

UCLA Social Support Inventory \*

(UCLA-SSI)

Christine Dunkel-Schetter

Lawrence Feinstein

Jyllian Call

University of California, Los Angeles

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Further information on the instrument can be obtained from Dr. Chris Dunkel-Schetter, Department of Psychology, 1283 Franz Hall, University of California, Los Angeles, CA 90024, (213) 206-8116. We ask that you inform us if you plan to include our instrument in your study and for what purpose, and that you let us know your results when they become available. Thank you.

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\*Note that the title is not meant to imply that this is the only social support instrument developed at UCLA or that it is representative of the efforts of other researchers who have also developed instruments.

## UCLA SOCIAL SUPPORT INVENTORY

### Overview

The UCLA Social Support Inventory is based upon a conceptualization of support as interpersonal transactions between people that may take several different forms. Forms or types of support include information and advice, aid and assistance, and emotional support. Support may be supplied to a person (recipient) by various providers or sources such as parents, friends, a spouse or partner, or professionals. The support construct is a global one that has several different aspects or dimensions within it including the extent to which support is wanted or needed, the quantity of support received, the quality of support or satisfaction with it, whether support is sought, and whether support is given to providers in return (i.e., reciprocated). These are important to specify and disentangle in research.

The purpose of the UCLA-SSI is to assess social support needs, the extent to which support is sought and received, and satisfaction with support. Each of these dimensions is assessed for three types of social support: information or advice, tangible assistance or aid, and emotional support. Support received and some of the other dimensions are measured from each of three social network members (parent, friend, romantic partner are the three for undergraduates). Finally, in order to include negative aspects of social relationships as well as positive ones, stress in one's relationships with these three sources of support is assessed.

This self-report questionnaire was developed to assess social support among college students. The structural format and some of the items were influenced by earlier work by Professor Richard Lazarus and colleagues (Schaefer, Coyne, & Lazarus, 1981;

Dunkel-Schetter, Folkman, & Lazarus, in press) conducted as part of the Stress and Coping Project at the University of California at Berkeley. Although the instrument was developed for use with college students, the structure and format of the instrument make it applicable with only minor alterations to a wide range of populations and applications. The fewer the alterations, however, the more likely it is that the reliability and validity will be preserved. Alterations in the instrument are discussed further below.

### Special Features of the Instrument

Several features of the inventory warrant highlighting. The questions are addressed to the support recipient and assess support from three persons or possible sources. For validation with undergraduates, we have used a parent, a close friend, and a romantic partner, although any three sources could be specified.

Three types of support are measured by the instrument: information and advice, aid or assistance, and emotional support (e.g., expressions of caring, listening and understanding, love). Furthermore, the questions for each type of social support include at least two subtypes or focus on at least two domains. For example, items on information or advice include some with respect to school and others with respect to a relationship with another person. For aid and assistance, a distinction is made between minor and major aid. Questions on emotional support focus on several behaviors such as expressions of love and caring; expressions of respect, approval, and acceptance; expressions of encouragement and reassurance; listening; and expressions of understanding and empathy. The two types of informational support specified could be altered for other populations. However, it is expected that the subtypes of aid and of

emotional support will apply to a wide range of populations and therefore, these will not need to be altered.

Five different dimensions of support are assessed: (1) the degree support desired, (2) the extent to which support was sought when needed, (3) the amount of support received from each provider (parent, friend, and romantic partner), (4) the degree of satisfaction or dissatisfaction with the support received, and (5) the amount of support given to each support provider. Furthermore, the questions in the inventory are all within a specified time frame, “the past 3 months.”

Five types of possible stress in a relationship are also assessed for each source of support: the degree to which the person has been critical or displeased with the respondent; the degree to which the person seems angry with the respondent; how often the person has disappointed the respondent; how often the person has “bugged” the respondent, i.e., gotten on his/her nerves; and how often the source has been demanding or a burden for the respondent.

In essence, the items in the inventory form a matrix with three axes: sources of support, types of support, and dimensions of support. Stress items can be seen as forming a second matrix with two axes: sources and types of stress. For data analysis, one can look at responses to individual items, or compute indices. Indices are created by aggregating items across sources, types, or both, as elaborated below.

### Scoring the Inventory

The inventory’s 70 items (listed in Table 1) can be aggregated into 49 possible indices. These are described in table 2. Some of these indices are linearly dependent. Not all are necessary for general purpose studies on social support. Indices seen as optional

are noted as such in the table and should only be calculated when they address particular research questions. Of the remaining indices, only those of interest with respect to a researcher's goals should be scored. To score any particular index, a subject's responses to the items comprising it are summed, and the sum is divided by the number of items.

#### Comments on Altering the Inventory

It may be appropriate to tailor inventory items to a particular research domain. One possible change concerns the sources of support specified. In research with married, medical patients, for example, the three sources might be spouse, a primary medical care provider, and a family member or close friend.

A second change concerns the subtypes of information. With a medical sample, for example, one might assess informational support regarding prognosis and medical regimen.

In some applications, it will be necessary to shorten the instrument. When dropping items is necessary, it is recommended that particular indices be eliminated and all items included in them be dropped. Items should not be dropped selectively from indices because this will alter scale reliability and validity substantially.

Support of specific situations or crises can be assessed by altering the introduction of the inventory and question wording. For example, respondents can be queried about social support in the context of a recent illness or medical event, regarding adherence to their medical regimen, or support in their work place. When this sort of approach is attempted, it may be desirable to shorten the time frame as well to perhaps one month; longer than 3 months is not recommended due to recall bias.

In general, the fewer the changes made in the inventory, the more likely it is that the instrument will have similar psychometric features to those of our studies. It is our intention that the UCLA-SSI serve as a general conceptual framework and format for the measurement of support that can be adapted easily to specific research needs. For further information about alterations of the instrument and the effects, consult the authors.

Table 1. List of Inventory Items Grouped by Type of Support and Stress

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Item	Inventory Item Number
<u>INFORMATIONAL SUPPORT</u>	
Desire information about school	4
Receive information about school from parent	5a
Receive information about school from friend	5b
Receive information about school from partner	5c
Desire information about relationships	6
Receive information about relationships from parents	7a
Receive information about relationships from friend	7b
Receive information about relationships from partner	7c
Seek information about school or relationships	8
Satisfaction with information received	9
Give information to parent	10a
Give information to friend	10b
Give information to partner	10c
<u>AID OR ASSISTANCE</u>	
Desire minor aid	11
Receive minor aid from parent	12a
Receive minor aid from friend	12b
Receive minor aid from partner	12c
Desire major aid	13
Receive major aid from parent	14a
Receive major aid from friend	14b
Receive major aid from partner	14c
Seek aid	15
Satisfaction with aid received	16
Give aid to parent	17a
Give aid to friend	17b
Give aid to partner	17c

Item	Inventory Item Number
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Emotional Support

Desire feeling loved and cared for	18
Receive feeling loved and cared for from parent	19a
Receive feeling loved and cared for from friend	19b
Receive feeling loved and cared for from partner	19c
Desire respect, approval, acceptance	20
Receive respect, approval, acceptance from parent	21a
Receive respect, approval, acceptance from friend	21b
Receive respect, approval, acceptance from partner	21c
Desire encouragement, reassurance	22
Receive encouragement, reassurance from parent	23a
Receive encouragement, reassurance from friend	23b
Receive encouragement, reassurance from partner	23c
Seek love and caring, respect, approval and acceptance, and encouragement and reassurance	24
Satisfaction with love and caring received	25
Satisfaction with respect, approval and acceptance received	26
Satisfaction with encouragement and reassurance received	27
Desire listening to concerns	28
Received listening from parent	29a
Received listening from friend	29b
Received listening from partner	29c
Desire understanding and empathy	30
Received empathy and understand from parent	31a
Received empathy and understand from friend	31b
Received empathy and understand from partner	31c
Seek listening, and understanding and empathy	32
Satisfaction with listening, understanding, and empathy received	33
Give emotional support to parent	34a
Give emotional support to friend	34b
Give emotional support to partner	34c



Item	Inventory Item Number
<b><u>STRESS IN RELATIONSHIPS</u></b>	
Criticism from parent	stress item 1a
Criticism from friend	stress item 1b
Criticism from partner	stress item 1c
Anger from parent	stress item 2a
Anger from friend	stress item 2b
Anger from partner	stress item 2c
Disappointed with parent	stress item 3a
Disappointed with friend	stress item 3b
Disappointed with partner	stress item 3c
Bugged by parent	stress item 4a
Bugged by friend	stress item 4b
Bugged by partner	stress item 4c
Burdened by parent	stress item 5a
Burdened by friend	stress item 5b
Burdened by partner	stress item 5c

Table 2. Possible Indices to be Created

Scale	Number of Items	Inventory Item Numbers
<u>INFORMATION</u>		
Need/want information	2	4 6
Total information received	6	5a,b,c, 7a,b,c
Information given	3	10a,b,c
(Note: Seeking information is assessed in one item: 9)		
(Optional indices)		
Information received from parent	2	5a 7a
Information received from friend	2	5b 7b
Information received from partner	2	5c 7c
Information received about school	3	5a,b,c
Information received about Relationships	3	7a,b,c
<u>AID OR ASSISTANCE</u>		
Need/ want aid	2	11 13
Major aid received	3	14a,b,c
Minor aid received	3	12a,b,c
Total aid received	6	12a,b,c, 14a,b,c
Aid given	3	17a,b,c
(Note: seeking aid is assessed in one itme:22)		
(Optional indices:)		
Aid received from parent	2	12a 14a
Aid received from friend	2	12b 14b
Aid received from partner	2	12c 14c

Scale	Number of Items	Inventory Item Numbers
<u>EMOTIONAL SUPPORT</u>		
Need/ want emotional support	5	18 20 22 28 30
Seek emotional support	2	24 32
Total emotional support received	15	19a,b,c 21a,b,c, 23a,b,c 29a,b,c, 31a,b,c
Satisfaction with emotional support received	4	25 26 27 33
Emotional support give	3	34a,b,c,
(Optional indices: )		
Emotional support received from parent	5	19a 21a 23a 29a 31a
Emotional support received From friend	5	19b 21b 23b 29b 31b
Emotional support received From partner	5	19c 21c 23c 29c 31c
Loving and cared for received	3	19a,b,c
Respect, approval, and acceptance received	3	21a,b,c
Encouragement and reassurance Received	3	23a,b,c
Listening received	3	29a,b,c
Empathy and understanding received	3	31a,b,c
<u>SOURCES OF SUPPORT</u> (items aggregated across types of support):		
Total support received from parent	9	5a 7a 12a 14a 19a 21a 23a 29a 31a
Totally support received from friend	9	5b 7b 12b 14b 19b 21b 23b 29b 31b
Totally support received from partner	9	5c 7b 12b 14b 19b 21b 23b 29b 31b
Support given to parent	3	10a 17a 34a
Support given to friend	3	10b 17b 34b
Support given to partner	3	10c 17c 34c

Scale	Number of Items	Inventory Item Numbers
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DIMENSIONAL SCALES (items aggregated across types and sources of support) :

Need/ Want support	9	4 6 11 13 18 20 22 28 30
Seek Support	4	8 15 24 32
Total Support Received	27	5a,b,c 7a,b,c, 12a,b,c, 14a,b,c 19a,b,c 21a,b,c 23a,b,c 29a,b,c 31a,b,c
Satisfaction with support received	6	9 16 25 26 27 33
Support given	9	10a,b,c 17a,b,c 34a,b,c

STRESS SCALES:

Total stress from others	15	stress items 1a,b,c 2a,b,c 3a,b,c 4a,b,c 5a,b,c
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(Optional indices, all sources: )

Total criticism received	3	stress items 1a,b,c
Total anger received	3	stress items 2a,b,c
Total disappointment received	3	stress items 3a,b,c
Total bugged received	3	stress items 4a,b,c
Total burden received	3	stress items 5a,b,c

(Optional indices, all types of stress: )

Stress from parent	5	stress items 1a 2a 3a 4a 5a
Stress from friend	5	stress items 1b 2b 3b 4b 5b
Stress from partner	5	stress items 1c 2c 3c 4c 5c

This survey is concerned with key interpersonal relationships and their dynamics. We are interested in many aspects of the support you give and get from these relationships.

1. Please choose one parent (preferable the one you are closest to). If you do not have a parent, please choose a guardian or other adult that is of major importance in your life.

- a. Please indicate which one you have chosen (circle one).

Mother (1)    Father (2)    Stepmother (3)    Stepfather (4)

Foster-parent (5)    Guardian (6)    Other (7)

- b. Do you live with this person?

Yes (1)    No (2)

- c. Within the past three months, how often have you talked with this person either in person or on the phone?

Everyday	1
Several times a week	2
About once a week	3
2 or 3 times a month	4
Once a month	5
Less than once a month	6

When the survey refers to “parent” from here on, please answer concerning this and only this person.

2. Please think of one very close friend with whom you are not romantically or sexually involved. Please do not choose a sibling, cousin or other relative.

- a. What are your friend’s initials? \_\_\_\_\_

- b. Which is this person? (circle one)

Same sex (1)    opposite sex (2)

- c. What is this person’s age \_\_\_\_\_ yrs

- d. Is he or she currently a UCLA student? (circle one)

Yes (1)    No and never was (2)    Already graduated (3)

- e. Within the past three months, how often have you talked with your friend, either in person or on the phone?

Everyday	1
Several times a week	2
About once a week	3
2 or 3 times a month	4
Once a month	5
Less than once a month	6

When the survey refers to “friend” from her on, please think of this person.

3. a. Are you currently in a romantic relationship that has been going on for three months or more? (circle one)

Yes (1)      No (2)      (if NO, SKIP TO QUESTION 4)

b. What is the length of time you have been together? \_\_\_\_\_ years \_\_\_\_\_ mos

c. Which is the most accurate description of this relationship? (circle one)

married (1)      engaged (2)      see only one another (3)

see others too (4)

d. What are your romantic partner’s initials? \_\_\_\_\_

When the survey refers to “romantic partner” from here on, please answer concerning this person. If you don’t have a romantic partner, please skip all questions regarding this person.

4. At certain times, we want information or advice about school related concerns (e.g. a particular class, one’s major or schedule, social activities, etc.) For example, we might want information about a particular problem, or advice in making an important decision. Within the past three months, how often have you desired information or advice from others concerning school?

1	2	3	4	5
never	rarely	sometimes	often	very often

5.a. How often did your parent provide information or advice about school in the past three months (whether you wanted it or not)?

1	2	3	4	5
never	rarely	sometimes	often	very often

b. How often did your friend provide this?

1	2	3	4	5
never	rarely	sometimes	often	very often

c. How often did your romantic partner provide this? (skip if none)

1	2	3	4	5
never	rarely	sometimes	often	very often

6. At certain times, we want information and advice about our relationship with another person, or toher in general (e.g. conflict with someone, concern about other's opinions, developing a new relationship, etc.). Within the past three months, how often have you desired information or advice from others concerning your relationships?

1	2	3	4	5
never	rarely	sometimes	often	very often

7. a. how often did your parent provide information or advice about your relationship with another person within the past three months ( whether you wanted it or not)?

1	2	3	4	5
never	rarely	sometimes	often	very often

b. How often did your friend provide this/

1	2	3	4	5
never	rarely	sometimes	often	very often

c. How often did your romantic partner provide this (skip if none)

1	2	3	4	5
Never	rarely	sometimes	often	very often

8. In general, which one of the following best describes you when you need information or advice?

1	2	3	4	5	6	7
I usually don't show that I need it, nor do I ask for it.		My need is probably obvious, but I usually don't ask for it directly.			I usually ask for it.	

9. In general, how satisfied or dissatisfied have you been with all the information and advice you have received in the past three months?

1	2	3	4	5	6	7
Very dissatisfied		neither satisfied nor dissatisfied			very satisfied	

10.a. In general, how often have you provided information and advice to your parent in the past three months?

1	2	3	4	5
Never	rarely	sometimes	often	very often

b. How often have you provided it to your friend?

1	2	3	4	5
Never	rarely	sometimes	often	very often

c. How often have you provided it to your romantic partner?

1	2	3	4	5
Never	rarely	sometimes	often	very often

11. At certain times, we want minor assistance, like help with a small task (e.g. doing laundry, a ride somewhere close by, help with a homework assignment, etc.) or we want some small material thing (e.g. a small amount of money such as \$5, or a small item). Within the past three months, how often have you desired such assistance?

1	2	3	4	5
Never	rarely	sometimes	often	very often

12. a. How often did your parent provide minor assistance within the past three months (whether you wanted it or not)?

1	2	3	4	5
Never	rarely	sometimes	often	very often



b. How often did your friend provide it?

1	2	3	4	5
Never	rarely	sometimes	often	very often

c. How often did your romantic partner provide it?

1	2	3	4	5
Never	rarely	sometimes	often	very often

13. At certain times we want major assistance or help with a large task (e.g. moving, a ride somewhere pretty far away, etc.) or we want some large item (e.g. a large amount of money or something sort of expensive). Within the past three months, how often have you desired such assistance?

1	2	3	4	5
Never	rarely	sometimes	often	very often

14. a. How often did your parent provide major assistance within the past three months (whether you wanted it or not)?

1	2	3	4	5
Never	rarely	sometimes	often	very often

b. How often did your friend provide it?

1	2	3	4	5
Never	rarely	sometimes	often	very often

c. How often did your romantic partner provide it?

1	2	3	4	5
Never	rarely	sometimes	often	very often

15. In general, which one of the following best describes you when you need minor or major assistance?

1	2	3	4	5	6	7
I usually don't show that I need it, nor do I ask for it.			My need is probably obvious, but I usually don't ask for it directly.		I usually ask for it.	

16. In general, how satisfied or dissatisfied have you been with the assistance (minor and major) you have received from everyone in the past three months?

1	2	3	4	5	6	7
Very dissatisfied		neither satisfied nor				very satisfied
		dissatisfied				

17. a. In general, how often have you given assistance (minor or major) to your parent within the past three months?

1	2	3	4	5
Never	rarely	sometimes	often	very often

b. How often have you given it to your friend?

1	2	3	4	5
Never	rarely	sometimes	often	very often

c. How often have you given it to your romantic partner?

1	2	3	4	5
Never	rarely	sometimes	often	very often

18. At certain times, we want to feel loved and cared about by others. Within the past three months, how often have you desired to feel loved and care about by others?

1	2	3	4	5
Never	rarely	sometimes	often	very often

19 a. How often did your parent convey love and caring within the past three months (whether you wanted it or not)?

1	2	3	4	5
Never	rarely	sometimes	often	very often

b. How often has your friend conveyed this?

1	2	3	4	5
Never	rarely	sometimes	often	very often

c. How often has your romantic partner conveyed this?

1	2	3	4	5
Never	rarely	sometimes	often	very often

20. At certain times, we want to feel like a good person whom others think well of. Within the past three months, how often have you desired to feel respect, approval and/or acceptance from others?

1	2	3	4	5
Never	rarely	sometimes	often	very often

21. a. how often did your parent convey respect, approval, and/or acceptance within the past three months (whether you wanted it or not)?

1	2	3	4	5
Never	rarely	sometimes	often	very often

a. How often has your friend conveyed this?

1	2	3	4	5
Never	rarely	sometimes	often	very often

b. How often has your romantic partner conveyed this?

1	2	3	4	5
Never	rarely	sometimes	often	very often

22. At certain times, we want encouragement and reassurance to help us manage or deal with a specific situation. For example, sometimes we want to be consoled when we're upset or encouraged in general. Within the past three months, how often have you desired this?

1	2	3	4	5
Never	rarely	sometimes	often	very often

23. a. How often did your parent convey encouragement and reassurance within the past three months (whether you wanted it or not)?

1	2	3	4	5
Never	rarely	sometimes	often	very often

b. How often has your friend provided this?

1	2	3	4	5
Never	rarely	sometimes	often	very often

c. How often has your romantic partner provided this?

1	2	3	4	5
Never	rarely	sometimes	often	very often

24. In general, which one of the following best describes you when you need love and caring; respect, approval, and acceptance; or encouragement and reassurance?

1	2	3	4	5	6	7
I usually don't show that I need it, nor do I ask for it.		My need is probably obvious, but I usually don't ask for it directly.			I usually ask for it.	

25. In general, how satisfied or dissatisfied have you been with the love and caring you've received within the past three months?

1	2	3	4	5	6	7
Very dissatisfied		neither satisfied nor dissatisfied			very satisfied	

26. In general, how satisfied or dissatisfied have you been with the respect, approval, and acceptance you've received within the past three months?

1	2	3	4	5	6	7
Very dissatisfied		neither satisfied nor dissatisfied			very satisfied	

27. In general, how satisfied or dissatisfied have you been with the encouragement and reassurance you've received within the past three months?

1	2	3	4	5	6	7
Very dissatisfied		neither satisfied nor dissatisfied			very satisfied	

28. At certain times, we want someone to listen to our concerns and feelings. Within the past three months, how often have you desired this?

1	2	3	4	5
Never	rarely	sometimes	often	very often

29. a. How often did your parent listen to you within the past three months?

1	2	3	4	5
Never	rarely	sometimes	often	very often

b. How often has your friend done this?

1                      2                      3                      4                      5  
Never                rarely                sometimes                often                very often

c. How often has your romantic partner done this?

1                      2                      3                      4                      5  
Never                rarely                sometimes                often                very often

30. At certain times, we want someone to do more than listen to us. We want them to understand our situation and empathize with our feelings. Within the past three months, how often have you desired this?

1                      2                      3                      4                      5  
Never                rarely                sometimes                often                very often

31.a. How often did your parent understand and empathize with you within the past three months?

1                      2                      3                      4                      5  
Never                rarely                sometimes                often                very often

b. How often has your friend done this?

1                      2                      3                      4                      5  
Never                rarely                sometimes                often                very often

c. How often has your romantic partner done this?

1                      2                      3                      4                      5  
Never                rarely                sometimes                often                very often

32. In general, which one of the following best describes you when you need someone to listen, or understand and empathize with you?

1	2	3	4	5	6	7
I usually don't show that I need it, nor do I ask for it.						
		My need is probably obvious, but I usually don't ask for it directly.				
					I usually ask for it.	

33. In general, how satisfied or dissatisfied have you been with the listening, Understanding, and empathy you've received within the past three months?

1	2	3	4	5	6	7
Very dissatisfied			neither satisfied nor Dissatisfied			very satisfied

34. a. In general, how often have you given emotional support (e.g. love and caring; respect, approval and acceptance; encouragement and reassurance; listening; understanding and empathy) to your parent?

1	2	3	4	5
Never	rarely	sometimes	often	very often

b. How often have you given this to your friend?

1	2	3	4	5
Never	rarely	sometimes	often	very often

c. How often have you given this to your romantic partner?

1	2	3	4	5
Never	rarely	sometimes	often	very often

Part V

Relationships usually involve a certain amount of stress. For example, our friendships go through difficult times, we don't always get along with our families, and our romantic relationships can sometimes be hard to maintain. The next few questions deal with various types of stress you may have felt in your interpersonal relationships within the past three months.

1. a. A relationship can become stressful when another person is critical or displeased with us. Sometimes this takes the form of comments and other times it is just felt. In the past three months, how often has your parent seemed critical or displeased with you?

1	2	3	4	5
Never	rarely	sometimes	often	very often

- b. How often has your friend seemed this way?

1	2	3	4	5
Never	rarely	sometimes	often	very often

- c. How often has your romantic partner seemed this way?

1	2	3	4	5
Never	rarely	sometimes	often	very often

2. a. A relationships can also be stressful when the other person is angry or short tempered with us. Within the past three months, how often has your parent seemed angry with you?

1	2	3	4	5
Never	rarely	sometimes	often	very often

- b. How often has your friend seemed this way?

1	2	3	4	5
Never	rarely	sometimes	often	very often

- c. How often has your romantic partner seemed this way?

1	2	3	4	5
Never	rarely	sometimes	often	very often

3. a. people we care about let us down now and then, even if they don't mean to.  
There are many possible reasons for this, and it can be stressful. Within the past three months, how often have you been disappointed by your parent or felt he or she let you down?

1	2	3	4	5
Never	rarely	sometimes	often	very often

- b. How often has your friend done this?

1	2	3	4	5
Never	rarely	sometimes	often	very often

- c. How often has your romantic partner done this?

1	2	3	4	5
Never	rarely	sometimes	often	very often

4. a. Whether intentional or not, sometimes others bug us or get on our nerves. Within the past three months, how often has your parent done this?

1	2	3	4	5
Never	rarely	sometimes	often	very often

- b. How often has your friend done this?

1	2	3	4	5
Never	rarely	sometimes	often	very often

- c. How often has your romantic partner done this?

1	2	3	4	5
Never	rarely	sometimes	often	very often

5. a. A relationship can sometimes take a lot out of us. At times the people that we care about make certain demands of us. For example, they may burden us with their problems or needs. Within the past three months, how often has your done this?

1	2	3	4	5
Never	rarely	sometimes	often	very often

- b. How often has your friend done this?

1	2	3	4	5
Never	rarely	sometimes	often	very often



c. How often has your romantic partner done this?

1  
Never

2  
rarely

3  
sometimes

4  
often

5  
very often

### Papers that utilized the SSI

Schwarzer, R., Dunkel-Schetter, R., & Kemeny, M. (1994). The Multidimensional Nature of Received Social Support in gay men at Risk of HIV Infection and AIDS. *American Journal of Community Psychology*, 22(3), 319-339.

Collins, N.L., Dunkel-Schetter, C., Lobel, M. & Scrimshaw, S.C.M. (1993). Social Support in Pregnancy: Psychosocial Correlates of Birth Outcomes and Postpartum Depression. *Journal of Personality and Social Psychology*, 65(6), 1243-1258.

Reifman, A., & Dunkel-Schetter, C. (1990). Stress, Structural Social Support, and Well-Being in University Students. 38, 271-277.

Neter, E., Collins, N.L., Lobel, M. & Dunkel-Schetter, C. (1995). Psychosocial Predictors of Postpartum Depressed Mood in Socioeconomically Disadvantaged Women. *Women's Health: Research on Gender, Behavior, and Policy*, 1(1), 51-75.