

Inside Out - Physiology of Emotional Reactivity

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Chapter 1



Figure 1.1:

Introduction

It is no surprise that often people experience strong emotional responses in their bodies. However, physical symptoms, particularly gastrointestinal symptoms, have scarcely been studied as a measure of emotional arousal. This study will explore the relationship between physical and emotional symptoms and health. In addition, we will explore the impact of the COVID-19 pandemic on physical and emotional health.

1.1 Summary

The purpose of this two-part study is to explore the relationship between somatic symptoms and emotions in adults.

Recruitment target: $N = 150$.

Study 1 - COVID-19

Part 1 will be an online study that will explore the relationship between emotions and somatic symptomatology in the wake of the COVID-19 pandemic, while exploring individual differences in social, environmental, personality, and lifestyle factors which may mitigate or exacerbate the negative psychological impact of this stressor.

Participants will complete a range of questionnaires assessing social and emotional functioning, physical health symptoms, early life adversity, physical health, and a range of questionnaires assessing the impact of COVID-19.

Study 2 - EGG

Part 2 will be an in-person study that will explore the relationship between gastrointestinal activity and emotions utilizing electrogastrography.

Participants who had previously completed Part 1 will return for an in-person session in the lab in which they will watch a series of sad, scary, and neutral movies while electrophysiology recordings are made. Then they will complete a range of questionnaires assessing social and emotional functioning, physical health symptoms, early life adversity, and physical health assessments.

1.2 Keywords

stress, emotions, mental health, somatic symptoms, egg, physiology

1.3 Background

While we often describe our emotions as “gut feelings”, surprisingly little research has examined how emotions and the gastrointestinal system interact. Given the onset of a global pandemic, the situation provides a unique opportunity to investigate how an emotion inducing real-world event, COVID-19, might influence somatic symptoms and the stress response.

Prior research during public health crises, such as the SARS epidemic in 2006, reveal that the stress associated with quarantine during the epidemic was associated with higher symptoms of acute stress disorder and later post traumatic stress symptoms (Bai et al., 2004). However, research also reveals that in the wake of the SARS epidemic, individuals found their friends and family members more supportive (Lau, Yang, Tsui, Pang, & Wing, 2006). Similarly, research suggests that social support obtained through social interactions after the events of September 11th, 2001 reduced college students’ symptoms of both depression and physical illness (MacGeorge, Samter, Feng, Gillihan, & Graves, 2004).

Given that gastrointestinal and mental health problems are highly comorbid, with anxiety five times higher in individuals with irritable bowel syndrome (IBS) than in those with no IBS symptoms (Lee et al., 2009), gastrointestinal and somatic symptoms may serve as a useful indicator of emotional functioning, particularly during this period of heightened awareness of physical health amid the COVID-19 pandemic. For example, stress in early life can affect both emotional and gastrointestinal symptoms and functioning. One study demonstrated that

previous adverse care experiences were associated with both increased anxiety and incidence of gastrointestinal symptoms in youth (Callaghan et al., 2019). In addition, early adversity was associated with changes in gastrointestinal microbiome diversity that were correlated with neural activation to emotional faces (Callaghan et al., 2019).

Physiological methods such as heart rate and sweat response are common indicators of emotional arousal, but the electrogastrogram (EGG) is seldom used in psychological research. In one study, researchers found that movie clips capturing emotions of fear, disgust, and sadness, elicited a greater EGG response relative to a neutral condition (Vianna & Tranel, 2006).

Few studies have explored the way that individual differences including early stress, social support, media consumption, and lifestyle factors may mitigate or exacerbate the negative somatic psychological impact of a stressor as well as the way that these variables and emotional functioning may influence the EGG response to negatively emotionally arousing movie clips.

Using questionnaires and electrogastrography, we seek to investigate the relationship between somatic symptoms (particularly gastrointestinal symptoms), gastric myoelectrical activity, and emotional functioning, in the context of a public health crisis as well as during emotionally arousing movie clips. We also hope to explore factors that might influence gastrointestinal responses to emotional arousal, and whether and how physical sensations are associated with emotions and physiological responses. We also hope to evaluate how EGG sits with other physiological measures, such as heart rate and sweat response, in order to explore whether emotional patterning of physiological responses contribute to meaningful differences in emotion regulation, the stress response, and mental health.

1.4 Specific Aims

Study 1 - COVID-19

1. Establish a relationship between psychological stress and somatic symptoms as assessed by our newly developed Somatic Symptoms of Negative Affect (SOMNA) Questionnaire.
2. Investigate the individual differences that might influence the somatic and psychological response to stress (such as early life stress, social support, media consumption, diet and exercise, lifestyle habits, trait variables, etc.)
3. Examine how specific somatic symptoms in the context of stress may relate to mental health

Study 2 - EGG

1. Establish a relationship between emotionally arousing stimuli and the

EGG response

2. Investigate the individual differences that might influence the EGG response to stress (such as early life stress, current stress, trait variables, etc.)
3. Examine how the EGG response sits with other physiological indices (such as heart rate and sweat response)
4. Explore the ways in which physical sensations are associated with emotions and physiological responses

Chapter 2

Study 1 - COVID - Methods

2.1 Measures

2.1.1 Information

Title	Name	Description	Reference
info	Information questionnaire	Assesses demographics, health, and location information	Made by BABLab
demographics	Demographics questionnaire	Assesses socioeconomic status, employment, and commitments (e.g., volunteer work, child care)	Made by BABLab
covid_objective	Objective impact of COVID-19	Assesses the objective impact of COVID-19 including infection, quarantine, household, social distancing etc.	Made by BABLab

2.1.2 Affect

Title	Name	Description	Reference
panas	Positive and negative affect schedule	Assesses current and retrospective (past week) degree of self-reported positive and negative affect through emotion words	Watson, Clark, & Tellegen, 1988
paq	Perth alexithymia questionnaire	Assesses all components of alexithymia (i.e., difficulty identifying and describing one's own feelings and having an externally orientated thinking style) across negative and positive emotions	Preece et al., 2018

2.1.3 Somatic

Title	Name	Description	Reference
somna	Somatic markers of negative affect	Assesses physical sensations of anxiety and sadness, where they are located, and their intensity	Made by BABLab
maia	Multidimensional Assessment of Interoceptive Awareness	Multidimensional self-report measure of interoceptive body awareness	Mehling et al., 2012

Title	Name	Description	Reference
hai	Health anxiety inventory	Assesses people's anxiety about health symptoms (hypochondriasis)	Salkovskis et al., 2006
ss	Somatic symptoms	Assesses a range of somatic symptoms in adult participants	Körber et al., 2011
pill	Pennebaker inventory of libid languidness	Measures people's tendency to notice and report a broad array of physical symptoms and sensations	Pennebaker, 1982
pedsq_l_gi	Pediatric Quality of life – Gastrointestinal Symptoms Module	Assess incidence of Gastrointestinal Symptoms and fatigue in children	Varni et al., 2015
med_check	Medication checklist	List of medications that participants are on – needed for physiology analyses as well as verification of physical health issues	Made by BABLab
gastrointestinal_disorders	Gastrointestinal disorders questionnaire	Assesses gastrointestinal issues, their frequency and intensity	Made by BABLab

Title	Name	Description	Reference
rome	Rome IV criteria questionnaire	Assesses the presence of symptoms which meet criteria for irritable bowel syndrome as stated by the Rome IV	Made by BABLab
menstrual_cycle	Menstrual cycle questionnaire	Assesses menstrual phase, which affects gastrointestinal responding, as well as medications which may affect menstrual phase such as oral contraceptive use	Made by BABLab
psst	Premenstrual symptoms screening tool	Assesses premenstrual syndromes and criteria for premenstrual dysphoric disorder (pmdd) as well as premenstrual syndrome (pms)	Steiner, Macdougall, & Brown, 2003
bss	Bristol stool scale	Diagnostic medical stool designed to classify the form of human faeces into seven categories	Bristol Royal Infirmary

2.1.4 Stress

Title	Name	Description	Reference
covid_subjective	Subjective impact of COVID-19	Assesses the subjective impact of COVID-19 on well-being	Made by BABLab
pss	Perceived stress scale	Examines how different situations affected feelings and perceived stress in the last month	Cohen, Kamarck, & Mermelstein, 1983
sasrq	Stanford acute stress reaction questionnaire	Assesses the psychological symptoms experienced in the aftermath of a traumatic event	Cardena et al., 2000
cte	Childhood traumatic events questionnaire	The Childhood Traumatic Events Questionnaire is a brief survey of six early traumatic experiences (death, divorce, violence, sexual abuse, illness, and upheaval)	Pennebaker & Susman, 2013
ctq	Childhood trauma questionnaire	Assesses the severity of emotional abuse and neglect, physical abuse and neglect and sexual abuse	Bernstein, 1994

Title	Name	Description	Reference
ccfq	Cognitive control and flexibility questionnaire	Measures an individual's perceived ability to exert control over intrusive, unwanted (negative) thoughts and emotions, and their ability to flexibly cope with a stressful situation	Gabrys et al., 2018
ptgi	Post-traumatic growth inventory	An instrument for assessing positive outcomes reported by persons who have experienced traumatic events	Tedeschi, & Calhoun, 1996
usq	Undergraduate stress questionnaire	The undergraduate stress inventory presents students with various stressors and asks them to indicate if any of the events have happened to them. They are also asked how stressed they are by this event	Crandall, Preisler, & Aussprung, 1992

Title	Name	Description	Reference
brcs	Brief resilient coping scale	The Brief Resilient Coping Scale (BRCS) is a 4-item measure designed to capture tendencies to cope with stress in a highly adaptive manner	Sinclair & Wallston, 2004

2.1.5 Mental health

Title	Name	Description	Reference
stai	State-Trait Anxiety Inventory	Measure of trait and state anxiety that can be used in clinical settings to diagnose anxiety and to distinguish it from depressive syndromes	Spielberger, 1989
bdi	Beck depression inventory	Developed for the assessment of symptoms corresponding to criteria for diagnosing depressive disorders listed in the DSM IV	Beck, Steer, & Brown, 1996
mental_health_history	Mental health history	A questionnaire to assess mental health history	Made by BABLab

2.1.6 Social

Title	Name	Description	Reference
uclals	UCLA loneliness scale	A 20-item scale designed to measure one's subjective feelings of loneliness as well as feelings of social isolation	Russell, Peplau, & Ferguson, 1978
scq	Social craving questionnaire	A measure designed to address social cravings.	Made by BABLab
asc	Adolescent social connection and coping during COVID-19	Designed to learn about the ways you connect with people, and how it makes you feel. This might be affected by the COVID-19 outbreak, especially when following physical distancing or shelter-in-place orders	Pfeifer et al., 2020
mspss	Multidimensional scale of perceived social support	Measures perceptions of support from 3 sources: Family, Friends, and a Significant Other	Zimet, 1990
scs	Social comparison scale	Measures self-perceptions of social rank and relative social standing	Allan & Gilbert, 1995

2.1.7 Personality

Title	Name	Description	Reference
bfi_10	Big five personality inventory	Inventory that measures an individual on the big five factors of personality (extraversion, agreeableness, conscientiousness, neuroticism, and openness to experience)	Rammstedt & John, 2007
ius	Intolerance of uncertainty scale	Examines self-reported degree of agreement with the idea that uncertainty is unacceptable, reflects badly on a person, and leads to frustration, stress, and the inability to take action	Carleton, Norton, & Asmundson, 2007

2.1.8 Lifestyle

Title	Name	Description	Reference
psqi	Pittsburgh sleep quality index	Measures the quality and patterns of sleep in adults, differentiating “poor” from “good” sleep quality by measuring seven areas (components): subjective sleep quality, sleep latency, sleep duration, habitual sleep efficiency, sleep disturbances, use of sleeping medications, and daytime dysfunction over the last month	Buysse et al., 1989
timeline	Timeline questionnaire	Free response assessment of how participants spend an average day in hour increments	Made by BABLab
bfq	Brief food questionnaire	Assesses participants consumption of food groups	Made by BABLab
ipaq	International physical activity questionnaire	Asks questions on physical activity	Booth, 2000

2.1.9 Media

Title	Name	Description	Reference
media_consumption	Media consumption questionnaire	Examines media consumption in the typical two-week period before COVID-19 and current consumption. Social media usage, news consumption, public health information consumption, and COVID-19 beliefs are assessed	Made by BABLab
smcs	Social media craving scale	Evaluates social media desire by examining frequency and duration of thoughts about social media use as well as degree of difficulty in resisting social media use	Savci & Griffiths, 2019

2.1.10 Well-being

Title	Name	Description	Reference
shs	Subjective happiness scale	A 4-item measure of global subjective happiness	Lyubomirsky & Lepper, 1999

2.1.11 Qualitative

Title	Name	Description	Reference
written_response	Long form qualitative written response	Prompts respondent to reflect on and describe within a 5 minute time frame how COVID-19 has impacted daily life	Adapted from Pennebaker, 1997

Prompt:

I would like for you to write about your very deepest thoughts and feelings about the way COVID-19 has affected you and your life. I'd like you to really let go and explore your very deepest emotions and thoughts. You might tie your topic to your relationships with others including parents, lovers, friends, or relatives, to your past, your present, of your future, or to who you have been, who you would like to be, or who you are now. All of your writing will be completely confidential. Don't worry about spelling, sentence structure or grammar. The only rule is that you begin writing and keep writing until 5 minutes have passed.

2.2 Procedure**2.2.1 Recruitment**

Participants were recruited in two ways - via SONA and via a raffle.

The following materials were used:

2.2.2 Timing

Pilot time:

- Research Assistant #1 - 1 hour and 50 minutes
- Research Assistant #2 - 1 hour and 15 minutes
- Research Assistant #3 - 1 hour and 5 minutes

2.2.3 Questionnaire Order

1. panas (assessed 3 times - once at beginning, once before writing, once after writing)
2. information
3. somna
4. covid_objective



THE BRAIN AND BODY LAB AT UCLA PRESENTS



INSIDE OUT STUDY



HELP US EXPLORE THE IMPACT OF COVID-19 ON
YOUR PHYSICAL AND EMOTIONAL HEALTH

WHAT YOU WILL DO

Complete a confidential 1-2 hour online survey
on topics including mental and physical health
amid the COVID-19 pandemic.

WHAT YOU WILL GET



Enter to win 1 of 4
\$50 Gift Cards!*



HOW TO PARTICIPATE

Visit our website to sign up at
brainandbodylab.psych.ucla.edu/studies/inside-out

PRINCIPAL INVESTIGATOR:
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(310) 909 - 7083



**participation in the study is not required to enter the draw; participants will
have approximately a 1 in 40 chance of winning a gift card.*

Figure 2.1:

5. somatic_symptoms (assessed currently and retrospectively before COVID-19)
6. pss
7. hai (assessed currently and retrospectively before COVID-19)
8. bdi_ii (assessed currently and retrospectively before COVID-19)
9. pill
10. covid_subjective
11. pedsq_gi (assessed currently and retrospectively before COVID-19)
12. media_consumption
13. ctq
14. sci
15. psqi
16. cte
17. timeline
18. uclals
19. sasrq
20. ccfq
21. maia (assessed currently and retrospectively before COVID-19)
22. stai
23. usq
24. bfq (assessed currently and retrospectively before COVID-19)
25. asc
26. demographics
27. shs
28. mspss
29. ipaq (assessed currently and retrospectively before COVID-19)
30. ius
31. smcs
32. bfi
33. ptgi_brcs
34. mental_health_history
35. med_check
36. gastro
37. rome
38. menstrual
39. panas
40. written_response
41. panas

2.2.4 Attention Checks

1. covid_objective
2. covid_subjective
3. media_consumption
4. scq
5. sasrq

6. bfq
7. ipaq
8. ptgi

Chapter 3

Study 2 - EGG - Methods

3.1 Information

3.1.1 Enrollment

Participants will sign up for lab session slots at least 48 hours ahead of time to ensure ability to consent and complete home session. We will set the SONA to reflect the 48 hour rule as well as instruct participants that they must complete the online session before their scheduled lab session.

3.1.2 Consent

The researcher will email the participant the consent form to review and sign electronically. Any questions will be answered at this time. We will direct female participants to wear a sports bra and a comfortable t-shirt. We will mention that we have a hospital gown if they prefer. We will also mention that it might be a male experimenter, so for all participants to look at the diagram and be sure they are comfortable (female experimenter can be available if necessary). We will also ask male participants if they are comfortable shaving any chest/stomach hair for the session and will send them a photo demonstrating the regions involved. We will also tell participants that their response time will be monitored, so to please read and respond carefully to all surveys.

3.1.3 Home Session

- Assign the participant a Participant ID
- Log the ID, name, email address, and contact information (if given) into the ID drive
- Find the participants previous REDCap enrollment or enroll the participant on REDCap

- Email the participant (using the email template) the home session RED-Cap link, including instructions for the home and lab session.

3.1.4 Lab Session

Before the lab session, the researcher will check the home session submissions and record the time to completion to ensure that responses are being paid attention to, the researcher will also monitor the attention check items.

- The researcher will book the Bear's Den using the calendar system for the scheduled timeslots.
- All lab sessions take place between 12 p.m. and 6 p.m. Participants are instructed not to eat for 1 hour before their session.
- Participants will complete several questionnaires in the lab including the med_check, female health, panas, stai_state, and info.
- A two part SONA study will require the participant to complete the home session before the lab session.

3.2 Procedure

Participants will:

1. Drink bottle of water
2. Consent
3. Apply physiology stickers
4. Round 1 of movie watching
5. Complete PANAS
6. Round 2 of movie watching
7. Complete PANAS
8. Round 3 of movie watching
9. Complete PANAS
10. Height, weight, and waist measurement
11. Debrief

3.2.1 File Structure

Each participant's file should include

- 3 physio files
- 3 psychopy files
- 1 photocopy of the run sheet

3.2.2 Run Sheet

Will include:

- Observer ratings of startle scale
- Notes on laughing nervously, jumping, screaming, shrieking (to account for movement)

Chapter 4

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