

PSYCHOLOGY *for* NURSES

Psychology for Nurses is a comprehensive book written for those taking diploma and degree programmes in nursing. It is also for the registered nurses (RN) who would like to enrich their nursing practice. Psychology as a subject must provide adequate insight for those who are embarking into the nursing profession, a healthcare profession which requires adjustment to the behaviour of the patients and those around them; understanding the patients' anxiety, fear or pain; and self-acceptance by the nursing care givers in order to function independently within the areas of their responsibility.

This book is unique in that the author who is a psychologist and a mental health nurse practitioner has introduced new concepts that are relevant to the nursing practice. Among these concepts are psychology of nursing care; psychological interventions, like the therapeutic smile; and the therapeutic use of self or presence. The basic concepts of psychology are also presented in this book since, as the author views it, it is very important that all nurses know and understand the origin and the development of psychology as a science.

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PSYCHOLOGY *for* NURSES

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Chapter 10



Chapter 10

Emotions

EXPECTED LEARNING OUTCOMES

After studying this chapter, you are expected to:

1. discuss the nature of emotion, its physiological features;
2. determine the importance of understanding the theories of emotion;
3. classify and differentiate one emotion with another;
4. critic the Plutchnik model of emotions; and
5. find out how emotional intelligence developed as a concept.

Introduction

- Nurses who are working in three shifts daily often encounter different emotions in the ward especially during medical emergencies and death of a client.
- How to react on these situations is a skill that nurses mastered through time.
- This chapter will help nurses to learn about the theoretical basis of emotion that will guarantee them to understand more the emotions that they are facing everyday.

The Nature of Emotion

- The word *emotion* comes from the Latin '*emovere*' which literally means to excite, agitate, upset, move or stir-up.
- Emotion is generally defined as a manifestation of feelings that are evoked when we are confronted with a stimulus usually associated with an important person, object, or events.

- Emotion, as defined by psychologists, involves three components:
 1. a characteristic feeling or subjective experience;
 2. a pattern of physiological arousal; and
 3. a pattern of overt expression.

The Physiology of Emotion

- Emotions are regulated by the two parts of the autonomic nervous system – *the sympathetic nervous system* and the *parasympathetic nervous system*.
- As mentioned earlier in the physiological basis of behavior, this system influences activities that prepare the body for rigorous activities, arousing the body for 'fight or flight' by producing increasing heart rate, breathing rate, blood pressure, and the production of sweat.

- In contrast, the parasympathetic nervous system is involved in the restoration of the body's resources. This system decreases the heart rate that has been accelerated as a reaction to an arousing stimulus, promotes digestion, and in general supports nonemergency functions.

THEORIES OF EMOTION

- *There are some theories that attempt to explain how we experience emotions:*
 1. THE JAMES-LANGE THEORY;
 2. THE CANNON-BARD THEORY; and
 3. THE SCHACHTER- SINGER THEORY.

1. James-Lange Theory

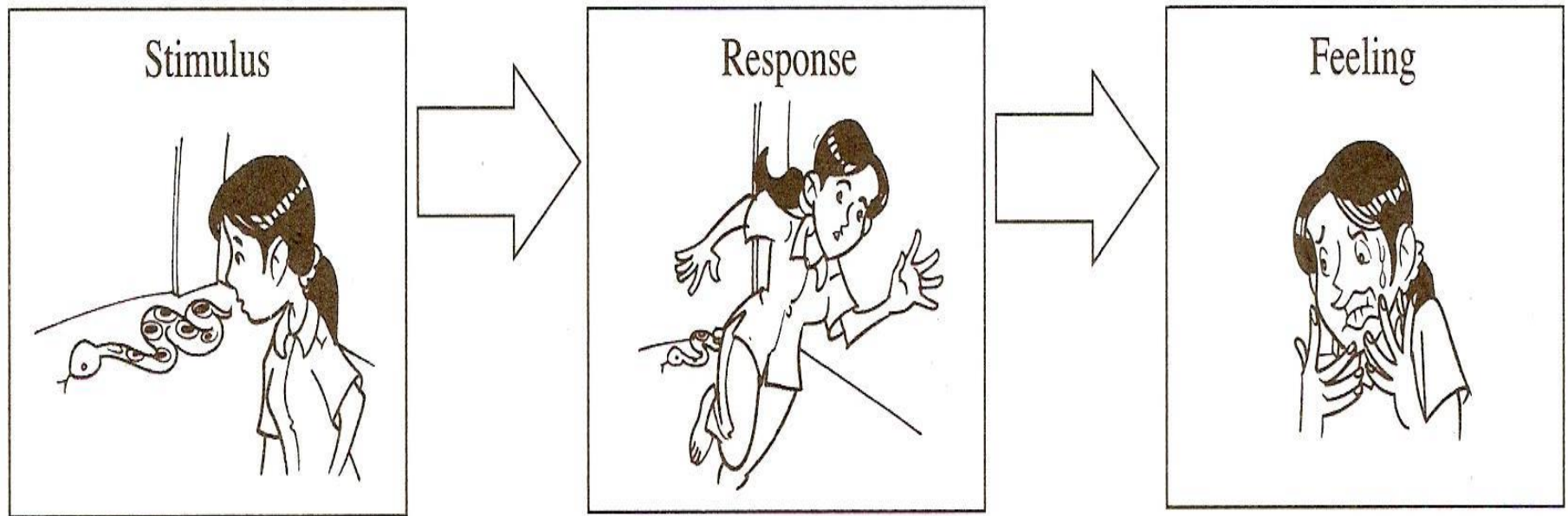


Figure 10.1 *The James-Lange theory of emotion*

- James-Lange Theory contains two major assumptions:
 - 1) Each emotion is accompanied by its own visceral arousal or physiological reactions; and
 - 2) People label their emotional states by perceiving the patterned feedback from their visceral activity.

- According to this theory, our interpretation of a stimulus evokes the autonomic changes and bodily movements first and directly.
- What we then call our emotion is our perception of those changes and movements.
- We decide that we are sad because we cry; we feel afraid because our heart beats fast and we tremble.

2. Cannon-Bard theory of emotions

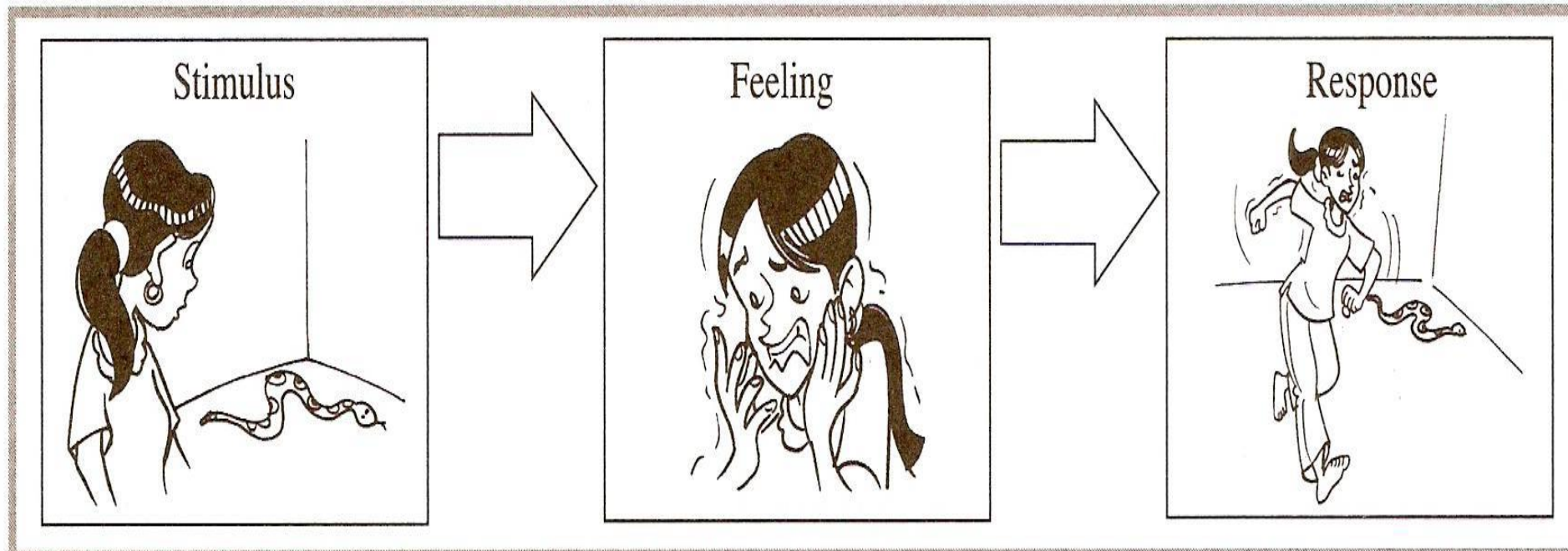


Figure 10.2 *The Cannon-Bard theory of emotion*

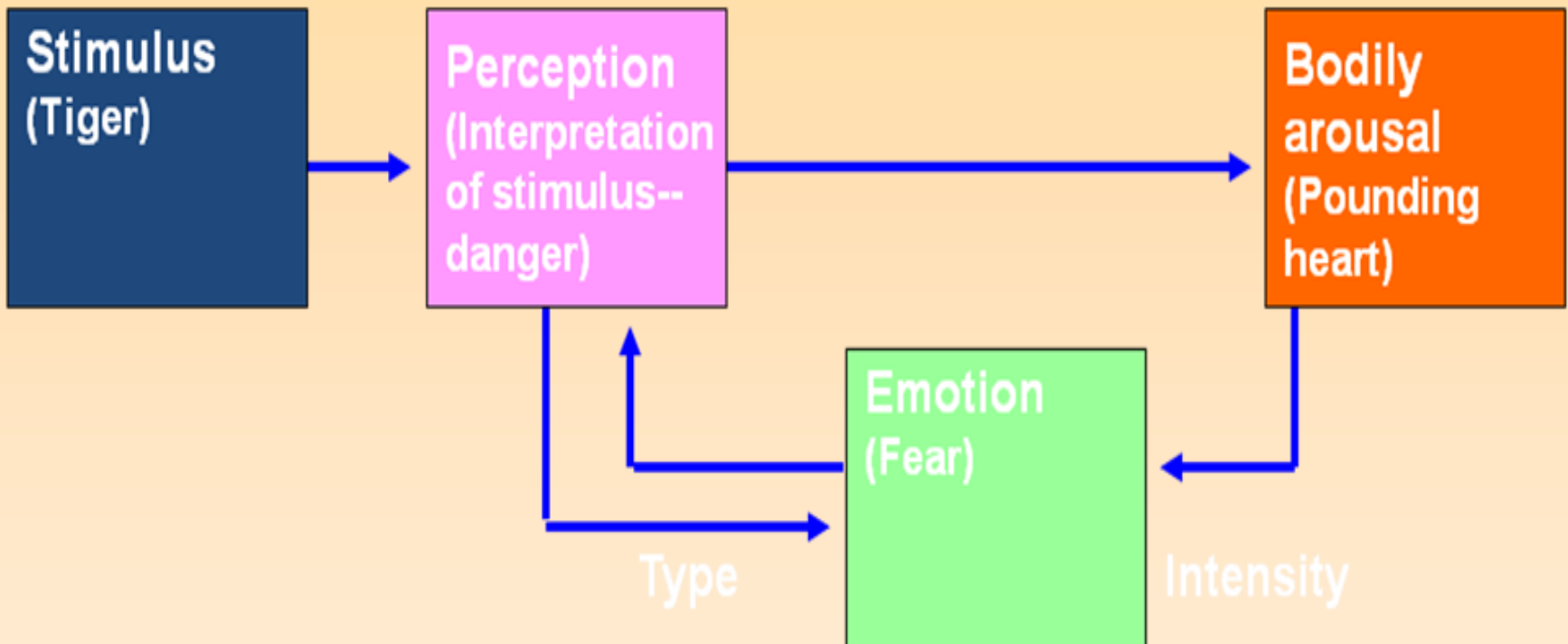
- According to this theory, certain areas of the brain evaluate sensory information and, when appropriate, send one of impulses to autonomic nervous system and another set to the forebrain, which is responsible for the subjective and cognitive aspects of emotions.

- Cannon and Bard felt that the physiological changes in many emotional states were identical.
- Because of this, people cannot determine their emotional states only from their physiological state.
- The theory argues that emotion occurs when the thalamus sends signals simultaneously to the cortex and to the autonomic nervous system.

"Emotion is a cognitive approach"

3. Schachter- Singer Theory

Schachter's Theory



- Stanley Schachter and Jerome Singer (1962) viewed that emotion-provoking events produced increased arousal.

Eckman's Facial Feedback Theory



- This theory proposes that involuntary movements of the face send feedback to the brain about which emotion is being felt.

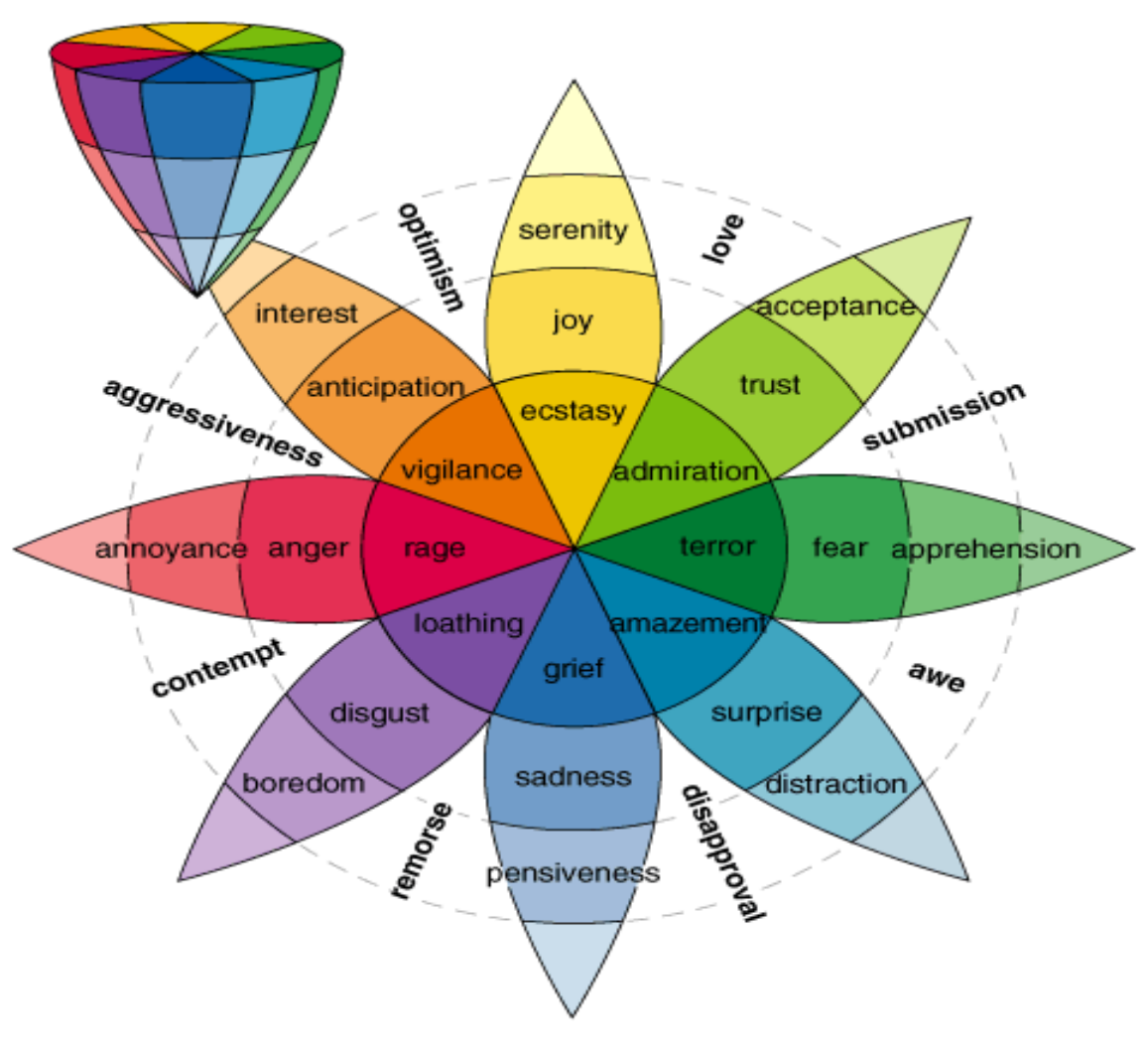
- Five different universal facial expressions were suggested and include:
 1. happiness,
 2. anger,
 3. disgust,
 4. sadness and
 5. fear-surprise.

Classifying Emotions

- Plutchnik has identified eight primary emotions namely
 1. acceptance,
 2. joy,
 3. anger,
 4. anticipation,
 5. disgust,
 6. sorrow,
 7. fear, and
 8. surprise.

- These primary emotions shown in the outer circle are composed of two distinct secondary emotions which include
 1. curiosity,
 2. alarm,
 3. despair,
 4. misery,
 5. cynicism,
 6. aggression,
 7. pride, and
 8. love.

The Plutchik Model of the Emotions



Component	Definition	Skills
Empathy	The ability to understand the emotional make-up of people Skill in treating people according to their emotional reactions	Expertise in building and retraining talent Cross-cultural sensitivity Service to clients and customers Social
Skills	Proficiency in managing relationships and building networks The ability to find common ground and build rapport	Effectiveness in leading change Persuasiveness Expertise in building and leading teams
Self-Awareness	The ability to recognize and understand your moods, emotions, and drives, as well as their effect on others.	Self-confidence Realistic self-assessment Self-deprecating sense of humor
Self-Regulation	The ability to control or redirect disruptive impulses and moods. The propensity to suspend judgment – to think before acting.	Trustworthiness and integrity Comfort with ambiguity Openness to change
Motivation	A passion to work for reasons that go beyond money or status. A propensity to pursue goals With Energy and persistence.	Strong drive to achieve Optimism, even in the face of failure Organizational commitment

Emotional Intelligence

- The term emotional intelligence was first used in 1990 by psychologists Peter Salovey of Harvard University and John Mayer of the University of New Hampshire (De los Angeles-Bautista, 1998). These include
 1. empathy,
 2. expressing and understanding feelings,
 3. controlling one's temper,
 4. independence,
 5. adaptability,
 6. being well-liked,
 7. interpersonal problem solving,
 8. persistence,
 9. friendliness,
 10. kindness and
 11. respect.

- Daniel Goleman's 1995 best-seller *Emotional Intelligence* helped tremendously in popularizing and explaining this concept.
- The interest and excitement about the concept of emotional intelligence begins with its implications for raising and educating children, extending to the workplace and in virtually all human relationships and endeavors.

- Emotional intelligence involves the ability to monitor one's own and others' feelings and emotions; to discriminate among them and to use this information to guide one's thinking and actions.

KEY POINTS

- *Emotion* can be defined as a manifestation of feelings that are evoked when we are confronted with a stimulus usually associated with an important person, object, or event.
- Emotion is sometimes mistaken as mood or temperament. Moods are longer-lived and generally weaker than emotions. Temperament is longer-lived and refers to the general disposition or the typical pattern of affective reaction to various situations.

- Emotion involves three components: a characteristic feeling or subjective experience, a pattern of physiological arousal, and a pattern of overt expression.
- Emotion is regulated by the two parts of the autonomic nervous system: the sympathetic and the parasympathetic nervous systems.

- Noted theories of emotion include the James-Lange theory, the Cannon-Bard theory, the Schachter-Singer or two-factor theory of emotion, and the facial feedback theory.
- In Plutchnik's classification of emotions, he identifies eight primary emotions, which are acceptance, joy, anger, anticipation, disgust, sorrow, fear, and surprise.