



# *The Hebrew University of Jerusalem*

## *Syllabus*

### *Introduction to Cognitive Behavior Therapy - A - 37805*

*Last update 17-11-2024*

*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](mailto:nilly.mor@mail.huji.ac.il)*

*Coordinator Office Hours: By appointment*

*Teaching Staff:*

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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*

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### 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](http://www.guilford.com/tolin-forms))]

### Additional Reading Material:

additional reading is provided in the course moodle

### Grading Scheme:

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*Essay / Project / Final Assignment / Home Exam / Referat 70 %*  
*Submission assignments during the semester: Exercises / Essays / Audits / Reports*  
*/ Forum / Simulation / others 30 %*

*Additional information:*

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