



# LEWIS-CLARK STATE COLLEGE

## Social Work 410.01

### Introduction to Dialectical Behavioral Therapy

#### Course Information

Spring Semester 2023

Semester Hours: 3

Class Location: Online/Canvas LMS

#### Instructor Information

Instructor: Marti Reese, MA, MSW, LCSW

Instructor email: [mlreese@lcsc.edu](mailto:mlreese@lcsc.edu) (BEST method of contact)

Campus Office: Expedition Hall Room 16

Office Hours:

- 12-1 Tuesdays
- By appointment (If you would like to meet in person, appointments can be scheduled on Tuesdays)

#### Social Work Program Mission Statement

The mission of the Social Work program at Lewis-Clark State College is to prepare students for entry-level generalist practice within their chosen community. Our program is dedicated to meeting students' needs by providing in-person and online delivery options to promote success for all students. We are committed to the preparation of professional Social Workers by enhancing cognitive and affective processes, and instilling knowledge, skills, and values to serve the needs of individuals, families, groups, communities, and organizations.

The Program relies on a liberal arts foundation and draws on person-in-environment, ecological, and strengths-based perspectives. Through courses, field education, and student service activities the program prepares graduates to:

Provide competent services to promote social, economic, and environmental justice and advocate for human rights.

- Acknowledge the importance of human relationships and value the dignity and worth of the person.
- Practice respectfully with diverse populations, using a range of prevention and intervention methods, understanding the importance of enhancing the quality of life for all persons, locally and globally.
- Practice from a set of ethical principles inherent to the Social Work profession, including the recognition that professional development is a life-long learning process.
- Practice with integrity as professional Social Workers.

- Engage in meaningful scientific inquiry, practice-informed research, and research-informed practice.

**(Revised March 2022)**

### Course Description

This course is designed as an introduction to the underpinning theory and treatment components of Dialectical Behavioral Therapy as designed by Marsha M. Linehan. We will explore why and how DBT was developed and we will examine research that supports its use. We will explore client profiles and treatment structures that are most suitable for the successful implementation of DBT. Instruction will include an overview of the skills modules that are foundational to DBT and effective application of these modules, including some practice developing our own personal use of DBT skills.

Pre-requisite: Acceptance in Social Work Program or permission of the instructor.

### Purpose of the Course in the Curriculum

This is an elective course designed to introduce students to effective, evidence-based interventions commonly used with clients in social work settings. The information will provide an introduction to a treatment modality that targets biopsychosocial elements important to the social work perspective of person-in-environment. Attainment of this knowledge and practice of the skills introduced may promote self-growth as well.

### Core Competencies and Practice Behaviors

The Council on Social Work Educations sets educational standards for all accredited social work programs. As a result of the focus on competency-based education, the faculty has identified within the LCSC curriculum where the Social Work Core Competencies and Practice Behaviors are addressed. In your required text, you can review the 9 competencies and 31 practice behaviors that are addressed in this course. While these competencies and practice behaviors are not measured in this course, the knowledge, skills, and values required to perform them are introduced and/or reinforced. We will review these from time-to-time and at the end of the course we will reflect on how our learning has reinforced them in a final assignment.

### Expected Learning Outcomes

- Have an introductory understanding of DBT group and individual therapy
- Become familiar with populations that benefit from DBT
- Learn DBT Skills to use personally and professionally
- Gain introductory knowledge about DBT research and implementation
- Improve ability to use collaboration to enhance learning

*Important Note:* This class will be challenging. There is a lot of information to process along the way, so it may feel a bit chaotic or disorganized as you gain knowledge and expertise—especially when we begin learning DBT Skills. You will be participating as both a future provider and as a DBT consumer, which will add to the challenge. Please hang in there—you will get out of this class whatever you put into it, so if you can work through to the end, I believe you will find this a very rewarding experience.

Some personal issues may come up for you as you work through the material. I would encourage you to check in with a counselor, your professor, or someone you trust if you find yourself struggling emotionally with any of the work you do in the class. For class activities and assignments, please share information that you are comfortable sharing—you are not required to work on or disclose highly sensitive and/or deeply personal issues.

### Teaching Methods and Class Climate

The primary teaching approach in this class will be collaborative learning. Materials in the course will be presented through classroom lectures (voiced-over PP lectures will also be available on Canvas), reading material, and media presentations. You will be required to participate in pairs and/or groups as directed (DBT Teams)—it is up to you to follow through and manage communication with your partner(s). Assigned readings and topics for the week are outlined in the Calendar and on Canvas. Additional reading assignments or other tasks may be announced in each week's course content folder and/or class announcements through Canvas. Students will be responsible for all materials presented in the modules on Canvas.

Your classroom participation will consist of weekly classroom discussions and possible pop-quizzes. These discussions will generally be centered around assigned reading, lecture notes, and assignments we are working on in class. You may also do some group work in class. Frequent missed classes or other unprofessional behavior is likely to result in a lowered grade. While we will not always be formal in our classroom, you are expected to behave in a manner consistent with a developing professional.

Throughout participation in the LCSC BSW Program, students are evaluated on their personal and professional behavior or conduct as described in the Social Work Student Handbook. Please refer to the Handbook for further clarification. You can find a link to it on our [Social Work Department website](https://www.lcsc.edu/social-sciences/social-work/lewiston-program) (<https://www.lcsc.edu/social-sciences/social-work/lewiston-program>) at the bottom of the page. Click on “Student Handbook” to access the document.

Because of our commitment to social and economic justice, we are open to hearing all views and, when discussing politically charged subjects, all perspectives will be considered with a focus on critical thinking. Students are expected to be respectful of the opinions of others and willing to practice civil discourse.

### Required Course Materials

Linehan, M. M. (2015). *DBT Skills Training Manual* (2<sup>nd</sup> ed.). New York, NY: The Guildford Press.

Linehan, M. M. (2015). *DBT Skills Training Handouts and Worksheets* (2<sup>nd</sup> ed.). New York, NY: The Guildford Press.

Please also create an account at: [DBT Worksheets Online Access](https://www.guilford.com/companion-site/DBT-Skills-Training-Manual-Second-Edition/9781462516995) (<https://www.guilford.com/companion-site/DBT-Skills-Training-Manual-Second-Edition/9781462516995>) to access updates of the worksheets.

Additional readings will be provided through Canvas or the LCSC library (online).

Recommended: American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7<sup>th</sup> ed.). Washington, DC: A.P.A.

**You will need reliable access to a word processor, web browser (to use Canvas) and email to succeed in this course. Please be sure you have all equipment necessary for typing, printing, and emailing required assignments.**

***Canvas LMS:** Coursework will be collected through Canvas, so please become familiar with the Canvas features and its help desk. Discussions and attendance will also be managed through Canvas.*

## General Course Policies and Accommodations

### Professional Classroom Expectations Policy

Definition of Classroom: Face-to-Face Classes, Zoom Sessions, Weekend Intensives, Discussion Boards, and/or Meetings (with Peers and/or Instructors)

Professional Social Workers are expected to be *on time, prepared, present, and engaged* when working with clients. Therefore, as developing professional Social Workers, you are expected to practice being *on time, prepared, present, and engaged* when enrolled in your classes (see definition of classroom above). These behaviors will be continuously assessed through use of the Rubric for Assessing Academic and Professional Behaviors and will significantly impact your academic and professional outcomes and preparation for a career in Social Work.

*(Developed in August 2022 to replace Attendance Policy)*

### Announcements & Email

The Announcement feature on Canvas is one way that I will communicate and provide feedback for the class, so pay attention to both Announcements on Canvas and your email. **You are responsible for any class/assignment information provided in Canvas Announcements or through email.**

### Professional Writing Standards

All printed work submitted to this professor should be prepared at a college standard of professional editing in accordance with the *Publication Manual of the American Psychological Association* (7<sup>th</sup> ed.) unless otherwise noted in the assignment. Therefore, allow sufficient preparation time for proofreading and correction of typos, misspellings, and grammatical errors. The reason for this expectation is that professionals are often judged based upon the quality of their written work. Carelessness in spelling and editing suggests that there will also be mistakes in the substance of the work. Therefore, written work, which has misspellings and other editing problems, may be graded down on this basis alone.

### Academic Honesty and Plagiarism

Students share with the faculty the responsibility for academic honesty and integrity. The College expects its students to do their own academic work. In addition, it expects active participation and

equitable contributions of students involved in group assignments. Violation of the Academic Integrity Statement, in whole or part, could result in an “F” grade for the course. The following acts of academic dishonesty are not acceptable:

- Cheating: using or attempting to use unauthorized materials, information, or study aids in any academic exercise (e.g., an exam).
- Fabrication: unauthorized falsification or invention of any information or citation in an academic exercise (e.g., a paper reference).
- Plagiarism: representing the words or ideas of another as one’s own in any academic exercise (e.g., failing to cite references appropriately or taking verbatim from another source).
- Facilitating academic dishonesty: helping or attempting to help another to commit academic dishonesty (e.g., allowing another to copy from your test or use your work).

In addition to action by the professor, all incidents may be reported to Student Affairs.

### Incompletes

Students are expected to complete all work before the final session of the class. Incompletes are not granted automatically. A grade of “I” may be assigned only in rare cases of serious illness, accident, or other catastrophic occurrences beyond the student’s control and only if the student has completed at least 80% of all coursework. It is the responsibility of the students to request an incomplete grade from the instructor before the end of the term. However, it is still up to the discretion of the teacher whether an incomplete will be granted. All work must be completed by the deadline specified by the instructor; otherwise the grade will become an “F.”

### Shared Agency and Client Information

In the classroom, students and professors will occasionally discuss clients and agencies. In these discussions, it is expected that information about clients and agencies should be disguised or eliminated if clients could be identified and that this information is to be held in confidence within the bounds of the Code of Ethics. You must disguise the identity of clients in written assignments including changing the name of the client. Acknowledge you have done so by placing an asterisk next to the name. For example, “I have a friend, Bob\*, who has dealt with a similar situation.”

### Disability Accommodations

In compliance with the Americans with Disabilities Act of 1990 and Section 504/508 of the Rehabilitation Act of 1973, Lewis-Clark State College provides accommodations to eligible students who experience barriers in the educational setting due to learning, emotional/mental, physical, visual, or hearing disabilities. Instructors will provide accommodations to students only after having received a Letter of Accommodation from the Student Counseling Center: Disability Services. If a student would like to request accommodations, he or she must contact the Student Counseling Center: Disability Services so that a Letter of Accommodation may be sent to the instructor. Students requesting accommodations must contact the Student Counseling Center: Disability Services at the beginning of each semester, 208-792-2211.

If course adaptations or accommodations are needed because of a disability, if you need to make the instructor aware of emergency medical information, or if you will need special arrangements in case of building evacuation, please contact the instructor by the 10<sup>th</sup> day of the semester.

## Assignment Policies, Descriptions, and Grading Scale

### Deadline for Submission of Assignments

Assignments are due as scheduled by the instructor. Typically, I will not grant extensions, but let me know you are having problems as soon as possible and sometimes rare exceptions can be made.

**Discussion Boards cannot be submitted late under any circumstances and will receive zero points if they are late.**

**Late Assignments:** Other than the Discussion Boards and Quizzes mentioned above, unless specified on the assignment, I will accept late work as long as I haven't finished grading the assignment for your particular section of the class. As tempting as this might make it for you to turn things in late, I recommend you plan on turning everything in on time. Sometimes I surprise even myself with my efficiency.

Any partner/group work requires that you coordinate schedules with others. I expect you to meet deadlines and work with your colleagues as professionals. If group work is assigned, that means it is a required component of the class, not something optional you can choose to do or not do. Please feel free to reach out to me if you are in a pair/group that is struggling with connecting and working together. In the case of group work, if you lack integrity regarding the submission of assignments, you are not just affecting your own grade, but also the grade of others in your class.

**Extensions:** You are welcome to talk to me about issues that you know of in advance and, when possible, I will accommodate your needs. This may include asking you to do assignments in advance rather than turning them in late. In most cases, you are better served to just **do the best you can and get an assignment in on time** than to ask for an extension.

### Rewriting Assignments

Rewrites are only allowed if it is part of the original assignment structure or if the instructor chooses to allow a second chance on an assignment you turned in on time but did not do correctly. This is entirely at the discretion of the instructor. Points awarded for rewrites are at the discretion of the instructor as well.

*The instructor reserves the right to waive one or more of the policies listed in this syllabus in rare but special circumstances.*

### Assignment Descriptions & Submission

Assignment descriptions and drop boxes will be available on Canvas. Any changes in assignments will be provided on Canvas through the Announcement feature. Submit your assignments on Canvas by their due date.

### An Important Note About Grades:

- Handouts, Worksheets, and other DBT practice exercises will not be collected or graded. However, they will provide important skill-building opportunities and will prepare you for future graded assignments.

- Most assignments will be graded based on how thoroughly/thoughtfully you complete them and if you followed directions. Keeping up on your reading and your DBT practice (worksheets, etc.) will make many assignments easier to complete. It is important to edit them as well, but they are less formal than other assignments.
- Papers will be graded based on the level of scholarship displayed in your work. Be sure to check rubrics for details.
- Grades are usually **very** good by the end of this class, so don't focus on the concept of a grade, but stay focused on learning the material and participating in the process. Do assignments and follow instructions to the best of your ability, and you **WILL** do well in this class!

**Group Work** is sometimes tricky, but really important in this class. It's important to have classmates to discuss assignments and classwork with, as this information will be very new to many of you. You will be assigned to a group (**DBT Team**) this semester for collaboration and assistance with semester papers and projects.

Any partner/group work requires that you coordinate schedules with others. I expect you to meet deadlines and work with your colleagues as professionals. If group work is assigned, that means it is a required component of the class, not something optional you can choose to do or not do. Please feel free to reach out to me if you are in a pair/group that is struggling with connecting and working together. In the case of group work, if you lack integrity regarding the submission of assignments, you are not just affecting your own grade, but also the grade of others in your class.

Not everyone loves group work, but we all have to learn how to work with others, so please go into this with a good attitude and willingness to learn and it should go pretty well for everyone.

### Assignment Descriptions & Submission

Assignment descriptions and drop boxes will be available on Canvas. Any changes in assignments will be provided on Canvas through the Announcement feature. Submit your assignments on Canvas by their due date.

### Semester Assignments

<u>Assignment</u>	<u>Points</u>
<b>Participation/Attendance</b>	15 x 10 (150)
<b>Initial Self-Analysis Paper</b>	100
<b>Final Self-Analysis Paper</b>	100
<b>Skills Practice Reflections</b>	5 x 25 (125)
<b>Article Review I: Diverse Populations</b>	50
<b>Article Review II: Preferred Population</b>	75
<b>Behavioral Goal Paper I</b>	25
<b>Behavioral Goal Paper II</b>	50
<b>DBT Team Meeting Plan Schedule</b>	50



DBT Team Check-in (1 & 2)	2 x 25 (50)
DBT Team Meeting Reports	9 x 20 (180)
Social Work Competency Review	45
<b>Total</b>	<b>1000</b>

### Grading Scale

A	93-100%
A-	90-92.9%
B+	87-89.9%
B	83-86.9%
B-	80-82.9%
C+	77-79.9%
C	73-76.9%
C-	70-72.9%
D	63-69.9%
F	62.9% and below

### Tentative Class Calendar

All of the assignments and due dates are listed on the calendar, so nothing should come as a surprise. However, it is possible that some things may change along the way. ***Modifications will be posted on Canvas and followed by an Announcement on Canvas. Be sure you are checking Announcements and Email daily.***

Please note the following textbook abbreviations for the calendar below: STM = *DBT Skills Training Manual*; HWB = *DBT Skills Training Handouts and Worksheets* book.

Date	Reading & Supplemental Materials	Assignments
Week 1 January 15	<ul style="list-style-type: none"> <li>Syllabus</li> <li>Tips for DBT Class</li> <li>STM: Preface; How to Use this Book; Chapter 1</li> <li>A Biosocial Developmental Model of BPD (Article)</li> <li>M.L. Therapist/Client Relationships Video</li> <li>M.L. Interview Video</li> </ul>	<ul style="list-style-type: none"> <li><b>Class Discussion</b></li> </ul>



Week 2 January 22	<ul style="list-style-type: none"> <li>• STM: Chapter 2 &amp; 3</li> <li>• DSM-V excerpt</li> <li>• Stages of Therapy Video</li> <li>• Canvas Group Tools</li> <li>• <i>Optional: Validation Video</i></li> <li>• <i>Optional: Contracts (Review)</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Class Discussion</b></li> <li>• DBT Teams Assigned by Instructor</li> <li>• <b>Review:</b> DBT Team Instructions</li> </ul>
Week 3 January 29	<ul style="list-style-type: none"> <li>• STM: Chapter 4</li> <li>• M. L. Difficult Clients Video</li> <li>• Dr. Gunderson Video</li> <li>• Mayo Clinic Video</li> <li>• Article of your choice from folder (for Article Review I: Diverse Populations)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Class Discussion</b></li> <li>• <b>Article Review I: Diverse Populations Due</b></li> <li>• <b>Review:</b> DBT Team Meeting Plan Instructions</li> </ul>
Week 4 Feb 5	<ul style="list-style-type: none"> <li>• STM: Chapter 5</li> <li>• Why DBT is an effective way to treat addiction (brief article)</li> <li>• Review Diary Cards: Think about how you might use them for your Behavioral Goal.</li> <li>• Diary Card Template</li> <li>• Diary Card Examples</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Class Discussion</b></li> <li>• <b>Initial Self-Analysis Due</b></li> <li>• <b>Behavioral Goal Paper I Due</b></li> <li>• <b>DBT Team Meeting Plan Due</b></li> </ul>
Week 5 Feb 12	<ul style="list-style-type: none"> <li>• STM: Chapter 6 (orientation)</li> <li>• HWB—as assigned</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Class Discussion</b></li> <li>• <b>Article Review II: Preferred Population Due</b></li> <li>• Assigned Handouts and Worksheets</li> <li>• Begin Meeting Weekly w/DBT Team</li> <li>• Diary Cards (begin using them)</li> </ul>
Week 6 Feb 19	<ul style="list-style-type: none"> <li>• STM: Ch 6 continued</li> <li>• STM: Preview Chapter 7</li> <li>• HWB—as assigned</li> <li>• DBT Assumptions #3</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Class Discussion</b></li> <li>• Assigned Handouts and Worksheets</li> <li>• <b>Skills Practice Reflection #1 (ch 6)</b></li> <li>• <b>DBT Team Meeting Report #1 (Due weekly, starting this week)</b></li> </ul>

Week 7 Feb 26	<ul style="list-style-type: none"> <li>• STM: Chapter 7</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Class Discussion</b></li> <li>• <b>DBT Team Meeting Report #2</b></li> <li>• <b>DBT Check-in 1 Due</b></li> </ul>
Week 8 March 5	<ul style="list-style-type: none"> <li>• STM: Chapter 7 continued</li> <li>• STM: Preview Chapter 10</li> <li>• HWB—as assigned</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Class Discussion</b></li> <li>• Assigned Handouts and Worksheets</li> <li>• <b>Skills Practice Reflection #2 (ch 7)</b></li> <li>• <b>DBT Team Meeting Report #3</b></li> </ul>
Week 9 March 12	<ul style="list-style-type: none"> <li>• STM: Chapter 10</li> <li>• HWB—as assigned</li> <li>• M.L. Radical Acceptance video</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Class Discussion</b></li> <li>• Assigned Handouts and Worksheets</li> <li>• <b>DBT Team Meeting Report #4</b></li> </ul>
Week 10 March 19	<ul style="list-style-type: none"> <li>• STM: Chapter 10 continued</li> <li>• STM: Preview Chapter 9</li> <li>• HWB—as assigned</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Class Discussion</b></li> <li>• Assigned Handouts and Worksheets</li> <li>• <b>Skills Practice Reflection #3 (ch 10)</b></li> <li>• <b>DBT Team Meeting Report #5</b></li> </ul>
BREAK March 26	Spring Break—No Classes	
Week 11 April 2	<ul style="list-style-type: none"> <li>• STM: Chapter 9</li> <li>• HWB—as assigned</li> <li>• Dr. J. Rosenberg: Unpleasant Feelings Video</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Class Discussion</b></li> <li>• Assigned Handouts and Worksheets</li> <li>• <b>DBT Team Meeting Report #6</b></li> <li>• <b>DBT Check-in 2 Due</b></li> </ul>
Week 12 April 9	<ul style="list-style-type: none"> <li>• STM: Chapter 9 continued</li> <li>• STM: Preview Chapter 8</li> <li>• HWB—as assigned</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Class Discussion</b></li> <li>• Assigned Handouts and Worksheets</li> <li>• <b>Skills Practice Reflection #4 (ch 9)</b></li> <li>• <b>DBT Team Meeting Report #7</b></li> </ul>

Week 13 April 16	<ul style="list-style-type: none"> <li>• Chapter 8</li> <li>• HWB—as assigned</li> <li>• IE: (DEAR MAN) Video</li> <li>• IE: Descriptions/Examples</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Class Discussion</b></li> <li>• Assigned Handouts and Worksheets</li> <li>• <b>DBT Team Meeting Report #8</b></li> </ul>
Week 14 April 23	<ul style="list-style-type: none"> <li>• Chapter 8 continued</li> <li>• HWB—as assigned</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Class Discussion</b></li> <li>• Assigned Handouts and Worksheets</li> <li>• <b>Skills Practice Reflection #5 (ch 8)</b></li> <li>• <b>Final DBT Team Meeting Report #9</b></li> </ul>
Week 15 April 30	<ul style="list-style-type: none"> <li>• Social Work Competencies</li> </ul> <p><b>Discussion:</b></p> <ul style="list-style-type: none"> <li>• Skills Re-cap</li> <li>• Self-Reflection/Progress and Pitfalls</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Class Discussion</b></li> <li>• <b>Behavioral Goal Paper 50II Due</b></li> <li>• <b>SW Competency Review Due</b></li> </ul>
Week 16 May 7	Finals Week <b>Final Self Analysis Due (Date TBA)</b>	
Weekly	Review all information provided in Canvas Modules each week!	