SPONTANEOUS COMMUNICATION, EMOTIONAL EDUCATION, AND TARGETED EMOTION EDUCATION MODULES (TEEMS)

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EMOTIONS ARE INVOLVED IN PERSUASION AND DECISION-MAKING
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- Affective Forecasting: Wilson & Gilbert, 2003
- Risk as feelings hypothesis: Loewenstein & Lerner, 2003
  - “Emotional reactions to risky situations often diverge from cognitive assessments of those risks. When such divergence occurs, emotional reactions often drive behavior” (Lowenstein et al., 2001).
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- Typically based in arousal-valence theories of emotion.
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- Do not recognize the complexity of emotion being demonstrated in affective neuroscience (Panksepp, 1998) and developmental studies.
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- TYPICALLY BASED IN AROUSAL-VALENCE THEORIES OF EMOTION.
- CONSIDERATION OF SPECIFIC EMOTIONS IS RARE
- DO NOT RECOGNIZE THE COMPLEXITY OF EMOTION BEING DEMONSTRATED IN AFFECTIVE NEUROSCIENCE (Panksepp, 1998) AND DEVELOPMENTAL STUDIES.
  - Individualist SEEKING, FEAR, RAGE
  - Prosocial PLAY, PANIC/GRIEF, LUST, CARE
DEVELOPMENTALLY, THE SOCIAL LEARNING OF EMOTION IS UNIQUE
Different aspects of emotion are differently accessible to self and others.
Emotion III
Subjective experience of feelings and desires (affects)
Accessible to self

Emotion II
Expressive Display: Facial expressions, postures, pheromones
Accessible to others

Emotion I
Heart
Not accessible

Inhibition

Autonomic, Endocrine, Immune System Responding
For this reason, *emotional education* is distinct from other sorts of learning.
We learn to label and understand our feeling and desires via social biofeedback.
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Not accessible

Emotion II
Expressive Display: Facial expressions, postures, pheromones
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Emotion III
Subjective experience of feelings and desires (affects)
Accessible to self

Social biofeedback
Other persons

Autonomic, Endocrine, Immune System Responding
Affords EMOTIONAL EDUCATION leading to the CONTROL of expression and EMOTIONAL COMPETENCE
There may be a disconnect between emotional experience and one’s rational understanding of emotion (emotional education/competence)
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- PARENT: “Johnny, you are frustrated and angry, but you mustn’t throw things. Go to your room and relax and come back when you feel better.”
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- JOHNNY LEARNS HIS FEELING IS CALLED “ANGER” IN ENGLISH, IT IS CAUSED BY FRUSTRATION, SCREAMING AND THROWING THINGS IS NOT OK
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- Johnny is playing with blocks, they fall, he screams and throws a block
- Parent: “Johnny, you are frustrated and angry, but you mustn’t throw things. Go to your room and relax and come back when you feel better.”
- Johnny learns his feeling is called “Anger” in English, it is caused by frustration, screaming and throwing things is not okay
- Result: emotional education and competence
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- RESULT: EMOTIONAL EDUCATION AND COMPETENCE
- JANIE DOES THE SAME THING, IS HIT AND TOLD “Young ladies do not do that!”
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- RESULT: EMOTIONAL EDUCATION AND COMPETENCE
- JANIE DOES THE SAME THING, IS HIT AND TOLD “Young ladies do not do that!”
- JANIE MAY NEVER LEARN TO LABEL OR COPE WITH ANGRY FEELINGS AND DESIRES: ALEXITHYMIA: No words for mood.
There may be a disconnect between emotional experience and one’s rational understanding of emotion (emotional education/competence)

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- Parent: “Johnny, you are frustrated and angry, but you mustn’t throw things. Go to your room and relax and come back when you feel better.”
- Johnny learns his feeling is called “anger” in English, it is caused by frustration, screaming and throwing things is not ok.
- Result: Emotional education and competence.

- Janie does the same thing, is hit and told “Young ladies do not do that!”
- Janie may never learn to label or cope with angry feelings and desires: Alexithymia: No words for mood.
- Result: Emotional miseducation and helplessness.
There may be a disconnect between emotional experience and one’s rational understanding of emotion (emotional education/competence)

- Abuse/neglect: Child may not receive feedback needed to understand feelings and desires.
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- Some feelings/desires socially dangerous and punished, particularly sex and aggression (puberty for both Johnny and Janie).
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- Unfamiliar feelings/desires may impair rational choice and encourage risky behavior.
IMPLICATIONS:
Emotional Education and Self-Regulation
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- Expressive writing paradigm: participants write about their "deepest thoughts and feelings about an extremely important emotional issue."
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- Disclosure is a "powerful therapeutic agent that may account for a substantial percentage of the variance in...healing..."
Emotional Education and Self-Regulation

- Pennebaker: writing or discussing personal emotional experiences leads to improvements in both subjective and objective measures of physical and mental health.
- **Expressive writing paradigm**: participants write about their "deepest thoughts and feelings about an extremely important emotional issue."
- Disclosure is a “powerful therapeutic agent that may account for a substantial percentage of the variance in...healing...”
- The mechanism for these powerful positive effects is poorly understood
Hypothesis: the mechanisms underlying expressive writing effects are based upon emotional education.
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- They label and understand the affects—feelings and desires—they had experienced, but from a detached, objective, and mindful point of view.
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- What if the emotional education took place BEFORE the highly emotional event?
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- They label and understand the affects—feelings and desires—they had experienced, but from a detached, objective, and mindful point of view.
- What if the emotional education took place BEFORE the highly emotional event?
- Could increased emotional understanding buffer against engaging in impulsive, dangerous behavior?
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- UNSAFE SEX
- BINGE DRINKING
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- TRYING TOBACCO FOR THE FIRST TIME
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- LEAVING FOR MILITARY DEPLOYMENT
- COMING HOME FROM MILITARY DEPLOYMENT
- HAVING A BABY
Virtually all risky situations can involve new and unfamiliar emotions

- Unsafe sex
- Binge drinking
- Binge eating
- Trying illegal drugs
- Trying tobacco for the first time
- Trying alcohol for the first time
- Texting while driving
- Joining/not joining a gang
- Leaving for military deployment
- Coming home from military deployment
- Having a baby
- Puberty
THESE SITUATIONS ARE INFUSED WITH SPECIFIC EMOTIONS THAT ARE TYPICALLY TAKEN FOR GRANTED AND NOT EXPLICITLY ADDRESSED
SUCH EMOTIONS CAN INFLUENCE DECISION-MAKING IN SEVERAL WAYS
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  - *Feel LUST* when thinking about having sex; or *feel PANIC/GRIEF* and *FEAR* about being tested for a serious illness.
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- **Anticipated emotions**: future emotions that are anticipated (not actually experienced) at the time of decision.
  - Thinking about being diagnosed with a disease can conjure a rational realization that one's future could be accompanied by pain and loneliness, triggering actual experienced feelings of PANIC/GRIEF and FEAR.
Such emotions can influence decision-making in several ways.

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- **Incidental emotions** experienced at the time of the decision.
  - Moods may influence decision making (e.g., Play and Lust at a lively party on spring break).
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- **Feelings and desires may in themselves present the risks**.
  - Specific emotions (e.g., SEEKING, PLAY, and LUST) motivate tendencies to look for elements in the environment to explain them and overlook dissonant elements.
HYPOTHESIS: EDUCATION ABOUT WHAT SPECIFIC EMOTIONS ARE LIKELY EXPERIENCED IN A SPECIFIC RISKY SITUATION WILL AID IN SUCCESSFUL ADAPTATION: EMOTIONAL INOCULATION
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EMOTIONAL INOCULATION

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- REDUCE TENDENCIES TO ACT IMPULSIVELY
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- ENCOURAGE A MORE “MINDFUL” APPROACH TO RISK
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- REDUCE TENDENCIES TO ACT IMPULSIVELY
- ENCOURAGE A MORE “MINDFUL” APPROACH TO RISK
- IMPORTANTLY, IT WILL STILL BE THE INDIVIDUAL WHO BEARS RESPONSIBILITY FOR MAKING THE CHOICE: THE APPROACH CAN BE NON-JUDGMENTAL AND INFORMATIVE RATHER THAN PRESCRIPTIVE
TEEMS: TARGETED EMOTIONAL EDUCATION MODULES
The essence of the TEEM approach is to encourage such reflection before the event: that is before a specific emotionally-charged risky situation has been experienced.
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  - POSITIVE INDIVIDUALIST (HAPPY, SATISFIED): SEEKING
TEEMS:
TARGETED EMOTIONAL EDUCATION MODULES

  - POSITIVE INDIVIDUALIST (HAPPY, SATISFIED): SEEKING
  - NEGATIVE INDIVIDUALIST (SAD, ANGRY, FEARFUL): RAGE, FEAR
TEEMS: TARGETED EMOTIONAL EDUCATION MODULES

 IDENTIFY THE SPECIFIC EMOTIONS INVOLVED IN A SPECIFIC RISKY SITUATION (Buck, *Psych. Review*, 1999)

- POSITIVE INDIVIDUALIST (HAPPY, SATISFIED): SEEKING
- NEGATIVE INDIVIDUALIST (SAD, ANGRY, FEARFUL): RAGE, FEAR
- POSITIVE PROSOCIAL (LOVING, CARING, INTIMATE): PLAY, CARE
TEEMS: TARGETED EMOTIONAL EDUCATION MODULES

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  - NEGATIVE PROSOCIAL (GUILTY, ASHAMED, EMBARRASSED): PANIC/GRIEF
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  - REPTILIAN (SEXUAL/EROTIC, POWERFUL): LUST
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- CREATE MESSAGES (e.g., VIDEOS) THAT SHOW HOW THESE EMOTIONS ARE INVOLVED, AND HOW INDIVIDUALS CAN DEAL WITH THEM EFFECTIVELY
Students in three universities in America and in Hyderabad, India rated emotions experienced when using or not using condoms in a one-night stand, a friendship, and a long-term relationship (Buck, Anderson, Chaudhuri, & Ray [2004]. *Journal of Business Research*).
NEGATIVE SELFISH EMOTIONS
Unsafe report more Fear than Safer in less secure relationships
Women report more fear than Men in less secure relationships
Unsafe = Safer in fear in Long-Term Relationship
POSITIVE SELFISH EMOTIONS
Women report less satisfaction than Men when condoms are not used in less secure situations.

Reports of Satisfaction are greater when condoms are not used in the Long Term Relationship for both women and men.
More Guilt is reported when Unsafe than Safer in less secure relationships.
Women report more Guilt than Men in less secure situations.
Unsafe and Safer equal in reported guilt in Long-Term Relationship.
POSITIVE PROSOCIAL EMOTIONS
Greater in more secure relationships
Reported CARING: Safer > Unsafe in less secure relationships
Greater in more secure relationships
Reported INTIMACY: Unsafe > Safer across sex and relationship intimacy
SEXUAL EMOTIONS
Rated EROTIC feelings: Unsafe > Safer for both men and women
POWER EMOTIONS
ANGER: Men > women when condoms used
ANGER: Men > women when condoms used

POWER: Men > women when condoms NOT used
TEEMS: TARGETED EMOTIONAL EDUCATION MODULES

- VIDEO: ATTRACTIVE AND “COOL” LOOKING STUDENTS DISCUSSING SEXUAL SITUATIONS
TEEMS: TARGETED EMOTIONAL EDUCATION MODULES

- VIDEO: ATTRACTIVE AND “COOL” LOOKING STUDENTS DISCUSSING SEXUAL SITUATIONS
- CONDOM USE:
  - EXPRESS LOVE AND CARING FOR PARTNER
TEEMS:
TARGETED EMOTIONAL EDUCATION MODULES

- VIDEO: ATTRACTIVE AND “COOL” LOOKING STUDENTS DISCUSSING SEXUAL SITUATIONS
- CONDOM USE:
  - EXPRESS LOVE AND CARING FOR PARTNER
  - FEEL SECURE AND CONFIDENT
TEEMS: TARGETED EMOTIONAL EDUCATION MODULES

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- CONDOM USE:
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  - DECREASE GUILT AND EMBARRASSMENT
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  - DECREASE GUILT AND EMBARRASSMENT
  - INCREASE EROTICISM & INTIMACY

Video: Attractive and “Cool” Looking Students Discussing Sexual Situations

Condom Use:
- Express love and caring for partner
- Feel secure and confident
- Decrease guilt and embarrassment
- Increase eroticism & intimacy

Facilitator-led discussion
TEEMS: TARGETED EMOTIONAL EDUCATION MODULES

- VIDEO: ATTRACTIVE AND “COOL” LOOKING STUDENTS DISCUSSING SEXUAL SITUATIONS
- CONDOM USE:
  - EXPRESS LOVE AND CARING FOR PARTNER
  - FEEL SECURE AND CONFIDENT
  - DECREASE GUILT AND EMBARRASSMENT
  - INCREASE EROTICISM & INTIMACY
- FACILITATOR-LED DISCUSSION
- COMPARED STANDARD SOCIAL-COGNITIVE INTERVENTION
Figure 1. Condom use over time by intervention condition.
TEEMS: TARGETED EMOTIONAL EDUCATION MODULES

- AN EVIDENCE-BASED APPROACH TO INTERVENTION THAT EXPLICITLY RECOGNIZES AND EMPHASIZES THE COMPLEX ROLE OF EMOTIONS IN RISK
TEEMS: TARGETED EMOTIONAL EDUCATION MODULES

- AN EVIDENCE-BASED APPROACH TO INTERVENTION THAT EXPLICITLY RECOGNIZES AND EMPHASIZES THE COMPLEX ROLE OF EMOTIONS IN RISK
- USES A MODEL OF EMOTION BASED ON BRAIN RESEARCH
TEEMS: TARGETED EMOTIONAL EDUCATION MODULES

- An evidence-based approach to intervention that explicitly recognizes and emphasizes the complex role of emotions in risk.
- Uses a model of emotion based on brain research.
- Has the potential to answer advertisers and marketers who have long exploited emotion to encourage the mindless acceptance of risk.