### Time, emotions, talking & writing

<table>
<thead>
<tr>
<th>past</th>
<th>present</th>
<th>future</th>
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<tr>
<td>lack of encouraging</td>
<td>lack of mindful positive savouring</td>
<td>lack of encouraging positive futures</td>
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<td>positive memories</td>
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<td>identification and various forms of emotional</td>
<td>connection</td>
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<td>field view, sensory focus, mastery, compassion,</td>
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<td>dialogue, felt-sense</td>
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<td>intrusive (or over general)</td>
<td>intrusive (threat orientated) current processing</td>
<td>intrusive (or avoided) negative futures</td>
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<td>negative memories</td>
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<td>identification and various forms of emotional</td>
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<td>desensitisation, rescripting, mastery, compassion</td>
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expressive writing exercise

- a chance to experiment with expressive writing
- see the handout description for a typical James Pennebaker set of instructions
- feel free to water these down for today – for example you could just write about a minor/moderate stress (current or past)
- write really digging down into your feelings and thoughts about what happened
- what you write will remain entirely private to you
verbal representation v’s imagery construction and their relative impact on emotions

- **top down control processes**
  - select from
- **autobiographic & semantic memory knowledge base**
  - matching
- **bottom up sensory cue**

- **(re-)constructed image of emotional instance**
  - processing overlaps with perceived events
  - direct contact with emotional systems

- **associates:** action readiness, believability, attitude to self, etc...

- little overlap with processing of perceived events
- contact with other semantic knowledge

Holmes E & Mathews A
“Mental imagery in emotion & emotional disorders” Clinical Psychology Review 2010; 30: 349-62
therapeutic writing exercises

Here are a series of 10-20 minute self-actualisation & self-transcendence therapeutic writing subjects:

- try ideas from the “posttraumatic growth” handout
- write about a key “respected figures” value, explain why it’s of such importance to you, and describe vividly a couple of personal examples
- write as above, but for one of the most important “roles” on your “funeral speeches/80th birthday” sheet
- try “best possible selves” & “intensely positive experiences” from “writing for health & wellbeing”
three key psychological needs

- autonomy – personal choice not compulsion by outside forces
- competence – capable & effective not incompetent & inefficient
- relatedness – regular emotional intimacy & shared activities not isolation & loneliness

1\textsuperscript{st} ten sessions: progress so far

how have this first four months of the course gone – what’s been most interesting & helpful?

what’s been most difficult – what can you learn from this; where ‘let go’ & where ‘try harder’?

over the next eleven weeks, what do you feel it would be most helpful for you to put as top priorities for both learning & consolidating the course