

PROGRAM AIMED AT DEVELOPING DETACHMENT IN GUIDE DOGS' CARETAKERS

PROGRAMA PARA DESARROLLAR EL DESAPEGO EN LOS CUIDADORES DE PERROS GUÍAS

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ABSTRACT

With the present research project for the development of detachment in the caregivers of guide dogs, we want to pay tribute to all the caregivers who voluntarily perform such a commendable and necessary action for blind people. We want to approach the process of attachment and detachment from a different emotional regulation perspective. Through in-depth interviews with a qualitative sample of 3 guide dog handlers who currently perform this function, we dive into their daily lives, knowing first-hand the situations, emotions and resistance they encounter in this process. With the help of bibliographic references from psychoanalysts, psychiatrists and professionals in these areas, we have been able to demonstrate certain behavioral traits and emotional states that impact on the affective bond of human beings with dogs.

KEYWORDS: emotional intelligence, attachment, guide dog, mindfulness

RESUMEN

Con el presente proyecto de investigación para el desarrollo del desapego en los cuidadores de perros guía, queremos rendir homenaje a todos los cuidadores que de manera voluntaria, realizan una acción tan loable y necesaria para las personas invidentes. Hemos querido abordar el proceso de apego y desapego desde una perspectiva de regulación emocional diferente. A través de encuestas en profundidad a una muestra cualitativa con 3 cuidadores de perros guía que actualmente desempeñan esta función, nos adentramos en su vida cotidiana, conociendo de primera mano las situaciones, emociones y resistencias que encuentran en este proceso. Con la ayuda de referencias bibliográficas de personas psicoanalistas, psiquiatras, biólogos y profesionales en estas áreas, hemos podido evidenciar ciertos rasgos de comportamiento y estados emocionales que impactan en el vínculo afectivo de los seres humanos con los perros.

PALABRAS CLAVE: inteligencia emocional, apego, perros guías, mindfulness.

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Recibido: 04/06/2020 - Aceptado: 04/09/2020 - Publicado: 30/10/2020

Cómo citar el artículo:

Juárez Maquet Makedonski, M., Figueredo Alvarez, L. Puza Garcia, S., Romero Guerrero, N. y Ruiz Castillo, D. (2020). Program aimed at developing detachment in guide dogs' caretakers. *Revista de Ciencias de la Comunicación e Información*, 25(2), 133-155.

doi: [http://doi.org/10.35742/rcci.2020.25\(2\).133-155](http://doi.org/10.35742/rcci.2020.25(2).133-155)

1. INTRODUCTORY PART

1.1. Introduction

. What does "tame" mean? – said the little prince
- It is something too forgotten – said the fox. – It means "to create ties..."
- Create ties?
- Sure – said the fox. – You are still for me no more than a child like a hundred thousand other children. And I don't need you. And you don't need me either. I am only a fox to you like a hundred thousand other foxes. But, if you tame me, we'll need each other. You will be the only one in the world for me. I will be the only one in the world for you...
Antoine de Saint-Exupéry

"The human being is a social being by nature", the philosopher Aristotle (384-322 BC) already said to point out that since we are born we have a social characteristic, while our survival depends on the other and that every relationship we build has an impact on us and on the being with whom we interact, as well as a direct impact on our quality of life and well-being.

As we will study throughout this work, in his attachment theory, Bowlby (1999), states that attachment occurs from childhood and is inherent in the human relationship to guarantee survival during the first years of life.

Now, as the Dalai Lama (2000) puts it in his work *Samsara*, as finite and changing beings, all existence is subject to cycles that inherently suppose a point of departure or birth, a detachment or death, and a rebirth, but it is precisely there, in this process of generating bonds in relationships, and its subsequent phase of detachment or death, where the human being is exposed to emotions of intense pain, loss, and suffering by not being accepted as a cycle of existence itself.

This, in the West, is known as the process of detachment, loss, or grief, and in most cases, it involves implicit emotions, which, as we will develop later, authors such as Bowlby (1993) or Kübler (2016) classify them in phases, which they consider necessary to give way to the acceptance and creation of a new reality.

Therefore, contributing to the management of the emotions that arise in the process of detachment between caregiver and guide dog, at the end of their coexistence stage, allows our team to take relevant actions, through the creation of a program based on mindfulness techniques; aimed at monitoring and mitigating painful and traumatic impacts on guide dog caregivers. Otherwise, if these emotions are not

addressed and managed, they should be treated in psychotherapy, as suggested by psychologists Sharkin and Knox (2003), in their article: Pet loss: Issues and implications for the psychologist.

1.2. State of the issue

The following research work is carried out to facilitate the management of detachment at the moment in which guide dogs' caregivers must deliver the dog, after completing the entire training period and living with them the entire experience of their care and special learning for a full year. In this sense, the objective of this study is the following:

We have detected that there is a need to accompany the educator in the process of handing over the guide dog, after a year of being welcomed into their house, due to the attachment that may have been generated during the time they were in charge. For this reason, we have seen fit to create a workshop, which also includes a practical guide where we deliver different strategies to face this moment of delivery of the guide dog and in this way, facilitate the process of emotional detachment. This identified need leads us to investigate more deeply about attachment theories and their implications.

Attachment is a situation that arises since childhood, where one of those involved represents a very strong and/or wise figure. This situation is especially evident at an early age. This behavior is considered typical of human beings and it is known that it will accompany them from birth to death. Attachment is most evident when we are children, but it is always active throughout our lives (Bowlby, 1999).

On the other hand, Goleman indicates that "attachment determines the people to whom we appeal for help and those we miss the most when they are absent" (2006, p. 193).

On the other hand, according to Walter Riso (2012, p. 81), attachment is a mental and emotional bond to objects, people, activities, ideas, or feelings, originated in the irrational belief that this bond will provide a unique and permanent pleasure, security, or self-realization.

In the II Scientific Analysis of the Bond between people and companion animals carried out by the Affinity Foundation (2014), it was shown that "31% of those surveyed consider that their companion animal is much more important than any of their friends. 75% of the population studied have a very intense emotional bond with their pet; it is an important source of emotional support, especially in difficult situations". Hence the importance of considering an accompaniment that supports the caregivers who have been in charge of their guide dog, creating these strong bonds.

1.3. Background

As stated by Gutiérrez (2007, p. 164) "The relationships between men and animals have been varied and growing. Throughout history, animals have been used as a means of work, as a source of food, as a means of entertainment, as protection for the home or territory, as a symbol or sacred instrument object of worship, as models of biomedical and behavioral research, as a guide for disabled people, and as a source of affection for their owners.

But how was the relationship between a blind person and a dog created? Lets look at a bit of history, according to the research carried out by the International Guide Dog Federation (IGDF) and published by the Murcia Guide Dog Users Association (2009).

- 1st century BC: first record in a mural where a blind human with an animal is observed in the Roman Herculaneum.
- 79 AD: In Pompeii, a mural of an individual led by a dog was discovered.
- 1200 AD: a Chinese scroll, shows an individual being guided by a dog. The scroll is now in the Metropolitan Museum in New York.
- 1260 AD: An Irish reference, attributed to Bartholomew, shows a dog leading an individual.
- 1500-1700 there are references of dogs guiding individuals during the 16th century in wood, engravings, and paintings around the world.
- 1715 "Blind Beggar of Bethnal Green" is a ballad that tells how a knight who lost his sight in battle and for that reason became a beggar received from his friend a dog on a leash and a bell.
- 1727 Gainsborough (1727-1788) did a painting called "Blind Man on the Bridge" in which a dog is shown leading its owner.
- 1780 There is a reference to the first test in a systematic way to train dogs to help blind people. This took place in 'Les Quinze-Vingts' a hospital for the blind in Paris.
- 1819, Johann Wilhelm Klein, founder of the Institute for the Education of the Blind (Blinden-Erziehungs-Institut), in Vienna, wrote a book to teach the blind the techniques of training guide dogs, called "Lehrbuch zum Unterricht der Blinden".

1.4. Description of the problem

Taking as a premise the study of emotional intelligence, we can understand that in the human-animal relationship between the caregiver and the guide dog, there begins to be a very deep relationship of complicity and emotionality.

The interviews carried out with the different guide dogs' caregivers give us a deep look at the attachment bond that arises in this relationship. We have seen that in interactions, none of the caregivers wants to think about the moment they are told that their dog is fit for guidance and have to return it. They tell us, that they know from other caregivers, that the experience of handing over the guide dog is very painful, so some choose to adopt several times to fill the void they feel, but they do not find any support from the institution to being able to mitigate the feelings of being able to detach from your best friend. That is why this "program for the development of

detachment in guide dog caretakers" will support the possible effects that the caregiver will have in the process of delivering the dog.

1.5. Research methodology

1.5.1. Type of research

In carrying out the "program for the development of detachment in guide dog caretakers" a qualitative approach was used, where three surveys were carried out with different profiles of guide dog caregivers.

The results of the survey were oriented towards applied research - action - because we diagnosed the problem, but this time we did not apply it.

For this work, we had the collaboration of three people who are currently guide dogs' caregivers and we did an in-depth interview, where they helped us identify opportunities for inquiry.

1.5.2. General objective

Due to the background that we have studied and the first conversations we had with some guide dog caretakers, the objective of this work is the following:

Design a program to deal with attachment in guide dog caregivers.

1.5.2.1. Specific objectives

In order to optimally achieve the design of the program that allows dealing with a detachment in guide dog caregivers, we have defined four specific objectives that we will address in this work:

- Know the causes that generate attachment in the relationship between caregiver and guide dog.
- Identify how guide dog caretakers manage attachment.
- Prepare an application workshop that contributes to the caregiver's detachment process with the guide dog.
- Carry out a practical guide to support the workshop that contributes to the caregiver's detachment process with the guide dog.

2. GENERAL PART

2. Theoretical framework

2.1. Brief history of the theory of attachment

John Bowlby, psychologist, psychoanalyst, child and adolescent psychiatrist, teacher, scientist, author, thinker, and humanist; and thanks to his tireless struggle for more than 30 years to incorporate a new way of approaching child and adolescent psychology or psychiatry, he established the term of attachment he is known as "The father of attachment theory." At first, it was not accepted by the "British psychoanalytic society", and was rejected outright because his theory completely differed from the initial theories, but little by little and thanks to the contributions of other specialist researchers in ethology, he was able to verify in the field, the different roles of attachment. Through the diagnosis that was made to the children, the psychiatrist decided to include treating and studying the mother. It was his curiosity about ethology, specifically about the imprint of Konrad Lorenz, where it is shown that as a newborn, the baby geese follow any object that moves in a nearby space. And after a while, the young only follow, only the object that is familiar to them, be it the mother goose, another animal, or a person, and they do so regardless of whether they have received food or not, which motivated Bowlby and it became a fundamental piece to be able to coin the attachment theory (Ezquerro, 2017).

Harry Harlow, a prestigious psychologist, an ethologist, a friend of Bowlby published: "The Nature of Love", based on a study of non-human primates, where the idea that attachment exists for the mere gratification of food is rejected. He did some tests with Macaques where they created two inanimate mothers, and they were placed in front of baby macaques. An inanimate mother was made of wire and carried a bottle of milk in her arms as a baby bottle. The other was made of a soft plush-like fabric and offered no food. The discovery was that the baby macaques preferred to stay longer with the plush mother, even though this meant having no food. The finding left no doubt that baby macaques preferred a comforting contact over milk. That way of being represented a safe way to be. If the mother responds assertively towards the child and nurtures him in a loving way when he is absent, it is very likely that he will satisfy this need and the child will be able to explore the environment around him. A person who has received these stimuli is very likely that, in her adult life, she can move away from the family without a problem, but always maintaining contact and returning home sooner or later. On the contrary, the person who has not developed this bond is likely to feel intensely lonely and without roots in adult life. For this reason, we wanted to review the beginnings of Bowlby to support our hypothesis about the bonds of guide dog keepers. At this stage, the caregiver generates strong ties during a year of coexistence that is then difficult to break (Ezquerro, 2017).

In John Bowlby's book, "Attachment and Loss" (1998), they do an experiment of observing, when the mother moves away and they observe the cry of the child and the mother's follow-up when she leaves and the greeting and approach when returns. When a child begins to crawl, he allows himself to explore space and walks through it. From time to time he returns to his mother to verify that she is there. In their search for new things and the exploration they undertake, they are interrupted when a

moment of a) fear or harm arises and / or B) the mother disappears. When these cases occur, the child quickly returns to look for the mother. This happens in most cases in children of 7 months, however, in children 8 months and older, it happens to all. When the mother is present, the child feels confident and wants to explore other places. Otherwise, when they notice the absence of the mother, they become shy and, in some cases, it gives them anguish.

According to Arturo Ezquerro (2017), attachment is both an instinct and a relationship, its bases are based on evolutionary biology and ethology. However, instincts do not exist in isolation, so Bowlby studied patients and families, together. Attachment, also called "secure base ties", and the quality of care are not attributes of the person, they are dyadic constructs that are generated in the first months of life and are not subject to the sexual or feed needs. Attachment is regarded as a class distinct from it and contains nothing childish or pathological.

Bowlby (1995) makes a study of the development of the attachment behavior of five species of primates, which are: Rhesus monkeys, baboons, chimpanzees, gorillas, and humans and in this study, he also observes that there is a weakening of the behavior of the attachment. As primates grow, a separation arises between the caregiver and the child, because their environment becomes very relevant and they spend more time with their peers or the next adults they will be. It should be noted that there is no pattern of behavior where so many feelings are involved, as is attachment. The figures that are important to the child and correspond to their attachment behavior, generate love and well-being. As long as the child is in the presence of an attachment-generating caregiver, he will feel much more secure and trusting. Knowing that he can lose her causes pain, anguish, and is a threat to the child.

2.2. Differences between attachment and dependence

There is a difference between attachment and dependence (Bowlby, 2006) while dependence is not related to maintaining proximity, it is not directed to a specific person, it does not imply an intense or lasting bond or feeling. Nor is it attributed to any biological function. On the other hand, in the implications of dependency, there are values that go against the concept of attachment. While qualifying someone who has emotional dependence, is taken in a negative way, talking about that person has attachment, has a positive connotation, even more, a person who is "detached", is seen in a not very favorable way.

2.2.1. Traits of attachment

One of our objectives of the work is to know what are the causes that generate the attachment between the relationship between care and guide dog, therefore it is important to review the traits that attachment presents according to J. Bowlby (1995) and they are the following:

- Specificity: attachment is directed in a specific way, with a clear order of preference.
- Duration: it is a habit that remains constant and although they can be worked on, primitive attachments are very persistent and cannot be easily abandoned.

- The intervention of emotions: many of the emotions appear early and are marked according to the formation of the person. You can experience situations of joy, happiness when experiencing the renewal of a bond, such as falling in love or maintaining a bond with someone, and quite the opposite if you experience a loss of affective bond, which could generate situations of anger, rage, or sadness, or bewilderment when lost.
- Ontogeny: this is what happens to babies in the first nine months of life when they breastfeed from their mother. The more contact they have with the mother, the more they will form the bond of attachment. The healthier that bond is, the less the feeling of attachment will be activated in the future, that is, if there is satisfaction in the baby correctly within 9 months and that feeling is attended to, generally when they grow up they will not have to activate attachment in other people because they were satisfied as a child.
- Learning: it is part of the key development to distinguish between the familiar and the strange. The feeling of attachment could also develop within the role of punishments imparted by the caregiver.
- Organization: the initial attachment is formed in a simple way until the first year of age, after that, this behavior becomes much more complex, based on behavioral systems. They are activated by certain environmental stimuli, such as fatigue, hunger, and anything that scares us. What puts an end to this fear is the stable figure of the mother.
- Biological function: attachment behavior is possible in all mammals and a portion of them may have this attachment in adult life.

2.2.2. Types of attachment

After reviewing the attachment traits, it is also important to know the types of attachment that a person may present to understand what may happen in the relationship between the caregiver and the guide dog in charge.

According to Mary Ainsworth, based on Bowlby's theory (1998), there are 3 levels of attachment:

- **Secure Attachment:** the caregiver is a secure base, that is, the person trusts him. It is present when help is needed, in a fearful or adverse situation. It transmits security, trust, protection, and love. If the caregivers present themselves in this way, it is very likely that the children will incorporate into their life competent and practical tools to adequately face the difficulties and obstacles of life. The mother is committed to the education of her child, she is responsible and there is trust.
- **Insecure attachment:** in this, there is a lack of adequate attachment figures. In this case, the caregiver has problems tuning in, can act in an annoying and disqualifying way, which will cause the child to feel insecure and to experience feelings that he cannot manage or modulate, such as anger or sadness. Build a personal identity out of a self-image that is not kind and worthy of care or unable to move in the world or to build caring or trusting bonds. These types can be aggressive, provocative, closed, or controlling.

Insecure attachment is subdivided into two: avoidant attachment and ambivalent attachment, and the explanation is as follows:

1. Avoidant Attachment: she feels the anguish of losing the person who represents their Secure base, such as a partner. It is called avoidant because, instead of taking confidence, it minimizes its emotions to protect itself from eventual suffering. These types of people do not like to speak or instead of using language, they use silence or anger to communicate what they feel. It is difficult for them to love or express what they feel because they feel they must take care of a threat that does not come and they do not identify.
2. Ambivalent Attachment: which is when you want to spend all your time with your partner, even when the partner goes out with their friends, they want to be present. It is called ambivalent, because it requires being present all the time with the partner and on the other hand, if it fails them and is not present when it demands it, then there are emotions of anger, anger, or contempt.
3. Disorganized Attachment: we see caregivers who are scared but also scary, which creates fear in the child and difficulty in maintaining all parts of the self, they live in a contradiction of the basic figure, the secure base, on the one hand, they calm the anguish and, on the other hand, increase them, generating negative self-evaluation development, self-contempt, behaviors of distrust towards others, sometimes these children do not interact with their peers or with their caregivers, as they do not have the necessary skills and reinforcements, they do not know how to respond to others to different situations.

2.2.3. Levels of attachment

To understand what the emotional load is when one takes care of a dog, we take these different levels of attachment that, according to Miguel Ruíz (2014), there are five. M. Ruiz invites us on a trip, giving an example of a person who likes soccer and how his tastes go from a superficial taste to becoming fanatic, all this involving different levels of attachment. In the same way, depending on each person, in particular, it is likely that due to their way of being and their personality, they face the levels of attachment in a more bearable way to return to the dog (level one, superficial) or in a way with a Deeper attachment that can cause much stronger feelings of attachment, where it is difficult to detach correctly.

The levels of attachment are as follows:

- The first level, he calls it the true self: he says that if he is a person who watches football and goes to see it regardless of being from a particular group, he simply likes to watch it, participate and enjoy it without being next to anyone; at this level, you enjoy the moment without being attached to it. You are controlling the knowledge. You experience the purest form of joy, the one that arises from your pure desire to experience life without conditions.
- The second level is preference: here, the person who goes to watch football chooses a side and dedicates himself to encouraging that one, but when he finishes he forgets about it. At this level he has invested a part of himself, he has had a preference in a team. This ability to easily attach and detach allows you to manifest an emotional part of yourself that you enjoy the ups and downs of your team. Life takes place and you share it with those around you.
- The third level is called Identity: in this experience, you are a fan of a team. It is his favorite team, he lives it, if he loses he goes sad, and if he wins he goes

happy. If you lose, you accept defeat while congratulating the opposing team. Your self-esteem is not based on the result. Your feelings and emotions do not determine how you relate to others or to yourself. At this level, attachment to your team begins to affect your personal life outside the stadium as you relate to the world as a fan. His attachment invades a world that has nothing to do with him.

- The fourth level is internalization: your football team has become part of your identity. The history of losses and victories is now about you and affects your self-esteem. Your team is part of you and determines your identity, by the belief of what it means to be a “true fan”. You believe that those who do not think like you are wrong. At this point, he has gone from identifying with the belief to internalizing it.
- The fifth level is fanaticism: your team is the best and everyone else is nothing. He is super identified and if his team loses, he is bad all day. You have embraced the idea that your team is the best. Your belief becomes more important than the experience.

These levels can be adapted to the relationship that the caregiver experiences with their dog, which can start at the first level and maintain that pleasant experience without conditions or increase the level until they feel that their bond is more important than the experience they live with.

2.3. Grief

As we have already seen in the previous chapter, and thanks to the Theory of Bonding, developed by John Bowlby (1979-1988) we know that the human being, marked by a prolonged childhood, is a social being by nature, that creates bonds with others to ensure their survival needs, as well as the development of their identity and their sense of belonging. And it is precisely, before the rupture or threat of rupture of these ties, that an affective state of great emotional intensity occurs that we call mourning.

According to what Field, Gavish, Orsini, and Packman, (2009) state, in terms of psychological impact, the grieving process that is experienced after the death or loss of a pet is comparable to the grieving process that is experienced after a human loss. Therefore, we will address grief and its effects as an object of study, to understand the process that guide dog caregivers can go through when they have to return to their pet to continue with their training.

2.3.1. What is grief?

Grief, from the Latin *dolus*: pain, has different meanings granted by the Royal Academy of the Spanish Language:

- Pain, pity, or feeling.
- Demonstrations that are made to express the feeling that one has for the death of someone.
- Gathering of relatives, friends, or guests attending the mortuary, driving the corpse to the cemetery, or funerals.
- Fatigue, work.

For his part, Worden (2010), refers in his work in English to the words "mourning": the process that occurs after a loss and "grief": personal experience of the loss.

The psychiatrist and researcher, Doctor Javier García-Campayo (2012) in his book "Managing grief in primary care", refers to grief as: "the set of psychological and psychosocial processes that follow the loss of a person with whom the subject was affectively bonded". And it presents several concepts that are related to this process, such as:

- Mourning: representing the social and anthropological aspects of grief. It is a psychological process, but that has its expression in traditions and cultures, it has generally been associated with external signs (in the West, for example, the use of black clothes) that relatives show during the time they are supposed to be going through grief.
- Feeling of loss: which refers to the affective state that predominates during the grieving process.
- Elaboration of grief: related to the series of psychological processes that lead to the acceptance of the subject's new reality.

Grief is also one of the objects of study of the father of psychoanalysis, Sigmund Freud and in his publication: *Duel and Melancholy*, he speaks of said process as the reaction to the loss of a loved one, or of an equivalent abstraction: the homeland, freedom, the ideal, etc. The neurologist creates a model inspired by depression, in which he poses a clear difference between the person who lives a grieving process and the one whom Freud (1917) calls melancholic. In addition, it urges that grief should never be considered a pathological state and that the subject should be subjected to medical treatment, even if it is a state that imposes considerable deviations from his normal behavior. For its part, it indicates that melancholy is psychically characterized by a deeply painful state of mind, cessation of interest in the outside world, the loss of the ability to love, the inhibition of all functions, and the decrease in self-love. The latter is translated into reproaches and accusations, in which the patient makes himself an object, and can even lead to a delusional expectation of punishment (Freud, 1917). For his part, Bowlby (1993) himself considers grief as all those psychological processes, conscious and unconscious, that the loss of a loved one sets in motion, regardless of the result.

And in a more recent sense, the psychotherapist Alba Payás (Puigarnau, 2010) defines the grieving process as the loss of a relationship, the loss of contact with the other, which breaks contact with oneself.

Pangrazzi (1993) states that the grieving process is inherent to human existence like death itself; however, it becomes clear that this process is related to lose and not necessarily death in its most literal sense. In that order of ideas, we could say that we go through different grieving processes during our lives: whether it be the breakdown of a couple relationship, a move, a dismissal or change of job, the loss of an organ of our body, or the death of a loved one.

Thus, no person can consciously decide how to react to a loss, as this reaction will be influenced by both internal and external factors, but according to the intensity of attachment to "what is lost" determining factors can be identified during the process of mourning (Worden, 2010)

2.3.2. Factors that influence during the process of elaboration of grief

To better understand what can influence the grieving or loss process, the factors presented by Dr. W. Worden (2010) are detailed:

- Who was the deceased person: the relationship and the degree of closeness will determine the extent of the loss.
- The nature of the attachment (the intensity of the bond): the emotional reaction will increase in severity in proportion to the intensity of the affective relationship.
- Type of death: there is a typology of death cataloged under the NASH categories: natural, accidental, suicide, and homicide. Knowing how the person died will provide us with information on how the surviving person will grieve.
- Historical background: if they have had previous losses and how that grief was developed. It is important to know the person's previous mental health history, if they have, or have had, a tendency to abuse alcohol or drugs or other addictive or detrimental behaviors.
- Personality variables: Bowlby (1980, cited in Worden, 2010) includes variables such as the person's age and sex, as well as a history of how they have handled other crisis situations in their life and their resilience. Also, it is contemplated that the beliefs and values of the person can influence.
- Social variables: ethnic and social subculture are only two among many. The degree of perceived emotional and social support received from others, both within and outside the family, is significant. Most studies find that those who make less progress in grief have inadequate or conflicting social support.
- Present tensions: simultaneous changes and crises that arise after death, including serious economic changes.

2.3.3. Phases of the grieving process

To understand in what phase of the detachment process the caregivers of guide dogs can find themselves, we will study the phases of the grieving process, because, although it becomes evident that people react and express our losses in a totally subjective way, and that there are determining factors that influence the assumption of grief, various authors Bowlby (1961), Kübler (2016) have agreed that the process has different stages that are usually accompanied by a series of particular emotions and feelings.

For his part, Bowlby (1961), indicated that grief can be divided into three main phases, which were later expanded to four

- Blunting phase: it is like a feeling of disbelief. (Modern authors like Kübler call it the negation phase). Some people may act as if nothing happened and then find themselves crying. This is a process that can last a few days or a few hours, where you experience grief and pain. Blunting is a defense mechanism for dealing with information.
- Phase of yearning and search for the lost figure: during this phase, the person hopes that everything will go back to the way it was before. There is an urgency to rediscover the lost figure, to search for it. During this phase, people

can suffer from anxiety, insomnia, obsessive thoughts about the lost figure, irritability, aggressiveness, and even self-reproach.

- Phase of disorganization and despair: during this phase the feelings of deep sadness overflow. The person feels emptiness and loneliness. The pain of the loss becomes more evident and you experience apathy, sadness, and disinterest.
- Phase of a greater or lesser degree of reorganization: finally people come to accept that the loss is permanent. There is a readjustment to life.

For Bowlby (1961), identifying these phases does not mean that there is a rigid time to go through them or that they must occur one after the other, or even that the person must experience them all. However, with regard to the "mourner", knowing them will allow you to establish an orientation scheme to determine in which phase of the process you are; and with respect to their environment (family, friends, colleagues, etc.) they will allow them greater understanding and empathy about the grieving process that their loved one or relative goes through. Now, although living grief in society is positive for us when it comes to legitimizing our pain, it should be noted that loss is also a process that is faced from subjectivity and with our own resources.

The foregoing is absolutely relevant for us to understand what aspects of the human dimensions of guide dog caregivers may be affected during the detachment process, and it is also useful for us to identify the emotions that are arising, to understand the behavior patterns that people adopt, their management mechanisms and the risks to which they are physically and psychosocially exposed.

2.3.4. The 6 types of grief

Worden (2010) classifies the grief into 6 typologies, which we will see below:

- Anticipatory grief: when you are aware that you will suffer a loss. It differs from the others because the feelings are usually more ambivalent and unstable, as the person is still there, the mourners alternate between closeness and distance.
- Absent grief: whoever is affected blocks their feelings. In this case, a denial mechanism operates. The impact is so strong that the person is not able to face it. The problem is that hidden pain always returns, be it irritability, anxiety, or as a physical illness.
- Chronic grief: occurs when a person is unable to overcome the loss of a loved one. Maintains a posture of pain. People with depression are more likely to settle in this type of grief, which also becomes a lifestyle, sadness, anxiety, and guilt prevail.
- Delayed grief: although at first, the person tries to ignore their pain, after a while, it emerges with great force and sometimes at the least expected moment. It may also be the case that a person is unable to grieve at the time the loss occurs.
- Inhibited grief: it is the type of grief experienced by people who have difficulty expressing feelings. Grief is also inhibited in people with some type of cognitive disability. Or in situations where the father or mother tries to stay strong so as not to affect their children.

- Unauthorized grief: is the one that occurs when there is a rejection of the environment towards the pain that a person experiences. There are situations in which a person's pain is unauthorized from the beginning, as in the case of the loss of a lover from an extramarital relationship or that of a pet.

In the case of pet grieving processes, the value of the loss is not recognized or legitimized, since a companion animal is generally thought to be replaceable (Wrobel and Dye 2003).

For the purposes of this work, understanding grief as loss, in which the level of attachment we have with what we lose influences our process of managing and overcoming pain, presents us with an opportunity to address detachment as a proposal to mitigate the painful impacts that dog sitters have when it comes to having to deliver the dog they have cared for.

2.4. Neurobiological bases of attachment

As mentioned in the first part of this chapter, Attachment theory was developed by J. Bowlby, where its influence on human life and specifically on affective relationships can be identified, taking as reference the study of the bond between mother and son related to the survival instinct and who years later would also study it as a product of the activity of a series of behavior systems, the foreseeable consequence of which is to approach the mother (Bowlby, 1998).

With this, the question arises, what happens in the brain of the human being that contributes to creating these bonds of attachment towards others? To understand all this a little better, it is worth mentioning the contributions of Jaak Panksepp (1998), a famous American neuroscientist who established the term "neuroscience of affectivity" to the scientific branch that studies the neurological mechanisms of emotions. According to Panksepp (1998), emotions are formed from the functioning of neuronal circuits and specific biochemical systems, which determine the action tendencies and from whose dynamic interaction with the ego representation systems all possible subjective experiences emerge. Regarding maternal behavior, Panksepp mentions that the mother develops a protective behavior towards the baby that lies in a hereditary transmission of biological signs at the species level, which goes beyond learning itself.

The neurobiological findings made in recent years with powerful neuroimaging techniques directly refer to the involvement of the limbic system in the affective-emotional process of creating a bond in the pregnant woman with the fetus (Bartels and Zeki, 2004). At the time of birth, and stimulated by sucking during breastfeeding, a hormone called oxytocin is released into the blood circulation and increases its concentrations in the mother's brain tissue, promoting the development of caring behaviors and the formation of a bond of attachment to the newborn (Kendrick, 2000).

In that sense, it is important to know a little more about oxytocin to understand its effects and its relationship with attachment.

Oxytocin is a nonapeptide, synthesized in the hypothalamus and stored in the neurohypophysis, whose release is regulated by hormonal, humoral, and emotional neurogenic stimuli. It has been traditionally studied in relation to its role in promoting uterine contractions in childbirth and with breastfeeding (Fernández et al, 2018).

Dr. José Luis Bonet (2016), mentions that a high level of oxytocin is identified throughout pregnancy, which predicts the quality of maternal behavior after delivery and this is evidence of the impact of oxytocin on social interactions and feelings of attachment. Within the social actions of oxytocin, it can be observed that it produces a state of concern, empathy, and trust towards other human beings.

Likewise, Bonet (2016) explains the relationship of oxytocin levels with feelings of maternal-fetal attachment during pregnancy. It indicates that when mothers look at photos of their children, the dopaminergic pathways of the reward circuit are activated in the mothers' brains, areas that contain high levels of oxytocin receptors.

On the other hand, the child's attachment begins at birth when she begins to recognize the sound, smell, and face of her mother as well as the environment in which she is. The infant's initial contact with its mother activates the cells of the olfactory bulb that allow recognition of the mother through smell. This perception of smell becomes learning thanks to the release of substances such as norepinephrine in the locus coeruleus, associating the maternal smell with its proximity and care so that finally with the repetition of this behavior the pathways that communicate with the amygdala imprint this conditioning (Insel and Young, 2001).

After understanding how oxytocin is related to mother-child attachment in humans, the role of oxytocin in the formation of human-animal attachment bonds is now described, especially with dogs whose topic is directly related to the present work.

The dog has been the first species domesticated by man as the result of an interactive process of thousands of years, which produced relationships of competition, cooperation, and coevolution. During this process, dogs have acquired communication skills that favored their relationship with humans, which represents an expression of attachment (Díaz Videla and López, 2017).

To this is added the positive health consequences associated with the interaction between humans and animals that can be caused by the release of oxytocin induced by positive emotions such as affection and love, and by the physical interaction between humans and animals (Uvnäs-Moberg, 1997). Physical interaction between humans and dogs involves various types of non-harmful sensory stimulation, such as touch, gentle pressure, heat, and shock, as well as olfactory, auditory, and visual cues (Handlin et al., 2011).

2.5. Relationship between emotional intelligence and attachment

In recent years, the importance of emotional intelligence and the impact it has on interpersonal relationships and with ourselves has been highlighted in a very significant way. As defined by the author Daniel Goleman (2012), emotional intelligence is a way of interacting with the world that takes feelings into account and includes skills such as impulse control, self-awareness, motivation, enthusiasm,

perseverance, empathy, and mental agility and that also configures character traits such as self-discipline, compassion or altruism, which are essential for a good and creative social adaptation. According to the author himself, there are five categories of emotional intelligence (Goleman, 2012):

1. Self-awareness: the ability to recognize an emotion as it happens. Being aware of our own emotions, their effects on us, and the way we express them will strengthen our self-confidence.
2. Self-regulation: the control or management of unpleasant emotions such as anger, anxiety, or depression will reduce their intensity and/or duration. We also generate self-control over impulsive reactions and abusive or dependent behaviors. We will increase our adaptability to different environments and we will be more open to new ideas.
3. Motivation: Motivating yourself for any achievement requires clear goals and a positive attitude. If we have the ability to capture negative thoughts as they occur, we can restructure them in more positive terms, which will help us achieve our goals. Motivation is made of the drive for achievement, commitment, initiative, and optimism.
4. 4. Empathy: the ability to recognize how people feel is important for success in our personal and professional relationships. The more adept we are at discerning the feelings behind the signals of others, the better we can interact with them according to the signals they send.
5. Social skills: the development of good interpersonal skills almost equates to success in our life and in our career. In our new globalized world, everyone has immediate access to technical knowledge. Therefore, the "gift of people" is very important now as it allows us to better understand, empathize, and negotiate with others in a global economy. This is not only necessary in our work relationships, but it also brings many benefits to our personal and family relationships.

On the other hand, the relationship between attachment and emotional intelligence has been studied previously. In the work of Darío Páez et al. (2009) the authors are based on the typology of attachment styles according to Bartholomew's (1990) dimensions shown in Table 2 to show us the existence of evidence that suggests a relationship between emotional intelligence and attachment style, and how safe attachment in adults is moderately associated with clarity, reparability, as well as low difficulty in identifying and describing emotions.

Table 1. Attachment styles according to dimensions of Bartholomew et al.

	Anxiety about Abandonment (Low)	Anxiety about Abandonment (High)
Intimacy avoidance (Low)	SECURE ATTACHMENT	REJECTING ATTACHMENT
Intimacy avoidance (High)	AVOIDANT ATTACHMENT	FEARFUL ATTACHMENT

Source: Adapted from "Avoidance of intimacy: An attachment perspective", by Kim Bartholomew, 1990, *Journal of Social and Personal Relationships* 1990 7: 147, p. 163.

The authors also add that it has been found that secure adult individuals are better at interpreting negative facial emotions in contrast to avoidant subjects and that they perceive positive emotions better than anxious subjects, and how individuals with other types of attachment pay less attention to emotional facts. They have less emotional regulation capacity and more difficulty in verbalizing emotions than securely attached individuals (Darío Páez et al, 2009).

The relationship seen above between emotional intelligence and attachment suggests that individuals with full emotional intelligence are better able to detach emotionally and go through the process of detachment from their guide dog and in general in a more constructive way.

3. PROGRAM FOR THE DEVELOPMENT OF DETACHMENT IN GUIDE DOG CARETAKERS

This program is designed for the development of detachment in guide dog caretakers. It consists of a set of actions, mindfulness practices, and application of tools that will be worked with the participants through a practical workshop. Likewise, this workshop will be complemented by a practical support guide to maintain the continuity of the actions carried out.

3.1. Objective of the implementation

The general objective of the implementation of this program is to provide participants with new knowledge and simple tools with support in emotional intelligence, and in this way allow them to deal with the attachment they have developed towards the guide dog they have had under their care. Careful in a certain time. Both the activities developed in the workshop and the mindfulness pills contained in the guide seek to be an important support in the process of detachment that can be practiced daily without having to have the guidance of a specialist to carry it out or start this process.

3.2. Application workshop

We consider that for the program to be more effective, it is required to experience the first inputs of mindfulness and emotional intelligence in a guided way since we cannot ensure that everyone is familiar with these issues. One way to experience these concepts is through the application workshop that is described below.

3.2.1. Description of the application workshop

The workshop consists of a duly planned event to transfer new knowledge, techniques, and tools to the participants who are willing to face the attachment generated towards a guide dog that they have personally cared for. This project will offer activities that will be developed with the direction of those who support this work, who will act as facilitators of this workshop supported by their knowledge of emotional intelligence and mindfulness as well as key coaching techniques.

This workshop will have a duration of 5 hours that will be held divided by blocks or modules according to what is coordinated with the institution that requests it. Each block will include a brief introduction and explanation of the skills to be developed, as well as a practical activity that will be led by the facilitators.

The first part of the workshop will consist of a welcome activity and practical work to recognize and accept the emotions aroused throughout the process of caring for the guide dog. In this part, the first mindfulness practices will begin through short and guided meditations.

In the second block, a culminating activity will be experienced for the development of detachment and the internalization of new tools that help participants to put into practice when they see fit. This part will end with a practice of appreciation and the conclusions of everything learned.

3.2.2. Objective of the workshop

The objective of the proposed workshop is to experience in an experiential way the benefits of mindfulness and emotional intelligence in the process of developing detachment in guide dog caregivers so that they have an initial accompaniment in the introduction to these practices. For this reason, we consider it important to provide the maximum detail of each one of the activities to be carried out as well as the duration and support materials required.

3.3. Practical support guide

3.3.1. Description of the practical support guide

The practical guide that is presented is a complement to the application workshop and consists of a written deliverable in which the basic and most important aspects covered in the workshop are collected, described in an orderly and concise manner so that participants can quickly access their review later. The content will be divided into two parts: the structured summary of the workshop and daily practice mindfulness pills.

The summary of the project will include the description of the theories reviewed in each block as well as a concise explanation of the activities carried out with each one of them, including their objective.

The mindfulness pills that are included in the guide are small doses of mindfulness practices described step by step so that the participant can use them at any time that they require to continue with the development of detachment. The duration of these pills is of maximum of 5 minutes and can be taken at any time of the day.

4. CONCLUSIONS

After everything we have experienced throughout these months where we have been able to interact with various caregivers of guide dogs and after reviewing several

studies carried out on the human-animal bond and the generation of attachment in people, we have been able to conclude that:

- Although it is true that attachment conditions development, it does not determine the evolution of the person, because communication and the sense of relationship can evolve and improve: "Childhood is not destiny."
- Having an accompaniment program to deal with the attachment process that is generated in the caregivers of guide dogs, contributes to making the process of handing over your pet less painful, going through in a less traumatic way, and learning how to live.
- Understanding and sharing knowledge about the causes of attachment that are generated in the human-pet relationship, allows to create awareness about the process that guide dog caregivers go through when returning their friend to continue with their training.
- Identify the emotions, thoughts, feelings, and behaviors that are manifested during a process of detachment between caregiver and pet, allows the latter to get to know each other, understand the process they are facing and take the necessary measures to move through attachment.
- Having a practical support guide allows the caregiver to have at hand self-management tools applicable to each of the phases of their detachment process.

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