

**Dr. Betsy Dortch Dalton**  
Middle Tennessee State University  
Assistant Professor  
Communication Studies  
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## **Education**

Doctor of Philosophy, University of Tennessee, Knoxville, 2014.  
Major: Communication/Media Studies Ot

Master of Science, Middle Tennessee State Univ, 2009.  
Major: Mass Communication

Bachelor of Arts, Sewanee: The University of the South, 2004.  
Major: English Language/Lit Gen

## **Academic, Government, Military and Professional Positions**

Assistant Professor, Middle Tennessee State University, Communication Studies. (August 2016 - Present).

Lecturer, University of Tennessee, Knoxville, Communication Studies. (May 2014 - May 2016).

Postdoctoral Research Associate, University of Tennessee, Knoxville, Center for Information and Communication Research. (July 2014 - March 2016).

Graduate Teaching and Research Associate, University of Tennessee, Knoxville, College of Communication and Information. (August 2010 - May 2014).

## **Licensures and Certifications**

Mental Health First Aid USA, National Council for Behavioral Health. (September 20, 2019 - September 20, 2022).

## **Professional Memberships**

Southern States Communication Association. (March 2014 - Present).

National Communication Association. (August 2010 - Present).

## **Development Activities Attended**

Workshop, "LEADERS Workshop Series: Videos that Instruct and Engage Watchers," MTSU LT&ITC, Murfreesboro, TN, United States of America. (July 19, 2021).

Workshop, "Developing or Updating Your Teaching Philosophy Statement," MTSU LT&ITC, Murfreesboro, TN, United States of America. (September 30, 2020).

Workshop, "Take a Deep Dive: Polling and Breakout Rooms in Zoom Redux - Summer 2020," MTSU LT&ITC, Murfreesboro, TN, United States of America. (July 29, 2020).

Workshop, "Advanced Panopto," MTSU LT&ITC, Murfreesboro, TN, United States of America. (July 9, 2020).

Workshop, "Using D2L as a Virtual Teaching Assistant: Introduction to Intelligent Agents - Summer 2020," MTSU LT&ITC, Murfreesboro, TN, United States of America. (June 24, 2020).

Workshop, "Teaching Through the Screen: Authentically Connecting with Students in Online Instruction," MTSU LT&ITC, Murfreesboro, TN, United States of America. (June 16, 2020).

Seminar, "Spotlight on the United Kingdom - Fulbright U.S. Scholar Opportunities," Fulbright Scholar Program, Virtual Webinar. (April 8, 2020).

Professional Development Series, "Grant Enhancement Program," MTSU Office of Research Services, Murfreesboro, TN, United States of America. (2017 - 2019).

Workshop, "Qualitative and Quantitative Research Methods Workshop," Sage Research, MTSU Walker Library, Murfreesboro, TN, United States of America. (November 22, 2019).

Conference Attendance, "Communication for Surviving Climate Change in Coastal Communities: Environmental Communication Field Day Excursion 2019," National Communication Association, Baltimore, United States of America. (November 13, 2019).

Workshop, "Creating a Transformative Classroom Experience with Global Learning," MTSU LTandITC, Murfreesboro, TN, United States of America. (October 3, 2019).

Workshop, "Documenting Student Success Through ePortfolios: A Geosciences Perspective," MTSU LTandITC, Murfreesboro, TN, United States of America. (March 20, 2019).

Workshop, "Integrative Learning with MT Engage," MTSU LTandITC, Murfreesboro, TN, United States of America. (January 21, 2019).

Seminar, "Straight Talk about Teaching Communication Research Methods," National Communication Association, Dallas, TX, United States of America. (November 17, 2017).

Workshop, "D2I Quizzes and Gradebook, Discussions, Rubrics, Groups, and Dropbox, and Creating Accessible Content," MTSU LTandITC, Murfreesboro, TN, United States of America. (August 11, 2016 - August 12, 2017).

Tutorial, "TBR Accessibility Training Course," Tennessee Board of Regents, Murfreesboro, TN, United States of America. (March 2017).

## **TEACHING**

### **Teaching Experience**

COMM 3300, section D01, Communication Theory. 3 credit hours. 20 enrolled.

COMM 4900, section D01, Internship in Comm Studies. 3 credit hours. 2 enrolled.

COMM 2140, section D01, Intro to Organizational Comm. 3 credit hours. 35 enrolled.

COMM 3250, section D01, Comm Nonprofit Orgs. 3 credit hours. 25 enrolled.

COMM 2400, section 001, Intro to Health Comm. 3 credit hours. 25 enrolled.

COMM 4400, section 001, Sexual Communication. 3 credit hours. 25 enrolled.

COMM 3250, section D01, Comm Nonprofit Orgs. 3 credit hours. 24 enrolled.

COMM 2300, section 001, Interpersonal Communication. 3 credit hours. 25 enrolled.

COMM 2400, section 001, Intro to Health Comm. 3 credit hours. 9 enrolled.

COMM 3300, section D01, Communication Theory. 3 credit hours. 10 enrolled.

COMM 2140, section D01, Intro to Organizational Comm. 3 credit hours. 27 enrolled.

COMM 2300, section 003, Interpersonal Communication. 3 credit hours. 31 enrolled.

COMM 4400, section 001, Sexual Communication. 3 credit hours. 20 enrolled.

COMM 4800, section 002, Topics in Communication. 3 credit hours. 17 enrolled.  
COMM 2300, section 002, Interpersonal Communication. 3 credit hours. 25 enrolled.  
COMM 2100, section 004, Intro to Human Comm. 3 credit hours. 25 enrolled.  
COMM 3240, section D03, Intro to Organizational Comm. 3 credit hours. 30 enrolled.  
COMM 3240, section D01, Intro to Organizational Comm. 3 credit hours. 25 enrolled.  
COMM 3250, section D02, Comm Nonprofit Orgs. 3 credit hours. 14 enrolled.  
COMM 3240, section D01, Intro to Organizational Comm. 3 credit hours. 25 enrolled.  
COMM 4400, section D01, Sexual Communication. 3 credit hours. 25 enrolled.  
ORCO 3240, section D01, Intro to Organizational Comm. 3 credit hours. 25 enrolled.  
ORCO 3250, section D01, Org Communication Communities. 3 credit hours. 8 enrolled.  
ORCO 3750, section 002, Org Communication Analysis. 3 credit hours. 21 enrolled.  
ORCO 3250, section D02, Org Communication Communities. 3 credit hours. 25 enrolled.  
COMM 4400, section 001, Sexual Communication. 3 credit hours. 25 enrolled.  
ORCO 3240, section 001, Intro to Organizational Comm. 3 credit hours. 25 enrolled.  
ORCO 3240, section D01, Intro to Organizational Comm. 3 credit hours. 24 enrolled.  
ORCO 3240, section D02, Intro to Organizational Comm. 3 credit hours. 25 enrolled.  
ORCO 3750, section 003, Org Communication Analysis. 3 credit hours. 19 enrolled.  
ORCO 3240, section D01, Intro to Organizational Comm. 3 credit hours. 24 enrolled.  
ORCO 4220, section D01, Internship in Org Comm. 3 credit hours. 24 enrolled.  
ORCO 3240, section 002, Intro to Organizational Comm. 3 credit hours. 28 enrolled.  
ORCO 3240, section 003, Intro to Organizational Comm. 3 credit hours. 28 enrolled.  
ORCO 3250, section 002, Org Communication Communities. 3 credit hours. 24 enrolled.  
ORCO 3240, section 001, Intro to Organizational Comm. 3 credit hours. 29 enrolled.  
ORCO 3240, section 002, Intro to Organizational Comm. 3 credit hours. 28 enrolled.  
ORCO 3250, section 002, Org Communication Communities. 3 credit hours. 24 enrolled.  
ORCO 3250, section D03, Org Communication Communities. 3 credit hours. 17 enrolled.

### **Non-Credit Instruction**

Workshop, MTSU LTandITC; CLA and CBAS Arts and Sciences Showcase, 35 participants. (September 29, 2019).

Workshop, MTSU LTandITC, 30 participants. (September 7, 2017).

### **Directed Student Learning**

UG Honors Thesis, Chair, "'I can, I will": My Journey to Communication." (April 2020 - Present).  
Advised: Carlee Cowan

UG Honors Thesis, Chair, "Understanding leadership styles and the prevention and management of nursing burnout in the hospital setting." (November 2019 - Present).  
Advised: Kayleigh Payne

UG Honors Thesis, Member, "Caregivers or Drug Pushers?: An Examination of Medical Practitioner Stigma and Empathic Communication towards Opioid Abuse." (February 2019 - November 2019).  
Advised: Tatum England

UG Honors Thesis, Chair, "Leadership, Management, and Organizational Culture in High School Athletic Departments from the Perspective of Athletic Directors: A Thematic Approach." (November 2016 - November 2017).  
Advised: Matthew Posey

## Awards and Honors

Recognition as person who makes a real difference to students at MTSU (x2), MTSU Student Affairs. (May 17, 2021).

Recognition as person who makes a real difference to students at MTSU, MTSU Student Affairs. (December 3, 2020).

Phi Kappa Phi Recognition as Influential Faculty Member, MTSU Phi Kappa Phi Honor Society. (November 12, 2020).

Recognition as person who makes a real difference to students at MTSU, MTSU Student Affairs. (January 2018).

Recognition as person who makes a real difference to students at MTSU, MTSU Student Affairs. (June 2017).

## RESEARCH

### Published Intellectual Contributions

Dalton, E.D. Framing Sexual Refusal Experiences Among Emerging Adult Women: Politeness Theory in Unscripted Territory. *Communication Studies*.

Eldredge, S. et al. 2021. Humor and Mental Health Therapy. *Cases on Applied and Therapeutic Humor*. IGI Global. 137-146.

Dalton, E.D. and Gruber, K.G. 2021. Being PAL: Uncertainty and Coping in r/PregnancyAfterLoss. *Health Communication*. In press, (Jan. 2021). DOI:<https://doi.org/10.1080/10410236.2021.1874641>.

Dalton, E.D. et al. 2020. From Vulnerability to Disclosure: A Normative Approach to Understanding Trust in Obstetric and Intrapartum Nurse-Patient Communication. *Health Communication*. 2, (Mar. 2020), 1-14. DOI:<https://doi.org/https://doi.org/10.1080/10410236.2020.1733225>.

Dalton, E.D. et al. 2020. Attitudes of North American Academics toward Open Access Scholarly Journals. *portal: Libraries and the Academy*. 20, 1 (Jan. 2020).

Curty, R. et al. 2017. Attitudes and norms affecting scientists' data reuse. *PLOS ONE*. 12, 12 (Dec. 2017), e0189288. DOI:<https://doi.org/https://doi.org/10.1371/journal.pone.0189288>.

Tenopir, C. et al. 2017. Imagining a gold open access future: Attitudes, behaviors, and funding scenarios among authors of academic scholarship. *College and Research Libraries*. 78, 6 (Sep. 2017), 824-843. DOI:<https://doi.org/10.5860/crl.78.6.824>.

Miller, L.E. et al. 2016. "Pain Is What the Patient Says It Is": Nurse--Patient Communication, Information Seeking, and Pain Management. *American Journal of Hospice and Palliative Medicine*. 34, 10 (Aug. 2016), 966-976. DOI:<https://doi.org/10.1177/1049909116661815>.

Tenopir, C. et al. 2016. Data management education from the perspective of science educators. *International Journal of Digital Curation*. 11, 1 (Aug. 2016), 232-251. DOI:<https://doi.org/10.2218/ijdc.v11i1.389>.

- Tenopir, C. et al. 2016. What motivates authors of scholarly articles? The importance of journal attributes and potential audience on publication choice. *Publications*. 4, 3 (Jul. 2016). DOI:<https://doi.org/https://doi.org/10.3390/publications4030022>.
- Dalton, E.D. and Miller, L. 2016. Teen Motherhood. *The Encyclopedia of Family Studies*. Wiley.
- Dalton, E.D. and Miller, L. 2016. Peers, stereotypes and health communication through the cultural lens of adolescent Appalachian mothers. *Culture, Health, & Sexuality*. 18, 2 (Feb. 2016), 115-128. DOI:<https://doi.org/http://dx.doi.org/10.1080/13691058.2015.1066856>.
- Dalton, E.D. 2015. The protective effects of adolescent motherhood in South Central Appalachia: salvation from drugs and emptiness. *Journal of Transcultural Nursing*. 26, 4 (Sep. 2015), 409-417. DOI:<https://doi.org/10.1177/1043659614524249>.
- Tenopir, C. et al. 2015. Changes in data sharing and data reuse practices and perceptions among scientists worldwide. *PLoS one*. 10, 8 (Aug. 2015), e0134826. DOI:<https://doi.org/10.1371/journal.pone.0134826>.
- Eldredge, S.A. et al. 2014. Pain Management as Triadic Interaction: Shifting Alliances in Nurse-Patient-Family-Member Communication. *Southern Communication Journal*. 79, 5 (Nov. 2014), 448-467. DOI:<https://doi.org/0.1080/1041794X.2014.928899>.
- Kelly, S. et al. 2014. Health-information behavior: An initial validity portfolio for active and passive measures. *Communication Research Reports*. 31, 2 (Apr. 2014), 171-182. DOI:<https://doi.org/10.1080/08824096.2014.907145>.

## Presentations Given

- Priddis, D. M. (author), Dalton, E. D. (author), National Communication Association Annual Conference, "Dilemmas of Compliance and Refusal: An Analysis of Responses to Resource Requests from Family Members with Alcohol Use Disorder," National Communication Association, Seattle, WA, Seattle, WA, United States of America. (November 2021).
- Dalton, E. D., National Communication Association Annual Conference, "Identifying Sexual Refusal Scripts: The Roles of Gender and Endorsement of Sexual Compliance in the Cultural Scripting of "No"," National Communication Association, Seattle, WA, Seattle, WA, United States of America. (November 2021).
- Dalton, E. D. (Author, Presenter), Miller, L. (Author), Eldredge, S. (Author), Pjesivac, I. (Author), DC Health Communication Conference, "'Out and about doing who-knows-what": Uncertainty and Control amid Shifting COVID-19 Restrictions in the United States," George Mason University, George Mason University (Virtual), Fairfax, VA, United States of America. (April 23, 2021).
- Dalton, E. D. (Author, Presenter), DC Health Communication Conference, "Sexual Refusal Experiences Among College Students: Politeness Theory in Unscripted Territory," George Mason University, George Mason University (Virtual), Fairfax, VA, United States of America. (April 23, 2021).
- Dalton, E. D. (Author, Co-presenter), Gruber, K. G. (Author, Co-presenter), National Communication Association Annual Conference, "Being PAL: Uncertainty and Coping in r/PregnancyAfterLoss," National Communication Association, Online due to COVID, Indianapolis, IN, United States of America. (November 19, 2020).
- Dalton, E. D. (Author, Presenter), Eldredge, S. (Author), Miller, L. (Author), Pjesivac, I. (Author), Kentucky Conference on Health Communication, "Overcoming the emotional and informational barriers to patient disclosure in pregnancy: Perspectives and strategies of nurses," University of Kentucky; National Cancer Institute and the Office of Behavioral and Social Sciences Research., Online due to COVID, Lexington, KY, United States of America. (April 3, 2020).
- Dalton, E. D. (Panel Chair, Presenter), Pjesivac, I., Eldredge, S. (Presenter), Miller, L. (Presenter), Adebayo, C. T. (Presenter), Calley, D. (Presenter), Rokeshia, A. (Presenter), Horstman, H. (Respondent), National Communication Association Annual Meeting, "The Maternal Health Crisis in the U.S.: Communicating for Survival," National Communication Association, Baltimore, MD, United States of America. (November 2019).

- Fasano, H. (Author, Presenter), Dalton, E. D. (Author, Presenter), Miller, L. (Author), Kentucky Conference on Health Communication, "Speaking up: Predicting interprofessional communication behaviors of nursing students," Department of Communication, University of Kentucky, Hyatt Regency, Lexington, KY, United States of America. (April 2018).
- Dalton, E. D. (Author, Presenter), Tenopir, C. (Author), Bjork, B.-C. (Author), Southern States Communication Association Annual Conference, "Communicating our scholarship: Examining academic cluster types in orientation toward Open Access publishing," Southern States Communication Association, Nashville, TN, United States of America. (April 2018).
- Dalton, E. D. (Author, presenter), Southern States Communication Association Annual Conference, "'I'm sorry, like, it wasn't supposed to happen this way': Relational turbulence in adolescent pregnancy," Southern States Communication Association, Nashville, TN, United States of America. (April 2018).
- Dalton, E. D. (Author, Presenter), Eldredge, S. (Author), Pjesivac, I. (Author), Miller, L. (Author), DC Health Communication Conference, "Disclosure, trust, and prenatal care: The trust-attraction hypothesis in obstetric nurse-patient communication," George Mason University's Communication Department and The Center for Health and Risk Communication, Fairfax, VA, United States of America. (March 2018).
- Christian, L. (1st Author, Presenter), Jones, M. (2nd Author), Dalton, E. D. (3rd Author), Fish, A. (4th Author), Tenopir, C. (5th Author), Library Assessment Conference, "Imagining a Gold Open Access world: How does the library's role in assessment change?," The Association of Research Libraries, Arlington, VA, United States of America. (October 2016).

## Media Contributions

- "MTSU 'dances for dollars' to help kids through Raiderthon Feb. 27," MTSU News. (February 24, 2021).
- "'Missing Piece' collaboration showcases arts, sciences in real-life skills," MTSU News. (November 25, 2020).
- MTSU Out of the Blue. (September 2020).
- "Study Explores Uncertainty Around COVID-19," The Laurel of Asheville. (August 2020).
- MTSU On the Record. (July 2020).
- WSMV Channel 4 News. (June 2020).
- "MTSU Fall 2020 Semester to feature new health communication concentration," MTSU News. (June 19, 2020).
- "Share and Share Alike," MTSU On the Record. (May 14, 2018).

## Contracts, Grants and Sponsored Research

- Dalton, E. D., "Communication during labor and delivery: Examining women's perceptions, needs, and desires," Sponsored by MTSU Faculty Research and Creative Activity Committee (FRCAC), Middle Tennessee State University, \$5,200.00.
- Dalton, E. D., "Communication during labor and delivery: Examining women's perceptions, needs, and desires," Sponsored by MTSU Faculty Research and Creative Activity Committee (FRCAC), Middle Tennessee State University, \$5,200.00.
- Dalton, E. D. (Principal), "Disclosure, trust, and prenatal care: The trust-attraction hypothesis in obstetric nurse-patient communication," Sponsored by Faculty Research and Creative Activity Committee (FRCAC), Middle Tennessee State University, \$7,500.00. (June 2017 - August 2018).
- Dalton, E. D. (Principal), "Raiderthon Public Service Grant," Sponsored by University College, Middle Tennessee State University, \$21,675.00.

## Intellectual Contributions in Submission

- Dalton, E. D. Framing Sexual Refusal Experiences Among Emerging Adult Women: Politeness Theory in Unscripted Territory. *Communication Studies*.

## Research Currently in Progress

"Information-seeking barriers and strategies in maternity care: A framework analysis of nurses' goals, plans, and actions" (Complete). (February 1, 2021 - Present).

This study has been revised and is under second review for publication at the *Journal of Communication in Healthcare*

There is limited understanding about informational barriers that nurses face when assessing obstetric patients and the strategies they use to obtain and elicit disclosure of potentially sensitive health information. Using framework analysis and goals-plans-actions theory, this study qualitatively explores the perspectives of nurses, nurse practitioners, and midwives on these processes and strategies. This study utilizes framework analysis to analyze in-depth interviews with 22 nurses working in the field of obstetric and intrapartum care. Two overarching themes regarding barriers to disclosure and six themes regarding strategies to address these barriers emerged. Barriers included intentional self-concealment and unintentional omission of information. Strategies to overcome these barriers include education, rapport building, strategic questioning, creating a zone of privacy, seeking out information from other sources, and postnatal debriefing sessions. This study provides greater insight into the types of barriers that may prevent pregnant women from disclosing their health information, as well as communicative strategies on how to elicit sensitive health information. Nurses' responses highlight their reliance on patients, as well as on other sources of information when encountering patient reticence. Framework analysis points to four overarching strategic implications for communicative practices in health care settings: creating mutual understanding, creating rapport, creating privacy, and creating more empowered and informed patients.

"Out and about doing who-knows-what": Uncertainty and control amid shifting COVID-19 restrictions in the United States" (Writing Results). (December 1, 2020 - Present).

This manuscript is being prepared for submission to the *Southern Communication Journal*.

In this study, we sought to understand uncertainty surrounding COVID-19 as experienced by people during shifting pandemic restrictions in the summer of 2020. In-depth interviews with people living in the United States ( $n = 27$ ) were conducted and qualitatively analyzed to examine the sources of COVID-19 related uncertainty and how people cope with that uncertainty. Results indicated that participants had both past- and future-oriented uncertainties connected to their own susceptibility to the virus, as yet unknown information about the virus and its impacts, their own roles as potential vectors of the virus, and whether previous symptoms were related to an unknown COVID-19 infection. Social uncertainty also emerged in the current study. In the context of the COVID-19 pandemic, social uncertainty appears to be rooted in having difficulty assigning meaning to other people's virus-related attitudes and behaviors. Social uncertainty was also produced by having to confront limitations in controlling other people in participants' lives, including close relational partners, acquaintances, and the general public. Participants' corresponding coping strategies centered on enacting control over exposure to people and places outside of their own households. Taken together, this study extends existing theorizing on uncertainty by offering new conceptualizations of illness and social uncertainty amid a global health crisis.

"Between the Facts and a Hard Place: Trust Judgments and Affective Responses in Information-Seeking Processes during Early COVID-19" (Complete). (November 6, 2020 - Present).

This manuscript is complete and we are trying to decide on an appropriate journal outlet.

This study examined the formation of trust judgments of information sources about COVID-19 and the role played by emotions in this information seeking process. Twenty-seven in-depth interviews with Americans revealed that the participants used both peripheral and central routes of information processing. Important peripheral credibility cues were: source credibility (source expertise, compassion, proximity, and tone of delivery) and message design cues were: concise and ordered presentation of information and scannability of presented information. A more in-depth information processing included comparing multiple sources of information about COVID-19 and distinguishing facts from opinion while looking for bias. These processes were accompanied by mainly negative emotions, such as frustration, anger, stress, anxiety, and resignation, and one positive emotion: hope. The results are interpreted in light of Risk Information Seeking and Processing (RISP) model and Elaboration Likelihood Model (ELM) of information processing, as well as extends source credibility theories.

"Communication during labor and delivery: Examining women's perceptions, needs, and desires" (Writing Results). (September 4, 2020 - Present).

This proposal was awarded FRCAC funding in Spring 2021 (\$5,200.00). Data collection is now complete and analysis is underway to prepare for submission to the International Communication Association annual conference (ICA).

This study will examine women's perspectives on their communication experiences, needs, understanding, and desires in the context of labor and delivery. Although women who experience childbirth have a need for explanation and understanding of their labor and delivery experiences, they are often left with gaps in knowledge about what happened during their births. This is an under-researched topic in the United States, where relatively poor birth outcomes and racial disparities mar the maternity care landscape. It is important for healthcare providers to communicate with pregnant, laboring, and postpartum women in a way that offers critical health information about their births. Along the continuum of care, this may also include offering a postpartum birth discussion, or debriefing, wherein women are given the opportunity to ask questions, be heard, and dialogically make sense of birth experiences. But little is known about the utility of these discussions in the United States, and evidence of their efficacy in mitigating adverse mental health outcomes in postpartum women is mixed. This study, therefore, will utilize survey methodology to quantitatively assess women's uncertainty about their births, participation in decision-making, communication with providers, and interest in postpartum debriefing sessions. An online survey will be distributed to a sample of 400 women in the United States who have given birth in the past 12 months. To ensure a representative sample in terms of race, income, education, and geographic location, Qualtrics Panels will be used for participant recruitment and survey distribution. Results will be analyzed using SPSS. Descriptive analysis will be used to assess women's overall communication experiences and perceived utility of postpartum discussions. Means comparisons will be used to analyze differences in racial, socioeconomic, educational, and other demographic variables to better understand how different groups experience patient-provider communication during labor and delivery. This may have implications for understanding the persistent racial disparities in birth outcomes in the United States.

"Sexual consent, token resistance, and saying "no": Beliefs and experiences of college students" (Writing Results). (September 2019 - Present).

In this project, quantitative data about sexual consent were collected from college students. In addition to demographic data, the survey measured attitude toward consent, difficulty of obtaining consent, and belief in token resistance. Preliminary results indicate that difficulty obtaining consent and belief in token resistance negatively impact students' attitudes toward consent. There also appear to be differences among those who have received some form of sexual consent training and those who have not in terms of difficulty obtaining consent. Males also had a higher belief in token resistance and a lower attitude toward consent. Those who identified as LGBT+ had a more positive attitude toward consent than those who did not, and expressed lower difficulty in obtaining consent. These data were collected within the spring 2020 Sexual Communication class for their final project; students are invited to continue on as collaborators beyond the end of the course.

"The Photovoice Sleep Project" (On-Going). (September 2019 - Present).

In conjunction with my Intro to Health Communication students over the course of current and future semesters, who are collecting this data for their class projects, I am in the ongoing process of collecting data about the role of sleep in the lives of college students. This study has been approved by IRB for using the data beyond class. We are specifically examining the meaning of sleep, sleep needs, sleep barriers, and the impact of sleep on their relationships. To do this, we are utilizing a participatory approach to community need assessment called photovoice. This involves college student participants (recruited by Health Comm students) taking photos of their daily lives that capture the role of sleep, and constructing captions for those photos through interviews with student researchers. Over the course of several semesters, my hope is to have a robust and interesting body of qualitative data to both produce a research project and offer an innovative teaching exercise for presentation at a conference and publication in a journal. Any student who wishes stay involved as a collaborator beyond their particular course and assignment (as described in the teaching portion of this report) is invited to do so.

"Grundy County Community Health Research Coalition" (On-Going). (May 2018 - Present).

In conjunction with health psychology faculty, we have worked to develop undergraduate service learning projects with community partners in Grundy County, TN. These will be incorporated into new health communication courses with the aim of improving the health literacy of Grundy County parents



through existing Head Start, Discover Together, B45, and other nonprofit initiatives.

In addition, we are planning to pursue funding opportunities to examine two communication-related areas of need: Developing health communication related trainings for adolescents in the area (as an opportunity for student involvement) and finding ways to bolster utilization of existing nonprofit health services among those who are most in need.

"Speaking Up: Predicting Interprofessional Communication Behaviors of Nursing Students" (On-Going). (April 2018 - Present).

In this project, we are seeking to replicate an earlier study we conducted (same title) and presented as a poster. We are rethinking our variables and manipulations to make a stronger study. We would also like to partner with the School of Nursing on this project.

"Understanding disclosure processes and privacy rules in adolescent pregnancy: Strategies, motivations, and priorities" (Complete). (August 2017 - Present).

This is a piece of my dissertation that is currently between journals.

Abstract:

This study examines disclosure processes and the construction of privacy rules among low-income pregnant adolescents. Framed with a symbolic interactionist approach, interviews were conducted with pregnant women between the ages of 15 – 18. Findings are organized around the central themes of strategic disclosure and privacy maintenance. Participants do utilize specific strategies to guide decisions about whom, how, and when to disclose pregnancy. These strategies are intended to minimize the negative impacts of disclosing the pregnancy to others; at the same time, they attempt to symbolically construct rules with others about ownership and sharing of the news. Ultimately, breaches of privacy rules and the eventual dissolution of boundaries around the information are constructed as inevitable. Understanding these aspects of disclosure and privacy are important not only for extending communication theory, but for ensuring optimal health outcomes for pregnant women and their children.

"Compliance-Gaining of Resources Targeting Families Living with Alcoholism" (Working Paper). (2014 - Present).

This paper has been rejected at three journals. The feedback provided requires rework, which I partnered with Betsy Dalton on repackaging this paper in Spring 2021

## **SERVICE**

### **University Service**

Chair, Assessment Committee. (August 2020 - Present).

Committee Member, Curriculum Committee. (August 2020 - Present).

Committee Member, Health Communication Concentration. (May 2020 - Present).

Faculty Advisor, Mindfulness Club. (April 2020 - Present).

Chair, Public Service Committee. (January 2020 - Present).

Committee Member, Committee for Justice, Equity, Diversity, and Inclusion (JEDI). (September 2019 - Present).

Committee Member, Grade Appeals Committee. (September 2019 - Present).

Committee Member, Arts and Sciences Majors Showcase Planning Committee. (January 2019 - Present).

Committee Member, Outreach and recruitment committee. (August 2018 - Present).

Committee Member, Organizational Communication curriculum committee. (2017 - Present).

Faculty Advisor, Raiderthon. (September 2016 - Present).

Senator, MTSU Faculty Senate. (August 2021 - August 2024).

Data Analyst, COMM 2200 Annual Assessment. (May 2021 - June 2021).  
Data Analyst, COMM 2200 Annual Assessment. (June 2020 - July 2020).  
Faculty Consultant, Project Safe Return. (June 2020 - July 2020).  
Chair, Health Communication concentration committee. (August 2017 - April 30, 2020).  
Committee Member, Public Service Committee. (September 2019 - January 2020).  
Committee Member, Academic Appeals CLA Subcommittee. (January 2017 - December 2019).  
Committee Member, Communication Studies hiring committee (Health Comm). (2017 - 2018).  
Committee Member, University Food Service Committee. (2017 - 2018).  
Advisory Board Member, Walker Library Information Literacy Advisory Group. (2016 - 2018).  
Committee Member, Curriculum Committee. (2016 - 2018).  
Data Analyst, COMM 2200 Annual Assessment. (May 2018 - August 2018).  
Committee Member, Department FTT Evaluation & Retention Committee. (2016 - 2017).  
Faculty Overseer, Department of Communication Studies and Organizational Communication. (2016).

## **Professional Service**

Reviewer/Referee, Health Communication, London. (June 13, 2021 - July 7, 2021).  
Reviewer/Referee, National Communication Association - Health Communication Division, Seattle, WA. (April 2021 - May 2021).  
Reviewer/Referee, National Communication Association - Organizational Communication Division, Seattle, WA. (April 2021 - May 2021).  
Session Chair, National Communication Association, Indianapolis, IN. (November 19, 2020).  
Reviewer/Referee, Health Communication, London. (September 8, 2020 - October 6, 2020).  
Reviewer/Referee, Health Communication, London. (May 2020 - June 18, 2020).  
Reviewer/Referee, National Communication Association - Health Communication Division, Washington, DC. (April 2020 - May 2020).  
Reviewer/Referee, Health Communication, London. (March 2020 - April 2020).  
Reviewer/Referee, Qualitative Health Research. (November 2019 - January 2020).  
Session Chair, National Communication Association, Baltimore, MD. (November 2019).  
Reviewer/Referee, National Communication Association - Health Communication Division, Baltimore, MD. (March 2019 - May 2019).  
Reviewer/Referee, National Communication Association - Organizational Communication Division, Baltimore, MD. (March 2019 - May 2019).  
Reviewer/Referee, Qualitative Health Research. (August 2018 - May 2019).  
Reviewer/Referee, American Journal of Hospice and Palliative Medicine. (August 2018).  
Reviewer/Referee, Journal of Applied Communication Research. (July 2018).  
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### **Public Service**

Organizer, MTSU Rural Opportunities Collaborative, Tracy City, TN. (May 2018 - Present).