DIALECTICAL BEHAVIOR THERAPY

SOCIAL WORK PRACTICE IN MENTAL HEALTH EMPIRICALLY SUPPORTED TREATMENT FOR INDIVIDUALS WITH SEVERE EMOTION REGULATION PROBLEMS

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I Course Description

This course teaches evidence based method of intervention for treatment of borderline personality disorder, severe emotion regulation problems and the multiply-disordered suicidal patient. This course teaches the promotion of mental health, the prevention of mental illness and relapse prevention. Dialectical Behavior Therapy will demonstrate specific delivery of concepts and skills to strategically effect change in behaviors that create barriers to mental and physical health while teaching, practicing and coaching healthy methods to create a life worth living. Interventions targeting specific behaviors help individuals learn or relearn skills that impact their environment, sense of self, relationships and ability to radically accept reality. This model is used in many cultures throughout the world and will represent research from Latin America, Europe and Australia. It addresses and validates gender-specific approach to understanding oppression, privilege and social justice concerns with a particular identification on invalidating experiences, stigma, opportunity, mental health and physical health disparities. Personal examples of such will be explored. All segments are substantiated by sources other than the author’s research and found to be sound and useful to a wide range of problems, populations and diagnoses. Dialectical Behavior Therapy is an American Psychiatry Association approved and recommended treatment for borderline personality disorder and is cited in many publications as the recognized treatment to date.

II Course Content

Treatment modes of the model will be presented and featured which are shown to increase promotion of mental health, including reduction of suicidal behaviors, reduced self-harm and reduced severity of self harm, improvement in psychological, social and general mental functioning adjustments including anger management and higher rate of clean urine analysis in those with substance co-morbidity. The DBT model of intervention and treatment strategies will be demonstrated for individual s, groups, families, mental health providers, organizations, and applied to adolescents, substance abuse disordered persons, eating disordered persons, developmentally delayed individuals, older adults with depression and personality traits, women experiencing domestic violence, persons in inpatient and partial hospitalization settings for adults and adolescents, persons and staff in forensic settings. DBT instruction will target the underprivileged, invalidated populations of all particular cultures and will provide specific methods for people to be empowered and agents of change within a community.
Students will develop and have opportunity to assess and determine for themselves the value of having the knowledge of this comprehensive treatment model.

III Course Objectives

1. Identify and demonstrate recognition of the clusters of all personality disorders, especially borderline personality type, including benefits and deficits according to present day diagnostic measures and definition. Identify suicide risks and various data to substantiate the contagion effect, the effects of alcohol and other drug abuse, the increased risk due to depression, impulse characteristics of personality, youth, trauma, sexual orientation, gender prevalence for suicide and age.

2. Understand and demonstrate the concept of Dialectical practice and Biosocial Theory and how they impact and provide structure and radical compassion for delivery of Dialectical Behavior Therapy in adults and adolescents.

3. Treatment overview will be understood and demonstrated by identification of stages of treatment (1), strategies for targeting behaviors (2), and assumptions about patients and therapy (3).

4. Understand the validation core strategies including Emotional, Behavioral, Cognitive and Cheerleading strategies and be able to give examples.

5. Demonstrate Behavioral analysis including insight, didactic solution analysis, orienting and commitment strategies.

6. Identify change procedures including contingency management and observing limits, skills training, exposure and cognitive modification.

7. Indicate one crisis strategy, one therapy interfering behavior strategy, one relationship strategy and an ancillary treatment plan. Role-play telephone strategies and understand their importance in the Dialectical Behavior Therapy model.

8. Identify the role of Dialectical Behavior Therapy in partnership with community mental and physical health provision, self-help agencies, recovery agencies and disease prevention.


10. Identify barriers to access on micro and macro levels regarding discrimination, oppression and socioeconomic issues and suggest strategies for improvement.

IV Course Design

The course will include lectures, discussion, role play, video, articles, guest speakers, written assignments, tests, group projects and mindfulness activities.

V Relationship to Curricular Themes:

1. Theme Relation to Multiculturalism & Diversity: Mental health issues of personality and emotional dysregulation are identified as barriers throughout the world. This course will explore the access and effectiveness of Dialectical Behavior Therapy impact on and
improvement of treatment for persons of various cultural norms, sexual orientation, poverty, and ethnicity.

2. Theme Relation to Social Justice: Forensic settings are embracing the model of Dialectical Behavior Therapy in many settings to rehabilitate persons with psychiatric disabilities who have been denied adequate treatment and skills training in order to manage outside the institution without recidivism. Persons who have mental illness have often lacked education opportunities, adequate employment, adequate housing and financial assistance.

3. Theme Relation to Promotion, Prevention, Treatment and Rehabilitation: the effectiveness of Dialectical Behavior Therapy on reduction of stigma, preventing repeating generations of dysfunction, increase of treatment facilities contributing to rehabilitation and productivity will be discussed via the latest research studies and guest speaker.

4. Theme Relation to Behavioral and social Science Research: Randomized clinical trials will be used to demonstrate the effectiveness of this behavioral treatment. Additional articles will be presented from social studies research and behavioral research.

5. Theme Relation to SW Ethics and Values: Radical Acceptance of Personality Disorder and evidence-based treatment have continued to reduce stigma of borderline personality disorder. Several famous persons have recently disclosed their own disorder and recovery increasing hope and promoting the social work ethics and values. All of the assumptions of treatment and core belief and support of individual wise mind are in accord and promote social work ethics and values.

6. Intensive Focus on PODS: This course integrates PODS and skills with a special emphasis on the identification of theories, practice, and policies that promote social justice, illuminate social injustices and are consistent with scientific and professional knowledge. Through the use of a variety of instructional methods, this course will support students developing a vision of social justice, learn to recognize and reduce mechanisms that support oppression and injustice, work toward social justice processes, apply intercultural frameworks and strengthen critical consciousness, self knowledge and self awareness to facilitate PODS learning.

**SUMMARY OF ASSIGNMENTS & EVALUATION**

1. **Final grade criteria**

The final grade for this course will be based on the following scheme: **Points Earned**

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<thead>
<tr>
<th>Grade</th>
<th>Points Earned</th>
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<tbody>
<tr>
<td>A+</td>
<td>97 - 100</td>
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<tr>
<td>A</td>
<td>94 - 96</td>
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<tr>
<td>A-</td>
<td>90 - 93</td>
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<tr>
<td>B+</td>
<td>87 - 89</td>
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<tr>
<td>B</td>
<td>84 - 86</td>
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<tr>
<td>B-</td>
<td>80 - 83</td>
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<tr>
<td>C+</td>
<td>77 - 79</td>
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<td>C</td>
<td>74 - 76</td>
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<tr>
<td>C-</td>
<td>70 - 73</td>
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<tr>
<td>D+</td>
<td>67 - 69</td>
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<tr>
<td>D</td>
<td>64 - 66</td>
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<td>D-</td>
<td>60 – 63</td>
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B684 SSWB                  1/9/14-4/24/14
Exam I (25 Points)
This exam will include material covered in the first part of the course. Material will be drawn from the readings, class lectures, guest speakers, and other class-related activities. The format of the exam will include (but is not necessarily limited to) the following types of questions: multiple choice, true/false, short-answer, and essay.

Exam II (25 Points)
Same as Exam I but it also covers material covered in the second part of the course.

Group Consultation Project (20 points)
Groups of five or more will create a simulation of consultation meeting, skills group demonstration, or lead mindfulness activities.

Paper 2–4 pages (25 points)  integrate self and/or others with at least segments of four of the following:
1) Social justice concept, stigma, history of treatment of borderline personality disorder,  
2) Assumptions about DBT therapy, 
3) The consultation agreements 
4) Modes with functions,  
5) One or more strategies of commitment,  
6) One or more strategies of behavioral analysis  
7) One or more strategies of validation  
8) Personal ideas about the biosocial theory of borderline personality disorder  
9) Experience with mindfulness practice including thoughts, feelings and outcomes

Paper will be graded on originality, and ability to explore application of the material presented, discussed, and assigned in readings for this class.

Respectful class engagement and willingness to participate (5 points)

Course policies

Attendance
Students are required to attend class. A grade deduction will be made if more than two classes are missed. Students are expected to obtain missed information from a fellow student who has attended the missed class.

Disabilities Statement
Any student who feels they may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Please contact the Services for Students with Disabilities office at 734-763-3000 in room G664 Haven Hall to coordinate reasonable accommodations for students with documented disabilities. If you have a disability or condition that may interfere with your participation in this course, please schedule a private appointment with me as soon as possible to

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discuss accommodations for your specific needs. This information will be kept strictly confidential. For more information and resources, please contact Services for Students with Disabilities office at number above.

Academic integrity
All students are expected to know and comply with the academic integrity policies of the University Of Michigan and School of Social Work. All suspected violations will be referred to the Associate Dean for Educational Programs.

Texts and Course Materials

Expected:


Recommended:


Class Schedule and Readings

1. January 9, 2014 Read Cognitive Behavioral Treatment of Borderline Personality Disorder chapters 1 & 15. Topics to notice include understanding personality disorder and assessment of suicide risk, diversity and cultural issues. Handout Mindfulness module
2. **January 16, 2014**  Read CBT of BPD, chapters 2, 3 & 7. Topics to notice are dialectical practice, biosocial theory relationship with sexual orientation, poverty, social justice and influence on treatments per researched articles. Dialectical dilemmas, walking the middle path, Mindfulness module.


5. **February 6, 2014**  **TEST**. Discuss test. Read CBT of BPD chapter 9, 10, 11. Topics to notice are strategies: orienting and commitment, behavioral analysis. Group assignments.


7. **February 20, 2014**  **Review** CBT of BPD chapter 9, 10, 11. Topics to notice are strategies: orienting and commitment, behavioral analysis. Handout ER

8. **February 27, 2014**  Identify a research article. **Read Skills Manual FTBPD, chapter 9**

9. **March 6, 2014**  **NO CLASS… SEMESTER RECESS**


11. **March 20, 2014**  **TEST**. Discuss test, take time to practice group

12. **March 27, 2014**  Read Skills Manual FTBPD, Chapter 10. Identify a research article. Video


14. **April 10, 2014**  **LAST CLASS**  Review of problematic concepts. 2 Panels to field questions. Discuss populations appropriate for DBT, delivery settings, SW ethics applied.

15. **April 17, 2014**  **PAPER DUE**