A single system study examining the effects of a social support system on reducing stress in a Black female MSN student

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ABSTRACT

SOCIAL WORK

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A SINGLE SYSTEMS STUDY EXAMINING THE EFFECTS OF A SOCIAL SUPPORT SYSTEM ON REDUCING STRESS IN A BLACK FEMALE MSW STUDENT

Advisor: Sandra Foster, Ph.D.

Thesis dated May, 1996

This study implemented a social support system into the weekly regiment of a second year, Black, female graduate student. Utilizing the Stress-Arousal Checklist to examine the subject’s levels of stress before and after the intervention periods, the study showed that after implementing social support there was a decrease in the level of stress experienced by the subject.
A SINGLE SYSTEMS STUDY EXAMINING THE EFFECTS
OF A SOCIAL SUPPORT SYSTEM ON REDUCING
STRESS IN A BLACK FEMALE MSW STUDENT

A THESIS
SUBMITTED TO THE FACULTY OF CLARK-ATLANTA UNIVERSITY
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
THE DEGREE OF MASTER OF SOCIAL WORK

BY

INGRID NICOLA WALTERS

SCHOOL OF SOCIAL WORK

ATLANTA, GEORGIA

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CHAPTER 1

INTRODUCTION

People are dying. Black people are dying. Is the culprit disease, the bullet, the neighbor, or the enemy? All the above, but this paper is concerned with the "20th Century Killer," stress. Now stress may not be a direct killer, but the effects of such stress are the deadly culprits. The American Medical Association has stated that more than 90% of all illnesses are due either directly or indirectly to stress. This incredible figure now surpasses infectious diseases as the most prevalent health threat to society. 

One of the major health effects of stress is hypertension, better known as high blood pressure. Hypertension is referred to by many as the "silent killer", which claims an estimated 60 million Americans, only half of which are aware that they harbor the disease. This "silent killer" appears to favor the Black community, as one in four Blacks suffer from hypertension, as opposed to one in

six whites.' High blood pressure has been said to be, without question, the number one killer of Black Americans.'

College students, more specifically, Black, female graduate students, experience a great deal of stress during their graduate school years. The role of a graduate student differs from the role of a typical undergraduate. Many persons in graduate school have added financial obligations, as well as the added responsibilities of work, marriage, parenthood or simply, independent living. Research has shown that in samples containing male and female students, females exhibit higher stress scores than males.'

Though there is currently literature to support the effects of stress and high blood pressure on Blacks, the research limits its discussion to controlling stress and hypertension via diet and exercise. Both suggestions are excellent interventions to implement into one's life, but the reality is that many find these methods unacceptable to their lifestyles. One method, which is sometimes

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overlooked, can be cost free, hassle free and can be done without the person even realizing that they are being treated. This method simply entails providing social and emotional support by peers and/or colleagues. Having a social support system has been shown to be beneficial in reducing stress in individuals, and more specifically, Blacks. Research contained from a sample of single mothers has even shown that social support from friends and co-workers were more important than that of family members.

Statement of the Problem

Women are trying hard to compete in a society run by men. Competing requires higher education, graduate education and the ability to wear many hats, while maintaining feminine and nurturing qualities. To achieve this perfectly balanced lifestyle women, in many cases, are sacrificing their health, by dealing with the stress that comes with each life event. According to a survey by Holmes and Rahe, these life-events and stress are related to the onset of both physical and psychological illness.

"If you are Black and live in the United States, you are more likely to die sooner, and of a major disease, than members of any other group.". "More black men die from heart attacks associated with stress than any other ethnic group in the United States. Only Black women over the age of fifty-five are second in their likelihood of dying from a stress related heart attack." These statistics should raise many concerns as to the health of Blacks. Black men face higher odds of stress related illness, but as it is shown, Black women are close behind, second only to their male counterparts.

Where does this leave the Black, female graduate student, facing the stresses associated with obtaining her education and maintaining her lifestyle? The pressures of college, more specifically graduate school, are real. It is up to us to find a reasonable, acceptable and realistic means of maintaining our health, hence our race. This is the point in which one may implement the support of peers and colleagues, in a helping manner. It is at this point in

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8 Ibid., 37
which Blacks can fall back on a legacy of mutual aid and social support for our survival. Martin and Martin state that it

Generally has been difficult for Black Americans to participate fully in the dominant American society, have had to rely heavily on, though not exclusively, on the psychological and material support of relatives. The Black extended family extends across geographical boundaries to connect family units to an extended family network; and has a built-in mutual aid system for the welfare of its members and the maintenance of the family as a whole.'

More research in the areas of Blacks and social support systems, as a means of health could assist in bringing back exposure to a tried and tested method of coping with everyday hassles, as well as major life events. Dixon states that new research shows that the ordinary daily hassles of Blacks cause more stress than the major life events. Everyday struggles may include dealing with prejudice and racism, suppressing anger, employment, etc..."

Finding effective measures of handling this "secret killer" to sustain the lives of all Blacks is of major concern and the utmost importance.

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Significance of the Study

Research surrounding causes of stress among college females is necessary in order to keep females competitive in this society, as well as healthy. Females are already noted to have insufficient enrollment in math and science. If there becomes a prevalent notion that graduate school is too stressful and unmanageable for our Black female population, matriculation through universities will become insufficient and Black women will be at an even greater disadvantage in the working world, thus leaving Black women at the mercy of the rest of society. Research shows that three-fifths of women already say that they have little or no ability to advance in their careers."

By ignoring the stress of Black women, specifically those in graduate school, Black female health conditions will deteriorate further, causing additional financial and emotional distress within the Black community. Morale, self-esteem and the will to achieve self-determination will all be adversely affected.

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What is greatly needed is a method in which this population may better cope with the stress surrounding school and other life-events. Social support and graduate programs directly affect the coping methods of graduate students. Coping may include a variety of cognitive processes such as repression, suppression, denial and other problem solving behaviors that may help to eliminate or ameliorate anxiety and other states of emotional distress."

Research on the relationship between emotions and coping in humans has focused on the means in which emotions, such as anxiety, can interfere with one’s ability to cope and function fully, on a mental or cognitive level. A correlation between graduate education, life events and the onset of physical illness has been drawn. Research has shown that with a larger number of life events and higher degree of adjustment required to deal with those events, there is a greater risk of physical illness. Research also shows that the higher the risk, the more likely one is to have a major illness, as opposed to a minor one.

Graduate school is considered to be one of those major life events which require adjustment. As with the notion that life changes produce stress, such is true for graduate education. Research points to the importance of recognizing the initial symptoms and levels of anxiety, depression and stress among graduate students."

**Purpose of the Study**

The purpose of this study is to examine the effects that stress has on one's physical well-being, as it relates to a Black, female graduate student and how this stress may be reduced through the efforts of a social support system of her peers and colleagues.

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CHAPTER 2

REVIEW OF LITERATURE

Stress

In addition to the ordinary life events one must experience in a day, graduate students must learn to play multiple roles of student, spouse, parent, employee, etc... With the responsibility of maintaining all the required positions in life, comes stress in handling all situations. A major concern of Mallinckrodt, Leong and Kralj, is how much stress graduate females, in particular, are experiencing due to their overwhelming demands.

Literature surrounding graduate school education addresses that both sexes endure increased amounts of stress and the need for "role expansion" in order to adjust to the added responsibility of school. Researchers have found that this multiple role requirement increases anxiety, stress, illness and depression in its subjects.

Though nothing in today's society guarantees that one will succeed financially or make a sound career choice,

higher education has been shown to be one means for improving the odds. In many of the social science fields, particularly, social work, a graduate degree is becoming not only optional, but essential. In technical fields, a graduate education has been proven to be a requirement for getting a "foot in the door" or getting ahead in a current position."

Phrases such as, "times are changing" supports the research that not only are college environments amplifying a number of stressors and problems, but college student's today are experiencing more stress than those of previous generations. Though many factors contribute to stress, the research indicates that both major negative life-events and daily hassles play a part in the despair of college students."

It has been suggested that colleges and universities could better retain female and other minority students if they would focus more attention on the types of stresses these students are experiencing and means for helping to

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alleviate some of their stresses and/or stressors.

Mitchell-Bray points to the fact that many students are working and taking care of additional responsibilities, such as family. Also, the literature suggests that female students should be given more attention in the matter or stress and how to assist this population in matriculation, as most of the efforts are geared towards retaining the males in the college environment."

One of the major problems with college students experiencing great levels of stress is their inability to effectively cope. Robins and Tanck examined the correlation between high levels of stress and depressed affect in college students, finding that those students with insufficient problem-solving abilities were more likely to experience greater levels of stress and depression. Coping methods for this sample were tested with the research finding that most students used alcohol, drugs and/or sex as their problem solving methods."

Gadzella questioned whether or not there is a difference in one’s reactions to stressors which can be attributed to gender. Research showed that women did report significantly higher levels of stress, when it came to pressures and changes in life. Rationales for these higher stress levels suggest that due to attempting many different tasks, maintaining and achieving academic excellence, caring for families, holding jobs, etc..., has put more strain and pressure on female college students, than their male counterparts. Brack, LeClave and Wyatt are in agreement with the fact female students sustain more pressures and stress than male students. The research links problem-solving ability and stress as causes for depression in female college students. Literature also shows the importance of long-term stress and its effect on current levels of depression in this population. Furthermore, the research found that women who entered college at a later age than typical college students showed higher levels of stress.

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and depression, but were better able to handle such inhibitors when social support systems were in place."

Due to the many additional factors women face in a male society, Gillespie and Eisler decided that there was a need to develop a stress scale that specifically addressed the issues of women. Research showed that with all the responsibilities and traditional gender roles of women, many stressors and fears have emerged, causing females to have higher levels of stress and consequently, depression."

Though it is not exactly known why women experience more stress than men, researchers agree on the idea of multiple roles. It has been shown that women not only experience more symptoms of psychological distress than men, but at a rate of approximately 30% more than men. Though women must carry more roles than men, both in the home and the work force, women in the U.S. are paid about 75% of what men are paid."

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Though both men and women respond in similar manners to various personal stresses, in women, severe stress may cause extensive worrying that can trigger depression for up to six months later."

Though much research points to the effects of stress, little attention is given to the effects of stress on the Black community. Smith addresses the major health issues that are associated with Blacks and stress, such as hypertension, cancer, suicide, etc... Special attention is given to the unique stresses that Blacks must face, in addition to everyday hassles, just because of skin color. Smith identifies three factors which contribute to the overall levels of stress that individuals experience. The first factor identified is the stressor stimuli, which she defines as the "prejudice, discrimination, and hostility Black Americans and other racial minorities encounter from the social environment." Next are external mediators, which are the social support systems available to minority groups. The last factor includes internal mediators, which are to be

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those mental factors which influences one's perceptions, behaviors and coping abilities."

With a better understanding of stress and the role culture plays, a framework relevant in addressing this issue can be attained.

**Stress and Health**

The fact that many graduate students have children and/or significant others raises concerns about health cost, salaries and other financial commitments. These and other life events affect stress and are related to the onset of both physical and psychological illnesses." Khrone and Wux agree that life-events, coupled with graduate school, triggers stress, thus the onset of physical illness."

The notion of life-events as stress producing, and stress being viewed as something which occurs due to an imbalance between environmental demands and the capability to meet those demands illustrates how an experience as

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graduate school can "jump start" one's physical deterioration."

It is stated that about 15 million Americans take drugs to control their high blood pressure. Though the effects hypertension plays on our mind and soul is short-lived, the long-term effects of high blood pressure are what worry most health professionals. Among Blacks, hypertension strikes at younger ages, making young Blacks twice as likely to have strokes and three to five times more susceptible to heart failure than whites."

The detrimental health effects stress has on the body makes the issue of utmost importance. The illnesses which are caused by stress reduce the immune system and raises cholesterol and blood pressure levels." Roberts and White call attention to the "developmental" college student, in relation to stress and health. The developmental student is one who enters college with an academic deficiency. For this student, stress is more

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overwhelming than with others. Stress itself is so persistent that it breaks the body down, making it susceptible to disease. Though stress can be classified as an individual matter, how students perceive and cope with stress is what causes the dilemma. Stress can be seen as a challenge, but unfortunately, more often than not, it is viewed as distress. Ultimately, the manner in which students respond to stressors determines the quality and degree of their physical health."

Speaking specifically to the dangers of stress and health as they pertain to the Black community, the Sacramento Observer discusses "Black Stress." Black stress is what is known as having to live in stressful situations over which you have little control. This stress brings about tension, anxiety and a fear which may prove not only dangerous to one's health, but fatal as well. With Black men being the largest group to die from heart disease, and Black women over the age of fifty-five being the second largest group, serious attention must be called to the matter."

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Though heart disease has been the number one killer of women since 1910," research relating to the health issues of women, Black women in particular, are just beginning to receive the attention it deserves. Instead of looking at stress and health from a cultural perspective, it becomes lumped together as simply, \textit{"women's problems."}"

**Social Support**

In researching coping mechanisms for dealing with stress in a graduate student population, it has been shown that social support has a direct effect on maintaining effective coping skills. Coping skills which may be utilized include denial, suppression, repression, problem-solving skills, etc... By having an effective social support system and other forms of coping behaviors, anxiety, stress and other emotional distresses may be reduced and/or managed."

The importance of social support systems should be stressed in producing healthy lifestyles for all individuals. Though family plays an important role in this

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34 Michelle Nicolosi. \textit{"Health for Women Only."} \textit{The Orange County Register.} 10 May 1995.
area, at times, the support of one’s peers and co-workers are more useful to the person undergoing stress, distress and depression."

Gottlieb believes, as do many researchers, that social support can be the new method of helping to heal people. Though the research shows that the information in this area is still fairly new, it is believed that with structure and careful monitoring, social support systems can be the type of intervention needed to work with clinical populations."

Women reentering the college arena are in a state of transition that is accompanied by various problems. At times there is a lack of self-confidence and perception of family support. Roehl and Okun discussed how negative life events and family social support can significantly affect depressive moods in this population. The research shows that those women with lower levels of family social support

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exhibited higher levels of depressive affect than did women with stronger social support systems.

Though ways of reducing stress in all populations is important, it is essential to address gender and cultural issues when considering the topic. Jackson and Sears believe that enough attention to the matter of Black women, stress and health has been insufficient, contributing to the still alarmingly high rate of morbidity and mortality in Black women, caused by stress and stress-related illnesses. By understanding the coping mechanisms of Black women, one can better implement effective methods for addressing the problem. It has been noted that kinship ties and mutual respect from and among Black women have been the primary means of sustaining this population. Research shows that feedback which is offered to Black women by those Black women they respect is what has mattered the most in various situations. Also, due to the mutual problems and concerns faced with everyday life in a "man's world," Black women are able to share, relate and communicate better with each other.

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other. The researchers believe that an Africentric worldview would be especially helpful in working with Black women."

**Theoretical Framework**

As discussed previously in this paper, many factors make up the whole, of many given situations. The Black female graduate student is no exception to this point, many parts and systems make up her "whole" being. Thus, this study emerges from a systems theory perspective. In systems theory the emphasis goes beyond the presenting problem of a person or situation and extends to assessing and exploring the inter-relatedness of problems, building from concepts such as wholeness, relationship and homeostasis."

It is only after one understands the complexity and multifacetedness of problems, that effective methods of intervention may be implemented. This study examines not only the fact that the subject is experiencing stress, but the many factors which may be contributing to this condition. Also, it is discussed how this stress may

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present itself in different forms, with the worst effect being fatality. It is important to understand also, that one of the purposes of this study is to show that no one method is completely sufficient in combating stress. The suggested method of treatment would be an eclectic approach which would utilize support systems, diet, exercise and a close monitoring of one’s level of health.
Research Questions

1. Does a supportive network of friends have any significant effect on stress and coping abilities in Black, female graduate students?

2. Are there certain stressors specific to Black, female college students which cause them to have higher levels of stress than other college student populations?

Hypothesis

1. There is a positive relationship between social support systems and the reduction of stress in a Black, female, social work graduate student.

Definition of Terms

For the purpose of this study, the following constructs have been operationally defined as listed below:

Life-Events
Major and minor changes to one's life, i.e., marriage, work, accidents, child-birth, child-rearing, attending school, divorce and other relational break-ups
Social Support System
Network of peer relationships between friends and colleagues, which are available for emotional and leisurely support

Stress
Difficulties experienced by individuals as a result of a perceived inability to effectively meet challenges
CHAPTER 3

METHODOLOGY

Research Design and Sample

A basic Single System Design was employed to examine the correlation of social support systems and the reduction of stress in Black, female graduate students.

The sample subject for this study was an African-American female graduate student attending Clark-Atlanta University. The sampling design utilized a purposive nonprobability method. The subject was selected because of her accessibility and the convenience of working with her.

Measurement

To measure the amount of social interaction experienced by the subject, the subject was asked to keep a log of all social activities in which she and peers engaged themselves in throughout the twelve weeks of the study.

The Stress-Arousal Checklist, (SACL), (see appendix) was utilized to measure the respondent’s level of stress. The SACL is a 30 item checklist which measures levels of stress and arousal. For the purposes of this study, only
those items designed to measure stress were scored. The stress items counted for 18 of the 30 terms listed.

A baseline was collected over the period of seven weeks. The first five weeks of the baseline were completed during Christmas break, with the last two weeks being the beginning of the subject's last semester of graduate school. Intervention methods were introduced and employed over a period of five weeks. Throughout both the baseline and intervention stages, the subject completed all measurement instruments consistently on Thursdays. Once the baseline period was completed, intervention was implemented every Monday.

**Baseline**

The seven weeks of baseline data show that the subject engaged in social activities with friends on an average of 1.7 times per week (see Figure 1). These same seven weeks also show a stress level of 7.1% (see Figure 2), according to the SACL.
Figure 1 STRESS BASELINE

Figure 2 SOCIAL SUPPORT BASELINE
Intervention Strategy and Plan

To demonstrate the anticipated effects of a social support system, as it relates to the reduction of stress in the subject, a social support group was developed by this author. This group consisted of four Black female social work, graduate students. The group was formed via knowledge this author harbored as to the general common interests among the members and the potential for a pleasant peer-colleague relationship. The purposes of the group included:

1) providing an arena to share experiences and interests;
2) vent concerns and issues about school, work and personal life;
3) provide emotional and psychological support and
4) create a recreational outlet for its members.

The group met formally once a week, on Mondays at 7:30 pm. Though not required, members were encouraged to engage in other various activities with each other throughout the course of the study. Group meetings followed a Monday evening, Law and Social Work class, which all members attended. After class the members would all ride in one car to the designated meeting spot, which was always a
restaurant, away from campus, that would allow members to eat and commune with one another in a relaxed environment.

During the intervention phase, notes were taken from each of the group sessions to give some idea of the types of topics discussed and to give this author an idea of how the intervention was working with the subject. The first group session appeared to be a time of apprehension, as the subject did not appear to understand the complete purpose of the study and/or the importance of the intervention. Nevertheless, issues surrounding relationship problems/concerns and school were discussed. The second session appeared to be met with great anticipation, as it had been discussed by the group members in a positive light. This positive display was also exhibited by the subject. Many of the same issues arose, with the additions of field placement, work and money. On the third meeting, members began discussing how much they felt the group was a much needed outlet and that they looked forward to the meetings. An intense discussion surrounding religion, morals and values emerged. Again, relationship and school issues were also discussed. During the fourth meeting, the subject
expressed financial concerns and more issues surrounding school. Relational issues were discussed at great length. The subject and other members again stated their appreciation for the group and the relaxed environment that it provided. The fifth and last group meeting was met with a sense of accomplishment, unity and desire to continue in such activities. No major topics were discussed, as this last meeting became more of an arena for total relaxation.

**Data Analysis**

A single system design was chosen for this study because of its ability to provide objective and systematic information for monitoring changes in the subject, over a period of time.

Using the SACL to measure stress and the subject's log of social interactions to measure her level of social support, data was collected over a seven week baseline period and a five week intervention phase. By using measures of central tendency, inferences regarding causality were able to be drawn about the impact of the intervention.
CHAPTER 4

PRESENTATION OF FINDINGS

Data from the SACL was computed, social support from peers and colleagues was tallied and the findings were summarized. The study proposed to prove that by consistently implementing interaction with a social support system into one's weekly regiment, levels of stress would be reduced.

During the baseline phase, the median of the subject's level of stress measured in at 7 points, with a mean of 7.14 points. Social support carried a median of 2 points and mean of 1.71 points throughout the baseline period. Throughout the intervention stage, points of 6 for the median and 5.6 for the mean were measured for stress. A median of 3 points and mean of 3.4 points was computed for the subject's level of social support.

The data presented shows that after the implementation of the intervention, as the subject's level of social support increased by 1.69 points, her level of stress decreased by 1.54 points.
The following graphs show the subject’s levels of stress and social support both before the intervention was implemented and during the intervention phase.

According to the graphs, the hypothesis suggesting that there is a positive relationship between social support systems and the reduction of stress in a Black, female social work graduate student was accepted.
Figure 3 STRESS BASELINE AND INTERVENTION

Figure 4 SOCIAL SUPPORT BASELINE AND INTERVENTION
CHAPTER 5

SUMMARY AND CONCLUSIONS

For years Blacks have been known for having a tradition based on creating and maintaining both formal and informal social support systems. Reciprocity, which involves the exchange of goods, services, mutual support, etc... has been a key element for survival among Blacks. It is for this reason that one must, even today, look back to those tried and tested methods of survival to sustain our lives now. We must embrace the concept, Sankofa, which is to look to our past in order to move forward. It is important for us as a nation and as the holders of the future to take all possible measures to remain healthy and reproduce healthy offspring.

Some factors of our health are beyond our control, due to heredity, genetics, etc... However, there are means available to us which we must utilize if we are indeed concerned about the survival of our race.

Due to the overwhelming events that life sometimes presents, we are often unable to fully control the levels of stress and/or distress that we experience. We must combine
various stress relieving behaviors and methods in our attempt to preserve our future.

**Limitations of the Study**

One limitation to this study is that the sampling procedure was non-random. Another factor to be considered is that though the intervention was carried out on Mondays, the subject completed the SACL’s on Thursdays, which would allow for various stressful events to take place between the time of intervention and scoring. One such stressful event included the subject being robbed the same night of the second group session. Also, at the time of this study, the subject was completing her last semester of graduate study and developing a program at her field placement, there is a great deal of pressures and stresses associated with those tasks alone. It should be noted that though the hypothesis was accepted, the subject more than likely experienced extraordinary levels of stress, negatively skewing her scores.

Though an excellent design to measure the effects of various interventions, a drawback of single system designs
is that they are not able to generalize about the effects an intervention may have on larger populations.

In researching various measurement instruments, the SACL peaked the interest of this researcher. However, due to the fact that the instrument used to measure the subject’s level of stress was not designed to measure this variable alone, this researcher now realizes that the validity of the study may have been compromised.

**Recommendations for Future Research**

As the study has shown, social support systems are a valuable means of coping which may have positive effects on reducing stress in various populations, more specifically, Black female social work, graduate students. With this information, it would be worth knowing what effects implementing the intervention at an earlier stage (say first year of graduate study) would have on further reducing the stress of second year graduate students. Also, the differing stresses associated with cultural influences should be studied and discussed, making improvisations for cultural differences. Duplicating this study, using a larger sample may serve to better indicate the extent of the
stressors experienced by this group as well as alternative means of coping. Also, to better ensure the validity of the results extending from the study, an instrument designed to measure stress, independent of any other variables, should be used.
CHAPTER 6

IMPLICATIONS FOR SOCIAL WORK PRACTICE

Social workers are being required to possess the ability to wear many different hats in many different arenas. The mere reading of textbooks in hopes to educate competent social workers is no longer sufficient. Practical experiences, life experiences and a solid knowledge base are required to carry out the jobs charged to today's social workers. Allowing social work graduate students to build upon their knowledge base by helping to develop and have a direct input of programs which would be helpful to themselves and other social work graduate students facing crisis, concerns or just issues with daily living, allows for the connection of a practical learning experience for the graduate student and a better appreciation of the field of social work practice.

This study provides a format for social workers, in conjunction with other professionals, to help educate society, particularly Blacks, as to the many dangers it faces as a race. By better educating this population as to its many health risks, both physiological and psychological,
it is better able to be self-sustaining and self-actualizing.
APPENDIX
**STRESS-AROUSAL CHECKLIST (SACL)**

Authors: Colin Mackay and Tom Cox

The words shown below describe different feelings and moods. Please use the list to describe your feelings at this moment.

If the word definitely describes your feelings, circle the double plus (++).
If the word more or less describes your feelings, circle the plus (+).
If you do not understand the word, or you cannot decide whether or not it describes how you feel, circle the question mark (?)
If the word does not describe how you feel, circle the minus (-).

First reactions are most reliable; therefore do not spend too long thinking about each word. Please be as honest and accurate as possible.

1. Tense ++ + ? - 16. Tired ++ + ? -
2. Relaxed ++ + ? - 17. Idle ++ + ? -
4. Active ++ + ? - 19. Alert ++ + ? -
5. Apprehensive ++ + ? - 20. Lively ++ + ? -
10. Uneasy ++ + ? - 25. Pleasant ++ + ? -
BIBLIOGRAPHY


