

## INTRODUCTION

Burnout in the field of healthcare runs rampant, with 49% of medical students experiencing burnout.<sup>1</sup> While medical students are not physicians officially, burnout has been shown to have many negative consequences, including lower quality of patient care, reduced productivity, and poor physician health.<sup>2</sup> Thus, it is key that we reduce burnout at the root, during medical school. Therefore, our goal is twofold: (i) to identify when burnout is highest in medical education; (ii) to propose possible solutions to medical student burnout.

## METHODS

A survey was sent to students at WMU Homer Stryker School of Medicine with 15 questions that inquire their level of burnout, views on the school's decompressed curriculum, USMLE STEP 1 going pass/fail, and effective strategies to combat burnout. We further conducted interviews on select participants to elaborate on their views. The survey and interview were completed by 58 and 15 participants respectively.

## RESULTS

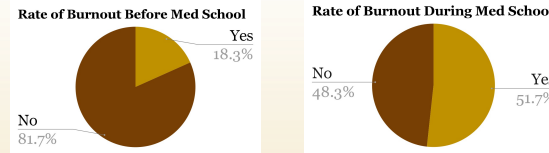


Figure 1: Rate of burnout before and after the start of medical school.

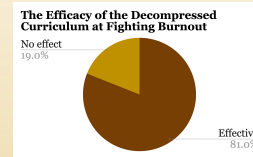


Figure 2: The efficacy of the decompressed curriculum.

Class Year	% Burnt out
1 <sup>st</sup> year	39%
2 <sup>nd</sup> year	58%
3 <sup>rd</sup> year	43%
4 <sup>th</sup> year	47%

Table 1: Rate of burnout by class.

Student 1: "I feel more burned out ... because I feel like the point where in in our M2 year like we've got research, we've got leadership, we've got class"

Student 2: "I'm burned out, but I don't think I'm as burnt out ...during my preclinical years just because I feel like there's more like variety in what you do in 3rd year"

Student 3: "I think like right before I took step... it was just hard to make myself get up and study every day just because it had been the exact same thing, like every day with this giant looming stressful event"

## REFERENCES

1. Thun-Hohenstein L, Hübinger-Ablasser C, Geyerhofer S, Lampert K, Schreuer M, Fritz C. Burnout in medical students. Burnout bei Medizinstudent\*innen. *Neuropsychiatr.* 2021;35(1):17-27. doi:10.1007/s40211-020-00359-5
2. West CP, Dyrbye LN, Shanafelt TD. (Mayo Clinic, Rochester, MN; and Stanford University Medical Center, Stanford, CA, USA). Physician burnout: contributors, consequences and solutions (Review). *J Intern Med*2018; 283: 516-529.

## DISCUSSION

STEP 1 grading was amended to Pass/Fail for medical student wellness per the AAMC. At WMed, it is taken at the end of the second year, yet our second year students are the most burnt out. The interviews show us a lack of understanding on the definition and path to success, necessitating clarity regarding success in matching. Further, the difficulty of academics and personal life was found to be taxing. A WMed measure to address this issue – the decompressed curriculum – was 81% favored by students, displaying that time off mitigated burnout.

## CONCLUSION

Although burnout is prevalent in the medical community, it can be made manageable with protected time off and a decompressed schedule. Future directions include comparing burnout rates in decompressed curriculums to semester-based structures.

## ACKNOWLEDGEMENT

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