**SYLLABUS**

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| **Course Title** | CHILDREN AND PSYCHOANALYSIS |
| **Course Type** | Elective |
| **Code** | PSY 487 |
| **National Credit** | 3 |
| **ECTS** | 5 |
| **Instructor(s)** | Asst. Prof. Sema Yurduşen |
| **Perquisitions** | - |
| **Term** | Fall |
| **Mode of delivery** | Face to face/ in class |
| **Theory (hours/week)** | 3 |
| **Application (hours/week)** | - |
| **Laboratory (hours/week)** | - |
| **Course content** | This course is designed to teach the theory and practice of child psychoanalysis and will include Anna Freud, Donald Winnicott, Francoise Dolto, Maud Mannoni and other major school of thoughts on psychoanalysis of children. |
| **Learning outcomes** | After successful completion, the students are expected to be familiar about some psychoanalytic concepts and their application to the treatment of children |
| **References / Sources** | Holder, A. (2005). Anna Freud, Melanie Klein, and The Psychoanalysis of Children and Adolescents, Karnac Books.  Dolto, F. (2013). Psychoanalysis and Paediatrics, Key Psychoanalytic Concepts with Sixteen Clinical Observations of Children, Karnac |
| **Learning and teaching strategies** | Visual, Auditory, Read/Write, Project Based Learning and Teaching Strategies will be used. |
| **Evaluation** | Exam, homework, presentation and active participation to discussions will be evaluated. |
| **Medium of instruction** | Face to face instruction in English language will be performed through books and videos |

**SUBJECTS BY WEEKS**

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| **Weeks** | **Subject** |
| Week 1 | Introduction to Psychoanalysis of Children |
| Week 2 | History of the Child Psychoanalytic Training |
| Week 3 | The technique of child analysis:  The controversies between Anna Freud and Melanie Klein |
| Week 4 | The technique of child analysis:  The controversies between Anna Freud and Melanie Klein |
| Week 5 | Playing and Reality |
| Week 6 | Playing and Reality |
| Week 7 | Reinventing Play, Autistic Children and the Normativity of Playin Postwar France |
| Week 8 | **Midterm exam** |
| Week 9 | A clinical example: Monica |
| Week 10 | Looking Through the Hourglass: The Importanceof Our Words and Actions in Contemporary Child Psychoanalysis |
| Week 11 | The Oedipus complex: Castration anxiety |
| Week 12 | Case studies |
| Week 13 | Case studies |
| Week 14 | Case studies |
| Week 15 | Overview of the course |
| Week 16 | **Final exam** |

**ASSESSMENT METHOD**

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| **Semester Works** | **Number** | **Contribution** |
| Attendance | 10+4 | 0+%10 |
| Laboratory | - | - |
| Application | - | - |
| Fieldwork | - | - |
| Practice | - | - |
| Homework assessment | - | - |
| Presentation | 1 | %30 |
| Project | - | - |
| Seminar | - | - |
| Midterm exams | 1 | %30 |
| Final exam | 1 | %40 |
| Total |  | %100 |
| Contribution of semester works to success points | 4 | %60 |
| Contribution of final exam to success points |  | %40 |
| Total |  | %100 |

**WORKLOAD AND ECTS CALCULATION**

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| --- | --- | --- | --- |
| **Activities** | **Number** | **Duration (hour)** | **Total Workload** |
| Course duration | 14 | 3 | 42 |
| Study hours out of class(Preliminary work, reinforcement, etc.) | 14 | 4 | 56 |
| Homework assignment | - | - | - |
| Presentation / Seminar preparation | 1 | 5 | 5 |
| Midterms (Study duration) | 1 | 20 | 20 |
| Application | - | - | - |
| Laboratory | - | - | - |
| Project | - | - | - |
| Final exam (Study duration) | 1 | 30 | 30 |
| Total Workload | | | 159 |
| Calculated ECTS | | | 5,3 |

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| **Learning Outcomes of the Program**  **(Program learning outcomes are the same for all courses, no changes will be made.)** |
| **Student,**  **P1-**Recognizes the basics of social sciences and psychology.  **P2**-Can analyze the events occurring in the world and society from the perspective of psychological science.  **P3-**Combine psychological science and different disciplines and gain the ability to research and apply them.  **P4-**Uses statistical knowledge and skills necessary for psychological research.  **P5-**Recognizes the basic subfields of psychology and produces knowledge in these areas.  **P6-**Can conduct all scientific studies and applications within the framework of ethical principles and values of psychology.  **P7-**Take part in projects and scientific studies carried out in the field of psychology with the knowledge acquired.  **P8-**Adopts lifelong learning as a principle.  **P9-**Follows current scientific developments in the field; can transfer the knowledge he/she has to the outputs of new studies.  **P10-**Works in accordance with ethical values in the research and application areas of psychology where they work individually or as a team member.  **P11-**Knows the historical development of psychology, follows different theories that emerged in the process, and puts these theories into practice in their studies.  **P12-**Apply the knowledge acquired in the science of psychology in the field of social service within the ethical rules. |
| **The Course Learning Outcomes** |
| **Student,**  **L1.** Learns about the history and controversies between first child psychoanalysts Freud and Klein  **L2.** Develops understanding towards the application of psychoanalytic concepts into the children’s analysis |

**THE COURSE LEARNING OUTCOMES - PROGRAM OUTCOMES MATRIX**

**(Add as many rows as the number of learning outcomes of the course.)**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **P1** | **P2** | **P3** | **P4** | **P5** | **P6** | **P7** | **P8** | **P9** | **P10** | **P11** | **P12** |
| **L1.** | 2 | 4 | 3 | 1 | 4 | 4 | 4 | 3 | 2 | 3 | 5 | 5 |
| **L2.** | 3 | 4 | 3 | 1 | 4 | 4 | 4 | 4 | 3 | 5 | 5 | 5 |

1 Lowest, 2 Low, 3 Average, 4 High, 5 Highest