

Dialectical Behavior Therapy in Practice
GSAPP, Course # 18:821:613:01
Fall 2022

Instructor

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Course time and location:

Monday 1:15 – 4:00pm
GSAPP Room A340

COURSE DESCRIPTION

This course focuses on the clinical application of Dialectical Behavior Therapy, an evidence based treatment designed for individuals with borderline personality disorder and comorbid psychological disorders. Students learn how to conduct a multidimensional assessment using structured clinical interviews, generate a DBT case conceptualization, and implement DBT. Students will have a variety of opportunities to gain experiential practice that may include DBT individual therapy, co-therapy on a DBT case, rating videos of DBT sessions, and/or co-leading DBT skills training groups. The emphasis for experiential practice will be on developing adherence to the DBT model, maintaining fidelity to the model, and conducting outcomes and psychotherapy process assessment in clinical cases. Topics will focus on adolescent and adult cases. This course is part of a 1-2 year practicum experience.

LEARNING GOALS

Students will learn the practice of Dialectical Behavior Therapy (DBT), an evidence-based treatment for borderline personality disorder (BPD) and other disorders theorized to be problems of severe emotion dysregulation, within the context of a clinical research setting. Students will also learn and gain experience in diagnostic assessment of complex disorders, outcome monitoring, and the clinical practice of DBT in individual and/or group treatment.

REQUIRED READINGS

Linehan, M.M. (1993a). *Cognitive behavioral treatment of borderline personality disorder*. New York: Guilford Press.

Linehan, M.M. (2014). *DBT skills training manual (2nd Ed.)* New York: Guilford Press.

Linehan, M.M. (2014). *DBT skills training manual: Handouts and Worksheets (2nd Ed.)* New York: Guilford Press.

Koerner, K. (2011). *Doing Dialectical Behavior Therapy*. New York: Guilford Press.

Other required readings, in the form of book chapters, journal or media articles, will be made available.

Class Format

Practice of DBT is an in-person course. The expectation is that students will attend in person, unless there is a change made by the university and/or the instructor, which would be announced to the students in a timely fashion. Students must wear masks during class. Students NOT following this guideline will be asked to put on their masks or to leave class. Students drinking or eating during class must replace their masks quickly. Please do NOT attend class in person if you are experiencing symptoms of illness.

Attendance

Each student is required to attend class. If you are unable to attend a class due to unusual circumstances (e.g., illness, child care) or religious observance, please inform the instructor in writing as soon as possible. It is your responsibility to obtain any missed notes and handouts from your peers, so please make arrangements with them in advance.

Grade

25% Class engagement
25% Out of class participation in assessments/clinical work
40% Assessment reports and case formulations
10% Timely paperwork

Schedule

Week 1: Review of fundamentals course & consultation team

Koerner (2011) – Chapter 7
Chapman & Rosenthal (2016) – Chapter 12

Week 2: Suicide and self-injury assessment; Risk assessment and management

L-RAMP
Comtois, K.A., & Linehan, M.M. (2006). Psychosocial treatments of suicidal behaviors: A practice-friendly review. *Journal of Clinical Psychology*, 62, 161-170.
Linehan (1993a) – Chapter 15 (pp. 468-494)

Week 3: Psychopathology and Differential Diagnosis – Common Issues/Challenges at DBT-RU

Review SCID, UWRAP, and SITBI

Weeks 4 & 5: The first few sessions in DBT – structure, orientation, commitment, biosocial theory

Linehan (1993a) – Chapters 2, 4-6 (skim the material)
Koerner (2011) – Chapter 2

Week 6: Integrating Cultural Assessment into the First Four Sessions

Cultural Formulation Interview (CFI)
Jarvis, G. E., Kirmayer, L. J., Gómez-Carrillo, A., Aggarwal, N. K., & Lewis-Fernández, R. (2020). Update on the cultural formulation interview. *Focus, 18*(1), 40-46.
<https://focus.psychiatryonline.org/doi/full/10.1176/appi.focus.20190037>

Weeks 7 & 8: Case conceptualization - moving from assessment to treatment planning

Koerner, K. (2006). Case formulation in dialectical behavior therapy for borderline personality disorder. In T. Eells (Ed.), *Handbook of Psychotherapy Case Formulation*, 2nd ed (p.340-367). New York: Guilford Press.
Rizvi, S. L., & Savrs, J. H. (2020). Assessment-Driven Case Formulation and Treatment Planning in Dialectical Behavior Therapy: Using Principles to Guide Effective Treatment. *Cognitive and Behavioral Practice*.

Weeks 9 & 10: Individual therapy – targeting, behavioral chain analysis

Rizvi, S.L., & Ritschel, L. (2015). Mastering the art of behavioral chain analysis in Dialectical Behavior Therapy. *Cognitive and Behavioral Practice*.
Linehan (1993a) - Chapter 9 (skim)
Chapman & Rosenthal (2016) – Chapter 8: How to Confront TIB

Weeks 11 & 12: Problem solving – advanced topics

Koerner (2011) – Chapter 3
Chapman & Rosenthal (2016) – Chapter 9: Managing Avoidance

Week 13 & 14: Dialectics & Validation – advanced topics

Koerner (2011) – Chapter 4 & 5
Chapman & Rosenthal (2016) – Chapter 3: Core DBT Strategies for Managing TIB

Weeks 14 & 15: TIB – Advanced Topics

Chapman & Rosenthal (2016) – Chapters 5-6: Improving HW Compliance and Attendance
Other readings and topics TBD

Statements on Disabilities and Academic Integrity

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation:<https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form (<https://webapps.rutgers.edu/student-ods/forms/registration>).

Rutgers' principles of academic integrity can be found here:

<http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers/>