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Understanding The Relationship Between Academic Burnout And Field Practicum Satisfaction

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UNDERSTANDING THE RELATIONSHIP BETWEEN ACADEMIC BURNOUT
AND FIELD PRACTICUM SATISFACTION

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
Victoria Jakaub
Maria Ramirez
May 2021

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ABSTRACT

Burnout is a topic of significant consideration in social work. The present study intended to generate findings to address the student burnout phenomenon and offer suggestive means for advancing social work practice through mediating factors. The research followed a descriptive quantitative study design that focused on investigating the relationship between academic burnout among MSW and BASW students and field practicum satisfaction. Self-administered surveys were administered using the Qualtrics system, and the statistical analysis was conducted using SPSS version 21. Findings indicated a moderate-high burnout effect among MSW and BASW students with a positive association with age and a decreased satisfaction with field practicum experience. Results suggest the existence of buffering effects that may protect students from worsening burnout outcomes. Findings indicate the need to increase awareness of academic burnout and its adverse impact, assess students' needs and educational barriers, and evaluate social work programs' operations to identify areas for improvement.

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CHAPTER ONE

INTRODUCTION

Problem Formulation

Burnout has been a topic of increased consideration in social work, particularly in professional practice; however, it has seldom received similar care at the institutional level where burnout among MSW and BASW students merits further investigation (Bonifas & Napoli, 2014). It is no secret that MSW and BASW programs are demanding in nature and that the field requires working in highly stressful environments treating client populations with diverse traumatic experiences. Consequently, there is a vulnerability to experiencing premature burnout (Maidment, 2003).

The field practicum provides a professional experience for students pursuing a master's degree in social work, which increases the quality of education by combining knowledge and expertise (Ying, 2011). The field practicum experience is a crucial component of social work graduate programs as outlined in the Educational Policy and Accreditation Standards (EPAS) by the Council on Social Work Education (CSWE) (CSWE 2015). The field practicum enables students to apply knowledge and skills learned from academic programs in fieldwork. However, MSW students are just as susceptible to experiencing the consequences of burnout during their educational programs (Ying, 2011). MSW and BASW programs require students to complete anywhere from 900-1200 hours of field practicum experience (Bonfias & Napoli, 2014). Field practicum

tends to be an absolute commitment, involving community and engagement activities, weekly reports, casework, work with individuals, groups, and communities (Ying, 2011). Maidment's (2003) findings revealed that 62% of social work students experienced placement-related stress due to fieldwork demands and expectations.

Maidment (2003) described the negative impact of burnout on students' interpersonal relationships and work performance at field practicum. Students may experience a decreased interest in clients served in field practicum sites and reduced motivation to associate with peers within the MSW and BASW cohort (Maidment, 2003). Students may lack motivation and avoid new or challenging tasks that could benefit their overall professional experience (Maidment, 2003). Burnout may also cause the student to feel exhaustion and exhibit poor work performance and work quality (Maidment, 2003). The effects of burnout affect MSW students' lives personally and professionally and cause ethical dilemmas to surface that go against the National Association of Social Worker's (NASW) Code of Ethics (Maidment, 2013; NASW, 2017). Students carry on burnout effects into their field practicum experience, where it has an indirect transference effect on clients during service delivery (Maidment, 2013).

The proposed study that the problem formulation argues in favor of has significant macro implications for entities responsible for managing and governing MSW and BASW programs' academic curricula and ethical practice, such as educational institutions, the CSWE, and the NASW. There is an

imminent need to develop and implement academic curriculums to better assist students in coping with burnout and its long-lasting effects. Evidence supports that MSW students who participate in specialized courses on mindfulness instruction in higher institutions have higher stress managing outcomes (Bonifas & Napoli, 2014).

Purpose of the Study

The study's purpose was to determine the relationship between academic burnout among MSW and BASW students and field practicum satisfaction. This study looked more in-depth at MSW and BASW students and the level of burnout they experienced while fulfilling their academic obligations while interning. The results offered a more transparent understanding of students' experiences with academic burnout while balancing personal life and educational work. The results also provided a new perspective for understanding how institutional factors influence students' life and shape field practicum satisfaction.

Very few studies have focused on MSW and BASW students and the relationship between academic burnout and field practicum satisfaction. The research method employed in the study for investigating the phenomenon was a self-administered quantitative survey. Conducting quantitative research with MSW students was the best way to prove or disprove the relationship between academic burnout and field practicum satisfaction. Employing a quantitative design allowed students to feel more candid with their responses to increase the sample's accuracy and data for concluding findings.

Significance of the Project for Social Work Practice

It is imperative to innovate institutional macro programs designed for mediating student burnout effects for avoiding unnecessary, preventable, and transferable consequences to clients served by student social workers in micro field practicum during the foundation and advanced generalist MSW curriculum. As outlined in this work, the proposed study's results generated findings to address burnout among the MSW student population. The proposed research study made a valid contribution to the social work field by offering suggestive means for advancing professional goals through curriculum and practice modification. With the ultimate goal to contribute to the effective upholding of the NASW Code of Ethics, the research question presented herein attempted to answer the following: What is the relationship between academic burnout among MSW students and field practicum satisfaction?

CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter presents a literature review on academic burnout and MSW students' satisfaction with field practicum. The content of this chapter first explains the concept of burnout as it relates to academic life. Second, it generates an understanding of the inducing stressors, transient effects, and mediating factors associated with academic burnout. Third, it raises awareness about the need for future research in higher institutions where the significance of burnout warrants more attention. Fourth, it explains and puts Maslach's Multidimensional Theory into perspective.

The Concept of Burnout

The concept of burnout co-emerged with social contexts that expanded on the meaning of social roles, expectations, and demands arising in the aftermath of the industrial revolution and marked by technological advances (Duru & Duru, 2014). The concept of Professional burnout originated in the healthcare profession to study tiredness, frustration, and quitting effects among professionals in the field. Professional burnout was later adopted to study burnout effects in human services, thus becoming a wide-adopted concept in the social sciences (Duru & Duru, 2014).

As set forth by Maslach (1998), professional burnout falls in the category of syndromes. Accordingly, the concept of burnout has a three-dimensional definition. The first dimension is the feeling of emotional exhaustion. The second dimension is depersonalization. The third dimension is feeling unaccomplished (Maslach & Jackson, 1981). Feeling emotionally exhausted refers to the emotional depletion resulting from meeting clients' needs and work expectations. Depersonalization refers to the negative sense of feeling unemotional, unresponsive, and detached from others' experiences. The third dimension-reduced personal accomplishment- defines the negative feelings associated with self-evaluation of successes and the effectiveness in dealing with others (Duru & Duru, 2014; Maslach & Jackson, 1981; Newell & Nelson-Gardell, 2014).

Studies have consistently shown that social work students experience common symptoms of burnout as social workers exercising the profession (Diebold, Kim, & Elze, 2018; Duru & Duru 2014; Lin & Huang, 2014; Yoder Slater & Batt, 201). The increased understanding of burnout and agreement on its effects have sparked scholars' interest in studying burnout and students' experiences with burnout effects (Lewis & King, 2019; Yang, 2004).

Academic Burnout

Academic burnout is an extension of the Multidimensional Theory of professional burnout as set forward by Maslach (Maslach, 1998; Scheufli, Martinez, Pinto, & Salanova, 2002); it refers to a syndrome that affects students' academic life and educational endeavors (Maslach & Jackson, 1981). The

definition of academic burnout includes a three-dimensional structure that aligns with the definitional structure attributed to professional burnout: feeling exhausted due to academic demands, being cynical and becoming detached toward academic studies, and experiencing feelings of incompetence (Scheufli et al., 2002).

Inducing Stressors. Academic burnout results from students' stress-related influencing factors present during academic transactions (Koeske & Koeske, 1991). Stress characterizes the tension experienced between demands and available resources to meet those demands (Koeske & Koeske, 1991). Stress ultimately constitutes the appraisal of demands and available resources in the decision-making process (Koeske & Koeske, 1991). Similar to social work professionals' experiences in their encounter with job-related stressors, which include managing large caseloads, low pay, unclear roles, and having few opportunities for career advancement, social work students' source of stress originates from fulfilling academic demands. Academic demands refer to the environmental stimulus that requires students' effort, attention, and the mobilization of resources to meet educational requirements (Koeske & Koeske, 1991; Ling & Huang, 2014; O'Neill et al., 2019).

Empirical investigations suggest that academic stress springs from the demands to acquire, master, and apply new forms of knowledge in field placements in a constricted time frame (Diebold, et al., 2018; O'Neill et al., 2019;). Academic stress is also known to originate from the institutional

requirements of academic work, examination, grades, and course-related expectations (Ling & Huang, 2014). Other social roles such as being a parent, spouse, or worker influence and exacerbate academic stress. (Koeske & Koeske, 1991; Ling & Huang, 2014). In other words, academic burnout coexists with conflicting environmental stimuli or stressors that generate tension between demands and available resources to manage educational responsibilities and social relationships (Keoske & Keoske, 1991; Ling & Huang, 2014).

Transient Effects. Empirical evidence congruently emphasizes the phenomenal consequences of academic burnout on students' academic life (Yang, 2004). Academic burnout affects academic achievement, which depends on good scholastic performance and learning outcomes (Duru & Duru, 2014). Academic achievement is negatively associated with the three dimensions of academic burnout: feeling emotionally exhausted, cynicism and detachment, and incompetence (Duru & Duru, 2014). Duru and Duru suggested that burnout involves the progressive effect of emotional exhaustion, indifference, and low accomplishments on students' performance and overall academic achievement. Accordingly, Duru and Duru suggested that emotional exhaustion is an early warning symptom and indicator of poor academic performance and students' inadequate self-sufficiency feelings.

The field practicum experience is at the heart of social work programs and a critical component of social work programs' curriculum for advancing professional micro practice (Kanno & Koeske, 2010). The term educational disequilibrium best

exemplifies the impact of academic burnout on self-concept, mental health, and the field practicum experience (Ying, 2011). Educational imbalance or disequilibrium refers to the temporary deterioration of students' feelings and perceived competence that results from academic demands (Ying, 2011). Qualitative findings demonstrated that advanced MSW students experienced increased feelings of low accomplishment, lower self-esteem, and increased symptoms of depression than first-year MSW students (Ying, 2011). With learning outcomes unmet, lower sense of accomplishment, and mental health deterioration, students are likely to manifest disequilibrium symptoms during field practice (Ying, 2011).

Mediating Factors. The literature supports the implementation of institutional interventions and reinforces instructors' responsibility to address the academic burnout phenomenon (Diebold, & Elze, 2018; Yean Wang & Chui, 2016). The emphasis is that upholding the responsibility to intervene and make valuable adaptations for the advancement of students' well-being is consistent with the CSWE's EPAS (Lewis & King, 2019; Newell & Nelson-Gardell, 2014).

The quality of student supervision received during field practicum, and prior field practicum preparedness positively correlates with field practicum satisfaction (Kanno & Koeske, 2010). Furthermore, evidence supports the use of mindfulness techniques and self-care practices in social work programs' curriculum (Bonifas & Napoli, 2014; Lewis & King, 2019; Newell & Nelson-Gardell, 2014; O'Neill et al., 2019). A curriculum that integrates self-care is essential for preventing student

burnout (Lewis & King, 2019). Interventions directed at increasing self-regulation are associated with decreasing emotional exhaustion and effectively mediating the effects of burnout on academic efficacy and educational achievement (Duru & Duru, 2014).

Identifying and Conceptualizing the Need for Future Research

Research supports the need for institutional interventions to address academic burnout in MSW programs and students' effects due to this widespread phenomenon (Newell & Nelson-Gardell, 2016). Nevertheless, evidence suggests a lack of effort to utilize research-based results to enhance MSW programs' curriculum by making self-care strategies a curriculum requirement (Newell & Nelson-Gardell, 2016). Self-care defines a social workers' use of skills and techniques to maintain their own needs (personal, familial, and spiritual) while responding to their clients' needs and demands (Newell and Nelson-Garden, 2014). The latter is conflicting in nature as the lack of self-care goes against established principles implicitly endorsed by the NASW and the published NASW's book titled "self-care" (Cox & Steiner, 2013; NASW, 2017). Self-care expectations and outcomes also go against the CSWE's EPAS Competency 1, where self-regulation is a professional mandate (CSWE 2015; O'Neill et al., 2019).

Current gaps in the literature denote the limited attention placed on the early detection of academic burnout among MSW students and the impact of

academic burnout on students' field practicum satisfaction. Thus, this research paid particular attention to the need to identify academic burnout in the beginning stages of emergence and the application of unconventional means to mediate the negative factors associated with the early micro-level onset of academic burnout. Research efforts investigated the extent to which academic burnout impacts the field practicum experience at the macro level. The goal was to inspire change at the institutional level while providing students with education on students' challenges and needs as they practice the social work profession. Included are the efforts to advocate for MSW and BASW programs' curriculum incorporating meaningful approaches for advancing social work education and improving the social work profession and the services rendered to vulnerable populations.

Theories Guiding Conceptualization

Given our understanding of Maslach's Multidimensional framework of Burnout (1998), this study looked at how academic burnout, defined by (1) emotional exhaustion, (2) depersonalization, and (3) reduced personal accomplishment, could be related to field practicum satisfaction among MSW and BASW students.

Emotional exhaustion, the individual dimension of burnout, results from the excessive workload and environmental conflicts of feeling emotionally drained and worn out. The individual lacks the energy to continue with usual

responsibilities effectively. The individual becomes emotionally depleted and overextended in the absence of opportunities to replenish the self in the face of existing stressors. Depersonalization, the interpersonal dimension of burnout, occurs when individuals become detached or disconnected from their responsibilities. Depersonalization dehumanizes and detaches individuals from their natural environment, which induces protection from environmental stressors. Reduced personal accomplishment, the self-evaluation dimension of burnout, results from a sense of decreased personal achievements. Reduced perceived achievement translates into feelings of incompetency and the inability to help others as part of the job; there is a lower sense of self-efficacy and increased feelings of failure in the role as a social worker.

Academic burnout can directly impact the amount of satisfaction obtained by MSW and BASW students at internship sites. Using the principles developed by Maslach's framework of burnout, it was the expectation that academic stressors would contribute to defining personal conflicts based on the relationship with educational demands. Meeting internship requirements is one educational demand, which this work anticipated to affect students' emotions, attitudes, and performance at the internship site.

Summary

This study explored the relationship between academic burnout and MSW and BASW students' satisfaction with field practicum. With an understanding of

academic burnout and the implications for social work practice, research efforts directed attention at investigating the phenomenon using the stress principles developed by Maslach's (1998) Multidimensional Theory of Burnout. Limitations and gaps in the literature suggested the need for expanding research with particular attention placed on improving social work education outcomes and students' satisfaction with the field practicum experience.

CHAPTER THREE

METHODS

Introduction

This chapter discusses the research methodology that the study followed to investigate the relationship between academic burnout and field practicum satisfaction among MSW and BASW students. With the use of primary data techniques, the focus was on the population of students enrolled in MSW and BASW programs (i.e., full-time, part-time, and pathway MSW program) who were at the time participating in field practicum. The first sections of this chapter discuss the study's design, the sample, the sampling techniques, the data collection techniques, and the instruments adopted for executing the research. The second portion of this chapter discusses the procedures for gathering the subject's data, safeguards for protecting human subjects, and the present study's data analysis component.

Study Design

The purpose of the study was to investigate the relationship between academic burnout and field practicum satisfaction. The study used a quantitative survey design for measuring subjects at one point in time with two goals in mind. First, to establish the value of facts or the level of association that exists between the variables of interest. Second, to emphasize the most important findings for

generating a greater understanding of the relationship between identified variables, if any.

Descriptive research can produce information that illustrates numerical data to learn more about the relationship between variables of interest. The adopted descriptive study design intent was to fill in the current literature on the relationship between MSW and BASW academic burnout and field practicum satisfaction. The descriptive information generated from the study provided new insights into MSW students' experiences concerning academic burnout. In turn, the knowledge on the subject matter can guide future research and hypothesis forming in social work through more controlled experimental study designs inspired by prior concrete findings.

However, a particular limitation of using a descriptive study design is that this type of research alone cannot establish cause and effect. Furthermore, a second limitation is that it misses environmental contextual information and limits subjects' perceptions of personal experiences, thinking processes, and motivations. In contrast to qualitative studies, descriptive quantitative research is narrower, and respondents' answers are limited to the questions' contextual nature.

Sampling

The study's sample consisted of MSW and BASW students who met two criteria: (1) were currently enrolled in MSW programs (full-time, part-time,

pathway) and (2) were currently participating in field practicum. The study aimed to obtain at least 150 respondents to reach a reasonable amount of accurate responses representative of the total MSW and BASW student population. However, only 102 students participated in the study. The technique used for selecting the sample was non-probability purposive sampling. With purposive sampling, students were selected based on availability and convenience. Besides being cost-effective, convenience sampling facilitated easy access to MSW and BASW students and gave access to data readily available to collect.

Data Collection and Instruments

It was a goal to provide an accurate representation of MSW and BASW students through a valid instrument. The well-known and widely applied MBI-GS ensured the internal validity of the study. A demographic questionnaire accompanied the MBI-GS to collect students' age, gender, ethnicity, education level, and income (see appendix A).

The study followed a quantitative data collection and analysis design. Following ratio levels of measurement, the independent variable was academic burnout, and the dependent variable was field practicum satisfaction among MSW and BASW students currently participating in field practicum. The instrument of measurement indicated the level of relationship between the independent and dependent variables.

Guided by the Multidimensional Theory of Burnout (Maslach & Jackson, 1981), the Maslach's Burnout Inventory (MBI-GS) applies to adult students within the college systems as a tool that investigates academic burnout. The MBI-GS guided data collection using self-administered surveys from MSW students to measure the extent of academic burnout and the relationship with field practicum satisfaction. There are three dimensions of burnout that the MBI-GS inventory intended to explore. The dimensions are feeling emotionally exhausted, depersonalized, and unaccomplished.

The MBI-GS includes three scales of measurement (Maslach & Jackson, 1981). The first scale measured emotional exhaustion in terms of feeling overextended and exhausted in one's academic studies. The second scale measured depersonalization as cynicism and the indifference or distant attitude toward academic responsibilities. The third scale measured feelings accomplished in professional efficacy, including students' satisfaction obtained from personal accomplishments and a student's expectations of feeling effective in academics.

Yavuz, Guler, and Dogan (2014) conducted a validity and reliability test on the MBI-SS. The study determined the reliability and validity of the related scales using various procedures such as the Velicer's MAP Test, Horn's Parallel Analysis, Confirmatory and Exploratory Factor Analysis. Findings concluded that MBI-SS was valid and reliable. The Cronbach Alpha Coefficients were 0.838 for exhaustion, 0.844 for cynicism, and 0.875 for efficacy.

One limitation of the MBI-GS is the reliance on self-reports, which means that participants may answer questions in a socially desirable manner; therefore, respondent bias may play a factor. One way to address the limitation is to understand the possibility of this limitation and consider alternative explanations. However, this particular approach's strength is the gaining of personal experiences of burnout among MSW students through personal experiences and perceptions.

The multi-cultural sensitivity of the MBI-GS went through international testing, concluding that it is a valid and reliable measurement for assessing academic burnout among culturally diverse populations. Evidence comes from a cross-national study conducted in Spain, Portugal, and the Netherlands (Schaufeli et al., 2002). The three-dimensional MBI-GS was used to measure burnout among university students. The results confirmed the burnout inventory's adaptability to different cultures, demonstrating acceptable reliability and factorial validity. A study conducted in China (Hu & Schaufeli, 2009) reached similar results. With evidence of its validity and reliability, the adoption of the MBI-GS in this study sounded promising to demonstrate an objective dataset among students using the English version of the MBI-GS.

Procedures

Recruitment and data collection took place during the Fall Semester of 2020. Participation in the study was voluntary, providing informed consent before

collecting data to students who wished to participate (see Appendix B). The initial plan was to complete the data collection on campus in Fall 2020 during class hours by obtaining the appropriate permission from the school of social work faculty and staff. However, due to the COVID world pandemic that began in December 2019, which unforeseeably resulted in educational institutions' closure, the data collection was completed online using the Qualtrics system. The School of Social Work's office sent a mass email prepared by the student researchers to the student body soliciting voluntary participation in the study. The email included a link to Qualtrics that directed students to the informed consent and the survey. The School of Social Work sent a second email due to low participation on behalf of the student researchers to remind students to complete the study if they had not already done so. Both investigators shared data collection responsibilities.

Protection of Human Subjects

The data collected remained anonymous throughout the study, which safeguarded participants' identity and confidentiality. The data collected was not traced back to any particular student as it was not a requirement to include any identifying information on the consent form or data collection instruments. The informed consent, anonymity, and confidentiality assured the protection of human subjects from any adverse effects. There was no need to include a debriefing

statement for this study as possible adverse effects were minimal to non-existent.

While the privacy of the information on online sources cannot be guaranteed, measures to protect students' anonymity and right to privacy were taken by not requiring students to link their identifiable information on surveys and consent forms. Instead of a consent signature line, the online survey consent agreement was followed by an "agree and "not agree" selection box. The data gathered from online surveys was password-protected. The data collected was recorded and saved directly into the Qualtric system and retrieved by the student researchers using personalized passwords. The data was deleted permanently from Qualtrics and computer systems after being analyzed and interpreted.

Data Analysis

This study aimed to investigate the relationship between academic burnout as the independent variable and its relationship with field practicum satisfaction as the dependent variable. The data collected from the self-administered stress level questionnaire was statistically analyzed using descriptive procedures. The descriptive analysis also included demographic variables such as students' age, gender, ethnicity, education level, and income.

The data gathered from the study were processed and analyzed using the Statistical Package for the Social Sciences software (SPSS). The research consisted of studying the relationship between academic burnout and field

practicum satisfaction and the role of demographic variables in the sample population using the SPSS computerized system. The procedures anticipated including the one-way ANOVA, univariate and bivariate statistics, the Pearson Correlation Coefficient, simple linear regression, t-test, and Chi-square.

Summary

The study used self-administered questionnaires for collecting data from the MSW and BASW student populations. The goal herein was to generate quantitative results to understand better MSW and BASW students' characteristics concerning academic burnout and field practicum satisfaction. The principles set forward by Maslach's Multidimensional Theory of Burnout and the MBI-GS (S) as an assisting tool were essential for collecting data. This study collected and interpreted a public dataset that can guide future academic research and practical interventions.

CHAPTER FOUR

RESULTS

Introduction

This chapter illustrates the demographic characteristics of the study's sample and depicts the data's findings obtained from the self-administered survey using quantitative procedures. This chapter aims to present significant findings associated with MSW and BASW student burnout and their satisfaction level in field practicum. The information included herein provides a greater understanding of the respondent's social-cultural background and personal experiences during their participation in the MSW and BASW program.

Quantitative Findings

Demographic Characteristics

Table 1 illustrates the demographic characteristics of the sample (n=93), of which 80 (86%) identified as females and 12 (12.9%) as males with an average age of 32.14 in years (n=89). The survey participants identified as White/Caucasian/Euro American 18 (19.4%), African American/Black 8 (8.6%), Hispanic American/Latinx 51(54.8%), Asian/Pacific Islander American 5 (5.4%), and Mixed race/Biracial/Triracial 9 (9.7%). The sample consisted of students currently enrolled in the School of Social Work. Of the total participants, 80 (86%) identified as MSW students, and 13 (14%) identified as BASW students. When

asked about their level of education in years, masters (2- and 3-year program) and bachelor's program (2-year program), 21 (22.6%) identified as 1st-year students, 50 (53.7%) identified as 2nd-year students, 22 (23.7%) identified as 3rd-year students.

Table 1
Sociodemographic Characteristics of Sample

Demographics	n (%)	Mean
Program		
MSW	80 (86)	
BASW	12 (12.9)	
Education Level		
First Year	21 (22.6)	
Second Year	50 (53.7)	
Third Year	22 (23.7)	
Ethnicity		
Caucasian/White/Euro American	18 (19.4)	
Hispanic American/Latinx	51 (54.8)	
African American/Black	8 (8.6)	
Asian/Island Islander American	5 (5.4)	
Mixed Race/Biracial/Triracial	9 (9.7)	
Gender		
Female	80 (86)	
Male	12 (12.9)	
Age	89	32.28

Data Analysis

The study considered financial factors and the association between these factors and student's perspectives which is depicted in Table 2. In measuring

participants' experiences and their perspectives about their financial wellbeing while attending school, from the total number of participants (n=93), 13 (14%) indicated that they did not have enough money on which to live on, 41 (44.1%) indicated that they had just enough money on which to live on, 35 (37.6%) indicated that they had a little more money than they need to live on, with only 4 (4.3%) indicating that they had much more money than they need to live on.

Table 2
What is Your Current Financial Situation?

	n (%)
I do not have enough money on which to live on	13 (14)
I have just enough money on which to live on	41 (44.1)
I have a little more money than I need to live on	35 (37.6)
I have much more money than I need to live on	4 (4.3)

To increase understanding about student's financial well-being, the survey participants were asked if they received any government assistance, as illustrated in table 3. Student's receipt of governmental assistance was measured on a scale that considered the relationship between emotional exhaustion, personal accomplishment, depersonalization, and the amount of burnout experienced due to these factors. Of the total amount of participants (n=93) who were asked about their receipt of governmental assistance, 27 students (29%) responded that they received assistance while attending school, while 66

students (71%) indicated not receiving any governmental assistance.

Considering the overall scores (both of those who received government assistance and those who did not), there were no significant differences between receiving government assistance and academic burnout for those students attending school. In other words, participants experienced the same moderate levels of academic burnout according to MBI scores.

Table 3

<i>Do You Receive Any Type of Government Assistance?</i>	n	Average Score of Burnout Experienced
Emotional Exhaustion Scale		
Yes	26	30.6 (Moderate Level)
No	62	31.0 (moderate level)
Personal Accomplishment Scale		
Yes	24	13.3 (Moderate Level)
No	57	14.0 (Moderate Level)
Depersonalization Scale		
Yes	23	32.3 (High Level)
No	56	32.6 (High Level)

Table 4 depicts the relationship between receiving financial aid to attend college and the three dimensions of burnout (emotional exhaustion, personal accomplishment, and depersonalization) experienced among the study's participants. A total of 54 (58.1%) participants responded receiving financial aid

to attend school, while 39 (41.9%) responded receiving no financial aid. Again, just like when students were asked about their level of burnout in relationship with receiving governmental assistance, there was no significant association between receiving financial aid and academic burnout while attending school. Both groups rated as having moderate levels of burnout.

Table 4
Are You Currently Receiving Financial Aid to Attend at Your School?

	n	Average Score of Burnout Experienced
Emotional Exhaustion Scale		
Yes	52	31.2 (Moderate Level)
No	36	31.6 (Moderate Level)
Personal Accomplishment Scale		
Yes	47	14.0 (Moderate Level)
No	34	13.5 (Moderate Level)
Depersonalization Scale		
Yes	45	32.1 (High Level)
No	34	33.1 (High Level)

Independent samples t-tests were conducted to measure the statistical differences between MSW students and BASW students and their level of academic burnout for each category (emotional exhaustion, personal accomplishment, and depersonalization). Table 5 provides the group statistics for group differences. In terms of group differences, MSW students tested higher in

emotional exhaustion and personal accomplishment; BASW students tested about the same in personal accomplishment as MSW students.

Table 5
Average Score on MBI Burnout Scales

		Average Score	No/low, Moderate, or High Burnout
Emotional Exhaustion Scale	MSW	32.2	Moderate Burnout
	BASW	22.6	Moderate Burnout
Personal Accomplishment Scale	MSW	13.8	Moderate Burnout
	BASW	13.5	Moderate Burnout
Depersonalization Scale	MSW	32.5	High Burnout
	BSW	33.0	High Burnout

Table 6 portrays the Pearson Correlation results, which demonstrate the statistical relationship of the personal experiences of students with the dimensions of burnout (emotional exhaustion, and personal accomplishment) according to age. The results indicate that both MSW and BSW students experienced academic burnout at equally moderate rates on the emotional exhaustion personal accomplishment scale, both of which have a statistically significant linear relationship ($r=.328$, $p<.001$). The results suggest that the relationship between emotional exhaustion and personal accomplishment follows a positive linear relationship.

When considering participant's experiences with burnout using the depersonalization scale, both MSW and BSW student scores indicated high

academic burnout levels. When measuring students on the emotional exhaustion scale, both groups scored moderately high on academic burnout. Both results indicated a statistically significant relationship ($r=-.414$, $p<.001$) following a negative relationship. In other words, while the relationship is significant, depersonalization and emotional exhaustion are negatively correlated.

The study wanted to capture age (mean= 32) and its relationship with the personal accomplishment dimension of burnout. Both MSW and BSW students scored moderately high on the personal accomplishment scale. The results suggest a statistically significant linear relationship ($r=-.300$, $p<.001$) between age and academic burnout following a negative relationship. In other words, the direction suggests a negative correlation between age and burnout of MSW and BSW students. There was no significant difference with gender as males and females experienced burnout at the same rate.

Table 6
Correlation Between Dimensions of Burnout and Age

Measure	1	2	3	4
1. Emotional Exhaustion Scale	1	.328**	-.414**	-.142
2. Personal Accomplishment	.328**	1	-.092	-.300**
3. Depersonalization Scale	-	-.092	1	.275*
4. Age	.414**	-.142	-.300**	.015

All student participants in the survey participated in a qualitative survey to further investigate their perceptions of institutional factors that influence student's

life and shape student's views of satisfaction within field practicum (n=102). The researcher conducted a content analysis and discovered themes that included positive and negative associations with the level of burnout experienced and the dimensions of academic burnout: emotional exhaustion, personal accomplishment, and depersonalization. Additional themes within the content analysis include differences in academic burnout between MSW and BSW students when factoring in age, gender, and financials.

Scale Definitions

Emotional Exhaustion. Questions 1-18 measured the student's perception of emotional exhaustion. Q9 and Q10 were included to understand emotional exhaustion and the individual dimension of burnout. Questions 1-18 provided an understanding of the results from academic workload and experiences with field practicum. Students had the opportunity to provide their perspectives of environmental conflicts of feeling emotionally drained and worn out in both settings. More than half of respondents experienced moderate or high levels of burnout within their academics and field practicum. Experiencing moderate or high burnout levels can lead to students lacking the energy needed to continue with usual responsibilities effectively.

Table # 7

Exhaustion Experienced with Academics from the Sample

Q9- I feel burnout from my academics	n	%
Never	1	1.12
Rarely	12	13.48
Sometimes	38	42.70
Frequently	23	25.84
Always	15	16.85

Table # 8

Exhaustion Experienced with Field Practicum from the Sample

Q9- I feel burnout from my internship	n	%
Never	18	20.22
Rarely	27	30.34
Sometimes	25	28.09
Frequently	13	14.61
Always	6	6.74

Personal accomplishment. Questions 19-25 asked the respondent's perception of personal accomplishments experienced within their social work practice achievements. Questions aimed at addressing students' feelings of competence in their daily work with clients at field practicum placement. The idea is that if a student feels ineffective in their work with clients, there is a greater sense of student ineffectiveness and failure in the work they perform. In

considering the responses to the questions addressing personal accomplishment, both MSW and BSW students' scores were the same.

Depersonalization. Questions 26-37 asked questions about the respondent's depersonalization, which occurs when individuals become detached or disconnected from their responsibilities. Depersonalization can affect students and result in dehumanizing behaviors, such as detaching themselves from individuals in their natural environment (a protective factor from environmental stressors). Q30 and Q31 asked about respondents' perceptions of their influence on peers within the academic sector and over clients in field placement. Most students did not experience burnout on the depersonalization scale. Students within both programs (MSW, BSW) feel that they positively influence their peers' and clients' lives.

Table # 9
Depersonalization Experienced with Academics from the Sample

Q30- I feel I'm positively influencing my peers' lives at school, through my work.	n	%
Never	5	6.10
Rarely	27	32.93
Sometimes	33	40.24
Frequently	13	15.85
Always	4	4.88

Table # 10
*Depersonalization Experienced with Field Practicum from
the Sample*

Q31- I feel I'm positively influencing my clients' lives at internship through my work.	n	%
Never	3	3.66
Rarely	3	3.66
Sometimes	35	42.68
Frequently	34	41.46
Always	7	8.54

CHAPTER FIVE

DISCUSSION

Introduction

This chapter presents information obtained from the self-administered questionnaire that intended to form an association between academic burnout and field practicum satisfaction. The chapter includes a discussion that provides an overview of the results and the survey findings. The discussion relates the student's perspectives on their field practicum experience and educational demands. Recommendations for social work practice, policy, and research also form the content of the discussion.

Discussion

Review of the Results. The goal of the research project was to investigate the relationship between academic burnout and field practicum satisfaction. Social work is a demanding field where social work students must manage different roles and responsibilities while conducting their field practicum hours at an approved placement site. Although one of the tenets of social work practice is to promote clients' mental wellness, there is less attention placed on promoting students' mental health. Social work students often struggle with managing their daily life encounters, including attending to their role as students and mental health professionals. The imminent need to address this phenomenon and bring

awareness of students' needs led to the present study to gain students' perspectives on their experiences while attending College and completing field practicum field hours. The intention, therefore, was to illustrate the current nature of social work students' mental health and the significance of incorporating innovative practices for improving the mental wellness of these future professionals.

While students in the school of social work have the financial means for meeting basic personal and educational needs, there was a general concern with more than half of the sample population who indicated having little to not having enough money on which to live. This piece of evidence illustrates how financial instability or difficulties making ending means may exacerbate problems associated with mental health. In considering the role that financials play in addressing the research question, less than half of the students received government financial assistance, and more than half of the students received no assistance at all. A little over half of the students received financial aid, while almost half of the students received no financial aid at all. Nevertheless, receiving or not receiving government assistance or financial aid did not protect students from experiencing academic burnout; both groups experienced moderate burnout levels. However, the results also suggest that government assistance may protect students from experiencing high burnout levels, which can significantly increase the negative impact on students' well-being.

Results demonstrated that both MSW and BSW students of social work are likely to experience academic burnout in their lifetime. Results suggest that social work programs are demanding in nature and may offer little education, adequate tools, accessible resources, or interventions for social work students to maintain a balanced life. Educational institutions are places where educators' roles differ from those of mental health professionals. However, in preparing and educating new professionals entering the workforce, there is an ethical responsibility for educators to implement practices that promote self-sufficiency.

Both MSW and BSW students experienced moderate levels of burnout; meaning, both groups, felt depleted as part of academic demands, meeting their clients' needs and work expectations during their participation in field placement, and were more likely to experience low self-evaluation and a decreased feeling of being successful and effective. Results indicated that the more emotional exhaustion felt by participants with their academics, the more students felt moderate academic burnout toward their accomplishment, which is consistent with the cited literature (Diebold, Kim, & Elze, 2018; Duru & Duru 2014; Lin & Huang, 2014; Yoder Slater & Batt, 201). Everything indicates that social work students experience similar burnout effects to those experienced by social workers practicing the profession.

Unlike gender, which had no direct association with the level of burnout, age, on the other hand, played a direct role in burnout; as age increases, burnout increases. The relationship between age and burnout may be associated with

students' increased responsibilities in growing older such as having a job, a family, and going to school. Another factor might include a lack of a natural support system when a student gains independence from family. One last thing to consider is the possible increased educational challenges experienced by adult students in the MSW program, consisting of relatively older students, some of whom have returned to school after taking a long break after the completion of the BSW or another bachelor program in an independent field.

MSW and BSW students also rated high in feelings of depersonalization toward others during daily social transactions. Students' felt detached, unemotional, and unresponsive toward others. The results indicated that students experienced burnout moderately high during social interactions during field practicum and their work with clients in field placement. With educational disequilibrium or the impact of academic burnout on students' self-concept, mental health, and the field practicum experience (Ying, 2011), students are more likely to experience higher burnout levels on the emotional, personal accomplishment, and depersonalization scale, as shown in this study. All data indicated that as emotional exhaustion increases, so does depersonalization. The result from this study shows that burnout can be mediated, and the field experience improved by focusing on changing social conditions associated with educational demands and field placement expectations.

Limitations. While the researchers were interested in collecting data on a sample representative of the students in the school of social work, there were

some limitations during the data collection with the sample population of choice. First, the sample recruitment occurred through convenience sampling. The sample was easily accessible through the school of social work. The second limitation is that the survey questionnaire and the responses were dependent on student perspectives which could have varied at any given time. Transitions and restrictions could have influenced the surveys' responses during the COVID-19 pandemic. Third, the COVID-19 pandemic made it very difficult to obtain the desired student respondents to complete the online survey through online solicitation. While the study's goal was to have at least 150 students respond to the questionnaire, only 93 completed the online survey, which limited the representation of the overall student population in the school of social work. Fourth, the data collection method via email solicitation during the COVID-19 pandemic could have attracted a particular population of students more prone to burnout and its effects.

Recommendations for Social Work

Social Work Practice. A recommendation for social work practice is to increase awareness of student needs and the different challenges affecting students at every educational career level. The need is to increase the need to instill sensitivity toward students and accommodation toward those needs from field placement supervisors. Student interns form an essential social work practice component and are essential for expanding cost-efficient practices at

field sites. Therefore, more attention is necessary for students practicing and devoting their time and energy to field practicum sites.

Social work policy. Incorporating training for field liaisons and field supervisors can generate a more genuine understanding of students and their diverse needs for greater flexibility to accommodate students. Furthermore, especially when students need to complete required hours of field practice, the school of social work should consider the workload assigned to students and additional field requirements. Schools of social work can take the active first step by collaborating with the CSWE to assure students are being supported. Such support can help students through their educational endeavors, along with sustaining self-care practices in the social work profession.

Social Work Research. Although additional research needs to revisit and address academic burnout and field practicum satisfaction, this study presents a good picture of social work students' needs. This study's results point out the need for further research on the association between academic burnout and field practicum satisfaction and effective program interventions for increasing social practice by better supporting those who provide so-needed services.

There is no doubt about the existence of programs for supporting the overall well-being of students. Evidence of such efforts includes counseling and psychological services provided by colleges countrywide (CSUSB, n.d.). Counseling and psychological departments offer support groups, individual counseling, crisis services, and psychoeducational classes to promote mental

health provided to students at no additional cost. Community counseling centers also extend therapeutic services to students at low cost (CSUSB, n.d.). The rate at which (MSW, BSW) use and access these therapeutic services and the barriers associated with using and accessing these services, if any, is a question for future research.

Conclusion

The study aimed to gain an understanding of the association within academic burnout and field practicum satisfaction. The results demonstrated a moderate association with burnout among MSW and BSW students influenced by academic factors. Although the sample did not represent the student population at its fullest, it offered various perspectives for investigating the phenomenon.

Raising social awareness on the topic of academic burnout and field practicum satisfaction, and the importance of implementing organizational changes for improving student's well-being was the focus of discussion. Although there is no direct evidence indicating that schools of social work are not doing enough for supporting students of social work mental health, more research is needed to investigate innovative institutional practices for decreasing academic burnout and increasing student satisfaction with field practicum. Revisiting institutional interventions, student's accessibility to supportive services and related challenges, and operations of field practicum sites in relation to their work expectations from intern students is a good start for investigating.

The results of the study illustrate the importance of acknowledging and implementing innovative interventions for decreasing academic burnout. Innovative interventions that focus on self-care practices for decreasing burnout can be obtained from related literature in the field. Clients served in field placement can greatly benefit from students who practice effective self-care strategies. A decrease in academic burnout can influence a student's positive views and behavioral responses toward field placement.

APPENDIX A:
MBI-GS AND DEMOGRAPHIC SURVEY

Questions	Never	Rarely	Sometimes	Frequently	Always
I. Emotional Exhaustion					
I feel emotionally drained from my academics	0	1	2	3	4
I feel emotionally drained from my internship	0	1	2	3	4
I feel used up at the end of the school day	0	1	2	3	4
I feel used up at the end of the internship day	0	1	2	3	4
I feel fatigued when I get up in the morning and have to face another day at school	0	1	2	3	4
I feel fatigued when I get up in the morning and have to face another day at internship	0	1	2	3	4
Working with people in the social work program all day is really a strain for me	0	1	2	3	4
Working with people at my internship is really a strain for me	0	1	2	3	4
I feel burned out from my academics	0	1	2	3	4
I feel burned out from my internship	0	1	2	3	4
I feel frustrated by my academics	0	1	2	3	4
I feel frustrated by my internship	0	1	2	3	4
I feel I'm working too hard on my academics	0	1	2	3	4
I feel I'm working too hard on my internship	0	1	2	3	4
Working with people directly in the social work program puts too much stress on me	0	1	2	3	4
Working with people directly during internship puts too much stress on me	0	1	2	3	4
I feel like I'm at the end of my rope with academics	0	1	2	3	4
I feel like I'm at the end of my rope with internship	0	1	2	3	4
II. Personal Accomplishment					

I can easily understand how my peers at school feel about things	0	1	2	3	4
I can easily understand how my clients at internship feel about things	0	1	2	3	4
I deal very effectively with the problems among my peers regarding academics	0	1	2	3	4
I deal very effectively with the problems of my clients at internship	0	1	2	3	4
I feel I'm positively influencing my peers' lives, at school, through my work	0	1	2	3	4
I feel I'm positively influencing my clients' lives, at internship, through my work	0	1	2	3	4
I feel very energetic in the social work program	0	1	2	3	4
I feel very energetic at internship	0	1	2	3	4
I can easily create a relaxed atmosphere with my peers in the social work program	0	1	2	3	4
I can easily create a relaxed atmosphere with my clients at internship	0	1	2	3	4
I feel exhilarated after working closely with my peers in the social work program	0	1	2	3	4
I feel exhilarated after working closely with my clients at internship	0	1	2	3	4
I have accomplished many worthwhile things during the social work program	0	1	2	3	4
I have accomplished many worthwhile things in this internship	0	1	2	3	4
I deal with emotional problems regarding my academics very calmly	0	1	2	3	4
I deal with emotional problems regarding my internship very calmly	0	1	2	3	4
III. Depersonalization					

I feel I treat some peers in the social work program as if they were impersonal 'objects'	0	1	2	3	4
I feel I treat some clients at internship as if they were impersonal 'objects'	0	1	2	3	4
I've become more callous toward people since I joined the social work program	0	1	2	3	4
I've become more callous toward people since I took this internship	0	1	2	3	4
I worry that the social work program is hardening me emotionally	0	1	2	3	4
I worry that this internship is hardening me emotionally	0	1	2	3	4
I don't really care what happens to some of my peers in the social work program	0	1	2	3	4
I don't really care what happens to some my clients at school	0	1	2	3	4
I feel peers in the program blame me for some of their problems	0	1	2	3	4
I feel clients at my internship blame me for some of their problems	0	1	2	3	4

Schaufeli, Wilmar L., Wilmar M., & Maslach, & Jackson. (1996). Maslach

Burnout Inventory -- General Survey (GS) [Survey].

1. **In what social work program are you currently enrolled in?**
 - a. MSW
 - b. BASW

2. **What year are you in your program?**
 - a. 1st year
 - b. 2nd year
 - c. 3rd year
 - d. Other (Please specify): _____

3. **What type of bachelor's degree did you earn?**
 - a. BASW/BSW
 - b. Psychology
 - c. Sociology
 - d. Criminal Justice
 - e. Human Development
 - f. Some other non-Social Work bachelor's degree

4. **What is your current employment status?**
 - a. Full-time
 - b. Part-time
 - c. self-employed
 - d. County 20/20 Program
 - e. On-call/per diem
 - f. I am not currently working

5. **What is your current age in years: _____**

6. **What is your current marital status?**
 - a. Married
 - b. Single/Never married
 - c. Divorced/Legally Separated/Separated

- d. Widowed
- e. Cohabiting
- f. Other (Please specify): _____

7. What is your current financial situation?

- a. I do not have enough money on which to live
- b. I have just enough money on which to live
- c. I have a little more money than I need to live on
- d. I have much more money than I need to live on

8. Do you currently receive ANY type of government assistance?

- a. Yes
- b. No

9. Are you currently receiving financial aid to attend CSUSB

- a. Yes
- b. no

10. With what race or races do you identify with

- a. White/Caucasian/Euro-American, etc.African American/Black, etc.
- b. Hispanic American/Latinx, etc.
- c. Asian/Pacific Islander American
- d. Native American
- e. Mixed Race/Biracial/Triracial, etc.
- f. Other (Please specify): _____

11. What is your current religious preference?

- a. Christian/Protestant/Methodist/Lutheran/Baptist
- b. Catholic
- c. Mormon
- d. Greek or Russian Orthodox
- e. Jewish
- f. Muslim
- g. Buddhist
- h. Hindu
- i. Atheist or agnostic
- j. Nothing in particular
- k. Other (please specify): _____

12. What is your gender?

- a. Male
- b. Female
- c. Non-binary/third gender
- d. Prefer to self-describe myself as _____
- e. I prefer not to answer

- 13. Do you consider yourself to be:**
- a. Heterosexual or straight
 - b. Homosexual
 - c. Bisexual
 - d. Other
 - e. I prefer not to answer
- 14. Do you consider yourself a member of the Lesbian, Gay, Bisexual, and/or Transgender (LGBT) community?**
- a. Yes
 - b. No
 - c. No, but I identify as an Ally
 - d. I prefer not to answer
- 15. Do you consider yourself to be transgender?**
- a. Yes
 - b. No
 - c. I prefer not to answer

APPENDIX B:
INFORMED CONSENT
AND
INSTITUTIONALREVIEW BOARD (IRB) APPROVAL

The study in which you are being asked to participate is designed to investigate academic burnout among MSW students at California State University, San Bernardino who are currently participating in field practicum as part of the Master's program requirement of Social Work. This study is being conducted by Victoria Jakaub and Maria Ramirez, both graduate students in social work, under the supervision of Dr. Herbert Shon, Assistant Professor in the School of Social Work at CSUSB This study has been approved by the Institutional Review Board at CSUSB.

PURPOSE: The purpose of the study is to investigate academic burnout among MSW students at CSUSB.

DESCRIPTION: Participants will be asked to answer a list of questions on a survey on their experiences with academic burnout and their experiences at field practicum sites. Participants will also be asked to answer a few demographic questions.

PARTICIPATION: Participation in this study is completely voluntary. If you choose to participate, you may skip or refuse to answer any questions that you do not wish to answer. If after beginning the survey you feel that you do not wish to continue, you may withdraw your participation in the survey at any point in time.

ANONYMOUS: The information obtained from this study will remain anonymous as the responses to the survey will not be linked to the person completing the survey in any form.

DURATION: The survey will take 5 to 10 minutes to complete.

RISKS: There are no anticipated risks from completing this survey. However, in the event that you feel comfortable answering any of the questions, you may skip the question or terminate your participation in the study.

BENEFITS: Although there is no direct benefit to students participating in the study, the study will generate valuable results to increase current knowledge in the area of academic burnout.

CONTACT: If you have any questions related to the study, please contact Assistant Professor, Dr. Herbert Shon (909) 537-5532

RESULTS: The findings from the study can be obtained by accessing CSUSB's Pfau Library ScholarWork Database at <http://scholarworks.lib.csusb.edu/> after July 2021.

I understand that I must be 18 years of age or older to participate in your study. I read and understand the consent document and agree to participate in your study.

Place an X mark here

Date

August 31, 2020

CSUSB INSTITUTIONAL REVIEW BOARD

Administrative/Exempt Review Determination
Status: Determined Exempt
IRB-FY2020-248

Herbert Shon Victoria Jakaub, Maria Ramirez Garcia
CSBS - Social Work
California State University, San Bernardino
[5500 University Parkway](#)
San Bernardino, California 92407

Dear Herbert Shon Victoria Jakaub, Maria Ramirez Garcia:

Your application to use human subjects, titled "Understanding the Relationship between Academic Burnout and Field Practicum Satisfaction" has been reviewed and determined exempt by the Chair of the Institutional Review Board (IRB) of CSU, San Bernardino. An exempt determination means your study had met the federal requirements for exempt status under 45 CFR 46.104. The CSUSB IRB has not evaluated your proposal for scientific merit, except to weigh the risk and benefits of the study to ensure the protection of human participants. The exempt determination does not replace any departmental or additional approvals which may be required.

You are required to notify the IRB of the following as mandated by the Office of Human Research Protections (OHRP) federal regulations 45 CFR 46 and CSUSB IRB policy. The forms (modification, renewal, unanticipated/adverse event, study closure) are located in the Cayuse IRB System with instructions provided on the IRB Applications, Forms, and Submission webpage. Failure to notify the IRB of the following requirements may result in disciplinary action.

- Ensure your CITI Human Subjects Training is kept up-to-date and current throughout the study.
- Submit a protocol modification (change) if any changes (no matter how minor) are proposed in your study for review and approval by the IRB before being implemented in your study.
- Notify the IRB within 5 days of any unanticipated or adverse events are experienced by subjects during your research.
- Submit a study closure through the Cayuse IRB submission system once your study has ended.

If you have any questions regarding the IRB decision, please contact Michael Gillespie, the Research Compliance Officer. Mr. Michael Gillespie can be reached by phone at (909) 537-7588, by fax at (909) 537-7028, or by email at mgillesp@csusb.edu. Please include your application approval number IRB-FY2020-248 in all correspondence. Any complaints you receive from participants and/or others related to your research may be directed to Mr. Gillespie.

Best of luck with your research.

Sincerely,

Nicole Dabbs

Nicole Dabbs, Ph.D., IRB Chair
CSUSB Institutional Review Board

ND/MG

APPENDIX C:
DEBRIEFING

Study on the Relationship between Academic Burnout among MSW Students and Field Practicum Satisfaction

This study you have just completed was designed to investigate the relationship between academic burnout and field practicum satisfaction. In this study, the following was assessed: the stressors related to student academic burnout among MSW students and the impact of this school-related stress on the level of satisfaction obtained from field practicum experience. It is hypothesized that academic burnout will play a significant role in the amount of stress that is transferred into the field placement and affect student perceptions on their field experience. The framing of the questions was intended not to disclose the main purpose of the study in order to prevent undue influence on student responses. We are interested in investigating the effects of academic burnout on the field practicum experience.

Thank you for your participation in this study and for not disclosing the study's purpose and question content with other students. If you have a question in regards to the present study, feel free to contact the Assistant Professor in charge of supervising this study, Dr. Herbert Shon at (909) 537-5532. If you are interested in learning about the findings of this study, please contact Dr. Shon at the end of Summer 2021 or you can obtain the findings by accessing CSUSB's Pfau LibraryScholarWork Database at <http://scholarworks.lib.csusb.edu/> after July 2021.

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Assigned Responsibilities

The research responsibilities were evenly dispersed among Victoria Jakaub and Maria Ramirez. Both authors of the research spent many hours researching articles relevant to the research topic. Shared documents recorded each author's contribution leading to the finalized version of the research project. Victoria Jakaub wrote chapters one and three, and Maria Ramirez wrote the abstract and chapter two. Maria Ramirez was responsible for putting the proposal together while also completing most of the IRB application. Victoria Jakaub researched the MBI-GS scale and created a survey along with the help of Dr. Herbert Shon. Both Victoria Jakaub and Maria Ramirez reviewed and edited the proposal numerous times before its submission. Victoria Jakaub completed the data analysis portion of the research project and worked together with Maria Ramirez to complete chapter 4. Maria Ramirez completed chapter 5. Both Victoria Jakaub and Maria Ramirez collaborated with editing and formatting the research project's final draft and putting the reference list together. Victoria Jakaub and Maria Ramirez shared the responsibility of communicating with Dr. Shon for continuous guidance and support and assuring the research project's completion. Victoria Jakaub and Maria Ramirez agreed with and collaborated on writing the assigned responsibilities page.