

## COURSE SYLLABUS

Lewis & Clark College: Graduate School of Education and Counseling  
CPSY 590-03 Dialectical Behavior Therapy  
Spring 2018

**Instructor:** Rebecca Shala LPC, LMHC

**E-mail:** rstaufer@lclark.edu

**Phone:** 971.205.2098

**Time:** February 21st-March 21st, 2018. Wednesdays 1-4pm.

**Room:** York Graduate Center 101

### Textbooks

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

**Optional, but recommended:** Linehan, M. M. (2014). *DBT skills training manual*. New York: The Guilford Press.

*\*With this training manual, you also receive access to all the skills group handouts online. And if you are planning on facilitating a skills group or teaching skills to individual clients, this is an excellent investment.*

### Course Description

Dialectical Behavior Therapy was originally developed by Marsha Linehan to treat individuals diagnosed with borderline personality disorder who also demonstrated chronic suicidality and parasuicidal behaviors. DBT is now considered an evidence-based therapy for not only BPD, but multiple other mental health issues such as substance abuse, mood disorders, and disordered eating. This two day seminar course will provide an overview of foundational DBT skills and strategies. Students will become familiar with key elements of how DBT is structured in both individual and group therapy and gain insight in managing therapy that is typically fraught with client crises and interpersonal conflicts.

### Course Objectives

1. Demonstrate a basic understanding of DBT's biosocial model and dialectical underpinnings.
2. Increase clinical skill in identifying and assessing borderline personality disorder traits.
3. Determine clinically appropriate treatment interventions based on DBT strategies, stages, and targets.
4. Gain experiential knowledge and practice of DBT skills in the areas of mindfulness, emotion regulation, distress tolerance, and interpersonal effectiveness.

## **Class Overview**

*February 21*

Dialectics  
BPD/Emotion Dysregulation  
Brief framing of skills group: 4 Modules  
Module: Mindfulness

*February 28*

DBT Assumptions  
Treatment Overview  
Module: Distress Tolerance

*March 7*

Individual Sessions  
Phone/Team Consultation  
Module: Emotion Regulation

*March 14*

TIBs  
Strategies  
Module: Interpersonal Effectiveness

*March 21*

Change Procedures  
Group Presentations on Skills  
Class Discussion of Assigned Reading

## **Course Requirements**

### Attendance & Participation/Reading/In Class Assignments (50 Points)

It is expected that you will attend and actively participate throughout the class sessions. For all of us to get the most out of the class it is necessary that we practice the skills and knowledge we are learning. We will be doing this through discussion, role plays, and analysis of demonstrations. It is expected that you will read the required book by the end of the semester.

### Class Presentation of Module Skill (25 Points) Due on March 21, 2018

The class will be divided into four groups and each group will present on one of the four modules of DBT skills (mindfulness, distress tolerance, emotion regulation, and interpersonal effectiveness). Please refer to handout detailing instructions.

### Clinical Vignette (25 Points) Due by 12am April 16, 2018

Each student will receive a written clinical vignette at the end of the class. Completed vignettes should be emailed to the professor. These vignettes will ask you to integrate your DBT knowledge by completing a case conceptualization and

applying skills from each of the modules. Please refer to the handout detailing instructions.

### **Evaluation and Assessment**

Grades will be assigned according to the following criteria:

A level work: Exceptional (90 – 100 pts)

B level work: Competent and sound (80-89 pts)

C level work: Minimal competence (70-79 pts)

D level work: Insufficient evidence of minimum mastery (60-69 pts)

F level work: Failure to demonstrate learning (59 and below)

### **Americans with Disabilities Act**

Any student who because of a disability requires some special arrangements in order to meet course requirements should contact the instructor as soon as possible to make necessary accommodations.

### **Academic integrity**

Students are expected to abide by all college rules concerning academic integrity. Any violations of these rules will be reported for appropriate disciplinary review.