

New Course Request

Indiana University

Indianapolis Campus

Check Appropriate Boxes: Undergraduate credit Graduate credit Professional credit

1. School/Division Science / Psychology 2. Academic Subject Code PSY-I
3. Course Number 667 (must be cleared with University Enrollment Services) 4. Instructor Melissa Cyders
5. Course Title Dialectical Behavior Therapy for Borderline Personality Disorder
Recommended Abbreviation (Optional) Dialectical Behavior Therapy
(Limited to 32 Characters including spaces)

6. First time this course is to be offered (Semester/Year): Spring / 2011

7. Credit Hours: Fixed at 3 or Variable from _____ to _____

8. Is this course to be graded S-F (only)? Yes _____ No X

9. Is variable title approval being requested? Yes _____ No X

10. Course description (not to exceed 50 words) for Bulletin publication: P: PSY-I665 and PSY-I666 or consent of instructor. Spring. This course provides an overview of Dialectical Behavior Therapy (DBT), an approach developed by Dr. Marsha Linehan for treating clients with borderline personality disorder (BPD). The course will be in a seminar format. Students can expect to learn about the biosocial theory of BPD, the dialectical philosophy of which DBT is based, the cognitive-behavioral and mindfulness/acceptance-based strategies that are incorporated into DBT, how DBT programs are organized, and the empirical literature on the efficacy of DBT.

11. Lecture Contact Hours: Fixed at 3 or Variable from _____ to _____

12. Non-Lecture Contact Hours: Fixed at 0 or Variable from _____ to _____

13. Estimated enrollment: 15 of which 100 percent are expected to be graduate students.

14. Frequency of scheduling: every Spring Will this course be required for majors? No.

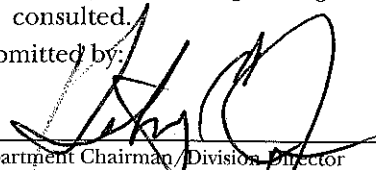
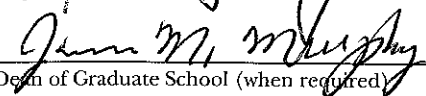
15. Justification for new course: See attached.

16. Are the necessary reading materials currently available in the appropriate library? Yes.

17. Please append a complete outline of the proposed course, and indicate instructor (if known), textbooks, and other materials.

18. If this course overlaps with existing courses, please explain with which courses it overlaps and whether this overlap is necessary, desirable, or unimportant.

19. A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of the new course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.

Submitted by:  Date 2/16/10
Department Chairman/Division Director
 Date 3/23/2010
Dean of Graduate School (when required)

Approved by: _____ Date _____
Dean

Chancellor/Vice-President Date _____

University Enrollment Services Date _____

After School/Division approval, forward the last copy (without attachments) to University Enrollment Services for initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.

PSY-I667 Dialectical Behavior Therapy for Borderline Personality Disorder

Instructor: Melissa A. Cyders, Ph.D.
Office: LD 120G
Office Hours: By appointment
Telephone: Office - (317) 274-6452
Email: mcyders@iupui.edu
Meeting Schedule:

Required texts:

- Linehan, M. M. (1993). *Cognitive-Behavioral Treatment of Borderline Personality Disorder*. New York: Guilford Press.
- Linehan, M. M. (1993). *Skills Training Manual for Treating Borderline Personality Disorder*. New York: Guilford Press.
- Additional readings are available on oncourse website.

Course Objectives

The purpose of this course is to provide an overview of Dialectical Behavior Therapy (DBT), an approach developed by Dr. Marsha Linehan for treating clients with borderline personality disorder (BPD). Students can expect to learn about the biosocial theory of BPD, the dialectical philosophy on which DBT is based, the cognitive-behavioral and mindfulness/acceptance-based strategies that are incorporated into DBT, how DBT programs are organized, and the empirical literature on the efficacy of DBT. We will also discuss other disorders for which DBT has been shown effective and related disorders and treatments for common comorbid problems with BPD. You will also learn to critically evaluate the literature on DBT. In other words, the class will focus on three main skills sets:

1. Developing a working knowledge base on the theory behind and the application of DBT for BPD
2. Developing an appreciation for the research support for DBT for multiple clinical populations
3. Critically evaluating the literature on the effectiveness of DBT
4. Appreciate comorbidity and complimentary interventions in the BPD population

Grading

Grades will be determined as follows:

Weekly class participation (including discussion of articles):	30%
Take-home final exam:	25%
Research paper:	30%
Student presentation of research paper:	15%

Final Course grades will follow the typical 98 – 100% = A+, 93 – 97% = A, 90-92 = A-, 88-89% = B +, 83 – 87% = B, 80-82% = B-

Weekly class participation

For each class, individuals will be assigned to prepare discussion questions, which will be distributed the week before the readings are assigned. This means that you will have to do some reading and thinking in advance if you are writing the discussion questions. These people should be prepared to lead a 30- to 45-minute discussion on the readings. The grade will be based on the thoughtfulness of the questions (i.e., the degree to which they integrate or develop ideas in the readings), effectiveness in stimulating participation and discussion, and leadership of class discussion. Also, even on days that you do not present, you should come to each class having done the readings and prepared to discuss them, particularly with reference to any discussion questions that were distributed.

Take home final exam

The take home final exam will be passed out on xxxx and will be due back to me by xxxxxx. The test will be open book/notes/internet and will cover a variety of topics covered during the course. The test will be in essay format and exam questions may be factual or theoretical in nature. They will cover readings, lecture materials, and in class discussions. You will be required to complete an academic integrity form when turning in your exam.

Research Paper and Presentation

Each student will be responsible for an empirical research paper on the use of DBT (or aspects of DBT, such as mindfulness only) for another psychological/medical problem. These can range from eating disorders, substance abuse, PTSD, marriage therapy, suicidal behavior, inpatients, suicidal adolescents, sexual abuse, pain management, or health coping. A related topic could be comparison of DBT with other treatments, such as psychopharmacology or emotion-focused treatment. Students must approve the topic with the professor by xxxxxx, and no student can share topics with another student. Research papers should include an introduction and background section summarizing the empirical literature for the use of DBT for the particular disorder. Then, the research paper should discuss limitations in our knowledge about DBT. Paper should also include a proposal for a research project that could help further establish the role of DBT for this related disorder. Papers should 10-20 pages (without reference and title page) and must be in APA format. Students will be required to do a 20 minute presentation on their findings during weeks 11-13 of the course. For the presentations, students will be required to choose 1-2 readings to distribute to the class at least one week before their scheduled presentation. Papers will be due on xxxx.

Course Readings/Schedule

Week 1

Introduction to DBT

- Chapter 1 in the Hardcover book
- Chapter 1 in Workbook

Woollaston, K., & Hixenbaugh, P. (2008). Destructive Whirlwind: nurses' perceptions of patients diagnosed with borderline personality disorder. *Journal of Psychiatric and Mental Health Nursing*, 15, 703-709.

Week 2

Treatment overview and efficacy evidence

- Chapter 4 in text
- Chapters 2, 3 in workbook

Lynch, T. R., Trost, W. T., Salsman, N. & Linehan, M. M. (2007). Dialectical behavior therapy for borderline personality disorder. *Annual Review of Clinical Psychology*, 3, 181-205.

Stepp, S. D., Epler, A. J., Jahng, S., & Trull, T. J. (2008). The effect of Dialectical Behavior Therapy skills use on Borderline Personality Disorder features. *Journal of Personality Disorders*, 22, 549-563.

Lynch, T. R., Chapman, A. L., Rosenthal, M. Z., Kuo, J. R., & Linehan, M. M. (2006). Mechanisms of change in dialectical behavior therapy: Theoretical and empirical observations. *Journal of Clinical Psychology*, 62, 459-480.

Cunningham, K., Wolbert, R., & Lillie, B. (2004). It's about me solving my problems: Clients' assessments of dialectical behavior therapy. *Cognitive and Behavioral Practice*, 11, 248-256.

Week 3

Dialectical and Biosocial underpinnings of treatment

- Chapters 2, 3 in text

Kuo, J. R., & Linehan, M. A. (2009). Disentangling emotion processes in Borderline Personality Disorder: Physiological and self-reported assessment of biological vulnerability, baseline intensity, and reactivity to emotionally evocative stimuli. *Journal of Abnormal Psychology*, 118, 531-544.

Selby, E. A., & Joiner, T. E. (2009). Cascades of emotion: The emergence of Borderline Personality Disorder from emotional and behavioral dysregulation. *Review of General Psychology*, 13, 219- 229.

Woodberry, K. A., Gallo, K. P., & Nock, M. K. (2008). An experimental pilot study of response to invalidation in young women with features of borderline personality disorder. *Psychiatry Research*, 157, 169-180.

Week 4

Behavioral Targets

- Chapters 5, 6 in text
- Chapter 5 in workbook

Week 5

Basic Treatment Strategies – core strategies and change procedures

- Chapters 7-11 in text

Week 6

Mindfulness Module

- Chapter 7 in workbook

Rosenthal, M. Z., Cheavens, J. S., Lejuez, C. W., & Lynch, T. R. (2005). Thought suppression mediates the relationship between negative affect and borderline personality disorder symptoms. *Behaviour Research and Therapy*, *43*, 1173-1185.

Baer, R. A., (2004). Mindfulness training as a clinical intervention: A conceptual and empirical review. *Clinical Psychology-Science and Practice*, *10*, 125-143.

Brown, K. W., Ryan, R. A., & Creswell, J. D. (2007). Mindfulness: Theoretical foundations and evidence for its salutary effects. *Psychological Inquiry*, *18*, 211-237.

Wupperman, P., Neumann, C. S., & Axelrod, S. R. (2008). Do deficits in mindfulness underlie borderline personality features and core difficulties? *Journal of Personality Disorders*, *22*, 466-482.

Week 7

Interpersonal effectiveness module

- Chapter 8 in workbook

Bray, S., Barrowclough, C., & Lobban, F. (2007). The social problem solving abilities of people with borderline personality disorder. *Behaviour Research and Therapy*, *45*, 1409-1417.

Drapeau, M., & Perry, J. C. (2009). The core conflictual relationship themes (CCRT) in borderline personality disorder. *Journal of Personality Disorders*, *23*, 425-431.

Week 8

Emotion regulation module

- Chapter 9 in workbook

Rizvi, S. L. & Linehan, M. M. (2005). The treatment of maladaptive shame in borderline personality disorder: A pilot study of "opposite action." *Cognitive and Behavioral Practice*, *12*, 437-447.

Chambers, R., Gullone, E., & Allen, N. B. (2009). Mindful emotion regulation: An integrative review. *Clinical Psychology Review*, *29*, 560-572.

Glenn, C. R., Klonsky, E.D. (2009). Emotion dysregulation as a core feature of borderline personality disorder. *Journal of Personality Disorders*, *23*, 20-28.

Week 9

Distress tolerance Module

- Chapter 11 in workbook

Gratz, K. L., Rosenthal, M. Z., Tull, M. T., Lejuez, C. W., & Gunderson, J. G. (2006). An experimental investigation of emotion dysregulation in borderline personality disorder. *Journal of Abnormal Psychology, 115*, 850-855.

Simons, J. S., & Gaher, R. M. (2005). The distress tolerance scale: Development and validation of a self-report measure. *Motivation and Emotion, 29*, 83-102.

Week 10

Special issues – specific skills and crisis/suicidal/self-harm behavior strategies

- Chapters 14-15 in text

Horne, O., & Csipke, E. (2009). From feeling too little and too much, to feeling more and less? A non paradoxical theory of the functions of self-harm. *Qualitative Health Research, 19*, 655-667.

Klonsky, E. D. (2007). The functions of deliberate self-injury: A review of the evidence. *Clinical Psychology Review, 27*, 226-239.

Ben-Porath, D. D., & Koons, C. R. (2005). Telephone coaching in dialectical behavior therapy: A decision-tree model for managing inter-session contact with clients. *Cognitive and Behavioral Practice, 12*, 448-460.

Week 11

Common comorbid disorders and their appropriateness for DBT

Student presentations of their research papers

Week 12

Common comorbid disorders and their appropriateness for DBT

Student presentations of their research papers

Week 13

Common comorbid disorders and their appropriateness for DBT

Student presentations of their research papers

Week 14

Is DBT a “master therapy?”

Rusch, N, et al., (2008). Predictors of dropout from inpatient dialectical behavior therapy among women with borderline personality disorder. *Journal of Behavior Therapy and Experimental Psychiatry, 39*, 497-503.

Gregory, R., J., & Remen, A. L. (2008). A manual-based psychodynamic therapy for treatment-resistant borderline personality disorder. *Psychotherapy, 45*, 15-27.

Clarkin, J. F., Levy, K. N., Lenzenweger, M. F., & Kernberg, O. F. (2007). Evaluating three treatments for borderline personality disorder: A multiwave study. *American Journal of Psychiatry*, 164, 922- 928.

Week 15

Assessing BPD symptoms

Pfohl, B., Blum, N., John, D. S., McCormick, B., Allen, J., & Black, D. W., (2009). Reliability and validity of the Borderline evaluation of severity over time (BEST): A self-rated scale to measure severity and change in persons with Borderline Personality Disorder. *Journal of Personality Disorders*, 23, 281-293.

Bohus, M., et al. (2009). The short version of the Borderline Symptom List (BSL-23): Development and initial data on psychometric properties. *Psychopathology*, 42, 32-39.

Jacobo, M. C., Blais, M. A., Baity, M. R., & Harley, R. (2007). Concurrent validity of the Personality Assessment Inventory borderline scales in patients seeking dialectical behavior therapy. *Journal of Personality Assessment*, 88, 74-80.

Linehan, M. M., Comtois, K. A., Brown, M. Z., Heard, H. L., & Wagner, A. (2006). Suicide Attempt Self-Injury Interview (SASII): Development, reliability, and validity of a scale to assess suicide attempts and intentional self-injury. *Psychological Assessment*, 18, 303-312.

Week 16

Limitations to DBT

Schell, K. R. (2000). The empirical basis of dialectical behavior therapy: Summary, Critique, and implications. *Clinical Psychology: Science and Practice*, 7, 68-86.

Herschell, A. D., Kogan, J. N., Celedonia, K. L., Gavin, J. G., & Stein, B. D. (2009). Understanding community mental health administrator's perspectives on Dialectical Behavior Therapy implementation. *Psychiatric Services*, 60, 989-992.

Hopwood, C. J. (2006). Brief treatments for borderline personality. *Clinical Psychology and Psychotherapy*, 13, 269-283.

Accommodations

If you require special accommodations in this course, please inform the instructor at the beginning of the semester. If you fail to do so, special accommodations might not be possible during the course.

If you need any special accommodations due to a disability, please contact Adaptive Educational Services at (317) 274-3241. The office is located in Taylor Hall Room 137.

Late assignments, class attendance, and plagiarism

Late assignments will be penalized 10% each day they are late. Assignments will not be accepted after 7 days late and will result in a score of 0 on that assignment. If you have to miss a class, please inform the instructor ahead of time to avoid penalty to your participation grade. If you have to miss class on a day when you are assigned to be the discussion leader, you must find a classmate to take your place or you will receive a 0 in class discussion; you must provide official documentation for you missed class according to university guidelines. Plagiarism will not be tolerated in this course and will result in a score of zero for that assignment, without the ability to make up the points.

Academic Misconduct

*(Taken from Academic Handbook, 2008
and the Code of Student Rights, Responsibilities, and Conduct)*

<http://www.indiana.edu/~deanfac/acadhbkb/>

<http://www.iupui.edu/code/>

The Academic Handbook states that faculty members have the responsibility of fostering the "intellectual honesty as well as the intellectual development of students....The faculty member should explain clearly the meaning of cheating and plagiarism as they apply to the course....Should the faculty member detect signs of plagiarism or cheating, it is his or her most serious obligation to investigate these thoroughly, to take appropriate action with respect to the grades of students, and in any event to report the matter to the Dean of Students. The necessity to report every case of cheating, whether or not further action is desirable, arises particularly because of the possibility that this is not the student's first offense, or that other offenses may follow it. Equity also demands that a uniform reporting practice be enforced; otherwise, some students will be penalized while others guilty of the same actions will go free." (p. 200).

Academic Misconduct: (from the Code of Student Rights, Responsibilities, and Conduct)

1. Cheating: A student must not use or attempt to use unauthorized assistance, materials, information, or study aids in any academic exercise, including, but not limited to, the following:

- a. A student must not use external assistance on any "in-class" or "take-home" examination, unless the instructor specifically has authorized external assistance. This prohibition includes, but is not limited to, the use of tutors, books, notes, and calculators.
- b. A student must not use another person as a substitute in the taking of an examination or quiz.
- c. A student must not steal examinations or other course materials.
- d. A student must not allow others to conduct research or to prepare work for him or her without advance authorization from the instructor to whom the work is being submitted. Under this prohibition, a student must not make any unauthorized use of materials obtained from commercial term paper companies or from files of papers prepared by other persons.

e. A student must not collaborate with other persons on a particular project and submit a copy of a written report which is represented explicitly or implicitly as the student's individual work.

f. A student must not use any unauthorized assistance in a laboratory, at a computer terminal, or on field work.

g. A student must not submit substantial portions of the same academic work for credit or honors more than once without permission of the instructor to whom the work is being submitted.

h. A student must not alter a grade or score in any way.

2. Fabrication: A student must not falsify or invent any information or data in an academic exercise including, but not limited to, records or reports, laboratory results, and citations to the sources of information.

3. Plagiarism: A student must not adopt or reproduce ideas, words, or statements of another person without appropriate acknowledgment. A student must give credit to the originality of others and acknowledge indebtedness whenever he or she does any of the following:

a. Quotes another person's actual words, either oral or written;

b. Paraphrases another person's words, either oral or written;

c. Uses another person's idea, opinion, or theory; or

d. Borrows facts, statistics, or other illustrative material, unless the information is common knowledge.

4. Interference

a. A student must not steal, change, destroy, or impede another student's work. Impeding another student's work includes, but is not limited to, the theft, defacement, or mutilation of resources so as to deprive others of the information they contain.

b. A student must not give or offer a bribe, promise favors, or make threats with the intention of affecting a grade or the evaluation of academic performance.

Faculty Action

If a faculty member has information that one of his/her students committed an act of academic misconduct, the faculty member is required to hold an informal conference with the student. The conference should be prompt and private. If the faculty member concludes that the student is responsible for the misconduct, then the faculty member is authorized to impose an appropriate academic sanction (i.e., lower or failing grade on the assignment, assessing a lower or failing grade for the course).

After reporting the information to the Dean of Students, he/she will review the information to determine if additional sanctions should be applied.

Sanctions are outlined in the Code of Student Rights, Responsibilities, and Conduct. This document appears on the web at the following address: <http://www.iupui.edu/code/>.

Policy on Student Academic Misconduct

Faculty are required to report all incidents of academic misconduct to the Dean of Students. For information about policies and procedures, including due process requirements, see the Code of Student Rights, Responsibilities, and Conduct, especially part III: Student Misconduct and Part IV: Student Disciplinary Procedures. The code is accessible on the Internet at <http://www.iupui.edu/code/>.