

DBT Essentials (Dialectical Behaviour Therapy)

Instruction in the Key Components of DBT for those who want to add them to their repertoire without necessarily becoming a 'DBT Therapist', and for those thinking of taking the first step in becoming a specialised DBT therapist.

A 3-day course for 6-15 people.

Executive Summary:

DBT brings together a series of skills and techniques which are powerful and well chosen ones, for working with personality disorder as well as in other areas. Many people want to familiarise themselves with these skills without necessarily becoming a DBT therapist exclusively, and this 3-day course is for you if you are one of those people as well as if you are thinking of taking the first step in becoming a DBT therapist. As well as covering the 'overall concept of DBT', it covers its 'essential elements', namely the concepts of: Validation; Metaphor; Relentless Problem Solving; and Contingency Management, and the skills of: Mindfulness; Distress Tolerance; Interpersonal Effectiveness; and Emotional Regulation.

Who should attend:

People who attend this course normally fall into one of two categories:

1. Professionals who see patients in 1:1 treatment settings, have a significant degree of clinical skill, and wish to add DBT techniques to their repertoire.
2. 'Whole teams' (either in inpatient or community settings) seeking to develop a common approach.

The professional affiliations of people attending this course include: mental health/psychiatric nurses, social workers, occupational therapists, clinical psychologists, psychiatrists, probation officers and others working in a variety of settings including: Adult Mental Health, Children and Adolescents, Older People, Substance Misuse, Forensic, Learning Disability, and Brain Injury.

In three days you will cover a great deal:

Validation.

- Definition of validation, and why it is important.
- Validation and its dialectical balance with problem solving and change strategies.
- Linehan's Biopsychosocial model of Borderline Personality Disorder, and how validation fits in with it.
- The implication of invalidating environments for a child, and for the adult.

- What constitutes an invalidating environment, including 'ideal' environments ... and a validating one, including how to create it.
- Exercises on creating validating responses to specific statements.
- Different ways of validating.
- Using validation in your own situation.

Metaphors.

- How metaphors work and why we should use them.
- 6 Examples of metaphors.
- 4 Metaphors you can use repeatedly, for common problem situations.
- General principles of metaphors, including visual metaphors.
- Metaphors exercise.
- A case example, to illustrate the use of validation and metaphor.

Relentless problem solving.

- The five stage problem solving strategy.
- Forms for clients (and you) to use with problem solving.
- Problem solving exercise.
- Personal experience of problem solving: exercise.

Contingency management.

- Video demonstration of differential reinforcement in a clinical setting.
- The nature of contingency management and how it interacts with the conscious or unconscious motivations of the client.
- Behavioural analysis, especially as a response to severe behaviour such as parasuicidal behaviour.

Continued overleaf.

To discuss or place an order call **0116 241 8331** or email office@apt.ac

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- Chain analysis and solution analysis.
- Case example.

Emotion-regulation exercise, especially including the focus on biological elements such as: sleep, exercise, illnesses, circadian rhythm.

Interpersonal effectiveness exercise. To be effective interpersonally proves to be a key skill, and the research evidence is impressive on this. It is therefore one of the four skills taught in DBT, addressing frequent interpersonal issues.

Mindfulness.

- A definition and description of mindfulness and the best purposes it can fulfil.
- Kabat-Zinn's descriptions of mindfulness.
- Mindfulness and its role in balancing 'the emotional mind' with 'the reasonable mind' to achieve 'the wise mind'.
- The three 'What' skills of mindfulness.
- The three 'How' skills of mindfulness.
- Mental Health problems to which mindfulness can be applied.
- An on-going introspective exercise in mindfulness.

Distress tolerance.

- 'Distraction behaviours' that may be used to contradict and neutralise distress.
- 'Radical' distress tolerance: doing nothing. How to do nothing: the fact of this turning out to be an effective approach for many people, and the theory behind it.

Walking the Middle Path.

- What this means, why it is important, and an overview of some of the exercises involved.

Other important therapist-skills in DBT.

- Telephone support and other ways of helping patients apply the skills they learn 'in the classroom' to their real lives.
- Chaining: how to analyse the chain of events that led up to 'an incident', highlight the points at which the patient could behave differently the next time something similar occurs, and optimise the chances of them doing so.
- How to order competing priorities: deciding which of several severe problems to tackle first.
- Life-threatening behaviours, therapy-threatening behaviours, and behaviours that interfere with the quality of life.
- The patient-therapist agreement - our role in it.
- Assumptions we can make about the patient - and those we can't.

What this course will do for you:

1. You will have the feeling of knowing what DBT is all about, and understanding it.
2. You will be able to create validating environments – environments that make people feel good.
3. You will be able to validate other people – to have them feel as though you are on the same wavelength as they are.
4. You will be able to quickly have people 'see things differently'.
5. You will be able to (help people to) solve problems.
6. You will be able to respond to people who have just done very severe behaviours in a way which is caring yet does not reinforce the severe behaviour.
7. You will be able to (help people to) bring some sense of order and predictability to emotions.
8. You will have the chance to begin practising mindfulness.
9. You will be able to (help others to) tolerate distress much better. Not to allow distress to get into a 'vicious spiral'.
10. You will be able to order competing priorities amongst several 'top priorities'.

Delegates' Feedback

Average presentation rating: **97%**



Average relevance rating: **96%**



Written Feedback:

"I rarely get anything out of the training that I attend. I can honestly say this course has been an epiphany. I think this is essential training for anybody working in a mental health setting."

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