



## Syllabus

# Cognitive Behavioral Psychotherapy - 51823

*Last update 28-12-2023*

HU Credits: 2

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](mailto:jonathan.huppert@mail.huji.ac.il)

Coordinator Office Hours: Thurs 11

Teaching Staff:  
Prof Jonathan Huppert

Course/Module description:

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*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  
Foundations of CBT*
- II. Case formulation in CBT*
- III. Building the alliance in CBT*
- IV. Case example*
- V. Socratic questioning*
- VI. Exposure*

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VII. Imaginal exposure  
VIII. Imagery rescripting  
IX. Assertiveness training  
X. Personality disorders  
X. 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. CPT case example. Monson, C. M., Resick, P. A., & Rizvi, S. L. (2014). *Posttraumatic stress disorder. Clinical handbook of psychological disorders: A step-by-step treatment manual*, 80-107.

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. . 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 7. Hembree, E. A., Rauch, S. A., & Foa, E. B. (2003). *Beyond the manual: The insider's guide to prolonged exposure therapy for PTSD*. *Cognitive and Behavioral Practice*, 10(1), 22-30.

Reading 8. Hackmann, A. (2011). *Imagery rescripting in posttraumatic stress disorder*. *Cognitive and Behavioral Practice*, 18(4), 424-432.

Reading 9. *Assertiveness self help online (modules, 1-4) others optional*  
[http://www.cci.health.wa.gov.au/resources/infopax.cfm?Info\\_ID51](http://www.cci.health.wa.gov.au/resources/infopax.cfm?Info_ID51)

Reading 10. 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 11

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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.

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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*

Grading Scheme:

Essay / Project / Final Assignment / Home Exam / Referat 40 %

Active Participation / Team Assignment 20 %

Submission assignments during the semester: Exercises / Essays / Audits / Reports / Forum / Simulation / others 30 %

Attendance / Participation in Field Excursion 10 %

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.