



Ben Gurion University  
Dept. of Education  
M.A, PhD Studies

## וויסות עצמי ותודעה נטועה בגוף: סוגיות מחקריות

2015-2016

ד"ר עידית שלו

קוד הקורס: 0342

יום רביעי 10:15-11:45

שעת קבלה: יום רביעי, 12:00-13:00

[shalevid@bgu.ac.il](mailto:shalevid@bgu.ac.il)

### **תאור הקורס**

קורס מחקרי שנתי זה יסקור סוגיות תיאורטיות ומחקריות עכשוויות בחקר הוויסות וויסות עצמי, קוגניצית גוף וקשרים אפשריים ביניהם. נדון בשאלות כגון כיצד מתקדם האדם לעבר השגת מטרות ומוסות את התנהגותו? האם תהליך זה הוא בהכרח מודע ורצוני? כיצד משפיעים תהליכים רגשיים, סביבתיים או פיזיקליים לא מודעים על וויסות עצמי? מהם המאפיינים של וויסות עצמי מוצלח ולקוי? תהליכים קוגניטיביים המבטאים הפרעות בוויסות עצמי כגון רומינציה ודמויים מנטליים אינטרוסיביים. שימוש בקוגניציה גוף או דמויים מנטליים לשיפור וויסות עצמי. בסמסטר הראשון הסטודנטים יתבקשו לקרוא ולהציג בכיתה מאמרים תיאורטיים ומחקריים מידי שבוע. הסטודנטים יפתחו הצעות למחקר בתחום. בסמסטר השני הפגישות יהיו אינדיבידואליות לקידום המחקר בתחום. בסוף הסמסטר יציגו הסטודנטים את תוצאות מחקריהם.

### **דרישות הקורס**

נוכחות חובה והשתפות פעילה 10%

הצגת חומר תאורטי בכיתה 20%

הצעת מחקר 30%

עבודה מסכמת 40%

### **פרשיות לימודים ומקורות לפי שיעורים**

#### וויסות עצמי כמשאב מוגבל

Hagger, M. S., Wood, C., Stiff, C., & Chatzisarantis, N. L. D. (2010). Ego depletion and the strength model of self-control: A meta-analysis, 495-525.

Clarkson, J. J., Hirt, E. R., Jia, L., & Alexander, M. B. (2010). When perception is more than reality: The effects of perceived versus actual resource depletion on self-regulatory behavior. *Journal of Personality and Social Psychology*, 98, 29–46.

#### מודל תהליך לדילול משאבי האגו

Inzlicht, M., & Schmeichel, B. J. (2012). What Is Ego Depletion? Toward a Mechanistic Revision of the Resource Model of Self-Control. *Perspectives of Psychological Science*. DOI: 10.1177/1745691612454134.

Inzlicht, M., & Berkman, E. (2015). Six Questions for the Resource Model of Control (And Some Answers). *Available at SSRN 2579750*.

#### הנוירוסיינס של דילול האגו

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#### ויסות עצמי ואנרגיה:

Kruglanski, A. W., Bélanger, J. J., Chen, X., Köpetz, C., Pierro, A., & Mannetti, L. (2012). The energetics of motivated cognition: a force-field analysis. *Psychological review*, 119(1), 1.

Kaplan, S., & Berman, M. G. (2010). Directed attention as a common resource for executive functioning and self-regulation. *Perspectives on Psychological Science*, 5(1), 43-57.

Ryan, R. M., & Deci, E. L. (2008). From ego-depletion to vitality: Theory and findings concerning the facilitation of energy available to the self. *Social and Personality Psychology Compass*, 2, 702-717.

#### ויסות עצמי ללא מודעות-

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Custers, R., & Aarts, H. (2010). The unconscious will: How the pursuit of goals operates outside of conscious awareness. *Science*, 329(5987), 47-50.

### מתי פריימינג משפיע על התנהגות?

Loersch, C., & Payne, B. K. (2011). The situated inference model of priming: An integrative account of construal, behavior, and goal priming. *Perspectives on Psychological Science*, 6, 234-252.

Dijksterhuis, A., & Nordgren, L. F. (2006). A theory of unconscious thought. *Perspectives on Psychological Science*, 1, 95-109.

### האם מחשבה מודעת משפיעה על התנהגות?

Baumeister, R. F., Masicampo, E. J., & Vohs, K. D. (2011). Do conscious thoughts cause behavior? *Annual Review of Psychology*, 62, 331–361.

Baumeister, R. and Bargh, J. Conscious and unconscious: toward an integrative understanding of human mental life and function. In *Dual Process Theories in Social Psychology* (2nd edn) (Sherman, J. and Trope, Y., eds), Guilford (in press).

### תודעה נטועה בגוף

Meier, B. P., Schnall, S., Schwarz, N., & Bargh, J. A. (2012). Embodiment in social psychology. *Topics in Cognitive Science*. DOI: 10.1111/j.1756-8765.2012.01212.x

Williams, L. E., Huang, J. Y., & Bargh, J. A. (2009). The scaffolded mind: Higher mental processes are grounded in early experience of the physical world. *European Journal of Social Psychology*, 39, 1257-1267.

Winkielman, P., Niedenthal, P., Wielgosz, J., Eelen, J., & Kavanagh, L. C. (2015). Embodiment of cognition and emotion. *APA handbooks in psychology. APA handbook of personality and social psychology*, 1, 151-175.

### מטאפורות

Meier, B. P., Scholer, A. A., & Fincher-Kiefer, R. (in press). Conceptual metaphor theory and person perception. In M. J. Landau, M. D. Robinson, and B. P. Meier (Editors). *The power of metaphor: Examining its influence on social life*. Washington, D.C.: American Psychological Association.

Shalev, I. (2014). Implicit energy loss: Embodied dryness cues influence vitality and depletion. *Journal of Consumer Psychology*, 24, 260-270.

### תודעה נטועה בגוף, תפיסה וויסות עצמי

Balci, E., & Cole, S. (2009). Body in mind: The role of embodied cognition in self-regulation. *Social and Personality Psychology Compass*, 759-76.

### בסיס אינטריוספטיבי לתחושות ולויסות:

Craig, A. D. (2009). How do you feel—now? the anterior insula and human awareness.

Gray, M. A., & Critchley, H. D. (2007). Interoceptive basis to craving. *Neuron*, 54(2), 183-186.

### ליקויים בויסות עצמי

Heatherton, T. F., & Wagner, D. D. (2011). Cognitive neuroscience of self-regulation failure. *Trends in cognitive sciences*, 15(3), 132-139.

Johnson, S. L. & Carver, C.S. (2010). Goal dysregulation in the affective disorders In. A. M. Kring, D.M. Sloan (Eds.), *Emotion regulation and psychopathology: A transdiagnostic approach to etiology and treatment*, Guilford, New York (pp. 204-229).

### סגנונות התמודדות אדפטיבים ומלאדפטיבים

Kruglanski, A. W., Gelfand, M. J., Bélanger, J. J., Sheveland, A., Hetiarachchi, M., & Gunaratna, R. (2014). The psychology of radicalization and deradicalization: How significance quest impacts violent extremism. *Political Psychology*, 35(S1), 69-93.

Kruglanski, A. W., Orehek, E., Higgins, E. T., Pierro, A., & Shalev, I. (2009). Assessment and Locomotion as Independent Determinants in Goal Pursuit. *Handbook of personality and self-regulation*, 375.

# Research of Embodiment and Self Regulation

2015-2016

Dr. Idit Shalev

Course code: 0342

Place/Time: Wednesday, 10:15-11:45

Instructor: Dr. Idit Shalev

Office hours: Wednesday 12:00-13:00, room 155

Email: shalevid@bgu.ac.il

## **General Course Description**

The contemporary research questions of embodied cognition, self regulation and the relations between the two will be presented to assist students in understanding their role in human functioning. The students will study models of energy, goal pursuit, automatic vs. deliberated action and individual differences in self regulatory mechanisms. We will examine the contribution of environmental, physical or emotional cues to the creation of psychological experiences as well as the relations between body, mind and control processes. Use of self regulatory mechanisms to facilitate psychological health will be discussed.

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

1. Be familiar with contemporary theory and research of self regulation.
2. Examine and criticize research procedures and theoretical perspectives.
3. Develop research proposals on embodied cognition and self regulation.
4. Conduct research on the specific topic they study.

## **Requirements and Grading:**

The course includes lectures, theoretic and empirical presentations, discussions on papers read at home, development of research proposals, data collection and analysis. The course is based on theoretic papers and meta-analyses. A weekly paper will be presented in class by the students. Based on the research topics and discussions the students will develop a research proposal in the first semester. The second semester will be devoted to conducting the research. The students will present their results the end of the second semester.

### Assessment:

Attendants: %10

Presentations: %20

Research proposal: %30

Final project: 40%

## **Class Schedule and Required Reading :**

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