

## הצגת סילבוסים

קורס מספר:  60-701-01

שם הקורס:  סכמה תרפיה

סוג הקורס:  הרצאה

שנה / סמסטר:  תשע"ה סמסטר ב

היקף שעות:  2 ש"ס ניקוד: 1

שם המרצה:  פרופ' אשכול רפאלי

תאריך עדכון אחרון:  03/04/2014

מטרות הקורס / תוצרי הלמידה\*:

:This course has the following aims

Introduce you to schema therapy (ST), a relatively new treatment approach (a)

Help you evaluate ST utility as a model for psychotherapy integration (b)

Give you a chance to look at the ST model through the lens of existing, compatible, or contrasting theoretical approaches (c)

Give all of us a chance to think about how to evaluate the theoretical and clinical claims of ST (d)

תאור הקורס:

Readings and Tasks	Topic	Week
	Introduction to ST	Mar 12
RBY 1-15	Continued introduction to ST	Mar 19
Handbook I-1		
RBY 16-18	Assessment	Mar 26
	Pessach	Apr 2
	Pessach	Apr 9
RBY 19	Assessment and formulation	Mar 16
	Yom Haatzma'ut	Apr 23
RBY 20-24	Treatment strategy - modes	April 30
Arntz and Jacob – 2		
RBY 26	Narcissism and empathic confrontation	May 7
Arntz and Jacob – 5	Working with coping modes	May 14
YKW 9		
RBY 25, 29	Borderline and limited reparenting	May 21
Case formulation and session ratings due	Meeting emotional needs	May 28
Arntz & Weertman, 1999	Avoidance and historical role-play	Jun 4
Weertman & Arntz, 2007		
RBY 28	When is ST appropriate?	Jun 11
	Open topic	Jun 18
Papers due	Summary	Jun 25

דרישות קדם:

פתוח לתלמידי המגמות הקליניות ולדוקטורנטים בוגרי מגמות טיפוליות.

□ חובות / דרישות / מטלות\*\*:

Schema therapy is both an established evidence-based approach, and a very young and malleable work-in-  
"language" progress. My hope is that by the end of this semester, you will be able to understand and speak the  
of ST, be able to evaluate one of your own recorded sessions (regardless of the approach you used within it)  
from the perspective of ST, and be able to think of both as a theoretician and as a research psychologist about  
.what ST says or claims

:The grade for this class will be based on

which is a very important part of the learning process in this course. **Class participation 20%** (a  
re allowed one un-excused absence during the semester; but if you are absent, be sure to read the 'You  
.papers

typically, 3-4 pages in length) based on a current or previous ) **case formulation** Writing a **15%** (b  
...treatment you conducted, ideally the same one used for the next requirement, which is

on **rating patient mode** or a **schema-therapy adherence rating scale** Completing either a **15%** (c  
a recorded session (ideally, a session with the same person you wrote the formulation about; backup  
(BeTipul or some other videotaped session – plan

in which you choose a theoretical statement or a practical skill that is part of **A final paper 50%** (d  
ST, and write about it (no more than 8 pages, 1.5 space, not including references) from a comparative  
that is, both from within ST and from an alternative theoretical or clinical approach. This – approach  
paper should highlight the similarities and/or differences between the two (or more) viewpoints, and  
should end with a 2-3 page research proposal noting how the statement or skill could be empirically  
examined. Write this in APA style, including an abstract, followed by an introduction, method section,  
proposed analyses, and references. Imagine reasonable budgetary constraints (i.e., be practical about  
this, but assume you will have some resources). Attach an excel sheet specifying the budget needed to  
:do this kind of study. The paper itself will be graded using this breakdown

Style, formatting, organization, and Abstract: 15% .a

Introduction (and theoretical review): 55% .b

Method, budget, and proposed analyses: 30%

□ מרכיבי הציון הסופי:  
"חובות" See under

□ ביבליוגרפיה:

את הספר הבא (המסומן כ-RBY), ואת המאמרים הנוספים שמוזכרים בסילבוס, אשלח לכם כ PDF

.Young, J. (2010). Schema therapy: Distinctive features & ,.Rafaeli, E., Bernstein, D **[:RBY]**

.London: Routledge

בנוסף, אני ממליץ מאוד על הספרים הבאים (ואשלח לכם מספר פרקים מהשניים הראשונים, שמזכרים בסילבוס):

Nadort, M. (2012). The Wiley-Blackwell handbook of Schema & .van Vreeswijk, M., Broersen, J [:**Handbook**]  
.Therapy: Theory, research and practice. West Sussex: Wiley-Blackwell

.s guide. NY: Guilford'Weishaar, M. (2003). Schema therapy: A practitioner & .Young, J., Klosko, J [:**YKW**]

van Genderen, H. (2009). Schema therapy for borderline personality disorder. West Sussex: Wiley- & .Arntz, A  
.Blackwell

.Jacob, G. (2013). Schema therapy in practice. West Sussex: Wiley-Blackwell & .Arntz, A

□ שם הקורס באנגלית:

Schema therapy

\* תוצרי הלמידה (learning outcomes) הן הצהרות המציינות במפורש מה הלומדים צפויים להשיג בסוף תקופת הלימוד בקורס. תוצרי הלמידה מוגדרים במונחים של הישגי ידע, הבנה, כישורים, יכולות ו/או עמדות שהלומד מצופה להדגים כתוצאה מהתנסותו הלימודית האקדמית בקורס. לפרטים נוספים [לחץ כאן](#).

\*\* המדריך: איך תימנע מעבירות אתיות בהגשת עבודות. לקריאה [לחץ כאן](#).

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