

The Hebrew University of Jerusalem

Syllabus

THE DIALOGIC-JEWISH APPROACH TO SW INTERVENTION - 3687

Last update 29-10-2018

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. Baruch Kahana

Coordinator Email: kahanabh@bezeqint.net

Coordinator Office Hours: By appointment

Teaching Staff:

Dr. Baruch Kahana

Course/Module description:

Understanding the dialogical approach to therapy as developed from Jewish sources by Mordechai Rotenberg

Course/Module aims:

Deepen in the cultural roots of western psychology (especially the psychodynamic school), assuming that it is one of many intellectual options. To place in front of it another possible psychological thinking, dialogical, derived from Jewish sources, and focus on implementing dialogue thinking in therapeutic reality.

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

Students will recognize the cultural background of treatment methods - Western-dialectical and Jewish - dialogical.

The student will recognize the concepts of dialogue (reduce, double mirror, answer, recomposition, etc.) and their use in therapy.

The student will learn how to use these concepts in a therapeutic setting.

Attendance requirements(%):

100

Teaching arrangement and method of instruction: Frontal lecture

Course/Module Content:

- The basic principle: all psychology has cultural roots
- The distribution principle: the form of dialogue and dialectical thought
- The roots of dialectical thinking - Greek Myth
- The roots of dialectical thinking - Christianity , modernism. Implications for Western psychology
- Psychoanalysis as an example of dialectical-psychological thinking. Freud and his followers.
- Roots of the importance of dialogue in Jewish sources - biblical and midrashic thinking
- Roots of the importance of dialogue (continued) - Theory reduction reception and Hasidism
- Psychological thinking - Dialogic: Three Dimensions: the concept of truth, the

concept of time and the concept of the relationship.

- Concept of truth: seventy faces to life. Every event can be interpreted in several possible ways, do not always have to decide between them
- The concept of time - instead of the dialectic between past and present, the present can interpret the past in a productive way, and conduct a dialogue with it (the idea of "Hashelhun"). Concept of answer as a form of Shelhun. Psychological implications of the concept.
- Concept of interpersonal relationships: mutual reduction. "Oedipus Complex" as a dialectical relationship model, as opposed to "Father Maggidi"
- Affect on the therapeutic relationship. Double mirror, mutual integration.
- Intra-personal dialogue - conflicting value systems, the conflict of desire-creation, dialogical solution to a conflict.
- Summary and analysis of a case .

Required Reading:

Classical psychoanalysis:

פרויד, ז' : הטיפול הפסיכואנליטי. ע"ע, 2002 (חשוב במיוחד המאמר - לשאלת האנליזה בידי מי שאינם רופאים).

פרויד, ז' : פרויד ודורה. ע"ע, 1994 (המאמר החשוב: של פרויד)

Contemporary psychoanalysis:

מיטשל, ס. : תקווה ופחד בפסיכואנליזה. תולעת ספרים, 2003 (המאמר החשוב: הסיטואציה האנליטית)

גוברין, ע. : בין התנזרות לפיתוי. דביר, 2004 (הפרק החשוב: הגישה ההתייחסותית)

שטרנר, ק. : אינדיבידואליות: הפרוייקט הבלתי אפשרי. ע"ע, 1999 (הפרק החשוב: תמרה, האישה שלא ידעה גבולות).

Cognitive therapy:

בק, א. ואחרים: תרפיה קוגניטיבית, עקרונות והדגמות. אח, 1995 (אין פרק חשוב במיוחד, כדי להבין את הגישה אפשר לבחור פרק באופן אקראי)

The Jewish psychology by Rutenberg:

רוטנברג, מ.: קיום בסוד צמצום. מוסד ביאליק. תש"ן (הפרקים החשובים: 1, 9, 12)

רוטנברג, מ. : שבעים פנים לחיים. מוסד ביאליק, תשנ"ד (הפרקים החשובים: 2, 3, 8, 9)

רוטנברג, מ.: פרדס הנפש. אקדמון, תשנ"ו (הפרקים החשובים: 2, 4, 7)

רוטנברג. מ.: ממקדש למדרש. שוקן, תשס"א. (הפרק החשוב: 12)

Note: All the reading list is also available in English. For those for whom it's easier in English, they can consult the lecturer to get the bibliography in that language.

Additional Reading Material:

None

Course/Module evaluation:

End of year written/oral examination 0 %

Presentation 0 %

Participation in Tutorials 20 %

Project work 80 %

Assignments 0 %

Reports 0 %

Research project 0 %

Quizzes 0 %

Other 0 %

Additional information:

None