

Diary No: QMC / BIO / /2025

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Institutional Measures to Identify and Prevent Burnout in Students

Standard:

"Ensure measures to identify and prevent burnout in students."

Introduction:

Student burnout is a psychological syndrome resulting from prolonged academic stress, characterized by emotional exhaustion, depersonalization, and a sense of reduced accomplishment. In a high-demand academic environment such as medical education, early identification and prevention of burnout is essential to ensure student success, well-being, and professional identity formation. Our institution is committed to implementing proactive and sustained measures to address student burnout.

1. Early Identification of Burnout

a. Regular Screening and Surveys

- Implementation of Block-wise well-being surveys using validated tools identify and address triggers.
- Confidential analysis by the Student Support and Counseling Unit (SSCU).

b. Faculty and Mentor Observations

- Faculty and mentors are trained to recognize early warning signs of academic disengagement, absenteeism, and behavioral changes.
- Structured mentorship meetings to track academic and emotional health.

c. Academic Monitoring Systems

- Real-time academic performance monitoring to flag students with repeated poor performance or disengagement.
- Follow-up with individual check-ins from the Student Affairs Office or Counseling Unit.

2. Preventive Measures and Support Systems

a. Structured Mentoring Programs

- Each student is assigned a faculty mentor to discuss academic challenges, stress, and coping strategies.
- Senior students serve as peer mentors, promoting internal and relatable support.

b. Accessible Mental Health Services

- In-house psychological counseling services available by appointment and walk-in.
- Trained counselors maintain strict confidentiality.
- Emergency response protocols in place for mental health crises.

c. Student Life Balance and Environment

- Protected time within the timetable for physical activity, recreation, and rest.
- Regularly held stress-relief activities, such as wellness weeks, sports events, mindfulness sessions, and group therapy.

- Provision of quiet rooms and relaxation spaces on campus.

3. Academic Flexibility and Stress Reduction

a. Assessment Reforms

- Use of formative assessments with feedback to reduce high-stakes pressure.
- Transparent assessment schedules communicated at the start of the academic year.

b. Curriculum Design

- Distribution of academic load with integrated teaching and periodic breaks.
- Weekly reviews of cognitive load during academic council meetings.

c. Remedial and Academic Advising

- Structured remedial sessions for struggling students,
- Academic advisors assist students in planning manageable study schedules.

4. Capacity Building and Faculty Sensitization

- Workshops for faculty on student mental health and burnout awareness.
- Inclusion of burnout prevention strategies in faculty development programs.

5. Feedback, Monitoring, and Quality Improvement

- Yearly review of burnout-prevention strategies by the Program Evaluation and Student Welfare Committees.
- Student focus groups to gather qualitative feedback,
- Adjustments made based on student experience, usage data, and outcomes.

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