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ORIGINAL

## The use of learning cases in the training of educators

### El uso de casos de aprendizaje en la formación de educadores

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#### ABSTRACT

Throughout the experience and professional in teaching to provide skills and abilities in the clinical and health area, cognitive models have opened a series of reference points on the scope of models related to emotions and their role in people's wellbeing.

Based on Caro (1997), the points to be developed in the cognitive models have currently generated proposals oriented to the clinical area as well as to health promotion.

In recent years, emotions have been incorporated as a fundamental axis for their teaching aimed at reorienting the quality of life in human development.

The present proposal is based on a reflection on the fundamental notions about emotions and the way in which grounded approaches of actions are proposed for the valuation of cognitive and social factors that represent an axis on which the direction of change in their role in human development is oriented. Concurrently, I will describe the proposals to be considered in a broad construction framework in which the learning, transformation and adjustment of emotions to human development is expressed in a psychological-cultural-social continuum.

**Keywords:** emotions, social-emotional education, wellbeing.

#### RESUMEN

A lo largo de la experiencia y profesional en la enseñanza para proveer de habilidades y destrezas en el área clínica y de la salud, los modelos cognitivos han abierto una serie de puntos de referencia sobre los alcances de los modelos relacionados con las emociones y su papel en el bienestar de las personas. Con base a lo expresado por Caro (1997), los puntos a desarrollar en los modelos cognoscitivos han generado actualmente propuestas orientadas en el área de clínica como en la promoción de la salud.

En los últimos años las emociones son incorporadas como un eje fundamental para su enseñanza dirigida a reorientar la calidad de vida en el desarrollo humano.

La presente propuesta parte de una reflexión sobre las nociones fundamentales sobre las emociones y la manera en que se proponen aproximaciones fundamentadas de acciones para la valoración de

factores cognoscitivos y sociales que representan un eje sobre el cual se orienta la dirección de cambio en su papel en el desarrollo humano.

De manera concurrente, describiré las propuestas a considerar en una un marco de construcción amplio en el cual se expresa el aprendizaje, transformación y ajuste de las emociones al desarrollo humano en un continuo psicológico-cultural-social.

**Palabras clave:** emociones, educación socioemocional, bienestar.

## INTRODUCTION

Different disciplines share an interest in emotion as a subject, and there is currently an interest in focusing on its role in human development, particularly in therapeutic and health processes.

Emotion's history goes back to classical Greek culture, with Aristotle, and continues with important philosophical figures whose ideas on the subject are a fundamental basis for approaching its study.

This paper reflects on the importance of emotion in therapeutic activity and its impact on health processes.

What is an emotion?

According to Calhoun and Solomon (1989), the theories proposed by Aristotle and James consider two sets of components: one based on biology, which assumes that emotion is based on physiological reactions that accompany a sensory process. James states, "We must ask whether the emotional process in the emotional center in the sensory or motor center is an altogether peculiar process, or whether it resembles the ordinary perceptual processes of which those centers are already recognized as the focus."

James' proposal links the physiological part with perception, which he postulates as a thesis: "Bodily changes follow directly upon the perception of the existing fact, and that our feeling of those changes as they occur is the emotion" (p. 143). In this case, the physiological aspect is fundamental. In constructing emotion, sensation functions as a mediator in composing emotion. Calhoun and Solomon (1989) state that they doubt this position for two reasons:

1. For considering it as a reduction of emotion to the perception of bodily change, and 2. for considering it as a reduction of emotion to the perception of bodily change.
2. For them, emotions are felt and experienced continuously, not only in specific occurrences.

A causal analysis is suggested to offer a solution. This, curiously, was raised with other proposals before what was stated by James (with authors such as Descartes, Hume, and Spinoza to point out the most relevant ones). In a particular way, the authors value how Aristotle approaches the concept of emotion by postulating it as: "A more or less intelligent way of conceiving a certain situation, dominated by a desire." In this proposal, there are links [relations] with psychological processes; intelligence and desire as processes in which emotion is constructed; in current terms, there are contexts where the continuum of the feeling process locates a range of emotions that participate in human development.

## EMOTION; CHARACTERISTICS TO CONSIDER

Joining the two positions, according to the cited authors, we have a frame of reference that opens vast possibilities to address the implications of the question: What is an emotion? By considering both the physical and conceptual set [Mental].

This leads to examining emotion as a complex process. By this, I mean the interaction between the physiological, cognitive, and social, including cultural aspects.

A contemporary way to approach emotions is to value them in a complex environment; their function is to regulate and develop behaviors, thoughts, and attitudes of survival from an evolutionary and social perspective of adjusting to contexts to build well-being.

We are in a constant reconstruction that, in some way, is part of what we have experienced in the pandemic and the “normalization” we are currently experiencing.

We live in unexpected circumstances that we face daily from perspectives ranging from common sense to the use of information as a reference for survival and change in the quality of life.

In this unexpected happening, the changes in the perception of contemporary daily life in which there is overflow and rapid changes, the attention on the aspects to be taken into account for construction of quality of life, the memory that guides the activities to build resilient skills and the language that allows developing communication messages to create thoughts that constitute actions for a framework of care and quality of life.

As noted above, a way to approach the explanation of causality in the construction of emotion is that: “it can be as simple as the designation of the incident that ‘unleashed’ it, or it can be as complex as and as detailed as the entire causal history of a certain emotion in a certain person” (Calhoun and Salomon, 1989: 36).

During human development, the construction of emotional states is generated in the complexity above; based on what is described by Magento and Magento (2010), emotions:

1. They are acquired by maturation; they are evolutionary: the human being acquires a variation of different emotional states that provide an evolutionary richness in two senses: a) There are characteristic emotions in particular ages and b) The way of living and expressing them vary according to age (in the first age, abrupt, sudden and transient, and as age increases they are moderate, stable and convenient).
2. They involve learning, and they are learned in the family and social environment. Verbal labels identify these spaces.
3. They arise as a response to a stimulus; this can be sensory, produced by an event, a conflict, or a person, to mention the most relevant ones.
4. It is an internal experience with different intensities; they occur within the person and may or may not be communicated.
5. They are contagious; considering they are learned, the emotion can be transferred (propagated).

This complexity is constituted in a plot in which the individual develops a well-being or disturbance that affects him at different levels. The role of emotion is fundamental. Nussbaum (2001), based on epicurist philosophy, postulates the function of appraisal in the emotional states of external events since these are regularly beyond personal control. The approach to coping and its relation to emotional states remains fundamental: “A psychological process that is set in motion when undesirable or stressful changes occur in the environment, or when the consequences of these events are undesirable. The main preparation for the action of the emotional response of fear is the facilitation of escape or avoidance responses to dangerous situations” Fernandez and Palmero, 1999: 12-13. It is here where the contribution of

psychology acquires a multidisciplinary dimension supporting, with its theoretical and applied tools, the approach to teaching afflicted people to regulate emotional states, besides making it possible to study them in the dynamics of construction and evolution at this time, where the role of emotion is an axis for individual and human development.

### ROLE OF POSITIVE AND NEGATIVE EMOTIONS

Avía and Vázquez (2018), point out the following characteristics of emotions:

- Positive emotions ...arise from perceiving that plans are following the expected course. Things are going well. What gives meaning to negative emotions is to be able to recover the interrupted objective, to restore the desirable state of affairs; in the case of positive ones, to continue with what is being done until then, to prolong it and enjoy its fullness (p.76).
- The emissions [of the serve to signal states of the world to which one must respond. Since all emissions respond to something, they are, in a first sense, adaptive (p.76).

Since before the pandemic occurred, social-emotional education had a space; its purpose. At that time it was to promote skills that would allow the identification of basic emotions, what they meant and possible alternatives for their regulation.

TABLE 1. Five basic emotions, contexts in which they occur and behaviors to which they give rise (Coatley and Jhonson-Laird, 1987).

EMOTION	STATUS OF MAJOR PLANS	TRANSITION
EUPHORIC		
HAPPINESS	Objectives are being achieved	continue the plan with necessary modifications
DYSPHORIC		
SADNESS	Failure of the main plan or loss of an ongoing goal	Do nothing to look for an alternative plan
ANXIETY	Threat of self-presentation	Stop, alert to the environment, escape
IRA	Frustración de un plan en marcha	Attempt to attack again
ASCO	Violation of a gustatory goal	Rejection of the withdrawn substance

In this summary, the situations of the main plans that correspond to a first approximation of the thought (cognitive) meanings that comprise the physiological and behavioral sensation of the basic emotions are presented. In the transition, there is a first approximation, general, of a valuation of such emotions.

### **SOCIOEMOTIONAL EDUCATION**

Linking the importance of knowing the role of emotions in human development and their possibilities by understanding them as a complex adaptive mechanism for survival and coexistence, adjustment, and improved interactions since socioemotional education programs were promoted before the pandemic.

Rodríguez, Chernicoff, Jiménez, Labra, and Baalovich (2020) offer an approach to socioemotional education in which they consider the following aspects:

- Socioemotional learning (SEA) is the process of acquiring competencies that allow recognizing and managing their emotions, establishing and maintaining constructive relationships based on empathy, understanding, and collaboration, as well as making responsible decisions and persevering to reach goals (Ellias et al., 1977), Weissberg, Durlock, Domitrovich, & Gullotta, 2015). P.2.
- Social-emotional competencies help us know and regulate our emotions and interact constructively with others and with society; thus, solving everyday problems with responsibility, flexibility, and creativity are precisely the social-emotional competencies (Weissberg, Durlack, Domitrovich, and Gullotta, 2015; Tuirán and Villaseñor, 2016). (p.7).

The inclusion of activities to manage both the learning of emotional competencies acquires an increasingly urgent sense, both for a reconstruction that we live in post-pandemic and in ordinary activities that are increasingly intense and concurrently affect health in stress, anxiety, and depressive states. In addition to generating moments of well-being, in both cases, the well-being and the maladjustments that disturb ordinary life, the role of both valuation as a principle to develop actions of emotional regulation is necessary. Its importance is the incorporation as part of life, and it is in the school environment space for its incorporation since, as the cited authors point out:

Schools are not places where students acquire only academic skills; they also learn to recover from adversity, feel more connected with the people around them, and aim higher in their aspirations for the future. It is a space to acquire tools that allow them to have a meaningful life and contribute to personal and societal well-being.

Social-emotional education has been highlighted more since the pandemic. Its place is projected as a part of change, not only to face and rebuild human development that tends to coexist not only in the school environment but also in everyday life.

## CONCLUSIONS

The current historical circumstances, where events are valued as catastrophic in relationships, offer references for reflection that, with the current information tools, allow us to develop actions that we live in, a process that implies a step to involve us in complex psychological processes of constant transformation. The dynamics lead to consider the constant uncertainty which promotes the own actions to live a new reality that, although it is built day by day, the adaptation is developing forms of relevant habits. This is why the situation in the educational environment, as stated by Gergen (2015), quoting Holzman, “it is just as important for students to learn to develop and sustain emotionally meaningful relationships as those that are practically effective” (p. 373).

It has been common to propose socioemotional programs; it has not been easy, and its incorporation, in addition to promoting an attitude of awareness towards aspects that imply changes in the perception and importance of the role of emotions in the construction of wellbeing, we must take the reference shared by Rodríguez, Chernicoff, Jiménez, Labra, and Baalovich. (2020).

When we talk about educating for well-being, we do not imagine a world of hedonism where everyone is constantly smiling, but rather a world where individuals commit themselves and others; simultaneously, they experience the deep satisfaction of contributing to the benefit of others and acting ethically. According to Hanna Arendt, we can affirm links that “the ultimate end of human actions is eudaimonia, that is, happiness in the sense of living well, which is the longing of every human being; all acts are not different means to reach it (p.28).

Following the cited authors, about the objective that is generally and daily referred to as educating to be happy and that implies in a particular way an emotion, joy, they point out that we can rather speak of eudaimonic wellbeing, also called psychological wellbeing, which is related to the following six aspects or dimensions:

- A sense of purpose and direction in life.
- A life in accord with personal convictions.
- The extent to which one's talents and potential are used.
- The ability to handle life situations.
- The depth of bonds with significant others.
- The knowledge and acceptance one has of oneself (Ryff,2013 -p.28-).

I will end the present proposal with what was raised by Lazarus and Lazarus (2000) and that, in some way, raise a vision to consider both emotions and their valuation, and they point it out as follows:

An emotion is a personal work, which is related to the fate of our beliefs about ourselves and the world in which we live. An appraisal of the personal meaning or scope of what is happening in that confrontation

arises. The plot line differs from one emotion to another; each emotion has its own personal story. p196 [1:p.195].

With these elements we can consider the general guidelines to be investigated both in the specialized bibliography addressed to non-professionals and to health and education professionals; taking them, adapting them, training in an adequate way and valuing them, will provide ideas to transform them into axes and indexes of their impact not only in the implementation, but also in the concrete actions towards behaviors, thoughts and actions in benefit of a wellbeing for development.

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