Course program and reading list

Semester 0 Year 2021

School: Baruch Ivcher School of Psychology

Guided Research - Infant Development - Development of the caregiver, the infant and the relationship between the two.

Lecturer:

Dr. Frenkel Tahli  
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Course No.:  8157  
Course Type:  Elective  
Weekly Hours:  2  
Credit:  2

Course Requirements:  
Final Paper

Group Code:  210815701  
Language:  English

Prerequisites

Prerequisite:

8000 - Introduction To Psychology

Students who took one of the courses listed below will not be allowed to register to the course Guided Research - Infant Development - Development of the caregiver, the infant and the relationship between the two. (8157):

3048 - Guided Research - Project Alpha: Genetic and Epigenetic Study of Psychological Development
8172 - Guided Research of mental processes in sport and exercise
8929 - Guided Research on social defense theory and its implication to interpersonal relationships
8931 - Guided Research research conducted by the members of DICE@IDC research center
8932 - Guided research on the psychology of intergroup conflict
8933 - Guided Research Group project course in the Advanced
Course Description

MATHER MEDITATION: Mindfulness & Communication - "Z" TEFENI

This course focuses on developing skills in communication, understanding, and compassion, as well as skills in working with emotions and stress.

The course is divided into two main parts: (1) Developing empathy and understanding of others and (2) Developing effective communication skills.

The course includes sessions on various topics such as: 

1. Developing empathy and understanding of others 
2. Effective communication skills 
3. Mindfulness and stress management 
4. Developing emotional intelligence 
5. Developing leadership skills 
6. Developing social skills 

At the end of the course, students will be able to:

- Develop empathy and understanding of others 
- Develop effective communication skills 
- Develop emotional intelligence 
- Develop leadership skills 
- Develop social skills 
- Develop self-awareness 

Reality Lab

8965 - Interpersonal synchrony and neuroscience
8967 - Guided Research - Intervention for suicide prevention and strength development among students in middle and high schools in Israel
8968 - Hormones, Behavior and Chemo-Signaling
8969 - Guided Research - Yes we can communication aging and neuro
8970 - Guided Research - Mindfulness, psychological flexibility and the brain
Research Internship at the Infancy Institute – Dr. Tahli Frenkel

The research unit of the Ziama Arkin Infancy Institute studies the emotional, behavioral, and neural development of infants, and their parents, during the first year of life.

Our research focuses on two main topics: 1) the way in which the infant's early caregiving environment shapes his/her neural development and fosters development of his/her socio-emotional capacities; 2) the development of measures and screening tools that aim to detect or prevent psychological factors of risk and resilience in the early caregiving environment – within the home and the infant daycare systems.

Our research utilizes multi-disciplinary methodologies such as measurement of the electro-physiological brain activity of infants and parents, behavioral analysis of observed parental-infant interactions, behavioral analysis of infants' temperament and emotional regulation ability, computerized tasks for the assessment of caregivers executive functions, clinical interviews, and self-report measures.

Course Requirements

Students in the research internship program are required to take an active part in our current studies – in line with the specific needs of ongoing studies (for example data collection involving infants and parents daycare providers either in the lab or at participants' homes, entering data/cleaning data from questionnaires, Behavioral coding of observational data that was collected in the lab or in participants' homes, observational coding of parent and/or infant behavior during dyadic interactions or behavioral tasks that were video-recorded in previous studies that were conducted in the lab, transcribing of interviews or caregiver-infant interactions from previously collected data etc).

As such, each student will work on a particular aspect of a study – and will receive ongoing supervision and guidance from one of the staff members of the Infancy Institute.

Students are required to:

1. Maintain active and ongoing contact with their direct supervisor from the lab –
including weekly updates regarding their progress

2. Read all study-relevant theoretical materials they are assigned

3. Complete weekly assignments – averaging in 7 hours a week throughout the academic school year.

4. Participate in weekly meeting with the lab member in the Infancy Institute

5. Two class presentations during the course of the school year: At the last two weeks of each semester each student is required to prepare a powerpoint presentation and present the research that he/she is involved in. (specific instructions will be given separately).

**Course Structure:** Frontal lectures will be given during the first two weeks of the school year - for getting acquainted with the Institute staff and general overview of the field of research.

In addition in the last two weeks of each semester – students are required to participate in class presentations.

Attendance is required for all of these classes.

During the rest of the semester each student receives supervision from a particular point person in the lab – and requirements are as listed above.

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**Course Goals**

משתרט הקורסORN הנפתחה ייכר בקורב עם המחבר האחתות, יאפריר לקו מטפס ב שקיבל מכשף:匆

המחבר של ייל הנקודות וה bodyParserים מֵעַהבוּת בָּּבִית. בָּּבִיתָּ רַשְׁתָּ וּזְכָּלִים יֵלֶּחוּנֹת.

• לַלַּמַּתָּ בַּאֲסָפָה נַמְּנָしていない והוּרְמוּוּת והוּרְמוּוּת אָנֵילית, בָּּבִיתָּ אָה בָּּבִית הָּנָּמוּת.
• לַלַּמַּתָּ בַּאֲסָפָה נַמְּנָしていない והוּרְמוּוּת והוּרְמוּוּת אָנֵילית בָּּבִית הָּנָּמוּת לַזָּכָּלִים.

הניצוט (א) או (ב) אינטָּפַּר-קט镀锌-תינוק.

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**Grading**

ועשת ועל עכון המבצעת הממשית בָּּבִית המחבר, עָּבְּדוּ הָּפֶּרֶס לְאֹומֶר כָּל הממסוּת.

בָּּבִיתָּ לְדַרְשָּׁתָּ הָּכָּוֶּס פֶּרֶס, עָּבְּדוּ הָּפֶּרֶס וּבָּּבִיתָּ פּוּסֶּרֶס בָּּבִיתָּ רוּחַ הָּפוּסֶּרֶס.

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**Reading List**

ומֶרֶס בָּּבִיתָּ בָּּבִיתָּ לְמָחַר הָּפֶּרֶס פֶּרֶס. אֵלֶּי הָּפֶּרֶס וּבָּּבִיתָּ פּוּסֶּרֶס בָּּבִיתָּ רוּחַ הָּפוּסֶּרֶס.