

Applied Affect Science

by Leslie Greenberg

Clients generally arrive in therapy complaining of some form of emotional distress. They are concerned about having too much emotion, too little emotion, or the wrong emotion at the wrong time. Their problematic experience of themselves in the world clearly is felt, and most would agree that changing this experience is a principle goal of therapy. The somewhat oversimplified view that humanistic therapies of the 1960s were proposing that "getting in touch with feelings" is therapeutic, is to some degree accurate. Emotional awareness *is* an important goal of therapy, as it helps clients access and symbolize the adaptive information provided by their primary adaptive emotional experience. Despite a decade of neglect of emotion in mainstream psychotherapy research and practice, some psychotherapy theorists and researchers have "kept the light burning" on the importance of affect, and have continued to develop and investigate emotionally-focused interventions to bring about clinical change.

Converging evidence in experimental and social psychology, in neurophysiology and in psychotherapy research suggests that much of the processing involved in the generation of emotional experience occurs independently of, and prior to conscious, deliberate, cognitive operations. Therefore, working at the purely cognitive level to effect emotional change may not produce enduring change. Instead, therapeutic interventions are more likely to succeed if they target the schematic processes that automatically generate the emotional experience that underlies clients' felt senses of themselves. Emotion has been shown to be important in therapy because it provides vital information about clients' needs and appraisals, makes maladaptive schemes accessible so that they can be restructured, and leads to behavioral change by making new action tendencies available.

According to a number of emotion and psychotherapy theories, an important source of emotion production at the psychological level is the tacit appraisal of a situation in terms of a concern or need (Frijda, 1986; Greenberg & Safran, 1987, 1989; Greenberg & Korman, 1991; Safran & Greenberg, 1991; Oatley & Jenkins, 1992). Emotions thereby give us information about what concerns us, and how we evaluate the significance of events to our well being. The generation of much emotional experience is driven initially by precognitive, tacit processes that produce primary responses following simple perceptual appraisals (Greenberg & Korman, 1993; Scherer 1984). These more basic processes are followed immediately by more complex activity in which sensory, memory, and ideational information are integrated, yielding a felt sense of our self and of the world. This higher level synthesis of a variety of levels of processing has been referred to as an emotion scheme, and has been identified as a principal target of intervention and therapeutic change (Greenberg, Rice, & Elliott, 1993; Greenberg & Paivio, 1997). Emotion schemes produce such higher-level type emotional experiences as the pit in one's stomach that

one might experience upon unexpectedly encountering an ex-spouse. Regardless of whether or not the experience can subsequently be fully articulated (i.e., exactly what, and why one feels the way one does), the experience nonetheless is tacitly generated. These internal representations serve as memory-based schemes, associated with emotional experiences that guide appraisals and serve as blueprints for physiological arousal and action. Although there has been a significant amount of theoretical development in the applied perspective on the role of emotion in therapy only a small amount of research has been done. A brief review of some of the more recent psychotherapy research done by my team on experiential therapy and by cognitively-oriented therapists is reviewed below.

Research on depth of experiencing in therapy has consistently shown to relate to outcome, especially in client centered therapy (Orlinsky and Howard 1978; Klein, Matheiu-Coughlan, & Kiesler, 1986). The Depth of Experiencing Scale (Klein, Matieu, Gendlin, & Kiesler, 1969) measures the degree to which clients are fully engaged in their experience. A low score of 1 indicates individuals who narrate their experience in a detached emotionless manner and do not represent themselves as agents in their own narratives. A score of 3 represents a simple, reactive emotional response to a specific situation. A score of 6 denotes clients who readily access feelings to solve problems, while a score of 7 represents clients who are fully engaged in their momentary experience in a free-flowing, open, focused, manner.

Goldman (1997) has studied depressed clients in Process Experiential treatment (Greenberg, et al., 1993). Across therapy, she related changes in clients' depth of experiencing on core themes to outcome. She also found that change in experiencing from early to late in therapy was superior to the working alliance in predicting outcome. Depth of experiencing also has recently been shown to predict reduction of depressive symptoms in cognitive behavioral therapy (Castonguay, Goldfried & Hayes 1996). These findings suggest that processing ones bodily felt experience may well be a core ingredient of change in psychotherapy. Recently, Korman (1998) has shown that emotionally focused therapies for depression (Greenberg & Watson 1998), when successful, are associated with changes in client's emotional states from the beginning to the end of therapy. This research used the Emotion Episode (EE) method (Greenberg & Korman, 1993; Korman, 1998) to identify and demarcate emotion episodes from session transcripts in which clients talk about their emotions in therapy. The EE method identifies four components: the situation; the emotion and/or action tendency, the appraisal, and the concern associated with the emotion. A sample of 24 depressed clients undergoing emotionally-focused therapies were divided into two groups of 12 clients each based on therapeutic outcomes. Korman identified the emotions in each EE occurring in the first three and last three sessions of each client's therapy. The emotions in each episode were classified according to a list of basic

(continued on page 7)

The Emotion Researcher

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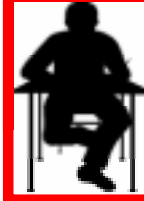
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Editor's Column

by Tracy Mayne

It is with great pride that I present to you the inaugural issue of the *Emotion Researcher*. I trust you will find the format more professional, the articles more intellectually diverse and challenging, and the quality more befitting a society as venerable as ISRE.

I'd like to take this opportunity to recognize the people who, over the course of the year, have made this newsletter possible. Though I may be responsible for format and production, it is the contribution of ISRE members that has made this newsletter what it is. **Paul Ekman** has been an unwavering patron of the *Affect Scientist* this past year. Beyond leading off the "Future of Emotion Research" series, he is also responsible for generating roughly 90% of the advertising revenue that has supported this newsletter! It is that sort of behind-the-scenes advocacy that has made possible the improvements you now see.

Also behind the scenes is the incredible teamwork of ISRE Treasurer **James Gross** and **Jackie Wagner**. Beyond bookkeeping, they have organized the member roster and constantly provide me with the numerous resources it takes to publish each issue. Another unsung hero is **Thomas Boone**. Most people are unaware that Tom has designed and maintained the ISRE website this past year *without being an ISRE member!* An up-and-coming emotion researcher (and current nominee for ISRE membership), his work is what put ISRE on the information superhighway.

Of course, it is the submissions of ISRE members that have made this newsletter what it is today. **Paul Ekman**, **Klaus Scherer**, **Lisa Feldman-Barrett** and **Cal Izard** all took the time (and courage) to pen their vision of the Future of Emotion Research. Adding to that series in this issue is **Joan Borod**. Joan's contribution is especially notable in that it practices what it preaches: She writes about the importance of training young researchers, and co-wrote the article with two students! It is the vision that these members share that will propel ISRE into the new millennium, and it is my hope that we will rise to the challenges they have laid before us.

Bob Solomon opened the "Between Disciplines" series with an article personifying precisely what it is that makes ISRE strong: Its Interdisciplinarianism. From philosophy to sociology, **Tom Scheff** continues that series in this edition. Also in this issue, **Les Greenberg** leads the "Applied Affect Science" series. It is an editor's dream to have contributions from researchers of this caliber, and more so when all the contributions touch on one theme: The importance of clinical and applied science to the field of emotion research. We will certainly hear more on that issue over the coming years.

Finally, ISRE President **Bernard Rimé** has been the consistent voice of ISRE in each issue. On a more personal note, he has been an unflagging source of encouragement. With the continued support of its members, I hope to see the *Emotion Researcher* flourish as I believe ISRE itself will over the next – if it isn't already too hackneyed to say – millennium.



Between Disciplines: Social Research on Emotion

by Thomas J. Scheff

What does the study of emotions most urgently need at this time? To call upon social research is only my second choice. My first choice is more direct: we need knowledge. Most of us know very little about emotions, neither our own nor anyone else's. Emotions are mysteries to us, like foreign countries where we don't speak the language. As Virginia Woolf observed almost a century ago, there are no maps for the passions, they go uncharted. There have been some modest advances in the field since then, but her comment still holds.

In my opinion, most advances in our knowledge of emotions have occurred in psychotherapy and psychoanalysis. Not so much Freud, but the maverick psychoanalysts like Adler, Horney, Erik Erikson, and the psychologist-psychoanalyst Helen Lewis. A careful reading and reassessment of what these and more recent clinicians have to say about emotions would be one route to gaining knowledge.

The most direct route, however, would be for each of us to gain self-knowledge, even if only a little. I believe that emotion researchers can advance the understanding of emotions *only as far as we understand our own*. My introduction to the field came through my experiences in individual and group psychotherapy. I recommend this route to everyone, especially newcomers to the field.

A second answer is diversification. Social research is diversified, and can therefore offer some hints. Particular areas that come to mind are identification of emotions in actual human behavior, and the study of connections between emotions and social relationships. A third approach, conversation analysis (CA), has yet to focus on emotions. But their careful scrutiny of language in social interaction is highly suggestive. These approaches have come from sociology and anthropology, complementing and extending studies of emotions in individuals.

Field ethnographies focus on emotions as they occur in real life. For example, Arlie Hochschild's study of airline attendants introduced the idea of "emotion work". A central task for flight attendants, the study suggested, was to maintain an environment of positive emotions among the passengers. The idea that some persons may take responsibility for the mood of interaction in families, organizations and other groups is now seen as an important issue for study, particularly among feminist researchers.

Theodore Kemper's work on the relational sources of emotions offers a suggestive approach that could help correct for individualistic bias in psychological studies, as does my work and that of Suzanne Retzinger on microsociology. Scheff's and Retzinger's work, like conversation analysis, uses verbatim dialogue as the basic data. The microscopic analysis of dialogue is a particularly rich source of knowledge; every examination suggests new facets about self, other, and the relationship. The ethnographic, relational and CA approaches may offer a partial corrective to some of the limitations of current research on emotion. Although sociology is like psychology in that the dominant faction is quantitative, it is diverse; there are far more factions in sociology than in psychology. The latter discipline is almost monolithic in its focus on quantitative methods. In my view, this methodological focus has

had unfortunate consequences for the field of emotions, producing many, many studies, but virtually all in the same mold. These studies are by and large static. They are held in laboratories or classrooms, use standardized scales, questionnaires and experiments, are virtually atheoretical, and focus entirely on individuals, rather than on relationships or groups.

Since the systematic study of emotions is in its infancy, the emphasis on verification of atheoretical hypotheses about individuals has produced little useful information about the intricacies of emotion. Love, rage, grief, shame and fear remain almost as mysterious as they were before we started studying them. One *bit* of information about the truth of a *general theory* makes an experiment worthwhile. But in experiments involving vernacular propositions, the experimenter learns little new or useful information about herself or her subjects.

The sociology of emotions has as many or more faults, but they are opposite to those in psychology. Sociologists tend to over-emphasize process, and real settings. They also emphasize validity over reliability, put too much emphasis on abstract theory, and exaggerate relationship and other group effects. Perhaps the worst fault is their pride in ignoring the psychology of the individual. In the long run, the social sciences and psychology badly need each other. Each risks being an empty husk without the other. In my most recent book (1997), I propose a path toward integration of our efforts.

Thomas J. Scheff is Professor Emeritus of Sociology, University of California, Santa Barbara. He is the author of Being Mentally Ill, Microsociology, Emotions and Violence (with Suzanne Retzinger), Bloody Revenge, and most recently Emotions, the Social Bond, and Human Reality: Part/Whole Analysis (Cambridge University Press). He is a former Chair of the section on the Sociology of Emotions, American Sociological Association, and President of the Pacific Sociological Association. His fields of research are social psychology, emotions, mental illness, and new approaches to integrating theory & method.

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The Emotion Researcher



The Future of Emotion Research

by Joan Borod, Matthias H. Tabert, and Lawrence H. Pick

As we close out the “decade of the brain” and embark on a new century, one wonders what the next 100 years of research will add to our knowledge of emotion and its neural underpinnings. Given the rapid growth of the fields of neuropsychology and neuroscience, as well as technological developments allowing us to probe deeper into the human brain with ever-increasing precision, the answer to this question is beyond current speculation. However, the course of the future lies largely in the minds and creative endeavors of our students who will carry current research programs well into the next century. Thus, I invited two of my advanced neuropsychology doctoral students to co-author this discussion with me.

After reflecting with my students upon what their future holds, we concluded that perhaps one of the most pressing issues facing the field is the development of more training programs aimed specifically at emotion research and its clinical applications. Traditionally, students studying emotion research have acquired their training by “apprenticing” with an established researcher on a pre-doctoral or post-doctoral basis. Over the years, numerous laboratories have emerged, generally taking a specific approach (e.g., cognitive or physiological), focusing on a population (e.g., human or animal), utilizing a specific technique (e.g., lesion or EEG), and/or emphasizing a particular modality (e.g., face or voice). Although this approach has been very successful in bringing the field to its current level of maturity, a fresh look at training seems warranted. Another reason why training of future emotion researchers stands out as a salient issue stems from my recent participation at a conference in Houston, Texas, on specialty education and training in clinical neuropsychology. At that meeting, a group of psychologists met to establish standards and guidelines for pre-doctoral and post-doctoral training of future neuropsychologists. One of the overarching themes of the conference was the integration of brain and clinical sciences in light of changes and advances in the field over the years. It is our contention that as we move into the 21st century, a comprehensive approach that integrates the many aspects of our field must be incorporated into the training of future emotion researchers.

The recent exponential growth of knowledge in all areas of neuroscience and the concomitant rapid developments in computerized technology (e.g., neuroimaging techniques) have made it inevitable that emotion researchers specialize, “learning more and more about less and less.” It is precisely the need to balance the increasing need for specialization with a background in theory and history that should encourage us to evaluate current approaches to training. Given the theoretical and experimental heritage of our field, including seminal contributions by great thinkers such as Darwin and James, training programs should be grounded in historical, theoretical, and experimental approaches. Innovative questions in emotion research can emerge from an in-depth knowledge of historical controversies and how various approaches can be used to elucidate them. Hence, emotion trainees should be exposed to a wide variety of theoretical perspectives on emotion (e.g., neurobiological, developmental, cognitive, clinical, sociological, and

and anthropological). This can only come from first-hand knowledge of the literature that extends well beyond the recent past.

The demand for increasing specialization means that solutions to fundamental issues currently confronting emotion researchers will undoubtedly come via multidisciplinary approaches, integrating input from both basic and clinical domains. Training programs must place an increasing emphasis on creating a forum in which individuals from a variety of neuroscientific, psychological, and medical specialties can come together, bringing their differing perspectives to bear on questions of common interest.

To illustrate an integrative approach, one need only consider the study of discrete emotions. Although some consensus has been reached on the differential neural basis of positive versus negative emotions, little agreement exists on the substrates of specific emotions. An exception, however, is seen in the study of fear. This emotion has received much attention in the basic neuroscientific and clinical literature. Recently, both of these areas have come together to integrate neuroanatomical, neurochemical, and neurophysiological findings with cognitive, neuropsychological, psychiatric, and psychotherapeutic approaches to more fully understand the emotion of fear. If we are to make progress in understanding the neural basis of the full spectrum of emotional behaviors, this integrative model ought to be encouraged via training programs.

We now turn from the broader training requirements outlined above to more specific recommendations. Traditionally, researchers have focused on a single parameter of emotional processing. We believe it is important that students of emotion be exposed to a variety of processing modes and modalities. Processing modes refer to appraisal, perception, experience, expression, behavior, and physiological arousal. Modality refers to facial, prosodic/intonational, lexical/verbal, gestural, and postural channels of emotional communication. Research should also focus on a range of discrete emotions, as well as emotional dimensions (e.g., pleasantness and intensity). By learning about the full range of components of emotional processing, students will be in a better position to elucidate the relationships among these components.

It is also essential that future emotion researchers acquire a fundamental understanding of the neurosciences. Knowledge of the basic principles and techniques used to elucidate structural and functional neuroanatomy, neurochemistry, neurophysiology, and neuropharmacology has become essential to the investigation of brain-behavior relationships. The numerous highly sophisticated imaging techniques that have emerged over the past three decades underscore the necessity of basic neuroscience training for individuals wishing to enter the field.

Another important area that will inform future emotion researchers is the study of emotional functioning at each phase of life. Emotions have been found to emerge as early as infancy, suggesting an innate neural and biological basis that interacts with environmental factors. Investigating the relationship between the development of neural mechanisms and affective will help elucidate how emotion unfolds as a function of age. Also, gerontological studies can be used to assess how normal aging affects emotional

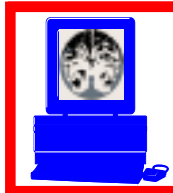
processes. Much work has already been carried out using behavioral (e.g., dichotic listening and facial asymmetry), physiological (e.g., ERP and single-cell recording), neurobiological (e.g., pharmacological challenges) paradigms and neuroimaging (e.g., PET and fMRI) techniques. The noninvasive nature of fMRI, its temporal and spatial resolution, and its increasing availability to researchers makes this technique particularly well suited for investigating functional changes across the life span. Together, these techniques are opening up new vistas into the neural systems mediating emotion at each phase of life.

Finally, it is important for trainees to gain experience with affective dysfunction in neurological and psychiatric populations. This knowledge can be used to inform and guide researchers as they design and conduct studies of emotion. As an example, flat affect is commonly displayed in various neuropsychiatric populations (e.g., schizophrenia, depression, stroke, and Parkinson's disease). Observing such a common behavioral manifestation across different disorders can provide insight into whether neural systems mediating particular dysfunctions are distinct or overlapping. Developmental disorders also offer a window onto brain-behavior relationships for emotion. For example, various syndromes, such as Autism, Asperger's, Fragile X, Williams, and Down, are each characterized by specific and idiosyncratic emotional behaviors. Studying the emotional symptomology of these disorders can provide insight not only into the neural substrates of emotion, but can also offer clues as to developmental course.

Ideally, clinical experience should include supervised training in assessment and intervention (e.g., therapy and remediation). It is our hope that the combination of clinical experience and knowledge of neuroscientific concepts and techniques will arm future generations with the skills needed to develop interventions and remediation techniques for the amelioration of affective deficits in clinical populations.

In conclusion, this reflection is not intended to provide a detailed outline of the ideal training program, nor is it trying to suggest that such programs do not already exist. We are aware of post-doctoral programs, such as the one developed by Paul Ekman and now directed by Richard Davidson, that are dedicated to the training of emotion researchers. Rather, our hope in raising these issues is to provoke a broader discussion about how best to prepare students of emotion from subspecialties of neuroscience, neuropsychology, behavior neurology, and neuropsychiatry (among other fields) to meet the challenges of this exciting and rapidly expanding area. We believe that the future of affective science lies in the ability to train researchers from a variety of scientific backgrounds to work together as multidisciplinary teams on problems of common interest. Hence, we contend that the emotion community will greatly benefit from a dialogue about what training opportunities exist and how they can be expanded to meet the challenges of emotion research in the 21st century. What better forum than ISRE to foster such discussion!

Joan C. Borod, Ph.D. is a Professor of Psychology at Queens College and the Graduate School of the City University of New York. She is also Director of the Neuropsychology Testing Service in the Department of Neurology at Mount Sinai Medical Center. Dr. Borod is a Diplomate in Clinical Psychology (ABPP) and a board member of the International Neuropsychological Society. She is the editor of the Neuropsychology of Emotion (Oxford University Press).



ISRE Website

by R. Thomas Boone

With the help of the ISRE Treasurer, James Gross, and the Newsletter Editor, Tracy Mayne, an updated copy of the full ISRE membership directory will be posted on the ISRE Website as of March 1st, 1999. ISRE Members who do not wish to have their addresses published at ISRE Website should contact Tom Boone (information given below). Additionally, members who have not taken advantage of the space provided for their use on the Webpage are encouraged to provide the additional information requested, including a 200 word statement about research interests, a list of 5 representative publications, an email address (if the member has one), and a homepage (if the member has one). Members are asked to provide this information via one of two formats:

1. Fill out the form posted on the ISRE Website, and mail to:
R. Thomas Boone, Ph.D.
Department of Psychology
Assumption College
Worcester, MA 01615
2. Email the information to tboone@eve.assumption.edu.

The latter method is very much preferred. If you have already provided this information, but have not been contacted or have not seen your information posted on the Webpage, please contact Tom Boone as soon as possible. To date, all information prior to December 15th, 1998 has been processed.

In the first effort to use the ISRE Webpage to conduct research, one of the ISRE Members, Vanda Zammuner, asks that ISRE members help her by providing information about Emotion and Motivation courses in their academic curricula. Specifically, she would like to know:

- if members' institutions offer a course (or 2 separate courses) in Psychology of Emotion and/or Motivation
- how exactly the course is labeled
- within which study curriculum(s) the course is offered, and for what-year students
- a brief outline (OPTIONAL!) of the course contents
- the name of the University, State & nation, name of degree course

Ideally, Vanda would like to receive the answers to these questions via email. You can reach her through the email link provided in the OPED/Funding section of the ISRE Webpage or at zammuner@ux1.unipd.it.

Finally, the Recent Publications section of the Webpage has been updated to include all ISRE members who have provided information about their publications in the calendar year 1998. Any members who would like to post their publications dated 1998 (or later), please contact Tom Boone with the appropriate information so that it can be posted on the Webpage.

If you have not had the chance to check out the Webpage recently, the Internet address is: <http://www.assumption.edu/HTML/Academic/users/tboone/ISRE/ISRE.html>.

(Ed. - Please note that there was a typo in the last Newsletter. The above URL address is correct.)

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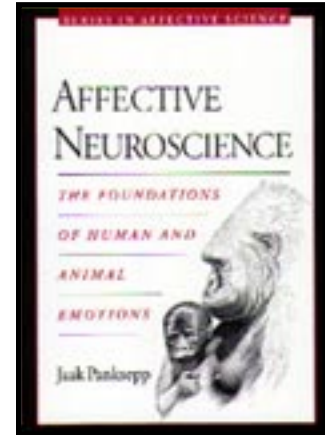
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Applied Affect Science (continued from page 1)

emotions modified from Shaver, et al. (1987). Clients with better outcomes showed significantly more changes in their emotions from early to late sessions than did clients with poorer outcomes. Thus, the emotional states the improved group experienced and talked about at the end of therapy had changed significantly. Moreover, clinical ratings of clients' therapeutic improvement, based on a reading of clients' EE protocols from early and late in therapy, were significantly correlated with the degree of change in clients' emotional states over treatment. Taken together these findings suggest that successful, emotionally focused therapies are associated with therapeutically positive changes in clients' emotional state configurations from the beginning to the end of therapy. Thus, clients who have better outcomes, and who were (for example) predominantly angry or ashamed at the beginning of therapy, might be more sad or anxious at the end of therapy. Those clients more sad or afraid at the beginning of therapy might be more angry or happy at the end of therapy.

In studies of behavioral treatments for anxiety disorders, clients who profited most from systematic desensitization (Lang et al., 1970; Borkovec & Sides, 1979) and flooding (Watson & Marks, 1971) exhibited higher levels of physiological arousal during exposure. These and other findings suggest that the actual experience of fear-activated phobic memory structures is important for change. Foa and Kozak (1986) have argued that the two conditions necessary for the reduction of pathological fear are: 1) The activation of the fear structure (emotion scheme); and, 2) The introduction of new information that is incompatible with the phobic structure. Foa and Kozak (1985) have also reviewed a considerable number of empirical studies pointing to the efficacy of exposure techniques in the treatment of anxiety. For example, exposure techniques have been shown to result in long-term improvement in 75% of agoraphobics (Emmelkamp & Kuipers, 1979) and obsessive-compulsives (Foa et al., 1983), while relaxation-based treatments of the same disorders (Chambless, Foa, Groves, & Goldstein, 1980; Marks, Hodgson, & Rachman, 1975) produced little improvement. Recently, methods that increased arousal to help treat panic have been found to be effective (Clarke 1986, Creske & Barlow 1993).

Similarly, the literature on post-traumatic stress disorder (PTSD) emphasizes the critical role of emotional processing in the cognitive behavioral treatment of trauma. Foa & Jaycox (1998) for example, suggest that complete emotional processing of the trauma is necessary for recovery. Grief work is also seen as requiring the acknowledgement of emotion (Fleming & Robinson 1991). Thus, Cognitive-behavioral therapy is beginning to recognize that clients need to move beyond cognitive content. Recently a number of theorists have argued that cognitive therapists need to view emotion as an ally in the change process and as important in reorganizing tacit personal meanings (Guidano 1993, Mahoney 1991, Greenberg & Pascual Leone 1995). Teasdale and Barnard (1993) have similarly pointed towards the importance of emotion in tacit meaning.

In conclusion, the empirical literature on emotion in psychotherapy indicates that:

1. Processing information in an experiential manner, as measured by the Experiencing Scale, implies productive client involvement and predicts outcome.

2. Therapies targeting clients' emotional experience, when successful, are associated with changes in clients' reported emotional experiences.
3. Emotional arousal and expression in specific circumstances and with certain types of individuals and problems is related to change.
4. Exposure to anxiety-evoking stimuli while maintaining a high level of emotional arousal and full emotional processing of the aroused emotion can be effective in reducing anxiety.
5. Emotion is important in reorganizing personal meaning.

The applied domain of research on emotion in psychotherapy is poised for more activity. Hopefully this action tendency will lead to action and research, and this area will progress by leaps and bounds with accompanying experience and expressions of excitement.

Leslie Greenberg, Ph.D. is a Professor in the Department of Psychology at York University. He has written numerous books and articles, including Emotion in Psychotherapy: Working with Emotion in Psychotherapy; and the recently published Handbook of Experiential therapy.

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Topics: A partial list of specific emotions that will be targeted and merits consideration for a volume in the series includes: *Contempt, Gloating, Hate, Envy, Jealousy, Happiness, Grief, Pity; Hope; Fear; Shame; Pride; Love; Sexual Desire*. Additional titles on the list, will focus on more general issues including: *History of Emotions; Emotions and the Media; Emotions in the Workplace; Emotional and Social Intelligence; Emotions in Literature*.

Target Audience: The proposed series will be aimed at both the general public and will be of interest to professionals in the following disciplines: *Psychology, Philosophy, Biological Sciences, Education, Sociology, Anthropology, and Social Work*.

Interested scholars may contact the Editors:

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President's Column

by Bernard Rimé

For many years, there was no written trace of ISRE Conferences. For ISRE '94 (Cambridge, UK) and '96 (Toronto), Nico Frijda generously volunteered to collect, edit, and make available conference presentations. At the '98 Wuerzburg Conference, Agneta Fisher agreed to take over this labor intensive job. I recently received a copy of the ISRE '98 Proceedings she edited. To my great delight, Agneta created an incredibly professional document. The look is just splendid. Moreover, the book is now ISBN registered. I wanted to express to Agneta our gratitude for the time and work she invested in preparing this book, and for bringing our publication standards up to this level. However, there is something I need to address about which I am feeling somewhat guilty. In the past, we've included the costs of the proceedings in the Conference fee, and participants automatically received the proceedings when available. However, when preparing the budget of ISRE '98, we simply forgot to take the costs of the proceedings into consideration. Thus, there was no money available to fund the printing of the proceedings. Agneta kindly funded this herself with the money of her lab. This means that if we do not want Agneta's lab to become bankrupt, we all need to purchase copies of the proceedings at \$23 per copy. Please do this immediately if you have not already done so. Purchasing these copies may also help to alleviate my guilt.

Now some news regarding preparations for ISRE 2000, to be held in the city of Quebec. The dates are: August 16 to 20, 2000. I know that Arvid and Gilles are conducting negotiations intended to offer us the most pleasant conference location in Quebec.

The Conference committee includes: Jim Laird (Chair); Bob Kleck, Marianne LaFrance, Tracy Mayne, Peter Salovey, and Bob Solomon (Members); Arvid Kappas and Gilles Kirouac (local organisers); and Bernard Rimé (ex officio, as ISRE President). ISRE conference traditions lead us to anticipate the following time schedule:

July, 1999: Call for symposia, papers, and posters

December 15, 1999: Deadline for submission of symposia

April 1, 2000: Deadline for submission of posters/ papers

The conference committee is already in touch with potential invited speakers and has asked me to stress two points. First, the main focus of the conference should be on **symposia that integrate the contributions of various disciplines**. This is of major importance with respect to ISRE's interdisciplinary aims. Such symposia need to be conceived, planned and organized long in advance. It is time to start thinking and talking about them now. Second, at ISRE 2000 we want to hear **new voices in emotion research**. In particular, junior colleagues, especially those in disciplines other than psychology, would be much suited contributors.

Everything in the year 2000 is likely to have some symbolic meaning. This will be the case because the year 2000 has strongly symbolized the mythic future throughout the 20th century. For most of us, the year 2000 was like a date which would never happen. It's here now, and it offers us an opportunity to reconsider ourselves, redefine our actions, and to open new perspectives. Willing or not, ISRE 2000 will have symbolic value for the future of emotion research too. If we play this game, we may well reap substantial intellectual profit!

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