



# Course program and reading list

Semester 1 Year 2022

**School:** Baruch Ivcher School of Psychology

## Cognitive Behavior Therapy

**Lecturer:**

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**Teaching Assistant:**

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<b>Course No.:</b>	<b>Course Type :</b>	<b>Weekly Hours :</b>	<b>Credit:</b>
8900	Elective	2	2

<b>Course Requirements :</b>	<b>Group Code :</b>	<b>Language:</b>
Final Paper	221890001	English

**Prerequisites**

**Prerequisite:**

8000 - Introduction To Psychology



### Course Description

Lesson 1: Introduction to this course special goals concerning wellness. introduction to second wave CBT.

Lesson 2: Main principle of classical CBT and conceptualization. Lesson 3: Intake, goal

setting and monitoring.

Lesson 4: Cognitive restructuring

Lesson 5: Behavioral interventions and exposure

Lesson 6: Introduction to 3<sup>rd</sup> wave CBT and the theory of Acceptance Commitment Therapy (ACT)

Lesson 7: Mindfulness in 3<sup>rd</sup> wave CBT interventions

Lesson 8: The practice of ACT and Positive psychology

Lesson 9-10: Prevention and Resilience

Lesson 11: Presentation of innovative articles in different psychiatric disorders.

Lesson 12: Presentation of innovative articles in different psychiatric disorders.

Lesson 13: Summary and setting directions for the future.



## Course Goals

The goal of this course is to demonstrate the principles of the cognitive behavioral theory and to emphasize its application in a variety of therapeutic interventions. There is a well-known misunderstanding regarding the depth and the character of the change created by Cognitive Behavioral therapy (CBT). This course will demonstrate the wide applicability of the cognitive behavioral model and the unique characteristic of the change created by the cognitive behavioral therapy. The focus of the course will be on theories from the third wave of CBT. These theories that evolved mainly at the beginning of the 21st century integrate CBT with meta-cognitive models, mindfulness from the Buddhism and psycho-physiology models, to create a holistic unified approach.

The theoretical and practical characteristic of this course demands an active involvement of the student. I will expect that the student will be familiar with the material that will be presented by the teacher and by the other students, as well as with the basic reading demands.

This course isn't about theory alone. The student will be directed at the end of each lesson how to implement the material not only into clinical protocols but also to his/her own life to improve his wellness by variety of exercises.

מטרות הקורס:

מטרת הקורס היא להקנות את העקרונות התאורטיים של הגישה הקוגניטיבית התנהגותית אך בעיקר להדגיש את השימוש שלהם בהתערבויות טיפוליות שונות. ישנה אי הבנה מפורסמת ביחס לעומק ולאופי

השינוי שנוצר בטיפול קוגניטיבי התנהגותי. הקורס הזה ידגים את השימות הרחבה שיש למודל הקוגניטיבי התנהגותי ואת אופי השינוי המיוחד שנוצר בטיפול קוגניטיבי התנהגותי. ההתמקדות בקורס תהיה בתאוריות של הגל השלישי של הטיפול הקוגניטיבי התנהגותי. התאוריות האלו שצמחו בעיקר בתחילת המאה 21 משלבים בתוכם את הגישה הקוגניטיבית ההתנהגותית המקורית עם מודלים מטא-קוגניטיביים, מיינדפולנס שמקורו בבודהיזם ומודלים פסיכו-פיזיולוגים, ליצירת גישה הוליסטית אחידה.

אופיו התיאורטי והמעשי של קורס זה (מפגש בין תאוריה ועבודה מעשית) דורש מעורבות ופעילות של הסטודנט. אצפה שהסטודנטים יהיו בקיאים בחומר שהוצג במהלך ההרצאות על ידי המרצה או על ידי סטודנטים אחרים כמו גם חומר הקריאה העיקרי שיתבקש מהם.

הקורס אינו עוסק בתאוריה בלבד. הסטודנטים יכוונו בסוף כל שיעור איך להטמיע את מה שנלמד לא רק בפרוטוקולים טיפוליים אלא גם בחייהם הם עצמם לשיפור הרווחה הנפשית שלהם.

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## Grading

1. Group work on a selected topic from the course content – 45% of final grade
2. Weekly tasks, some reading, very short reports and a short final report - Practicing and implementing CBT methods in personal life - 35% of final grade (Submission of at least 3 assignments is a necessary condition for passing the course but submitting all the assignments is necessary in order to get the full score for this part.).
3. Group presentation in class (Written+ Verbal) – 20%
4. Attendance - at ten classes will result in three bonus points to your grade.

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## Learning Outcomes

The student will be familiar with CBT main principles mainly those of the third wave of CBT.

The student will know how to implement his knowledge to some clinical protocols.

The student will get some experience in practicing the main techniques to improve his own wellness.

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## Lecturer Office Hours

## ON DEMANDS

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### Tutor Office Hours

On demands

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### Teaching Assistant

Ms. Nadia Golbez

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### Additional Notes

The course requires both academic curiosity as well as emotional involvement and practice. Students will also work on a personal assignment of their choice to improve their coping in a particular field. The teaching assistant will be sensitive to how much you want to reveal about your personal work.

We will also address the difficulty of distance learning and will be open to your suggestions on how to facilitate learning

I will ask you to zoom in during the lesson. Your presence is important.

There will be consideration for students who are in countries where the zone time is very different from that in Israel

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### Reading List

#### **General reading for last task**

- Dobson, KS Ed. (2010) *Handbook Cognitive Behavioral Therapy*, 3<sup>rd</sup> edition: New York: Guilford Press. )chapters 1,4,6,8,11,12) – free in Slide share
- Bond, F.W, Dryden W, (2004) *Handbook of Brief Cognitive Behavioral Therapy*, John Wiley & Sons. NY - free in Slide share
- Fennell, M., Bennett-Levy, J., & Westbrook, D. (2004). Depression. In J. Bennett-Levy, G. Butler, M. Fennell, A. Hackman, M. Mueller, & D. Westbrook (Eds.), *Cognitive behaviour therapy: Science and practice series. Oxford guide to behavioural experiments in cognitive therapy* (pp. 205-222). New York, NY, US: Oxford University Press.
- Harris, R. (2019). *ACT made simple*. Oakland, CA: New Harbing

Lesson 1: Introduction to this course special goals concerning wellness. introduction to

second wave CBT.

- [Amy Cuddy: Your body language shapes who you are.](https://www.ted.com/talks/amy_cuddy_your_body_language_shapes_who_you_are?language=en)
- [https://www.ted.com/talks/amy\\_cuddy\\_your\\_body\\_language\\_shapes\\_who\\_you\\_are?language=en](https://www.ted.com/talks/amy_cuddy_your_body_language_shapes_who_you_are?language=en)
- Carol Dweck: The power of believing that you can improve [https://www.ted.com/talks/carol\\_dweck\\_the\\_power\\_of\\_believing\\_that\\_you\\_can\\_improve?language=he#t-608664](https://www.ted.com/talks/carol_dweck_the_power_of_believing_that_you_can_improve?language=he#t-608664)

Lesson 2: Main principle of classical CBT and conceptualization.

- [Daniel Kahneman: The riddle of experience vs. memory](http://www.ted.com/talks/daniel_kahneman_the_riddle_of_experience_vs_memory.html)

[http://www.ted.com/talks/daniel\\_kahneman\\_the\\_riddle\\_of\\_experience\\_vs\\_memory.html](http://www.ted.com/talks/daniel_kahneman_the_riddle_of_experience_vs_memory.html)

Lesson 3: Intake, goal setting and monitoring.

Lesson 4: Cognitive restructuring

- Leigh, Eleanor; Clark, David M. (2018) [Understanding social anxiety disorder in adolescents and improving treatment outcomes: Applying the cognitive model of Clark and Wells \(1995\)](#). *Clinical Child and Family Psychology Review*, Apr 13, 2018

Lesson 5: Behavioral interventions and exposure

- Kelly McGonigal: How to make stress your friend. [http://www.ted.com/talks/lang/he/kelly\\_mcgonigal\\_how\\_to\\_make\\_stress\\_your\\_friend.html](http://www.ted.com/talks/lang/he/kelly_mcgonigal_how_to_make_stress_your_friend.html)
- Abramowitz, Jonathan S.; Jacoby, Ryan J. (2014) [The use and misuse of exposure therapy for obsessive-compulsive and related disorders](#). *Current Psychiatry Reviews*, Vol 10(4), 277–283

Lesson 6: Introduction to 3<sup>rd</sup> wave CBT and the theory of Acceptance Commitment Therapy (ACT)

- Bramwell K, Richardson T. Improvements in Depression and Mental Health After Acceptance and Commitment Therapy are Related to Changes in Defusion and Values-Based Action. *J Contemp Psychother.* 2018;48(1):9-14. doi: 10.1007/s10879-017-9367-6. Epub 2017 Sep 2. PMID: 29515268; PMCID: PMC5830477.
- Kashdan, T. B., & Rottenberg, J. (2010). Psychological flexibility as a fundamental aspect of health. *Clinical Psychology Review*, 30(7), 865–878. *Journal of Contemporary Psychotherapy*, Sep 2.
- [Steven Hayes On defusion](#)  
<https://www.youtube.com/watch?v=GnSHpBRLJrQ>
- **Setting free the bears**: escape from thought suppression.  
Wegner DM. *Am Psychol.* 2011 Nov;66(8):671–80. doi: 10.1037/a0024985. PMID: 22082381

Lesson 7: Mindfulness in 3<sup>rd</sup> wave CBT interventions

- Ekman, P., Davidson, R. J., Ricard, M., & Alan Wallace, B. (2005). Buddhist and psychological perspectives on emotions and well-being. *Current Directions in Psychological Science*, 14(2), 59-63.
- Jeffrey Schwartz: How Mindfulness Can Change Your Brain. <https://www.youtube.com/watch?v=MmREWz6jVnE>

Lesson 8: The practice of ACT and Positive psychology

- Martin\_Seligman\_On\_the\_state\_of\_psychology  
[https://www.ted.com/talks/lang/en/martin\\_seligman\\_on\\_the\\_state\\_of\\_psychology.html](https://www.ted.com/talks/lang/en/martin_seligman_on_the_state_of_psychology.html)
- Hayes S, C, From loss to love: <https://www.psychologytoday.com/us/articles/201806/loss-love>
- Richard Davidson: The Four Constituents of Well-Being. <https://www.youtube.com/watch?v=HeBpsiFQiTI>
- Dan Gilbert Asks why are we happy

[http://www.ted.com/talks/lang/he/dan\\_gilbert\\_asks\\_why\\_are\\_we\\_happy.html](http://www.ted.com/talks/lang/he/dan_gilbert_asks_why_are_we_happy.html)

Lesson 9-10: Prevention and Resilience

- L. Wolmer\*, D. Hamiel\*, N. Laor. (\*equal contribution) Preventing children's post-traumatic stress after disaster with teacher-based intervention: A controlled study. *Journal of the American Academy of Child and Adolescent Psychiatry* 2011, 50:340-348.

Lesson 11: Presentation of innovative articles in different psychiatric disorders.

Lesson 12: Presentation of innovative articles in different psychiatric disorders.

Lesson 13: Summary and setting directions for the future.

### **Other reading**

- Joanne Murraya, Helen Scotta, Claire Connollya, Adrian Wellsb,c, (2018) [The Attention Training Technique improves Children's ability to delay gratification: A controlled comparison with progressive relaxation](#) *Behaviour Research and Therapy*, Volume 104, May 2, Pages 1-6
- Westra, Henry A.; Constantino, Michael J.; & Antony, Martin M. Integrating motivational interviewing with cognitive behavioral therapy for severe generalized anxiety disorder: An allegiance- controlled randomized clinical trial. *Journal of Consulting and Clinical Psychology*, Vol 84(9), Sep 2016, 768-782.

## **More reading and waching:**

Mark Liri – don't beat yourself

<https://aeon.co/essays/learning-to-be-kind-to-yourself-has-remarkable-benefits>

From his book: Leary M.R. (2004). The Curse of the Self: Self-Awareness, Egotism, and the Quality of Human Life 1st Edition, Oxford University Press

Matthew Whoolery: How to be unhappy, TEDxLSRCollege <http://youtu.be/kWjuJxvWdFc>

Brene\_Brown\_On\_vulnerability

[http://www.ted.com/talks/lang/en/brene\\_brown\\_on\\_vulnerability.html](http://www.ted.com/talks/lang/en/brene_brown_on_vulnerability.html)

Steven Hayes On delusion

<https://www.youtube.com/watch?v=GnSHpBRLJrQ>