COURSE SYLLABUS

Counseling Psychology 4060 6.0, Section A

Term: Fall/Winter 2011-2012, Fri, 11:30-2:30, R N201

Course Instructor
Dr. Henny Westra, Associate Professor, C.Psych.
127 Behavioral Science Building (BSB)
Phone: 416-736-2100 ext. 33706
Email: hwestra@yorku.ca*
Office Hours: By appointment

* please note that I will respond to emails within 72 hours or three days max

Prerequisites:
PSYC 1010 or 2410, PSYC 2030 or 2530, PSYC 2021, 2020 or 2510
PSYC 2020 and 2030, PSYC 2130 and PSYC 3140

Class Dates
Sep 9  Review of the Syllabus, Introduction
Sep 16 - Is Psychotherapy Effective? Common Factors & Empirically Supported Treatment
Sep 23 - Guest Speaker - Child & Family Therapy: Dr. Yvonne Bohr
Sept 30 - The Person of the Therapist & Therapist Effects; sign up for panel & paper topic
Oct 7 - Alliance & Empathy
Oct 14 - No Class. Reading Week
Oct 21 - Alliance & Empathy (cont.)
Oct 28 - Guest Speaker - Dissemination & Help-Seeking: Madalyn Marcus
Nov 4 - Client Factors - Client as common factor
Nov 11 - Client Factors - Motivation and Resistance
Nov 18 - Client Factors - Motivation (cont.)
Nov 25 - Client Factors - Expectancy & Hope
Dec 2 - Reports on project & paper assignment; Papers due in class

Jan 6 - Ethical & Professional Issues
Jan 13 - Panel #1 - Psychodynamic Psychotherapy
Jan 20 - Panel #2 - The Client-Centered Approach
Jan 27 - Panel #3 - Cognitive and Behavioural Approaches
Feb 3 - Panel #4 - Experiential Approaches (esp Emotion Focused Therapy)
Feb 10 - Panel #5 - Acceptance-Based Approaches (Acceptance & Commitment Therapy, Mindfulness)
Feb 17 - Panel #6 - Motivational Interviewing (& the Transtheoretical Model)
Feb 24 - No Class - Reading Week
Mar 2- Panel #7 - Compassion Focused Therapy
Mar 9 - Panel #8 - Interface of psychopharmacology with psychotherapy
Mar 16 - Panel #9 - Minimal Therapist Contact Approaches (Bibliotherapy, Internet-based therapy, group therapy); Final Exam Questions Handed Out
Mar 23 - Psychotherapy Integration
Mar 30 - Summary & Review

Other important dates:
Sep 20 - Last date to enroll in course without instructor permission
Oct 25 - Last date to enroll with permission of instructor
Feb 10 - Last date to drop course without receiving a grade
Dec 6 - Last date to submit fall term work
Apr 2 - Last date to submit winter term work

Course Overview. Psychotherapy has been demonstrated as highly effective for facilitating change with many different problems. Recent reviews of psychotherapy have concluded that while many types of therapy exist, they are approximately equally effective. This has given rise to a 'common factors' view of treatment meaning that there are critical elements which all treatments have in common that may form the core of effective intervention.

To remain reflective of the latest literature on psychotherapy practice, this course will be framed using a 'common factors' vantage point. As such, you will be introduced to various specific schools of psychotherapy but this will be balanced with an overriding consideration of the common influences in treatment. Moreover, we will be debating and discussing many intriguing issues related to the question of how therapy works, and will focus on current debates/issues of particular importance to the practice of psychotherapy. This will allow you to get a good taste of current psychotherapy practice and research.

Objectives of the Course. This course was designed to provide an overview of the theoretical and empirical foundations of counseling and psychotherapy. It was devised to be applicable to individuals ranging from the curious to those considering (or already decided upon) counseling as a profession. It is intended to cultivate a scientific or empirically-based approach to practice, to develop critical thinking and reading skills in the area, to help the student begin to examine their own values and how this shapes practice, and to provide some hands-on exposure to important counseling micro-skills.

Format of the Course. This course will be interactive. It is constructed to facilitate your learning and to allow you to get the most out of the course. There will be various exercises built in to the framework of the course to allow you to work with the material and with your peers in an active way. Some of the modes used for learning in this course will include in-class exercises, didactic instruction, small group work, video and audiotape, and role-plays. While challenging and demanding, the aim of this type of course structure is to allow you as many opportunities to integrate the material as creativity allows. It also hopefully makes learning more enjoyable.
**Introduction to the Instructor.** I have been very fortunate to practice psychotherapy and conduct research on the process and outcomes of psychotherapy for over 18 years. I am a registered member of the College of Psychologists of Ontario, a member of the Motivational Interviewing Network of Trainers, and certified with the Academy of Cognitive Therapy. Before coming to York to focus on research and training, I have served as the clinical director of a mood and anxiety disorders specialty clinic and as a staff psychologist. My research interests (which will undoubtedly be reflected in this course) include anxiety disorders, integrating Motivational Interviewing into Cognitive Behavioral Therapy for anxiety, psychotherapy processes underlying change (especially resistance, interpersonal process, and the alliance), client factors influencing therapy including client expectations and motivation, and engagement in and dissemination of psychotherapy.

**Classroom Etiquette.** To make the classroom a respectful, positive learning environment for all, we will all follow a few basic ground rules.

- Turn off cell phones before you enter the classroom. If you forget and a cell phone goes off in class, turn it off immediately or leave the room. Do not answer it in the classroom.

- Limit discussion during class that is not intended for the class as a whole (i.e., whispering, text messaging), as it can be disruptive to neighbors and give the unintended message to speakers or presenters that you are not paying attention.

- Use respectful language. This includes refraining from making racial, ethnic, gender, and minority-related comments in a disrespectful manner. This also includes honoring others in your feedback and interactions. Feedback should be honest, respectfully delivered, and free from harsh or unnecessary criticism. Healthy, open debate is central and welcome, but keep the message about the arguments and not the speaker.

- Please be on time and stay until class is finished. If you do arrive late or have to leave early, please enter and leave quietly.

- If you miss a class, you are responsible for making arrangements to get any notes/materials from a classmate.

**Evaluation.**

**Participation (5% fall term + 5% winter term).** Participation is an important component of learning in this course. Evaluation will be based on the amount and quality of your participation and will be graded as either adequate or inadequate. Most important will be considerations of how reflective your participation is in showing a spirit of learning and interest in the material.

**Small Group Presentation (30%).** You will select a panel presentation topic along with two other classmates, based on your interests. Guidelines for the presentation appear later in the syllabus. Evaluation will be based on the instructors ratings - which evaluates each individuals contribution and presentation (70%) and peer ratings/feedback (30%) which will be made for the group as a whole and on each presenter individually. In peer ratings, the highest and the lowest scores will
be dropped. Ratings are based on organization, clarity, quality of supplements used (e.g., AV, handouts, tapes) and discussion/interest generated.

If you have to miss the groups presentation, the remaining members of your group will each be asked to assign you a grade for this portion based on your contributions and effort on the project. The average of these will constitute your grade for the small group presentation. In addition, if appropriate documentation of your absence is supplied, your final exam will be weighted 10% heavier and the presentation portion will constitute 20% of your grade.

Readings (5% fall term + 5% winter term). Each week at the very beginning of class, I will ask one of two possible questions about the required readings for that week (questions appear later in the syllabus). You will have 5 minutes to write your answer in bullet form. Responses will be evaluated only for whether they reflect, in my opinion, that you have done the reading. Two scores will be dropped to arrive at a final grade (i.e., you will have two passes on this assignment). I will ONLY accept reading summaries completed at the beginning of class (i.e., no reading assignments can be handed in before or after the date of class).

Project & Paper (20%). You will be asked to pick one of the following two project options:

(1) interview two counselors in the community and write up your reflections and answers to a series of questions on your experience (see guidelines later in syllabus). You will also make up a 1-page bullet-form summary of the interviews, based on the information you obtained, that would be relevant to someone considering a career in counseling in that area.

Interviews with counselors are arranged on your own. Check the yellow pages or search the internet to identify local counselors in areas of interest. Let your instructor know after you have selected the counselors you are meeting with (email their name, phone number, and address to me).

(2) pick a typical problem one might deal with in counseling (see guidelines later in syllabus) and identify two major (i.e., prominent or popular) self-help books or on-line resources that propose to help people deal with it (i.e., you can pick two major books or one book & one on-line website). Your paper will summarize your answers to several questions (outlined later in the syllabus). You will also make up a 1-page summary sheet briefly summarizing each resource and its strengths & weaknesses. Each person will select a different topic and this will be done on a first come, first serve basis, in class.

The paper should be between 7 and 10 (maximum) single sided, double-spaced pages, 12 pitch font and is due Dec 2 (in class). No papers submitted by email will be accepted - hard copy only. There will be a full grade point deduction for every day late.

In the Dec 2 class, time will be devoted to having you briefly report to the class on your findings on the assignment you chose (5 minutes). Since the presentation of your findings is meant not as a 'seminar' but merely to share your findings with others for their education and information, this oral presentation portion will be graded only for whether or not it is completed. You will also make up a brief (1 to 2 pages) summary for distribution to the
class. If the presentation and/or resource page is not completed, your grade for the project/paper will be reduced by one full grade point. If appropriate documentation of your absence is supplied, you will be offered an opportunity to do the presentation in the Jan 6 class.

**Final exam (30%).** You will be choosing two questions from out of three questions that will be provided at least three weeks in advance of the final exam due date. Note that a hard copy of the final exam is due to my secretary in BSB 282 before 4 pm on **Wednesday, April 11** (if she is not in her office, you can approach any of the secretaries in that corridor). Make sure the secretary records the date you handed it in. HARD COPIES ONLY (no electronic copies will be accepted). One full grade point will be deducted for every day late.

**Evaluation Notes.**

Evaluation is based on the York Faculty of Arts 9-point grading system.

If you have special needs please bring these to my attention as soon as possible so that appropriate arrangements can be made in advance. Note that documentation (e.g., doctors note, learning disability assessment) will be required in order to accommodate missed classes or assignments.

Students with a documented reason for missing a scheduled course requirement, such as illness, compassionate grounds, etc., which is confirmed by supporting documentation (e.g., doctor’s letter) may request accommodation from the Course Instructor.

**Required Text & Readings**


A course kit of additional readings for the course will be available in the York book store.

**List of Topics and Readings**

**Sept 16 - Is Psychotherapy Effective, Empirically Supported Treatments & Common Factors**

Chapter 1, Todd & Bohart, Professional Psychology in Context

Chapter 5, Todd & Bohart, Research in Psychotherapy


**Sept 23 - Child & Family Therapy**


**Sept 30 - The person of the therapist & Therapist Effects**


**Oct 7 - Alliance & Empathy**


**Oct 21 - Alliance & Empathy (cont.)**

Martin, D.G. *Counseling and Therapy Skills (2nd Ed.)*. Illinois: Waveland Press Inc. (chapters 2 & 3), Listening to hear & Finding the words (pp 17-51).

**Oct 28 - Dissemination & Help-Seeking**

**Nov 4 - Client Factors - Client as common factor**

**Nov 11 - Client Factors - Motivation, and Resistance**

**Nov 18 - Client Factors - Motivation (cont.)**
Nov 25 - Client Factors - Expectancy & Hope
Snyder, C.R., Michael, S.T., & Cheavens, J.S. (1999). Hope as a psychotherapeutic foundation of
common factors, placebos, and expectancies. In M.A. Hubble, B.L. Duncan, and S.D. Miller
(Eds.), The Heart and Soul of Change: What works in therapy (pp. 179-200). Washington:
American Psychological Association.

Dec 2 - presentations; no readings

Winter, 2012
Jan 6 - Ethical and Professional Issues
Chapter 16, Todd & Bohart, Professional, Ethical, Legal, & Social Issues

Jan 13 - Panel #1 - Psychodynamic Psychotherapy
Chapter 6, Todd & Bohart, Sigmund Freud & Psychoanalysis

Chapter 7, Todd & Bohart, Relational Approaches to Psychoanalysis

Jan 20 - Panel #2 - The Client-Centered Approach
Chapter 8, Todd & Bohart, Client- and Person-Centered Therapies

Rogers, Carl (1957). The necessary and sufficient conditions of therapeutic personality change.
Journal of Consulting Psychology, 21, 95-103. (on reserve).

Jan 27 - Panel #3 - Cognitive and Behavioural Approaches
Chapter 10, Todd & Bohart, Behavioral Approaches to Therapy

Chapter 11, Todd & Bohart, Cognitive & Cognitive-Behavioral Approaches to Therapy

Feb 3- Panel #4 - Experiential Approaches (esp Emotion Focused Therapy)
Chapter 9, Todd & Bohart, Experiential & Existential Psychotherapies

Feb 10 - Panel #5 - Acceptance Based Approaches (ACT, Mindfulness)
experiential approach to behaviour change. New York: Guilford. Chapter 1: The dilemma of
human suffering (pp 3-12) & Chapter 3: The ACT model of psychopathology and human suffering
(pp 49-80)

Feb 17 - Panel #6 - Motivational Interviewing
is Motivational Interviewing

Feb 24 - No Class (reading week)

Mar 2 - Panel #7 - Compassion Focused Therapy
Reading TBA
Mar 9 - Panel #8 - Interface of psychopharmacology with psychotherapy

Mar 16 - Panel #9 - Minimal Therapist Contact Approaches - Bibliotherapy, brief therapy, internet-based therapy (group therapy)


Mar 23 - Psychotherapy Integration
Chapter 14, Todd & Bohart, Psychotherapy Integration: Convergence in Psychotherapy

Mar 30 - Summary & Review (no readings)

All students are expected to familiarize themselves with the following information, available on the Senate Committee on Curriculum & Academic Standards webpage (see Reports, Initiatives, Documents) - http://www.yorku.ca/secretariat/senate_cte_main_pages/ccas.htm

- York’s Academic Honesty Policy and Procedures/Academic Integrity Website
- Course requirement accommodation for students with disabilities, including physical, medical, systemic, learning and psychiatric disabilities
- Student Conduct Standards
- Religious Observance Accommodation

Senate Policy on Academic Honesty:

ACADEMIC DISHONESTY POLICY (This is an abbreviated version of the actual policy – for the full policy go to http://www.yorku.ca/secretariat/legislation/senate/acadhone.htm)

Serious Offences Against the Standards of Academic Honesty include:

Cheating: Cheating is the attempt to gain an improper advantage in an academic evaluation. This can mean anything from looking at your neighbour's answers, to crib notes, to getting copies of exams ahead of time. It also includes submitting the work you have done for one class or project to a second class, or as a second project, without getting the informed consent of the relevant instructors. Acceptance of one piece of work that is submitted for two classes must be arranged beforehand.
Impersonation: Impersonation is when someone misrepresents themselves in a test or examination, or in connection with any other type of assignment in a course. Both the impersonator and the individual impersonated may be charged.

Plagiarism and other misappropriation of the work of another: Plagiarism is the representation of another person's ideas or writing as one's own. The most obvious form of this kind of dishonesty is the presentation of all or part of another person's published work as something one has written. However, paraphrasing another's writing without proper acknowledgment may also be considered plagiarism. It is also a violation of academic honesty to represent another's artistic or technical work or creation as one's own, and there are standards to which one must adhere in the creation and presentation of music, drawings, designs, dance, photography and other artistic and technical works.

Improper research practices: Forms of improper research practices include the dishonest reporting of investigative results either through fabrication or falsification, taking or using the research results of others without permission or due acknowledgment, misrepresentation of research results or the methods used, the selective reporting or omission of conflicting information or data to support a particular notion or hypothesis.

Falsification or unauthorized modification of an academic record: It is a breach of academic honesty to falsify, fabricate or in any other way modify a student examination, transcript, grade, letter of recommendation or related document. Failure to divulge previous attendance at another post-secondary institution on an admissions application.

Obstruction of the academic activities of another: It is a violation of academic honesty to interfere with the scholarly activities of another in order to harass or gain unfair academic advantage. This includes interference or tampering with experimental data, with a human or animal subject, with a written or other creation (e.g., a painting, sculpture or film), with a chemical used for scientific study, or with any other object of study.

Aiding or abetting academic misconduct: Knowingly aiding or abetting anyone in a breach of academic honesty shall itself be considered misconduct. This may include assisting others in the preparation of work submitted for appraisal or offering for sale essays or other assignments with the intention that these works would be submitted for appraisal.

Other breaches of academic honesty include:

- making false claims or statements
- submitting false information
- altering official documents or records
- attempting or causing others to do or attempt any of the above with intent to mislead an:
  i. instructor
ii. an academic unit
iii. programme
iv. office or
v. committee
as to a student's academic status, qualifications, actions or preparation.

**Small Group Presentation Guidelines**

You will form groups of three based on your interests in one of the seminar topics.

Signup will happen in class beginning in October and some time will be allocated in class for organization of the presentation within your small group.

Your group will research and present one specific school of therapy or other special topic outlined on the syllabus. You will need to include the required readings in your research but are clearly not limited to that.

Dimensions of the topic you are required to address (but are not limited to) are: History of the approach, overview of theory (e.g., view of human nature, its conceptualization of disorders, the role of the counselor as a therapeutic agent, etc.), evidence base or efficacy, strengths and weaknesses, major treatment techniques, outline how the approach fits/does not fit with a common-factors framework.

Your group will present for 2 hours on the topic (all members of your group need to present but how much each presents can be variable). You can use the entire 3 hour class time if you chose but you should give at least a 2 hour presentation. You must include some type of exercise or guided discovery using the topic material (e.g., present a video segment of the treatment or the treatment developer and have the class analyze it around key questions that you generate, focused discussion around key issues relating to the therapy, have the class conduct an exercise using some key concept in the treatment, etc.).

**Each group will also write up a collective bullet form summary of your topic.** This should be copied and handed out to the class for their reference **at the time of the presentation**. This should include two key supplementary readings on the topic that you uncovered in your research (in addition to the required readings for that topic).

**Readings questions**

Purpose. To provide incentives for you to do the reading (that has been carefully selected) and to provide an opportunity to assimilate and think about the material presented.

You will be asked ONE of the following questions each week about the readings as a whole. So make sure that in your response, you allude to a major point(s) of content contained in the reading:
Counselor Interviews

Purpose. To gain a glimpse into the experience of being a counselor. And to assist those who may be interested in pursuing a counseling career, to acquire direct knowledge of the pros and cons of a career in areas of potential interest.

Identify two counselors that work in areas that might be of interest to you as a future counselor. Chose two different areas of specialty (private practice, addictions, eating disorders, children and adolescents, geriatrics, administration, academia, etc. etc.).

These individuals should not be people you already know.

You are responsible for finding and contacting available and willing counselors. Search the yellow pages or do research on the internet to identify settings and counselors.

Be sure to provide the counselor with my name and number (Dr. Henny Westra, Dept of Psychology, York University, 416 736-2100 ext. 33706) in case they have questions or concerns.

As soon as you have arranged a meeting, email me and leave your name, the counselors name, phone number, and mailing address (I will mail them a thank you card for this professional courtesy).

Devise a list of questions that can serve as some structure for the meeting. Make sure to include questions that are of particular interest and relevance for you in understanding the setting and the demands/responsibilities of the position. You might also wish to compare questions with your classmates who are doing this project.

Write up your paper reflecting on what you learned from the meetings. 50% of the paper should be your experiences/what you learned/personal reflections & reactions & 50% relating the content of the interview to what you are learning in class. Among other things, be sure to comment on:

- An overview the counselor's position, place of work, job responsibilities, therapeutic orientation, etc.
- Degree of fit or mismatch between your expectations and the counselor's description.
- Did the meeting make you more or less likely to consider work as a counselor? …to consider work with that particular population? Explain.
- Personal reactions/reflections on what you learned - how did it affect your ideas re counselor or interest in a career in counseling?
✓ What surprised you about the work? What were you hoping to hear that you didn't hear? What did you hear that you weren't expecting?
✓ What unique challenges or demands are faced in working with this population/in this setting?
✓ What are the most demanding and the most rewarding aspects of the work?
✓ Relate what you found out about the counselor's approach and orientation to their work, in view of each of the dimensions of counseling that we have been learning about and discussing in class (common factors). You could also focus on one of the common factors discussed in class and frame this portion of the paper with reference to that. -- SHOULD BE 50% OF THE PAPER

Some Suggestions for Counsellor Interview Questions (but you are not limited to these - suggestions only - develop your own set of questions):

Describe a typical day at work?
How did you get into this type of work/reach the decision to be a counselor?
What personal qualities do you feel are necessary to do this work? Has the work changed you in any way? If so, how?
How did you training best or least prepare you for the realities of what you do? What other preparation do you recommend for being counselors?
If I were your client and asked you how you could help, what would you say to me?
What do you feel are important characteristics of a successful therapeutic relationship?
What do you look for in your clients early on that informs how you conduct therapy? (e.g., severity, motivation, personality style, what type of treatment they need/want, etc.)
How do you assess your clients progress?
Why do you feel counseling works?
What role does research play, if any, in your work?
What advice would you offer to a beginner in this field?
How do you maintain your skills as a counselor?
Self-Help Resources Project

Locate two major (i.e., based on prominence or popularity) self-help resources for the problem you have selected (either 2 books or one book & one on-line resource/therapy program).

In your paper, the first part (no more than 20%) should consist of a descriptive overview of each resource. The remainder of the paper (80%) will involve a critical evaluation of each resource according to the common factors of effective therapy discussed in class. For example, how does each resource address expectations or hope? motivation for change? other client resources? the relationship? empathy? the person of the counselor? etc. Note, that you could chose to focus in more detail on one of the common factors, but you should at least touch on all of the common factors.

GRADING OF THE PAPER:

In general, for both types of papers, your grade will be determined on a number of factors including quality and clarity of the writing and presentation, adequacy and quality of the material presented in the paper, coherence and creativity of the ideas presented, and critical thinking.

In general, an "A" paper does not have any spelling or grammatical issues & is one that is well, organized, coherent, presents adequate material, and presents critical thinking (goes beyond the material uncovered - e.g., critical reflection on how the material fits with material discussed in class and/or critical reflection on the material uncovered with respect to the objectives of the project). An A paper 'takes a risk' (shows what you think) but does not rely on 'personal unsupported opinion'. Rather it grounds arguments in an evidence base (e.g., material that was presented in class, class readings, or data accumulated through doing the project). It states a conclusion(s) or thesis & then seeks to argue for it based on data/research. (note, you don't have to do extra research - rely on the material presented in class).

A "B" paper does what is required but is more descriptive (spends a lot of time reviewing what was found without commenting on it critically - giving it serious thought), reflects less critical thinking, and/or may be less proficient in written expression. A "C" paper does not adequately meet the objectives of the task/project and/or has significant problems in written expression.
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Other? (see the instructor for permission)