

Human Emotion

Emotion Regulation

Can We Control our Feelings?

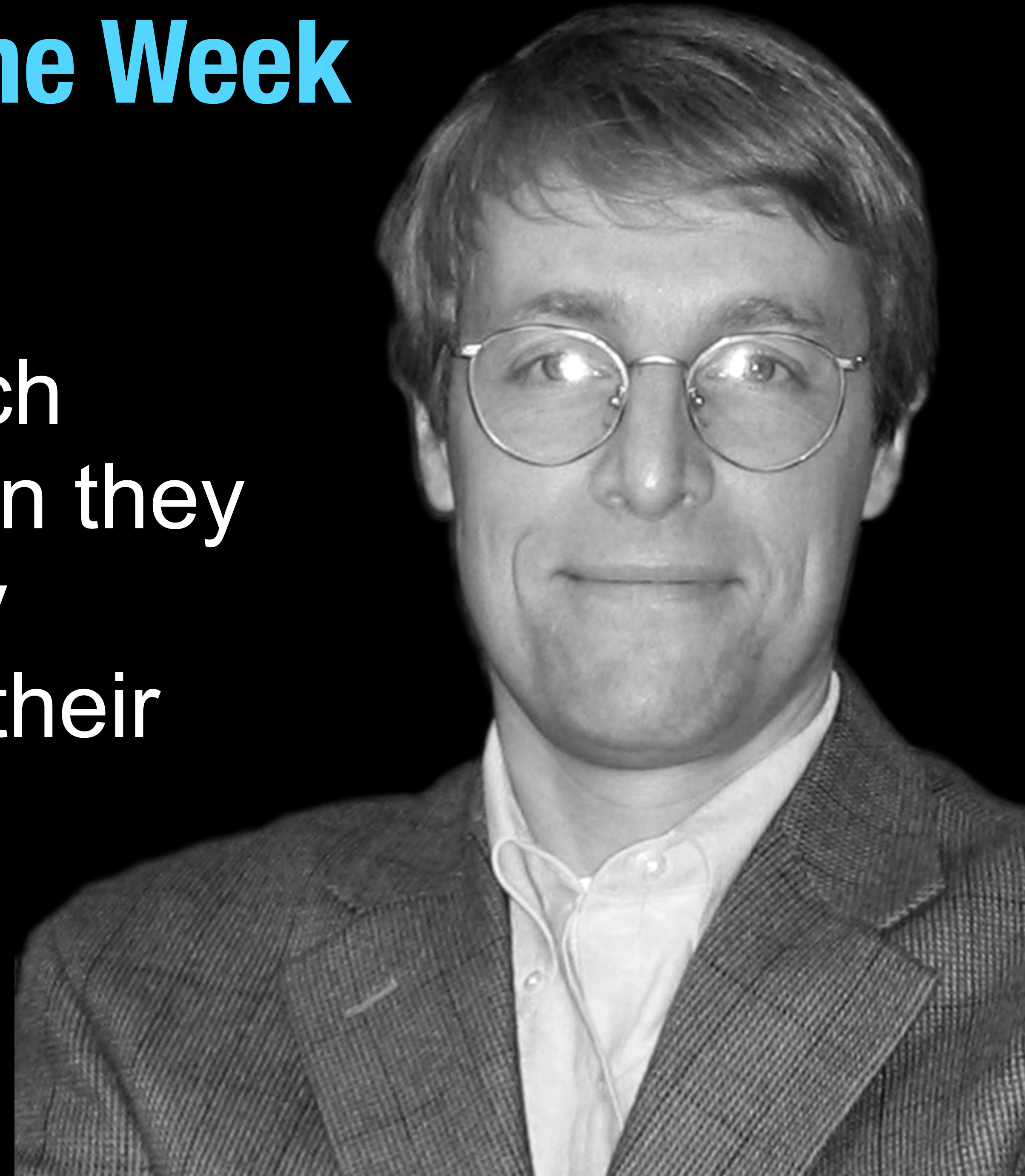




Quote of the Week

“The processes by which individuals influence which emotions they have, when they have them, and how they experience and express their emotions”

(Gross, 1998).



Experts In Emotion Interview

Dr. James Gross

Professor of Psychology
Stanford University

Emotion Regulation



Roadmap

Course Logistics

Emotion Regulation

Social Emotion Regulation

Take-Away Qs & Expert Interview

Course Logistics

Exam 2 - Review Sheet

Exam Review Sheet Handed Out

Course Logistics

Exam 2 - Review & Q/A Opportunities

1 - REVIEW SHEET

Handed out in class Tuesday, posted on course website

2 - OFFICE HOURS

Tues 1-3

Last-Minute Exam Review Qs: Mon 9/23 8:00-9:00pm (Canvas “Chat”)

3 - EMAIL QUESTIONS

Must Email by 5pm Mon 9/23 - Plan in Advance!

Ask Specific Questions

Course Logistics

Exam 2 - Special Accommodations

MUEN E021

Time: Tues 3:30 (2:30 early start time available)

EMAIL: Please email me with questions or changes to accommodations or schedule

Course Logistics

Exam 2 - Extra Credit Question Hint

Optional readings (pick at least 1)

Roadmap

Course Logistics

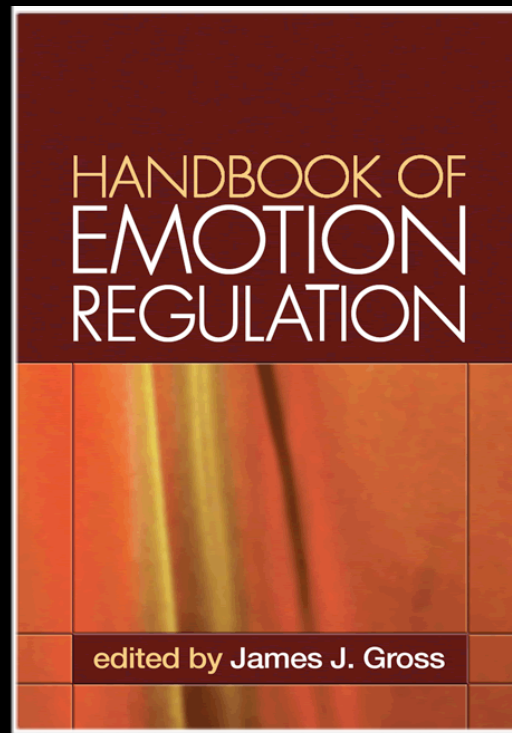
Emotion Regulation

Social Emotion Regulation

Take-Away Qs & Expert Interview

HANDBOOK OF
EMOTION
REGULATION

edited by James J. Gross



“The processes by which individuals influence which emotions they have, when they have them, and how they experience and express their emotions”

(Gross, 1998).



 **Reactivity**

The type, magnitude and duration of responses in response to internal and external environment and have significance for personal goals (Levenson, 2007).

 **Regulation**

The processes by which individuals influence which emotions they have, when they have them, and how they experience and express these emotions (Gross, 1998).

 **Understanding**

Knowledge about whether we or other people are experiencing emotions (Levenson, 2007).

	Down-Regulation (Decrease)	Up-Regulation (Increase)
Negative		
Positive		

	Down-Regulation (Decrease)	Up-Regulation (Increase)
Negative	<p>-Trying to calm oneself down when angry (Int)</p> <p>-Helping tearful child fix broken toy (Ext)</p>	
Positive		

**Down-Regulation
(Decrease)**

**Up-Regulation
(Increase)**

Negative

- Trying to calm oneself down when angry (Int)
- Helping tearful child fix broken toy (Ext)

Positive

- Sharing great news with close friends (Int)
- Telling someone a joke to cheer them up (Ext)

**Down-Regulation
(Decrease)**

**Up-Regulation
(Increase)**

Negative

- Trying to calm oneself down when angry (Int)
- Helping tearful child fix broken toy (Ext)

Positive

- Sharing great news with close friends (Int)
- Telling someone a joke to cheer them up (Ext)

	Down-Regulation (Decrease)	Up-Regulation (Increase)
Negative	<ul style="list-style-type: none"> -Trying to calm oneself down when angry (Int) -Helping tearful child fix broken toy (Ext) 	<ul style="list-style-type: none"> -Firing oneself up before a big game (Int) -Reframing friends “little fight” with spouse as serious (Ext)
Positive		<ul style="list-style-type: none"> -Sharing great news with close friends (Int) -Telling someone a joke to cheer them up (Ext)

	Down-Regulation (Decrease)	Up-Regulation (Increase)
Negative	<ul style="list-style-type: none"> -Trying to calm oneself down when angry (Int) -Helping tearful child fix broken toy (Ext) 	<ul style="list-style-type: none"> -Firing oneself up before a big game (Int) -Reframing friends “little fight” with spouse as serious (Ext)
Positive		<ul style="list-style-type: none"> -Sharing great news with close friends (Int) -Telling someone a joke to cheer them up (Ext)

**Down-Regulation
(Decrease)**

**Up-Regulation
(Increase)**

Negative

-Wiping smile off face at funeral (Int)

-Helping giggling child calm down for bedtime (Ext)

Positive



OPRAH

Emotion Regulation: **In Class Exercise**

Group A

You will be viewing a short film clip. **Please try to adopt a detached and unemotional attitude as you watch the film.** In other words, as you watch the film clip, try to **think about what you are seeing objectively**, in terms of the **technical aspects** of the events you observe. Watch the film clip carefully, but please try to **think about what you are seeing so you don't feel anything at all.**

Group B

You will be viewing a short film clip. If you have any feelings as you watch the film clip, please try your best not to let those feelings show. In other words, as you watch the film clip, **try to behave in such a way that a person watching you would not know you were feeling anything.** Watch the film clip carefully, but please try to **behave so that someone watching you would not know that you are feeling anything at all.**

Group C

You will now be viewing the film clip. Please watch the film carefully.

A baby with short brown hair, wearing a light blue bib, is seated in a high chair. The baby is holding a colorful toy with a red and green section. The high chair has a yellow tray. In the background, there is a window with a view of a green lawn and a white fence. A Skype logo is visible in the top right corner of the frame.

skype

SkypeLaughterChain.com

RATE EMOTION EXPERIENCE - POSITIVE



1

2

3

4

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none at
all

somewhat

very
much

RATE EMOTION EXPERIENCE - NEGATIVE



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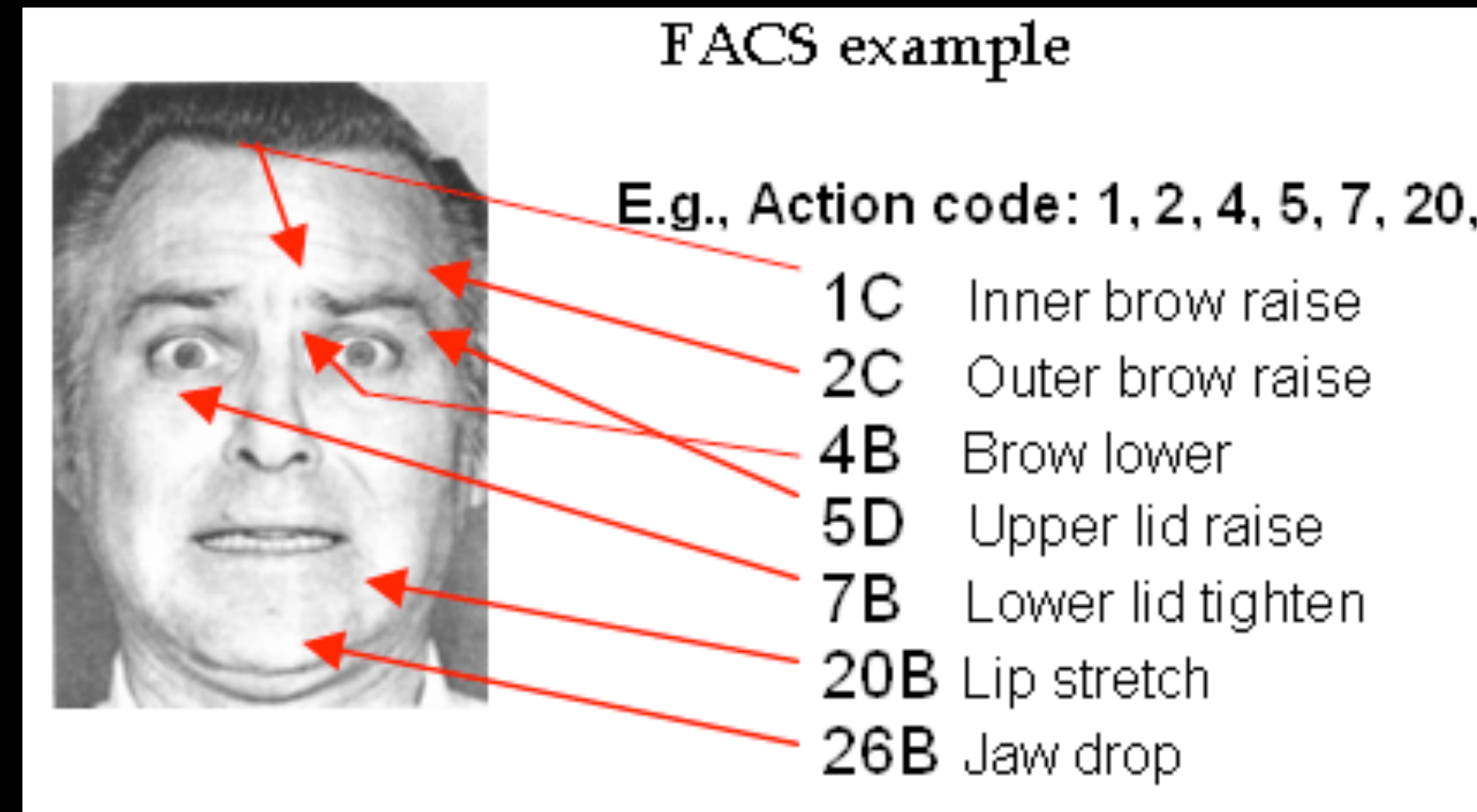
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RATE EMOTION EXPRESSION - POSITIVE



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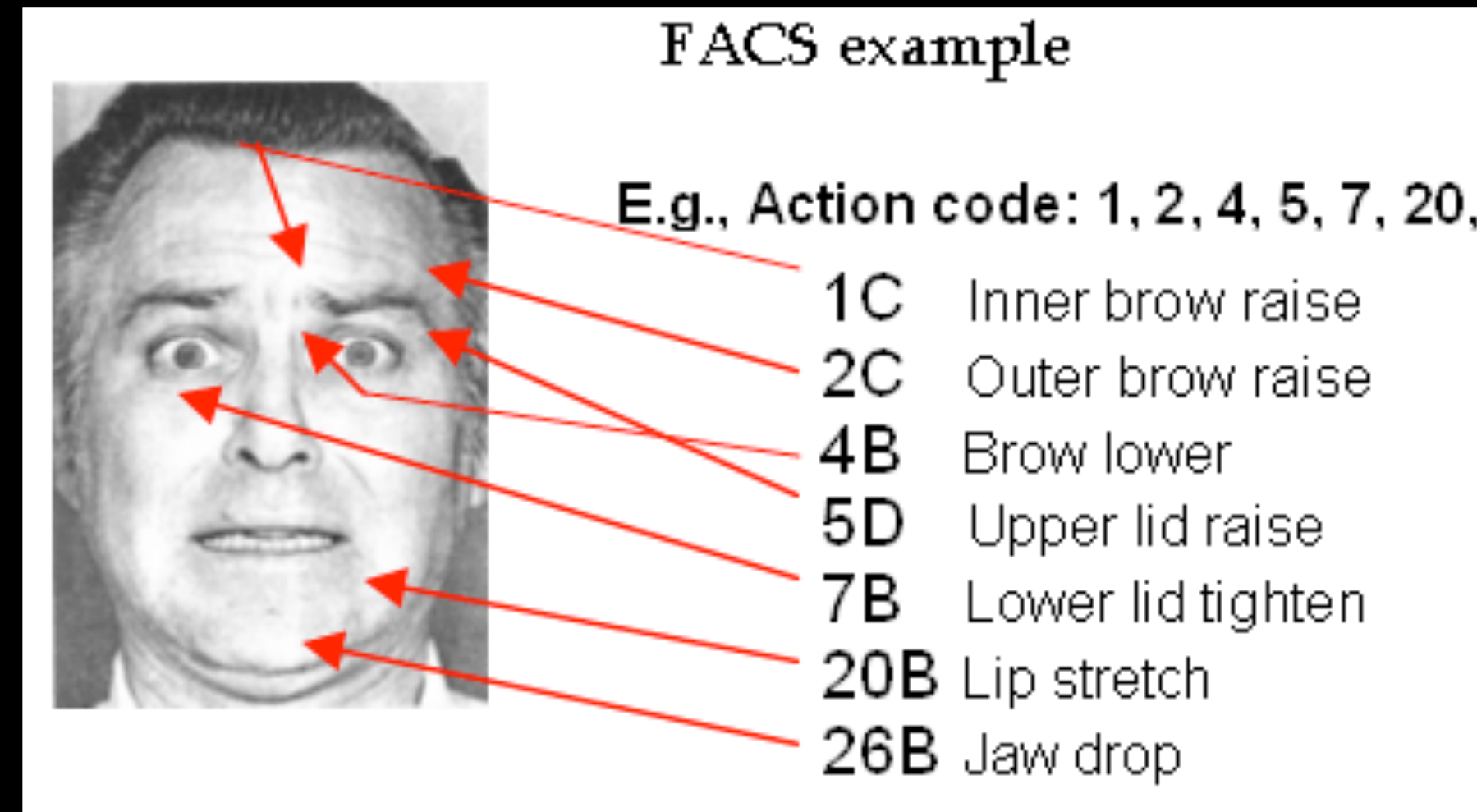
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RATE EMOTION EXPRESSION - NEGATIVE



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much

RATE PHYSIOLOGICAL AROUSAL - OVERALL



1

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none at
all

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very
much

Emotion Regulation: **In Class Exercise**

RATE EMOTION EXPERIENCE - POSITIVE



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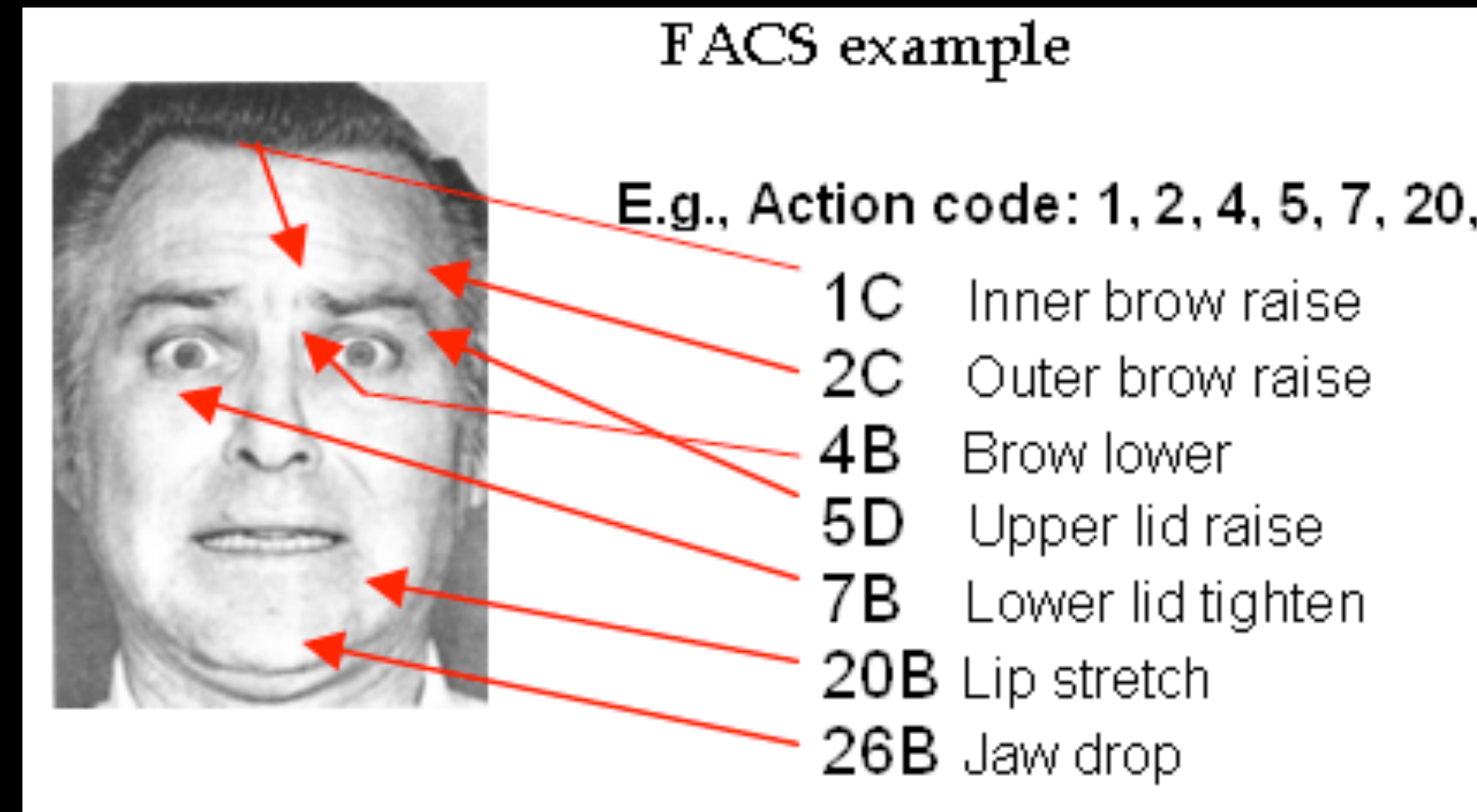
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RATE EMOTION EXPRESSION - POSITIVE



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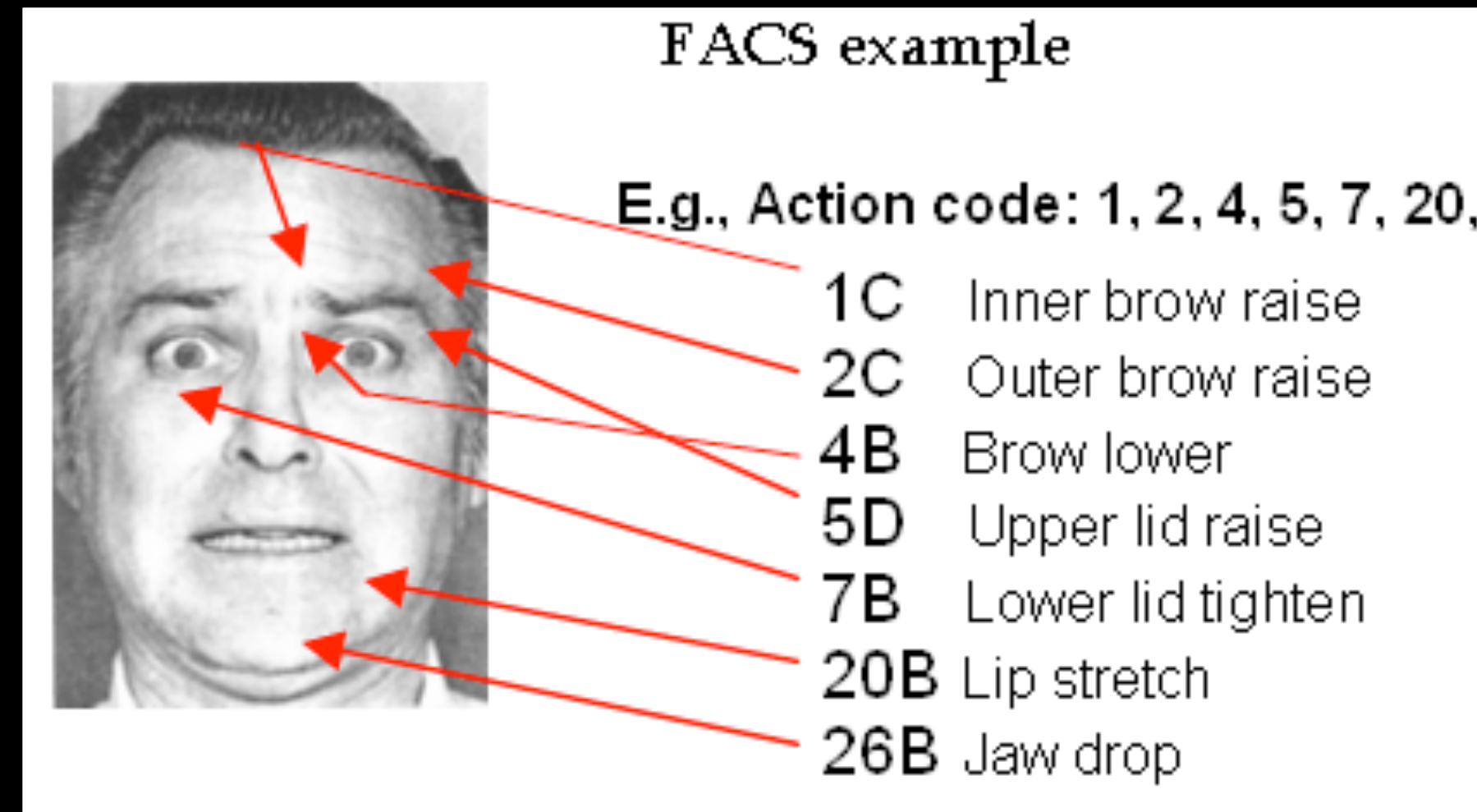
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RATE PHYSIOLOGICAL AROUSAL - OVERALL



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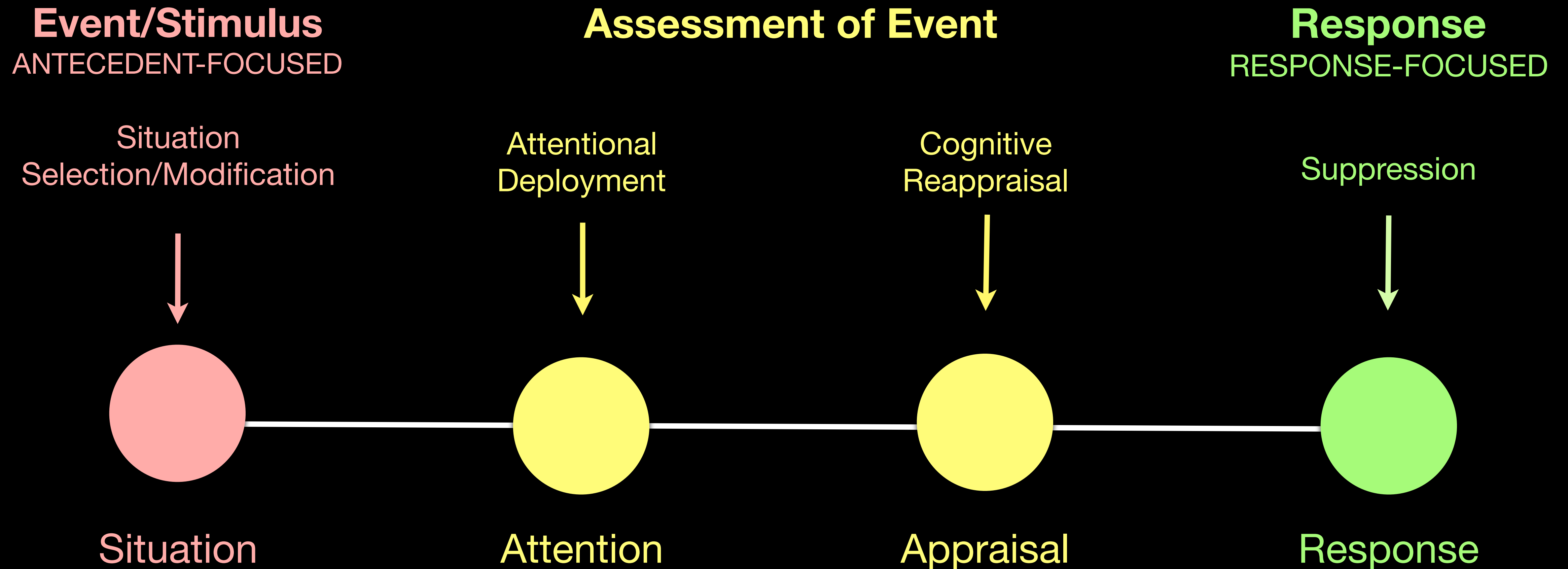
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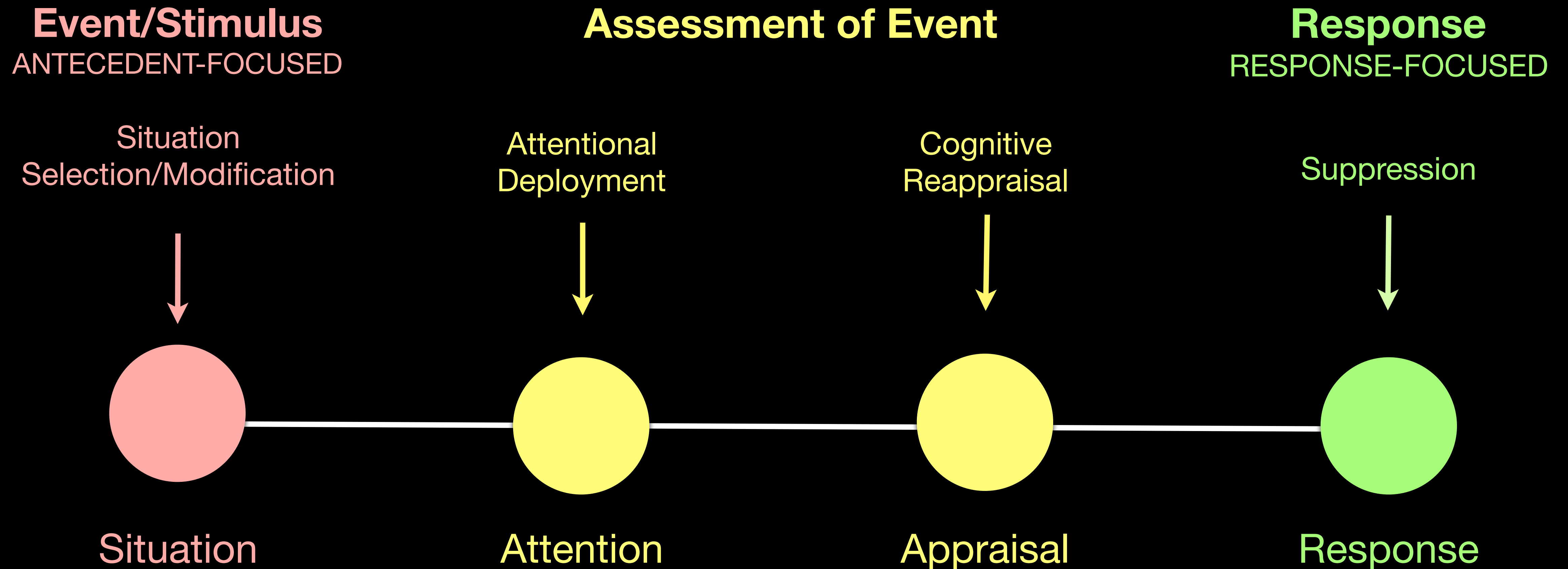
Process Model of Emotion Regulation

(Gross, 1998)



Process Model of Emotion Regulation

(Gross, 1998)



Process Model of Emotion Regulation

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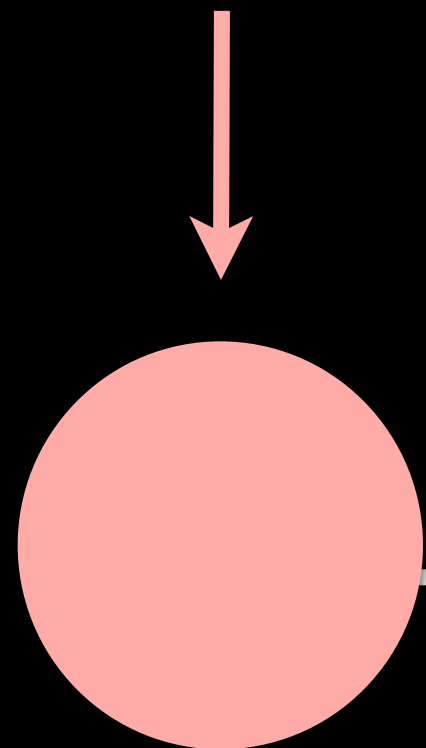
Emotion Regulation: **In Class Exercise**

Process Model of Emotion Regulation

(Gross, 1998)

Event/Stimulus
ANTECEDENT-FOCUSED

Situation
Selection/Modification



Situation

Imagine standing in a long line at a supermarket counter. A grumpy clerk slowly passes each item on the scanner glaring at you. A small child behind you emits a piercing scream. Your blood pressure rises and your fingers grip the cart tightly.

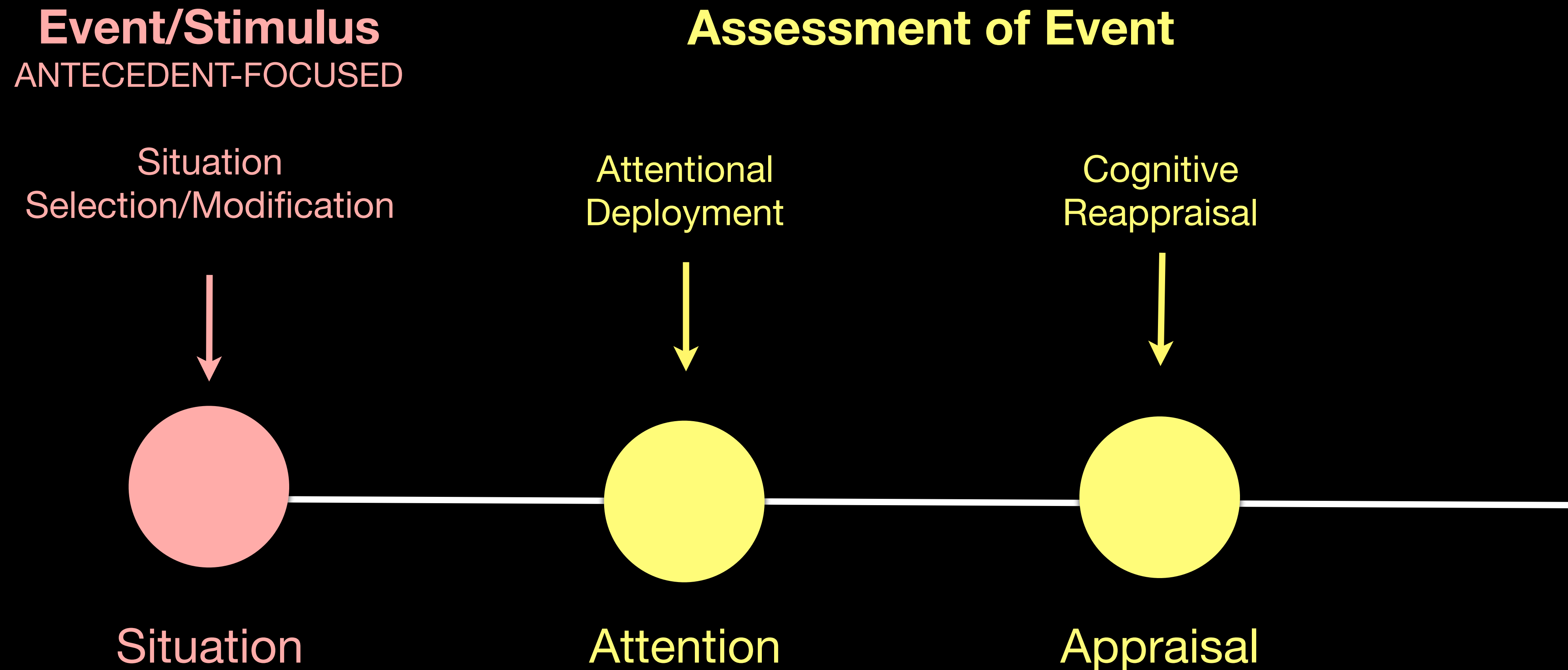
But, at that very moment, the thought crosses your mind that a scathing remark towards the clerk or child will make things worse. So you bite your tongue and put on a smile. Why?

Antecedent-Focused Strategies

STRATEGY	DEFINITION	EXAMPLE
Situation Selection	Taking actions that will make it more (or less) likely that you will end up in situation giving rise to desirable (or undesirable) emotions.	Move to a different checkout line at the grocery store.
Situation Modification	Directly modify a situation so as to alter its emotional impact.	Strike up friendly conversation with clerk.

Process Model of Emotion Regulation

(Gross, 1998)

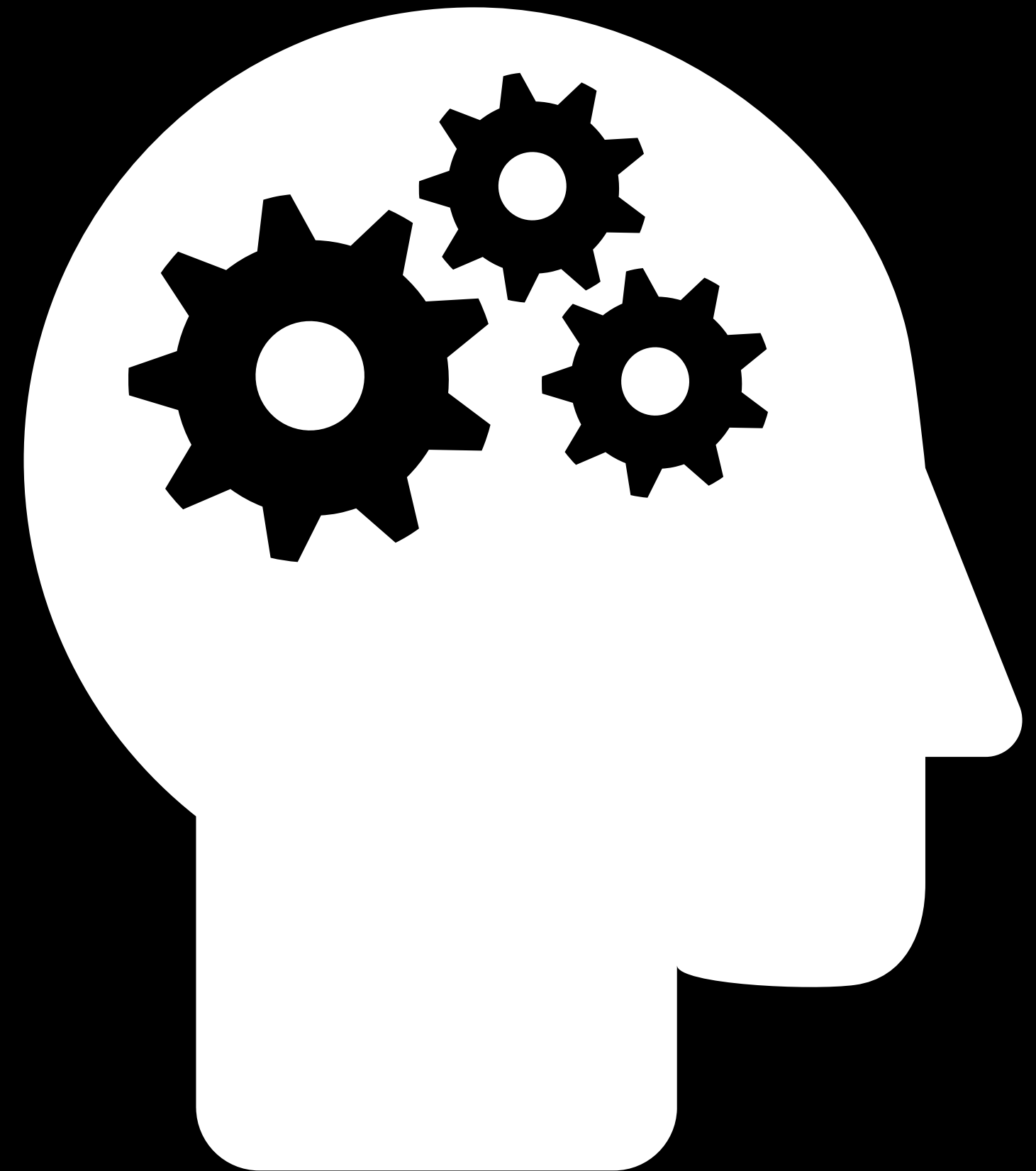


Assessment of Event

STRATEGY	DEFINITION	EXAMPLE
Attentional Deployment <i>(2 types: distraction, concentration)</i>	Directing one's attention within a given situation in order to influence one's emotions.	Remembering a happy memory.
Cognitive Reappraisal <i>(aka cognitive change)</i>	Changing the way one appraises (i.e., thinks about or evaluates) a situation to alter its emotional impact	Thinking that the situation could be worse, you could have 10 screaming kids behind you in line!

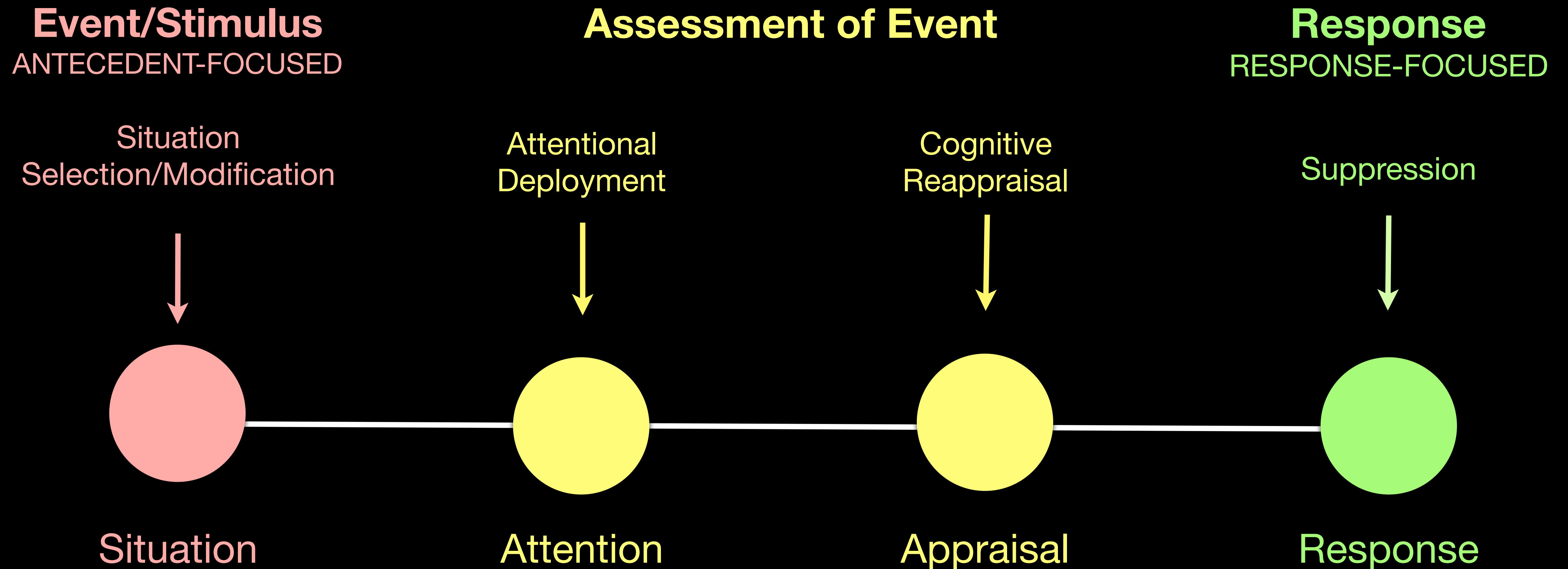
Cognitive Reappraisal

- Defined as construing an emotion-eliciting situation in a way that alters its emotional impact (e.g., Lazarus & Alfert, 1962; Gross, 1998)
- Form of cognitive change common to existing CBT interventions (e.g., Beck, 1962)
- Associated with reductions in negative and positive affect and physiological response (e.g., Gross, 1998; Gross, 2002).



Process Model of Emotion Regulation

(Gross, 1998)



Response Focused Strategies

STRATEGY	DEFINITION	EXAMPLE
Behavioral Suppression	Inhibiting ongoing emotion expressions	Suppress anger expression

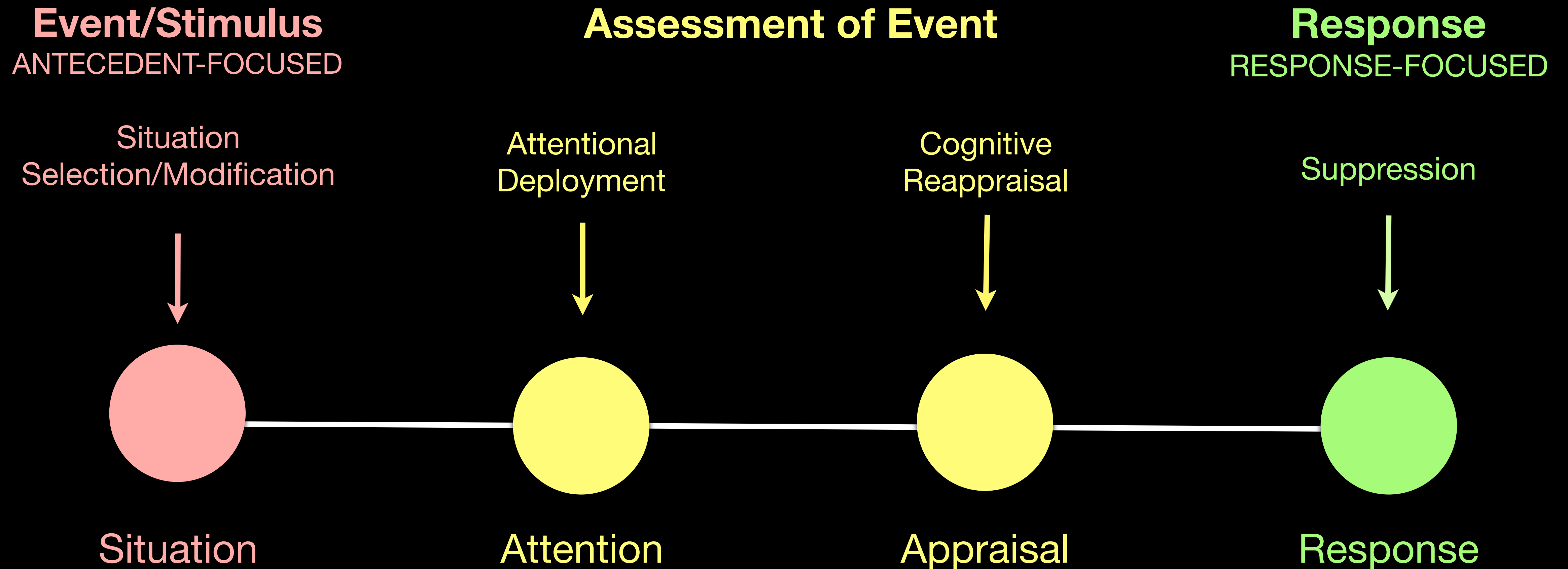
Suppression

- Defined as attempting to suppress or inhibit outward displays of emotion (e.g., Gross, 1998)
- Associated with increased physiological response (e.g., Gross, 1998; Gross, 2002).



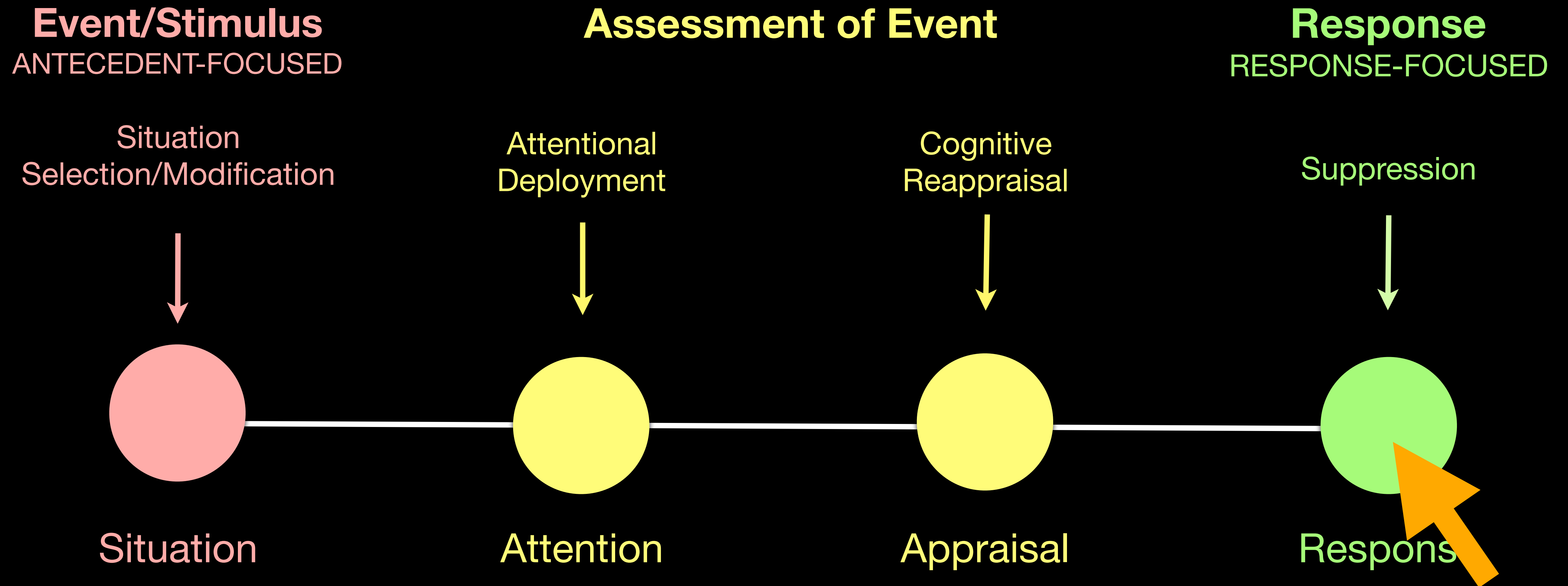
Process Model of Emotion Regulation

(Gross, 1998)



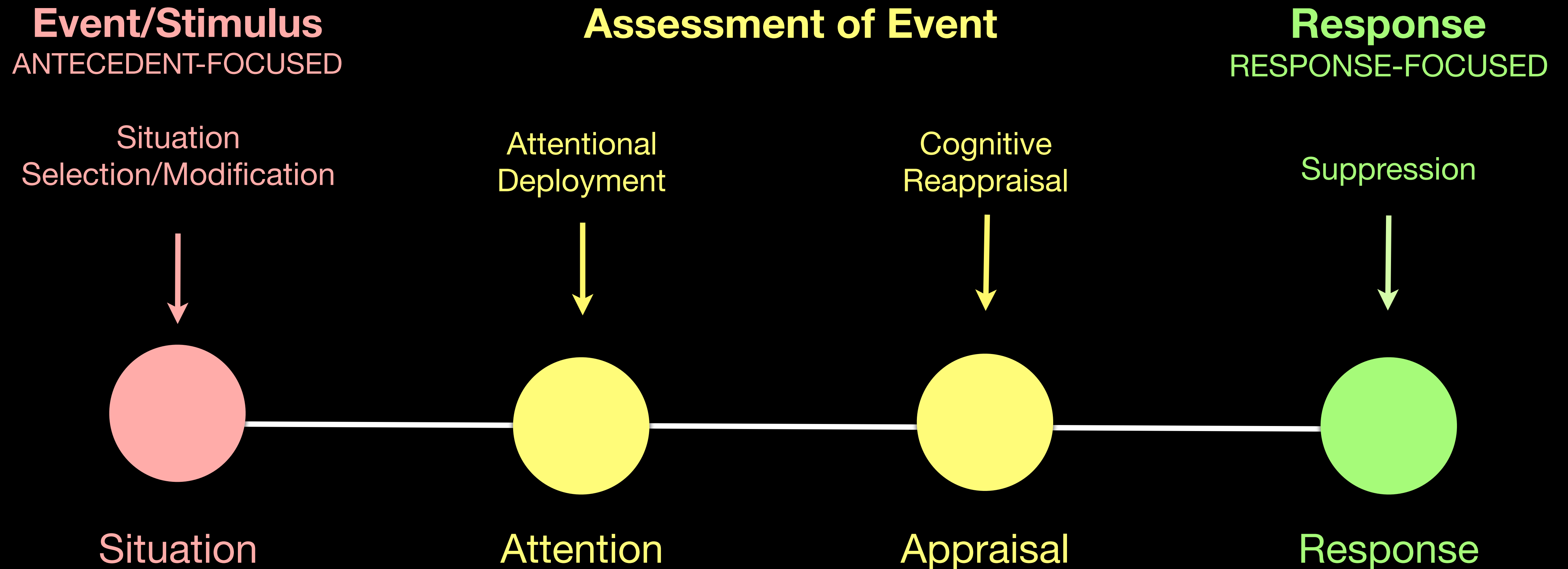
Process Model of Emotion Regulation

(Gross, 1998)



Process Model of Emotion Regulation

(Gross, 1998)





BASELINE

WATCH
"Watch the film"

REGULATE



WATCH

Experience
Expression
Physiology

RESPONSE

Reappraisal & Suppression: Short-Term Consequences

(Gross & Levenson, 1993)

	Suppression	Watch	Reappraisal
Experience	↓ <i>or ns.</i>	*	↓
Behavior	↓	*	↓
Physiology	↑	*	↓

Reappraisal & Suppression: Long-Term Consequences

(Gross & Levenson, 1993)

STRATEGY	LONG-TERM CONSEQUENCES
Reappraisal	Better social relationships Better coping with stress More positive emotion
Suppression	Feel less authentic in social life Poorer coping with stress Less positive & more negative emotion

Extended Process Model (EPM)

(Gross, 2015)

Emotion Valuation:

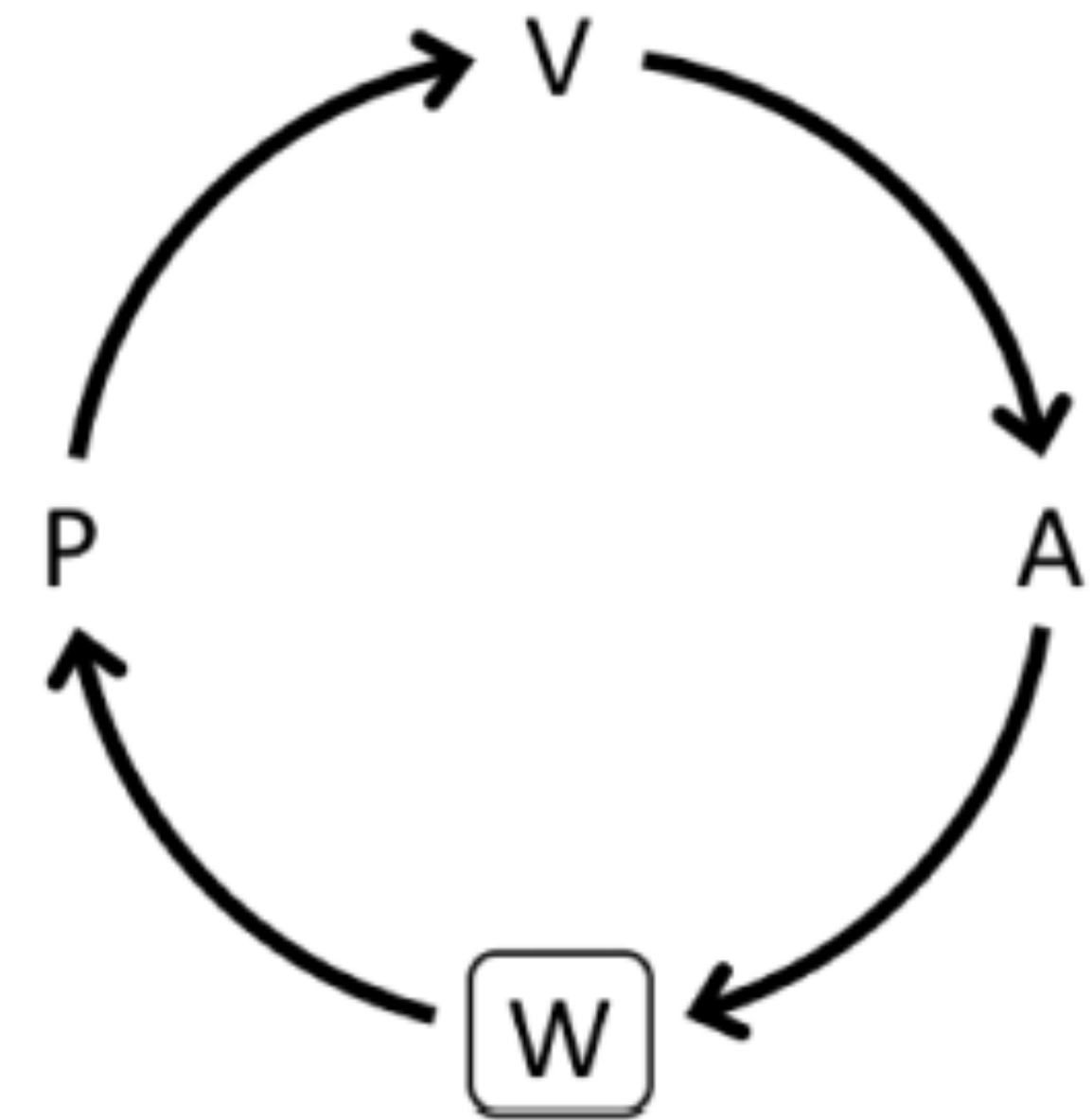
W - world gives rise to

P - perceptions

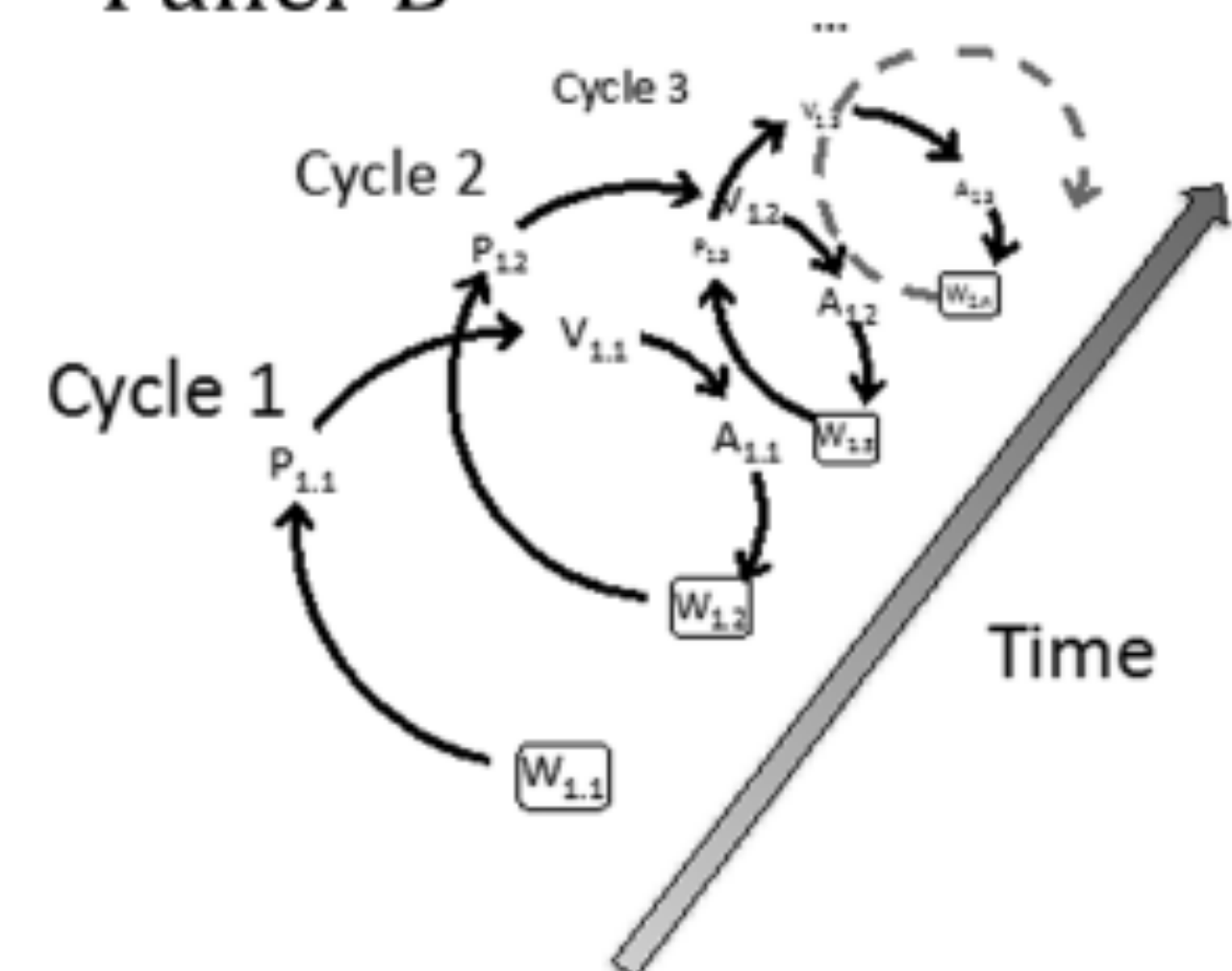
V - valued as + or -

A - that then alter state of the world

Panel A

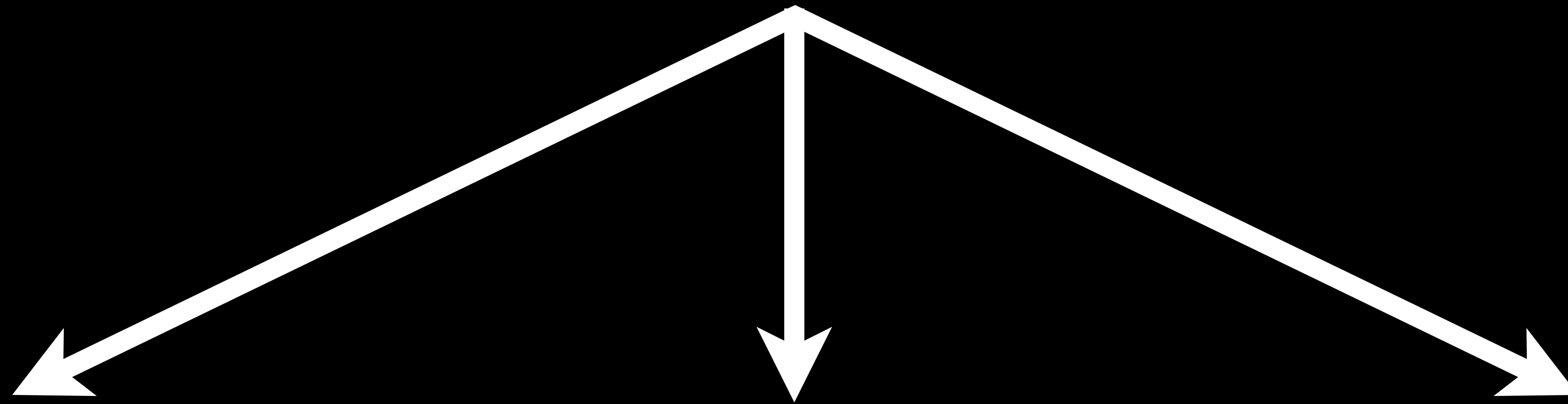


Panel B



Emotion Regulation & Related Constructs

EMOTION REGULATION
DISTINCT FROM



Coping

Decreasing NA
Longer time period

Mood Regulation

Subjective component
Longer-term state

Defenses

Aggressive/sexual impulses
Unconscious

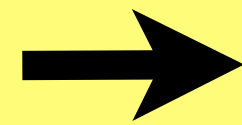
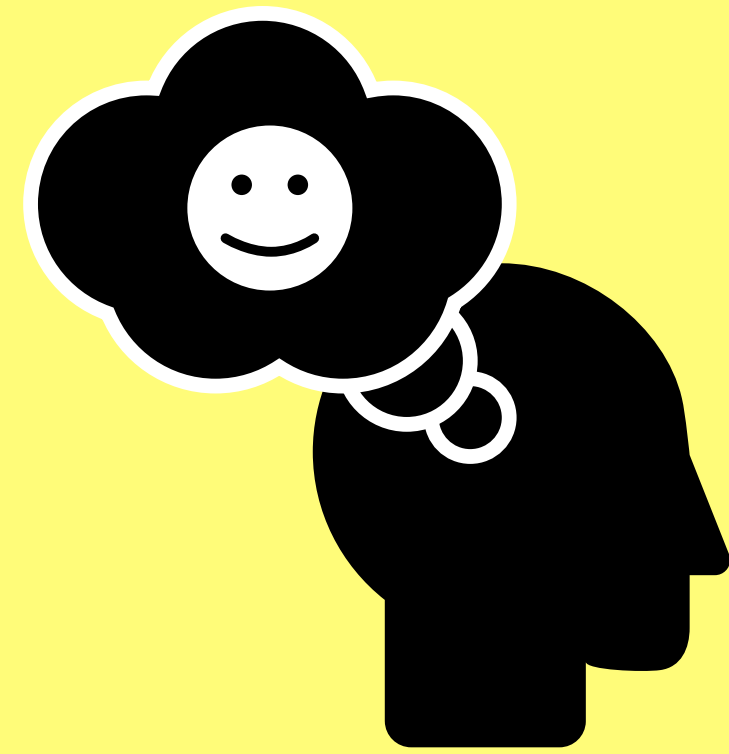
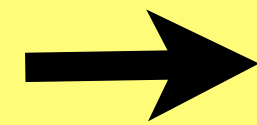
Cognitive Distancing

Cognitive Distancing Strategy

- Repetitive focus on the content, causes, and consequences of one's affective state that is conducive to problem solving (Ayduk, Mischel, & Downey, 2002).
- 3rd-person perspective (“distanced-why”).
- Associated with reductions in negative affect and positive affect (Ayduk et al., 2002; Kross et al., 2005).



**Remain
seated
quietly.**



DISTANCING

*“Watch the event
from a distance”*

*(Ayduk et al, 2002;
Kross et al., 2005)*

BASELINE

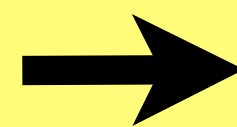
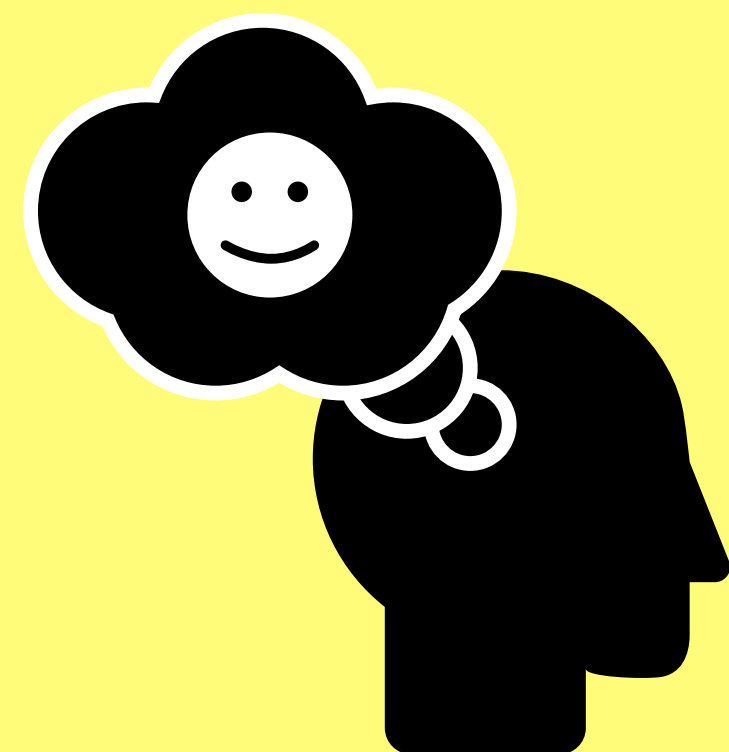
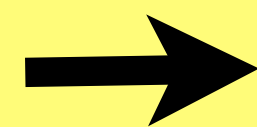
RECALL

REGULATE

“Please go back to the time and place of the same happy event you recalled earlier and see the scene in your mind’s eye. Take a few steps back, move away from the situation to a point where you can now watch the event from a distance. As you do this, focus on what has now become the distant you...”

“...As you continue to watch the distant you, try to understand the emotions that the distant you experienced as the event unfolded. Why did he or she have those feelings? What were the underlying causes and reasons?”

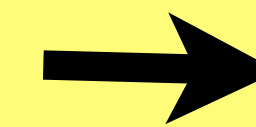
**Remain
seated
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DISTANCING

*“Watch the event
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*(Ayduk et al, 2002;
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**Affect
Physiology**

BASELINE

RECALL

REGULATE

REPORT

Cognitive Distancing & Rumination

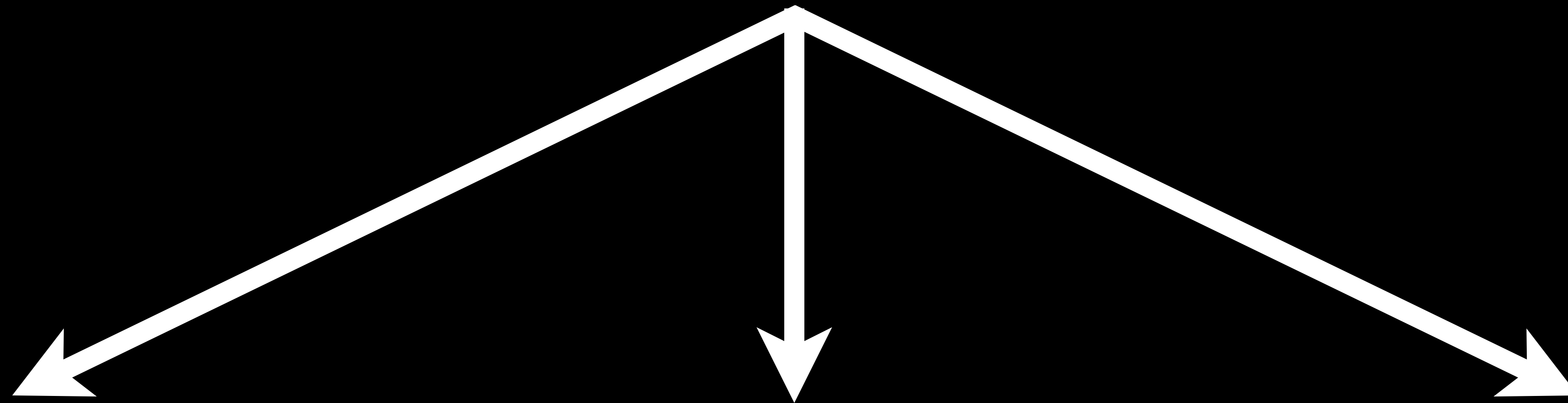
Long-Term Consequences

(Gruber et al., 2008; Kross et al., 2005)

STRATEGY	EMOTIONAL CONSEQUENCES
Cognitive Distancing	Decreased negative affect Decreased positive affect Less physiological arousal (<u>Soothes</u> emotion intensity)
Rumination	Increased negative affect Increased positive affect Greater physiological arousal (<u>Amplifies</u> emotion intensity)

Emotion Regulation & Related Constructs

EMOTION REGULATION
DISTINCT FROM



Coping

Decreasing NA
Longer time period

Mood Regulation

Subjective component
Longer-term state

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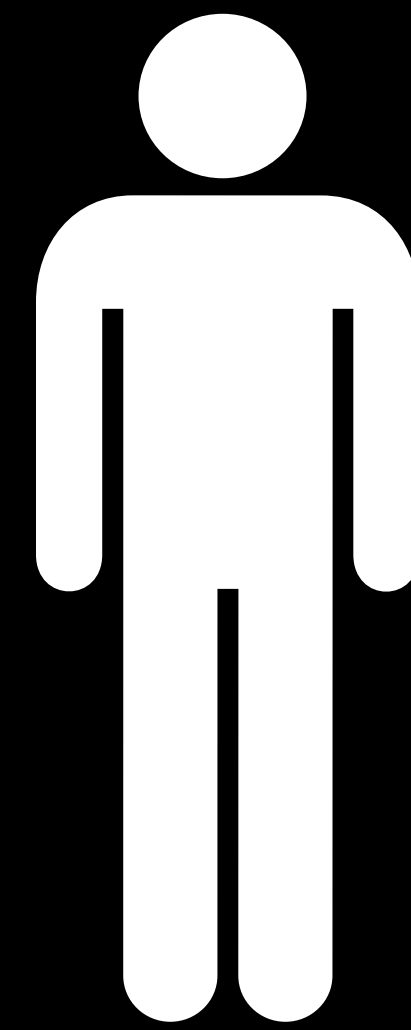
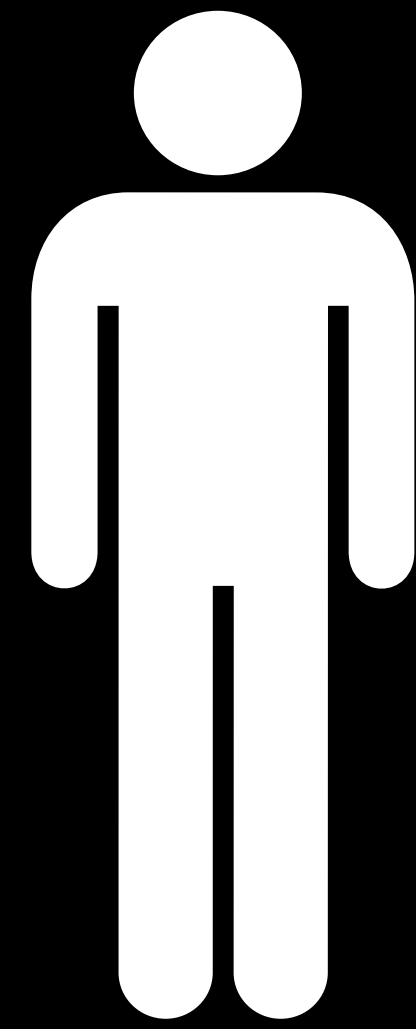
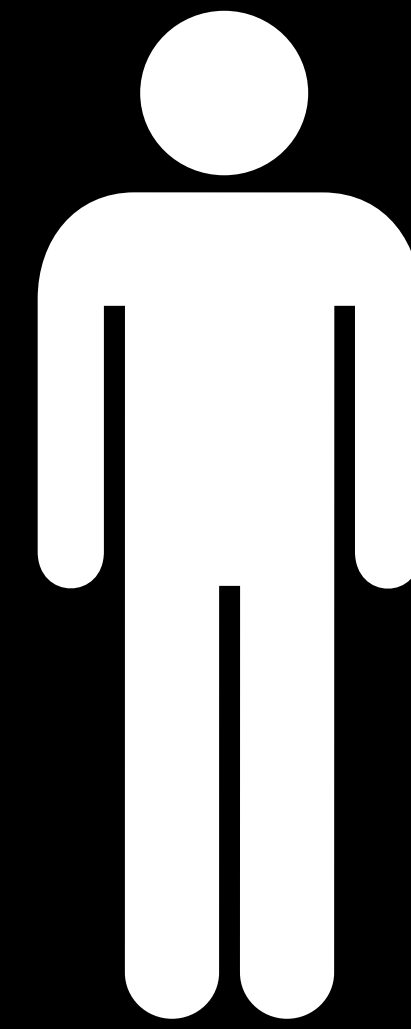
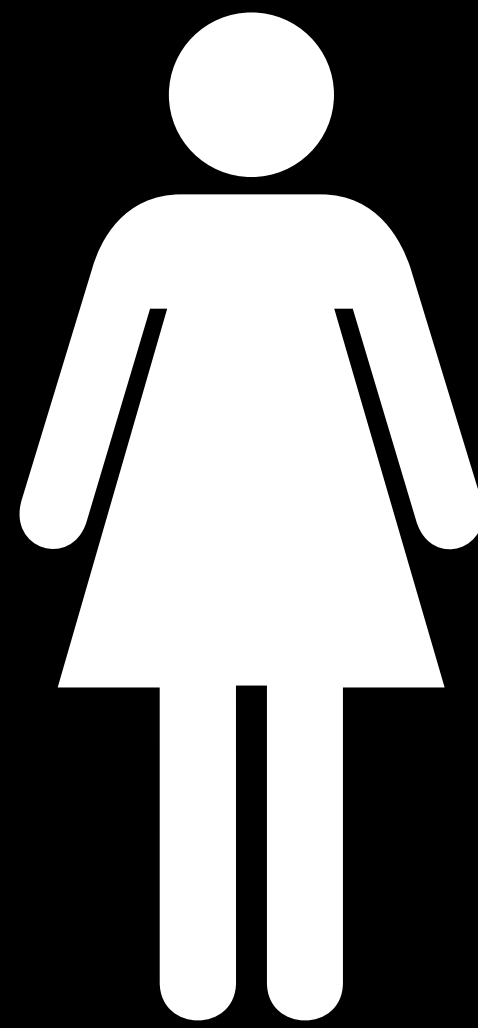
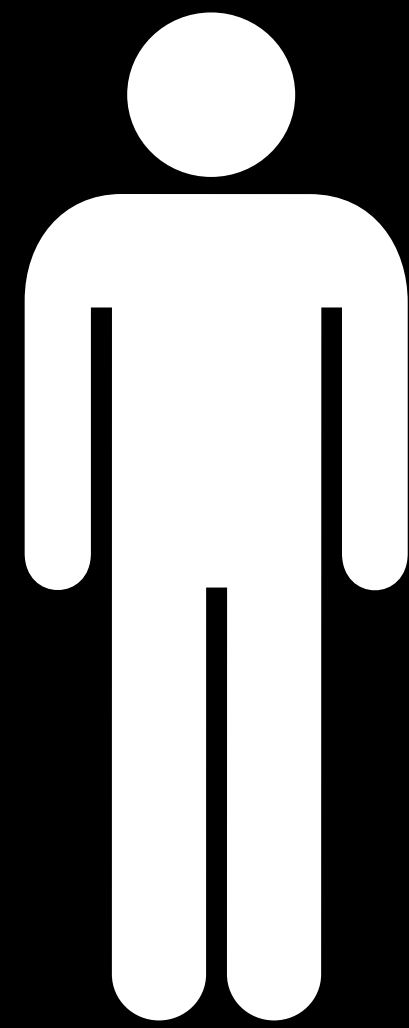
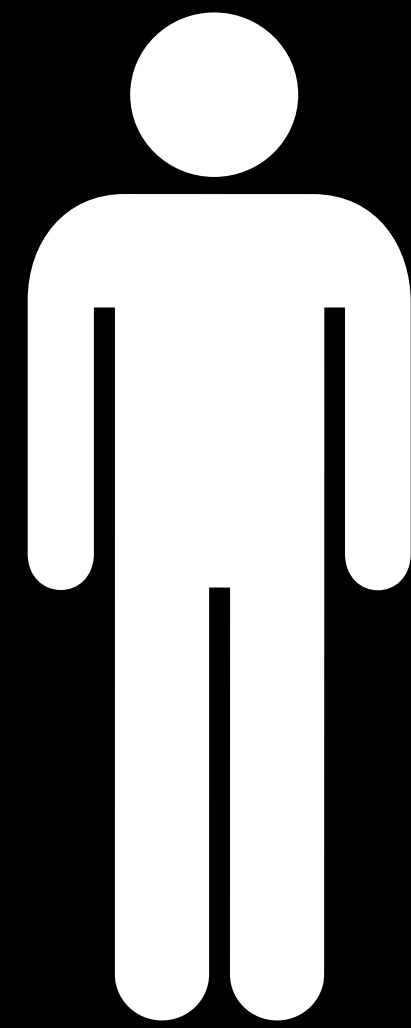
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Social Emotion Regulation

Take-Away Qs & Expert Interview



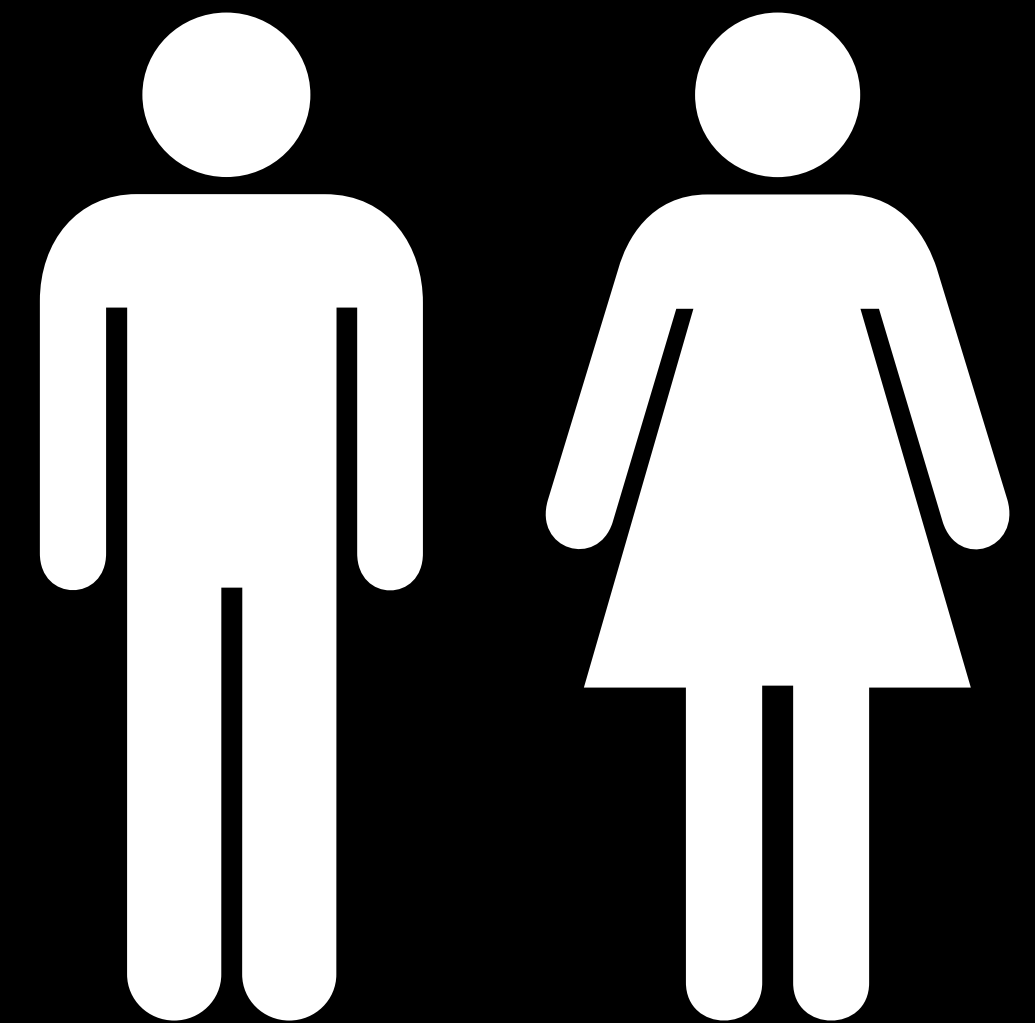
A grayscale photograph of a person with their head buried in their hands, suggesting distress or grief. The person is shirtless and has their arms crossed over their face. The background is dark.

**Thought Exercise:
First Thing You Did After Major Emotional Event?**

External Emotion Regulators

Other People Regulate Our Feelings By:

- Providing social support and comfort
- Empathy
- Assisting with cognitive strategies (e.g., reappraisal)
- Assist with attention strategies (e.g., distraction)



Social Baseline Theory

Social Baseline Theory

Principle 1: Humans are hardwired to seek social support and contact. Thus, social contact is a baseline strategy for emotion regulation.

Principle 2: Interpersonal factors (e.g., social interaction, social proximity) are a means through which we can regulate our emotions.



Social Baseline Theory

Social interactions regulate our emotions via:

1. Signal social resources are available
2. Reduce perceptions of risk and alarm
3. Alert individuals that less action is needed
4. Reduce cognitive and metabolic costs
5. Foster efficient coping



Social Baseline Theory

- We use social contact with others as a “baseline” emotion regulation strategy
- A model of social emotion regulation which posits that we use social contact as a common and default strategy to regulate our emotions.



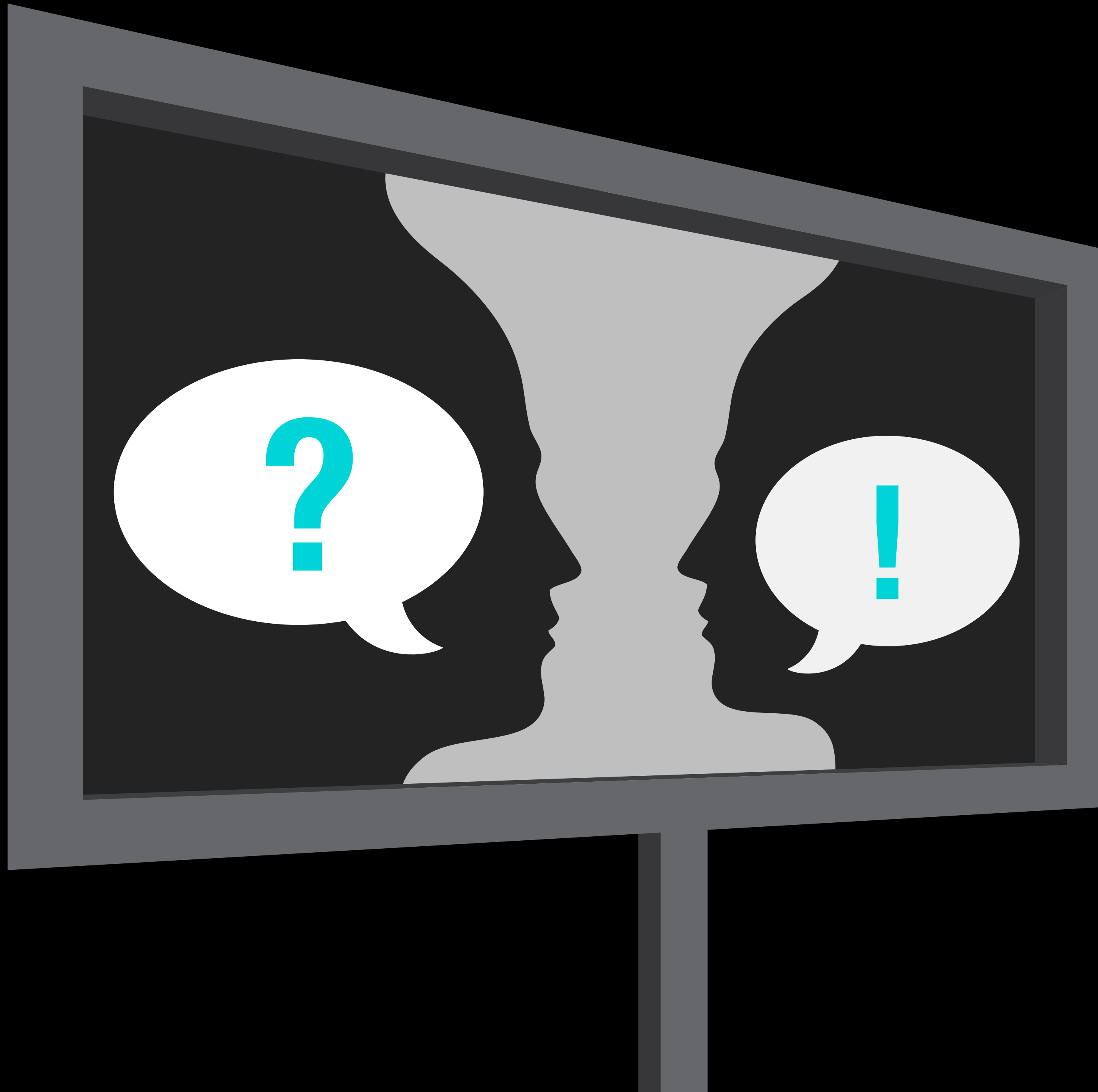
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Experts In Emotion

***EXTRA CREDIT
OPPORTUNITY***

Experts In Emotion Interview

Dr. James Gross

Professor of Psychology
Stanford University

Emotion Regulation



Experts In Emotion Interview

Dr. Kevin Ochsner

Professor of Psychology
Columbia University

**Emotion Regulation and
the Brain**



Experts In Emotion Interview

Dr. Jim Coan

Associate Professor of Psychology
University of Virginia

**Social Regulation of
Emotion**



Thank You!

Psychology 3131
Professor June Gruber

