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Clinical Pharmacology and Occupational Diseases***Horbatiuk Inna Borysivna***PhD, assistant of Department of Pediatrics
and Pediatric Infectious Diseases**Bukovinian State Medical University*[DOI: 10.24412/2520-6990-2021-25112-25-27](https://doi.org/10.24412/2520-6990-2021-25112-25-27)**PHYSIOLOGICAL EFFECTS AS A RESULT OF PROFESSIONAL BURNOUT SYNDROME****Abstract.**

Burnout is “a type of psychological distress—a chronic negative psychological condition that results as day-to-day work stressors take their toll” on educators (Roloff & Brown, 2011). Teachers who experience burnout have three categories of symptoms: exhaustion, depersonalization, and diminished personal achievement. Exhaustion is experienced when a teacher feels as though all of his “emotional resources are used up” (Roloff & Brown, 2011). Depersonalization occurs when one separates himself from colleagues, family, and friends. Separation may manifest through a physical isolation or through distancing oneself emotionally (Roloff & Brown, 2011). All burnt-out teachers feel a sense of decreased personal value and as though they are incompetent in their careers (Roloff & Brown, 2011). Like many other psychological conditions, burnout is caused by an interaction of environmental and physiological factors.

Keywords: *burnout, physiological effects, body, stress.*

The physiological response to prolonged stress is a complex response system that involves the nervous, endocrine, and respiratory symptoms [2]. The hypothalamus, a region of the brain that is located in the limbic system, releases corticotropin-releasing factor (CRF) which alerts the pituitary gland of an emergency. The pituitary gland (a crucial part of the endocrine system which is housed in the lower brain) creates the hormone adrenocorticotropin which signals the adrenal gland to release cortisol and adrenaline (Amen, 2005). Cortisone and adrenaline, also known as epinephrine, are responsible for the “fight or flee” response in mammals. Together these hormones prepare the individual to attack an aggressor or to leave a dangerous situation. In the presence of heightened cortisol and adrenaline, the pupils dilate in order to improve vision. Blood is redirected from the hands and gut to the legs and arms; this enables one to partake in a fist fight or to run away. Breathing and heart rates increase in order to quickly circulate oxygen and nutrients. Sweat gland activity increases in order to prevent overheating. Glucose, proteins in the form of amino acids, and fats flood the bloodstream in order to provide extra energy (Amen, 2005) [1].

The “fight or flee” response is healthy in small doses and is induced in order to treat specific medical conditions. For example, cortisol is an anti-inflammatory that is injected into injured soft-tissues such as tendons, muscles, and ligaments. The decrease in inflammation controls pain. Cortisol is also administered to patients who have organ transplants; it allows their body to accept foreign tissue as its own (Amen, 2005). Cortisol levels are naturally increased by pregnancy, exercise, clinical depression, anxiety, sleep deprivation, and chronic stress (Amen, 2005). Even though there are benefits to temporarily high levels of cortisol, experiencing high levels of cortisol for an extended period of time is very unhealthy. Chronically high cortisol levels lead to cravings for sugars and fats. Abdominal

weight gain occurs because the cortisol tells the fat cells to refrain from using their energy in order to be prepared for a future attack or a time of famine. Fatigue, poor concentration, elevated cholesterol levels, heart disease, hypertension, increased risk for strokes, diabetes, muscle wasting (atrophy), osteoporosis, anxiety, depression, irregular menstrual cycles, infertility, bleeding ulcers, large deposits of fat in veins and arteries, sleep disorders, gastrointestinal illness, and an increased risk of developing Alzheimer’s disease are direct results of continuously high levels of cortisol (Amen, 2005; Roloff & Brown, 2011).

Chronic stress response decreases immune function. Psychoneuroimmunologists study the effects of mental states on the immune system (Zimbardo, Johnson, Weber, & Gruber, 2010). They find that cortisol and adrenaline lead to the release of cytokine proteins which tell visceral and skeletal muscles and immune organs such as the bone marrow, liver and thalamus gland, to conserve energy. This conservation of energy leads to chronic fatigue, fever, and clinical depression. Fatigue, fever, and depression all slow immune response, thus preventing healing and prolonging illness (Zimbardo, et. al., 2010). Additionally, cortisol decreases the production of the growth hormone dehydroepiandrosterone (DHEA) and the sex hormone, testosterone. The decrease of DHEA and testosterone slows metabolism, increases appetite, increases fat retention, and decreases libido (Amen, 2005). Since teaching is a “highly emotional and bafflingly chaotic” profession teachers are vulnerable to lengthy periods of work-related stress (Brookfield, 2006).

Twenty-first century educators are faced with more demands than teachers in any previous era (Kozol, 2007) [5]. Due to the break-down of the American family, they are expected to act as social workers, health care providers, and parents while continuing to educate the children about core content areas, technol-

ogy, and the global community (Kozol, 2007). Teachers are also faced with a growing amount of paperwork, pressure to teach to standardized tests, and a constant need to defend themselves against the public belief that schools are failing the children of the nation (Kozol, 2007). Career-related stress from difficult students, excessive work hours, new and additional demands, and negative relationships with coworkers or administrators takes a prolonged period of time to fix. Therefore, these challenges lead to maladaptive responses. One example of a maladaptive response is a decreased ability to defend against foreign cells in the body; this increases the likelihood of viral and bacterial infections. Another common maladaptive cellular behavior is an inability to distinguish healthy body cells from dangerous cells; this leads to the death of essential and important body tissue due to autoimmune disorders. Some of the common autoimmune disorders that are triggered by burnout are diabetes, lupus, Sjogren's and celiac disease (Zimbardo et. al., 2010). Maladaptive responses that present due to chronic stress also increase the likelihood that one will develop cancer because the t-cells (a type of white blood cell that is responsible for killing abnormal cells) are suppressed and unlikely to kill cancer cells before they reproduce. Abnormal cells multiply, creating a tumor, and eventually spreading throughout the body's systems (Zimbardo et. al., 2010). Now, more than ever before, teachers are finding they are burnt-out and are consequently facing dangerous health consequences. General Adaptation Syndrome is one of the natural bodily responses that is maladaptive during times of chronic stress. Hans Selye discovered a "pattern of general physical responses that take essentially the same form in responding to any serious chronic stressor" (Zimbardo et. al., 2010); the body responds to the stress of combat in the same way that it responds to the demands of a classroom (Zimbardo et. al., 2010). This pattern has four stages. The initial response to stress is the alarm reaction. During this stage the initial adrenaline and cortisol are released. The second stage is resistance. In resistance, the steroid levels drop and the swelling of the adrenal gland decreases as the individual begins to return to his normal state of homeostasis. A person in resistance no longer appears stressed, uncomfortable, anxious, or concerned. However, if a second stressor is introduced during the resistance stage, a person will feel overwhelmed because the endocrine system is still recovering from the previous perceived attack and is unable to create a new line of defense. Many people can relate to the feeling that after a very challenging day, one minor difficulty or unexpected delay can "put them over the top" and trigger irritability, anger, and feelings of doom. This is not just an emotion, but a biological reality. In fact, having one additional stressor during the resistance phase can lead to death. For example, many soldiers survive the horrors and physical stress of combat for weeks at a time, only to die in relatively safe and humane prisoner of war camps. They do not die of starvation, thirst, or maltreatment, but their bodies simply do not have the resources to sustain any additional stress (Zimbardo, et. al., 2010). Should one survive resistance without a new

stressor, the third stage is exhaustion. Exhaustion occurs when the original stressor continues to persist despite the body's best defenses, the brain's most highly developed plans of action, and the passing of time. Exhaustion is the reappearance of the initial adrenaline and cortisol alarm reaction. It is one final fight. After mounting this last attempt to pry the individual from the chronically difficult situation, the person is left either void of all energy and unable to further protect himself or to perform daily tasks or the individual dies of stress (Zimbardo et. al., 2010). Fortunately, when one experiences exhaustion, often there are friends and family to help them through the stage. Since the body is aware of the risks of the three stages of Generalized Alarm Response, it may utilize another defensive strategy. Withdrawal from an activity, social group, or physical location can prevent or halt the General Alarm Response. However, in the case of teacher stress, avoiding school, and failing to engage with students leads to a decrease in student performance. Student performance is the greatest concern for educators; therefore, withdrawal indirectly increases stress and does not save the teacher from the effects of General Alarm Response (Roloff & Brown, 2011; Zimbardo et. al., 2010). By the very nature of their profession, teachers are forced to regularly experience alarm response, resistance, and exhaustion. There is no other biological response on which they can depend [6]. The state of exhaustion in education is evident when teachers are chronically, physically absent or mentally unable to continue to plan and carry-out effective lessons for their students.

Hobfoll (1989, 1998) found that people tend to conserve biological resources during the resistance and exhaustion phase of an alarm response; this is known as the Conservation of Resources Theory [4]. Conservation of Resources Theory explains why many teachers experience chronic stress but few teachers die from exhaustion (Roloff & Brown, 2011). With the little energy that remains during times of exhaustion, a person works to locate and protect resources (Hobfoll, 1989, 1998). The most important resources to the human body are time for sleep, socialization, healthy eating, and exercise. According to Hobfoll (1989, 1998), stress is the physiological experience one has when resources are threatened, resources are lost, or after a significant amount of time or energy was spent on an endeavor that proved to be unbeneficial (Roloff & Brown, 2011). On the surface, teacher schedules appear to provide adequate time for family, exercise, eating, and sleep. However, the realities of the profession are far different. The contrast between the expectation for adequate time and the reality of long, unusual hours confuses the brain. The brain tells the body that it must be prepared for anything. The schedule the brain expected and prepared for was inaccurate; therefore the brain must conserve energy in case the future continues to be demanding. The brain cannot foresee relief, and so the body goes into a state of continuous warfare. Just like a nation involved in a total-war preserves food and materials in case they are needed by the troops, the body preserves calories and hormones in case they are needed in order to make up for sleep deprivation, poor eating habits, and a lack of personal time (Roloff & Brown, 2011) [3].

Conclusions. With a basic understanding of the stress responses in the body, one can begin to identify the components of teaching that trigger these stress responses. After all, burnout is a response to the relationship between the body and the environment. There are many environmental experiences that are unique to teaching that trigger burnout.

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О РОЛИ ЧТЕНИЯ В ФОРМИРОВАНИИ ДУХОВНО-ПРАВСТВЕННЫХ ЦЕННОСТЕЙ ПОДРАСТАЮЩЕГО ПОКОЛЕНИЯ

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ABOUT THE QUESTION OF THE ROLE OF READING IN THE FORMATION OF SPIRITUAL AND MORAL VALUES OF THE YOUNGER GENERATION

Аннотация.

В статье рассматривается важная роль чтения в формировании духовно-нравственных ценностей молодёжи. Автор приводит результаты анкетирования, доказывающие снижение интереса к чтению в подростковой среде, анализирует причины и последствия этого явления, утверждает роль книги как одного из основных источников духовности. В заключение следует вывод о том, что возрождение интереса к чтению у молодёжи необходимо рассматривать как одну из важнейших задач современности.

Abstract.

The article considers the important role of reading in the formation of spiritual and moral values of young people. The author presents the results of a survey proving a decrease in interest in reading in the adolescent environment, analyzes the causes and consequences of this phenomenon, asserts the role of the book as one of the main sources of spirituality. In conclusion, it should be concluded that the revival of interest in reading should be considered as one of the most important tasks of our time.

Ключевые слова: *подростки, молодёжь, художественная литература, воспитание, духовно-нравственные ценности, чтение, духовность.*

Keywords: *teenagers, young people, fiction, education, spiritual and moral values, reading, spirituality.*

В последние годы учителям, социологам и психологам с сожалением приходится констатировать тот факт, что у подрастающего поколения наблюдается снижение интереса к чтению художественной литературы. По данным Организации экономического сотрудничества и развития (ОЭСР), Россия по количеству читающих подростков уступает не только Франции, Австралии и Италии, но и таким странам, как Индонезия, Тайланд, Перу и др. [1]. Строчки из стихотворения А. Твардовского «Я скажу не напрасно – это дети поймут: книга – друг,

и не раз нам обращаться к нему» потеряли свою значимость и актуальность. Сегодня подрастающему поколению не стыдно признаваться в том, что они не любят читать. Но и те, кто причисляет себя к книголюбам, на деле не всегда ими являются. Анкетирование, проведённое среди студентов-первокурсников Владимирского юридического института ФСИН России, показало, что 75 процентов опрошенных откровенно признаются, что не любят читать, 25 процентов – обозначили чтение как одно из главных удовольствий своей жизни. Однако на