Shaping the Self: Lifespan Psychology
Draft syllabus

**Semester & Location:** Summer 2018 - DIS Stockholm

**Type & Credits:** Elective Course - 3 credits

**Study Tour:** Zurich

**Major Disciplines:** Psychology

**Faculty Members:** Simone Schwank

**Program Director:** Carla Caetano, Ph.D. - cca@dis.dk

**Time:** TBD

**Description of Course**
From a life-span approach, we will consider what influences an individual's life choices and explore what remains consistent and what changes. How are we shaped by intergenerational transmission? How do we make decisions about friendships, love interests, careers? This course will explore the psychosocial variables that contribute to selections in, for example, types of relationships, reproductive and psychological health choices, parenting skills and family structures across the lifespan. Both constructive and pathological consequences will be explored. Emphasis will be given to potential causative psychological variables such as phase of development, personality structure, familial
dynamics and cultural influences. This class will also consider variations across cultures, using
Scandinavia as a case example. We will also explore issues of self-determination vs genetic and cultural
restraints as regards our choices.

Learning Objectives
1. Learn about different theories of lifespan development and put them in a cultural perspective.
Discuss intercultural differences in developmental lifestyle milestones.

2. Understand the concept of intergenerational transmission by making use of the unique
Scandinavian environment as an experiential explorative opportunity.

3. Gain insight in how the self emerges from infancy to late adulthood. Analyze the interplay of a
multitude of factors destining the individual trajectory of the self.

4. Understand how our environment, family dynamics, societal, cultural values, and opportunities
interplay with the development and concept of the self.

5. Explore how the environment can contribute to adaptive and maladaptive development of the self
and how we can counteract the maladaptive trajectory.

Faculty
Simone Schwank
Doctoral fellow at Karolinska Institute Stockholm in Perinatal Mental Health and Fellow at Columbia
University, College of Physicians and Surgeons, New York. M.S. Psychotherapy (New York City
University, 2015), M.A. Linguistics, M.S. in Psychology (University of Gothenburg, 2009), B.A. (University
of Zurich 2007). Worked as psychotherapist in Shanghai, New York, Zurich, and Stockholm. With DIS
since 2016.

Readings (Examples)
Selected readings from Books and Articles
Anzieu-Premmereur C. Maternal Functioning and 1st Consequences on Early Psychic Life. APM
Columbia; 2012.
Pearson Education Inc.

Field Studies
TBA

Guest Lecturers
TBA

Approach to Teaching
I have an interactive teaching style, like to engage students and their experience into the classroom, and provide examples from practical work and research. Teaching will consist of lectures, class discussion and exercises in experiential learning.

Expectations of the Students
I expect you to actively participate in class, bring your own thoughts to the discussions and if you feel more comfortable to contribute in written rather than oral form, this is equally welcomed as ‘engaged participation’

Evaluation

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<tr>
<th>Grading</th>
<th>Percent</th>
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<tbody>
<tr>
<td>Engaged Participation</td>
<td>15%</td>
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<tr>
<td>Reflection Paper 1:</td>
<td>15%</td>
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<tr>
<td>Presentation of the Self</td>
<td>15%</td>
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<tr>
<td>Journal Club Presentation</td>
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<td>Reflection Paper 2: Study Tour</td>
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<td>Final Paper</td>
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<td>Total</td>
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## Course Summary (Example of Topics):

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<thead>
<tr>
<th>Date</th>
<th>Details</th>
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| TBD  | **Lifespan development in a cultural perspective**  
Learning objectives  
Learn about different theories of lifespan development and put them in a cultural perspective. Discuss intercultural differences in developmental lifestyle milestones.  
Required readings  
| TBD  | **The concept of intergenerational transmission**  
Learning objectives  
Understand the concept of intergenerational transmission by making use of the unique Scandinavian environment as a developmental lab.  
Required readings  
**Fonagy P, Target M.** Attachment and reflective function: Their role in self-organization. Dev Psychopathol. 1997; 9:679–700 |
| TBD  | **Intergenerational transmission and psychopathology**  
Learning objectives  
Understand the mechanisms undermining negative impacts of intergenerational transmission. Using case study examples to interpret the outcomes.  
Required readings |


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<tr>
<th>The emergence of the self</th>
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<tr>
<td>Learning objectives</td>
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<tr>
<td>Gain insight in how the self emerges from infancy to older adulthood (through the lifespan). Analyze the interplay of a multitude of factors destining the individual trajectory of the self.</td>
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<td>Required Readings</td>
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<tr>
<th>The development of the mind in context</th>
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<td>Learning objectives</td>
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<tr>
<td>Required Readings</td>
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<td>Bion WR. Learning from experience. London: Heinemann; 1962</td>
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<th>Trajectories of the self</th>
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