

CJT 731: Interpersonal Communication and Mental, Physical, and Emotional Well-Being

Grehan 223; Tuesdays 6 – 8:30 pm

Brandi N. Frisby

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Course Description:

This graduate proseminar provides an intensive examination of topic areas, theories, and current developments in the area of interpersonal communication and physical, psychological, and emotional well-being with an emphasis on biophysical outcomes and methods.

Course Goals/Outcomes:

- Provide overview of psychological, emotional, and physical outcomes in interpersonal research
- Understand theory driven explanations for emotional, physical, and psychological outcomes
- Explore methods to examine emotional, physical, and psychological outcomes
- Propose studies to complement existing biophysical and psychological outcomes research in the field of interpersonal communication
- Facilitate continued development of scholarly abilities (e.g., critical thinking, writing, intellectual curiosity)

Required Readings:

APA Manual 6th edition.

Beatty, M. J., McCroskey, J. C., & Floyd, K. (2009). *Biological dimensions of Communication: Perspectives, Methods, and Research*. Hampton Press; Cresskill, NJ.

Floyd, K., Mikkelsen, A. C., & Hesse, C. (2007). *The Biology of Human Communication*. Cengage Learning; Mason, OH.

Supplemental Research PDFs (posted on Bb)

Expectations and Policies

Attendance

It is truly in your best interest to attend every class. Given the limited number of days that we have to meet, there should be NO unexcused absences. You should be on time and stay for the entire time during each class period. You may have 2 excused absences. If you choose to use

these absences you should give advanced notice and complete an additional assignment to indicate your understanding of, and reactions to, the readings assigned on that day.

Winter Weather

In the event of bad winter weather, class will be cancelled if the university is closed. If I choose to cancel class independent from the university, then my decision will be made 2 hours prior to the beginning of class and will be posted in the announcement section of Blackboard and distributed to your email account.

Participation

You are expected to read all of the assigned readings prior to coming to class. Class discussions will extend the information covered in the assigned readings. You are responsible for knowing this information to the extent that you are able to fully discuss it. You will engage fully in every discussion demonstrating knowledge and critical thought about readings, lecture materials, and asking thought provoking questions. Your participation in the classroom is valued and benefits the entire classroom. Preferred participation will be theory and/or evidence based rather than anecdotal.

Written Work

As graduate students, you are expected to have developed a strong foundation in writing at this point in your academic career. Further, as graduate students, you are expected to demonstrate continued improvement of your writing skills. All papers must follow APA 6th edition. The writing style, mechanics, and content are equally important.

Oral Presentations

As graduate students, you are expected to have developed a strong foundation in oral communication skills. Throughout the course, you will have multiple opportunities to demonstrate your oral communication competencies (e.g., classroom discussion, final presentation). Your oral presentations should consider the purpose, topic, audience, and message in order to effectively create shared meaning in a clear and concise manner.

Assignment Submission

All assignments should be submitted via Blackboard Assignments. The assignment should be attached in a word file (.doc or .docx only). You MUST confirm that the assignment was submitted and that it will open through the Blackboard application. Any file that is attached, but unable to be opened, will be treated as if it were not submitted. All assignments will be due by 8 am on the day they are due.

Revise and Resubmit Policy

We all “miss the boat” on assignments or submit subpar work on occasion. Further, a common phrase in academia is R&R (or revise and resubmit). To account for both subpar work and socialization into the field, you will be allowed only one R&R on only one assignment. Specifically, you may choose to R&R one assignment to earn more points on the assignment. R&Rs are not available on “A” work.

Late/Make Up Work

Late work will NOT be accepted. Any work that is turned in late will receive ZERO points. Work may only be made up if the absence is pre-approved by the instructor (at least 48 hours notice). Due dates will not be arranged around due dates in other courses or other teaching/research responsibilities.

Student Behavior

You are expected to arrive to class on time and stay the entire time. We will maintain an open, yet respectful, and engaged, classroom environment. The respect should extend to those who are in the classroom (e.g., myself, other students) as well as those who are not a typical classroom member (e.g., other professors, guest speakers). A respectful and engaged environment is one where electronic devices are put away and side conversations do not occur. Students who engage in disruptive behavior may be directed to leave the class for the remainder of the class period.

For the purposes of this class, this policy on behavior must also extend to the electronic classroom on Blackboard, or appropriate behaviors otherwise known as netiquette. Your interactions should remain professional and focused on learning without resorting to personal attacks, unsupported claims, or irrelevant conversations.

If you are ever uncomfortable or upset by something that happens in the classroom or on Blackboard, please come see me.

Plagiarism

Part II of Student Rights and Responsibilities (6.3.1; online at <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission. When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work, whether it be published article, chapter of a book, a paper from a friend or some file, or another source, including the Internet. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be. Plagiarism also includes using someone else's work during an oral presentation without properly citing that work in the form of an oral footnote.

Whenever you use outside sources or information, you must carefully acknowledge exactly what, where and how you have employed them. If the words of someone else are used, you must put quotation marks around the passage in question and add an appropriate indication of its origin. Plagiarism also includes making simple changes while leaving the organization, content and phraseology intact. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain.

Assignments and Evaluation

MINOR ASSIGNMENTS

Discussion Facilitation (x2): On two different occasions, you will be responsible for facilitating class discussion for the first 30 minutes of class using a related, but not already required, reading of your choice. You should become an expert on that reading, present a summary for the class, pull in extra or past readings to supplement your discussion, relate it to readings assigned on that day, and you should prepare a one page handout to distribute to your classmates and me. Submit this handout and at least 4 planned facilitation questions on Blackboard by 8 am on the day of your scheduled facilitations.

MAJOR PROJECT

In this class, you will conceptualize and operationalize your own study in interpersonal communication and physical, psychological, and emotional well-being.

- 1. Topic Area Proposal and Presentation:** You will write a three page (not counting title page and references), theory driven, topic proposal for a study in interpersonal communication. The topic proposal should briefly introduce the topic area and establish the significance of studying this topic. A minimum of five sources should be included. You will give an informal presentation on your topic proposal and receive verbal feedback from the audience. You should plan to present for 10 minutes.
- 2. Rationale:** Based on your topic proposal, you will submit a 8-10 page rationale for your study (not including title page, abstract, and references) that includes an introduction and literature review and ends with proposed research questions and/or hypotheses. This section should serve as a rationale that reviews the main concepts, theory, and relationship to be studied while logically building to the research questions/hypotheses and building a compelling argument for the completion and importance of your study.
- 3. Final Proposal:** The final proposal will include your revised version of the rationale and will add a proposed method section. The proposed method section should include recruitment procedures, study procedures, a description of the instrumentation to be used (attach the instruments as an appendix), and a data analysis plan. The total prospectus should be 12-14 pages long.
- 4. Final Presentation:** The final presentation should simulate a conference style panel presentation. You will prepare and present for 12-15 minutes per person on your project proposal. At the conclusion of your panel presentation, there will be a question and answer session. Submit your prepared slides to Blackboard.

Ideally, you should propose projects of interest to your own research area and projects that you will plan to pursue when the class concludes. Think about submitting this to a conference, a journal, running a pilot study for a thesis/dissertation, etc.

At the conclusion of class, I will work with anyone who is interested in actually completing his/her study. However, I will prioritize the studies so that those ideas that are the most developed and feasible will be conducted first. Additionally, of course, you may pursue your studies without further assistance from me if you choose.

ADDITIONAL EXPERIENCE

(All students must choose one option below. Many have already chosen option 1 and have already completed the additional training required to proceed with this option). Remaining students will complete option 2.

Option 1: Students will be involved in an additional laboratory based research project using biopac equipment and gaining hands on experience with collecting and analyzing interactional and biophysical data. As part of option 1, students will be trained on the use of biopacs, help administer between 10 and 15 research appointments, and will be given additional opportunities to be involved in conference presentations and publications.

1. Completing Training: 30 points
2. Lab Experience/Session Facilitation: 70 points

Option 2: To equate the workload between the two options, this option requires 2 additional papers to be completed. Each will be a 5-6 page position paper that will require you to take a stance on a topic covered (questions will be written by me) and to defend that stance with additional research including a minimum of 15 sources each paper. Each position paper will be worth 50 points.

Point Chart

Assignment	Points	Points Earned
Discussion Facilitation	50 points (25 points each)	#1 _____ #2 _____
Topic Proposal and Presentation	50 points	
Rationale	100 points	
Final Paper	150 points	
Final Presentation	50 points	
Additional Experience Option #_____	100 points	
Total	500	

Grading Scale

90-100 = A

80-89 = B

70-79 = C

60-69 = D

Below 60 = F

Tentative Course Schedule

Date	Topic	Readings/Assignments
1/21	Introduction to Communibiology	Floyd et al. Ch. 1 Beatty et al. Ch. 1, 2, 3, and Epilogue
1/28	Overview of Physiological Systems Guest Speaker: Kory Floyd	Floyd, 2004 Floyd et al. 2, 3, 4, and 5
2/4	Marriage and Divorce	Kiecolt-Glaser & Newton, 2001 Afifi et al. 2008 Schrodt et al. 2011 Sbarra et al., 2011 Facilitator: ____Tamika_____
2/11	Research Methods Introduction and Overview Guest Speaker: Scott Johnson (Meet in Grehan Theatre)	Topic Proposal and Presentation Due Facilitator: __Won_____
2/18	Social Support	Dailey et al., 2011 Shrout et al., 2006 Burleson, 2009 Facilitator: __Nicole_____
2/25	Transgression and Forgiveness	Lawler et al., 2005 McCullough et al., 2007 Jeremka et al., 2013 Schneider et al., 2011 Facilitator: __Chrissy_____
3/4	Affection Guest Speaker: Dr. Sean Horan	Floyd et al., 2007 Horan and Booth-Butterfield, 2011 Beatty et al. Ch. 14 Facilitator: ____Nicole_____

3/11	Conflict	Robles et al., 2006 Hicks & Diamond, 2011 Reznik et al., 2010 Brissette & Cohen, 2002 Facilitator: _Chrissy_____
3/25	Neuroscience and Comm Guest speaker from Social Psychology?	Lewis et al., 2011 Heisel & Beatty, 2009 Beatty et al. Ch. 5 Facilitator: __Won_____
4/1	Stress, Coping, and Humor to Cope	Rationale Due Floyd et al. Ch. 7 Martin, 2004 Stowell et al., 2001 Swann et al., 2007 Vela et al. 2013 Facilitator: ____Tamika_____
4/8	Love, Sex, and Attraction	Floyd et al. Ch. 6 and 10 Hughes et al., 2010 Facilitator: ____Chanson_____
4/15	Emotions	Kiecolt-Glaser et al., 2002 Hesse & Floyd, 2011 Floyd et al. Ch. 9 Facilitator: __Chanson_____
4/22	Drafts, Conferencing, and IRB Workshop	Optional: Final Proposal Draft Due Allison visit?
4/29	Final Presentations	Final Presentations Due
5/6	FINAL EXAM WEEK	No Class: Final Proposal Due by Tuesday 8 am

References

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