



The Hebrew University of Jerusalem

Syllabus

Cognitive Therapy & Psychotherapy in Neuropsychology Rehabilitation - 51696

Last update 01-09-2024

HU Credits: 4

Degree/Cycle: 2nd degree (Master)

Responsible Department: Psychology

Academic year: 0

Semester: Yearly

Teaching Languages: Hebrew

Campus: Mt. Scopus

Course/Module Coordinator: Dr. Neta Yitzhak

Coordinator Email: neta.gabsi@mail.huji.ac.il

Coordinator Office Hours: Tuesday at 10:00, or upon request

Teaching Staff:

Dr. Neta Yitzhak

Course/Module description:

The course will focus on the conceptual and clinical aspects of neuropsychological rehabilitation, with special emphasis on long-term interventions. Through discussions in class and additional reading we will cover four subjects:

- a. Introduction to neuropsychological rehabilitation: epidemiology and etiology of brain injuries, primary and secondary pathological mechanisms, brain recovery, main brain injury syndromes, primary and secondary outcomes of brain injuries, and introduction to neuropsychological therapy.
- b. Neurocognitive rehabilitation: cognitive deficits following brain injury, theoretical and empirical grounds for cognitive rehabilitation, assembling an efficient cognitive intervention, and principles for treatment of deficits in attention, memory and executive functions.
- c. Behavioral disturbances and behavior modification after brain injuries.
- d. Emotional and psychological reactions to brain injury and psychotherapeutic interventions in treating individuals with brain injuries.

Course/Module aims:

To learn and understand the main cognitive, emotional-psychological, and behavioral outcome of various types of brain injuries, the theoretical basis for their treatment and common methods of intervention in neuropsychological rehabilitation.

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

Students should be able to demonstrate the following clinical-neuropsychological competencies: knowledge, comprehension, application, analysis, synthesis, and evaluation. Specifically, students should be able to:
Describe the field of neuropsychological rehabilitation, its scope and methodologies;
Identify major neuropsychological theories and paradigms and define key concepts and ideas in neuropsychological rehabilitation;
Apply neuropsychological rehabilitation models and relate them to particular clinical cases;
Analyse aspects of cognitive and psychotherapeutic interventions and illustrate them in terms of clinical neuropsychological models and concepts;
Critically evaluate and synthesize aspects of existing treatment modules.

Attendance requirements(%):

100%

Teaching arrangement and method of instruction: Theoretical and clinical principals will be presented and discussed in the classroom, including via case presentations. In addition, students will read supplementary chapters and articles which are obligatory and will be discussed in class, and will be given several assignments.

Course/Module Content:

- a. Epidemiology and etiology of brain injuries.*
 - b. brain injury syndromes and brain recovery.*
 - c. a model of primary and secondary deficits*
 - d. Cognitive deficits after brain injury and cognitive rehabilitation*
 - e. Behavior deficits after brain injury and behavior modification*
 - f. Emotional reactions in brain injuries*
 - g. Psychotherapy in brain injuries*
- adaptations of psychotherapy to the treatment of brain injured patients*

Required Reading:

Lezak, M.D., Howieson, D.B., Loring, D.W. et al (2004) Neuropathology for neuropsychologists (Chapter 7, Pages 157-206 only). In Lezak, M.D; Howieson, D.B; Loring, D.W; Neuropsychological assessment (4th ed.). London: Oxford University Press

Kochanek P.M., Clark R.S.B., and Jenkins, L.W. (2006) TBI: Pathobiology. In: N.D. Zasler, D.I. Katz and R.D. Zafonte (Eds.) Brain Injury Medicine: Principles and Practice. New York, Demos. Chap 8, pp 81-97

Stein, D.G. (2006) Concepts of CNS plasticity and their implications for understanding recovery after brain damage. In: N.D. Zasler, D.I. Katz and R.D. Zafonte (Eds.) Brain Injury Medicine: Principles and Practice. New York, Demos. Chap 9, pp 97-109

Stuss, D. (2011) Functions of the frontal lobes: Relation to executive functions. Journal of the International Neuropsychological Society, 17, 759-765.

*Szczepanski, S.M. & Knight, R.T. (2014). Insights into Human Behavior from Lesions to the Prefrontal Cortex. Neuron, 83, 1002-1018.
[http://www.cell.com/neuron/pdf/S0896-6273\(14\)00686-2.pdf](http://www.cell.com/neuron/pdf/S0896-6273(14)00686-2.pdf)*

M. Mesulam (2002) The human frontal lobes: Transcending the default mode through contingent encoding. In D.T. Stuss, D.T. & R.T. Knight, R.T (Eds.) Principles of Frontal Lobe Function, New York, Oxford University Press.

פרופ' דן הופיין (2018). מודל נורופסיכולוגי-קליני לשיקום נפגעי ראש: ליקויים ראשוניים, ליקויים משניים, ומשתנים מתווכים.

Owen Yeates, K., Levin, H.S., & Ponsford, J. (2017). *The Neuropsychology of Traumatic Brain Injury: Looking Back, Peering Ahead*. *Journal of the International Neuropsychological Society*, 23, 806–817.

Wilson, B.A. (2008). *Neuropsychological Rehabilitation*. *Annual Review of Clinical Psychology*, 4, 141–162.

Eslinger, P.J., Zappala G., Chakara, F., Barrett, A.M. (2006) *Cognitive impairments after TBI*. In N.D. Zasler, D.I. Katz and R.D. Zafonte (Eds.) *Brain Injury Medicine: Principles and Practice*. New York, Demos. Chap 42, pp 779-791

Sohlberg, M.M. & Mateer, C.A. (2001) *Introduction to Cognitive Rehabilitation*. In Sholberg, M.M. & Mateer, C.A. *Cognitive Rehabilitation: An integrative Neuropsychological Approach*. The Guilford Press. Chapter 1, pp. 3-22.

Cicerone, K.D. (2006) *Cognitive rehabilitation*. In N.D. Zasler, D.I. Katz and R.D. Zafonte (Eds.) *Brain Injury Medicine: Principles and Practice*. New York, Demos. Chap 41, pp 765-779

Sohlberg, M.M. & Mateer, C.A. (2001) *Management of attention disorders*. In Sholberg, M.M. & Mateer, C.A. *Cognitive Rehabilitation: An integrative Neuropsychological Approach*. The Guilford Press

Pitel, A., Beaunieux, H., et al. (2006) *Two case studies in the application of errorless learning techniques in memory impaired patients with additional executive deficits*. *Brain Injury*, 20(10): 1099–1110.

Cicerone, K., Levin, H., Malec, J., Stuss, D., & Whyte, J. (2006). *Cognitive rehabilitation interventions for executive function: Moving from bench to bedside in patients with traumatic brain injury*. *Journal of Cognitive Neuroscience*, 18(7), 1212–1222.

Szczepanski, S.M. & Knight, R.T. (2014). *Insights into Human Behavior from Lesions to the Prefrontal Cortex*. *Neuron*, 83, 1002–1018.
[http://www.cell.com/neuron/pdf/S0896-6273\(14\)00686-2.pdf](http://www.cell.com/neuron/pdf/S0896-6273(14)00686-2.pdf)

Cattelani, R., Zettin, M., Zoccolotti, P. (2010). *Rehabilitation treatments for adults with behavioral and psychosocial disorders following acquired brain injury: A systematic review*. *Neuropsychology Review*, 20(1), 52–85 .

Klonoff, P. S. (2010). *Psychotherapy After Brain Injury : Principles and Techniques*. The Guilford Press. Chapter 8: *Communication and Social Skills* (pp. 171–197).

Klonoff , P.S. (2010) *Introduction and Overview*. In P. Klonoff: *Psychotherapy after Brain Injury*. Chap. 1, pp. 1–20. New York, The Guilford Press

Klonoff , P. (2010) *Guidelines for Early Psychotherapy Sessions and General Treatment Considerations*. In P. Klonoff: *Psychotherapy after Brain Injury*. Chap. 2, pp. 20-45. New York, The Guilford Press

.51-54 ,2015 ,אדלמן, א. (2015). מקום לתקווה. פסיכואקטואליה, מהדורה דיגיטלית אפריל 2015, 51-54.

Klonoff , P.S. (2010) *Sense of Self and Identity*. In P. Klonoff: *Psychotherapy after Brain Injury*. Chap. 4, pp. 74-99. New York, The Guilford Press

Onsworth, T. (2005). *The impact of defensive denial upon adjustment following TBI*. *Neuropsychanalysis*, 7, 83-94.

Gracey, F., & Ownsworth, T. (2012). *The experience of self in the world: The personal and social contexts of identity change after brain injury*. In J. J., Catherine & S. Alexander Haslam (Ed.), *The Social Cure: Identity, health and well-being* (pp. 273-295). United States: Psychology Press.

Klonoff , P.S. & Lage, G.A. (1991). *Narcissistic injury in patients with traumatic brain injury*. *Journal of Head Trauma Rehabilitation*, 6(4), 11-21.

Barak, O. (2017). *The impact of early childhood narcissistic injury on rehabilitation prognosis following mild traumatic brain injury in adulthood*. *Neuropsychanalysis*, 19(1), 103-116.

Bryant, R., Marosszeky, J., Crooks, J., Baguley, I., & Gurka, J. (2001). *Post-traumatic stress disorder and psychosocial functioning after severe traumatic brain injury*. *Journal of Nervous and Mental Disease*, 189 (2): 109-113

Orlinsky, D.E. (2009). *The "Generic Model of Psychotherapy" After 25 Years: Evolution of a Research-Based Metatheory*. *Journal of Psychotherapy Integration*, 19(4), 319-339.

Judd, D. & Wilson, S. L. (2005). *Psychotherapy with brain injury survivors: An investigation of the challenges encountered by clinicians and their modifications to therapeutic practice*, *Brain Injury*, 19 (6), 437-449, DOI: 10.1080/02699050400010994

Ruff, R. (2013). *Selecting the appropriate psychotherapies for individuals with traumatic brain injury: what works and what does not?* *NeuroRehabilitation*, 32, 771-779

Ashworth, F., Clarke, A., Jones. L., Jennings. C., & Longworth, C. (2014). *An exploration of compassion focused therapy following acquired brain injury*. *Psychology and Psychotherapy: Theory, Research and Practice*. 88 (2), 143-162.

Block, C.K., & West, S.E. (2013) *Psychotherapeutic treatment of survivors of traumatic brain injury: Review of the literature and special considerations*, *Brain Injury*, 27, 775-788, DOI: 10.3109/02699052.2013.775487

הרמן, ג'ודית לואיס. (1994; 2017). פרק 7: יחסי ריפוי. מתוך "טראומה והחלמה". הוצאת עם עובד.

Harris, R. (2009). *ACT Made Simple: An Easy-To-Read Primer on Acceptance and Commitment Therapy*. Oakland, CA: New Harbinger.

תנאי, ג. (2018). פרק 6: לא לפחד מהפחד - תרפיה מבוססת קשיבות לטיפול בחרדה. מתוך הספר: ליבליך, מ. (2018) מיינדפולנס - להיות כאן ועכשיו: תרגול, הגות ויישומים. הוצאת כתר.

Van den Broek, M. D. (2005). *Why does neurorehabilitation fail?* *Journal of Head Trauma Rehabilitation*, 20(5), 464-473.

Additional Reading Material:

Grading Scheme:

Essay / Project / Final Assignment / Home Exam / Referat 60 %
Presentation / Poster Presentation / Lecture/ Seminar / Pro-seminar / Research proposal 30 %
Active Participation / Team Assignment 5 %
Attendance / Participation in Field Excursion 5 %

Additional information: