

For this assignment, I read the article “Supportive Communication is Associated with Markers of Immunocompetence,” which is undoubtedly related to Affection Exchange Theory. Doing more research on Affection Exchange Theory helped me to better understand the theory and the plethora of data that has been found on it. Though the hypotheses in the article I selected were not fully supported, meaningful contributions to literature were still established. Like Dr. Morgan mentioned in class, I believed the most interesting finding to be that expression of supportive affection is positively associated with immunocompetence, affirming that it matters if and how we are affectionate to others.

When Stephanie and I presented in class, I liked that our articles used Affection Exchange Theory to draw connections to human’s health in two very different ways. While the studies were both different, they allowed us to showcase the many variances possible in research and how they can be tied together. Overall, I think our facilitation went very well, especially considering the days we were both having before the 10am class start time! Despite having such frustrations and difficulties, we put them aside and were able to present like nothing else was going on in our lives. I felt like we both engaged with the audience and were not just reading off the board throughout the outlines of our articles. We also incorporated a variety of student engagement by inviting our classmates to think about certain questions, raise their hands in support of questions, talk in small groups, and share in larger discussion with the whole class. They also had time to take the Five Love Languages Quiz on their own without rush. Many students contributed to the large class discussion, which was a strong highlight for us.

The facilitation was not perfect, however. There are two challenges I have identified. First, we realized as students were discussing their quiz results and Affection Exchange Theory related questions that we forgot to link our video in the slide deck. So, the silly 1 minute video we had

prepared to showcase the 5 love languages never got shown due to an oversight on our part. The video is linked [here](#) if you'd like to watch it (we were going to watch until the 1:19 minute mark). Missing this caused us to not fully explain the connections we had made between Affection Exchange Theory and the application of the five love languages. Additionally, I think we could have done a better job of connecting the importance of giving and receiving affectionate communication, particularly through the five love languages, to positive health outcomes. All in all though, these two challenges were minor and students still received the brunt of the application connection to the theory and a well done facilitation, which is the most important part, and I got to have a great partner throughout the process, which I am very grateful for!