

**Lewis & Clark College
Professional Mental Health Counseling Program**

**CPSY 590-06 Topics in Counseling Psychology
Dialectical Behavioral Therapy: Principles and Skills**

Arien Muzacz, PhD, NCC, LPC, LMHC, ACS arien@lclark.edu 646-580-3129

MHC 590-06 DBT Principles and Skills

Credit: 1 semester hour

Dialectical Behavior Therapy (DBT) is a cognitive behavioral treatment originally developed by Marsha Linehan (1993) to treat chronically suicidal individuals diagnosed with borderline personality disorder (BPD). In addition to being the treatment of choice for this vulnerable population, DBT has shown effectiveness in treating a wide range of other disorders such as substance use and eating disorders, depression, and post-traumatic stress disorder (PTSD). This course serves as a preliminary introduction to the principles and theories underlying DBT, to assessment of clients' problematic behaviors, and to the four main behavioral skill sets in DBT: emotion regulation, core mindfulness, distress tolerance and acceptance, and interpersonal effectiveness.

Course Objectives

Create a collaborative and inquiry-based community of engaged and self-directed learners involved in discovering, discussing, exploring, analyzing and presenting the dynamics of cognitive counseling using DBT skills.

Required Course Objectives:

C. Clinical Mental Health Counseling Standards (CACREP 2016 Standards)

1. FOUNDATIONS
 - a. history and development of clinical mental health counseling
 - b. theories and models related to clinical mental health counseling
2. CONTEXTUAL DIMENSIONS
 - a. roles and settings of clinical mental health counselors
 - f. impact of crisis and trauma on individuals with mental health diagnoses
 - j. cultural factors relevant to clinical mental health counseling
3. PRACTICE
 - a. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management
 - d. strategies for interfacing with integrated behavioral health care professionals
 - e. strategies to advocate for persons with mental health issues

Required Textbook

Koerner, K. (2012). *Doing dialectical behavior therapy: A practical guide*. Guilford Press.

Other readings are available on **Moodle**, the Lewis & Clark online course management system. Log on to moodle.lclark.edu (note: there is no www), sign in using your LC login (same as email). If you have ANY trouble with Moodle, contact the Helpdesk at 503-768-7225, consult@lclark.edu or Maia Penchansky maiap@lclark.edu or 503-768-6195.

Professionalism

A) Instructional Process: This course will function in a seminar/collaborative learning format where participants will actively and knowledgeably contribute to discussions. Students are responsible for leading text discussions and case studies.

B) Attendance: Mandatory for each class. All assignments must be completed, including class work. *Call or email* before class for excused absence and for assignment of additional work. One absence is allowed with notification, if you complete a makeup assignment. Any unexcused absence will result in a failing grade for the course, since it is only 15 hours. Please arrive on time.

Please turn off or silence any/all electronic devices. You will have the opportunity on break to respond to texts or voice messages, so please do not do so during class. Laptop computers are rarely necessary, unless you have an accommodation to use a laptop or tablet to facilitate your learning. The expectation is that students will be fully participating in discussions, small group activities, or presentations, particularly when other students are presenting.

Eating/drinking during class is acceptable. However, please minimize any unnecessary distractions (e.g., frequently crinkling wrappers) and kindly clean up after yourself.

C) Participation: Because this class will function in a seminar and roundtable discussion format and rarely a lecture class, the active participation of all students is required. Participation will be evaluated primarily on the quality of your contributions to class and group discussions, not only on the quantity of how often you participate.

D) Professional Integrity: Students will maintain a continuing capacity for openness to points of view, theories, experiences and perspectives different from their own.

Students will understand and demonstrate the ability to balance their own judgments and worldviews with accountability for professional knowledge and behavior.

Students will demonstrate the ability to engage in dialogue with people who carry or hold other perspectives in ways that show respect for the other persons and/or points of view. Consideration of the merits of other alternative points of view will be done in a thoughtful and professional manner.

E) Assignments are evaluated on effort, professional quality, completeness, and timeliness. Please take advantage of electronic tools to check spelling and grammar. Punctuation is also important and may alter the interpretation or meaning of your work if not used appropriately. Citations should be in APA format, following the styles indicated in APA's *Publication Manual*, 6th Edition.

Late assignments are accepted with prior approval of instructor. Grade will be lowered at a rate of one letter per day for late assignments (i.e., A to A-).

Departmental Attendance Policy

Class attendance is expected and required. Missing more than ten percent of class time may result in failure to complete the class. This would be 1.5 hours of a 15-hour class (1 credit), so missing one full class session (3 hrs) will result in a failing grade unless a makeup assignment is completed. In cases of extreme hardship, a grade of incomplete may be given for an assignment or the entire course, at the discretion of the instructor. In such cases, prompt communication with the instructor is essential, and the work to be submitted in order to remove the incomplete must be documented appropriately, with stated deadlines met.

Student Support and Learning Accommodations

The Student Support Services Office, located in the Templeton Student Center, is a resource for students with temporary or permanent disabilities. A variety of services is available through this office according to the particular needs of each student. Students interested in such services may contact Student Support Services at 503-768-7191. This contact is the necessary first step for receiving appropriate accommodations and support services. Please inform me as soon as possible if you need accommodations in class in order to meet your full potential.

Task/Assignment Breakdown

1) Readings: Kindly complete assigned readings on time and come to class prepared to ask questions, discuss and apply the material during in-class discussions and assigned work. Adequate preparation typically contributes favorably to active participation.

2) DBT Group Facilitation - up to 50 pts

A) *Group work* to understand, analyze and apply concepts in one core area of DBT skills. Resources will be provided on Moodle and some class time will be given for you to work in small groups.

B) *Group facilitation or role play* to demonstrate how skills might be taught or applied. Create live or video recorded presentation, approximately 30 minutes total (e.g., three 10-minute individual sessions, two 15-minute individual sessions, or one 30-minute group session). May include consultation with other treatment team members. **Due weeks 4-5, February 13 and 20.**

3) DBT Concepts Reflection - up to 30 pts

A) *View video* of interview with Marsha Linehan about the development and evolution of Dialectical Behavior Therapy from Psychotherapy.net, available in LC Watzek library collections for online viewing via Kanopy.

B) *Respond.* Write a brief (2-5 page) reflection paper on what you perceive to be the strengths and challenges of this treatment model, in general and for you personally. Where do you think you'll have difficulty implementing these strategies? With which clients/behaviors might the core skills be most/least effective? Analyze the interpersonal factors that you think contribute to an effective DBT facilitator, and how that resonates with your assessment of your strengths/areas of growth as a counselor/therapist. Essays will be blind-graded, so please do not include your name! **Due week 3, February 6.**

4) Active Participation - up to 20 pts

Active participation in large and small group discussions and activities will be assessed.

TOTAL 100 points

GRADING CRITERIA

94-100 points = A
 90-93 points = A-
 87-89 points = B+
 84-86 points = B
 80-83 points = B-
 77-79 points = C+
 74-76 points = C

Grading: This course is graded in accordance with the grading policy of the Graduate School of Education and Counseling, available for viewing in the Student Handbook (http://www.lclark.edu/graduate/student_life/handbook/registration_policies/index.php#system) and is the point equivalent of that grading scale (A = 4.0, A- = 3.7, B+ = 3.3, B = 3.0, B- = 2.7, C+ = 2.3, C = 2.0, C- = 1.7, D+ = 1.3, D = 1.0, F = 0.0).

Weekly schedule for CPSY 590-06

Since this is a very brief course, kindly read Chapter 1 (Koerner, 2012) before class on 1/23.

Week	Date	In class	On your own
1	1/23/17	Introductions, "curiosity" review of syllabus, course objectives, assignments and class structure. Diagnostic criteria for BPD, basic principles of DBT, and core treatment strategies. Group assignments.	Read Chapter 2. View "Dialectical Behavior Therapy with Marsha Linehan" video (psychotherapy.net) on Kanopy and write reflection.
2	1/30/17	Assessment, pre-treatment, behavior chain analysis.	Read Chapter 3. Complete DBT reflection.
3	2/6/17	Strategies for change, addressing potential barriers to change. Reflections due.	Read Chapters 4-5. Linehan worksheets available on Moodle. Prepare for group presentations.
4	2/13/17	Using validation to improve emotional regulation. Employing a dialectical stance. Group presentations.	Read Chapters 6-7. Prepare for group presentations.
5	2/20/17	Practicing consistent assessment and motivation. DBT consultation and care coordination, using DBT for self-care. Group presentations. Complete course evaluations.	

Course Evaluations

Instructors must require students to complete course evaluations during class time following established guidelines of the Graduate School of Education and Counseling. Informal feedback to the instructor about course format, learning objectives, text or other materials is welcome and encouraged in person or via email at any time.