



The Hebrew University of Jerusalem

Syllabus

The Good Enough Care - Winnicott and Bowlby - 51947

Last update 08-09-2019

HU Credits: 2

Degree/Cycle: 2nd degree (Master)

Responsible Department: Psychology

Academic year: 0

Semester: 2nd Semester

Teaching Languages: Hebrew

Campus: Mt. Scopus

Course/Module Coordinator: Nurit Yirmiya

Coordinator Email: NYirmiya@gmail.com

Coordinator Office Hours: By appointment

Teaching Staff:

Prof Nurit Yirmiya

Course/Module description:

In this course we will study selected papers written by Bowlby and Winnicott and their followers in relation to "Good enough" parenting and psychotherapy.

Course/Module aims:

Introduction to Bowlby and Attachment theory.

The 4 attachment working models/styles in childhood and throughout the life span.

Introduction to Winnicott and his developmental and clinical theories.

Application of the developmental and clinical theories of Bowlby and Winnicott to ongoing clinical work.

Introducing Accelerated Experiential Dynamic Psychotherapy (AEDP)

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

Formulate and explain the developmental theory proposed by Winnicott.

Formulate and explain the principles of Bowlby's Attachment theory.

Integrate attachment based developmental theory and treatment techniques into psychotherapy.

Integrate Winnicottian perspectives and treatment techniques into ongoing psychotherapy.

Evaluate the contributions of Bowlby and Winnicott compared to selected aspects of the earlier classical psychoanalytic theories of Freud and Klein.

Attendance requirements(%):

100

Teaching arrangement and method of instruction: Weekly reading assignment.

Weekly written assignment relating to the reading assignment,

Class discussions.

Movies.

Exercises.

Course/Module Content:

Historical background.

Bowlby - the person

Bowlby - the foundation of attachment theory.

Attachment in infancy and early childhood.

Attachment in childhood and adolescence.

Attachment in adulthood.

Clinical applications of attachment theory.

Winnicott - the person.

Winnicott - The developmental theory.

Winnicott - the clinical theory.

Required Reading:

Bowlby, J. (1988). The role of attachment in personality development. In A secure base. London: Routledge. pp.119-136.

Bowlby, J. (1988). Developmental psychiatry comes of age. American Journal of Psychiatry, 145, 1-10.

Wallin, D. J. (2007). Attachment in Psychotherapy. New-York: Guilford Press.

Winnicott, D.W. (1956). Primary maternal preoccupation. In D.W. Winnicott (1975, 1992). Through Paediatrics to Psycho-Analysis: Collected Papers. N.Y.: Brunner/Mazel Publishers. pp. 300-305.

ד. ו. ויניקוט (1971). תפקיד הראי של האם והמשפחה בהתפתחותו של הילד. בתוך ד. ו. ויניקוט, משחק ומציאות. הוצאת ספרים עם עובד בע"מ. תל אביב. פרק 9. עמודים 128-134

Winnicott, D. W. (1945). Primitive emotional development. In D.W. Winnicott (1975, 1992). Through Paediatrics to Psycho-Analysis: Collected Papers. N.Y.: Brunner/Mazel Publishers. pp. 145-156.

Winnicott, D.W. (1951). Transitional objects and transitional phenomena. In D.W. Winnicott (1975, 1992). Through Paediatrics to Psycho-Analysis: Collected Papers. N.Y.: Brunner/Mazel Publishers. pp. 229-242. 1 פרק - ומציאות משחק בספר בעברית קיים

Winnicott, D.W. (1958). *The capacity to be alone*. In D. W. Winnicott, (1965). *The Maturational Process and the Facilitating Environment*. pp. 29-36.

Winnicott, D.W. (1962). *Ego integration in child development*. In D. W. Winnicott, (1965). *The Maturational Process and the Facilitating Environment*. pp. 56-63.

Winnicott, D.W. (1960). *Ego distortion in terms of true and false self*. In D. W. Winnicott, (1965). *The Maturational Process and the Facilitating Environment*. pp. 140-152

Winnicott, D.W. (1968). *The use of the object and relating through identifications*. pp.218-227 and *Clinical illustration of "the use of an object"*. In Winnicott, C., Shepherd, R. & Davis, M. (Eds.) (1989). *D. W. Winnicott: Psychoanalytic Explorations*. Cambridge, Mass. Harvard University Press. pp 235-237.

החלק הראשון קיים בעברית בספר משחק ומציאות - פרק 6

Winnicott, D.W. (1960). *The aims of psychoanalytic treatment*. In D. W. Winnicott, (1965). *The Maturational Process and the Facilitating Environment*. pp. 166-170.

Fosha, D. (2000). *The Transforming Power of Affect: A Model For Accelerated Change*. Basic Books

Fosha, D, Siegel, D., Solomon M., eds. (2009). *The Healing Power of Emotion: Affective Neuroscience, Development & Clinical Practice*. New York: W.W. Norton & Co.

Additional Reading Material:

Hesse, E. & Main, M. (2000). *Disorganized infant, child, and adult attachment: Collapse in behavioral and attentional strategies*. *Journal of the American Psychoanalytic Association*, 48(4), 1097-1127.

Main, M., Hesse, E. & Goldwy, R. (2008). *Studying differences in language usage in recounting attachment history: An introduction to the AAI*. In Steele, H. & Steele, M. (Eds.), *Clinical Applications of the Adult Attachment Interview*. N.Y.: The Guilford Press. pp.31-68

Main, M (2000). *The organized categories of infant, child, and adult attachment: Flexible vs. inflexible attention under attachment-related stress*. *Journal of the American Psychoanalytic Association*. 48(4), 1055-1096.

Marvin, R., Cooper, G., Hoffman, K. & Powell, B. (2002). *The Circle of Security project: Attachment-based intervention with caregiver-pre-school child dyads*. *Attachment & Human Development*, 4, 107-124.

Fonagy, P. & Target, M. (2007). *The rooting of the mind in the body: New links between attachment theory and psychoanalytic thought*. *Journal of the American Psychoanalytic Association*, 55, 411-456.

Fonagy, P. & Target, M. (2007). *Playing with Reality: IV. A theory of external reality rooted in intersubjectivity*. *International Journal of Psychoanalysis*, 88, 917-937.

Winnicott, D.W. (1964, 1968). *The Squiggle game*. In Winnicott, C., Shepherd, R. & Davis, M. (Eds.) (1989). *D. W. Winnicott: Psychoanalytic Explorations*. Cambridge, Mass. Harvard University Press. pp.299-317.

ד.ו. ויניקוט (1971). מושגים בני זמננו על התפתחות המתבגר והשלכותיהם על החינוך הגבוה. בתוך ד.ו. ויניקוט, משחק ומציאות. הוצאת ספרים עם עובד בע"מ. תל אביב. פרק 11. עמודים 152-163

Winnicott, D.W. (1964). *Deduction drawn from a psychotherapeutic interview with an adolescent*. In Winnicott, C., Shepherd, R. & Davis, M. (Eds.) (1989). *D. W. Winnicott: Psychoanalytic Explorations*. Cambridge, Mass. Harvard University Press. pp. 325-340.

Course/Module evaluation:

End of year written/oral examination 0 %

Presentation 0 %

Participation in Tutorials 25 %

Project work 50 %

Assignments 0 %

Reports 25 %

Research project 0 %

Quizzes 0 %

Other 0 %

Additional information:

Prior to each class, students are expected to read the assigned reading materials and to write a short commentary relating the reading materials to their own going clinical case. The written commentary should also include thoughts and questions that the students may have and NOT a summary of the reading materials.

Written assignments should be sent to Prof. Yirmiya at YirmiyaNurit@gmail.com by Friday noon before each class. Please make sure that you have your name and page number as a header on your assignment and that your file name includes your name and the assignment number. For example Nurit1.doc for the first assignment.