



time, emotions, talking & writing

past

present

future

positive

lack of encouraging positive memories

lack of mindful positive savouring

lack of encouraging positive futures

*identification and various forms of emotional **connection** – field view, sensory focus, mastery, compassion, dialogue, felt-sense*

negative

intrusive (or over general) negative memories

intrusive (threat orientated) current processing

intrusive (or avoided) negative futures

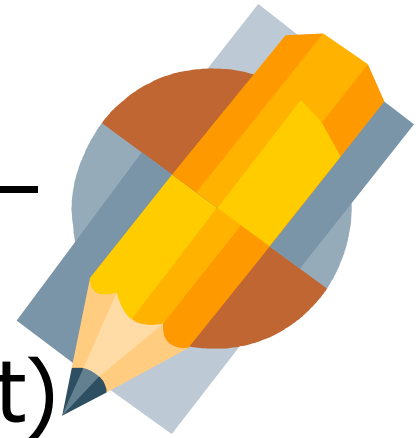
*identification and various forms of emotional **processing** – desensitisation, rescripting, mastery, compassion, dialogue, felt-sense*



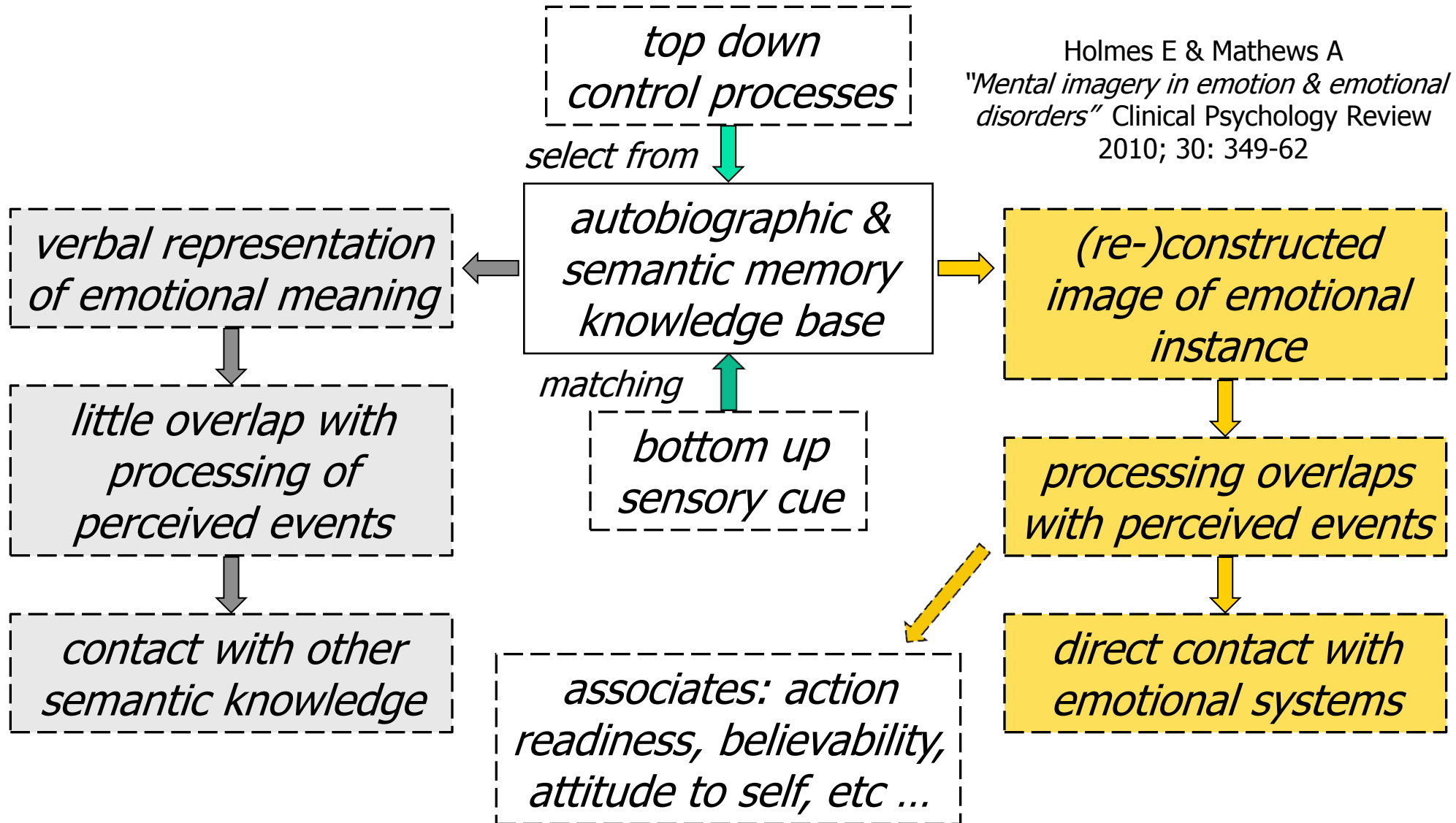


expressive writing exercise

- ❖ 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



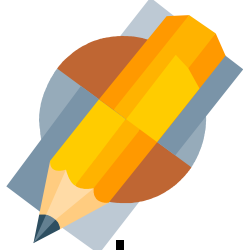
verbal representation v's imagery construction and their relative impact on emotions



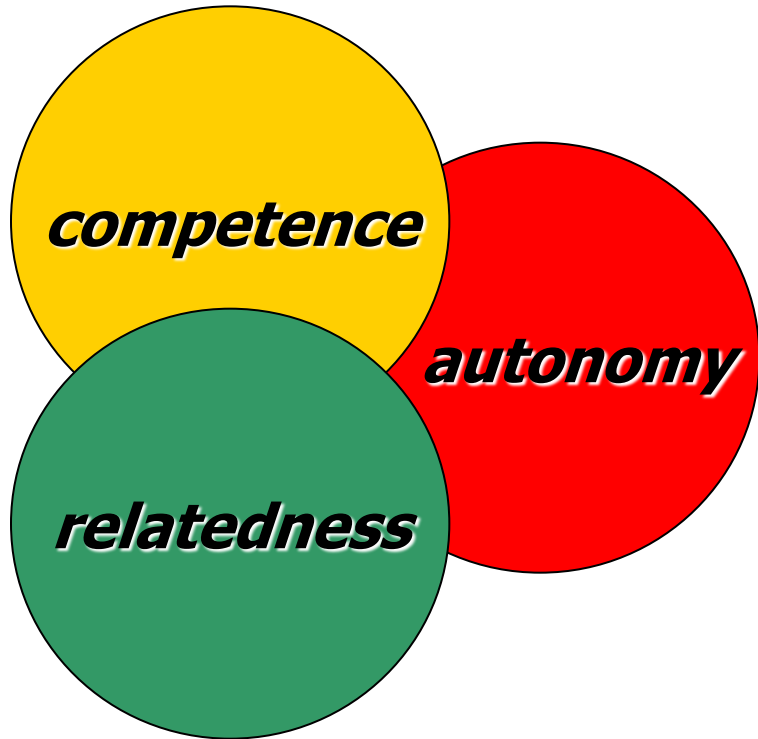


therapeutic writing exercises

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”
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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

Reis, H. T., K. M. Sheldon, et al. (2000). *Daily well-being: the role of autonomy, competence, and relatedness*. *Pers Soc Psychol Bull* **26**(4): 419-435.

Sheldon, K. M., A. J. Elliot, et al. (2001). *What is satisfying about satisfying events? Testing 10 candidate psychological needs*. *J Pers Soc Psychol* **80**(2): 325-39.



1st 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
