

Struggling to Connect: Addiction, Attachment, and the Self

With the exponential increase in opioid overdose over the past 20 years, the need to understand substance use disorders and the multiple components of addiction is more critical than ever. Substantial advances have been made toward understanding the psychological and neurochemical mechanisms involved in the development of substance dependence and addiction, behavioral and emotional effects experienced by the individual and families, and approaches to treatment. Despite these advances, practitioners and researchers across multiple disciplines have an incomplete understanding of the effective treatment methods for substance use disorders and addiction.

One common theme across disciplines is the role of attachment and the disruptions and distortions of attachment that contribute to and develop from addiction or addictive behaviors. Psychoanalysis, in particular, has developed a deep knowledge of the role of attachment in healthy psychological development. This interdisciplinary symposium intends to bring clinicians and researchers together to explore the various bio-psychosocial treatment approaches to addiction and recovery. It will focus on examining attachment and addiction from multiple perspectives, including contemporary psychoanalysis, neurobiology, trauma, family systems, and Tibetan Buddhism.

The symposium will be of interest to advocates, practitioners, and researchers in multiple disciplines. We invite individuals, family members, and adult children impacted by substance use to engage us in this interdisciplinary dialogue. The proposed format for this symposium begins with an evening session including a key note speaker and an opportunity to socialize, followed by a full day meeting with paper and panel presentations and discussions.

Location Emory University Brain Health Center, Training Rooms A & B
12 Executive Park Drive, Atlanta, GA 30327

Sponsored by: Emory University Psychoanalytic Institute with a donation from Catherine Shropshire Hardman, Emory Department of Psychiatry & Behavioral Sciences

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Continuing Education Provided by: The Georgia Clinical Society for Social Work (8), Georgia Licensed Professional Counselors (7), The American Psychoanalytic Association (8), and The Georgia Psychological Association (6.5)

Friday Program Schedule

5:30-7:00 pm

Registration and Reception

7:00-9:00 pm

Keynote Presentation (2 CE)

Linda Mayes, M.D.

“Neural and Psychological Dynamics of Adults’ Transition to Adulthood and their implications in addiction.”

Moderated by Sarah Yip, Ph.D.

Becoming a parent marks a unique developmental period in adulthood, accompanied by significant neurobiological and psychological changes that underscore sensitive and adaptive caretaking. Critically the emerging relationship with the child may serve to shape the neurobiological changes accompanying parenthood, predicting important differences in the neural response to infant expressions of affect both within parents (mothers and fathers) across the postpartum period, as well as more generally between parents and non-parents (men and women). In this presentation, we review the emerging human neuroscience work that has begun to examine how the brain and mind change with becoming a parent, highlighting the implications for our understanding of parenting and especially in circumstances of parental addiction. Specifically discussed will be how the neural circuitry underlying the transition to parenthood overlaps with the circuitry involved in addiction and how addiction may compromise parenting.

LEARNING OBJECTIVES:

Following this talk, the learner will be able to:

1. Explain the public health significance of maternal addiction and the impact on the broader family system
2. Describe the neurobiological systems that support parenting and are affected by addiction
3. Demonstrate how addressing parenting in the context of addiction may also impact drug use, that is, how understanding parenting and addiction facilitates novel intervention approaches

1. Rutherford, HJV, Maupin, A. N., Landi, N., Potenza, M.N., & Mayes, LC. (2017). Parental Reflective Functioning and the neural correlates of processing infant affective cues. *Social Neuroscience*, 12(5), 519-529.

2. Rutherford HJV, Williams, S., Moy, S. Mayes, LC, Johns, J. (2011). Disruption of maternal parenting circuitry by addictive process: rewiring of reward and stress systems. *Frontiers in Psychiatry*, 2, 37.
3. Rutherford HJV, Potenza MN, Mayes LC. (2012). The neurobiology of addiction and attachment. In: Suchman NE, Pajulo M, Mayes LC, editors. *Parents and substance addiction: Developmental approaches to intervention*. New York: Oxford University Press.
4. Rutherford HJV, Williams SK, Moy S, Mayes LC, Johns JM. (2011). Disruption of maternal parenting circuitry by addictive process: rewiring of reward and stress systems. [Review] *Frontiers in Psychiatry*. 2
5. Sadler LS, Slade A, Mayes LC. (2006). *Minding the Baby: A mentalization based parenting program*. In: Allen JG, Fonagy P, editors. *Handbook of mentalization based treatment*. New York: John Wiley and Sons.
6. Shonkoff JP, Boyce WT, McEwen BS.(2009). Neuroscience, molecular biology, and the childhood roots of health disparities: Building a new framework for health promotion and disease prevention. *JAMA*. 301:2252–2259.

ABOUT LINDA MAYES, M.D.

Linda Mayes, M.D. is the Arnold Gesell Professor of Child Psychiatry, Pediatrics, and Psychology and Director of the Yale Child Study Center. She is also Special Advisor to the Dean in the Yale School of Medicine. Trained as a pediatrician, Dr. Mayes’s research focuses on stress-response and regulatory mechanisms in young children at both biological and psychosocial risk. She has especially focused on the impact of prenatal substance use on children’s long-term outcomes. Dr. Mayes has published widely in the developmental psychology, pediatrics, and child psychiatry literature.

Dr. Mayes is also trained as an adult and child psychoanalyst and is the Chairman of the Directorial Team of the Anna Freud Centre in London. Lind Mayes, M.D. is also a member of The Western New England Institute for Psychoanalysis and Psychoanalytic Society.

Dr. Mayes's research programs are multidisciplinary, not only in their blending basic science with clinical interventions but also in the disciplines required including adult and child psychiatry, behavioral neuroscience, obstetrics, pediatrics, and neuropsychology. She is also a Distinguished Visiting Professor in psychology at Sewanee: The University of the South where she is working on intervention programs to enhance child and family resilience.

ABOUT SARAH YIP, PH.D.

Sarah Yip, Ph.D. is an Assistant Professor of Psychology at Yale Child Study Center, Yale School of Medicine. Dr. Yip’s most recent research focuses on “neural fingerprints” and predicting those who are likely to abstain from cocaine use during a 12 –week treatment program. Dr. Yip earned her doctorate in Psychiatry from the University of Oxford and her Masters in Psychodynamic Neruoscience from the University College London.

Saturday Program Schedule

8:00-8:30 am Continental Breakfast

8:30- 8:45 am Framing the Conference and Introductions- Stefanie Speanburg, PhD, LCSW

8:45- 9:45 am *The Beginnings* of Attachment and Addiction (1 CE)

Panel 1: **Neuroscience, Development, and Intergenerational Transmissions**

Brian Dias, Ph.D. & Claire Coles, Ph.D.

9:45- 10:30 am **Interdisciplinary Cross-Talk**

10:30- 10:45 am Break

10:45-11:45 am *The Insides of* Self, Other, and Substance Dependence (1 CE)

Panel 2: **Self in Relation to Others: Agency and Dependency**

Yudit Jung, Ph.D., L.C.S.W & Andrea Crowell, M.D.

11:45 -12:30 pm **Interdisciplinary Cross-Talk**

12:30-2:00 pm **Lunch On Your Own**

2:00-3:30 pm *The Aspirations for* Self, Attachment, and Care

Panel 3: **Hope: Re-thinking use, recurrence, and recovery** (1.5 CE)

Brigitte Manteuffel, Ph.D., Austin Brown, LMSW, & Brendan Ozawa de Silva, Ph.D.

3:30- 4:15 pm **Interdisciplinary Cross Talk**

4:15- 4:30 pm Break

4:30- 5:30 pm Wrap- Up & Closing Plenary (1 CE)

Saturday Panel Presentations
Abstracts and Learning Objectives
June 8, 2019

THE BEGINNINGS OF ATTACHMENT AND ADDICTION

8:45-9:45 am

PANEL ONE: NEUROSCIENCE, DEVELOPMENT, AND INTERGENERATIONAL TRANSMISSIONS (1CE)

Implications of Arousal Dysregulation in infancy for Later Psychopathology and Addiction

Claire Coles, Ph.D.

The infant's initial development task is the establishment of homeostasis, both physiologically and emotionally. Gaining control of arousal allows the child to move from the distraction of an internal focus to interaction with the greater environment, facilitating attention, learning and emotional development. In early infancy, most individuals require the support of their caregiver to moderate arousal, interpret their experience and provide the support necessary for optimal development and appropriate behavior regulation. Attachment is both the mechanism and the outcome of this process. In the children of addicted mothers, particularly those who have been exposed to teratogenic substances, this process can be disrupted. Many substances of abuse lead to higher arousal levels in response to internal and external stimuli and there is empirical evidence that the usual brain mechanisms that should provide the top down control of these hyper-aroused systems are not as efficient. Such children may require more support from caregivers to achieve the effortful control that is the basis for self-regulation. When mothers or other caregivers are not able to provide appropriate support, the experience of arousal can be overwhelming for the young child and may result in behavior disorders, and has implications for later psychopathology and addiction.

LEARNING OBJECTIVES:

Following this talk, the learner will be able to:

1. Articulate the relationship between arousal regulation in infancy and attention and learning.
2. Explain how maternal substance abuse impacts the development of effortful self-control in the child.
3. Describe the developmental course of child psychopathology associated with maternal addiction and arousal dysregulation.

REFERENCES:

Li, Z, Santhanam, P, Coles, CD, Lynch, ME, Hamann, S, Peltier, S, & Hu, X (2013) Prenatal cocaine exposure alters functional activation in the ventral prefrontal cortex and its structural connectivity with the amygdala. Psychiatry Research: Neuroimaging, 213, 47-55 PMID: 2369308

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Intergenerational legacies of stress – Causes, Consequences, Brakes.

Brian Dias, Ph.D.

What makes us who we are? What allows for some of us to be sensitive to adversity and others to thrive despite it? Likely answers would be genes inherited or environments experienced. The science of epigenetics has served to refocus this nature vs nurture debate as one of an interaction between these powerful forces. Synergies between genes that we inherit and environments that we experience shape our neurobiology, physiology and behavior. Less is known about a novel but controversial biological perspective on what makes us who we are – the influence of experiences faced by our (grand)parents. Legacies of ancestral experiences reverberate across generations! Research in my laboratory seeks to understand how parental legacies of stress derail mental health in offspring. (www.diaslab.weebly.com)

Data collected in the context of the Holocaust, famines, and domestic abuse provide evidence that effects of trauma and stress extend beyond the generation directly exposed and contribute to the development of depression, anxiety and Post Traumatic Stress Disorder (PTSD) in offspring that themselves were not exposed to such events. With conflict and trauma in the world showing no signs of abating, if we are to break cycles of mental health dysfunction from propagating across generations, two questions urgently demand our attention. First, how do trauma and stress begin to shape gene expression in the developing embryo so as to set us down paths of vulnerability toward mental health disorders? Second, what mechanisms link being born with a legacy of stress to mental health dysfunction?

In my talk, I will focus on studies using animals that allow for us to begin answering these questions. I will also address some causes and consequences of ancestral stressors and provide biological evidence that the phenomenon of inter-generational stress can be broken.

LEARNING OBJECTIVES:

Following this talk, the learner will be able to:

- 1.) Explain the utility of using animal-focused research to study intergenerational influences of stress.
- 2.) Define basic concepts pertaining to the field of epigenetics.
- 3.) Articulate that in addition to being maladaptive, intergenerational influences of stress can also be adaptive.

REFERENCES:

Klengel T*, **Dias BG***, Ressler KJ (2015) Models of inter- and transgenerational molecular transmission of risk for psychopathology in mice. *Neuropsychopharmacology* (in press).

Dias BG, Ressler KJ (2014) Experimental evidence needed to demonstrate inter- and trans-generational effects of ancestral experiences in mammals. *Bioessays* 36: 919-923.

Dias BG*, Maddox SA*, Klengel T, Ressler KJ (2015) Epigenetic mechanisms underlying learning and the inheritance of learned behaviors. *Trends Neurosci* 38: 96-107.

Maddox SA, Kilaru V, Shin J, Jovanovic T, Almlil L, **Dias BG**, Fani N, Michopoulos V, Ding Z, Conneely K, Binder E, Ressler KJ, Norrholm S, Smith AK (2018) Estrogen-dependent association of HDAC4 with fear in female mice and women with PTSD. *Mol Psychiatry* 23(3): 658-665.

9:45-10:30 am

INTERDISCIPLINARY CROSS-TALK ON THE BEGINNINGS

10:30 -10:45 am

BREAK

THE INSIDES OF SELF, OTHER, AND SUBSTANCE DEPENDENCE

10:45-11:45 am:

PANEL TWO: SELF IN RELATION TO OTHERS: AGENCY AND DEPENDENCY (1 CE)

Struggling to Connect: Addiction, Attachment, and the Self

Yudit Jung, Ph.D., L.C.S.W

Recently, Affective Neuroscience, Attachment Research, and Epigenetics have demonstrated the social biofeedback between caregivers and the child. Through implicit, sensory, and explicit, verbal communication, the caregivers model referential thinking, i.e. the ability to mentalize and symbolize reality. The parental bond teaches the child to adapt to reality and create internal system's homeostasis, i.e. self-regulatory skills.

Homeostasis has an inner representation, a concept of a powerful Self that translates into feelings of satisfaction, joy, and peace. This Self-image is a pre-requisite to repeat need-satisfaction and to project a pleasurable future for oneself.

Addiction destroys the sense of a Self-as-Agent, and the pleasure of homeostasis becomes the promise of the drug.

Psychoanalysis is built on the growing awareness of our Unconscious. It understands the cognitive and emotional components of Attachment-dynamics. By applying our knowledge of the multimodal encoding of the affective bond, we can help our patients to mentalize self-care and create an experience of a pleasurable, self-soothing identity.

Just like each breath is a practice run between instability and homeostasis, so is the regular, predictable contact with the Psychoanalyst in a safe, caring relationship. The Analyst becomes the catalyst for finding a meaningful way to relate to the world, and to create a sustainable future for oneself.

LEARNING OBJECTIVES:

Following this talk, the learner will be able to:

- 1.) List several ways how the social biofeedback during the parent-child Attachment process works.
- 2.) Describe the establishment of self-regulatory skills and of a positive sense of Self.
- 3.) Describe how the ability to “actively” practice self-care gets lost in the dependence on a substance.
- 4.) Describe how Psychoanalysis can help repair dysfunctional attachments, including to a drug, by providing a stable, caring, long-term relationship with a Psychoanalyst.

REFERENCES:

Anzieu-Premmereur, C. (2015). The Skin-Ego: Dyadic Sensuality, Trauma in Infancy, and Adult Narcissistic Issues. *The Psychoanalytic Review* 102 (5): 659-681.

Bucci, W. (2011). The Role of Subjectivity and Intersubjectivity in the Reconstruction of Dissociated Schemas; Converging Perspectives from Psychoanalysis, Cognitive Science and Affective Neuroscience, *Psychoanalytic Psychology*, 28: 247-266.

Jurist, E., Slade, A., & Berger, S. (2008). MIND TO MIND: Infant Research, Neuroscience, and Psychoanalysis. New York: Other Press.

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Anaclitic and Introjective Depression and Response to Deep Brain Stimulation Battery Type.

Andrea Crowell, MD

Personality psychodynamics have been shown to influence an individual's response to medical treatments, including medication. In this way, one can speak of a relationship between an individual and their treatment, or indeed any substance. Here we extend this to deep brain stimulation (DBS) an experimental neuromodulation treatment for severe treatment-resistant depression (TRD). Data will be presented from a study evaluating patient preferences regarding an implanted neurostimulator battery within the framework of anaclitic versus introjective personality traits. Anaclitic development is interpersonally oriented; disruptions along this pathway lead to overreliance on others for a sense of security and self-worth. Introjective development is characterized by autonomy strivings; disruptions lead to self-critical feelings of failing to meet expectations. Patients drawn from a larger study of DBS for TRD were switched from a non-rechargeable to a rechargeable battery type to maintain stimulation. This switch entailed taking greater personal responsibility for device maintenance and decreased the number of battery replacement surgeries. Twenty-six patients completed the Depressive Experiences Questionnaire (DEQ) and a questionnaire surveying their preference for DBS battery type. Results show that the DEQ dependency subscale, and more specifically the neediness component of the subscale, is associated with patient preference for the non-rechargeable battery, over and above even negative personal experiences related to surgery. This suggests that individuals with higher dependency needs prefer treatment options that increase contact with medical caregivers and may prioritize this aspect of an intervention over alternative considerations. This finding illustrates how psychoanalytic theories can inform our understanding of modern psychiatric treatments and, more compellingly, how attachment and personality dynamics shape our relationships with what we take into our bodies.

LEARNING OBJECTIVES:

Following this talk, the learner will be able to:

- 1.) Describe how current understanding of brain circuitry is enabling new treatment targets for psychiatric illness.
- 2.) Explore how attachment may influence the relationship between an individual and a physical object (or substance).
- 3.) Identify one possible benefit and one risk for the treatment of addiction with neuromodulation

REFERENCES:

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11:45-12:30 pm:

INTERDISCIPLINARY CROSS-TALK ON THE INSIDES

12:30-2:00 pm:

LUNCH ON YOUR OWN

THE ASPIRATIONS FOR SELF, ATTACHMENT, AND CARE

2:00-3:30 pm:

PANEL THREE: HOPE: RE-THINKING USE, RECURRENCE, AND RECOVERY (1.5 CE)

Substance Use in the Family and Distortions of Attachment

Brigitte Manteuffel, Ph.D.

When a family member develops a substance use disorder, close relationships are disrupted causing changes in affective and behavioral responses. Parents, spouses, and other family members begin to focus their energy on changing the affected other or rejection. These behaviors may be called enabling, or, conversely, tough love. Efforts to change the other are exhausting and failed efforts and rejection are painful. The level of impact on the self often goes unrecognized. Approaches such as Community Reinforcement and Family Training (CRAFT) and Al Anon, each in their own way, provide strategies for changing these dynamics and recentering, for repairing the self and the interpersonal dynamic. Psychoanalytic constructs such as attachment and mentalization provide a language for understanding relationship distortions and paths to recovery.

LEARNING OBJECTIVES:

Following this talk, the learner will be able to:

- 1.) Describe how substance use affects family relationships from a psychoanalytic lens.
- 2.) Apply insights from psychoanalysis into the essential components of family recovery programs.
- 3.) Explain how psychoanalysis offers insight into distortions of attachment and their repair.

REFERENCES:

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Foote, J., Wilkens, C., Kosanke, N., Higgs, S. (2014). [Beyond Addiction: How Science and Kindness Help People Change](#). New York: Scribner.

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Meyers, R.J. & Wolfe, B.L. (2003). Get your loved one sober: alternatives to nagging, pleading, and threatening. Hazelden Publishing.

The Center for Motivation and Change (2016). *The Parents 20-minute guide*. Lulu.com

Critical Existential Theory of Addiction and Recovery

Austin McNeill Brown, L.M.S.W.

No single field of science can lay complete claim to addiction or recovery. The complexity, history, social construction, ideology, and sheer scope of the variables involved in addiction and recovery do not lend themselves to unifying theory. West (2001) created an exhaustive meta-analysis and critique of existing theories of addiction, and from this created a matrix by which any new theory should be introduced on the subject. West demonstrated that to synthesize existing theories into a cohesive unifying model, it must be practical, address major disagreements between theories, provide a testable platform, and draw together common knowledge and assumptions from various silos of scientific theory, spanning the biological, psychology, sociology, and philosophical schools of thought. However by considering the subjective qualitative experience of many who have experienced addiction and subsequently recovered, combined with the traditional historical gaze of addiction and recovery, basic common elements can be extracted. First, that the stage upon which addiction is evidenced is largely relational and experienced socially. Second is that given biopsychosocial elements of addiction, it is clear that the social dimensions of addiction, as well as recovery, are the fulcrum of the biological and psychological

Critical Existential Theory of Addiction and Recovery states that the fundamental issue for addicted populations is a critical failure to derive durable and consistent self-esteem buffering mechanisms, which have been shown to mitigate mortality salience through 30 years of Terror Management Theory research. Additionally, the root causes of this failure exist between the self and others, the inability to derive meaning and purpose from culturally esteemed ways of being. This failure may have organic origins, or may be a failure resulting from inconsistencies in the formative symbolic training process due to unreliable attachment that developed from trauma, ambiguous symbols of love, or instability in the home. This results in an inability to derive meaning and positive feedback from society and culture, thus creating a failed process of self-esteem development and sustainment. When one is unable to buffer themselves from existential issues involving mortality salience, maladaptive behaviors are formed. For those that are genetically sensitive, this may result in addiction as substances use has been shown to buffer MS in individuals with low esteem.

In classic terms of 12-Step groups, if we replace the concept of a “spiritual malady” with existential failure, we can create a means of modelling and testing this theory by applying methodology from existing research on TMT. This theory of critical existential failure also combines neuroscience, genetics, trauma, theories of the self, and attachment theory under the umbrella and auspices of existential maladaptation as seen in TMT.

LEARNING OBJECTIVES:

Following this talk, the learner will be able to:

- 1.) Identify key requirements for synthetic theory introduction into the addiction and recovery sphere.
- 2.) Describe unifying mechanisms of addiction that centered in our most ubiquitous existential experiences.
- 3.) Explain the role of meaning, culture, mortality, and attachment in addiction, and in the facilitation of recovery

REFERENCES:

West, R. (2001). Theories of addiction. *Addiction*, 96(1), 3-13.

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Individual, Interpersonal, and Cultural Resilience: A multi-tiered psychoeducational approach to prevention and recovery.

Brendan Ozawa de Silva, Ph.D.

With unprecedented rises in rates of depression, anxiety, suicide, and substance abuse among young people, current needs with regard to mental health and addiction treatment are rapidly reaching levels where a standard clinical approach to treatment and recovery may no longer be tenable due to cost and the availability of highly trained providers. The epidemiology of these startling increases in mental health needs involves not just individual factors, but social and cultural ones as well; this necessitates an approach to prevention as well as recovery that involves the cultivation of resilience at not just the personal, but at the interpersonal, social and cultural level as well—all four of which levels are constitutive of the self, which is formed and finds its existence always in relation to others and within a wider social and cultural context. Contemplative practice, derived and secularized from traditions such as Buddhism, offers resources for the cultivation of such resilience at these multiple levels, and increasingly research is finding measurable benefits from such practice. Drawing from work in K-12 schools, in prison settings, with Tibetan refugees, who studies have shown exhibit lower symptomology despite comparable levels of trauma—a sign of cultural resilience, this talk will examine the potential for a psychoeducational prevention and recovery model that incorporates all four of these levels of resilience, centered on practices of self-compassion and compassion for others that support self-regulation as inseparable from other-regulation and the self-regulation of communities.

LEARNING OBJECTIVES:

Following this talk, the learner will be able to:

- 1.) Describe resilience at multiple levels: personal, interpersonal, social and cultural.
- 2.) Describe contemplative practices that aim at the cultivation of resilience at these multiple levels, including compassion training and the Japanese practice of Naikan.
- 3.) Describe recent work in Social, Emotional, and Ethical Learning that aims to bring the cultivation of resilience at multiple levels into K-12 education as a preventive approach to addiction and other risks to youth.

REFERENCES:

Ozawa-de Silva, B. R., Dodson-Lavelle, B., Raison, C. L., Negi, L. T., Silva, B. R. O., & Phil, D. (2012). Compassion and ethics: scientific and practical approaches to the cultivation of compassion as a foundation for ethical subjectivity and well-being. *Journal of Healthcare, Science and the Humanities*, 2(1), 145-161.

Ozawa-de Silva, C. (2007). Demystifying Japanese therapy: An analysis of Naikan and the Ajase complex through Buddhist thought. *Ethos*, 35(4), 411-446.

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3:30-4:15pm

INTERDISCIPLINARY CROSS-TALK ON THE ASPIRATIONS

4:15-4:30 pm

BREAK

4:30-6:00 pm:

WRAP-UP and CLOSING PLENARY (1 CE)

“Seeing the whole by looking outside the frame”: Addressing the complexity of substance abuse and recurrence with contemplative and conscious action.

Austin Brown, LMSW, Claire Coles, Ph.D., Andrea Crowell, M.D., Yudit Jung, Ph.D., Brigitte Manteuffel, Ph.D., Brendan Ozawa de Silva, Ph.D., & Sarah Yip, Ph.D..

LEARNING OBJECTIVES:

Following this talk, the learner will be able to:

- 1.) Describe three interdisciplinary perspectives on the relationship between attachment and addiction;
- 2.) Assess three different types of substance abuse and recurrence intervention informed by attachment theory
- 3.) Apply a psychodynamic- attachment perspective to understand current patients’ struggles with addiction and dependence.

REFERENCES:

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ABOUT THE PRESENTERS:

Austin M Brown, L.M.S.W is Associate Director of Research and Programming, Kennesaw State University, Center for Young Adult Addiction and Recovery. Austin McNeill Brown is a licensed social worker, recovery scientist, and recovery theorist. He has a Bachelor's degree in psychology from Texas Tech University with a focus on addiction studies, and he holds a Masters Degree in social work from the University of Vermont.

Claire D. Coles, Ph.D. is a Professor of Psychiatry and Pediatrics at Emory University School of Medicine, Atlanta, Georgia; Director, Center for Maternal Substance Abuse and Child Development. In 1995, Dr. Coles established the only multidisciplinary clinic in the Southeastern United States providing care to individuals prenatally exposed to drugs/alcohol. Currently the Emory Neurobehavior and Exposure Clinic (ENEC) serves 200 new patients a year, providing differential diagnosis, psychotherapy and educational services

Andrea Crowell, MD is an Assistant Professor of Psychiatry and Behavioral Sciences at Emory University School of Medicine and an advanced candidate in psychoanalytic psychotherapy in the Emory University Psychoanalytic Institute. Her clinical focus is depression and anxiety, including treatment resistant depression and use of neuromodulation treatment strategies. She sees patients in Emory's Treatment Resistant Depression Clinic and Deep Brain Stimulation for Treatment Resistant Depression study. She also supervises residents in psychotherapy and psychopharmacology.

Brain Dias, Ph.D., is a researcher at the Yerkes National Primate Research Center. He grew up in India and received his PhD from the University of Texas at Austin. Dr. Dias' research has investigated the neurobiology underlying stress, depression, social behavior and fear in rats, lizards, birds, fruit flies and mice. Currently, he seeks to understand how stress or trauma impacts mammalian neurobiology, physiology and reproductive biology, and how parental legacies of stress or trauma influence offspring. Armed with this understanding, Dr. Dias and his team aim to devise

treatment interventions to lessen the effects of stress or trauma in both ancestral and descendant populations.

Dr. Dias is also a faculty member of the Emory Tibet Science Initiative, teaches Neuroscience to Tibetan Buddhist monastics and was recently on a panel discussing “Consciousness – Perspectives from Western Neuroscience and Buddhist Philosophy” with His Holiness – The Dalai Lama, Dr. Christof Koch (Director, Allen Brain Institute), Dr. Carol Worthman (Emory University), Ven. Lodoe Sangpo and Ven. Gelek Gylatsen (Tenzin Gyatso Scholars). Video link: <https://youtu.be/MrNPy1wHdVI>

Yudit Jung, Ph.D., L.C.S.W is a Training and Supervising Analyst at the Emory University Psychoanalytic Institute (EUPI) and an Adjunct Associate Professor in the Department of Psychiatry at Emory University. She recently served on the American Board of Psychoanalysis (ABP) as a Certification- Examiner.

Dr. Jung is a Contemporary Relational Psychoanalyst. Her decades of clinical work have validated how central a safe, interpersonal attachment is for the healing of emotional disorders, and especially for the treatment of addictions. Dr. Jung likes to explore and integrate multiple therapeutic approaches in order to give developmental difficulties and personal trauma the recognition they need in the treatment of self-regulation impairments, such as addictions.

Brigitte Manteuffel, Ph.D. earned her doctorate from Emory University’s Institute for the Liberal Arts, where she studied psychoanalytic theory, depth psychology, structural anthropology and semiotics. Her dissertation employed psychoanalytic and symbolic constructs to examine Milton Erickson’s use of hypnotherapy to affect bodily change. She is the opioid subject matter expert and a senior research associate at the Georgia Health Policy Center at Georgia State University, and a national expert in the evaluation of children’s mental health services systems. Recent projects include support for development of Georgia’s state opioid strategic plan, Ireland’s strategies for integrating mental health and substance use services, an opioid systems map, and a definition of recovery. As a parent coach for the Partnership for Drug-Free Kids’ Parent Support Network, she works with caregivers on developing evidence-based Community Reinforcement and Family Training (CRAFT) skills.

Brendan Ozawa-de Silva, Ph.D. is Associate Director for Social, Emotional and Ethical Learning (SEE Learning) at the Center for Contemplative Science and Compassion-Based Ethics at Emory University. In this capacity, he oversees SEE Learning, an international K-12 educational program with partners in over 25 countries that provides a comprehensive framework and curriculum bringing together best practices in social and emotional learning, systems thinking, trauma and resilience-informed education, and the cultivation of compassion and ethical engagement. Prior to his current position, he served as Associate Professor of Psychology at Life University, where he was also the founding associate director for the Center for Compassion, Integrity and Secular Ethics, and founding director of the Chillon Project, which provides degree programs to incarcerated students

and correctional staff in Georgia and facilitates research on the effects of higher education in prisons. Prior to that he was a Postdoctoral Fellow and then Visiting Professor at Emory University's Candler School of Theology. He is a founding board member of the Alliance for Higher Education in Prison, a Fellow of the Mind and Life Institute, and Associate Editor for the *Journal of Healthcare, Science, and the Humanities*. His published research focuses on the psychological, social and ethical dimensions of prosocial emotions and their cultivation, with a focus on compassion, and the adaptation of contemplative practices for use in secular therapeutic and educational settings

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For more information on any of the above, please contact:

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