23-12-2024*

*HU Credits: 2*

*Degree/Cycle: 1st degree (Bachelor)*

*Responsible Department: Teaching Training - Diploma*

*Academic year: 0*

*Semester: 1st Semester*

*Teaching Languages: Hebrew*

*Campus: Mt. Scopus*

*Course/Module Coordinator: Dr. Yael Naveh Kedem*

*Coordinator Email: [yael.navehkedem@mail.huji.ac.il](mailto:yael.navehkedem@mail.huji.ac.il)*

*Coordinator Office Hours:*

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Teaching Staff:

Dr. Yael Nave Kedem

Course/Module description:

The course will present key issues in developmental psychology, relevant to the educational field, with an emphasis on adolescence.

During the course, psychological theories will be presented (starting from Freud, Erikson, and up to contemporary reference) concerning human development on its emotional, social and cognitive aspects. The course will refer to the various circles of socialization that surround the child, and their influence on his behavior and growth - from infancy to the stages of puberty.

A central place will be given to the period of puberty and to understanding the adolescent's relationship with his environment, focusing on the central questions of adolescence: the development of sexuality, the search for identity, the dependency-independence conflict, risk factors and risk behaviors, and the relationship between the adolescent and his environment.

In processing the topics, emphasis will be placed on the connection between theory and practice, within a group dialogue.

Course/Module aims:

1. Familiarity with central psychological theories and central concepts related to the child's developmental, emotional and educational processes
2. Familiarity with the various theoretical approaches and central concepts in the world of teenagers
3. Understanding the dilemmas and conflicts of the child and the adolescent vis-a-vis themselves and their environment, while discussing effective coping methods.

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

Describe the characteristics of adolescence, analyze various behaviors that characterize this age, identify the difficulties that characterize adolescents, integrate the effects of biology, cognition, personality, family, peer group, school and culture on adolescents.

Attendance requirements(%):

Teaching arrangement and method of instruction: Lectures and discussions

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### Course/Module Content:

1. Introduction to adolescence
2. Identity development and Erikson's theory
3. Freud's psychoanalytic theory
4. Development of sexuality, sex and gender
5. Cognitive development
6. Social development and social rejection
7. Family relations and in particular between parents and children/adolescents
8. Teacher-student relationships
9. Psychology of learning: motivation, intelligence, learning disabilities and attention disorder
10. The effects of the media on teenagers and ways of coping
11. Aggression and behavior problems
12. Suicidality

### Required Reading:

גרופר, ע., סלקובסקי, מ. ורומי, ש. (2014) ילדים ומתבגרים במצבי סיכון: הגדרות, התפתחויות ודרכי התערבות. בתוך: גרופר, ע., ורומי, ש. (עורכים). ילדים ומתבגרים במצבי סיכון בישראל. כרך א: תמונת מצב של התחום ותוכני ליבה. ת"א : מכון מופ"ת. עמ' 19-52.

סרוף, א. (2004). התפתחות הילד טבעה ומהלכה (2004). האוניברסיטה הפתוחה. כרך שני, פרק 13, עמודים 622-627

פלום, ח (1995). מתבגרים בישראל: הבטים אישיים, משפחתיים וחברתיים. אבן יהודה: רכס. עמ' 123-145

פרויד, א. (1977) האני ומנגנוני ההגנה. תל אביב: דביר. פרקים י"א-י"ב.

רוזמן, מ', קלינגמן, נ' ותכון, פ' (1997). כישורי חיים – ניתוח זהות אישית בקבוצות ילדים ומתבגרים. תל-אביב: רמות.

שולמן, ש. (1995). יחסים חברתיים ומשימות התפתחותיות בגיל ההתבגרות. בתוך ח. פלום (עורך), מתבגרים בישראל: היבטים אישיים, משפחתיים וחברתיים (עמ' 61-80). רכס

Allen J. P. (2008). The Attachment System in Adolescence. In Cassidy & P.R. Shaver (Eds.) *Handbook of Attachment: Theory, Research, and Clinical Applications* (pp. 419- 435). New York: Guilford Press

Ben-Zur H. & Reshef-Kfir Y. (2003) Risk taking and coping strategies among Israeli adolescents. *Journal of Adolescence*, 26, 255-265

Blos, p. (1979) "second individuation process". In *The Adolescent passage: developmental issues*. New York: International press. pp. 141-170

Kroger, J. (2006). *Identity development: Adolescence through adulthood*. Sage publications. pp 206-226.

Reyna, V. F., & Farley, F. (2006). Risk and rationality in adolescent decision making implications for theory, practice, and public policy. *Psychological science in the public interest*, 7(1), 1-44.

Tolman, D. L., & McClelland, S. I. (2011). Normative sexuality development in adolescence: A decade in review, 2000–2009. *Journal of Research on Adolescence*, 21(1), 242-255

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Additional Reading Material:

Grading Scheme:

Essay / Project / Final Assignment / Home Exam / Referat 80 %  
Attendance / Participation in Field Excursion 20 %

Additional information: