

DBT Practicum Handbook At California Lutheran University

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Preface

This is the very first part of the book.

Chapter 1

Introduction

You can label chapter and section titles using `{#label}` after them, e.g., we can reference Chapter 1. If you do not manually label them, there will be automatic labels anyway, e.g., Chapter 3.

Figures and tables with captions will be placed in `figure` and `table` environments, respectively.

```
par(mar = c(4, 4, .1, .1))
plot(pressure, type = 'b', pch = 19)
```

Reference a figure by its code chunk label with the `fig:` prefix, e.g., see Figure 1.1. Similarly, you can reference tables generated from `knitr::kable()`, e.g., see Table 1.1.

```
knitr::kable(
  head(iris, 20), caption = 'Here is a nice table!',
  booktabs = TRUE
)
```

You can write citations, too. For example, we are using the **bookdown** package (?) in this sample book, which was built on top of R Markdown and **knitr** (Xie, 2015).

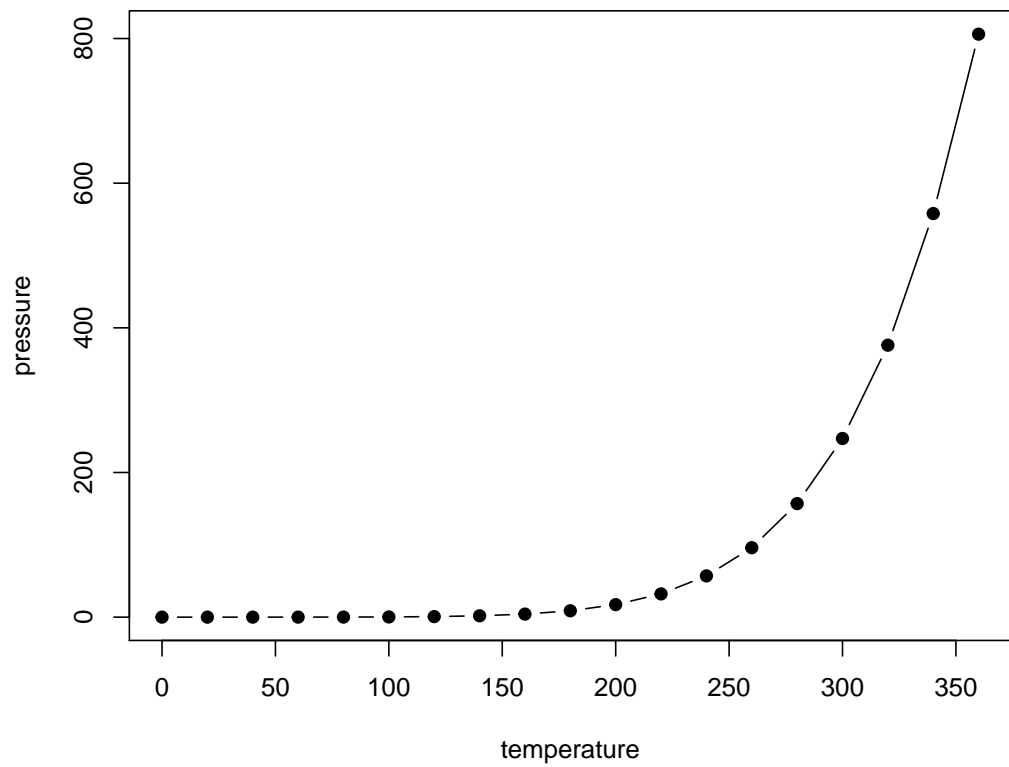


Figure 1.1: Here is a nice figure!

Table 1.1: Here is a nice table!

Sepal.Length	Sepal.Width	Petal.Length	Petal.Width	Species
5.1	3.5	1.4	0.2	setosa
4.9	3.0	1.4	0.2	setosa
4.7	3.2	1.3	0.2	setosa
4.6	3.1	1.5	0.2	setosa
5.0	3.6	1.4	0.2	setosa
5.4	3.9	1.7	0.4	setosa
4.6	3.4	1.4	0.3	setosa
5.0	3.4	1.5	0.2	setosa
4.4	2.9	1.4	0.2	setosa
4.9	3.1	1.5	0.1	setosa
5.4	3.7	1.5	0.2	setosa
4.8	3.4	1.6	0.2	setosa
4.8	3.0	1.4	0.1	setosa
4.3	3.0	1.1	0.1	setosa
5.8	4.0	1.2	0.2	setosa
5.7	4.4	1.5	0.4	setosa
5.4	3.9	1.3	0.4	setosa
5.1	3.5	1.4	0.3	setosa
5.7	3.8	1.7	0.3	setosa
5.1	3.8	1.5	0.3	setosa

Chapter 2

Literature

Here is a review of existing methods.

Chapter 3

Methods

We describe our methods in this chapter.

Chapter 4

DBT Skills Training Tips

The following is content that can be included in the teaching portion of your class. Feel free to use any of the ideas in your agenda. The majority of material is taken directly from the teaching manual. I do my best to adhere to the following points:

1. Context through which the skill is being taught.
2. In-Class Demonstrations
3. Homework Assignments
4. Random Tips

4.1 Distress Tolerance

4.1.1 Handout DT1: Goals

Survive Crisis Situations Backstory: In the urgency of the moment, we want to solve the problem. At the same time, in solving the problem we are vulnerable to saying or doing things that we could regret or make things worse.

- Highlights that the problem is valid. You're upset for a reason.
- When we try to solve problems in an emotional state what can happen?
- Problem remains with additional problems to solve.
- Elicit Examples.

4.2 Emotion Regulation

4.3 Mindfulness

4.4 Interpersonal Effectiveness

Chapter 5

Final Words

We have finished a nice book.

Bibliography

Xie, Y. (2015). *Dynamic Documents with R and knitr*. Chapman and Hall/CRC, Boca Raton, Florida, 2nd edition. ISBN 978-1498716963.