



The Hebrew University of Jerusalem

Syllabus

Introduction to Cognitive Behavior Therapy - A - 37805

Last update 01-01-2024

HU Credits: 2

Degree/Cycle: 2nd degree (Master)

Responsible Department: Education

Academic year: 0

Semester: 1st Semester

Teaching Languages: Hebrew

Campus: Mt. Scopus

Course/Module Coordinator: Prof. Nilly Mor

Coordinator Email: nilly.mor@mail.huji.ac.il

Coordinator Office Hours: By appointment

Teaching Staff:

Prof Nilly Mor

Course/Module description:

This course will focus on cognitive behavioral therapy with children and adolescents. We will review theoretical aspects, assessment and treatment issues.

Course/Module aims:

The goal of the course is to provide students with a basic understanding of CBT principles as well as with its core techniques.

Learning outcomes - On successful completion of this module, students should be able to:

*To become familiar with CBT models.
To conceptualize a case, plan an evaluation and a treatment plan, use core techniques.*

Attendance requirements(%):

80

Teaching arrangement and method of instruction: lecture and discussion

Course/Module Content:

*list of topics:
Introduction to CBT
dev. aspects
treatment of depression
treatment of anxiety
treatment of behavioral problems
assessment
conceptualization
therapeutic relationship, homework, treatment structure,
exposure
cognitive restructuring
contingency management
working with parents*

a list of required reading will be distributed to students during the first class

Required Reading:

מאירס י. וענבר ב. (2011). המשגת מקרה. בתוך: מור, נ., מאירס, י., מרום, צ., גלבוש-שכטמן, א. (עורכים) טיפול קוגניטיבי-התנהגותי בילדים: עקרונות טיפוליים. הוצאת דיון. עמ'.

Chorpita, B. F. (2007). *Modular cognitive-behavioral therapy for childhood anxiety disorders. Guides to individualized evidence-based treatment. Chapter 5.* New York: Guilford Press.

Christon, L. M., McLeod, B. D., & Jensen-Doss, A. (2015). Evidence-based assessment meets evidence-based treatment: An approach to science-informed case conceptualization. *Cognitive and Behavioral Practice*, 22(1), 36-48.

Cornacchio, D., Sanchez, A. L., Chou, T., & Comer, J. S. (2017). Cognitive-behavioral therapy for children and adolescents. In *The science of cognitive behavioral therapy* (pp. 257-288). Academic Press.

Huppert, J.D. (2011). התנהגותי-הקוגניטיבי הטיפול יסודות (In Marom, S. Gilboa-Schechtman E., Eds.) *Cognitive Behavioral Therapy for Adults: An integrative approach.* Probook, Israel

McLachlan, N. H., Eastwood, L., & Friedberg, Robert D. (2016). Socratic questions with children: Recommendations and cautionary tales. *Journal of Cognitive Psychotherapy*, 30(2), 105-119.

Okamoto, A., Dattilio, F. M., Dobson, K. S., & Kazantzis, N. (2019). The therapeutic relationship in cognitive-behavioral therapy: Essential features and common challenges. *Practice Innovations*, 4(2), 112.

Skilbeck, L., Spanton, C., & Roylance, I. (2020). Helping clients 'restart their engine'-use of in-session cognitive behavioural therapy behavioural experiments for engagement and treatment in persistent depression: a case study. *The Cognitive Behaviour Therapist*, 13, e5.

Tolin, D.F. (2016). *Doing CBT: A comprehensive guide to working with behaviors, thoughts, and emotions.* New York: Guilford. [Personal target worksheets and clinical forms at: (www.guilford.com/tolin-forms)]

Additional Reading Material:

additional reading is provided in the course moodle

Grading Scheme:

Essay / Project / Final Assignment / Home Exam / Referat 30 %
Active Participation / Team Assignment 50 %
Submission assignments during the semester: Exercises / Essays / Audits / Reports
/ Forum / Simulation / others 20 %

Additional information:

The course is not being recorded due to the presentation of clinical materials that require strict privacy.