A modified MBSR curriculum is effective in reducing burnout among PA students

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Discussion & Conclusions

• Difficulty concentrating

Post-test surveys using and professionalism.4,5 positively impact mental health decrease burnout and pandemic.1 Mindfulness and depression of stress increase longitudinally, which may lead to burnout and professionalism.6,7 Without preparing students for these ambiguous scenarios, the higher levels increased stress and decreased ability to tolerate stress. Students experience increased stress and decreased ability to tolerate the inherent ambiguities in learning medicine, accentuated by COVID-19 pandemic.1

Methodology

Our objective was to evaluate the efficacy of a modified MBSR curriculum in reducing burnout and depression in students. Using a prospective cohort design, we determined changes in burnout and depression in students before and after the implementation of the curriculum.

Scales used:
• Maslach Burnout Inventory (MBI)
• Tolerance of Ambiguity in Medical Students and Doctors (TAMSAD)
• Mindful Attention Awareness Scale (MAAS)
• Resilience Scale

• Comprehensive MBSR curriculum designed
• Pre-test surveys using scales above administered to students at the three institutions

Results

Table 1: Demographics of students who responded to the pre and post surveys divided by institutional affiliation

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<tr>
<th>Institution</th>
<th>Pre</th>
<th>Post</th>
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<td>UTSW</td>
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<td>UTSA/UTRGV</td>
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![Figure 1: The percent of students reporting significant burnout on the Maslach Burnout Inventory decreased by 9.9% after the implementation of the curriculum at UTSW and increased by 33.4% at UTSA/UTRGV. The percentage of students reporting feeling hopeless (Q10 on the HANDS inventory) decreased by 4.2% at UTSW after curriculum and increased by 28.7% at UTSA/UTRGV in the same time frame. Changes were not statistically significant, likely due to small sample size.](image)

![Figure 2: The scores on the TAMSAD scale (left) showed a marked improvement at UTSW after the curriculum was implemented. The scores on the MAAS scale (middle) and Resilience scale (right) stayed approximately the same at UTSW after the curriculum implementation, while they reduced at UTSA/UTRGV. The reduction could probably be attributed to the rigors of the curriculum. The MBSR curriculum likely prevented such a reduction at UTSW. Changes were not statistically significant, likely due to small sample size.](image)

Future Directions

• High burnout in the pre-test found at all three institutions, perhaps due to curriculum rigor compounded by a pandemic.
• The benefits of the curriculum evidenced by the decrease in the number of students experiencing burnout, feeling hopeless, and having difficulty concentrating compared to those who did not receive the curriculum.
• Tolerance of ambiguity (degree to which an individual is comfortable with uncertainty, unpredictability, and multiple demands) also increased in students receiving curriculum.
• Limitations include small sample size and pre- and post-data analyzed as unpaired data.

References and Acknowledgements


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