**Basic Human Emotions**

A paper written by Validation Teachers for Validation Teachers

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**Goals for the paper:**

* To offer Validation Teachers an overview of 3 or 4 modern theories on basic human emotions;
* To integrate these theories into Validation theory;
* To offer specific ways of teaching Basic Human Emotions in Validation courses and presentations.

**I. Introduction**

Many years ago, an Austrian Teacher first posed the question for our consideration, why are there only four basic human emotions? Through research, discussion and much thought, a working group of Validation Teachers looked at the theories of many different psychologists, neurologists and anthropologists. Some of them wrote that there were 6 basic human emotions, others wrote about 10 or 12 or 4. We decided that it is not wise to choose one theory over the other. We would present 3 of the most significant, modern theories without judgment. We decided that it doesn’t really matter how many basic human emotions there are, in the context of teaching and using Validation. What matters most is that Validation practitioners recognize emotions, and have empathy with maloriented and disoriented older adults. Because there are basic human emotions, a young caregiver of 25 years old can have empathy with an 87 year old woman. We all have experienced these emotions and it is through the sharing of emotions that we can reconnect and communicate with our clients.

Validation Teachers can gain greater insight into the theme of basic or universal emotions if this interests them but in order to teach Validation, a specific number of emotions is not important to define. We offer Teachers ideas on how to integrate this theme into their courses, and materials that can be used should they be useful and interesting.

Teachers should bear in mind that the theories described in this document should not be taught in Worker courses as they are not necessary for the practice of Validation.

It is important for the information given to students/participants must match what is written in Validation books. As of this writing, Naomi writes about 4 basic human emotions, although this may change in future editions. If you choose to expand this list of basic human emotions, be careful to explain that only 4 are included in tests.

The teaching materials included at the end of the document may be adapted as desired.

**II. Definitions of the terms: emotions, feelings and moods**

**An emotion:** is a sudden reaction of our total organism. It has various components: the physiological (concerning our body), the cognitive (what we think), our spirit (what we experience on a metaphysical level) and the behavioral component (our actions). As a rule, an emotion lasts for a short time (for example, joy or surprise.) They can change relatively quickly into another emotion. One can observe that particularly well in small children.

**Feelings**

The word ‘feeling’ refers to an individual’s subjective perception of his or her emotion. The ability to have feelings requires an awareness of oneself and one’s relationship to the environment. We can identify feelings or communicate them; we can also hide them. The ‘innerness’ of feelings is in contrast to the observable expression of emotions. In contrast to moods, feelings are more specific, related to a concrete event or person, and of shorter duration. They are influenced by earlier life experiences, and to our personal suppositions and judgments. What feelings we have depends ultimately on our own interpretation. Without feelings, life would be dull.

**Moods**

Moods are something like the atmospheric background of our lives. Moods last longer than feelings and emotions.

**III. Characteristics, factors or aspects to emotions**:

**General Characteristics:**

* They are innate
* They are involuntary
* They are not very controllable
* They have a communicative function
* They have a physiological function
* They have a cognitive function
* They have visible and non-visible elements

An emotion begins with a significant situational event, a stimulous of some sort. This is followed by cognitive and biological processes.

Cognitive Processes

Event

Biological Processes

**Cognitive aspects of emotions: how cognition affects emotions and how emotions affect cognition**

* Perception or appraisal: we estimate the personal significance of the event- this is how an individual views the event in the context of his or her personal history. Ex: I see someone crossing the street; if I know that person, I’ll look to see if cars are coming, if I don’t know that person, I won’t. If someone is ill, someone who is important to me, I am more engaged emotionally.
* Knowledge: we learn to distinguish finer shades of emotion as we develop. An individual’s *emotional knowledge* refers to the number of emotions he/she can distinguish. Emotional knowledge helps to develop emotional intelligence: the capacity to be aware of, control, and express one's emotions, and to handle interpersonal relationships judiciously and empathetically.
* Attributions: we apply our personal experiences to an event to form an emotional reaction to it. Ex: my daughter looks at me in a certain way and because I’ve had many similar interactions with her in the past, I have an emotional reaction.

**Biological, physiological aspects to emotions**

* Emotions are accompanied by physiological reactions, usually at an autonomic level (involuntary/automatic).
* Both the central nervous system (limbic system and cortex) and the peripheral nervous system (somatic and autonomic, sympathetic and parasympathetic systems) are engaged, and hormones are also released. Biological reactions include: changes in heart rate, blood pressure, flushing, increased or decreased breathing, the release of adrenaline or sexual hormones, muscle tension or relaxation.
* We communicate emotions nonverbally, through body language and facial expressions.

**Cultural aspects to emotions**

* Emotions, perceptions of emotion and the attributions we make about events are all influenced by culture.
* Basic human emotions are experienced and recognized across all cultures.
* Culture includes social norms that prescribe how people should feel at certain times, provide guidelines, expectations, rules and social consequences when it comes to evaluating emotions. Ex: Compare how different cultures deal with sadness at a funeral: an Irish wake and a Jewish ‘sitting Shiva.’
* These rules are learned during the socialization process throughout childhood, though the learning process is not limited to childhood only.
* Expressing or suppressing certain emotions reflect societal norms. There are different social norms for the expression of emotion in different cultures. Ex: In Japan, anger is almost never expressed directly whereas in Arabic cultures anger is freely expressed without shame or fear.

**Are emotions universal? Are they innate or learned?**

There is great debate about the universality of emotional expression. Most scholars agree that there is at least one set of emotions – the basic emotions – and their expression is found in all cultures. “Universal” means that everyone on the globe has it and “innate” means that it is intrinsic to our being. The two are similar, yet different. In this case, because these basic emotions are innate and can be reduced to biology: impulses and instincts, we consider them to be universal. This line of thought is supported by Darwin’s interpretation of emotions as universal in the sense that they are a product of evolution. Although these emotions are universal they may be triggered in different in different cultures and the physical expression of the emotion may differ by culture. Ex: a Japanese person feels anger and its expression is more subtle than say, in Italy; belching causes disgust in many western cultures but it is taken as a complement in China.

In addition to the innate or basic emotions, there are other emotions that are learned through experience. These emotions are the products of societies and cultures, and are acquired through socialization processes. Some examples of learned emotions are guilt and embarrassment. Ex. In the U.S., young children are often taught guilt when they wet the bed. Although farting is a natural bodily function, in many cultures children are taught to be embarrassed when they fart.

**IV. What are ‘Basic Human Emotions’?**

To earn the title *fundamental*, *elementary*, *universal* or *basic*, an emotion must satisfy various criteria:

* It must begin suddenly: an emotion is always a reaction to an event or a thought.
* It must last a short time: a long lasting condition of sadness is no longer considered an emotion, but more as a mood.
* It must be clearly distinct from other emotions, like the difference between red and blue. Anger and fear can occur mixed together, but are two clearly differentiated emotions. Fear and anxiety, however, belong to the same family.
* It must occur in babies and also at any age, clearly differentiated from other emotions.
* It must be expressed physically in a typical way: each fundamental emotion must be expressed in characteristic physical reactions. Both fear and anger lead to a fast heartbeat. However, in anger the surface temperature of the fingers increases while with fear, it decreases. Thanks to modern research instruments such as PET scans and CT or MRI scans, these differences can be observed even in the brain. For example, with sadness, different areas of the brain are activated than occur with joy.

Evolutionary psychologists add an additional three criteria to Basic Human Emotions:

* There must be a typical facial expression for each specific emotion that appears throughout the world. This criterion, as we shall see, is the subject of long debate.
* It must be triggered by universal life situations: for example, if a heavy object is thrown at you then fear will always and everywhere be triggered, just as the loss of a loved one will trigger sadness in all cultures.
* It must also be observed in close relatives from the animal kingdom. For example, when we observe how two chimpanzees hug, kiss and jump in the air when they meet, although we can’t interview them, the assumption that they feel joy is not absurd.

Ortony and Turner (1990) collated a wide range of research on identification of basic emotions.

|  |  |
| --- | --- |
| **Theorist** | **Basic Emotions** |
| Plutchik | Acceptance, anger, anticipation, disgust, joy, fear, sadness, surprise |
| Arnold | Anger, aversion, courage, dejection, desire, despair, fear, hate, hope, love, sadness |
| Ekman, Friesen, and Ellsworth | Anger, disgust, fear, joy, sadness, surprise |
| Frijda | Desire, happiness, interest, surprise, wonder, sorrow |
| Gray | Rage and terror, anxiety, joy |
| Izard | Anger, contempt, disgust, distress, fear, guilt, interest, joy, shame, surprise |
| James | Fear, grief, love, rage |
| McDougall | Anger, disgust, elation, fear, subjection, tender-emotion, wonder |
| Mowrer | Pain, pleasure |
| Oatley and Johnson-Laird | Anger, disgust, anxiety, happiness, sadness |
| Panksepp | Expectancy, fear, rage, panic |
| Tomkins | Anger, interest, contempt, disgust, distress, fear, joy, shame, surprise |
| Watson | Fear, love, rage |
| Weiner and Graham | Happiness, sadness |

As you can see, there are many theories of emotion. We have chosen a few to represent in this publication. We chose modern theorists whose work offers an interesting variety of information and ideas. In the end, the authors of this paper do not feel it is important to determine the number of ‘basic human emotions.’ The different theorists offer inspiration, deeper information on the subject, and new ways of approaching this subject. There is no one right answer. In this paper we will begin to explore Ekman, Plutchik and Izard’s theories on basic human emotions.

**Paul Ekman** (American psychologist: 1934 - )

According to Ekman (and others), certain emotions have evolved by natural selection.

Each basic emotion is characterized by a specific feeling, physiological changes and specific facial expressions. When a basic emotion is triggered, simultaneously the corresponding feeling and facial ‘program’ is also triggered. People from a wide range of cultures identified pictures of people experiencing these six emotional states in the same way.

|  |  |
| --- | --- |
| Anger | Joy |
| Disgust (Contempt) | Sadness |
| Fear | Surprise |

In the 1990s, Ekman expanded his list of basic emotions to include emotions that are not all encoded (converted) in facial muscles. These are: amusement, contempt, contentment, embarrassment, excitement, guilt, pride in achievement, relief, satisfaction, sensory pleasure and shame.

Ekman and Friesen developed the Facial Action Coding System, which was further updated in the early 2000s and renamed FACE (Facial Expression, Awareness, Compassion, Emotions). This tool is used to recognize and identify facial expressions that reflect emotional states. The MicroExpressions Training Tool (METT) was developed to help identify more subtle facial expressions that occur when people try to suppress their emotions.

**Robert Plutchik** (American Psychologist: 1927-2006)

Plutchik proposed that ‘basic’ emotions are biologically primitive and have evolved in order to increase the reproductive fitness of the animal. Plutchik argues for the primacy of these emotions by showing each to be the trigger of behavior with high survival value, such as the way fear inspires the fight-or-flight response. Plutchik first proposed his cone-shaped model (3D) and the wheel model (2D) in 1980 to describe how emotions were related. He suggested 8 primary bipolar emotions:

|  |  |
| --- | --- |
| Joy | Sadness |
| Acceptance | Disgust |
| Fear | Anger |
| Surprise | Anticipation |

**Carroll Izard** (American psychologist. 1924 - )

Izard is known for his contributions to Differential Emotions Theory (DET) and the Maximally Discriminative Affect Coding System (MAX). DET says that universally recognizable, innate or ‘basic’ emotions emerge within the first 2 to 7 months of life. Izard talks about these 10 basic human emotions:

|  |  |
| --- | --- |
| Anger | Surprise |
| Disgust | Contempt |
| Fear | Interest |
| Joy | Shame |
| Sadness | Guilt |

**V. How basic human emotions are related to Validation theory**

The word ‘feelings’ is used interchangeably with the word ‘emotions’ in the Validation principles. A case could be made for the choice of the word ‘feelings’ because in many cases, very old people are expressing something that has been kept inside for a long time. What is expressed is subjective and may have been experienced for quite some time.

**Validation** **Principles that relate to basic human emotions**

*3. Listening with empathy builds trust, reduces anxiety and restores dignity.*

Validation Workers find empathy by connecting with basic human emotions or universal emotions. Even though a young person may not have experienced the loss of a mother, father or husband, she has experienced pain and sadness. Through empathetic listening and sharing of emotional reactions by the Validation worker, Maloriented and disoriented people feel safe to express their emotions. This atmosphere of safety helps build trust. When a person can express his or her emotions, they lessen, as does stress and anxiety. When people are accepted as they are, with no judgments, they often feel a greater sense of self-worth and dignity.

*4. Painful feelings that are expressed, acknowledged and validated by a trusted listener will diminish. Painful feelings that are ignored or suppressed will gain in strength.*

The word ‘feelings’ means the subjective expression of an emotion (see definitions). ‚Painful‘ feelings are usually anger, sadness, fear, pain and perhaps disgust. Love and happiness are generally not considered to be painful.

Basic human emotions have physiological characteristics: hormones are released, muscles contract, tears flow, facial expressions change. These reactions need to be released. They can be repressed for a time but often there is a build-up of residue emotion. The body reacts to an overflow of hormones such as adrenaline in a negative way. In this way, repressed emotions become more intense. This ties into Naomi Feil’s description of this principle referring to Carl Jung: the cat ignored, becomes a tiger.

*6. One of the reasons behind the behavior of very old Maloriented and disoriented people is the need to express feelings and be heard.*

Here again, the word ‘feelings’ is used to mean the subjective expression of an emotion. This principle sets the expression of emotions as a basic human need. It is a driving motivation for many very old people in the last stage of their lives. While this principle is not very different from the one above, it does add emphasis by stating that this is not just a behavior that can be seen often, but rather, a basic human need. This is an important point to bring out in any sort of training. It ties into the goals of Validation, which are to accompany the individual in the expression of his or her needs, to listen, to have empathy and ensure that the person does not feel isolated.

*11. Events, emotions, colors, sounds, smells, tastes and images create emotions, which in turn trigger similar emotions experienced in the past. Old people react in present time, the same way they did in the past.*

Emotions are triggered by many external, environmental factors as well as by internal factors. Emotions are automatic responses that help people quickly cope with things that happen in life. Some of these automatic responses are primitive, not learned or developed through experience. Example: Think of the emotional reaction of fear when hearing a loud noise. This is part of the hormonal, evolutionary purpose of emotions.

Some of these unfiltered, emotional responses are developed through life experience. There is a learning process. When a person experiences a strong emotion that is connected with a specific

situation or trigger, this can be stored away in the memory and re-experienced at a later time when a similar situation or trigger occurs. The emotion is *hard-wired* into long-term memory as a coping mechanism.

Example: a child is shamed when she makes a mistake and wets her bed; later in life, a teacher shames the child in front of the whole class when she makes a mistake; then as an old woman, she feels intense shame when caregivers tell her she’s make a mistake and mixed up what day it is.

**Why are universal or basic human emotions important in Validation?**

Maloriented and disoriented people express emotions like everyone else. Maloriented people cannot help expressing emotions even when they try not to. Disoriented people who have lost social controls, express them freely, often using emotion as the only expression.

Emotion is a language – a universal language – where old and young can communicate without or with words. Emotion is the bridge where we meet and find understanding.

Basic human emotions go through all of Validation teaching. It is not just theory. Emotions are the meeting point between theory and practice. In Validation, we communicate through emotion. Through empathy we reach their emotions.

Emotions are often projected onto symbols and it is important for VWs to recognize the emotions in the symbol.

**VI. Teaching basic human emotions in Validation training**

Refer to the Validation principles mentioned in section V.

For Teachers and participants: Our emotions affect how we take in the information in a course or presentation. The emotion in the moment, affects me and the others around me.

For Teachers: In order to teach about empathy with old people, you need to recognize your own emotion. You also need to be able to clear yourself of emotion.

For Participants: In order to have empathy, each learner needs to feel emotion in his or her body and then be able to project it out.

Within the context of a Level 1 Validation Worker course

Objectives within the course related to emotions:

Knowledge and awareness of the importance of emotions in different stages of resolution

Ability to read emotions in other people

Ability to be comfortable with ones’ own emotions

Ability to differentiate between one’s own emotions and those of others

Ability to have empathy with other people, especially maloriented and disoriented elderly

General :

Learning Objective: Recognize the basic emotions in oneself and in other people.

Pedagogic method:

Theory (head):

* Understand basic theory about emotions
* Clarify the difference between emotion and feelings
* V/Ws communicate by connecting with the client’s emotions consciously, using empathy, and exploring the emotions that are expressed (verbally or non-verbally) by the client.

Practice (heart and body):

Ability to read emotions in other people

1) Use Power Point slides of faces expressing emotion. In plenary, have everyone try to identify the emotion being expressed in the pictures. See Ekman’s Facial Recognition photographs attached. Create your own photo series of facial expressions; some should be not congruent so that this issue can be discussed in class. Young children often express emotions clearly, without mixing emotions or covering; these are more primitive, basic emotions.

It is also possible to continue the exercise to include calibration. In this case, every participant tries to imitate what they see in each picture. The teacher goes to each person to give feedback.

2) After the above observation exercise, you can continue with ‘Calibration of emotions’ exercise.

3) See Ekman’s book, Recognizing Faces and Feelings to Improve Communication and Emotional Life, which has lots of different exercises on reading emotions.

Ability to differentiate between one’s own emotions and those of others

1) Exercise: ‘Calibration of Emotions’, in trios.

2) Exercise: ‘Differentiating between your emotion and those of the other person’

Regarding Malorientation

Learning Objective: Recognize the indirect way that the Maloriented people use to express emotions and the need to defend themselves.

Pedagogic method:

Theory (head):

* The phenomenon of denial of losses :

Characteristics of Malorientation – psychological aspects:

Deny losses and cling to old patterns and self-image

Express emotions indirectly; emotions are denied yet still come out

Cling to present reality to escape feelings of loss and fear/anger of loss

Fear of impending losses leads to anger/rejection of disoriented people and not wanting any sort of intimacy, physically or emotionally.

Practice (heart and body):

1) Role-playing: person 1 (maloriented person) complains about something, person 2 – (caregiver) tries to convince that everything is okay. 2nd round : the caregiver tries to validate

2) Videos: Myrna and Marge

Instruction: in Plenary: while watching Marge, observe and recognize the emotions of Marge. What happens with those emotions in part 1 with and without Validation?

Regarding Time Confusion

Learning objective: Learning to validate the emotions of an elderly person in Time Confusion.

Pedagogic method:  
Theory (head):

Small strokes are common; brain atrophies (brain gets smaller); senses often become impaired or compromised (eyes, ears, smell, taste, sense of touch) and so, emotions are expressed with less filters and more directly.

Memories of strong emotional situations play a large role (resolution/re=living, retreating, relieving); strong emotions remain until old age; they are permanently stored in the brain. So while the brain gets more damaged with old age; emotional memories become stronger.

Emotions are often more connected to the inner reality rather than the external environment.

Practice (heart, body):

Ability to be comfortable with ones’ own emotions

1) Balloon Exercise

Ability to have empathy with people in Time Confusion

1) Exercise: expressing emotion with emotion

A/B: A thinks of an emotional situation and tells about what happened to B in 3 short sentences. B listens and responds without empathy. Both A and B center. A tells the same story once again; this time B responds with empathy (expressing the emotion with emotion.)

2) Exercise: ‘Calibrating Emotions through Singing’

3) Role Playing: either in small groups or plenary: A role plays a client in Time Confusion, B validates, others observe. The validater should observe, recognize, calibrate, express emotion. During feedback, the teacher can ask: what does being in the role of the time confused person/validater do to you?

4) Video: Muriel: the class watches the DVD; observe and name the emotions expressed by Muriel. What happens with those emotions when she is validated?

Regarding Repetitive Motion

Learning objective: learn to validate the emotions of a person in repetitive motion, especially non-verbally.

Pedagogic method:

Theory (head):

* Piaget- children learn to filter their emotions as cognitive develop progresses; old disoriented people lose their filters as cognitive abilities decline. Emotions are expressed through the repetitive movements.
* Repetitive movements can create emotion, for instance, pleasure.
* Emotions are expressed directly in the here and now; no filters.
* Emotions are triggered by external (our reality) factors as related to their inner reality. In other words; people in repetitive motion live mostly in their personal reality and the emotions that arise from that inner world flow freely.

Practice (heart, body):

Ability to have empathy with people in Repetitive Motion

1) Exercise – role play of repetitive motion, validator has to use his/her body freely and let go of more cognitive interaction. The teacher can focus feedback on this issue.

2) Exercise: ‘Expression of emotions through Symbols and Repetitive Motion’

4) Exercise: ‘Calibrating emotions through Singing’ or Mirroring Emotions through Dance

5) Video: Gladys

Watch the video in plenary; instructor asks: What do you observe? How is emotion expressed? How is the emotion validated?

Regarding Vegetation

Learning objective: to learn to validate the emotions of a person in vegetation,

Intensifying one’s quality of ‘presence’ to both oneself and the other person, to be extra-centered.

Learning the difference between projections of one’s own emotions and the emotions or lack of emotions in the client.

Pedagogic method:

Theory (head):

* Piaget: retreat to a very early stage of cognitive development.
* The person in vegetation may experience emotions but no longer expresses them outwardly. A V/W knows that emotional memories remain even though the client may not be able to express them.
* It is difficult to respond to total withdrawal; no communication. It is easy to project oneself onto the other person. The V/W must be super concentrated, super observant in order to take in the smallest expression from the client, and also be aware that there may be no expression.

Practice (heart, body):

Ability to have empathy with a person in vegetation

1) Exercise: ‘Respecting and touching the emotions of people in Phase 4’, ‘Experience with Phase 4’.

2) Role Playing: A/B, A is a person in Vegetation; B validates. The teacher should pay special attention to the tendency to ‘mother’ or project onto the client.

Within the context of a Presentation

Depending on the length of the presentation, seminar or workshop, participants should:

come away with insight into the emotions that can be present in Maloriented and disoriented people;

become aware of their own emotions and how they might project them onto other people;

Practice observing emotions in other people;

Practice calibrating emotions in other people.

Possible ways of presenting these themes and experiences.

Pedagogic method:

Theory (head):

Present emotions using visual images or diagrams.

Practice (heart, body):

Exercises: ‘Calibration of emotions’, ‘Calibrating Emotions through Singing’, ‘Differentiating between your emotions and those of the other person’

Use Power Point slides of faces expressing emotion. In plenary, have everyone try to identify the emotion being expressed in the pictures. See Ekman’s Facial Recognition photographs attached. Create your own photo series of facial expressions; some should be not congruent so that this issue can be discussed in class. Young children often express emotions clearly, without mixing emotions or covering; these are more primitive, basic emotions.

It is also possible to continue the exercise to include calibration. In this case, every participant tries to imitate what they see in each picture. The teacher goes to each person to give feedback.

**Part VII: General ideas/thoughts/comments**

**Some thoughts on the effects of emotions on people’s health**

Studies have shown that people who are seriously sick heal better when there are close emotional ties with other people. Isolation is not healthy.

Other studies have shown that chronic anger and anxiety are damaging to a person’s health. There is an increased risk of disease, slower healing rates and an increase in mortality rates.

**Some thoughts on the importance of sharing emotions**

Emotions associated with caring and tenderness seems to act as protectors from the reactions of fear and stress, and eliminate the corresponding negative behavioral reactions.

Recent discoveries in neurobiology show that establishing a friendly relationship with someone promotes the secretion of many joy related neurotransmitters. Perhaps the best antidepressant is another person.

Situations where emotions are shared often generate increased social support resulting in signs of attention, respect, even friendship and love towards the person who talks about her emotional experience. Also, the more intense the emotional event is, the more important it is to have non-verbal comfort. Sharing emotions create feelings of belonging that bind people together. This is the social role of emotion: it is the basis of connection with others and cements a social group.[[1]](#endnote-1)

**Additional resources for Teachers (photos, diagrams, power point presentations)**

Power Point 1: basic theory about emotions

**General Characteristics:**

* They are innate
* They are involuntary
* They are not very controllable
* They have a communicative function
* They have a physiological function
* They have a cognitive function
* They have visible and non-visible elements
* Basic human emotions are experienced and recognized across all cultures.

Cognitive Processes

Event

Biological Processes

Power Point 2: Clarify the difference between emotion and feelings

**An emotion:**

* is a sudden reaction of our total organism.
* emotion lasts for a short time
* can change relatively quickly into another emotion
* can be observed particularly well in small children (few social controls)

**Feelings**

* are subjective perceptions of an emotion
* can be hidden from others
* influenced by earlier life experiences

Power Point 3: V/Ws communicate by connecting with the client’s emotions consciously, using empathy, and exploring the emotions that are expressed (verbally or non-verbally) by the client.

Power Point 4: The phenomenon of denial of losses in Malorientation

* Deny losses and cling to old patterns and self-image
* Express emotions indirectly; emotions are denied yet still come out
* Cling to present reality to escape feelings of loss and fear/anger of loss
* Fear of impending losses leads to anger/rejection of disoriented people and not wanting any sort of intimacy, physically or emotionally.

Power Point 5: Learning to validate the emotions of an elderly person in Time Confusion.

* Small strokes are common; brain atrophies (brain gets smaller); senses often become impaired or compromised (eyes, ears, smell, taste, sense of touch) and so, emotions are expressed with less filters and more directly.
* Memories of strong emotional situations play a large role (resolution/re=living, retreating, relieving); strong emotions remain until old age; they are permanently stored in the brain. So while the brain gets more damaged with old age; emotional memories become stronger.
* Emotions are often more connected to the inner reality rather than the external environment.

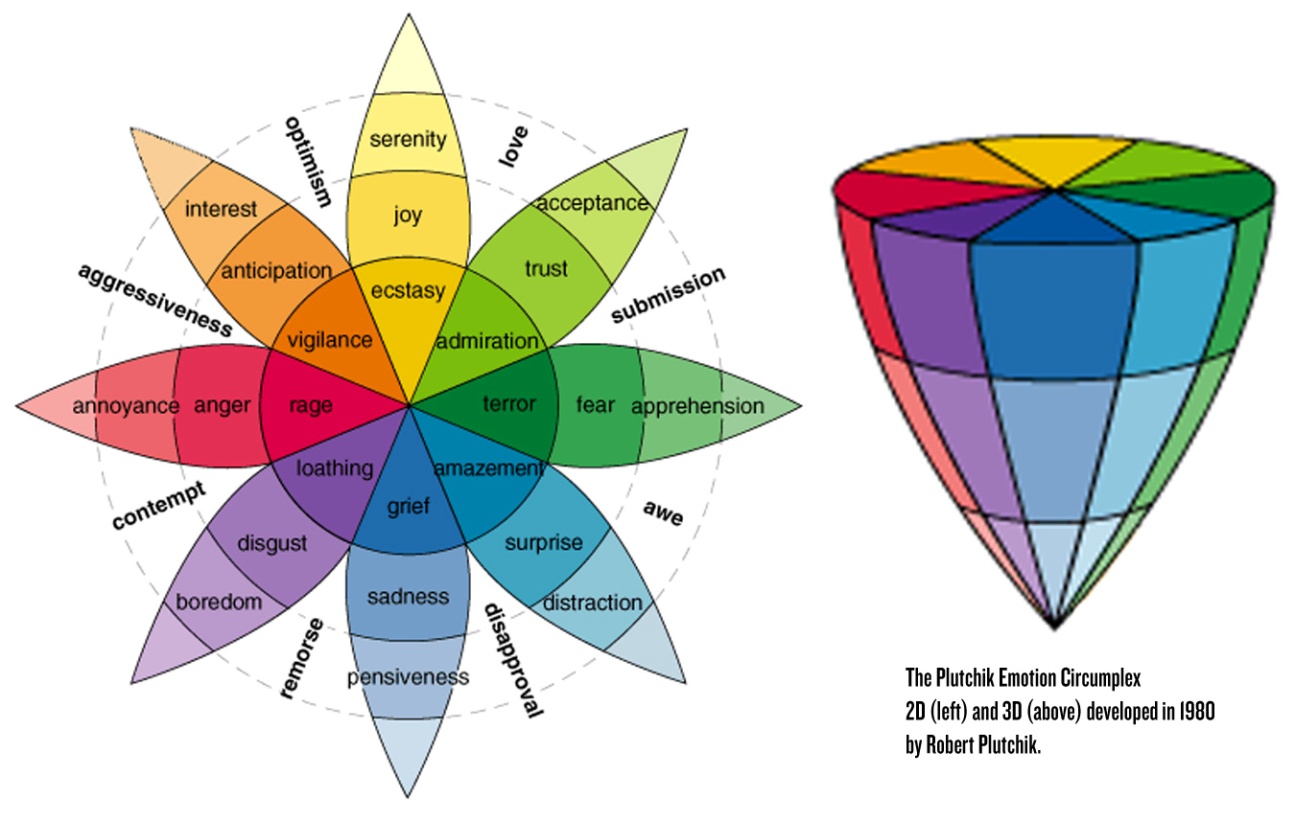
Power Point 6: Learning to validate the emotions of an elderly person in Reptitive Motion, especially using non-verbal clues and techniques.

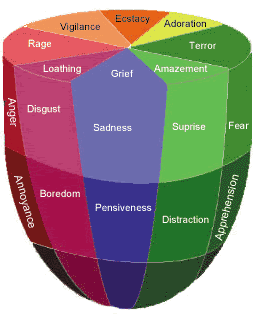
* Piaget- children learn to filter their emotions as cognitive develop progresses; old disoriented people lose their filters as cognitive abilities decline. Emotions are expressed through the repetitive movements.
* Repetitive movements can create emotion, for instance, pleasure.
* Emotions are expressed directly in the here and now; no filters.
* Emotions are triggered by external (our reality) factors as related to their inner reality. In other words; people in repetitive motion live mostly in their personal reality and the emotions that arise from that inner world flow freely.

Power Point 7: Learning to validate the emotions of a person in vegetation

* Piaget: People in vegetation retreat to a very early stage of cognitive development.
* The person in vegetation may experience emotions but no longer expresses them outwardly. A V/W knows that emotional memories remain even though the client may not be able to express them.
* It is difficult to respond to total withdrawal; no communication. It is easy to project oneself onto the other person. The V/W must be super concentrated, super observant in order to take in the smallest expression from the client, and also be aware that there may be no expression.

Plutchek’s Wheel



3-D version of Plutchek’s Basic Human Emotions

Ekman’s Facial Expressions:









#### Exercises Validation®

|  |  |
| --- | --- |
| Theme  Emotions | **Name of the exercise**  **Statues** |
| Exercise goal  To become more comfortable with the expression of emotions and recognition of the physical and facial expressions of those emotions.  Time- Management  Small groups: 5 min  Exchanging in plenum: 10 min.  Group- Social- Form  Small groups  Materials, if necessary  - cards that have different emotions written on them,  - a digital camera, and the ability to show the pictures taken in plenum.  **Tips to do the exercises**  Take your Camera with you  Attention! Be careful with: | Description The group is divided into 3 or 4 smaller groups. Each group takes a card on which an emotion is written, such as *anger*.  Each small group, together, present this emotion using body language and facial expressions.  The teacher takes a picture of each group presenting the emotion.  These pictures are then shown in plenum. The Participants try to identify the emotions, which are presented on the pictures. |

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#### Exercises Validation®

|  |  |
| --- | --- |
| Theme  Recognizing Emotions | **Name of the exercise**  **Recognizing Emotions, Needs and the Story:**  **the difference between emotional expression, the factual content and needs.** |
| Exercise goal  After this exercise, participants can better tell the difference between emotions and needs and discover that communication is multi-dimensional.  In addition to training empathetic perception, participants learn to look at not only reported facts but to focus more weight on the emotional content of communication  Time- Management  20 min  Group- Social- Form  Smaller groups  Materials, if necessary  **Tips to do the exercises**  Attention! Be carefull with: | Description  The participants are divided into 3 small groups. The participants in the small groups sit in a circle as close as possible. One person per small group is chosen as the note taker and should have a pad of paper in order to write down what the other people in the small group whisper to him/her.  The teacher will tell a story about something that happened to him or her that has an emotional content. The members of the small groups will whisper what they oberserve/hear/feel to the note-taker and the note-taker will write down what is said.  The teacher gives Group 1 the instruction to ONLY focus on which emotions are expressed nonverbally, para-verbally and perhaps also verbally.  The teacher gives Group 2 the instruction to ONLY focus on which needs the teacher expresses verbally and nonverbally.  The teacher gives Group 3 the instruction to ONLY focus on the facts that the teacher shares.  The teacher now begins telling about an actual event that she/he has experienced. She must ensure that during this story her emotions are expressed nonverbally and paraverbally (through gestures, facial expression and voice tone) and also that needs are expressed both verbally and nonverbally – directly and indirectly.  Reflection: The note-takers of each group share what the members of their group documented: Group 1, the perceived emotions, Group 2, the needs that were recognized, Group 3, facts of the story. The participants can not add anything to the notes. Discussion in plenum should focus on what are really emotions, needs and facts. |

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#### Exercises Validation®

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| Theme  Basic Human Emotions | Name of the exercise  Identifying Emotions |
| Exercise goal  This exercise trains the ability to have empathy, as well as to observe expressions of emotions like love, hate, sadness, joy, enjoyment and so forth.  Time- Management:  A – B constellation: 10 min , if you change the roles 20 min.  Exchange in Plenum: 5 min  Group- Social- Form  Partners: A and B  Materials, if necessary  Piece of paper divided into 3 sections. At the top of each section should be the following titles: Key Words, Observations, Emotions  **Tips to do the exercises**  Attention! Be carefull with: | **Description**  During the exercise, the teacher will say key words that stimulate emotional reactions.  The group is divided into partners, A and B. A and B sit opposite from each other.  A will listen to the words that the teacher says and non-verbally react.  B is the observer and has a piece of paper on his/her knees to take notes. The paper is divided into 3 sections. In the first section ‘Key Words’, are written down. In the second section, ‘Observations’ are notated. In the third section, ‘Emotions’ that are observed are noted.  The teacher prepares A and B for each of their roles:  A: closes her eyes, centers herself, relaxes and has the task of allowing her feelings to flow and non-verbally express her feelings during the exercise.  B: centers, carefully observes her partner, calibrates and writes down what she observes each time a key word is says.  In a slow, measured rhythm, (so that B has enough time to write down her observations,) the teacher begins to say key words that stimulate the senses and thereby trigger emotions  Examples: lemon, sunset, the aroma of coffee, the sound of an alarm clock, church bells, a naked man, slippery ice, mother, cemetery, a naked woman, baby, bowel movement, sauerkraut, first kiss, great love.....  Afterwards, B gives feedback to B about what she observed. A reports back to B if the observations make sense. In the end, exchange of experiences is done in plenum.  Variation:  This exercise can also be used to teach: how to recognize the preferred sense. |

Resources:

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Ekman, P., **Gefühle Lesen**, Spektrum Verlag, Heidelberg, 2004, 2007

Goleman, D., **Emotional Intellegence,** Bantam Books, New York, 1995

Izard, C.E., **Human Emotions**, Springer Publishers, 1977

Ortony, A. & Turner, T.J., *What’s Basic About Basic Emotions?* Psychological Review 1990, Vol.97, No 3, 315-331

Plutchik, R., Conte, R., Hope, **Circumplex Models of Personality and Emotions**, American Psychological Association, Washington, DC, 1997

**Plutchik, R.**, *Emotion: Theory, research, and experience: Vol. 1. Theories of emotion*, **1**, New York: Academic, 1980.

Tcherkassof, A., **The emotions and their expressions**, Grenoble University Press, 2007, chapters “Sharing Emotions” and Benefits of Communicating Emotions. French title: **Les Emotions et leurs expressions.**

1. [↑](#endnote-ref-1)