

**Name of the module: Body & Mind**

**Number of module: 471-8-1054**

BGU Credits: 2

ECTS credits: 2

Academic year: 2015-16

Semester: 1st

Hours of instruction:

Thursday 14:00-16:00

Location of instruction:

Language of instruction:

Hebrew

Cycle: B.Sc.

Position: Basic and obligatory.

Medicine and Medical Sciences.

Field of Education:

Behavioural Sciences.

Responsible department:

Division of Psychiatry.

General prerequisites:

No academic prerequisites.

Grading scale:

ECTS grading scale

Course Description:

Aims of the module: To introduce the students to the mechanisms and ramifications of the unconscious versus the conscious with regard to central psychodynamic theories and patient-doctor relationship.

Objectives of the module:

To expose the students to the differences between the mechanisms underlying conscious and unconscious thinking mechanisms in order to enhance better understanding of the issue of patient-doctor relationship with regard to the aspects of empathy, communication, ethics, therapeutic attitudes, and professionalism.

Learning outcomes of the module: On successful completion of the course, the student should be able to:

1. To understand the central mechanisms underlying conscious and unconscious processes.
2. To understand the contribution of unconscious mechanisms to patient-doctor relationship.
3. To be basically acquainted with central psychodynamic theories.
4. To be basically acquainted with central psychodynamic therapeutic methods and processes.
5. To be exposed to philosophical and ethical aspects of the relation towards the other in general and the other as patient.
6. To be exposed to philosophical and psychological aspects of professionalism and interprofessionalism.

Attendance regulation:

Attendance is recommended, not obligatory.

Teaching arrangement and method of instruction:

Frontal lectures

Lecturer:

Gabriel Schreiber, MD, PhD.

Contact details:

Phone or Email

Office phone:

6477410

Email: schreibg@bgu.ac.il

Office hours:

Thursday 12-14, 16-18.

Module evaluation: at the end of the semester the students will evaluate the module, in order to draw conclusions, and for the university's internal needs

Confirmation: the syllabus was confirmed by the faculty academic advisory committee to be valid on 2013

Last update:

2015

Assessment:

How the students will be assessed in the module

1. A multiple choice test 100%

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100%

Work and assignments: No word assignments

Time required for individual work: in addition to attendance in class, the students are expected to do their assignment and individual work:

Read the book Simply Complex and the Learning Material distributed to students during the course on the module website. 1-2 hours per week.

Module Content\ schedule and outlines:

1 On the Relationship between “Things and the Mind”: Four Poets

Four views of the relationship between the self and the world contained in the works of four different poets will be presented. We will call the four views: dreamy-psychotic (John Berryman), realistic-depressive (Abraham Halpi), sensual-releasing (Fernando Pessoa), and interactive-transformative (Wallace Stevens).

2 From Poetry to Geometry: Portrait of the New Geometry

The principles of fractal geometry will be presented including the characteristics of scaling and self-similarity, as well as the morphogenetic rules of displacement, condensation, repetition and symbolization in the creation of fractal objects. These principles and characteristics will be later used to understand the features of the unconscious: "The unconscious is structured like a fractal object", and inter-subjective versus object relationship.

3 Logic of the Conscious (and Science) and Fractal Thought Patterns.

The mechanisms of unconscious versus conscious thought processes will be studied and related to the philosophical and psychological issues of Buber's I-Thou versus I-It relationship, Levinas's idea of the same (totality) versus the other(infinity), Levinas's attitude towards death: synchronic versus diachronic time (Death and Time), Winnicott's, object-relations versus object-use.

4 The unconscious is structured like a fractal object – psychoanalysis

The psychodynamic laws of the unconscious will be described and presented through Freud examples of forgetting and dreams. These laws will be related to central psychotherapeutic theories, therapeutic change, therapeutic relationship, patient-doctor relationship.

5 The Non-linear Dynamics and the Possibility of Effecting Change in the Patient.

The mathematical dynamic concepts of non-linear dynamics, bifurcations, chaos, simple and strange attractors will be introduced. These concepts will be used to provide a sound framework of understanding of the technical rules of psychoanalysis, i.e., the rule of abstinence, the fundamental rule of psychoanalysis: free associations, the requirement for evenly suspended attention, and the psychodynamic concepts of the compulsion to repeat, transference, transference neurosis, interpretation, working through, insight and therapeutic change.

6 Bifurcations in Lacanian Thinking

The students will be introduced to the lacanian orders of the real, the imaginary and the symbolic; to the deconstruction of the binary opposition signifier/signified; to linguistic understanding of Freud theory and psychoanalytic concepts of Alienation, Separation and the Name of the Father, as well as to the discourse of the Master, the University, the Hysteric and the Psychoanalyst.

7 Epilogue

Reading and interpretation of Borges' "The Garden of Bifurcating Path" and other writings will enable support the interpretatory claim that literature, mathematics, physics, philosophy, and psychoanalysis are all parts of a fractal wholeness.

Required reading: The Book: Simply Complex – A Literary-Geometric-Non-Linear Journey from Borges to Lacan.

Additional literature: Learning Material distributed to students during the course on the module website.

**\* All learning material will be available to the students on the module's website (high-learn)/ library/ electronic documents available to BGU students.**









