Background
Student burnout is defined as “feeling exhausted because of study demands, having a cynical and detached attitude toward one’s study, and feeling incompetent as a student.”

Burnout is a growing concern amongst healthcare students, and it has many impacts on their mental health due to the high demands of the medical and health education.

Multiple studies reported positive association between anxiety symptoms and emotional exhaustion and cynicism subscales.

The use of coping strategies decreases the burnout and promotes resilience.

Due to the COVID-19 outbreak, Qatar University halted all classes and shifted to online delivery which may have contributed to increasing the risk of burnout and declining of academic performance.

Objectives
1) To assess and describe burnout amongst QU Health students during the COVID-19 pandemic
2) To assess the relationship between burnout and anxiety with empathy amongst QU Health students
3) To determine the coping strategies of QU Health students during COVID-19 pandemic

Methods
Design
- Convergent mixed-methods study

Participants & Sampling
- Inclusion: QU Health students (n=1268)
- Exclusion: Students enrolled in fall 2020
- Sampling: Population sampling

Setting and Data Collection
- Settings: Qatar University
- Self-administered online survey that included 6 sections, including: Maslach Burnout Inventory-General Student Version (MBI-GS(S)), Interpersonal Reactivity Index (IRI), Generalized Anxiety Disorders 7-item scale (GAD-7).

- Focus groups were conducted virtually, audio recorded and transcribed and used the coping reserve model as a framework for data collection and analysis

Data Analysis
- Quantitative Data: Descriptive statistics and multivariate regression analysis
- Qualitative Data: Deductive thematic analysis

Ethics Approval
- Qatar University Institutional Review Board (QU-IRB)

Results
272 recorded responses for the survey which accounts for 21.45% response rate and participants characteristics are shown in table 1

MBI subscales were assessed individually against GAD-7 statuses (as shown in table 2) and against IRI for association with each

Figures 1 and 2 represent responses from the students in regards their courses/semester status and their concern about COVID-19 infection, respectively.

8 focus groups were conducted with 3-10 students each, thematic analysis was mapped out based on the coping reserve model as shown in Figure 3

Conclusion
- Anxiety is a strong predictor of burnout as higher anxiety levels was associated with higher burnout levels. Additionally, Burnout was associated with some of the IRI subscales

Most prominent themes extracted from focus group discussions were uncertainty, manifestations of stress, and the shift to online learning

Students used different coping strategies to adapt with the pandemic and build resilience

Recommended actions: mentorship program, provision of training on online learning delivery

Limitations: Small response rate and the survey length

Recommendation for future research: future research investigating burnout on non-healthcare students, university faculty members, and investigating the effect of students’ burnout on professionalism

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Figure 1. Students withdrawal status in spring 2020

Figure 2. Concerns of COVID-19 infection

Figure 3. Thematic analysis using the coping reserve model