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### PSYX 631.02: Intervention - Dialectical Behavior Therapy

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# **Psychology 631 –Dialectical Behavior Therapy**

## **Syllabus – Fall 2014**

### **Instructor Information**

Instructor: Jennifer Waltz, Ph.D.

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### **Course Overview**

The purpose of this course is to provide an overview and basic training in Dialectical Behavior Therapy (DBT), an empirically supported treatment for Borderline Personality Disorder and other disorders involving emotion dysregulation. DBT is a comprehensive treatment including several modes (e.g. individual psychotherapy, group skills training, etc.), and is specifically designed for multi-problem, difficult-to-treat clients. DBT is based on three systems of thought, each of which is integral to successful application of the treatment: behavioral theory, zen/mindfulness and dialectics.

Students will learn about the theoretical bases for treatment, the structure of the treatment and the interventions that are part of the treatment. There is no practicum component to this course; students wishing to become adherent in the treatment will need to seek practical experience and supervision. The course will include readings, lecture, and discussion, experiential exercises, viewing of videotape and homework assignments.

### **Primary Texts**

Linehan, M.M. (1993a). Cognitive-behavioral treatment of borderline personality disorder. New York: Guilford.

Linehan, M.M. (1993b). Skills training manual for treating borderline personality disorder. New York: Guilford.

Kabat-Zinn, J. (2005). Wherever You Go, There You Are. New York: Hyperion.

See attached reading list for additional required readings.

### **Assignments/Evaluation**

#### **1. Class attendance and participation (10%)**

Active class participation is extremely important. I will expect students to arrive to class on time, having completed the reading assignments, and prepared to actively participate. The readings listed for a particular class day should be completed before that class. The class will include a variety of exercises, including role-plays. The more you engage with the material and exercises, the more you will get out of this class.

## **2. Homework assignments (50%)**

There will be four major homework assignments for this course. The topics, assignment dates, and due dates are listed on the syllabus schedule. Detailed instructions will be provided. Most of these homework assignments will involve doing a role-play with a partner, videotaping the role-play and evaluating your work.

In addition to these assignments, you will be asked to practice the DBT skills that we are learning in class on a weekly basis as we learn them. The best way to learn DBT skills is to practice them one's self. We will spend approximately 30 minutes of each Wednesday class period on skills, and a homework assignment to practice a specific skill or set of skills will be given. This will sometimes include a homework sheet to complete.

## **3. Quizzes (20%)**

Quizzes will be announced ahead of time and you will be made aware of what material will be covered on the quiz.

## **4. Annotated bibliography (20%)**

Students will create an annotated bibliography of papers on an adaption of DBT (e.g. DBT for adolescents, for eating disorders, etc.). We will form groups during class based on students' interests. Each group will cover one adaptation of DBT. Each student will read and summarize in one paragraph at least 3 articles to contribute to the final bibliography. The final product will also include a one-paragraph summary of the adaptations made to standard DBT for the population you are covering (e.g. what skills were added, etc.). Each team will share their annotated bibliography with the rest of the class. Detailed instructions for this assignment will be provided.

## **Grade Scale**

93 – 100% = A

85 – 92% = B

77 – 84% = C

69 – 76% = D

< 69 = F

## **Disability Modifications**

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and [Disability Services for Students](#). If you think you may have a disability adversely affecting your academic performance, and you have not already registered with Disability Services, please contact Disability Services in Lommasson Center 154 or call 406-243-2243. I will work with you and Disability Services to provide an appropriate modification.

## Psychology 631: Dialectical Behavior Therapy

### Reading List, Fall 2014

- Basseches, M. (2005). The development of dialectical thinking as an approach to integration. *Integral Review*, 1, 47-63.
- Ben-Porath, D.D. (2014). Orienting clients to telephone coaching in Dialectical Behavior Therapy. *Cognitive and Behavioral Practice* (article in press).
- Epstein, A.S. (2013). Not just words: Caring for patient by caring about language. *Journal of Internal Medicine*, 173, 727-728.
- Harned, M.S., Korslund, K.E., Foa, E.B. & Linehan, M.M. (2012). Treating PTSD in suicidal and self-injuring women with borderline personality disorder: Development and preliminary evaluation of a Dialectical Behavior Therapy Exposure Protocol. *Behaviour Research and Therapy*, 50, 381-386.
- Kabat-Zinn, J. (2005). *Wherever You Go, There You Are*. New York: Hyperion.
- Koons, C.R. (2011). The role of the team in managing telephone consultation in Dialectical Behavior Therapy: Three case examples. *Cognitive and Behavioral Practice*, 18, 168-177.
- Linehan, M.M. (1993a). *Cognitive-Behavioral Treatment of Borderline Personality Disorder*. New York: Guilford.
- Linehan, M.M. (1993b). *Skills Training Manual for Treating Borderline Personality Disorder*. New York: Guilford.
- Linehan, M.M. (1997) Validation and psychotherapy. In A. Bohart & L. Greenberg (Eds.), *Empathy Reconsidered: New Directions in Psychotherapy*. Washington D.C.: APA.
- Linehan, M.M., Dimeff, L., Koerner, K.K. & Miga, E.M. (2013). Research on Dialectical Behavior Therapy: Summary of the data to date. Linehan Institute/Behavioral Tech LLC.
- McMain, S. & Wiebe, C. (2013). Therapist compassion: A dialectical behavior therapy perspective. In A.W. Wolf, M.R. Goldfried & J.C. Muran (Eds). *Transforming Negative Reactions to Clients: From Frustration to Compassion*. American Psychological Association.
- Miller, A.L., Rathus, J.H. & Linehan, M.M. (2007). *Dialectical Behavior Therapy with Suicidal Adolescents*. New York: Guilford. (ch. 10)
- Neacsiu, A.D., Rizvi, S.L. & Linehan, M.M. (2010). Dialectical behavior therapy skills use a mediator and outcome of treatment for borderline personality disorder. *Behaviour Research and Therapy*, 48, 832-839.

Ramnero, J. & Torneke, N. (2008). *The ABCs of Human Behavior: Behavioral Principles for the Practicing Clinician*. Oakland, CA: New Harbinger. (chs 4-6)

Rizvi, S.L. (2011). Treatment failure in Dialectical Behavior Therapy. *Cognitive and Behavioral Practice*, 18, 403-412.

Rizvi, S.L. & Ritschel, L.A. (in press). Mastering the art of chain analysis in Dialectical Behavioral Therapy. *Cognitive and Behavioral Practice*.

## Psychology 631 – Dialectical Behavior Therapy

### Course Schedule – Fall 2014

Note: “Manual” refers to the DBT treatment manual (Linehan, 1993a).

DATE	TOPIC	READING	HOMEWORK/QUIZZES
8/24/14	Introduction/overview of DBT and the course		
8/26/14	Introduction/overview of DBT (cont.); Borderline Personality Disorder; Assumptions about patients, therapy	DSM-V BPD section; Linehan, Dimeff, Koerner & Miga (2013); Manual ch. 1,3; pp. 106-108; Epstein (2013)	Assignment 1 distributed—explain biosocial theory and complete review sheet
9/1/14	Labor Day—NO CLASS		
9/3/14	Basic theories; Behaviorism, Mindfulness, Dialectics	Manual pp 28-37; Basseches (2005); JKZ 1-13	
9/8/14	Biosocial theory	Manual ch 2; pp 42-65; JKZ 14-20	
9/10/14	Structure of treatment: Stages, targets and agreements	Manual ch 4 & 5; pp 97-105, 108-119 (overview of tx); JKZ 21-25	Assignment 1 due
	Mindfulness skills	Skills manual pp 67-68 (including “participate” and “non-judgment” skills); handouts pp 111, 113	
9/22/14	Validation	Manual ch 8; Linehan, M.M. (1997) JKZ 47-57	Assignment 2 due
9/24/14	Pretreatment, orienting and commitment	Manual pp 281-291; pp 438-448; JKZ 58-67	Levels of Validation Quiz
	Mindfulness skills	Skill manual pp 68-69 (including “one-mindfulness” and “effectiveness” skills) handouts pp 113	
9/29/14	Change strategies: Learning theory & behavioral analysis; insight strategies	Manual pp 250-281; JKZ 68-74	
10/1/14	Change strategies: Learning theory & behavioral analysis	Ramnero & Torneke ch 4,5; JKZ 75-86	Commitment Strategies Quiz
	Emotion Regulation skills	Skills manual pp 84-89 (through model of emotions); handouts pp 135-137; homework sheets 1 & 2, pp 162-163	
10/6/14	Change strategies: BA (Video)	Ramnero & Torneke ch 6;	

DATE	TOPIC	READING	HOMEWORK/QUIZZES
		JKZ 87-100	
10/8/14	Emotional Regulation skills: Opposite Action	Skills manual pp 89-94 (through mindfulness of your current emotion); handouts pp 139-160; homework sheet 3, p 164 (except Opposite Action); JKZ 101-116	
10/13/14	Solution analysis: Skills training	Manual pp 329-343; Rizvi (2014); JKZ 117-134	Assignment 3 distributed: Behavioral Analysis practice
10/15/14	Solution analysis: Cognitive interventions	Manual pp 358-370; JKZ 135-144	
	Emotion Regulation skills	Skill manual pp 94-95; handout p 161; homework sheet 3	
10/20/14	Solution analysis: Exposure	Manual pp 343-358; JKZ 145-156	
10/22/14	Solution analysis: Exposure	Harned, Korslund, Foa & Linehan (2012); JKZ 157-170	
	Distress Tolerance skills	Skills manual pp 96-101 (all crisis survival strategies); Handouts pp 165-169; homework sheet 1, p 178-179	
10/27/14	Solution analysis: Contingency management	Manual ch 10; JKZ 171-178	
	Distress Tolerance skills	Skills manual p 101-102 (accepting reality, radical acceptance); handouts pp 170-175	
11/3/14	Putting it all together: Case conceptualization, orienting, commitment, and radical genuineness; Skill training for adolescents	Miller, Rathus & Linehan (2007), ch 10; JKZ 191-200	
11/5/14	Putting it all together: Dialectical strategies	Manual ch 7; JKZ 201-210	Assignment 3 due
	Distress Tolerance skills	Skill manual p 103; (Turning the mind, willingness & willfulness); handouts pp 176-17; homework sheet 2, p 180	
11/10/14	Running a Skills Training Group	Skill training manual chs 1,2,3,4; Neacsiu, Rizvi &	

DATE	TOPIC	READING	HOMEWORK/QUIZZES
		Linehan (2010); JKZ 211-219	
11/12/14	Working with in-session problem behavior	Manual pp 495-497; 514-519; McMain & Wiebe (2013); JKZ 220-229	
	Interpersonal Effectiveness skills	Skills manual pp 70-79; handouts 1-6, pp 115-122; homework sheet 1, p 129	
11/17/14	Phone and milieu coaching	Manual pp 497-504; Koons (2011); Ben-Porath (2014); JKZ 230-240	Assignment 4: phone coaching practice distributed
11/19/14	Case management strategies	Manual pp 399-422; 504-514; JKZ 241-246	
	Interpersonal Effectiveness skills	Skills manual pp 79-81; handout 7&8, pp 123-126; homework sheet 2, pp 130-131	
11/24/14	Suicide crisis protocol	Manual pp 462-494; UWRAMP; JKZ 247-259	
11/26/14	Thanksgiving—NO CLASS		
12/1/14	Consultation team	Manual pp 423-436	Assignment 4 due
	Interpersonal Effectiveness skills	Skills manual pp 81-83; handout 9&10, pp 127-128; homework sheet 3, pp 132-133	
12/3/14	Consultation team	Rizvi, S. (2011); JKZ 260-270	Suicide risk assessment and mgmt. quiz
Finals week	Final: Review video of DBT session, code for strategies/interventions used		Annotated bibliographies due Assignment 5: in class