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THE RELATIONSHIP BETWEEN SELF-CARE AND BURNOUT AMONG SOCIAL WORK STUDENTS

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THE RELATIONSHIP BETWEEN SELF-CARE AND BURNOUT AMONG
SOCIAL WORK STUDENTS

A Project
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
of the Requirements for the Degree
Master of Social Work

by
Andrew Semedo

June 2019

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ABSTRACT

Currently, burnout is a significant issue affecting college students across the world. With the increasing economic, academic, and social pressures of college life, occurrences of burnout may hinder graduation rates along with the physical and mental health of college students. The purpose of this study was to determine the relationship between self-care and burnout among social work students. A total of 76 students recruited from a Hispanic-serving institution in Southern California constituted the sample of this study. The Kruskal-Wallis H Test was used to analyze the correlation between self-care and burnout. The findings revealed a strong correlation between the aforementioned variables at the statistical significance level ($p < .001$). Implications for social work educations were discussed.

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CHAPTER ONE

INTRODUCTION

Problem Formulation

Advancing through college can be taxing for students on a cognitive and emotional level. There are many stressors associated with attending college which can hinder progression through course materials and influence feelings of burnout amongst students. Unattended stress and burnout are attributing factors in preventing individuals from successful completion of college. Over 20% of working adults in our nation, have attended college without finishing, and acquiring a diploma (Jones, 2011). As the cost of living has increased over the past several decades, a main factor contributing towards the currently high dropout rate is accredited to the necessity for students to work while attending school in modern times (Jones, 2011). This added stressor of employment in student life increases the burden of an already demanding schedule. Further stressors contributing towards burnout within college students may be as result of difficulty acclimating towards a new environment, conflict with peers, and pressures of academic requirements (Misra, & Castillo, 2004)

To counter, and ideally prevent the effects of burnout in students, adequate attention to self-care may mitigate the problem. Self-care is defined as a process of heightening our sense of mindfulness while making efforts towards minimalizing harmful symptoms acquired from exposure to unhealthy mental and

physical stressors (Nugent, 2013). The actual degree of self-care required for individuals pursuing a college education may fluctuate, as factors such as employment, family dynamics, economic status, and academic aptitude may vary from one person to another. While the necessity for self-care may vary in range among college students, knowledge of how to manage the stressors which come along with college life may be beneficial in regard to maintaining their social and cognitive health.

With an influx of college students experiencing effects of unattended burnout, a correlated increase in workload for qualified social workers becomes inevitable. This increase in demand creates a burden on social workers who oversee the psychiatric needs of students, as there are only a limited number of social workers whom are employed to help manage their mental health needs. In other words, the large number of clients who need to be treated in a minimal amount of time creates a ripple effect of burnout amongst treatment staff.

Purpose of the Study

The purpose of this study was to analyze the relationship between self-care and burnout among college students. Burnout not only has adverse effects on the academic performance of college students, but also has a negative impact on the physical and mental health of aspiring students as well (Kao, 2009). In addition, the constant pressures for college students to progress through their academic curriculum while forming and maintaining social relations can have a taxing impact on their affect, which can build up over time if left unattended. This

study sought to answer the following question: Is there a relationship between self-care and burnout among social work students in Southern California?

Significance of the Project for Social Work Practice

Findings in this study will have major implications for the social work profession. In fact, the findings call attention to a rampant problem faced by many social work students. The findings will also assist in the refining of future research geared towards mental health and college students. In particular, the results of this study will assist in targeting specific forms of self-care that are most beneficial towards college students regarding effectiveness for countering symptoms associated with burnout.

Learning how to acknowledge and address internal and external stressors in a fast-paced environment can assist in promoting mindfulness along with independence. By attending to our one's emotional, cognitive, and physiological needs through self-care, an individual can increase coping skills, especially in highly stressful periods of life.

CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter will discuss research pertaining to the effects of stress within college students with attention focused on repercussions towards specific areas of concern and development. The first two subsections will discuss the affective and physiological effects of stress on college students. Following the previously mentioned subsections will be review of research regarding perceived stress in correlation to time management skills and the effects of meditation exercise on symptoms of burnout.

Self-Care Needs in Response to College Students

Students entering a college environment for the first time are prone to dealing with newly acquired life stressors which can prove to be taxing on an emotional and physical level. Research has shown that 89 % of incoming college students feel increased rates of stress, on both, interpersonal and intrapersonal levels (Ross, Niebling, & Heckert, 1999). With an increase in stress, there comes a correlated decrease in healthy behavior such as diminished nutritional habits and sleep deprivation (Hudd, Dumlao, & Erdmann-Sager, 2000). During periods of midterms and finals, levels of stress can be at all times high for college level

students, creating a need for self-care to help them in addressing affective and physiological health concerns.

Affective Effects of Stress

With the adaption of a new school environment comes the stressors of forming new social acquaintances. Often, the act of transitioning from high school to college involves a decrease in interactions between the college student and their primary support group of friends and family, as it is the beginning of a transition phase between old and new social support groups (Misra, & Castillo, 2004). These pressures of interacting with new peers accompanied with a higher level of academics and responsibilities have been shown to lead students towards feelings of role conflict, resulting from the difficulties of attempting to balance various new life objectives (Hudd et al., 2000). With the heightened levels of self-expectations that students place upon themselves, added levels of pressure can lead to the development of decreases in self-esteem, which if not attended to, can potentially lead to suicidal ideations (Hudd et al., 2000).

Furthermore, the lack of sleep which students often experience as result of spending extended periods of time working on projects and studying for exams can induce feelings of depression on them. Other consequential feelings resulting from excessive academic related stressors are feelings of nervousness and loneliness, as documented by Hudd et al.' (2000) work. Research from Rawson, Bloomfield & Kendall (1994) revealed that heightened levels of anxiety may also stem from increased academic stressors.

Physiological Effects of Stress.

In addition to the emotional stress involved with enrolling into college, studies conducted by Hudd et al. (2000) showed that there are also adverse impacts of physiological health as well. Indeed, there was a decline of dietary habits resulting from students having time restraints on cooking nutritious meals, thus substituting their typical food regimen with junk foods such as frozen meals (Hudd et al., 2000). Hudd et al. (2000) further demonstrated that students report a diminished overall feeling of physical health, and are likely to begin smoking cigarettes to help manage heightened stress levels.

Meanwhile, Von Ah, Ebert, Ngamvitro, Park, and Kang's (2004) research also demonstrated the negative effects of stress on students' psychological well-being. In effect, episodes of binge drinking, leading to high-risk behaviors such as driving while intoxicated have also been reported amongst college students (Von Ah et al., 2004)

Studies Focusing on Alleviation of College Stressors

Another body of research focused on stress alleviation among college students (Crowley & Monk, 2017; Macan, Shahani, Dipboye, & Phillips, 1990; Misra, & Castillo, 2004; Myers et al., 2012).

Macan et al. (1990) conducted an in-depth study regarding the internal responses of college students towards stress in comparison to their time management skills. The foundation of this study was taken from quantitative

research regarding the organizational habits of 165 college students. Macan et al.'s (1990) study particularly compared students' grade point averages, self-perception, and stress with attitudes and performances of time management. The most significant factor which was derived from this survey was not that of actual time management skills, but instead of perceived time management skills amongst college students. The students who scored the highest on perceived time management skills reported the lowest levels of overall stress. Results further displayed a greater grade point average, level of self-content, and reduction of role overload for those who recorded higher levels of perceived time management. The findings in Macan et al.'s (1990) research are quite old. Therefore, these findings may not reflect the experience of contemporary college students.

Myers et al. (2012) conducted a survey to measure self-care practices against stress among college students. 488 psychology graduate students throughout the United States participated in a survey which drew information regarding emotional support, sleep hygiene, and emotional regulation. Results displayed a direct correlation between those with higher levels of self-care practice and lower levels of perceived stress. Myers et al.'s (2012) study did not include social work students.

Meanwhile, Crowley and Monk (2017) studied meditative exercises with respect to their influence on stress and anxiety reduction in college students. The participating students took part in a 15-week course, broken down into daily sessions of guided meditations. The effectiveness of the intervention was measure based on participants' overall outlook on life, levels of compassion, and sense of well-being. The results indicated that there is in fact a positive correlation between meditative exercises and improved feelings of well-being. These results show that meditation counters the symptoms of burnout by improving participants' emotional health and drive. A major limitation to Crowley and Monk's (2017) study is the failure to account for threats to internal consistency.

Theories Guiding Conceptualization

The Theory of Self-Care was constructed by Registered Nurse Dorethea Orem over a 50-year span (from 1959 to 2001) to promote independence and serve as a preventative measure for illness (Orem, 2003, 2006). The basis of the Theory of Self-Care is to increase the ability of individuals to sustain their own levels of biopsychosocial health (Alligood & Tomey, 2010). This is reached by assisting people in need by increasing their own awareness of potential health risks so that those individuals can become more competent in addressing and managing their personal well-being independently.

Under the Self-Care theory, care is accomplished through deliberate action implemented via a series of conscious acts focused on self-gain. Orem believed that knowledge of self-care is something which is acquired through interpersonal means along with environmental adaptations. Such interpersonal means would be reached through communication with a qualified professional such as a registered nurse, social worker, or other specialist who can provide a client with education about their health concern and management. Environmental adaptations can consist of a transition from a negative environment which constricts the ability to help one's self to a more positive environment which promotes independence.

The Self-Care Theory is mostly used in nursing. Given the similarity between nursing and social work, this theory can be used to guide social work practice with a broad range of clients, including students, caseworks, therapists, professors, and school directors. A critical appraisal of the Self-Care Theory was conducted in light of Joseph and Macgowan's (2019) Theory Evaluation Scale (TES). This scale measures the quality of theories based on nine different criteria: coherence, conceptual clarity, philosophical assumptions, connection with previous research, testability, empiricism, boundaries, client context, and human agency (Joseph & Macgowan, 2019). Under the TES, Self-Care Theory yielded an overall score of 31, which indicates an excellent quality of the theory (Joseph & Macgowan, 2019).

Summary

In closing, the origins of self-care are traced to a predominately physiological nature, though the concept itself can additionally be integrated for the use of affective and cognitive improvement. As Orem's Self-Care Theory suggests that there are various self-care methods to utilize depending on the need of the patient (Frey & Denyes, 1989). The elements of Self-Care Theory which were the most appropriate for use within this study were those of physical care, supportive relationships, mindful awareness, self-compassion and purpose, mindful relaxation, supportive structure, clinical, and general self-care. In this study, the application of Self-Care Theory was also used as a basis for measuring self-regulation of fatigue, and empowerment of overcoming the resulting symptoms of burnout.

CHAPTER THREE

METHODS

Introduction

This study was purported to identify the relationship between self-care and coping strategies among college students. This chapter encompasses the various methods under which this study was conducted. More specifically, this chapter covers the following areas of interest: study design, sampling, data collection and instruments, procedures, protection of human subjects, and data analysis.

Study Design

This study bore the hallmarks of the cross-sectional quantitative design. This study also is exploratory in nature because of the penury of empirical scholarship in the field of social work. In fact, little research regarding stress management among college students has been conducted in the helping profession realm. The design in this study allowed the researcher to investigate the correlation between self-care and coping. Quantitative research findings are comparatively strong and generalizable.

Sampling

The population of interest within this study was graduate social work students in a large, urban university in Southern California. A non-random, purposive sampling method was used to recruit male and female participants online and in their classroom settings. A total of 76 participants successfully completed the survey. Demographic characteristics of the participants are provided under “Results” section.

Data Collection and Instruments

Data collection was completed through the gathering of all written surveys taken by participants after their completion. The researcher used the Mindful Self-Care Scale to measure levels of participant self-care. The focal points of the scale consists in: physical care, supportive relationships, mindful awareness, self-compassion and purpose, mindful relaxation, supportive structure, clinical health, and general self-care habits on behalf of participants. The Mindful Self-Care Scale collected measurements derived from a Likert Scale class with the following ranks: never, rarely, sometimes, frequently, and always. Regarding reliability, the Mindful Self-Care Scale received an overall Cronbach’s coefficient alpha of .89 (Cook-Cottone & Guyker, 2018), proving its good internal consistency.

The researcher also administered the Maslach Burnout Inventory to measure burnout among participants. This scale contains questions pertaining to

emotional exhaustion, personal accomplishment, and depersonalization. Like the Mindful Self-Care Scale, questions were formatted in a Likert format. In terms of reliability, the Maslach Burnout Inventory generated a Cronbach alpha score of .90 for emotional exhaustion, .76 for depersonalization, and .76 for personal accomplishment (Iwanicki & Schwab, 1981). This scale also has good internal consistency.

Procedures

Recruitment of participants was conducted in two separate ways. The first method was through a series of email invitations. The researcher sent e-mail invitations containing a brief description of the study nature to potential participants. The second method of solicitation was through the means of classroom visits. Coordination of these solicitation procedures was done through collaboration with a research advisor. The timeframe to complete the previously mentioned activities was three months. This timetable included communicating with staff to obtain proper authorizations to conduct research, scheduling survey distribution, creating a draft of the survey, and gathering necessary data.

Protection of Human Subjects

Authorization to conduct this study was requested and granted by X's University Institutional Review Board. Confidentiality of participants was protected with respect to students who participate through online or in class surveys. Participants did not disclose their name or any identifying information,

but signed the consent anonymously with an “X”. Regarding students whom participate through the email option, all identifying information remained private, as only information pertaining to survey answers was discussed in research results. All participants were required to read and sign a letter of informed consent, either on paper or electronically. Physical copies of informed consent will stay in a locked drawer, while all electronic information will remain on a password encrypted flash drive for a period exceeding no longer than one year, at which time all information will be deleted.

Study Variables

Dependent Variable

The dependent variable was burnout. This ordinal variable was measured based on emotional exhaustion, feelings of personal accomplishment, and feelings of depersonalization. Burnout was measured on a Likert Scale ranging from zero to five with participant scores being categorized into one of three levels with: one equaling a low level of burnout, two equaling a moderate level of burnout, and three equaling a high level of burnout. Those receiving a score of zero were deemed as having no burnout.

Independent Variable

The independent variable in this study was self-care, broken down into nine separate categories: physical care, supportive relationships, mindful awareness, self-compassion and purpose, mindful relaxation, supportive structure, clinical self-care, and general self-care. This variable was coded in an ordinal manner as follows: one equaling a low level of self-care, two equaling a moderate level of self-care, three equaling a high level of self-care, four equaling a very high level of self-care.

Other Variables

The researcher controlled for other variables such as age, gender, race/ethnicity, master of social work standing, income, and employment. The goal was to determine any relationship between these variables and the dependent variable.

Data Analysis

Given the ordinal nature of the study variables, normality was not assumed. In other words, because the data were not normally distributed, the researcher used a non-parametric method. In particular, the researcher ran the Kruskal-Wallis test and H test to determine the relationship between self-care and burnout. The null hypothesis and the alternative hypothesis for the Kruskal-Wallis test were formulated as follows:

H_0 = The distribution of level of burnout is the same across categories of level of self-care

H_1 = The distribution of level of burnout is different across categories of level of self-care

Summary

The research conducted within this study will help to contribute towards current knowledge of how to aid college students struggling with symptoms of burnout, and provide insight towards what methods of self-care are the most effective in a college setting. The primary agenda of the surveys was to gather information regarding varying forms of self-care practiced by college students and measure their effectiveness to target what forms of treatment are most beneficial towards the college population.

CHAPTER FOUR

RESULTS

Descriptive Statistics

Results from the analysis are provided in Table 2 and Table 3 below.

Before overviewing the results, the researcher took a close look at the frequencies distributions of the study variables (descriptive statistics) presented in Table 1 below.

Table 1

Participant Demographic Characteristics at Baseline (N = 76)

Variable	N	%	Variable	N	%
<i>Age</i>		<i>100</i>	<i>Marital Status</i>		<i>100</i>
20-29	50	65.8	Single, never married	45	59.2
30-39	12	15.8	Married/ in a domestic relationship	29	38.2
40-49	10	13.2	Widowed	0	0
50 and over	4	5.3	Divorced	2	2.6
<i>Race/Ethnicity</i>		<i>100</i>	Separated	0	0
White/Caucasian	13	17.1	<i>Employment Status</i>		<i>100</i>
Hispanic/Latino	44	57.9	Unemployed/not seeking employment	21	27.6
Black or African American	9	11.8	Unemployed/seeking employment	3	3.9
Native American	4	5.3	Employed part time (less than 32 hours per week)	27	35.5
Asian/Pacific Islander	6	7.9	Employed full time (32 or more hours per week)	25	32.9
Other	0	0	<i>Academic Standing</i>		<i>100</i>
<i>Income</i>			1 st year full time student	26	34.2
Under \$25,000	32	42.1	1 st year part time student	23	30.3
\$25,000-\$49,999.99	25	32.9	2 nd year full time student	7	9.2
\$50,000-\$74,999.99	12	15.8	2 nd year part time student	0	0
\$75,000 & over	7	9.2	3 rd year part time student	20	26.3

As displayed in Table 1, 65.8% of participants were between the ages of 20-29, 15.8% were between the ages of 30-39, 13.2% were between the ages of 40-49, and 5.3% were age 50 or over. In terms of racial differences, 57.9% were Caucasian, 11.8% were African American or Black, 5.3% were Native American, 7.9% were Asian or of the Pacific Islands. In terms of the varying income levels of participants, 42.1% make less than \$25,000 per year, 32.9% make between \$25,000-\$49,999.99, 15.8% make between \$50,000-\$74,999.99, 9.2% make at least \$75,000 per year. In terms of partner standings, 59.2% were single, never married, 38.2% were married or in a domestic relationship, 2.6% were divorced. In terms of employment status, 27.6% were unemployed, not seeking employment, 3.9% were unemployed, seeking employment, 35.5 were employed part time, and 32.9% were employed full time. In terms of academic standing, 34.2% were first year full time students, 30.3% were first year part time students, 9.2% were second year, full time student and 26.3% were third year part time students.

Findings

As stated earlier, the results of the Kruskal-Wallis H test are reported in Table 2. As seen in the said table, there was a statistically significant difference in burnout level among the various self-care groups $H(3) = 21.247, p < .001$. This was a large difference ($\eta^2 = .283$). Therefore, the null hypothesis was rejected. Meanwhile, pairwise comparisons in the Dunn-Bonferroni post hoc test

showed that participants with low self-care had higher mean ranks than their counterparts with high and very high level of self-care ($p < .001$).

Table 2								
<i>Kruskal-Wallis H Test Results for Burnout Level Based on Self-Care</i>								
Descriptive Statistics								
Variables	N	Mean	SD	Min.	Max.	25 th	50 th	75 th
Level of burnout	76	1.33	.755	0	3	1.00	1.00	2.00
Level of self-care	76	2.50	.887	1	4	2.00	2.00	3.00
Ranks								
Level of self-care	Self-care level		N	Mean Rank				
	Low		8	65.13				
	Moderate		34	40.99				
	High		22	31.75				
	Very high		12	26.08				
	Total		76					
Test Statistics								
Kruskal-Wallis H				21.247				
Df				3				
Asymp. Sig. (2-tailed)				.000				

In addition, the researcher ran separate tests to control for possible confounding variables. In particular, this study controlled for six other variables: gender, age, race/ethnicity, master of social work standing, income, and employment status to determine any potential relationship with the dependent variable. As indicated in Table 3, there were no statistically significant relationship between these variables and burnout level.

Table 3	
<i>Significance Levels for Control Variables as Related to Burnout</i>	
Sex/Gender	.995
Age	.465
Race/Ethnicity	.904
Master of social work standing	.262
Income	.182
Employment status	.227

CHAPTER FIVE

DISCUSSION

Overview

The goal of this study was to determine whether or not there is a correlation between self-care and burnout amongst social work graduate students. This study is relevant as social work graduate students experience a high level of stress and burnout due to the extensive academic demands of completing an accredited master of social work program as previously highlighted through the works of (Ross et al., 1999).

Occurrences of burnout have been shown to increase student risk of emotional decompensation, in some cases even increasing suicidal ideations among students as displayed in studies conducted by (Hudd et al., 2000). Furthermore, studies by Hudd et al. (2000) have shown implication of physical decompensation such as diminished feelings of overall health and an increase in tobacco usage among social work graduate students. Heightened levels of burnout have also been proven to increase a student's likelihood of engaging in dangerous behavior such as binge drinking and driving while intoxicated (Von Ah et al., 2004).

This study tested the hypothesis that there is a difference in burnout in social work graduate students across varying levels of self-care. Results supported the study hypothesis and thus rejected the null hypothesis. The

findings are reflective of past research focused on self-care and burnout, especially the work of Crowley & Monk (2017) and Myers et al. (2012). Crowley & Monk (2017) found a positive correlation between self-care and burnout. Myers et al. (2012) also found a positive correlation between various methods of self-care practice and the relief of stress and symptoms of burnout.

Implications

The results from this study hold major implications for social work education. Within a typical accredited social work graduate program there are stressors which are not present within many other concentrations. Such stressors consist of internship responsibilities, research projects, and extensive writing requirements which may be contributors towards the high levels of student fatigue and burnout. These findings of this study can inform social work curriculum directors on the need to combat occurrences of burnout and stress among students. Doing so would allow students to progress through their studies with a minimized level of consequences to their overall well-being.

As there are many social work institutions across the United States, university department heads can build on this study findings to implement strategies to help students minimize feelings of burnout and thus improve upon the quality of their educational experiences. The reduction of burnout among social work students may also help in reducing the occurrence of emotional and psychiatric decompensation resulting from prolonged symptoms of burnout.

The results also have implications for theory and research. Indeed, the findings are consistent with the assumptions of Orem's Self-Care Theory (Orem, 2003, 2006). Meanwhile, the findings extend the literature on self-care and burnout among college students in Southern California. By reporting on the magnitude of the correlation (effect size) between the variables, this study contributes significantly to the literature.

Limitations

This study faced several limitations. One of them is the small demographic area which data was drawn from. Because this study gathered research solely from students in Southern California, the correlational findings may not be applicable to other territories. A second limitation within the study is a concentrated source of academic majors within participants. All students whom took part in research surveys were social work graduate students, minimalizing results to only students of a social work major and only to those social work students whom are within a master's level of study. Although originally targeted, undergraduate social work students ultimately did not participate in this research.

Meanwhile, this study did not attempt to be inferential. Causal relationship between self-care and burnout was beyond the scope of this research. Moreover, the non-parametric method in use in this current research, although appropriate, is not the strongest data analysis procedure. Finally, the researcher did not collect longitudinal data for the purpose of this study. Hence, this study did not

capture how the relationship between self-care and burnout varies over time among students.

Recommendations

Future research should increase the demographic range of the study to a broader spectrum as to make findings more relevant to a larger population of students. This larger area of research coverage would also help to dilute any results which are remote to one campus. This increase in demographics can be accomplished through recruiting participants from multiple colleges and universities within Southern California, as opposed to isolating research to a single college campus. Secondly, research participants from concentrations outside of social work should be recruited. By not limiting research participants to a specific focus of study, research findings will be more relevant to a larger scale of students. Furthermore, future research could move beyond the correlation stage by attempting to establish causal relationship between self-care and burnout. Finally, researchers are encouraged to conduct longitudinal studies of social work students' coping skills.

APPENDIX A
SURVEY

Circle the number that reflects the frequency of your behavior (how much or how often) within the past week (7 days):

Physical Care

	Never	Rarely	Sometimes	Often	Regularly
	0 days	1 day	2-3 days	3-5 days	6-7 days
I exercised at least 30 to 60 minutes	1	2	3	4	5
I took part in sports, dance, or others scheduled physical activities (e.g., sports, dance classes)	1	2	3	4	5
I planned/scheduled my exercise for the day	1	2	3	4	5

Supportive Relationships

	Never	Rarely	Sometimes	Often	Regularly
	0 days	1 day	2-3 days	3-5 days	6-7 days
I spent time with people who are good to me (e.g., support, encourage, and believe in me)	1	2	3	4	5
I felt supported by the people in my life	1	2	3	4	5
I felt that I had someone who listen to me if I became upset (e.g., friend, counselor, group)	1	2	3	4	5

Mindful Awareness

	Never	Rarely	Sometimes	Often	Regularly
	0 days	1 day	2-3 days	3-5 days	6-7 days
I had a calm awareness of my thoughts	1	2	3	4	5
I had a calm awareness of my feelings	1	2	3	4	5
I had a calm awareness of my body	1	2	3	4	5

Self-Compassion and Purpose

	Never 0 days	Rarely 1 day	Sometimes 2-3 days	Often 3-5 days	Regularly 6-7 days
I experienced meaning and/or a larger purpose in my work/school life (e.g./ for a cause)	1	2	3	4	5
I engaged in supportive and comforting self-talk (e.g., My effort is valuable and meaningful)	1	2	3	4	5
I gave myself permission to feel my feelings	1	2	3	4	5

Mindful Relaxation

	Never 0 days	Rarely 1 day	Sometimes 2-3 days	Often 3-5 days	Regularly 6-7 days
I did something intellectual (using my mind) to help me relax (e.g., read a book, wrote)	1	2	3	4	5
I sought out images to relax (art, film)	1	2	3	4	5
I utilized listening to relax (e.g., to music podcast, rainforest sounds)	1	2	3	4	5

Supportive Structure

	Never 0 days	Rarely 1 day	Sometimes 2-3 days	Often 3-5 days	Regularly 6-7 days
I kept my work/schoolwork area organized to support my work/school tasks	1	2	3	4	5
I maintained a manageable schedule	1	2	3	4	5
I maintained a comforting and pleasing living structure	1	2	3	4	5

Clinical

	Never 0 days	Rarely 1 day	Sometimes 2-3 days	Often 3-5 days	Regularly 6-7 days
I used deep breathing to relax	1	2	3	4	5
I planned/ scheduled pleasant activities that were not work or school related	1	2	3	4	5
I meditated in some form (e.g., sitting meditation, walking meditation, prayer)	1	2	3	4	5

General

	Never 0 days	Rarely 1 day	Sometimes 2-3 days	Often 3-5 days	Regularly 6-7 days
I engaged in a variety of self-care strategies	1	2	3	4	5
I planned my self-care	1	2	3	4	5
I explored new ways to bring self-care into my life	1	2	3	4	5

Emotional Exhaustion

	Never 0 days	Rarely 1 day	Sometimes 2-3 days	Often 3-5 days	Regularly 6-7 days
I feel burned out from my work	1	2	3	4	5
I feel like I'm working too hard on my job	1	2	3	4	5
I feel like I'm at the end of my rope	1	2	3	4	5

Personal Accomplishment

	Never 0 days	Rarely 1 day	Sometimes 2-3 days	Often 3-5 days	Regularly 6-7 days
I feel I'm positively influencing other people's lives through my work	1	2	3	4	5
In my work I deal with emotional problems very calmly	1	2	3	4	5
I feel very energetic	1	2	3	4	5

Depersonalization

	Never 0 days	Rarely 1 day	Sometimes 2-3 days	Often 3-5 days	Regularly 6-7 days
I feel I treat some recipients as if they were impersonal objects	1	2	3	4	5
I worry that my job is hardening me emotionally	1	2	3	4	5
I don't really care what happens to some recipients	1	2	3	4	5

APPENDIX B:
APPROVAL FORMS



College of Social and Behavioral Sciences
School of Social Work

INFORMED CONSENT: The study in which you are being asked to participate is designed to investigate the effects of self-care on college level students on counteracting stress and burnout. This study is being conducted by Andrew Semedo under the supervision of Dr. Rigaud Joseph, Assistant Professor of Social Work, California State University, San Bernardino. This study has been approved by the Institutional Review Board, California State University, San Bernardino.

PURPOSE: The purpose of this study is to examine the relationship between various forms of self-care and burnout levels among social work graduate students.

DESCRIPTION: Participants will be asked questions pertaining to what forms of self-care that they engage in, duration spent utilizing specific self-care, and perceived symptoms of burnout.

PARTICIPATION: Your participation in the study is completely voluntary. You can refuse to participate in the study or discontinue your participation at any time without any consequences. This study is not a school requirement.

CONFIDENTIALITY OR ANONYMITY: Your responses will remain anonymous and data will be reported in group form only.

DURATION: It will take 5-10 minutes to complete the survey.

RISKS: There are no foreseeable risk to the participants.

BENEFITS: There will not be any direct benefits to the participants.

CONTACT If you have any questions about this study, please feel free to contact Dr. Joseph at (909) 537-5507

RESULTS: Results of the study can be obtained from the PFAU Library Scholar Works database (<http://scholarworks.lib.csusb.edu/>) at California State University, San Bernardino after July 2019

This is to certify that I read the above and I am 18 years or older.

Place an X here: _____ Date: _____

CALIFORNIA STATE UNIVERSITY, SAN BERNARDINO
SCHOOL OF SOCIAL WORK
Institutional Review Board Sub-Committee

Researcher(s) Andrew Semedo
Proposal Title The Relationship Between Self-Care and Burnout
Among Social Work Students
SW1845

Your proposal has been reviewed by the School of Social Work Sub-Committee of the Institutional Review Board. The decisions and advice of those faculty are given below.

Proposal is:

- approved
- to be resubmitted with revisions listed below
- to be forwarded to the campus IRB for review

Revisions that must be made before proposal can be approved:

- faculty signature missing
- missing informed consent debriefing statement
- revisions needed in informed consent debriefing
- data collection instruments missing
- agency approval letter missing
- CITI missing
- revisions in design needed (specified below)

Javier Ch...
Committee Chair Signature

5/3/2018
Date

Distribution: White-Coordinator; Yellow-Supervisor; Pink-Student

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