

INTRODUCTION TO DBT COURSE SYLLABUS – FALL 2024

Mondays, 2-5pm | September 9 – December 16, 2024 | via Zoom

No class September 30, October 14, November 11, 2024

Instructors & Contact Information

Instructors for the course include registered psychologists from the DBT Centre of Vancouver, including Dr. John Wagner (director of the DBTCV), Dr. Alex Chapman (president of the DBTCV), and other registered psychologists with advanced training and supervision in DBT.

For questions about the course, course materials, or logistical issues, please contact us at info@dbtvancouver.com or 604-569-1156. We will normally be able to respond within a few business days.

Course Description

This course is an introduction to the theory, science, and practice of Dialectical Behaviour Therapy (DBT; Linehan, 1993a; 1993b). We will review the development and theoretical underpinnings of DBT as well as many of the core DBT treatment principles, interventions, and strategies. Our aim is to provide a broad survey course that covers the primary principles, strategies, and components of the treatment.

Although this is an extended course on DBT, taking this course may not be sufficient to develop adherence, expertise, or competence in the delivery of DBT. Further self-study and additional formal training, consultation, or supervision might be necessary to deliver elements of DBT with adherence and competence.

Key Learning Objectives

Our hope is that clinicians completing the course will improve their clinical armamentarium, increase their skills in treating multi-problem clients, and start to use practical, principle-based strategies to manage challenging clinical situations. By the conclusion of the course, our aim is for participants to be able to:

- Describe the theoretical foundations of DBT.
- Use the theory underlying DBT as a guide for practice.
- Describe the main functions and components of DBT.
- Use the DBT target hierarchy to organize treatment targets.
- Begin to use chain analysis to assess target behaviours.
- Begin to use core DBT change-oriented strategies (e.g., structuring therapy, problem solving, skills training).
- Begin to use core DBT acceptance-oriented strategies (e.g., validation, acceptance-oriented skills and strategies)
- Begin to incorporate DBT skills and skills training strategies into their clinical practice, whether this is through formal skills groups or ad-hoc use of DBT skills in therapy sessions.

Required Texts & Readings

- Linehan, M. M. (1993a). Cognitive-behavioral treatment of borderline personality disorder. New York: Guilford Press.
Available on [Amazon](#), possibly [Odin Books](#), and [Guilford Press](#) (listed as USD)
- Linehan, M. M. (2015). Skills training manual for treating borderline personality disorder, 2nd edition. New York: Guilford Press.
Available on [Amazon](#), possibly [Odin Books](#), and [Guilford Press](#) (listed as USD).

Additional required and optional readings, helpful clinical materials and worksheets, lecture PDF handouts, and other materials will be available online. Our office manager or assistant will provide you with the log-in information prior to starting the course.

Confidentiality & Recording

You are not permitted to record any portion of the class.

During the course, the instructors might describe case examples to illustrate core DBT principles or strategies. Additionally, course participants might bring up cases that they wish to discuss. When our instructors bring up case examples, they will disguise identifying information. Participants are encouraged to do so as well. Nevertheless, given the sensitive nature of the clinical problems described in case examples, we ask that participants do not share information from case examples with anyone outside of the class.

Attendance & Format

All classes will be provided live through Zoom. Attendance is mandatory and classes cannot be made up at a later time. If participants are not able to make a class, recordings of lectures will not be available. We recommend participants defer registration if they know they will be away for more than one class. Participants are expected to log on through a secure wi-fi connection with access to a microphone and camera and work in a private office or room.

Continuing Education Credits

The DBT Centre of Vancouver is approved by the Canadian Psychological Association to offer continuing education for psychologists and maintains responsibility for the program. Participants who complete the course are eligible for a total of 36 continuing education (CE) credits. At the end of the course, participants will receive a letter of attendance confirming the number of credits awarded. (3 credits per class). The number of CE credit hours awarded are based on the hours attended.

The CPA's approval of an individual, group, or organization as a CE Sponsor or Provider is restricted to the activities described in the approved application or annual report form. The CPA's approval does not extend to any other CE activity the Sponsor or Provider might offer. In granting its approval, the CPA assumes no legal or financial obligations to Sponsors, Providers, or to those individuals who might participate in a Sponsor or Provider's CE activities or programs. Further, responsibility for the content, provision, and delivery of any CE activity approved by the CPA remains that of the CE Sponsor or Provider. The CPA disclaims all legal liability associated with the content, provision, and delivery of the approved CE activity.

Syllabus

WEEK	TOPICS	PRE-READINGS	ASSIGNMENTS
One	<ul style="list-style-type: none"> - Orientation/overview - Biosocial & dialectical theory 	<ul style="list-style-type: none"> - Linehan (1993) CH 1-4. 	<ul style="list-style-type: none"> - Begin 5min/day mindfulness. - Describe biosocial theory to one client - Three commitments.
Two	<ul style="list-style-type: none"> - Structuring DBT sessions - Orientation and commitment strategies 	<ul style="list-style-type: none"> - Linehan (1993) CH 5, 6, 9 (p.284-291), 14 	<ul style="list-style-type: none"> - Give/orient a client to a diary card. - Use target hierarchy to guide on session. - Practice at least 3 commitment strategies.
Three	<ul style="list-style-type: none"> - Validation in DBT - Stylistic and dialectical strategies 	<ul style="list-style-type: none"> - Linehan (1993) CH 7, 8, 12 	<ul style="list-style-type: none"> - Practice irreverence with one client. - Try at least one dialectical strategy with one client. - Practice at least 3 levels of validation with 1-2 clients (and as a bonus, loved ones).
Four	<ul style="list-style-type: none"> - Chain analysis 	<ul style="list-style-type: none"> - Linehan (1993) CH 9 (p.250-281) 	<ul style="list-style-type: none"> - Conduct one chain analysis on your own behaviour. - Conduct at least one chain analysis with a client.
Five	<ul style="list-style-type: none"> - Problem solving - Solution analysis 	<ul style="list-style-type: none"> - Same as above, catch up with other readings, too :). 	<ul style="list-style-type: none"> - Teach at least one client some key steps for problem solving.
Six	<ul style="list-style-type: none"> - Contingency management - Observing limits - Other change strategies 	<ul style="list-style-type: none"> - Linehan (1993) CH 10 & 11 	<ul style="list-style-type: none"> - Discuss three behaviours to increase and decrease with one client. - Observe limits with one client (or loved one).
Seven	<ul style="list-style-type: none"> - Assessment/management of suicide risk - Phone coaching 	<ul style="list-style-type: none"> - Linehan (1993) CH 15; - Bongar (2013) 	<ul style="list-style-type: none"> - Conduct at least one phone coaching call with a client (or if not possible, with a colleague). - Use the LRAMP with at least two clients.
Eight	<ul style="list-style-type: none"> - Phone coaching, cont'd - Structuring DBT skills training 	<ul style="list-style-type: none"> - Linehan (2015) CH 1-3 	<ul style="list-style-type: none"> - Increase your mindfulness practice to 10min/day.
Nine	<ul style="list-style-type: none"> - Mindfulness skills - Distress tolerance crisis survival skills 	<ul style="list-style-type: none"> - Linehan (2015) CH 4, 5, 7 	<ul style="list-style-type: none"> - Teach the WHAT skills to one client. - Teach at least one HOW skill. - Orient one client to goals of crisis survival skills.
Ten	<ul style="list-style-type: none"> - Distress tolerance reality acceptance skills - Emotion regulation skills 	<ul style="list-style-type: none"> - Linehan (2015) CH 9, 10 	<ul style="list-style-type: none"> - Teach one client about radical acceptance. - Work through the model of emotions with one client regarding an emotional event that week - have client choose appropriate worksheet.
Eleven	<ul style="list-style-type: none"> - Emotion regulation skills - Interpersonal effectiveness skills 	<ul style="list-style-type: none"> - Linehan (2015) CH 8 	<ul style="list-style-type: none"> - Teach IE Goals <u>or</u> DEAR MAN GIVE FAST to at least one client.
Twelve	<ul style="list-style-type: none"> - Additional topics - Course wrap-up 	<ul style="list-style-type: none"> - Linehan (1993) CH 13 	