



Syllabus

Emotional life of the infant - developmental psychodynamic approach - 51760

Last update 17-11-2016

HU Credits: 2

Responsible Department: psychology

Academic year: 0

Semester: 1st Semester

Teaching Languages: Hebrew

Campus: Mt. Scopus

Course/Module Coordinator: Dr. Smadar Gertner

Coordinator Email: smadar.gertner@mail.huji.ac.il

Coordinator Office Hours: Coordinate

Teaching Staff:
Dr. Smadar Gertner

Course/Module description:

Psychoanalytic developmental theories and research evidence on the emotional development of infants

Course/Module aims:

The course will discuss major issues in early childhood emotional development. The goal is to give knowledge of emotional developmental issues, introduction of the main findings of the leading developmental research, and to expose critical discussions of the main theories in the field.

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

Understand the impact of primary relationships and emotional development of infants

Attendance requirements(%):

80

Teaching arrangement and method of instruction: Frontal

Course/Module Content:

- 1. The importance of early emotional development relationship*
- 2. The infant's self development: developmental theory on building self*
- 3. toddler who discovers the world*
- 4. The magical thinking of childhood*
- 5. developmental fears and anxieties*
- 6. aggression and self-control*
- 7. striving for independence and separateness*
- 8. Mentalization and importance of emotional development of infants*
- 9. The parent past, and its impact on parenting and child's emotional development*

Required Reading:

Bowlby, J. (1973). Attachment and loss: Vol II. Loss: Separation: Anxiety and anger. New York: Basic Books.

Bowlby, J. (1980). Attachment and loss: Vol III. Loss: Sadness and despair. New York: Basic Books.

Bowlby, J. (1982). Attachment and loss: Vol 1. New York: Basic Books.

Lieberman, Alicia & Van Horn, Patricia (2008). *Psychotherapy with Infants and Young Children: Repairing the Effects of Stress and Trauma on Early Attachment*, The Guilford Press.

הפרקים הספציפיים יפורסמו באתר.

Slade, A. (2013). *The Origins of Connectedness: A Look at Attachment, Fear, and Safety*. Draft of paper to be presented at the annual meeting of the International Association for Psychoanalytic Self Psychology October 19, 2013

שעור 12-13: העבר של ההורה, והשפעתו על ההורות ועל התפתחותו הרגשית של הפעוט:

Fraiberg, S. (1980). *Clinical Studies in infant mental health*. New York: Basic Books.

Fraiberg, S.H., Adelson, E., & Shapiro, V. (1975). Ghosts in the nursery: A psychoanalytic approach to the problem of impaired infant-mother relationships. *Journal of the American Academy of child Psychiatry*, 14, 387-422.

Sigel, J. D (2004): Attachment and self understanding: Parenting with the brain in mind, *Journal of Prenatal & Perinatal Psychology & Health*; Summer 2004; 18, 4; ProQuest Central pg. 273

Bucharest Early Intervention Project

Zeanah, C. H., Egger, H.L., Smyke, A.T., Nelson, C.A., Fox, N., Marshall, J., & Guthrie, D.D (2009). Institutional Rearing and Psychiatric Disorders in Romanian Preschool Children. *Am J Psychiatry* 166:7.

Grienenberger, J; Kelly, K & Slade, A. (2005). Maternal reflective functioning, mother-infant affective communication, and infant attachment: Exploring the link between mental states and observed caregiving behavior in the inter-generational transmission of attachment. *Attachment & Human Development*, 2005; 7(3): 299 – 311.

Salder, L.S; Slade, A; Close, N; Webb, D.L ; Simpson, T; Fennie, K & Mayes, L.S. (2013). Minding the baby: Enhancing reflectiveness to improve early health and relationship outcomes in an interdisciplinary home – visiting. *Infant Mental Health journal*, Vol. 00(0), 1–15 (2013).

Slade, A. (2007). Reflective Parenting Programs: Theory and Development. *Psychoanalytic Inquiry* , 26: 4, 640 – 657.

רשימת הקריאה הנה הבסיס. מספרי עמודים, ופרקים ספציפיים, יינתנו בהמשך.

Additional Reading Material:

Course/Module evaluation:
End of year written/oral examination 0 %
Presentation 0 %
Participation in Tutorials 0 %
Project work 0 %
Assignments 0 %
Reports 0 %
Research project 0 %
Quizzes 0 %
Other 100 %
see additional information

Additional information: