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The Impact of Parental Support on Social Work Students' Well-Being

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THE IMPACT OF PARENTAL SUPPORT
ON SOCIAL WORK STUDENTS' WELL-BEING

A Project
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
of the Requirements for the Degree
Master of Social Work

by
Marina Marie Munguia

June 2019

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ABSTRACT

The purpose of this study was to determine the effects of parental support on social work students' well-being. This study assessed social work students' perspectives on perceived social support, financial support and the relationship between student stress levels and depression levels. The data was collected using quantitative surveys and was analyzed using Statistical Package for the Social Science (SPSS). A total of 64 students participated in the study.

Results concluded that there was no relationship between parental financial support, parental social support, depression levels, and stress levels were not statistically significant. The study also revealed that parents did not contribute financially to social work students. It was also found that friends played a bigger role in social work students life compared to family. The study recommends increases educational materials on stress and depressive symptoms, training, support from staff, and a one-time mandatory mental health counseling session.

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CHAPTER ONE

INTRODUCTION

Problem Statement

College is often recognized as a transitional period for students. Often many students are faced with life adjustments such as moving out, increased academic demands, personal relationships, finances, and increased stress levels (Kolkhorst, Yazedijan, & Toews, 2010). During this transition college students are expected to adapt to a new lifestyle that may not be familiar. Adaptive demands arise such as increased academic demands, demands which are interpersonal, and the demands of daily living (Miczo et al., 2006). Such demands can increase stress levels. Academic demands can range from challenging course work, schedules, and test taking. Examining interpersonal demands which can vary from personal schedules, student loans, internships and networking. Daily living demands can include being distanced from the supervision of parents which may be unstructured causing increase of daily hassles (Miczo et al., 2006) This study aims to bring awareness to the following population of students that typically report good health standing (Miczo et al., 2006), does not mean that they are symptom free.

Typically, academic programs for helping professions set requirements that require academic and professional performance which can evoke more stress than traditional higher education programs (Collins, Coffey, & Morris,

2010). Due to higher levels of requirements involving both academic and professional performance forms of stress can stem from assignments, field placement, and other commitments and roles social work students may be assigned to. It is widely known that stress is described as complex with interactions between persons and an environment that is changing often (Collins, Coffey & Morris, 2010). As a result, both behavioral and physical symptoms a variety of problems such as, increased dissatisfaction, depression, anxiety, and mental health issues can occur (Collins, Coffey & Morris, 2010). The American College Health Association (2009) reported 32% of students at the college education level have been diagnosed with depression, 25% disclosed to taking anti-depressant medication. College students' depression often receives relatively low amount of attention, despite a climbing number of depressed students. Studies have found vast variances and the number of students identifying as depressed, from relatively decreased rates around 10% to increased rates of 49% and 84% (Ibrahim, Kelly, Adams, & Glazebrook, 2012).

It is widely known that the cost of attending college comes with an expensive price tag. Since 1980 college tuition has enlarged three times surpassing inflation (Sobel, 2013). Funding college can be done in various ways. For example, college savings, fee waivers, financial aid, loans, personal income, stipends and any other means of funding. Social work students among various universities are given opportunities for funding through stipends. One of the most common is the Title IV-E stipend which is a partnership among various

universities that provide social work programs and child welfare agencies which provide the funding opportunities and training for social work students (Rheaume, Collins, & Amodeo, 2011).

The growing use of student loans has been linked to an increase in stress and decrease in overall well-being for college students (Sobel, 2013). Student loan debt is at an all-time peak climbing over \$1 trillion U.S dollars (Sobel, 2013). As tuition costs are increasing and the increasing financial burden among college students and their families persists this can create obstacles for families and students to gather the means to fund college.

The increasing complex system of student aid often generates questions regarding effectiveness. Federal loan programs and the Pell Grant were two of the largest financial assistance sources of aid for college (Dynarski & Scott-Clayton, 2013). Furthermore, financial aid eligibility often has random variances per student qualifications. An example is that, aid programs often have strict qualifying standards for eligibility, precise levels of income and grade point averages being ineligible (Dynarski & Scott-Clayton, 2013). The Higher Education Act of 1965 defaulted the United States federal government as the primary provider of financial aid assistance (Dynarski & Scott-Clayton, 2013). Financial aid consists of a variety of program options including, loans to parents and students, grants, work-study grants, and other state programs. Although there is qualifying cutoffs aid offered to students is different based on qualifications which can affect or constrain the amount of aid distributed.

Purpose of The Study

The purpose of this study is to examine the impact of parental support on social work students enrolled at a 4- year University. The study will examine the effect of financial support and social support impact on the social work students' well-being. The study will involve exploring how different levels of parental financial and social support effect stress and depression levels among students.

The growing number of students enrolling in college and the amount of tuition and fees that are rising more than college aid for this population calls for an examination of parental support. The contribution of support from parents can benefit or even hinder a student's well-being, yet limited amount of research regarding specifically social work students has been conducted. The evaluation of parental support is imperative to address possible stress and depressive symptoms of students along with the exploration of more opportunities for availability of student aid. Considering the role of social workers, they can be considered an important resource as typically, social workers connect family to resources. For example, a social worker can assist a family with what to expect when it comes to college. Such as reviewing tuition costs and connecting the family to information regarding financial aid, stipends, scholarships, or processes needed to take out a loan.

The goal of the study is to expand upon previous research to evaluate the effects that parental support has on college students social support and financial support among social work students. The study will measure this by students

reported depressive symptoms and perceived stress. The quantitative design of this study was chosen due to the ability to measure students' depressive symptoms and perceived students' stress along with the use of a convenience sample of social work students as the source of data collection.

Significance to Social Work Practice

This type of study is needed to contribute to the existing research involving the impact of parental support on college students. Bringing awareness to the various resources including presence or absence of parental financial or social support within the college years of the social work profession. The study hopes to expand the literature by examining the relationship between parental financial support, social support, and students' well-being.

The study could potentially draw focus to the prevalence of signs and symptoms regarding earning a new degree and the stress that may increase (Collins, Coffey, & Morris, 2010). Due to the fact that the requirements and demands for social work professional education and training are high it should also be taken into consideration that students should be linked to applicable resources and empowered with skills to cope effectively with stress generated through academic experiences (Collins, Coffey, & Morris, 2010). As the social work profession is particularly stressful this may create a solid foundation for dealing with stress in future career settings.

Another aspect would be by expanding the literature, trainings or programs could be of interest to being developed as to help families best support

their college student by providing a basic skill set recommendation regarding their students' well-being throughout college. According to the US Department of Labor, opportunities for a career throughout the field of social work will increase at a rapid rate of 12 percent through the next 8 years. As social work is a career in demand it could bring attention and a need for more stipends, funding, assistance or even paid internships to alleviate the financial stress of social work students.

The findings could also encourage and implement programs within the university to bring awareness to the negative impacts of stress and depression students face. Such programs could help educate both students and parents of ways families can best support their students' well-being. According to the Un-Logical Social Work Generalist Model chart the phase process will be informed by the assessment stage. This study will consist of gathering relevant and important information about an issue.

CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter provides an overview of the issue of the impact of parental support on social work students. The chapter aims to examine previous studies conducted as they relate to the current study. The sections will include depression among college students, sources of stress in college students, well-being of social work students, and parental support. A brief description of the various relationships involving parental support, socioeconomic status, parental marital status, ethnicity, and consideration of first-generation college students will be included. A review of the literature examining the impact of parental support on social work students, and an examination of social support theory as it relates to this topic.

Depression Among College Students

It is acknowledged that college students are under a great deal of stress due to the major transition to college life. Roberts (2014) examined the relationship between self-esteem and depression among college students quantitatively with multiple self-reported inventories. The Rosenberg Self-Esteem Scale and the Multidimensional Scale of Perceived Social Support was used to provide the amount of days students felt depressed or feelings that their mental health was not good (Roberts, 2014). The study consisted of a sample size of

166 females and 83 males ranging from ages 18 to 25 (Roberts, 2014). The findings showed that 5 percent of college students were struggling with poor mental health and depression, and 81 percent of students were affected at least some of the time and just under 80 percent of the current sample reported at least one day depressed and 81 percent reporting at least one day with poor mental health (Roberts, 2014).

Kolkhorst (2010) aimed to understand students' perceptions concerning parent-adult relationship during the college years. The study conducted individual open-ended interviews and quantitative surveys. The sample size consisted of 138 females and 30 males ranging from ages 20-21. The demographics of participants were 72.4% Caucasian, 20.7% Hispanic, and 6.9% African American. 15.8% were first generation college students, 28.1% had one parent with college experience, and 56.1% one parent obtained higher education (Kolkhorst et al., 2010). The instrument used was the Parental Attachment Questionnaire (PAQ). PAQ measures the quality of the relationship, parents as coordinators of independence and parental support (Kolkhorst et al., 2010). The responses of this study highlighted that college students required access and support from their parents. the theme that emerged was that parental support was perceived as being accessible and meeting the individual needs of the student (Kolkhorst et al., 2010). The theory used in this study was Ainsworth's attachment relationship theory which focal point is on the relationships and bonds

between individuals, specifically long-term relationships including parent and child (Kolkhorst et al., 2010).

The study of depressive symptoms, socio-economic background, sense of control, and cultural factors in University students from 23 countries (Steptoe, Tsuda, Tanaka, & Warlde, 2007), examined depressive symptoms using the Beck Depression Inventory. The study sample consisted of 17,348 university students from 23 countries ranging from various income levels, assessed relationships between individuals and their ecological environment factors (Steptoe, Tsuda, Tanaka, & Warlde, 2007). The study was diverse in a sense that it was developed initially in English and then translated into 18 languages for distribution of surveys. The study found that depression was associated with lower feelings of control as well as low levels of socioeconomic status (Steptoe, Tsuda, Tanaka, & Warlde, 2007).

Sources of Stress Among College Students

A great deal of literature about stress experiences by social workers has been conducted. However, very little is known on stress experiences by students currently enrolled in a social work program. A known major challenge taken on by college students includes academic performance and obtaining good grades. According to Collins, Coffey, and Morris (2010), students stressors included the transition and exposure of experiences in the university, relationships hindered by the increased demands of study, lack of support systems, and lack of coping skills when facing academic pressures and demands. The study used a

quantitative design and surveys were distributed to participants. The instrument used was Rosenberg's Self-Esteem scale and a General Health Questionnaire to measure psychological distress. The demographics of the group studied were 93 percent white and female. The results suggested that regular attendance, academic essays and financial responsibilities were all ranked as moderate to high stressors (Collins, Coffey, & Morris, 2010). The findings suggested that students involved in part-time work were increased to higher levels of stress and more demands than other students. Students ranked the most support was provided by fellow students (Collins, Coffey, & Morris, 2010). The second highest form of support was from teachers or university tutors (Collins, Coffey, & Morris, 2010).

Well-Being of Social Work Students

Social workers often have expectations from others such as, helping individuals, families, and groups of people to help cope with various problems they may be facing in effort to improve their lives. Along with expectations from within which can vary from each individual. Such expectations can negatively affect the social workers' well-being (Graham & Shier, 2014). It is prevalent that social workers experience elevated levels of stress and even burnout within the profession. Social workers often experience compassion fatigue, burnout, vicarious trauma, and exposure to client's stressful experiences all which can contribute to negative affect in well-being (Graham & Shier, 2014). Social work programs entail a combination of academic and professional requirements such

as internships. Due to the demands in regard to requirements this may often evoke more stress compared to traditional undergraduate programs (Collins, Coffey & Morris, 2010). Considering assignments and field placement completion, a large number of social work students have various commitments in other roles. Some of the other roles social work students may take on are part-time jobs, partners, and children. As a result, social work students may face demands from increased workloads and increased work hours in various settings which can ultimately take a toll on their well-being (Collins, Coffey & Morris, 2010). However, research is limited on social work students and more research on social workers well-being in the professional aspect related to stress. Therefore, research regarding social work students stress levels and well-being should be studied more. Based on the limited research which exists in terms of social work students suggest that social work students do in fact experience various stressors and low levels of well-being.

Parental Support

During this time of transition, college students are experiencing shifts of importance within the support received by parents (Roberts et al., 2014). Females tend to have larger support system and have more close confidants than males (Roberts et al., 2014). The study tested the two hypotheses. The first hypotheses stated in the study was, the social support provides modifications against effects which are presumed harmful regarding stress and life situations

(Roberts et al., 2014). The second hypotheses were that social support directly lessens experiences of stress using the direct effect model (Roberts et al., 2014). According to the following models, psychological symptoms decrease as social support increases (Roberts et al., 2014). From reviewed evidence gathered from research, it can be viewed that families play a necessary role in the decreasing of students stress along with increasing well-being by supporting the student. Although many college students face depression or stressors it is essential that the support offered from parents varied by type aids to maintain healthy mental states of the students.

In a study examining students' perceptions of parental support through college years with a sample size of 58 students, a content analysis revealed that a large number of students reported positive relationships among their parents (Kolkhorst, Yazedijian, & Toews, 2010). It was also reported that students frequently relied on their parents for various forms of support while enrolled in college (Kolkhorst, Yazedijian, & Toews, 2010). Although the majority of students presented with positive relationships seven students categorized their relationships as neutral or unable to decipher (Kolkhorst, Yazedijian, & Toews, 2010). Whereas 2 students reported negative relationships with their parents describing the relationships as shaky (Kolkhorst, Yazedijian, & Toews, 2010).

Taking into consideration financial support a recent study suggest that divorced parents contributed significantly less compared to married and remarried parents despite having similar incomes (Turley, Lopez, Desmond, &

Matthew, 2011). It was reported that the estimated out of pocket costs for student tuition ranged from \$4,600 to \$9,100 for middle income and \$7,500 to \$14,600 all which varied depending on the academic institution type (Turley, Lopez, Desmond, & Matthew, 2011). Although aid in the following ways such as federal, state, and institutional aim to decrease college education at times it is only minimal reflecting after distribution of aid (Turley, Lopez, Desmond, & Matthew, 2011). Research suggests that the lack of academic preparation could stem from differing parent perspectives about their ability to pay for college (Warnock, Hargens, & Lowell, 2010). Research revealed that the underrepresented groups in college minority students in general and first-generation college students had an increased likelihood to lack the following, funds, cultural, and social capital (McCabe & Jackson, 2016). Racial differences were prevalent among parents' attitudes and actions in terms of financial aid and college cost, taking into consideration the amount of college savings for their children's education as well (McCabe & Jackson, 2016). We also must take into consideration the additional costs that come along with college such as, dorms, textbooks, and meal plan which are significantly increasing.

Theories Guiding Conceptualization

Social Support theory Thoits (1986), emphasizes the interactions among the recipient and the provider. The interactions are formed by the character of the relationship. It is important to account the parent relationships and how they promote the influence of support students are receiving. According to Thoits

(1986), social support can be utilized to assist with coping while facing stressful situations. This is apparent in the lives of the students being that stress is often a prevalent issue. In previous literature social support is defined as extra help provided to individuals currently enduring stressful events (Hyman et al., 2003). When an individual is exposed to high levels of stress social support becomes a mechanism to lessen the increased levels of stress in effort to minimize the chances of developing behaviors which are maladaptive or symptoms (Hyman et al., 2003). Social support theory in this study will relate the levels of stress or depressive symptoms students may experience when parental support is limited or absent.

Social support theory in context is the perceived social support as a key component when difficult times arise. The study will suggest that social support during a difficult time of transition can alleviate stress and further allow the student to better deal with the situation. The current study will deviate by using social support theory compared to those from previously studied using attachment theory. By using social support theory for the study, it will allow for insight on the emphasis between the recipient and provider and the lack of assistance or prevalence of assistance. Whereas in previous studies attachment theory was based on the human need to shape relationships and bonds with others.

Summary

This study contributes to the existing research involving the examination of the impact of parental support on social work students. This research is important to determine social work students' needs at the university of study in the aspect of financial and social support. Many studies highlighted mental health issues in young adults, especially during the years of studying. This is important because mental health issues among students are a growing concern. This research will also give important insight to stressors and depressive symptoms students face while enrolled in the social work program. In addition, these studies are needed to bring awareness of students needs and students' mental health awareness. The current literature clearly shows the obstacles correlated with students receiving parental support as well as the potential benefits of adequate parental support.

CHAPTER THREE

METHODS

Introduction

The following chapter will provide an overview of the research methods utilized in this study concerning the impact of parental support on social work students' well-being. Specifically, the study's design, sampling methods, the data collection process and instruments, procedures, protections of human subjects and data analysis are the topics addressed and discussed thoroughly.

Study Design

The study sought to examine whether or not the effects of parental support have an impact on social work student's well-being. Specifically, the relationship between parental social support, parental financial support, stress, depressive symptoms were studied. Quantitative survey design was used as it allowed for the researcher to study a specific population with a relatively easy administering process which was less invasive. The quantitative design was accomplished through sending out self-administered survey questionnaires via e-mail to social work graduate and undergraduate students through the Qualtrics software. The questionnaire consisted of 10 demographic questions. 20 questions were asked using the Center for Epidemiologic Studies Depression Scale (CES-D) was the instrument used to measure ways students' feelings and behaviors during the past week. 12 questions were asked using the

Multidimensional Scale of Perceived Social Support (Zimet, Dahlem, Simet & Farley, 1988) to measure students perceived social support. 10 questions were asked using the Perceived Stress Scale to measure students' feelings and thoughts during the last month. The sample for the study included 64 participants. The specific research question is: How does different levels of parental financial support and parental social support affect a social work student's depression levels and stress levels?

One of the limitations of this study was the method of survey designs. As with all quantitative survey design, and the restricted amount of information that could be gathered from participants was limited. A qualitative study would have permit participants to provide more information, but qualitative design would have been time consuming and requires increased assistance to complete. Another limitation of this study was the reliance on self-reported survey data results. It must be taken into consideration the limitations associated with self-reporting research. When taking surveys participants may not always report accurately or truthfully to the questions. It was understood that this can affect research findings.

The last limitation of this study was the sample size. Since the sample size consisted of specifically social work students enrolled at a 4-year University, the results were based on 64 participants. Due to the study only being administered and made available to one 4-year University's social work students the results cannot be generalized to all social work students. Since the sample was a

convenience sample of one 4-year University's School of Social Work it is a limitation due to the small sample recruitment size of 64 participants.

Sampling

The researcher requested for surveys to be sent out by a 4-year University Social Work Administrative Assistant to enrolled graduate social work students' e-mails, from which a convenience sample was taken. The participants were recruited from a 4- year University students specifically enrolled in a School of Social Work utilizing a nonprobability convenience sample. Since the study was focused on identifying the impact of parental support on social work students, participants were students from a 4-year University's social work programs enrolled in the 2018-2019 school year. The University has several different program types including, Bachelor of Arts in Social Work, Master of Social Work which provides a two-year program, three-year program, and a Pathway Distance Education Program. Participants for the study included all programs, cohorts, ages, genders, race, ethnicities, and specializations. Permission to recruit the students from the School of Social Work was granted on November 20, 2018 by the School of Social Work Director, and research approval by the University Institutional Review Board Social Work Sub-Committee (IRB) was granted on January 18, 2019.

Data Collection and Instruments

Data collection was done via self-administered questionnaires. One of the dependent variables, student stress was measured by The Perceived Stress Scale (PSS) was developed by (Cohen,1983) This 10 item Likert-type scale was utilized to measure the degree to which situations in one's life are considered as stressful. The responses range from "0 never", "1 almost never", "2 sometimes", "3 fairly often", and "4 very often". The developer (Cohen, 1983) suggest that the instrument items were designed to measure situations considered stressful to each participant. The developer (Cohen, 1983) concludes that the items are easy to comprehend, and the response choices are simplistic and comprehensive. (Cohen, 1983) Perceived Stress scale has known reliability and validity. This instrument is a widely used psychological instrument used to measure perceived stress.

The pre-existing instrument that was used to measure the dependent variable of depressive symptoms is Center for Epidemiologic Studies Depression Scale (CES-D) developed by Laurie Radloff (1977). A 20 item Likert-type scale is utilized measure self-reported symptoms associated with depression experienced in the past week. The possible responses range from, "rarely or none of the time (less than 1 day)", "some or little of the time (1-2 days)", occasionally or moderate amount of time (3-4 days), and "most or all of the time (5-7 days)". The reliability and validity of the CES-D is recognized to be a reliable

measure for assessing the amount, types, and longevity of depressive symptoms among various demographics including, race, gender and age categories.

The pre-existing instrument Multidimensional Scale of Perceived Social Support (MSPSS) Zimet et al. (1988) will be used to measure the independent variable parental social support. A 12 item Likert-type scale is utilized to self-report measure of self-assessed social support. The possible responses range from "1 very strongly disagree", "2 strongly disagree", "3 mildly disagree", "4 neutral", "5 mildly agree", "6 strongly agree", "7 very strongly agree". (Zimet, Dahlem, Zimet & Farley, 1988) conclude that the MSPSS reports good internal and test–retest reliability as well as moderate construct validity.

Participants were asked to respond to various demographic questions such as gender, ethnicity, parent's marital status, socioeconomic background, first generation college student, parent's educational background, number of siblings and estimated parental financial contribution.

This survey questionnaire was e-mailed to students using Qualtrics during the month of January to March 2019. Completion of the survey by the participant was estimated to take no longer than 15-35 minutes. There was no benefit or gain for participants as a result of taking this survey. The survey was based on pure voluntary participation.

Procedures

The survey questionnaire was a self-administered questionnaire sent through e-mail using Qualtrics. Permission was gained through the 4- year University's School of Social Work approval and careful review. Questionnaires were self-administered in a setting where the participant had internet access to complete survey. Completion of the survey was estimated to take no longer than 15-35 minutes.

Questionnaires were delivered to participants through forwarding e-mail recruitment to all social work students from all cohorts (Bachelor social work students, Master social work students full-time, part-time and, Pathway Distance Education Program social work students) enrolled in the 2018-2019 school year. Participants that were forwarded an e-mail for this study included social work students of all cohorts, ages, genders, race, ethnicities, and specializations. The researcher was granted assistance with e-mail forwarding, an e-mail forwarded to all social work students enrolled at the university on behalf of the researcher was sent out by the University's School of Social Work Administrative Support Assistant to forward out. The e-mail consisted of the recruitment statement and the Qualtrics survey attached.

The informed consent procedures covered the purpose of the study, description, participation, confidentiality, duration, risks, benefits, contact, results, and signature consenting to the study. The purpose of the study was to examine the impact of parental support on social work students' well-being. The

description of the study included that participants were asked of a few questions on feelings during the past week, students' perceptions of social support, questions regarding feelings and thoughts during the last month about stress, and demographic information. The participation of the study included that participation in the study is totally voluntary. You can refuse to participate in the study or discontinue your participation at any time without any consequences. Participation is not required by the university.

The survey for this study should take 15-30 minutes and you may withdraw at any time. The survey is completely voluntary and anonymous. This survey is not a requirement of the university. Risks of this study include questions asked in the study may cause uncomfortable thoughts or feelings, distress, or discomfort. Due to the nature of the questions asked this may cause a minor psychological risk to participants in the study. In order to protect participants, there will be an option if a participant feels uncomfortable at any time, they can discontinue participation temporarily and permanently. If feelings of stress or discomfort arise and additional help is needed there are resources provided for Counseling and Psychological Services in the debriefing statement. The researcher will take all precautions discussed such as, keeping all data in a password-protected computer, survey answers will remain anonymous, data will be destroyed after coded and input into SPSS, and the survey will not ask any identifying information to protect participants confidentiality in this study. Benefits of the study include increasing awareness of mental health

among college students. The research could also increase the effectiveness of college preparation and outreach programs for parents and students. The research could also increase awareness among the increased need for financial assistance resources among college students. However, there is no guarantee that the participants will receive direct benefits from participating in this study (for example, gift cards, money, prizes).

Participants were provided with a consent form on official University letter head and were prompted to read and consent to a confidentiality statement prior to the self-administration of the survey questionnaire. For the participant to agree to the terms and consent a box was available to click and mark an x. Upon completion of the survey questionnaire a debriefing page appeared regarding further information about the study in which they participated in. Data collection took place from January 28, 2019 to February 26, 2019. Data analysis began in March 2019. The results of this study are available after June 2019.

Protection of Human Subjects

The most important aspect of the study was the protection the confidentiality of the participants. An effort to protect the human subjects involved in the study, there was several precautions taken. The first precaution was keeping identifying information of participants to a limited amount. For example, any identifying confidential information that was collected that could link questionnaires to participants. Personal identifying information was not collected such as, first and last names, addresses, or phone numbers was not collected to

maintain anonymity of participants. Surveys sent from Qualtrics to students' university e-mail were anonymously submitted to the researcher. Further taking precaution signed informed consents served as further protection of participants identity. Second, the data remained confidential with limited access only to the researcher and selected faculty research advisor. Only the researcher and the faculty research advisor viewed the data submitted by participants. Access was only available to my faculty research advisor and myself. The data remained locked on a password protected computer. After questionnaire data was collected, and the data was entered into an SPSS computer file and analyzed data was destroyed.

Participants were immediately informed at the introduction of the research project that they have the right to refuse to answer any question that may make them feel uncomfortable answering. Participants had the right to withdraw from the study at any given time. Confidentiality was reiterated to the participants assuring that their answers remained confidential and anonymous. All efforts were made to maintain anonymity.

Debriefing statements included a list of free counseling and psychological services provided at the university for participants who may feel overwhelmed or distressed as a result of participating in the study.

Data Analysis

The study utilized quantitative data analysis techniques to assess the relationships between the independent variable and the dependent

variables. The survey questionnaires were coded upon submission to the researcher. Data that was collected was entered to the SPSS program. Descriptive statistics including frequency distributions, measures of central tendency, and measures of variability were used to describe the demographics of the participants. Inferential statistics including, t-tests and Pearson's correlation coefficients were used to describe the relationships between the independent variables (parental social support and parental financial support) and the dependent variables (student stress and depressive symptoms).

Summary

As stated previously, the study sought to examine the impact of parental support on social work students' well-being. This chapter covered the research methods utilized in the study. The findings of the study will contribute to expanding the understanding of stress and depressive symptoms that social work students may face as a possible result of limited resources and support. This chapter also addressed precautions taken to protect participants involved in the data collection. The data collection and analysis process were carefully handled with protection of participants being of great importance throughout the study.

CHAPTER FOUR

RESULTS

Introduction

The chapter presents the study's findings of the impact of parental support on social work students. The chapter first presents the demographic information of participants, and the findings for parental financial support, social support, level of depression and stress levels.

Demographics

Table 1 describes the demographics of social work student participants. The study consisted of 64 participants in which age varied. Sixteen (25%) of participants were ages ranging from 18-24, Thirty-eight (59.4%) of participants were ages ranging from 25-34, six (9.4%) of participants were ages 34-44, and, four (6.3%) of participants were ages 45-54. As for ethnic identity the majority of participants in the study were Hispanic/Latino forty (62.5%), followed by Caucasian, fourteen (21.9%), Black or African American four (6.3%), and six (9.4%). participants identified as "other". The study consisted of fifty-four (84.4%) female participants and five (7.8%) male participants. There was five (7.8%) participant who did not report their gender; (see table 1). The greater number of participants were enrolled in the MSW 2nd year full-time program twenty-six (40.6%), followed by MSW 1st year full-time nine (14.1%), MSW Pathway

program eight (12.5%), MSW 1st year part time six (9.4%), MSW 2nd year part-time five (7.8%), and MSW 3rd year part-time four (6.3%).

In regard to the participants' mothers' highest level of education, twenty-five (39.1%) of participants reported less than high school, followed by 16 (25%) graduated high school, 14 (21.9%) some college, 4 (6.3%) a master's degree, 3 (4.7%) 4-year degree, and 2 (3.1%) 2-year degree. For participants fathers' highest level of education, the greater majority answered less than high school twenty-four (37.5%), followed by, seventeen (26.6%) graduated high school, fourteen (21.9%), some college, 4 (6.3%) four-year degree, two (3.1%) master's degree, one (1.6%) 2-year degree, and one (1.6%) doctorate degree.

Description of parents' relationship status was reported as follows, the greater majority reported that their parents were married 31 (48.4%), followed by 17 (26.6%) divorced, 7 (10.9%) widowed, 5 (7.8%) never married, and 4 (6.3%) separated. An estimate of parents' annual income was asked of participants. For this study participants were asked to answer separately of their father's income and their mother's income. seventeen (26.6%) of the participants reported that their mother has no income. thirteen (20.3%) of the participants reported that their mother has an estimated income of less than \$20,000. Twenty-one (32.8%) of participants reported that their mother has an estimated income of \$20,000 - \$49,999. Nine (14.1%) reported that their mother had an estimated income of \$50,000- \$74,999. Seven (10.9%) of participants reported that their mother had

an estimated income of \$75,000- \$99,999. Two (3.1%) of participants reported their mother had an income of \$100,000 or more.

Nine (14.1%) in regard to the participants father’s income reported that their father had no income. Six (9.4%) of participants reported that their father had an income of less than \$20,000. Twenty (31.3%) of participants reported that their father had an income of \$20,000- 49,999. Eighteen (28.1%) of participants reported that their father had an income of \$50,000- 74,999. Seven (10.9%) of participants reported that their father had an income of \$75,000- \$99,999. Two (3.1%) of participants reported that their father earned an income of \$100,000 or more (see table 1).

Table 1. Demographics

Variable	Frequencies (n)	Percentages (%)
Age:		
18-24	16	25
25-34	38	59.4
35-44	6	9.4
45-54	4	6.3
Gender:		
Female	54	84.4
Male	5	7.8
Missing (Data not reported)	5	7.8
Ethnic Identity:		
Caucasian	14	21.9
Black or African American	4	6.3
Hispanic/Latino	40	62.5
Other	6	9.4

Variable	Frequencies (n)	Percentages (%)
Which social work program are you in?		
MSW 1 st year full-time	9	89.6
MSW 2 nd year full-time	26	60.4
MSW 1 st year part-time	6	66.7
MSW 2 nd year part-time	5	81.3
MSW 3 rd year part-time	4	89.6
MSW Pathway program	8	60.4
BASW	8	81.3
Mothers highest education level:		
Less than high school	25	39.1
High school graduate	16	25.0
Some college	14	21.9
2-year degree	2	3.1
4-year degree	3	4.7
Master's degree	4	6.3
Fathers highest education level:	45	93.8
Less than high school	24	37.5
High school graduate	17	26.6
Some college	14	21.9
2-year degree	1	1.6
4-year degree	4	6.3
Master's degree	2	3.1
Doctorate	1	1.6
Parents relationship status:		
Married	31	48.4
Widowed	7	10.9
Divorced	17	26.6
Separated	4	6.3
Mothers estimated income:		
No income	17	26.6
Less than \$20,000	13	20.3
\$20,000-\$49,999	21	32.8
\$50,000-74,999	9	14.1

Variable	Frequencies (n)	Percentages (%)
\$75,000-\$99,999	2	3.1
\$100,000 or more	2	3.1
Fathers estimated income:		
No income	9	14.5
Less than \$20,000	6	9.7
\$20,000-\$49,999	20	32.3
\$50,000-74,999	18	29.0
\$75,000-\$99,999	7	11.3
\$100,000 or more	2	3.2

Financial Support

Table 2 shows the estimated parental financial support contribution to the following expenses, including tuition, books, transportation, and room and board. A great majority of participants (92.2%) answered that parents do not contribute to tuition expenses. Followed by two (3.1%) of participants answered “sometimes”, two (3.1%) answered “most of the time”, and one (1.6%) of participants answered “often”. When asked about parental contribution for expenses for books majority of students (85.9%) answering “not at all” 55, followed by five (7.8%) “sometimes”, three (4.7%) “most of the time”, and one (1.6%) often. The results for parental contribution toward student’s transportation were that a great majority of participants (81.3%) answered that their parents did not contribute at all, followed by six (9.4%) reported “most of the time”, four (6.3%) reported “sometimes”, and two (3.1%) reported “often”. In regard to

parental contribution for room and board expenses a great majority of participants reported that their parents do not contribute at all forty-five (70.3%), followed by “most of the time” eleven (17.2%), four (6.3%) of participants reported “sometimes” and four (6.3%) reported “often”.

Table 2. Financial Support

Variable	Frequencies (n)	Percentages (%)
Parental Contribution to tuition:		
Not at all	59	92.2
Sometimes	2	3.1
Often	1	1.6
Most of the time	2	3.1
Parental contribution to books:		
Not at all	55	85.9
Sometimes	5	7.8
Often	1	1.6
Most of the time	3	4.7
Parental contribution to transportation		
Not at all	52	81.3
Sometimes	4	6.3
Often	2	3.1
Most of the time	6	9.4
Parental contribution to room and board		
Not at all	45	70.3
Sometimes	4	6.3
Often	4	6.3
Most of the time	11	17.2

Social Support

Table 3 describes participants' responses toward perceived social support. The item statements that participants were able to choose from consisted of, 1 very strongly disagree, 2 strongly disagree, 3 mildly disagree, 4 neutral, 5 mildly agree, 6 strongly agree, and 7 very strongly agree. The item statements that participants were most likely to agree with include "there is a person whom I can share my joys and sorrows" (5.95). The second item statement that participants were most likely to agree with was, "there is a special person around when I am in need" (5.81). Items with the lowest score were, "I can talk about my problems with my family" (4.82), and "there is a special person in my life who cares about my feelings (5.06).

Table 3. Social Support

Variable	Mean	Standard Deviation
There is a special person who is around when I am in need	5.81	1.447
There is a person whom I can share my joys and sorrows	5.95	1.465
My family tries to help me	5.35	1.580
I get the emotional help and support I need from family	5.18	1.628
I have a person who is a real source of comfort to me	5.73	1.611
My friends really try to help me	5.13	1.624

I can count on my friends when things go wrong	5.13	1.722
I can talk about my problems with family	4.82	1.869
I have friends whom I can share my joys and sorrows	5.44	1.737
There is a special person in my life who cares about my feelings	5.74	1.629
My family is willing to help me make decisions	5.06	1.736
I can talk about my problems with friends	5.35	1.874

Depression

Table 4 shows participant responses to a set of questions to examine depression levels. The item statements that participants were able to choose from consisted of 1 “rarely or none of the time less than 1 day”, 2 “some or a little of the time 1-2 days”, 3 “occasionally or a moderate amount of the time 3-4 days”, and 4 “most or all of the time 5-7 days”. The items with the lowest means were “I was bothered by things that usually don't bother me” (1.67), “I did not feel like eating my appetite was poor” (1.66), “I talked less than usual” (1.63), “people were unfriendly” (1.41), and “I felt sad” (1.56). The items with the highest means were “I felt just as good as other people” (2.81), “I felt hopeful about the future (3.13), “I was happy” (3.03), and “I enjoyed life” (3.14).

Table 4. Depression

Variable	Mean	Standard Deviation
I was bothered by things that usually don't bother me	1.67	.757
I did not feel like eating my appetite was poor	1.66	.877
I could not shake off the blues even with the help of friends or family	1.83	1.032
I felt I was just as good as other people	2.81	1.037
I had trouble keeping my mind on what I was doing	2.11	1.071
I felt depressed	1.75	1.008
I felt that everything I did was an effort	2.36	1.118
I felt hopeful about the future	3.13	1.000
I thought my life had been a failure	1.34	.761
I felt fearful	1.69	.924
My sleep was restless	2.02	.900
I was happy	3.03	.890
I talked less than usual	1.63	.766
I felt lonely	1.81	1.045
People were unfriendly	1.41	.729
I enjoyed life	3.14	.833
I had crying spells	1.72	.967
I felt sad	1.56	.814
I could not get going	1.81	.852

Stress

Table 5 presents a set of questions to examine stress levels. Participants were able to choose from the following item statements, 0 “never”, 1 “almost never”, 2 “sometimes”, 3 “fairly often, and 4 “very often”. Items that participants were most stressed about were when asked, “how often have you felt stressed and nervous” (3.78) and “how often have you felt confident about your ability to handle your personal problems” (3.68). Items that participants were least stressed about consisted of the following questions, “have you been upset because something happened unexpectedly” (2.97) and “how often have you felt that you were unable to control the important things in your life” (2.81).

Table 5. Stress

Variable	Mean	Standard Deviation
Have you been upset because of something that happened unexpectedly?	2.97	.933
How often have you felt that you were unable to control the important things in your life?	2.81	1.030
How often have you felt nervous and stressed?	3.78	.924
How often have you felt confident about your ability to handle your personal problems?	3.68	.839

How often have you felt things were going your way?	3.46	.737
How often have you found that you could not cope with all the things you had to do?	3.03	.999
How often have you been able to control irritations in your life?	3.57	.777
How often have you felt that you were on top of things?	3.42	.759

Correlations

A Pearson's r Correlation test was utilized to assess the relationship between parental financial support and stress levels. Pearson's r was conducted, and the findings were not statistically significant (Pearson's $r = -.003$, $p = .979$). Pearson's r was conducted to assess the relationship between social support and depression levels, and the findings were not statistically significant (Pearson's $r = -.243$, $p = .063$). Pearson's r was conducted to assess the relationship between parental social support and stress levels, and the findings were not statistically significant (Pearson's $r = -.035$, $p = .791$). Pearson's r was conducted to assess the relationship between social support and friends, and the findings were statistically significant (Pearson's $r = .883$, $p = .000$).

Summary

A total of 64 surveys were collected and analyzed using the Statistical Package for the Social Sciences (SPSS) for data analysis including data

interpretation. The results of the research were not supportive of the hypothesis which was, as parental financial and social support decreases depression and stress levels increase. The results of this research were able to answer the research question as there were no statistically significant relationships between parental financial support, parental social support, student depression levels, and student stress.

CHAPTER FIVE

DISCUSSION

Introduction

This chapter consists of discussing the study's findings closely in detail. In addition, the limitations of the study, recommendations for social work practice, policy and research are presented and this chapter is ended with the conclusion.

Discussion

The study aimed to explore the effect of parental support on social work students' well-being at a large 4- year University. The participants varied slightly in age, ethnicity, and gender. The majority of participants were ages 25-34, were female, and classified as Hispanic or Latino. However, Caucasian, African-Americans, Asian, and students who associated as other were also represented in the study.

The study found that the great majority of the students did not receive any financial support from parents. As college is becoming more expensive the reliance on student loans is seen as a primary source of funding education for most (Baker, Andrews, & McDaniel, 2017). As college costs rise paying for school can become a burden and continuously falls on students and families, leading to more students taking out federal student loans to fund their education (Baker, Andrews, & McDaniel, 2017). For example, policies have increased student loan availability and the use of loans have become a familiar source to

fund college (Baker, Andrews, & McDaniel, 2017). Federal loans in 2015-2016 took account for 33% of financial aid ranking as the largest percentage compared to any other aid type (Baker, Andrews, & McDaniel, 2017).

In America, an adult emerges into society at the age of 18 and often this is the age where individuals are considered independent. In the current economic climate young adults are transitioned from financially depending on their parents' assistance toward becoming financially independent (Smith, Baum, & Mcpherson, 2008). Taking into consideration a great majority of participants were ages ranging from 25-34, the great majority of the participants could be considered or viewed as independent in America. Therefore, they seem to be relying less on parents for financial assistance, although there are resources that can be accessed to fund educational needs. For example, under the current laws in place, students pursuing a degree in the United States are categorized as financially independent from their parents in regard to financial aid requirements at the age of 24 years or older. Another fact that some students may also receive stipends to fund their education could also play a factor in the amount of financial help needed from parents as these students receive funding for their education. It could also be added that the possibility that many parents are not financially stable to assist students with funding college but can be supportive in other ways.

The study revealed that students perceived to receive more support from their friends than family. It could be inferred that due to time demanding

schedules away from home toward commitments of school hours, internship hours, and extracurricular activities, students spend more time with friends and form closer bonds with them. This could also be because these students are navigating the same educational system, work together on assignments, and often experience the same levels of stress and are able to share such common experiences with one another due to seeing one another frequently. However, students in the study reported little to no support financially it was found that students do receive social support from parents. For example, when participants were asked about receiving help from family members, or receiving the emotional help and support needed majority agreed that they do receive such support.

Participants in the study reported that they felt stressed fairly often. As mentioned previously, this can be due to the various demands by the program in which they are enrolled in. It could be helpful for students to have a support system implemented within their place of education and internship as it cannot be controlled as to whether a support system is in place at home. For example, providing the support needed to aid an individual perception that their educational organization values students and cares about their well-being is needed for their success in their college education (LaMastro, 2001). By having support within their college education, it can possibly ease stress as they can have a person of support to reach out to as needed.

Limitations

Considering that the sample consisted of only 64 participants the small sample size is a limitation as it may not be generalized to other populations of social work students if a larger sample consisting of diverse demographics. The study consisted of primarily female participants. Another limitation of the study is the underrepresentation of male participants. The sample size also consisted of primarily Hispanic or Latino students. Another limitation could be related to the amount of questions asked during data collection considering the survey consisted of 53 questions. Participants may have found the questions exhaustive considering the amount of questions expected to be answered by participants. Participants may have not responded honestly toward how they feel as they may have experienced response fatigue. For future research it is suggested to use a questionnaire with fewer questions to assist with limiting possible response fatigue.

Recommendations for Social Work Practice, Policy and Research

It is expected that social work students will face various forms of stress due to the various roles they are assigned to play. As a part of educational requirements students are required to complete course work and attend an internship for a set number of hours all which can evoke various forms of stress. Recommendations for social work practice could be to implement educational material or workshops on informing students the signs of stress, coping strategies, ways to seek help, and other stress related topics relevant for

discussion to aid students. Internships can also be of assistance in providing help regarding stress in the work place as this may look and feel different in terms of educational stress. Workshops or supervision topics related to stress could assist students with better coping skills and support within the educational setting and internship placement. It is important for students to feel comfortable discussing their possible struggles with stress and address an appropriate plan with how to deal with multiple stressors. Ensuring that students have support in their academic and internship setting is imperative.

While learning about the importance of seeking help and resources available for our clients in the social work program it should too be a focus to be familiar with the resources available to students. Many students reported that majority of their support came from friends. The amount of support could be increased among the student population if awareness was brought up about various on campus resources which are free to students. For example, as a social work student we are often exposed to many events. Such as working with clients who experience trauma, abuse, neglect, and even death. Exposure to such issues and events can often cause stress or depressive symptoms among students as often many students do not typically share what they experience at internship. By having a policy in place at universities for a one-time requirement for students to attend counseling provided by the university can eliminate stigma toward receiving help or mental health services. By having students attend once

can expose the students to the help that is available as needed to address any concerns the student may not feel comfortable sharing with someone they know.

For this study there are various areas of improvement regarding this study. One area that could be expanded on is increasing the sample size to gain a better understanding of the impact of parental support on social work students' well-being. Secondly, research could be dedicated towards exploring specific factors where social work students perceive the most stress as this study implied it is not evoked primarily by parental support as it was found that parental support was not likely to lessen student stress levels.

Conclusion

The study examined the effect of parental support on social work students' well-being. Previous research has shown that student stressors stem from various sources such as, demands of study, inadequate support systems, and lack of coping skills face by academic requirements, demands, and pressures. The study recommends increased educational materials on stress and depressive symptoms, training, support from staff, and a one-time mandatory mental health counseling session. The study indicated that parents did not contribute financially to students, however, parents offer social support. The study did not reveal any correlation between student stress levels, student depression levels, parental financial support, and parental social support. However, it was revealed that students did find more support among friends than

family. It is helpful for university staff to remain supportive as needed but also prepare educators with the proper resources and learning material to refer to students. The study could also be helpful for students to bring awareness for necessary trainings regarding coping with stress and depressive symptoms.

APPENDIX A
INSTITUTIONAL REVIEW BOARD

CALIFORNIA STATE UNIVERSITY, SAN BERNARDINO
SCHOOL OF SOCIAL WORK
Institutional Review Board Sub-Committee

Researcher(s) Marina Munguia

Proposal Title The Impact of Parental Support
on Social Work Students

SW1909

Your proposal has been reviewed by the School of Social Work Sub-Committee of the Institutional Review Board. The decisions and advice of those faculty are given below.

Proposal is:

- approved
- to be resubmitted with revisions listed below
- to be forwarded to the campus IRB for review

Revisions that must be made before proposal can be approved:

- faculty signature missing
- missing informed consent debriefing statement
- revisions needed in informed consent debriefing
- data collection instruments missing
- agency approval letter missing
- CITI missing
- revisions in design needed (specified below)

Janer
Committee Chair Signature

1/18/2019
Date

Distribution: White-Coordinator; Yellow-Supervisor; Pink-Student

APPENDIX B
INFORMED CONSENT

INFORMED CONSENT

The study in which you are asked to participate is designed to examine the impact of parental support on social work students' well-being. The study is being conducted by Marina Munguia, a MSW student under the supervision of Dr. Janet Chang, professor in the School of Social Work, California State University, San Bernardino. The study has been approved by the Institutional Review Board Social Work Sub-Committee, California State University, San Bernardino.

PURPOSE: The purpose of the study is to examine the impact of parental support on social work students' well-being.

DESCRIPTION: Participants will be asked of a few questions on depressive feelings, perceptions of parental social support, student stress levels, and demographic information.

PARTICIPATION: Your participation in the study is totally voluntary. You can refuse to participate in the study or discontinue your participation at any time without any consequences. Participation is not required by California State University San Bernardino.

CONFIDENTIALITY OR ANONYMITY: Your responses will remain anonymous and data will be reported in group form only.

DURATION: It will take 15 to 35 minutes to complete the survey.

RISKS: There are no foreseeable risks to the participants of the study. However, if you feel the need to discuss any feelings of distress, please contact the CSUSB Psychological Counseling Center (909) 537-5040

BENEFITS: No direct benefits for the participants are expected to occur from completing this study

CONTACT: If you have any questions about this study, please feel free to contact Dr. Janet Chang at 909-537-5184 (email: jchang@csusb.edu)

RESULTS: Results of the study can be obtained from the Pfau Library ScholarWorks (<http://scholarworks.lib.csusb.edu>) at California State University, San Bernardino after July 2019.

This is to certify that I read the above and I am 18 years or older.

Place an X mark here

Date

California State University, San Bernardino
Social Work Institutional Review Board Sub-Committee
APPROVED 1/18/2019 VOID AFTER 1/19/2020
IRB# SW1909 CHAIR Janet Chang

APPENDIX C
QUESTIONNAIRE

Demographics

Age:

- Under 18
- 25-34
- 35-44
- 45-54
- 55-64
- 65-74
- 75-84

2. Gender:

- Female
- Male

3. Ethnic Identity:

- Caucasian
- Black or African American
- Asian
- Native Hawaiian or Pacific Islander
- Hispanic/Latino
- Other

4. Which Social work program are you in?: BAS

- MSW: 1st year Full-time
- 2nd year full-time
- 1st year part-time
- 2nd year part-time
- 3rd year part-time
- Pathway

Mother's number of years of schooling completed:

- Less than high school
- High school graduate
- Some college
- 2 year degree
- 4 year degree
- Master's degree
- Doctorate

Father's number of years of schooling completed:

- Less than high school
- High school graduate
- Some college

- 2-year degree
- 4-year degree
- Master's degree
- Doctorate

Parents Relationship status:

- Single (never married)
- Married, or in a domestic partnership
- Widowed
- Divorced
- Separated

Estimate of mother's income:

- no income (e.g., unemployed, homemaker, etc.)
- less than \$20,000
- \$20,001-\$49,999
- \$50,000-\$74,999
- \$75,000- \$99,999
- \$100,000 or more

Estimate of father's income:

- no income (e.g., unemployed, homemaker, etc.)
- less than \$20,000
- \$20,001-\$49,999
- \$50,000-\$74,999
- \$75,000- \$99,999
- \$100,000 or more

Estimated parental contribution:

Do your parents contribute to the following expenses?

Tuition: Not at all, sometimes, often, most of the time

Books: Not at all, sometimes, often, most of the time

Transportation: Not at all, sometimes, often, most of the time

Room & Board: Not at all, sometimes, often, most of the time

PERCEIVED STRESS SCALE

The questions in this scale ask you about your feelings and thoughts during the last month. In each case, you will be asked to indicate by circling *how often* you felt or thought a certain way.

- 0 = Never 1 = Almost Never 2 = Sometimes 3 = Fairly Often 4 = Very Often**
1. In the last month, how often have you been upset because of something that happened unexpectedly? 0 1 2 3 4
 2. In the last month, how often have you felt that you were unable to control the important things in your life? 0 1 2 3 4
 3. In the last month, how often have you felt nervous and "stressed"? 0 1 2 3 4
 4. In the last month, how often have you felt confident about your ability to handle your personal problems? 0 1 2 3 4
 5. In the last month, how often have you felt that things were going your way? 0 1 2 3 4
 6. In the last month, how often have you found that you could not cope with all the things that you had to do? 0 1 2 3 4
 7. In the last month, how often have you been able to control irritations in your life? 0 1 2 3 4
 8. In the last month, how often have you felt that you were on top of things? 0 1 2 3 4
 9. In the last month, how often have you been angered because of things that were outside of your control? 0 1 2 3 4
 10. In the last month, how often have you felt difficulties were piling up so high that you could not overcome them? 0 1 2 3 4

Multidimensional Scale of Perceived Social Support (Zimet, Dahlem, Zimet & Farley, 1988)

Instructions: We are interested in how you feel about the following statements. Read each statement carefully. Indicate how you feel about each statement.

Circle the "1" if you **Very Strongly Disagree**
 Circle the "2" if you **Strongly Disagree**
 Circle the "3" if you **Mildly Disagree**
 Circle the "4" if you are **Neutral**
 Circle the "5" if you **Mildly Agree**
 Circle the "6" if you **Strongly Agree**
 Circle the "7" if you **Very Strongly Agree**

1.	There is a special person who is around when I am in need.	1	2	3	4	5	6	7	SO
2.	There is a special person with whom I can share my joys and sorrows.	1	2	3	4	5	6	7	SO
3.	My family really tries to help me.	1	2	3	4	5	6	7	Fam
4.	I get the emotional help and support I need from my family.	1	2	3	4	5	6	7	Fam
5.	I have a special person who is a real source of comfort to me.	1	2	3	4	5	6	7	SO
6.	My friends really try to help me.	1	2	3	4	5	6	7	Fri
7.	I can count on my friends when things go wrong.	1	2	3	4	5	6	7	Fri
8.	I can talk about my problems with my family.	1	2	3	4	5	6	7	Fam
9.	I have friends with whom I can share my joys and sorrows.	1	2	3	4	5	6	7	Fri
10.	There is a special person in my life who cares about my feelings.	1	2	3	4	5	6	7	SO
11.	My family is willing to help me make decisions.	1	2	3	4	5	6	7	Fam
12.	I can talk about my problems with my friends.	1	2	3	4	5	6	7	Fri

The items tended to divide into factor groups relating to the source of the social support, namely family (Fam), friends (Fri) or significant other (SO).

Center for Epidemiologic Studies Depression Scale (CES-D), NIMH

Below is a list of the ways you might have felt or behaved. Please tell me how often you have felt this way during the past week.

During the Past Week

	Rarely or none of the time (less than 1 day)	Some or a little of the time (1-2 days)	Occasionally or a moderate amount of time (3-4 days)	Most or all of the time (5-7 days)
1. I was bothered by things that usually don't bother me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I did not feel like eating; my appetite was poor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I felt that I could not shake off the blues even with help from my family or friends.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I felt I was just as good as other people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I had trouble keeping my mind on what I was doing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I felt depressed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I felt that everything I did was an effort.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I felt hopeful about the future.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I thought my life had been a failure.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I felt fearful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. My sleep was restless.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I was happy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. I talked less than usual.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. I felt lonely.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. People were unfriendly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. I enjoyed life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. I had crying spells.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. I felt sad.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. I felt that people dislike me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. I could not get "going."	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SCORING: zero for answers in the first column, 1 for answers in the second column, 2 for answers in the third column, 3 for answers in the fourth column. The scoring of positive items is reversed. Possible range of scores is zero to 60, with the higher scores indicating the presence of more symptomatology.

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