ROLES AND INTERACTION FORMS pdf

1: Role - Wikipedia

Social Interaction Theory, Social Roles & the Presentation of Self Goffman argued that these seemingly insignificant forms of social interaction are of major importance in sociology and should.

Saul McLeod , published There are many ways that people can influence our behavior, but perhaps one of the most important is that the presence of others seems to set up expectations We do not expect people to behave randomly but to behave in certain ways in particular situations. Such expectations can vary from group to group. One way in which these expectations become apparent is when we look at the roles that people play in society. Social roles are the part people play as members of a social group. With each social role you adopt, your behavior changes to fit the expectations both you and others have of that role. In the words of William Shakespeare: All the worlds a stage, And all the men and women merely players: They have their exits, and their entrances; And one man in his time plays many parts. These lines capture the essence of social roles. Think of how many roles you play in a single day, e. Each social role carries expected behaviors called norms. Social Norms Social Norms are unwritten rules about how to behave. They provide us with an expected idea of how to behave in a particular social group or culture. For example we expect students to arrive to lesson on time and complete their work. The idea of norms provides a key to understanding social influence in general and conformity in particular. Social norms are the accepted standards of behavior of social groups. These groups range from friendship and work groups to nation states. Behavior which fulfills these norms is called conformity , and most of the time roles and norms are powerful ways of understanding and predicting what people will do. There are norms defining appropriate behavior for every social group. For example, students, neighbors and patients in a hospital are all aware of the norms governing behavior. And as the individual moves from one group to another, their behavior changes accordingly. Norms provide order in society. It is difficult to see how human society could operate without social norms. These are some of the reasons why most people, most of the time, conform to social norms. Conclusion There is considerable pressure to conform to social roles. Social roles provide an example of social influence in general and conformity in particular. Most of us, most of the time, conform to the guidelines provided by the roles we perform. We conform to the expectations of others, we respond to their approval when we play our roles well, and to their disapproval when we play our roles badly. But how far will conformity go? How to reference this article:

2: What is Interaction? Are There Different Types?

general roles and responsibilities instructions July Page 1 The Family Interaction Plan and General Roles and Responsibilities, form , is the official.

Medical Assistant Duties and Responsibilities Last updated Jan 4, You might be wondering, what is a medical assistant and what exactly does a medical assistant do? Medical assistants MA job description includes performing a variety of duties. These duties vary from job to job. Their medical director assigns MA duties. A medical director is a physician under whom the medical assistants work. Each state determines what a medical assistant is allowed to do, so their tasks may vary from one state to another. Search Medical Administrative Assistant Programs Get information on Medical Administrative Assistant programs by entering your zip code and request enrollment information. Vital signs include blood pressure, pulse, breathing rate and temperature. A medical assistant obtains a medical history by asking patients questions about their medical conditions, medications and allergies. The MA records any findings into the patient charts and alerts the physician of the results. Patient care consists of helping patients with mobility, removing clothing covering afflicted parts and activities of daily living that include hygiene and toileting. A doctor will tell the MA which tests to perform on each patient. A MA follows protocols that explain in detail how each test is to be performed. Protocols are typically written by the doctor. Medical assistants are also responsible for collecting samples for laboratory testing. They draw blood when the doctor orders blood work. Medical assistants process samples. They pack and ship samples to their appropriate destination. Preparing Patients Preparing patients is another duty performed by a MA. They get the patient ready for testing, treatment and procedures that the doctor may perform. Medical assistants expose any affected areas by removing bandages or clothing. When needed, they shave any necessary body parts. MA follow their protocols, which will explain in detail how and when to prepare the patient. For example, a MA will prepare a male cardiac patient for his EKG test by shaving areas in which the electrodes are placed to assure they stick properly to the skin. They would dry any moist skin where electrodes will be applied. Once the test is complete, the MA will print the collected data, remove the leads and electrodes from the patient and help the patient re-dress if assistance is necessary. Clerical Duties Front office duties for a MA include clerical duties such as filing and answering phones and scheduling appointments. They also greet patients and obtain their personal information such as address and insurance information. A MA compiles patient charts and files them appropriately. They keep the office organized, allowing it to run more efficiently. Patient charts are constantly changing with new information being added and old information removed. A MA is responsible for assuring patient files are complete and intact before and after each visit. They place pertinent information like test results, patient history and medication list at the front ensuring the physician is aware of the available information. A medical assistant schedules patients for appointments and deletes cancellations from the calendar. Keeping an organized calendar is beneficial because it allows the staff to see how well time is managed. She has been a licensed health care provider since , with work experience as a medical assistant, certified nursing assistant and emergency medical technician. She has been writing since and has been published both on-line and in print.

3: Histone - Wikipedia

Define roles and describe their place in people's daily interactions Explain how individuals present themselves and perceive themselves in a social context Introduction to Society and Social Interaction.

Collectively, it is thought that histone modifications may underlie a histone code , whereby combinations of histone modifications have specific meanings. However, most functional data concerns individual prominent histone modifications that are biochemically amenable to detailed study. Chemistry of histone modifications[edit] Lysine methylation[edit] The addition of one, two, or many methyl groups to lysine has little effect on the chemistry of the histone; methylation leaves the charge of the lysine intact and adds a minimal number of atoms so steric interactions are mostly unaffected. However, proteins containing Tudor, chromo or PHD domains, amongst others, can recognise lysine methylation with exquisite sensitivity and differentiate mono, di and tri-methyl lysine, to the extent that, for some lysines e. H4K20 mono, di and tri-methylation appear to have different meanings. Because of this, lysine methylation tends to be a very informative mark and dominates the known histone modification functions. Arginine methylation[edit] What was said above of the chemistry of lysine methylation also applies to arginine methylation, and some protein domainsâ€"e. Arginine is known to be mono- or di-methylated, and methylation can be symmetric or asymmetric, potentially with different meanings. Arginine citrullination[edit] Enzymes called peptidylarginine deiminases PADs hydrolyze the imine group of arginines and attach a keto group, so that there is one less positive charge on the amino acid residue. This process has been involved in the activation of gene expression by making the modified histones less tightly bound to DNA and thus making the chromatin more accessible. This reduces electrostatic attraction between the histone and the negatively charged DNA backbone, loosening the chromatin structure; highly acetylated histones form more accessible chromatin and tend to be associated with active transcription. Lysine acetylation appears to be less precise in meaning than methylation, in that histone acetyltransferases tend to act on more than one lysine; presumably this reflects the need to alter multiple lysines to have a significant effect on chromatin structure. The modification includes H3K27ac. It is not clear what structural implications histone phosphorylation has, but histone phosphorylation has clear functions as a post-translational modification, and binding domains such as BRCT have been characterised. Functions in transcription[edit] Most well-studied histone modifications are involved in control of transcription. Actively transcribed genes[edit] Two histone modifications are particularly associated with active transcription: The formation of this mark is tied to transcription in a rather convoluted manner: The same enzyme that phosphorylates the CTD also phosphorylates the Rad6 complex, [55] [56] which in turn adds a ubiquitin mark to H2B K K in mammals. This process therefore helps ensure that transcription is not interrupted. Three histone modifications are particularly associated with repressed genes: The formation of heterochromatin has been best studied in the yeast Schizosaccharomyces pombe , where it is initiated by recruitment of the RNA-induced transcriptional silencing RITS complex to double stranded RNAs produced from centromeric repeats. This mark is placed by the Suvh methyltransferase, which is at least in part recruited by heterochromatin protein 1. This peculiar combination of modifications marks genes that are poised for transcription; they are not required in stem cells, but are rapidly required after differentiation into some lineages. Once the cell starts to differentiate, these bivalent promoters are resolved to either active or repressive states depending on the chosen lineage. It also protects DNA from getting destroyed by ultraviolet radiation of sun. H3K56 acetylation is also required to stabilise stalled replication forks, preventing dangerous replication fork collapses. H3S10 phosphorylation has also been linked to DNA damage caused by R loop formation at highly transcribed sites. Addiction[edit] Epigenetic modifications of histone tails in specific regions of the brain are of central importance in addictions. In the nucleus accumbens of the brain, Delta FosB functions as a "sustained molecular switch" and "master control protein" in the development of an addiction. In rats exposed to alcohol for up to 5 days, there was an increase in histone 3 lysine 9 acetylation in the pronociceptin promoter in the brain amygdala complex. This acetylation is an activating mark for pronociceptin. These proteins are synthesized during S phase of the cell cycle. There are different mechanisms

which contribute to the increase of histone synthesis. Yeast[edit] Yeast carry one or two copies of each histone gene, which are not clustered but rather scattered throughout chromosomes. Histone gene transcription is controlled by multiple gene regulatory proteins such as transcription factors which bind to histone promoter regions. In budding yeast, the candidate gene for activation of histone gene expression is SBF. SBF is a transcription factor that is activated in late G1 phase, when it dissociates from its repressor Whi5.

ROLES AND INTERACTION FORMS pdf

4: Hemoglobin and Functions of Iron | Patient Education | UCSF Medical Center

A role (also rôle or social role) is a set of connected behaviors, rights, obligations, beliefs, and norms as conceptualized by people in a social www.enganchecubano.com is an expected or free or continuously changing behaviour and may have a given individual social status or social position.

Hemoglobin is essential for transferring oxygen in your blood from the lungs to the tissues. Myoglobin, in muscle cells, accepts, stores, transports and releases oxygen. About 6 percent of body iron is a component of certain proteins, essential for respiration and energy metabolism, and as a component of enzymes involved in the synthesis of collagen and some neurotransmitters. Iron also is needed for proper immune function. About 25 percent of the iron in the body is stored as ferritin, found in cells and circulates in the blood. The average adult male has about 1, mg of stored iron enough for about three years , whereas women on average have only about mg enough for about six months. When iron intake is chronically low, stores can become depleted, decreasing hemoglobin levels. When iron stores are exhausted, the condition is called iron depletion. Further decreases may be called iron-deficient erythropoiesis and still further decreases produce iron deficiency anemia. Blood loss is the most common cause of iron deficiency. In men and postmenopausal women, iron deficiency is almost always the result of gastrointestinal blood loss. In menstruating women, genitourinary blood loss often accounts for increased iron requirements. Oral contraceptives tend to decrease menstrual blood loss, whereas intrauterine devices tend to increase menstrual bleeding. Other causes of genitourinary bleeding and respiratory tract bleeding also increase iron requirements. For blood donors, each donation results in the loss of to mg of iron. During periods of growth in infancy, childhood and adolescence, iron requirements may outstrip the supply of iron from diet and stores. Iron loss from tissue growth during pregnancy and from bleeding during delivery and post partum averages mg. Breastfeeding increases iron requirements by about 0. Iron Requirements Your "iron level" is checked before each blood donation to determine if it is safe for you to give blood. Iron is not made in the body and must be absorbed from what you eat. The adult minimum daily requirement of iron is 1. Only about 10 to 30 percent of the iron you consume is absorbed and used by the body. The daily requirement of iron can be achieved by taking iron supplements. Ferrous sulfate mg, taken orally once a day, and by eating foods high in iron. Foods high in vitamin C also are recommended because vitamin C helps your body absorb iron. Cooking in iron pots can add up to 80 percent more iron to your foods. Consult with your primary care provider before taking iron supplements. Some foods rich in iron include:

The Role of Cultural Forms in Tangible Interaction Design Michael S. Horn Learning Sciences and Computer Science, Northwestern University Campus Drive, Evanston, Illinois

Provide one example of role conflict or role strain. List one or two gender differences in nonverbal communication. A fundamental feature of social life is social interaction The ways in which people act with other people and react to how other people are acting. To recall our earlier paraphrase of John Donne, no one is an island. This means that all individuals, except those who choose to live truly alone, interact with other individuals virtually every day and often many times in any one day. For social order, a prerequisite for any society, to be possible, effective social interaction must be possible. Partly for this reason, sociologists interested in microsociology have long tried to understand social life by analyzing how and why people interact they way they do. This section draws on their work to examine various social influences on individual behavior. As you read this section, you will probably be reading many things relevant to your own social interaction. Social interaction is a fundamental feature of social life. For social order to be possible, effective social interaction must also be possible. The reverse is also true: We have seen many examples of this process in earlier chapters. Among other things, we learn from our socialization how far apart to stand when talking to someone else, we learn to enjoy kissing, we learn how to stand and behave in an elevator, and we learn how to behave when we are drunk. The importance of roles for social interaction merits further discussion here. Roles and Social Interaction Our earlier discussion of roles defined them as the behaviors expected of people in a certain status. Regardless of our individual differences, if we are in a certain status, we are all expected to behave in a way appropriate to that status. Roles thus help make social interaction possible. As our example of shoppers and cashiers was meant to suggest, social interaction based on roles is usually very automatic, and we often perform our roles without thinking about them. This, in fact, is why social interaction is indeed possible: Analogously, if actors in a play always had to read the script before performing their lines, as an understudy sometimes does, the play would be slow and stilted. It is when people violate their roles that the importance of roles is thrown into sharp relief. Suppose you were shopping in a department store, and while you were in the checkout line the cashier asked you how your sex life has been! Now, you might expect such an intimate question from a very close friend, because discussions of intimate matters are part of the roles close friends play, but you would definitely not expect it from a cashier you do not know. As this example suggests, effective social interaction rests on shared background assumptions Our understanding of the roles expected of people in a given encounter. If they are violated, social order might well break down, as you would quickly find if you dared to ask your cashier how her or his sex life has been, or if two students sitting in class violated their student role by kissing each other passionately. Sociologist Harold Garfinkel Garfinkel, H. Not surprisingly, their parents quickly became flustered and wondered what college was doing to their daughters and sons! These examples indicate that social reality is to a large extent socially constructed. It is what we make of it, and individuals who interact help construct the reality of the situation in which they interact. Sociologists refer to this process as the social construction of reality The process by which individuals understand and create reality through their interaction with other individuals. The social construction of reality. Although we usually come into a situation with shared understandings of what is about to happen, as the interaction proceeds the actors continue to define the situation and thus to construct its reality. This view lies at the heart of the symbolic interactionist perspective and helps us understand how and why roles or to be more precise, our understanding of what behavior is expected of someone in a certain status make social interaction possible. Roles and Personalities Roles help us interact and help make social order possible, but they may even shape our personalities. The idea here is that if we assume a new role, the expectations of that role can change how we interact with others and even the way we think about ourselves. In short, roles can change our personalities. Roles can shape personalities. When individuals become police officers, the nature of their job can prompt them to act and think in a more authoritarian manner. In his classes, Kirkham would be critical of the harshness with which police treated suspects and other citizens. One day,

some police officers in one of his classes said Kirkham could not begin to understand what it was like being a police officer, and they challenged him to become one. He took up the challenge by gaining admission to a police academy and going through the regular training program for all recruits. Kirkham Kirkham, G. Readings in criminal justice pp. In one episode, he and his veteran partner went into a bar where an intoxicated patron had been causing trouble. Kirkham politely asked the patron to go with him outside. Kirkham could not believe this happened and was forced to subdue his assailant. In another episode, Kirkham and his partner were checking out the driver of a double-parked car. An ugly crowd soon gathered and began making threats. In recounting this episode, Kirkham wrote that as a professor he quickly would have condemned the police officer he had now become. In a few short days, he had turned from a polite, kind professor into a gruff, angry police officer. His role had changed and, along with it, his personality. Role Problems Roles help our interactions run smoothly and automatically and, for better or worse, shape our personalities. But roles can also cause various kinds of problems. One such problem is role conflict The problems arising when a person has to deal with competing demands on two or more roles that the person is expected to play. For example, say you are a student and also a parent. Your 3-year-old child gets sick. You now have a conflict between your role as a parent and your role as a student. To perform your role as a parent, you should stay home with your sick child. To perform your role as a student, you should go to your classes and take the big exam that had been scheduled weeks ago. What do you do? To resolve role conflict, we ordinarily have to choose between one role and the other, which is often a difficult choice to make. In this example, if you take care of your child, you miss your classes and exam; if you go to your classes, you have to leave your child at home alone, an unacceptable and illegal option. Another way to resolve role conflict is to find some alternative that would meet the needs of your conflicting roles. In our sick child example, you might be able to find someone to watch your child until you can get back from classes. It is certainly desirable to find such alternatives, but, unfortunately, they are not always forthcoming. If role conflict becomes too frequent and severe, a final option is to leave one of your statuses altogether. In our example, if you find it too difficult to juggle your roles as parent and student, you could stop being a parentâ€"hardly likely! Most of us in these circumstances would try our best to avoid having to do this. Another role-related problem is called role strain The problems arising when a person performing a role has to deal with competing demands on that role.. Here you have one status, and a role associated with it, that is causing problems because of all the demands coming to you from people in other statuses with which your own status is involved. Suppose you were a high school principal. In your one role as a principal, you come into contact with people in several different statuses: These statuses may make competing demands on you in your one role as a principal. If your high school has a dress code, for example, the students may want you to abolish it, the teachers and superintendent may want you to keep it, and maybe the school board would agree with the students. As you try to please all these competing factions, you certainly might experience some role strain! A third type of role problem occurs when we occupy a status whose role demands a certain type of personality that differs from the one we actually have. Can you imagine a police officer who was afraid of guns? An athlete who was not competitive? A flight attendant who did not like helping people or was afraid of flying? Although most people avoid this type of role problem by not taking on a role to which their personality is ill suited, such problems occur nonetheless. For example, some people who dislike children and do not have the patience to be good parents end up being parents anyway. In another example, your author once knew a new professor who was woefully nervous lecturing in front of students. You might wonder why he became a professor in the first place, but he probably just loved the subject matter so much that he thought he would overcome his nervousness. Role strain involves the competing demands placed on someone in a given status from the many people in other statuses. This diagram illustrates the role strain that a high school principal may experience in trying to please teachers, students, and members of other statuses. Dramaturgy and Impression Management From a sociological standpoint, much of our social interaction can be understood by likening it to a performance in a play. They have their exits and their entrances; And one man in his time plays many parts. As You Like It, Act II, Scene 7 From this perspective, each individual has many parts or roles to play in society, and many of these roles specify how we should interact in any given situation. These roles exist before we are born, and they continue long after we

die. The culture of society is thus similar to the script of a play. Just as actors in a play learn what lines to say, where to stand on the stage, how to position their bodies, and so many other things, so do we learn as members of society the roles that specify how we should interact. This fundamental metaphor was developed and popularized by sociologist Erving Goffman Goffman, E. The presentation of self in everyday life. By this he meant that we can understand social interaction as if it were a theatrical performance. People who interact are actors on a stage, the things they say and do are equivalent to the parts actors play, and any people who observe their interaction are equivalent to the audience at a play. As sociologists Jonathan H. Turner and Jan E. Sociological theories of human emotions.

The role of communication and interpersonal interaction in health and social-care Introduction This assignment is centred on effective interpersonal interaction and good communication in health and social care which is achieved through the use of multiple communication methods and techniques and the analysis of how certain types of people think.

Has the subject been fully explored? Is the definition settled? A Design-Theory View Meredith Davis has argued that interaction is not the special province of computers alone. She points out that printed books invite interaction and that designers consider how readers will interact with books. Buchanan contrasts earlier design frames a focus on form and, more recently, a focus on meaning and context with a relatively new design frame a focus on interaction [2]. Interaction is a way of framing the relationship between people and objects designed for themâ€"and thus a way of framing the activity of design. All man-made objects offer the possibility for interaction, and all design activities can be viewed as design for interaction. The same is true not only of objects but also of spaces, messages, and systems. Interaction is a key aspect of function, and function is a key aspect of design. Davis and Buchanan expand the way we look at design and suggest that artifact-human interaction be a criterion for evaluating the results of all design work. Their point of view raises the question: Is interaction with a static object different from interaction with a dynamic system? An HCI View Canonical models of computer-human interaction are based on an archetypal structureâ€"the feedback loop. Information flows from a system perhaps a computer or a car through a person and back through the system again. The person has a goal; she acts to achieve it in an environment provides input to the system ; she measures the effect of her action on the environment interprets output from the systemâ€"feedback and then compares result with goal. The comparison yielding difference or congruence directs her next action, beginning the cycle again. This is a simple self-correcting systemâ€"more technically, a first-order cybernetic system. In the HfG Ulm published a model of interaction depicting an information loop running from system through human and back through the system [3]. The user turns intention to action via an input device connected to the physical system. The physical system presents signals, which the user interprets and evaluatesâ€"presumably in relation to intention [4]. It is also recursive: Feeling and doing bridge the gap between user and system [7]. Representing interaction between a person and a dynamic system as a simple feedback loop is a good first approximation. It forefronts the role of information looping through both person and system [8]. In the feedback-loop model of interaction, a person is closely coupled with a dynamic system. The nature of the system is unspecified. The nature of the human is unspecified, too! The feedback-loop model of interaction raises three questions: What is the nature of the dynamic system? What is the nature of the human? Do different types of dynamic systems enable different types of interaction? The wheel moves a pulley that drives the fly-ball governor. As the wheel turns faster, the governor uses a mechanical linkage to narrow the aperture of the steam-valve; with less steam the piston fills less quickly, turning the wheel less quickly. As the wheel slows, the governor expands the valve aperture, increasing steam and thus increasing the speed of the wheel. The piston provides input to the wheel, but the governor translates the output of the wheel into input for the piston. This is a self-regulating system, maintaining the speed of the wheelâ€"a classic feedback loop. Of course, the steam engine does not operate entirely on its own. Our model of the steam engine has the same underlying structure as the classic model of interaction described earlier! Both are closed information loops, self-regulating systems, first-order cybernetic systems. While the feedback loop is a useful first approximation of human computer interaction, its similarity to a steam engine may give us pause. The computer-human interaction loop differs from the steam-engine-governor interaction loop in two major ways. First, the role of the person: The person is inside the computer-human interaction loop, while the person is outside the steam-engine-governor interaction loop. Second, the nature of the system: The computer is not characterized in our model of computer-human interaction. All we know is that the computer acts on input and provides output. But we have characterized the steam engine in some detail as a self-regulating system. Suppose we characterize the computer with the same level of detail as the steam engine? Suppose we also

characterize the person? Types of Systems So far, we have distinguished between static and dynamic systemsâ€"those that cannot act and thus have little or no meaningful effect on their environment a chair, for example and those that can and do act, thus changing their relationship to the environment. Within dynamic systems, we have distinguished between those that only react and those that interactâ€"linear open-loop and closed-loop systems. Some closed-loop systems have a novel propertyâ€"they can be self-regulating. But not all closed-loop systems are self-regulating. The natural cycle of water is a loop. Rain falls from the atmosphere and is absorbed into the ground or runs into the sea. Water on the ground or in the sea evaporates into the atmosphere. But nowhere within the cycle is there a goal. Types of Systems A self-regulating system has a goal. The goal defines a relationship between the system and its environment, which the system seeks to attain and maintain. This relationship is what the system regulates, what it seeks to keep constant in the face of external forces. A simple self-regulating system one with only a single loop cannot adjust its own goal; its goal can be adjusted only by something outside the system. The second system sets the goal of the first, based on external action. We may call this learningâ€"modification of goals based on the effect of actions. Learning systems are also called second-order systems. Some learning systems nest multiple self-regulating systems at the first level. In pursuing its own goal, the second-order system may choose which first-order systems to activate. As the second-order system pursues its goal and tests options, it learns how its actions affect the environment. Water Cycle Self-regulating system Learning system A second-order system may in turn be nested within another self-regulating system. This process may continue for additional levels. However, Douglas Englebart and John Rheinfrank have suggested that learning, at least within organizations, may require three levels of feedback: We might make finer distinctions. Cornock and Edmonds have proposed five distinctions:

7: 5 Most Common Forms of Social Interactions by Toni Davis on Prezi

A fundamental feature of social life is social interaction The ways in which people act with other people and react to how other people are acting., or the ways in which people act with other people and react to how other people are acting.

Group and Team Communication[edit] Chapter Objectives: After reading this chapter you should be able to: Have you ever had this happen to you in a college class? At the beginning of the semester your professor hands out the syllabus and explains that a group project is part of the course requirements. You, and others in the class, groan at the idea of this project because you have experienced the difficulties and frustrations of working in a group, especially when your grade depends on the work of others. Does this sound familiar? Why do you think so many students react negatively to these types of assignments? Group work can be fraught with complications. But, the reality is, many companies are promoting groups as the model working environment Forbes. Chances are that a class assignment is not your first and only experience with groups. Most likely, you have already spent, and will continue to spend, a great deal of your time working in groups. You may be involved with school athletics in which you are part of a specialized group called a team. You may be part of a work or professional group. The family in which you were raised, regardless of the configuration, is also a group. No matter what the specific focusâ€"sports, profession, politics, or familyâ€"all groups share some common features. While group communication is growing in popularity and emphasis, both at the academic and corporate levels, it is not a new area of study. The emergence of group communication study came about in the mid s, following World War II, and has been a focus of study ever since. Group communication is often closely aligned with interpersonal communication and organizational communication which is why we have placed it as a chapter in between these two areas of specialization. In your personal, civic, professional lives, you will engage in group communication. Defining Groups and Teams[edit] To understand group and team communication, we must first understand the definition of a group. Many people think that a group is simply a collection of people, but that is only part of it. If you walk out your front door and pull together the first ten people you see, do you have a group? Interpersonal communication is often thought about in terms of dyads, or pairs. Organizational communication might be thought of as a group that is larger than 12 people. While there are exceptions, for the most part, group size is often thought of in terms of people. In fact, some form of team-oriented work is encouraged in most, if not all, organizations today Hughes, Jones. So if you feel this is unimportant to know, remember that group communication and teamwork skills are critical for your success later in life. He suggests using smaller groups when equal participation is desirable. While all of the qualities of groups hold true for teams, teams have additional qualities not necessarily present for all groups. We like to define a team as a specialized group with a strong sense of belonging and commitment to each other that shapes an overall collective identity. While all members of an athletic team share some athletic ability and special appreciation for a particular sport, for example, members of a football team, for example, have highly specialized skills as indicated in the various positions on the teamâ€"quarterback, receiver, and running back. In addition to athletic teams, work and professional teams also share these qualities. Characteristics of Groups[edit] Interdependence. Groups cannot be defined simply as three or more people talking to each other or meeting together. Instead, a primary characteristic of groups is that members of a group are dependent on the others for the group to maintain its existence and achieve its goals. Imagine playing in a basketball game as an individual against the five members of another team. You must rely on four other teammates to make it a successful game. It probably seems obvious to you that there must be interaction for groups to exist. However, what kind of interaction must exist? Since we all communicate every day, there must be something that distinguishes the interaction in groups from other forms of communication. Cragon, Wright and Kasch state that the primary defining characteristic of group interaction is that it is purposeful. They go on to break down purposeful interaction into four types: Without purposeful interaction a true group does not exist. Roles, norms, and relationships between members are created through interaction. Group Communication Then The first study that was published on group communication in the New School era of communication study was credited to Edwin Black in He studied the breakdowns in group interactions by looking at communication

sequences in groups. Study in group communication is still important over a decade later as more and more organizations focus on group work for achieving their goals. Remember back to our discussion of Systems Theory in Chapter 5. In an orchestra or band, each person is there to perform in order to help the larger unit make music in a way that cannot be accomplished without each member working together. Having interaction and synergy would be relatively pointless in groups without a common goal. People who comprise groups are brought together for a reason or a purpose. While most members of a group have individual goals, a group is largely defined by the common goals of the group. Think of the example at the beginning of the chapter: Your common goal in a class group is to learn, complete an assignment, and earn a grade. While there may be differences regarding individual goals in the group what final grade is acceptable for example , or how to achieve the common goals, the group is largely defined by the common goals it shares. Because people come together for a specific purpose, they develop shared norms to help them achieve their goals. Even with a goal in place, random interaction does not define a group. Group interaction is generally guided by norms a group has established for acceptable behavior. Norms are essentially expectations of the group members, established by the group and can be conscious and formal, or unconscious and informal. A couple of examples of group norms include the expectation that all members show up at group meeting times, the expectation that all group members focus on the group instead of personal matters for example, turning cell phones and other distractions off , and the expectation that group members finish their part of the work by the established due date. One way that members understand of the idea of communicating in groups and teams is when they experience a sense of cohesiveness with other members of the group. When we feel like we are part of something larger, we experience a sense of cohesion or wholeness, and may find a purpose that is bigger than our own individual desires and goals. It is the sense of connection and participation that characterizes the interaction in a group as different from the defined interaction among loosely connected individuals. You may be asking yourself, what about teams? Types of Groups[edit] Not all groups are the same or brought together for the same reasons. Primary groups are ones we form to help us realize our human needs like inclusion and affection. They are not generally formed to accomplish a task, but rather, to help us meet our fundamental needs as relational beings like acceptance, love, and affection. These special people in your life constitute primary groups because they offer love and support for the long run, and given this, primary groups are typically more meaningful than secondary groups. Activity Groups are ones we form for the purpose of participating in activities. On our campus, for example, a popular club on our campus is the Surf Club, in which members meet for the purpose of scheduling surfing times, arranging rides, and choosing where to surf. We form Personal Growth Groups to obtain support and feedback from others, as well as to grow as a person. Personal Growth Groups may be thought of as therapy groups. An example that is probably familiar to you is Alcoholics Anonymous, where alcoholics can share their stories and struggles and get support from others affected by alcohol. There are many personal growth groups available for helping us develop as people through group interaction with others, such as book clubs, weight watchers, and spiritual groups. Learning Groups focus mainly on obtaining new information and gaining knowledge. If you have ever been assigned to a group in a college class, it most likely was a learning group with the purpose of interacting in ways that can help those in the group learn new things about the course content. These groups are created for the express purpose of solving a specific problem. The very nature of organizing people into this type of group is to get them to collectively figure out effective solutions to the problem they have before them. Committees are an excellent example of people who are brought together to solve problems. The Importance of Studying Communication in Groups and Teams[edit] One of the reasons communication scholars study groups and teams is because of the overwhelming amount of time we spend interacting in groups in professional contexts. More and more professional organizations are turning to groups and teams as an essential way of conducting business and getting things done. Even professions that are seemingly independent, such as being a college professor, are heavily laden with group work. The process of writing this book was a group effort as the authors and their students worked in groups to bring the book to you. Each of us had specific roles and tasks to perform. Another vital area of group communication concerns the study of social change or social movement organizations. While individuals can be committed to these ideas, the social, political, and legal rights

afforded to groups like these would not have been possible through individual action alone. It was when groups of like-minded people came together with shared commitments and goals, pooling their skills and resources, that change occurred. Just about any Interest Group you can think of has a presence in Washington D. Visit here for more information on Interest Groups. The study of social movements reveals the importance of groups for accomplishing goals. Bowers, Ochs, Jensen and Schulz, in The Rhetoric of Agitation and Control, explain seven progressive and cumulative strategies through which movements progress as they move toward success. Three of the seven strategies focus explicitly on group communicationâ€"-promulgation, solidification, and polarization. Without a sufficient group the actions of individual protestors are likely to be dismissed. The point is to unite group members and provide sufficient motivation and support. The communication that occurs through the collective action of singing songs or chanting slogans serves to unite group members. This was also an historic election for women of color. More than half of Asian Americans elected to the th Congress are women-- including Mazie Hirono D-HI , who is only the second woman of color and the only Asian American woman ever elected to the Senate. This relates to our collectivistic culture in organizational groups. WPI achieves and shares its rare quality of insight into relevant issues by researching and producing the best available information in the form of compelling and unbiased legislative analyses, issue summaries, impact assessments, and educational briefings.

8: Social Interaction in Everyday Life

In sociology, social interaction is a dynamic, changing sequence of social actions between individuals or groups.

An achieved role is a position that a person assumes voluntarily which reflects personal skills, abilities, and effort. An ascribed role is a position assigned to individuals or groups without regard for merit but because of certain traits beyond their control, Stark , and is usually forced upon a person. Roles can be semi-permanent " doctor ", "mother", "child" , or they can be transitory. A well-known example is the sick role as formulated by Talcott Parsons in the late s. For many roles, individuals must meet certain conditions, biological or sociological. For instance, a boy cannot ordinarily take the biological role of mother. Other roles require training or experience. For instance, in many cultures doctors must be educated and certified before practising medicine. Role development can be influenced by a number of additional factors, including social , genetic predisposition, cultural or situational. The structure of society often forms individuals into certain roles based on the social situations they choose to experience. Parents enrolling their children in certain programs at a young age increases the chance that the child will follow that role. People take on roles that come naturally to them. Those with athletic ability generally take on roles of athletes. Those with mental genius often take on roles devoted to education and knowledge. This does not mean that people must choose only one path, each individual can reprise multiple roles i. Evelyn can be the point guard on the basketball team and the editor of her school newspaper. Different cultures place different values on certain roles based on their lifestyle. For instance, soccer players are regarded higher in European countries than in the United States , where soccer is less popular. Roles can be created or altered based on the situation a person is put in outside their own influence. Roles are also frequently interconnected in a role set , that complement of role-relationships in which persons are involved by virtue of occupying a particular social status Merton For example, a high school football player carries the roles of student, athlete, classmate, etc. By unspoken consensus, certain behaviours are deemed "appropriate" and others "inappropriate". Roles are not limited to occupational status, of course, nor does the fact that one is cast in the role of "doctor" during working hours prevent one from taking on other roles at other times: Role in interactionist or social action theory[edit] In interactionist social theory, the concept of role is crucial. The interactionist definition of "role" pre-dates the functionalist one. A role, in this conception, is not fixed or prescribed but something that is constantly negotiated between individuals in a tentative, creative way. Philosopher George Herbert Mead explored roles in his seminal work, Mind, self and society. This is always done in an interactive way: This can be most easily seen in encounters where there is considerable ambiguity , but is nevertheless something that is part of all social interactions: When individuals are in a state of deindividuation , they see themselves only in terms of group identity, and their behaviour is likely to be guided by group norms alone. But while group norms have a powerful effect on behaviour, they can only guide behaviour when they are activated by obvious reminders or by subtle cues. People adhere to social norms through enforcement, internalisation, the sharing of norms by other group members, and frequent activation Smith Norms can be enforced through punishment or reward. Individuals are rewarded for living up to their roles i. Social norm theory has been applied as an environmental approach, with an aim of influencing individuals by manipulating their social and cultural environments. It has been widely applied using social marketing techniques. Normative messages are designed for delivery using various media and promotional strategies in order to effectively reach a target population. Social norms theory has also been successfully applied through strategies such as curriculum infusion, creating press coverage, policy development, and small group inventions. Main Frame The theory of planned behaviour[edit] People display reactance by fighting against threats to their freedom of action when they find norms inappropriate. Attitudes and norms typically work together to influence behaviour directly or indirectly. The theory of planned behaviour intentions are a function of three factors: When attitudes and norms disagree, their influence on behaviour will depend on their relative accessibility. Team role theory[edit] As described in Working in Groups by Engleberg and Wynn, team role theory is when "members assume roles that are compatible with their personal characteristics and skills". Meredith Belbin , a psychologist, first explored the concept of

team-role theory in the s when he and his research team went about observing teams and wanted to find out what made teams work and what did not. According to Belbin and his research team "the research revealed that the difference between success and failure for a team was not dependent on factors such as intellect, but more on behavior" Belbin. They began to identify separate clusters of behaviors and found that behavior was more influential on a team than anything else. These separate clusters of behaviors are known as the "Team Roles". The nine "team roles" are as follows: Role conflict and role confusion[edit] See also: Role conflict There are situations where the prescribed sets of behaviour that characterise roles may lead to cognitive dissonance in individuals. Role conflict is a special form of social conflict that takes place when one is forced to take on two different and incompatible roles at the same time. For example, if a college student attending a social function encounters his teacher as a fellow guest, he will have to determine whether to relate to the teacher as a student or a peer. Role enhancement[edit] Role enhancement or role enrichment refers to a situation in which roles which are held by a person are compatible and moreover enacting one role has beneficial spillover effects on the enactment of the other role. An example which has been studied in depth is the enhancement among roles of breadwinner and caretaker workâ€"family enrichment. This documentation helps organisations undertaking change projects to formally define the current or envisioned future roles expected to be responsible for a business process. Look up role in Wiktionary, the free dictionary. Wikiquote has quotations related to:

9: Medical Assistant Duties and Responsibilities (Updated)

Strategic Roles of HIM Professionals for National Health Information Infrastructure. The Office of the National Coordinator (ONC) for Health Information Technology published a strategic plan to outline the roadmap for the federal government to strategically invest in HIT.

This article has been cited by other articles in PMC. Abstract Tau protein is abundant in the central nervous system and involved in microtubule assembly and stabilization. It is predominantly associated with axonal microtubules and present at lower level in dendrites where it is engaged in signaling functions. Post-translational modifications of tau and its interaction with several proteins play an important regulatory role in the physiology of tau. As a consequence of abnormal modifications and expression, tau is redistributed from neuronal processes to the soma and forms toxic oligomers or aggregated deposits. The accumulation of tau protein is increasingly recognized as the neuropathological hallmark of a number of dementia disorders known as tauopathies. Dysfunction of tau protein may contribute to collapse of cytoskeleton, thereby causing improper anterograde and retrograde movement of motor proteins and their cargos on microtubules. These disturbances in intraneuronal signaling may compromise synaptic transmission as well as trophic support mechanisms in neurons. Introduction Tau protein belongs to the family of natively unfolded microtubule-associated proteins that binds to microtubules, is involved in their assembly and stabilization [1] and in regulation of the motor-driven axonal transport. Earlier work showed that tau is concentrated predominantly in neuronal axons [2 , 3]. However, recent data suggest that tau also might play a physiological role in dendrites [4 â€" 6]. Each isoform contains either 3 3R or 4 4R repeat domains responsible for the interaction with microtubules. In the cerebral cortex of healthy adults the amounts of 3R and 4R tau are equal [8]. It has been also found that the expression of tau is roughly two-times higher in grey matter of the neocortex when compared to white matter or to the cerebellum [9]. Tau function depends on its phosphorylation state [10 , 11]. The incorporation of phosphate groups into tau depends on its conformation and on the balance between the activities of tau kinases and phosphatases. Changes in tau conformation could result in increased phosphorylation and in decreased binding to microtubules which is important in tau-mediated neurodegeneration [12]. Excessively phosphorylated tau accumulates in the somatodendritic compartment of neurons, aggregates and eventually forms neurofibrillary tangles NFTs [13]. There is an evidence that soluble overly phosphorylated tau contributes to neuronal dysfunction before its deposition [14]. It has been shown that highly phosphorylated tau interferes with neuronal functions, such as mitochondrial respiration and axonal transport [15 , 16]. Biochemical and immunostaining data indicate that overphosphorylated, aggregated tau makes up the intracellular filamentous inclusions present in many human neurodegenerative diseases collectively named tauopathies. As the consequence of these interactions tau accumulates in dendritic spines, where it suppresses synaptic responses [17 , 18]. In neurons excessively phosphorylated tau is involved in: Tau Protein Tau protein is widely expressed in the central and peripheral nervous system, but is also present in kidney, lung and testis [21]. Although tau is most abundant in axons [22 â€" 25], it is also found in somatodendritic compartments [26] and in oligodendrocytes [27]. Biophysical studies revealed that tau has hydrophilic properties and the protein exists normally as a natively unfolded or intrinsically disordered protein [28 , 29]. Thus, tau protein is a dipole with two domains having the opposite charge [30]. This asymmetry of charges is crucial for interactions between tau and microtubules and other partners as well as for internal folding and aggregation [31]. Binding to microtubules occurs through repeated domains R1â€"R4 encoded by exons 9â€" Each repeat consists of highly conserved stretches of 18 residues. The repeats are separated from each other by or residue spacer regions [33]. Many studies support a role for the assembly domain in the modulation of the phosphorylation state of tau protein. A direct and competitive binding has been demonstrated between the region of tau containing residues â€" numbering of amino acids is that of the longest human tau and the microtubule or protein phosphatase 2A PP2A. As a consequence, microtubules could inhibit PP2A activity by competing for binding to tau [34]. The middle region of tau residues â€" contains numerous prolines, which are targets of many proline-directed kinases and

binding sites for proteins with SH3 domains. This domain of tau may interact with other cytoskeletal elements, mitochondria or neuronal plasma membrane [36 â€" 38] and it may determine spacing between microtubules in the axon [39]. It has numerous binding partners, including signaling molecules, cytoskeletal elements and lipids. The most important function of tau is its role in tubulin polymerization. On tubulin, the tau interacting site is located at the C-terminal end, which is highly acidic. Binding of tau to tubulin is regulated by post-translational modifications, especially by phosphorylation. Phosphorylation may neutralize the positive charge [44], alter the conformation and detach tau from microtubules [45]. In pathological conditions, tau self-polymerization and aggregation might also affect the tau-tubulin binding [46]. Tau may interact with microtubules directly and indirectly. Direct interactions include the binding, stabilization and promotion of microtubule assembly [47]. The ability of tau to bind microtubules depends on the microtubule-binding domain and on adjacent regions [48]. Indirect interaction of tau with microtubules affects other proteins that may or may not interact with microtubules by themselves. These interactions may require the projection domain of tau [31 , 49].

ROLES AND INTERACTION FORMS pdf

When you cant let go of trying to get past your past Flirting with disaster by Tracy Brown Chemistry of some hazardous organic compounds Toefl integrated writing practice The Chronicler, by A.E. van Vogt Large marine ecosystems of the world Second-generation speech Harrison Salisbury: a flawed role model Literature of Somali onomastics proverbs with comparison of foreign sayings In a lonely street Facts about police Bal varta in gujarati Of man, being the first part of Leviathan, by T. Hobbes. Stewart multivariable calculus early transcendentals 8th edition Armed assault Alphonso Lingis US Third World feminism: the theory and method of oppositional consciousness in the postmodern world Chel Portable ument format definition Ghiberti and the art of chasing Edilberto Formigli The Shotokan Karate Union Coaching award scheme Familiar letters on important occasions. Wilderness survival kit list Agro-Ecological Zoning Guidelines The prologue the wife of Baths tale from Geoffrey Chaucers Canterbury tales Metal gear solid 1 guide Geo C. Marshall Interviews Technique of modelling in clay Complete review guide for state national examinations in theraupetic massage bodywork Case for Mars IV: Mission Strategy and Architectures : The International Exploration of Mars Medicaid waivers : license to shape the future of fiscal federalism Carol S. Weissert and William G. Weis Second helpings megan mccafferty Lord, is this a Psalm Spirituality in Health Care Contexts Security and International Relations Shall We Gather at the Garden Biting off the bracelet Folk music musical instruments of Punjab Laws relating to the Five Civilized Tribes in Oklahoma, 1890 to 1914. Complete auction bridge The tapestry medium: an introduction Christa C. Mayer Thurman Small scale cement plants