

MEDICAL STUDENT BURNOUT AND ASSOCIATED FACTORS IN THE POST COVID-19 ERA: A SCOPING REVIEW. JA Wilson (BA)¹, A Martiny (MS)¹, C Piper (MLIS, AHIP)², J Soohoo (MD)³, T Fainstad (MD)⁴

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Purpose: Factors associated with medical student burnout since the onset of the COVID-19 pandemic have not been broadly assessed. The medical education landscape has shifted substantially and rates of burnout are lower in the undergraduate medical education (UME) population than in practicing physicians. This study summarizes the literature regarding burnout in UME since the onset of the pandemic, explores associated factors, and identifies additional research areas.

Method: A comprehensive literature search was designed for the concepts of undergraduate medical students and burnout and run in November 2023. The databases searched included Ovid MEDLINE, Embase, PsycInfo, Cochrane Library, ProQuest Dissertations and Theses A&I, and Web of Science databases were searched for articles published after 2019 and published in English. Relevant reference lists were manually searched. The review included studies of undergraduate medical students in America, studies of burnout, and studies of other well-being metrics. Data were analyzed using qualitative content analyses.

Results: Our search yielded 4,028 articles, with 11 meeting our inclusion criteria for final analysis. The review revealed that while burnout rates among medical students have stabilized or decreased since the onset of the pandemic, many still report the stress of loneliness and uncertainty. Key learner-predominant factors associated with burnout include female gender and racial minority status, while environmental factors highlight the impact of preclinical vs. clinical experiences, financial strain, and perceptions of the learning environment. Notably, many factors influencing burnout intertwine learner characteristics and environmental context, underscoring the complexity of this issue.

Conclusions: The findings indicate that the pandemic's educational impact has both mitigated some stressors and introduced new challenges. A holistic approach that addresses both learner and environmental factors is critical to developing effective interventions and fostering a supportive academic environment.