

## SYLLABUS

Dialectical Behavior Therapy  
CG 580D-51  
Summer 2015  
Denise D. Ben-Porath, Ph.D.

### Course Description:

This five day course is designed to be an introduction to Dialectical Behavior Therapy (DBT) and its application to treating individuals diagnosed with borderline personality disorder. Participants will become familiar with the theoretical foundations that underlie DBT treatment. In addition, the stages of DBT treatment and the hierarchy of treatment targets designed to structure therapy with borderline clients will be discussed. Students will also gain knowledge about the DBT skills used in group treatment, including mindfulness, interpersonal effectiveness skills, emotion regulation skills, and distress tolerance skills. Through the use of clinical case examples, video-taped client-therapist interactions, and experiential exercises participants will become familiar with the techniques and strategies used in DBT individual and group therapy.

### Instructor:

INSTRUCTOR:	Denise D. Ben-Porath, Ph.D.
OFFICE:	Dolan E381
PHONE:	397-4289
E-MAIL:	<a href="mailto:dbenporath@jcu.edu">dbenporath@jcu.edu</a>
ROOM:	AD 232
DATES:	June 1-5, 2015
TIME:	9:00-5:00

### Day One Objectives:

(1) *Participants will gain familiarity with the diagnostic criteria of borderline personality disorder.*

*Assessment:* Participants will watch a video of an individual diagnosed with BPD and code it for personality disorder traits.

(2) *Participants will gain familiarity with the research effectiveness on DBT therapy.*

*(3) Participants will become familiar with the biosocial model of borderline personality disorder and its role in guiding DBT treatment.*

*Assessment: Participants will role play and record describing the biosocial model to a family who has a daughter diagnosed with BPD.*

*(4) Participants will become familiar with the dialectical philosophy of DBT treatment and its role in guiding DBT treatment*

*Assessment: Participants will evaluate*

*(5) Participants will become familiar with the principles of behaviorism and their role in guiding DBT treatment.*

*Participants will identify common behavioral principles operating in case studies*

*(6) Participants will gain familiarity with the DBT model and the four primary treatment components, including individual therapy, group skills training, phone consultation, and team consultation.*

#### *Day Two Objectives:*

(1) Participants will be able to identify the five stages of DBT treatment and participants will become familiar with the DBT primary and secondary treatment targets

Assessment: Participants will evaluate a case study and identify the stage of treatment and the targets

**(3) Participants will become familiar with the DBT change strategies, including behavior chain analyses**

Participants will conduct a chain analysis on a behavior

**(5) Participants will become familiar with DBT acceptance strategies, including the six levels of validation**

**Participants will role play the six levels of validation**

**(6) Participants will become familiar with DBT commitment strategies**

**Participants will role play the commitment strategies**

(7) Participants will become familiar with DBT dialectical strategies

**Participants will role play the dialectical strategies**

(8) Participants will become familiar with DBT communication strategies, including reciprocal and irreverent communication strategies.

Participants will role play the DBT communication strategies

#### *Day Three Objectives:*

(1) Participants will learn how to structure and organize a DBT group

(2) Participants will learn the "DEARMAN GIVE FAST" Skill

(3) Participants will be able to identify obstacles to interpersonal effectiveness

(4) Participants will be able to describe and prioritize the client's objective, relationship, and self esteem in interpersonal interactions.

(5) Participants will be able to teach clients how to identify and label their emotions

(6) Participants will become familiar with the PLEASE mastery skill

(7) Participants will become familiar with the opposite action skill

(8) Participants will learn ways to incorporate multimedia in their skills groups

- (9) Participants will learn experiential methods to teach clients interpersonal effectiveness skills and emotion regulation skills
- (10) Participants will learn how to manage group interfering behavior, including participants who do not complete homework, those who dissociate in group, and those who monopolize the group

#### Day Four

- (11) *Participants will learn the crisis survival skills*
- (12) *Participants will learn the skill of radical acceptance*
- (13) *Participants will learn the skill of IMPROVE the moment*
- (14) *Participants will become familiar with the skill of pros and cons*
- (15) *Participants will become familiar with the "what" skills of mindfulness, including observe, describe, and participate*
- (16) *Participants will become familiar with the "how" skills of mindfulness, including nonjudgmentally, one-mindfully, and effectively*
- (17) *Participants will learn about the skill wise mind*
- (18) *Participants will learn experiential methods to use in group settings to teach clients mindfulness and distress tolerance skills.*
- (19) *Participants will learn ways to incorporate multimedia in their skills groups*
- (20) *Participants will learn how to manage highly disruptive behaviors in group by employing the egregious behaviors protocol*

#### Evaluation Criteria and Procedures:

##### **Paper**

There will be one final take home project. This paper is due **July 1, 2005**.

Students can place their papers in the mailbox outside of my office door.

My office is inside the **Dolan Science Center, Room E381**. In this project you are to take a current or past therapy case and apply DBT concepts and principles. Reference sources include material presented in lecture as well as the required reading by Koerner & Linehan (1997).

Several DBT concepts should be addressed in the paper. These include:

- Provide background information on the client (10pts)

- Identify evidence of the biosocial model and provide support (10pts)
- Identify what stage of DBT treatment your client is in and provide support (10pts)
- Identify DBT primary targets and provide support (10pts)
- Identify DBT secondary targets and provide support (10pts)
- Identify ways in which you and/or the mental health system have inadvertently reinforced maladaptive behaviors (10pts)
- Identify one dialectical dilemma in your treatment (10pts)
- Take one commitment and/or dialectical strategy and describe how you could use it with your client (10pts)
- Any additional relevant DBT concepts/principles (10 possible additional pts)

### **Attendance**

Attendance and meaningful participation are considered to be important in this course. Because the course is only 2 days long, students must be present for both days, all day. Absences will result in failing the course.

### **Required Reading (provided):**

Koerner, K. & Linehan, M. M. (1997). Case formulation in dialectical behavior therapy for borderline personality disorder. In T. D. Eells (ed.), Handbook of psychotherapy case formulation. (pp. 340-367). New York: Guilford Press.

### **Policy on Late Assignments**

An assignment will be considered late if turned in after the class period in which the assignment was due. Late assignments will be penalized 5 points each day they are late.

### **Psychology Department Statement Policy on Academic Honesty**

The John Carroll University Policy Statement on Academic Honesty states: “Academic honesty, expected of every student as a member of the university committee, is essential to the process of education and to upholding high ethical standards. Cheating or any kind of unethical behavior may subject the student to severe academic penalties, including possible expulsion.”

Plagiarizing another’s work is considered a violation of academic honesty. If an assignment is plagiarized at a minimum the student will receive 0 points for the plagiarized assignment.

### **John Carroll University Policy on Students with Disabilities**

Students with documented disabilities are entitled to reasonable accommodations if needed. If you believe you need accommodations, please see JCU’s Coordinator for Students with

Disabilities (Ms. Kate Roach, ext. 4967) as soon as possible. Accommodations will not be granted retrospectively.

Course Requirements	Points	% of Grade
Final Paper	80	80%
Attendance/Participation	20	20%

### Grading Scale:

The following is the grading scale for this course:

<i>Grade</i>	<i>Percent</i>
A	93%>
A-	90%-92%
B+	87%-89%
B	83%-86%
B-	80%-82%
C+	77%-79%
C	73%-76%
C-	70%-72%
D+	67%-69%
D	60%-66%
F	<60%

## Selected References

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