PACIFIC NORTHWEST SOCIAL SCIENTISTS, LLC (PNWSS)

Continuing Education Provider
Suicide Prevention Specialists
www.pnwsocialscientists.com

ATTACHMENT THEORY—INTRODUCTION & APPLICATIONS FOR CLINICAL PRACTICE

SYLLABUS

5-hour Online Training
5 Continuing Education Credits
$49.99
Click on the link below to access the class:
https://pnwsocialscientists.com/?sfwd-courses=incorporating-attachment-theory-into-practice

Target Audience: Licensed professionals

Goals & Objectives

Attachment theory has emerged as one of the leading frameworks for the study of close relationships, personality processes, and emotional dynamics. The theory has gained in importance largely because it addresses a wide range of issues that are central to human wellbeing: the development of intimate relationships; the regulation of thought, feeling, and action; and the processes promoting mental health. Moreover, from a scientific and educational point of view, attachment theory is compelling because it draws upon the theories and empiricism of multiple perspectives, including ethology, evolution, and virtually all areas of psychology (e.g., clinical, development, cognitive, neuroscience, and social-personality psychology).

As a theory of socioemotional development, attachment theory has implications and practical applications in social policy, decisions about the care and welfare of children, and mental health[1]. The goal of this training is to empower licensed professionals to incorporate Attachment Theory into their clinical practice.

Objective 1: Attachment theory originated after WWII in Europe. Extensive maternal deprivation was observed in orphanages. The history of Attachment Theory is reviewed, covering the 1950s to contemporary research, including an introduction of real-life clinical applications used today by clinicians.

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[1] Rutter M (2008). "Implications of Attachment Theory and Research for Child Care Policies". In Cassidy J, Shaver PR (eds.). *Handbook of Attachment: Theory, Research and Clinical Applications*. New York and London: Guilford Press. pp. 958–74. ISBN 978-1-60623-028-2.

Objective 2: The stages of parent-child separation and the steps towards attachment will be presented. The research work of John Bowlby and Mary Ainsworth (the originators of attachment theory[2]) is detailed, including father-infant attachments, as well as demonstrations of the Strange Situation Procedure using infant attachment measures.

Objective 3: Intergenerational transmission of attachment disorganization will be demonstrated by analyzing **i**nfant samples. Attachment disorganization in older children will also be presented, along with specific measures for identification. Finally, the Adult Attachment Interview (AAI) and how to identify frightened or frightening parental behavior will be defined.

Objective 4: Participants will be introduced to Reflective Functioning (RF) and how it is used in Treatment.

Objective 5: Clinical treatment modalities, psychological concepts, and attachment interviews will be provided, along with detailed instruction.

Agenda

The videos total 5 hours of recorded presentation and are used to calculate CE credit hours. Quizzes and evaluations are not included in the CE credit hours. The participant will work through two learning sessions in sequential order.

Session 1: 2 hours 42 minutes
Session 2: 2 hours 11 minutes

1. INTRODUCTION TO ATTACHMENT THEORY:
   a. Session 1: Video 1: PowerPoint
   b. Objectives: 1, 2, 3
   c. QUIZ 1: 7 Questions
2. ATTACHMENT THEORY—APPLICATIONS FOR CLINICAL PRACTICE:
   a. Session 2: Video 2: PowerPoint
   b. Objectives: 4, 5
   c. QUIZ 2: 8 Questions
3. Evaluation Questions
   a. Class
   b. Presenter
   c. Objectives
   d. Overall feedback (Unlimited space for feedback.)
4. Download Certificate of Completion for 5 CE Hours

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[2] Bretherton, I (1992). "The Origins of Attachment Theory: John Bowlby and Mary Ainsworth" (1992)". *Developmental Psychology*. **28** (5): 759–775. doi:10.1037/0012-1649.28.5.759.

Curriculum Plan

Upon purchase of the curriculum, participants will obtain access to Pacific Northwest Social Scientists (PNWSS) online Learning Management Software system (LMS) uniquely developed and designed for this training.

Each session begins with a video-recorded presentation (Closed Captioning available). After the presentation, the participant must take a True/False and Multiple-Choice quiz designed to reinforce knowledge and skills acquired during that section. the participant must complete the video and quiz before moving on to the next section.

Two quizzes contain 3 questions per CE hour for a total of 15 questions. A minimum grade of 80% is required. Retakes are allowed until a passing grade is achieved. Upon passing the quiz, the next session will become accessible until both session quizzes are passed with an 80% or better. After the participant completes the entire course, they will receive the option to download a PDF version of their CEU *Certificate of Completion*. PNWSS will retain a copy for six years in the event of auditing.

> *Note: The user will have the ability to leave in the middle of a session and return later. The user will also have multiple chances to achieve a passing grade within each session.*

SESSION DESCRIPTION

Session 1: Introduction to Attachment Theory

This advanced workshop will explore global similarities and individual differences in the development and trajectory of attachment relationships. Dr. Finger will begin by exploring the theoretical underpinnings of attachment theory by examining early researchers' work with animal models. Core concepts of attachment will be defined. The following topics are covered in this session:

- 1950s Harlow – monkeys – formulating attachment theory
- Orphanages after WWII in Europe
- 1952 Spitz video – Emotional deficiency diseases in infants
- John Bowlby – Attachment Theory – based on evolutionary theory
- Stages: Parent Child Separation
- Steps Toward Attachment
- Mary Ainsworth observes Uganda children with caregivers
- Father-Infant Attachments
- Strange Situation Experiment
- Secure: Seek and receive comfort following separation. Related to parental sensitivity.
- Avoidant: Seek limited comfort following separation. Related to parental rejection.
- Ambivalent/Resistant: Mix contact seeking with anger following separation. Related to parental inconsistency.
- Daycare Controversy

- Infant attachment disorganization
- Attachment measures for older children
- Adult Attachment Interview
- Parental Lack of Resolution
- Intergenerational Transmission of Attachment Disorganization
  - 53% of Unresolved parents have infants classified as disorganized.
  - Unresolved parents believed to display lapses in the monitoring of caretaking behavior that frighten their children and initiate approach-avoidance conflict.

Session 2: Attachment Theory—Applications for Clinical Practice

This session will examine how maladaptive processes relate to attachment (e.g., abuse). Participants will be trained on the following clinical treatment modalities, psychological concepts & attachment interviews:

1. Adult Attachment Interview (AAI)
2. Parent Development Interview (PDI)
3. Pregnancy Interview (PI)
4. "Hostile attributional bias"
5. Mentalization-Based Therapy (MBT)
6. Parent-Child RF-based Treatment
7. Mother and Toddlers Program
8. "Self-medication hypothesis"
9. Combined Interventions
   a. Minding the Baby (MTB) Intervention
   b. Nurse-Family Partnership (NFP) Intervention
   c. Infant Parent Psychotherapy (IPP) Intervention
10. Severe Psychological Classifications using the AAI
11. "Disorganized attachment"
12. Hostile/Helpless (HH) States of Mind
13. Clinical Psychoanalytic Perspective
14. Hostile/Helpless Pregnancy Interview (HHPI)
15. Child-Parent Psychotherapy (CPP)
16. Circle of Security Intervention
17. Parallel Parent and Child Therapy (PPACT)
18. Reactive Attachment Disorder (RAD) Treatments

RESEARCH AND DATA COMPILATION

We will track all aspects of this program through an online Learning Management Software (LMS) located on the PNWSS website. Participants must register before enrolling in a class. The LMS database tracking software will enable us to collect the following data:

Participant Demographics

- Name: First, Last, Credentials
- Email Address [fill-in-the-blank]

Participant Activity

- Date of Completion
- No. of Times to Complete Quizzes
- Scores for each quiz
- Cumulative scores

Privacy Policy

We've integrated a new powerful learning management system (LMS) into our Wordpress website—LearnDash LMS. When you purchase a class through our website, all of the activity is managed through this LMS add-on.

LearnDash Privacy Policy

Pacific Northwest Social Scientists and the associated Learning Management System software, LearnDash privacy policies can be found by clicking here.

BY USING OUR LEARNING MANAGEMENT SYSTEM TO COMPLETE COURSES, YOU AGREE TO BE BOUND BY THIS PRIVACY POLICY. IF YOU DO NOT AGREE WITH ANY OF THE TERMS OF THIS POLICY, PLEASE DO NOT USE OUR SERVICES OR PROVIDE US WITH YOUR INFORMATION.

SCOPE OF POLICY

This privacy policy applies to how we collect, use, and disclose information from the following individuals:

- Customers – individuals who purchase or otherwise use our Services.
- Event/Marketing Participants – individuals who provide their information to us when they register for our webinars, subscribe to marketing material, participate in surveys or contests, or attend our other events.

INFORMATION WE COLLECT

Customers. We ask for your information, which may include your name, email address, physical address, and credit card information, to enable us to create an account and provide our Services. By providing us with this information, you represent that you own and consent to our use of such

personal information. When you use our Services, we may automatically collect information about how and where the Services are used, including but not limited to geolocation data, versioning, site health information, configuration settings, and reporting (collectively, "Usage Data"). You understand that this Usage Data may include limited personal information, and therefore you represent and warrant that if you opt into the collection of this Usage Data, you have made all necessary disclosures for the collection of Usage Data.

Event/Marketing Participants. We may ask for your name, credentials (e.g., LCSW), and email address to enable you to participate in events and surveys. Such participation is voluntary, and you may choose whether or not to participate and therefore disclose this personal information.

HOW WE USE YOUR INFORMATION

We use the information we collect about you in the following ways:

- To respond to any requests from you, including those regarding sales and support.
- To contact you regarding any agreements or accepted terms that you may have with us for the Services.
- To provide you with marketing emails, exclusive offers, advertising campaigns, or newsletters.
- To understand how our Services and Website are managed.
- To provide you with information logs associated with the use of our Services.
- To contact you regarding functionality changes to our Services or Website.
- To improve our offerings, including developing new features and functionality for our Services and Website.
- To collect payment and bill for our Services.
- To help personalize searches.
- To diagnose and troubleshoot problems.
- To find and prevent fraud.
- To carry out other purposes as disclosed to you through the Website or found in terms or an agreement between us and you.
- To process the information for other purposes for which we obtain your consent.

HOW WE SHARE INFORMATION

We commit to protecting your privacy and will not share your information with any third parties. The personal information we collect from you will remain unreported except for any requirements determined by your licensing agency that are necessary for continued licensing. Your personal information is retained for six years in the event you are ever audited and need certificate copies. After six years, all personal identifiable information is destroyed.

Reports will be provided to licensing agencies aggregating attendees, types of licenses, and numbers of attendees passing. No personal, identifiable information is provided in these reports.

DATA RETENTION AND SECURITY

When we no longer have a legitimate business need (e.g., termination of a customer agreement) to process your personal information, we will either delete or de-identify it.

We take all reasonable steps to protect information we receive from you from loss, misuse or unauthorized access, disclosure, alteration, and/or destruction. We maintain technical, physical, and administrative safeguards to secure your information, and we use industry standard encryption for data transferred over the internet. Despite our use of encryption, we cannot guarantee any method of transmission of information over the internet is 100% secure.

A copy of your Certificate of Completion is saved for six years. In the event you need a copy for audits.

FINANCIAL INFORMATION

Pacific Northwest Social Scientists does not retain any financial account or credit card information. A third-party financial institution, PayPal, collects this information.

Reports & Records

Pacific Northwest Social Scientists will develop reports and analyze metrics regarding numbers of participants, and how many users accessed, attempted, and completed the training.

Policies and procedures are in place for maintaining training and testing records through the LMS. Pacific Northwest Social Scientists will generate reports on a monthly, quarterly, and annual basis to monitor activity, scores, and feedback.

LMS Monitoring

The key feature of the LMS will be enabling us to scrutinize the session quizzes. Updates, modifications, and design changes will be based off what we learn from participants responses to survey questionnaires and testing results. Some queries include ensuring the word choices and questions are reinforcing the knowledge and skills presented within the sessions. Section quiz questions will provide an opportunity for skill building by basing questions off previous answers. Key questions are reused in other sessions. Questions and the potential answers will reiterate key concepts. Using principles from Psychology, we will pay attention to primacy and recency of information (which we can observe using the LMS). For example, "How many times does the average user take to get the right answer(s)?" If it is a lot and the information was delivered early (primacy) in the presentation, perhaps a review at the end (recency) should be included in order for participants to better retain key objectives or concepts. Each question is tied to a learning objective. This will enable us to determine whether there are areas within the training that are not sufficiently covering the objective(s).

We can also generate reports that look at problem learning areas. Perhaps a correlation is found, leading a high percentage of participants to repeatedly miss questions in a particular section. We can use this information to update the video and any corresponding quiz questions.

Refund Policy

Refunds are on a case-by-case basis. With virtual classes, the customer may access the class at any time within the year of purchase, and therefore are rarely occasions where a refund would be issued after-the-fact, as the customer will receive the training and subsequent certification.

With in-person trainings, payment is in advance, if the customer cancels within:

- 30 days prior to the event, the entire amount will be refunded minus a $10 handling fee.
- 14 days prior to the event, 50% will be refunded.
- No refunds will be issued for cancellations less than 14 days in advance.

Exchanges will also be taken on a case-by-case basis. Typically, any class paid for by the customer may be exchanged for another class of equal value (i.e., the same number of CEUs).

PRESENTER

Brent Finger, Ph.D. Psychology

Brent Finger received his doctorate from the University of Chicago Committee on Human Development and completed an NIAAA funded post-doctorate at the Research Institute on Addictions at SUNY Buffalo. His research activities focus on parent-child attachment, Developmental Psychopathology, substance abuse, and representations of interpersonal relationships in high-risk samples.

Dr. Finger has published and presented his work internationally. His research into disorganized attachment and his key findings and collaboration in developing additional coding categories, Hostile/Helpless (HH), for severe, critical, and clinically pathological attachments adds to a body of literature, extending John Bowlby and Mary Ainsworth's seminal work in Attachment Theory. His workshop is a compilation of Attachment Theory history (Secure, Avoidant, and Anxious), leading up to current clinical practice. Dr. Finger's work regarding the fourth attachment style, Disorganized Attachment will be integrated throughout the presentation. A partial list of Dr. Finger's publications and research presentations is listed below:

Melnick, S. M., Finger, B., & Lyons-Ruth, K. (2008).The Pervasively Unintegrated / Hostile-Helpless Coding System for the Adult Attachment Interview: Implications for the Intergenerational Transmission of Disorganized Attachment. In H. Steele & M. Steele (Eds.) The adult attachment interview in clinical context. (pp. 399-423). New York: Guilford Press.

Finger, B., Kachadourian L. K., Molnar D. S., Eiden R. D., Edwards E. P., & Leonard, K. E. (2010). Alcoholism, Associated Risk Factors, and Harsh Parenting among Fathers: Examining the Role of Marital Aggression. Addictive Behaviors, 35, 541-548.

Finger, B., Cunningham, A. B., Bernstein, V. J., & Hans, S. L. (2018). Familial environmental contributors to early emerging behavior problems in children of addicted mothers. Infant and Child Development, 27(1).

Isosävi, Sanna, Wahlström, Jarl; Flykt, Marjo; Heiskanen, Lotta Finger, Brent; et al. (2019). Dysregulated motherhood: Exploring the risk features in a mother's caregiving representations. Journal of Infant, Child & Adolescent Psychotherapy, 18, 29-57.

Terry, M., Finger, B,, Lyons-Ruth, K., Sadler, S. L., & Slade, A. (2020). Hostile/helpless maternal representations in pregnancy and later child removal: A pilot study. Infant Mental Health Journal, August 20.

Cunningham, A. B., & Finger, B. (2004, October). Behavior Problems in Young Children with Substance Abusing Mothers. Poster presented at the American Academy of Child & Adolescent Psychiatry. Washington, DC.

Finger, B. (2005, September). The Effects of Violence on Mother-Child Attachment. Breakout session presented at the South Suburban Family Shelter conference on "Early Identification and Screening of Young Children Exposed to Violence". Alsip, IL.

Finger, B., & Hans, S. L. (2006, March). Exploring the Intergenerational Transmission of Attachment Disorganization. Poster presented at the 15th biennial Conference of the Society for Research in Human Development, Fort Worth, TX.

ADDITIONAL INFORMATION

A description of the method of selecting future instructors.

As a Continuing Education Provider, Pacific Northwest Social Scientists collaborates often with clinically licensed training professionals and can provide alternate instructors in the event one of the original instructors is unavailable to update a recording segment.

RESOURCE LINKS

Attachment Theory - Video Links

Mother Love – Monkey Maternal Deprivation Experiments
https://www.youtube.com/watch?v=znBa3lap5jQ

Emotional deprivation in Infancy (Rene Spitz 1952)
https://www.youtube.com/watch?v=iW3UHcYfCPI

A Two Year Old goes to Hospital (Robertson Films)
https://www.youtube.com/watch?v=s14Q-_Bxc_U

The Strange Situation – Mary Ainsworth
https://www.youtube.com/watch?v=QTsewNrHUHU

Mentalizing and MBT
https://www.youtube.com/watch?v=kxUHILbZNaY

Mentalization Based Treatment Training Anthony Bateman – Empathic Validation 1
https://www.youtube.com/watch?v=IzBHDSnR2jk

Why COSP: A Path to Good Enough
https://www.circleofsecurityinternational.com/video-overview-of-cosp/

Happy Healthy Little Ones Circle of Security Parenting Being with and Shark Music
https://www.youtube.com/watch?v=Vy3EwAQ0lwo

What Caring for Child with R.A.D. was like for State Rep., Wife
https://www.youtube.com/watch?v=TI6I-C3-H6s

InBrief: The Science of Neglect
https://www.youtube.com/watch?v=bF3j5UVCSCA