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"STRESS, BLACK STRESS, AND TECHNIQUES FOR LIFE ENRICHMENT"

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PREFACE

As the world turns at, seemingly, an accelerated pace toward the twenty-first century, two profound issues seem to stand out from the background. The first is that the industrialized, technological advancement of the Western world over the last four centuries or so, while providing some of mankind with an impressive array of material goods and scientific successes, has also been the harbinger of an equally impressive variation of stress-related and social diseases. That is, "success" has to be viewed in terms of its physical, emotional, spiritual and societal costs.

The second fundamental thesis is that the leadership for a more just, healthy and progressive world must be assumed by Africans and people of African descent throughout the Diaspora. Just as the Black world developed civilization through the Nubian--Egyptian empires over four thousand years ago, we must return to that magnificent balance of technological achievement and quintessential humaness.

"STRESS, BLACK STRESS, AND TECHNIQUES FOR LIFE ENRICHMENT"

-Frederick B. Phillips, Psy.D.

A. Stress

The first thing to understand about "stress" is that it is a little like having a "temperature"; the absence of a certain amount of "stress" or "temperature" means death. The point, very clearly, is that a certain amount of stress is functional and, at times, an increased amount of stress is even welcomed. The proper term for too much stress is "distress", a situation in which your personal resources to handle stress have been overwhelmed.

A simple definition of stress comes from Hans Selye, "Stress is the wear and tear within the body in response to the life process". A person adapts to a problem irrespective of what the problem may be, even the normal problems encountered in day-to-day living. Technically, you are under stress when the room temperature changes a few degrees, because your body has to make certain readjustments. The important element in this explanation of stress is that of adjustment. Adjustments occur continuously throughout life and may be as small as the aforementioned temperature change or as large as a marital divorce.

Another curious component of stress is that it can occur in response to either positive or negative events. We are under similar stress whether we get a job promotion or get married as we would be if we lost our job or became separated. The quantitative effects of the stresses listed above would certainly vary, i.e., losing a job is certainly more stressful than gaining one, but the qualitative process are similar. They are alike in the ways in which the internal body mechanisms respond. The key element, as before is adjustment.

The concept of stress as adjustment brings the interactive processes of stress more into focus. Psychophysiological stress resides neither in the situation nor in the person; it depends on a transaction between the two (Richard Lazarus, 1979). Stress is a dynamic, not a static, concept. Stress is given meaning by the interaction of the focal unit (cell, person, family, etc.) with the larger environment.

Whenever two sub systems of life make contact, energy is exchanged; the exchange process among humans and their immediate environment can be viewed as stress. Therefore it is the energy released at the point of contact, or the contact boundary, that gives rise to the effects of stress. It is important to understand the process of stress because the dynamics are similiar whether the stress is physical or emotional. For example, a negative comment can trigger the same stress response as would a physical push.

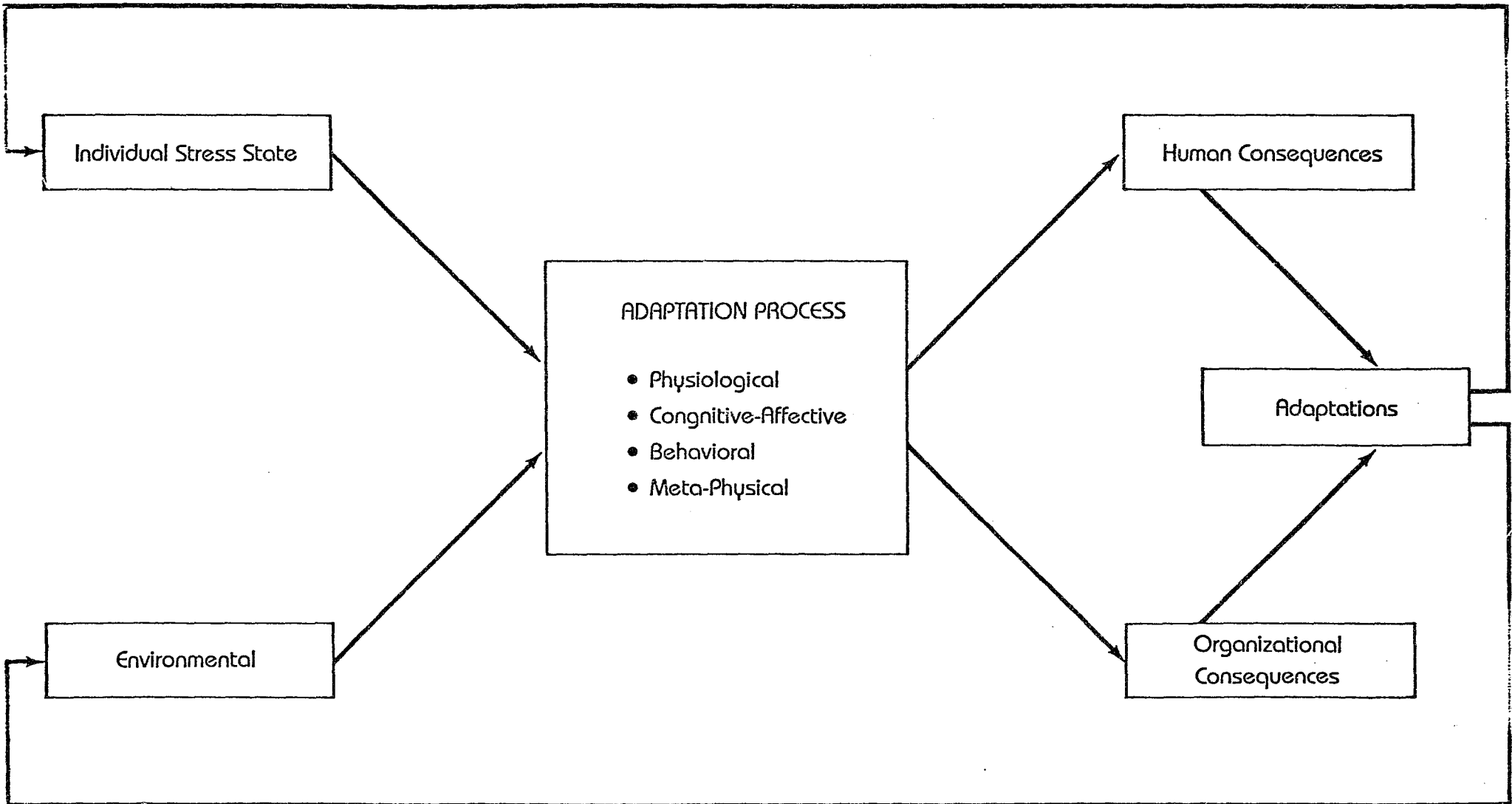
For a more complete view of the stress process let's turn our attention to the "Individual Stress Chart" that follows. This model is a synthesis of an organizational stress framework set forth by Beehr and Newman (1978); an urban stress model developed by Myers & King; and the clinical work of Phillips and Savage at The Institute for Life Enrichment. The model has eight components that are interactive, but of course, will be discussed separately.

1. Individual Stress State

At any one moment in time we are a product of our collective physical, psychological, social and spiritual history. This is true whether we are speaking of ourselves as a fetus in our mother's womb or a senior citizen. It is clear, for instance, that the nutritional and emotional well being of the mother has an impact on the developing unborn child. When this child

INDIVIDUAL STRESS CHART

Time



Space



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is born, he/she will bring its own "history" which will influence his/her adaptations to stressful events.

The individual facet is "any characteristic of the human being the influences an individual's perception of stressful events, interpretation of events as stressful, and/or reaction to stress." From this definition it should be clear that we, ourselves, can be a source of stress through our own attitudes, feelings and physical condition. All that we are as a complete human being we bring to the environment in an interactive manner. We can further divide our individual facet into the following sub-components:

A. Physiological

- physical condition/health
- nutrition (diet and eating) style
- sleep and relaxation patterns
- age, sex
- race

B. Cognitive-Affective

- intelligence
- self-esteem
- perceptual style
- life script
- intrapersonal conflicts
- awareness
- personality traits
- temperment

C. Behavioral

- coping styles

-abilities

D. Meta-Physical

-morality/values

-cultural legacy/script

-spirituality

Let us state that the above list of components that contribute to an individual's stress state is only a partial listing. We have chosen those characteristics that appear to be most influential.

2. Environmental

The environmental facet represents those stressors which are external to the individual and mediate the effects, nature and intensity of stress.

The environmental facet can be a source of strength or a source of strength or a source of distress depending, again, on their nature, intensity and duration.

They, technically, include all the macro systems of which the individual is a part. At any one time, however, one macro system (e.g., job) may be more influential than another (e.g., home, family).

a) Family

-marital dyad

-children

-extended family

-friends

b) Job

-responsibilities

- utilization
 - role conflict/ambigvity
 - satisfaction
 - organizational health
 - security
 - interpersonal relations
 - management
 - income
- c) Society
- political
 - economic
 - culture
 - racism
- d) Physical
- weather
 - geography

3. Adaptation Process

Seyle (1974) and Lazarus (1976) have consistently affirmed the fact that health outcomes are more the products of efforts to cope with stress than the direct results of the stressors themselves. This view, however, needs some clarification and modification so that we won't fall prey to the traditional practice of blaming the victim, but go beyond that and assess the restrictions imposed on those coping efforts. Therefore, we must not only develop effective adaptation skills but also "evolve a 'social stance' capable of transforming the extant social process" (Myers and King, 1980).

The adaptation process is the mechanism through which the personal and environmental facets come together and interact. According to Beehr and Newman (1978), the process facet "refers to those events within the human organism which transform input (stimuli) and produce output (human, organizational and societal consequences and responses). Both physical and psychological process are included." To that we add the meta physical.

- a) Physiological
 - biological
 - neurological
 - chemical
- b) Cognitive-Affective
 - perception
 - feelings
- c) Behavioral
 - coping styles
- d) Meta-Physical

The core element to be understood regarding the process component is that it signifies "how" we interact with the stressor(s). We are discussing the process of interaction and that process can be identified on a continuum from the adaptive to mal-adaptive. This, succinctly, is what is commonly referred to as "coping skills."

4. Human Consequences

Whenever an individual's stress state and the environmental stressors are activated through the individuals' adaptation process, the result can be

the production of human consequences. Human consequences, therefore, is a global term which refers to the sum total of the physiological, cognitive-affective, behavioral and meta-physical components which can be affected by the stress process.

If one is to view the stress process on an individual basis, then the human consequences relate to the overall health of the individual. Similarly, if one were to substitute the organization as the primary focus then the organization's health would replace human consequence. In other words, no matter what organizational unit, or sub-unit, that one is attempting to describe, the stress process produces health outcomes which are particular to that system or unity of analysis.

For the individual, human consequences can assume the form of:

- a) Psychological Outcomes
 - depression
 - anxiety, tension
 - low self-esteem
 - alienation
 - psychosis

- b) Physical Health Outcomes
 - Psycho somatic illnesses
 - cardiovascular disease
 - respiratory problems

- c) Behavioral Outcomes
 - poor interpersonal relations
 - tardiness, absenteeism

- inefficiency at work

- crime

- d) Meta-physical

- value compromise

- over or under statement

- moral confusion/decay

5. Organizational Consequences

The stress process will also produce larger system impact and outcome as well as individual health outcome. The larger system, in this case, refers to any system of which the individual is a part or member. Marital dyads, families, jobs, churches, organizations or larger society are examples of macro systems.

A familiar principle of general system theory states that a change in any part of a system necessarily means that there is a subsequent change in the entire system. This is so since any system is composed of interrelated parts and, as the parts change, then the "gestalt" of the system changes. Changes, however, are not summative so that we can not say that a change in "X" will lead to this specific change in "Y". We can only say that a change in "X" will lead to a different way in which the larger system relates to "X".

Organizational consequences, therefore, are those stress outcomes of the individual which are experienced on an organizational level. They also relate to the "health" of the organization whether the system be the family or the job. Examples of such outcomes are:

- a) Family

- marital disruption

- family dysfunction

-negative, symptomatic behavior of member

b) Job

- lower productivity
- change in quality of job performance
- lower creativity
- absenteeism
- lower morale

c) Society

- non-involvement
- pessimism
- loosening of moral structure

6. Adaptation

Once human and organizational consequences have been produced, various processes are activated which integrate those outcomes into the individual stress state and the environmental stress structure. Those processes are the adaptations which are made both on an individual and an organizational level. As individuals adopt more effective adaptations to stress they can lower their base individual stress state and also, by extension, decrease the environmental stressors upon them. On the other hand, mal-adaptive responses to stress can accomplish the opposite; that is they will increase the individual and organizational distress.

Since the ways and means of reducing stress are so varied, yet so important, some effective techniques will be discussed under the separate section entitled "Life Enrichment Techniques".

B. Black Stress

In order to appropriately discuss what is known as Black Stress we must first get a succinct understanding of what is meant by the term. Black Stress refers to the sum total of physiological, cognitive, affective, behavioral, and meta-physical adjustments that have been made by Black people in response to the racist environmental structure of American society and by extension, the world. The adaptations have been many and we will limit ourselves to a brief discussion of important psychological dynamics that have been effected.

If we are to fully appreciate the topic, it must be realized that Black Stress starts at birth and beyond. The environmental stressors on Black fetuses and new-borns are keenly felt and their consequences are demonstrated in statistics such as the higher infant mortality among Black infants and the recently reported higher mean heart rates in low-income Black neonates as compared to their White peers (Schochter, et al, 1974). There are numerous studies of race-versus-social-economic trends in prematurity, infant mortality, and birth defects which suggest the outcome of greater stress vulnerability and sensitivity in Black parents (Myers and King, 1980). As stated above, a discussion of even a sampling of the environmental stressors impinging on Blacks is beyond the scope of this paper. Let us understand that the stressors begin early in Black life and are likely to be passed on through the generations.

Perhaps the single most important psychological construct which influences Black stress is the concept of identity. "You are who you think you are" so the saying goes. Psychological identity is the basis for value clarification, life priorities, self-esteem, and even moment-to-moment decision making. A confused identity leads to confused decision-making, a confused self, and increased stress.

A confused identity can affect Black adults in their various roles as family

members, wage earners or community leaders. A single example may serve to highlight the point. In the case of a Black correctional officer who, and in what manner, does he or she identify with the most? The jailee? The correctional system? The larger white power structure? Fellow officers? Self? Each of the above sub-systems have expectations which impinge on the attitude and decisions of the Black officer. Does the officer handle these conflicting pressures through denial? Over-identification with the power structure? Immobilizing behavior? Defensiveness?

Underlying the above example is a more basic identity question for Blacks. That is, there is a constant, un-healthy fluctuation between identification with our African ancestry and our American birth. This is exemplified by the vacillation of self-descriptive terminology such as African-American, Afro-American, Black, Negro, Colored, etc.

The identity of a person helps to define their purposes, their roles, and their values. In other words, identity defines who you are as a human being. It is the image of yourself that provides a structure, a "road map" that helps guide a person through the intricacies and potential conflicts of life. A person's identity is formed, in part, through their own interaction with the world, in part, through their family and, of major consequence, through their culture. The cultural history of Blacks in America has been so distorted and truncated that it is difficult for most Blacks to receive an honest and realistic picture of themselves. "History is the scaffold upon which personal and group identities are constructed. It is a living library which provides a script of roles and modes to which groups can aspire" (L. Bennett, 1982). The racist and untruthful interpretation of African history by Western White civilization has, sorrowfully, been a major source of confusion for Black people and has actually led to collective cultural self-doubt and at times, self-hate.

Beyond the stress of role conflict, a confused identity is the basis for the selection of values, morals and even traditions which are white-oriented and alien to an Afrocentric culture. Such key value configurations as collectivism-vs-individualism; competition-vs-cooperation; and humanism-vs-materialism--are examples of cultural distinction between traditional African culture and European culture. Even more to the point a proper perspective of Black male-female relations has to be grounded historically. For example, the characterization of African women as independant, strong, and assertive can be demonstrated over thousands of years and presents a cultural personality which is clearly different from the European image of women as weak, passive and dependant (C. Williams, 1976; C. Diop, 1974). The distinctions of African women are profoundly demonstrated by African queens such as Queen Nefertiti; Queen Hatshepsut, The Great; Queen Cleopatra; Queen Tiy, mother of King Tut; and Queen Candace. Further, the cultural personality of African women is distinguished by their traditional cooperative and equalitarian relationship with their men.

In order for Black Americans to reduce the stress of cultural identity conflict it is absolutely necessary for us to embrace our African ancestry and culture. We must "get off the fence" and see ourselves as part of the oldest continuing culture and civilization of this planet. Having taken that step we can then proceed to utilize those values which still have meaning for us and to modify those that are dysfunctional. It will, however, be our choice and therein lies the power necessary to break the tyranny of the given.

The potency experienced by many African Americans is also a major stress point. There is a feeling of lesser control over the environment and this shackles creativity, erodes self-confidence, and leads to frustration, self-doubt and community paralysis. It is commonly known that, in response to fear, human beings have only two general response patterns, fight or flight. It is

hypothesized that, in many instances, the African American community has adopted psychological flight as a defense. Common psychological defenses that are utilized include: rationalization ("at least it's not any worse"); suppression (let's not think about that now"); and identification with the aggressor ("Whites can do it better, anyhow").

Psychological defenses are effective adaptations at a certain point in space and time. For African-Americans, they obviously have had survival value. But the defenses have become antiquated and dysfunctional and thereby disrupt the flow of creative energy and power. Over time they have prevented the real self from emerging and have led to the same identity confusion which was mentioned earlier.

In order to unburden ourselves from impotency, we must 1) assume a more positive stance toward our African heritage; 2) redefine our values, goals, and self-image; 3) have respect for our community; and 4) engage the world with a positive, creative and confident stance.

Life Enrichment Techniques

There are, at best, only two responses to stress: responses that ameliorate stress (adaptive responses) or responses that heighten stress (maladaptive responses). A succinct definition of an adaptive response offered by Newman and Beehr (1979) is "a response intended to eliminate, ameliorate, or change the stress producing factors in the environmental context or intended to modify, in a beneficial way, the individual's reaction to stressful job situations." Not surprisingly, a maladaptive response is one in which the reactions or behavior of the individual or organization do not deal with the problem; in effect, maladaptive responses aggravate the problem to some degree.

Adaptive responses can be characterized as different forms of prevention. The first level is known as primary prevention where an individual or organization attempts to counteract harmful stressors before they have a chance to produce stress. Individually, this is exemplified by a morning ritual of relaxation or meditation, or proper moral guidance for our children. Primary responses are more educative than curative and one could include at this level community actions designed to reconstruct society into a more humane and less stressful environment.

Secondary prevention are individual or group actions that aim to reduce the prevalence and intensity of stress. Through early self diagnosis or environmental diagnosis, a person or organization can reduce the harmful effects of stress. For example, in an interpersonal encounter a person has a range of verbal and non-verbal responses which he or she can utilize to ease or ameliorate the stress of the relationship. Organizationally, an employer may redesign the work flow to more evenly distribute the desirable and undesirable job tasks.

Tertiary prevention is indeed more curative and encompasses those actions which impact on the reduction of a stress related illness or disorder. The assumption clearly in third-level prevention is that the stress has accumulated

to the brink of illness or dysfunction and that the stress reduction technique is more treatment oriented whether for an individual or an organization. A stress management program for a worker who has endured a heart attack would be an obvious example.

In the paragraphs following, I have attempted to outline some stress management techniques that are applicable across the three levels of prevention. They are, admittedly, not comprehensive, but rather demonstrate the wide range of effective responses that individuals have to reduce stress.

1. Relaxation Exercises: It is possible to train yourself rather simply to relax your muscles. If relaxation procedures are practiced with regularity, the level of tension and anxiety can be reduced significantly. Any relaxation exercise is best accomplished in a quiet, comfortable setting, preferably with subdued lighting. A person should close their eyes to avoid visual stimuli. A most simple technique is a three step process. First, you take a slow, easy and full breath while purposely tensing a particular muscle group, say the shoulders. Second, you hold your breath, and hold your shoulders tense, for as long as you can, at least for a count of five. Third, slowly allow the air to leave your body and as you do so, allow your shoulders to "fall down" and relax. Repeat this initial step three times. From the initial relaxing of your shoulders, you can move to other muscle groups while repeating the process outlined above. This simple relaxation exercise can be done in a matter of minutes at home or at the office. With practice you can achieve deeper states of relaxation.

2. Visualization: Some people find it very pleasant to take a fantasy trip while relaxing. If you want to do this, think about a place you have been that you have liked a great deal. Re-experience it. Transport yourself mentally to that spot. You can concentrate on being in a meadow, on a clear, beautiful day. Imagine the sun shining brightly on you and warming you as the rays touch your skin. There are endless variations to visualization, but a key is to chose a place,

mentally, which is relaxing to you and allow yourself to enjoy the pleasures of that experience.

Another very helpful use of visualization is to imagine a situation that usually is stressful for you such as a marital interaction, boss-supervisee discussion, or parent-child confrontation. Be aware of the feelings that are aroused in you during this interaction and then become aware of your usual response. Finally, imagine yourself responding in a different manner to this person and then become aware of the pleasant feelings that you are now experiencing.

3. Positive Thinking: There is no substitute for positive thinking. The familiar adages that suggest that positive thoughts lead to positive actions or, conversely, that negative thoughts poison the mind/spirit are certainly true. All human actions, whether building a relationship or building a bridge, start initially with an image of some sort. A positive action, therefore, does start with a positive thought.

Saying, as we did, that positive thinking is the basis for positive actions should not lead one to believe that merely having a positive attitude is all that is required for positive results. It often takes more than positive thinking. It may take the right circumstances, the right behavior, ability, help from others, and so on. However, all things being equal, it will go better if we think positively.

4. Assertiveness: Assertiveness is a form of aggressiveness; assertiveness can be described as "asking" for what you want while aggressiveness is taking what you want. There are, clearly, situations in which either response is appropriate although assertiveness will suffice in most interactions.

The idea behind assertiveness is that if we take appropriate action, we prevent anxiety from building up. Fear often results from a feeling that we are helpless. Doing something about a problem gives us the feeling of adequacy and success, which is an antidote for the helpless feelings that often accompany anxiety. Any

kind of action usually helps somewhat. Action that is mature, balanced and fair helps most.

To improve your assertiveness you would want to, first, analyze the situation very carefully. You should decide what the proper and appropriate way of handling the situation is by being objective. Next, you may want to discuss your plan with a trusted friend. Once you have both thought about it and discussed it you are now ready to plan in detail and then go ahead and carry out your plan. For the sake of your developing confidence, it is often best to start with mildly assertive behaviors in situations and increase the strength of the assertion over time.

5. Emotional Sharing: All human beings have the dual needs of both giving and receiving love. It is as though the process of exchanging love is necessary for the completion of the human spirit. Love, itself, has been referred to as "food for the soul". What we are describing here is not, necessarily, a romantic love but rather a process between human beings that is grounded in a high level of trust. This trust can be a part of many human relationships including the extended family, special friends and work compatriots.

Trust refers to a degree of emotional honesty. In order to feel appreciated for being yourself, there must exist emotional honesty and trust within the relationship. When this is achieved the relationship(s) provides an emotional haven or buffer that extends an opportunity for emotional catharsis, peace, and recharging.

Emotional sharing and trust allows us to form a connective link with our "extended self" so that we can avoid the pitfalls of experiencing setbacks on a too-personal basis. There must be a network for us to share our emotional highs as well as our emotional disappointments. It is from such a network that we gain the necessary strength, and perspective, with which to better adapt to our stressful environments.

6. Self-Awareness: In discussing 'self-awareness', we are referring to the process of an individual becoming more attuned to who they are as a physical, psycho-

logical and spiritual being. We are not, for instance, merely referring to the roles that people assume in life such as parent, student, professional, etc. Rather, an appropriate level of self-awareness goes beyond our social roles and reaches our very essence as a human being.

When we become more aware of ourselves we come more in touch with our life priorities and our individual goals and needs. We will likely discover, for example, that we do need love or that we have a lesser value on material goods. It becomes easier to negotiate the many conflicting demands of life when we are more in touch with ourselves. This is so since we then realize that we do have choices and our choices are based on our preferences. If we don't know who we are, then on what basis do we make life choices?

There are two simple exercises that will help you to become more self-aware. The first is called "Who Am I?" and consists of your writing on a piece of paper all the thoughts that come to you when you ask yourself the questions "Who Am I?" It is important that you do not censor your responses with thoughts such as "this is silly" or "I'm really not like that". Put everything down that appears on the screen of your mind. Sometimes it is even helpful to have a trusted friend ask you the question and write your response. After completion of this phase of the task, then you are ready to intensely review your list with an eye toward the varied parts of yourself as a person.

The second helpful exercise is a breathing and relaxation exercise whereby you can become more in touch with your physical being. As an introduction to this task it is important to remember that your body communicates with you through various physical processes. So, for example, a "tight stomach" may be a signal of anxiety or fearfulness. A headache may signal too much pressure or conflict. Trembling legs may suggest an unwillingness to confront a particular situation.

You want to begin this exercise by undergoing the relaxation sequence described

earlier. Next, close your eyes and rivet your awareness to the specific parts of your body beginning with your feet and toes. Depending on the amount of time available you can choose to spend more or less time on any specific bodily part. Start each awareness with the sentence "Now I am aware of _____", and say this aloud the first few times until you become more comfortable with the process. Proficiency with this exercise will put you more in touch with your feelings, your priorities, your preferences and your power.

7. Cultural Awareness: An important and necessary complement to self-awareness is cultural awareness whereby you see yourself as part of a larger cultural history and leading to a cultural future. An accurate self-assessment of yourself as a cultural being accomplishes some of the same objectives as those in the paragraph on self-awareness. It is only because this aspect of ourselves is so neglected, yet so important, that it is being discussed separately. As suggested in an earlier section of this paper, cultural identity helps to define priorities by providing a cultural value base. Having a secure base for decision-making is an avenue of reducing stress.

Describe yourself as part of your culture. What is the "personality" of your cultural group? Who are your cultural heroes and heroines? What has been the contribution of your cultural group to the world? What are your hopes for the future directions of your cultural group? What are you doing to influence those future directions?

For Black Americans it is supremely important for us to see our collective experience of slavery as only a part of a larger and glorious past. The perspective of history must be introduced to help make the connection between modern day Afro-American life and our African heritage that has existed for thousands of years. As suggested earlier, it is only as a people have an accurate reflection of their past that they can begin to make appropriate assessments of their future.

8. Life Plan: The last exercise that I would like to introduce is one that should embody the previous seven.

Developing a life plan is a method of unifying your awareness, assertiveness, relaxation, and loving relationships. A life plan is a framework of goals and objectives that you establish for yourself. It is not a rigid, static prescription that must be followed at all costs, but rather a flexible, ever developing framework for your personal aspirations. It is a guide for the accomplishment of your life's purpose.

To begin, start at the end. What, for instance, do you want people to say at your eulogy? How do you want to be remembered? From the end you can then work backward. Where, and what, do you want to be at age 65? How do you want your life to be going? Do you for example, want life to be easy at age 65 or do you still want the struggle? Half and half?

Continue to work backwards and roughly outline 25, 10, and 5 year goals. Remember, goals are aims, they are designed to provide direction and intention. Goals are not usually life or death concerns because if they are adopted at that level then the goals themselves can provide inordinate amounts of stress.

From a rough outline of goals, you can develop more specific objectives or means to achieve your goals. For instance, a goal of an early retirement to country living might require a present day decision regarding career choice, financial investment or relocation. Having an overall plan or direction provides energy for present day struggles and conflicts. It is easier to handle small setbacks within the context of a larger dream.

The principles for the life enrichment that have been presented above are not meant to be comprehensive. There are other principles that are equally important for a productive, less-stressful life. But we must start somewhere and I feel that the eight principles presented herein are the psychological basis for a successful stress management program.

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The Institute for Life Enrichment (ILE) offers 4, 8 or 16 hour workshops in stress management for individuals or organizations. Additionally, ILE offers a 32 hour training course for individuals who, themselves, are interested in conducting stress management workshops. For further information, please contact Dr. Phillips at (202) 291-5008/9.

ATTACHMENT NUMBER FIVE

CRITIQUE SHEET

Please rate the program numerically on the following:

Value - Is the information presented useful to you in your present job? *yes*

Presentation - Did the course hold your interest? *yes*
Was the instructor competent? *yes, very well understood*

Objective - Did the course reach the objective stated in the invitation? (Restate course objective here as understood originally by participants.)
to alleviate and experience stress by a change in situation, as well as w/ adaptable skills.

Use this scale in scoring: LOW HIGH
 1 2 3 4 5

Subject	Value	Presentation	Objective
5	4	5	4

Please explain your rating as fully as possible below. Since we tailor our program to meet your needs, we appreciate specific suggestions which may strengthen future programs. We also want to know what is most valuable to you.

The program was most valuable to my present career and very well presented. As stress mgmt workshops are presented on the job monthly, this presentation was mostly suitable to the Black ~~area~~ individuals.

1. The first step in the process of identifying a problem is to recognize that a problem exists. This involves gathering information about the situation and identifying the specific issue that needs to be addressed.

Please rate the program numerically on the following:

Value - Is the information presented useful to you in your present job?

Presentation - Did the course hold your interest?
Was the instructor competent?

Objective - Did the course reach the objective stated in the invitation? (Restate course objective here as understood originally by participants.)

Use this scale in scoring: LOW 1 2 3 4 HIGH

Subject	Value	Presentation	Objective

Please explain your rating as fully as possible below. Since we tailor our program to meet your needs, we appreciate specific suggestions which may strengthen future programs. We also want to know what is most valuable to you.

I feel that this program is a very valuable informative program which focuses on the variables that are very important to black identity as it relates to S -

1

Please rate the program numerically on the following:

Value - Is the information presented useful to you in your present job?

Presentation - Did the course hold your interest?
Was the instructor competent?

Objective - Did the course reach the objective stated in the invitation? (Restate course objective here as understood originally by participants.)

Use this scale in scoring: LOW 1 2 3 4 5 HIGH

Subject	Value	Presentation	Objective
STRESS Mang	Yes, for view of clientele	quite competent very informative	Understanding stress particularly in light of blackness

Please explain your rating as fully as possible below. Since we tailor our program to meet your needs, we appreciate specific suggestions which may strengthen future programs. We also want to know what is most valuable to you.

The workshop was very informative and was understandable. more emphasis should be placed on practical coping skills.

CRITIQUE SHEET

Please rate the program numerically on the following:

Value - Is the information presented useful to you in your present job?

Presentation - Did the course hold your interest?
Was the instructor competent?

Objective - Did the course reach the objective stated in the invitation? (Restate course objective here as understood originally by participants.)

Use this scale in scoring: LOW HIGH
 1 2 3 4 5

Subject	Value	Presentation	Objective
4	5	4.5	4.5

Please explain your rating as fully as possible below. Since we tailor our program to meet your needs, we appreciate specific suggestions which may strengthen future programs. We also want to know what is most valuable to you.

would like to have a 2 day workshop
on stress. This was informative and
interesting

CRITIQUE SHEET

Please rate the program numerically on the following:

Value - Is the information presented useful to you in your present job? *very helpful*

Presentation - Did the course hold your interest? *yes*
Was the instructor competent? *yes*

Objective - Did the course reach the objective stated in the invitation? (Restate course objective here as understood originally by participants.)

Use this scale in scoring: LOW HIGH
 1 2 3 4 5

Subject	Value	Presentation	Objective
<i>Stress management</i>	<i>5</i>	<i>5</i>	<i>5</i>

Please explain your rating as fully as possible below. Since we tailor our program to meet your needs, we appreciate specific suggestions which may strengthen future programs. We also want to know what is most valuable to you.

Due to the amount of time for instructors, I feel all aspects of stress management for Blacks were not covered. I'm quite please with the presentation which provided me with further insight in handling my stressful situation. I would like to know more about Stress Management - specifically its impact on Blacks and more ways of coping

Please rate the program numerically on the following:

Value - Is the information presented useful to you in your present job?

Presentation - Did the course hold your interest?
Was the instructor competent?

Objective - Did the course reach the objective stated in the invitation? (Restate course objective here as understood originally by participants.)

Use this scale in scoring:

	LOW				HIGH
	1	2	3	4	(5)

Subject	Value	Presentation	Objective
S	S	S	S

Please explain your rating as fully as possible below. Since we tailor our program to meet your needs, we appreciate specific suggestions which may strengthen future programs. We also want to know what is most valuable to you.

I FEEL that this very good program should
be given to every man, woman, and child in the
Black Community. In particular the knowledge
of ourselves develops and understanding and
FREEDOM.

I HAVE NEVER BEEN MORE IMRESSED WITH ANY PRESENTATION

CRITIQUE SHEET

Please rate the program numerically on the following:

Value - Is the information presented useful to you in your present job? YES

Presentation - Did the course hold your interest? YES
Was the instructor competent? YES

Objective - Did the course reach the objective stated in the invitation? (Restate course objective here as understood originally by participants.)

How to HANDLE STRESS AS A BLACK CORRECTIONAL PROFESSIONAL
in a CORRECTIONAL ENVIRONMENT LOW HIGH
Use this scale in scoring: 1 2 3 4 5

Subject	Value	Presentation	Objective
5	5	5	4

Please explain your rating as fully as possible below. Since we tailor our program to meet your needs, we appreciate specific suggestions which may strengthen future programs. We also want to know what is most valuable to you.

MORE time should be ALLOCATED FOR THIS VALUABLE TRAINING COURSE. EVERY PHASE OF THIS COURSE IS VERY IMPORTANT TO ME NOT ONLY IN MY PROFESSIONAL LIFE, BUT PERSONAL ONE AS WELL.

CRITIQUE SHEET

Please rate the program numerically on the following:

Value - Is the information presented useful to you in your present job? *TO SOME EXTENT*

Presentation - Did the course hold your interest? *FOR THE MOST PART*
Was the instructor competent? *YES*

Objective - Did the course reach the objective stated in the invitation? (Restate course objective here as understood originally by participants.)

*TO GAIN A BETTER UNDERSTANDING OF BLACK STRESS
ALWAYS TO MANAGE STRESS*

Use this scale in scoring: LOW HIGH
 1 2 3 ④ 5 — AVERAGE SCORE

Subject	Value	Presentation	Objective
<i>BLACK STRESS</i>	<i>4</i>	<i>3/4</i>	<i>4</i>

Please explain your rating as fully as possible below. Since we tailor our program to meet your needs, we appreciate specific suggestions which may strengthen future programs. We also want to know what is most valuable to you.

The information was useful and the presentation was well organized. I did feel that we went off on a tangent which for me would have been better spent doing some different exercises. The flow was good & feedback was go. Usual kept control of

CRITIQUE SHEET

Please rate the program numerically on the following:

Value - Is the information presented useful to you in your present job?

Presentation - Did the course hold your interest?
Was the instructor competent?

Objective - Did the course reach the objective stated in the invitation? (Restate course objective here as understood originally by participants.)

Use this scale in scoring: LOW HIGH
 1 2 3 4 5

Subject	Value	Presentation	Objective
	4	4	3

Please explain your rating as fully as possible below. Since we tailor our program to meet your needs, we appreciate specific suggestions which may strengthen future programs. We also want to know what is most valuable to you.

The most ~~thing~~ valuable thing to me would have been more involvement from the audience. The lecture was very good, however, feelings shared have been expressed more the release some stress)

CRITIQUE SHEET

Please rate the program numerically on the following:

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Presentation - Did the course hold your interest?
Was the instructor competent?

Objective - Did the course reach the objective stated in the invitation? (Restate course objective here as understood originally by participants.)

Black Stress

Use this scale in scoring: LOW HIGH
 1 2 3 4 5

Subject	Value	Presentation	Objective
5	5	3	4

Please explain your rating as fully as possible below. Since we tailor our program to meet your needs, we appreciate specific suggestions which may strengthen future programs. We also want to know what is most valuable to you.

CRITIQUE SHEET

Please rate the program numerically on the following:

Value - Is the information presented useful to you in your present job?

Presentation - Did the course hold your interest?
Was the instructor competent?

Objective - Did the course reach the objective stated in the invitation? (Restate course objective here as understood originally by participants.)

Use this scale in scoring: LOW HIGH
 1 2 3 4 5

Subject	Value	Presentation	Objective
<i>J</i>	<i>5</i>	<i>5</i>	<i>5</i>

Please explain your rating as fully as possible below. Since we tailor our program to meet your needs, we appreciate specific suggestions which may strengthen future programs. We also want to know what is most valuable to you.

*you may want to expand
on the "Time & Space" Components
of the stress chart.*

CRITIQUE SHEET

Please rate the program numerically on the following:

Value - Is the information presented useful to you in your present job? 5

Presentation - Did the course hold your interest?
Was the instructor competent? 4

Objective - Did the course reach the objective stated in the invitation? (Restate course objective here as understood originally by participants.) 4

Use this scale in scoring: LOW HIGH
 1 2 3 4 5

Subject	Value	Presentation	Objective
Stress MANAGEMENT	5	4	4

Please explain your rating as fully as possible below. Since we tailor our program to meet your needs, we appreciate specific suggestions which may strengthen future programs. We also want to know what is most valuable to you.

CRITIQUE SHEET

Please rate the program numerically on the following:

Value - Is the information presented useful to you in your present job?

Presentation - Did the course hold your interest?
Was the instructor competent?

Objective - Did the course reach the objective stated in the invitation? (Restate course objective here as understood originally by participants.)

Use this scale in scoring: LOW HIGH
 1 2 3 4 5

Subject	Value	Presentation	Objective
5	5	4	4

Please explain your rating as fully as possible below. Since we tailor our program to meet your needs, we appreciate specific suggestions which may strengthen future programs. We also want to know what is most valuable to you.

CRITIQUE SHEET

Please rate the program numerically on the following:

Value - Is the information presented useful to you in your present job?

Presentation - Did the course hold your interest?
Was the instructor competent?

Objective - Did the course reach the objective stated in the invitation? (Restate course objective here as understood originally by participants.)

Use this scale in scoring: LOW HIGH
 1 2 3 4 5

Subject	Value	Presentation	Objective
(3)	(2)	(2)(3)	(3)

Please explain your rating as fully as possible below. Since we tailor our program to meet your needs, we appreciate specific suggestions which may strengthen future programs. We also want to know what is most valuable to you.

I guess I expected more exercise -- more real tangible way to reduce stress. My concentration was not in great shape today due to being tired.

CRITIQUE SHEET

Please rate the program numerically on the following:

Value - Is the information presented useful to you in your present job?

Presentation - Did the course hold your interest?
Was the instructor competent?

Objective - Did the course reach the objective stated in the invitation? (Restate course objective here as understood originally by participants.)

Use this scale in scoring: LOW HIGH
 1 2 3 4 5

Subject	Value	Presentation	Objective
Stress Management 3/25/82 9:00 am	5.	5- instructor extremely knowledgeable in this field.	4- I would like to go more in depth with this subject.

Please explain your rating as fully as possible below. Since we tailor our program to meet your needs, we appreciate specific suggestions which may strengthen future programs. We also want to know what is most valuable to you.

CRITIQUE SHEET

Please rate the program numerically on the following:

Value - Is the information presented useful to you in your present job?

Presentation - Did the course hold your interest?
Was the instructor competent?

Objective - Did the course reach the objective stated in the invitation? (Restate course objective here as understood originally by participants.)

To expose participants to stress management techniques.

Use this scale in scoring: LOW HIGH
 1 2 3 4 5

Subject	Value	Presentation	Objective
5 (Stress Management)	4	4	4

Please explain your rating as fully as possible below. Since we tailor our program to meet your needs, we appreciate specific suggestions which may strengthen future programs. We also want to know what is most valuable to you.

I would like to have seen more types of individual relaxation methods to combat stress.