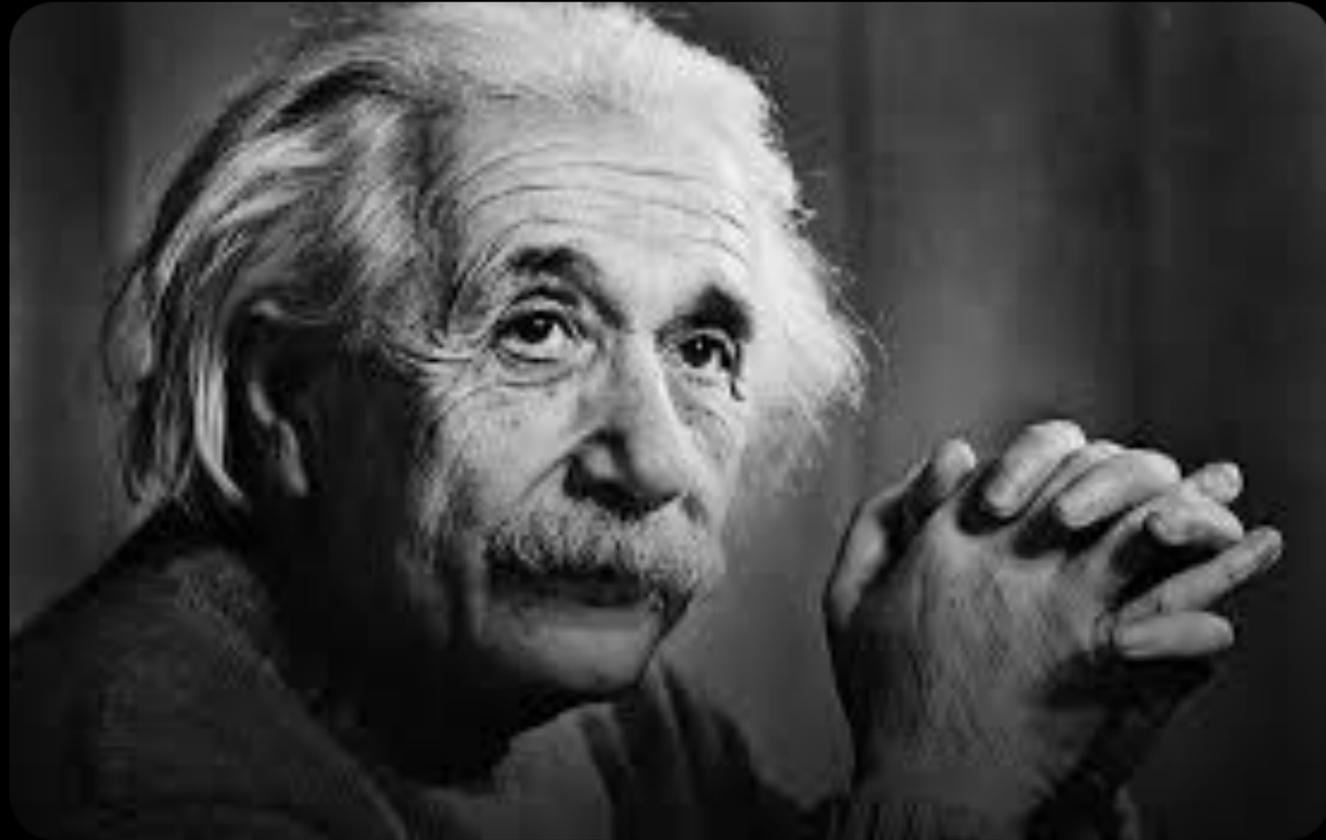


# Quote of the Week

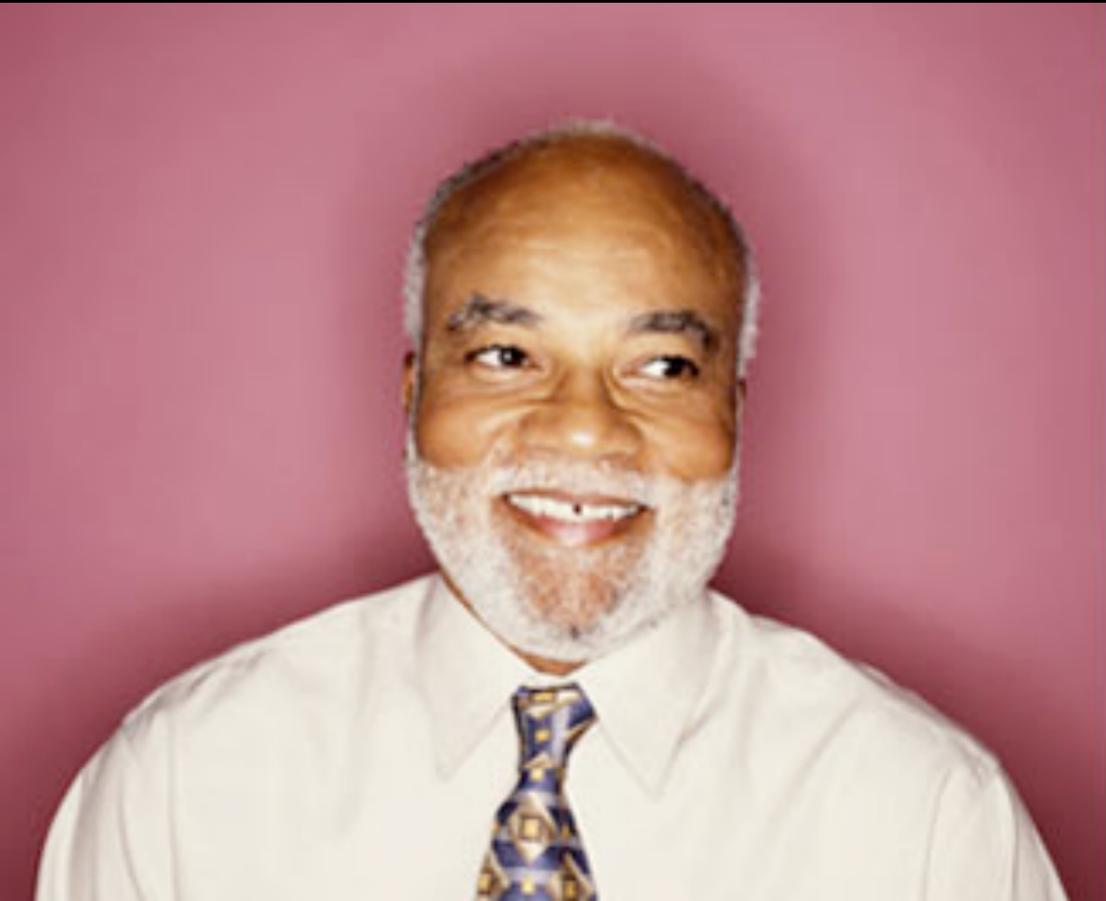


*“The most beautiful thing we can experience is the mysterious. It is the fundamental emotion that stands at the cradle of true art and true science.”*

*- Albert Einstein*

# Human Emotion

Psychology 3131  
Professor June Gruber



# Human Emotion

Emotion Regulation

*Can We Control our Feelings?*

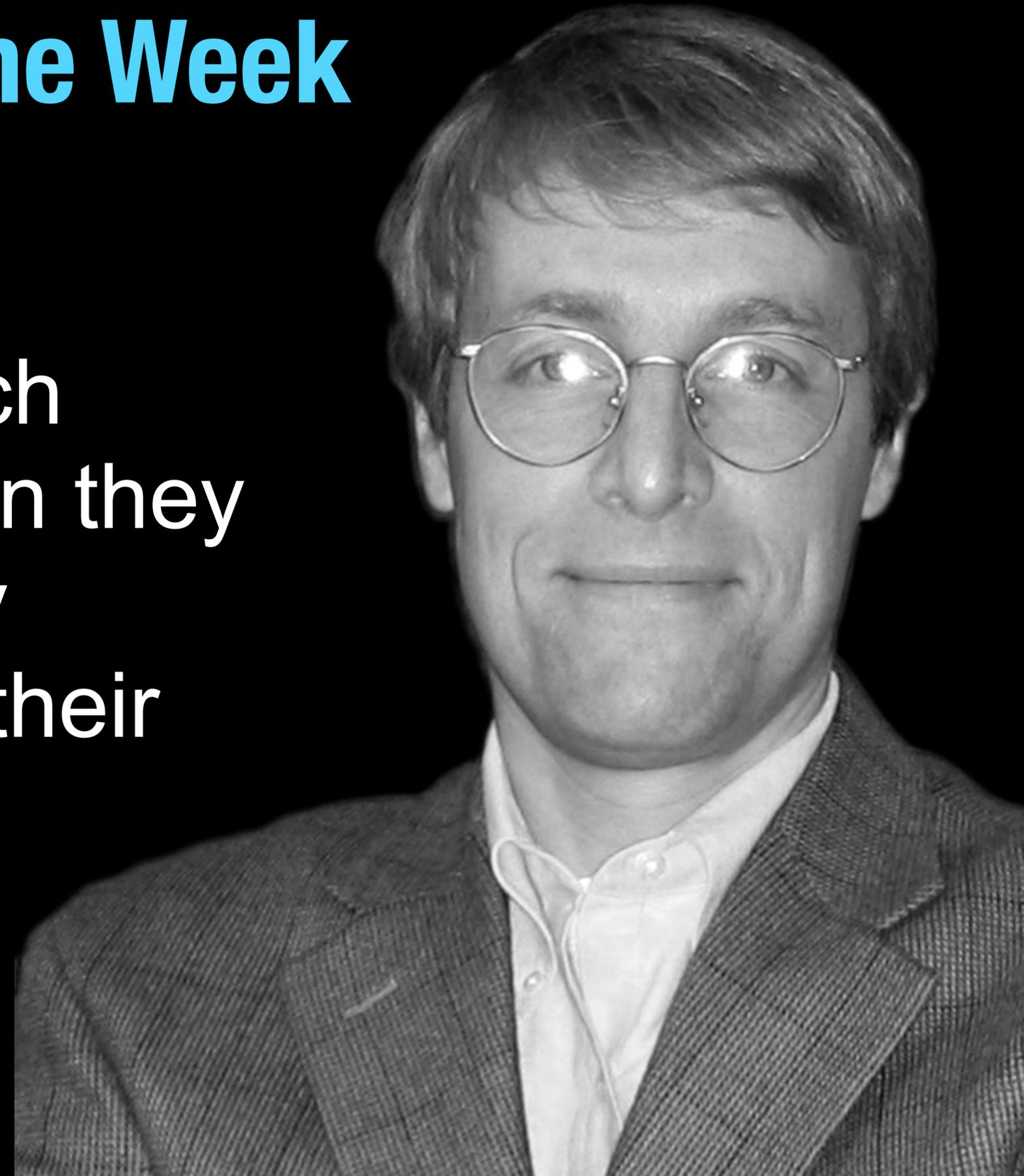




## Quote of the Week

“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 Opportunities

### 1 - OFFICE HOURS

Weds 2-3 (this week), Mon 2-3 (next week) : Email 24 hrs in advance

### 2 - EMAIL QUESTIONS

Email by 5pm Mon 2/19 - Plan in Advance

Ask Specific Questions (e.g., avoid the form of “what do I need to know”)

### 3 - GROUP REVIEW SESSION

Survey poll to class for one-hour slot. next Monday. Stay tuned :)

# Course Logistics

## Exam 2 - Special Accommodations

MUEN E212 (3:00 or 3:30-5:00pm) - Email preferred start time

# Course Logistics

## Exam 2 - Extra Credit Question Hint

Optional readings (pick at least 1)

# Course Logistics

## FTEP CLIP Interview :)

Invited FTEP to visit our class and observe teaching to gather feedback and improve course / teaching.

-Prof. Angela Bielefeldt here today.:

1. Observe our class ~15 minutes
2. Conduct class interview ~30 mins
3. Class break (10 mins)
4. Resume class lecture

# FTEP CLIP INTERVIEW

## Prof. Angela Bielefeldt

Professor  
Civil, Environmental, & Architectural Engineering  
University of Colorado Boulder



# Roadmap

Course Logistics

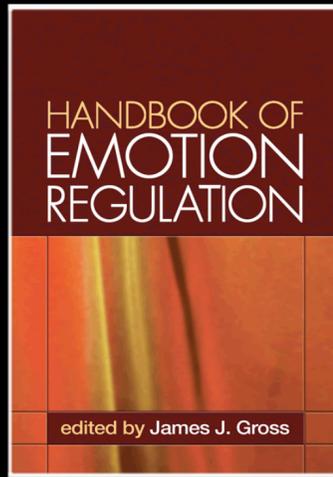
Emotion Regulation

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).

	<b>Down-Regulation (Decrease)</b>	<b>Up-Regulation (Increase)</b>
<b>Negative</b>		
<b>Positive</b>		

	<b>Down-Regulation (Decrease)</b>	<b>Up-Regulation (Increase)</b>
<b>Negative</b>	<ul style="list-style-type: none"><li>-Trying to calm oneself down when angry (Int)</li><li>-Helping tearful child fix broken toy (Ext)</li></ul>	
<b>Positive</b>		

**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)

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

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

**Down-Regulation  
(Decrease)**

**Up-Regulation  
(Increase)**

**Negative**

-Wiping smile off face at funeral (Int)

**Positive**

-Helping giggling child calm down for bedtime (Ext)



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.



skype

SkypeLaughterChain.com

# RATE EMOTION EXPERIENCE - POSITIVE



1

2

3

4

5

6

7

none at  
all

somewhat

very  
much

# RATE EMOTION EXPERIENCE - NEGATIVE



1

2

3

4

5

6

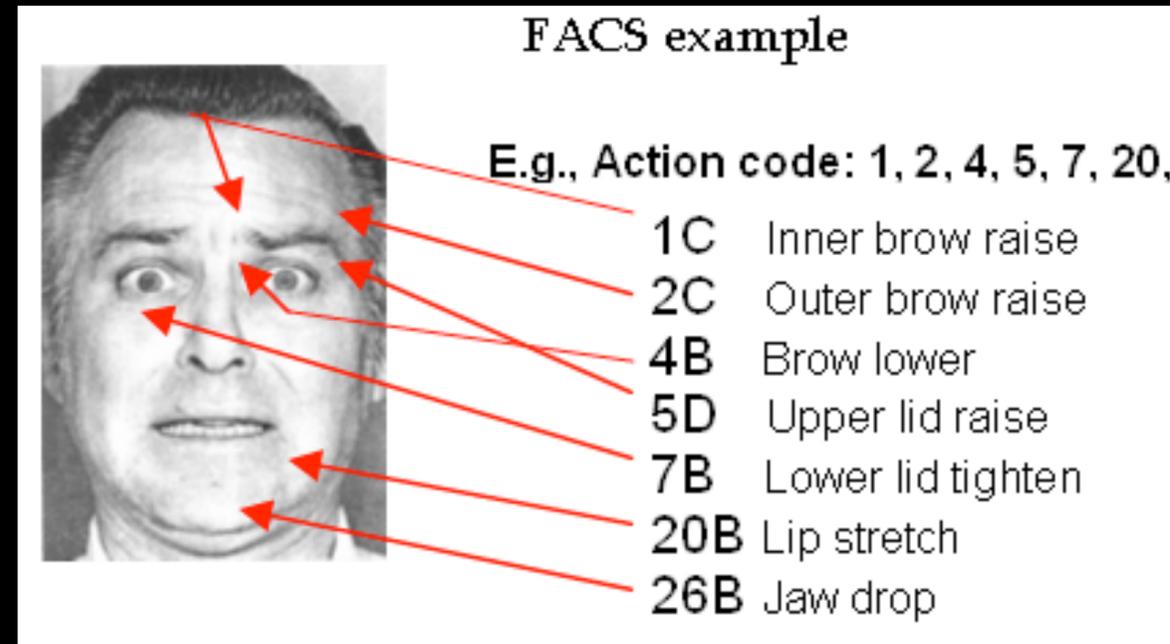
7

none at  
all

somewhat

very  
much

# RATE EMOTION EXPRESSION - POSITIVE



1

2

3

4

5

6

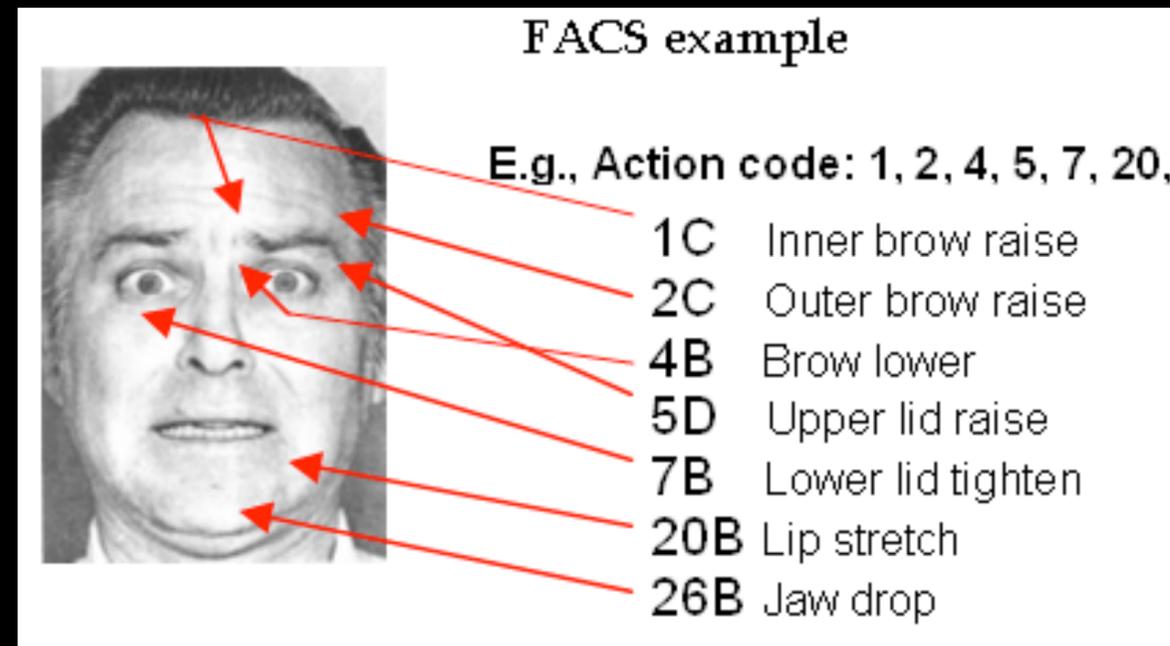
7

none at  
all

somewhat

very  
much

# RATE EMOTION EXPRESSION - NEGATIVE



1

2

3

4

5

6

7

none at  
all

somewhat

very  
much

# RATE PHYSIOLOGICAL AROUSAL - OVERALL



1

2

3

4

5

6

7

none at  
all

somewhat

very  
much

# FTEP CLIP INTERVIEW

Prof. Angela Bielefeldt

Professor  
Civil, Environmental, & Architectural Engineering  
University of Colorado Boulder



# **Emotion Regulation:** **In Class Exercise**

# RATE EMOTION EXPERIENCE - POSITIVE



1

2

3

4

5

6

7

none at  
all

somewhat

very  
much

# RATE EMOTION EXPERIENCE - NEGATIVE



1

2

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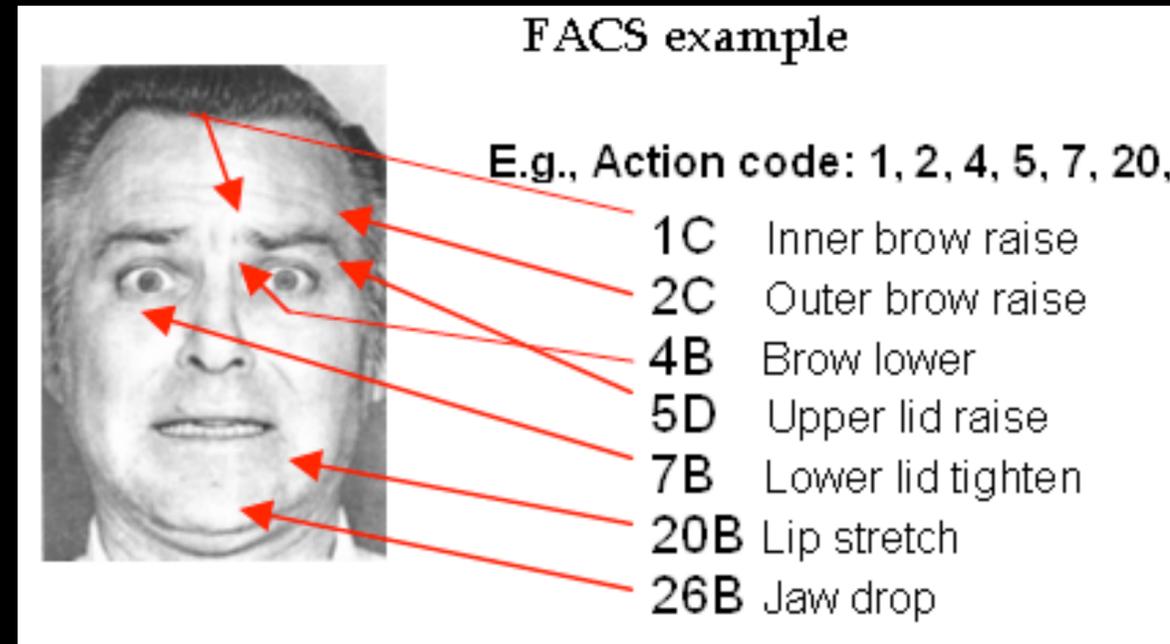
7

none at  
all

somewhat

very  
much

# RATE EMOTION EXPRESSION - POSITIVE



1

2

3

4

5

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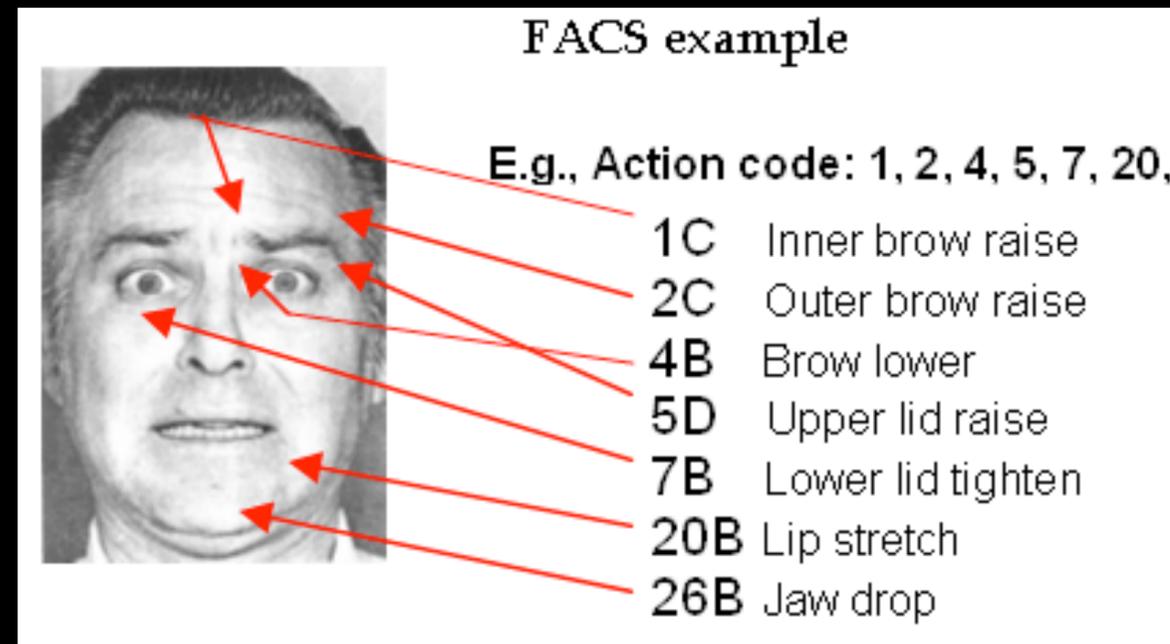
7

none at  
all

somewhat

very  
much

# RATE EMOTION EXPRESSION - NEGATIVE



1

2

3

4

5

6

7

none at  
all

somewhat

very  
much

# RATE PHYSIOLOGICAL AROUSAL - OVERALL



1

2

3

4

5

6

7

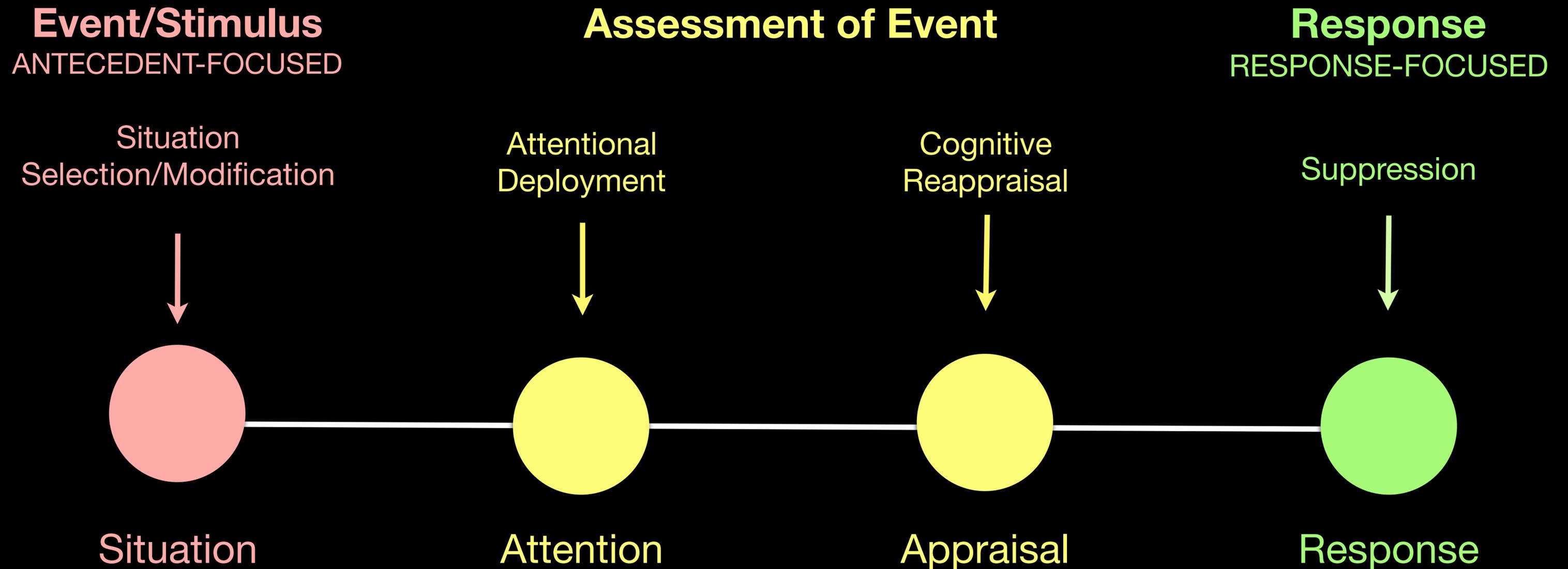
none at  
all

somewhat

very  
much

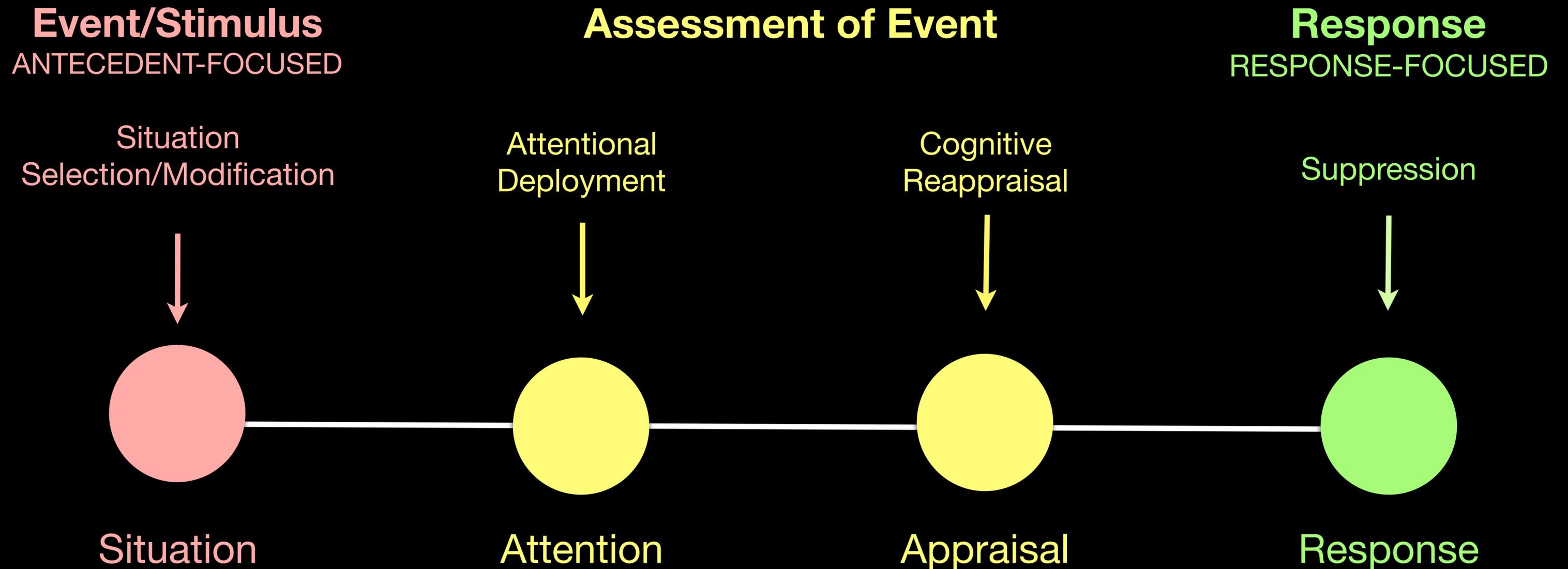
# Process Model of Emotion Regulation

(Gross, 1998)



# Process Model of Emotion Regulation

(Gross, 1998)



# Process Model of Emotion Regulation

(Gross, 1998)



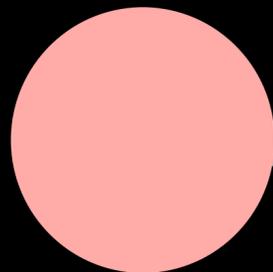
**Emotion Regulation:**  
**In Class Exercise**

# 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
<b>Situation Selection</b>	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.
<b>Situation Modification</b>	Directly modify a situation so as to alter its emotional impact.	Strike up friendly conversation with clerk.

# Process Model of Emotion Regulation

(Gross, 1998)

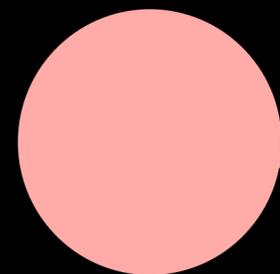
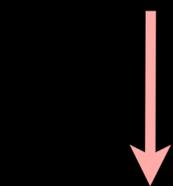
**Event/Stimulus**  
ANTECEDENT-FOCUSED

**Assessment of Event**

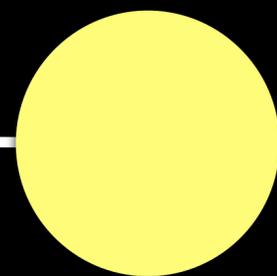
Situation  
Selection/Modification

Attentional  
Deployment

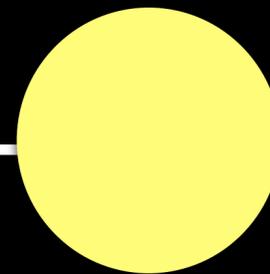
Cognitive  
Reappraisal



Situation



Attention



Appraisal

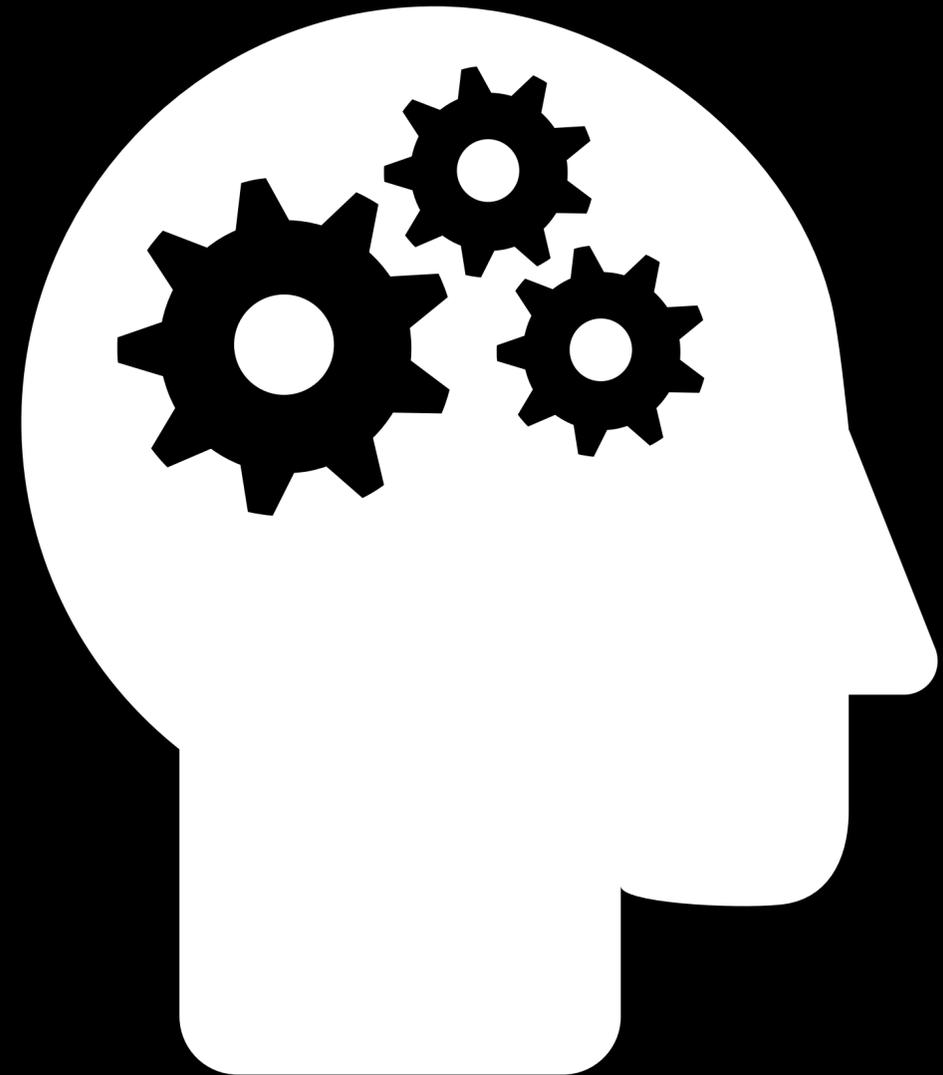


# Assessment of Event

STRATEGY	DEFINITION	EXAMPLE
<b>Attentional Deployment</b> <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.
<b>Cognitive Reappraisal</b> <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!

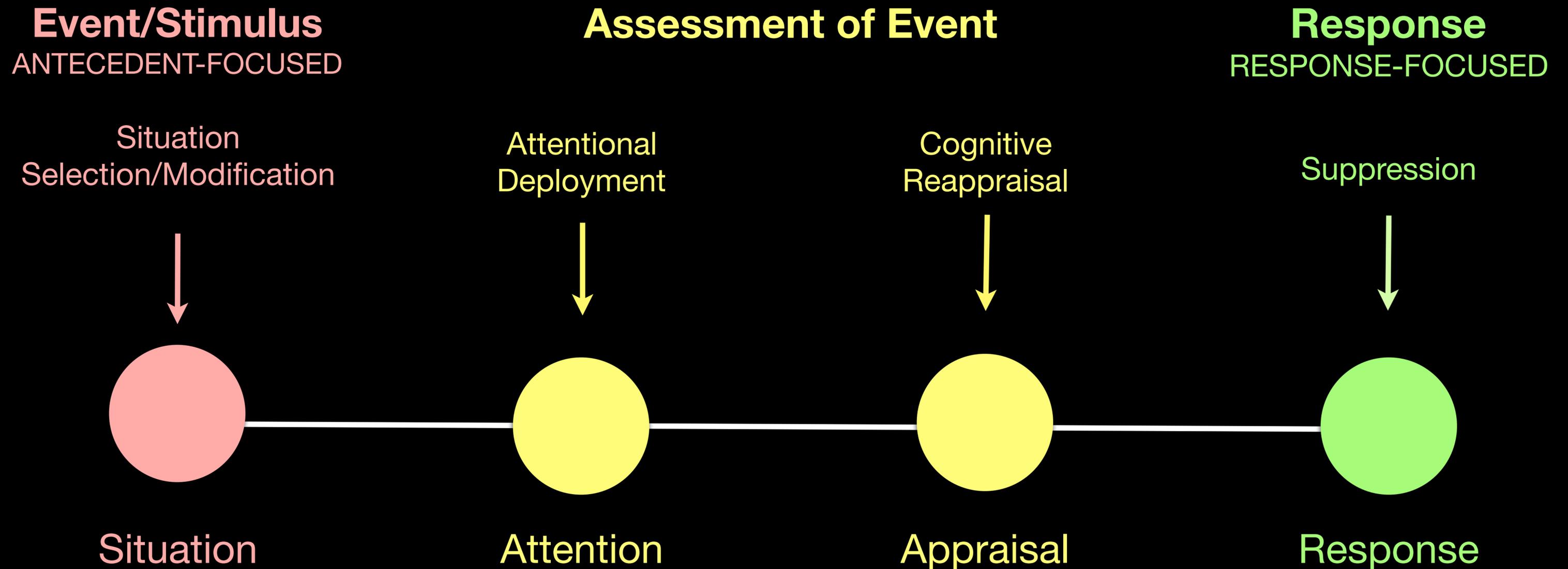
# Cognitive Reappraisal

- 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
<b>Behavioral Suppression</b>	Inhibiting ongoing emotion expressions	Suppress anger expression

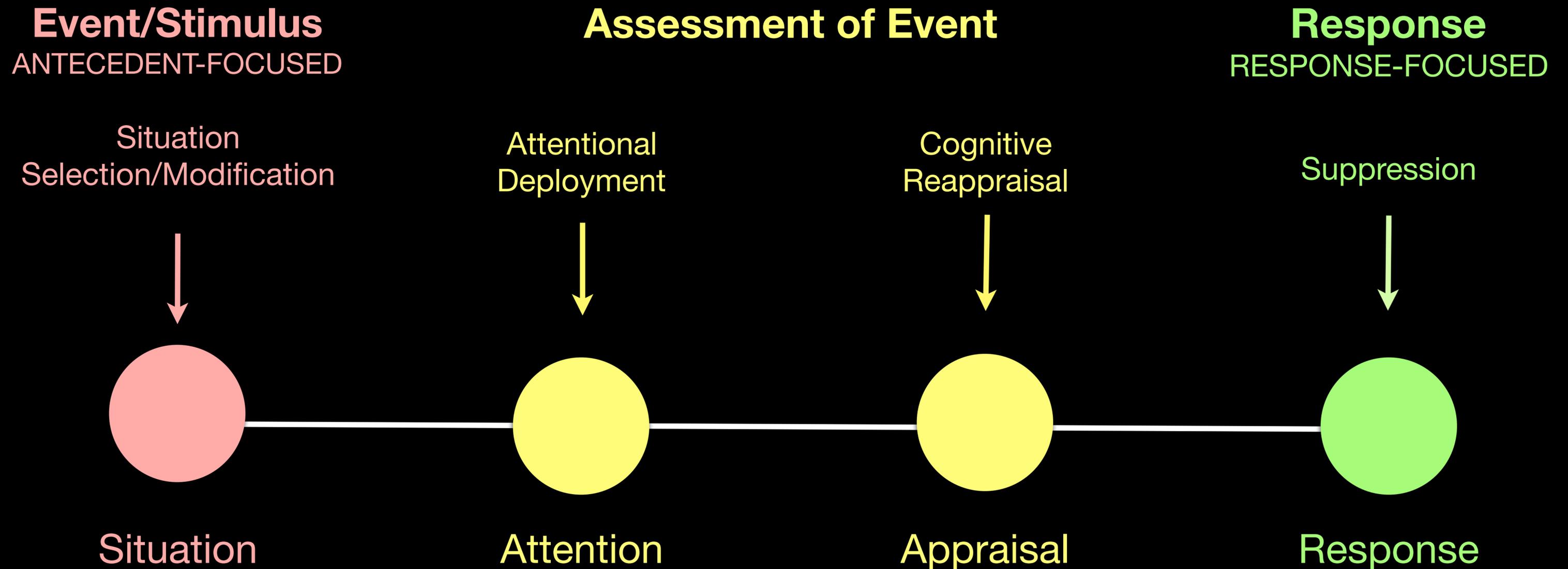
# Suppression

- 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).



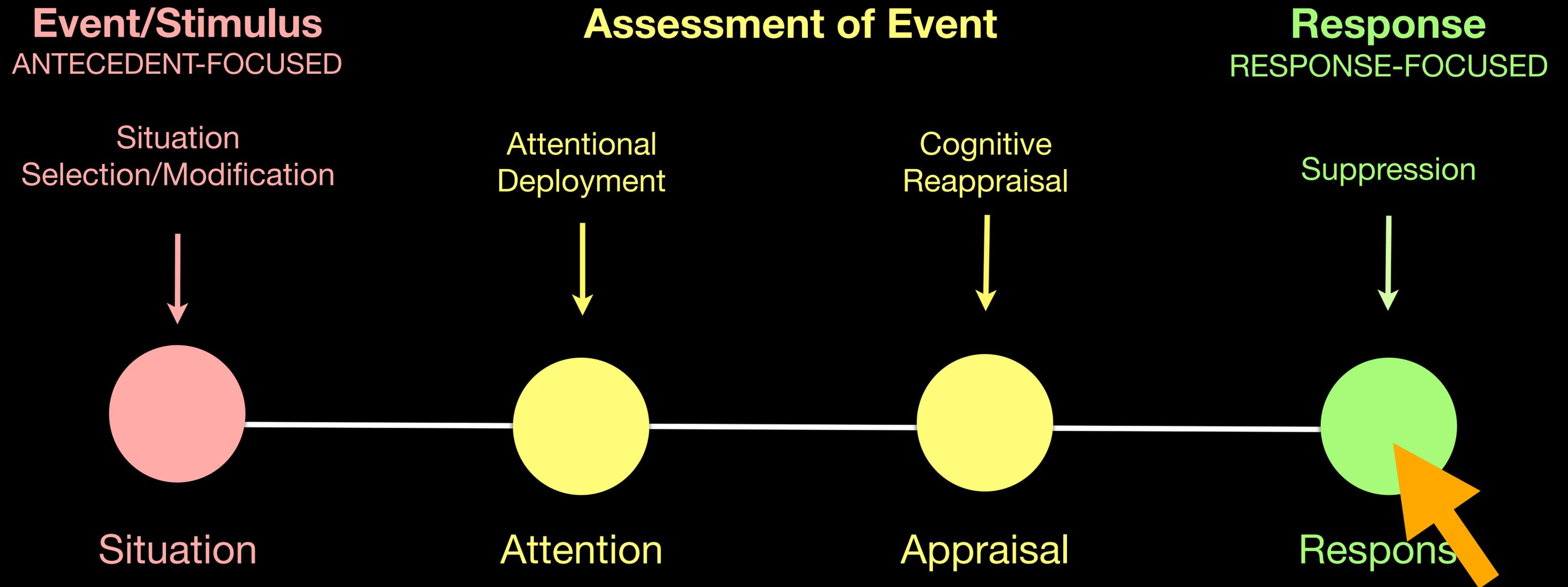
# Process Model of Emotion Regulation

(Gross, 1998)



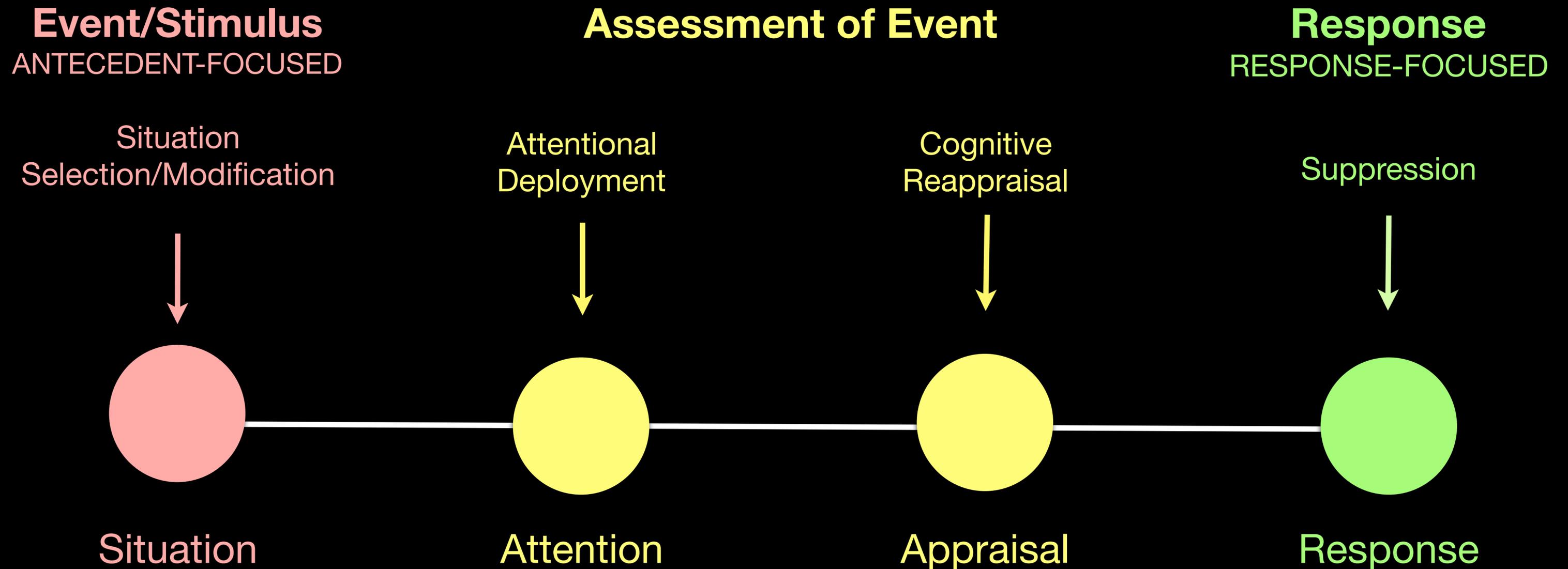
# Process Model of Emotion Regulation

(Gross, 1998)



# Process Model of Emotion Regulation

(Gross, 1998)





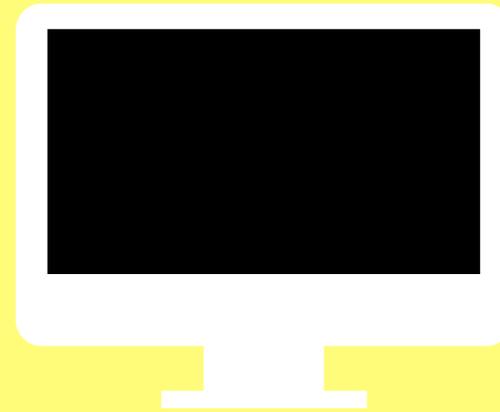
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**BASELINE**

**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

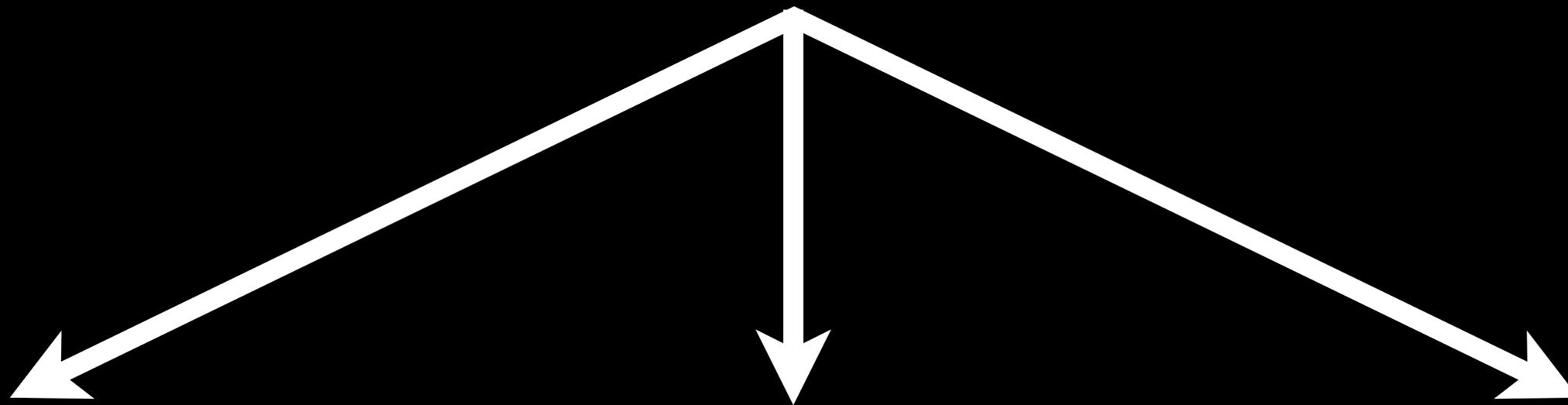
(Gross & Levenson, 1993)

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



# 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

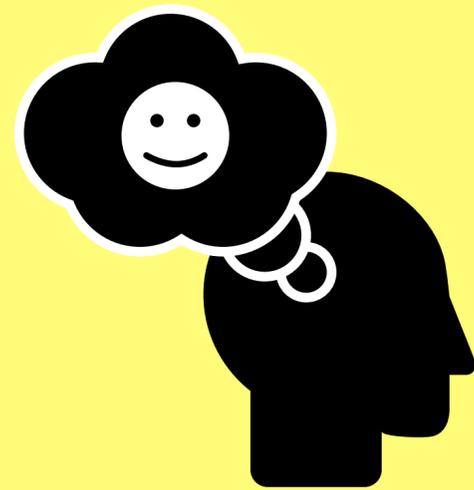
# Cognitive Distancing

# 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**

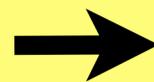
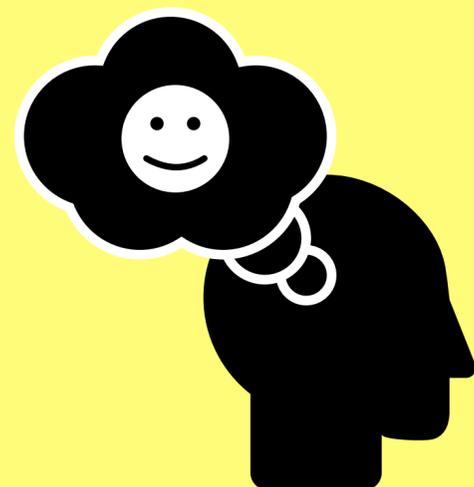
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**REGULATE**

“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  
quietly.**



**DISTANCING**

*“Watch the event  
from a distance”*

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



**Affect  
Physiology**

---

**BASELINE**

---

**RECALL**

---

**REGULATE**

---

**REPORT**

# Cognitive Distancing & Rumination

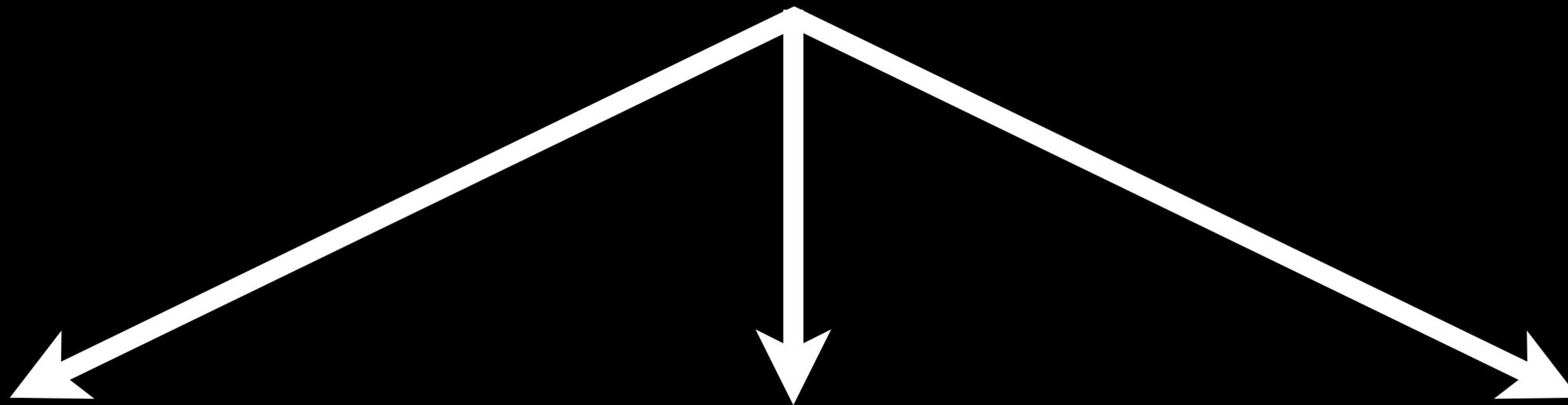
## Long-Term Consequences

(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

## **Defenses**

Aggressive/sexual impulses  
Unconscious

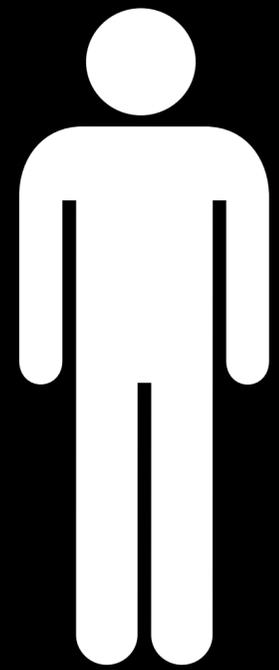
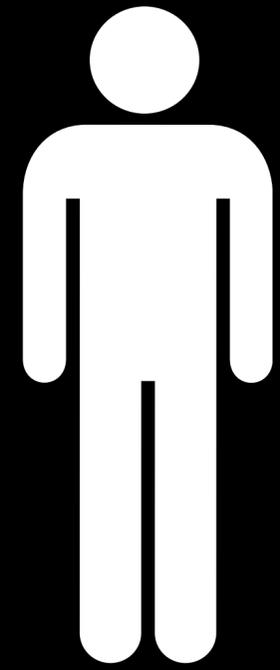
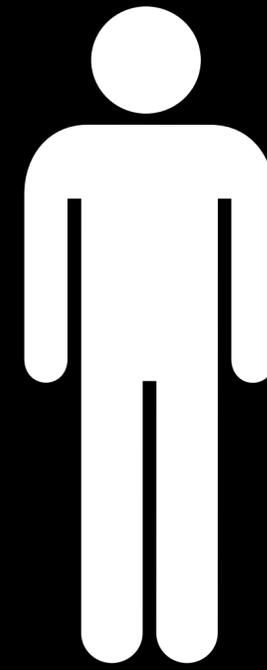
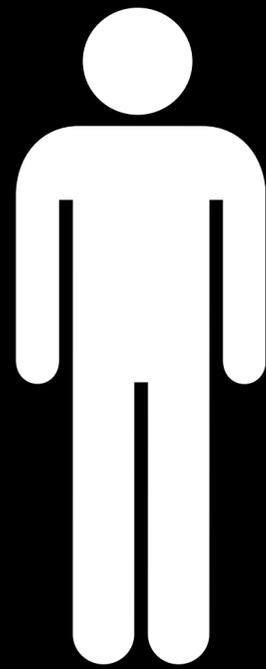
# Roadmap

Course Logistics

Emotion Regulation

Social Emotion Regulation

Take-Away Qs & Expert Interview



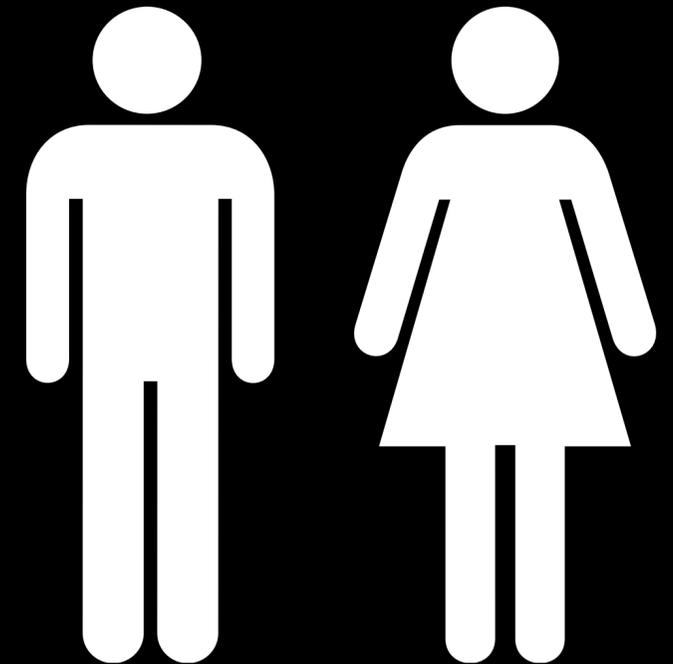


**Thought Exercise:  
First Thing You Did After Major Emotional Event?**

# 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.



# Roadmap

Course Logistics

Emotion Regulation

Social Emotion Regulation

Take-Away Qs & Expert Interview



# 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

