



## **SW 790-007: Advanced Topics in Interpersonal Practice, Basic Skills in DBT**

**Instructor:** Lindsay A. Bornheimer, PhD, LCSW  
**Course #/term:** SW790 Section 015, Sp/Su 2020  
**Time and place:** 6/19/20 and 6/20/20 from 9:00 AM to 5:00 pm  
(note: this is all virtual, see 'live class' hours below in schedule)  
**Credit hours:** 1  
**Pronouns:** She, her, hers  
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**Office hours:** By Zoom; please email to arrange

### **1. Course Statement**

#### a. Course description

DBT is an empirically supported treatment for individuals with severe emotionally regulation problems. Part of the treatment consists of teaching clients specific skill sets in mindfulness, interpersonal effectiveness, emotional regulation, distress tolerance. Participants will learn an overview of these skills and how to integrate these skills into their clinical practice in both a group and individual therapy setting.

#### b. Learning goals

- Describe the Borderline Personality Disorder DSM5 Diagnosis.
- Identify two of the Assumptions about Borderline Personality Disorder Patients and DBT.
- Describe the concept of dialectics.
- Identify the components of the biosocial theory of BPD.
- Describe the utility of problem solving in DBT.
- Implement a chain analysis.
- Describe the concept of mindfulness.
- Identify 2 skills to use in mindfulness.
- Describe the concept of emotion regulation.
- Demonstrate emotion regulation skills.

- Describe the concept of interpersonal effectiveness
- Describe distress tolerance.
- Describe application of the distress tolerance concept in practice.

c. Course design

Class format will include asynchronous (slides, pre-recorded lectures, practice with clinical cases, videos of treatment, and discussion posts) and synchronous (live lectures and discussion groups) activities.

## 2. Class Requirements

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To fully engage in the course and develop basic skills in DBT practice, it is expected that students will complete all required readings (will be referenced during class lectures and discussions and are listed in CAVAS).

a. Books and Class Materials

All required readings will be provided in CANVAS.

Recommended Books for Purchase if Interested in Practicing DBT (not required for course):

- Linehan, M.M. (1993). *Skills Manual for Treating Borderline Personality Disorder*. New York: Guilford Press.
- Linehan, M.M. (2014). *DBT skills training manual* (2nd ed). New York, NY: The Guilford Press.
- Linehan, M.M. (2014). *DBT skills training handouts and worksheets* (2nd ed). New York, NY: The Guilford Press.
- McKay, M., Wood, J, Brantley, J. (2007). *The Dialectical Behavior Therapy Skills Workbook: Practical DBT Exercises for Learning Mindfulness, Interpersonal Effectiveness, Emotion Regulation & Distress Tolerance*.

Required readings (timing and access will be available in CANVAS)

- Byrnes, J. H., & Payne, A. C. (2019). Treatment Adherence from the Perspective of Dialectical Behavior Therapy: Sitting in the Boat and Staying the Course. In *Psychiatric Nonadherence* (pp. 145-164). Springer, Cham.
- DeCou, C. R., Comtois, K. A., & Landes, S. J. (2019). Dialectical behavior therapy is effective for the treatment of suicidal behavior: A meta-analysis. *Behavior therapy*, 50(1), 60-72.

- Kleiber, B. V., Felder, J. N., Ashby, B., Scott, S., Dean, J., & Dimidjian, S. (2017). Treating depression among adolescent perinatal women with a dialectical behavior therapy–informed skills group. *Cognitive and Behavioral Practice*, 24(4), 416-427.
- McCauley, E., Berk, M. S., Asarnow, J. R., Adrian, M., Cohen, J., Korslund, K., ... & Linehan, M.M. (2018). Efficacy of dialectical behavior therapy for adolescents at high risk for suicide: a randomized clinical trial. *JAMA psychiatry*, 75(8), 777-785.
- Ramaiya, M. K., Fiorillo, D., Regmi, U., Robins, C. J., & Kohrt, B. A. (2017). A cultural adaptation of dialectical behavior therapy in Nepal. *Cognitive and behavioral practice*, 24(4), 428-444.
- Skerven, K., Whicker, D. R., & LeMaire, K. L. (2019). Applying dialectical behaviour therapy to structural and internalized stigma with LGBTQ+ clients. *The Cognitive Behaviour Therapist*, 12.

b. Class Schedule

Synchronous items involve live class via zoom and asynchronous items involve work on your own time (does not have to be during the times listed). Content from class 1 will be a foundation for class 2, so ideally all class 1 (day 1) activities will be complete by the start of class 2 (day 2).

**Live class times are as follows:**

Friday June 19: 2 pm to 4:30 pm EST via Zoom (link will be provided in CANVAS)

Saturday June 20: 1:30 pm to 4:30 pm EST via Zoom (link will be provided in CANVAS)

**Agenda of 2-day class (greater detail are in the “detailed agenda” in CANVAS):**

Day/Class	Topics	Modality
Day/Class 1 (June 19)	<ul style="list-style-type: none"> <li>• Introduction to DBT populations</li> <li>• DBT populations research</li> <li>• Overview of DBT: Dialectics</li> <li>• Overview of DBT: Biosocial theory</li> <li>• Overview of DBT: Emotion model</li> <li>• Overview of DBT: Validation</li> <li>• Overview of DBT: Problem solving</li> <li>• Use of validation</li> <li>• Behavior analysis (live)</li> <li>• Dysfunctional behaviors (live)</li> </ul>	Asynchronous (slides, pre-recorded lectures, practice with clinical cases, videos of treatment, and discussion posts) and Synchronous (live lectures and discussion groups) activities.

	<ul style="list-style-type: none"> <li>• Chain analysis (live)</li> <li>• Missing links in chain (live)</li> <li>• Chain analysis case example (live)</li> <li>• Practice with clinical case</li> </ul>	
Day/Class 2 (June 20)	<ul style="list-style-type: none"> <li>• DBT skills in practice</li> <li>• Interpersonal effectiveness</li> <li>• DEAR MAN skills</li> <li>• GIVE skills</li> <li>• FAST skills</li> <li>• Distress tolerance</li> <li>• Distress tolerance skills</li> <li>• Mindfulness (live)</li> <li>• Mindfulness skills (live)</li> <li>• Emotion regulation (live)</li> <li>• Emotion regulation skills (live)</li> <li>• Cultural considerations and intersectionality (live)</li> <li>• Challenges in practice with DBT (live)</li> <li>• Clinical case practice and reflections</li> </ul>	Asynchronous (slides, pre-recorded lectures, practice with clinical cases, videos of treatment, and discussion posts) and Synchronous (live lectures and discussion groups) activities.

c. Assignments/Tasks and Points for Grading

Assignment/Task	Due date	Required for Satisfactory Grade
Live class attendance	Day 1 and Day 2 live class	Yes
Discussion posts in CANVAS	Post from Day/Class 1 clinical case due by 6/26 Post from Day/Class 2 clinical case due by 6/26 (Both due in discussion section of CANVAS)	Yes
Reflection paper	Submit via CANVAS in assignment section by 6/26	Yes

The assignment description will be posted on the CANVAS site with their due dates.

Reflection paper: 1-page reflection paper from the clinical case presented at the end of Day 2. This clinical case is also linked to a post in CANVAS. Reflection should be 12 pt font, double

spaced, and does not need to be in APA format. Also, references and citations are not required.

Discussion posts in CANVAS: Two discussion post responses are due in CANVAS and will be listed as post from Day/Class 1 and Day/Class 2. These posts are visible to the full class and will allow for group processing and learning along with others.

d. Attendance and Class Participation

It is important that you attend each live class session, complete all asynchronous activities, and discussion posts in CANVAS. *Please let me know if there is a conflict with our live class times and we can troubleshoot accordingly to ensure you receive the content and engage with it.*

e. Course Requirements and Grading

The course is graded as S (Satisfactory) or U(Unsatisfactory). All assignments (posts and reflection are due on the date listed above by 11:59 PM in CANVAS). Late assignments will not be accepted and will impact points/grading, unless arranged in advance. Please email the instructor regarding any lateness.

Additional information can be found in the MSW Student Guide for policies on [Grades in Academic Courses and in Field Instruction](#) as well as [Student Grievance procedures](#) and the [policy for grading in special circumstances](#).

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Additional School and University policies, information and resources are available here: <https://ssw.umich.edu/standard-policies-information-resources>. They include:

- *Safety and emergency preparedness*
- *Mental health and well-being*
- *Teaching evaluations*
- *Proper use of names and pronouns*
- *Accommodations for students with disabilities*
- *Religious/spiritual observances*
- *Military deployment*
- *Writing skills and expectations*
- *Academic integrity and plagiarism*