



Feelings: Joy, Anger, Fear and Sorrow

Health Psychology (CMED2006)

LKS Faculty of Medicine

University of Hong Kong



Learning Objectives

At the end of the lecture, student should be able to

- Describe the cognitive appraisal theory of emotion
- Suggest ways to regulate negative emotion
- Distinguish between different components of positive life
- Suggest ways to improve patient's quality of life



Part 1

Cognitive Appraisal Theory

of Emotion



Relation between Stimulus & Emotion

Emotion is usually a reaction to something external

But what is the mechanism that produces emotion
(i.e. the subjective feeling)?

For example, movie ->??-> sad



Two Traditional Theories of Emotion

James—Lange Theory

Stimulus -> arousal & action → experience

(e.g. I cry -> I am sad)

Cannon—Bard Theory

Stimulus -> both arousal, action, and subjective experience of emotion simultaneously



Activity

Can our facial expression drives (or affect) our emotion?

Try watching a funny (or sad) video while either

- (i) holding a pen with your lips, or
- (ii) Holding a pen with your teeth

And see whether your feeling is different





Facial Feedback Hypothesis

Some facial muscles/expressions are associated
with smiling & happiness,
while others are associated with frowning & sadness

Using certain muscles while not able to use other muscles
enhance or reduce the associated emotion
(teeth -> more happy)(lips -> more sad)



Cognitive Appraisal Theory

Stimulus → physiological arousal and cognitive appraisal
(of both the stimulus and the arousal itself) → emotion

“Emotional experience cannot be understood solely in terms of what happens in the person or in the brain, but grows out of ongoing transactions with the environment that are evaluated”

(Richard Lazarus)





Implication of Cognitive Appraisal Theory

Even if arousal is universal, appraisal process might be different for different people → can explain why people might have different emotion when facing similar situations

Also, even though arousal can be automatic and subconscious, appraisal can be made conscious -> the possibility of changing one's appraisal or trying to reappraise the situation which leads to different emotions





Tool 45: Emotion (Cognitive Appraisal Theory)

Behaviour might be explained as a result of an emotion, which in turn can be explained by the objective situation, the person's physiological response (arousal), and their cognitive appraisal of both the situation and their own arousal

This theory can be used to explain individual differences, as well as the malleability of emotion





Part 2

Regulation of Emotion



Regulation and Dysregulation

Rather than cope with emotion (like with stress),
we might try to express it and/or regulate it

Emotional dysregulation refers to “is an extreme or inappropriate emotional response to a situation (e.g., temper outburst, deliberate self-harm)” (American Psychological Association - <https://dictionary.apa.org/dysregulation>)





Reason for Regulating Emotion

Improve performance

Social motives -

impression management and self-protection

Hedonic motivation



Tool 46a: Suppression of Emotional Behaviour

Stop oneself from exhibiting the emotion-driven behaviour
even when one experience the emotion
(e.g., stop yourself from crying)

Doable, but levels of subjective feeling is not reduced,
and physiological arousal becomes even higher





Tool 47b: Suppression of Emotional Thought

Stop oneself from thinking about the stimuli or the emotion

Doable, but there is likely to be a rebound effect -
i.e. more obsess with the subject after a period of suppression



Tool 47c: Social Sharing of Emotions

Talking about an emotional event

Does not decrease its emotional impact; could re-activate
the shared emotion, mental images & bodily sensations

But might facilitates the process the emotional
information -> long term benefits

Tool 47d: Cognitive Reappraisal

Reinterpret the situation or stimuli to soften or alter the emotion

E.g., picture of autopsy → disgust -> being told that the images are from a movie and therefore fake -> less disgust

E.g., being diagnosed with cancer → sadness → being told that it is highly curable → less sad



Tool 47e: Distraction and Distancing

Distraction means diverting one's attention away from
an emotional stimulus and onto another thing

Distancing means mentally (or sometimes physically) backing
away from an emotional stimulus

As long as it's feasible, both can reduce the intensity of emotion



Exercise, Alcohol- and Drug-Use

Exercise (like other enjoyable activities like eating, sex, entertainment, etc.) can of course supersede negative emotions - but it can also regulate emotion through physiological effects

Alcohol and other drugs can also (dys)regulate emotion on a physiological level (e.g., alcohol might reduce fear), but their effect might be more complicated and potentially negative





Tool 46: Emotion Regulation

Behaviour might be explained by the fact that the person is attempting to regulate their emotion

We can also use this tool to predict the effects (and side-effects) of regulation-attempts, as well as employing and teaching them in different circumstances





Part 3

Happiness, Flourishing & Wellbeing

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Positive Emotion & Positive Life

In psychology, there is a field called Positive psychology

It is defined as "the scientific study of positive human functioning and flourishing on multiple levels that include the biological, personal, relational, institutional, cultural, and global dimensions of life."





PERMA Model

According to this Model, there are five beings to a person's wellbeing - which predicts flourishing:

P - Positive emotion

E - Engagement

R - Relationships

M - Meaning

A - Accomplishments

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Positive Emotion

Activities and things that are pleasure (note that some pleasurable things are limited by diminished return; whereas others like spending time with people you love are less so)

In order to achieve this and maximize it, we can identify things that give us pleasure, then enhance pleasure by being more mindful



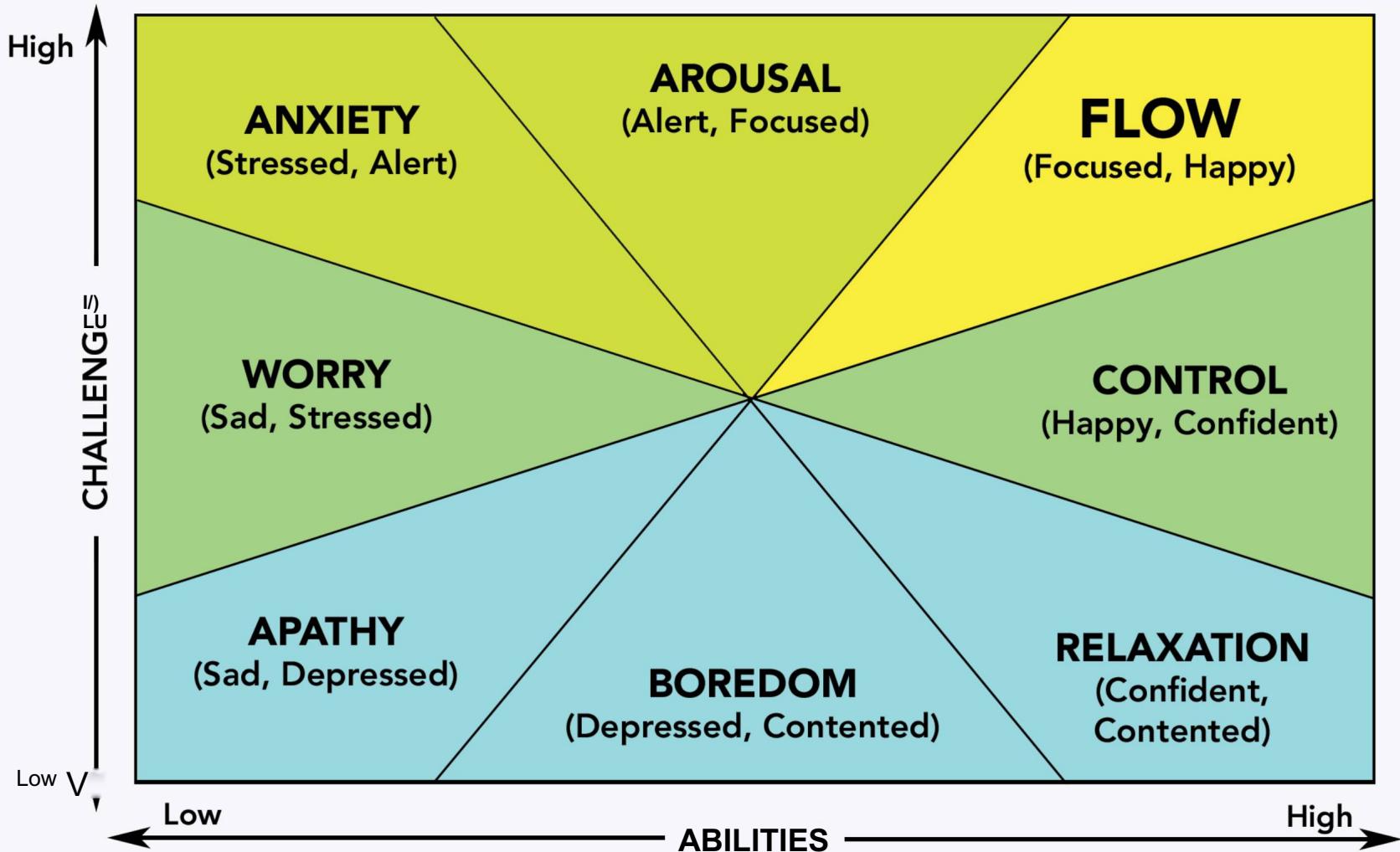


Engagement

Focus on flow (proposed by Mihaly Csikszentmihalyi)

Flow (absorption & intense concentration) happens when a person is fully utilizing one's ability in response to challenge

In order to achieve this, we can identify activities that gives us flow and try to do more of it





(Positive) Relationships

Because humans are inherently social creatures, feeling supported, loved, and valued by others improve our wellbeing

Maintain contact with people you care about

Develop friendship with people you are acquainted with





Meaningful

Having a purpose in life and doing things that serve that purpose
(e.g., helping other people versus making money for yourself)

Spirituality (seeking a connection to something larger than self)

Finding the meaning of life through creating values, leaving a mark in society, and constructing life stories



Accomplishments

By achieving something (particularly through hard-work), we feel a sense of self-worth and pride

Achieving intrinsic goals (e.g., growth & connection) usually has a larger positive impact on wellbeing than achieving extrinsic goals (e.g., money & fame)





Tool 47: PERMA Model

Behaviour might be explained by the fact that the person is attempting to live a positive life (through chasing positive emotion, engagement, relationships, meaning, and/or accomplishments)

It can also be used as a guide to help us, and our patients, to achieve a positive life





Part 4

Explaining and Suggesting Behaviours





Scenario o

Look back at the last 24 hours of your life

Name 5 things/events/activities that were positive

Then, label each one as either i) pleasurable, ii) engaging ,
iii) meaningful, iv) a combination of the above, or
v) none of the above



Scenario o (Continue)

Go back to the last 24 hours of your life

See how you can maximize the pleasure you get from activities

See how you can find more flow in your activities

See how you can have more meaningful activities





Part 5

Behavioural Change



Case 9

Canice and Cathy have just been told by a clinical psychologist that their son, Caleb, is formally diagnosed with attention deficit hyperactivity disorder (ADHD).

As soon as they received the news, Cathy began to sob. On the other hand, Canice started to berate his wife for causing their son's ADHD.

Caleb, 7, who is also in the room, is annoyed that his parents are getting emotional, and just wants to leave.





Conclusion

Emotion is the result of our appraisal of external situation
and our own bodily arousal

We often want to regulate our emotion (to reduce negative emotion or negative effects of emotion), but note that wellbeing involves more than positive emotions





Reading / References

- Taylor, SE & Stanton, AL (2021) Health Psychology (11th ed.). Chapter 7.1: Coping with Stress and Resilience; Chapter 11.2: Emotional Responses to Chronic Health Disorders. McGraw-Hill.

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~ End of lecture ~

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