

## EMOTIONAL WELLBEING DURING THE PHD

*HOW TO UNDERSTAND EMOTIONS, BECOMING  
AWARE OF THEM AND  
MANAGING THEM IN AN ADAPTATIVE WAY*

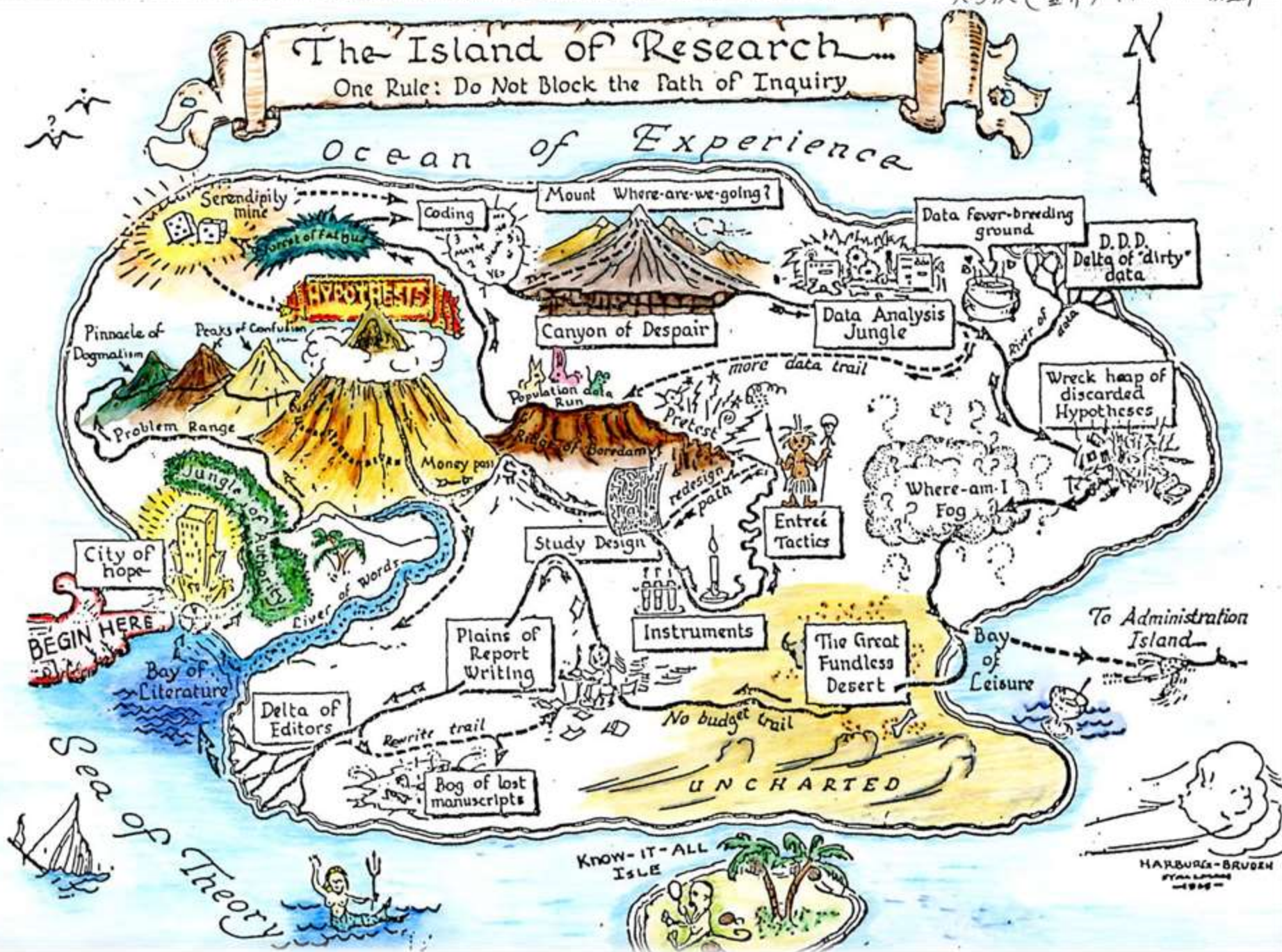
**Jornada de Doctorat 2024**

**Escola de Doctorat**

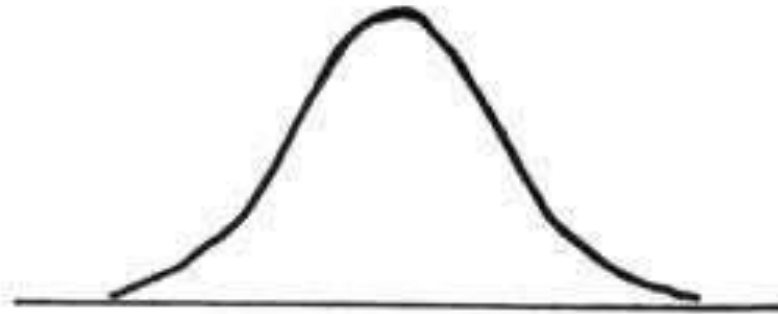
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NORMAL DISTRIBUTION



PARANORMAL DISTRIBUTION

*Fredman.*

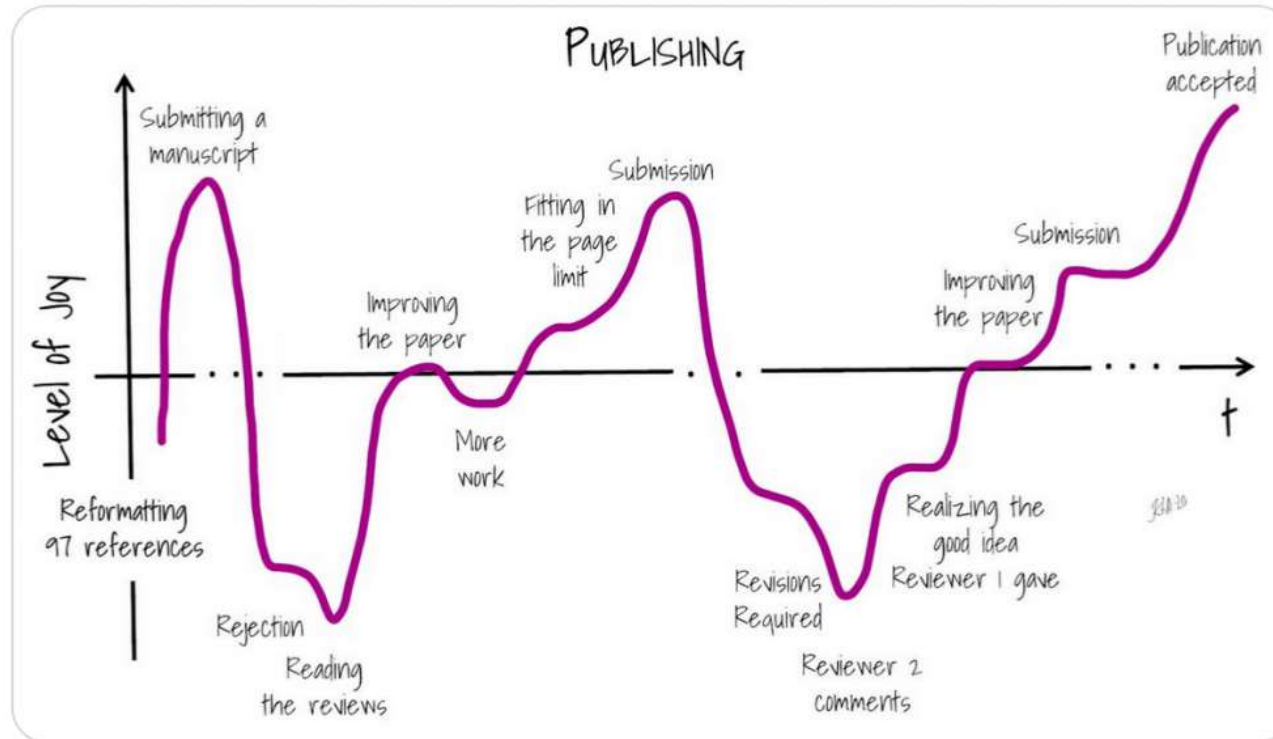


Katja Hölttä-Otto  
@HolttaOtto

...

## The emotional rollercoaster of writing an academic paper. [#AcademicTwitter](#) [#AcademicChatter](#)

[Käännä twiitti](#)



# NO PAIN, NO GAIN... BUT...

- 23% of depression and 20% of anxiety disorders among doctorate students (Liu et al., 2022; Satinsky et al., 2021).

*General population → depressive disorders: 4.1%; anxiety disorders: 6.7% (Ministeri de Sanitat d'Espanya, 2022).*

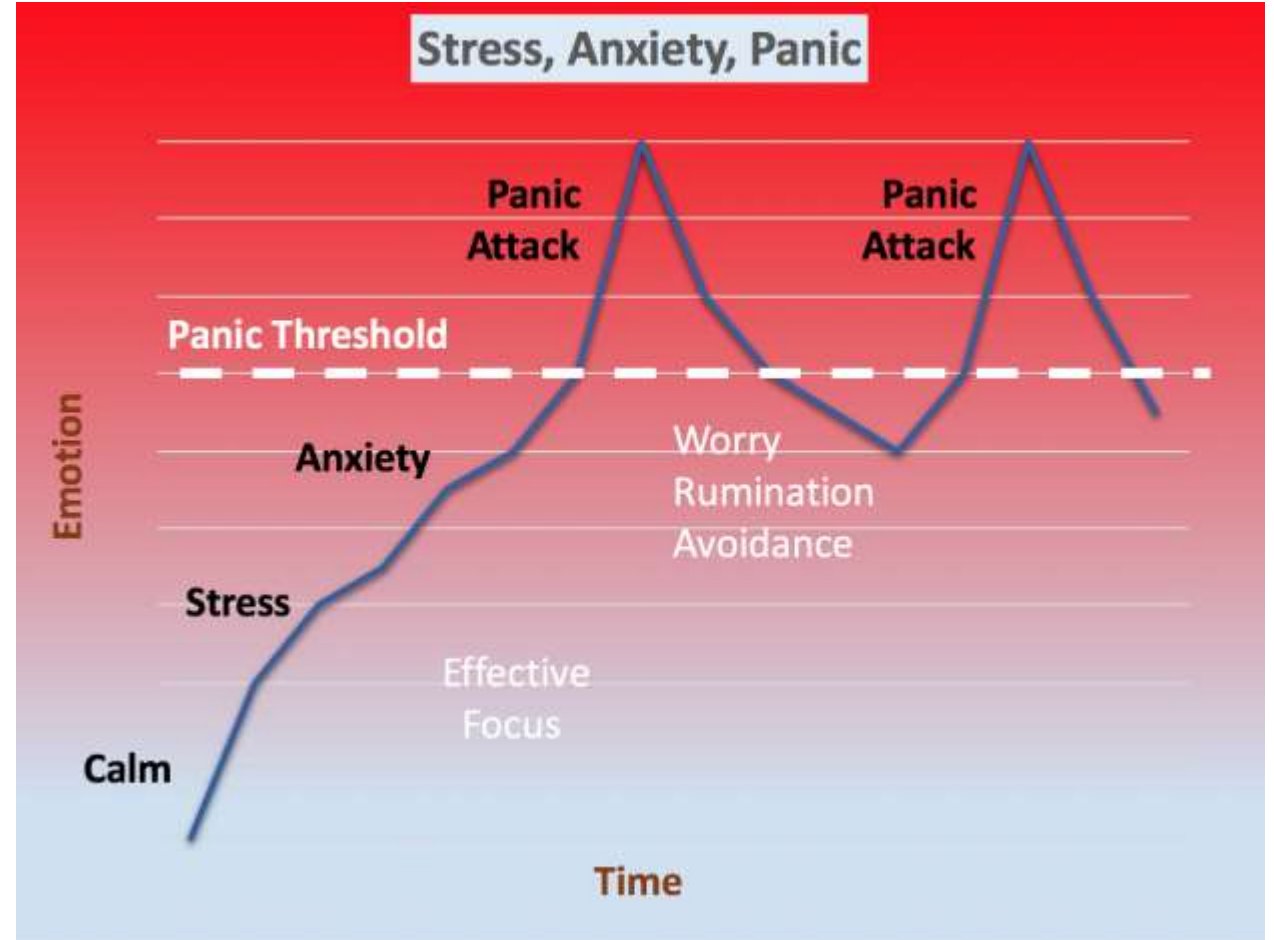
- 40% of doctorate students need psychological assistance before completing one year of PhD program (Estupiñá i Larroy, 2021).
- Discontent with the doctoral programs (60% dels estudiants) and emotional burn out (80%) (Sorrel et al., 2020).

# RESULTS IN TERMS OF MENTAL HEALTH

Undeniable relationship among stressful events and mental health...

what if we are at the threshold?

(detecting signs)



# RESULTS IN TERMS OF MENTAL HEALTH

The relation among stressing situations and mental health is undeniable...

- However... what if we are close to the threshold?











Anger

Sadness

Disgust

Happiness

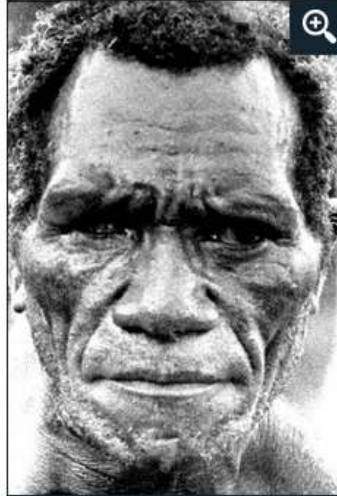


Anger

Sadness

Disgust

Happiness



Anger

Sadness

Disgust

Happiness



Anger

Sadness

Disgust

Happiness

# THE STIGMA OF EMOTIONS



Expressing emotions=hysteria



Expressing emotions=not manly

Review

## A neuro-cognitive process model of emotional intelligence

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### ARTICLE INFO

#### Keywords:

Emotional intelligence  
Neural systems  
Emotion perception  
Emotion regulation  
Emotional awareness  
Predictive coding  
Active Inference

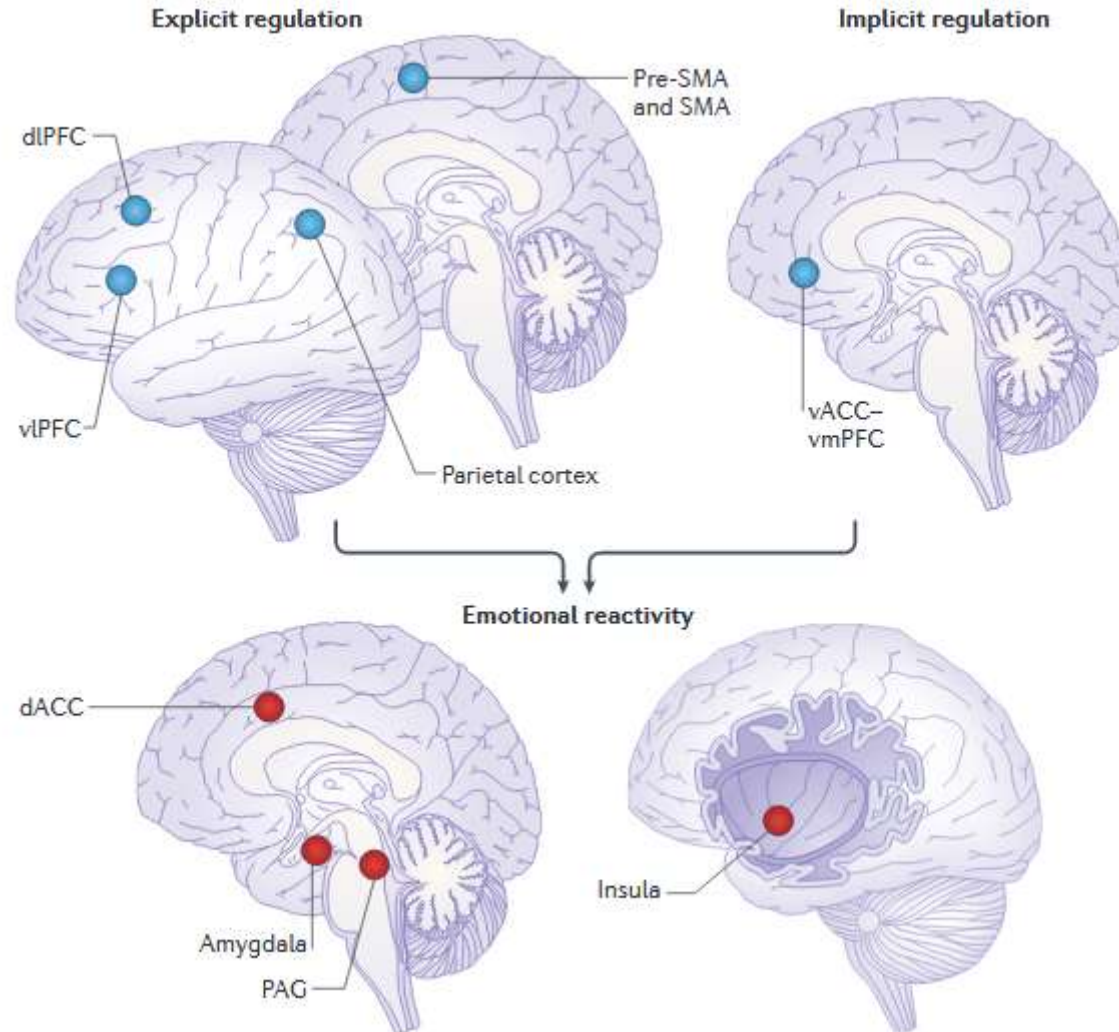
### ABSTRACT

The construct of emotional intelligence (EI) broadly reflects the idea that individuals differ in their disposition/ability to adaptively generate, recognize, understand, and regulate the emotions of self and others. However, while the neural processes underlying such differences have begun to receive investigation, no brain-based model of EI has yet been proposed to help guide the design and interpretation of neuroimaging research in this area. In this article, we propose a neural model of EI to fill this need. This model incorporates recent insights from emotion theory, computational neuroscience, and large-scale network models of brain function. It also highlights several domain general processes – including those underlying conceptualization, automatic attention, habit formation, and cognitive control – that offer plausible targets for improving EI with training. Our model offers considerable promise in advancing understanding of intelligent emotional functioning and in guiding future neuroscience research on EI.

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# Implicit or explicit regulation...?



# STRATEGIES THAT ARE NOT ADAPTATIVE

- Social withdrawal
- Desiderative thinking
- Rumination
- Too much criticism to oneself
- Internal attribution of guilt
- Negation
- Aggressivity
- Comparison with others

# STRATEGIES TO REGULATE EMOTIONS

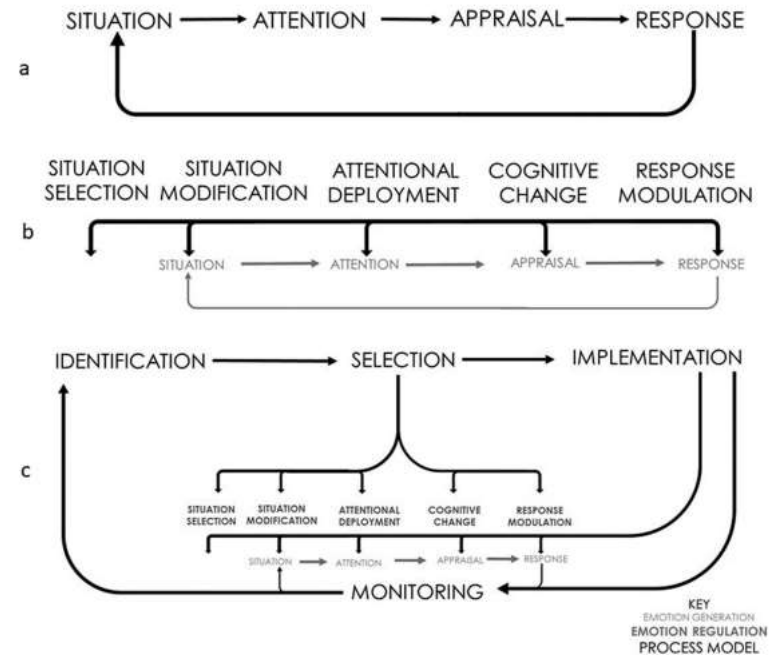


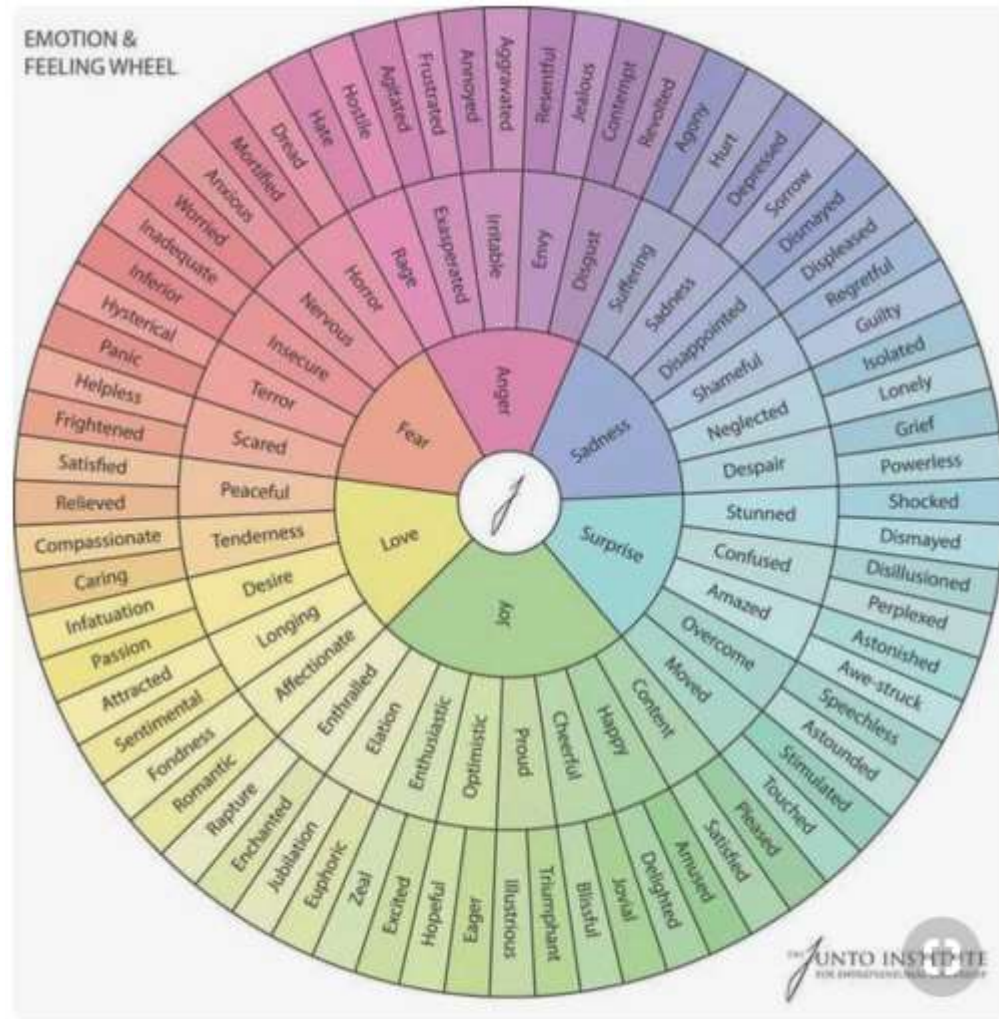
Figure 1. A sequential model of emotion generation (a), the five families of strategies that can be used to regulate emotions, organized by the stage of emotion generation in which they first intervene (b), and the process model of emotion regulation, outlining four stages by which emotion regulation strategies are enacted (c). Figures are modified from Uusberg et al. (2019). Feedback arrows indicate that all three stages are constantly iterating cycles.

**AN EXERCISE OF THREE MINUTES...**





# EMOTIONAL VOCABULARY



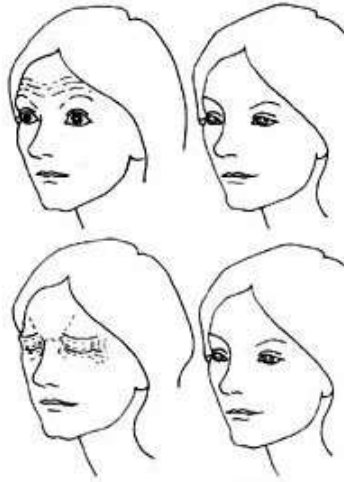
# EMOTIONAL REGULATION PROCESS



# JACOBSON RELAXATION PROCESS



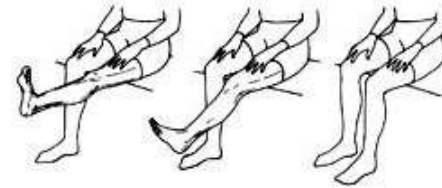
STARTING POSITION



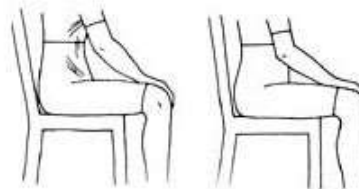
FACE



FOREARMS



LEGS



ABDOMEN



# HOW TO REFRAME NEGATIVE SELF TALK

IF YOU THINK THIS:

TRY THINKING THIS:

I CAN'T DO THIS.  
IT'S TOO HARD.

I CAN DO THIS BY BREAKING IT  
DOWN INTO SMALLER STEPS.

THEY ARE DOING BETTER  
THAN ME. I'M A FAILURE.

I ADMIRE THEIR SUCCESS.  
WHAT CAN I LEARN FROM THEM?

I HATE MY BODY  
+ THE WAY I LOOK.

MY APPEARANCE DOES NOT  
DEFINE MY WORTH. MY BODY  
LETS ME DO THE THINGS I LOVE.

I SHOULD BE FURTHER ALONG  
IN MY LIFE BY NOW.

I AM ON MY OWN JOURNEY.  
WHAT CAN I DO TODAY TO  
MOVE CLOSER TO MY GOALS?

I'M SO STUPID. I SHOULDN'T  
HAVE MADE THAT MISTAKE.

I WAS DOING THE BEST I COULD  
AT THE TIME. WHAT CAN I DO  
DIFFERENTLY IN THE FUTURE?



**... AND IN YOUR PHD PROCESS?**

# LEARNED HELPLESSNESS



Seligman (60s)

**THANK YOU! AND DO NOT GIVE UP!**

