



SPIRITUALITY AND CLINICAL WORK

By: Gregory Lamm

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Spirituality and Clinical Work

Mindful Christian Therapeutic Processes

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The Focus of this Presentation

- The following is an integration of different approaches to behavioral health within a Clinical Social Work orientation. It relies heavily upon traditional Functional Social Work, Cognitive Behavioral Therapy, with a neurobiological framing from Daniel Siegel's work. This presentation seeks ways to advance our appreciation of Christianity as a unique cultural phenomena. The integration of the Christian Faith Tradition in clinical work can enhance the neurobiological and social aspects of behavior, health, spirituality and ethical pursuits of cultural integration.

What are we trying to do?

**What does our training
prepare us for?**

What about our ethics?

What is Mental Health

- Intake assessment: what do you include, what are you seeking?
- What's important, why?
- Do we include spirituality?
- How comfortable are we with cultural diversity?
- Is spirituality or religion cultural diversity?
- Daniel Siegel
- “The mind can be defined, in part, as an embodied and relational process that regulates the flow of energy and information.”
- The Mindful Therapist p. 25
- “Mental Health: A mind that is flexible, adaptive, coherent, energized, stable.”

What do we pursue in our Clinical Work with clients

- Social Workers are client centered, basing interventions on strengths
- Clients identify issues or circumstances, which they would like to see change
- Use of all resources
- Grounded in culturally relevant beliefs
- Use of an evidenced based practice, skill or approach
- Conscious and knowing use of self
- Clear goals identifying the purpose of the relationship
- Engage the mind/body/spirit, a purposive and enhanced integration, use of will

Purpose in Social Work

- Initiate, facilitate and sustain the processes of social change to the actualization of human potential in individuals, families, groups, communities and larger social systems.
- To approach each client unit with the fullest appreciation for their unique and inherent dignity, history, meaning and cultural orientation.

Who are you?

- What is your cultural orientation to spirituality or religion?
- Is it important?
- If so, how does it impact your work?
- Understanding ethics & counter-transference
- Issues of Conscience
- What is the relationship between spirituality and mental health?

Integrative Body-Mind-Spirit Social Work

by Mo Yee Lee, et al

- Eastern orientation
- Holistic system of thought and Eastern philosophies; Chinese, Japan, Korea and SE Asia.
- Holistic perspective sees the whole, and parts are linked relationally, like “ropes in a net, is related to a Chinese orientation for practicality as a method of knowing.”
- ie: TCM, Buddhism, Daoism
- The left and right brain has been used to describe the dualistic depiction of holistic versus analytic, continuous versus discrete, field versus object, relationships versus categories and rules, dialectics versus foundational principles and logic, experience-based knowledge versus abstract analysis etc.

Integrative Assessment

- Systemic
- Strength based
- Assessing systemic imbalance, individual, family group, larger systemic analysis
- Not emphasizing or seeking symptoms of illness
- Looking beyond presenting problem to system imbalance
- Special attention to balance and dynamic energy flow
- Draw heavily on Yin-Yang, neutral seeing negative or positive as good or bad but in a healthy system are mutually regulatory, balancing

Energy as Relational

- Yin-Yang a conceptual frame can be Yin as cautious-Yang as adventurous, a pair.
- In and of itself, they are neutral concepts. Not good or bad.
- With balance, they complement and regulate each other, so client can be prudent, rational, but not indecisive, creative, innovation not impulsive or reactive.
- Hyper Yin; thinking about every detail, indecisive, overly cautious, inefficient, anxious, panic states, OCD.
- Hyper Yang; impulsivity, reactive, inconsistent, manic states, hyperactive disorders, intermittent explosive disorder.
- Hypo yin; not cautious enough, preoccupation with details, indecisive, yet careless, absentminded, agitated
- Hypo Yang; not adventurous enough, some preoccupation with details, indecisive, inefficient, depression common, lowered mood, lack of creativity.

Dynamic Energy Flow

- Stagnant: energy not flowing freely.
- Low energy level: weakened flow is lower energy level, ie. depressed state.
- Blockage: weak flow results from blockage, ie. poor communication in couple, influence from past experiences or prejudices.
- Rapid flow of energy, which occurs among diverse subsystems or components, pushes system to limit
- High energy: highly excited person related to career achievements might make premature decisions or be impulsive
- Disinhibition: Overflow is a result of proper regulation, mood swings, grandiose, potential harmful behavior.

Integrative Assessment

- Inherently linked to energy, from an Eastern perspective
- Strengths based not emphasizing problems What are some of your recent successes? What are the achievements that you are most proud of having accomplished? For what kinds of things do you receive compliments? What would others say about your family's strengths? Have you every made difficult changes in your life? When did you last break a habit? What is working better for you now?
- When was the last time that you realized that the problem was helpful to you or your family?
- If your problem has a voice what do you think it is trying to share or communicate with you?
- How might the problem be helpful to you or your family?
- If we could get rid of the problem, what might be some aspect of it that you might want to retain?
- Seeing the "Shadow" moving to balance of energy.

Integrative Assessment

- Assessment is ongoing process as the system is dynamic, not static.
- Intervention and assessment are embedded in each other, they are linear or sequential.
- Clinicians are not the experts, clients are.
- Clinicians are facilitators.
- Key initial therapeutic tasks
- Making initial contacts
- Developing a collaborative therapeutic relationship
- Understanding the problems and assessing lethality
- Accessing and appreciating strengths
- Expanding awareness and perspectives
- Facilitating body-mind-spirit connections
- Assessing Person in environment
- Assessing balance and dynamic flow
- Assessing goals.

Methods of Integrative Engagement

- Always holistic
- Healing Hands, mind-body connection, focal attention, relaxation, self awareness, self nurturance.
- Physical movement, jumping, stretching, shoulder movement, mental awareness, focal attention, affective awareness.
- Self Affirmation
- Integrating hope and faith
- Identify sources of affirmation, inspiration
- Supportive I statements
- “I love myself, I deserve love, I can do this.”
- Relaxation techniques
- Moving to mindfulness
- Awareness of senses

Spiritual Assessment

by David Hodge

Initial Narrative Framework

Describe the religious/spiritual tradition you grew up in. How did your family express its spiritual beliefs? How important was spirituality to your family? Extended family?

- *Keep in Mind the following*
- *Make notes on what came to mind while thinking about this topic. Link thoughts with specific question.*
- *Take special care to note feelings which emerge as you go through this process. Notice where you felt strength, fear, guilt, shame, fondness, loving memory, awe or other feelings.*

Spiritual Assessment (cont)

Interpretive Anthropological Framework

- Affect: What aspects of your spiritual life give you pleasure? What role does your spirituality play in handling life's sorrows? Enhancing its Joys? Coping with its pain? How does your spirituality give you hope for the future? What do you wish to accomplish in the future?
- Behavior: Are there particular spiritual rituals or practices that help you deal with life's obstacles? What is your level of involvement in faith-based or religious communities? How are they supportive? Are there spiritually encouraging individuals with whom you maintain contact?

Spiritual Assessment (cont)

Interpretive Anthropological Framework

- Cognitive: What are your current religious/spiritual beliefs? What are they based upon? What beliefs do you find particularly meaningful? What does your faith say about trials? How does this belief help you overcome obstacles? How do your beliefs affect your health practices?
- Communion: Describe your relationship with God. What has been your experience of God? How does the God communicate with you? How have these experiences encouraged you? Have there been times of deep spiritual intimacy? How does your relationship help you face life challenges? How would God describe you?

Spiritual Assessment (cont)

Interpretive Anthropological Framework

- Conscience: How do you determine right and wrong? What are your key values? How does your spirituality help you deal with guilt (sin)? What role does forgiveness play in your life?
- Intuition: To what extent do you experience intuitive hunches (flashes of creative insight, premonitions, spiritual insights)? Have these insights been a strength in your life? If so, how?

Review of Exercise

- Describe the experience
- How did it impact you?
- What was it like hearing from the other person?
- What feelings emerged?
- What sense of strength seemed available?
- What did you remember?
- How could you use these insights in a therapeutic encounter?
- Are they important and if so, why ?
- How does a spiritual assessment influence your sense of cultural relevancy and personal dignity?

Putting us in perspective

- How does spirituality link to physical science, biology & psychology?
- How did religion view the new insights provided by science?
- Reaction is consistent with what we see in all paradigmatic shifts, theory, (Einstein) social dynamics(civil rights), belief system challenges (abusive of children)
- Historical perspective
- Religion provided a sense of the beginning of the known world. Historically, no religion provided a world view that coincides with current science. This required a shift. Examples, Copernicus, Darwin, Freud.

Western Historical Background

Harold D. Delaney and Timothy E. Goldsmith

“Scientific Psychology and Christian Theism”

- Links back to Aristotle, “On Memory and Reminiscence,” contemporary accounts of what would now be termed network models, search strategies ... associationist tradition was set in motion
- Influential in the 18th and 19th Centuries.
- Christian influence linked to Augustine, who was in agreement with the Greeks, concerning the transcendent realm and inadequacy of the senses for discovering unchanging truths, emphasized faith more than reason, wisdom more than knowledge

Augustine's View

- ...the Republic was the enlargement of human nature, the Christian was the miniature in whom God's reality could be established. Providing a psychological cast.
- Augustine's orientation
- Focus on the passionate side of human nature
- Explored intensely personal struggles with sexuality and guilt
- Considered role of dreams
- Value of catharsis
- Egalitarian view (made in God's Image), & the role of the will.

Role of Scientists

- Alfred North Whitehead
- “When we compare this tone of thought in Europe with the attitude of other civilizations when left to themselves, there seem to be but one source for God”
- Thus , Copernicus (1473-1543), Kepler(1571-1630), Galileo (1564-1642) and Newton (1642-1727) all saw themselves as servants of the Creator, and merely “thinking God’s thoughts after Him.” Hummel, 1986

Other Western Thoughts

- David Hume (1711-1776
- Hume failed to see evidence of God's design but instead found a creature ruled by his passions, and moved humans more in the direction of being the victim of impersonal forces.
- Auguste Comte (1798-1857) founder of sociology, and the religion of scientism. Saw Cultures moving through three stages,
- Theological stage, metaphysical stage, scientific stage
- Provided strong base for behaviorism

German Philosophers

- Herman von Helmholtz (1821-1894) pursued naturalist explanation of human sensation, measure speed of nervous conduction. Helped influence modern cognitive psychology.
- Wilhelm Wundt (1832-1920) definition of psychology was the study of consciousness and his goal was to identify the components of consciousness.

Early American Influences

- William James (1842-1910)
- “The truth of the religious experience is its pragmatic value”
- The last major American Psychologist to give religion a place in his system.
- Explained away Christianity
- John B. Watson (1878-1958)
- “there was no dividing line between man and brute”
- The goals of psychology the prediction and control of behavior
- Give me a dozen healthy infants, well-formed and my own specified world..and I guarantee, to take any one at random and (make him whatever I want).

More recent psychological Presuppositions

- B F Skinner (1904-1990)
- Behaviorism
- Man might be a more complex machine than a dog, but in Skinner's view, is a machine non-the-less.
- “The casualties of this perspective have been not only been the elimination of ideas of the reality of God or the soul from the field, but also the traditional perspective of persons as agents... (rejection of the autonomous person.”
Daniel Robinson

Linked to Evolution

- Robert White, 1994 “most earnest – minded men will be compelled to give up these motives by which they have attempted to live noble and virtuous lives, as founded on a mistake: our moral sense will turn out to be a more developed instinct...
- If these views be true, a revolution in thought is imminent, which will shake society to its very foundations by destroying the sanctity of the conscience and the religious sense.” (as taken from the Edinburgh Review in the late 1800’s

Third Force Movement

- Abraham Maslow, Carl Rogers , Gordon Allport.
- The person is regarded as a unified self
- Personal choice critical
- Values are critical not only in daily life but in science
- The individual transcends the natural order.
- The health response is not simply conforming, but exercising one's capacity for creativity to explore new paths
- The person in therapy or in research is another person
- Persons must be viewed in the context of culture and systems
- Who has the last and true paradigm

The Core of the Question

- The methodological training of psychologists fosters this schizophrenic view of persons with those who are the research participants being regarded as hopelessly governed by their conditioning history and biological predispositions
- while those who are experimenters are responsible agents who rationally arrive at conclusions free of the distracting influences.

Philosophy/ Spirituality Differing Views as reflected in Social Work Practice

- Eastern Orientation
- *Integrative Social Work:
An Empirically Based
Approach to
Assessment and
Treatment .*
- By Mo Yee Lee, Siu-man
Ng, Pamela Pui Yu
Leung, Cecilia Lai Wan
Chan
- Challenges Western
Orientation
- Multiple schools,
grounded in various
frames of psychology
- Cognitive Behavioral
- Family Systems
- Psychotherapeutic
- Functional Social Work

Functional Social Work

- **Generic Principals**
- Use of Assessment
- Use of relationships
- Use of Structure
- Use of Function
- Use of time

Psychology of Difference

Otto Rank

- Historical context
- Inner circle of Freud
- Move to relational model of helping.
- Saw the development of self as the ultimate creative act, which moved beyond psychology.
- Was vilified by psychoanalysts
- Significant paradigm shift.
- Integrated into Social Work by Jessie Taft and Virginia Robinson
- Many of the concepts rejected are not accepted, i.e. strength's based, time specific, systemic, relational development in infancy, Trauma of Birth.

Old Arguments

Nature vs. Nurture

- Is it the body?
- Is it social relationships?
- Is it genetic?
- Is it environmental?
- What is the current paradigm?
- “Genetics load the gun, environment pulls the trigger.”
- Our species
- Evolution
- Differentiation, complexity
- Any similarities
- The process of encephalization

Attachment Theory

John Bowlby

- Attachment Theory, John Bowlby
- *Attachment theory is a theory about those few key relationships that provide feelings of*
- *belonging, safety, and security at times of threat or danger. Psychological health is related to the*
- *positive quality of these attachment experiences, both present and past, and to the personal*
- *meaning that is attributed to them. Psychological distress is perceived as a distortion of the*
- *attachment behavioral system. Symptoms of anxiety, depression and/or anger reflect the*

- *internalization of adverse affectional experiences that have diverted developmental pathways*
- *away from adaptive functioning toward dysfunction (Sable, 2004). It is Bowlby's belief that*
- *feelings such as fear and anxiety are a natural response, part of our innate equipment to preserve*
- *vital bonds of attachment when they are in jeopardy. However, disturbing or disruptive*
- *attachment experiences can elicit defensive processes that intensify or exclude emotions at a level*
- *that interferes with their regulation.*
- *Pat Sable, PhD Using Attachment Theory in Clinical Work with Adults*

Links with Neurobiology

- Children are born with an innate need for attachment to caregivers. Innate need for human connection, interactions, stimulation, contingent communication. Perceive the signal, making sense of the signal from the baby, respond back in a timely and effective manner, so the child perceives it is perceived, and is responded to so its well being is advanced, comforted, loved, feels it is felt.
- Proximity seeking -, children need to be physically close to their attachment figures, usually mothers.
- Safe haven-when upset, children turn to their caregivers for soothing,
- Secure base- After repeated experiences with their attachment figures, children internalize these relationships for a sense of security that can be utilized when physically distant from their parents. Social emotional and cognitive

Types of Attachment

- Secure attachment 55-60 % is generally associated with a child's development of emotional competence, a sense of well-being, and interpersonal skills. Security of attachments can change as relationships change, so it may never be too late.
- Avoidant attachment 10 % parent did not pick up signals, was unaware of signals or did not reply in a timely fashion. (baby crying, does not try to figure out why, baby learns not to expect response. This is related to the specific relationship and not of the baby's trait. The child could have a secure attachment with another.) Socially tend to be controlling and not attached, and more rigid with peers. No cognitive impairments evident.

Types of Attachment

- Anxious, ambivalent or resistant attachment. 10 to 15 % Child clings to the parent. These parents are inconsistent and at times intrusive in the child's life. When ruptures occur, and subsequent contingency is lacking, the child experiences interaction which is very inconsistent. The parent's internal state interferes with the interaction. Long term effects are nervousness and anxiety in later ages. This child is viewed as hesitant, confusing, insecure and expresses an overarching sense of doubt.
- Disorganized attachment. >5% The child has experienced terror in relation to the care giver. This would include physical abuse, yelling screaming, out of control, or the parent being out of control, domestic violence. Child has a biological paradox. Innate need for the relationship and connection with the caregiver.

Impact of Disorganized Attachment

- Disorganized attachment. >5% The child has experienced terror in relation to the care giver. This would include physical abuse, yelling screaming, out of control, or the parent being out of control, domestic violence. Child has a biological paradox. Innate need the relationship and connection with the caregiver.
- The two circuits in the brain, are in conflict, creating a disorganized state, a paradox. Two impulses exist, need to get closer, need to be protected from or get away from the caregiver. Impact is social, lack of sharing, peer interaction limited, difficulty regulating feelings, cognitive functioning impaired. Dissociation can also occur.

Links to Adult

- Another point of optimism is that adults who have made sense of their early family experiences, even those that have been particularly difficult such as trauma, or loss, can do extremely well at providing a secure attachment for their own children.
- Positive outcome associated with secure attachment: enhanced emotional flexibility, social functioning and cognitive abilities, resilience in the face of future adversity.

Neurobiology

David Siegel, MD

- Representations are the ways we encode information, three ways, the word, the thing itself, the conceptual encoded storage. There is a personal representation which includes meaning.. Neural representation, ie, firing associated with visual image.
- A mental representation ie., the actual subjective experience of seeing the image. No current understanding of how it moves from a neural representation to mental representation. No current understanding of causal relationship.

Siegel continued

- Neurons, with axon, dendrite, receiving end, transmitting energy facilitated by neurotransmitter in the synapse, can be excitatory or inhibiting neurotransmitter.
- Average neuron can connect to 10,000 neurons. There are 100 billion neurons in the skull part of the brain. Hundreds of trillions connections are possible. Need to see the functioning of the mind on a systemic level.

Siegel continued

- Nervous system is composed of extensive connections, throughout the body and the skull. It is embodied throughout the distributed nervous system throughout the entire body. In the abdominal section, around the heart and
- can process information in rather complex sophisticated manner, ie “heartfelt, gut reaction, etc”. Muscle system, hormonal, immune system, digestive system can all be integrated into the brain and mental processing.

- When the egg and sperm unite, two entities becoming one. DNA united into one, providing the blueprint, and environment and experience provide further advance. Nature needs nurture. As cell grows and divide, there is an inside and an outside, at which point in time, the nervous system begins on the outside of the evolving embryo and then moves to the internal.
- It continues to represent the internal attempting to engage the external, the inner to the outer, It has a sense of being separate, but relational, a part of a whole. There is an inner and outer. A sense of difference which is relationally engaged with the external. Difference is an essential function of growth, and in the context of relational.

Siegel continued

- DNA allows for different structural design. They cluster different on the left and right side. Streams of information that flow into the neo cortex are different on the left and right.
- Right hemisphere develops first two years and left hemisphere develops more slowly. Language and questions indicate left brain development

Siegel continued

Right Brain

- Right side has had deposited into it the bodily functions up through the brain stem, or sub-cortical and limbic areas into the Right hemisphere. The right hemisphere specializes in: holistic, likes to see things all at once, deductive, nonverbal signals, voice tones, intensity, when words have complex or various shades of meaning, seems to represent things as they are, in visual spatial terms.
- Describes the world around us. Gestalt. Right side specializes in bodily sense of truth and meaning, autobiographical memory. Initial ability to create image of other people's mind, empathy. Also is stress reducing in its functioning. Right hemisphere tends to make us withdraw, when frontal activity is also engaged,

Siegel continued

Left Brain

- Left brain specializes in: linear, analyze, lists, linguistic logic, syllogistic reasoning, when kids ask why, literal. Explains the world around us. Stays in factual, explicit memory.
- When frontal brain is engaged an approach posture can develop. Mindfulness is integrated, enhanced left brain functioning.

Siegel Continued

Secure Attachment Dynamics

- Information flows up through brain stem through limbic system, with separation between left and right brain. Corpus callosum separates right and left brain. Integrating both sides of brain moves to higher levels of complexity, narrative telling of sequence of events and meaning.
- Left is unfolding in linear telling of a story, telling why things happen. The adult attachment story, integrates the left sequential linear story across time, with the autobiographical expression, with the images, memory and affective visceral and meaningful synapses of the right side and makes sense of our individual life. It is an integrated system.

Siegel continued

- Left is unfolding in linear telling of a story, telling why things happen. The adult attachment story, integrates the left sequential linear story across time, with the autobiographical expression, with the images, memory and affective visceral and meaningful synapses of the right side and makes sense of our individual life. It is an integrated system.
- Disorganized Attachment a result of having experienced terror with a caregiver. Information perceived to be related to a terrorizing experience, the information comes into the left brain, without the right brain being able to integrate the implicit memory autobiographical, visceral manifestation of the narrative expression of the memory.

Siegel continued

- Negative outcomes associated with insecure attachments in emotional situations. Insecure attachment may predispose a child to psychological vulnerability, rigidity, difficulty in social relationships, impairment in reasoning, difficulty in understanding the minds of others, and risk in the face of stressful situations.
- Stimulate neuronal activation and growth
SNAG is a therapeutic tool, ie. joining right brain linear linguistic pursuits with autobiographical expression
- Adult attachment interview sessions, results were 85 % accurate. Type of Attachment and its determination is manifested through Autobiographical narrative.

Essential ingredients of the kinds of experiences that children need with caregivers to develop a secure attachment.

Ingredients

- Contingent Communication; the offers a collaborative form of transaction that involves a. the perception of the child's signals; b. making sense of the signals in terms of what they mean for the child, and c. a timely and effective response. Then the parent does these things, the child is able to respond with these three elements and "feels felt."
- Reflective Dialogue: Parents can also engage in focusing verbally based discussions on the contents of the mind itself. Helps the child develop "mindsight." A capacity to begin to understand the mind of another, or compassion.

Ingredients

- Repair: Each form of emotionally involving social relationship involves the inevitable rupture in the attuned, contingent communication, that is the ideal form of interaction.
- Emotional communication.
- Coherent Narratives; making sense, meaning of our lives.

Daniel Siegel's Interpersonal Neurobiology

- The human mind, the brain and human relationships are the essential factors of being human experience. How we share energy and information between us is the basis of Interpersonal Neurobiology.
- No-one knows how the physical act of neural firing actual effects the actual subjective sensation or experience of the mind the sense of self, or I am. The brain enables the mind to exist, but the mind can actually make the brain fire in certain ways.

The Brain, The Mind

- Definition of The Mind: A process that regulates the flow of energy and information. Example, spoken word, air molecules vibrating across the room the frequency moves across the room activates the nerve in the ear, then moves it mechanically neural firing, which distributes it throughout the brain and then decode it in the brain.
- It may create a neural firing and how this firing occurs creates memory, which can be fired again. It may create an image. This is purely brain neurology. How this is experience, felt, or made personal is the significance and transcendence of the mind. Our brains, and the ways we share energy and information is the transpersonal aspect of the neurobiology of we.

Memory

- Memory, something from the past which impacts the present and future, an associational process. Implicit memory involves emotions, motor behaviors, perceptions, bodily memories. Without hippocampus integration, awareness of when this occurred is absent. Hippocampus can be blocked. The memory brings this experience into the present as though it were happening now.
- As Hippocampus develops, around 18 months of age, enables a whole memory, we are enabled to have the sensation that it is a memory, it is something from the past, I am remembering now. Implicit memory does not include this reflective capacity. Autobiographical memory is a memory of our self in a specific circumstance with a sense of time. Observer recall when the memory is able to watch an incident. Participant recall, is when you are in the memory, not watching yourself in the memory

What is a Healthy Mind

- A Healthy Mind:
Integration, flexibility
coherence (connected,
open, harmonious,
engaged, receptive,
emergent (fresh or new)
noetic (authentic
knowing) compassionate,
empathic. (no rigidity-
shutting down or chaotic-
flooding manifestations)

Emotions

- Emotion is the process of integration, regions of the brain need to be differentiated and integrated, example integration of implicit and explicit memory can be linked through the hippocampus. Early trauma needs to be resolved with right and left brain integration and autobiographical narrative expression. Interpersonal neurobiological processes are advanced when early parent child are emotionally nurtured, the interpersonal communication, energy and information transfer takes on felt awareness and common connection, or harmony, or integration.
- Emotions cannot be defined adequately across all disciplines. Therapeutic perspective is the relevance of an event, concept, person, or thing has for an individual's sense of self or meaning with regard to self or others. Mental well being and emotional health may well be synonymous.

Principles of Integration

- Definition of integration, which means separate or differentiated elements are linked together. Differentiation in disorganized attachment is inhibited or linkage is inhibited. Vertical (sub-cortical, limbic or prefrontal cortex, etc) or horizontal (right/left brain, hippocampus). Trauma inhibits integration, healthy or secure attachment enhances integration.
- Children who have experienced trauma have diminished integration manifested in firing patterns and related fibers. Helping the development of integrative neuronal firing and bundles of fibers are strengthened in the memory configurations, enable a more calm examination of the memories and bringing these concepts into awareness. The development of the discernment is critical to mental health. Memory retrieval can be a memory modifier.

Complexity

- A system composed of layers which is also open to systems apart from other systems is considered complex system. Human systems are receiving energy and information from outside the system. Relationships mind and brain.
- Rules of complex system:
- Self organization, there is an inherent process of self organization.
- movement of a complex system over time maximizes complexity, more and more harmony. When it moves away from complexity/harmony it moves to rigidity or chaos.
- The way the system maximizes complexity is through integration and it is flexible, adaptive and stable. FACES flexible, adaptive, coherent, energized and stable

Mental Health

- Definition of Mental Health. Since the mind is a complex system, the definition of health in a complex system is suitable for mental health. Flexible, adaptive, coherent, energized, stable.
- Definition of the Mind: The embodied and relational processes that regulates the flow of energy and information (moving toward enhanced states of consciousness).

Neurobiological Development

- neurobiological development; can be advanced through social interaction and ongoing increased integration with visceral, emotional, mental and autobiographical narrative. Various elements of the nervous system become integrated and linked as part of a complex system moving toward the factors defining the mental health.
- "I accept your autonomy and accept you into me." Mental disorders are manifestations of a lack of integration resulting in chaos, rigidity or both. Dysfunctionality is the presentation of chaos and or rigidity.

The Brain Structure

- brain stem (reptilian brain),
- limbic (mammalian brain) emotions, face recognition, motivational self-regulatory, and social functions.
- Cerebral Cortex
- Prefrontal Cortex,
- Temporal
- Parietal
- Cingulate

States of mind, Patterns of mind, Traits of behavior,

- Adaptations from our past become ingrained neurologically, which continue to become traits in the present, with or without our awareness. DNA may reinforce certain patterns in neurological firing, resulting in temperament. The brain can learn new approaches, especially in meaningful interpersonal relationships.
- Making new traits emerge intentionally which move toward integration. Awareness of the cluster of patterns of neurological firing. Moving patterns, traits to levels of awareness, or bringing them to consciousness is a key function in this process.

Consciousness

- Contemplative practices, mindfulness, a process of awakening to the existing patterns in our lives as well as the quality of the awareness (the subjective quality of the awareness which is not comparable to others). Perception is a context dependent process. It is not quantifiable, or easily shared with others.
- Essentially the feeling of now.
- Focal attention, front and center in the brain. This is where conscious awareness is most present.

Focal Attention

- Focal attention is needed for explicit memory, engages hippocampus, engages consciousness, bringing something into immediate awareness, in the here and now. It enables choice and change in the present. The person is awake in the process which enables choice.
- Different kinds of awareness are possible. Implicit memory, explicit memory, focal attention, mindfulness (a quality of receptivity).

Mindfulness

- Mindfulness, a subset of conscious awareness.
- Qualities of awareness:
Curiosity Openness
Acceptance Love. COAL
- Non-judgmental awareness in the present moment
- You are aware that you are more than the activities of the brain.
- Mindfulness Exercises
- Spiritual roots
- Centering Prayer
- Zazen
- Wheel of Awareness
- Breathing
- Worship
- Walking meditation
- Sacraments
- Lectio Divina
- Chant
- Contemplation

Use of Mind

- How do we use awareness to advance mental health to promote integration?
- Neural aspects (energy and information flow occurs as the mind moves along the waves of neural firing, which we can share, and become aware of which creates the texture of experience)
- The mind can direct energy and information resulting in change in the neural firing. You can use the focus of attention to direct the flow of energy and attention in the nervous system and create new firing patterns, and you can change the connections in the brain.

Structure of the Nervous System

- Visual model Three dimensional model is your own hand, thumb in the middle of hand and fold fingers over the thumb with your nails facing you.
- Wrist is spinal cord.
- Demonstrate for use

Structure of the Brain

Brain Stem

- The deepest part of the brain, the oldest, the reptilian, first to develop in the womb, Regulates physiology, heart rate, breathing, shapes our states of arousal, sleep, alert, sexuality. It responds to threat, certain aspects of the brain stem flight or flight or freeze. It also is engaged within a state of safety, the body responds, more open relaxed, hearing is different. Interpersonal relationships are influenced by sense of safety, open responsive, relaxed.
- If sense of threat is perceived, in external or in memory the brain stem will engage the physiology. This is a partial engagement in Dissociated States. It is also involved in attachment histories. Vigilance, as well as approach emphasis may create paradoxical states resulting in anxious, avoidant processes.

Structure of the Brain

Limbic Region

- Limbic region is mammalian brain. Left and right aspects to limbic region. Amygdale, hippocampus, hypothalamus
- Five different dimensions engaged;
- emotional states, sadness fear disgust, shame, anger, joy, excitement, categorical or universally found across cultures, facial expressions manifested, bodily response and limbic action. And subtle shifts in affective states with brain stem, which is sub-cortical, can be outside of awareness .
- motivational states are also manifested in the limbic states.
- memory is also located in limbic
- appraisal of meaning, how an incoming process is identified as meaningful.
- relationships, (attachment relationships, mammalian aspects of function)

Structure of the Brain

Cortex

- Cortex, back and front part of the brain, outer covering wraps over the lower structure
- Back of the brain is complex mental process, seeing hearing. Frontal lobe is important for motor processing, thinking attention, Prefrontal cortex (behind forehead) just above nose. Right and left prefrontal, connected by corpus collosum. Side part dorsal lateral parts of the brain are thought to be active when something is in our mind and in our awareness.
- When focus is directed specific to object, or body (ie left foot, right side of dorsal lateral portion of frontal cortex appears to be correlated. Full awareness is a reflection of full integration of brain stem, limbic cortex, frontal cortex, and the mind, which is directing the brain to function as directed.

Cortex continued

- Middle Prefrontal Cortex region, above and behind the eyes. (Anterior Cingulate, orbito frontal cortex, medio prefrontal cortex, ventral lateral prefrontal cortex) Facilitates, correlates, mediates, is associated with, the following processes and functions:
 - Body regulation, ultimate arbiter of the autonomic nervous system, sympathetic accelerator parasympathetic the braking portion, aspects of the body, regulating ie., heart rate, respiration, it maintains a balancing function.
 - Attuned communication, how we perceive another persons signals, receive and respond to them which leads to joining, how we tune into each other..

Cortex continued

- Emotional balance, all the integration from the brain stem, limbic and cortex is all coordinated and facilitated by the prefrontal cortex. There are inhibitory fibers which help calm down limbic regions, or it can increase limbic firing. Excessive, chaotic or frozen, rigid states can be balanced and regulated by the pre-frontal cortex.
- Response flexibility, how you can pause before you act, impulse control. Able to think about options for response, how we can be flexible.
- Insight, how we can connect something from the past with the present and the future, mental time travel, (auto noetic, self knowing awareness) resulting in autobiographical narrative. Waking up, aware of what is going on in our life and how we may want to change our life state.

Cortex continued

- Empathy, understanding another person's point of view, having an image of another person's mind in your mind. With compassion, there is corresponding feeling with another, as opposed to solely having a representation. When items 5 and 6 are integrated we have what Seigel calls "mindsight." Present in secure attachment and mindfulness and awareness.
- Fear modulation, the way we have come to be afraid of things in the past, (imbedded in sub-cortical firings) The fibers grow from the Prefrontal cortex to the amygdale, releases inhibitory GABA biochemicals which reduces the fear state. (The above seven items are also addressed in attachment processes and are assessed in the Adult Attachment Testing tools and are promoted by secure attachments).

Cortex continued

- Accessing intuition, bringing the wisdom of the body into the brain, (from around the intestines, and the heart, visceral processes) ie, gut reaction, heart felt.
- Mindfulness Research, incorporates the above functions, Attachment theory looks for the first seven of the above functions.

Integration

- When energy and information flow in an attuned way it promotes integration. Prefrontal cortex facilitates integration via the fibers from the prefrontal cortex, and is responsible for social integration, the neural firings of other people, and all three levels of the brain.
- Neural integration can result in an attuned relationship. A secure attachment can stimulate the prefrontal cortex into growing into more complex systems and self regulation, the hallmark of secure attachment. Mindful awareness, tuning in to self, an observing self the experiencing self and bringing curiosity, openness, acceptance and love which would result with internal attunement.

Mindfulness Practice

- We become our own best friend and then bring a state of integration to the brain. The observing self and experiencing self become attuned to each other. The wholeness of our body is an energy and information flow across the entire body. That is why insular is thicker with persons who practice mindfulness.
- Mindfulness practitioners have thicker prefrontal cortex regions. Insular cortex which brings information and energy from the body, through the limbic to the cortex, and then from the cortex back into the limbic, brain stem and body.

Social circuitry of the brain

- Ways we connect to each other.
- Mirror neurons – in the social circuitry of the brain. We have a relational mind in a social brain. Mechanisms of brain functioning: The brain is hard wired to connect to other brains from the very beginning of life. The way we become aware of another persons mind, to the state and function of resonance, which is empathy.
- Insight and empathy permits the ability to look inward while appreciate the mind of another. Mirror neurons were discovered in Italy 1990's. They tracked a single motor neuron in the prefrontal cortex, fired when an action was done by the participant but also when it was perceived without being physically done. The act must be intention, to which the mirror neuron responds. Intention is critical. Mirror neurons not only mirror, but they also pick up emotional states, which is then internally simulated (state of mind or feeling).

Brain Circuitry

- This process is highly complex engaging other regions which create a map about which is about to happen next. It is driven downward through the insular, into the limbic circuits, into the brain stem, into the body. The information and energy returns by up into the Prefrontal cortex, interoception, so that we can be aware of what is happening in our body.
- When we become conscious of the interoception it becomes insight. We can then imagine the mind of the other as a result of what is happening within ourselves.
- How can we bring integration into our lives?

Integration of Consciousness

- How we expand our wheel of awareness of consciousness. Helps create mindfulness. Information transfers are open and judgments. Mindful awareness is the integration of consciousness, which disengages a top down state. Information flows from the bottom up. Top down information and energy effects the information coming up based upon past learning.
- Each information and energy entering consciousness is fresh, new in a here and now experience, gratefulness posture. Cortex is only six layers thick. The information rising up moves up to bottom two layers, while the top down pushes down to top two layers, and layers three and four process the information and results in what we experience in awareness. Top down may be suffocating our lives. Mindfulness enables the disengages the input from layers one and two.

Integration

- Vertical integration, body, brain stem, limbic and prefrontal cortex, how we get access to various levels, the wisdom of the body. We are inviting the body to be fully present. None of the processes are verbal, or logical, which is a specialty of the right. Looks directly downward at limbic and brain stem, and bodily states, and honors them. Look at my need for attachment. We need integrated connection with others.
- Horizontal integration, left and right cortex, integration at the same level of the brain, sight and sound, narrative functions of left and right brain functioning.
- Memory integration, trauma, implicit memory with explicit memory, integration with the hippocampus, past experiences integrated into current awareness, moving toward complexity. Conscious attention brings the focus of the hippocampus into play

Integration

- Narrative integration, developing a sense of self, of authorship of self and our story. Results in more self directed activity, motivation, when the observing self is able to reflect and integrate the past while it the process leads into the future.
- State integration: our minds have different states which crosses several dimensions, such as conscious states, with social with mindfulness. A self state may also evolve, which moves beyond current circumstance and yet still needs some form of integration

Integration

- Interpersonal integration, how do we permit, enable and facilitate the social integration of two minds. When difficulty in respecting autonomy, or difficulty in communication results in couple difficulty.
- Temporal integration: refers to time, 1. drive towards certainty, what will happen next, but life is filled with uncertainty, and how do we embrace our drive and the uncertainty. 2. permanence, need things to remain as they are, how do we own the inclination but also embrace the reality of change. 3. mortality, the wish that we would live forever, however, death is reality. How does this become integrated is temporal integrity.

Integration

- Transpirational, to breathe across all the eight dimensions. The state described by mystics and others who experience a universal oneness. An advanced mindful awareness state. Much higher levels of complexity, integration

Spiritual Integration

- Case Presentation
- Questions and Discussion
- Personal Integration
- What does this mean for us, personally, professionally?