Burnout and job engagement in dentistry

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Appendices

Appendix 1a. Schematic overview of the Stress Thermometer

The schematic overview shown below represents the Stress Thermometer and the combined pilot study. See Chapter 6 for more details on the backgrounds and design of the Stress Thermometer and the pilot study. Boldface codes (A–G) refer to specific textual and graphical segments used in the feedback web pages. More details on these segments are available from the author.

A. MAIN PAGE

Check within TandartsenNet: Did this respondent fill in the Stress Thermometer before?
YES
NO, ‘stamnr’ does not start with 19...

A1. ANNOUNCEMENT

A2. ANNOUNCEMENT

A3. WELCOME

B. STRESS THERMOMETER

B1. Introduction and explanation of the first (general) section
B1a. Section 1 (item 1 t/m 5)
B1b. Section 2 (item 6 t/m 10)
B1c. Section 3 (item 11 t/m 15)
B1d. Section 4 (item 16 t/m 20)

Check: did the respondent fill in all questions?
YES
NO

B1e. Transition to second section

B1f. Explanation of necessity to fill in all items

B2. Introduction and explanation of the second (specific) section
B2a. Section 1 (item 1 t/m 6)
B2b. Section 2 (item 7 t/m 12)
B2c. Section 3 (item 13 t/m 18)
B2d. Section 4 (item 19 t/m 23)

Check: did the respondent fill in all questions?
YES
NO

B2e. Transition to next page

B2f. Explanation of necessity to fill in all items

B3. Additional item: male/female

(continued on next page)
C. FEEDBACK

C1. Feedback first (general) section: introductory text
C1a through c1h. Interactive feedback: Main conclusion ("In short: your results")
C1i. Choice:

MORE DETAILS FEEDBACK

C1.1 Emotional exhaustion (Interactive: C1.1a t/m C1.1c)
C1.2 Depersonalization (Interactive: C1.2a t/m C1.2c)
C1.3 Personal accomplishment (Interactive: C1.3a t/m C1.3c)
C1.4 Concluding text

CONTINUE WITH FEEDBACK SECTION 2

C2. Feedback second (specific) section: introductory text
Feedback for each DEWSS subscale (C2a t/m C2g)

D. REQUEST FOR PARTICIPATION IN PILOT STUDY

Request for permission to use the provided data for research purposes (anonymous)?

EXIT
(provided data are dismissed)

CONTINUE WITH PILOT STUDY
(provided data are stored with a unique ID)

E. QUESTIONNAIRE:
13 additional items
CONTINUE
(provided data are attached to the additional items)

F. EXIT

Exit text

Referral to external help

ADDRESS AND PHONENUMBER

Evaluation form

SEND COMMENTS
(comments are stored with additional data)
Appendix 1b. Norm tables used for the Stress Thermometer

Presented below are the cut-off scores used in the Stress Thermometer (see chapter 6). Table 1 shows the ranges used to classify the EE, D, and PA scores, used in the first (general) section of the Stress Thermometer. Table 2 shows the cut-off scores for the DEWSS scores, used in the second (specific) section of the Stress Thermometer.

### Table 1. Cut-off scores for EE, D, and PA

<table>
<thead>
<tr>
<th></th>
<th>EE</th>
<th>D</th>
<th>D</th>
<th>PA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>male</td>
<td>female</td>
<td></td>
</tr>
<tr>
<td>(very) low</td>
<td>≤ .99</td>
<td>≤ .59</td>
<td>≤ .59</td>
<td>≤ 3.85</td>
</tr>
<tr>
<td>average</td>
<td>1.00–2.24</td>
<td>.60–1.79</td>
<td>.60–1.39</td>
<td>3.86–4.99</td>
</tr>
<tr>
<td>(very) high</td>
<td>≥ 2.25</td>
<td>≥ 1.80</td>
<td>≥ 1.40</td>
<td>≥ 5.00</td>
</tr>
</tbody>
</table>

### Table 2. Cut-off scores for the DEWSS subscales

<table>
<thead>
<tr>
<th></th>
<th>1.WP</th>
<th>2.WC</th>
<th>3.CP</th>
<th>4.FA</th>
<th>5.PC</th>
<th>6.PRI</th>
<th>7.TW</th>
<th>TOT</th>
</tr>
</thead>
<tbody>
<tr>
<td>very low</td>
<td>1.00</td>
<td>1.00</td>
<td>1.00</td>
<td>1.00–1.20</td>
<td>1.00</td>
<td>1.00</td>
<td>1.00</td>
<td>1.53</td>
</tr>
<tr>
<td>low</td>
<td>1.01–1.17</td>
<td>1.01–1.21</td>
<td>1.01–1.22</td>
<td>1.01–2.00</td>
<td>1.01–1.50</td>
<td>1.01–2.00</td>
<td>1.01–2.04</td>
<td></td>
</tr>
<tr>
<td>normal</td>
<td>2.01–2.30</td>
<td>2.01–2.31</td>
<td>2.01–2.32</td>
<td>2.01–3.00</td>
<td>2.01–3.00</td>
<td>2.01–3.00</td>
<td>2.01–3.00</td>
<td></td>
</tr>
<tr>
<td>very high</td>
<td>4.51–5.00</td>
<td>4.51–5.00</td>
<td>4.51–5.00</td>
<td>4.51–5.00</td>
<td>4.51–5.00</td>
<td>4.51–5.00</td>
<td>4.51–5.00</td>
<td></td>
</tr>
</tbody>
</table>

Note: The values in the table represent the cut-off scores for each subscale.

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