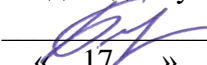


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« 17 » июня 2022 г.

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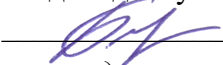
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СТУДЕНТОВ ПЕРВОГО КУРСА ФАКУЛЬТЕТА
ЖУРНАЛИСТИКИ

по основной образовательной программе подготовки магистров
направление подготовки 37.04.01 – Психология

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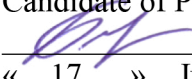
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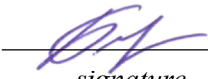
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« 17 » June 2022


MASTER'S THESIS

EMOTIONAL BURNOUT: DEVELOPMENT AND PILOT STUDY OF A PREVENTION PROGRAM FOR FIRST-YEAR JOURNALISM STUDENTS

for Main Educational Programme of Master's Training
Training Direction 37.04.01 – Psychology

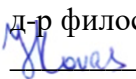
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« 15 » 02 2022 г.

ЗАДАНИЕ

на выполнение выпускной квалификационной работы магистра обучающемуся Капустиной Карине Тимуровне по направлению подготовки 37.04.01 «Психология», профиль «Развитие человека: генетика, нейронаука и психология»

1 Тема выпускной квалификационной работы «ЭМОЦИОНАЛЬНОЕ ВЫГОРАНИЕ: РАЗРАБОТКА И АПРОБАЦИЯ ПРОГРАММЫ ПРОФИЛАКТИКИ ДЛЯ СТУДЕНТОВ ПЕРВОГО КУРСА ФАКУЛЬТЕТА ЖУРНАЛИСТИКИ».

2 Срок сдачи обучающимся выполненной выпускной квалификационной работы:
а) в деканат – 17.06.2022 б) в ГЭК – 20.06.2022

3 Исходные данные к работе:

Объект исследования – эмоциональное выгорание студентов 1 курса факультета журналистики.

Предмет исследования – программа профилактики эмоционального выгорания.

Цель исследования – цель состоит в разработке, внедрении и оценке эффективности программы профилактики эмоционального выгорания студентов 1 курса факультета журналистики.

Задачи:

- разработать программу профилактики эмоционального выгорания,
- провести программу профилактики эмоционального выгорания,
- оценить пилотное проведение, внести изменения.

Методы исследования:

Качественный анализ эссе «Запросы на курс «Психология журналистики»,

Качественный анализ эссе «Каким должен быть курс «Психология журналистики».

Для измерения будут использоваться:

1. Социально-демографический опросник.
2. Опросник эмоционального выгорания К. Маслач.
3. Опросник жизнестойкости С. Мадди.
4. Открытые вопросы.


Организация или отрасль, по тематике которой выполняется работа: психология, образование.

4 Краткое содержание работы

Обоснование, разработка и апробация программы профилактики эмоционального выгорания студентов первого курса факультета журналистики. Анализ результатов опросников: 1. Социально-демографический опросник. 2. Опросник эмоционального выгорания К. Маслач. 3. Опросник жизнестойкости С. Мадди. 4. Открытые вопросы. Качественный анализ эссе студентов. Обобщение результатов и определение направлений доработки программы.


Руководитель выпускной квалификационной работы
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должность, место работы

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Задание принял к исполнению
Студент группы 202020, ТГУ

должность, место работы

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The Ministry of Science and Higher Education of the Russian Federation
NATIONAL RESEARCH
TOMSK STATE UNIVERSITY (NR TSU)
Psychology Department

APPROVED

MSc Programme Director

PhD, Professor

 Y.V. Smetana (Kovas)

« 15 » 02 2022

ASSIGNMENT

for the MSc graduation thesis to the student Kapustina Karina Timurovna in the field of study 37.04.01 «Psychology», training direction «Human Development: Genetics, Neuroscience and Psychology»

1 Title of the graduation thesis EMOTIONAL BURNOUT: DEVELOPMENT AND PILOT STUDY OF A PREVENTION PROGRAM FOR FIRST-YEAR JOURNALISM STUDENTS.

2 Submission dates of the completed graduation thesis by the student:

a) to the Dean's office – 17.06.2022

b) to the State Examination Board – 20.06.2022

3 Baseline information for MSc thesis:

Object of research is the emotional burnout of 1st year students of the Faculty of Journalism.

Subject of research is a program for the prevention of emotional burnout.

Purpose of research – the goal is to develop, implement and evaluate efficiency of a prevention program targeting emotional burnout of 1st-year students of the Faculty of Journalism.

Tasks:

- to develop a program for the prevention of emotional burnout,
- to conduct a program of prevention of emotional burnout,
- to evaluate the pilot implementation, make changes.

Research methods:

Qualitative analysis of the essay "Requests for the course "Psychology of Journalism",

Qualitative analysis of the essay "What should be the course "Psychology of Journalism".

For the measurement will be used:

1. Socio-demographic questionnaire.
2. K. Maslach Burnout Inventory.
3. Hardiness Survey S. Maddi.
4. Open-ended questions.

Organization or field in which the work is being completed Psychology, Education.

Qualitative analysis of the essay "Requests for the course "Psychology of Journalism",

Qualitative analysis of the essay "What should be the course "Psychology of Journalism".

4 Summary of the graduation thesis


Literature analysis, development and pilot study of an emotional burnout prevention program for first-year journalism students. Questionnaire data analysis: 1. Socio-demographic questionnaire. 2. K. Maslach Burnout Inventory. 3. Hardiness Survey S. Maddi. 4. Open-ended questions. Qualitative analysis: essays. Summary of the results and future research and program improvement directions.

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MSc student 202020 group, TSU

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Abstract

The paper presents a theoretical discussion of the stress of journalists, the stress of 1st-year students, emotional burnout, resilience, prevention programs. The theoretical justification for the need to develop a program for the prevention of emotional burnout for first-year students of the Faculty of Journalism is given. A qualitative analysis of the essays of students of the Faculty of Journalism was carried out, also confirming the relevance of the development of the program. To develop the program, the guide "10 steps for evaluation success" was used (Asmussen et al., 2019).

After the development of the program, a pilot study was conducted. A group of first-year students of the Faculty of Journalism of a university in Russia took part in a pilot prevention program: in 6 full-time classes of 1.5 hours, during which they performed tasks from the therapy of acceptance and responsibility of a cognitive-behavioral approach.

To measure the level of emotional burnout, the level of resilience, as well as to collect data on age, gender, professional experience used:

1. Socio-demographic questionnaire.
2. Inventory of K. Maslach's emotional burnout.
3. The study of R. Maddy's resilience.
4. Open questions.

Students filled out questionnaires in 4 stages:

- 1) by clicking on the link from the invitation letter before the start of the program,
- 2) at the first online meeting,
- 3) at the third online meeting,
- 4) at the sixth online meeting.

Students' data was also collected in a separate wave without an invitation to participate in the program. Students filled out:

1. Socio-demographic questionnaire.
2. Inventory of K. Maslach's emotional burnout.
3. The study of R. Maddy's resilience.

To process the results, a statistical analysis of the data was carried out, as well as a qualitative analysis of the participants' answers to open questions. The results show the relevance of the developed program and allows to draw conclusions about what needs to be finalized to improve the program. Discussion of the results and suggestions for further research completes the thesis.

Acknowledgement

I would like to express my sincere gratitude to Yulia Kovas and Olga Bogdanova for organizing this program and the opportunity to study on this for MSc programme. My sincere gratitude to Elina Tsigeman, Evgenia Alenina and Vlada Repeykova for their classes, endless support and faith in the value of my work. My special sincere gratitude to the 202020 group and Dmitry Lobachev for our exam preparations, joint ticket discussions, support during the session and the belief that we will cope.

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Chapter 1. Introduction

This chapter describes the main results of research on psychological difficulties faced by journalists, as well as first-year students. It also describes the results of research on such constructs as "Emotional burnout" and "Resilience". At the end of the chapter, an overview of programs for the prevention of emotional burnout and resilience is presented.

1.1 Stress in the life of journalists

The profession of a journalist is one of the most competitive and stressful (Liu et al., 2021). Forbes magazine ranked it sixth among the most stressful professions in 2017. In the field of journalism, competition is high, resources are limited, and deadlines are tight. As MacDonald notes (MacDonald et al., 2016), as a result, the ability to control work-life balance, maintain relationships and a healthy diet, sleep well at night and exercise decreases.

Scientists (Liu et al., 2021) found that with the development of a high-speed mobile network, media workers must master new skills and master new technologies. These work demands, external efforts, and excessive commitments are associated with increased levels of anxiety. Higher level of job burnout may result in broken personal relationships, increased use of alcohol, mental disorders, sleep disorders, suicidal ideation, and impairment in functioning.

To provide first-hand news, journalists are often among the first to arrive at the scene and often work overtime to write press releases (Monteiro, 2015 as cited in Liu, 2021; Wilson, 2008 as cited in Liu, 2021).

Employment in the field of mass media presupposes the ability to transmit verified and up-to-date information as quickly as possible. The earlier it is possible to transfer the material, the higher the quality of the work done. The race against time and competition between journalists themselves are essential conditions of this profession. The events of yesterday cease to be the news of today.

At the same time, it is important to take into account the moral impact of reporting on events that involve risks to life. Consequently, there are bodily, emotional, and psychological risks in such scenarios (Monteiro et al., 2016).

The profession of a journalist can be considered a risky profession, journalism ranks seventh in the ranking of the 10 most stressful professions (Monteiro et al., 2016).

There are studies confirming the possibility of depression and Post Traumatic Syndrome in journalists after working with traumatic events. The prevalence of depression and PTSD depends on the type of journalism, event, experience during stress. In a review by Aoki et al. (2013), this data ranges from 0% to 33%, which indicates a higher prevalence of PTSD in journalists than in the population (Monteiro et al., 2016).

They are anxious and pessimistic about their future as they struggle to master new technologies and worry about how long their work will be there (Wilson, 2008 as cited in Liu, 2021). Media workers are also susceptible to depressive symptoms. This is probably because they are often exposed to situations that increase stress and tension, starting with “minor” critical events such as traffic accidents, violent political and public demonstrations, burglaries and murders, situations and cases involving a child and abuse to more serious and large-scale events (Monteiro, 2015 as cited in Liu, 2021).

Since media workers often face a high level of job requirements (Monteiro, 2015 as cited in Liu, 2021), they generate negative emotions, including anxiety (Mark, 2012 as cited in Liu, 2021) and depressive symptoms (Monteiro, 2015 as cited in Liu, 2021).

A fundamental aspect of the work of journalists is the interaction and formation of relationships with a wide range of people. These interactions usually occur with victims or friends and relatives of victims going through some kind of crises or dilemmas worthy of news. There is interest not only in the coverage of victims of large-scale disasters, but also in the overall impact of a wide range of behaviors evident in society. It is not uncommon for local journalists to cover the same story several times over a long time in one way or another and therefore constantly contact the victims. This focus on getting stories from suffering people is comparable to “relational transactions in the workplace” (Leiter, 2001, as cited in MacDonald, 2016), which play a key role in the development of burnout symptoms.

Of particular interest to the current discussion is the desire to reduce costs within media organizations. This often means a reduction in the number of staff and, consequently, an increase in workload, as well as a long and irregular working day for journalists. Unfortunately, this change was also associated with a decrease in income for journalists, despite the heavy workload and responsibility (Association of Radio and Television News Directors, 2009 as cited in MacDonald, 2016).

There is also an industry trend in which many roles and services are transferred to freelance mode, which means less security and organizational support, as well as increased isolation of journalists (Newman, 2002 as cited in MacDonald, 2016).

The overall prognosis for journalists becomes even dimmer when one considers the traditionally stoic and cynical newsroom culture that pervades many organizations, meaning many journalists feel that they cannot seek social support from their colleagues or management without the risk of seeming weak or fearing the loss of their job (Vorenberg, 2012 as cited in MacDonald, 2016).

Alternatively, journalists may turn to a less useful coping mechanism, such as alcohol, because they are socially more appropriate in the culture of the newsroom (MacDonald, 2015 as cited in MacDonald, 2016)

In March 2020, the coronavirus pandemic occurred in the world, and studying became remote. This created an additional burden for students. In this regard, on the Faculty of Journalism of a University in Russia were noticed changes.

Students described that they were more worried than usual, that it was difficult for them to talk with a stranger to take an interview or comment.

Therefore, at the Faculty of Journalism was decided to develop a program of psychological support for students. It will include a separate module of the program for the prevention of emotional burnout of students of the Faculty of Journalism of the first year of study.

Conclusions of this paragraph are following: the profession of a journalist is competitive, stressful and risky. Journalists need to work in a limited time, often overtime, quickly master new skills and master new technologies. High demands are placed on their work against the background of cutting costs in editorial offices and transferring to freelancing. This creates psychological risks, such as increased anxiety, the possibility of depression and the development of post-traumatic syndrome.

1.2 Stress in the life of first-year students

Studying at the university is a very difficult time. The transition to college reflects a period of change in many areas of life, including personal responsibilities, social support, and the institutional environment (Astin et al., 2015). In accordance with the theory of psychosocial identity, students in the transition to college are engaged in the dual tasks of developing a healthy identity, as well as exploring intimacy with others (Erickson, 1968). As a rite of passage, going to college and leaving home are associated with separation from family and friends, transition to independence with self-regulation, and integration into a new social and academic environment (Masten et al., 2004; Schulenberg et al., 2006).

The stress of the student period is associated with the beginning of independent life, serious stress due to the combination of study with the need for work, psychological stress of crises of professional and personal development. At the same time, adolescence is sensitive for the development of resilient strategies (Leonenko et al., 2020).

Modern students, most of all 1st year students, face difficulties in adapting to study. Since at one time they overcome several crises: age crisis, crisis of subjective life, crisis of realization, crisis of professional activity, ideological crisis due to the instability of the present and the

uncertainty of the future. At the same time, the development of resilience takes place at this time (Bandyko, 2020).

Also, scientists talk about the importance of mindfulness and compassion for the well-being of students in college. Three commonly accepted categories of coping include problem-oriented, emotion-oriented, and meaning-forming coping (Lazarus et al., 1984; Park et al., 1997). That's why it is so important to develop the ability to deploy attention. It is essential for self-regulation and well-being (Roeser et al., 2012). Attention focus and awareness enable self-regulation and socioemotional competencies such as recognizing and managing emotions, setting achievable goals, establishing positive relationships, and making safe choices.

Mindfulness and compassion (MC) skills and practices were postulated to enhance three causal processes: preparedness to cope, productive stress response through adaptive appraisals of stressors and skillful deployment of coping resources, and healthy post-coping reflections.

MC skills were hypothesized to enhance:

- (a) preparedness to cope,
- (b) productive stress response through adaptive appraisals and skillful deployment of coping resources,
- (c) healthy postcoping reflections.

Therefore, MC skills may be a useful preventive tool to strengthen emerging adults' ability to adjust to a new academic environment and fulfill the developmental tasks of this period. Thus, the competency to establish a sense of healthy social connectedness and access to meaningful social supports represent a critical adaptive resource (Dvořáková et al., 2019).

According to Amanvermez (Amanvermez et al., 2021), the first psychological problems arise in students most often in the first year of study. Students face academic demands, interpersonal communication problems, lifestyle changes and financial difficulties. 63 – 73% of college students report high levels of stress. In turn, stress management programs can reduce sleep problems, depression and anxiety.

A meta-analysis of the relationship between students' emotional burnout and their academic performance is interesting (Madigan et al., 2020). The connection of burnout with studying can be explained by the fact that studying is similar to work. The components of academic burnout: study fatigue, cynicism aimed at studying and reduced efficiency in relation to academic work (Salmela-Aro, 2009 as cited in Madigan, 2020). Researchers point to a possible link between burnout symptoms and negative consequences for students. Such as low motivation, low self-esteem and even suicidal thoughts (Walburg 2014 as cited in Madigan, 2020).

Researchers admit that a decrease in efficiency, as one of the symptoms of burnout, can lead to a negative self-perception regarding a person's ability to perform tasks related to study, this will also lead to a significant loss of effort and interest in studying (Swider, 2010 as cited in Madigan, 2020).

Thus, students experiencing frequent symptoms of emotional burnout will not be able and will not want to spend effort on completing tasks related to their studies. Accordingly, this lack of effort is likely to hinder academic performance (Richardson, 2012 as cited in Madigan, 2020).

It is also important to consider the possibility of absenteeism. That is, the symptoms of emotional burnout can manifest themselves in the physical absence of students in the learning environment. Absenteeism can be aggravated by an attempt to distance oneself from studies – as a result of cynicism (Petitta, 2011 as cited in Madigan, 2020). Moreover, avoidant behavior, such as absence in the context of learning, can be caused by the perception of one's own incompetence – as a result of reduced efficiency (Bandura, 1997 as cited in Madigan, 2020). Consequently, it is likely that emotional burnout will lead to the fact that students will be both psychologically and physically suspended from their studies. This may also explain why emotional burnout can lead to lower academic performance.

Emotional burnout has indeed become a significant negative factor affecting academic performance (exams, grades, average score). In this regard, general burnout and all three symptoms of burnout predicted worse academic performance.

Against the background of different results of individual studies, the pooling of literature from 29 studies shows a stable relationship. This negative relationship is characteristic of the three components of emotional burnout. Burnout is a critical factor to consider when trying to understand and improve student outcomes.

In particular, exhaustion is associated with lower achievements. The depletion of resources will lead to the fact that students will be tired both physically and emotionally and will struggle with academic requirements. Exhaustion can also lead to an inability to make efforts or show interest in study-related tasks (e.g., revision, completion of coursework), which means that when evaluating their work or competence, their performance is assessed as low. It is worth noting that this component has the least effect on academic performance.

Analyzing why cynicism reduces academic performance, it is possible that a cynical attitude to learning will mean that students distance themselves from the academic environment, their teachers and their tasks. Such withdrawal is likely to mean that students lose sight of important information, do not use the opportunity to seek support and spend less time studying.

Of the three symptoms, the decrease in efficiency had the greatest negative correlation with academic performance. This is not surprising. Perhaps this is due to the fact that negative self-perception leads to avoidant behavior in students.

In terms of psychological variables, emotional burnout has a greater impact than general and academic stress, and similar-sized effects such as procrastination, boredom, and test anxiety (Richardson, 2012 as cited in Madigan, 2020). These findings are of particular concern and reinforce the need for teachers and parents to be aware of the symptoms of burnout and their consequences.

Researchers note that in student life stress is associated with academic performance, the assimilation of a large amount of information, the formation of skills and abilities necessary for adaptation to the conditions of educational and social life (Bushma, 2019 as cited in Zyatкова, 2021). Resilience can help to cope with these tasks.

Thus, we see that the first year of study is associated with a number of crises: age crisis, crisis of subjective life, crisis of realization, crisis of professional activity, ideological crisis. At this time, students often have to be separated from their family, moving to another city, exploring their identity, forming intimacy with others, coping with academic workload and growing personal obligations, moving to independence and self-regulation. At the same time, researchers note a possible link between the symptoms of emotional burnout and deterioration in studies, as well as negative consequences for students. Such as low motivation, low self-esteem and even thoughts of suicide. Burnout has a greater impact than general and academic stress. At the same time, students in their student years are particularly susceptible to various sustainability strategies.

1.3 Emotional Burnout as a Construct

What is emotional burnout?

Freudenberg in 1974 (Weisberg et al., 1999) formulated this construct to explain the phenomena of physical, emotional and mental exhaustion; lack of involvement in work; dehumanization; and declining achievements. The described symptoms occurred in people working as teachers, social workers and police officers (Cherniss, 1980 as cited as Weisberg et al., 1999; Maslach, 1982 as cited as Weisberg et al., 1999).

Burnout is a work-related mental health disorder involving three aspects: emotional exhaustion, depersonalization, and a decrease in personal achievements. Emotional exhaustion is a state of exhaustion of one's emotional resources, depersonalization refers to a negative, cynical and detached approach to people under care, and a decrease in personal achievements refers to a feeling of low self-efficacy and negative feelings towards oneself (Awa et al., 2010).

The presence of these parts distinguishes emotional burnout from stress and other psychological conditions with which it has similar symptoms. For example, depression, fatigue, anxiety or lack of motivation. Emotional burnout also differs from stress in that people have long-lasting symptoms. Burnout often occurs as a result of stress resulting from the social relationship between the helper and the recipient of assistance, usually found in asymmetric professional relationships where the victim is the 'giver' and the client(s) is the 'recipient'. This usually happens with professionals such as doctors, nurses, teachers, or social workers (Awa et al., 2010).

An imbalance between job requirements and professional skills, lack of control over work, an imbalance of reward for effort (a mismatch that exists between resources, expectations, and the reality of work) and prolonged stress at work, they are the leading risk factors for the development of emotional burnout (Awa et al., 2010).

In my work, I use the Inventory of K. Maslach's emotional burnout. It is based on a scale that Pines has developed. Pines (Pines et al., 1981 cited as Weisberg et al., 1999) developed a burnout scale classified into three dimensions of exhaustion: physical, emotional and mental. Physical exhaustion is characterized by low energy levels, chronic fatigue, and weakness. This manifests itself in a tendency to accidents, vulnerability to diseases, frequent headaches, nausea, pain in various parts of the body, as well as changes in eating habits and weight. Emotional exhaustion is characterized by feelings of depression, hopelessness and feeling trapped. With mental exhaustion, a negative attitude towards yourself, your work and your life develop. A person may feel incompetent to work.

What is the origin of emotional burnout?

In the literature, there are many studies on the causes of burnout, explaining the causes by the influence of the environment. Genetic causes and their importance have been studied significantly less. However, for the whole picture, it is essential to take into account the impact of family factors as well. Scientists describes a study examining genetic influences and its emphasis on burnout (Blom et al., 2012). The level of burnout was measured by the Pines scale (Pines et al., 1981 cited as Weisberg et al., 1999). Both monozygotic (MZ) and dizygotic (DZ) Swedish twins were present in the sample. The sample consisted of 20,286 people. The exploration of the environment with the influence of genes on emotional burnout was examined.

According to the results of the study (Eriksson et al., 2004), 33% of individual differences in the symptoms of emotional burnout in men and women are related to genetic factors. Environmental factors explain the remaining 67 %. This is important to consider when planning the prevention and rehabilitation of burnout.

Speaking about the causes of emotional burnout, it is important to consider the causes in the field of neurobiology. Scientists have suggested that a violation of neurogenesis can greatly affect the occurrence of emotional burnout (Eriksson et al., 2004). To enhance neurogenesis, it is good to use antidepressants, the introduction of physical activity, as well as environmental enrichment.

What studies are currently available on emotional burnout?

Scientist investigated the issues of emotional burnout syndrome (Astafurova, 2012):

1. Is there a connection between emotional burnout and the degree of expression of creative potential?
2. Will there be differences in personal characteristics, features of the volitional sphere and the level of emotional burnout?
3. Can the totality of personality traits resist the development of emotional burnout?

As a result of the study, the following conclusions were made:

1. The majority of respondents with high creative potential are resistant to emotional burnout.
2. In respondents with an average and high level of formation of the components of emotional burnout, the dominant component is psychoemotional exhaustion ($p < 0.01$), which is characterized by a feeling of fatigue, depressive mood, unwillingness and inability to work full-time, irritability, as well as psychosomatic and psychovegetative disorders.
3. Among individual psychological characteristics, statistically significant relationship between the development of burnout and set of traits: reduced volitional qualities ($p < 0.05$), emotional intelligence (inverse correlation) ($p < 0.01$), orientation to the professional field ($p < 0.01$), focus on the preservation of identity (inverse correlation) ($p < 0.01$).

Thus, it can be assumed that employees with high creative potentially burn out less, also reduces the level of burnout, motivation and volitional qualities (Astafurova, 2012).

Basically, scientists are interested in predictors of the occurrence of emotional burnout. In the cross-cultural study about burnout (Jamal, 2007) scientists studied the differences between self-employed and employed workers in Canada ($n = 248$) and Pakistan ($n = 306$). Burnout as a whole was investigated, as well as its components: emotional exhaustion, depersonalization and lack of achievements.

The data was collected using a structured questionnaire. As a result, in both countries it was found that the self-employed report a higher level of general burnout, emotional exhaustion, lack of achievements.

There is also a study of the effects of moderation and mediation in the literature.

For example, scientists explore the relationship between previous states of chronic stress, factors of moderation of optimism/pessimism and overcoming difficulties, on the one hand, and burnout on the other (Rioli, 2003).

The sample consisted of 82 employees with an upcoming important deadline. Multiple regression analysis was used as an analysis.

The study showed that optimism and coping skills mitigated chronic stress for emotional exhaustion and depersonalization, but not for personal achievements. Lower optimism, higher pessimism led to a lower ability to cope with control. Lower optimism and higher pessimism were also associated with higher emotional exhaustion. In addition to the effects of moderation, all moderator variables showed the main effects with emotional exhaustion, depersonalization and personal achievements in the predicted directions.

Interesting to talk about another study (Chang et al., 2000). The authors studied the relationship between optimism and the risk of professional burnout in 225 working college students (61 men and 172 women). Stress was studied as a mediator.

The sample included those students who worked at least 10-15 hours a week. The average age is 22.9 years.

The measurements were carried out using a questionnaire: The Life Orientation Test measured optimism (Scheier et al., 1994 as cited as Chang et al., 2000). Stress was measured on the Perceived Stress Scale (Cohen et al., 1983 as cited as Chang et al., 2000). The exhaustion scale measured the depletion of emotional energy.

The results showed that optimism is a strong predictor of the risk of burnout at work, regardless of stress. Consequently, stress did not fully mediate the relationship between optimism and the risk of burnout at work. In addition, it was found that stress is largely associated with the risk of burnout at work.

Professional burnout is associated with negative consequences for the organization and the employees themselves (Lubbadeh, 2020). Such as absenteeism, health problems and mental problems. Among the health problems are headaches, type 2 diabetes, cardiovascular problems. Among the psychological consequences are insomnia, depression and anxiety. Emotional burnout and insomnia can predict the evolution and strengthening of each other among employees.

Among the causes of burnout, it is important to take into account working factors. These include:

1. workload,
2. control,
3. remuneration,

4. community,
5. justice,
6. values.

Any discrepancy between a person and six areas of work can increase the likelihood of emotional burnout (Lubbadeh, 2020).

What kind of research is planned for the future?

In the long-term study investigating a link between depressive symptoms and school Burnout in adolescence (Salmela-Aro et al., 2008), scientists measured how depressive symptoms in middle-aged and late-aged adolescents can be related with school burnout, as well as how burnout can be related with depression.

Data were collected at the age of 15-19 year olds in two three-wave longitudinal studies, crisscrosses between school burnout and symptoms of depression were investigated.

In the first study, the participants were 15-year-olds (Time 1: N = 611, Time 2: N = 614, Time 3: N = 725). Schoolchildren filled out questionnaires. In the second study, participants were 17-year-olds whose school burnout and depressive symptoms were measured three times a year (Time 1: N = 474, Time 2: N = 412, Time 3: N = 414).

As a result, it was found that burnout at school more strongly predicted subsequent symptoms of depression later than vice versa.

This provides material for further research. In particular, that school burnout both in middle and late adolescence should be taken seriously since in the future which could advance into depressive symptoms.

Summarize the studies described above, it is also worth noting promising areas in the field of genetics. Further research is needed to determine the equal heritability of burnout in women and men (Blom et al., 2012). There may be some genetic differences.

In addition, there are areas for further research in the field of neuroscience. Based on the above research, additional studies of the relationship between neurogenesis and emotional burnout, as well as other related neuropsychiatric disorders, are important (Eriksson et al., 2004).

Separately, it is worth noting the trajectories of development in the field of the concept of "emotional burnout". Scientists studied the trajectories of school burnout during periods of study - in middle and late adolescence (Salmela-Aro, 2014). The first sample is 15-year-olds (614 people), the second sample is 17-year-olds (575 people). It happened in a Finnish school. Which is important, because it is necessary to take into account cultural peculiarities.

The trajectories were determined: low stability, high degree of decline, low degree of increase in burnout at school.

School burnout can predict the trajectories of life. Small gender differences in the second study: girls were more prone to emotional burnout. In the first case, there were no gender differences.

Conclusion: early interventions are important for adolescents with increasing emotional burnout to prevent the accumulation of problems.

Scientists described an intervention program to prevent burnout (Brook, 2021). The participants were last-year nursing students who had passed pre-registration ($n = 74$), and teachers ($n = 7$) who participated in the implementation of the intervention.

Sessions related to time management, self-confidence, overcoming stress and opportunities to discuss any were also taken into account current problems with accommodation. The participants took part in the AST intervention program - 4 days of three classes. Participants filled out questionnaires at the entrance and exit, also participated in focus groups and personalized interviews.

According to the results: the participants perceived this intervention as the acquisition of skills and experience that brought them permanent personal benefit both in professional and personal life.

Separately, it is worth dwelling on the emotional burnout of journalists. The theory of resource allocation states that negative thoughts (rumination) associated with negative emotions consume a certain amount of limited cognitive resources, which leads to insufficient cognitive resources to solve more important tasks (Gotlib, 2010 as cited in Liu, 2021), which reduces their work enthusiasm, self-confidence in work and leads to reducing their motivation to burnout at work in the long run. Some longitudinal studies even report a one-way relationship between negative emotions and burnout (Armon, 2012 as cited in Liu, 2021), indicating that negative emotions are predictors of professional burnout.

Other work-related factors associated with burnout levels include increased conflict between work and family and workload, decreased ability to innovate and autonomy in the workplace, low levels of perceived organizational support, income, engagement, peer cohesion, task orientation, and physical comfort in the workplace.

Organizational and industry stressors common to journalists are more important for determining the level of burnout symptoms compared to the content of tasks that a person usually performs.

There are a number of relevant factors that have been identified in the broader literature on burnout but have not yet been studied in samples of journalists. Some of them include: the relationship between burnout and negative consequences for physical health, indicating prolonged stress; the relationship between burnout and personal factors (especially neuroticism,

external locus of control and endurance); and congruence between the values of the individual and the values of his employer organization (Leiter, 2001 as cited in MacDonald, 2016). The last point is especially relevant, since ideology is a key motivator for working as a journalist, and studies have shown that the discrepancy between individuals' ideals for their work and actual organizational practices can lead to a decrease in commitment to work (Pihl-Thingvad, 2014 as cited in MacDonald, 2016).

Jung and Kim (Jung, 2012 as cited in MacDonald, 2016) emphasize that burnout is considered a key determinant staff turnover in various organizational conditions.

It has been suggested that an increase in the level of perceived organizational support will be associated with a decrease in the level of emotional burnout. Perceived organizational support was measured using the Perceived Organizational Support Scale (POS).

Among the factors are also involvement, peer cohesion, task orientation and physical comfort (Cook, 1993 as cited in MacDonald, 2016).

Cook and Banks (1993 as cited in MacDonald, 2016) found that the fewer years of experience, the higher the level of EE for a journalist. They also found that those with fewer years of experience had higher levels of DEP.

They suggest two possible reasons why older journalists may experience significantly lower levels of emotional burnout compared to younger journalists. Firstly, as journalists grow up, they develop stress coping skills. Secondly, it is possible that the older cohort are those who have survived the industry, and those who are more susceptible to burnout symptoms have changed professions earlier in their career.

Scientists interviewed 234 sports journalists of various levels: text editors, layout designers, sports journalists, sports editors (Reinardy, 2006).

As a result, it was determined that, in general, sports journalists have a moderate level of emotional exhaustion and depersonalization and a high level of personal achievements. There are different results depending on the type of work. Sports editors have a higher level of emotional exhaustion and depersonalization and a lower level of personal achievements. Young people with little experience of sports journalists in small newspapers also have a higher level of emotional exhaustion and depersonalization. This is important for my work – the impact on the level of emotional burnout of age. This result is related to the study described above (Cook, 1993 as cited in MacDonald, 2016), which indicates that young inexperienced journalists suffer from emotional burnout more often than experienced older professionals.

The article contains excerpts from in-depth interviews taken by the Associated Press at the Sports editors' convention: "I can't imagine myself doing anything else," says Toledo Blade sports editor Frank Corso. Among the answers there are such statements: "we love our work",

find it "pleasant", are "happy" in their work. Which indicates a high level of personal achievement. Emotional burnout consists of three components: emotional exhaustion, depersonalization and personal achievements. The authors point out that a high level of personal achievements can compensate for the influence of the first two components. Acting in this way as a buffer against emotional burnout.

In the systematic review was reviewed 28 articles from 2002 to 2016 (Monteiro et al., 2016). The analysis showed that 13 articles report homogeneous data on the relationship between the impact of a traumatic event while working for a journalist and the presence of symptoms of post-traumatic stress disorder.

In the review, the authors distinguish two types of stressors: organizational and task related. The authors include organizational stressors: long working hours, limited deadlines, multitasking, the need to adapt to technological changes, time imbalance at work and in the family, competition with colleagues, lack of support from superiors. Stress factors associated with the performance of tasks include danger and risk to the physical and emotional integrity of a journalist, pressure from paramilitary groups (when a journalist must accompany them), the need to choose between continuing reporting and providing assistance to the victim, internal conflict between respect for soldiers and sympathy for the victims, insufficient qualifications, separation from family during business trips.

Thus, we see that emotional burnout is a work-related disorder that includes three aspects: emotional exhaustion, depersonalization and a decrease in personal achievements. Emotional exhaustion is a state of exhaustion of one's emotional resources, depersonalization refers to a negative, cynical and detached approach to people under care, and a decrease in personal achievements refers to a feeling of low self-efficacy and negative feelings towards oneself. Emotional burnout differs from stress in that people have long-term symptoms. It often occurs as a result of stress caused by the social relationship between the helper and the recipient of assistance, usually found in asymmetric professional relationships where the victim is the "giver" and the client(s) is the "recipient".

Risk factors include an imbalance between job requirements and professional skills, lack of control over work, an imbalance of remuneration for efforts and prolonged stress at work, negative thoughts, little experience and the young age of journalists. Optimism and stress management skills reduce the risks of emotional exhaustion and depersonalization. Also, maintaining physical activity has a positive effect. There is an assumption that a high creative potential also provides a low propensity. It is important that burnout at school more strongly predicts subsequent symptoms of depression later.

Sixty-seven percent of individual differences in men and women in the symptoms of emotional burnout are explained by environmental factors. This is important to consider when planning the prevention of emotional burnout.

For future research, it is important to study emotional burnout at an early age, as well as conducting burnout prevention programs for first-year students. This is important for my work – the influence of age on the level of emotional burnout. Early interventions are important for adolescents with increasing emotional burnout to prevent the accumulation of problems. Some longitudinal studies even report a one-way relationship between negative emotions and burnout (Armon, 2012, cited in Liu, 2021), indicating that negative emotions are predictors of professional burnout.

1.4 Resilience as a construct

The concept of "Resilience" is a person's resources that allow him to overcome difficulties effectively, while maintaining optimal health, efficiency and psychological well-being. These are individual abilities of a person to mature and complex forms of self-regulation at the existential and psychophysiological levels of human functioning (Maddi, 1994 as cited in Leonenko, 2020).

In the structure of resilience, three interrelated attitudes are distinguished: involvement, control and risk-taking, which constitute an existential worldview that determine the psychological maturity of the individual (Leontiev 2006 as cited in Leonenko, 2020). It is especially important to consider the concept of resilience during the student period.

Students with high resilience are characterized by an optimal level of control, a balanced time perspective, and a philosophical attitude to difficulties, overcoming which they perceive as a valuable experience. The values of development and spiritual satisfaction are of the greatest value for resilient students, which indicates the psychological maturity of the respondents (Leonenko et al., 2020).

Researcher S. Maddi, the author of the concept of resilience, defines this term as an integral personality trait responsible for the success of overcoming life difficulties by a person (Maddi, 2002).

Studying resilience as a human belief system, C. Maddi formulated a construct of resilience that includes three components:

1. involvement is a person's conviction that involvement in real reality gives him the opportunity to find interesting and important things in it for himself;
2. control is a person's belief that the result of what is happening in reality can only be influenced by struggle as the choice of one's own strategy of activity in a particular situation.

3. risk-taking is a person's conviction that everything that happens to him is necessary for his development, since it gives him both positive and negative experience. "A person who considers life as a way of gaining experience is ready to act in the absence of reliable guarantees of success, at his own risk, considering the desire for simple comfort and security impoverishing the life of the individual" (Kazanovich, 2021).

Basically, inclusiveness, control, and risk-taking develop in childhood, partly in adolescence. The harmonious development of all components of resilience crucially depends on the relationship of parents with the child: their love, approval and support, including support for the initiative of the child, his desire to independently solve life problems of varying complexity, experiencing their capabilities. As well as from versatile communication, rich impressions, the variability of the environment (Dubovitskaya et al., 2019).

Resilience consists of two components: resilient behavior and resilient attitude. Vigorous attitude a person can perceive stressful situations as less significant and successful to overcome the difficulties due to involvement in what is happening, willingness to solving the problem and taking responsibility for the result (Bogomaz, 2009 as cited in Dubovitskaya, 2019).

In turn, resilient behavior is aimed at personal development in stressful situations and implies an active overcoming of difficulties, orientation to the preservation of physical and psychological health. It also includes the preservation and development of personal resources through the mobilization of forces and the avoidance of extremes. Therefore, a person with a high level of resilience is able to see in difficult life circumstances new ways to solve problems, new opportunities for self-realization. Together, this can further result in a more harmonious psychological development (Bogomaz, 2009 as cited in Dubovitskaya, 2019).

According to the results of the study, the combination of three components of resilience (involvement, control, risk-taking) contribute to a more successful and effective formation of stress resistance of students in the educational environment. At the same time, it is important to note that the study showed that the presence of anxiety can reduce the ability to overcome difficulties (Zyatкова et al., 2021).

A special role in the formation of resilience is given to the period of study of students in institutions of higher education. Modern students often experience their professional development very acutely through the passage of various crises: learning difficulties, difficulties in building interpersonal relationships, various everyday problems (Sergun et al., 2019).

Summing up the conclusions in this paragraph, it is important to note that "resilience" is a personality trait thanks to which a person successfully overcomes difficulties while maintaining optimal health, efficiency and psychological well-being. This construct includes three components: engagement, control and risk taking. Resilient behavior involves the preservation

and development of personal resources through the mobilization of forces and the avoidance of extremes. The combination of the three components ensures a more successful formation of stress tolerance in the educational environment. Students with high resilience have an optimal level of control, good time management and an attitude to difficulties as a valuable experience.

1.5 Emotional Burnout, Resilience: Prevention Programs

There are various programs for the prevention of emotional burnout and the development of resilience. I will focus on some of them. The criteria for selecting the program for the review were the following parameters:

- programs reduce the level of emotional burnout,
- the method, the approach of work is indicated,
- the questionnaire used to measure the level of emotional burnout is indicated,
- availability of the program design,
- the program was conducted for students or older teenagers.

Programs using acceptance and responsibility therapy are described separately. Programs were selected that have shown their effectiveness in preventing emotional burnout, and have a program design.

Burnout

There are various programs for the prevention of emotional burnout and the development of resilience. I will focus on a few of them. An interesting review of burnout prevention programs in a meta-analysis (Awa et al., 2010). The researchers reviewed 25 studies over 15 years. They were distinguished by their focus. The review considered intervention programs to prevent emotional burnout, focused on a person (individually/in groups), focused on the organization or combining aspects focused on both a person and an organization.

Seventeen (68%) were person-oriented, 2 (8%) were organization-oriented and 6 (24%) were a combination of both types of interventions. Eighty percent of the programs studied led to a decrease in the level of emotional burnout. Human-centered interventions reduced burnout in the short term (6 months or less), while a combination of interventions aimed at both a person and an organization had longer-lasting positive effects (12 months or more). In all cases, the positive effects of the intervention decreased over time.

In this meta-analysis, in most cases they included a cognitive-behavioral approach. This includes improving professional competence, relaxation exercises and social support.

One of the conclusions of this review is that burnout prevention programs are useful, so properly planned intervention programs should include prevention aspects.

It is important to note that 50% of all combined interventions had the highest level of evidence.

To understand which programs are used to prevent emotional burnout, I decided to analyze the programs discussed in the review of burnout prevention programs.

K. Maslach's Emotional Burnout questionnaire was used as measurements in 22 studies. The timing of the intervention is different: 10 days, about a month (a month and 20 days), about 2 months (6, 7, 8, 10 weeks), one year (a combined program aimed at the organization).

Among the described programs that proved their effectiveness, four programs used CBT. After these interventions, a decrease in the level of emotional burnout was recorded (Halbesleben, 2006; Cohen-Katz, 2005; Gorter, 2001; Te Brake, 2001 as cited in Awa, 2010). This became an important argument for me when choosing a methodology for developing the program described in this paper.

In addition, among the programs after which a decrease in the level of emotional burnout was recorded were:

- psycho-social skill training (Ewers, 2002 as cited in Awa, 2010),
- recreational music making (Bittman, 2003 as cited in Awa, 2010),
- online counseling and supervision “interapy” (Lange, 2004 as cited in Awa, 2010),
- analytic and experimental psychotherapy (Salmela-Aro, 2004 as cited in Awa, 2010),
- relaxation training (Van Rhenen, 2005 as cited in Awa, 2010),
- psychosynthesis (Van Dierendonck, 2005 as cited in Awa, 2010).

All of them were effective. Basically, the level of emotional burnout was checked up to 6 months after the intervention. In a small number – in the period from 6 months to six months after the intervention.

An interesting article describing a research protocol for the prevention and treatment of emotional burnout in medical professionals (Gomez-Gascon et al., 2013). The material is interesting in the described design. It is assumed that there will be two groups: the intervention group and the control group. Each will include seven centers of medical care. A total of 400 participants are planned. Measurements will be made before and after the intervention program by means of burnout questionnaires. Maslach, as well as 2 specific questionnaires for measuring burnout syndrome will be used: the Cuestionario de Desgaste Profesional Médico (CDPM) and the Cuestionario de Desgaste Profesional de Enfermería (CDPE).

The intervention will take place on the territory of the medical care center itself. It will take 16 hours of training. These are four two-hour seminars and eight hours of individual work. Individual work involves reading literature and performing exercises.

The protocol describes the session plan (Gómez-Gascon et al., 2013):

Session 1. Burnout syndrome: identifying the main stress factors at work and overcoming them.

Session 2. The process of emotional burnout: cognitive and motivational components.

Session 3. Restraining factors of the process of emotional burnout: emotional competence and positive personality.

Session 4. Managing the consequences of emotional burnout: self-care and recovery.

The objective of the intervention is to study the impact of intervention on the level of emotional burnout of participants. It is assumed that the described intervention program will help reduce the level of emotional burnout. This protocol is interesting in describing the design of the study.

Scientists research a question: Can a self-efficacy-based intervention decrease burnout, increase engagement, and enhance performance? (Bresó et. al., 2011)? Researchers tested whether the intervention would increase self-efficacy, engagement and reduce emotional burnout.

For this purpose, a four-month individual program was conducted in a cognitive-behavioral approach. In total, three groups were studied: the main group of 71 people, two control groups. The "healthy" control group included 23 participants, the "stressed" control group included 27 participants. The division depended on the responses of the participants in the questionnaires.

Participants of all groups filled out a questionnaire before the intervention and after 6 months. Self-efficacy was measured using a scale developed by Midgley et al., (2000 as cited in Bresó, 2011).

The program was based on cognitive behavioral treatment of anxiety (Barlow, 1992 as cited in Bresó, 2011). The students attended four two-hour individual sessions. Was discussed issues of anxiety before passing exams. Intolerance to uncertainty, perceptions of anxiety, problem orientation and avoidance were considered.

The program was conducted by an experienced therapist. The task was to help students develop skills in coping with anxiety, controlling false or self-destructive beliefs, and supporting positive thinking during exams. One example of a disturbing thought reported by students was: "It is inconceivable that someone in the same circumstances as me could pass such an exam."

The students were told the stages of controlling anxious thoughts:

1. Recognition of disturbing thoughts,
2. Identifying realistic alternatives,
3. Checking alternatives in real life.

Next, the students had to keep a record of anxious thoughts as a first step. And perform further work at stages 2 and 3.

The results showed that self-efficacy, engagement and productivity increased in the study group compared to both control groups. The intervention improved academic performance.

The results on the level of emotional burnout were contradictory. There was a decrease in the main group and the stressed group. In the "healthy" group, there was no decrease in emotional burnout.

Scientists describe an intervention involving mindfulness, psychological skills training and cognitive restructuring – to prepare participants for a nursing career (Brook, J et al., 2021). The participants were 70 nursing students of the last year, as well as 7 teachers. The average age of students is 26 years (6.54 SD). All have been pre-registered. The acceptability of the program was investigated, and researchers also studied the phenomenon of emotional burnout as a reason for the dismissal of novice nurses.

Measurements were carried out before and after the intervention using questionnaires. Data were also collected for qualitative analysis – by semi-structured interviews, fixing focus groups and collecting reflexive notes. The collected data was analyzed.

The intervention lasted three to four days. They were called "Activity Days" and added to the nursing curriculum. The program was divided into several blocks:

1) Acceptance and Commitment Therapy is an evidence-based cognitive behavioral skills program that helps people relate differently to difficult thoughts and emotions so they can construct their life around what really matters to them.

2) Working with social capital. The block is aimed at developing professional relationships, a common sense of identity and reciprocity between students and beginning employees. It was assumed that this block would help participants feel more confident and more effective. And this can be an important reason to continue your career in the same place.

3) Time management and self-affirmation classes suggested ways to cope with stress.

According to the results of the program, the participants confirmed the acceptability of this form of work. The student participants noted the acquisition of skills and experience as a personal benefit. The researchers note that this can reduce burnout.

A large number of students described their work experience at the clinic as a stress-related experience. This confirmed the relevance of the program. Participants noted the benefits of working with awareness, the development of psychological skills and techniques. According to the students, they helped them to better cope with their emotions in difficult situations. Students also noted the value of working with colleagues and peers in a safe environment – to discuss employment experiences and strengthen ties (Brook et al., 2021).

Participants identified skills and experience that brought long-term personal benefits as the results of the intervention. Researchers note the connection between them and the factors of protection from emotional burnout and leaving the profession.

Thus, we see that there are different programs for the prevention of emotional burnout. Most of the described programs have led to a decrease in the level of emotional burnout. Among the described programs that have proven their effectiveness, there are often programs based on a cognitive-behavioral approach. K. Maslach's emotional burnout questionnaire was used as a measurement of the level of emotional burnout in most of the described programs. The programs differ in duration, number of meetings, and content.

Resilience

Scientists conduct a study of the relationship between the level of resilience and academic performance of students. The study involved 84 first year students aged 16 to 18 years. As a result of the correlation analysis, a positive relationship was found between academic success and the level of resilience. Also, a positive relationship can be traced across all subscales (Dubovitskaya et al., 2019).

To increase the resilience index, S.Muddy's resilience training is proposed. It includes three techniques:

1. Reconstruction of situations.

In the imagination, you need to reassemble the situation, trying to highlight both negative and positive consequences.

2. Focus.

If it is impossible to reconstruct the situation, it is necessary to find poorly realized emotional reactions. With further resolution of the situation, perceiving it as an opportunity.

3. Compensatory self-improvement.

The task of technology is to identify what can be changed and accept the impossibility of full control (Leontyev, 2006 as cited in Dubovitskaya, 2019).

Scientists describe the developed program for the formation of the resilience of adolescents in the context of the concept of preventive work in educational institutions of the Krasnoyarsk Territory (Sidorenko et al., 2021). Three blocks are allocated in the program.

The first block develops the social skills of teenagers. Training involves modeling, role-playing, feedback, and skill transfer. The program has such skills as "Asking a question", "Starting a conversation", "Accepting criticism", "How to say no", "Negotiating".

In the second block there is work with emotions: the development of the skill to understand the emotions of another person, with their own emotions, work with self-regulation.

In the third block, work is aimed at developing the ability to make decisions and make choices.

According to the results of the participants of this program, the level of resilience increased from 33.3% to 50%. No such changes were found in the control group.

Thus, the described program increases the level of resilience in adolescents.

Another work with the described program for the development of resilience is interesting (Leonenko et al., 2021). The program provides two modules:

1. In module one, participants define their meanings, work with risk-taking, control and engagement.

2. In module two, participants master and develop resilience practices by understanding ways to interact with the world, through self-development. It provides self-knowledge and self-design, work with communication skills, work with self-regulation.

The program involves participants exploring their life world, searching for answers to existential questions, mastering and applying educational and social practice in activities, reflection. The authors suggest that this program will contribute to the development of resilience.

The paragraph describes several intervention programs to develop the level of resilience. The programs are aimed at developing the ability to make decisions and make choices, take risks, work with control and involvement, study ways to interact with the world, work with communication skills, work with self-regulation. Scientists have found a positive relationship between academic performance and the level of resilience. In one of the programs, according to the results of the intervention, the level of resilience increased from 33.3% to 50%.

Acceptance and Responsibility Therapy

Scientists describe two studies in which acceptance and responsibility therapy (ACT) was used to reduce emotional burnout. The goal of an ACTION-based program is to reduce experience avoidance, increase value-based actions to improve the quality of life.

In the first study reviewed (Biglan et al., 2013), ACT was used to work with emotional burnout among preschool teachers. 42 teachers took part. As a result, a link was established showing that the ACT program can influence factors that affect emotional burnout.

In the second study, the ACT program was used to reduce emotional burnout among employees of the Islamic Azad University (Hosseinaei et al., 2013). 96 employees took part. As a result, it was determined that ACT-based training eliminated stress factors affecting the magnitude of emotional burnout. The authors of the article conclude that ACT plays a role in reducing the level of emotional burnout.

It is also interesting to describe the development of resilience of young people through training work. The authors describe the training, the purpose of which is to develop the level of

resilience of young people. The program includes an introductory lesson and three blocks (cognitive, emotional-regulatory and behavioral).

As part of the work in the cognitive block, participants will talk about the importance of resilience and its role. As part of the work in the emotional-regulatory block, participants will be trained to manage their emotions, work with self-regulation.

As part of the work in the behavioral block, participants will explore the directions of personality development, discuss behavior in difficult situations.

Among the training methods were discussions, problem situations, exercises, relaxation techniques, reflection.

As a result, participants increased such components of resilience as engagement and control.

Based on the results of the two studies described, it is clear that prevention programs based on ACT can influence factors that affect emotional burnout and eliminate stressful factors that affect the magnitude of emotional burnout.

Following the results of the first chapter, we can note that the profession of a journalist is competitive, stressful and risky. High demands are placed on the work of journalists against the background of cutting costs in editorial offices and switching to freelance. This creates psychological risks, such as increased anxiety, the possibility of depression and the development of post-traumatic syndrome. The first year of students' studies at higher educational institutions is also associated with risks. Students face various crises, they often have to be separated from their family, move to another city, explore their identity and establish close relationships with others, cope with academic workload and growing personal obligations, move to independence and self-regulation.

The chapter describes the literature on the constructs "Emotional burnout" and "Resilience". Burnout is a work-related disorder that includes three aspects: emotional exhaustion, depersonalization, and a decrease in personal achievements. Resilience is a personality trait thanks to which a person successfully overcomes difficulties while maintaining optimal health, efficiency and psychological well-being. This design includes three components: engagement, control and risk taking.

There are various programs for the prevention of emotional burnout. Most of the described programs have led to a decrease in the level of emotional burnout. Among the described programs that have proven their effectiveness, there are often programs based on a cognitive-behavioral approach. The chapter also describes intervention programs to increase the level of resilience. According to the research results, the level of resilience after the intervention

increased. Prevention programs based on ACT can also influence factors that affect emotional burnout.

It is particularly worth noting that during their student years, students are particularly susceptible to various strategies for sustainable development. Based on the analysis of the literature, we see that participation in the program of prevention of emotional burnout is relevant for first-year journalism students. The development of the program and the choice of tools will be described in the next chapter – Methods.

Chapter 2. Methods

2.1 Development of a prevention program

To develop an Emotional Burnout Prevention Program for first-year journalism students, was used the framework “10 steps for evaluation success” (Asmussen et al., 2019).

The guide explains what are the sequential steps to develop an intervention program. The guide also explains how evaluation methods can be used to understand whether the intervention program is really effective. The guide provides 10 sections to help formulate why intervention is important, what it can achieve, who will benefit most from it, how it can best be implemented, and whether it can provide meaningful and sustainable benefits for participants. In total, the program includes 10 steps. My work describes the first five steps completed, as well as further plans for the implementation of the next five steps.

Hypothesis: The program of prevention of emotional burnout for students-journalists of 1 year of study prevents the growth of emotional burnout in students-journalists of 1 year of study.

Step 1. Theory of change

1) What is the main intended outcome of the intervention?

Students will master techniques that help reduce the level of emotional burnout. Namely, they will learn strategies for dealing with restless thoughts, learn how to formulate their values and set goals based on the values formed.

2) Why is intervention necessary?

In the first chapter of my work, was described the difficulties faced by first-year students, as well as the difficulties faced by journalists.

The profession of a journalist is one of the most competitive and stressful (Liu et al., 2021). The need to constantly develop new skills and learn new technologies can lead to an increased level of anxiety. When dealing with traumatic events, journalists can get depression or post-traumatic syndrome (Monteiro et al., 2016). There are situations when journalists tell the same story several times, contacting victims. This is comparable to “relational transactions in the workplace” (Leiter, 2001, as cited in MacDonald, 2016), which play a key role in the development of burnout symptoms.

Cook and Banks (1993, quoted in MacDonald, 2016) found that the fewer years of experience, the higher the level of emotional exhaustion for a journalist. In addition, it is important to pay attention to the fact that first-year students also experience stress. The transition to college reflects a period of change in many areas of life, including personal responsibilities, social support and the institutional environment (Astin et al., 2015). The stress of the student period is associated with the beginning of independent life, serious stress due to the combination of study with the need for work, psychological stress of crises of professional and personal

development. At the same time, adolescence is sensitive to the development of sustainable strategies (Leonenko et al., 2020).

There is evidence in the scientific literature that burnout prevention programs are quite successful (Awa et al., 2010).

3) Why this intervention will increase the value compared to what is currently available for students?

Currently, was not found the described intervention programs for the prevention of emotional burnout for journalism students. Also was not find the described programs of emotional burnout intervention for first-year students. Therefore, the development of an emotional burnout prevention program for first-year journalism students is relevant.

Also, the basis for the development of the program is the expectations of students of the Faculty of Journalism.

I teach the subject "Psychology of Journalism" at the Faculty of Journalism. At the beginning of this course (in September 2020, students wrote an essay "Expectations for the Psychology of Journalism course", in which their expectations and needs could be seen. And at the end of the course (in January 2021), students wrote an essay "What should be the course "Psychology of Journalism", where they could already formulate their expectations. After listening to materials about stress, emotional burnout and psychological features of a journalist's work.

Qualitative analysis of the essay

To substantiate the content of the course, a qualitative analysis of two sets of essays was carried out:

1. The essay "Expectations for the course "Psychology of Journalism" was written by all students of the stream (six groups) in September 2020 before the start of the course. 26 essays. Anonymously. They show the general expectations of students from the course.

2. The essay "How I would like to see the course "Psychology of Journalism" was written by debtor students of the same stream (the same six groups). Those who missed classes and did not pass all their homework. They wrote in January 2021. 23 essays. Anonymously.

For the analysis, was used the content analysis method (Bengtsson, 2016). The analysis is divided into 2 parts. The first part analyzes the essay "Expectations for the course "Psychology of Journalism" for 2020. The second part analyzes the essay "What I would like to see the course "Psychology of Journalism" for 2021. The essays were written by students of the same stream. There are six groups studying on the stream. The first and second sets of essays were written by students of the same six groups, but at different times.

Part 1. Analysis of the essay "Expectations for the course "Psychology of Journalism" for 2020.

A content analysis of expectations for the course "Psychology of Journalism" was carried out. Students of the 3rd year of the Faculty of Journalism wrote expectations for the course "Psychology of Journalism" at the first lesson of the course – in September 2020. It was necessary to formulate their expectations, what they would like to learn. The expectations were submitted in a free form. So, we wanted to see what students are interested in within the psychology of journalism.

The selected categories for the analysis are:

- emotions (general information on the topics of anxiety and emotional burnout, problems related to the emotional state of a specialist and ways to solve them, ways to control emotions and cope with stress);
- professionalism (behavior and skills of a journalist as a professional, how a journalist should act in a given situation, communication with the team and respondents);
- interest in psychological theory and practice (cognitive questions – "what is it?", as well as expectations for training, diagnostic testing and training in psychological skills);
- self-knowledge and self-regulation (expectations to control their states, to know themselves, to understand themselves).

Each category was divided into subcategories. The final encoding table is presented below (see Table 1).

Table 1*Coding table for Part 1*

Coding index of semantic units of the category		Content of semantic units
1	2	3
A: Emotional states	A1: The problem of emotional burnout	<p>This group includes both mentions of emotional burnout itself and indirect statements indicating its development. Also included in this group are mentions of impostor syndrome as one of the indicators of burnout (analogous to the reduction of one's own achievements).</p> <p>Examples of semantic units in Russian: «обсудить/изучить эмоциональное выгорание», «узнать больше о синдроме самозванца», «профессиональное и личностное выгорание».</p> <p>Examples of semantic units: "discuss/study emotional burnout", "learn more about impostor syndrome", "professional and personal burnout".</p>
	A2: Stress problem	<p>Category includes direct references to stress and its symptoms, while the category excludes expectations for self-control and ways to cope with stress (they are placed separately in category D). In addition, mentions of difficult and extreme situations are included here.</p> <p>Examples of semantic units in Russian: «стресс», «как работать в стрессовых ситуациях», «как вести себя в экстремальных ситуациях, как общаться с террористами, опасными группировками».</p> <p>Examples of semantic units: "stress", "how to work in stressful situations", "how to behave in extreme situations, how to communicate with terrorists, dangerous groups".</p>
B: Professionalism	B1: Behavior of a journalist	<p>The category includes queries about how a journalist should behave with different respondents and in different situations.</p> <p>Examples of semantic units in Russian: «как себя вести...», «что делать в таких случаях», «познакомиться с работой журналиста в момент неопределенности».</p> <p>Examples of semantic units: "how to behave ...", "what to do in such cases", "to get acquainted with the work of a journalist in a moment of uncertainty".</p>

Coding index of semantic units of the category		Content of semantic units
1	2	3
	B2: Communication skills of a journalist	This group includes statements that indicate the development, use and prediction of communication processes in the professional environment of journalists – both with colleagues and with respondents (heroes). Examples of semantic units in Russian: «изучить субъективность "другого"», «навыки общения в коллективе», «работа с героем», «как работать журналистом и не быть циником». Examples of semantic units: "to study the subjectivity of the "other"", "communication skills in a team", "working with a hero", "how to work as a journalist and not be a cynic".
C: Interest in psychology	C1: Study of theoretical issues of psychology	The group consists of expectations for information on a particular topic in psychology. Examples of semantic units in Russian: «разобрать понятие...», «рассмотреть подходы...», «узнать и найти полезные источники информации». Examples of semantic units: "to understand the concept ...", "to consider approaches ...", "to learn and find useful sources of information".
	C2: The study of psychological practice and its application in life and work	The selected group includes statements regarding any kind of psychological practices (psychodiagnostics, psychological assistance, the development of some skills, trainings, etc.). Examples of semantic units in Russian: «узнать методы для повышения стрессоустойчивости», «узнать и попробовать психологические практики», «порешать психологические тесты». Examples of semantic units: "learn methods to increase stress tolerance", "learn and try psychological practices", "solve psychological tests".
D: Self-knowledge and self-regulation	D1: Self-knowledge	The category includes any expectations regarding their personal characteristics, their states and their sense of self. Examples of semantic units in Russian: «мне было важно посмотреть на реакцию своего организма, когда предстоят изменения в укладе жизни или перемены места жительства», «Поиск

Coding index of semantic units of the category	Content of semantic units
1	2
3	<p>предназначения (смысл жизни)».</p> <p>Examples of semantic units: "it was important for me to look at the reaction of my body when there were changes in the way of life or changes in the place of residence", "The search for purpose (meaning of life)".</p> <hr/> <p>D2: This category includes students' expectations for control of their emotions, as well as for the prevention of negative states.</p> <p>Control of their states</p> <p>Examples of semantic units in Russian: «психологические лайфхаки», «как справляться со стрессом», «как бороться с разрушительными мыслями (страхи, чувства вины, неловкости, обиды, злость)».</p> <p>Examples of semantic units: "psychological life hacks", "how to cope with stress", "how to deal with destructive thoughts (fears, feelings of guilt, awkwardness, resentment, anger)".</p>

In total, 21 responses were received on the topic of what students would like to see in the psychology of journalism course. Each response could contain one to all of the selected groups of semantic units. Based on this, the final table of content analysis results was prepared (see Table 2). Quantitative units of analysis were determined - units of context (phrases or sentences used to describe the course expectation), units of account (1 point for using one semantic unit of any category) and the volume of mentions (counting the points received for each category by adding them). The generalized results of content analysis to determine the prevailing types of expectations for the course "Psychology of Journalism" are presented below. In total, 84 semantic units for analysis (phrases, sentences) were identified in the queries, which can be either "pure", that is, relate exclusively to one category, or "mixed", that is, relate to two or more categories.

Table 2*Psychosemantic typology of expectations for the course "Psychology of Journalism" (n=84)*

Student expectations		Number of semantic units, scores	Total frequency of use of semantic units, %	Frequency of use of semantic units within the group, %
A: Emotional states	A1: The problem of emotional burnout	24	29%	61%
	A2: The problem of stress		17%	39%
Total		39	v = 46%	
B: Professionalism	B1: Behavior of a journalist	10	12%	32%
	B2: Communication skills of a journalist	21	25%	68%
Total		31	v = 37%	
C: Interest in psychology	C1: Study of theoretical issues of psychology	11	13%	61%
	C2: Study of psychological practice and its application in life and work	7	8%	39%
Total		18	v = 21%	
D: Self-knowledge and self-regulation	D1: Self-knowledge	18	21%	78%
	D2: Self-regulation	5	6%	22%
Total		23	v = 27%	

As a result of the analysis of the first part of the text data, it was revealed that students of the Faculty of Journalism have an increased interest in the topic of emotions, namely, emotional burnout and stress (39 semantic units), as well as ways of coping with them and their prevention (23% semantic units indicate this). In addition, we see an interest in the use of psychological techniques in professional activity (18 semantic units), as well as a tendency to increase the general level of professionalism by developing certain skills (in particular, communication skills, as well as the ability to withstand stress and professional burnout) – 31 semantic units.

The highest result in category A ("emotions") is 39 semantic units, 46% of the total frequency of use of semantic units. The highest score was scored by the A1 subcategory, showing a expectation to study the issue of emotional burnout – 24 semantic units, 29% of the total frequency of use of semantic units.

In second place is category B ("professionalism") – 31 semantic units, 37% of the total frequency of use of semantic units. In this category, a significant result for the B2 subcategory ("journalist communication skills") is 21 semantic units, 25% of the total frequency of semantic units used. In third place is category C ("self-knowledge and self-regulation") - 23 semantic units, 27% of the total frequency of use of semantic units. Within the category, the C1 ("self-knowledge") subcategory has a high result - 78% of the frequency of use of semantic units within the group. These results allow us to assume that students of the Faculty of Journalism have an interest in the topic of emotional burnout and an interest in psychology, in particular, in the study of their own psyche.

Part 2. Analysis of the essay "What I would like to see the course "Psychology of Journalism" for 2021.

A content analysis of the essay was conducted on the topic "What would I like to see the course "Psychology of Journalism"?". The essay had to contain up to 300 words, no requirements other than volume were put forward (a free form of narration). Students of the 3rd year of the Faculty of Journalism wrote an essay following the completion of the course "Psychology of Journalism" – in January 2021. It was necessary to highlight what, in their opinion, should be included in the course. Thus, we wanted to see which topics students identify as important to themselves based on the results of their training in a thematic course.

As a result, the selected categories for analysis were the same categories that were highlighted earlier and described in the coding table (see Table 3).

A total of 20 responses were received. In addition to the expectations, students' evaluative judgments about the course already completed were received, and various reactions were received to the indication of the desired volume (300 words) and the format of the answer (essay). 1 out of 20 students did not indicate any wishes, another 1 student, on the contrary,

wrote 3 times more than the required volume and told not only what he would like to see, but also his personal story. However, no additional semantic categories were identified during the processing of the essay texts. It is interesting to note that in the essay format, students expressed their thoughts more broadly, used descriptions of their feelings and opinions not as sub-paragraphs (as the students who participated in the 2020 study preferred to do), but in the form of large and detailed sentences.

Table 3*Coding table, part 2*

Coding index of semantic units of the category		Content of semantic units
1	2	3
A: Emotional states	A1: The problem of emotional burnout	<p>This group includes both mentions of the emotional burnout itself and indirect statements indicating its development.</p> <p>Examples of semantic units in Russian: «больше информации по теме «Эмоциональное выгорание»», «как самому не сойти с ума от общения с людьми, от работы».</p> <p>Examples of semantic units: "more information on the topic of "Emotional burnout"", "how not to go crazy from communicating with people, from work".</p>
	A2: Stress problem	<p>The category includes direct mentions of stress and its symptoms. Also included here are mentions of difficult and extreme situations.</p> <p>Examples of semantic units in Russian «я не решаю проблему, а убегаю от нее, переступаю и делаю вид, что все классно», «перед сессией у каждого студента начинается дикий стресс», «тема, связанная со стрессом, стала очень актуальной», «на фоне колоссальной занятости и стресса».</p> <p>Examples of semantic units: "I do not solve the problem, but run away from it, step over and pretend that everything is cool", "before the session, every student begins to have wild stress", "the topic related to stress has become very relevant", "against the background of colossal employment and stress".</p>
B: Professionalism	B1: Behavior of a journalist	<p>The category includes queries about how a journalist should behave with different respondents and in different situations.</p> <p>Examples of semantic units in Russian: «какие можно задавать вопросы, а какие нельзя»,</p>

Coding index of semantic units of the category		Content of semantic units
		<p>«рекомендации в работе журналиста в экстремальных условиях», «преодоление излишней эмоциональности и состояния самого журналиста».</p> <p>Examples of semantic units: "which questions can be asked and which cannot be asked", "recommendations in the work of a journalist in extreme conditions", "overcoming excessive emotionality and the state of the journalist himself".</p>
B2: Communication skills of a journalist		<p>This group includes statements that indicate the development, use and prediction of communication processes in the professional environment of journalists – both with colleagues and with respondents (heroes).</p> <p>Examples of semantic units in Russian: «знать и понять, как правильно общаться с респондентами», «уметь работать со сложными героями», «знать, как наладить контакт».</p> <p>Examples of semantic units: "to know and understand how to communicate with respondents correctly", "to be able to work with complex characters", "to know how to establish contact".</p>
C: Interest in psychology	C1: Study of theoretical issues of psychology	<p>The group consists of expectations for information on a particular topic in psychology.</p> <p>Examples of semantic units in Russian: «больше информации по теме «Эмоциональное выгорание»», «хочу узнать больше о психологии», «на 3 курсе предмет «Психология» появился впервые. Считаю, что этот предмет нужно было ввести ранее в программу, потому что многие студенты не знакомы с базовыми знаниями психологии человека, это очень важно не только для работы, но и для жизни в принципе».</p> <p>Examples of semantic units: "more information on the topic of "Emotional burnout"", "I want to learn more about psychology", "in the 3rd year, the subject "Psychology" appeared for the first time. I think that this subject should have been introduced earlier in the program, because many students are not familiar with</p>

Coding index of semantic units of the category		Content of semantic units
		the basic knowledge of human psychology, it is very important not only for work, but also for life in principle".
	C2:	The selected group includes statements regarding any kind of psychological practices (psychodiagnostics, psychological assistance, the development of some skills, trainings, etc.).
	The study of psychological practice and its application in life and work	Examples of semantic units in Russian: «как справляться со стрессом и как помочь другим», «использовать или применять методы психологии в журналистике», «составить психологический портрет героя или читателя».
		Examples of semantic units: "how to cope with stress and how to help others", "use or apply psychology methods in journalism", "make a psychological portrait of a hero or reader".
D:	D1:	The category includes any expectations regarding their personal characteristics, their states and their sense of self.
Self-knowledge and self-regulation	Self-knowledge	Examples of semantic units in Russian: «пропустить через себя. Это помогает понять тему на собственном примере», «понимать откуда у меня та или иная проблема».
		Examples of semantic units: "skip through yourself. It helps to understand the topic by example", "to understand where I have this or that problem".
	D2:	This category includes students' expectations to control their emotions, as well as to prevent negative states.
	Self-regulation	Examples of semantic units in Russian: "...именно сейчас я столкнулась с подобным состоянием (стресс)», «научиться решать свои проблемы», «использовать приемы для контроля эмоций», «я не

Coding index of semantic units of the category	Content of semantic units
	<p data-bbox="685 240 2098 325">решаю проблему, а убегая от нее, переступаю и делаю вид, что все классно», «преодоление излишней эмоциональности и состояния самого журналиста»".</p> <p data-bbox="685 352 2098 491">Examples of semantic units: "... right now I am faced with a similar state (stress)", "learn to solve my problems", "use techniques to control emotions", "I do not solve the problem, but run away from it, step over and pretend that everything is cool", "overcoming excessive emotionality and state the journalist himself."</p>

Similarly, to Part 1, each response can contain from one to all of the selected groups of semantic units. Based on this, the final table of content analysis results was prepared (see Table 4). In total, 74 semantic units for analysis (phrases, sentences or paragraphs) were identified in the queries, which can be either "pure" or "mixed".

Table 4*Psychosemantic typology of expectations for the course "Psychology of Journalism" (n=74)*

Student expectations		Number of semantic units, scores	Total frequency of use of semantic units, %	Frequency of use of semantic units within the group, %
A: Emotional states	A1: The problem of emotional burnout	22	30%	51%
	A2: The problem of stress	21	28%	49%
Total			v = 58%	
B: Professionalism	B1: Behavior of a journalist	11	15%	39%
	B2: Communication skills of a journalist	17	23%	61%
Total			v = 38%	
C: Interest in psychology	C1: Study of theoretical issues of psychology	16	22%	33%
	C2: Study of psychological practice and its application in life and work	24	32%	67%
Total			v = 54%	
D: Self-knowledge and self-regulation	D1: Self-knowledge	15	20%	50%
	D2: Self-regulation	15	20%	50%
Total			v = 40%	

As a result of the analysis, it is clear that students still have an interest in studying emotions – 43 semantic units. The topic of professionalism remains relevant – 28 semantic units. There is still an interest in psychology (40 semantic units) and in self-knowledge and self-regulation (30 semantic units).

The most popular expectation among students is the desire to study emotions (category A) – 43 semantic units; 58% of the total frequency of use of semantic units. In this group, the A1 subcategory "emotional burnout" stands out slightly – 51% in terms of the frequency of use of semantic units within the group. In second place, after completing the course is interest in psychology (category C) – 40 semantic units, 54% of the total frequency of use of semantic units. In this category, the C2 subcategory "the study of psychological practice and its application in life and work" scored significantly more – 67% of the frequency of the use of semantic units within the group. There is an increased interest in category D ("self-knowledge and self-regulation") - 30 semantic units, 40% of the total frequency of use of semantic units. In this group, the subcategories ("self-knowledge" and "control of their states") scored the same number of points - 15 semantic units each, 20% of the total frequency of use of semantic units.

Thus, according to the results of the second part of the analysis, we see a high interest in emotional burnout and a high interest in the study of psychological practices with their subsequent application in life and work.

It became interesting to compare the dynamics of mentioning the selected categories by students of the same groups (comparison of the results of content analysis in 2020 and 2021). To compare the frequency of mentions of selected topics (groups of semantic units), a separate table (see Table 5) and a graph (see Figure 1) were created.

Table 5*Comparative analysis of the frequency of mentions of selected topics over 2 years*

Year of data collection	Subject of student expectations			
	Emotions (A)	Professionalism (B)	Interest in psychology (C)	Self-knowledge and self-regulation (D)
2020	46%	37%	21%	27%
2021	58%	38%	54%	40%

Based on the comparative table, a number of conclusions can be drawn:

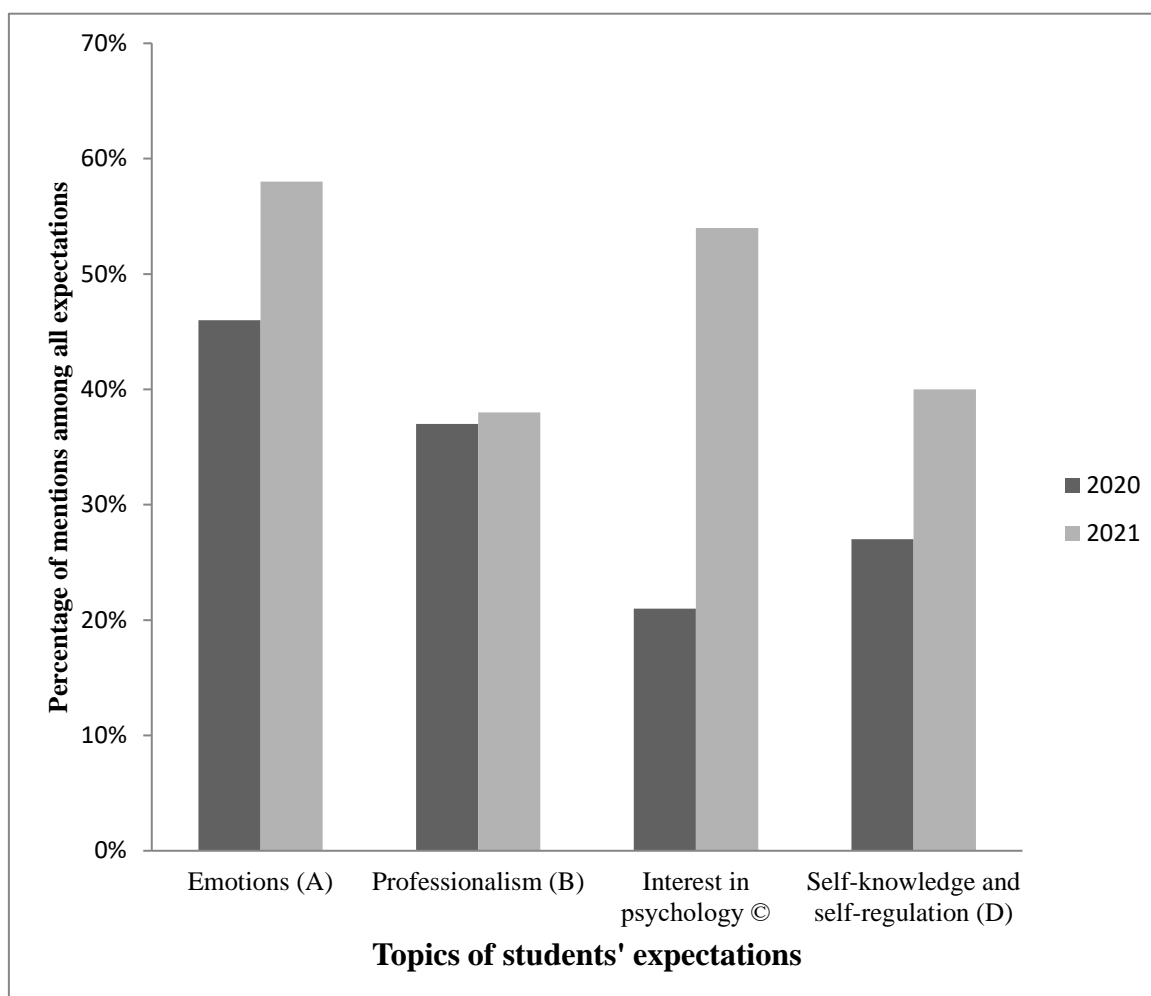
1. There is an increase in students' interest in all topics (in 2021, the frequency of mentions of all topics is higher than in 2020);
2. There is a stable interest in professional topics (37% in 2020 and 38% in 2021).
3. A sharp increase in values in the categories of "Interest in psychology" and "Self-knowledge and self-regulation" indicates a greater semantic load of semantic units. In the results for 2021, there are almost two subcategories per semantic unit. It also shows a growing interest in the topics of psychology, self-knowledge and self-regulation.
4. Growth in the category of "Emotions" from 46% to 58%.

Comparing the two years with each other, you can see the growth of interest and the need, which the students themselves mention, in studying not only burnout and stress, but also psychology in general. Especially the practical part of it: interest in the diagnosis of "how to see burnout", interest in solving the problem of "how to cope yourself and how to help your neighbor".

Visually, the data is presented in the figure below (see Figure 1).

Figure 1

Comparison of the frequency of mentioning query topics over 2 years



Based on the two parts of the qualitative analysis carried out, it can be concluded that students of the Faculty of Journalism (expectations of the same six groups were investigated) have a stable interest in the topic of professionalism, interest in theory and practice in the field of psychology, a high stable interest in the topic of emotional burnout, self-knowledge, self-regulation practices. The results of this analysis are the justification for the development of a program for the prevention of emotional burnout for first-year journalism students.

4) Why would intervention be beneficial?

Scientific publications testify to the existing difficulties of students-journalists of the first year of studying. The pilot of the program, as well as the main implementation of the program in the next academic year, are scheduled for the second semester. In the period after the first session, students will already have experienced working in a stressful situation (passing tests and exams), respectively, they will be motivated to master work strategies for the prevention of emotional burnout. Moreover, students' expectations from the essays analyzed above also confirm the relevance of this program.

5) Who is this program for?

Universal interventions and services, those that are made available to first-year journalism students with the aim of preventing problems from occurring in the first place.

6) What does the program consist of?

The program consists of the following components:

- a course in Moodle, which describes the topics of meetings, homework, as well as recommended literature on the topic "Stress in the work of a journalist", "Emotional burnout in the work of a journalist", "Personal qualities of successful journalists";
- working program of the discipline "Pilot program for the prevention of emotional burnout" for the Faculty of Journalism, Bachelor's degree.
- training program for 9 meetings (pilot training program for 6 meetings).

7. How much intervention is required?

The cognitive behavioral approach, mindfulness and acceptance therapy was chosen as the approach. Since, according to the results of the analysis of scientific publications, there is confirmed data on this approach in dealing with emotional burnout.

A meta-analysis (Awa et al., 2010) describes 25 studies over 15 years. 80% of these programs had a positive effect. Among the described programs that have proven their effectiveness, four programs used CBT. After these interventions, a decrease in the level of emotional burnout was recorded (Halbesleben, 2006; Cohen-Katz, 2005; Gorter, 2001; Te Brake, 2001, as cited in Awa, 2010). Basically, the level of emotional burnout was checked within 6 months after the intervention.

Also, examples of successful prevention programs with a positive effect can be found in a study describing a four-month individual program using a cognitive behavioral approach (Bresó et al, 2011), in a study involving psychological skills training and cognitive restructuring (Brook et al., 2021).

There are examples of the use of CBT, in particular acceptance and responsibility therapy (ACT) to prevent emotional burnout (Brook, 2021). According to the results, the participants perceived this intervention as the acquisition of skills and experience that brought them permanent personal benefit in both professional and personal life.

Among the programs that have proven their effectiveness, there are programs with different duration periods: from 10 days, about a month (a month and 20 days), about 2 months (6, 7, 8, 10 weeks), up to a year (Awa et al., 2010). The most frequent term of the program, which has confirmed its effectiveness, is 2 months. In order for the proposed material to be well assimilated and there was time for homework, it was necessary to hold meetings with a frequency of once a week. Thus, the approximate number of meetings was determined as nine.

In total, the program includes 9 meetings. But due to time constraints, the pilot program was reduced to six meetings.

Step 2. Logical Model

At this stage, it is necessary to determine who will participate in the program and what is needed to organize the intervention. When developing a logical model, it is important to determine the short-, medium- and long-term results of the intervention. Analyze again whether these results are realistic and important.

Program participants

Participants: 1st year students of the Faculty of Journalism were invited to participate in the study. In total, 71 people study at the faculty, 69 of them are over 18 years old. All of these students could take part as students under 18 have been enrolled to the university programme.

The participants were contacted through the administration group of the Faculty of Journalism on the Vkontakte social network – "FJ worker". Official announcements of the faculty are published in this group. It consists of all first-year students of the Faculty of Journalism. We ask them about it when enrolling in the university.

An invitation to research and a link were placed in the group. By clicking on which, participants were able to read an informed letter, consent, fill out a socio-demographic questionnaire and a Maslach Burnout Inventory.

In two days after the invitation, an invitation to the first meeting of the program and a link for the Zoom meeting were published in the group of the administration of the Faculty of Journalism on the Vkontakte social network ("FJ Worker").

Subsequent meetings were held at the same time – on Thursdays at 17.00, online. The time is chosen in such a way that students of all six groups of the 1st year are free from classes at this time and have the opportunity to participate. This was announced at the first meeting of the program.

As part of the pilot study, all 1st year students were invited to participate. Completion of the questionnaires and feedback on the course in the questionnaire were anonymous with the use of invented by students logins.

To assign logins to students, the following instruction was offered:

"You need to create your own unique login. You will enter it when filling out questionnaires (four times). Take the last 4 digits of the mobile phone number of a person important to you. Also take the initials of this person (Surname, First Name, Second Name) – so get three letters. Together you will get 4 digits and three letters. For example, 9036KDS. This will be your login. Remember or write it down for your records, please."

Students will see the instructions when they open the link in the first wave of data collection. Thus, we will preserve the confidentiality of the participants when filling out questionnaires.

The program was approved by the Ethics Committee of the International Centre for Research in Human Development. In addition, on the Faculty of Journalism there is an agreement with the Dean and the Deputy Dean for Academic Affairs to conduct a revised program in February 2023.

DETAILS

Classes were held on the Zoom platform. The VooV platform is provided as a backup platform. Course materials were available in the course on Moodle.

The present pilot study includes six classes. In the developed course curriculum nine classes are thought out and described. But for the pilot evaluation it was decided to conduct a short version of the program, which provides 6 classes.

Steps of programme implementation:

- Invitation in the administrative group of the Faculty of Journalism in the social network "Vkontakte". A link to the first wave of surveys will be posted in the group. By following the link, participants will be able to read an information letter, provide informed consent, fill out a socio-demographic questionnaire and K. Maslach Burnout Inventory) (link 1).

Meeting 1. Introduction to the course. Introduction to the basic concepts of the course. Rules for working in a group.

The second wave of the questionnaire data collection. Participants will be able to read the information letter and consent again, fill out the socio-demographic questionnaire and Hardiness Survey R. Maddy, answer open-ended questions (link 2).

Meeting 2. Cognitive separation.

Meeting 3. Acceptance. The third wave of the questionnaire data collection. Filling out the questionnaire – open-ended questions (link 3).

Meeting 4. Values.

Meeting 5. Proactive behavior.

Meeting 6. Summing up. The fourth wave of the questionnaire data collection (link 4). Participants will be asked to fill out the K. Maslach Burnout Inventory, Hardiness Survey R. Maddy and answer open-ended questions.

CORRECTION

After completing the planned data collection steps, we received five student responses to the 1st and 2nd waves of surveys. 2 students took part in all meetings of the program. Therefore, it was decided to conduct an additional wave of the survey, including an information letter,

consent, a socio-demographic questionnaire, K. Maslach Burnout Inventory, Hardiness Survey R. Maddy. The announcement asking to fill out questionnaires was made by the Deputy Dean of the Faculty of Journalism for academic Affairs in a closed chat for the elders of the groups of the Faculty of Journalism on the social network V Kontakte. After that, 25 more students filled out the questionnaires. The data is anonymous.

Input data:

- the classes of the program are conducted by me, Karina Kapustina, a teacher at the Faculty of Journalism of one Russian University, a certified and accredited gestalt therapist, a second-year student of the master's degree program "Human Development: Genetics, Neuroscience and Psychology";

- to conduct the program, the presenter needs work experience in journalism, work experience with journalism students, work experience in psychology; the program being developed is the author's.

- the program is attended by students of the Faculty of Journalism of the 1st year of the University in Russia;

- meetings are held online in the zoom program, in the future the program is planned to be held in classrooms (in the building of the Faculty of Journalism). The pilot testing takes place online due to the difficulty of finding time in the schedule of 1st year students. It was important for us to choose a time when all six groups of the 1st year stream have no classes in the schedule, so that it would not be an inconvenient time (like 8.00 on Saturday). On the chosen day (Thursday), students had a mixed schedule planned: they studied before lunch in the building, and after lunch they studied remotely. In order not to offer students to go to the building for the second time in a day, it was decided to conduct the program online;

- additional costs for the program are not provided.

RESULTS

Since only the pilot of the program took place at the stage of writing the work, we have no results that we could evaluate. Accordingly, we can only assume the expected results.

Short-term expected results:

- students will get acquainted with strategies for working with restless thoughts.
- students will formulate their values about study and work.
- students will set goals based on the formulated values.
- students will have a positive attitude towards the profession of "Journalist".
- students will be aware of the occupational risks.

- the authors of the program will receive positive feedback from students – based on the results of training on the program.

Medium-term expected results:

- students will form the skill of working in a stressful situation, will be able to apply it during the session at the end of the second semester.
- reducing the risk of emotional burnout during the performance of educational and professional tasks.
- analysis by the authors of the pilot intervention program, its revision.

Long-term expected results:

- reducing the risk of emotional burnout during studies, later – during the first years of work,
- improving interpersonal communication,
- improving the quality of professional training of students.
- implementation of a modified intervention program at the Faculty of Journalism of the University in Russia in February 2023.
- inclusion of the intervention program in the program of psychological support of students at the Faculty of Journalism of the University in Russia, including tutor support of students.

The formulated expected results meet the needs of students (as can be seen from the qualitative analysis of the essay), and also confirm the task of the experiment: to conduct a pilot intervention program, analyze the results and finalize the program.

Separately, we analyzed the probability of unintended or negative results. If a student with signs of serious emotional burnout takes part in the program, he will be provided with information about the work of the from the psychological service of the Russian University, if necessary, assistance in organizing a consultation with the head of the service will be offered.

Also, information about the psychological service of the Russian University was provided at the first introductory meeting. Since there are sensitive and uncomfortable questions in the questionnaires, as well as two practical tasks can cause unpleasant feelings among participants. Also the content of the sessions is aimed to teach students how to work with these states.

Assumptions/Possible risks:

- some students may stop participating in the program for various reasons: high employment at school, excessive educational environment, low motivation, proximity of the session, changes in the schedule due to seasonal holidays. Therefore, a good explanation of why students should participate in the program is important in the invitation.

Step 3. Create an intervention blueprint

The intervention plan defines specific learning objectives for each of the main intervention activities and then links them to the short-term outcomes of the intervention. It turns out that the following chain is being built: the lesson – the purpose of the lesson – the result.

Table 6*Development of an intervention program (Asmussen et al., 2019)*

The topic of the meeting	The content of the task (including surveys)	Activity	Materials	What will learn	Results (short-term, medium-term, long-term)
Meeting 1. Measurement s.	Talking about the prevention program. Filling out questionnaires.	Filling out questionnaires.	Personal computer/phone with Internet access.	Understanding the conditions and objectives of the program.	Students will get acquainted with strategies for dealing with restless thoughts.
Meeting 2. Introduction, introduction to concepts.	An explanation of what emotional burnout is, what acceptance and responsibility therapy is.	Discussion of strategies for controlling emotions: which students already know what science offers. How can we assess the effectiveness and impact on the quality of life? Homework: notice and write down strategies for controlling emotions.	Personal computer/phone with Internet access.	Focus on your emotions, highlight and use strategies to control emotions.	Students will get acquainted with strategies for dealing with restless thoughts.
Meeting 3. Cognitive separation	We learn to perceive thoughts, images, memories	Assignment to students: Split into pairs/threes. Choose the self-image that bothers you. Close your eyes, notice where	Personal computer/phone with Internet	To perceive thoughts, images, memories and other	Students will form the skill of working in a stressful situation, will be able to

The topic of the meeting	The content of the task (including surveys)	Activity	Materials	What will learn	Results (short-term, medium-term, long-term)
	and other processes in the mind as words and pictures instead of our fantasies.	<p>this thought is located in space. Study this thought as if you are an inquisitive scientist: is it more likely to be seen or heard? Imagine this thought as if on a karaoke screen, then change the font, color, and then imagine how the ball jumps from one word to another. Discuss in a couple your attitude to the presentation. Has it remained the same? If yes, what did you feel during the exercise? If not, how did your feelings change?</p> <p>Homework:</p> <p>Practice separation techniques with disturbing thoughts. The practice of taking a "step back" and perceiving thoughts separately.</p>	access.	processes in the mind as words and pictures instead of your fantasies.	apply it during the session at the end of the second semester.
Meeting 4. Acceptance	We give space to unpleasant sensations, feelings, desires	Assignment to students: Split into pairs/threes. Think about a difficult exam or test that worries you. Pay attention to bodily sensations, notice where you feel	Personal computer/phone with Internet access.	Give space to unpleasant sensations, feelings, desires	Reducing the risk of emotional burnout during studies, and subsequently during the first years of

The topic of the meeting	The content of the task (including surveys)	Activity	Materials	What will learn	Results (short-term, medium-term, long-term)
	and other subjective experiences. We allow them to come and go without a fight, we do not run away from them and do not pay excessive attention to them.	anxiety most vividly. Describe in a metaphor what the sensations are like. Imagine yourself as a scientist again. Study what you have presented in the metaphor: boundaries, shape, weight, temperature, the presence of vibration or pulsation, and many other sensations associated with it. Breathe in this feeling, give it space. Let it be, even though you don't like it. Discuss in a couple your feelings during the exercise and after it. Homework: the practice of the technique in relation to the recurring feeling of anxiety is not to get rid of it, but to learn how to let it come and go without resistance.		and other subjective experiences. To allow them to come and go without a fight, not to run away from them and not to pay them excessive attention.	
Meeting 5. Contact with the present	We fully focus on what is happening to us here-and-	Assignment to students: Split into pairs/threes. You will need to try raisins in "slow motion" mode, with the utmost	Personal computer/phone with Internet	Focus on what is happening here-and-now	- Reducing the risk of emotional burnout during studies, and subsequently

The topic of the meeting	The content of the task (including surveys)	Activity	Materials	What will learn	Results (short-term, medium-term, long-term)
	now with concentration on the taste and texture of dried openness and fruit, as well as sounds, sensations and interest. We focus movements in the mouth. During this exercise, and get fully a variety of distracting thoughts and feelings involved in what may arise. The goal is to let any thoughts come we are doing at and go, and feelings just be. At the same time, this moment. keep the focus of your attention on the fact that Filling out you are trying raisins. questionnaires.	Homework: Focus on all five senses in several daily activities: when brushing teeth, washing dishes, drinking tea.	access; raisins.	openness and interest. Focus and get fully involved in what they are doing at this moment.	during the first years of work, - improving interpersonal communication.
Meeting 6. Observer's position	Work with self-perception. The practice of separating thoughts and your essence.	Assignment to students: Split into threes/pairs. Close your eyes, observe your thoughts: in what form they appear (sound or images), where in space they are, at what speed they flow. Note that there is you as an observer, and there are thoughts. Note that	Personal computer/phone with Internet access.	Work with a sense of self. To separate thoughts and essence.	- Reducing the risk of emotional burnout during the performance of educational and professional tasks.

The topic of the meeting	The content of the task (including surveys)	Activity	Materials	What will learn	Results (short-term, medium-term, long-term)
		these are two parallel processes: the process of thinking and the process of observing thinking. The task of the second person in the pair is to draw the attention of the worker to the difference between the thoughts that arise and the one who observes these thoughts. Discuss that there are no dangerous, threatening or controlling thoughts from the observer's position.			
Meeting Values	7. Definition of values. What is important? What kind of person do students want to be? What is meaningful and endowed with meaning? What	Task for students: Split into pairs / threes. Write down what is valuable to you in life, in relationships with friends, in romantic relationships, in studies. Tell your partner about it in a couple. Discuss the concept of readiness: when you do something valuable, you are ready to face the anxiety and let it be, but not capture you.	Personal computer/phone with Internet access.	Define values.	Students will formulate their values about study and work.

The topic of the meeting	The content of the task (including surveys)	Activity	Materials	What will learn	Results (short-term, medium-term, long-term)
	are students ready to fight for in this life?				
Meeting 8. Proactivity (actions based on commitment to values)	We set goals guided by our values and take effective actions to achieve them.	Assignment to students: Set yourself a goal based on certain values. It must be feasible. For example, if friendships are important to you, you can set a goal – to go to lunch with classmates every day and tell something about yourself every time. Discuss together how you will fulfill this goal. What will be easy in it, and what is difficult.	Personal computer/phone with Internet access.	Set goals, guided by values, and take effective actions to achieve them.	Students will set goals based on the formulated values.
Meeting 9. Summing up. Measurement s.	Completion of training on the program. Filling out questionnaires.	Discussion of what was important in the group, what succeeded, what failed.	Personal computer/phone with Internet access..	Highlight and formulate what have learned during the program.	- Students will have a positive attitude towards the profession of "Journalist"; - improving the quality of professional training of

The topic of the meeting	The content of the task (including surveys)	Activity	Materials	What will learn	Results (short-term, medium-term, long-term)
					<p>students;</p> <ul style="list-style-type: none"> - students will be aware of the occupational risks; - the authors of the program will receive positive feedback from students – based on the results of training on the program; <p>the authors' analysis of the pilot implementation of the intervention program, its revision.</p>

Step 4. Conduct a feasibility study

In the program (Asmussen et al., 2019) it is proposed to plan work on the organization of the program. The following points are important for my specific program:

1. To coordinate partnership relations with the faculty where the program will be conducted (within the framework of the program being developed – completed).
2. Determining who will conduct the program (I am conducting the program in this study, described in more detail in Step 2. Logical model).
3. Choosing the venue (in this study online, the reasons are described in detail in Step 2. Logical model).
4. Training of practitioners (not required in this study).
5. Set of listeners (described in detail in Step 2. Logical model).
6. Organization of the classes themselves.
7. Planning to evaluate the effectiveness of the program in a year (the developed program is integrated into the program of psychological support for students of the Faculty of Journalism of one Russian University; after the program is tested, changes will be made and the modified program will be carried out in February 2023; thus, we can plan further evaluation of the effectiveness of the program).

Separately, it is proposed to consider the reasons why the participants did not join the program. Among the possible reasons may be the following: high employment at school, excessive educational environment, low motivation, proximity of the session, changes in the schedule due to seasonal holidays (in this case, changes in the schedule due to holidays in May, 4 additional days off).

Step 5. Pilot for outcomes

In the fifth step, it is necessary to conduct a pilot study to determine the potential for intervention.

The pilot study involved:

- 30 students filled out questionnaires once: Socio-demographic, K. Maslach Burnout Inventory, Hardiness Survey R. Maddy;
- 4 students attended the first lesson of the program;
- 2 students filled out a socio-demographic questionnaire, K. Maslach Burnout Inventory, Hardiness Survey R. Maddy before the start of the program and after.
- 2 students answered open questions before the program, during and after.
- 2 students have completed full training on the program.

Due to the fact that the time for the pilot study was limited, I conducted a shortened version of the program. The full program includes 9 classes. There were 6 meetings in the pilot study.

Since the sample is too small for statistical analysis of the hypothesis, we can anticipate the potential size of the intervention effect in terms of the following three parameters:

1. The needs of the target population (described in detail in Step 2. The logical model at the stage of quantitative analysis of two sets of essays).
2. The intensity of the intervention (classes were held once a week).
3. The extent to which the intervention adds value compared to what is currently available.

Currently, I have not found the described intervention programs for the prevention of emotional burnout for journalism students. I also did not find the described programs of emotional burnout intervention for first-year students. Therefore, the development of an emotional burnout prevention program for first-year journalism students is relevant.

We can assume that the magnitude of the effect will be higher due to the high needs of the target group.

At this step, you need to conduct a pilot, analyze the results and evaluate the effectiveness of the program. Since at the time of writing the pilot was running in parallel, the next steps will be planned.

Next steps:

Step 6. Test for efficacy.

Step 7. Test for effectiveness.

Step 8. Refine and monitor.

Step 9. Adapt and transport.

Step 10. Take to scale.

The implementation of these steps will be possible only after the implementation of a prevention program with more than 30 participants. Then statistical quantitative analysis, efficiency assessment, adaptation and elaboration of details will be possible.

An agreement was reached with the leadership of the Faculty of Journalism that the developed program will be held for students of the Faculty of Journalism of the first year of study in February 2023. Thus, plans for a program with more than 30 participants will be implemented.

2.2 Final program

Based on the five steps described above, a program for the prevention of emotional burnout of journalism students of 1 year of study has been developed.

Lesson plan:

Meeting 1. Measurements.

Filling out questionnaires.

A story about the prevention program. That there will be two groups of students doing the exercises.

Meeting 2. Introduction, introduction to concepts.

What is emotional burnout, what is AST (acceptance and responsibility therapy).

Discussion of strategies for controlling emotions: which students already know what science offers. How can we assess the effectiveness and impact on the quality of life?

Homework:

notice and record strategies for controlling emotions.

Meeting 3. Cognitive separation

We learn to perceive thoughts, images, memories and other processes in the mind as words and pictures instead of our fantasies (threat, strict rules, truth).

Assignment to students:

Split into pairs/threes. Choose the self-image that bothers you. Close your eyes, notice where this thought is located in space. Study this thought as if you are an inquisitive scientist: is it more likely to be seen or heard? Imagine this thought as if on a karaoke screen, then change the font, color, and then imagine how the ball jumps from one word to another. Discuss in a couple your attitude to the presentation. Has it remained the same? If yes, what did you feel during the exercise? If not, how did your feelings change?

Homework:

Practice separation techniques with disturbing thoughts. The practice of taking a "step back" and perceiving thoughts separately.

Meeting 4. Acceptance

We give space to unpleasant sensations, feelings, desires and other subjective experiences. We allow them to come and go without a fight, we do not run away from them and do not pay excessive attention to them.

An explanation of the essence of the work, why these tasks are important, why they are performed in this way, what is the importance of visualization and breathing

Assignment to students:

Work with anxiety. The challenge is to learn to let anxiety come and go without resistance.

Split into pairs/threes. Think about a difficult exam or test that worries you. Pay attention to bodily sensations, notice where you feel anxiety most vividly. Describe in a metaphor what

the sensations are like. Imagine yourself as a scientist again. Study what you have presented in the metaphor: boundaries, shape, weight, temperature, the presence of vibration or pulsation, and many other sensations associated with it. Breathe in this feeling, give it space. Let it be, even though you don't like it. Discuss in a couple your feelings during the exercise and after it.

Homework:

the practice of the technique in relation to the recurring feeling of anxiety is not to get rid of it, but to learn how to let it come and go without resistance.

Meeting 5. Contact with the present

We fully focus on what is happening to us here-and-now with openness and interest. We focus and get fully involved in what we are doing at this moment.

Assignment to students:

Exercise for the development of awareness. Split into pairs/threes. You will need to taste the raisins in "slow motion" mode, with the utmost concentration on the taste and texture of the fruit, as well as sounds, sensations and movements in the mouth. During this exercise, a variety of distracting thoughts and feelings may arise. Your goal is to let any thoughts come and go, and feelings just be. At the same time, keep the focus of your attention on the fact that you are trying raisins.

Homework:

Focus on all five senses in several daily activities: when brushing your teeth, washing dishes, drinking tea.

Meeting 6. Observer's position

Work with self-perception. The practice of separating thoughts and your essence.

Assignment to students:

We develop the observer's position. Split into pairs/threes. Close your eyes, observe your thoughts: in what form they appear (sound or images), where in space they are, at what speed do they flow. Note that there is you as an observer, and there are thoughts. Note that these are two parallel processes: the process of thinking and the process of observing thinking. The task of the second person in the pair is to draw the attention of the worker to the difference between the thoughts that arise and the one who observes these thoughts. Discuss that there are no dangerous, threatening or controlling thoughts from the observer's position.

Meeting 7. Values

Definition of values. What is important? What kind of person do you want to be? What do you think is meaningful and meaningful? What are you ready to fight for in this life?

Assignment to students:

Split into pairs/threes. Write down what is valuable to you in life, in relationships with friends, in romantic relationships, in studies. Tell your partner about it in a pair. Discuss the concept of readiness: when you do something valuable, you are ready to face the anxiety and let it be, but not capture you.

Meeting 8. Proactivity (actions based on commitment to values)

We set goals guided by our values and take effective actions to achieve them.

Assignment to students:

Set yourself a goal based on certain values. It must be feasible. For example, if friendships are important to you, you can set a goal – to go to lunch with classmates every day and tell something about yourself every time. Discuss together how you will fulfill this goal? What will be easy about it, and what is difficult?

Meeting 9. Summing up, Measurements.

20 minutes to finish: discussion of what was important in the group, what succeeded, what failed.

Filling out questionnaires.

2.3 K. Maslach Burnout Inventory (N.Y. Vodopyanova's adaptation)

To assess the level of emotional burnout of participants, the Russian-language online version of K. Maslach Burnout Inventory in N.Y. Vodopyanova's adaptation was used (Vodopyanova, N. E. et al., 2013). The methodology was developed by K. Maslach and S.E. Jackson, validated in 2003 for specialists of socioeconomic professions (Vodopyanova N. E. 2001; Vodopyanova N. E. 1997).

The questionnaire shows satisfactory reliability of Cronbach's alpha. The reliability coefficients for the subscales were the following: 0.9 for Emotional Exhaustion, 0.79 for Depersonalization, 0.71 for Personal Fulfillment (Maslach et al., 1997).

There are only 22 questions in the questionnaire. Includes three subscales:

- emotional exhaustion (example of the question "By the end of the school week I feel emotionally drained"),
- depersonalization (example of the question "I am annoyed by students who complain or express their complaints (discontent)"),
- professional success (reduction of personal achievements) (example of the question "I have many plans for the future, and I believe in their implementation").

The answers were evaluated on a 7-point measurement scale and range from "never" to "always". The presence of a high level of burnout is evidenced by high scores on the subscales of emotional exhaustion and depersonalization and low – on the scale of "professional effectiveness" (reduction of personal achievements). Accordingly, the lower a person evaluates

their capabilities and achievements, the less satisfied with self-realization in the professional sphere, the more pronounced the burnout syndrome is.

The participants filled out the questionnaire twice. For the first time, participants filled out a survey before the start of the program. The link of the ball is placed in the invitation post for the program. A total of 30 students filled out the questionnaire. For the second time, participants filled out a questionnaire at the end of the sixth lesson of the program. The link was provided during a class in zoom. In total, two students filled out the questionnaire for the second time. The responses were anonymous. No feedback was provided.

2.4 Hardiness Survey R. Maddy (adaptation by D.A. Leontiev, Y.I. Rasskazov, Y.N. Osin).

To assess the level of resilience, the Hardiness Survey R. Maddy questionnaire was used in adaptation by D.A. Leontiev, Y.I. Rasskazov, Y.N. Osin (Osin et al., 2013).

In the initial version, 45 questions were proposed. The abbreviated version used, in which there are 24 questions, allows you to make the research process more efficient by saving time while maintaining the reliability and validity of the obtained indicator. The results of cross-qualification on an independent sample confirm the data on high reliability, as well as on the structural and convergent validity of the questionnaire. The questionnaire shows satisfactory reliability of Cronbach's alpha $\alpha = 0.91$ (Osin et al., 2013).

There are only 24 questions in the questionnaire. Subscales:

- engagement (example of the question "Sometimes it seems to me that no one cares about me"),
- control (example of the question "Sometimes it seems to me that all my efforts are in vain"),
- risk taking (example of the question "Sometimes I am afraid of thoughts about the future").

The participants filled out the questionnaire twice. For the first time, participants filled out a survey at the end of the first session of the program. The link was provided during the first lesson in zoom. The link was also provided in the working chat of the Faculty of Journalism. A total of 29 students filled out the questionnaire. For the second time, participants filled out a questionnaire at the end of the sixth lesson of the program. The link was provided during a class in zoom. In total, two students filled out the questionnaire for the second time. The responses were anonymous. No feedback was provided

2.5 Socio-demographic questionnaire

In addition, we have included several questions in a questionnaire called "Socio-demographic questionnaire". In it, we collected data on gender, age and journalistic experience.

This is important for further data analysis. It was important for us to understand whether students have real work experience in the field of journalism, as well as whether they have experience in the field of journalism.

1. Gender
2. Age
3. Have you had any experience of journalistic work (any of the following: writing interviews, articles, notes, reports, news; collecting opinions on the street; hosting a podcast, speaking on the radio; shooting a television story)?
4. Have you participated in the work of the school editorial office?
5. Have you won journalism competitions, Olympiads?

Students filled out the socio-demographic questionnaire once – a link to it was posted in the invitation to participate in the program, in the first wave of questionnaires.

Also, the socio-demographic questionnaire was placed in the second wave of questionnaires. The link to it was in the first lesson of the program. This was done in case students who did not fill out questionnaires through a post-invitation in the first wave of questionnaires would come to the first lesson of the program. There were no such cases. Therefore, the analysis took answers only from the first wave of questionnaires.

2.6 Questionnaire - open questions

Students also answered open-ended questions. The questions were compiled in such a way as to motivate students to participate in the program, to learn their ideas about emotional burnout and the risks associated with it. Also, question #3 helps to see the student's reaction to a potentially stressful professional situation.

The list of open questions includes the following questions:

1. What tasks of your professional and personal growth would you like to implement in the program?
2. What topics do you consider important for discussion?
3. Describe your thoughts and feelings in the following situation.

The editor gives you a task: to take seven comments from strangers on the street.

4. Please write down how you understand the definition of "emotional burnout" in the context of a journalist's activity.
5. In your opinion, what are the risks associated with emotional burnout?
6. What strategies do you use to cope with or avoid emotional burnout?
7. Have you had any experience in preparing journalistic material? If yes, please tell us what was the most difficult for you?
8. Please describe your strengths in the journalistic profession.

Students answered open-ended questions three times: in the first lesson, in the third lesson and in the sixth (final) lesson of the program. The links were posted in the chat in the Zoom program. Detailed answers to these questions were collected for qualitative analysis to see whether students' perceptions of emotional burnout will change, whether students' reactions to a potentially stressful professional situation will change.

An additional question was added to the last set of open questions to collect feedback from students on finalizing and improving the program. The question is as follows:

Please share your opinion about the content and form of the course. What, in your opinion, was successful in the program and what needs to be improved.

Chapter 3. Results

The Results chapter is divided into several sections. In section 3.1, I describe the types of statistical analysis that I used in the study. In section 3.2 I present the results of descriptive statistics. In section 3.3, I provide the results of the correlation analysis. In section 3.4, I present the results of students who completed the pilot program and filled out questionnaires before and after the program – according to the subcategories of the constructs "Emotional burnout" and "Resilience". In Section 3.5, I provide answers to open questions and feedback from students who have completed the pilot program.

3.1 Statistical analysis.

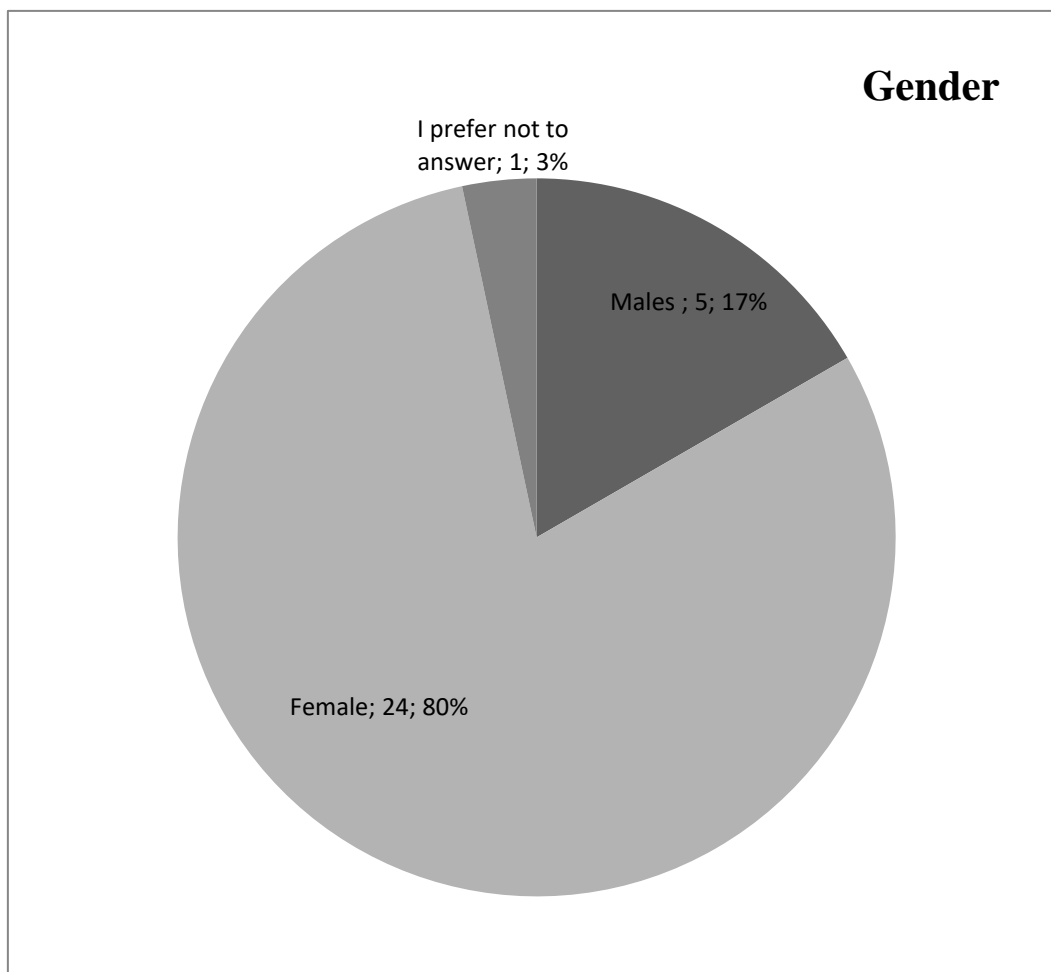
For statistical analysis, I used the JASP program, version 014. The data was collected via Yandex.forms, online. After unloading, the data was processed, cleaned and collected into one table. In descriptive statistics, I provide data on how many females and males, what age participated in the survey. Since the distribution of groups among males and females is uneven, I did not conduct a variance analysis.

To find the relationship between resilience and professional burnout, I used the nonparametric Spearman correlation criterion, since there are few observations in the sample and the data are measured on a non-quantitative scale. As a case study, students' data are presented based on the results of filling out questionnaires before and after the pilot of the program, as well as answers to open questions collected before, during and after the pilot of the program.

3.2 Descriptive statistics

Figure 2

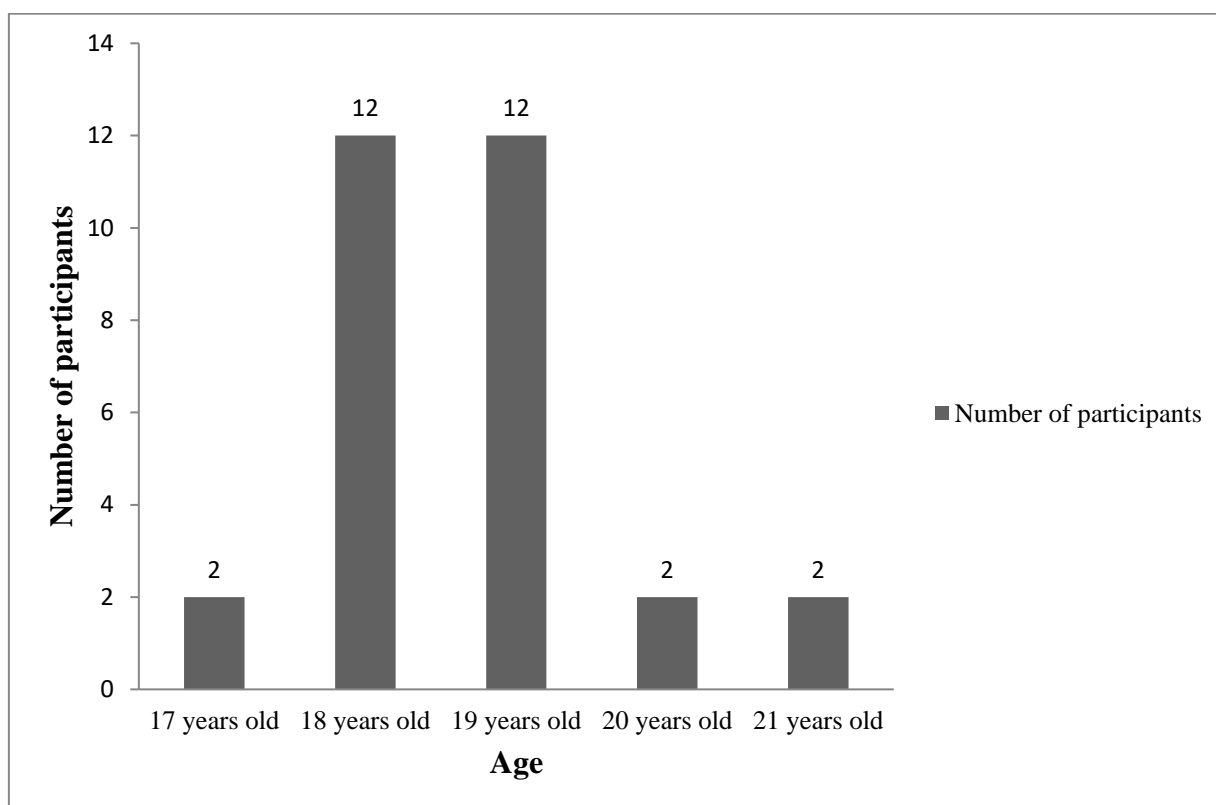
Distribution of respondents by gender (n = 31)



In this case, the majority of the sample consisted of female (24 people) – 80%, while male respondents turned out to be only 17% (5 people). There was also 1 person in the sample who chose not to answer the question about the gender.

Figure 3

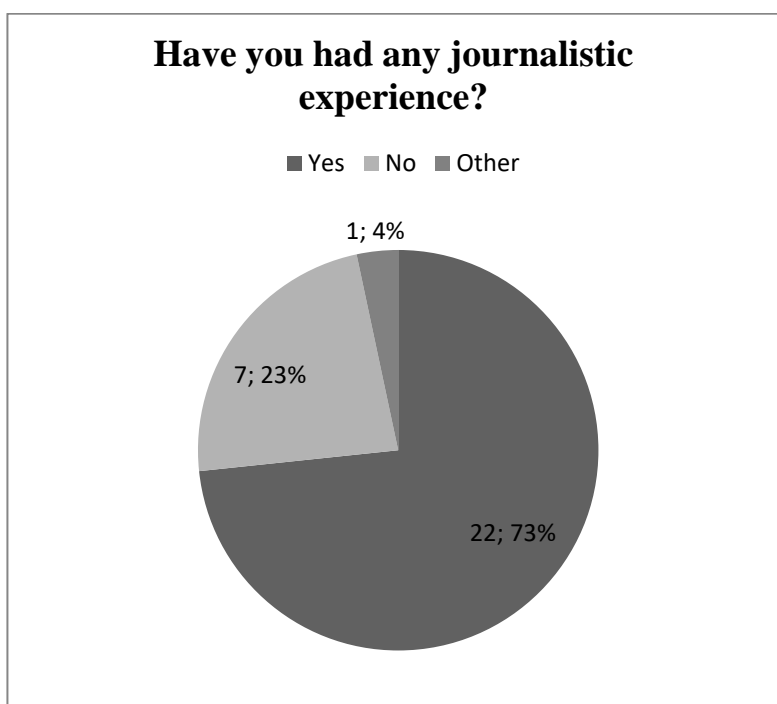
Distribution of respondents by age (n = 31)



Note that the average age in the group is 18.7 years with a standard deviation of 0.96 years (18.7 ± 0.96 years).

Figure 4

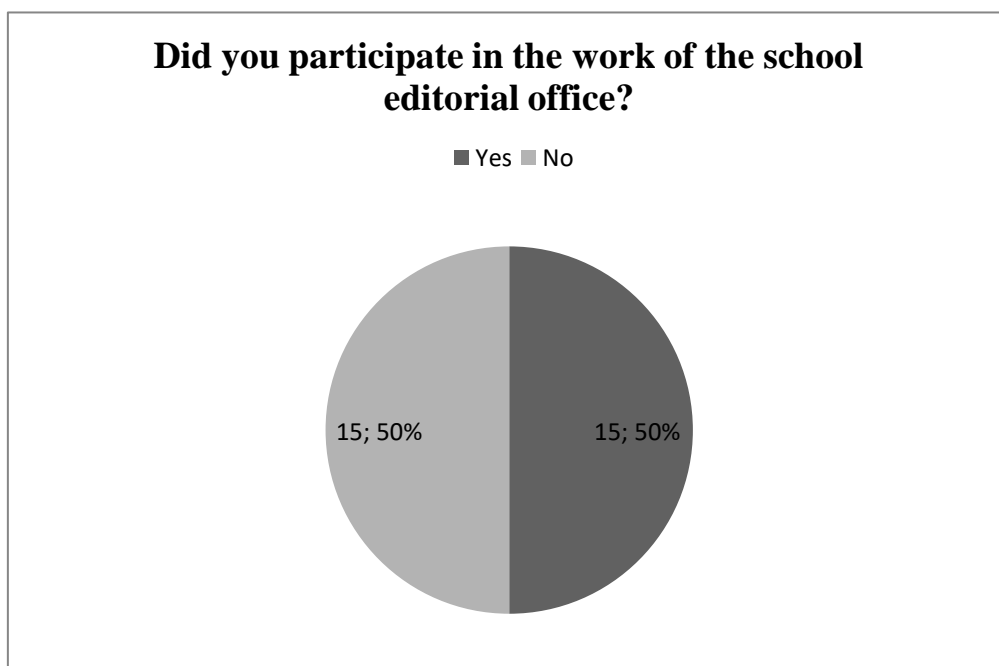
Distribution of respondents according to item 1.3 (n = 31)



The majority of people in the sample noted that they have experience in journalism (22 people, 73%), while 23% have no experience in this field (7 people) and 1 person preferred to avoid this question.

Figure 5

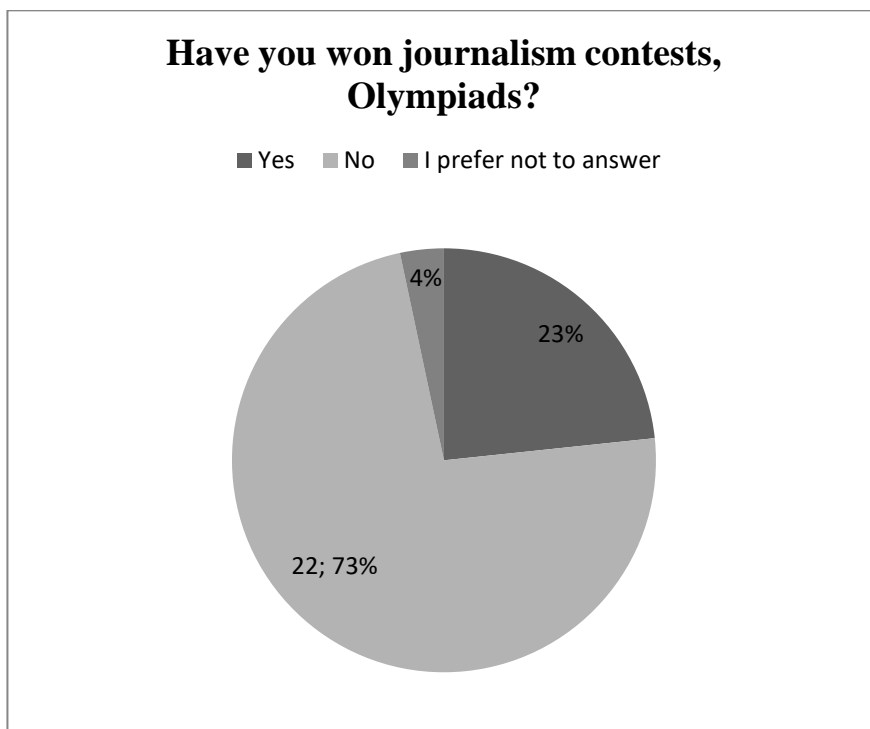
Distribution of respondents according to paragraph 1.4 (n = 31)



The answers to the question "Did you participate in the work of the school editorial office" are distributed equally: 50% (15 people) answered that they participated, and 50% (15 people) answered that they did not participate in the work of the school editorial office.

Figure 6

Distribution of respondents according to paragraph 1.5 (n = 31)



In this case, the majority of respondents did not take prizes – 73% (22 people), 23% (7 people) took prizes, 4% (1 person) preferred not to answer this question.

Descriptive statistical data were calculated to describe the characteristics characteristic of the sample in general (see Table 7).

Table 7*Descriptive statistics (n = 31)*

Indicator	\bar{x}	x_{min}	x_{max}	σ
Emotional exhaustion	25,37	2	46	10,98
Depersonalization	11,93	1	26	6,37
Reduction of professional achievements	29,97	16	45	6,99
Emotional Burnout (amount)	67,27	47	92	10,83
Involvement	17,14	5	28	7,8
Control	13,46	4	24	6,12
Risk taking	9,54	2	16	3,7
Resilience (amount)	40,14	14	65	16,41
\bar{x} – mean				
x_{min} – minimum value on the scale				
x_{max} – maximum value				
σ – standard deviation				

3.3 Correlation

To find the relationship between resilience and professional burnout, it was decided to use the nonparametric Spearman correlation criterion, since there are few observations in the sample, and they are measured on a non-quantitative scale (points).

Table 8*Correlation analysis results (n = 31)*

Indicators of methods	Involvement	Control	Risk acceptance
Emotional exhaustion	-0,81***	-0,75***	-0,66***
Depersonalization	-0,55**	-0,47*	-0,31
Reduction of professional achievements	0,86***	0,81***	0,68**
Note:			
* - statistically significant correlation, $p < 0,05$			
** - statistically significant correlation, $p < 0,001$			
*** - statistically significant correlation, $p < 0,0001$			

3.4 Case-study. Questionnaires

The first lesson was attended by 4 students, the second lesson was attended by two students. Two students took part in the entire program. One of the participants filled out all the questionnaires before the start of the program. The second participant did not complete the first

wave, which includes open-ended questions and a questionnaire to determine the level of resilience. Tables 9 and 10 show the results of participants before and after participation.

Table 9

Indicators of participant 1

Indicator	Before participation in the program, total scores	After participation in the program, total scores
Emotional exhaustion	23	24
Depersonalization	8	10
Reduction of professional achievements	30	34
Emotional Burnout (amount)	61	68
Involvement	-	8
Control	-	5
Risk taking	-	4
Resilience (amount)	-	17

Table 10*Indicators of participant 2*

Indicator	Before participation in the program, total scores	After participation in the program, total scores
Emotional exhaustion	46	44
Depersonalization	17	19
Reduction of professional achievements	16	22
Emotional Burnout (amount)	79	85
Involvement	7	6
Control	8	5
Risk taking	4	4
Resilience (amount)	19	15

3.5 Case-study. Answers to open questions

Two students completed the program. Therefore, this section contains the answers of these students to open questions. Open questions were asked to be filled out before the pilot of the program, after the third lesson and after the last lesson. The first participant filled out the answers before the pilot of the program and after the last lesson. The second participant filled out the answers after the third lesson and after the last lesson. Spelling errors were corrected during the processing of the answers, and all expressions were made from the male person in order to exclude the possibility of identifying the study participants.

Table 11*Answers to the participant's open questions 1*

Question	1 data wave	2 data wave	3 data wave
1. Describe your thoughts and feelings in the following situation. The editor gives you a task: to take seven comments from strangers on the street.	<p>Будет немного тревожно, но в целом ничего страшного – живое общение дается мне гораздо проще звонков и писем.</p> <p>It will be a little disturbing, but in general it's okay – live communication is much easier for me than calls and letters.</p>	-	<p>Это будет стрессово, но не слишком. Я смогу это сделать без особых проблем.</p> <p>It will be stressful, but not too much. I can do it without any problems.</p>
2. Please write down how you understand the definition of "emotional burnout" in the context of a journalist's activity.	<p>Крайняя усталость от взаимодействия с людьми, нежелание с ними общаться в большом количестве или неприятие к ним. Уменьшение прежнего уровня эмпатии к респондентам, сухость в общении.</p> <p>Extreme fatigue from interacting with people, unwillingness to communicate with them in large numbers or rejection of them. Reduction of the previous level of empathy towards respondents, dryness in communication.</p>	-	<p>Потеря интереса к работе, отсутствие желания что-либо делать в своей сфере, отстранение от коллектива, сухость и отстраненность в общении с респондентами.</p> <p>Loss of interest in work, lack of desire to do anything in their field, detachment from the team, dryness and detachment in communicating with respondents.</p>
3. In your opinion, what risks are associated with emotional burnout?	<p>Большая нагрузка при работе с людьми, чрезмерное общение с людьми.</p> <p>Heavy workload when working with people, excessive communication with people.</p>	-	<p>Эмоциональное выгорание может возникнуть, если человек перерабатывает, берет на себя слишком много проектов, мало времени уделяет себе и своим не связанным с работой увлечениям.</p> <p>Emotional burnout can occur if a person overworks, takes on too many projects, devotes little time to himself and his non-work-related hobbies.</p>

Question	1 data wave	2 data wave	3 data wave
4. What strategies do you use to cope with or avoid emotional burnout?	<p>Периодически я отдыхаю от людей, либо пересказываю кому-нибудь историю своей жизни (помогает).</p> <p>Periodically I take a break from people, or I tell someone the story of my life (it helps).</p>	-	<p>Стараюсь не перетруждаться, отвлекаться, подходить к учебе и связанным с ней проектам дозированно. Стараюсь отдыхать, даже когда очень много дел.</p> <p>I try not to overwork, get distracted, approach my studies and related projects in a dosed manner. I try to rest, even when there are a lot of things to do.</p>
5. Please describe your strengths in the journalistic profession.	<p>Я хорошо анализирую полученную информацию, грамотно пишу, сносно разбираюсь во многих сферах.</p> <p>I analyze the information received well, write competently, and understand many areas tolerably well.</p>	-	<p>Меня очень сложно склонить на чью-то сторону, я умею быть объективным. Я умею получать информацию окольными путями.</p> <p>It is very difficult to persuade me to someone's side, I know how to be objective. I know how to get information in a roundabout way.</p>

Table 12

Answers to the participant's open questions 2

Question	1 data wave	2 data wave	3 data wave
1. Describe your thoughts and feelings in the following situation. The editor gives you a task: to take seven comments from strangers on the street.	-	<p>Стресс и переживание, потому что нельзя заранее предугадать, какая реакция человека будет, ведь кто-то мило улыбнется, кто-то сбежит, а кто-то, возможно, и руку поднять может. К тому же рекламщики со своими флаерами испортили журналистам «рабочее поле» для опроса.</p> <p>Stress and anxiety, because it is impossible to predict in advance what a person's reaction will be, because someone will smile sweetly, someone will run away, and someone, perhaps, can raise his hand. In addition, advertisers with their flyers ruined the journalists' "working field" for the survey.</p>	<p>Небольшие растерянность и страх.</p> <p>A little confusion and fear.</p>
2. Please write down how you understand the definition of "emotional burnout" in the context of a journalist's activity.	-	<p>Абсолютное нежелание что-то делать, хотя дело даже не в желании, а в отсутствии и физических, и моральных сил для совершения какого-либо действия. Я уверен, что такое состояние чаще всего случается из-за отсутствия мотивации, низкой результативности дела или огромной усталости.</p> <p>Absolute unwillingness to do something, although it's not even a desire, but the lack of both physical and moral strength to perform any action. I am sure that this condition most often happens due to lack of motivation, poor performance of the case or great fatigue.</p>	<p>Физическое и психическое истощение, возникшее из-за эмоционального перенапряжения .</p> <p>Physical and mental exhaustion caused by emotional overstrain.</p>
3. In your opinion, what risks are associated with emotional burnout?	-	<p>Усталость и физическая, и моральная.</p> <p>Стресс.</p> <p>Страхи.</p> <p>Переживания.</p> <p>Разочарование.</p> <p>Расстройство.</p> <p>Очень сильная негативная эмоция.</p> <p>Fatigue is both physical and moral.</p> <p>Stress.</p> <p>Fears.</p>	<p>Моральное истощение и переутомление.</p> <p>Moral exhaustion and overwork.</p>

Question	1 data wave	2 data wave	3 data wave
		Experiences. Disappointment. Disorder. A very strong negative emotion.	
4. What strategies do you use to cope with or avoid emotional burnout?	-	Стараюсь успокоиться и даю себе время «остыть». С холодной головой анализирую свои эмоции. Даю волю эмоциям. Ищу поддержку от кого-то. Делюсь с близким мне человеком своими переживаниями и мыслями.	Вовремя даю себе отдохнуть и отстраняюсь от факторов стресса.
5. Please describe your strengths in the journalistic profession.	-	Нет There are no qualities.	Нет There are no qualities.

The participants also provided feedback on the program. It is presented in Table 13.

Table 13

Feedback from participants on participation in the program

Participant	Feedback
1	<p>Было выбрано не самое удачное время проведения. Все остальное, мне кажется, отлично.</p> <p>It was not the most successful time of the event. Everything else, I think, is fine.</p>
2	<p>Содержание и форму курса считаю удачно подобранными. Особенно удачными считаю практики, которые я теперь могу применять в жизни.</p> <p>I consider the content and form of the course to be well chosen. I consider the practices that I can now apply in life to be especially successful.</p>

Chapter 4. Discussion

This chapter provides a discussion of the results obtained. The chapter is divided into several sections. Section 4.1 contains an analysis of descriptive statistics on the data obtained. Section 4.2 describes the results of the correlation analysis. Section 4.3 presents a discussion of the case-study results, namely, a comparison of the results of questionnaires completed before and after the program. Section 4.4 presents an analysis of the answers to open-ended questions given by students before, during and after the program. Sections 4.5 and 4.6 describe the limitations of the current study and present the prospects for future research. Section 4.7 presents the main conclusions.

4.1 Analysis of descriptive statistics

Based on the calculations given in Table 1, the following characteristics describing the sample can be distinguished:

All indicators of resilience are on average at an average level. The resulting average value of the "Engagement" indicator is 17.14 (standard deviation 7.8). According to the normative values, this result passes along the lower boundary of the average value. Low values start with a value of 17 points. The resulting average value of the indicator "Control" is 13.46 (standard deviation 6.12). According to the normative values, this is the average value. The resulting average value of the "Risk Acceptance" indicator is 9.54 (standard deviation 3.7), which corresponds to the average value of the normative indicator. Thus, the overall level of resilience corresponds to the average.

Comparing with other results obtained in studies, we see that the result corresponds to other results. In the study of the level of resilience of 765 students in 2018-2020, average indicators of resilience were also obtained (Sokolova & Korablina, 2021). In another study, where 41 students took part, average indicators of resilience were also obtained (Bolshakova & Lezhnina, 2018). The results differ in the study, where 63 students took part. In it, data analysis revealed high indicators of resilience (Filippova et al., 2019). Thus, the data obtained indicate an average level of resilience. This data is lower than other published results. Therefore, measures to prevent a decrease in resilience are important.

The level of emotional burnout on average in the sample is elevated (see Table 1), which indicates a high degree of risk for students of the Faculty of Journalism. A high level of the indicator can affect performance, physical and psychological condition. Students may feel emotional overstrain, fatigue and lack of emotional resources. It can be more callous than usual with classmates and respondents. They may reduce the value of their work and negatively perceive their achievements (Starchenkova & Vodopyanova, 2008).

The result of the indicator "Emotional exhaustion" is 25.37 points (standard deviation 10, 98), which corresponds to a high level. The result of the indicator "Depersonalization" is 11, 93 points (standard deviation 6, 37 points), which also corresponds to a high level. The result of the indicator "Reduction of professional achievements" is 29.97 points (standard deviation of 6.99 points), which corresponds to a high level. Accordingly, the overall level of emotional burnout on average in the sample is at a high level.

Comparing with the results of other studies of the level of emotional burnout among students, we see that mostly the results of the questionnaires indicate an average level. In 2021, 258 students of Krasnoyarsk State Medical University filled out the questionnaire of emotional burnout K. Maslach. The results of the study showed that 64% of 1st year students have an average level of emotional burnout, 14% have a low level and 22% have a high level of emotional burnout (Potupchik & Korman, 2021). In 2018, 290 students of the Crimean Medical Academy named after S.I. Georgievsky was also examined for the level of emotional burnout. As a result, 51.7% of the participants had an average level (Memetov & Kadyrova, 2018). In 2020, 405 students of BSMU filled out the questionnaire of emotional burnout K. Maslach. Indicators on the scales of emotional burnout syndrome were at a high level: emotional exhaustion – 32.45 ± 9.68 points, depersonalization – 14.44 ± 5.32 , reduction of personal achievements – 26.37 ± 7.67 (Lapchuk, 2021).

Comparing with the results of other studies of the level of emotional burnout among journalists, we see that mostly the results of the questionnaires also indicate an average level. In 2018, 287 Iranian sports journalists filled out the Maddi Resilience questionnaire. The results showed an average level of emotional burnout. At the same time, the editors had a higher level of emotional burnout (Safarpour et al., 2020). In 2021, 123 journalists from television stations in Ethiopia also completed the Maddi Resilience questionnaire. The results also showed an average level of burnout (Gebru, 2022).

Thus, the data obtained indicate a high level of all indicators of emotional burnout. These data are higher than other published results, where the level of emotional burnout of students was studied. The same dynamics can be observed in comparison with the results obtained and published results on the study of the level of emotional burnout among journalists. A high degree of emotional burnout among 1st year journalism students indicates a high degree of risk for students. To reduce the level of burnout, both prevention programs and burnout treatment programs are needed.

4.2 Analysis of correlation analysis data

Based on the results presented in Table 2, the following conclusions can be drawn:

1. The higher the emotional exhaustion, the lower all the indicators of resilience. In this regard, we obtained statistically significant results ($p < 0,0001$).

2. The higher the depersonalization, the lower the involvement ($p < 0,001$) and control ($p < 0,05$). At the same time, depersonalization is not associated with risk-taking.

3. The higher the indicator of reduction of professional achievements, the higher the involvement ($p < 0,0001$), control ($p < 0,0001$) and risk acceptance ($p < 0,001$). Considering that the scale of reduction of professional achievements with high scores indicates a low indicator and vice versa, we can say that the more pronounced the reduction of professional achievements is in a person, the lower his resilience.

Comparing with the results of other studies, a negative correlation was also found between indicators of resilience and emotional burnout (McCain, 2017 as cited in Deldar, 2018), ($r = -0.323$) (Jie et al., 2021), ($r = -0.39$) (Janatolmakan et al., 2021), ($r = -0.55$) (Rushton, 2015 as cited in Deldar, 2018), ($r = [-0.2; -0.4]$) (Guo et al., 2018).

There is also evidence in publications of a negative correlation between depersonalization and the level of resilience (Vachkov, 2021), (Perry, 2021), which is consistent with the data obtained.

There is evidence in publications of a negative correlation between emotional exhaustion and indicators of resilience ($r = -0.56$) (Perry, 2021), which is also consistent with the data obtained. And there is also evidence of a negative correlation between the indicator of reducing professional achievements and indicators of resilience: for control ($r = -0.41$), for risk-taking ($r = -0.18$), for engagement ($r = -0.41$) (de Vera García, 2019). It was found that higher indicators of resilience are moderately correlated with a greater sense of personal achievement ($r = 0.52$) (Perry, 2021).

As expected, a negative correlation was found between indicators of resilience and indicators of emotional burnout. The results obtained are confirmed by data in scientific publications. This suggests that it is important to investigate both the level of emotional burnout and the level of resilience. Since these constructs have a connection. In addition, to improve the indicators of resilience, it is important to reduce the indicators of emotional burnout. This confirms the relevance of the development and implementation of an emotional burnout prevention program for 1st year students of the Faculty of Journalism.

4.3 Analysis of case-study results, questionnaire results

Comparing the results in Table 3, we see that participant 1 had a slight decrease in emotional exhaustion. The values are in the "very high" category. Depersonalization increased slightly. The values are also in the "very high" category. The reduction of professional achievements has significantly increased. The values are also in the category of "very high" – the

last result approached the border between "very high" and "high" level of reduction of professional achievements. The latter indicator has the opposite value – an increase in the indicator indicates positive dynamics. According to the overall level of emotional burnout, the participant is in the category with an extremely high degree of emotional burnout.

Comparing the indicators of resilience in participant 1, we see that the indicator of engagement decreased slightly, the indicator of control decreased, the indicator of risk acceptance did not change. If the participant's level of resilience was high before the program, then at the end of the program, the level of resilience became reduced.

Correlation analysis shows a positive relationship between burnout and resilience. It is also important to take into account the time of the program. Classes started in April and ended in May. Participants completed the last wave of surveys in the test week. This can be a highly influencing stress factor, which additionally affects and shifts the results.

Comparing the results in Table 4, we see that participant 2 has average indicators of emotional burnout. The indicator of emotional exhaustion increased slightly, the indicator of depersonalization also increased slightly. The indicator of reduction of professional achievements has grown significantly, which in this questionnaire shows a positive trend. In general, the level of emotional burnout remained at an average level. Participant 2 did not fill out the resilience questionnaire before participating in the program, so we cannot compare the results. The results of the level of resilience at the end of participation in the program indicate an average level.

At the end of the program, summing up, the students said that:

- «было полезно, могу применять в жизни; люблю психологические тренинги – так как могу что-то подцепить для жизни. Вопрос эмоционального выгорания на слуху. Зацепила тема в первую очередь» ("it was useful, I can apply it in life; I love psychological trainings – because I can pick up something for life. The issue of emotional burnout is on the ear. Hooked on the topic in the first place");

- «это насущная тема – эмоциональное выгорание, часть из практики возьму в использование» ("this is an urgent topic – emotional burnout, I will take some of the practice into use").

In addition, at the last meeting, the participants asked if it would be possible to keep in touch further. Accordingly, there was a expectation for support. This task will be solved by the program of psychological support of students being developed at the faculty.

4.4 Analysis of case-study results, answers to open questions

At the first meeting, the participants said that they came from an interest in the topic of emotional burnout, that this topic was important to them.

As a result of the analysis of the answers to the open questions of participant 1, it is clear that exciting situations related to professional activity cause participant 1 "anxiety" and a feeling of "stress". When describing the definition of "emotional burnout", participant 1 describes the indicator "depersonalization". When describing the risks associated with emotional burnout, before the program, the participant described the characteristics of depersonalization more, after the program he added the characteristics of emotional exhaustion. After the program, the participant began to list more strategies for avoiding emotional burnout. In general, the answers to the open questions of participant 1 show a more complete understanding of the definition of "emotional burnout", an increase in strategies for avoiding emotional burnout. They also show the presence of anxiety and stress at work.

As a result of the analysis of the answers to the open questions of participant 2, it is clear that exciting situations related to professional activity cause "stress", "experience", unconscious fear. After the program, the participant shows more awareness, describing "fear" and "confusion". In the definition of emotional burnout, participant 2 defines the subcategories "emotional exhaustion" and "reduction of professional achievements". After the program, the definition of the subcategory "emotional exhaustion" prevails in the definition. In the risks associated with emotional burnout, the participant also describes the characteristics of emotional exhaustion. Among the strategies for avoiding emotional burnout, participant 2 writes about working with emotions during the program, after the program writes about rest and "detachment from stress factors".

The results show a tendency of interest in the topic of emotional burnout, that professional difficulties cause anxiety and a sense of stress. The key characteristics in the description of burnout by participants relate to different indicators: depersonalization and emotional exhaustion. The pilot of the program promises to expand the understanding of emotional burnout, strategies for dealing with difficult emotions. Thus, the data obtained confirm the relevance of the development and implementation of an emotional burnout prevention program for first-year journalism students.

4.5 Limitations

For questionnaires, open-ended questions

Several limitations of this study should be mentioned. We cannot apply the results to the general population due to the low number of participants who completed the questionnaires. In addition, there was an uneven distribution by gender, which made it impossible to conduct an analysis of variance. Due to the small number of participants, it is impossible to evaluate the effectiveness and conduct a statistical analysis, evaluating the results before and after.

For programme

The difficulty was finding time for students to study. It was necessary to find a time in the class schedule when students from six different groups of the first year could go to meetings. Therefore, the time was chosen Thursday at 17.00. Nevertheless, due to an unexpected change in the schedule, students could not attend the 4th meeting – they were assigned a lesson. An agreement was reached on remote work – homework was given.

Another limitation was working online. Participants in the first classes were embarrassed to turn on the cameras. Since participation is voluntary, it was at the discretion of the students. Because of this, trust was more difficult to form, there was less involvement of participants. Trust was established by the sixth meeting – the participants turned on the cameras themselves. Accordingly, it is important to conduct the program offline so that there is more trust and support between students. This is especially important during the practice. When working online without cameras on, the quality of communication between each other deteriorates. The teacher does not see what condition the students are, how they react, whether they understand the tasks.

An important limitation was the time of the program. Classes started in April and ended in May, during the test week. This is a time of additional stress for students when they need to take tests and prepare for exams. Accordingly, the proximity of the session could affect the level of resilience and emotional burnout, shifting the results.

4.6 Future research

It is necessary to collect data with an even distribution by gender to assess the level of resilience and emotional burnout. It is important to look at the results of the participants before and after the program, when there is no additional influencing factor such as the proximity of the session, when there is higher motivation and less workload in studies. And also when classes will be held offline.

In addition, it may be interesting to study changes in the level of resilience and emotional burnout in a longitudinal study. To evaluate the short-term and long-term results of the program.

The next stage of the study should be the completion of the program, taking into account the limitations of the pilot. The program is scheduled to be held in February 2023 – for students of the Faculty of Journalism of the first year of study. There is an agreement with the administration of the Faculty of Journalism. In addition, the developed program will be included in the program of psychological support for students of the Faculty of Journalism of one Russian University.

4.7 Conclusions and recommendations

Following the results of the program, several recommendations can be formulated:

- it was difficult for students to perform psychological tasks. Perhaps in the future it is necessary to do a demonstration exercise so that it is clear how to conduct the exercise without the accompaniment of a teacher.

(For example, at the third "Cognitive Separation" meeting, there was a task to work with a self-image that bothers the student. It was difficult for the students to continue exploring the self-image. Students said a couple of sentences and stopped. The partners did not ask questions to help research this self-image. Thus, the study turned out to be superficial. The presenter asked to investigate the performance more. Also, the presenter asked questions and invited the partner in the pair to ask questions. Thus, the study turned out to be deeper);

– communication through the moodle system was less effective. Messages on the Vkontakte social network worked better, perhaps because they were personalized, more emotional. I assume that this is a more familiar environment for students;

- it was useful to discuss homework – students were better involved in the discussion;

- it is important for the presenter to make sure that the stated topics during the practices are about study or profession, not about personal topics;

- it is important to follow the wording in the tasks. The task "Tell us what you succeeded and what you failed" caused a reaction: "Only a teacher can evaluate this." And the question is: "What was useful to you, will you take something to use?" it was clearer and the students gave detailed answers;

- it is important to conduct classes offline;

- it is important to conduct the program immediately after the holidays after the session.

Conclusions:

A program for the prevention of emotional burnout was developed for 1st year students of the Faculty of Journalism. A group of first-year students of the Faculty of Journalism of one Russian University took part in a pilot prevention program: in 6 full-time classes of 1.5 hours, during which they performed tasks from the therapy of acceptance and responsibility of the cognitive-behavioral approach. Two people took part in the entire program.

Questionnaires were used: inventory of K. Maslach's emotional burnout (Cronbach's alpha $n = 0.9$ for Emotional Exhaustion, $n = 0.79$ for Depersonalization, $n = 0.71$ for Personal Fulfillment (Maslach et al., 1997), study of R. Maddy's resilience (Cronbach's alpha $n = 0.91$). A total of 31 people filled out the questionnaires.

According to the results of the analysis, the following indicators were found: on average, the sample has an average level of resilience, a high level of emotional burnout, which confirms the relevance of developing and implementing a program for the prevention of emotional burnout. A negative correlation was determined between emotional exhaustion and indicators of

resilience ($p < 0,0001$), a negative correlation between depersonalization and involvement ($p < 0,001$) and control ($p < 0,05$). It is determined that depersonalization is not associated with risk-taking. It was revealed that the higher the indicator of reduction of professional achievements, the higher the involvement ($p < 0,0001$), control ($p < 0,0001$) and risk acceptance ($p < 0,001$). Considering that the scale of reduction of professional achievements with high scores indicates a low indicator and vice versa, we can say that the more pronounced the reduction of professional achievements is in a person, the lower his resilience. Based on the results of feedback, students confirm the relevance of the program for the prevention of emotional burnout.

The next stage of the study should be the completion of the program, taking into account the limitations and recommendations based on the results of the pilot. The program is scheduled to be held in February 2023 – for students of the Faculty of Journalism of the first year of study. There is an agreement with the administration of the Faculty of Journalism. In addition, the developed program will be included in the program of psychological support for students of the Faculty of Journalism of one Russian University.

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Отчет о проверке на заимствования №1



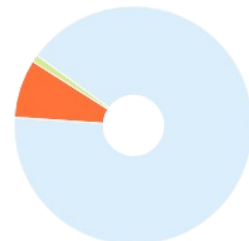
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ИНФОРМАЦИЯ О ДОКУМЕНТЕ

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ИНФОРМАЦИЯ ОБ ОТЧЕТЕ

Последний готовый отчет (ред.)
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 Комментарии: не указано
 Поиск с учетом редактирования: да
 Модули поиска: ИПС Адилет, Библиография, Сводная коллекция ЭБС, Интернет Плюс, Сводная коллекция РГБ, Цитирование, Переводные заимствования (RuEn), Переводные заимствования по eLIBRARY.RU (EnRu), Переводные заимствования по Интернету (EnRu), Переводные заимствования издательства Wiley (RuEn), eLIBRARY.RU, СПС ГАРАНТ, Медицина, Диссертации НББ, Перефразирования по eLIBRARY.RU, Перефразирования по Интернету, Патенты СССР, РФ, СНГ, СМИ России и СНГ, Шаблонные фразы, Модуль поиска "ТГУ", Кольцо вузов, Издательство Wiley, Переводные заимствования



ЗАИМСТВОВАНИЯ

7,57%

САМОЦИТИРОВАНИЯ

0%

ЦИТИРОВАНИЯ

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 Самоцитирования — доля фрагментов текста проверяемого документа, совпадающий или почти совпадающий с фрагментом текста источника, автором или соавтором которого является автор проверяемого документа, по отношению к общему объему документа.
 Цитирования — доля текстовых пересечений, которые не являются авторскими, но система посчитала их использование корректным, по отношению к общему объему документа. Сюда относятся оформленные по ГОСТу цитаты; общеупотребительные выражения; фрагменты текста, найденные в источниках из коллекций нормативно-правовой документации.
 Текстовое пересечение — фрагмент текста проверяемого документа, совпадающий или почти совпадающий с фрагментом текста источника.
 Источник — документ, проиндексированный в системе и содержащийся в модуле поиска, по которому проводится проверка.
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[09]	0,32%	Экспериментальное исследование синдрома эмоционального выгорания у лиц с высоким творческим потенциалом. http://elibrary.ru	09 Янв 2018	Переводные заимствования по eLIBRARY.RU (EnRu)	
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[15]	0,08%	Лукошкина, Екатерина Павловна Клинические и психологические факторы риска развития посттравматического стрессового расстройства у пациентов с онкологическими заболеваниями : диссертация ... кандидата психологических наук : 19.00.04 Санкт-Петербург 2019 http://dlib.rsl.ru	19 Авг 2020	Сводная коллекция РГБ
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[17]	0,19%	Винтер, Виктория Леонидовна Роль сексологических факторов в реабилитации пациентов, перенесших инфаркт миокарда : диссертация ... кандидата психологических наук : 19.00.04 Санкт-Петербург 2017 http://dlib.rsl.ru	28 Янв 2020	Сводная коллекция РГБ
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[70]	<div><div></div><div>0%</div></div>	shataeva_o_a_strategiya-uluchsheniya-polzovatelskogo-opyta-steykholderov-proektnoy-deyatelnosti-v-vuze-primer-niu.pdf	25 Мая 2022	Кольцо вузов	Источник исключен. Причина: Маленький процент пересечения.
[71]	<div><div></div><div>0%</div></div>	Гребенщиков, Иван Валерьевич Влияние государства на развитие дискурса об экстремизме : диссертация ... кандидата социологических наук : 22.00.05 Санкт-Петербург 2019 http://dlib.rsl.ru	19 Авг 2020	Сводная коллекция РГБ	Источник исключен. Причина: Маленький процент пересечения.
[72]	<div><div></div><div>0%</div></div>	Международная конференция по профилактической кардиологии, 23-26 июня 1985 г., г. Москва http://emll.ru	21 Дек 2016	Медицина	Источник исключен. Причина: Маленький процент пересечения.
[73]	<div><div></div><div>0%</div></div>	http://www.magnanimitas.cz/ADALTA/070202/PDF/070202.pdf http://magnanimitas.cz	28 Апр 2022	Интернет Плюс	Источник исключен. Причина: Маленький процент пересечения.
[74]	<div><div></div><div>0%</div></div>	https://congress.eular.org/myUploadData/files/eular_2020_abstracts_final.pdf https://congress.eular.org	03 Мар 2022	Интернет Плюс	Источник исключен. Причина: Маленький процент пересечения.
[75]	<div><div></div><div>0%</div></div>	Беляева, Татьяна Васильевна Стратегические ориентации и результаты деятельности российских фирм малого и среднего бизнеса в период экономического кризиса : диссертация ... кандидата экономических наук : 08.00.05 Санкт-Петербург 2017 http://dlib.rsl.ru	28 Янв 2020	Сводная коллекция РГБ	Источник исключен. Причина: Маленький процент пересечения.
[76]	<div><div></div><div>0%</div></div>	Budget Code of the Republic of Kazakhstan - "Adilet" ILS http://adilet.zan.kz	04 Окт 2017	ИПС Адилет	Источник исключен. Причина: Маленький процент пересечения.
[77]	<div><div></div><div>0%</div></div>	Exploring the Relationship Between the Acceptability of an Internet-Based Intervention for Depression in Primary Care and Clinical Outcomes: Secondary Analysis of a Randomized Controlled Trial https://frontiersin.org	01 Сен 2020	СМИ России и СНГ	Источник исключен. Причина: Маленький процент пересечения.
[78]	<div><div></div><div>0%</div></div>	Experimentally Induced Language Modes and Regular Code-Switching Habits Boost Bilinguals' Executive Performance: Evidence From a Within-Subject Paradigm https://frontiersin.org	05 Ноя 2020	СМИ России и СНГ	Источник исключен. Причина: Маленький процент пересечения.
[79]	<div><div></div><div>0%</div></div>	trifonova_e_a_razvitie-motivacii-shkolnikov-s-pomoshchyu-ispolzovaniya-obrazovatel'nogo-potenciala-tik-toka-obshche.docx	27 Мая 2022	Кольцо вузов	Источник исключен. Причина: Маленький процент пересечения.
[80]	<div><div></div><div>0%</div></div>	Ли, Цзинцзин Развитие межкультурной компетенции китайских учащихся (уровень В2) на материале текстов для детского чтения : диссертация ... кандидата педагогических наук : 13.00.02 Санкт-Петербург 2020 http://dlib.rsl.ru	11 Июн 2020	Сводная коллекция РГБ	Источник исключен. Причина: Маленький процент пересечения.
[81]	<div><div></div><div>0%</div></div>	afanaseva_yu_a_nesovpadeniye-mejdu-individualnymi-i-grupповыми-cennostyami-i-subektivnoe-blagopoluchie.pdf	25 Мая 2022	Кольцо вузов	Источник исключен. Причина: Маленький процент пересечения.
[82]	<div><div></div><div>0%</div></div>	Модели, алгоритмы и технология интеллектуализации принятия решений на основе предметных коллекций http://dep.nlb.by	11 Ноя 2016	Диссертации НББ	Источник исключен. Причина: Маленький процент пересечения.
[83]	<div><div></div><div>0%</div></div>	ivanova_a_d_razrabotka-fandrayzingovoy-strategii-dlya-chastnyh-muzeev-v-ramkah-associacii-chastnyh-muzeev-lening.docx	25 Мая 2022	Кольцо вузов	Источник исключен. Причина: Маленький процент пересечения.
[84]	<div><div></div><div>0%</div></div>	On special protective, antidumping and compensation measures in respect of third states - "Adilet" ILS http://adilet.zan.kz	04 Окт 2017	ИПС Адилет	Источник исключен. Причина: Маленький процент пересечения.
[85]	<div><div></div><div>0%</div></div>	Картонный замок? Тайная история Варшавского договора, 1955–1991 (A Cardboard Castle? An Inside History of the Warsaw Pact, 1955–1991) http://bibliorossica.com	26 Мая 2016	Сводная коллекция ЭБС	Источник исключен. Причина: Маленький процент пересечения.
[86]	<div><div></div><div>0%</div></div>	Т. 2 http://emll.ru	21 Дек 2016	Медицина	Источник исключен. Причина: Маленький процент пересечения.

[87]	<input type="text" value="0%"/>	Навас_Диплом.pdf	14 Июн 2020	Модуль поиска "ТГУ"	Источник исключен. Причина: Маленький процент пересечения.
[88]	<input type="text" value="0%"/>	Novak's gynecology [Текст] http://emil.ru	21 Дек 2016	Медицина	Источник исключен. Причина: Маленький процент пересечения.
[89]	<input type="text" value="0%"/>	http://www.fsf.vu.lt/dokumentai/Projektai/LMT/Sunkios_traumos_Gailiene/Lithuanian_faces_after_transition_c_1.pdf http://fsf.vu.lt	16 Июн 2022	Интернет Плюс	Источник исключен. Причина: Маленький процент пересечения.
[90]	<input type="text" value="0%"/>	Oncology http://emil.ru	21 Дек 2016	Медицина	Источник исключен. Причина: Маленький процент пересечения.
[91]	<input type="text" value="0%"/>	Sociology of Medicine: textbook http://studentlibrary.ru	26 Янв 2018	Медицина	Источник исключен. Причина: Маленький процент пересечения.
[92]	<input type="text" value="0%"/>	Conditioned reflexes an investigation of the physiological activity of the cerebral cortex... http://emil.ru	20 Дек 2016	Медицина	Источник исключен. Причина: Маленький процент пересечения.
[93]	<input type="text" value="0%"/>	Структурные характеристики и электрические свойства пленок Pb1-xSnxTe, полученных методом "горячей стенки" http://dep.nlb.by	11 Ноя 2016	Диссертации НББ	Источник исключен. Причина: Маленький процент пересечения.
[94]	<input type="text" value="0%"/>	pak_k_s_analiz-sprosa-na-navyki-v-sfere-logisticheskogo-menedjmenta.docx	25 Мая 2022	Кольцо вузов	Источник исключен. Причина: Маленький процент пересечения.
[95]	<input type="text" value="0%"/>	Masterpieces of history: the peaceful end of the Cold War in Eastern Europe, 1989 http://bibliorossica.com	27 Мая 2016	Сводная коллекция ЭБС	Источник исключен. Причина: Маленький процент пересечения.
[96]	<input type="text" value="0%"/>	Judaism as Philosophy: Studies in Maimonides and the Medieval Jewish Philosophers of Provence http://bibliorossica.com	26 Мая 2016	Сводная коллекция ЭБС	Источник исключен. Причина: Маленький процент пересечения.
[97]	<input type="text" value="0%"/>	Official proceedings World federation for ultrasound in medicine and biology meeting, Oct. 17-21, 1988, Washington, DC http://emil.ru	28 Апр 2017	Медицина	Источник исключен. Причина: Маленький процент пересечения.
[98]	<input type="text" value="0%"/>	Failures in family therapy http://emil.ru	21 Дек 2016	Медицина	Источник исключен. Причина: Маленький процент пересечения.
[99]	<input type="text" value="0%"/>	chernova_a_s_razrabotka-marketingovoy-strategii-dlya-blagotvoritelnoy-organizacii-hesed-avraam.pdf	25 Мая 2022	Кольцо вузов	Источник исключен. Причина: Маленький процент пересечения.
[100]	<input type="text" value="0%"/>	Drum Communication Program Intervention in Older Adults With Cognitive Impairment and Dementia at Nursing Home: Preliminary Evidence From Pilot Randomized Controlled Trial https://frontiersin.org	06 Июл 2020	СМИ России и СНГ	Источник исключен. Причина: Маленький процент пересечения.
[101]	<input type="text" value="0%"/>	Relation between contemplative exercises and an enriched psychology students' experience in a neuroscience course https://frontiersin.org	03 Ноя 2020	СМИ России и СНГ	Источник исключен. Причина: Маленький процент пересечения.
[102]	<input type="text" value="0%"/>	https://disser.spbu.ru/files/2021/disser_nigmatullina.pdf https://disser.spbu.ru	13 Мая 2022	Интернет Плюс	Источник исключен. Причина: Маленький процент пересечения.
[103]	<input type="text" value="0%"/>	https://www.pmena.org/pmenaproceedings/PMENA%2037%202015%20Proceedings.pdf https://pmena.org	24 Янв 2022	Интернет Плюс	Источник исключен. Причина: Маленький процент пересечения.