

IN SEARCH OF MEMORIES PAST:

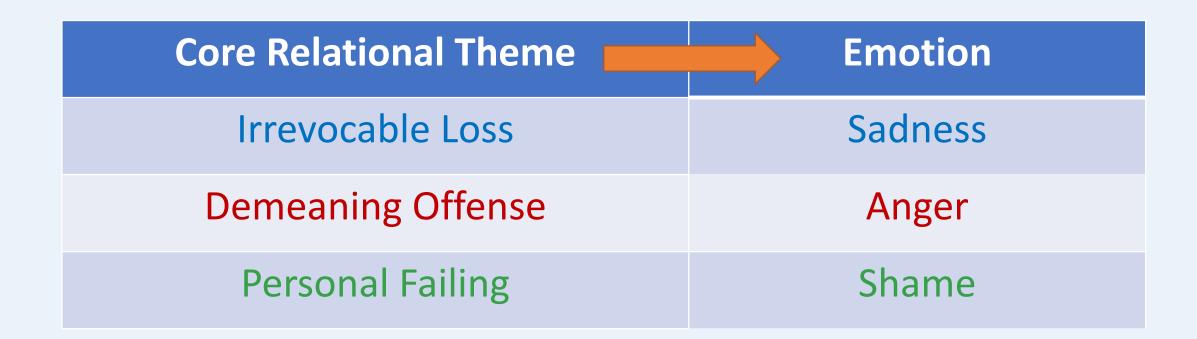
Core Relational Themes & Affective Experiences

Jessica B. Tharaud¹, Kate Petrova¹, Marc S. Schulz¹, & Robert J. Waldinger²

¹Bryn Mawr College Department of Psychology ²Massachussetts General Hospital/Harvard Medical School

Construction of Emotion	RESULTS HYPOTHESIS 1 Figure 1. Differences in corresponding self-reported emotion by predominant theme of narrative		
Lazarus (1991) theorized that emotions reflect underlying core relational themes, interpretations of an event's overall meaning			
for the individual.	Anger	Sadness	Shame
Previous work suggests a link between core relational themes and	otion		
emotions in experimentally-manipulated written scenarios. (Smith	⁵ W(1) = 15.52,	W(1) = .57,	W(1) = 3.82,
& Lazarus, 1993).	<i>p</i> < .001, <i>d</i> = 1.02	<i>p</i> = .452	<i>p</i> = .051, <i>d</i> = .37
Emotion narratives may be a more ecologically valid context to examine these themes, but the theme-emotion relationship may	self-Report		

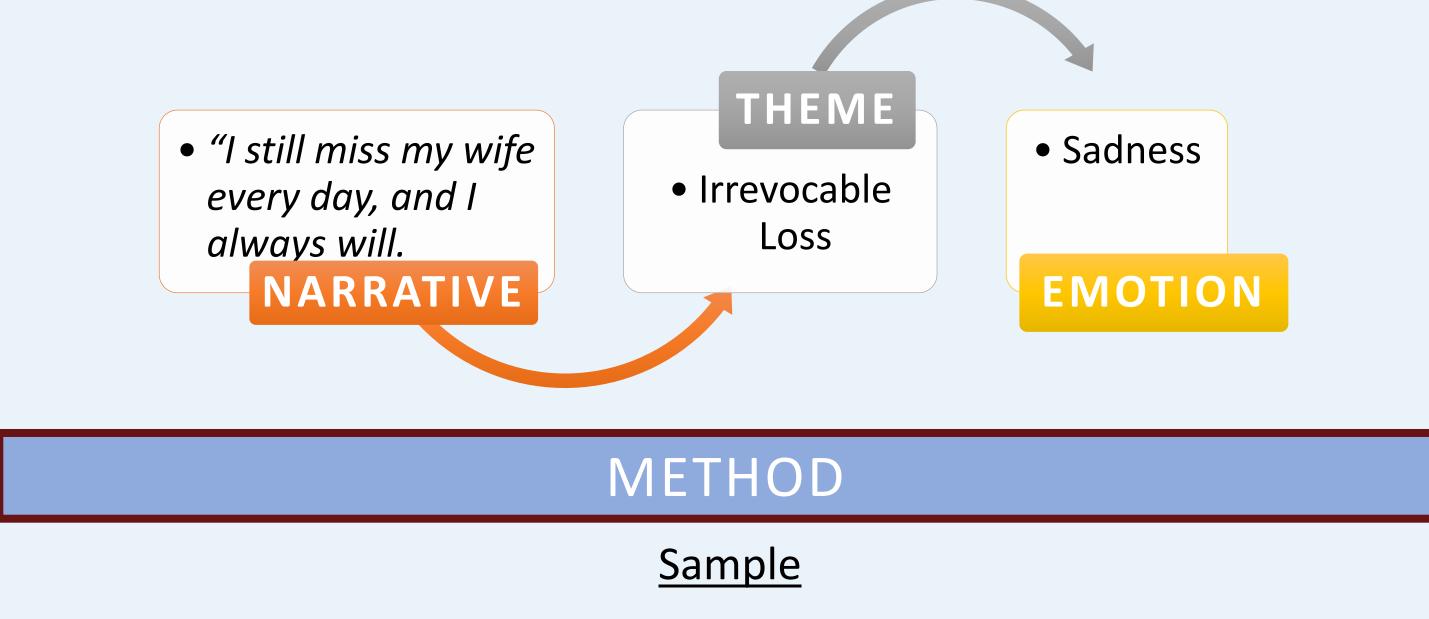
differ by elapsed time & perceived psychological distance from the event (Lazarus 1999; Lazarus 2006).

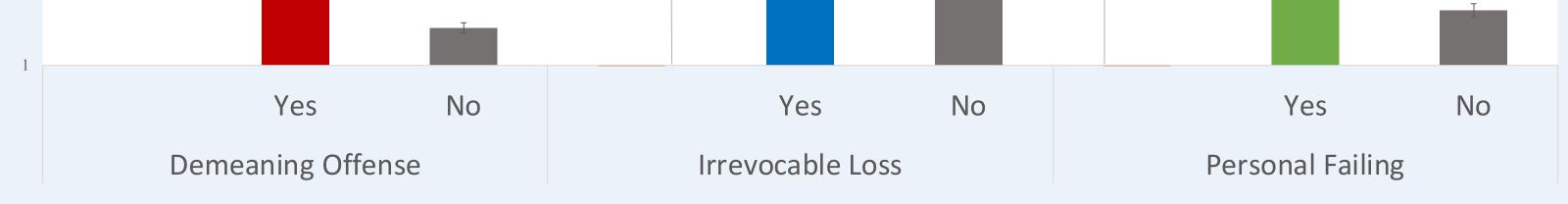


HYPOTHESIS:

1. Participants who write narratives predominantly constructed around particular relational themes will be more likely to report the emotion that corresponds with particular core relational themes.

2. The theme-emotion relationship will be stronger when (a) events are more recent and (b) participants feel less psychological distance from the event.





Predominant Theme

As hypothesized, participants who wrote "demeaning offense" narratives reported significantly higher anger than other participants for a large effect, and participants who wrote "personal failing narratives" reported marginally higher shame than other participants. However, sadness was not significantly higher in participants with "irrevocable loss" narratives than others.

HYPOTHESIS 2A: Interaction with Psychological Distance

Figure 2. Interaction between psychological distance and presence of demeaning offense on reported anger

Figure 3. Interaction between psychological distance and presence of irrevocable loss on reported sadness

HARVARD

STUDY

SECOND

GENERATION

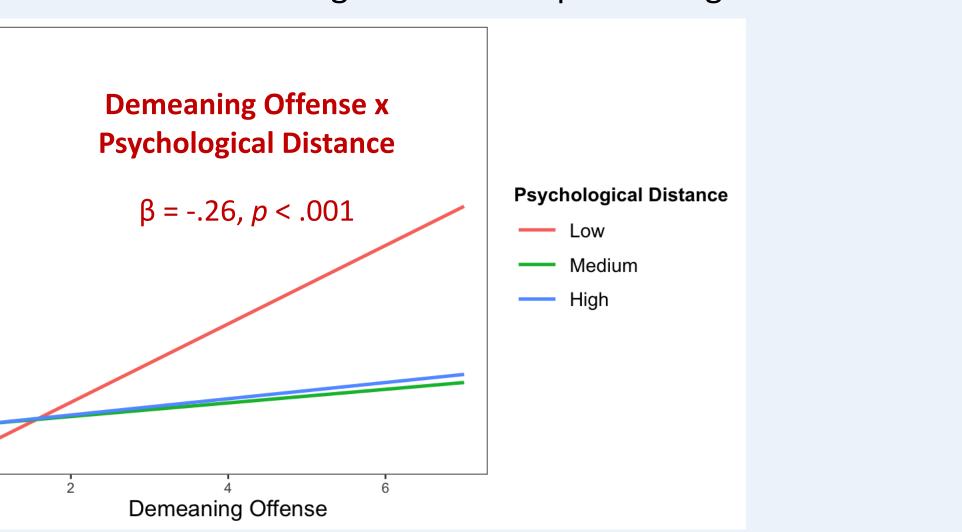


Figure 4. Interaction between psychological distance

Irrevocable Loss x **Psychological Distance** β = -.08, *p* = .156 **Psychological Distance** Irrevocable Loss

• *N* = 305

- 2nd generation of the Harvard Study of Adult Development
- Predominantly Caucasian men (47.4%) and women (52.6%)
- Ages 40 -72 (M = 60; SD = 6)

Measures

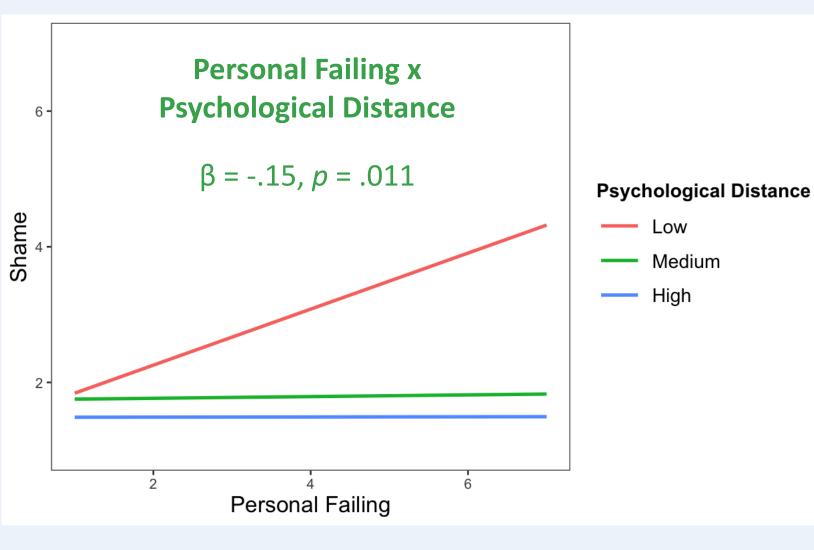
Expressive Writing Task (adapted from McAdams, 2008)

Please write for the next **10** minutes about the following: Thinking back over your entire life, please identify a scene that stands out as a low point in your life story. Even though this event is unpleasant, we would appreciate your providing as much detail as you can about it. What happened in the event, where and when, who was involved, and what were you thinking and feeling? Also, please say a word or two about why you think this particular moment was so bad and what the scene may say about you or your life.

Coding System

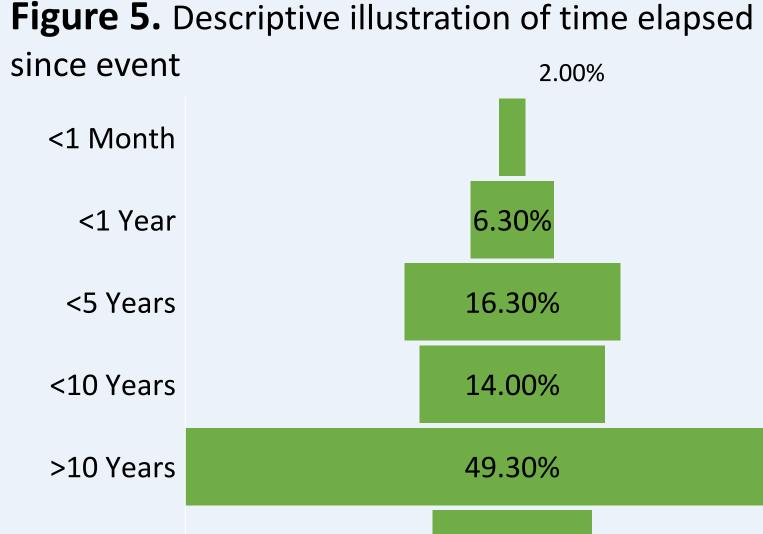
Each narrative was coded for its predominant core relational theme by trained coders.

and presence of personal failing on reported shame



As hypothesized, psychological distance from the event moderates the theme-emotion association such that low distance is associated with a stronger themeemotion link for demeaning offense/anger and personal failing/shame. The interaction between irrevocable loss and psychological distance is not significantly associated with reported sadness.

HYPOTHESIS 2B: Interaction with Time



Contrary to the hypothesis, time since the event does not moderate the theme-emotion association for demeaning offense/anger ($\beta = -.09, p = .151$), irrevocable loss/sadness ($\beta = -.10, p = .101$), or personal failing/shame $\beta = -.09$, p = .138). When controlling for core relational themes, longer time since the event is associated with lower sadness ($\beta = -$.23, p < .001) and shame ($\beta = -.15$, p = .034) but not lower anger ($\beta = -.10, p = .112$).

Separately, core relational themes were rated for each narrative on a scale from 1 (not at all present) to 7 (very much present). Thirty randomly selected narratives were coded by a trained reliability coder, and kappas for predominant themes ranged from .59 to .93, *p* < .001. Interrater reliability of theme presence ranged from .63 to .96.

Emotion Triplets Self-Report (Tamir, John, Srivastava, & Gross, 2007) Indicate to what extent you feel this way **right now**, in this moment on a scale from 1 (Not at all) to 7 (Very much so).

> { Sad, Depressed, Down } { Angry, Irritated Provoked } { Embarrassed, Humiliated, Ashamed}

Psychological Distance Questionnaire

A spontaneous self-distancing index ($\alpha = 0.64$) averaged participant ratings across four items measuring psychological distance when recalling a recent event on a scale from 1 (complete self-immersion) to 7 (complete self-distance) (White, Kross, & Duckworth, 2015).

Time Since Event

How long ago did the incident you described take place?

Childhood

Ange

12.00%

DISCUSSION

- There is a link between the reconstruction of an event and the emotion that individuals feel after writing about it.
- > As in previous research (Smith & Lazarus, 1993), the results do not support the link between the construction of "irrevocable loss" and sadness.
- The way in which individuals engage with the memory of a past event influences the strength of the relationship between the reconstruction of the event and the reported emotion.

References

- Lazarus, R. S. (1991). Emotion and adaptation. New York, NY: Oxford University Press.
- Lazarus, R. S. (1999). Stress and emotion: A new synthesis. New York: Springer.
- Lazarus, R. S. (2006). Emotions and interpersonal relationships: Toward a person-centered conceptualization of emotions and coping. Journal of Personality, 74(1), 9–46.
- McAdams, D. P. (2008). The life story interview. Retrieved from https://www.sesp.northwestern.edu/foley/instruments/interview/
- Smith, C. A., & Lazarus, R. S. (1993). Appraisal components, core relational themes, and the emotions. Cognition & Emotion, 7(3–4), 233–269.
- Tamir, M., John, O. P., Srivastava, S., & Gross, J. J. (2007). Implicit theories of emotion: Affective and social outcomes across a major life transition. Journal of Personality and Social Psychology, 92(4), 731-744.

White, R. E., Kross, E., & Duckworth, A. L. (2015). Spontaneous self-distancing and adaptive self-reflection across adolescence. Child Development, 86(4), 1272–1281.