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Spanish Translation and Validation of the Daily Stress Inventory, and a Comparison of the Level of Stress Experienced by Three Culturally Distinct Hispanic Groups

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**SPANISH TRANSLATION AND VALIDATION OF THE DAILY STRESS
INVENTORY, AND A COMPARISON OF THE LEVEL OF STRESS
EXPERIENCED BY THREE CULTURALLY DISTINCT
HISPANIC GROUPS**

by

Senez Rodriguez-Charbonier

**A Dissertation
Submitted to the
Faculty of The Graduate College
in partial fulfillment of the
requirement for the
Degree of Doctor of Philosophy
Department of Psychology**

**Western Michigan University
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**SPANISH TRANSLATION AND VALIDATION OF THE DAILY STRESS
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Senez Rodriguez-Charbonier, Ph.D.

Western Michigan University, 1993

High levels of stress in the general population have been found to correlate both with psychological and physical illness. The fast growing Hispanic population in the U.S. is exposed to increased levels of stress associated with a number of situations (e.g., language barriers, and socioeconomic status). There are, however, no validated stress measures applicable to the Hispanic community as a whole.

The purpose of this study was twofold: First, to translate into Spanish the Daily Stress Inventory (DSI) (Brantley & Jones, 1989) and to validate the translation by conducting a correlation study between the the Spanish and the English versions. Input was received from representatives of thirteen different Hispanic subgroups. A Pearson Product Moment Correlation coefficient of .93 was found between the two versions responded to by 62 bilingual participants residing in a large metropolitan area of Western Michigan.

The second purpose was to compare the levels of stress experienced by three culturally distinct Hispanic groups (very Hispanic/Hispanic-oriented bicultural, "true" bicultural, and Anglo-oriented bicultural/very Anglicized) as determined by an adapted version of the Acculturation Rating Scale for Mexican Americans (ARSMA) (Cuellar et al., 1980). A significant difference in the level of stress was found as a function of gender, but not as a function of level of acculturation. Limitations and benefits of the study and recommendations for future research are also discussed.

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I dedicate this dissertation to Sonia, my loving wife. She is my inspiration, my friend and confidante. Her patience and encouragement were invaluable at every step of the way. She was always supportive and inspiring not only during the project, but throughout my entire academic training.

I also dedicate it to the memory of my good friend Eddie Medina, who died tragically in an automobile accident a few weeks after he helped me with the project while visiting his home at Atlantic Union College in Massachusetts. He was very instrumental in helping me identify participants in the East coast. He is no longer around, but he will live for ever in my memory.

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Senez Rodriguez-Charbonier

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CHAPTER I

INTRODUCTION

The measurement of stress has received much attention by researchers over the last two decades. The manner in which stress has been defined in the literature, however, has made it difficult for researchers to study and measure it. Selye (1956), using the medical model, defined stress as a state manifested by a nonspecifically induced syndrome. Others have defined stress as a stimulus, as a response, and as both (Lazarus & Folkman, 1984; Pretzer, Beck & Newman, 1989). Pearlin, Menaghan, Lieberman and Mullan (1981) refer to stress more generically as the product of a number of variables including life events, chronic strains and the person's diminished self-concept. For the purpose of this study, stress was defined in terms of the individual's response to daily life experiences subjectively interpreted within the framework of personal resources, coping responses and social support, which comprise the four key factors considered by Mason (1975).

Considering stress as a product of several factors (e.g., chronicity of life events, person's self-concept and the individual's perception of the life events), having a good measure of stress is important not only for intervention purposes but also for developing preventive strategies. To this end, Holmes and Rahe (1967) pioneered stress measurement by developing the Social Readjustment Rating Scale (SRRS). It combines 43 socially desirable and undesirable major life events producing a final score that represents the amount of adjustment the individual has had to make to maintain a balance in his/her life. It focuses not on whether the individual experiences more

socially undesirable than desirable events but rather on net level of adjustment the person undergoes.

Studies with the SRRS provide evidence for the relationship between the psychophysiologic reactions evoked by major life events and the etiology of both physical and emotional illness in the general population (Holmes and Masuda, 1974; Holmes and Rahe, 1967; Lauer, 1973).

Despite the general agreement that life events measures provide evidence for the stress-illness relationship (Dohrenwend & Dohrenwend, 1978; Paykel, 1974; Clum, 1976), the approach has been debated extensively (Lazarus & Folkman, 1984; Kanner, Coyne, Schafer, & Lazarus, 1981; DeLongis, Coyne, Dakof, Folkman, & Lazarus, 1982; Fleming, Baum, & Singer, 1984; Miranda & Castro, 1985). Lazarus and Folkman (1984) point out three major defects in the assumptions of the life events approach when used as the sole measure of stress. Their first objection is based on the implicit assumption that change alone produces stress. They point out that change by itself does not necessarily produce stress, and stress may occur even in the absence of change. For instance, they refer to menopause, the empty nest, and retirement as examples of major life events which do not necessarily produce stress for most people if these changes have already been contemplated and, therefore, expected and planned for. Similarly, not getting an expected promotion, chronic boredom or loneliness can produce much stress even though change has not occurred. The second objection is based on the assumption that events must be major or have profound adaptational consequences or produce profound losses in order to create stress sufficient enough to impair health. The fact is that only the individual experiencing any particular event can assess the significance of it (Pearlin et al., 1981). The third objection relates to the psychosomatic hypothesis (that psychological stress is a major factor in illness).

Pearlin et al. (1981) argue that illness is produced by a large number of factors that do not fit the category of psychological stress (e.g., genetic and environmental factors), and these factors cannot easily be teased apart.

Miranda and Castro (1985) have pointed out that the life events approach is a retrospective measure which attempts to establish a relationship between events from the distant past and present physical or mental illness. They did not deny the impact that life changes have on the person's general health, but they called attention to the importance of other variables (i.e., personal resources, coping responses and social support) that need to be taken into account. A similar position is posed by Dohrenwend and Dohrenwend (1975; 1981) when referring to the multivariate nature of the problem confronted in researching life events-illness relationships.

Regardless of the aforementioned limitations, the life events approach has been popular and well researched. More recently, however, there has been an increased number of stress measures (Brantley, Waggoner, Jones & Rappaport, 1987; Horowitz, Wilner & Alvarez, 1979; Kanner, Coyne, Schaefer & Lazarus, 1981; Sarason, Johnson & Siegel, 1978) and variations in the procedures used in item weighting (Dohrenwend & Dohrenwend, 1974; Ross & Mirowsky, 1979).

In addition to the life events approach, minor daily hassles and uplifts have been considered predictors of psychological symptoms and somatic illness. In a comparative study, Kanner et al. (1981) concluded that daily hassles "provide a more direct and broader estimate of stress in life than major life events" (p. 20). DeLongis et al. (1982) also attest to the relevance of Kanner's et al. (1981) Hassles Scale and recommend it as a supplement to the life events approach which they consider being in itself "insufficient for full understanding and practical prediction of health outcomes" (p. 119). One of the most important findings that researchers have noted in comparative studies is the

substantial correlation between the frequency of hassles and psychological symptoms. In addition, they noticed the superiority of hassles over life events in predicting symptomatology. Similarly, the hassles scale was a better predictor of symptomatology than was the uplifts scale (Kanner et al., 1981).

Brantley et al. (1987) called attention to two important features related to the hassles scale. One was that the scale was designed to be administered on a monthly basis which may present a problem in establishing contiguity between the stressful event and changes in physical or psychological status. The second was that it may take too much time for the participant to rate the scale's 117 items.

An improvement of this approach but still focusing on the day-to-day minor stressors is the Daily Stress Inventory (DSI) developed by Brantley and Jones (1989). The DSI is a 58-item self-report measure to be used in "the daily assessment of the sources and individualized impact of the relatively minor stressful events" (Brantley et al., 1987, p. 61). The generalizability and validity data of the DSI support the use of the scale as a valid measure of stress on a daily basis (Brantley et al., 1987; Brantley, Cocke, Jones, & Goreczny, 1988). By providing more frequent measures of stressful events, the DSI can make possible a more accurate estimation of the "causal stress-disorder link" (Brantley et al., 1987).

Other group-specific instruments have also been designed to assess levels of stress experienced by employees in general (Nowack, 1990) or more specifically health professionals (Revicki et al., 1991).

In spite of the existing number of instruments designed to measure the level of stress on the general population, little attention has been given to minority populations, such as the Hispanic population, even though they comprise the fastest growing group in the country (34% increase from 1980 to 1988 vs. 7% increase for the non-Hispanic

population during the same period) totaling 19.4 million (U.S. Bureau of the Census, 1988). This group is likely to become the largest minority group in the United States by the year 2000 (Macias, 1977).

The literature has frequently reported significant differences in the way people from different ethnic groups rate different stressful events (Antunes, Gordon, Gaitz & Scott, 1974; Burnam, Timbers & Hough, 1984; Levine & Padilla, 1980; Miller, 1989; Roberts, 1980; Rosenberg & Dohrenwend, 1975). Vega and Miranda (1985), for example, have pointed out that although the experience of stress is universal, "the unique relationship between individuals and their environments is culture-specific" (p. 5). Similar problems have been found with other psychometric instruments which were normed with population samples other than Hispanics (Greene, 1987; Montgomery & Orozco, 1985).

The literature also supports the notion of a relationship between levels of acculturation and stress (Bayard, 1978; Padilla, Wagatsuma & Lindholm, 1984 as cited in Cervantes & Castro, 1985; Ramirez, 1969). Padilla et al. (1984), for example, found low acculturated Mexican Americans and Japanese Americans experienced more stress than their more acculturated counterparts. The same study revealed that Mexican Americans in general experience higher levels of acculturative stress than Japanese Americans as a group.

After a thorough search of the literature, only two stress inventories have been identified whose use with Hispanics appear to be appropriate, the Daily Stress Inventory (DSI) (Brantley et al., 1988) and the Hispanic Stress Inventory (HSI) (Cervantes, Padilla, & Salgado de Snyder, 1990). The HSI was developed to meet the need for a more culturally-relevant stress measurement tool. The process of validating

the instrument resulted in two versions, one for Hispanic immigrants and the other for U.S.-born Hispanics.

There are a few concerns about the HSI that deserve consideration. One is that the HSI is not readily available for general use, and even if it were, its applicability to the general Hispanic population still would be questionable. The HSI was normed with a sample that represents either the Mexican and Central American subcultures (the immigrant version) or the Mexican-American subculture (the U.S.-born version). It is possible that using the instrument with other major Hispanic subgroups in the U.S. (e.g., Cubans and Puerto Ricans), either immigrants or U.S.-born, may not be totally appropriate. Although many people may consider Hispanics to be a homogeneous group, it is important to recognize the within-group cultural variations that characterize them (Sue & Zane, 1987; Rogler, Cortes & Malglady, 1991; Weyr, 1988). The HSI also was based on chronic and acute life events experienced by Hispanic adults (Cervantes et al., 1990), and, in this respect, it is based on the life change approach used by Holmes and Rahe (1967) whose limitations have been discussed above.

The instrument can be administered on a daily basis to monitor progress of treatment interventions aimed at decreasing the negative impact of stressors. It also is a sensitive measure of stress that can “assist in explicating the relation between stress and its biological, psychological and social correlates” (Brantley & Jones, 1989, p. 1). The DSI is assumed to have generality given its normative sample composition (Blacks, Hispanics and Orientals). However, the Hispanic representation in the norms is disproportionally low. The inventory also fails to specify what Hispanic subgroups are represented in the normative sample.

Despite these limitations, the DSI is a potentially useful measure of stress to be used with the Hispanic community for two reasons. First, it is readily available to the

professional community, and second, it is based on relatively small but frequently occurring events, which have been found to have a higher correlation with psychological symptomatology than life events (DeLongis et al., 1982; Kanner et al., 1981). Furthermore, the DSI can be used for treatment follow up by maintaining a daily account of the levels of stress experienced by an individual during a long period of time. In this respect, it is possible for a clinician to develop a profile on Hispanic clients' abilities to cope with stress-evoking events in the social environment in which they live. However, for the DSI to have such applicability to the Hispanic population, it first must be properly translated and validated so that individuals from different Hispanic subgroups can read and understand it well.

To that aim, the present study was conducted in two parts. The first study consisted of the translation of the DSI following Brislin's (1986) recommendations. The final step of the first study consisted of the administration of the instrument to a group of 62 bilingual individuals who answered the DSI both in English and Spanish. A Spearman Product Moment Correlation was computed to establish their correlation coefficient. Once an acceptable correlation level was found, a second study was conducted using the bilingual version of the DSI to assess differences in the level of stress experienced by three selected Hispanic groups (a) very Hispanic/Hispanic-oriented bicultural, (b) "true" bicultural and (c) Anglo-oriented bicultural/very Anglicized as determined by the adapted version of the Acculturation Rating Scale for Mexican Americans (ARSMA) (Cuellar, Harris & Jasso, 1980) which I will refer to as ARSMA types 1, 2, and 3. They include ARSMA levels of 1.02 to 2.75, 2.81 to 3.19 and 3.25 to 3.94, respectively. These levels were used to stay within the limits of the original ARSMA types developed by Cuellar et al. (1980).

Two sets of hypotheses were tested in these studies. In the first study, it was hypothesized that there would be no difference in the levels of stress as measured by the two versions of the DSI (English and Spanish) when answered simultaneously by individual bilingual participants. To further investigate the relationship between levels of acculturation and stress as suggested by Bayard (1978), Padilla et al. (1984), and Ramirez (1969), the hypothesis for the second study was that the very Hispanic/Hispanic-oriented bicultural group would show higher levels of stress as compared to the “true” bicultural and the Anglo-oriented/very Anglicized groups. It was further hypothesized that the levels of stress experienced by the “true” bicultural group would be relatively lower than that experienced by the Anglo-oriented/very Anglicized group.

CHAPTER II

STUDY 1

Method

Subjects and Setting

The study was conducted with 62 bilingual Hispanic volunteers recruited from different geographical locations within the state of Michigan. Leaders of Hispanic churches and other organizations were approached to invite their members to participate in the study.

The participants were 18 years of age or older individuals who were willing to answer both the English and the Spanish version of the DSI for a period of seven days in a row. Professionals, nonprofessionals, as well as students were included in the pool of participants.

Efforts were made to have a fair representation of different socioeconomic and educational levels. Among others, Mexican Americans, Mexicans, Puerto Ricans, Cubans, Dominicans, and Central and South Americans were invited to participate in the study. There were a total of 25 males and 37 females (see Table 1 for demographic details). Basic reading and writing skills in both languages were required to participate in the study. Therefore, when audiences were approached, potential participants were told not to volunteer unless they could read and write in both languages.

Table 1
Frequency and Percentage of Participants by Gender, Marital Status and
Education (n = 62)

Value	Frequency	Percent
By Gender		
Males	25	40.3
Females	37	59.7
By Marital Status		
Married	37	59.7
Single	19	30.6
Divorced	1	1.6
Widowed	4	6.5
Separated	1	1.6
By Education		
0-12 grades	17	27.4
13-16	33	53.2
17-24	12	19.4

Materials

The participants received a package containing the Instruction sheet (Appendix A), the English and the Spanish versions of the DSI (Appendices B and C), and the Demographic Data Form which incorporated the adapted version of the ARSMA (Cuellar et al., 1980) (Appendix A).

The DSI is a 58-item instrument that gives the participants the opportunity to rate 58 daily events on a scale from 1 to 7 with 1 referring to “occurred but not stressful” and 7 referring to “caused me to panic”. The DSI normative sample includes Whites, Blacks, and a small proportion of Orientals and Hispanics.

The adapted ARSMA (Cuellar et al., 1980) measures a participant’s level of acculturation by responding to 16 multiple choice items including “language familiarity, usage and preference; ethnic identity and generation; reading, writing and cultural exposure; and ethnic interaction” (Cuellar et al., 1980, p. 209). The acculturation level can be measured on a continuum from “very Mexican” to “very Anglicized” with a “true” bicultural level as the middle point in the scale. Tests to obtain the ARSMA’s reliability and validity have shown acceptable alpha coefficient levels (e.g., internal reliability of .88) for nonclinical subjects.

Only the English version of the ARSMA was used because all participants were bilingual and able to read both languages. However, the Spanish version was available for anyone who asked for it.

For ease in follow-up all participants were asked to provide their first name and telephone numbers in a 3x5 piece of paper included in the package (Appendix D). They were informed that someone from the staff of the study would call them occasionally during the week to remind them about the study. The participants were not required to write their names on the DSI or any other form.

Procedure

Translation of the Instrument

The Spanish version of the DSI was translated from the original DSI with the assistance of a multicultural bilingual professor with extensive experience in teaching

Spanish grammar, literature and related matters. The translated version was then individually read to a sample of 36 Hispanic subjects 18 to 80 years of age who represent 12 different Latin American countries and with a range of education from first grade to Masters + degree (see Table 2).

Table 2
Participants Consulted in the Translation Procedure of the DSI

National Origin	No. of Participants	Average Education	Average Age
Argentina	1	19	44.00
Cuba	3	11	69.33
Dominican Rep	7	12	45.43
Ecuador	1	12	80.00
El Salvador	1	12	65.00
Guatemala	3	11	28.67
Honduras	1	14	29.00
Mexico	6	10	44.33
Nicaragua	1	5	31.00
Peru	3	15	49.00
Puerto Rico	8	11	41.25
Venezuela	1	14	30.00
Totals	36	12.17	46.25

The frequent consultation with the 36 participants resulted in a few changes such as using more than one word to convey the meaning of a particular word or

expression that otherwise would have been difficult to understand by participants of different subgroups.

Following Brislin's (1986) recommendations, the Spanish translation was then given to 5 fully bilingual professionals who translated the instrument back into English. The back translation was finally analyzed by an Anglo, but fully bilingual professional who teaches Spanish, English and French in the Grand Rapids Area School District. Translations were evaluated on a scale of 1 to 4 points according to the correctness of each of the 58 items (4 = very good translation, 3 = acceptable, but minor grammatical errors, 2 = no major errors but meaning somewhat changed, 1 = major errors with total change of meaning). An estimated average accuracy of the back translation was found to be 93 %.

Two main adaptations to the ARSMA were made to fit the various Hispanic subgroups participating in the study. The main adaptation was the substitution of the term Hispanic for Mexican, Mexican Americans, Chicano, and other related terms. Also a total of four items out of twenty were eliminated from the original ARSMA because their inclusion would have made difficult its applicability to a population other than Mexican or Mexican American. Although item elimination should be done only "when unavoidable," Cuellar et al. (1980) have made the suggestion that "if substantial doubt exist about an item, it may be omitted. In such a case, the total score would be divided by only the number of items actually recorded" (p. 203). The elimination of the four items did not change the content of the scale and is comparable with other existing scales of acculturation (Marin, Sabogal, Marin, Otero-Sabogal, & Perez-Stable, 1987).

Administration of the Instrument

Specifically, bilingual individuals were invited to volunteer for the study. They were informed that the study would make it possible for professionals to measure the level of stress experienced by Hispanics on a daily basis (Appendix E). Participants were also assured of the confidentiality of their participation and responses. Those who expressed interest in participating were given a coded package containing the materials indicated above.

The original order of 58 items in the English version of the DSI was maintained whereas the order of the Spanish version was randomized. This procedure was used to ensure that the two versions did not match. To further assess whether responding to the inventory in any particular language first would make any difference on the level of stress reported, approximately fifty percent of the participants received instructions to answer the Spanish version first every day; the other fifty percent was instructed to return their packages the following week and to give them to a preselected person in the organization or agency (pastor, priest or other well known person by the group).

Results

The DSI scores were calculated on a daily and weekly basis for each participant. By counting the number of rated items, the daily "Event" score was calculated for each participant. The ratings assigned to each item were then summed to get the daily "Impact" score. The "Impact" scores were then divided by the "Event" scores to get the "I/E Ratio" for each day and each participant. Each day's "Event" scores and each day's "Impact" scores for the entire week were calculated and the value of the "I/E Ratio" for the entire week was calculated for each participant and functioned as the dependent variable. This procedure was followed for each version of the DSI.

The Pearson Product Moment Correlation Coefficient test was run to determine the correlation between the Spanish and the English versions of the DSI responded by the same person. As shown in Table 3, correlation coefficients higher than .93 at the <.001 level were found for Event, Impact and I/E Ratio. These correlations suggest that in the second study every participant could select either the English or the Spanish version of the DSI with no significant difference.

Table 3
Correlation Between Spanish and English Versions of the DSI
by Event, Impact and I/E Ratio (n = 62)

DSI	Correlation Coefficient	P value (1 tailed)
Event	.9417	.0001
Impact	.9691	.0001
I/E Ratio	.9334	.0001

To determine if there was any difference in the level of stress reported as a function of the DSI version responded to first, two t-tests were performed. The group that responded to the English version first did not show any significant difference between the two versions $t(60) = .19, p = .847$. The group that responded to the Spanish version first showed no significant difference between the two versions either $t(60) = 23, p = .817$. These results suggest that the respondents clearly understood the content of both versions (as supported by the high correlations between the two and reflected in Table 3) and responded accordingly regardless of which one they read first. It should be noted, however, that there is no way to ensure that the participants faithfully followed the instructions to respond to a particular version first on a daily basis.

CHAPTER III

STUDY 2

Method

Subjects and Setting

Participants for this study were 235 volunteers recruited from the states of Michigan, Massachusetts and Georgia. Male and female participants ranging in age from 18 to 82 years and of various Hispanic backgrounds and socioeconomic and educational levels were included in the study. Table 4 displays the demographic characteristics, such as gender, marital status, and citizenship status of participants in Study 2.

Table 4
Demographics of Study 2 Participants (n = 235)

Value	Frequency	Percent
Gender		
Males	92	39.1
Females	143	60.9
Marital Status:		
Married	161	68.5
Single	48	20.4

Table 4--Continued

Value	Frequency	Percent
Divorced	13	5.5
Widowed	11	4.7
Separated	2	.9
Citizenship		
US Citizens	151	64.3
Residents	68	28.9
Migrants	6	2.6
Other	10	4.2

Materials

The bilingual version of the DSI was used in this study. The DSI was printed one side in English and the other in Spanish. Also, items on both versions were arranged in the same order and format (Appendix F).

The adapted version of the ARSMA described in Study 1 was available to all participants in a bilingual format.

Procedure

Participants for Study 2 were recruited and given instructions in the same manner as with Study 1. All individuals of Hispanic descent, however, were invited to participate regardless of their English or Spanish proficiency as long as they were able to read and write in either language.

Those who volunteered to participate were given a coded package containing (a) the instructions sheet attached to the Demographic Data Form which included the English and Spanish versions of the ARSMA, (b) the bilingual version of the DSI, and (c) the 2x5 piece of paper to collect their first name and telephone number. The participants were informed of the person and place they were expected to take the package once completed.

The DSI scores were calculated in the same manner as calculated for Study 1 reported above.

The subjects were divided into three groups based on their level of acculturation as measured by the ARSMA. The level of acculturation was calculated by summing the subjective value assigned by each participant to the 16 multiple-choice items in which their responses ranged from “very Hispanic” to “very Anglicized”. The resulting value was then divided by 16.

Results

The distribution of ARSMA scores (as noted in Table 5) was markedly positively skewed. That is, the number of subjects classified as very Hispanic/Hispanic-oriented bicultural, or ARSMA type 1 (1.02-2.75), was 190 whereas “true” bicultural or ARSMA type 2 (2.81-3.19) and Anglo-oriented/very Anglicized, or ARSMA type 3 (3.25-3.94) were 27 and 18 subjects respectively. In point, there were no subject with ARSMA scores higher than 3.94 that could be classified as “very Anglicized”.

The Event Week scores were calculated for the 235 subjects. The sample mean was determined to be 79.74, with a standard deviation of 60.82. An ANOVA indicates no significant difference between the three ARSMA types with respect to their levels of stress as measured by the DSI Event-Week $F(2, 232) = 1.31, p = .2713$.

Table 5

Frequency and Standard Deviations of Participants by 3 Types ARSMA
by Level of DSI (I/E Ratio)

ARSMA Type	n =	I/E Ratio	s =
1= Very Hispanic/Hispanic- oriented bicultural.	190	2.652	.890
2= "true" bicultural	27	2.479	.825
3= Anglo-oriented bicultural/very Anglicized	18	2.429	.781

$F(2, 232) = .904, p = .406$

The mean DSI Impact Week scores were tabulated for all 235 subjects. A mean of 204.19 with a standard deviation of 180.73 and a range of 1504.00 (Min. 20.00, Max. 1524.00) was obtained. Again, an ANOVA was run but no significant difference was found $F(2, 232) = .6083, p = .5451$. Of note, however, was the mean differences between male and female subjects, with male Impact Week mean score of 176.71 contrasted with a female mean score of 221.88. An ANOVA result suggests a trend in gender mean difference $F(1, 233) = 3.534, p = .061$.

The mean I/E Ratio was calculated and determined to be 2.62 with a standard deviation of .88. Again, there was no significant difference between the three ARSMA types. When males and females were compared, however, the mean I/E Ratio was found to be 2.35 with a standard deviation of .75 for male subjects; for females, a mean of 2.78 and a standard deviation of .91 was found. This was determined to be

statistically significant $F(1, 233) = 14.41, p = .0002$. It should be noted, however, that this statistical significance could be due to the mean gender difference of reported impact week scores. In any case, females reported significantly higher levels of stress than males as measured by the DSI.

The mean ARSMA scores were obtained for the entire group ($n = 235$) and found to be 2.32 with a standard deviation of .566. Although mean gender difference was not found to be significant (females $M = 2.27$, males $M = 2.39$), there appears to be a slight relationship ($p = .09$) between gender and level of acculturation with males being slightly more acculturated than females.

An examination of the level of acculturation as it relates to marital status indicates that married subjects were significantly more acculturated than unmarried subjects in our sample with a mean ARSMA of 2.55 and 2.21 respectively $F(2, 233) = 20.191, p < .0001$.

A one way ANOVA was performed with the three ARSMA types and DSI I/E Ratio as the dependent variable. As noted in Table 5, results were nonsignificant $F(2, 235) = .904, p = .406$.

The ARSMA scores were reclassified into four types in an attempt to make them less variable. As noted in Table 6, types 3 and 4 remained the same while type 1 became types 1 and 2. Again, no significant difference in the level of stress was found among the four groups. The second null hypothesis, therefore, was retained.

Finally, the sample was divided into two ARSMA groups based on the sample median score (2.25). It was determined that DSI I/E Ratio was related to ARSMA [$F(1, 233) = 3.886, p = .05$] when subjects were reclassified utilizing this median split. Table 7 displays the means and standard deviations for each group and the t values for each comparison.

Table 6

Frequency, and Standard Deviations of Participants by 4 Types ARSMA
by Level of DSI (I/E Ratio)

ARSMA Type	n =	I/E Ratios	s =
1= Very Hispanic	64	2.725	.933
2= Hispanic-oriented bicultural	126	2.615	.869
3= "true" bicultural	27	2.479	.825
4= Anglo-oriented bicultural/very Anglicized	18	2.429	.781

$F(3, 231) = .823, p = .483.$

Table 7

Weekly Event, Impact and I/E Ratio Levels of Stress
as a Function of ARSMA Median Split

Variable	Mean	s =	Significance
Event Week			
Low ARSMA	72.39	50.66	ns ($p = .096$)
High ARSMA	85.67	67.54	
Impact Week			
Low ARSMA	190.09	145.03	ns ($p = .283$)
High ARSMA	215.60	205.02	

Table 7--Continued

Variable	Mean	s =	Significance
I/E Ratio			
Low ARSMA	2.76	.945	p = .019
High ARSMA	2.50	.798	

The author recognizes the statistical limitations and weakness of the median split for comparison purposes; however, considering the skewedness of the sample, the median split suggests the possibility of a much larger difference between groups given a better distribution of the three different ARSMA types.

CHAPTER IV

DISCUSSION

The wide representation of different Hispanic subgroups and their feedback during the translation procedure appears to have been very important in producing a bilingual instrument which can be understood by most Hispanics regardless of their country of origin, age, education and level of acculturation. The results of the first study indicate that the Bilingual DSI scores are highly correlated with the scores of the original DSI when both instruments are responded to simultaneously by fully bilingual individuals.

The retention of the second null hypothesis (that there would be no significant difference between the three Hispanic groups as measured by the adapted ARSMA), deserves some discussion at this juncture. Data analysis indicates that there is no difference in the level of stress reported by Hispanics regardless of their level of acculturation as measured by the ARSMA. The sample of 235 individuals participating in this study was obviously skewed toward the Hispanic rather than the "Anglicized" group. A possible explanation for the limited representation of more Anglicized participants may be that the Hispanic population in the target areas is relatively new compared with other parts of the country, such as the West or the Southwest or other parts of the East coast. In this study, participants from the East coast were primarily students of a private college who have been in the area for only a few years. Another possibility is that the more Anglicized Hispanics may have chosen not to participate in the study when invited.

Most participants in this study were identified by the ARSMA as being either very Hispanic/Hispanic-oriented bicultural (190) or “true” bicultural (27) (see Table 5). As noted in Table 6, attempts to spread the variance by developing more than three ARSMA types were unsuccessful because of the skewdness of the sample.

An important observation regarding the sample as a whole needs to be made. From the total of 235 participants, 131 (55.74%) of them reported feeling “extremely proud” of being Hispanic versus 2.98% who reported being only “a little proud”. This high percentage of participants identifying themselves as “proud Hispanics” seems to correlate with the highly skewed ARSMA type 1 indicated above.

This study contributes to the field of stress measurement in a twofold manner. First, it has provided a validated instrument to measure the level of stress among Hispanics on a daily basis and on relatively minor stressful events. Second, the bilingual DSI represents an improvement in the effort to measure the levels of stress in the fastest growing minority population in the United States. Particularly the population sample was composed of a wide representation of different subgroups of the Hispanic population from three different geographical areas of the United States. Furthermore, the population sample of this study was very heterogeneous in terms of age, socioeconomic status and educational levels, increasing its applicability. As such, it can be utilized in assessing the stress level of that minority population regardless of their Spanish or English fluency and their cultural background.

Some limitations of this study, however, need to be pointed out. First, to determine whether or not the level of stress experienced by a Hispanic person is influenced by its level of acculturation, a more “Anglicized” group of Hispanics needs to be identified and administered the DSI and the ARSMA to determine whether this group differs substantially from the less Anglicized group represented in this study.

The second limitation refers to the fact that Adventist participants were represented in much higher percentage (73.4%) than any other religious group. Whether that may have been a confounding variable responsible for the non-significant levels of stress reported is an empirical question that may need further study.

Future research using the Bilingual DSI in conjunction with other stress measures such as the HSI for comparison purposes is recommended. Similarly, other acculturation rating scales that may be identified can be administered simultaneously with the adapted version of ARSMA used in this study to substantiate its validity with a non-Mexican group.

Appendix A
Demographic Data Form

DEMOGRAPHIC DATA FORM**(Instructions sheet)**

As you provide the information solicited here it is very important to be as accurate as possible. Please answer each question by making a check mark in the space [] provided in front of the word or statement that best fits the question or fill in the blank as necessary. Please select only one answer for each question when you have several to choose from and do not skip any one question. Use printing type when filling out any blank in the form that requires a written response so that it can be clearly understood. If you have any question please do not hesitate to ask now.

If you want to know the result of your inventory please call the project director: Senez Rodriguez (616) 241-2871. In case of any problems regarding the project please call the project supervisor: Dr. Michele Burnette (616) 387-4472. You may keep this copy for future reference.

THANK YOU VERY MUCH FOR YOUR PARTICIPATION

Code _____

DEMOGRAPHIC DATA FORM

1. Your age: _____ 2. Your sex: ☐ male ☐ female
3. Marital status (check only one): ☐ single ☐ married ☐ divorced ☐ widow....☐ separated
☐ other _____
4. Your religious preference _____
5. Number of years completed in school (counting from 1 to 25) _____
6. What type of work do you do? ☐ factory work ☐ clerical/technical (i.e. secretary, mechanic, plumber, electrician, etc.) ☐ administration ☐ teacher ☐ other _____
7. If not working full time are you ☐ a student ☐ unemployed ☐ on welfare (ADC, General assistance etc.). ☐ other _____
8. Your approximate (gross) income: \$ _____ Is this income ☐ monthly? ☐ bi-weekly?
☐ weekly? ☐ other (explain) _____
9. Number of persons in your household (including yourself) _____
10. Number of people employed in your household (counting yourself) _____
11. If you are not a US citizen, what is your status in the US?: ☐ resident ☐ migrant ☐ tourist
☐ other _____
12. How do you identify yourself?: ☐ Mexican ☐ Puerto Rican ☐ Cuban ☐ Dominican
☐ other Central or South American country (specify) _____
☐ Mexican-American ☐ Spanish American, Latin American, Hispanic American,
☐ Anglo-American ☐ other (specify) _____
-
-

13. What language do you speak?
☐ Spanish only
☐ mostly Spanish, some English
☐ equally Spanish and English
☐ mostly English, some Spanish
☐ English only
14. What language do you prefer ?
☐ Spanish only
☐ mostly Spanish, some English
☐ equally Spanish and English
☐ mostly English, some Spanish
☐ English only

15. What was the ethnic origin of the friends and peers you had, as a child up to age 6?
☐ almost exclusively Hispanics
☐ mostly Hispanics
☐ about equally Hispanics and Anglos or other ethnic groups
☐ mostly Anglos, Blacks or other non Hispanic ethnic groups
☐ almost exclusively Anglos, Blacks or other non Hispanic groups
16. What was the ethnic origin of your friends and peers from age 6 to 18?
☐ almost exclusively Hispanics
☐ mostly Hispanics
☐ about equally Hispanics and Anglos or other ethnic groups
☐ mostly Anglos, Blacks or other non Hispanic ethnic groups
☐ almost exclusively Anglos, Blacks or other non Hispanic groups
17. Whom do you now associate with in the community?
☐ only with Hispanics
☐ mostly with Hispanics
☐ about equally Hispanics and other ethnic groups (Anglos or Blacks etc.)
☐ mostly Anglos, Blacks, or other ethnic groups
☐ almost exclusively Anglos, Blacks, or other ethnic groups
18. What is your music preference? (if you could choose)
☐ only Spanish
☐ mostly Spanish
☐ equally Spanish and English
☐ mostly English
☐ English only
19. What is your TV viewing preference? (if you could choose)
☐ only programs in Spanish
☐ mostly programs in Spanish
☐ equally Spanish and English programs
☐ mostly programs in English
☐ only programs in English
20. What is your movie (or video) preference? (if you could choose)
☐ movies in Spanish only
☐ mostly movies in Spanish
☐ equally Spanish and English
☐ mostly movies in English
☐ movies in English only
21. a. Country where you were born: ☐ Mexico ☐ Puerto Rico ☐ Cuba ☐ Dominican Republic
☐ United States ☐ other (Specify) _____
 b. Where was your father born? ☐ United States ☐ other _____
 c. Where was your mother born? ☐ United States ☐ other _____
 d. Where was your father's mother born? ☐ United States ☐ other _____
 e. Where was your father's father born? ☐ United States ☐ other _____
 f. Where was your mother's mother born? ☐ United States ☐ other _____
 g. Where was your mother's father born? ☐ United States ☐ other _____

22. Where were you raised?
☐ only in a Hispanic country
☐ mostly in a Hispanic country, some in US
☐ equally in US and a Hispanic country
☐ mostly in US, some in a Hispanic country
☐ only in US
23. What is your food preference?
☐ Hispanic food only
☐ mostly Hispanic food
☐ about equally Hispanic and American
☐ mostly American food
☐ only American food
24. In what language do you think?
☐ only in Spanish
☐ mostly in Spanish
☐ equally in English and Spanish
☐ mostly in English
☐ only in English
25. What is your reading ability?
☐ read only Spanish
☐ read Spanish better than English
☐ read both Spanish and English equally well
☐ read English better than Spanish
☐ read only English
26. What is your writing ability?
☐ write only Spanish
☐ write Spanish better than English
☐ write both Spanish and English equally well
☐ write English better than Spanish
☐ write only in English.
27. If you consider yourself Hispanic, Mexican, Chicano, Mexican American, Puerto Rican, Cuban, Dominican, Hispanic American, Latino, or however you identify your group, how much pride do you have in this group?
☐ extremely proud
☐ moderately proud
☐ little pride
☐ no pride but do not feel negative toward group
☐ no pride and feel negative toward group.
28. How would you rate yourself?
☐ very Hispanic (or very Mexican, Puerto Rican, Cuban, Dominican, etc.)
☐ mostly Hispanic (or mostly Mexican, Puerto Rican, Cuban, Dominican, etc.)
☐ bicultural
☐ mostly Anglicized
☐ very Anglicized

HOJA DE COLECCION DE DATA

(Instrucciones)

Al proveer la información solicitada aquí es muy importante que Ud. sea lo más exacto posible. Por favor conteste cada pregunta haciendo una marca de cotejo en el encacillado o cuadrito [] justamente al frente de la declaración que mejor represente su respuesta, o llene el blanco según sea necesario. Escoja sólo una respuesta para cada pregunta y no deje de contestar ninguna. Al llenar algún blanco use letra de molde o escriba lo más claro posible. Si tiene alguna pregunta siéntase libre de hacerla ahora.

Si Ud. desea obtener el resultado de su inventario llame por favor al director del proyecto: Sr. Senez Rodríguez (616) 241-2871. En caso de algun problema relacionado con este estudio puede comunicarse con la supervisora del proyecto: Dra. Michele Burnette (616) 387-4472. Puede mantener esta copia para referencia futura.

MUCHAS GRACIAS POR SU PARTICIPACION

Código_____

HOJA DE COLECCION DE DATA

1. Edad:_____ 2. Sexo o género: ☐femenino ☐masculino
3. Estado civil (indique sólo uno) ☐soltero(a) ☐casado(a) ☐divorciado(a) ☐viudo(a)
☐separado(a) ☐otro_____
4. ¿Cuál es su religión predilecta?_____
5. ¿Cuántos años de estudio completó en la escuela? (de 1 hasta 25)_____
6. Clase de trabajo que realiza ☐fábrica ☐secretarial/técnico (mecánico, plomero, electricista etc.
☐administrativo ☐maestro(a) ☐otro_____
7. Si no trabaja tiempo completo, ¿es/está Ud. ☐estudiante ☐desempleado ☐en asistencia
pública (ADC, General Assistance etc.). ☐otro_____
8. Entrada o sueldo bruto aproximado \$_____ Esta entrada es: ☐mensual
☐cada dos semanas ☐semanal ☐otro_____
9. Número de personas que viven en su casa (incluyendo a usted)_____
10. Número de personas empleadas en su casa (incluyendo a usted)_____
11. Si usted no es ciudadano de los Estados Unidos ¿cuál es su situación ☐residente ☐turista
☐migrante ☐otro_____
12. ¿Cómo se identifica Ud.? ☐Mexicano(a) ☐Puertorriqueño(a) ☐Cubano(a) ☐Dominicano(a)
☐otro país Centro o Suramericano (especifique)_____
☐español americano, latino americano, hispano americano ☐anglo americano
☐otro (especifique)_____

13. ¿Qué idioma habla usted?
☐ sólo español
☐ español y algo de inglés
☐ lo mismo español que inglés
☐ inglés y algo de español
☐ sólo inglés
14. ¿Qué idioma prefiere hablar?
☐ sólo español
☐ español y algo de inglés
☐ lo mismo español que inglés
☐ inglés y algo de español
☐ sólo inglés

15. ¿Cuál era el origen étnico de sus amigos y compañeros hasta la edad de 6 años?
- ☐ exclusivamente hispanos
 - ☐ en su mayoría hispanos
 - ☐ casi igual hispanos y americanos u otros grupos étnicos (negros americanos etc.)
 - ☐ en su mayoría anglo americanos u otros grupos étnicos.
 - ☐ exclusivamente anglo americanos, negros u otros grupos étnicos
16. ¿Cuál era el origen étnico de sus amigos y compañeros de 6-18 años de edad?
- ☐ exclusivamente hispanos
 - ☐ en su mayoría hispanos
 - ☐ casi igual hispanos y americanos u otros grupos étnicos (negros americanos etc.)
 - ☐ en su mayoría anglo americanos u otros grupos étnicos.
 - ☐ exclusivamente anglo americanos, negros u otros grupos étnicos
17. ¿Con quién se asocia ahora en la comunidad?
- ☐ exclusivamente hispanos
 - ☐ en su mayoría hispanos
 - ☐ casi igual hispanos y otros grupos étnicos (anglo americanos, negros, etc.)
 - ☐ en su mayoría anglo americanos, negros u otros grupos étnicos
 - ☐ exclusivamente anglo americanos, negros u otros grupos étnicos
18. ¿Cuál música prefiere (si pudiera escoger)
- ☐ solamente música en español
 - ☐ mayormente en español
 - ☐ lo mismo en español que inglés
 - ☐ mayormente en inglés
 - ☐ solamente en inglés
19. ¿Qué tipo de programa de televisión prefiere? (si pudiera escoger)
- ☐ solamente programas en español
 - ☐ mayormente programas en español
 - ☐ lo mismo programas en español que en inglés
 - ☐ mayormente programas en inglés
 - ☐ solamente programas en ingles
20. ¿Qué tipo de película (o video) prefiere?
- ☐ películas en español solamente
 - ☐ mayormente películas en español
 - ☐ los mismo en español que en inglés
 - ☐ mayormente películas en inglés
 - ☐ solamente películas en inglés
21. a. País donde nació: ☐ México ☐ Puerto Rico ☐ Cuba ☐ República Dominicana
☐ Estados Unidos ☐ otro (especifique) _____
- b. ¿En dónde nació su padre? ☐ Estados Unidos ☐ otro país _____
- c. ¿En dónde nació su madre? ☐ Estados Unidos ☐ otro país _____
- d. ¿En dónde nació la mamá de su padre? ☐ Estados Unidos ☐ otro país _____
- e. ¿En dónde nació el papá de su padre? ☐ Estados Unidos ☐ otro país _____
- f. ¿En dónde nació la mamá de su madre? ☐ Estados Unidos ☐ otro país _____
- g. ¿En dónde nació el papá de su madre? ☐ Estados Unidos ☐ otro país _____

22. ¿En dónde creció Usted?
- ☐ en un país Hispano solamente
 - ☐ la mayor parte del tiempo en un país Hispano y la menor parte en los E.U.
 - ☐ la misma cantidad del tiempo en los Estados Unidos y en un país Hispano
 - ☐ la mayor parte del tiempo en los Estados Unidos y la menor en un país Hispano
 - ☐ en los Estados Unidos solamente
23. ¿Que tipo de comida prefiere?
- ☐ Solamente comida hispana
 - ☐ mayormente comida hispana
 - ☐ lo mismo hispana que americana
 - ☐ mayormente comida americana
 - ☐ solamente comida americana
24. ¿En qué idioma piensa usted?
- ☐ solamente en español
 - ☐ mayormente en español
 - ☐ lo mismo en español que en inglés
 - ☐ mayormente en inglés
 - ☐ solamente en inglés
25. ¿En qué idioma lee usted mejor?
- ☐ leo solamente en español
 - ☐ leo mejor español que inglés
 - ☐ leo lo mismo en español que en inglés
 - ☐ leo mejor en inglés que en español
 - ☐ leo solamente en inglés
26. ¿En qué idioma escribe usted mejor?
- ☐ escribo solamente en español
 - ☐ escribo mejor en español que en inglés
 - ☐ escribo lo mismo en español que en inglés
 - ☐ escribo mejor en inglés que en español
 - ☐ escribo solamente en inglés
27. Si usted se considera hispano, hispano-americano, mexicano, chicano, mexicano-americano, puertorriqueño, cubano, dominicano, latino o de la manera que usted identifique ese grupo ¿cuán orgulloso se siente usted de ser miembro de ese grupo?
- ☐ extremadamente orgulloso
 - ☐ moderadamente orgulloso
 - ☐ poco orgulloso
 - ☐ nada de orgullo pero tampoco me siento negativo hacia el grupo
 - ☐ nada de orgullo y tengo sentimientos negativos hacia el grupo
28. ¿Cómo se clasificaría a usted mismo?
- ☐ muy hispano (o muy mexicano, puertorriqueño, cubano, dominicano, _____)
 - ☐ mayormente hispano (o mayormente mexicano, puertorriqueño, cubano, dominicano, _____)
 - ☐ bicultural en gran parte
 - ☐ en gran parte americanizado
 - ☐ muy americanizado

Appendix B
Daily Stress Inventory
(English Version)

DAILY STRESS INVENTORY (DSI) (ENGLISH VERSION*)

CODE # _____

Note: With the purpose of facilitating the reading and comprehension of this Inventory by people of any reading level, we have used only the masculine gender in those verbs and adjectives that would require (in the Spanish version of this inventory) the specification of both genders for the translation to be more exact and gender fair. We appreciate the understanding of the female participants who answer this inventory. We acknowledge that the ideal should have been the specification of both genders in the translation but for practical reasons we have decided to do it this way. Thank you for your understanding.

Directions: This booklet contains 58 items that describe daily events that can be upsetting or stressful. Think about the events of the past 24 hours and then read each item carefully. If that event occurred, rate how stressful it was for you using the scale from 1 to 7 as shown in the examples at the end of this paragraph. If the event did not occur during the past 24 hours, do not make a rating. Should you make an error when rating an item, erase the incorrect rating completely and enter the correct rating. We suggest that you answer the inventory every day before retiring to bed beginning today. At the end of the seven days put the inventory in the envelope you have received, seal it and bring it back to the indicated place and person. Thank you very much for your cooperation.

Examples:

1 = occurred but was not stressful	4 = caused some stress
2 = caused very little stress	5 = caused much stress
3 = caused a little stress	6 = caused very much stress
	7 = caused me to panic

Example 1: Arrived late to work	<u>3</u>
Example 2: Lost my residence papers	<u>6</u>
Example 3: The taxi I called arrived late	<u>1</u>

	Dates of ratings						
	/	_/_	_/_	_/_	_/_	_/_	_/_
1. Was interrupted while talking.....	_____	_____	_____	_____	_____	_____	_____
2. Performed poorly due to others	_____	_____	_____	_____	_____	_____	_____
3. Experienced problem with kid(s)	_____	_____	_____	_____	_____	_____	_____
4. Was ignored by others.....	_____	_____	_____	_____	_____	_____	_____
5. Was forced to socialize	_____	_____	_____	_____	_____	_____	_____
6. Someone broke a promise/appointment.....	_____	_____	_____	_____	_____	_____	_____
7. Did not hear from someone you expected to hear from.....	_____	_____	_____	_____	_____	_____	_____
8. Someone borrowed something without your permission.....	_____	_____	_____	_____	_____	_____	_____
9. Argued with spouse, boyfriend, girlfriend, etc	_____	_____	_____	_____	_____	_____	_____
10. Argued with another person.....	_____	_____	_____	_____	_____	_____	_____
11. Experienced confrontation with an authority figure	_____	_____	_____	_____	_____	_____	_____
12. Was embarrassed.....	_____	_____	_____	_____	_____	_____	_____

1 = occurred but was not stressful
 2 = caused very little stress
 3 = caused a little stress

4 = caused some stress
 5 = caused much stress
 6 = caused very much stress
 7 = caused me to panic

	Dates of ratings						
	___/___	___/___	___/___	___/___	___/___	___/___	___/___
13. Performed poorly at task.....	___	___	___	___	___	___	___
14. Spoke or performed in public.....	___	___	___	___	___	___	___
15. Did something you are unskilled at.....	___	___	___	___	___	___	___
16. Was unable to complete a task.....	___	___	___	___	___	___	___
17. Was late for work/appointment.....	___	___	___	___	___	___	___
18. Performed poorly at sport /game	___	___	___	___	___	___	___
19. Was unable to complete all plans for today	___	___	___	___	___	___	___
20. Was unorganized.....	___	___	___	___	___	___	___
21. Failed to understand something.....	___	___	___	___	___	___	___
22. Stopped unwanted personal habit (overeating, smoking, nail biting)	___	___	___	___	___	___	___
23. "Pet peeve" was violated.....	___	___	___	___	___	___	___
24. Thought about the future.....	___	___	___	___	___	___	___
25. Heard some bad news.....	___	___	___	___	___	___	___
26. Worried about another's problems	___	___	___	___	___	___	___
27. Thought about unfinished work	___	___	___	___	___	___	___
28. Was interrupted during task/activity.....	___	___	___	___	___	___	___
29. Experienced unwanted physical contact (crowded, pushed).....	___	___	___	___	___	___	___
30. Was interrupted while thinking/relaxing	___	___	___	___	___	___	___
31. Was exposed to upsetting TV show, movie, book.....	___	___	___	___	___	___	___
32. Your property was damaged.....	___	___	___	___	___	___	___
33. Had a minor accident (broke something, tore clothing)	___	___	___	___	___	___	___
34. Experienced money problems	___	___	___	___	___	___	___
35. Had car trouble	___	___	___	___	___	___	___
36. Experienced bad weather	___	___	___	___	___	___	___
37. Had difficulty in traffic.....	___	___	___	___	___	___	___
38. Experienced unexpected expenses (fines, traffic tickets etc.)	___	___	___	___	___	___	___
39. Waited longer than you wanted	___	___	___	___	___	___	___
40. Had your sleep disturbed.....	___	___	___	___	___	___	___
41. Was exposed to a feared situation or object.....	___	___	___	___	___	___	___

1 = occurred but was not stressful
2 = caused very little stress
3 = caused a little stress

4 = caused some stress
5 = caused much stress
6 = caused very much stress
7 = caused me to panic

		Dates of ratings					
		___/___	___/___	___/___	___/___	___/___	___/___
42.	Someone spoiled your completed task.....	___	___	___	___	___	___
43.	Was criticized or verbally attacked	___	___	___	___	___	___
44.	Dealt with rude waiter, waitress, salesperson, etc.....	___	___	___	___	___	___
45.	Was misunderstood.....	___	___	___	___	___	___
46.	Someone "cut" ahead of you in line.....	___	___	___	___	___	___
47.	Feared illness/pregnancy	___	___	___	___	___	___
48.	Misplaced something.....	___	___	___	___	___	___
49.	Hurried to meet a deadline.....	___	___	___	___	___	___
50.	Forgot something	___	___	___	___	___	___
51.	Store lacked a desired item	___	___	___	___	___	___
52.	Competed with someone	___	___	___	___	___	___
53.	Experienced illness or physical discomfort	___	___	___	___	___	___
54.	Was stared at.....	___	___	___	___	___	___
55.	Ran out of food/personal article	___	___	___	___	___	___
56.	Did something that you did not want to do.....	___	___	___	___	___	___
57.	Was concerned over personal appearance	___	___	___	___	___	___
58.	Experienced narrow escape from danger.....	___	___	___	___	___	___

Please do not write in this space	Event	___	___	___	___	___	Event Wk. ___
	Impact	___	___	___	___	___	Impact Wk. ___
	I/E Ratio	___	___	___	___	___	I/E Ratio Wk. ___

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Appendix C
Daily Stress Inventory
(Spanish Version)

DAILY STRESS INVENTORY (DSI) (SPANISH VERSION*)

CODE # _____

Nota: Con el fin de hacer más fácil la lectura y comprensión de este Inventario para las personas de cualquier nivel de lectura, hemos usado solamente el género masculino en aquellos verbos o adjetivos que requerirían una especificación de género para que la traducción fuera más exacta. Apreciamos la comprensión de las damas que contesten este inventario. Reconocemos que lo ideal hubiera sido especificar ambos géneros pero por razones prácticas hemos tenido que recurrir a esta alternativa. Gracias por su comprensión.

Instrucciones: Este folleto contiene 58 descripciones de eventos diarios que pueden producir incomodidad o estrés. Piense acerca de las cosas que le han ocurrido a Ud. durante las pasadas 24 horas y luego lea cuidadosamente cada declaración. Si el evento ocurrió indique cuánto estrés le causó en la escala del 1 al 7 según los ejemplos indicados al final de este párrafo. Si el evento no ocurrió durante las pasadas 24 horas, deje el espacio en blanco. Si comete algún error al estimar el nivel de estrés que le causó el evento borre completamente el número que escribió y escríbalo de nuevo. Sugerimos que conteste el Inventario cada día de la semana antes de acostarse empezando hoy mismo. Al final de los 7 días ponga el inventario en el sobre adjunto, séllelo y devuélvalo al lugar y a la persona que se le haya indicado. Muchas gracias por su valiosa cooperación

Ejemplos:

1 = ocurrió pero no me causó estrés	4 = me causó algún estrés
2 = casi no me causó estrés	5 = me causó mucho estrés
3 = me causó un poquito de estrés	6 = me causó muchísimo estrés
	7 = me causó pánico

Ejemplo 1: Hoy llegué tarde al trabajo	<u>3</u>
Ejemplo 2: Los papeles de residencia se me perdieron	<u>6</u>
Ejemplo 3: El taxi que llamé llegó tarde a buscarme	<u>1</u>

Mes y día de la valoración

	<u> </u> / <u> </u>	<u> </u> / <u> </u>	<u> </u> / <u> </u>	<u> </u> / <u> </u>	<u> </u> / <u> </u>	<u> </u> / <u> </u>	<u> </u> / <u> </u>
Hablé o hice una presentación en público.....	_____	_____	_____	_____	_____	_____	_____
La tienda no tenía un artículo que yo deseaba comprar.....	_____	_____	_____	_____	_____	_____	_____
No hice bien en un deporte/juego.....	_____	_____	_____	_____	_____	_____	_____
Algo que realmente me molesta /fastidia me ocurrió hoy.....	_____	_____	_____	_____	_____	_____	_____
Alguien se me pasó al frente en la línea/fila de espera.....	_____	_____	_____	_____	_____	_____	_____
Competí con alguien.....	_____	_____	_____	_____	_____	_____	_____
No pude terminar todo lo que tenía planeado hacer hoy.....	_____	_____	_____	_____	_____	_____	_____
Alguien no cumplió una promesa/cita que tenía conmigo.....	_____	_____	_____	_____	_____	_____	_____

1 = ocurrió pero no me causó estrés
 2 = casi no me causó estrés
 3 = me causó un poquito de estrés

4 = me causó algún estrés
 5 = me causó mucho estrés
 6 = me causó muchísimo estrés
 7 = me causó pánico

Mes y día de la valoración

	___/___	___/___	___/___	___/___	___/___	___/___	___/___
Tuve gastos imprevistos (multas de tránsito o estacionamiento etc.).....	___	___	___	___	___	___	___
Temí enfermarme (o quedar embarazada).....	___	___	___	___	___	___	___
Hice algo que no quería hacer.....	___	___	___	___	___	___	___
Fui interrumpido mientras estaba hablando.....	___	___	___	___	___	___	___
Discutí (tuve un altercado) con mi esposa/esposo, novia/novio, con la persona con quien vivo.....	___	___	___	___	___	___	___
Me sentí obligado a compartir socialmente (socializar).....	___	___	___	___	___	___	___
Tuve un pequeño accidente (rompí algo, desgarré una pieza de ropa).....	___	___	___	___	___	___	___
No supe de alguien de quien esperaba tener noticias.....	___	___	___	___	___	___	___
Discutí (tuve un altercado) con otra persona.....	___	___	___	___	___	___	___
No hice bien algo por causa o culpa de otras personas.....	___	___	___	___	___	___	___
Tuve un encuentro desagradable (confrontación) con alguien en una posición de autoridad.....	___	___	___	___	___	___	___
Tuve problemas con el automóvil (carro, coche).....	___	___	___	___	___	___	___
Tuve problemas con el niño (o los niños).....	___	___	___	___	___	___	___
Hice algo en lo cual no era muy diestro/experto.....	___	___	___	___	___	___	___
Alguien tomó (cogió/agarró) prestado algo mío sin pedir permiso.....	___	___	___	___	___	___	___
Mi propiedad/pertenencia fue dañada.....	___	___	___	___	___	___	___
Fui malentendido.....	___	___	___	___	___	___	___
Llegué tarde al trabajo o a un compromiso.....	___	___	___	___	___	___	___
Fui interrumpido mientras estaba ocupado en una actividad.....	___	___	___	___	___	___	___
Olvidé algo.....	___	___	___	___	___	___	___
Fui desorganizado.....	___	___	___	___	___	___	___
No hice bien una tarea/trabajo.....	___	___	___	___	___	___	___
Pensé acerca de un trabajo que no había terminado.....	___	___	___	___	___	___	___

1 = ocurrió pero no me causó estrés
 2 = casi no me causó estrés
 3 = me causó un poquito de estrés

4 = me causó algún estrés
 5 = me causó mucho estrés
 6 = me causó muchísimo estrés
 7 = me causó pánico

Mes y día de la valoración

	__/__/	__/__/	__/__/	__/__/	__/__/	__/__/	__/__/
Pude dejar un mal hábito (fumar, comer en exceso, comerme las uñas).....	_____	_____	_____	_____	_____	_____	_____
No pude terminar/completar un trabajo o tarea.....	_____	_____	_____	_____	_____	_____	_____
Tuve dificultades en la carretera con el tráfico.....	_____	_____	_____	_____	_____	_____	_____
Me enfermé o no me sentí bien físicamente.....	_____	_____	_____	_____	_____	_____	_____
Recibí malas noticias.....	_____	_____	_____	_____	_____	_____	_____
Pasé por una situación embarazosa.....	_____	_____	_____	_____	_____	_____	_____
Guardé algo y después no supe adonde lo puse.....	_____	_____	_____	_____	_____	_____	_____
Se me acabó la comida o un artículo de uso personal.....	_____	_____	_____	_____	_____	_____	_____
Me preocupé por problemas de otras personas	_____	_____	_____	_____	_____	_____	_____
No pude entender algo	_____	_____	_____	_____	_____	_____	_____
Tuve dificultades debido a las condiciones del tiempo.....	_____	_____	_____	_____	_____	_____	_____
Fui interrumpido mientras estaba meditando/relajándome.....	_____	_____	_____	_____	_____	_____	_____
Esperé más de lo que quería esperar	_____	_____	_____	_____	_____	_____	_____
Tuve un contacto físico que no quería tener (apretado, empujado)	_____	_____	_____	_____	_____	_____	_____
Fui expuesto a (me topé con) una situación u objeto que me causó miedo.....	_____	_____	_____	_____	_____	_____	_____
Me relacioné con una persona (mesero, mesera o vendedor) ruda o descortés.....	_____	_____	_____	_____	_____	_____	_____
Logré escapar de un peligro por pura casualidad	_____	_____	_____	_____	_____	_____	_____
Tuve problemas económicos.....	_____	_____	_____	_____	_____	_____	_____
Me apuré a terminar dentro del tiempo fijado.....	_____	_____	_____	_____	_____	_____	_____
Alguien me dañó un trabajo que había terminado	_____	_____	_____	_____	_____	_____	_____
Vi un programa de televisión/película/libro realmente desagradable.....	_____	_____	_____	_____	_____	_____	_____
Alguien me miró fijamente	_____	_____	_____	_____	_____	_____	_____
Pensé acerca de mi futuro.....	_____	_____	_____	_____	_____	_____	_____
Fui criticado o verbalmente atacado.....	_____	_____	_____	_____	_____	_____	_____

1 = ocurrió pero no me causó estrés
 2 = casi no me causó estrés
 3 = me causó un poquito de estrés

4 = me causó algún estrés
 5 = me causó mucho estrés
 6 = me causó muchísimo estrés
 7 = me causó pánico

		Mes y día de la valoración						
Me preocupé acerca de mi apariencia personal.....		_____	_____	_____	_____	_____	_____	_____
Me interrumpieron el sueño.....		_____	_____	_____	_____	_____	_____	_____
Fui ignorado por otras personas.....		_____	_____	_____	_____	_____	_____	_____
<hr/>								
		Evento _____	_____	_____	_____	_____	_____	_____
							Evento Sem. _____	
Favor de no escribir en este espacio		Impacto _____	_____	_____	_____	_____	_____	_____
							Impacto Sem. _____	
		Relación I/E _____	_____	_____	_____	_____	_____	_____
							Rel. I/E Sem. _____	

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Appendix D
Personal Data 3x5 Card

NOMBRE _____

Téléfono # _____

NAME _____

Telephone # _____

NOMBRE _____

Téléfono # _____

NAME _____

Telephone # _____

NOMBRE _____

Téléfono # _____

NAME _____

Telephone # _____

Appendix E
Invitation to Participate in Study 1

**INVITATION TO PARTICIPATE IN STUDY NUMBER 1 OF
THE BILINGUAL DAILY STRESS INVENTORY
(Script)**

Note: Before reading this invitation, ask if every one in the audience understands English. If there is any person who does not, then read it in both languages, paragraph after paragraph. First English, then Spanish. If every one understands English, read it only in English.

As part of the requirements for my degree at the university I am conducting a study which will make it possible for Hispanic professionals to measure the level of stress experienced by an individual on a daily basis. This is important because studies have shown that there is a relationship between stress and illness. By measuring the level of stress that a Hispanic person has recently experienced the professional will be able to develop appropriate interventions to help his/her client in dealing with stressful situations. Since there are no adequate instruments of this kind especially developed for Hispanics in general this study is of great importance for us all. Therefore I am soliciting your cooperation in this study.

There are no risks of any kind for participating in this study. On the contrary as a participant you will have the benefit of 1) being more aware of the things that make you stressful during the week, 2) having the satisfaction of indirectly helping other Hispanics in this country by making possible the development of Hispanic norms for the DSI, and 3) getting the results of your test completely free of charge if you so desire.

But the only people who will have the privilege of participating **in this first part** of the study are those who: 1) are 18 years of age or over, 2) voluntarily agree to

fill out the inventory in both languages on a daily basis for seven days in a row, 3) consider themselves Hispanics (by birth or descend) and 4) are fluent in reading and understanding both languages (Spanish and English). Those of you who would like to participate but are fluent in only one language (Spanish or English) will have the opportunity to participate after the first part of the study is completed.

As a voluntary participant the information that you provide will be kept completely confidential. In fact, the Demographic Data Form and the Inventory that you will answer do not require that you write your name on any form. Information will be identified only by a code number. **If you want to know** the result of your test simply keep your test code in a secure place and communicate with the project director three weeks or later after returning your completed test by calling the telephone that appears at the bottom of the "Demographic Data Form (Instruction Sheet)" and he will be glad to give you the result.

At this point ask all of those in the audience who are Hispanic and bilingual and want to participate in the study to raise their hand. Then ask them to stay for a few minutes at the end of the meeting. Then distribute the coded manila envelopes with the enclosed materials identified as Study # 1.

Then proceed:

Inside your envelope and attached to your materials there is a small 3"x5" piece of paper. We will appreciate that you write down only your first name and telephone number so that we can communicate with you about the study if necessary but still keeping your information confidential. However, you do not have to give your name and telephone number to participate. Then detach the piece of paper and pass it on to the person(s) in charge of receiving it (i.e. ushers).

Please note that the instructions for the “Demographic Data Form (Instruction Sheet)” is provided in both English and Spanish but the questionnaire itself is only in English. Follow its instructions and answer each item as accurate as possible. The Inventory, however, is printed in both Spanish and English. Take home the material and begin to answer it today. If you find any statement that you cannot understand please leave it in blank, identify the statement and write a note on the back saying that you do not understand

The instructions to fill out the Inventory are written on the first page. Make sure that you answer both versions every day for one week. At the end of the seven days put the Inventory in the manila envelope provided, seal it and bring it back to _____ (name of the person assigned to receive them in the agency, church or organization).

**INVITACION PARA PARTICIPAR EN EL ESTUDIO NUMERO 1 SOBRE
EL INVENTARIO DIARIO DE ESTRES BILINGÜE**

(Leyenda)

Nota: Antes de leer esta invitación pregunte si todos los hispanos presentes pueden entender el español. Si hay alguien que no lo entiende, léala en los dos idiomas párrafo tras párrafo Primero en español y luego en inglés. Si todos entienden el español, léalo sólo en español.

Como parte de los requisitos para obtener mi grado en la universidad estoy conduciendo un estudio que hará posible que el profesional hispano pueda medir el nivel de estrés que una persona ha experimentado diariamente. Esto es importante porque muchos estudios han demostrado que existe una relación entre el estrés y ciertas enfermedades. Al medir el nivel de estrés que un hispano ha experimentado recientemente el profesional podrá desarrollar ciertas intervenciones para ayudar a su cliente o paciente a resolver la situación que le produce estrés. Siendo que no hay ningún instrumento de este tipo desarrollado especialmente para los hispanos en general este estudio es de gran importancia para todos nosotros. Con este motivo estoy solicitando su cooperación en este estudio.

No hay riesgo de ninguna clase al participar en este estudio. Por el contrario, al participar Ud. 1) estará más consciente de las cosas que le producen estrés durante la semana, 2) tendrá la satisfacción de ayudar indirectamente a otros hispanos en este país al haber contribuido en el desarrollo de las normas hispanas de este Inventario y 3) podrá obtener el resultado de su inventario completamente gratis si así Ud. lo desea.

Pero los únicos que tendrán el privilegio de participar en este estudio serán aquellos que 1) tienen 18 años de edad o más, 2) voluntariamente están dispuestos a

contestar el inventario diariamente por sólo siete días consecutivos, 3) son hispanos por nacimiento o descendencia y 4) pueden leer y escribir en español e inglés. Si Ud. es hispano pero sólo sabe inglés, o sólo sabe español, Ud. podrá participar en el cercano futuro cuando llevemos a cabo el estudio numero 2. Incluso, su participación será muy importante y apreciada.

Como participante voluntario Ud. tendrá la seguridad de que toda información que provea será mantenida completamente confidencial. De hecho, el inventario que Ud. contestará no requiere que escriba su nombre en ninguna parte, sino que será identificado por un número de código. Si Ud. desea obtener el resultado de su inventario, simplemente escriba el número o código que aparece en el material que Ud. recibirá en algún lugar seguro y unas tres semanas o más después de que Ud. haya contestado y entregado su inventario comuníquese con el director del estudio cuyo teléfono aparece hacia el final de la "Hoja de Colección de Data" y él le informará sobre el resultado.

Al llegar a este punto pida que levanten la mano todos los que desean participar en el estudio. A los que levanten la mano se le pide que queden un momento al concluir la reunión para hacerles entrega del sobre manila codificado con todos los materiales necesarios.

Al grupo que quede se le dirá:

Adentro de su sobre y junto a los demás materiales Ud. encontrará un papelito tamaño 3"x5" Escriba su primer nombre y su teléfono, y luego desprenda el papelito y páselo a la(s) persona(s) encargada(s) de recibirlo (i.e. ujieres). De esa manera podremos comunicarnos con Ud. en caso de que se necesario, pero manteniendo todavía su información totalmente confidencial. Note que Ud. no tiene que dar su nombre y teléfono para participar en el estudio, aunque hacerlo sería de gran ayuda.

Indique que si alguien encuentra alguna declaración en el inventario que no entiende su significado, identifique la declaración y en la parte trasera del inventario indique que no entiende el significado de tal declaración. Diga además:

Las instrucciones de cómo llenar la información demográfica aparecen en ambos idiomas en la primera página del mismo. Note que todo lo demás está escrito tanto en español como en inglés.

Cuando haya terminado de contestar el Inventario póngalo dentro del sobre, séllelo y tráigalo de regreso a _____ (nombre de la(s) persona(s) asignadas para recibirlo en la agencia, iglesia u organización).

Appendix F
Daily Stress Inventory
(Bilingual Version)

DAILY STRESS INVENTORY (DSI) (BILINGUAL VERSION*)

CODE # _____

Note: With the purpose of facilitating the reading and comprehension of this Inventory by people of any reading level, we have used only the masculine gender in those verbs and adjectives that would require (in the Spanish version of this inventory) the specification of both genders for the translation to be more exact and gender fair. We appreciate the understanding of the female participants who answer this inventory. We acknowledge that the ideal should have been the specification of both genders in the translation but for practical reasons we have decided to do it this way. Thank you for your understanding.

Directions: This booklet contains 58 items that describe daily events that can be upsetting or stressful. Think about the events of the past 24 hours and then read each item carefully. If that event occurred, rate how stressful it was for you using the scale from 1 to 7 as shown in the examples at the end of this paragraph. If the event did not occur during the past 24 hours, do not make a rating. Should you make an error when rating an item, erase the incorrect rating completely and enter the correct rating. We suggest that you answer the inventory every day before retiring to bed beginning today. At the end of the seven days put the inventory in the envelope you have received, seal it and bring it back to the indicated place and person. Thank you very much for your cooperation.

Examples:

1 = occurred but was not stressful	4 = caused some stress
2 = caused very little stress	5 = caused much stress
3 = caused a little stress	6 = caused very much stress
	7 = caused me to panic

Example 1: Arrived late to work	<u>3</u>
Example 2: Lost my residence papers	<u>6</u>
Example 3: The taxi I called arrived late	<u>1</u>

	Dates of ratings						
	/	_/_	_/_	_/_	_/_	_/_	_/_
1. Was interrupted while talking.....	_____	_____	_____	_____	_____	_____	_____
2. Performed poorly due to others	_____	_____	_____	_____	_____	_____	_____
3. Experienced problem with kid(s)	_____	_____	_____	_____	_____	_____	_____
4. Was ignored by others.....	_____	_____	_____	_____	_____	_____	_____
5. Was forced to socialize	_____	_____	_____	_____	_____	_____	_____
6. Someone broke a promise/appointment.....	_____	_____	_____	_____	_____	_____	_____
7. Did not hear from someone you expected to hear from.....	_____	_____	_____	_____	_____	_____	_____
8. Someone borrowed something without your permission.....	_____	_____	_____	_____	_____	_____	_____
9. Argued with spouse, boyfriend, girlfriend, etc	_____	_____	_____	_____	_____	_____	_____
10. Argued with another person.....	_____	_____	_____	_____	_____	_____	_____
11. Experienced confrontation with an authority figure	_____	_____	_____	_____	_____	_____	_____
12. Was embarrassed	_____	_____	_____	_____	_____	_____	_____

1 = occurred but was not stressful
2 = caused very little stress
3 = caused a little stress

4 = caused some stress
5 = caused much stress
6 = caused very much stress
7 = caused me to panic

	Dates of ratings						
	___/___/___	___/___/___	___/___/___	___/___/___	___/___/___	___/___/___	___/___/___
13. Performed poorly at task.....	_____	_____	_____	_____	_____	_____	_____
14. Spoke or performed in public	_____	_____	_____	_____	_____	_____	_____
15. Did something you are unskilled at.....	_____	_____	_____	_____	_____	_____	_____
16. Was unable to complete a task.....	_____	_____	_____	_____	_____	_____	_____
17. Was late for work/appointment.....	_____	_____	_____	_____	_____	_____	_____
18. Performed poorly at sport /game	_____	_____	_____	_____	_____	_____	_____
19. Was unable to complete all plans for today	_____	_____	_____	_____	_____	_____	_____
20. Was unorganized	_____	_____	_____	_____	_____	_____	_____
21. Failed to understand something.....	_____	_____	_____	_____	_____	_____	_____
22. Stopped unwanted personal habit (overeating, smoking, nail biting)	_____	_____	_____	_____	_____	_____	_____
23. "Pet peeve" was violated.....	_____	_____	_____	_____	_____	_____	_____
24. Thought about the future.....	_____	_____	_____	_____	_____	_____	_____
25. Heard some bad news.....	_____	_____	_____	_____	_____	_____	_____
26. Worried about another's problems	_____	_____	_____	_____	_____	_____	_____
27. Thought about unfinished work	_____	_____	_____	_____	_____	_____	_____
28. Was interrupted during task/activity	_____	_____	_____	_____	_____	_____	_____
29. Experienced unwanted physical contact (crowded, pushed).....	_____	_____	_____	_____	_____	_____	_____
30. Was interrupted while thinking/relaxing	_____	_____	_____	_____	_____	_____	_____
31. Was exposed to upsetting TV show, movie, book.....	_____	_____	_____	_____	_____	_____	_____
32. Your property was damaged.....	_____	_____	_____	_____	_____	_____	_____
33. Had a minor accident (broke something, tore clothing)	_____	_____	_____	_____	_____	_____	_____
34. Experienced money problems	_____	_____	_____	_____	_____	_____	_____
35. Had car trouble	_____	_____	_____	_____	_____	_____	_____
36. Experienced bad weather	_____	_____	_____	_____	_____	_____	_____
37. Had difficulty in traffic.....	_____	_____	_____	_____	_____	_____	_____
38. Experienced unexpected expenses (fines, traffic tickets etc.)	_____	_____	_____	_____	_____	_____	_____
39. Waited longer than you wanted	_____	_____	_____	_____	_____	_____	_____
40. Had your sleep disturbed.....	_____	_____	_____	_____	_____	_____	_____
41. Was exposed to a feared situation or object.....	_____	_____	_____	_____	_____	_____	_____

1 = occurred but was not stressful
2 = caused very little stress
3 = caused a little stress

4 = caused some stress
5 = caused much stress
6 = caused very much stress
7 = caused me to panic

	Dates of ratings						
	___/___/___	___/___/___	___/___/___	___/___/___	___/___/___	___/___/___	___/___/___
42. Someone spoiled your completed task.....	___	___	___	___	___	___	___
43. Was criticized or verbally attacked	___	___	___	___	___	___	___
44. Dealt with rude waiter, waitress, salesperson, etc.....	___	___	___	___	___	___	___
45. Was misunderstood.....	___	___	___	___	___	___	___
46. Someone "cut" ahead of you in line.....	___	___	___	___	___	___	___
47. Feared illness/pregnancy	___	___	___	___	___	___	___
48. Misplaced something	___	___	___	___	___	___	___
49. Hurried to meet a deadline	___	___	___	___	___	___	___
50. Forgot something	___	___	___	___	___	___	___
51. Store lacked a desired item	___	___	___	___	___	___	___
52. Competed with someone	___	___	___	___	___	___	___
53. Experienced illness or physical discomfort	___	___	___	___	___	___	___
54. Was stared at.....	___	___	___	___	___	___	___
55. Ran out of food/personal article	___	___	___	___	___	___	___
56. Did something that you did not want to do.....	___	___	___	___	___	___	___
57. Was concerned over personal appearance	___	___	___	___	___	___	___
58. Experienced narrow escape from danger.....	___	___	___	___	___	___	___

Please do not write in this space	Event	___	___	___	___	___	Event Wk. ___
	Impact	___	___	___	___	___	Impact Wk. ___
	I/E Ratio	___	___	___	___	___	I/E Ratio Wk. ___

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DAILY STRESS INVENTORY (DSI) (BILINGUAL VERSION*)

CODE # _____

Nota: Con el fin de hacer más fácil la lectura y comprensión de este Inventario para las personas de cualquier nivel de lectura, hemos usado solamente el género masculino en aquellos verbos o adjetivos que requerirían una especificación de género para que la traducción fuera más exacta. Apreciamos la comprensión de las damas que contesten este inventario. Reconocemos que lo ideal hubiera sido especificar ambos géneros pero por razones prácticas hemos tenido que recurrir a esta alternativa. Gracias por su comprensión.

Instrucciones: Este folleto contiene 58 descripciones de eventos diarios que pueden producir incomodidad o estrés. Piense acerca de las cosas que le han ocurrido a Ud. durante las pasadas 24 horas y luego lea cuidadosamente cada declaración. Si el evento ocurrió indique cuánto estrés le causó en la escala del 1 al 7 según los ejemplos indicados al final de este párrafo. Si el evento no ocurrió durante las pasadas 24 horas, deje el espacio en blanco. Si comete algún error al estimar el nivel de estrés que le causó el evento borre completamente el número que escribió y escríbalo de nuevo. Sugerimos que conteste el Inventario cada día de la semana antes de acostarse empezando hoy mismo. Al final de los 7 días ponga el inventario en el sobre adjunto, séllelo y devuélvalo al lugar y a la persona que se le haya indicado. Muchas gracias por su valiosa cooperación

Ejemplos:

1 = ocurrió pero no me causó estrés	4 = me causó algún estrés
2 = casi no me causó estrés	5 = me causó mucho estrés
3 = me causó un poquito de estrés	6 = me causó muchísimo estrés
	7 = me causó pánico

Ejemplo 1: Hoy llegué tarde al trabajo	<u>3</u>
Ejemplo 2: Los papeles de residencia se me perdieron	<u>6</u>
Ejemplo 3: El taxi que llamé llegó tarde a buscarme	<u>1</u>

Mes y día de la valoración

	<u> </u> / <u> </u> / <u> </u>	<u> </u> / <u> </u> / <u> </u>	<u> </u> / <u> </u> / <u> </u>	<u> </u> / <u> </u> / <u> </u>	<u> </u> / <u> </u> / <u> </u>	<u> </u> / <u> </u> / <u> </u>	<u> </u> / <u> </u> / <u> </u>
1. Fui interrumpido mientras estaba hablando.....	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
2. No hice bien algo por causa o culpa de otras personas.....	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
3. Tuve problemas con el niño (o los niños)	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
4. Fui ignorado por otras personas	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
5. Me sentí obligado a compartir socialmente (socializar)	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
6. Alguien no cumplió una promesa/cita que tenía conmigo.....	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
7. No supe de alguien de quien esperaba tener noticias.....	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
8. Alguien tomó (cogió/agarró) prestado algo mío sin pedir permiso.....	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
9. Discutí (tuve un altercado) con mi esposa/esposo, novia/novio, con la persona con quien vivo.....	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
10. Discutí (tuve un altercado) con otra persona.....	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
11. Tuve un encuentro desagradable (confrontación) con alguien en una posición de autoridad.....	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
12. Pasé por una situación embarazosa.....	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>

1 = ocurrió pero no me causó estrés
2 = casi no me causó estrés
3 = me causó un poquito de estrés

4 = me causó algún estrés
5 = me causó mucho estrés
6 = me causó muchísimo estrés
7 = me causó pánico

Mes y día de la valoración

	___/___	___/___	___/___	___/___	___/___	___/___	___/___
13. No hice bien una tarea/trabajo.....	___	___	___	___	___	___	___
14. Hablé o me presenté en público.....	___	___	___	___	___	___	___
15. Hice algo en lo cual no era diestro/experto	___	___	___	___	___	___	___
16. No pude terminar/completar un trabajo o tarea.....	___	___	___	___	___	___	___
17. Llegué tarde al trabajo o a un compromiso.....	___	___	___	___	___	___	___
18. No hice bien en un deporte/juego.....	___	___	___	___	___	___	___
19. No pude terminar todo lo que tenía planeado hacer hoy.....	___	___	___	___	___	___	___
20. Fui desorganizado.....	___	___	___	___	___	___	___
21. No pude entender algo.....	___	___	___	___	___	___	___
22. Pude dejar un mal hábito (fumar, comer en exceso, comerme las uñas).....	___	___	___	___	___	___	___
23. Hoy alguien hizo una de las cosas que más me molestan	___	___	___	___	___	___	___
24. Pensé acerca de mi futuro	___	___	___	___	___	___	___
25. Recibí malas noticias.....	___	___	___	___	___	___	___
26. Me preocupé por problemas de otras personas.....	___	___	___	___	___	___	___
27. Pensé acerca de un trabajo que no había terminado	___	___	___	___	___	___	___
28. Fui interrumpido mientras estaba ocupado en una actividad	___	___	___	___	___	___	___
29. Tuve un contacto físico que no quería tener (apretado, empujado).....	___	___	___	___	___	___	___
30. Fui interrumpido mientras estaba meditando/relajándome.....	___	___	___	___	___	___	___
31. Vi un programa de televisión/película/libro realmente desagradable	___	___	___	___	___	___	___
32. Mi propiedad/pertenencia fue dañada.....	___	___	___	___	___	___	___
33. Tuve un pequeño accidente (rompí algo, desgarré una pieza de ropa).....	___	___	___	___	___	___	___
34. Tuve problemas económicos	___	___	___	___	___	___	___
35. Tuve problemas con el automóvil (carro, coche)	___	___	___	___	___	___	___
36. Tuve dificultades debido a las condiciones del tiempo.....	___	___	___	___	___	___	___
37. Tuve dificultades en la carretera con el tráfico.....	___	___	___	___	___	___	___
38. Tuve gastos imprevistos (multas de tránsito o estacionamiento etc.).....	___	___	___	___	___	___	___
39. Esperé más de lo que quería esperar	___	___	___	___	___	___	___
40. Me interrumpieron el sueño.....	___	___	___	___	___	___	___
41. Fui expuesto a (me topé con) una situación u objeto que me causó miedo.....	___	___	___	___	___	___	___

1 = ocurrió pero no me causó estrés
 2 = casi no me causó estrés
 3 = me causó un poquito de estrés

4 = me causó algún estrés
 5 = me causó mucho estrés
 6 = me causó muchísimo estrés
 7 = me causó pánico

Mes y día de la valoración

	___/___	___/___	___/___	___/___	___/___	___/___	___/___
42. Alguien me dañó un trabajo que había terminado	___	___	___	___	___	___	___
43. Fui criticado o verbalmente atacado	___	___	___	___	___	___	___
44. Me relacioné con una persona (mesero, mesera o vendedor) ruda o descortés.....	___	___	___	___	___	___	___
45. Fui malentendido.....	___	___	___	___	___	___	___
46. Alguien se me pasó al frente en la línea/fila de espera.....	___	___	___	___	___	___	___
47. Temí enfermarme (o quedar embarazada).....	___	___	___	___	___	___	___
48. Guardé algo y después no supe adonde lo puse.....	___	___	___	___	___	___	___
49. Me apuré a terminar dentro del tiempo fijado.....	___	___	___	___	___	___	___
50. Olvidé algo.....	___	___	___	___	___	___	___
51. La tienda no tenía un artículo que yo deseaba comprar.....	___	___	___	___	___	___	___
52. Competí con alguien.....	___	___	___	___	___	___	___
53. Me enfermé o no me sentí bien físicamente	___	___	___	___	___	___	___
54. Alguien me miró fijamente.....	___	___	___	___	___	___	___
55. Se me acabó la comida o un artículo de uso personal.....	___	___	___	___	___	___	___
56. Hice algo que no quería hacer	___	___	___	___	___	___	___
57. Me preocupé acerca de mi apariencia personal	___	___	___	___	___	___	___
58. Logré escapar de un peligro por pura casualidad.....	___	___	___	___	___	___	___

	Evento	___	___	___	___	___	Evento Sem.	___
Favor de no escribir en este espacio	Impacto	___	___	___	___	___	Impacto Sem.	___
	Relación I/E	___	___	___	___	___	Rel. I/E Sem.	___

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Appendix G
Invitation to Participate in Study 2

INVITATION TO PARTICIPATE IN STUDY NUMBER 2 OF
THE BILINGUAL DAILY STRESS INVENTORY

(Script)

Note: Before reading this invitation, ask if every one in the audience understands Spanish. If there is any person who does not, then read it in both languages, paragraph after paragraph. First Spanish, then English. If every one understands Spanish, read it only in Spanish.

As part of the requirements for my degree at the university I am conducting a study which will make it possible for Hispanic professionals to measure the level of stress experienced by an individual on a daily basis. This is important because studies have shown that there is a relationship between stress and illness. By measuring the level of stress that a Hispanic person has recently experienced the professional will be able to develop appropriate interventions to help his/her client in dealing with stressful situations. Since there are no adequate instruments of this kind especially developed for Hispanics in general this study is of great importance for us all. Therefore I am soliciting your cooperation in this study.

There are no risks of any kind for participating in this study. On the contrary as a participant you will have the benefit of

- 1) being more aware of the things that make you stressful during one week,
- 2) having the satisfaction of indirectly helping other Hispanics in this country by making possible the development of Hispanic norms for the DSI, and
- 3) getting the results of your test completely free of charge if you so desire.

But the only people who will have the privilege of participating in this study are those who: 1) are 18 years of age or over, 2) voluntarily agree to fill out the inventory

on a daily basis for seven days in a row, 3) consider themselves Hispanics (by birth or descend) and 4) know how to read and write either in Spanish or in English or both.

As a voluntary participant the information that you provide will be kept completely confidential. In fact, the Inventory that you will answer does not require that you write your name on it but rather it will be identified by a code number. Also there is no connection between this study and any governmental agency. If you want to know the result of your test simply keep your test code in a secure place and communicate with the project director three weeks or later after returning your completed test by calling the telephone that appears at the bottom of the "Demographic Data Form (Instruction Sheet)" and he will be glad to give you the result.

At this point ask all of those in the audience who want to participate in the study to raise their hand. Then distribute the coded manila envelopes with the enclosed materials.

Then proceed:

Inside your envelope and attached to your materials there is a small 3"x 5" piece of paper. We will appreciate that you write down only your first name and telephone number so that we can communicate with you about the study if necessary but still keeping your information confidential. However, you do not have to give your name and telephone number to participate. Then detach the piece of paper and pass it to the person(s) in charge of receiving it (i.e. ushers).

When you get to your house tonight pull out the "Demographic Data Form (Instruction Sheet)". Follow the instructions and fill out the Form in English or Spanish as accurate as possible without skipping any question. If you do not understand a particular word, read its equivalent in the other language and continue filling out the Form in the same language you choose at the beginning. When you are

done, with the Form leave it in the manila envelope and answer the 58 brief statements of the Inventory. Do the same for 7 consecutive days.

The instructions to fill out the Inventory are written on the first page. Please note that everything is in both Spanish and English. Choose the language you feel most comfortable with and answer the entire Inventory in that language. You may double check the meaning of a particular word in the other language but complete it in your language of preference.

When you finish answering the Inventory please put it in the envelope, seal it and bring it back to _____ (name of the person assigned to receive them in the agency, church or organization).

INVITACION PARA PARTICIPAR EN EL ESTUDIO NUMERO 2 SOBRE
EL INVENTARIO DIARIO DE ESTRES BILINGÜE

(Leyenda)

Nota: Antes de leer esta invitación pregunte si todos los hispanos presentes pueden entender el español. Si hay alguien que no lo entiende, léala en los dos idiomas párrafo tras párrafo Primero en español y luego en inglés. Si todos entienden el español, léalo sólo en español.

Como parte de los requisitos para obtener mi grado en la universidad estoy conduciendo un estudio que hará posible que el profesional hispano pueda medir el nivel de estrés que una persona ha experimentado diariamente. Esto es importante porque muchos estudios han demostrado que existe una relación entre el estrés y ciertas enfermedades. Al medir el nivel de estrés que un hispano ha experimentado recientemente el profesional podrá desarrollar ciertas intervenciones para ayudar a su cliente o paciente a resolver la situación que le produce estrés. Siendo que no hay ningún instrumento de este tipo desarrollado especialmente para los hispanos en general este estudio es de gran importancia para todos nosotros. Con este motivo estoy solicitando su cooperación en este estudio.

No hay riesgo de ninguna clase al participar en este estudio. Por el contrario, al participar Ud.

- 1) estará más consciente de las cosas que le producen estrés durante la semana,
- 2) tendrá la satisfacción de ayudar indirectamente a otros hispanos en este país al haber contribuido en el desarrollo de las normas hispanas de este Inventario.
- 3) podrá obtener el resultado de su inventario completamente gratis si así Ud. lo desea.

Pero los únicos que tendrán el privilegio de participar en este estudio serán aquellos que 1) tienen 18 años de edad o más, 2) voluntariamente están dispuestos a contestar el inventario diariamente por sólo siete días consecutivos, 3) son hispanos por nacimiento o descendencia y 4) pueden leer y escribir en español o inglés o en los dos idiomas. Si Ud. es hispano pero sólo sabe inglés, Ud. puede participar sin problema ya que todo el material está disponible en los dos idiomas. De hecho, su participación es muy importante y apreciada.

Como participante voluntario Ud. tendrá la seguridad de que toda información que provea será mantenida completamente confidencial. De hecho, el inventario que Ud. contestará no requiere que escriba su nombre en ninguna parte, sino que será identificado por un número de código. Además no existe ninguna relación entre este estudio y alguna agencia de gobierno. Si Ud. desea obtener el resultado de su inventario, simplemente escriba el número o código que aparece en el material que Ud. recibirá en algún lugar seguro y unas tres semanas o más después de que Ud. haya contestado y entregado su inventario comuníquese con el director del estudio cuyo teléfono aparece hacia el final de la “Hoja de Colección de Data” y él le informará sobre el resultado.

Al llegar a este punto pida que levanten la mano todos los que desean participar en el estudio. A los que levanten la mano se le entrega un sobre manila codificado con todos los materiales necesarios.

Luego proceda:

Dentro de su sobre y junto a los demás materiales Ud. encontrará un papelito tamaño 3”x5” Escriba su nombre y su teléfono, y luego despegue el papelito y páselo a la(s) persona(s) encargada(s) de recibirlo (i.e. ujieres). De esa manera podremos comunicarnos con Ud. en caso de que se necesario, pero manteniendo todavía su

información totalmente confidencial. Note que Ud. no tiene que dar su nombre y teléfono para participar en el estudio, aunque hacerlo sería de gran ayuda.

Cuando llegue a su casa esta noche, saque la "Hoja de Colección de Data" siga las instrucciones y llene la forma en inglés o en español lo más correctamente posible sin dejar de contestar ninguna pregunta. Si tiene alguna duda del significado de alguna palabra, vea el equivalente en el otro idioma y continúe contestando en el mismo idioma que empezó. Tan pronto termine de llenarla déjela en el sobre y conteste las 58 breves declaraciones del Inventario. Haga lo mismo durante 7 noches consecutivas.

Las instrucciones de cómo llenar el Inventario aparecen en la primera página del mismo. Note que todo está escrito tanto en español como en inglés. Escoja el idioma que Ud. entienda mejor para contestar todo el Inventario. Puede cotejar alguna palabra o expresión con el otro idioma si es necesario pero conteste todo el Inventario en un solo idioma.

Cuando haya terminado de contestar el Inventario póngalo dentro del sobre, séllelo y tráigalo de regreso a _____[nombre de la(s) persona(s) asignadas para recibirlo en la agencia, iglesia u organización].

Appendix H
Approval Letter From the Human Subjects
Institutional Review Board

Human Subjects Institutional Review Board

Kalamazoo, Michigan 49008-3899

WESTERN MICHIGAN UNIVERSITY

Date: March 25, 1991

To: Senez Rodriguez-Charbonier

From: Mary Anne Bunda, Chair

Mary Anne Bunda

Re: HSIRB Project Number 91-03-05

This letter will serve as confirmation that your research protocol, "Translation of and Development of Hispanic Norms for the Daily Stress Inventory," has been approved after expedited review by the HSIRB. The conditions and duration of this approval are specified in the Policies of Western Michigan University. You may now begin to implement the research as described in the approval application.

You must seek reapproval for any change in this design. You must also seek reapproval if the project extends beyond the termination date.

The Board wishes you success in the pursuit of your research goals.

xc: M. Michele Burnette, Psychology

Approval Termination: March 25, 1992

Appendix I

Permission Letters From Psychological Assessment Resources, Inc.

PAR Psychological Assessment Resources, Inc.

Mailing Address: P.O. Box 998/Odessa, Florida 33556
Street Address: 16204 N. Florida Ave./Lutz, Florida 33549

Telephone (813) 968-3003
Telefax (813) 968-2598

May 6, 1993

Senez Rodriguez-Charbonier
621 Hoyt S.E.
Grand Rapids, MI 49507

Dear Mr. Rodriguez-Charbonier:

In response to your recent request, permission is hereby granted to you to include one copy of the Daily Stress Inventory in the appendix of your dissertation entitled "Spanish Translation and Validation of the Daily Stress Inventory; and a Comparison of the Level of Stress Experienced by Three Culturally Distinct Hispanic Groups".

This Permission Agreement is subject to the following restrictions:

- (1) Any and all material used will contain the following credit line:

"Adapted and reproduced by special permission of the Publisher, Psychological Assessment Resources, Inc., 16204 North Florida Avenue, Lutz, Florida 33549, from the Daily Stress Inventory by Dr. Phil Brantley, copyright 1988, 1990, by Psychological Assessment Resources, Inc. Further reproduction is prohibited without written permission from the Publisher."
- (2) None of the material may be sold, given away, or used for purposes other than those described above without written permission of PAR, Inc.
- (3) Payment of a royalty/license fee will be waived.
- (4) One copy of the appendix will be sent to the Publisher to indicate that the proper credit line has been used.
- (5) One copy of the research results will be sent to the Publisher.

Senez Rodriguez-Charbonier
May 6, 1993
Page 2

ONE COPY of this Permission Agreement should be signed and returned to me to indicate your agreement with the above restrictions. This proposed Agreement will expire if it is not signed and returned to PAR within 30 days. Please keep one copy for your records.

Sincerely,

R. BOB SMITH III, Ph.D.
President

RBS/bv

ACCEPTED AND AGREED:

BY:
SENEZ RODRIGUEZ-CHARBONIER

DATE: 5/13/93

Mailing Address: P.O. Box 998/Odessa, Florida 33556
Street Address: 16204 N. Florida Ave./Lutz, Florida 33549

Telephone (813) 968-3003
Telefax (813) 968-2598

June 11, 1993

Senez Rodriguez-Charbonier
621 Hoyt S.E.
Grand Rapids, MI 49507

Dear Mr. Rodriguez-Charbonier:

Please consider this letter as our permission to UMI to release copies upon demand of your dissertation entitled "Spanish Translation and Validation of the Daily Stress Inventory; and a Comparison of the Level of Stress Experienced by Three Culturally Distinct Hispanic Groups" which contains a copy of material from the DSI.

I hope this meets your needs. If I can provide you with any further assistance, please let me know.

Sincerely,

R. BOB SMITH III, Ph.D.
President

RBS/bv

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