

TREATING THE EMERGING ADULT PATIENT



Cardwell C. Nuckols, PhD

cnuckols@elitecorp1.com

www.cnuckols.com

*TREATING THE EMERGING
ADULT PATIENT*

REHABILITATION

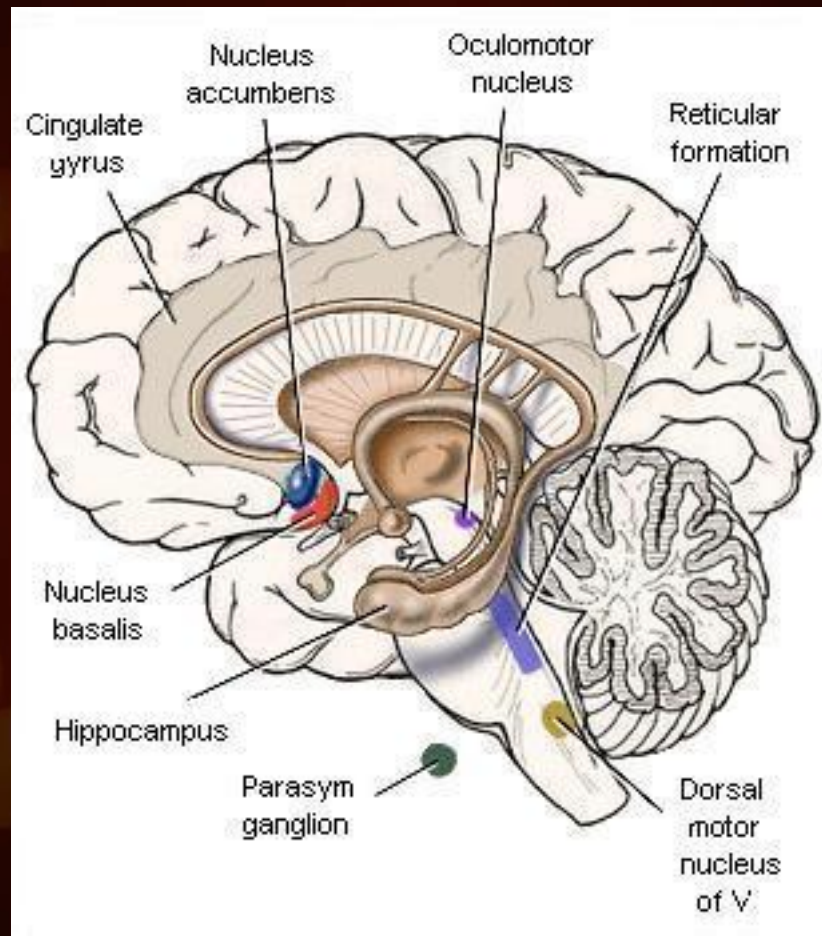
OR

HABILITATION

EMERGING ADULT PROGRAM

- **18-30 YEARS OLD**
- **DEVELOPMENTALLY IMMATURE**
- **NON-ENRICHED ENVIRONMENT**
- **EARLY ALCOHOL AND DRUG USAGE**
- **OFTEN FRUSTRATED BECAUSE THEY CANNOT ACHIEVE AGE APPROPRIATE GOALS**
- **DON'T FIT WELL IN ADULT TREATMENT PROGRAMS**

NUCLEUS BASALIS



EMERGING ADULT PROGRAM

- NOVELTY
- GROUP-ORIENTED
- ACTIVE PARTICIPATION
- DEVELOPMENTALLY INFORMED
- WEEKLY REVIEW OF SUBJECTIVE PROGRESS
- SPIRITUAL CORE AS A SPIRIT QUEST OR RIGHT OF PASSAGE

EMERGING ADULT PROGRAM

- **ENRICHED ENVIRONMENT**
 - **STAFF AS HEALTHY FAMILY**
- **BUDDY SYSTEM**
- **ART AND ACTIVITY THERAPY**
- **MEDITATION AND YOGA**
- **12 STEP ORIENTED**
- **ABILITY TO ADMIT, ASK FOR HELP AND TAKE ACTION**

TWELVE STEPS OF AA:CYCLE

ONE

- 1st Step- *We admitted we were powerless over alcohol-that our lives had become unmanageable. (ADMIT)*
- 2nd Step- *Came to believe that a Power greater than ourselves could restore us to sanity. (ASK)*
- 3rd Step- *Made a decision to turn our will and our lives over to the care of God as we understood him. (ACT)*
- 4th Step- *Made a searching and fearless moral inventory of ourselves. (ACT)*

TWELVE STEPS OF AA:CYCLE

TWO

- **5th Step- *Admitted to God, to ourselves, and to another human being the exact nature of our wrongs. (ADMIT)***
- **6th Step- *Were entirely ready to have God remove all these defects of character.(ASK)***
- **7th Step- *Humbly asked Him to remove our shortcomings. (ASK)***
- **8th Step- *Made a list of all persons we had harmed, and became willing to make amends to them all.(ACT)***
- **9th Step- *Made direct amends to such people wherever possible, except when to do so would injure them or others.(ACT)***

TWELVE STEPS OF AA:CYCLE THREE

- **10th Step- Continued to take personal inventory and when we were wrong promptly admitted it. (ADMIT)**
- **11th Step- Sought through prayer and meditation to improve our conscious contact with God as we understood Him, praying only for knowledge of His will for us and the power to carry that out. (ASK)**
- ◆ **12th Step- Having had a spiritual awakening as the result of these steps, we tried to carry this message to alcoholics, and to practice these principles in all of our affairs. (ACT)**

TWELVE STEPS OF AA

- **FIRST:** *Admit*, getting in touch with feelings and attitudes and learn how to acknowledge them
- **SECOND:** Learn how to *ask* for assistance when needed; how to trust more
- **THIRD:** Learn how to take prompt *action*

TWELVE STEPS OF AA: PROFILE

Use the following scale to express the extent of your agreement or disagreement with the statement:

- 5=This statement applies to me all the time
- 4=This statement applies to me much of the time
- 3=This statement sometimes applies to me
- 2=This statement rarely applies to me
- 1=This statement never applies to me

Helgoe, Robert. *Hierarchy of Recovery*. Hazelden, 2002.

TWELVE STEPS OF AA: PROFILE

Put your response (one number from the scale) beside each statement...

1. I am a procrastinator; I put things off (___)
2. I admit when I am wrong (___)
3. I prefer to do things without help (___)
4. When I know what needs to be done, I do it. (___)
5. I am open to suggestions. (___)
6. When I am not happy, I don't talk about it. (___)
7. It is hard for me to ask for things. (___)
8. Friends say I am a "doer." (___)

TWELVE STEPS OF AA: PROFILE

Put your response (one number from the scale) beside each statement...

9. I do not like keeping secrets. (___)

10. I am more of a thinker than a doer. (___)

11. It takes a lot of evidence before I see something about myself I hadn't seen before. (___)

12. I am willing to do things differently than I usually do them. (___)

13. I am enjoying life. (___)

TWELVE STEPS OF AA: SCORING THE PROFILE

- A. Add the numbers recorded for items 2 and 9. (___)
- B. Add the numbers recorded for items 6 and 11. (___)
- C. Subtract B from A (may be a negative number). (___)
- D. Add the numbers recorded for items 5 and 12. (___)
- E. Add the numbers recorded for items 3 and 7. (___)
- F. Subtract E from D (may be a negative number). (___)
- G. Add the numbers recorded for items 4 and 8. (___)
- H. Add the numbers recorded for items 1 and 10. (___)
- I. Subtract H for G (may be a negative number). (___)

TWELVE STEPS OF AA: SCORING THE PROFILE

The *admit* index is C: (___)

The *ask* index is F: (___)

The *act* index is I: (___)

The largest number (C, F or I) is the
persons strongest element. (_____)

The smallest number (C, F or I) is the
persons weakest element. (_____)

*An index lower than -3 indicates an area
for great concern*

TWELVE STEPS OF AA: PROMISES

In the space provided, rate each feeling or circumstance on a scale of 1 to 5 based on how strong or weak your experience of it has been over the last week.

1= a very weak sense or experience; none; or nearly none

2= some, but not much

3=a moderate amount, enough so you might say, “Yes, that’s been happening.”

4= more than a moderate amount, enough so you might say, “I’ve had a good experience of that this week.”

5= a very strong experience, maybe a highlight of the week.

TWELVE STEPS OF AA: PROMISES

1. Freedom (___)
2. Happiness (___)
3. Absence of regrets (___)
4. Serenity or peacefulness (___)
5. How much your experience
benefits other people (___)
6. Absence of self-pity (___)
7. Interest in other people (___)

TWELVE STEPS OF AA: PROMISES

8. Absence of selfishness (___)
9. A more positive attitude about life (___)
10. Absence of fear of people (___)
11. Absence of fear of economic security (___)
12. An ability to handle situations that used to be difficult (___)
13. Awareness of a Higher Power in your life (___)

*THE PROMISES ARE THE SYMPTOMS OF
RECOVERY*

TWELVE STEPS OF AA: PROMISES

- The Promises checklist can be used to monitor progress.
- The ratings may serve as topics for discussion
- May be helpful in detecting stages of grief
 - Anger=4,7,9,12
 - Depression=2,3,6,11

CHILD AND ADOLESCENT DEVELOPMENT

- EMOTION AND MOTIVATION SYSTEM
 - This system turns 10 year olds into restless, exuberant, emotionally intense teenagers
 - Recent studies (Casey at Cornell) suggest adolescents aren't reckless because they underestimate risk but because they *overestimate rewards-or, rather find rewards more rewarding than adults*

CHILD AND ADOLESCENT DEVELOPMENT

- EMOTION AND MOTIVATION SYSTEM
 - Want social rewards-respect from their peers
 - Recent study (Steinberg at Temple University)
 - Teenagers did a high-risk driving task while lying in a fMRI machine.
 - The reward systems lighted up much more when they thought another teenager was watching-and they took more risks

CHILD AND ADOLESCENT DEVELOPMENT

- **CONTROL SYSTEM (PREFRONTAL CORTEX)**
 - The prefrontal cortex **GUIDES OTHER PARTS OF THE BRAIN** including those that govern motivation and emotion
 - This system inhibits impulses, guides decision-making, plans for the long-term and delays gratification

CHILD AND ADOLESCENT DEVELOPMENT

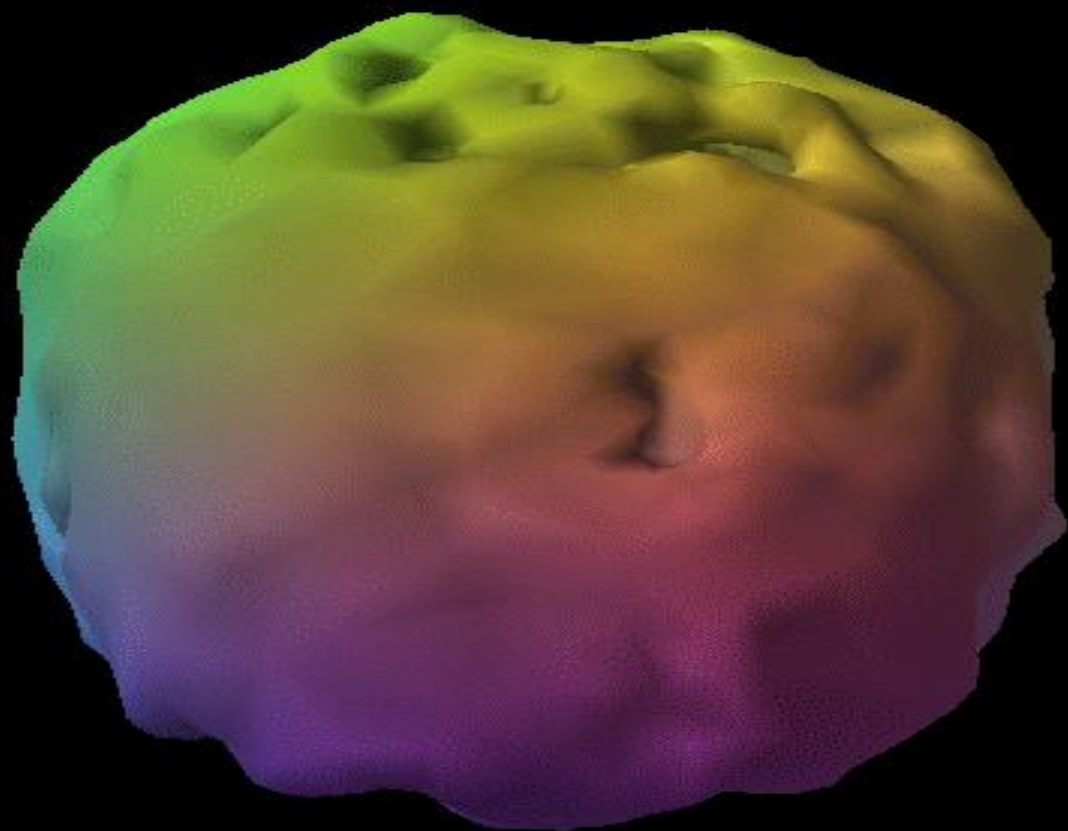
- CONTROL SYSTEM (PREFRONTAL CORTEX)
 - *This system is experience dependent*
 - It becomes more effective as we gain more SUPERVISED experience
 - EXPERTISE COMES FROM SUPERVISED EXPERIENCE
- These two systems were in sync in the past where farming and hunter-gatherer societies prevailed

CHILD AND ADOLESCENT DEVELOPMENT

- *The experience of trying to achieve a real goal in real time in the real world is increasingly delayed and the growth of the control system depends on just those experiences*
- As Ronald Dahl of UC-Berkeley states, “Today’s adolescents develop an accelerator a long time before they can steer and brake.”

CHILD AND ADOLESCENT DEVELOPMENT

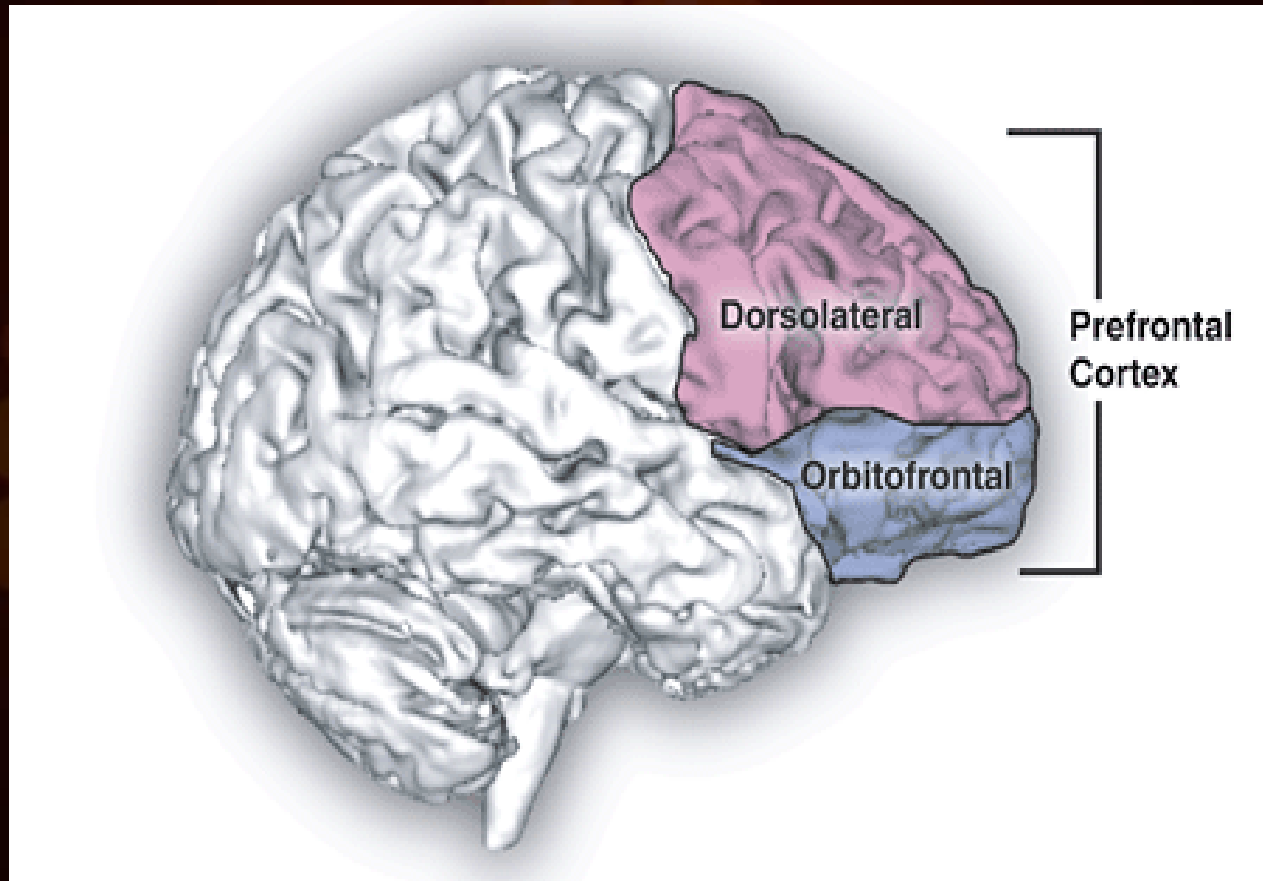
- It's that the prefrontal cortex is not properly instructed and exercised
- Because the brain is “plastic” it can respond to environmental stimuli
- Given the right stimuli this could help resolve some of the problems by helping to influence top-down control



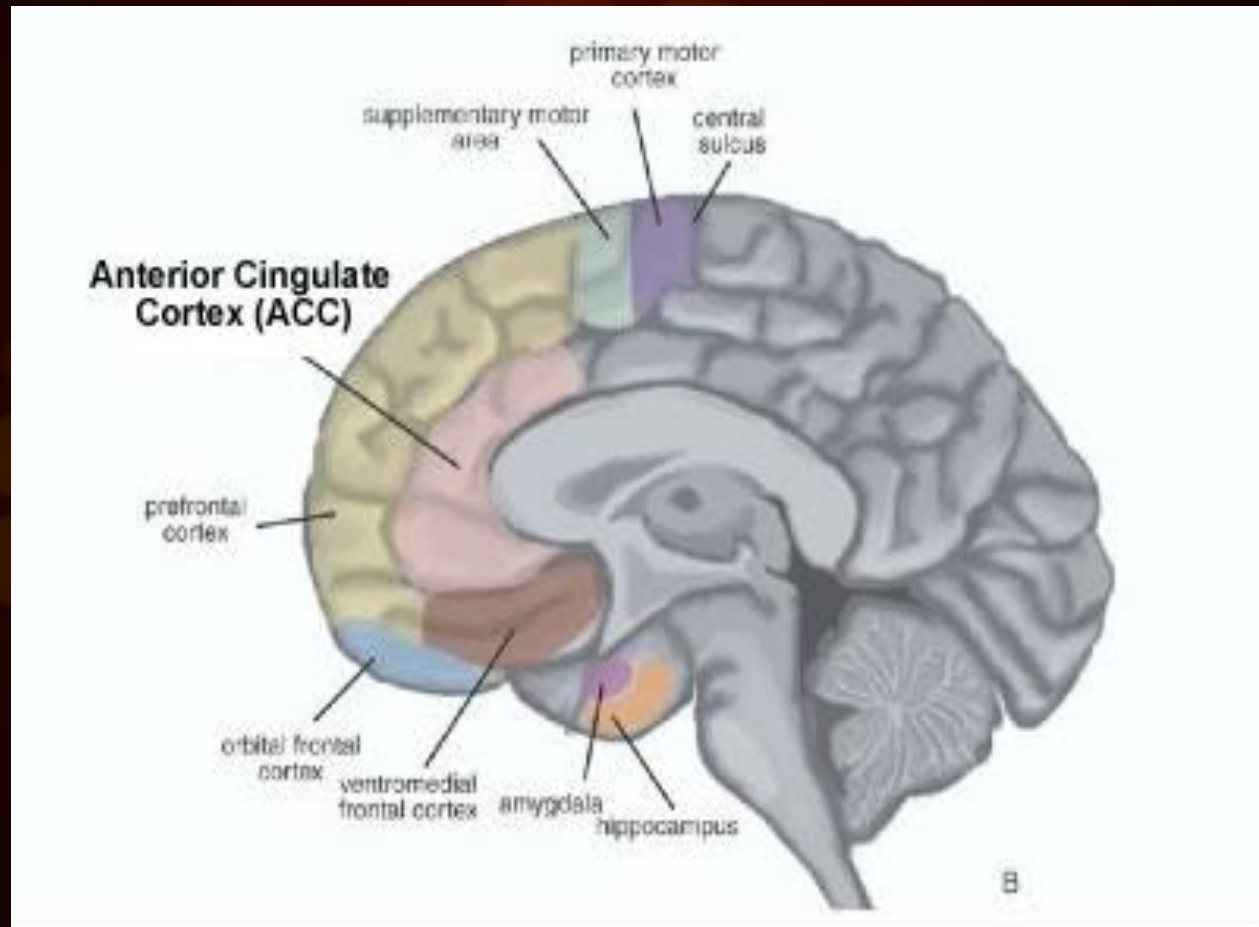
TREATING THE EMERGING ADULT PATIENT

- **DEVELOPING THE PREFRONTAL CORTEX**
- **ENRICHED ENVIRONMENT**
- **THE SPIRITUAL CORE**
- **DISCHARGE PLANNING**

DEVELOPING THE PREFRONTAL CORTEX



DEVELOPING THE PREFRONTAL CORTEX

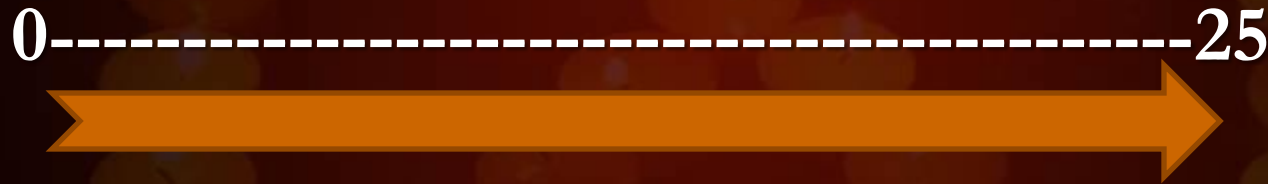


DEVELOPING THE PREFRONTAL CORTEX

- **CRITICALLY SENSITIVE TO AN ENRICHED ENVIRONMENT DURING THE FOLLOWING AGE RANGES**
 - **0-5 YEARS OLD**
 - **10-20 YEARS OLD**
- **TAKES ABOUT 25 YEARS TO DEVELOP UNDER GOOD ENVIRONMENTAL CIRCUMSTANCES**

DEVELOPING THE PREFRONTAL CORTEX

- PREFRONTAL TAKES AROUND 25 YEARS TO DEVELOP IN A GOOD ENVIRONMENT



0-5 YEARS OLD-NURTURANCE

10-20 YEARS OLD- SUPERVISION

DEVELOPING THE PREFRONTAL CORTEX

- There are three areas that make up the prefrontal cortex (PFC) and its link to the limbic system
 - ORBITOFRONTAL CORTEX (VENTROMEDIAL PFC)
 - AFFECT CONTROL
 - WEIGHING DECISIONS
 - DORSOLATERAL PREFRONTAL CORTEX
 - EXECUTIVE FUNCTIONS
 - MORAL JUDGMENTS
 - ANTERIOR CINGULATE GYRUS
 - RELATIONAL
 - ATTENTION AND FOCUS

DEVELOPING THE PREFRONTAL CORTEX

- **COORDINATE THE MANY BRAIN ACTIVITIES NEEDED TO UTILIZE:**
 - *EXECUTIVE FUNCTIONS*
 - Set goals
 - Make plans to attain those goals
 - Organize steps to carry out the plans
 - Ensure that desired outcomes are achieved
 - *CONSCIENCE*
 - *PURSUE REWARD WITHIN THE LAW*

DEVELOPING THE PREFRONTAL CORTEX

Executive Functions

- *Abstract Thinking*
 - Discerning relationships
 - “Seeing the forest for the trees”
- *Attention Shifting*
 - Ability to shift attention when needed
- *Information Manipulation*
 - Manipulate information in short-term memory

DEVELOPING THE PREFRONTAL CORTEX

Executive Functions

- *Planning And Foresight*
 - Forming a mental model of a future event or situation
- *Monitoring And Error Correction*
 - Engaged when results do not match intentions
- *Decision Making*
 - Weigh options, arrive at a decision and see it through

DEVELOPING THE PREFRONTAL CORTEX

Executive Functions

- *Inhibition*
 - Ability to inhibit impulses and delay gratification
- *Social Functioning*
 - Appropriate processing of social cues

DEVELOPING THE PREFRONTAL CORTEX

- Research tells us...
 - We can impact the areas of *relationships, affective control and cognitive abilities*
 - RELATIONSHIPS = *ANTERIOR CINGULATE CORTEX*
 - AFFECTIVE CONTROL = *ORBITOFRONTAL CORTEX*
 - COGNITION = *DORSOLATERAL PREFRONTAL CORTEX*

DEVELOPING THE PREFRONTAL CORTEX

- *ENHANCING RELATIONAL ABILITIES*
 - *Group oriented program*
 - *Physical exercise*
 - *Ropes course*
 - *Young People in Alcoholics Anonymous*
(http://www.aa.org/assets/en_US/p-4_youngpeopleandaa.pdf)
 - *Young People in Narcotics Anonymous*
(http://www.na.org/admin/include/spaw2/uploads/files/en3113_2008.pdf)

DEVELOPING THE PREFRONTAL CORTEX

- *ENHANCING RELATIONAL ABILITIES*
(continued)
 - *Music therapy*
 - *Examine their interpretation of their favorite lyric of their favorite song and discuss in group*
 - *Have the group make their own instruments and write their own recovery song to be performed at community meeting or graduation*

DEVELOPING THE PREFRONTAL CORTEX

- *AFFECTIVE CONTROL*
 - Role play
 - How to manage potential relapse and craving situations
 - People, Places and Things (PPT) group
 - Anger management
 - How when I get angry I give up control to the person I claim is making me angry
 - Spiritual
 - Each day a patient reads from a chosen passage from a spiritual text (AA, NA, Bible, Koran, Bhagavad Gita, Tao, etc. purchased as library)

DEVELOPING THE PREFRONTAL CORTEX

- *AFFECTIVE CONTROL (continued)*
 - Introduction to meditation
 - Opportunity to experience various approaches to spending time in the right hemisphere
 - Develop a personalized SAFETY PLAN
 - Developed on a 3x5 index card
 - *Qualifying-writing and reading your story-experience ,hope and expectations*

DEVELOPING THE PREFRONTAL CORTEX

- *EXECUTIVE FUNCTIONING*

- Write a job resume and have the group give feedback

- Practice interviewing for a job

- The interviewer will use a standard set of questions which the patient will answer in front of the group

- Group feedback encouraged

- Skills Development

- Experimenting with several opportunities to develop an interest or hobby

- Photography, cooking, painting, drawing using multiple mediums

DEVELOPING THE PREFRONTAL CORTEX

- *EXECUTIVE FUNCTIONING*

- Jig saw puzzles, cross word puzzles, etc.
- Certain computer games that are nonviolent but demand attention and delayed gratification such as SimCity
- The puzzles and computer games can be competitive in nature leading to a discussion on winning and losing or maybe the losing team waits on the winning team at dinner, etc.

ENRICHED ENVIRONMENT

A GOOD PARENT SETS GOOD
LIMITS

FAIR
CONSISTENT
AVAILABLE

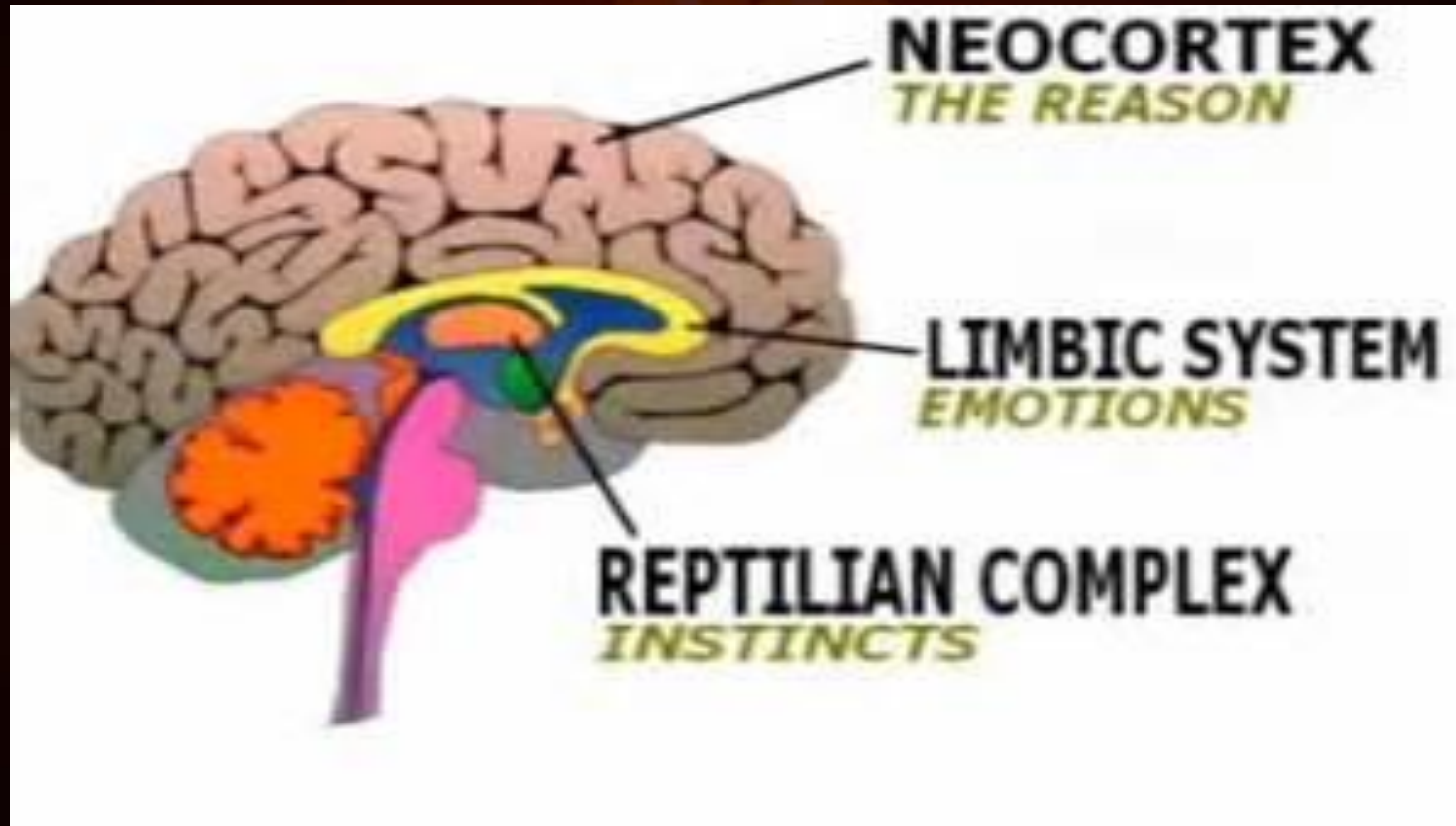
ENRICHED ENVIRONMENT

SETTING LIMITS

Overly Strict

Very Loose

THE SPIRITUAL BRAIN



THE SPIRITUAL BRAIN

- In the *right hemisphere* of the brain the following areas are involved in positive emotions, mammalian love and spirituality:
 - *Amygdala*
 - *Hippocampus*
 - *Insula*
 - *Anterior Cingulate Gyrus*
 - *Ventromedial Prefrontal Cortex*
 - *Septal Area*

THE SPIRITUAL BRAIN

- *ANTERIOR CINGULATE GYRUS:*
 - Links valence and memory to create attachment
 - Along with the hippocampus makes the past meaningful
 - Directs approach and avoidance
 - Regulates the blending of thoughts and emotions
 - Rich in dopamine innervation (reward and motivation)

THE SPIRITUAL BRAIN

- *INSULA*
 - Brings visceral feelings into consciousness (heart ache)
 - Insula and anterior cingulate gyrus active in positive emotions of humor, trust and empathy
 - Spindle (von Economo) cells may help integrate mammalian limbic system with the neocortex
 - Special set of “mirror” neurons involved in “feeling” what another is feeling (empathy)

THE SPIRITUAL CORE

- Positive emotions may well be the neurobiological basis of spirituality, as well as, good mental health
- Positive emotions like *compassion, forgiveness, love, hope, joy, faith/trust, awe and gratitude* arise from our capacity for unselfish parental love and are hard wired
- Spirituality as an amalgam of its positive emotions that bind us to others and the experience of God as we understand Him

THE SPIRITUAL CORE

- Positive emotions have the potential to free the true self from the false self
- Negative emotions (fear, anger, etc.) are often crucial for survival but only in time present
- Ideas are neutral, valueless and colorless and elicit no sensation
- Emotions are felt physically
 - Either “good” or “bad”
 - Almost always elicit approach or avoidance

THE SPIRITUAL CORE

- Emotions are associated with activity in the Autonomic Nervous System (ANS)
 - Negative Emotions=Sympathetic Nervous System (SNS)
 - Positive emotions=Parasympathetic Nervous System (PNS)
- None of the 8 positive emotions are “all about me” and they all invoke connection
 - They are often expressed with *gratitude*
- The negative emotions such as anger, lust, envy, jealousy, resentment, etc. are “all about me”
 - They are often expressed with *grandiosity*

THE SPIRITUAL CORE

GRATITUDE (LOVE)

A CHANGE IN WORLDVIEW



***GRANDIOSITY (CHARACTER
DEFECTS)***

THE SPIRITUAL CORE

- **OPPOSITE OF GRATITUDE IS GREED**
 - **GREED** says, “Everything is to be gotten.”
 - Implies control
 - Brings in the concept of time
 - Leads to misery
 - **GREED** is a yearning for more
 - Related to **DESIRE**
- **AS ERIC HOFFER SAID, “YOU CAN NEVER GET ENOUGH OF WHAT YOU DON’T REALLY WANT.”**
- **IT’S HARD TO GET ENOUGH OF SOMETHING THAT ALMOST WORKS**

THE SPIRITUAL CORE

- **WHAT DO YOU HAVE THAT YOU HAVE NOT RECEIVED?**
 - Gratitude says **THANKS**
 - Grandiosity (greed) **DEMANDS MORE**
- **“TO THOSE THAT HAVE MORE WILL BE GIVEN.”**
 - Self-fulfilling prophesy
 - *Only the grateful are in a position to receive*

THE SPIRITUAL CORE

- *What emanates from God in the consciousness of man is power-love, compassion, completeness, perfection and wholeness*
- In contrast the evil thoughts of resentment, fear, doubt, hate, jealousy, etc. come from the ego of man and have no power
- **LOVE IS THE ONLY TRUE POWER AND LEADS ONE TO “BECOME LIKE A CHILD”**

DISCHARGE PLANNING

