



Crowned With Care

Black women's stress in higher education and whether, or not self-care is still optional

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Introductions

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Topics During CBSW Conference

- Increase awareness of what personal and professional stressors black women experience in higher education
- Review the varied definitions of self-care
- Increase awareness of options for prioritizing self-care
- Celebration of March 1

Overview

- **Problem Statement: Black women in higher education experience unique stressors that require intentional self-care**
 - Social and structural factors, such as US political system were named as factors that effect the livelihood of black women (Adkins-Jackson et al. 2023).
 - Black women also encounter the self-identity of a “strong black woman” (SBW) which is a stress response that requires black women to meet the needs of others sacrificially, ignore their own personal needs (Wallace et al. 2023).
 - Other stressors include the economic state within black communities, mass incarceration, and killings perpetrated by law enforcement upon black individuals (Wyatt et al. 2022).
 - Black women in higher education have many concerns being a part of faculty at predominantly white institutions. These include lack of mentors, lower rates of promotions, lack of guidance concerning the academic environment, social isolation, and experiences of tokenism. (Willie et al., 2018).

Definitions of Self-Care

- Self-care was described as a holistic practice of the mind, body, spirit, money, heart, and energy. (Adkins-Jackson et al., 2022)
- "...Physical, emotional, and social way to balance yourself" (Adkins-Jackson et al., 2022)
- Categories of self-care: Deep work, authority, reconnection, exploration, and accountability. (Adkins-Jackson et al., 2022)

Cultural Context of Self-Care

- "many marginalized communities, self-care has political and social justice roots that cannot afford to be ignored"(Wyatt & Ampadu, 2021)
- "When examined through a historical and socio-political lens, self-care is, and has always been, a tool for social justice in efforts to resist the oppressive systems that threaten the health and wellness of Black people". (Wyatt & Ampadu, 2021)
- Ex: Black Panther Party

Research Aims

- The Purpose
 - How do black women in higher education practice self-care?
 - Do black women in higher education experience high levels of stress?

Methods

- Recruitment

- Southern students (undergraduate and graduate) , faculty, and office administrators
- CBSW members
- 18 years or older
- Emailed with link to google form and consent form in the body of email

Measures

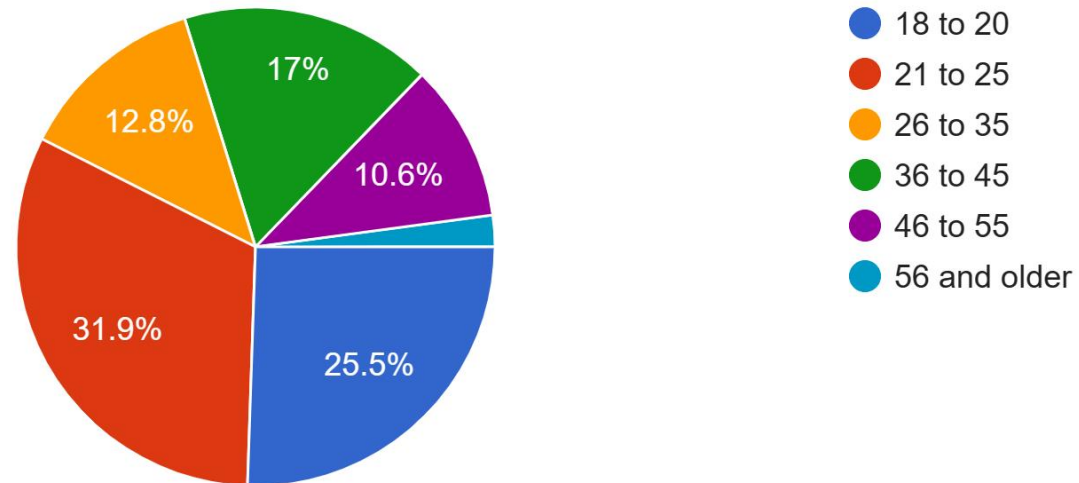
- Perceived Stress Scale
- Lifestyles Behaviors-University of Buffalo
- Self-Care Assessment-University of Buffalo

Results

Demographics

Which age group do you belong to?

47 responses

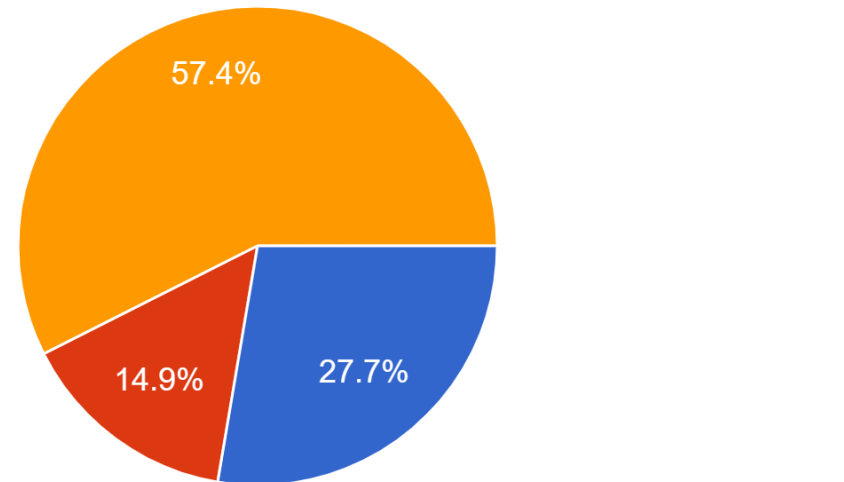


Results

Demographics

Which academic or professional group do you belong to?

47 responses

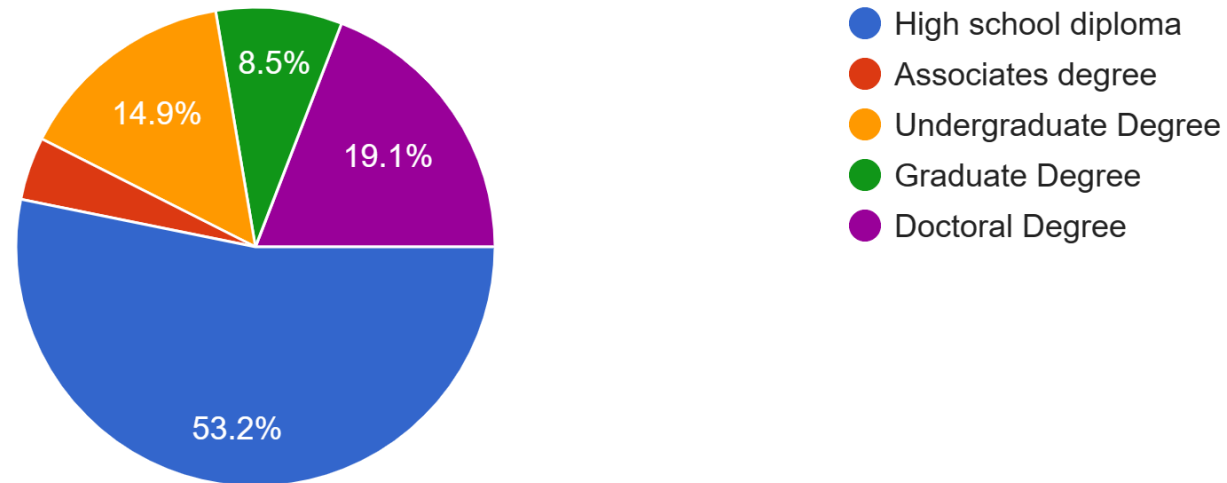


Results

Demographics

What is your highest level of education completed?

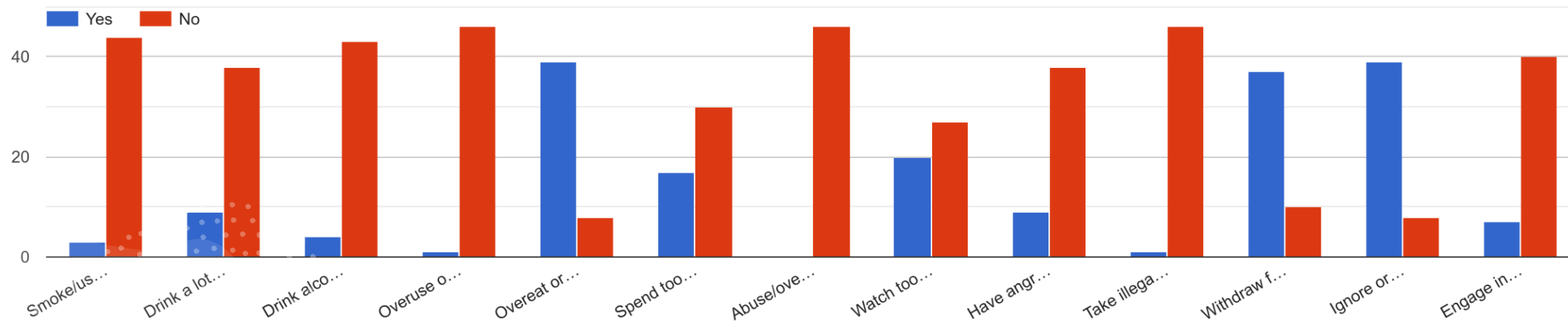
47 responses



Results

Negative Self-Care Behaviors

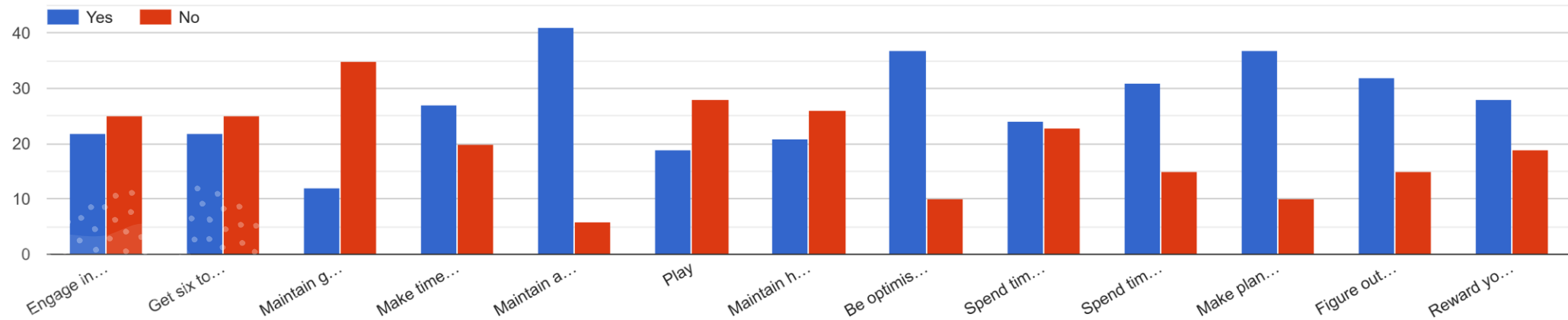
When you are under stress, do you:



Results

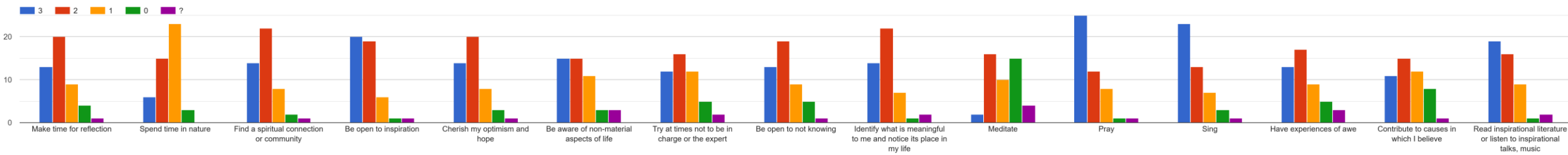
Positive Self-Care Behaviors

When you are under stress, do you:

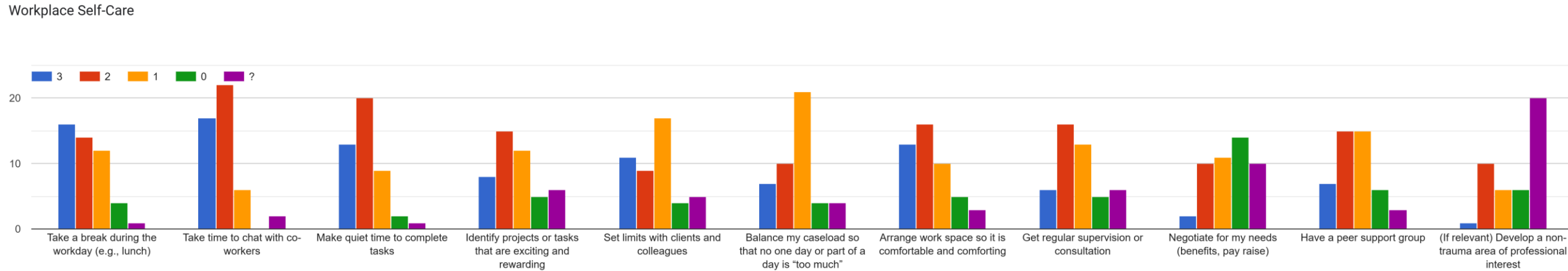


Spiritual Self-Care

Spiritual Self-Care



Workplace Self-Care



Recommendations For Future Study

- Use different language in survey options
- Grow sample size-Oakwood University and University of Tennessee-Chattanooga
- Sample size with black social workers
- Potentially use a different scale for stress
- Researchers received funding from Academic Research Committee (ARC)
 - This will be utilized through “Chat and Chews” to access more participants and encourage self-care.

Make a Commitment

- Select ONE area that you will commit to working on to prioritize self-care
- Pledge card for committing to ONE thing
- How to remember
- Silicone bands (nutrition, exercise, sleep)

References & Our Contact Information

Thank You!

