

**Full Research Proposal: Study of How the Practices and Perceptions of Self-Care Relate to  
Burnout and Resilience in Undergraduate Students at Southern Adventist University**

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### **Abstract**

This study explores the practices and perceptions of self-care among undergraduate students at a private university and its relationship with burnout and academic resilience. This research attempts to further study the growing concern of burnout among students, which leads to having notable rates of depression, anxiety disorders, and suicidal ideation as reported in recent years. Burnout is characterized by emotional exhaustion, detachment, and reduced motivation towards academic or professional responsibilities. While existing research underscores the significance of self-care in mitigating burnout and fostering resilience, there is a gap in understanding how these dynamics operate within specific student populations, namely undergraduate students at a faith based, private institution. This study's focus is on the multifaceted nature of self-care practices, including physical, emotional, social, and spiritual dimensions. Furthermore, it elucidates how gender, academic workload, and extracurricular involvement influence self-care behaviors among undergraduate students, impacting their overall well-being. This research underscores the positive effects of self-care practices on academic stress reduction and resilience enhancement, evidenced by higher GPAs and lower levels of burnout among students who prioritize self-care. It further explores the connection between self-care, stress, and academic resilience, emphasizing the pivotal role of self-care in maintaining resilience amidst adversity.

## **How the Practices and Perceptions of Self-Care Relate to Burnout and Resilience in Undergraduate Students at Southern Adventist University**

According to the The Healthy Minds Study found that 44% of students reported exhibiting symptoms of depression, 37% having anxiety disorders, 15% having seriously considered suicide in the past year. These statistics were reported to be the highest rates in the history of the survey that has been conducted for 15 years (Shine, 2023). Burnout is described as having feelings of exhaustion due to studying, a cynical attitude causing withdrawal and detachment, and a reduced desire to fulfill professional or academic requirements (Thuruthel et al., 2021). Learning burnout can also be described as the process of students losing interest in their studies and academics due to emotional exhaustion caused by extended periods of academic stress. Another term for burnout, academic burnout, can have consequences for university students, such as an increase of dropout rates, specifically among women experiencing burnout (Sanjari et al., 2023).

Although researchers revealed the severity of burnout, self-care shows promising results in reducing the risk of burnout (Diebold, 2017). Moreover, it fosters increased emotional resilience, equipping individuals to better cope with adversities and stressors (Loi & Pryce, 2022). Although the research above discusses the significance of self-care and the effects of burnout, there are limitations of the studies. Researchers of this current study are aiming to explore the correlation between perceptions and practices of self-care, burnout, and academic resilience. There is currently no research regarding the specific population of Seventh Day Adventist undergraduate students and how their practices and perceptions of self-care relate to their burnout rates and academic resilience.

## **Literature Review**

The research reviewed includes qualitative, quantitative, and mixed method studies which range of populations such as graduate students, undergraduate students, and professionals working in their fields. The research that was reviewed included topics about burnout, what self-care is, how it is perceived by college students, and if resilience correlates with burnout. It also talked about perceptions of self-care, effects of practicing self-care, relationships between self-care and burnout, practices of self-care, and the relationship between self-care and academic resilience. Research was reviewed to discover what previous researchers have found regarding the relationship between the perceptions of these terms, as well as practices of self-care. Additionally, there are parallel studies that reviewed the topics with differing populations, including graduate students, mental health practitioners, and the general public.

### **Practices of Self-Care**

“Personal self-care is defined as a process of purposeful engagement in practices that promote holistic health and well-being of the self” (Greene et., al, 2017). In a study conducted by Dorothy Greene, different realms of self-care were determined that are consistent across social work literature—physical/biological, emotional/psychological, social/leisure, and spiritual. For physical/biological self-care, some self-care practices include good sleep, regular exercise, and eating well. For emotional/psychological self-care, the practices may include journaling, psychotherapy, and addressing past wounds. For social/leisure self-care, some practices may include spending time with friends and family, going to the movies, going on vacation, and participating in creative activities. Finally, for spiritual self-care, some practices may include meditation, yoga, church, and spending time in nature (Greene et., al, 2017).

In one study, researchers sought to find what self-care practices were the most common specifically among college students and working professionals. The study found that the most common mindful self-care practices were maintaining supportive relationships and mindful awareness of thoughts, feelings, emotions, etc. (Chatterjee, 2020). Furthermore, mindful self-care practices done by participants in the study were mindful relaxation and physical care.

### ***Effects of Practicing Self-Care***

The effects of practicing self-care have been a significant variable in lower academic stress. Specifically, it has significance when it is done every day, not solely on a weekly or monthly basis (O'Neill et. al., 2019). The self-care defines perceptions and practices in self-care among undergraduate college students at Southern Adventist University and how these contribute to their overall resiliency and their burnout rates. This study included spiritual, physical, emotional, social, and professional. Although this study's limitations are that it only included a population of social workers in the MSW and BSW program, this study focuses on the importance of self-care and the effects it has on students.

In one study, higher GPA correlated with variables of self-care, physical, psychological, emotional, spiritual, and relational among college undergraduates (Erdley-Kass,2022). This study adds to previous research that indicates a significant relationship between self-care, student health, and academic outcomes. Understanding a connection between self-care and GPA can provide a best practice university model for change. Having an outlet to practice self-care can help college students have better academic performance and resilience.

As a practice, self-care shows promising results in reducing the risk of burnout (Diebold, 2017). Good self-care practice is very important for undergraduate students. As a practice, self-care encompasses intentional or specific attempts to improve health and wellness over the

life span by addressing personal needs related to mental, physical, emotional, spiritual, and social states (Corey, 2018). College Students who practice self-care have improved mental and physical health.

### ***Relationship Between Self-Care and Burnout***

Self-care can contribute to less burnout among college students. In a self-report study from 159 graduate students in applied areas of psychology, the sample was separated into two groups based on whether they endorsed students of color status or white/european. They looked at this population because students in graduate school assume countless responsibilities that range from school-related work to personal commitments (e.g., El-Ghoroury et al., 2012; Myers et al., 2012), resulting in high levels of stress.

Those graduate students enrolled in applied psychology programs that focus on working with client populations must navigate clinical and field placement stressors. Dealing with high levels of stress over time paired with ineffective coping strategies can lead to a feeling of burnout. A growing body of research has indicated that appropriate self-care may effectively reduce high levels of stress and burnout (e.g., Kim et al., 2018; Rico & Bunge, 2020). The purpose of this study was to examine the relationship between reported levels of self-care, stress, and school burnout among graduate students in the applied areas of psychology (i.e., school, counseling, clinical). The results indicated that participants who endorsed higher levels of self-care had significantly lower levels of stress. Similarly, participants who endorsed higher levels of self-care endorsed statistically significantly lower levels of school burnout (Estrada, M. R. (n.d., 2023). As a practice, self-care shows promising results in reducing the risk of burnout (Diebold, 2018).

“A systematic review of burnout research among students during the last five years found that more than one-third of them (40%) experienced a debilitating state of burnout” (Thuruthel et al., 2021). Research conducted among students worldwide has revealed that experiencing burnout negatively affects how well they think, feel, and behave, impacting their overall well-being. Traits like decreased involvement in academics, struggles with focus, reduced problem-solving skills, feelings of inadequacy, lower academic achievement, and a lack of confidence in academic abilities are linked to student burnout (Thuruthel et al., 2021).

### ***Relationship Between Self-Care and Academic Resilience***

The relation between taking care of yourself and your academic resilience has been shown through various studies. One study investigated the nature of the association between academic self-efficacy (ASE) and academic resilience. According to Bandura’s Social Cognitive Theory, self-efficacy is a major determinant of engagement in self-care behavior. Self-efficacy refers to an individual's belief in their capacity to execute behaviors necessary to produce specific performance attainments.

In this study, undergraduate student participants were exposed to an adverse situation, describing either personal or vicarious academic adversity. ASE was measured pre-exposure and academic resilience was measured post-exposure. ASE was correlated with, and a significant predictor of, academic resilience and students exhibited greater academic resilience when responding to vicarious adversity compared to personal adversity.

High self-efficacy has shown higher academic resilience, but in order to maintain high self-efficacy, maintaining self-care is crucial. There were 21 studies which reported that higher self-efficacy was associated with engagement in self-care behaviors (Tan, F. C. J. H., (2021, February 22). Identifying factors that are related to resilience and establishing the precise nature

of how such factors influence academic resilience will assist the development of interventions aimed at promoting resilience in students (Cassidy, S. 2015).

There has been a decline in academic resilience in academia. The retention rates and graduation rates can be affected due to this decline. In one study, researchers asked college students about how to address academic resilience building. Self-care was mentioned as a way on an individual level to grow resiliency. Engaging in self-care was defined as enacting strategies that address threats to resilience and academic performance, or improving it through overall wellness (Frisby et. al). Resiliency provides some protection against burnout (Reed et al. 2023). The reason that resilience is important in the context of university students is that it is related to disengagement. It was found that students' academic performance was affected more by physical health such as sleep and nutrition rather than physiological factors (Reed et al. 2023).

### ***Perceptions of Self-Care***

Perceptions of self-care can vary depending on your personal understanding of what self-care can look like for you and your life. It can be a wide variety of things that may not even be understood as self-care. A study done on 75 first year nursing students showed how to reduce their burnout. This controlled prospective crossover study examined the impact of a 6-session Recreational Music-Making (RMM) protocol on burnout, focusing on group support and stress reduction, utilizing a specific group drumming protocol.

Perceptions of self-care can also vary depending on a student's major. Nursing students expressed that their packed schedules, feelings of guilt, and overwhelming responsibilities as students, employees, friends, and family members hindered their efforts towards self-care. "Students in professional health care education programs are taught to care for others, but do not always learn to practice self-care behaviors" (Ashcraft and Gatto, 2015). Psychology students

have stated that they feel guilty when spending time doing non-school related things. Since they were told that schoolwork supersedes all other activities, this led to students feeling as though their program's were inconsistent in their self-care messages. Students in the fields of nursing, psychology, and medicine have all expressed that they felt as though they did not have time to take care of their health and well-being because of the expectations of school as well as a lack of time (Diebold et al., 2018).

### **Conclusion**

The research was limited, due to the lack of specific research of a wide sample size. We also discovered that there were gaps in time when research was limited. The limitations of these studies is that the populations range from college students, faculty, and current employees in different fields of study. In brief, the literature review showed how taking care of oneself can help reduce feelings of burnout and stress among different groups of people. The research used different methods to investigate questions like what burnout is, its effects, the different types of self-care, and whether resiliency is a protective factor against burnout. The review found that self-care covers a wide range of activities, like looking after your body, managing stress, and spending time on hobbies and relationships. Doing these activities is linked to lower stress levels and, in some cases, better school or work performance. We evaluated the perceptions and practices in self-care among undergraduate college students at Southern Adventist University and how these contribute to their overall resiliency and their burnout rates. The researchers of this study hypothesize that students who practice self-care will have lower rates of burnout and higher academic resilience.

## **Methodology**

This study utilizes a cross-sectional and mixed methods design to study a sample of students from Southern Adventist University. We used an online survey to collect quantitative data and from that population we selected a purpose and quota to participate in an in-person interview for qualitative data and an individual interview.

### **Quantitative Methods**

#### *Sampling and Recruitment*

The participants were selected using a non-random approach with convenience and snowball sampling for up to 150-200 undergraduate students from Southern Adventist University (SAU). They were required to be full-time students to participate in our survey. Students were required to be 18 years or older to participate in the survey. Study participants were recruited using fliers (see Appendix A) that were approved by Southern Adventist University and were posted around the campus and via social media advertising as well as the school newspaper, The Southern Accent. We also went to classrooms and asked professors if we could talk to their class and ask them to participate in our survey.

### **Measurement**

**Research Constructs:** Perceptions of the importance of self-care will be measured by questions created by the researchers. We measured self-practices of self-care using twenty-four questions from the Mindful Self-care Scale, we measured burnout using nine questions from the Personal subscale of the Copenhagen Burnout Inventory, we measured general resilience using

six questions from the Brief Resilience Scale, and we measured academic resilience using eighty-three questions from the Academic Resilience Scale (see Appendix B).

***Demographic Variables:*** The last part of the survey questionnaire asked demographic questions to determine each participant's major, course load, job, minor, if they have multiple majors, their academic standing, race, ethnicity, age, and gender. For our Qualitative portion we had both male and female participants. They were ranging from ages eighteen to twenty-three. We had white, black, asian, and hispanic participants. We had social work, theology, computer science, and psychology. Our participants' relationship status ranged from single, complicated, and a commitment relationship.

### ***Data Collection***

Data was collected through a virtual survey that participants accessed through a QR code. The survey was estimated to take thirty to thirty-five minutes to complete. There was an option in the virtual survey to participate in an in-depth interview. Based on participant's preferences, the interview was in-person, over the phone, or online (e.g., facetime , zoom, etc.). Participants who agreed to do the interview were entered into a drawing for a twenty dollar visa card. For our qualitative portion, Genesis Sanchez, Sophia Cirigliano, and Amber Bowes conducted a total of eight interviews. All of our interviews were conducted in person. The interview time ranged from nine minutes to twenty-five minutes. They were recording using the provided recorders from the School of Social Work at Southern Adventist University. We transcribed word for word our interview questions and the interviewee's responses.

### ***Sampling and Recruitment***

A sample of fifteen participants was collected from a purposive and quota sample selected from people who completed the Survey Monkey and who agreed to participate in our in-person interviews. We selected four moderate participants, and four light to no burnout participants. Those who participated were entered twice into a drawing for a twenty dollar gift card. For our qualitative research we used purposive sampling and convenience sampling to select our interview participants that showed interest in participating in an in-depth interview. We had eight participants and they were recruited from our survey in SurveyMonkey.

### ***Trustworthiness***

To ensure that the present study was being conducted while addressing researcher bias, the researchers practiced self-awareness, peer debrief, and engaged in reflexivity. Self-awareness was enhanced by participating in weekly journaling through the qualitative process to address any bias or internal thoughts surrounding the interview. Researchers debriefed after the interviews to review the content to ensure that researchers were remaining unbiased. We also audio recorded interviews to ensure that researchers collected accurate data that was true to the responses received. The study includes four researchers, so that multiple people are collecting and analyzing the data, which aided in decreased researcher bias. During the interview, researchers asked for clarification, periodically summarizing and paraphrasing the information given as to ensure that the information was being collected correctly. To decrease participant reactivity, we allowed participants options for the interview in-person, over the phone, or zoom. We also prolonged contact with participants to grow trust. The interviews were between nine to twenty-five minutes.

### **Disclosure Statements**

*Kilah Runnels* is a senior social work student who has been exposed to this topic in coursework and field experience. These include conversations about self-care with field and internship supervisors, attendance of self-care workshops, and learning about self-care practices in undergraduate courses. The researcher currently practices their own self care by exercise and personal reflection and prayer journaling. The researcher believes that the study will reflect how burnout is linked to lack of self-care practices, and academic resilience can be achieved through intentional self-care practices that may or may not already be woven into students' day to day schedule.

*Sophia Cirigliano* is a senior social work student who feels very passionate about the topic of self-care and sees the importance of self-care through lived experiences in the field. Through internship experiences, their own personal self-care, core classes, reading books on self-care and how to implement those practices, and watching others benefit from taking care of themselves, this issue has been made clear to them. They currently practice her own self-care by taking time to escape on road trips and quality time with loved ones. The researcher expects that the study shows the need and importance of self-care practices and perceptions among college students, and how improving your self-care is connected to reduced burnout and increased academic resilience.

*Genesis Sanchez* is a senior social work student at Southern Adventist University. As a senior social work student, the researcher had the privilege of learning and training in various aspects of social work, including understanding the critical importance of self-care. The researcher firmly believes that to be an effective and empathetic social worker, they must first take care of my own physical, emotional, and mental health. In their personal life, they have been actively incorporating self-care practices to maintain a balance between their academic

commitments and personal well-being. Some practices that they are currently working on are exercise and taking time to relax and meditate. They anticipate that the study will demonstrate the significance of self-care practices and perceptions among college students, illustrating the interconnection between enhancing one's self-care regimen and experiencing a reduction in burnout while concurrently bolstering academic resilience.

*Amber Bowes* is a senior social work student at Southern Adventist University.

Throughout their time in the degree program, they have had a lot of experience learning about the research topic. They have been taught throughout their many social work classes, read research and other literature on the research topic, learned about self care at their internship, and have had experience in their personal life. The researcher practices self care by meditating and exercising. They believe the topic of self care is extremely important for everyone, but especially college students who undergo a lot of stressful situations. The researcher anticipates that the study will demonstrate the importance of self-care practices and perceptions among college students, showcasing the correlation between self-care routines and reduced burnout while also strengthening academic resilience.

### **Protection of Human Subjects**

We gained approval from the School of Social Work's Research Committee for our research project. To obtain consent, we created digital consent forms for the online survey and a separate consent form for participants participating in the interview. We ensured that all participants completed the consent form before completing the survey by having it at the beginning of the survey instrument, which was accessible through a QR code on flyers. Participants were given privacy of personal information. Researchers ensured that results were

only shared to data analysis consultants or researchers conducting the study. Results were not identifiable, including the names or any identifying information. Researchers conducted interviews in enclosed rooms where participants could not be overheard by non-participants. Any audio or transcriptions of audio were secured in a separate file as to not mix with personal audios. Specific names of participants were not written in the results. Survey data was secured by researchers. This was accomplished by data only being retrievable by researchers and advisors, and a password was used to ensure that data cannot be seen by other viewers. Data will not be opened in the presence of those not authorized to access data.

## **Data Analysis**

### **Quantitative Data Analysis**

Quantitative data from the survey was analyzed by the current version of SPSS software version 28. We used descriptive statistics to summarize each research and demographic variable. We reported the frequency in percentages for the nominal and ordinal variables. To independent variables of perceptions of self-care and the demographic variables (age, gender, major, course load, ethnicity, job, minor, multiple majors, academic standing, and race). The mean, standard deviation, and range will be calculated for the interval/ratio variables. If the data is skewed, the median will be calculated instead of the mean. Two multiple linear regression analyses will be utilized to answer our research question. First, we used a multiple regression analysis to test if there is a relationship between the independent variable of perceptions of self-care and the dependent variables of burnout. A second regression analysis did the same for the dependent variable of resilience. The analyses will also include an  $R^2$  for the

effect size of all the predictors or independent variables as a whole and the standardized  $\beta$  for the strength of each individual predictor. Before conducting the regression analyses, we will conduct preliminary tests to assess if the data meets the assumption for multiple regression. If the assumptions are violated such that regression is not possible, then we will use alternative statistical tests. Finally, we will discuss any differences or relationships, not only in relation to statistical significance but also in terms of practical or clinical significance.

We are using multiple regression analysis. To examine the relationship between the independent variable of self-care practices and perceptions of self-care and 4 dependent variables (GPA, academic resilience, general resilience, and burnout)  $p=.05$ . We are using multiple regression analysis. To examine the relationship between the independent variable of self-care practices and perceptions of self-care and 4 dependent variables (GPA, academic resilience, general resilience, and burnout)  $p=.05$ .

### **Qualitative Data Analysis**

The qualitative analytic approach we used is content and conversation analysis when we conducted interviews. The qualitative software that was used to manage and store data collected from the qualitative research is Taguette 1.4. Analysis of the data was done while data was being collected and after all data was collected. The analytic steps that were taken was the immersion of the data, which means that researchers listened to the audio recordings that were recorded during interviews. Researchers also transcribed audio recordings so that they can be read. Next, researchers did a one-page summary, which consisted of writing summaries detailing the information from interviews. This was recorded in a table format, with the name of participant, date, time, and the data from the participant. Researchers also coded, specifically emergent coding, to allow for the data to be coded after the interviews were conducted. Once coding was

done after creating transcripts of interviews, researchers created subcategories and levels for coding. All four researchers coded the transcripts. To resolve discrepancies, researchers had discussions as a group to ensure that the coding was unbiased, reliable and consistent.

Researchers made constant comparisons. Those comparisons were between low burnout and high burnout and similarities between high/low burnout in resiliency or burnout groups. We also compared the differences of perceptions and practices in relation to the demographics which include gender and major. Researchers wrote memos, specifically about the patterns observed between the independent variables and dependent variables. We wrote memos about the progress of the researchers, and whether more participants should be a part of the study. Lastly, a memo will record the emotional reactions of the researchers when going through the analytical process. Each memo mentioned was dated and titled for record keeping purposes. Researchers will not do concept mapping or member checking, due to the short timeframe of the research project. Since our sample size is manageable and not incredibly large, we reported using the frequency in numbers and not by percentages.

## **Discussion**

### **Summary of Study**

The purpose of our study is to find out the perceptions and practices in self care among undergraduate college students at Southern Adventist University and how these contribute to their overall resiliency and their burnout rates. Our study is cross-sectional because we collected data from many individual students at once. They completed our one time survey and were interviewed. We have two types of effect sizes to determine how strong the independent variable's relationship is with each dependent variable, the standardized beta coefficients, and

one dependent variable. For each regression analysis, we looked at the effect size for the individual relationship between each independent and dependent variable.

## ***Results***

### ***Quantitative Results***

For the Copenhagen Burnout Inventory scale, hierarchical multiple regression was used to assess the ability of seven control measures (I am willing to learn what self-care could look like, I understand what self-care is, self-care is crucial to my overall well-being, which of the following best describes your current relationship status, are you working, what is your gender, do you practice self-care) to predict levels of burnout. Preliminary analysis was conducted to ensure no violations of the assumptions of normality, linearity, multicollinearity, and homoscedasticity. (I am willing to learn what self-care could look like, I understand what self-care is, self-care is crucial to my overall well-being) were entered at step 1, explaining .2% of the variance. After step 2, the total variance explained by the model as a whole was 4.4%,  $F(7, 114) = .742, p > .001$ . The control measures explained an additional 4.1%.  $R^2$  change = .04,  $F$  change (4, 114) = 1.224,  $p > .001$ . There was no statistically significant relationship between them. In our study the CBI scale has a .832 reliability score.

For the Brief Resilience Scale, hierarchical multiple regression was used to assess the ability of ten control measures (Averages of the Mindful Awareness Perceptions, Averages of the Physical Care Perceptions, Averages of the Supportive Relationships Perceptions, averages of the Mindful Relaxation Perceptions, Averages of the Self-Compassion and Purpose Perceptions, Averages of the Supportive Structure Perceptions, Which of the following best describes your current relationship status, are you working, what is your gender, do you practice self-care) to predict levels of resilience. Preliminary analysis was conducted to ensure no violations of the

assumptions of normality, linearity, multicollinearity, and homoscedasticity. (Averages of the Mindful Awareness Perceptions, Averages of the Physical Care Perceptions, Averages of the Supportive Relationships Perceptions, averages of the Mindful Relaxation Perceptions, Averages of the Self-Compassion and Purpose Perceptions, Averages of the Supportive Structure Perceptions) were entered at step 1, explaining 11.1% of the variance. The total variance explained by the model as a whole was 12.4%,  $F(10, 111) = 1.567, p > .001$ . The control measures explained an additional 1.2%.  $R^2$  change = .01,  $F$  change (4, 111) = .386.  $p > .001$ . There was no statistically significant relationship between them. There is a .012% unique contribution. In our study the RBS scale had a reliability of .779.

For the Academic Resilience Scale (Ar-30), from the reflective and adaptive help feeling subscale, hierarchical multiple regression was used to assess the ability of ten control measures (Averages of the Mindful Awareness Perceptions, Averages of the Physical Care Perceptions, Averages of the Supportive Relationships Perceptions, averages of the Mindful Relaxation Perceptions, Averages of the Self-Compassion and Purpose Perceptions, Averages of the Supportive Structure Perceptions, Which of the following best describes your current relationship status, are you working, what is your gender, do you practice self-care). Preliminary analysis was conducted to ensure no violations of the assumptions of normality, linearity, multicollinearity, and homoscedasticity. (Averages of the Mindful Awareness Perceptions, Averages of the Physical Care Perceptions, Averages of the Supportive Relationships Perceptions, averages of the Mindful Relaxation Perceptions, Averages of the Self-Compassion and Purpose Perceptions, Averages of the Supportive Structure Perceptions) were entered at step 1, explaining 6.4% of the variance. The total variance explained by the model as a whole was 17.6%,  $F(10, 109) = 2.323, p > .001$ . The control measures explained an additional 1.1%.  $R^2$

change = .01,  $F(4, 109) = .370$ ,  $p > .001$ . There was no statistically significant relationship between them. In our study the (AR-30) had a reliability of .896.

For the Academic Resilience Scale (Ar-30), from the final resilience: adaptation subscale, hierarchical multiple regression was used to assess the ability of ten control measures (Averages of the Mindful Awareness Perceptions, Averages of the Physical Care Perceptions, Averages of the Supportive Relationships Perceptions, averages of the Mindful Relaxation Perceptions, Averages of the Self-Compassion and Purpose Perceptions, Averages of the Supportive Structure Perceptions, Which of the following best describes your current relationship status, are you working, what is your gender, do you practice self-care). Preliminary analysis was conducted to ensure no violations of the assumptions of normality, linearity, multicollinearity, and homoscedasticity. (Averages of the Mindful Awareness Perceptions, Averages of the Physical Care Perceptions, Averages of the Supportive Relationships Perceptions, averages of the Mindful Relaxation Perceptions, Averages of the Self-Compassion and Purpose Perceptions, Averages of the Supportive Structure Perceptions) were entered at step 1, explaining 23.7% variance. The total variance explained by the model as a whole was 28.2%,  $F(10, 108) = 4.248$ ,  $p < .001$ . The control measures explained an additional 4.6%.  $R^2$  change = .05,  $F$  change (4, 108) = 1.712,  $p > .001$ . There was no statistically significant relationship between them.

For the Academic Resilience Scale (AR-30), from the perseverance subscale, hierarchical multiple regression was used to assess the ability of ten control measures (Averages of the Mindful Awareness Perceptions, Averages of the Physical Care Perceptions, Averages of the Supportive Relationships Perceptions, averages of the Mindful Relaxation Perceptions, Averages of the Self-Compassion and Purpose Perceptions, Averages of the Supportive Structure Perceptions, Which of the following best describes your current relationship status, are you

working, what is your gender, do you practice self-care). Preliminary analysis was conducted to ensure no violations of the assumptions of normality, linearity, multicollinearity, and homoscedasticity. (Averages of the Mindful Awareness Perceptions, Averages of the Physical Care Perceptions, Averages of the Supportive Relationships Perceptions, averages of the Mindful Relaxation Perceptions, Averages of the Self-Compassion and Purpose Perceptions, Averages of the Supportive Structure Perceptions) were entered at step 1, explaining 16.4% variance. The total variance explained by the model as a whole was 17.6 %,  $F(10, 109) = 2.323, p > .001$ . The control measures explained an additional 1.1%.  $R^2$  change = .01,  $F$  change (4, 109) = .370,  $p > .001$ . There was no statistically significant relationship between them.

For the Academic Resilience Scale (AR-30), from the negative affect and emotional purpose subscale, hierarchical multiple regression was used to assess the ability of ten control measures (Averages of the Mindful Awareness Perceptions, Averages of the Physical Care Perceptions, Averages of the Supportive Relationships Perceptions, averages of the Mindful Relaxation Perceptions, Averages of the Self-Compassion and Purpose Perceptions, Averages of the Supportive Structure Perceptions, Which of the following best describes your current relationship status, are you working, what is your gender, do you practice self-care). Preliminary analyses were conducted to ensure no violations of the assumptions of normality, linearity, multicollinearity, and homoscedasticity. (Averages of the Mindful Awareness Perceptions, Averages of the Physical Care Perceptions, Averages of the Supportive Relationships Perceptions, averages of the Mindful Relaxation Perceptions, Averages of the Self-Compassion and Purpose Perceptions, Averages of the Supportive Structure Perceptions) were entered at step 1, explaining 18.9% variance. The total variance explained by the model as a whole was 20.1%,  $F(10, 110) = 2.772, p > .001$ . The control measures explained an additional 1.3%.  $R^2$  change =

.01,  $F$  change (4, 110) = .431,  $p > .001$ . There was a statistically significant  $p < .001$ . In our study the Mindfulness self-care scale had a reliability of .86.

### ***Qualitative (Interview) Findings***

#### *Self Care Definitions*

We asked the participants what their definition of self-care was and a common theme we gathered was that the definition of self-care according to most participants was taking care of yourself. “Taking care of yourself. Any way that you go out of your way to make yourself feel better.” Participants also viewed self-care as taking time for yourself and an action that you do. “Self-care is like any action or lack thereof that rejuvenates the soul.”

#### *Self Care Practices*

We asked the participants what to practice self-care and common practices we gathered was that physical activities, “I like to go hiking or camping and just explore new areas,” spiritual activities, “Journaling is a way for me to almost record my progress of healing and moving past these things,” entertainment activities, “I can watch a movie. I can listen to music. I can listen to a podcast, an audio book, and it's relaxing, it helps me use my brain and my hands,” and social activities, “Sometimes I like to hang out with my family. We have game night and usually when I go to game night I don't stress or think about anything to do with school. So it's one night a week that I can just go and just de-stress from the week,” were common themes of self-care practices.

#### *Perceived Importance of Self-Care*

Within our interviews we asked the importance of self-care and some participants expressed it was beneficial to them, “It helps get your mind off stuff and allow you to kind of rejuvenate a little bit and get back on track. I probably would have just fully crashed if I'd kept going without taking that little bit of time,” “A lot of the time I feel like there's like this weight,

um, because I'm constantly thinking like, oh, I have this due, or I have to do this, or I have to call this person because I haven't talked to them in a while, things of that sort. And like, whenever I'm able to just, you know, kind of let go and relax, that weight kind of just feels like it's gone and I'm able to just be present.” and “Honestly, I feel better about myself. I feel like I'm able to do more. I feel more motivated. I think self care is important. How am I supposed to achieve something new I'm learning in school? Before I do anything, I have to make sure I can believe I can do this. Otherwise, there's no way I'm going to be willing to accomplish these other various tasks around me.”

### *Perceived Levels of Stress*

We gathered information about the level of stress each student could be facing and we received a range of stress levels among participants. “I wouldn't say that I'm constantly in a state of stress or overwhelmingness, but there are definitely times when I feel that.” “I've had a lot of tests, so actually yesterday was probably the peak yesterday. I was so burnt out. I was like, I don't even want to go to classes and stuff, but after today I was able to just de-stress and take my time today and do some self-care.”

### *Personal Experiences*

We asked if the interviewees could share a time where they've been a student in college that you felt stressed or overwhelmed, and what things did you find helpful to bounce back from that setback. We gathered multiple difficult experiences, and what helped them, and a common theme was practicing social self care, “Just hanging out with my friends, talking to people, working out, and playing video games. I socialize. I constantly talked with my family.”

### *Perceived Academic Performance*

#### *Factors contribute to academic performance*

We asked the students how they are doing academically and what contributes to their academic success. We gathered responses about study groups, “I feel like having study groups so you can bounce ideas off of other people and see what their thoughts are,” but mainly common themes of practicing self-care, “I think a lot and what I do depends on self-care. Because I don't know how I would deal with and be able to complete these tasks if I can't do well by myself. If I don't think I can achieve this, how am I supposed to go achieve something new I'm learning in school,” and “self-care contributes a lot to how I do academically. If I have a lot of stuff compiled in one space, it leaves me with less time to take care of myself which makes me do worse.”

## **Discussion**

### **Summary of Study**

For our quantitative research our hypothesis was incorrect. Self-care practices and perceptions do not have statistical significance to burnout and academic resilience. Our survey results had no statistically significance, except academic resilience, negative affect, and emotional purpose, which were subscales to the academic resilience scale. Our survey sample size was 122 participants, which could have been a reason that there was not statistical significance with a low number of participants. We could have used better scales and subscales that were more clear and highlighted the aspects we were looking for. The survey did not share the same results as the previous research we looked at.

In contrast to our survey results where the research showed no statistical significance, our qualitative results shows that practicing self-care has benefited the well being of our interviewees. Our interview questions consisted of some questions containing the definition of

self-care, perceived stress and burnout, and factors that contribute to academic performance. Our interview had a small sample size of eight participants. The qualitative results showed similarities to our previous research, indicating that self-care positively affects the students overall wellbeing.

For future implications, we suggest that the University continues to do what they have been because students have reported low burnout rates, actively participate in self-care, and see the value in it. We suggest incorporating a self-care curriculum into class and class assignments.

### **Strengths**

In our study we have a big sample size 150-200 which can give a large room for interrupting the data. We are also random selection/sampling/probability sampling which are snowball sampling and convenience sampling. Our sample group is very diverse which entails all genders, race, and ethnicity as well. We are looking at a specific place for our participants and we expect a high turnout. All the study questions and scaling that we have found have a coefficient greater than .7. All the researchers have disclosed biases and have protocols set in place to limit the bias in our research. We are keeping journals, and everyone is checking the work so that we can keep each other accountable.

### **Limitations**

In our study we also have limitations. One of our limitations is that we are conducting our study at Southern Adventist University. The only participants that we are accepting must go to Southern Adventist University. This means that our results are only applicable to students at Southern Adventist University. Another limitation other than population is that only full-time students can participate. This means they must have a certain course load to participate. Participants must be 18 years of age or older which limits who can participate.

## Recommendations for Future Studies

We suggest finding the gap of what is influencing burnout rates among students, if not self-care, then what, along with an integrative study to better understand academic resilience and burnout among undergraduate college students. We also suggest asking better scaling questions and a larger sample size, and having a more equal number of male and female participants.

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Author	Types of Sources and Design	Sampling	Answer to your research question?	Strengths	Limitations
(Erdley -Kass, 2023)	Quantitative; non-experimental; longitudinal study	Required for all undergraduate students–29 men, 221 women; 250 total sample size by the end. different races, ethnicities, ages in regional	GPA positively correlated with all self care variables.  The Variables-  Physical, Psychological , emotional,	Social Work Assessment Worksheet (SWAW) by Saakvitne and Pearlman and Staff of TSI/CAAP). It is a measure of the degree an individual is engaging or	Was from a single university, mostly caucasian, mostly female (p15)

		university at Pennsylvania in accredited university.	spiritual, Relation	not engaging in self-care.	
(Jensen et.al 2023)	Qualitative interview data	Participants who identified as “low or high”engineering identity; Used a maximum variation sampling strategy; 30 undergraduates.	Students in the field reported not seeking help due to high stress loads with academics (16) Three themes from the interviews relating to norms and expectations surrounding stress and mental health in this culture were that: the workload as a stressor, systemic barriers, and relying on peers to cope.	Through the interviews, researchers were able to identify themes relating to engineering culture.	Conducted only at one institution
(Frisby & Vallade, 2021)	Qualitative study	23 participants total, 11 male, 12 female.	The study included a range of different students: some students who were enrolled in remedial courses, those in general education	“Applied a novel theoretical, methodological, and multilevel approach to studying academic resilience”	Limitations were that Covid happened in the process of collecting data; also, students that were enrolled had dropped out and come back, indicating a level of resilience.

			communicati on courses, and upper level students		
O'Neill et. al., 2019	Quantitative	90 students	Engaging in self care daily can reduce academic stress;	Study only included those who were in MSW and BSW programs	Small sample size; used a convenience sample, not a random sample
(Estrada, M. R. (n.d.), 2023)	Quantitative, Self reports	This study was self-reporting data from 159 graduate students in applied areas of psychology were used, and the sample was separated into two groups based on whether they endorsed students of color status or White/Europe an status.	Results indicated that participants who endorsed higher levels of self-care had significantly lower levels of stress. Similarly, participants who endorsed higher levels of self-care endorsed statistically significantly lower levels of school burnout.	This study used a wide variety of research and indicated that appropriate self-care may effectively reduce high levels of stress and burnout. It provided direct reliable research and answers to our questions, while using correlations, independent t-tests, and hierarchical linear regressions to collect data.	This study was specifically for students in applied areas of psychology.
(Bittman, B. B. et al., 2004)	Quantitative Interview Data	The article shows that after the study done on 75 first year nursing students, and their musical	The musical therapy styles helped reduce their burnout and mood stability.	This study looked at the Burnout and mood dimensions were assessed with the Maslach	This study was done only on how recreational music making can reduce burnout.

		therapy that focused on group support and reducing stress.		Burnout Inventory and the Profile of Mood States respectively.	
Jackson, J. (n.d.).	Quantitative Data	The purpose of this study was to explore the self-care practices of undergraduate university students, to identify variables that influence such practices, and to compare the self-care practices of students in health programs to students in mainstream programs.	The findings of this study indicate that student self-care practices have short-term consequences (such as the damaging effects of illicit drug use.) It is important to be mindful of the long-term implications of self-care practices, it is also essential that student self-care practices are examined with short-term outcomes in mind. Self care gives longterm and shortterm benefits for students.	This study shows direct positive effects of doing self care, and was done to healthcare majors and non healthcare majors.	This study was done on only Canadian students.

(Ferriby, A., et al., 2022)	Quantitative Interview Data	Medical students at the beginning of the semester had to complete the Oldenburg Burnout Inventory-student version (OLBI-SS) and the Anatomical Self-Efficacy Instrument (ASEI).	When they are aware and in touch with their self efficacy, the medical career students do not get burned out.	This study revealed that students' feelings of burnout significantly increased from the beginning of the semester to the midpoint and the end of the semester, and that the measurement points in which lower self-efficacy was predictive of increased feelings of burnout.	This study focused on medical students only.
(Cassidy, S. 2015)	Self reports; Qualitative	Undergraduate student participants ( $N = 435$ ) were exposed to an adverse situation case vignette describing either personal or vicarious academic adversity.	Self-efficacy and resilience were very much in relation with academic resilience. This focuses on specific undergraduate students.	When you have positive self efficacy, it has a high positive contribution to academic resilience.	Self efficacy isn't exactly self care but they are related.

<p>Reed et al. 2023 KEEP</p>	<p>Self Reports; Quantitative</p>	<p>Freshman in pharmacy school;</p>	<p>This article discusses how resilience is related to burnout in the academic realm. Resilience was positively associated with mature ages and lower with students of color. Students who self reported wellness behaviors saw a decrease of those over time, excluding sleep adequacy. Resilience predicted lower disengagement by the end of the semester. The wellness behavior associated with lower burnout was nutrition and sleep adequacy. Grade point average was related to sleep and nutrition, not resiliency or burnout.</p>	<p>Measured using the Connor-Davidson Resilience Scale-10</p>	<p>Small study that was at one school; was done during covid where different programs have different procedures.</p>
<p>(Elisa M. Martin) KEEP</p>	<p>Qualitative Study</p>	<p>28 students from the “Self-Care for Future Professionals” online course</p>	<p>Students benefited from a class that was designed to teach about self-care. The data collection tool found the change of perceptions of self-care by the</p>	<p>This research aligns with and expands previous quantitative research.</p>	<p>Generalizations in research due to the full class data not being studied; students were</p>

			end of the 8-week course. Five themes were found from the content analysis found in the data: “Assessment of self care practices, Journey through the course, peer feedback, commitment to yourself, and self-care plan”		
Chatterjee et. al., 2020	Quantitative; Online Questionnaire	100 students; 100 working professionals	It reported the number of people in the study who engage in self care; on average, people engage in selfcare 3-4 days	Study incorporated students and professionals	Limitations included that the survey was conducted online which excludes people unable to access computers, as well as research desirability and recall bias

(Greene et., al, 2017)	Quantitative study	Nineteen undergraduate students participated. The authors employed an exploratory, pre experimental, one- group, pretest–posttest study design. In addition, students were asked one	79% reported their understanding of self-care changed because of the class, at least seven students reporting their knowledge of self-care strategies had	Two texts were used in the course: Skovholt and Trotter-Mathison’s (2011) The Resilient Practitioner: Burn- Out and Compassion Fatigue and Self- Care for the Helping Professions, and Cox and	Due to the study’s exploratory nature, and to this being the first time the Self- Care for Helping Professionals course was taught, there are obvious limitations to the study. Results are not generalizable
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		qualitative question.	increased, and students' value of self-care had increased as a result of the course. Several students noted that the course helped them understand that they had to take care of themselves before they could take care of others.	Steiner's (2013) Self-Care in Social Work: A Guide for Practitioners, Supervisors, and Administrators	due to the small sample size. Additionally, the sample lacked diversity.
(Feng et al., 2019)	Quantitative study	The authors employed an exploratory, preexperimental, one-group, pretest–posttest study design (Rubin & Babbi, 2011). In addition, students were asked one qualitative question.	Significantly poor psychological well-being and prevalence of perceived stress requires attention in students aged 18 and above. Better mindful self-care may safeguard against perceived stress, and	They used the mindful self-care scale-SHORT, Perceived Stress Scale (PSS)-10, and they applied linear regressions to determine the predictors of HRQoL (physical health and mental health) using SF12v2®.	Convenience sampling may induce selection bias and concerns on the generalizability of their findings. There are limitations to using self-reported measures because of the social desirability and recall bias. They were also not able to validate participants' chronic condition status

			mediate the impact of stress on the psychological well-being of this population.		and severity.
(Ashcraft and Gatto, 2015)	Qualitative Study	Nursing students were recruited from the undergraduate nursing program of a suburban university located in the southern region of the United States.	The data suggest a downward trend of care-of-self behaviors as students assume more responsibility for care of others. Findings substantiate the need for development and implementation of care-of-self promoting interventions in order to increase lifelong health-promoting behaviors.	Used the LiveWell Lifestyle Assessment (LWLA).	Computer programming errors outside the investigators' control resulted in 41 percent of the completed assessments being invalid.
(Diebold et al., 2018)	Quantitative study	211 MSW students in a mid-Atlantic university's School of Social Work program took an online survey.	The students recognized the value of self-care for their physical, emotional, and mental health and how it is	Used the stress and coping theoretical framework, Folkman (1984).	Although the composition of this sample is highly comparable to the population of the entire student body, and the response rate was robust,

			essential for restoring well-being and preventing issues in the first place. Students recognized the importance of self care in their professional life to avoid burnout and provide best practice to clients.		the study results may not be representative of the whole body of students. They also could not explore other factors that might have affected student perceptions and understanding about self-care, such as their work involvement or socioeconomic status.
(Thuruthel et al., 2021)	Quantitative study	Included ten undergraduates who were 18-23 years old, and were from the colleges of South India. Have high moderate burnout scores in the SBI and low scores in RSPW, and understands the English language.	The 10 participants expressed similar benefits and insights in their evaluation of the program and remained hopeful of working on the resolution to prevent burnout and strengthen their well-being further. These changes were reflected in the	The study confirmed that the concepts and the structure of the modules of Intervention are reliable and viable for testing on a larger group of students with symptoms of burnout.	Sample is not from colleges in the US specifically.

			significant decrease of dimensions of burnout and a considerable increase in the dimensions of psychological well being.		
Jenkins, E. K., (2019)	Quantitative study	A 16-question survey, including closed- and open-ended response fields was developed by the research team. Survey questions were grounded in Bloom's Cognitive, Psychomotor, and Affective learning domains to comprehensively examine the impact of the assignment on students' learning and self-care capacity.	Participants' increase in self-care practices pre- and post-assignment was statistically significant ( $p = 0.023$ ). Results further demonstrate that students' knowledge of self-care and capacity to identify and manage stressors were enhanced. Participants reported that overall the assignment supported their well-being.	A self-care assignment is an effective strategy for nursing educators to foster students' capacity to cope with stressors.	This test was only done on nursing majors and not on all majors

McGuinness (2021)	Quantitative study	A sample (n = 177) of first-year undergraduates were recruited from a large urban university in Alberta during the 2019-2020 academic year. Method: A multiple regression analysis was utilized to examine whether the three-factor model of resilience and mindful self-care predicted flourishing in undergraduate students.	Self-reported resilience significantly predicted flourishing. Specifically, a sense of mastery and a sense of relatedness was positively associated with flourishing. Additionally, mindful self-care significantly predicted flourishing. Specifically, supportive relationships and supportive structure.		
Michelle Kelley Shuler, Dr. (2023,	Quantitative study	Participants were students seeking an associate's or a bachelor's degree in human services. Fifty-three (N=53) students participated in the study. Most students were female	Given the importance of self-care to human service education, this study highlights the need to look more closely at individual differences and the unique influences	They tested majors from different schools undergrad program  Self-Care Behavior Inventory (SCBI) (Santana & Fouad, 2017).	They tested only one major and not just one

		<p>(n=42), with ten (n=10) male participants and one (n=1) indicating "other ."Over half were Caucasian (n=36), with (n=8) identifying as Latino or Latina, four (n=4) indicating Black or African American, and one (n=1) identifying as American Indian or Alaskan Native. Four (n=4) stated being multiethnic or other. Eighty percent (n=42) sought an associate's degree, with the remaining</p>	<p>on the self-care practices of those students. Overall, participants in this study reported a moderate level of engagement in some self-care behavior, suggesting students find practicing self-care important.</p>		
Erdley-Kass (2023)	Quantitative study	This study examines the relationship between self-care practices and student GPA			

		in a sample of 250 social work undergraduates from a university in the United States.			
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### **Burnout In College Students Interview Informed Consent Form**

Researchers: Kilah Runnels, Genesis Sanchez, Amber Bowes, Sophia Cirigliano

B.S.W candidate, School of Social Work Candidates at Southern Adventist University

Faculty Advisor: Nina Nelson, Ph.D., School of Social Work

Southern Adventist University

#### **Introduction and Purpose**

We invite you to participate in a research study to learn how different undergraduate students practice self-care, their perceptions of self-care, and how this affects their burn-out rates or academic resilience. This consent form's purpose is to fully inform the participant on the purpose, qualifications to be in the study, and any instructions you would need to agree to if you wish to participate.

#### **Who can participate in this Study**

You can participate in this study with these requirements:

- a. You are an undergraduate student at Southern Adventist University.
- b. You are a full-time student.
- c. You have completed the online survey questionnaire before this [redacted] interview.

#### **Study Procedures**

This study includes an in-person interview. [redacted] The questions will consist of questions relating to your day-to-day lifestyle, your viewpoints on this topic, and demographic questions (your academic major, class standing, age, gender, etc.). The interview should be no longer than 1 hour.

#### **Voluntary Participation**

This is a voluntary study, meaning that all participants can participate if they wish to do so. The completion of the interview is dependent <sup>(06)</sup>on the participant, and they will not experience consequences for deciding not to complete it. It should be noted that there are no correct or incorrect responses; responses should be based upon the participant.

### **Possible Risks of Participation**

We believe there is a low risk to this study due to the subject matter relating to burnout. Counseling resources and other mental health resources are listed here:

**Southern's Counseling Services: Appointments are free to all currently enrolled students and can be made by calling 423-236-2782. If needed you may also call 988 Suicide and Crisis Hotline: Dial 988 for free and confidential mental health support. Available 24/7.**

### **Payment**

Participants will be placed in a drawing to win a \$20 Visa gift card.

### **Confidentiality of Records**

To ensure the confidentiality and safety of the participant, we will conduct interviews in closed door environments where responses can only be heard and interpreted by the researchers. When writing results, we will exclude any identifying details connected to <sup>(06)</sup>any data.

Exceptions to confidentiality is if we believe a child, elder, or a person with a disability is at risk or is being abused. We are required by law to report any of the above cases. We will also be required to report if the participant indicates a desire to harm themselves or others.

### **Contact Persons**

For any questions, please contact one of the people mentioned below:

Genesis Sanchez:

[Genesis.s@southern.edu](mailto:Genesis.s@southern.edu)

Dr. Nina Nelson:

[nnelson@southern.edu](mailto:nnelson@southern.edu)

This study has been approved by Southern Adventist University's Institutional Review Board (IRB).

If you have concerns about the study, please contact Dr. Robert Overstreet, the IRB committee chair:

robertoverstreet@southern.edu.

Check the box below to consent to the above information. By checking this box, you confirm that you have read and are in agreement with the terms outlined above.

### **Burnout In College Students**

#### **Questionnaire Informed Consent Form**

Researchers: Kilah Runnels, Genesis Sanchez, Amber Bowes, Sophia Cirigliano

B.S.W. School of Social Work Candidates at Southern Adventist University

Faculty Advisor: Nina Nelson, Ph.D., School of Social Work

Southern Adventist University

#### **Introduction and Purpose**

We invite you, the reader, to participate in a research study to learn how different college academic majors practice self-care, their perceptions of self-care, and how this affects their burn-out rates or academic resilience. This consent form's purpose is to fully inform the participant on the purpose, qualifications to be in the study, and any instructions you would need to agree to if you wish to participate.

#### **Who can participate in this Study**

You can participate in this study with these requirements:

- a) You are an undergraduate student at Southern Adventist University.
- b) You are a full-time student.

#### **Study Procedures**

This study includes a survey questionnaire, and a ten question in person interview if you will to participate in this interview afterward. The questions will consist of questions relating to your day-to-day lifestyle, your viewpoints on this topic, and demographic questions (your academic major, class standing, age, gender, etc.). The questionnaire must be completed entirely.

#### **Voluntary Participation**

This is a voluntary study, meaning that all participants can participate if they wish to do so. The completion of the questionnaire or interview is dependent on the participant, and they will not experience consequences for deciding not to complete it. It should be noted that there are no correct or incorrect responses; responses should be based upon the participant.

### **Possible Risks of Participation**

We believe there is a low risk to this study due to the subject matter relating to burnout. Counseling resources and other mental health resources will be cited below.

### **Payment**

Participants will be placed in a drawing to win a \$20 Visa gift card. If the participant wishes to participate in the interview as well, a second entry will be given for the drawing.

### **Confidentiality of Records**

Results will only be analyzed by the researchers and advisors. The results will be placed in a separate file for the protection of participants' data.

Exceptions to confidentiality is if we believe a child, elder, or a person with a disability is at risk or is being abused. We are required by law to report any of the above cases. We will also be required to report if the participant indicates a desire to harm themselves or others.

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Genesis Sanchez:

[Genesis.s@southern.edu](mailto:Genesis.s@southern.edu)

Dr. Nina Nelson:

[nnelson@southern.edu](mailto:nnelson@southern.edu)

This study has been approved by Southern Adventist University's Institutional Review Board (IRB).

If you have concerns about the study, please contact Dr. Robert Overstreet, the IRB committee chair:

[robertoverstreet@southern.edu](mailto:robertoverstreet@southern.edu).

**Southern's Counseling Services: Appointments are free to all currently enrolled students and can be made by calling 423-236-2782. If needed you may also call 988 Suicide and Crisis Hotline: Dial 988 for free and confidential mental health support. Available 24/7.**

Check the box below to consent to the above information. By checking this box, you confirm that you have read and are in agreement with the terms outlined above. \_\_\_

## Appendix A

PARTICIPATE IN OUR RESEARCH  
PROJECT

---

Self Care  
PRACTICES  
AND  
PERCEPTIONS

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Must Be:

- 18+ years of age
- Undergrad student of Southern
- Must be a full time student

Participants will be entered to win a \$20 visa gift card

HEALTHY LIVING FOR A HEALTHIER LIFE

## Recruitment Script

Good morning/afternoon class thank you for allowing us to take up some of your class time today so we can talk to you about our research. Self-care has been defined as the process of establishing behaviors to ensure holistic well-being of oneself, to promote health, and actively manage illness when it occurs. Individuals engage in some form of self-care daily with food choices, exercise, sleep, etc.

- With this study we want to see and understand how self-care practices and perceptions are viewed around campus and what methods help students achieve academic success.
- Confidentiality. When completing this survey everything you say is confidential. Your names will not be in any report and only the researchers conducting this research will know your answers.
- Our survey will be online. This way it will be easier for you all to complete it at your own time. The survey will take around 10 min.
- All participants will be entered in a \$20 dollar gift card drawing.
- Thank the teacher and students one more time for allowing us to go to their classroom.
- If you all have any questions, please let us know and we will be happy to help you.

## Appendix B

### Measures and Measurement Level for Research Question, Demographic and Control Constructs

Research Question Constructs	Name of variable	Name of measuring instrument/question	Measurement Level	Descriptive Statistics
Perceptions of self-care	Perceptions of self-care	Mindful Self-care Scale (Cook-Cottone, 2015) 24 items; 1=never, 2=rarely, 3=sometimes, 4=often, 5=regularly	Interval/Ratio	Mean (standard deviation), median (if the data is skewed), range
Burnout	Burnout	School Burnout Inventory (SBI; Salmela-Aro et al, 2009) 10 items; 1=completely disagree, 2=disagree, 3=neutral, 4=agree, 5=completely agree	Interval/Ratio	Mean (standard deviation), median (if the data is skewed), range

Resilience	General Resilience	Brief resilience scale (BRS; Smith et al, 2008) 5 items; 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree	Interval/Ratio	Mean (standard deviation), median (if the data is skewed), range
	Academic Resilience	The Academic Resilience Scale (ARS-30; Simon Cassidy) 83 items; 1=greatly disagree, 2=disagree, 3=neutral, 4=agree, 5=greatly agree	Interval/Ratio	Mean (standard deviation), median (if the data is skewed), range
<b>Demographic/ Background and other Constructs</b>	<b>Name of variable</b>	<b>Name of measuring instrument/question</b>	<b>Measurement level</b>	

Major	Major	Please state your major _____.	Nominal	Frequencies and percentages
Course Load	Course Load	Please state how many credits you are taking _____.	Interval/Ratio	Mean (standard deviation), median if the data is skewed), range
Job	Job	Are you currently working? (yes, no)	Nominal	Frequencies and percentages
Academic Standing	Academic Standing	What is your academic standing? (Freshman, Sophomore, Junior, Senior)	Nominal	Frequencies and percentages

Race	Race	What Race best describes you:  Black/African American,  White, Asian, Native Indian/Pacific Islander,  Other ____ (Please State)	Nominal	Frequencies and percentages
Ethnicity	Ethnicity	Are you Hispanic or Latino/a/x? (yes/no)	Nominal	Frequencies and percentages
Age	Age	Please state your age ____.	Interval/Ratio	Mean (standard deviation), median if the data is skewed), range
Gender	Gender	What is your gender?  Male/Female/Other-  (Please state )	Nominal	Frequencies and percentages

### Appendix D

## Self-Care and Burnout Questionnaire

Thank you for participating in the Self-Care and Burnout Study. Your input will help us to develop an understanding of how we as professionals can provide self care resources to improve mental health and academic resilience. This survey includes questions about your self-care practices and perceptions, and how you feel as an undergraduate student. It should take approximately 30-35 minutes to complete. Please read each question carefully and respond as honestly as you can to each item. You will not be identified individually when the results of this project are shared. Your participation is voluntary, so you do not have to answer any questions you do not want to and you can stop at any time.

Results will only be analyzed by the researchers and advisors. The results will be placed in a separate file for the protection of participants' data.

Exceptions to confidentiality is if we believe a child, elder, or a person with a disability is at risk or is being abused. We are required by law to report any of the above cases. We will also be required to report if the participant indicates a desire to harm themselves or others.

### **Consent**

**I have read the informed consent document and**

- **Agree to participate in this study**
- **I do not wish to participate in this study**

Date \_\_\_\_\_

Participant ID:

## SECTION I: SELF-CARE PRACTICES AND PERCEPTIONS

Please think about your perception of self-care and how you practice self-care. Consider how burnout you may feel in your academics.

Questions	Not True At All	Mostly Not True	Somewhat True	Mostly True	Very True
1. Self-care is crucial to my overall well being.					
2. I understand what self-care is.					

<b>3. I am willing to learn what self-care could look like.</b>					
<b>4. I have a good understanding of what self-care is.</b>					

For each question below, please indicate on a scale from 1- 5 how challenging these things are for you. 1 being strongly disagree, 2 being disagree, 3 being unsure, 4 being agree, and 5 being strongly agree.

Question/Item	1	2	3	4	5
<b>1. I tend to bounce back quickly after hard times.</b>					

<p><b>2. I have a hard time making it through stressful events.</b></p>					
<p><b>3. It does not take me long to recover from a stressful event.</b></p>					
<p><b>4. It is hard for me to snap back when something bad happens.</b></p>					
<p><b>5. I usually come through difficult times with little trouble.</b></p>					
<p><b>6. I tend to take a long time to get over setbacks in my life.</b></p>					

Another question as if you were in the situation described below and how you think you would react?

You have received your mark for a recent assignment and it is a 'fail'. The marks for two other recent assignments were also poorer than you would want as you are aiming to get as good a degree as you can because you have clear career goals in mind and don't want to disappoint your family. The feedback from the tutor for the assignment is quite critical, including reference to 'lack of understanding' and 'poor writing and expression', but it also includes ways that the work could be improved.

Similar comments were made by the tutors who marked your other two assignments.

Read each of the statements below and mark the box between 1 (strongly agree) and 5 (strongly disagree) that best reflects how much you think each statement describes how you personally would react.

Please make sure that you give a response to ALL the statements and try to be as sincere and precise as possible in your answers.

	<b><u>Strongly</u> <u>Agree</u>  <u>1</u></b>	<b><u>Agree</u>  <u>2</u></b>	<b><u>Somewhat</u> <u>Agree</u>  <u>3</u></b>	<b><u>Disagree</u>  <u>4</u></b>	<b><u>Strongly</u> <u>Disagree</u>  <u>5</u></b>
1. I would not accept the professors feedback					
2. I would use the feedback to improve my work					
3. I would just give up					
4. I would use the situation to motivate myself					
5. I would change my career plans					
6. I would probably get annoyed					

7. I would begin to think my chances of success at university were poor					
8. I would see the situation as a challenge					
9. I would do my best to stop thinking negative thoughts					
10. I would see the situation as temporary.					
11. I would work harder					
12. I would probably get depressed					

13. I would try to think of new solutions					
14. I would be very disappointed					
15. I would blame the tutor					
16. I would keep trying					
17. I would not change my long-term goals and ambitions					
18. I would use my past successes to help motivate myself					
19. I would begin to think my chances					

of getting the job I want were poor					
20. I would start to monitor and evaluate my achievements and effort					
21. I would seek help from my tutors					
22. I would give myself encouragement					
23. I would stop myself from panicking					
24. I would try different ways to study					

25. I would set my own goals for achievement					
26. I would seek encouragement from my family and friends					
27. I would try to think more about my strengths and weaknesses to help me work better					
28. I would feel like everything was ruined and was going wrong					
29. I would start to self-impose rewards and punishments					

depending on my performance					
30. I would look forward to showing that I can improve my grades					

Answer the following question based on how burnout you feel on a scale from 1-5. 1 being strongly disagree, 2 being disagree, 3 being unsure, 4 being agree, and 5 being strongly agree.

	1	2	3	4	5
1. I feel overwhelmed by my schoolwork.					
2. I feel a lack of motivation in my schoolwork and often think of giving up.					

3. I often have feelings of inadequacy in my schoolwork.					
4. I often sleep badly because of matters related to my schoolwork.					
5. I feel that I am losing interest in my schoolwork.					
6. I'm continually wondering whether my schoolwork has any meaning.					
7. I brood over matters related to my schoolwork a lot during my free time.					
8. I used to have higher expectations of					

my schoolwork than I do now.					
9. The pressure of my schoolwork causes me problems in my close relationships with others.					

Answer the following questions based on how you practice self-care. Circle the number that reflects the frequency of your behavior (how much or how often) within past week (7 days):

<b>Never</b> <b>(0 days)</b>	<b>Rarely</b> <b>(1 day)</b>	<b>Sometimes</b> <b>(2 to 3 days)</b>	<b>Often</b> <b>(4 to 5 days)</b>	<b>Regularly</b> <b>(6 to 7 days)</b>
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### Mindful Relaxation (4 items)



**Physical Care (5 items)**

I ate a variety of nutritious foods (e.g., vegetables, protein, fruits, and grains)	1	2	3	4
			5	
I exercised at least 30 to 60 minutes	1	2	3	4
			5	
I took part in sports, dance or other scheduled physical activities (e.g., sports teams, dance classes)	1	2	3	4
			5	
I did sedentary activities instead of exercising (e.g., watched tv, worked on the computer) <i>*reverse scored*</i>	5	4	3	2
			1	
I practiced yoga or another mind/body practice (e.g., Tae Kwon Do, Tai Chi)	1	2	3	4
			5	

**Total** \_\_\_\_\_

**Average for Subscale = Total/# of items** \_\_\_\_\_

**Self-Compassion and Purpose (4 items)**

I kindly acknowledged my own challenges and difficulties	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
			<b>5</b>	
I engaged in supportive and comforting self-talk (e.g., “My effort is valuable and meaningful”)	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
			<b>5</b>	
I gave myself permission to feel my feelings (e.g., allowed myself to cry)	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
			<b>5</b>	

I experienced meaning and/or a larger purpose in my	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<u>work/school</u> life (e.g., for a cause)			<b>5</b>	

**Total** \_\_\_\_\_

### **Supportive Relationships (4 items)**

I spent time with people who are good to me (e.g., support,	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
encourage, and believe in me)			<b>5</b>	

I felt supported by people in my life	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
			<b>5</b>	

I felt confident that people in my life would respect my choice if	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
I said “no”			<b>5</b>	

I felt that I had someone who would listen to me if I became	1	2	3	4
upset (e.g., friend, counselor, group)			5	

**Total** \_\_\_\_\_

**Average for Subscale = Total/# of items** \_\_\_\_\_

### **Supportive Structure (4 items)**

I maintained a manageable schedule	1	2	3	4
			5	

I kept my work/school work area organized to support my	1	2	3	4
work/school tasks			5	

I maintained balance between the demands of others and what is	1	2	3	4
important to me			5	

I maintained a comforting and pleasing living environment	1	2	3	4
			5	

**Total** \_\_\_\_\_

**Average for Subscale = Total/# of items** \_\_\_\_\_

**Mindful Awareness (3 items)**

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	

**Total** \_\_\_\_\_

**Average for Subscale = Total/# of items** \_\_\_\_\_

### **Total Score Summary**

**Be sure you have correctly scored your reversed-scored item**

**Averaged**

**Subscale**

**Score**

\_\_\_\_\_ **Mindful Relaxation**

\_\_\_\_\_ **Physical Care**

\_\_\_\_\_ **Self-Compassion and Purpose**

\_\_\_\_\_ **Supportive Relationships**

\_\_\_\_\_ **Supportive Structure**

---

**Mindful Awareness****SECTION II: DEMOGRAPHICS**

We would like to know a little about you and your personal life so we can see how different environments and majors experience the issues we have been examining. For each question below check the box(es) that correspond with your answer.

**1. What is your ethnicity/race?**

- Hispanic/LatinX**
- African American**
- Native American**
- Caucasian**
- Alaska Native**
- Asian**
- Native Hawaiian**
- Other (please state):**

2. **How old are you?**

3. **What is your gender?**

**Male**

**Female**

**Other**

4. **Do you practice self-care?**

**Yes**

**No**

**Not sure**

5. **Are you employed?**

**Yes**

**No**

**If so, how many hours?**

6. **How many credits are you taking?**

 **7 or less credits** **12 or more credits**

7. **Do you have an internship?**

 **Yes** **No**

**If so, how many hours per week do you intern?**

8. **Do you volunteer weekly?**

 **Yes** **No**

**If so, how many hours a week?**

9. **Do you help with child care?**

**Yes**

**No**

**If so, how many hours per week?**

**10. Do you want to know more about what self-care could be like for you?**

**Yes**

**No**

**Thank you for completing this survey.**

#### Invitation to Participate in the In-depth Interviews

We will be conducting in-depth-interviews where you can share your perception and practices of self-care in detail and in your own words. This interview will be asking you questions that explore your understanding of self-care and what you do for self-care. Based on your preference the interview will be in-person, over the phone or online (e.g., facetime, zoom, etc.). You will be entered into a drawing for a \$20 visa card for completing the interview. If you would like to participate, please indicate below.

**I would like to participate in the in-depth interviews**

- YES
- NO

**This is my email address or phone number:**

- I would prefer an in-person interview
- I would prefer an online interview

## **Appendix E**

### **Interview Guide**

**Opening Statement:** Hello my name is (Genesis, Amber, Sophia, Kilah). Thank you for taking the time to do this interview. The purpose of this interview is to learn about your thoughts of self-care and what role it plays in how you are doing academically and overall.

I want to remind you that you have the right to not answer any question you don't feel comfortable answering. Also, your personal information and any identifying information will be kept confidential, unless you say something that indicates harming yourself, others, children, or elderly people.

I would like to ask for consent to voice record this interview. Because you decided to participate in the interview as a part of our research, your name will be added into a second drawing for a chance to win another \$20. This interview should take around 30-45 minutes. Do you have any questions for me before we begin?

### **Little q**

**During this interview, I would like to hear about your ideas of self-care and how you think it has affected how you have been doing academically and in your personal life.**

**Let's begin with...**

## Interview Guide

### 1. How would you define self-care? (heading)

Probes:

- How did you first learn about self-care? (subheading)

### 2. What activities do you do to take care of yourself?

Probes:

- Do you spend any time outdoors? If you do what things do you do?
- What if any time do you spend outdoors?
- What do you enjoy doing with your friends?
- What things do you do for entertainment?  
Listening to music?  
Going on social media?  
Watching tv shows or movies?
- How often do you do things that make you feel better each week:
  - Hobbies
  - Interpersonal Relationships
  - Self-compassion
  - Physical Wellness
  - Relaxation and Stress Management
  - Outdoor Recreation

### 3. How do you feel after you practice self-care?

Probes:

- What changes did you notice in your body, mind, mood etc., when you do these self care activities?
- How does this impact you physically?
- How does this impact you emotionally?
- How does this impact you mentally?

- How would you say you are doing in terms of stress and burnout right now?

4. To what extent, if any, do you feel overwhelmed or stressed?

Probes:

- What does that look like for you?
- What aspects of university cause you to feel the most overwhelmed?
- What do you do to overcome these overwhelming feelings?
- What specifically causes these overwhelming feelings?
- Do you experience other feelings associated with being overwhelmed?
- What do you do to overcome these overwhelming feelings?
- What specifically causes these overwhelming feelings?
- Do you experience other feelings associated with being overwhelmed?

5. Please share a time since you have been a student in college that you felt stressed or overwhelmed. What things did you find helpful to bounce back from that setback? (If not, what would you do?)

Probes:

- If not mentioned, how helpful was self-care?
- In other situations, what have you found helpful?

6. How are you doing academically?

Probes:

- How are your grades? Please explain more.
- How is your class attendance?
- Are you keeping up with class assignments?
- How many hours do you study each day or week?

7. What factors contribute to how you are doing academically?

Probes:

- What are the top factors that contribute to you doing well/bad academically?
- If not mentioned, to what extent does self-care contribute to the ways you are doing well academically?

**Closing Statement:** Thank you for participating in our interview. I appreciate your time. If you would like to view the report summary of the study, you can tell me now and I will notify you when the study results are released using the contact information previously shared. If you would like, you can be entered into the second drawing for a \$20 gift card.

### One Page Summary

**[RQ: How do undergraduate students at SAU perceive and practice self-care, and how does this relate to burnout and academic resilience?]**

Interviewer: (R3)

Interviewee Code Name: (P23)

Date of interview:

Interview Mode (in-person or online)

Descriptions:

1. Main issues/themes that struck you from this contact
2. Summarize the information you got or failed to get on each of target questions[main interview question]
  - a. [How would you define self-care?]
  - b. [ How did you first learn about self-care?]
  - c. [What activities do you do to take care of yourself?]
    - i. What if any time do you spend outdoors?
    - ii. What do you enjoy doing with your friends?

3. How do you feel after you practice self-care?
4. To what extent, if any, do you feel overwhelmed or stressed?
5. Please share a time since you have been a student in college that you felt stressed or overwhelmed. What things did you find helpful to bounce back from that setback? (If not, what would you do?)
6. How are you doing academically?
7. What factors contribute to how you are doing academically?
8. Anything else that struck you as salient?
9. What new questions/probes do you have or need to add for the next interviewee?
10. What changes in the order of questions might you make?
11. What type of persons may you need to try to recruit to get a more comprehensive view [e.g., person with low depression/anxiety scores]?

### **Burnout In College Students Interview Informed Consent Form**

Researchers: Kilah Runnels, Genesis Sanchez, Amber Bowes, Sophia Cirigliano

School of Social Work Candidates at Southern Adventist University

Faculty Advisor: Nina Nelson, Ph.D., School of Social Work

Southern Adventist University

### **Introduction and Purpose**

We invite you to participate in a research study about how different undergraduate students practice self-care, their perceptions of self-care, and how this affects their burn-out rates or academic resilience. This consent form explains the study procedure and who you can contact if you have any questions about this study.

### **Who can participate in this study**

You can participate in this study if you meet the following requirements:

- a. You are an undergraduate student at Southern Adventist University.
- b. You are a full-time student
- c. You have completed the online survey questionnaire before this interview

### **Study Procedures**

Researchers will conduct a 20-30 minute interview using a semi-structured guide. Each interview will be audio recorded using a digital recorder and will be transcribed by the researchers. We will give participants the option to interview over zoom or in-person. Participants will be given an online consent form that will be signed digitally before the interview is conducted.

### **Voluntary Participation**

It is up to you to decide whether or not to take part in this study. You can decline to answer any question that you do not wish to answer. If you decide to take part in this study, you will be asked to sign this consent form. You have the right to withdraw your approval at any moment and

without providing a reason even after signing this consent form. There will be no negative consequences if you decide to end your participation in the interview.

### **Possible Risks of Participation**

We believe there is a low risk to this study due to the subject matter relating to burnout. Counseling resources and other mental health resources are listed here:

**Southern's Counseling Services: Appointments are free to all currently enrolled students and can be made by calling 423-236-2782. If needed you may also call 988 Suicide and Crisis Hotline: Dial 988 for free and confidential mental health support. Available 24/7.**

### **Incentives**

Participants will be placed in a drawing to win a \$20 Visa gift card.

### **Confidentiality of Records**

To ensure the confidentiality and safety of the participant, we will conduct interviews in closed door environments where responses can only be recorded and heard by the researchers. When writing results, we will exclude any identifying details connected to any data.

Exceptions to confidentiality are if we believe a child, elder, or a person with a disability is at risk or is being abused. We are required by law to report any of the above cases. We will also be required to report if the participant indicates a desire to harm themselves or others.

### **Contact Persons**

For any questions, please contact one of the people mentioned below: Genesis Sanchez:  
Genesis.s@southern.edu

This study has been approved by Southern Adventist University's School of Social Work Research Committee. If you have concerns about the study, please contact Dr. Nina Nelson:  
nnelson@southern.edu

By checking yes to this box, you confirm that you have read the information above and are consenting to participate in the study.

Yes

No