

# Athlete Burnout Questionnaire

**Michael Kellmann, Wolfgang Kallus**

*The Athlete Burnout Questionnaire Manual* Thomas D. Raedeke, Alan L. Smith, 2009 This test manual, the fourth in FIT's Sport and Exercise Psychology Test Clearinghouse, is a succinct and informative resource outlining the conceptual basis of the athlete burnout syndrome and its measurement. The manual delineates the process used in developing the ABQ and provides users with information on the meaning of scores derived from its use. Aspects related to the ABQ are presented in a comprehensive manner: Athlete Burnout Questionnaire (ABQ), along with the guidelines for administering and scoring it; Conceptual underpinnings of the ABQ, including an overview of the burnout construct and the operational definition used to guide item development, as well as a description of how the preliminary item pool was developed; Review of research using a within-network approach to examining the internal structure of the burnout construct based on the ABQ; plus a description of both internal consistency and stability of ABQ scores; Discussion of a between-network approach to construct validation by examining the relationship of ABQ scores to theoretically relevant variables stemming from stress, sociological, and motivational perspectives on burnout; Basic descriptive statistical information that can help users interpret the meaning of scores derived from the ABQ.

*An Investigation of Burnout of Intercollegiate Athletes* Allison Margaret Eades, 1990

*Burnout Symptoms Among Collegiate Certified Athletic Trainers* Kate Drendel, 2015 Athletic trainers (ATs) are allied health care professionals with the primary responsibilities of preventing, recognizing, managing and rehabilitating athletic injuries amongst a physically active population (Athletic trainer, 2015). Due to the environmental demands of this occupation, several studies have been conducted to investigate how various factors may influence the careers, health, and potential burnout of these practitioners (e.g., Kania, Meyer, & Ebersole, 2009; Kahanov, Eberman, & Juzeszyn, 2013). Clinical burnout is a psychological syndrome that is identified by three factors including, emotional and physical exhaustion, depersonalization (cynicism), and decreased sense of personal accomplishment that develop secondary to chronic, overwhelming work demands (Maslach, Schaufeli, & Leiter, 2001, p. 402-403). The relationship between burnout and the self-determination theory constructs of motivational regulation and basic psychological needs (BPN) satisfaction have been well studied among athletes (Cresswell & Eklund, 2005b; Deci & Ryan, 1985). In order to explore these relationships among ATs, several research questions were the focus of the current study: 1) Do burnout symptoms vary over the course of a sport

season and, if so, how?, 2) Do basic psychological needs satisfaction and motivation change over the course of a sport season and, if so, how?, and 3) Are changes in burnout symptoms related to changes in basic psychological needs satisfaction and motivation? To develop answers to these questions, ATs from throughout the country were recruited to participate in an online survey that consisted of a demographic questionnaire, the Athlete Burnout Questionnaire (ABQ; Raedeke & Smith, 2001), the Sport Motivation Scale (SMS; Pelletier et al., 1995), and the Work Need Satisfaction Survey (WNSS; Deci, Connell, & Ryan, 1989). Participants were e-mailed three separate times throughout the fall season and at the conclusion of each survey distribution period, descriptive statistics were performed on the demographic questionnaire, ABQ, SMS, and WNSS. In addition, a Repeated Measures Analysis of Variance (RM-ANOVA) was conducted to determine if there was any significant change in the ABQ, SMS, or WNSS responses across the season. Finally, regression analyses were conducted to determine how much variance in burnout symptoms was explained by relevant demographic information as well as SMS and WNSS variables. In general, participants scored low on burnout and adequately on BPN satisfaction and self-determined motivational profiles. The ABQ variables of reduced accomplishment and devaluation demonstrated a steady increase across the study, whereas emotional exhaustion increased from T1 to T2 but decreased during T3. Furthermore, the mean score for amotivation increased while identified regulation decreased across all three time points. More interestingly, all three forms of intrinsic motivation decreased from T1 to T3 while integrated regulation and external regulation increased from T1 to T2. Finally, all of the WNSS variables decreased from T1 to T2 and increased from T2 to T3. RM-ANOVA results did not indicate any statistically significant variation in these factors over the course of the study; however, 61.1% of the variance in the T1 total burnout scores could be explained by number of days off per week, amotivation, identified regulation, and perceived autonomy. Finally, while these ATs did not score particularly high on burnout, their supervisors should be still be aware of the symptoms and treatment methods for this condition. In addition managers should also encourage ATs to take time away from work to tend to their needs. Lastly, through BPN satisfaction, more self-determined forms of motivation should develop as a result.

**Recovery-stress Questionnaire for Athletes** Michael Kellmann, Konrad Wolfgang Kallus, 2001 Provides athletic specialists, trainers, and coaches with resources for monitoring athletes to avoid over-training, burnout, and decreased performance. The questionnaire is based on the hypothesis that an accumulation of stress in different areas of life, with insufficient opportunity for recovery, leads to a compromised psychophysical state. Stress states are based on 12 nonspecific and seven sports-specific scales. The questionnaire package offers tools to measure and track an athlete's recovery, including two complete questionnaires (72- and 56-item forms), manual scoring keys, profile sheets, and a user manual that describes questionnaire development and data and profile interpretation. c. Book News Inc.

**Sport Specialization Status and Athlete Burnout, Engagement, and Motivation** William Holt Johnson, 2017 Early

sport specialization, in which athletes compete in one sport nearly year round at a young age, is common in today's athletic culture. Several national sport organizations advise against early specialization due to its potentially increasing the risk of burnout and maladaptive motivation outcomes (Côté et al., 2009; CSFL, 2016; NASPE, 2010). However, the few empirical studies that have examined the association of specialization with burnout, engagement, or motivation have found mixed results (Gould et al., 1996; Russell & Symonds, 2015; Strachan et al., 2009). This might be in part due to researchers not differentiating between early and late specialization. Theoretically, early specialization creates greater risk of maladaptive outcomes compared to late specialization based on the Developmental Model of Sport Participation (Côté & Vierimaa, 2014). Purpose: This study examined if differences existed between early, late and non-specializers on burnout, engagement, and motivation. Methods: Two samples of athletes participated in this study. The first sample was comprised of 276 female club soccer players with an average age of 14.94 (SD = 1.39). There were 112 early, 22 late, and 113 non-specializers. The second sample consisted of 106 wrestlers and swimmers (70 male and 36 female) with an average age of 15.67 (1.38) years. Of the sample, 30 were early, 25 were late, and 51 were non-specializers. Athletes completed a sport-specific demographic survey that included questions assessing their sport involvement and specialization status. In addition, athletes completed the Athlete Burnout Questionnaire (Raedeke & Smith, 2001), the Athlete Engagement Questionnaire (Lonsdale et al., 2007b), and the Behavioral Regulation in Sport Questionnaire (Lonsdale, et al., 2008). A series of one-way ANOVAs were used to examine differences between early (i.e., 13 or younger), late, and non-specializers on burnout, engagement, and motivation. Cohen's  $d$  was used to measure effect size. Results: For the soccer athletes, ANOVAs found no significant differences between specialization groups and burnout ( $p$

*The Relationship Between Burnout, Motivation, and Exercise Habits in Retired College Athletes* Jenna Hering, 2022 The effect of sport burnout on retired college athletes has not been widely researched. However, there are several studies that show sport burnout is present in athletes and can be influenced by different factors, including motivation. Also, studies have shown that physical activity plays an important role in any college aged person and can decrease in former college athletes in retirement. Therefore, the purpose of this research was to review athlete burnout, motivation, specialization, and exercise habits in retired college athletes. Participants, recently retired within two years and played at least one full season filled out the Athlete Burnout Questionnaire (ABQ), International Physical Activity Questionnaire – Short Form (IPAQ-SF), Sport Motivation Scale (SMS), and demographic questionnaires voluntarily. Athletes were recruited via email blast to the UCO student body. Pearson's Product Momentum Correlation was conducted to see if there was any relationship between the variables. A significant relationship did not exist between any of the variables ( $p > .05$ ); therefore, a multiple regression was not used to further analyze. The researcher hypothesized that motivation would show a strong relationship with exercise habits, burnout would show a strong relationship with decreased exercise habits, and sports specialization would show a

strong relationship with decreased exercise habits and increased burnout in retired college athletes. The researcher concluded there was no relationship between burnout, motivation, specialization, and exercise habits in this population. Further research is suggested to investigate other relationships like coach's influence on burnout and observing burnout at different points of athlete's careers.

**An Exploration of the Relationship Between Burnout and Depression in Intercollegiate Athletes** Arianna Martignetti, 2017 Researchers in occupational settings have found similarities in the symptomatology of workplace burnout and depression (Bianchi, Schonfeld, & Laurent, 2015). However, sport psychology researchers have stated that sport burnout and depression are separate constructs (Cresswell & Eklund, 2006). The purpose of the current study was to investigate the relationship between burnout and depression to help determine if their symptoms are indeed distinct, or if they potentially overlap. An additional purpose was to assess gender differences. At present, there are no studies examining the relationship between burnout and depression in an intercollegiate athlete sample. Participants were 422 intercollegiate athletes from all divisions of the NCAA, NAIA and NJCAA. Athletes completed an anonymous online survey consisting of the Athlete Burnout Questionnaire (ABQ; Raedeke & Smith, 2001), the Zung Self-Rating Depression Scale (SDS; Zung, 1965), and two symptom checklists designed for this study. Results revealed a strong, statistically significant positive correlation ( $r = .600$ ) between total burnout and depression scores. Moreover, each subscale of the ABQ was statistically significantly correlated to total depression scores. The correlation between burnout and depression was stronger in female athletes compared to male athletes; however, this difference was not statistically significant. Sixty-six percent of the sample reported having experienced what they defined as burnout from sport. Of this subsample, forty-seven percent reported that while burned out, they experienced five or more Diagnostic and Statistical Manual (DSM-V, American Psychiatric Association, 2013) symptoms of depression, with at least one being a depressed mood or loss of interest. The current study demonstrates there is a strong relationship between sport burnout and depression in intercollegiate athletes, indicating a possible overlap in symptoms. Thus, the findings suggest that the two constructs may be more similar than previously understood. Further, an increased understanding of the relationship between burnout and depression in sport may assist with prevention or screening, as well as contribute to more substantial treatment for burned out athletes.

**Burnout no desporto** Euclides Manuel Lopes Furtado, 2018

**The Relationship Sport Specialization and Sport Sampling Have on Burnout in Division III Athletes** Patrick Calhoun, 2022 The purpose of this study was to investigate the relationship between early sport specialization and non-early sport specialization (i.e., late sport specialization and sport sampling) and its effect on burnout. An ex post facto survey research design was used to assess current levels of burnout among college athletes at a small, private institution in the New England. The survey included a demographic portion which helped classify participants into one of two groups: early sport

specializer or non-early sport specializer (i.e., late sport specializer, sport sampler). Participants were then asked to complete the Athlete Burnout Questionnaire. The researcher attempted to investigate the long-term effects of youth sport participation levels. The antecedents and outcomes related to differing pathways through sport are discussed extensively in this study. The Developmental Model of Sport Participation (DMSP; Cote & Fraser-Thomas, 2007) describes three pathways that individuals may experience on their journey through sport including recreational participation through sampling, elite performance through sampling followed by investment, and elite performance through early sport specialization. By considering why youths join sport, sport practitioners may be able to gain valuable insight into why early sport specialization occurs and the negative outcomes associated. One major psychological implication of early sport specialization is burnout. Prior research has linked early sport specialization to increased levels of athlete burnout. Early markers of burnout and strategies that may help mitigate burnout effects are discussed in this study. After analyzing results from the Athlete Burnout Questionnaire (Raedeke & Smith, 2001), sport practitioners may be more educated on when and if it is appropriate for an individual to specialize in one sport.

*Exploring the Relationship Between Cheerleading Injury, Coping Skills, and Athlete Burnout with Performance* Daysha Shuya, 2015

Athletic Burnout Lisa Kay Fender, 1988

**Antecedents of Burnout Among Collegiate Tennis Players** Dale Richard White, Jonathan N. Metzler, 2008 Author's abstract: Burnout has become to be regarded as a debilitating problem for athletes, but individual differences that may provide a buffer to burnout characteristics have only partially been examined. The purpose of this study was to examine the possible association between optimism, trait confidence, need for achievement, gender, and years of competitive experience and symptoms of burnout in collegiate tennis players. Four inventories were used to assess the 86 collegiate participants (47 men, 39 women): the Athlete Burnout Questionnaire (ABQ; Raedeke & Smith, 2001), the Trait Sport Confidence Inventory (TSCI; Vealey, 1986), the Life Orientation Test-Revised (LOT-R; Scheier, Carver, & Bridges, 1994), and the Need Achievement Pride Scale (NAPS; Metzler, 2007). Participants were from universities located across the United States. Results indicated that an association existed between optimism and trait confidence and symptoms of burnout. Significant variance was explained for the burnout subscales of emotional/physical exhaustion ( $R^2 = .208$ , S.E. = 3.14), reduced sense of accomplishment ( $R^2 = .469$ , S.E. = 2.33), and sport devaluation ( $R^2 = .281$ , S.E. = 3.43). Optimism provided significant contribution to the emotional/physical exhaustion and reduced sense of accomplishment subscales. Trait confidence provided significant contribution to the reduced sense of accomplishment and sport devaluation subscales. It was also found that need for achievement and years of competitive experience each provided significant contributions to a single subscale of burnout.

Crash and Burnout Jessica Elizabeth Ferguson, 2018 This study analyzed and compared the severity of performance slumps of collegiate student-athletes in general and across academic years. The factors examined with performance slumps included athlete burnout, academic burnout, relationship satisfaction, and grade point averages. The first hypothesis was that reduced accomplishment scores from the athlete burnout questionnaire would indicate the severity of performance slumps. The results did not support the hypothesis. The second hypothesis was that the severity of performance slumps would positively correlate with academic burnout and negatively correlate with relationship satisfaction. The results supported this hypothesis. The third hypothesis was that student-athletes who experienced a performance slump during their sophomore year would have significantly higher scores of athlete and academic burnout and lower relationship satisfaction scores. This hypothesis was based on sophomore slump literature, explaining that sophomores must establish an identity, overcome academic pressures, and maintain relationships without support programs. The results showed that there was no significant difference. The fourth hypothesis was that student-athletes would experience a performance slump more often in their sophomore year than other academic years. The results showed that the student-athletes experienced performance slumps more often in their freshman and sophomore years. The fifth hypothesis was that student-athletes' grade point averages before and after a performance slump would be higher than their grade point averages during. The results supported this hypothesis. Discussion centers on explaining the results based on student-athletes' personal descriptions of performance slumps.

**An Investigation of the Relationship Between Perfectionism, Burnout and Psychology of Rest in Collegiate Student-Athletes** Elif Erdem, 2023 NCAA Division I collegiate student-athletes in the US compete at the highest college level. These high-level academic and sport-related demands can create perfectionistic tendencies. Prior literature shows that perfectionistic concerns are positively related to athlete burnout while perfectionistic strivings are negatively related. For the prevention of athlete burnout, physical and psychological rest has been recommended. However, there is no previous study that explored the relationship between perfectionism and psychological rest. Therefore, the present study aims to contribute to the existing literature in two ways. First, the relationship between perfectionism and athlete burnout in D-I collegiate athletes was explored. Second, the relationship between perfectionism and psychological rest was explored in these athletes. A sample of 295 D-I, female, team sport athletes participated. Athletes completed online questionnaires comprised of the Competitive Orientations Scale (Sport MPS-2), The Athlete Burnout Questionnaire (ABQ), and the Wakeful Resting Experiences Questionnaire. Four subsamples were identified from the scores on these measures: a pure evaluative concerns perfectionism group (n = 11), a mixed perfectionism group (n = 28), a non-perfectionism group (n = 23), and a pure personal standards perfectionism group (n = 18). Hypothesis 1 stated that burnout scores would be highest in the pure evaluative concerns perfectionism (ECP) group, second highest in the mixed perfectionism group, third highest in the non-perfectionism

group, and lowest in the pure personal standards perfectionism (PSP) group. Hypothesis 2 stated that psychological resting experience scores would be highest in the pure PSP group, second highest in the non-perfectionism group, third highest in the mixed perfectionism group, and lowest in the pure ECP group. Two separate One-Way ANOVA tests were performed to test the hypotheses. Hypotheses were partially supported. The results showed that athletes with pure ECP and mixed perfectionism had significantly higher levels of athlete burnout compared to athletes with non-perfectionism and pure PSP. Moreover, athletes with non-perfectionism reported significantly greater recent engagement in psychological resting experiences compared to athletes with mixed perfectionism. This study contributes to the literature by furthering the research on perfectionism and burnout and being a pioneer in research on the relationship between perfectionism and psychological rest. Keywords: division I, perfectionistic concerns, perfectionistic strivings, recovery, wakeful rest

**The Associations of Competitive Trait Anxiety and Personal Control with Burnout in Sport** Mark Aoyagi, 2001

**Getting Ahead of the Game** Kristiana M. Feeser, 2020 While we know much about the psychology of sport, little gets translated onto the playing field. Typically, there is only consultation when a problem arises or when performance falls short. The purpose of this study was mainly exploratory in order to gather data on three factors of mental health, find any associations between those factors, and to predict any risk factors using demographic variables. Three validated measurement tools were used to measure burnout (Athlete Burnout Questionnaire; Raedeke & Smith, 2004), depression (Beck Depression Inventory-II; Beck et al., 1996), and transition readiness (British Athletes Lifestyle Assessment Needs in Career and Education; Lavalley & Wylleman, 1999). The three measures (ABQ, BDI, and BALANCE) were found to be positively associated based on non-parametric correlation analyses. Medium to large effect sizes were found between each pair, indicating that there are possibly shared factors between depression, burnout, and transition risk. Multiple regression analyses indicated no significant demographic predictors of burnout, depression, or transition readiness. The results of this study show that most student-athletes in this sample are at mild risk for burnout, depression, and transition issues. Mental health screenings, like this one, can provide valuable information to athletic administrations and help avoid larger issues in the future.

*Interpersonal, Individual, and Situational Factors Associated with Burnout in Student Athletes* Alexis James Vlahos, 1997

*Burning Out Or Burning Desire?* Christopher Sean Lonsdale, 2005 Third, while researchers in organizational and educational psychology have examined engagement experiences, no research has investigated athlete engagement. Results of a qualitative inquiry with elite New Zealand athletes (n=15) indicated that vigour, dedication, and confidence were core athlete engagement dimensions. Fourth, items for a quantitative athlete engagement questionnaire were created using operational definitions from the qualitative study and then reviewed by athlete burnout and positive psychology experts. Analysis of data from two samples (n=382 and n=343) supported the reliability and validity of the Athlete Engagement

Questionnaire. Results from the final study (n=343) investigating the relationships amongst basic needs, behavioural regulations, burnout, and engagement generally supported the main hypotheses of the thesis. Indeed, athletes with higher perceptions of autonomy and competence reported more self-determined regulations; however, relatedness was not a significant predictor. Athletes' levels of self-determined motivation accounted for substantial portions of variance in athlete burnout symptoms: emotional/physical exhaustion ( $R^2=.13$ ), sport devaluation ( $R^2=.43$ ) and reduced accomplishment ( $R^2=.42$ ). Behavioural regulations were also strong predictors of athlete engagement, accounting for 49% of the variance in vigour, 42% of the variance in dedication, and 30% of the variance in confidence. Implications of these results for researchers and practitioners are discussed. Directions for research concerning SDT, athlete burnout, and athlete engagement are also highlighted.

**The Recovery-Stress-Questionnaire for Athletes** Michael Kellmann, Wolfgang Kallus, 2001-05-30 The RESTQ-Sport questionnaire measures stress and recovery rates. It can be used for both applied work and research. The manual provides all the necessary psychometric data to judge the quality of the questionnaire and describes how the questionnaire was developed. The manual also explains why measuring recovery is important and how it can benefit an athlete, and gives the user the tools needed to measure and track an athlete's recovery. The CD-ROM allows the user to create a database of both individuals and groups.

**The Implementation and Impact of a Self-Regulation Intervention on the Levels and Experiences of Stress, Burnout, Well-Being, and Self-Regulation Capacity of University Student-Athletes with Moderate to High Levels of Burnout** Nicole Dubuc-Charbonneau, 2016 Gaps. University student-athletes face several unique demands that can contribute to greater levels of stress (Gould & Whitley, 2009; Kimball & Freysinger, 2003). If unresolved, stress can compromise well-being and lead to burnout (DeFreese & Smith, 2014). Many studies have shed light on the burnout process of athletes (Goodger, Gorely, Lavalley, & Harwood, 2007; Gustafsson, Kenttä, & Hassmén, 2011). Yet, despite the negative outcomes reported, little has been done to remediate the incidence of burnout in sport. As such, researchers have called for intervention studies to find ways to alleviate and prevent burnout as this type of research is practically non-existent (Eklund & DeFreese, 2015; Goodger, Gorely et al., 2007; Gustafsson et al., 2011; Lonsdale, Hodge, & Rose, 2009) Aim. The overall aim of this research was to investigate the implementation and impact of an individual, feel-based, person-centered self-regulation intervention on the levels and experiences of stress, burnout, well-being, and self-regulation capacity of university student-athletes with moderate to high levels of burnout. Four studies guided by specific objectives were carried out over two phases, that is, the screening phase and the intervention phase. Screening phase. The objective of the study conducted in the screening phase was to examine the levels of burnout among student-athletes at two Canadian universities and investigate whether there were significant differences related to gender, sport, year of university sport participation, academic year, and

academic program (Article 1). Results of this study served to identify student-athletes for the intervention phase. Intervention phase. Three studies were conducted in the intervention phase. The objective of the first study was to implement and assess the impact of a self-regulation intervention on the stress, burnout, well-being and self-regulation capacity of university student-athletes experiencing moderate to high levels of burnout (Article 2). The objective of the second study was to investigate the intervention process and experiences of four student-athletes by chronologically presenting their story in order to address how they developed their self-regulation capacity over the course of the season, and the strategies they used to influence their experiences of stress, burnout, and well-being (Article 3). Finally, the objective of the third study in this phase was to investigate the integration and adaptation of the Cognitive-Affective Stress-Based Burnout Model (CASBBM) to facilitate positive changes in student-athletes participating in an individual self-regulation intervention to alleviate burnout symptoms (Article 4).

Methods. Screening phase. To address the objective of the study conducted in the screening phase, 147 student-athletes from different sports at two Canadian universities completed the Athlete Burnout Questionnaire (ABQ, Raedeke & Smith, 2001) and a demographic questionnaire one month prior to the start of their athletic season. Statistical tests were computed based on the complete score set of 145 participants to assess their burnout levels and correlations between the three burnout subscales (i.e., physical and emotional exhaustion, reduced accomplishment, sport devaluation). In addition, a series of one-way between subject ANOVAS, independent t-tests and post-hoc analyses were performed to determine if there were any significant differences in burnout levels across different demographic variables (i.e., gender, sport, year of university sport participation, academic year, and academic program; Article 1).

Intervention phase. Next, to address the objectives of the three studies carried out in the intervention phase, eight university student-athletes from the screening phase having scored 3.0 or higher on the physical and emotional exhaustion and reduced accomplishment subscales of the ABQ (Cresswell & Eklund, 2006) took part in an individual, person-centered, feel-based self-regulation intervention guided by the CASBBM (Smith, 1986) and the Resonance Performance Model (Callary & Durand-Bush, 2008). The student-athletes met with the trained researcher every two weeks throughout their athletic season to develop their capacity to manage their thoughts, feelings, and behaviours on a daily basis and to cope with adversity, including stressful situations that contributed to their stress and burnout symptoms. In addition to participating in these multiple intervention sessions, they partook in a pre- and post-intervention interview. All sessions and interviews were audio-recorded, transcribed verbatim, and subjected to a deductive and inductive analysis (Hsieh & Shannon, 2005), following steps to strengthen trustworthiness. Self-report measures of stress, burnout, well-being, and self-regulation capacity were also completed by the eight student-athletes at four time points to fulfill the objective of the first study in this phase. Descriptive statistics and repeated measures ANOVAs were performed to assess levels and identify any significant changes across the four time points. Results were triangulated with that from the qualitative data analysis (Article 2). With regards to the second study, the

researcher used the results of the deductive and inductive qualitative data analysis to select four cases based on their distinct profiles and conveyed their intervention experiences by constructing chronological, first-person narratives (Article 3). For the third study, a broader level of qualitative data analysis was performed to compare and contrast the data with the components of the CASBBM to examine its applicability as an intervention tool (Article 4). Results. As shown in Article 1, few student-athletes (1.4%) had elevated burnout scores on all three burnout subscales. However, several of them (17%) scored high on two of the three subscales of the ABQ, revealing signs of burnout. No significant differences emerged with regards to student-athletes' year of university sport participation, academic year, and academic program. However, women had higher levels of emotional and physical exhaustion than men. Furthermore, exhaustion scores were significantly higher for swimmers and basketball players than for hockey players and fencers. Finally, fencers had significantly higher levels of sport devaluation than hockey and volleyball players. Article 2 indicates that the intervention had a positive impact on the student-athletes' stress, burnout, well-being, and self-regulation capacity. At the onset of the intervention, the participants had moderate to high levels of stress and burnout as well as low levels of well-being and self-regulation capacity. As the intervention progressed, the student-athletes reported increased self-regulation capacity and well-being, and reduced stress and burnout. The qualitative data corroborated these changes. Through detailed narratives, Article 3 demonstrates how the student-athletes learned to develop their self-regulation capacity by implementing various processes such as goal-setting, planning, time management, cognitive restructuring, self-control, visualization, and self-reflection. The participants shared concrete examples illustrating how they learned to become more aware and autonomous, and proactively mobilize resources in order to manage the many academic and sport demands they faced throughout the season. Concurrent with their increased capacity to self-regulate, the athletes experienced positive outcomes such as lower perceived stress and burnout, higher well-being, and improved performance. Lastly, Article 4 shows that the extensive data emerging from the multiple intervention sessions and pre- and post-intervention interviews supported, for the most part, the components of the CASBBM (Smith, 1986). However, the model was not sufficient or comprehensive enough to account for the student-athletes' changes in their burnout process as a result of the intervention. As such, the DCASBBM, an adapted and dynamic version of the CASBBM, was created, reflecting both positive and negative aspects of personal characteristics, situations, cognitive appraisals, multidimensional responses, coping, self-regulation, and outcomes that evolved as a result of participating in a self-regulation intervention. The DCASBBM can serve as an intervention tool to help prevent and remediate symptoms of stress and burnout.

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## Athlete Burnout Questionnaire Introduction

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

































































































































































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