

2026 UW DBT Comprehensive Training Syllabus

Workshop

Mondays, 9:00am – 4:30pm, Via Zoom

Date	Topic	Speaker	Reading / Homework
07/13	Introduction to DBT theory, structure, major strategies	Kate Comtois, PhD, MPH	<ul style="list-style-type: none"> Text Ch. 1-4* Optional: Text Ch. 5-6
07/20	Specific concepts and strategies related to DBT including orientation, commitment, suicide intervention, & observing limits	Adam Carmel, PhD	<ul style="list-style-type: none"> Text Ch. 14, 15 and pg. 281-291 Optional: Text Ch. 9 and 10

Seminar Series

Mondays, 8:30am-10:00am, Via Zoom

#	Date	Topic	Speaker <i>Subject to Change</i>	Reading / Homework
1	7/27	Skills Training: Mindfulness	Adam Carmel, PhD	<ul style="list-style-type: none"> Text: pg. 329-343, Skills Manual: Part 1 & Ch. 7 Workbook: Mindfulness Skills (pg. 45-107) Optional: Check out Mindfulness Exercises for DBT Therapists
2	8/03	Skills Training: Distress Tolerance	Robyn Metcalfe, PhD	<ul style="list-style-type: none"> Skills Manual: Distress Tolerance Workbook: Distress Tolerance
3	8/10	Skills Training: Emotion Regulation	Freda Liu, PhD	<ul style="list-style-type: none"> Skills Manual: Emotion Regulation Workbook: Emotion Regulation
				<p>Formal Assignment Due in Canvas:</p> <ul style="list-style-type: none"> Therapist Diary Cards
4	8/17	Skills Training: Interpersonal Skills	Shannon Sorenson, PhD	<ul style="list-style-type: none"> Skills Manual: Interpersonal Skills Workbook: Interpersonal Skills
5	8/24	Didactic, insight, orienting, & commitment strategies	Miriam Rubenson, PhD	<ul style="list-style-type: none"> Text: pg. 265-291

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6	8/31	Treating In Session Therapy Behavior	Kate Comtois, PhD, MPH	Chapters 1-9 from: Tsai, M., Kohlenberg, R. J., Kanter, J. W., Holman, G., & Plummer, L. M. (2012). Functional analytic psychotherapy: Distinctive features. Taylor & Francis Group.
7	9/7 No live session	Asynchronous Review of pre-recorded presentation on Case Management	Jon Reeves, PhD	<ul style="list-style-type: none"> Text: Ch. 13
8	9/14	Phone Coaching	Andrew Fleming, PhD	<ul style="list-style-type: none"> Text: pg. 104, 188-190, 497-504 Article: Errors Made by Therapists Providing Telephone Consultation (Manning, 2011)
9	9/21	Behavioral Analysis II and Solution Analysis	Hilary Mead, PhD	<ul style="list-style-type: none"> Text: pg. 97-98, 173-186, 276-278, 289-290 Article: Conducting Effective Behavioral and Solution Analyses (Landes, 2018)
10	9/28	Contingency Management & Observing Limits	Jon Reeves, PhD	<ul style="list-style-type: none"> Text: Ch. 10 Optional: Don't Shoot the Dog (Pryor, 2006)
11	10/5	Exposure	Nicole Stettler, PhD	<ul style="list-style-type: none"> Text: pg. 343-358 Exposure therapy for anxiety principles and practice (Abramowitz et al., 2012) Ch. 1, 2, 6, & 5
12	10/12	Dialectical Strategies	Grace Gu, PhD	<ul style="list-style-type: none"> Text: Ch. 7 Optional: Dialectics in Cognitive & Behavioral Therapy (Fruzzetti, 2009)
13	10/19	Cognitive Modification	Adam Kuczynski, PhD	<ul style="list-style-type: none"> Text: pg. 117-119, 423-434
14	10/26	Case Formulation I	Kate Comtois, PhD, MPH	<ul style="list-style-type: none"> Text: Ch. 1-3
15	11/2	Secondary Targets	Adam Carmel, PhD	<ul style="list-style-type: none"> Text: pg. 66-94 and 160-164
16	11/9 No Live Session	Asynchronous Review of pre-recorded presentation on Adolescent DBT	Kyrill Gurtovenko, PhD	<ul style="list-style-type: none"> Text: Chap 8, 9, & 10 (Ch 5 optional) Article: DBT Skills Manual for Adolescents (Rath's & Miller, 2015)

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				<ul style="list-style-type: none"> Article: Efficacy of DBT for Adolescents at High Risk for Suicide (McCauley et al 2018)
17	11/16	Case Formulation II	Kate Comtois, PhD, MPH	<ul style="list-style-type: none"> Text Ch. 1-3, Article: Case Formulation in DBT (Koerner & Linehan, 1997)
				Have case formulation for class
18	11/23	Stylistic Strategies	Alisa Breetz, PhD	<ul style="list-style-type: none"> Text: Ch. 12
19	11/30	Validation II	Ashley Connors, LICSW	<ul style="list-style-type: none"> Text: Ch. 8 Article: Validation & Psychotherapy (Linehan, 1997)
20	12/7	DBT Consultation Team	Lily Assaad, PhD	<ul style="list-style-type: none"> Text: pg. 117-119, 423-434
				Formal Assignment Due in Canvas: Peer Review Case Formulation
21	12/14	Integrating DBT Principles & Strategies	Adam Carmel, PhD	Formal Assignment Due 12pm in Canvas: Online closed and open book exam

Readings & Homework

Readings and homework are due before a session. All readings are made available on Canvas except for the required texts below. These can be purchased at the UW Bookstore, Amazon, and sometimes checked out from the UW Library.

*Required Texts

- “Text” refers to: Linehan, M. M. (1993). Cognitive-behavioral treatment of borderline personality disorder. New York: Guilford.
- “Skills manual” refers to: Linehan (2014) DBT® Skills Training Manual Second Edition

Select Additional Readings

1. Linehan (2014) DBT® Skills Training Handouts and Worksheets Second Edition
2. Hahn, T. N. (1976). The miracle of mindfulness. Boston: Beacon Press.
3. Pryor, K. (2006). Don't shoot the dog! The new art of teaching and training (revised edition). New York: Bantam.
4. Hall, K. (2013) Mindfulness Exercises for DBT Therapists
5. Abramowitz, J. S., Deacon, B. J., Whiteside, S. P. H. (2011) Exposure Therapy for Anxiety: Principles and Practice (1st Edition). New York: Guilford
6. Miller, A. L. Rathus, J. H. & Linehan, M. M. (2007) Dialectical Behavior Therapy With Suicidal Adolescents New York: Guilford

Expectations

We recognize that completing this seminar is a big commitment and happening outside of regular work hours. To help support commitment and success, and to provide first-hand experience with the behavior principles used in DBT, this seminar will be conducted with expectations like those of DBT skills training groups.

Expectations are adapted from Linehan's (2015) Skills Training Workbook (p. 12):

1. Participants cannot drop out of the seminar. The only way out is to miss 4 consecutive sessions. In the meantime, seminar facilitator(s) will reach out to participants to troubleshoot barriers to attendance and participation.
2. Participants will email CSPARtrainings@uw.edu if they are going to be late or absent as a courtesy (*these notifications do not excuse absences*; 4-miss rule applies to missing for any reason).
3. Participants who join the seminar support each other in their learning.
 - Sign-on or arrive on time and stay the entire session.
 - Participate fully during the seminar by answering presenter questions, joining group discussions and in-session small group activities (and minimizing offline distractions).
 - Keep your video on throughout the seminar so you are visible to the presenter and participants. (If you are neither visible nor interactive through an entire session, it will count as a miss).
 - Make every effort to come prepared to include completing readings and homework. If you have questions about seminar handouts/notes or the homework each week - check in Canvas or consult with your fellow participants before emailing CSPARtrainings@uw.edu to inquire.

Grading

Canvas assignments are labeled as “Formal” or “Informal”. Formal assignments are homework we are tracking on their completion. Informal assignments are those that benefit your learning and practice, but we will not track on their completion. Homework assignments and exams are self-graded to promote learning.

No grade or course credit is awarded for this training. Upon training completion, you will receive a letter summarizing the training and your participation and achievement. This letter will stand as adequate documentation for most DBT-related jobs.