



#### INSTRUCTOR

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Office Hours: By appointment (Office is located in the Community Counseling Center)

#### COURSE DESCRIPTION

This class provides an emphasis on developing a detailed understanding and a foundation of skills of Dialectical Behavioral Therapy (DBT) when working with mental health and substance abuse clients. DBT is an empirically validated approach for working with addictions, dual diagnosis and mental health clients. It is designed to assist clients in establishing emotional regulation, interpersonal effectiveness, distress tolerance and mindfulness skills. DBT assists clinicians in working with challenging clients with suicidal issues, self-harm potential and dramatic interpersonal styles. DBT is a therapeutic approach that is compatible with many therapeutic modalities such as CBT, Client Centered and Strength based approaches. This course will explore the theoretical basis for this approach, practice of specific DBT interventions and how to work with challenging clients.

#### COURSE TEXT

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

**Recommended Text:** Linehan, M. M. (2014). *DBT Skills Training Handouts and Worksheets (2<sup>nd</sup> Edition)*. New York: The Guilford Press.

#### OBJECTIVES

The participant will:

1. Demonstrate a basic understanding of DBT's biopsychosocial model and dialectical underpinnings.
2. Increase clinical skill in behavior therapy theory and interventions
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

### CTSP DEPARTMENT ATTENDANCE POLICY

Class attendance is expected and required. Any missed class time will be made up by completing extra assignments designed by the instructor. Missing more than ten percent of class time (i.e., 1.5 hours for a 15 hour class; 1 credit) may result in failure to complete the class. In case of extreme hardship and also at the discretion of the instructor, a grade of incomplete may be given for an assignment or the entire course. In such cases, the work to be submitted in order to remove the incomplete must be documented appropriately and stated deadlines met. Students are expected to be on time to class and tardiness may be seen as an absence that requires make-up work.

### DISABILITY SERVICES STATEMENT

If you have a disability that may impact your academic performance, you may request accommodations by submitting documentation to the Student Support Services Office in the Albany Quadrangle (503-768-7192). After you have submitted documentation and filled out paperwork there for the current semester requesting accommodations, staff in that office will notify me of the accommodations for which you are eligible.

### EVALUATION

#### Classroom Discussion and Participation (30 points)

This course is heavily participatory and requires students to engage in both dyadic and experiential training methods. Students are expected to attend class in order to participate in exploring the topics in class. It is also expected that students have done the assigned readings prior to that class meeting. Classroom discussions are an opportunity to bring up questions about the assigned readings, deepen one's understanding of the issues under study, and integrate course material with one's own personal and professional experience.

#### DBT From the Inside Out Paper (70 points) Due 4/1

An important intervention in DBT is self-monitoring between counseling sessions. Students will engage in self-monitoring practices for two weeks in order to experience the challenges and rewards of tracking certain behaviors and experiences. Additionally, students will be encouraged to practice certain DBT skills on their own in order to get a first-hand experience of the strengths, challenges, and limitations of skills. They will be encouraged to reflect on their own experience of change and the dialectical processes that is involved. Students will be encouraged to keep a journal of their self-monitoring, reflections, and skill practice. At the end of the self-monitoring period, students will submit a 4-8 page paper that consolidates their experiences and learning in the course thinking about the principles and applications of DBT to clients. They will use their journal as a guide of what it felt like and what experiences they had engaging in DBT skills and applying this treatment philosophy. A document provided outlines the assignment in further detail.

#### SUMMARY OF POINTS

Class Attendance	<b>30 points</b>
<u>Term Paper</u>	<b><u>70 points</u></b>
<b>TOTAL</b>	<b>100 points</b>

COURSE GRADING SCALE	
95-100%	= A
90-94%	= A-
87-89%	= B+
84-86%	= B
80-83%	= B-
77-79%	= C+
74-76%	= C
70-73%	= C-
≤ 69%	= F

CLASS STRUCTURE AND SCHEDULE		
Date	Topics	Readings & Assignments
4/2	<ul style="list-style-type: none"> <li>-Dialectical Philosophy</li> <li>-Biopsychosocial Model of DBT</li> <li>-Assumptions of DBT Treatment</li> <li>-Structure of Treatment</li> <li>-Orienting Clients to Treatment</li> <li>-Behavioral Chain Analysis</li> <li>-Self Monitoring</li> <li>-Change Processes</li> <li>Skills Module: Mindfulness</li> <li>-Acceptance Processes</li> <li>-Managing Risk</li> <li>-Contingency Management</li> <li>-Skills Module: Emotion Regulation</li> </ul>	Koerner Chapters 1, 2, 3 & 4
4/3	<ul style="list-style-type: none"> <li>-Therapist Interfering Behaviors</li> <li>-Cognitive Interventions</li> <li>-Skills Module: Interpersonal Effectiveness</li> <li>-Dealing with safety issues</li> <li>-Telephone Coaching</li> <li>-Group considerations vs. Individual</li> <li>-Skills Module: Distress Tolerance</li> <li>-Skill Practice</li> <li>-Session Observation</li> </ul>	Koerner Chapter 5, 6, & 7

*The instructor reserves the right to alter or amend the schedule as necessary.*