

PREVENTING BURNOUT

Long hours, heavy workloads, low autonomy, and conflict with supervisors make graduate students prime candidates for burnout.



Recognizing burnout:

- Burnout consists of feelings of exhaustion, cynicism, and negative self-evaluation
- Exhaustion involves feelings of fatigue, stress, and lack of emotional energy
- Cynicism is characterized by a distant or indifferent attitude towards one's work
- Burnout can negatively impact quality of life, and lead to negative mental and physical health outcomes, withdrawal from social activities, and irritability
- Burnout makes it difficult to handle stress and regular daily activities which may negatively impact your personal life, and your academic performance

How can you prevent burnout?

- Find social support (e.g., caring, supportive relationships that validate your emotions and experiences).
- Foster a positive student-supervisor relationship (for help with this, go to the GSA website for the Student Supervisor Discussion Checklist!).
- Social support from supervisors in the form of positive feedback and professional opportunities can help prevent burnout
- Take care of your health with exercise, a balanced diet, and enough sleep.
- Recharge by engaging in self-care, whatever that looks like for you. Maybe it means not responding to emails after 5pm or making more time for friends. Find what works for you!

Maslach, C., Schaufeli, W. B., & Leiter, M. P. (2001). Job burnout. *Annual review of psychology*, 52(1), 397-422.

Maslach, C. (2003). Job Burnout: New Directions in Research and Intervention. *Current Directions in Psychological Science*, 12(5), 189-192. <https://doi.org/10.1111/1467-8721.01258>

Maslach, C., Jackson, S. E., & Leiter, M. P. (1997). Maslach Burnout Inventory: Third edition. In C. P. Zalaquett & R. J. Wood (Eds.), *Evaluating stress: A book of resources* (p. 191-218). Scarecrow Education.

Rigg, J., Day, J., & Adler, H. (2013). Emotional Exhaustion in Graduate Students: The Role of Engagement, Self-Efficacy, and Social Support. *Journal of Educational and Developmental Psychology*, 3(2). 138-152. 10.5539/jedp.v3n2p138

Johnson, J. V., & Hall, E. M. (1988). Job strain, work place social support, and cardiovascular disease: A cross-sectional study of a random sample of the Swedish working population. *American Journal of Public Health*, 78, 1336-1342. <http://dx.doi.org/10.2105/AJPH.78.10.1336>

Demerouti, E., Bakker, A. B., Nachreiner, F., & Schaufeli, W. B. (2001). The job demands-resources model of burnout. *Journal of Applied Psychology*, 86, 499-512. <http://dx.doi.org/10.1037/0021-9010.86.3.499>

<https://www.healthline.com/health/tips-for-identifying-and-preventing-burnout#whats-burnout>

gsa



Funded through your support of the GSA Health and Counselling Fee