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Chapter 1 : University of Connecticut | Communication Sciences/Psychology - calendrierdelascience.com

This research assessed embarrassment and fear reported by students in public speaking courses, the relationship of these emotional responses with coping and competence, and the influence of personality factors (embarrassability, fearfulness, attachment style, expressiveness and extraversion) as possible mediating factors in these relationships.

Relationships Bibliography abbey, a. Most of the empirical literature on this topic has focused on the adolescent years, as children approach puberty and transition to young adulthood. Although there have been some cross cultural studies, the vast majority of research has focused on communication dynamics within the United States. Some scientists study parent-adolescent communication as a means of developing family based interventions for combating unintended pregnancies and the spread of sexually transmitted diseases STDs. Such interventions teach parents how to communicate with their children about sex and help parents acquire information and skills that make them more effective at helping their adolescent avoid adverse sexual outcomes. Other scientists study parent-child communication from the broader perspective of sexual socialization. As parents guide their children towards independent and healthy adult lives, helping their child understand his or her sexuality and adopting perspectives that lead to healthy sexual attitudes and orientations later in life are of prime importance. Sexual socialization is an important developmental process that encompasses research on parent-adolescent communication. Do Parents Talk with Children about Sex? Although almost all parents engage in informal and superficial discussions of reproduction with their children across the early childhood years, many parents do not talk about sex with their adolescent-aged children. Studies have indicated that adolescents most commonly rely on peers for information about sexual matters e. However, parents also tend to be mentioned as being important, sometimes prominently so Shields and Adams ; Kaiser Foundation Averaging across a wide range of studies, about 70 percent of parents in the United States indicate that they have talked with their adolescents about sex, whereas about 50 percent of adolescents report engaging in such conversations with their parents. These rates, however, vary considerably from one study to the next. Not only are the rates dependent on who is reporting parent or adolescent , but estimates also vary as a function of the wording and format of the questions, the specificity of the topic studied, and the year in which the study was conducted. An important issue in parentadolescent communication is determining why parents fail to engage in meaningful discussions with their children. Research has suggested five classes of concerns that parents express about engaging in such conversations Jaccard, Dittus, and Gordon Many parents forsake conversations because their adolescents tell them they already know what they need to know. Research has found, however, that adolescent perceptions of their knowledge about sex and birth control is only weakly correlated with their performance on knowledge tests about these topics, suggesting that adolescent claims of high knowledge levels should not be trusted Radecki and Jaccard Just as parents have reservations about talking with adolescents about sex, so do adolescents have reservations about discussing sex with their parents. It is important to identify such reservations for both of the involved parties, as lack of interest by either hinders effective communication. Adolescents sometimes feel that their parents do not treat them as equals and that parents fail to have adequate knowledge about current adolescent lifestyles and peer pressures Pistella and Bonati Several studies have noted complaints by adolescents that their parents are not sufficiently open, supportive, trusting, and empathic, nor do parents sufficiently respect their privacy Neer and Warren ; Nolin and Petersen ; Warren, Adolescents also express concern about sexual conversations being embarrassing, both to the adolescent as well as the parent Jaccard, Dittus and Gordon Considerable research has addressed whether parent communication with their children about sex actually impacts adolescent sexual activity. Most of this research has been correlational in nature. Early studies tended to find no significant associations between parent-adolescent communication and sexual risk behavior, whereas more recent studies have observed such links see Jaccard and Dittus for a review of this literature as well as Jaccard, Dodge and Dittus The general finding in more recent studies has been that higher levels of parent-adolescent

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communication are associated with reduced sexual risk taking on the part of the adolescent. In addition, parent-adolescent communication has been found to moderate relationships between other variables and sexual activity. For example, peer norms have been found to be more influential for those adolescents who have not discussed sex with a parent as opposed to those who have Whitaker and Miller A small group of studies has found higher levels of communication are associated with higher levels of adolescent sexual activity Darling and Hicks ; Widner These findings could be the result of parents deciding to talk with their children about sex after learning about or anticipating sexual activity on the part of their child so that behavior influences communication rather than vice versa. Or, it could be that such discussions encourage subsequent adolescent sexual risk taking. Conclusive research on these alternative explanations is lacking. There are a sufficient number of correlational studies as of early to conclude with a reasonable degree of confidence that parent-adolescent communication is indeed associated with reduced sexual risk activity in some populations. Further research is needed, however, to permit stronger statements of causal impact. A Communication Framework Classic conceptualizations of communication distinguish five core components of a communication: Each of these components of communication has subcomponents. For example, sources of a message in this context, the parent differ in their age, gender, expertise, and trustworthiness. Recipients of communications in this context, the child differ in their motivational states, their emotional states, their past experiences, and their expectations. The surrounding environment varies in terms of its temporal, physical, social, and cultural features. Variations in the five factors affect how adolescents respond to parental communications. Thus, the impact of a parental message on adolescent sexual risk taking may vary as a function of characteristics of the parent, characteristics of the message that the parent conveys, characteristics of the channel through which the message is delivered, characteristics of the adolescent, and characteristics of the context in which the communication occurs. Source variables in parent-adolescent communication about sex. Studies of the effects of source variables have focused most often on how the gender of the parent affects communication. Although there are some exceptions, studies have tended to find that mothers are more likely than fathers to talk about sex and birth control with their children Raffaelli, Bogenschneider, and Flood ; Rosenthal and Feldman Adolescent evaluations of their parents as sex educators tend to vary as a function of the gender of the parent, with mothers being evaluated more positively than fathers Feldman and Rosenthal Research on the differential impact of mother and father communication on adolescent sexual risk taking has tended to find that mother-based variables are more predictive of adolescent risk taking than father-based variables Jaccard and Dittus ; Dutra, Miller, and Forehand However, there also is evidence that father-based variables account for unique variance in adolescent behavior independent of mother-based variables Dittus, Jaccard and Gordon Demographic characteristics of the source other than gender also have been studied. For example, research has found that Latino parent-adolescent dyads exhibit somewhat different conversational dynamics than European American dyads and that social class is predictive of different communication styles with respect to sexual discussions Lefkowitz et al. However, other studies have failed to find consistent relationships between non-gender based demographic characteristics of the source and communication variables e. As of , this literature is somewhat mixed and inconsistent. General communication research suggests two source dimensions are of prime importance, the perceived expertise of the source and the perceived trustworthiness of the source. Expertise refers to knowledge, expert status, and familiarity with the topic. Trustworthiness refers to sincerity, honesty, and good intentions. How adolescents perceive parents in terms of expertise has not been explored with any degree of theoretical sophistication. Such judgments are likely to vary as a function of the topic area, with parents being seen as more expert in some areas than others. Studies suggest that adolescents sometimes see parents as being out of touch with current adolescent lifestyles and pressures, hence parental expertise may be undermined accordingly. In terms of trustworthiness, some research suggests that adolescents tend to perceive parents as trustworthy in their discussions about sexual matters. However, adolescents sometimes point out that their parents are judgmental, overly protective of them making mistakes, and that parents often fail to respect their privacy and desire for autonomy. Such

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factors may undermine the perceived trustworthiness of the parent as an information source. Message variables in parent-adolescent communication. One of the more widely studied message variables in the literature on parent-adolescent communication is message content, i. Characterizations of such discussions tend to differ depending on whether the parent or the adolescent is doing the characterizing. Some studies suggest that parent-adolescent discussions about sex are more often indirect than direct Philliber ; Fox Other studies indicate biology rather than sexual decision-making are the primary topics of conversation Baldwin and Baranoski Studies also report an emphasis on physical development and maturation as well as the dangers associated with STDs and the occurrence of an unintended pregnancy Miller et al. Not surprisingly, studies find individual differences in the topics that parents think should be discussed with their adolescents, with some endorsing the inclusion of sensitive topics such as abortion and birth control and others preferring to omit such topics Silverstein and Buck ; Foley Several studies have found that topics aimed at daughters tend to stress negative, problematic aspects of sexuality more so than communications aimed at sons Darling and Hicks ; Kirby Adult females who recall their discussions with their parents tend to characterize them as somewhat negative, focusing on rules and warnings. Studies also suggest that fathers tend to deal with less intimate topics than mothers, that is that message content differs as a function of the gender of the source Rosenthal, Senserrick and Feldman One message-related variable that has been the subject of considerable study is the extent to which parents convey disapproval of the adolescent engaging in sexual intercourse Dittus and Jaccard Early research on parent-adolescent communication assumed that parents are uniformly opposed to their adolescent engaging in sexual intercourse. Several researchers, however, have argued that parental disapproval of an adolescent engaging in sexual intercourse is a continuum, with some parents being strongly opposed to their adolescent engaging in sex and others being less opposed. Across a wide range of studies, some 15 percent to 20 percent of parents indicate that it is permissible for their teenaged son or daughter to engage in sexual intercourse under certain circumstances e. The more the parent is perceived by the adolescent as disapproving of sexual intercourse has been found to be predictive of lower levels of future adolescent sexual activity Dittus and Jaccard Adolescents may misperceive the extent to which their parents disapprove of them engaging in sexual intercourse, underscoring the need for parents to communicate effectively their orientations Jaccard, Dittus and Gordon Social scientists emphasize the importance of the frequency and timing of parent-adolescent communications. Too many parents feel that their job is finished once they have had "the big talk" in early adolescence. Studies suggest that communication needs to be an ongoing process. Many parents rely on fear-arousing strategies to motivate their child to avoid sexual risk taking by emphasizing the negative consequences of unintended pregnancy and the consequences of contracting a sexually transmitted disease. Extensive literature in social psychology suggests that such appeals are less effective than parents might think. Audience variables in parent-adolescent communication. Audience variables focus on characteristics of the recipient of the communication that influence exposure, attention, comprehension, acceptance and retention of message contents. Often, characteristics of the recipient that maximize one of these processes will minimize another. For example, research has shown that intelligent recipients are more likely to comprehend the contents of a complex message, but that they also may be more likely to counter argue its contents and fail to accept it. Among the most extensively studied audience characteristics in research on parent-adolescent communication about sex is the gender of the adolescent. Although there are exceptions, discussions about sex are more likely to occur with daughters and are more extensive for daughters as opposed to sons Jaccard and Dittus ; Raffaelli, Bogenschneider and Flood Research suggests that daughters tend to evaluate mothers more positively as sex educators than do sons Youniss and Smollar ; Feldman and Rosenthal Sons and daughters, however, have been found to have comparable evaluations of fathers Feldman and Rosenthal Research also has suggested that the puberty status and prior sexual activity on the part of the adolescent may impact the nature and extent of parent-adolescent communication Whitaker and Miller An audience variable that has received limited attention in parent-adolescent communication literature is the developmental status of the adolescent i. Analyses of

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adolescent development typically focus on five broad areas: Adolescent experiences in each of these domains differ for early, middle, and late adolescents. For example, during early adolescence, most adolescents undergo their most dramatic physical changes during the adolescent growth spurt. Most of these changes have transpired by late adolescence. The physical changes during early adolescence often are accompanied by heightened sensitivity to physical appearance, which, in turn, influences the kinds of information and arguments that an adolescent is receptive to. With respect to cognitive development, early adolescents tend to exhibit more concrete thinking.

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Ross Buck Ph.D. Spontaneous Emotion The accompanying figure illustrates the relationships between emotional display activity and emotional communication. emotional communication actually.

This paper addresses these issues in a fundamentally new way. The ARI Model Affect-Reason-Involvement Model defines and describes the relationships between affect, reason, and involvement; arguing that both affective and rational involvement are important in persuasion. These involve syncretic and analytic cognition, respectively associated with right and left hemisphere processing. The CASC Scale Communication via Syncretic and Analytic Cognition Scale is a developing instrument designed to operationalize affective and rational responses to advertising and to commercial products. It is based upon a new conceptualization of the affects that recognizes reptilian, individualistic-limbic, prosocial-limbic, social, cognitive, and moral emotions. INTRODUCTION This paper presents a new conceptualization of emotion and reason and their relationships with involvement, and a new scale designed to capture both analytic rational knowledge and the many varieties of emotional knowledge. Emotion is a "hot topic" in the social and behavioral sciences, due in part to new capabilities to observe and measure emotional phenomena. It is now possible to capture subtle nuances of expressive behavior using inexpensive videotape technology, and we have powerful new methods of observing and manipulating biological phenomena associated with emotion. From brain scans, to new methods of following the course of neurochemical systems within the brain, to new psychoactive drugs such as Prozac. The primacy of emotion vs. The question of the "primacy" of affect and reason in persuasion was the focus of the debate between Robert Zajonc ; and Richard Lazarus ; Zajonc argued that emotion could occur prior to, and independently of, cognition; while Lazarus replied that cognition was necessary for emotion. The issue arguably represented a difference in how the protagonists defined "cognition: The controversy was resolved by new evidence from LeDoux and his colleagues demonstrating conclusively that emotion-related structures in the limbic system receive early and independent input about events LeDoux, The distinction between analytic and syncretic cognition is analogous in some respects to distinctions between systematic and heuristic processing Chaiken and between central vs. It also relates to differences in how print and electronic media are processed. It is generally accepted that electronic media are more "emotional" than print, and indeed Chaudhuri and Buck in press showed that televised ads elicit more syncretic processing, and print ads more analytic processing, even after relevant product category and ad strategy variables are controlled. Affect in political perception. One of the clearest applications of the role of syncretic vs. The Presidential debates, in which radio listeners thought Nixon won, while TV viewers thought Kennedy won, are celebrated or mourned as a watershed in American politics. McHugo and his colleagues showed viewers segments from the Presidential debates between Walter Mondale and Ronald Reagan. They found using facial EMG that viewing Reagan smiling induced invisible tendencies to smile on the part of viewers, while viewing Reagan frowning induced tendencies to frown. These findings imply that emotion is central to the persuasion process, particularly in a world increasingly dominated by electronic media. But while much theory and research have been directed to understanding the role of reason, or systematic processing, in the "central route" to persuasion, relatively less attention has been directed to emotion, or its relationship with reason. The conceptualization of affect, reason, and their relationship is the goal of the ARI model, and the measurement of syncretic affective and analytic rational cognition the goal of the CASC scale. This section describes the model and summarizes initial empirical studies based upon it. The relationship of affect and reason. Affect and reason are often considered to be at ends of a continuum, but we consider them to be qualitatively different kinds of systems which interact with one another Buck, ; Affect is based upon biologically-structured special-purpose processing systems SPPSs which are innate, that is, are phylogenetic adaptations. Both affect and reason are held to be "cognition" since both support knowledge. Reason involves analytic cognition which is sequential, analytic, and associated with left cerebral hemisphere functioning in most human beings. Affect

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is syncretic cognition which is holistic and synthetic and associated with the functioning of the right hemisphere Tucker, We define affect formally as the syncretic knowledge-by-acquaintance of feelings and desires. On the extreme left of the continuum, the influence of affect is total: As one goes to the right, reason exerts an increasing influence relative to affect, but the influence of affect never falls to zero. We assume that affect has a role in all situations, while the influence of reason varies from zero in situations ruled wholly by passion to high levels in situations where "mindful" systematic analysis is paramount. However, even in the latter, highly mindful situation, affect retains influence: Level of Involvement LI. We define involvement following Batra and Ray as the "depth and quality of cognitive response" p. Given this definition, we suggest that the Level of Involvement LI can be defined simply as the average of affective and rational involvement: The appropriate figures for involvement are given in Table 1. It is similar in some respects to the FCB Grid shown at the bottom of Figure 3, which contrasts high and low involvement with "think" and "feel" categories Vaughan, ; Indeed, although developed independently the ARI Model could be considered an extension of the basic conceptualization underlying the FCB grid. Unlike the earlier conceptualization, the ARI Model allows us to describe and measure mixtures of affective and rational processing, and to use these same data to measure involvement, vis a vis both advertisements and products. Evaluation and the ARI Model. The ARI model helps us to conceptualize and measure how objectsCadvertisements and products Care cognitively processed, and the level of involvement as defined by the depth and quality of this processing: However, the ARI Model does not in itself represent evaluation: Evaluation may be represented as a dimension perpendicular to the floor of the ARI solid, and measured using standard scales of liking or acceptance. The position of an objectCad or productCat any point in time may thus be described in three dimensions:

Chapter 3 : Talk:Nonverbal communication - Wikipedia

This crazy thing called emotional experience. In the psychologist and philosopher William James published a theory that an emotional stimulus produces visceral changes (heart rate).

Chapter 4 : C. Arthur VanLear, Jr. | Department of Communication

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