PSY 692 – Seminar in Dialectical Behavior Therapy - DRAFT
1 credit

Summer 2016 (May 23rd – July 1st)

Instructor: Mike Worrall, Ph.D.
Meets: Wednesday?, 5-8:30pm?
Office Hours: By appointment
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Course Description: An introduction to Dialectical Behavior Therapy (DBT) for students interested in conducting DBT-related research and/or clinical work. The seminar covers underlying psychological theory and principles, the empirical research base, clinical applications, and the structure and content of the treatment. Students develop a DBT-related research/grant proposal.

Course Objectives:

• Understand problems with other treatments in treating high risk clients with multiple problems
• Gain familiarity with the applications of Dialectical Behavior Therapy and the research findings supporting the application of the treatment
• Learn dialectical philosophy within the context of balancing acceptance and change in treatment
• Learn about case conceptualization within the DBT model
• Learn the structure of a DBT treatment at different levels of application (in session, in team, in an organization)
• Gain exposure to core DBT strategies and their application (e.g. validation, mindfulness, behavioral methods)
• Develop a DBT-related research proposal.

Please note that this is an introductory course in DBT. While this course will increase your familiarity with DBT techniques, the course is in no way a sufficient or exhaustive training in DBT.

About DBT: Dialectical behavior therapy (DBT) is a comprehensive and flexible behavioral intervention combining change strategies and acceptance strategies that are commonly encountered in many successful interventions for mental health problems. Through DBT one learns behavioral assessment and strategies, acceptance and validation, communication and case management strategies, problem solving and crisis management and many other principles and techniques that are widely used throughout psychological services. The ease with which DBT can be used for a variety of problems is demonstrated through the wide array of research studies supporting its use with various populations. DBT has been used with suicidal individuals, adults meeting criteria for substance dependence, adolescents, elderly individuals with depression, adults with eating disorders, oppositional children, victims of domestic abuse, stalking offenders, families of at risk individuals and difficult to manage correctional populations. DBT is used across various clinical environments and is constantly being disseminated and used not only by mental health professionals, but also by members of the community.
**Course Prerequisites:** Currently enrolled in the joint UAA/UAF Clinical/Community Psychology Ph.D. Program or approval of instructor. UAA students participate via LifeSize video.

**Course Requirements:** Research/grant proposal (25%); participation (50%); final exam (25%).

**Required Texts:**

**Recommended:**

Other readings will also be assigned. Students will take a DBT knowledge quiz at the start of the first session to assess DBT knowledge prior to the start of the course. All sessions will start with a mindfulness practice that students will take turns leading.

**Evaluation:**

Research/grant proposal (25%) – students will develop and present a DBT-related research/grant proposal. Detailed instructions will be provided.

Participation (50%) – based on, for example, thorough preparation of assigned readings, videos, and other homework, leading mindfulness and other class activities, role plays, DBT skills teaching practice, discussion of assigned readings, and discussion of mock DBT session videos. *It is everyone’s responsibility to contribute to the development and maintenance of a safe and fun learning environment, as well as the smooth running of class sessions.* The evaluation of participation will emphasize collaborative behaviors and active engagement.

Final exam (25%) – multiple-choice/short-answer.

Grading: A 90-100%, B 80-89%, C 70-79%, D 60-69%, F < 60%. Consistently outstanding engagement and performance across all activities will be required to earn an “A”.
Schedule (subject to revision):

**Week 1**

Wed 5/25.
Knowledge quiz. Introduction to DBT and DBT outcomes.
Problems with standard treatments and the DBT model. DBT case conceptualization. DBT as a frame, and as behavioral therapy.
DBT as validation and dialectics. DBT as mindfulness.

**Week 2**

Wed 6/01.
DBT stylistic strategies, Case management strategies. Consultation teams.
DBT skills. Mindfulness, emotion regulation, interpersonal skills, and distress tolerance.
Validation and family validation skills.
Consultation team 1: watch and discuss mock session.

**Week 3**

Behavioral assessment (incl. case conceptualization and clinical interviewing).
Behavioral methods (incl. cognitive modification, contingency management, and exposure therapy).
Consultation team 2: watch and give feedback on mock session.

**Week 4**

We 6/15.
DBT secondary targets (emotional vulnerability, self-invalidation, active passivity, apparent competence, unrelenting crises, inhibited grieving) and dialectical dilemmas.
Consultation team 3: watch and give feedback on mock session.

**Week 5**

Wed 6/22.
DBT for couples and families. DBT adaptations across populations and settings (e.g., populations: adolescents, elderly persons with depression, persons with eating disorders, adults meeting criteria for substance dependence, victims of domestic violence, perpetrators of aggression and violence, offenders; settings: inpatient, day treatment/day hospital mental health, outpatient).
Suicide and crisis management.
Consultation team 4: watch and give feedback on mock session.

*Research proposal due.*

**Week 6**

Research presentations.
Final exam - multiple-choice/short-answers (60% required for a passing grade, “B”).
Course Policies

Attendance Policy

On time class attendance is required. Unexcused absences, lateness or leaving early will affect the student’s grade. For every unexcused absence beyond one, the student's final grade can be reduced by one letter grade. Students are advised to call or email the instructor prior to any absence or lateness.

Late Assignment Policy

Assignments that are handed in late will not be accepted unless the student has made prior and explicit written arrangements with the instructor. Late assignments will typically be subject to a significant point reduction. Since the majority of assignments involve in-class activities, failure to prepare/complete assignments will negatively impact other students, and there will be no opportunity for make-up.

Contact Email and Blackboard

Students are required to have a university-issued username for use with email and Blackboard. Students should check Blackboard daily for course announcements.

Student Conduct

Academic dishonesty will not be tolerated. Students must abide by academic integrity standards as outlined in the Student Code of Conduct found in the Student Catalog of each campus (UAF Catalog: Academic and Regulations Chapter; UAA Catalog: Chapter 5). The UAF Code of Conduct can be found online at http://www.uaf.edu/catalog/current/academics/regs3.html#Student Conduct

Conduct that unreasonably interferes with the learning environment or violates the rights of others is prohibited by University policy and will not be tolerated. Per University standards of student conduct, students are expected to exercise self-discipline and accept their social responsibility for their behavior.

Cell Phones and Laptops

Cell phones must be turned off or put to silent mode while the student is in class. Calls must not be taken (including text messages) during class, during office hour appointments with the instructor, or during other professional tasks (e.g., working with another student on course related activities).

Laptop use in class is a privilege that will be revoked at the instructor’s discretion. Laptops may generally be used in class for note-taking purposes only. However, the instructor may request that all laptops be turned off for a class or portion of a class depending on the activity. Students should not use their laptops to connect to the Internet, email, Skype, or otherwise engage in non-class-related activities. Such misuse is often readily apparent to the instructor and to other students: as such, it is disrespectful and it is disruptive to everyone’s learning.
Incomplete Coursework
In rare circumstances at the discretion of the instructor an incomplete grade (I) may be assigned. At least 2/3rds of the course must have been completed. Documented evidence must be submitted to substantiate the fact that course completion was prevented because of personal problems, such as a medical or family emergency.

Failing to attend or to complete the course will result in a grade of “F” unless there has been an official course withdrawal. If an “I” is assigned, completion of all course work is the responsibility of the student. All course work must be completed within one year following the semester the “I” was given.