DIALECTICAL BEHAVIOR THERAPY

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

BY JOANN HEAP, LMSW, jheap@umich.edu Director of Dialectical Behavior Therapy for Adults and Adolescents, University of Michigan Department of Psychiatry

I Course Description

This course teaches evidence based method of intervention originally developed for treatment of borderline personality disorder, severe emotion regulation problems and the multiply-disordered suicidal patient. Today adaptations of DBT are showing effectiveness for eating disorders co-morbid with substance abuse, eating disorders alone, PTSD, and depression in older adults. The DBT skills training portion of the treatment has become an expanding area for research, initially proving effective. Clinics have provided skills training as a stand-alone treatment due to insufficient resources and need for effective treatment for all disorders. 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. Currently 29 Clinical Randomized Trials support the model. 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 individuals, groups, families, mental health providers, organizations, and applied to adolescents, substance abuse
Dialectical Behavior Therapy

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) Demonstrate professional use of self using dialectical strategies of irreverent/reciprocal with client groups and colleagues.
2) Demonstrate ability to integrate social work values, ethical standards and principles unique to DBT involving diverse populations including multiple psychiatric diagnoses and medical complications.
3) Compare two evidence based practices and know how they have become more similar over time.
4) Be able to give an example of how DBT assumptions about patients and therapy effect race/ethnicity, national origin, gender, age, height, weight, marital status, socioeconomic status, sexual orientation, gender identity, gender expression, disability, immigration status, faith/spirituality, veteran status, and the therapy team.
5) Be able to give an example of how the knowledge of oppression, discrimination, and historical trauma of a client group can guide or has guided the development of Dialectical Behavior Therapy.
6) Be able to give an example of how to critically use Dialectical Behavior Therapy concepts and skills.
7) Be able to use Dialectical Behavior Therapy model’s synthesis in theories of human behavior and social environment with the use of DBT validation strategies.
8) Understand how a person would communicate to an insurance company the benefits of funding DBT. Be able to describe the benefits of providing a DBT skills group to a psychiatric clinic and a medical clinic. Describe use of commitment strategies in DBT model to engage with clients/patients.
9) Describe in what context DBT was developed and how it has spread to treat many more situations than first intended and in which countries and cultures it is popular and effective.
10a) Be able to identify and demonstrate the commitment strategies in DBT that facilitate alliances between client and therapist and motivate change while cultivating hope in light of a client’s ambivalence.
10b) Be able to identify the characteristics found in a multi-dimensional comprehensive assessment that might suggest that DBT is an appropriate treatment for the client.
10c) Be able to identify what problems might be presented to suggest that a helpful intervention could be found in Mindfulness module, Emotion Regulation module, Interpersonal Effectiveness Module or Distress Tolerance module. Know how diversity affects the choice of the intervention.
10d) Be able to apply DBT diary card and chain analysis methods to evaluate the efficacy of your Dialectical Behavior Therapy interventions.
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**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>97 - 100</td>
</tr>
<tr>
<td>A</td>
<td>94 - 96</td>
</tr>
<tr>
<td>A-</td>
<td>90 - 93</td>
</tr>
<tr>
<td>B+</td>
<td>87 - 89</td>
</tr>
<tr>
<td>B</td>
<td>84 - 86</td>
</tr>
<tr>
<td>B-</td>
<td>80 - 83</td>
</tr>
<tr>
<td>C+</td>
<td>77 - 79</td>
</tr>
<tr>
<td>C</td>
<td>74 - 76</td>
</tr>
<tr>
<td>C-</td>
<td>70 - 73</td>
</tr>
<tr>
<td>D+</td>
<td>67 - 69</td>
</tr>
<tr>
<td>D</td>
<td>64 - 66</td>
</tr>
<tr>
<td>D-</td>
<td>60 – 63</td>
</tr>
</tbody>
</table>

Exam I (30 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.

**MINDFULNESS (10 Points)** Lead a mindfulness practice

**Participate in Group Consultation (10 points)**

Ten worksheets completed (20 points)

Respectful class engagement and willingness to participate (5 points)

**Paper 2–4 pages (25 points)** integrate self and/or others with at least segments of two of the following:

1) Give an example of yourself using dialectical strategies of irreverent/reciprocal with client groups and colleagues.
2) Give an example of using ethical standards and principles unique to DBT involving diverse populations.
3) Give an example of comparison of two evidence based practices and how they are alike and different.
4) Give an example of how DBT assumptions about patients and therapy effect (select from:) race/ethnicity, national origin, gender, age, height, weight, marital status, socioeconomic status, sexual
orientation, gender identity, gender expression, disability, immigration status, faith/spirituality, veteran status, (effect) the patient/client and you.
5) Give an example of how the knowledge of oppression, discrimination, and historical trauma of a client group can guide or has guided the development of Dialectical Behavior Therapy.
6) Give an example of how you critically use Dialectical Behavior Therapy concepts and skills.
7) Give an example of how Dialectical Behavior Therapy model combines theories of human behavior and social environment in the validation strategies.
8) Explain the way you would communicate to an insurance company the benefits of funding DBT.
9) Describe in what context DBT was developed and how it has spread to treat what situations and in which countries.
10) Identify the commitment strategies in DBT that facilitate alliances between client and therapist and motivate change while cultivating hope in the light of the client’s ambivalence.
10b) What are the clues found in a multi-dimensional comprehensive assessment that might suggest that DBT is an appropriate treatment for the client?
10c) What problems might be presented to suggest that a helpful intervention could be found in Mindfulness module or Emotion Regulation module or Interpersonal Effectiveness Module or Distress Tolerance module?
10d) How could the diary card help you evaluate the efficacy of your Dialectical Behavior Therapy interventions?

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 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.
Dialectical Behavior Therapy

Texts and Course Materials

Required:


- **Second Edition DBT Skills Training Handouts and Worksheets (2015) by Marsha M. Linehan. Guilford Press**  Can be purchased as PDF download

Recommended and used in lecture:

Class Schedule and Readings

1. **January 8, 2015**  
   Read Chapters 1, 2, 3 in Second Edition DBT SKILLS TRAINING MANUAL by Marsha Linehan.
   
   a. Lecture will include material from text “Cognitive Behavioral Treatment of Borderline Personality Disorder”, chapters 1 & 15. This is not required reading but very interesting. Topics to notice include understanding personality disorder and assessment of suicide risk, diversity and cultural issues.

2. **January 15, 2015**  
   Read chapters 4, 5, 6 (skip Part I Appendices) in Second Edition DBT SKILLS TRAINING MANUAL by Marsha Linehan.
   
   b. Lecture will include material from text “Cognitive Behavioral Treatment of Borderline Personality Disorder”, chapters 2, 3 & 7. This is not required reading but is very interesting. 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. Give handouts pages 9 – 38. Student leads a mindfulness practice.

3. **January 22, 2015**  
   Read Chapter 7 Mindfulness in Second Edition DBT SKILLS TRAINING MANUAL by Marsha Linehan.
   

4. **January 29, 2015**  
   Read Chapter 9 Emotion Regulation in Second Edition DBT SKILLS TRAINING MANUAL by Marsha Linehan.
   
5. **February 5, 2015**  Review of Mindfulness and Emotion Regulation, Assumptions, dialectical concepts, Biosocial Theory, stages of treatment, modes of treatment, chain analysis, levels of validation and four mindfulness practices led by students. Video?


   e. Lecture on skills with handouts 109 – 195. Student leads Mindfulness practice. Modes.

7. **February 19, 2015**  TEST

8. **February 26, 2015**  No specific reading assignment. Individual Therapy Topic. Commitment Strategies, Validation Strategies (from “Doing Dialectical Behavior Therapy” by Kelly Koerner) Discussion and role play by script from DDBT. Practice Chain Analysis together

9. **March 5, 2014**  NO CLASS

10. **March 12, 2015**  Read Chapter 10 Distress Tolerance in DBT SKILLS TRAINING MANUAL by Marsha Linehan

   f. Lecture on skills with handouts pgs 313–410


12. **March 26, 2015**  No reading assignment. Class discussion and role plays in all modules and in individual therapy and in team work to increase overall understanding of the model.

13. **April 2, 2015**  Phone consultation topic. Skim articles on C tools Lecture is discussion on phone consult and continued work on modules and individual therapy and group therapy and team consultation.

14. **April 9, 2015**  Question and Answer period. Teams create and ask questions. Prizes awarded. Pros and cons of class discussed with trouble shooting and correction and over corrections.

15. **April 16, 2015**  Paper Due