



**COUN6354 Cognitive-Behavioral  
Individual, Marriage, and Family Therapy  
New Orleans Baptist Theological Seminary  
Division of Church and Community Ministries  
Fall 2018**

Professor: Dr. Kathryn Steele (504-252-4455, ext. 8306); email: [ksteele@nobts.edu](mailto:ksteele@nobts.edu)  
Thursday 8:00 a.m-10:50 a.m.  
Leeke Magee Christian Counseling Center

Class Grader: Tina Boquet; email: [martina.tina.boquet@gmail.com](mailto:martina.tina.boquet@gmail.com)

### **Mission Statement**

The mission of New Orleans Baptist Theological Seminary is to equip leaders to fulfill the Great Commission and the Great Commandments through the local church and its ministries.

### **Core Value Focus**

The seminary has five core values: Doctrinal Integrity, Spiritual Vitality, Mission Focus, Characteristic Excellence, and Servant Leadership. The core value focus for this academic year is Doctrinal Integrity.

### **Curriculum Competencies**

NOBTS faculty members realize that all ministers need to develop specific competencies if they are going to have an effective ministry. To increase the likelihood of NOBTS graduates having an effective ministry, the faculty developed a competency-based curriculum after identifying seven essential competencies necessary for effective ministry. All graduates are expected to have at least a minimum level of competency in all of the following areas: Biblical Exposition, Christian Theological Heritage, Disciple Making, Interpersonal Skills, Servant Leadership, Spiritual and Character Formation, and Worship Leadership. The curriculum competencies addressed in this course are: Spiritual and Character Formation, Biblical Exposition, Servant Leadership, Interpersonal Skills, and Mission Focus.

### **Course Description**

The purpose of this course is to develop students' knowledge and skill in the cognitive-behavioral approach to individual, marital, and family therapy within a systemic perspective. Students will examine theoretical foundations, research findings, basic principles, assessment techniques, and the intervention strategies of cognitive-behavioral therapy. These examinations are applied to a wide variety of problems in marriage, family, and social relationships and are framed within a Christian theological context.

### **Course Teaching Methodology**

Reading, lectures & notes, therapy sessions, case conceptualizations, and presentations will be employed in this course of study. This is an advanced therapy course. High expectations are placed upon the student to develop proficiency in this model of therapy. Students should be prepared to thoroughly discuss the reading material and demonstrate the reading/class assignments in class role plays.

### **Textbooks**

#### **Required Texts**

- Beck, Judith A. (2011). *Cognitive therapy: Basics and beyond* (2nd ed.). New York: Guilford Press  
Greenberger, D., & Padesky, C.A. (2016). *Mind over mood: Change how You feel by changing the way you think*.  
New York: Guilford Press

One additional text chosen from Selected Bibliography list at end of this syllabus.

**Program Objectives:**

- #1 Equip students to synthesize theoretical and empirical knowledge in the field of counseling.
- #2. Equip students to design developmentally relevant counseling treatment or intervention plans.
- #3. Train students to integrate historical Christian beliefs, faith, and spirituality with the best practices of mental health science, in an ethical manner.

**Course Objectives: Students will be able to:**

Course Objectives	Learning Experiences	Assessments
Describe the historical and theoretical foundations of Cognitive-Behavioral Therapy. CACREP 2:F.1.a	<b>Instruction:</b> Lecture Introduction to Cognitive Therapy  <b>Reading:</b> Beck, Ch. 1, Greenberger & Padesky Chapter 1.	Pre-Test on Cognitive Therapy Historical and Theoretical Foundations Post Test at end of Semester on Historical and Theoretical Foundations
Describe the basic principles, techniques, and applications of Cognitive-Behavioral Therapy CACREP 2:F.5.a, c, g, h, j	<b>Instruction:</b> Model cognitive session; Lectures: Cognitive Conceptualization & Assessment; Structure of First Session; Session Two and Beyond; Problems with Structuring the Therapy Session; Identifying & Evaluating Automatic Thoughts and Responding; Identifying Intermediate Beliefs; Additional Techniques; Imagery; Termination & Prevention; Treatment Planning; Problems in Therapy <b>Reading:</b> Beck, Chapters 2-21 Greenberger & Padesky Chapters 2-12	Mind Over Mood Workbook Assignments Book Review of Second Book
Demonstrate the skills required to utilize this approach. CACREP 2:F.5. f, g, h, i	<b>Instruction:</b> Model cognitive session; class lectures; 6 Therapy sessions with client; Workbook exercises <b>Reading:</b> Beck Chapters 2-21; Padesky Chapters 2-12	6 Therapy Sessions with a client. Video Rubric: Counselor Session Evaluation Cognitive Case Conceptualization Diagram for each of 6 sessions
Articulate Cognitive-Behavioral Therapy elements consistent with Scripture and Christian theology and work toward an integrated model for helping the hurting. CACREP 2:F.2.d, g	<b>Instruction:</b> Integrated into lectures about Automatic Thoughts, Intermediate Beliefs, Core Beliefs <b>Readings:</b>	Counselor Session Evaluation: Conceptual Skills: Theological/Biblical/Spiritual View
Value the importance of truthful cognitions as opposed to distorted cognitions and how they impact the quality of the life of those we help. CACREP 2:F. 5, a, c, g	<b>Instruction:</b> Lectures <b>Readings:</b> Greenberger & Padesky Chapters 1-12	Completion of all Reading Assignments

**Course Requirements/Assignments**

Assignment/Requirements & Description	Percentage	Due Date
<b>Pretest/Posttest:</b> the historical and theoretical foundations of Cognitive-Behavioral Therapy	<b>5%</b>	<b>Pre: August 24, 5 pm</b> <b>Post: Dec 6,</b>

		pm
<p><b>Complete all assigned reading:</b> Beck Cognitive Therapy: Basics and Beyond; a second book of Cognitive Behavior treatment for a specific disorder (chosen from list) and the workbook Mind Over Mood. Students will be expected to demonstrate that they have read all material by participating in the class discussions.</p> <p>Students should report on percentage read of each chapter assigned in the Beck book. (Use reading report sheet).</p>	<p><b>10%</b></p>	
<p><b>Therapy Sessions</b> Read and sign Informed Consent form and participate in Therapy Pairs for 6 sessions throughout the semester. Students will be responsible for participating in both the role of counselor and client. Students will be paired at the beginning of the semester. See assignments to be turned in on Handout given in class for Therapy Sessions (Assessment session: Cognitive Case Write up &amp; Counselor Assessment Session Evaluation. Counselor Session Evaluation: Sessions 1, &amp; 5; Case Conceptualization form: Sessions 1, 2, 3, 4, 5. Typed transcript of session: Session 2)</p> <p><b>Responsibilities/Roles:</b></p> <p><b>Client:</b> Each student will identify a medium level issue to work on for the semester. This issue should be a realistic issue from the own student's own life, so the sessions will not be artificial. The client's role is to do the work as a client, and to cooperate with the counselor. Students will sign an Informed Consent Agreement before the Therapy Sessions begin. All sessions will be videotaped.</p> <p><b>Counselor:</b> Each student will work as the counselor in a pairing. As skills are learned in class, the counselor will be expected to practice that specific skill. Each counselor will have the opportunity to bring their client through the process of cognitive work on their problem across the semester. All sessions will be videotaped.</p> <p>The Counselor is responsible to maintain and complete a Cognitive Case Conceptualization Diagram each session (except the Assessment session). A copy of these materials, and others described in the assignments will be turned in the class session following each counseling session. The counselor should only use the first initial of the client in any written documentation.</p> <p>Recording: Counseling sessions will be held and videotaped in the counseling rooms at LMCCC.</p> <p><b>Possible Medium Level Problems for the Client:</b></p> <p>The easiest way to identify one of these types of problems is to go back to your Helping Skills workbook you used in the Art of Counseling. Attached to the end of the syllabus is a series of questions used in that book to identify problems and a list to identify unused opportunities. Any of these could be issues you would work on during your counseling time. If your issue is not one that would take very much time, you may have to select two or three. Some other issues might include topics such as:</p> <ul style="list-style-type: none"> <li>Perfectionism</li> <li>Fear of messing up the client</li> <li>Fear of heights</li> <li>Fear of (specific phobia)</li> <li>Public speaking phobia</li> <li>Difficulty in confronting or challenging others</li> <li>Difficulty in losing weight and/or body image</li> </ul>	<p><b>60%</b> <b>(10% x 6 sessions)</b></p>	

<p>Difficulty in breaking some undesired habit</p> <p>* The selected difficulty should NOT be of a serious nature, such as working on deep trauma from childhood or serious marital problems.</p>		
<p><b>Read a Second Book</b></p> <p>Select a book from Selected Bibliography list related to treatment with cognitive behavioral therapy. Each student will prepare a brief critique of the book, including an assessment of the writing style, who you would recommend to read the book, did they explain the CBT basic theory and techniques clearly, etc., and a brief bullet-point-lists of the essential information/ resources provided included in the book for working with the client (typical cognitions related to the disorder, how to identify automatic thoughts, how to do specific sessions, etc.).</p>	<b>10%</b>	<b>10/11</b>
<p><b>Complete the Mind Over Mood Workbook</b></p> <p>This workbook has a series of questions that should help you—as the client—to think through your issues. If you work through your own issues in this workbook, you will understand the concepts more thoroughly in working with your client. It is easy to get behind in working through the workbook. Students should make every effort to keep up with weekly assignments, and have your counselor check off your work. The counselor may want to assign specific worksheets or pages out of sequence if needed.</p> <p>The counselor should report (on the Counselor Session Evaluation form) if the client completed all assignments in the workbook.</p>	<b>15%</b>	<b>12/6</b>

### Grading Scale

This course is graded according to seminary policy:

- A: 93-100
- B: 85-92
- C: 77-84
- D: 70-76
- F: Below 70

### Course Policies, Academic Conduct, and Professional Conduct

#### Reading Assignments

Students are required to read all assigned reading and expected to demonstrate through class discussion.

**In any class period that I believe you have not read, I will request a reading report, which if it is below 90% of the assignment read will count as an absence.**

#### Professor's Policy on Late Assignments

All work is due on the assigned date in the syllabus. The grade for late assignments will automatically be reduced by 8 points per class period.

**Papers & Assignments:** All assignments are to be typed in either Times New Roman 12 or Courier 10. Any deviation in this will result in the deduction of points. Assignments -- electronic submissions where approved -- will be turned in at or before the beginning of the class on the date they are due. Papers of assignments turned in after this time will be considered late. Assignments must be turned in to the professor. The time and date of submission will be noted. No assignments may be submitted by fax or e-mail without prior approval. All counseling students will write papers in accordance to standards set in the APA Publication Manual.

**Attendance and class participation:** In accordance with NOBTS & department policy, students are expected to attend regularly and punctually all classes in accordance with NOBTS requirements. Class attendance is

essential for effective learning. Students will be expected to attend all classes unless prevented by illness or emergency. No student who misses more than the maximum number of hours as prescribed below can receive credit for the course. A grade of "F" will be assigned to students who fail to attend class and meet the minimum number of hours.

Class periods missed because of late enrollment will be counted as absences. Students may not enter after the end of the second week of the beginning of each regular semester. Three occasions of arriving late for a class or leaving early from class will count as one absence. Students should take care to avoid unnecessary absences so that unexpected illness or emergencies will not cause failure in the class. The maximum number of absences without failure for a three-hour classroom course is 9 classroom hours absent. *Since this course meets once per week for three hours, this means the student may miss no more than three class periods.*

### Technical Assistance

For assistance regarding technology, consult ITC (504-816-8180) or the following websites:

1. [Selfserve@nobts.edu](mailto:Selfserve@nobts.edu) - Email for technical questions/support requests with the [Selfserve.nobts.edu](http://Selfserve.nobts.edu) site (Access to online registration, financial account, online transcript, etc.)
2. [BlackboardHelpDesk@nobts.edu](mailto:BlackboardHelpDesk@nobts.edu) - Email for technical questions/support requests with the NOBTS Blackboard Learning Management System [NOBTS.Blackboard.com](http://NOBTS.Blackboard.com).
3. [ITCSupport@nobts.edu](mailto:ITCSupport@nobts.edu) - Email for general technical questions/support requests.
4. [www.NOBTS.edu/itc/](http://www.NOBTS.edu/itc/) - General NOBTS technical help information is provided on this website.

### Help for Writing Papers at "The Write Stuff"

NOBTS maintains a Writing Center designed to improve English writing at the graduate level. Students can receive writing guides, tips, and valuable information to help in becoming a better writer.

### Plagiarism on Written Assignments

NOBTS has a no tolerance policy for plagiarism. Plagiarism in certain cases may result in expulsion from the seminary. See the NOBTS Student Handbook for definition, penalties, and policies associated with plagiarism.

### Course Schedule

Date	Topic for Class	Reading Assignment	Therapy Session
Aug. 23 (Week 1)	Introduction/Syllabus/Overview of Cognitive Cognitive Conceptualization	Beck, Chapter 1 & 2 Greenberger Ch 1	Model session of cognitive
Aug. 30 (Week 2)	Cognitive Conceptualization & Assessment	Beck, Chapter 3& 4 Greenberger Ch 2	Therapy Session Pair Pair A <b>Assessment Session,</b>
Sept. 6 (Week 3)	Structure of the First Therapy Session	Beck, Chapter 5 & 6 Greenberger Ch 3	Pair B: <b>Assessment Session,</b> Pair A: Cognitive Case Write up & Coun Assessment Eval Due
Sept. 13 (Week 4)	Session Two and Beyond: Structure/Format Problems with Structuring the Therapy Session	Beck, Chapter 7 & 8 Greenberger Ch 4	Pair A Session #1, Pair B: Cognitive Case Write up & Coun Assessment Eval Due
Sept. 20 (Week 5)	Identifying Automatic Thoughts Identifying Emotions	Beck, Chapter 9 & 10 Greenberger Ch. 5	Pair B: Session#1 Pair A: Session #1 Couns Session Eval & Case Concept

Sept 27	<b>AACC No Class</b>		
Oct. 4 (Week 6)	Identifying and Evaluating Automatic Thoughts Responding to Automatic Thoughts Identifying Emotions	Beck, Chapter 11 & 12 Greenberger Ch 6	Pair A: Session#2 Pair B: Session #1 Couns Session Eval & Case Concept
Oct. 11 (Week 7)	Identifying and Modifying Intermediate Beliefs <b>2<sup>nd</sup> Book Critique Due</b>	Beck, ch 13 Greenberger Ch 7	Pair B:Session #2 Pair A: #2 Marked Transcript, Case conceptualization
Oct. 18 (Week 8)	<b>Fall Break No Class</b>		
Oct. 25 (Week 9)	Core Beliefs	Beck, Chapter 14	Pair A: Session # 3 Pair B: #2 Marked Transcript, Case conceptualization
Nov. 1 (Week 10)	Additional Cognitive/Behavioral Techniques <b>Check Greenberger Workbook</b>	Beck, Chapter 15 Greenberger Ch 8	Pair B: Session #3 Pair A: #3 Case conceptualization
Nov. 8 (Week 11)	Imagery	Beck, Chapter 16 Greenberger Ch 9	Pair A: Session #4 Pair B: #3 Case conceptualization
Nov. 15 (Week 12)	Homework	Beck, Chapter 17 Greenberger Ch 10-11	Pair B: Session #4 Group A: #4 Case conceptualization
Nov. 22 (Week 13)	<b>Thanksgiving Break No Class</b>		
Nov. 29 (Week 14)	Termination & Prevention	Beck, Chapter 18 Greenberger Ch 12	Pair A: Session #5 Pair B: #4 Case conceptualization
Dec. 6 (Week 15)	Treatment Planning Problems in Therapy <b>Greenberger Workbook Due</b>	Beck, Chapter 19 & 20 Greenberger Ch 13	Pair B:Session #5 Pair A: #5 Case conceptualization, Session Evaluation
Dec. 8 (Week 16)	Catch Up time	Bring printed final evaluation (client and counselor) of Session #5 to class.	Pair B: #5 Case Conceptualization, Session Evaluation

Dec. 13	9-11 am Catch Up Time		
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**IMPORTANT:** In the case of a campus closure (due to hurricane evacuation or other problem) all students should go to the Blackboard class and watch for an announcement about resuming classwork via Blackboard. If the campus will be closed for an extended time, it will be important that you are able to access Blackboard to continue in this class. If you are not able to have internet access, please call Kathy Steele (504-329-8960). If calls are not able to go through due to damage from the cell phone towers, you might be able to text.

### Selected Bibliography

Butler, G., Fennell, M., & Hackmann, A. (2008). Cognitive-behavioral therapy for anxiety disorders: Mastering clinical challenges. New York: Guildford Press.  
Leahy, R. L. (2005). The worry cure. New York: The River Press

Rosqvist, J. (2005). Exposure treatments for anxiety disorders: A practitioner's guide to concepts, methods, and evidence-based practice. New York: Brunner-Routledge

### Trauma and PTSD

Foa, E. B., & Rothbaum, B. O. (1998). Treating the trauma of rape: Cognitive behavioral therapy for PTSD. New York: Guilford Press

Foa, E. B., Keane, T. M., Friedman, M. J., & Cohen, J. A. (2009). Effective treatment for PTSD: Practice guidelines from the International Society for Traumatic Stress Studies (2nd ed.) New York: Guilford Press

Resick, P.A., Monson, C.M., & Chard, K.M. (2017). Cognitive processing therapy for ptsd: A comprehensive manual. New York: Guilford Press

### GAD

Dugas, M. J., & Robichaud, M. (2007). Cognitive-behavioral treatment for generalized anxiety disorder. New York: Routledge

Hazlett-Stevens, H. (2008). Psychological approaches to generalized anxiety disorder: Advances in research and practice. New York: Springer

### Panic Disorder

Antony, M. M, & Swinson, R. P. (2000). Phobic disorders and panic in adults: A guide to assessment and treatment. Washington, DC: American Psychological Association

### Social Anxiety Disorder

Hofmann, S. G., & Otto, M. W. (2008). Cognitive behavioral therapy for social anxiety disorders: Evidence-based and disorder specific treatment techniques. New York: Routledge

### Phobias

Antony, M. M., & Swinson, R. P. (2000). Phobic disorders and panic in adults: A guide to assessment and treatment. Washington, DC: American Psychological Association

Antony, M. M., & Rowa, K. (2007). Overcoming fear of heights: How to conquer acrophobia and live a life without limits. Oakland, CA: New Harbinger

Antony, M. M., & McCabe, R. E. (2005). Overcoming animal & insect phobias: How to conquer fear of dogs, snakes, rodents, bees, spiders & more. Oakland, CA: New Harbinger

### Mood Disorders

Basco, M. R., & Rush, A. J. (2005). Cognitive behavioral therapy for bipolar disorder (2nd ed.). New

York: Guilford Press

Beck, A.T., Brown, G.K. & Wenzel, A. (2008). Cognitive therapy for suicidal patients: Scientific and clinical applications. Washington, DC: American Psychological Association

### **Schizophrenia**

Beck, A. T., Rector, N. A., Stolar, N. & Grant, P. (2008). Schizophrenia: Cognitive theory, research, and therapy. New York: Guilford Press.

### **Sleep Disorders**

Edinger, J. D., & Carney, C. E. (2008). Overcoming insomnia: A cognitive-behavioral therapy approach workbook. New York: Oxford University Press. (See accompanying therapist manual)

### **Substance Use Disorders**

Beck, A. T., Wright, F. D., Newman, C. F., & Liese, B. S. (1993). Cognitive therapy of substance abuse. New York: Guilford Press

Daley, D. C., & Marlatt, D. C. (2006). Overcoming your alcohol or drug problem: Effective recovery strategies (2nd ed.). New York: Oxford University Press. (See also accompanying therapist manual)

### **General Issues:**

Antony, M. M., & Swinson, R. P. (2009). When perfect isn't good enough: Strategies for coping with perfectionism (2nd ed). Oakland, CA: New Harbinger

Leahy, R. L. (2001). Overcoming resistance in cognitive therapy. New York: The Guilford Press Leahy, R. L. (Ed.). (2003). Roadblocks in cognitive-behavioral therapy. New York: The Guilford Press

McKay, M. (2000). Self-esteem (3rd ed.). Oakland, CA: New Harbinger

Thorn, B. E. (2004). Cognitive therapy for chronic pain: A step-by-step guide. New York: The Guilford Press

### **Eating Disorder**

Fairburn, C.G. (2008). Cognitive behavior therapy and eating disorders. New York: Guilford Press

Beck, J.S. (2008). The complete Beck diet for life: Featuring the think thin eating plan. Birmingham, AL: Oxmoor House

### **Marriage and Family**

Baucom, D.H., & Bozicas, G.D. (1990). Cognitive behavioral marital therapy. New York: Brunner/Mazel

Dattilio, F. M. (2009). Cognitive-behavioral therapy with couples and families: A comprehensive guide for clinicians. New York: Guilford Press

Ledley, D. (2009). Becoming a calm mom: How to manage stress and enjoy the first year of motherhood. Washington, DC: American Psychological Association

## **WORKBOOKS (FOR YOUR INFORMATION ONLY--NOT FOR USE AS 2<sup>ND</sup> TEXT)**

### **Anxiety**

Davis, M., Eshelman, E. R., & McKay, M. (2008). The relaxation and stress reduction workbook (6th ed.). Oakland, CA: New Harbinger

Bourne, E. J. (2003). Coping with anxiety: 10 simple ways to relieve anxiety, fear, and worry. Oakland, CA: New Harbinger

Bourne, E. J. (2005). The anxiety and phobia workbook (4th ed.). Oakland, CA: New Harbinger

Knaus, W. J. (2008). The cognitive behavioral workbook for anxiety: A step-by-step program. Oakland, CA: New Harbinger

### **Trauma and PTSD**

Rothbaum, B. O., Foa, E. B., & Hembree, E. A. (2007). Reclaiming your life from a traumatic experience (workbook). New York: Oxford University Press. (See accompanying therapist manual)

### **Obsessive Compulsive Disorder**

Purdon, C., & Clark, D. A. (2005). Overcoming obsessive thoughts: How to gain control of OCD. New York: Oakland, CA: New Harbinger

### **GAD**

Meares, K., & Freeston, M. (2008). Overcoming worry: A self-help guide using cognitive behavioral techniques. New York: Basic Books

### **Panic Disorder**

Barlow, D. H., & Craske, M. G. (2007). Mastery of your anxiety and panic (4th ed.) (workbook) New York: Oxford University Press. (See accompanying therapist manual)

Wilson, R. (2009). Don't panic: Taking control of anxiety attacks (3rd ed.). New York: Harper Collins

### **Social Anxiety Disorder**

Antony, M. M., & Swinson, R. P. (2008). The shyness and social anxiety workbook: Proven, step-by-step techniques for overcoming your fear (2nd ed.). Oakland, CA: New Harbinger

Stein, M.B., & Walker, J.R. (2009). Triumph over shyness: Conquering social anxiety disorder (2nd ed.) Silver Spring, MD: Anxiety Disorders Association of America

### **Phobias**

Antony, M. M., Craske, M. G., & Barlow, D. H. (2006). Mastering your fears and phobias (workbook) (2nd ed.) New York: Oxford, University Press. (See also accompanying therapist manual)

### **Mood Disorders**

Basco, M. R. (2006). The bipolar workbook: Tools for controlling your mood swings. New York: Guilford Press

Bieling, P. J., & Antony, M. M. (2003) Ending the depression cycle: A step-by-step guide for preventing relapse. Oakland, CA: New Harbinger

Gilson, M., Freeman, A., Yates, M. J., & Freeman, S. M. (2009). Overcoming depression: A cognitive therapy approach (workbook) ( 2nd ed.). New York: Oxford, University Press. (See also accompanying therapist manual)

Knaus, W. J. (2006). The cognitive behavioral workbook for depression: A step-by-step program. Oakland, CA: New Harbinger

Leahy, R. L. & Holland, S. J. (2000). Treatment plans and interventions for depression and anxiety disorders. New York: Guilford Press

### **Self-Esteem**

Schiraldi, G. R. (2001). The self-esteem workbook. Oakland, CA: New Harbinger

### **Weight Management**

LaLiberte, M., McCabe, R. E., & Taylor, V. (2009). The cognitive behavioral workbook for weight management: A step-by-step program. Oakland, CA: New Harbinger.

### **Other Axis I Disorders**

#### **Attention-Deficit/Hyperactivity Disorder**

Safren, S. A., Sprich, S., Perlman, C. A., & Otto, M. W. (2005). Mastering your adult ADHD: Client workbook. A cognitive-behavioral treatment program. New York: Oxford University Press. (See also accompanying therapist manual)

#### **Body Dysmorphic Disorder**

Wilhem, S. (2006). *Feeling good about the way you look: A program for overcoming body image problems*. New York: Guilford Press

### **Trichotillomania**

Franklin, M. E., & Tolin, D. F. (2007). *Treating trichotillomania: Cognitive-behavioral therapy for hair pulling and related problems*. New York: Springer