

*Critical Social Thinking: Policy and Practice, Vol. 4, 2012*

**School of Applied Social Studies,  
University College Cork,  
Ireland**

## **Self-Care in Social Work Education: An Analysis of Self-Care Awareness, Methods and Strategies in Students of Social Work**

**Valerie Philpott BA (hons) Anthropology, HDip Soc Pol, MSW.**

### **Abstract**

This article explores the concept of self-care for social work students. It is an abridged version of the authors MSW thesis which set out with three aims: to examine the level of awareness and understanding of self-care concepts among SW students and the level to which they utilised self-care methods and strategies throughout their studies; to explore how students felt about their MSW training with regards to self-care; and lastly to examine current self-care practices available within research and literature that could prove useful for students in maintaining a healthy self and subsequently sustain themselves throughout a social work career. A qualitative methodology was chosen as the most appropriate means to achieve the aims of this research and as such an analysis of related literature and five semi-structured interviews with MSW students was conducted. The findings of this research highlight the importance of educating students about self-care during their training and it appears social work students would welcome the opportunity to learn more about self-care methods and strategies to promote their resilience going forward to professional practice.

**Keywords:** Self-Care; Social Work Students; Coping; Stress; Burnout.

## **Introduction**

Since the 1980's there has been a surge in the amount of research which sought to explore the effects of stress across a broad range of helping professions. Social work is no exception and a considerable knowledge base has evolved which suggests that social workers experience high levels of negative stressors (Pottage and Huxley, 1996) and higher levels of stress and burnout than other comparable groups (Lloyd *et al.*, 2002; Rose, 2003; Johnson *et al.*, 2005; Collins, 2008). Whilst this research has been useful in highlighting the need for self-care awareness and practices in the organisational context, a significant gap of knowledge exists within the educational context. The importance of preparing future social workers for the inherent stresses of the work is emphasised by Baruch (2004) who asserts that 'those who are introduced to self-care early on in their professional lives are more likely to undertake such means continually throughout their careers. Hence, the need for social work educators to teach students about self-care and the means with which they can maintain a healthy self.

Kinman & Grant (2010, p.12) state that 'historically social work education has not addressed the issue of how to develop a curriculum that will equip social workers with the skills required to cope with the complexities and stresses of the working environment'. This research aimed to address this gap of knowledge and shed some much needed light into self-care in social work education given the stressful nature of the MSW experience. Firstly, the methodology will be discussed to provide the reader with an overview of the research paradigm and more specifically the research methods adopted. Secondly, a review of the literature is conducted and lastly findings from the research are discussed and recommendations given.

## **Methodology**

In the early stages of the research process the researcher took time to formulate and conceptualise their research perspective or 'paradigm'. In consideration of their ontological and epistemological beliefs and assumptions and the particular research questions being asked a qualitative interpretivist approach was deemed the most appropriate and compatible. This approach allows the researcher to gather and explore beliefs and opinions and get to know the participants personality and how they understand the world. Questions of social ontology cannot be divorced from issues

concerning the conduct of social research as ontological assumptions and commitments will feed into the way research questions are formulated and research is carried out (Bryman, 2004). Ontological positions are frequently referred to as objectivism and constructionism. A perspective based upon objectivism implies that social phenomena confront us as external facts that are beyond our reach or influence and as such their meanings have an existence that is independent of social actors. This was not the ontological position of the researcher as it was the ‘subjective’ meanings which participants attach to self-care and how their beliefs surrounding self-care manifest themselves in their behaviours that were of interest. As such, an objectivist standpoint would not serve to provide a compatible framework with which to attempt the aims and objectives of this research. Therefore, it is from a constructionist standpoint that the researcher has developed the methodology. Figure 1.0 below provides a visual representation of the research paradigm.

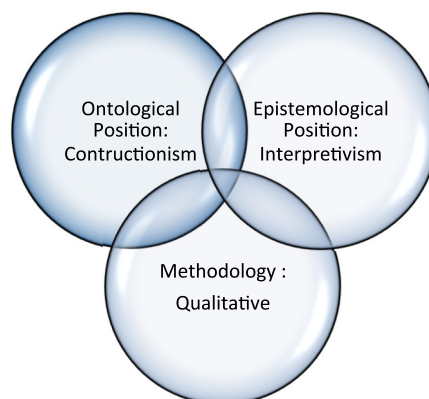


Figure 1.0 Research Paradigm

There are a variety of research methods available to a researcher within the qualitative approach and semi-structured interviews were chosen in this case as they can give ‘a picture of the interviewee as a person with their own way of understanding the world’ (Gomm, 2008, p.231). Semi-structured interviews also corresponded with and compliment the interpretivist theory underpinning the research project and allowed for a natural setting with which the research questions could be best explored and addressed. Due to the size and scope of the research piece the researcher chose ‘purposive sampling’ (Bryman, 2004). The participant sample comprised of fellow second year MSW students. The potential for bias is recognised given that the researcher knew the participants personally. However, as Darlington & Scott (2002)

point out there are also benefits for having established relationships and rapport with the interview participants.

### ***Self-Care in Social Work Education***

The importance of the university and its educators in introducing concepts of self-care to students so as to improve work engagement and reduce the likelihood of stress and burnout in future practice should not be underestimated and Jayaratne *et al.* (1991) have argued that schools of social work should begin to address the problem of burnout in the profession by training students on how best to cope actively with the stresses they are likely to face in the organisational environment. More recently Robotham & Julian (2006, p.113) have stated that ‘the key role for universities is the provision of appropriate resources to enable individuals to understand and deal with stress appropriately’. Ting *et al.*, (2006) noted that students in helping professions such as social work may actually experience higher levels of stress than students of other disciplines because of the additional responsibility of helping others. Considering this evidence it would suggest strongly that social work students are at increased risk of stress. Therefore, social work students should be given opportunities throughout their training to enhance their awareness of self-care and stress concepts and develop their ability to effectively recognise, reduce and manage stress.

### ***Coping Strategies***

Robotham & Julian (2006, p.112) have highlighted that ‘stress management will often revolve around coping strategies’ and understanding how people resolve their problems and deal with situations of stress may be a useful if not essential component of any educational framework which seeks to reduce stress and ultimately produce more resilient social workers.

Lazarus & Folkman (1984, p.141) provide a useful theoretical framework with which to understand the nature of coping and they define coping as ‘constantly changing cognitive and behavioural efforts to manage specific external and/or internal demands that are appraised as taxing or exceeding the resources of the person’. Coping can involve attempts to make changes to the environment (a problem focus) or attempts to make changes to the meaning that the event(s) involved has for the individual (an emotion focus) (Lazarus & Folkman, 1984). Problem-focused coping occurs when a

stressed person engages in a task intended to reduce or remove the particular stressor. Examples of these include planning, suppression of competing activities, restraint and seeking out social support (Collins, 2008). Emotion-focused coping on the other hand refers to situations of stress appraised by the individual as fixed or unchanging and which are likely to be enduring over time. Therefore, coping efforts are directed toward regulating one's emotional state or re-interpreting the stressful situation more positively. Examples include wishful thinking, self-control of feelings, seeking meaning and sense making, expressing or sharing feelings and the use of humour (Moran & Hughes, 2006; Collins, 2008; Kinman & Grant 2011).

In a study of coping amongst college students Kariv & Heiman (2005, p.74) point out that 'within higher education literature students coping methods are diverse, reflecting personal influences on their coping styles'. Moran & Hughes (2006, p.503) reiterate this point and state that 'people bring their own coping strategies to stressful workplaces and educational courses'. Therefore, this would suggest the need for students to be educated on a broad range of coping strategies which incorporate both problem and emotion focused techniques. A number of college and university level efforts to introduce and integrate coping strategies either into the curriculum or wider campus activities are promoted in the literature. These include stress management training in orientation activities; where the sources of stress could be identified and discussed with incoming students (Ross *et al.*, 1999) and the use of stress management workshops (Dziegielewski *et al.*, 2004). Psychological theories of stress particularly behavioural psychology have also been discussed in the literature and some personality characteristics have been shown to serve as resources in resisting the negative effects of stress (Cassidy, 1999; Brannon & Feist 2010). These include hardiness, spiritual well-being and self-esteem (Kamya, 2000; Strom-Gottfried 2000; Edwards *et al.*, 2010). The study by Dziegielewski *et al.*, (2004) mentioned above found that possessing this knowledge regarding personality styles could indeed influence behaviour and their participants reported that receiving this information was extremely helpful. Therefore, encouraging students to identify their own personality type and the particular thought processes and behaviours associated with a particular type could be a useful strategy in enabling students to cope with situations of stress and maintain self-care. Relaxation techniques are also recognised as a possible coping strategy and these include the use of guided imagery, meditation, breathing and group

relaxation therapy and cognitive and cognitive behavioural therapy techniques (Granath *et al.*, 2010).

Stress is a multifaceted phenomenon and it would appear the use of both emotion-focused and problem-focused coping strategies can optimise resilience and well-being. Thompson *et al.* (1994, cited in Collins 2008, p.1179) highlights the importance of this holistic approach and asserts that ‘the development and expansion of a repertoire of helpful coping methods (and sensitivity to the dangers of unhelpful methods) is something that all social workers should pursue’. Therefore, this would suggest that social work students as future social workers would greatly benefit from training that would educate them on a broad range of coping strategies to prepare them for the pressures of professional practice.

### ***Social Supports***

The use of social supports as a coping strategy is well documented in the literature and these have been described as important predictors of wellbeing which can help to buffer the negative impact of work-related stressors on psychological and physical health (Jones & Bright, 2001; Kinman & Grant 2010). Social support has been defined as an individual’s perception that he or she is cared for, esteemed, and valued by people in his or her social network, that enhances personal functioning, assists in coping adequately with stressors, and may buffer him or her from adverse outcomes (Dubow *et al.*, 1991; Weigel *et al.*, 1998; Demaray & Malecki, 2002). Research has found that high levels of social support can lead to lower levels of depression and anxiety (Dahlem *et al.*, 1991) and social support has also been attributed to lowering levels of overall stress in college students (Brissette *et al.*, 2002). Moreover, a recently published eighteen year longitudinal study of college students by Salmela-Aro *et al.*, (2011) offers some promising long term findings with results showing a positive correlation between social strategies for both work engagement and reducing the likelihood of burnout. Interestingly a study by Ross *et al.*, (1999) did not find any positive correlation between social supports and reducing the likelihood of burnout in counsellors. However, there is significant evidence within social work literature to support the positive correlation between worker social support structures and stress reduction and burnout (Koeske & Koeske, 1989; Lloyd *et al.*, 2002; Collins, 2008).

Social support can be obtained at various levels from family members and peers to faculty members and supervisors who act as mentors for students (Ross *et al.*, 1999). This can be viewed in terms of both emotion and problem-focused coping. Problem-focused functions include seeking practical advice, information and assistance, whereas the emotion-focused functions can include ‘getting moral support, sympathy and understanding’ (Carver *et al.* 1989 cited in Collins 2008, p.1180). Some of the ways in which social support structures can be incorporated into the educational context include tutorial groups and peer support groups.

### **Findings & Analysis**

In order to explore participant awareness and understanding of self-care concepts the researcher asked the question: what does the term self-care mean to you? Responses generated a large amount of data and overall a significant level of awareness and understanding of self-care was demonstrated. Varied definitions of self-care were offered and these included: *‘the balance between work and social life’* (Participant C), *‘self-care is minding yourself* (Participant B), and *‘looking after myself...physically, psychologically and mentally’* (Participant E). Responses in general reflected an understanding of self-care as a holistic approach to overall health and well-being and this corresponds to the approaches advocated for within the literature (Saakvitne & Pearlman, 1996). Almost all participants described self-care in terms of separation between work and home life and efforts to achieve this for the maintenance of a healthy self. Self-care as was also viewed as a ‘professional responsibility’ with participants reflecting an awareness of ethical considerations and the wider consequences for clients and service users. An understanding of self-care as individual or personal to the individual was also evident in participant responses, with Participant E stating *‘I mean, everyone has their own individual ways of self-care’* and Participant D, *‘I think it’s so individual to people you know...whatever works for you, it’s different to every person’*.

### *Social Work Training*

Participants were asked how they felt about their MSW training and if they considered this useful and beneficial with regards to developing their understanding of self-care. Although participants acknowledged that the MSW was successful in teaching them about the importance of self-care they did not feel that the training had

prepared them for the demands and challenges inherent in professional practice. Participant B stated that *'from day one you're made aware of self-care, but like, as in tools...the 'how to do it' or what it actually means other than "minding yourself"...it should be about effective strategies and how to promote self-care from day one, instead of saying "self-care is so important"....* This 'how to do it' was a recurrent theme within participant responses and there were continual references made to 'tools' and 'skills' throughout the interviews.

Participants were keen to offer suggestions which could be incorporated into the MSW course. Participant D suggested making an explicit link between self-care concepts and the course curriculum by stating *'it could be like doing an essay because then it would emphasise the necessity of it and then it's not brushed aside ya know as an airy fairy sort of thing'*. Participant E suggested something similar stating, *'I don't see why there is not a module in itself even if it was only one hour a week'*. A number of participants suggested having a specific workshop that would give students the 'tools' with which to maintain self-care. These responses correspond with research by Dziegielewski (2004) which found that students are interested in learning about self-care and view this topic as a necessary component of social work training.

#### *Self-Care Methods & Strategies*

As one of the research aims was to explore the level to which social work students utilise self-care methods and strategies during their training the following question was asked during the interview: Did you utilise any self-care methods or strategies to combat or reduce stress during the MSW? In analysing the data collected through the theoretical lens provided by Lazarus and Folkman (1984) it is evident that participants adopted a wide variety of both emotion-focused and problem-focused coping strategies. Overall, the use of exercise, social supports and reflective practices were the dominant strategies employed.

Exercise was emphasised by most of the participants. For example Participant D offered this insight, *'just going for a walk or...I would go down to the pitches, they had rugby posts and I would take kicks at the post and ya know boot the ball and run after it... just a bit of physical exertion'*. The value of exercise for stress reduction is well documented in the literature and the findings of this research correlate with those



found in a previous report by the NASW which found exercise was the leading method for alleviating stress amongst social work members (Arrington, 2008). Although exercise in the educational context may not be entirely feasible, ways of incorporating this into the training and education of student social workers are available in the literature e.g. free gym facilities and campus sports clubs and societies and introducing guest speakers who could educate students about exercise and the positive impacts of this for overall health and wellbeing.

Similar to exercise, social supports were reported as of particular value in helping participants to reduce stress and maintain self-care. This correlates with much of the literature which suggests social support as an effective coping mechanism and resource for stress management (Holden *et al.*, 1997; Green *et al.*, 2001; Lloyd *et al.*, 2002; Dziegielewski *et al.*, 2004; Wilks, 2010). Social support can come from various levels and this was acknowledged within participant responses where family, friends, tutors, practice teachers, colleagues on placement, peers and partners were mentioned. The most significant of these amongst participants was peers and practice teachers. A study by Collins *et al.*, (2010) found that support from fellow students rated highest amongst respondents. Thus, the evidence from this study and the literature would suggest that incorporating peer support structures such as peer support groups, team/class days for self-care into the MSW would be of significant value to students of social work.

Throughout the interviews the practice placement aspect of training was highlighted as a particularly stressful component of the MSW and responses from participants suggest they derived significant value and learning from their practice teachers. The supportive function of supervision in particular was highlighted as being an effective means of dealing with stress and developing self-awareness and knowledge about self-care concepts and the significance of this is also well acknowledged in the literature (Koeske & Koeske, 1989; Fernandez; 1998; Ben Ari & Gil, 2004; Collins *et al.*, 2010). Participant C offered the following insight *'my last practice teacher was very conscious of informing me of ya know to regularly take care of myself'*. This was again reiterated by Participant A who stated *'like one practice teacher said to me she felt that I needed to practice self-care or I would burn out in a few years...she advised me more to talk about and reflect on how experiences had an impact on me'*. Storey &

Billingham (2001) suggest that 'identifying stressors, and discussing management and prevention with practice teachers could become an integral component of supervision on placement and responses from participants would seem to suggest that students would derive significant value from this.

Reflective practice emerged as another predominant theme from participant responses and it appeared that significant value was placed upon reflective practices and in particular the use of a reflective journal and a reflective counselling module delivered during the college based terms of the MSW programme. Participant E stated *'I think that is was so beneficial [reflective counselling class] because it wasn't about fulfilling the course teams needs it was about fulfilling our needs and I don't think I ever looked at the inner me more'*. In relation to the use of a learning journal, the process of reflective writing has been described in the literature as stress reducing and Bolton (2010, p.31) describes the function of reflective writing as 'a way of claiming control by expressing and exploring our own and others' stories; crafting and shaping to aid understanding and development'. Kinman & Grant (2011) have highlighted that 'reflective ability appears to be an important predictor of resilience and psychological well-being, suggesting that trainee social workers who are better able to reflect on their thoughts, feelings and beliefs; who are able to consider the position of other people; and who can use these reflective abilities to communicate effectively with others are likely to be more resilient to stress and be less distressed'.

### **Conclusion & Recommendations**

Collings & Murray (1996, p.384) usefully point out 'it would be naive to believe that social work could be a stress-free profession'. However, this does not mean that efforts should not be made to reduce the negative impacts of the work. The findings of this study would suggest that self-care is a complex endeavour and no one intervention can fulfil the multiplicity of coping needs of each and every student within any given MSW course. Individual orientated preventative measures such as those suggested by Freudenberger (1974) do not address the wider influences that can contribute to stress and as Collings & Murray (1996, p.386) suggest 'a combination of organisationally and individually based strategies designed to combat stress amongst social workers' would seem to be the most constructive course of action.

The causes of stress, internal and external should be explored with students and most importantly they should be educated about the broad range of coping strategies available to them, both emotion-focused and problem-focused, so that they can be better equipped with the ‘tools’ or ‘skills’ to combat stress and therefore be more likely to maintain self-care in future practice. Social Work Departments should also provide adequate information and resources for individual stress reduction and self-care to students and this could take the form of a self-care binder for incoming students or a self-care resource page on the social work department’s university website (University of Buffalo, 2010).

The use of a self-care module is evident in some university programmes and whilst this recommendation represents the ‘ideal’, the researcher recognises the various constraints upon university social work departments and educators. Therefore, a workshop or seminar may be a more feasible and realistic recommendation. The use of this type of organisational self-care method is advocated for in the literature and was found to be particularly useful in a study by Dziegielewski et al. (2004) and was also suggested by some of the participants of this study.

This research has found that significant value is placed upon social supports as moderators of stress and burnout. Therefore, students should be given opportunities to develop these relationships with significant others. Some possible ways of achieving this are through developing peer support days, group work exercises and tutorial group activities. Peers and practice teachers were found to be of particular positive influence in this research and practice teachers should take some responsibility for teaching students about the importance of self-care. This could be made a requirement of supervision and as such the student would have time set-down in the placement schedule to explore self-care. In relation to peers, students could be encouraged to utilise this means more effectively if certain aspects of the course were designed to facilitate this. For example, one participant suggested that peer support meetings whilst on placement could be further utilised. They suggested that instead of just tending to the ‘business items’ of placement this time could be expanded to allow students the time to not only address their placement concerns with each other but also engage with each other beyond a superficial level.

Reflective practice emerged as a significant theme from the interview data and participants placed a lot of value upon this. Research by Kinman & Grant (2011) reaffirms this and they found that reflective ability may be a key protective factor for social workers (Kinman & Grant, 2011). Therefore, this would suggest that social work educators should provide opportunities for students to explore their thoughts, beliefs and experiences and develop their reflective ability through the use of reflective journals and reflective practice classes.

## **Bibliography**

- Allen, S., & Hiebert, B. (1991) Stress and Coping in Adolescents, *Canadian Journal of Counseling*, **25** (1), pp. 19-32.
- Arrington, P. (2008) Stress at Work: How Do Social Workers Cope? NASW Membership Workforce Study. Washington, DC: National Association of Social Workers.
- Barnett, J.E., & Cooper, N. (2009) Creating a Culture of Self-Care, *Clinical Psychology: Science & Practice*, **16** (1), pp. 16-20.
- Baruch, V. (2004) Self-Care for Therapists: Prevention of Compassion Fatigue and Burnout, *Psychotherapy in Australia*, **10** (4), pp.1-9.
- Ben-Ari, A. & Gill, S. (2004) Well-Being among Minority Students: The Role of Perceived Social Support, *Journal of Social Work*, **4** (2), pp. 215-225.
- Brannon, L. & Feist, J. (2010) Health Psychology: An Introduction to Behaviour and Health, 7<sup>th</sup> Edition. California: Wadsworth Cengage Learning Ltd.
- Brisette, I., Scheier, M. F., & Carver, C. S. (2002) The Role of Optimism and Social Network Development, Coping, and Psychological Adjustment During a Life Transition, *Journal of Personality and Social Psychology*, **82** (1), pp. 102-111.
- Bryman, A. (2004) Social Research Methods, 2<sup>nd</sup> Edition. Oxford: Oxford University Press.
- Cassidy, T. (1999) Stress, Cognition & Health. London: Routledge.
- Collings, J. & Murray, P. (1996) Predictors of Stress amongst Social Workers: An Empirical Study, *British Journal of Social Work*, **26** (3), pp. 375-387.
- Collins, S. (2008) Statutory Social Workers: Stress, Job Satisfaction, Coping, Social Support and Individual Differences, *British Journal of Social Work*, **38** (6), pp. 1173-1193.
- Collins, S., Coffey, M., & Morris, L. (2010) Social Work Students: Stress, Support and Well-Being. *British Journal of Social Work*, **40** (3), pp. 963-982.
- Darlington, Y. & Scott, D. (2002) Qualitative Research in Practice: Stories from the Field. Buckingham: Open University Press.
- Dahlem, N. W., Zimet, G. D., & Walker, R. R. (1991) The Multidimensional Scale of Perceived Social Support: A Confirmation Study, *Journal of Clinical Psychology*, **47** (6), pp. 756-761.

- Demaray, M. K., & Malecki, C. K. (2002) The Relationship Between Perceived Social Support and Maladjustment for Students at Risk, *Psychology in the Schools*, **39** (3), pp. 305-316.
- Dubow, E. F., Tisak, J., Causey, D., Hryshko, A., & Reid, G. (1991) A Two-Year Longitudinal Study of Stressful Life Events, Social Support, and Social Problem Solving Skills: Contributions to Children's Behavioral and Academic Adjustment, *Child Development*, **62** (3), pp. 583-599.
- Dziegielewski, S., Turnage, B. and Roest-Mari, S. (2004) Addressing Stress with Social Work Students: A Controlled Evaluation', *Journal of Social Work Education*, **40** (1), pp. 105-119.
- Edwards, D., Burnard, P., Bennett, K., & Hebden, U. (2010) A Longitudinal Study of Stress and Self-Esteem in Student Nurses.
- Endler, N. S., & Parker, J. D. A. (1990) State and Trait Anxiety, Depression and Coping Styles. *Australian Journal of Psychology*, **42** (2), pp. 207-220.
- Fernandez, E. (1998) Student Perceptions of Satisfaction with the Practice Curriculum, *Social Work Education*, **40** (1), pp. 105-119.
- Freudenberger, H. J. (1974) Staff Burnout, *Journal of Social Issues*, **30** (1), pp. 159-165.
- Gomm, R. (2008) *Social Research Methodology: A Critical Introduction*, 2<sup>nd</sup> Edition. New York: Palgrave Macmillan.
- Granath, J., Ingvarsson, S., von Thiele, U. & Lundberg, U. (2006) Stress Management: A Randomised Study of Cognitive Behavioural Therapy and Yoga, *Cognitive Behavioural Therapy*, **35** (1): pp. 3-10.
- Green, R. G., Bretzin, A., Leininger, C. & Stauffer, R. (2001) Research Learning Attributes of Graduate Students in Social Work, Psychology and Business', *Journal of Social Work Education*, **37** (2), pp. 333- 341.
- Holden, G., Cuzzi, L., Spitzer, W., Rutter, S., Chernack, P. & Rosenberg, G. (1997) The Hospital Social Work Self-Efficacy Scale', *Health & Social Work*, **22** (4), pp. 256-263.
- Jayarathne, S. & Chess, W. (1984) Factors Associated with Job Satisfaction and Turnover among Child Welfare Workers In Laird, J. & Hartman, A. (Eds.) *A Handbook of Child Welfare: Context, Knowledge, and Practice* (pp. 760-766). New York, NY: The Free Press.

- Jayarathne, S., Davis-Sacks, M.L., & Chess, W. A. (1991) Private Practice May Be Good For Your Health and Well-Being, *Social Work*, **36** (3), pp.224-229.
- Johnson, S., Cooper, C., Cartwright, S., Donald, I., Taylor, P. & Millet, C. (2005) The Experience of Work-Related Stress Across Occupations, *Journal of Managerial Psychology*, **20** (2), pp. 178-187.
- Jones, F., & Bright, J. (2001) *Stress: Myth, Theory and Research*. London: Prentice Hall.
- Kamya, H. A. (2000). Hardiness and Spiritual Well-Being among Social Work Students: Implications for Social Work Education, *Journal of Social Work Education*, **36** (2), pp.231-240.
- Kariv, D. & Heiman, T. (2004) Task-Oriented Versus Emotion-Oriented Coping Strategies: The Case of College Students, *College Student Journal*, **39** (1), pp. 72-85.
- Kinman, G. & Grant, L. (2010) *Emotional Intelligence, Reflective Abilities and Wellbeing in Social Workers and Related Skills in Predicting Wellbeing and Performance in Social Work Practice*. Bedfordshire: University of Bedfordshire. Available online at: <http://www.beds.ac.uk/bridgescetl/out/reports/emotionalintelligence/emotionalintelligence.pdf> [Accessed on 18/03/2011].
- Kinman, G. & Grant, L. (2011) Exploring Stress Resilience in Trainee Social Workers: The Role of Emotional and Social Competencies, *British Journal of Social Work*, **41** (2), pp.261-265.
- Koeske, R. & Koeske, G. (1989) Working and Non-Working Students: Roles, Support and Well-Being, *Journal of Social Work Education*, **25** (3), pp. 244-256.
- Lazarus, R. & Folkman, S. (1984) *Stress, Appraisal and Coping*. New York: Springer.
- Lazarus, R. S. (1976) *Patterns of Adjustment*, 3<sup>rd</sup> Edition. New York: McGraw Hill.
- Lloyd, C., King, R., & Chenowith, L. (2002) Social Work, Stress, and Burnout, *Journal of Mental Health*, **11** (3), pp. 255-266.
- Parker, J. (2006) Developing Perceptions of Competence During Practice Learning?, *British Journal of Social Work*, **36** (6), pp. 1017-1037.
- Pottage, D. & Huxley, P. (1996) Stress and Mental Health Social Work: A Developmental Perspective, *International Journal of Psychiatry*, **42** (2), pp. 124-131.

- Robotham, D. & Julian, C. (2006) Stress and the Higher Education Student: A Critical Review of the Literature, *Journal of Further and Higher Education*, **30** (2), pp.107-117.
- Roembke, J. E., Jr. (1995) Prevention of Burnout among Graduate Students and New Professionals in Mental Health (Doctoral Dissertation, Biola University, 1995), *Dissertation Abstracts International*, **56** (6-A), p. 2177.
- Rose, M. (2003) Good Deal, Bad Deal? Job Satisfaction in Occupations', *Work Employment and Society*, **17** (3), pp. 503-530.
- Ross, S. E., Neibling, B. C., & Heckert, T. M. (1999) Sources of Stress among College Students, *College Student Journal*, **33** (2), pp.312-317.
- Saakvitne, K. W., & Pearlman, L. A. (1996) *Transforming the Pain: A Workbook on Vicarious Traumatization*. New York: Norton.
- Salmela-Aro, K., Tolvanen, A.B., Nurmie, J. (2011) Social Strategies During University Studies Predict Early Career Work Burnout and Engagement: 18-year Longitudinal Study. *Journal of Vocational Behavior*. Vol. 70, Issue 1, pp. 145-157
- Storey, J. & Billingham, J. (2001) Occupational Stress and Social work', *Social Work Education*, **20** (6), pp. 659-669.
- Strom-Gottfried, K.J. (2000) Ethical Vulnerability in Social Work Education: An Analysis of NASW Complaints. *Journal of Social Work Education*, **36** (2), pp. 241-252.
- Thompson, N., Murphy, M. & Stradling, S. (1994) *Dealing with Stress*. London: Macmillan.
- Ting, L., Morris, K. J., McFeaters, S. J., & Eustice, L. (2006) Multiple Roles, Stressors and Needs among Baccalaureate Social Work Students: An Exploratory Study. *Journal of Baccalaureate Social Work*, **12** (1), pp. 39-55.
- University of Buffalo (2011) *Online & Other Self-Care Resources*. Available online at: <http://www.socialwork.buffalo.edu/students/self-care/resources.asp>. [Accessed on: 07/04/2011]
- Weigel, D., Devereux, P.G., Leigh, G.K., & Ballard-Reisch, D. (1998) A Longitudinal Study of Adolescents' Perceptions of Support and Stress: Stability and Change. *Journal of Adolescent Research*, **13** (2), pp. 158-177.



Wilks, S. E., & Spivey, C. A. (2010) Resilience in Undergraduate Social Work Students: Social Support and Adjustment to Academic Stress. *Social Work Education*, **29** (3), pp. 276-288.

Wohlgemuth, E., & Betz, N. E. (1991) Gender as a Moderator of the Relationships of Stress and Social Support to Physical Health in College Students, *Journal of Counseling Psychology*, **38** (3), pp.367-374.