Fundamentals of Dialectical Behavior Therapy  
GSAPP, Course # 18:821:612  
Spring 2017  

Instructor  
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Course time and location:  
Tuesdays 9:15am - 12:00pm; Room A317  

Course Overview  
This course is designed to familiarize students with Dialectical Behavior Therapy (DBT), an evidence based psychosocial treatment initially developed for suicidal individuals with borderline personality disorder (BPD). Students will be taught the primary theories, principles, and strategies that inform DBT. Students will also become familiar with the latest research on DBT for BPD. Lecture, demonstration, multimedia applications, and group discussion will be used as the primary teaching methods. DBT is a complex treatment with multiple facets. It is therefore not expected that a student will have full competence to deliver the treatment as a result of just this one course. However, this course will provide sufficient background and serve as a necessary prerequisite before using DBT in an applied setting.  

Required Readings  
   a. Skills training handouts and worksheets available online with purchase of manual.  

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

COURSE REQUIREMENTS  

- **Class Attendance and Participation** (25%)  
- **Practice Assignments** (15%)  
- **Group Presentation** (30%)  
  (2/28 or 3/7)  
- **Final Paper** (30%)  
  (due 5/1)  

Class Participation and Practice Assignments  
Active class participation is essential. It is critical that you come to class, on time, having completed all the reading and ready to actively participate. Your participation ensures that the class will be
enriching to all of us and that you will successfully acquire knowledge of DBT. Participation includes in-class and outside-of-class assignments and exercises, including role-plays, as they relate to assessments, strategies, and techniques covered in the course material. It is important that you notify me when you anticipate being absent or as soon as possible after having missed a class.

**Group Presentation**
As a class, you will break into four groups. Each group will be asked to provide a 45-60 minute presentation on one of the four DBT skills modules (mindfulness, interpersonal effectiveness, emotion regulation, distress tolerance) during the classes on 2/28 and 3/7. In this presentation, you should provide an overview of the module and teach specific skills to the class as a DBT skills trainer might teach to a group. Experiential exercises are required. Group assignments will be determined by early February.

**Final Paper**
You have considerable latitude as to what the paper may consist of, but it must deepen your knowledge of the science and practice of DBT. An approximate length for the paper is 8-10 pages. The paper must reference at least eight empirical journal articles. The paper should be double spaced and written in APA 5th edition style. Paper topics must be cleared with me by April 7th. The following are just some examples of possible paper topics:
- A critical analysis of the empirical standing of DBT
- A comparison of DBT to one of three other treatments for BPD (schema-focused therapy, transference-focused therapy, mentalization based therapy)
- DBT case conceptualization of a particular client with BPD (or emotion dysregulation)
- A review of the literature supporting (or failing to support) the biosocial theory
- A review of the literature supporting mindfulness as a primary intervention

The paper is due via email by 5/1 at 5pm. Please include your last name in document title. Late papers will have points deducted.

Occasionally, information and announcements will be sent to you via email. It is therefore imperative that you check your email at least once every other day.

**SCHEDULE OF TOPICS AND READINGS (subject to change)**

**1/17/17** Course Overview, Introduction to Borderline Personality Disorder & DBT; Research Review

Linehan, M. M. (1993), Chapter 1


The following 2 papers are optional readings:


1/24/17 **Biosocial Theory**

Linehan, M. M. (1993), Chapter 2


1/31/17 **Beginning Treatment: Assumptions, assessment, structure, & targets of treatment**

Linehan, M. M. (1993), Chapters 4-6

2/7/17 **Beginning Treatment: Structure**

Linehan, M. M. (1993), Chapter 14

2/14/17 **Change Strategies I: Behavioral Principles, Behavioral Assessment**

Linehan, M. M. (1993), Chapter 9


2/21/17 **Change Strategies II: Behavioral Principles, Problem Solving**

Linehan, M. M. (1993), Chapters 10 – 11

2/28/17 **DBT Skills: Mindfulness and Distress Tolerance**

Linehan, M. M. (2015), Chapters 7, 10, and Associated Handouts and Worksheets

3/7/17 **DBT Skills: Interpersonal Effectiveness and Emotion Regulation**

Linehan, M. M. (2015), Chapters 8, 9 and Associated Handouts and Worksheets

3/14/17 **No class – Spring Break**

3/21/17 **Acceptance Strategies: Validation & DBT**

Linehan, M. M. (1993), Chapter 8

3/28/17 Dialectical Strategies

Linehan, M. M. (1993), Chapter 7


4/4/17 Consultation Team


4/11/17 DBT Skills Training: Structure, Format, and Research

Linehan, M. M. (2015), Chapters 2-5 and Chapter 6 (pp. 125-138)

4/18/17 Stylistic and Case Management Strategies

Linehan, M. M. (1993a), Chapters 12, 13

4/25/17 Crisis Protocols & Issues in Treating Suicidality

Linehan, M. M. (1993a), Chapter 15 (462-495)


5/2/17 DBT Case Examples


5/9/17 Reserve for make-up class if necessary

Departmental and University Policies:

Unless otherwise noted all formal written work should use the Style Sheet of the American Psychological Association. See: http://apastyle.apa.org/ (full access via Login to Rutgers University Libraries home page: http://www.libraries.rutgers.edu)

Disabilities. Students with disabilities who qualify for reasonable accommodations may arrange for these through the Office of Disability Services, Kreeger Learning Center, 151 College Avenue; dfoffice@rci.rutgers.edu

Academic Integrity. Work submitted for this course must be your own. You are responsible for knowing and conforming to all professional and university standards. See: http://academicintegrity.rutgers.edu/students.shtml