

The Hebrew University of Jerusalem

Syllabus

Cognitive Behavioral Psychotherapy - 51823

Last update 25-10-2019

HU Credits: 2

Degree/Cycle: 2nd degree (Master)

Responsible Department: Psychology

Academic year: 0

Semester: 1st Semester

Teaching Languages: Hebrew

Campus: Mt. Scopus

Course/Module Coordinator: Prof. Jonathan Huppert

Coordinator Email: jonathan.huppert@mail.huji.ac.il

Coordinator Office Hours: Thurs 11

Teaching Staff:

Prof Jonathan Huppert

Course/Module description:

this is an introduction to CBT course for MA clinical students. it will provide the basis for understanding what CBT is, what the underlying theories are, and when it can be used. In addition, basic techniques will be learned

Course/Module aims:

The course objectives are: 1) Study of classic and contemporary works on the subject of CBT. 2) the acquisition of CBT tools that can be used in CBT or integrated 3) present practicum cases to discuss their suitability for the treatment of CBT or integrative treatment

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

By the end of the course students will be able to:

- 1. State the basic premises of behavioral (operant and respondent) and cognitive theories.*
- 2. Describe the nature of the therapeutic relationship in the context of CBT*
- 3. Report the basics related to assessment in CBT*
- 4. Develop a preliminary CBT case conceptualization*
- 5. Know how to structure a CBT session and work with clients collaboratively.*
- 6. Describe general empirical findings regarding the efficacy of CBT and know how to seek further information regarding its application to a specific case*
- 7. conduct a number basic CBT techniques related to cognitions, behaviors, and emotions*
- 8. understand the importance of taking into account the influence of culture/religion/personality/and other factors in their delivery of CBT methods.*

Attendance requirements(%):

100%

Teaching arrangement and method of instruction: Lectures, discussions, video tapes, role play and case presentations

Course/Module Content:

*I. Introduction to CBT
CBT as cognitive-behavioral therapy*

Foundations of CBT

II. Building the alliance in CBT

III. Case formulation in CBT

IV. Beck's model

V. Socratic questioning

VI. Schema change

VII. Exposure

VIII. Imaginal exposure

IX. Imagery rescripting

X. Assertiveness training

XI. Problem solving

XII. Personality disorders

XIII. Suicidality

Required Reading:

Reading 1. 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

Reading 2. Huppert, J.D. (2011) התנהגותי-הקוגניטיבי הטיפול המשגה (In Marom, S. Gilboa-Schechtman E., Eds.) Cognitive Behavioral Therapy for Adults: An integrative approach. Probook, Israel

Reading 3. Huppert, J.D. & Elizur, J. (2018) The therapeutic relationship in CBT. in Multiple Lens of the Therapeutic Relationship (Wiseman and Tisbhy, Eds.) APA press.

Reading 4. Presenting the Cognitive Model to Clients Christine A. Padesky & Kathleen A. Mooney, International Cognitive Therapy Newsletter (ICTN) Vol 6, 13-14, 1990

Reading 5. Socratic Questioning: Changing Minds or Guiding Discovery? Christine A. Padesky Keynote Address European Congress of Behavioural and Cognitive Therapies London, September 24, 1993

Reading 6. Padesky, C. (1994). Schema change processes in CBT. Clinical Psychology and Psychotherapy: 1, 267-278

Reading 7. Huppert, J.D. & Yekutieli, N. (2012). Cognitive-Behavioral Therapy for panic disorder with comorbidity: Adjustments to the classic treatment. (in Hebrew). Sichot, 26(2), 153-157.

Reading 8. Steketee, G. (1993). Implementing imaginal exposure sessions. In Steketee. Treatment of Obsessive compulsive Disorder.

Reading 9. Arntz, A. (2011). Imagery rescripting for personality disorders. Cognitive and Behavioral Practice, 18(4), 466-481.

Reading 10 a. Wolpin, M. (1975). On assertion training. The Counseling Psychologist, 5(4), 42-44.

Reading 10b. Rathus, S. A. (1975). Principles and practices of assertive training: An

eclectic overview. *The Counseling Psychologist*, 5(4), 9-20.

Reading 11. Meijers, J. בילדים טיפול כשיטת בעיות פתרון. טיפולי כמודל בעיות פתרון.

Reading 12. Rafaeli, E. (2011). CBT for Personality Disorders. (In Marom, S. Gilboa-Schechtman E., Eds.) *Cognitive Behavioral Therapy for Adults: An integrative approach*. Probook, Israel

Reading 13.

Stanley, B., Brown, G., Brent, D. A., Wells, K., Poling, K., Curry, J., ... & Goldstein, T. (2009). Cognitive-behavioral therapy for suicide prevention (CBT-SP): treatment model, feasibility, and acceptability. *Journal of the American Academy of Child & Adolescent Psychiatry*, 48(10), 1005-1013.

Or

Berk, M. S., Henriques, G. R., Warman, D. M., Brown, G. K., & Beck, A. T. (2004). A cognitive therapy intervention for suicide attempters: An overview of the treatment and case examples. *Cognitive and Behavioral Practice*, 11(3), 265-277.

Additional Reading Material:

Fairburn, C.G., Cooper, Z., Shafran, R., & Wilson, G.T. (2008). *Eating Disorders: A Transdiagnostic Protocol*. In (Barlow, D.H., Ed.) *Clinical Handbook of Psychological Disorders*. New York: Guilford Press, pp. 578-614.

Foa, E. B., & Kozak, M. J. (1986). Emotional processing of fear: Exposure to corrective information. *Psychological Bulletin*, 99, 20-35.

Linehan, M.M. & Dexter-Maza, E.T. (2008). *Dialectical Behavior Therapy*. In (Barlow, D.H., Ed.) *Clinical Handbook of Psychological Disorders*. New York: Guilford Press, pp. 365-420.

*Young, J. E., Klosko, J.S., & Weishaar, M.E. (2003). *Schema Therapy: Conceptual Model*. In *Schema Therapy: A practitioner's guide*. New York: Guilford Press, pp. 1-62.
Beck, AT (1976). *Cognitive Content of Emotional Disorders (Chapter 4)*. *Cognitive Therapy and the Emotional Disorders*. Madison, CT: International Universities Press, pp. 76-102.

Beck, A.T., Rush, A.J., Shaw, B.F., & Emory, G. (1979). *An Overview (Chapter 1)*. *Cognitive Therapy of Depression*. New York: Guilford Press, pp. 1-33.

Clark, D.M. (1986). A cognitive approach to panic. *Behaviour Research and Therapy*, 24, 461-470.

Hays, P. A. (2009). Integrating evidence-based practice, cognitive-behavior therapy, and multicultural therapy: Ten steps for culturally competent practice. *Professional Psychology: Research and Practice*, 40(4), 354-360.

Mennin, D. S. & Farach, F. (2007). *Emotion and Evolving Treatments for Adult*

Course/Module evaluation:

End of year written/oral examination 0 %
Presentation 0 %
Participation in Tutorials 10 %
Project work 60 %
Assignments 30 %
Reports 0 %
Research project 0 %
Quizzes 0 %
Other 0 %

Additional information:

Assignments: required readings ()for each class according to the syllabus; at the end of the semester students will submit a paper approximately 4-6 pages that describes a current case and provides a conceptualization and connected to the reading in the course.*