

BURNOUT SYNDROME AND MENTAL HEALTH OF HIGHER EDUCATION PROFESSORS IN MEDICINE: AN INTEGRATIVE REVIEW

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Abstract: Burnout Syndrome is a psychological disorder composed of emotional exhaustion, depersonalization and reduced personal fulfillment. Currently, it is gaining prominence in the medical and academic profession at the teaching level, where professionals deal with exhausting workloads and intimate contact with people, which can often be stressful and also cause professional and emotional exhaustion. Therefore, the focus of the study was to investigate the relationships between Burnout Syndrome and the mental health of medical teachers. The methodology consisted of an integrative literature review, carried out in October 2023, using the descriptors: emotional stress, medical teachers, burnout syndrome, medicine and teachers, using journals such as: PePSIC, Lilacs, VHL, Pubmed and Scielo. Results were found that indicate a greater prevalence of this syndrome in health professionals and a large scale of presence among university professors, however, not specifically in medicine, which presented a thematic relevance according to the low scientific production found, transforming this article into a production of scientific relevance, given the scarcity of studies. It is concluded that the high workload within the academic perspective encourages an inclination towards exponential mental exhaustion, making it necessary to develop new scientific investigations into the relationship between this mental health condition among the class of medical teachers, according to the lack of specific scientific evidence in this area, with a focus on expanding discussions and promoting better management strategies regarding care related to this professional category.

Keywords: Burnout Syndrome; Emotional Stress; Teachers; Medicine and Medical Teachers.

INTRODUCTION

Work activity can take up a large portion of each individual's time and their time in society. Dejours (1992) states that, however, work does not always bring professional fulfillment to the worker, sometimes being the source of problems ranging from dissatisfaction to mental exhaustion (Dejours, 1992). It is clear that an imbalance in a professional's mental health can lead them to be absent from work (absenteeism), generating sick leave and the need, on the part of the organization, to replace employees, transfers, new hires, new training, among other expenses and investments. Freudenberger (1974) created the expression Burnout to describe a syndrome composed of exhaustion, disillusionment and isolation in mental health workers (Freudenberger, 1974).

The concept was developed by Herbert J. Freudenberger, a German psychologist, who, analyzing the behavior of volunteers, observed that they showed a gradual process of deterioration in mood and demotivation (Freudenberger, 1974). Thus, the syndrome was described by the psychologist as a loss of motivation and commitment, accompanied by a loss of energy and the presence of fatigue. Maslach and collaborators defined Burnout as a three-dimensional syndrome, composed of three key dimensions: Emotional Exhaustion (EE), Depersonalization (DP) and decreased Personal Accomplishment (PR); (Maslach & Jackson, 1981).

Burnout's main characteristic is the state of emotional tension and chronic stress in individuals subjected to exhausting physical, emotional and psychological working conditions. The syndrome expresses itself with negative activities and behaviors in relation to work. In this sense, the *International Stress Management Association* in Brazil (ISMA-BR), in 2018, identified that 72% of the Brazilian population suffered from some sequelae of stress, among these, 32% had

Burnout Syndrome, of which the majority (92%), reported that they were unable to continue working, however, they continued to work for fear of dismissal, escalating the problem beyond the individual sphere to the collective sphere (ISMA-BR, 2010). Burnout has been recognized as an occupational hazard for professions involving health care, education, and human services (Maslach & Jackson, 1981).

In Brazil, decree no. 3,048, of May 6, 1999, approved the social security regulations and, in its annex II, it deals with pathogenic agents that cause occupational diseases. Item XII of the table of Work-Related Mental and Behavioral Disorders (Group V of the International Classification of Diseases – ICD-10) mentions the “Sense of Being Done Out” (“Burnout Syndrome”, “Syndrome of Professional Burnout”) as synonyms for Burnout, which, in ICD-10, receives the code Z73.0. According to the World Health Organization (WHO), Burnout can be considered a major problem in today's professional world (World Health Organization, 1998).

Currently, training in medicine is considered one of the most sought-after academic careers. It is recognized that the high workload of the course, the incessant study routine, demands from society and educational institutions, make medical training a preparatory project that demands intense intellectual investment from the teachers involved in training (Tito-Huamani et al, 2022).

According to the perspectives that are recommended in view of the high demand that a teaching routine contemplates, it is necessary to deepen the perspectives of care related to higher education teachers. This situation is evident in accordance with the high demand for existing workloads and the need to handle production processes for academic materials, evaluations, corrections and constant update schemes, within an academic innovation

to comply with regulatory and practical requirements. updated methodologies (Tito-Huamani et. al, 2022).

By knowing this perspective, it is currently clear that such professionals tend to experience a considerable increase in social and personal problems that affect members of modern society, who live under constant stressful situations. In this context, there is Burnout Syndrome, an English expression used to designate something that stops working due to energy exhaustion (Murofuse et. al, 2005).

Two characteristics are present in occupational stress and Burnout syndrome - emotional exhaustion and little personal fulfillment - however, these disorders differ due to the Depersonalization factor (DP), present only in Burnout. PD refers to affective detachment, emotional indifference and negative and cynical feelings in relationships with work and others. It is revealed in the emotional detachment of health professionals, as they avoid involvement with the illness or pathology presented by the patient, using "dehumanization in self-defense", which corresponds to the process of protecting oneself in the face of stressful situations, responding to patients in a depersonalized way (Schaufeli et. al, 2002).

Furthermore, it is clear that for education professionals, technological changes and the consequent increase in productivity can have impacts on workers' health. Burnout can be considered a major problem in today's professional world. Work today is characterized by an exhausting activity that can take up a large portion of the individual's time and their time in society (França & Rodrigues, 2011). In Brazil, work is considered the main source of stress, being cited by 58% of the population as a stressful action, surpassing the rate of social problems, which is cited by 42% as stressful (ISMA-BR, 2010).

The concept of Burnout in teaching professionals also consists of three dimensions: Emotional exhaustion, characterized by the feeling of being exhausted due to the demands of studying; disbelief, understood as the development of a cynical and detached attitude towards the study; and professional ineffectiveness, characterized by the perception of being incompetent with students who, in this case, will pursue a medical career (Maslach, 1997).

It is observed that medical course teachers have great responsibilities, as they are opinion makers and models for their students, and are intended to train future doctors who will deal with human life. With such demands, these teachers can be vulnerable to illnesses arising from work, such as stress, fatigue and Burnout Syndrome (Freudenberger, 1974).

It is clear that, in Brazil, the teaching profession is very undervalued in relation to remuneration, as salaries do not match the activities carried out nor the social importance of the work provided. In this sense, individuals trained in medicine who wish to pursue the teaching profession end up feeling devalued, as the salaries are lower than those they received if they worked as doctors, so these individuals must choose to live with low salaries, or abandon the teaching career, or work double shifts to increase your income (working as a teacher and as a doctor), in any case there is exposure to the risk of resulting in factors of physical and psychological exhaustion, leading to Burnout Syndrome (França & Rodrigues, 2011).

Contradictorily, the care that permeates the work of health professionals can, at the same time, cause damage to the health of this population class. Hence the importance of health professionals learning to take care of themselves, avoiding and/or reducing the damage caused by this occupation and, consequently, preserving health, with full

conditions to provide adequate assistance to users (Nascimento & Nascimento, 2002).

It is known that the professional training of doctors occurs through a combination of the development of technical and behavioral skills and abilities, and it is the role of the teaching staff of the medical education institution to ensure that during the course students reach the capacity to become competent professionals. This professional responsible for training doctors needs to understand and take ownership of the processes to which they are subjected in their work and be aware of several factors, among which emotional tension, the feeling of impotence and the pressure in the face of the struggle stand out. constant suffering, pain and death (CFM, 2003).

It is worth mentioning that the teacher's work goes far beyond the classroom, as he or she needs to put together lesson plans, correct tests and assignments, in addition to taking care of personal issues and household work, thus causing an overload of tasks. Therefore, teacher illness is very common in today's society, in which the enormous demands and the few conditions offered to teachers are evident. It is clear that there is a lack of equipment and infrastructure to carry out teaching work, lack of human resources, devaluation, low salaries, lack of security, scarce administrative support, which ends up causing physical, mental and emotional exhaustion (Schaufeli et. al, 2002).

When evaluating the variables responsible for causing Burnout Syndrome in medical professionals, personal characteristics are considered, such as age, educational level, marital status, work characteristics, such as length of service, type of occupation, relationship with clients/colleagues, conflict with personal values, organizational characteristics, physical environment, institutional norms, climate, communication,

social characteristics, social and family support, culture and prestige (Nascimento & Nascimento, 2002).

However, medical course professors, who, in addition to the typical teaching stressors, work directly with people and carry with them the problems encountered in patients and students. These teachers present symptoms that develop progressively and silently and reflect physical, mental and emotional exhaustion. Sleep disorders, muscle pain, memory changes, irritability, impatience, absenteeism, mood changes, lack of attention and concentration, constant fatigue, tendency to isolation and loss of interest in studying are some of the symptoms (Nascimento & Nascimento, 2002).

And this illness can be camouflaged to anyone who sees it, as it often distresses the worker's psychology, leaving them vulnerable, weak, tired, unmotivated, to the point of giving up their role as advisor. Given this situation, it is extremely important to understand how teaching-learning processes in medical schools influence the well-being of professors (Helman et. al, 2009).

Therefore, the hypothesis is considered that this situation of exhaustion can generate anxiety, depression and stress disorders, which can compromise the activities of medical course teachers. Therefore, the development of these disorders can have drastic consequences both for professionals and for the training of students. Thus, the present study aims to investigate the causes of the syndrome and its prevalence in this population to provide bases for changes in the demands of academic training and for the development of preventive actions against Burnout Syndrome.

METHODOLOGY

This is an integrative literature review, which is defined as one in which research results on a specific topic or question are analyzed and synthesized, with the purpose of deepening knowledge on the particular subject.

A survey of scientific studies was carried out in Medline databases via the Virtual Health Library (VHL), where the following platforms are also indexed: National Library of Medicine of the United States (PUBMED), Latin American and Caribbean Literature in Sciences da Saúde (LILACS), Portal de Periódicos Eletrônicos de Psicologia (PePSIC) and the Scientific Electronic Library Online (SCIELO), carried out in October 2023. For the research, the descriptors (Decs) were used and crossed with the Boolean operator “AND”/ “OR” in English, and in Spanish “Y” and “O”, as shown in table 1.

During the research process, where first, 3 (three) of the 5 (five) descriptors were crossed, namely “Burnout Syndrome”, “Emotional Stress” and “Medicine Teachers”, the need to cross-reference some of the descriptors to investigate the scarcity of articles on Burnout Syndrome in medical teachers, thus, in a second moment the following descriptors “Professors”, “Medicine” and “Burnout Syndrome” were crossed. Because, with this crossing, new data became relevant to the research results. Specific filters were used, between the period of the last 5 years, between 2018 and 2023. The filter category was inserted, such as: English, Portuguese and Spanish languages, controlled clinical trial, original articles and observational study.

Articles without restrictions on year, language or country of publication, when the titles did not contain all the necessary information or generated any doubt about the object of study, the abstracts were read, and when the thematic relevance was not

considered, the abstracts were also read, complete reading of the articles to decide on their inclusion, according to thematic relevance.

Articles that did not address aspects related to Burnout Syndrome and/or emotional stress in medical teachers were excluded. Articles whose abstracts were not available in the journals were also excluded.

After a pre-selection of articles, through a skimming reading of the abstracts, the second analysis was carried out, through a thorough reading of the pre-selected publications to decide on their inclusion or exclusion from this production, taking into consideration, all the pre-established criteria.

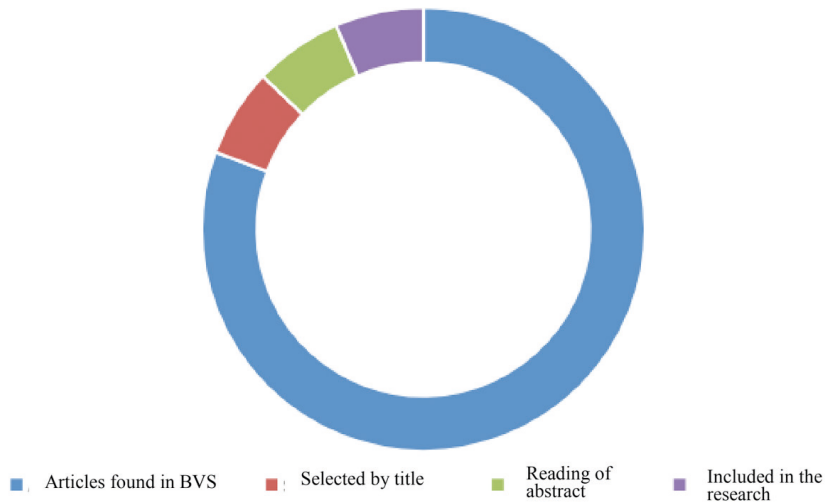
A total of 25 articles were found, of which 2 were selected to read the title, and from these, 2 were selected to read the abstract. Of these, the 2 were included in the final article as they agreed with the thematic proposal. According to the use of the descriptors Emotional Stress and Medicine Teachers, 18 articles were found, of which 2 were selected for reading the abstract and inclusion in the analysis material, according to thematic relevance, as exemplified in graph 1.

For a better presentation of research results, some variables were taken into consideration in the selected articles, which are: Research base, Title, Authors, Article, Objectives and Conclusion. In Table 2, the characterization of the analysis of the related articles will be exemplified. Using the inductive method, an analysis of the understanding of Burnout Syndrome will be carried out within the scope of the experiences of teachers in medical courses.

Crossing in English	Crossing in Spanish	Crossing in portuguese
Burnout Syndrome (DeCs) and Medical Teachers (DeCs)	<i>Síndrome de Burnout (DeCs) y Profesores de Medicina (DeCs)</i>	<i>Síndrome de Burnout (DeCs) e Docentes de Medicina (DeCs)</i>
Emotional Stress (DeCs) and Medical Teachers (DeCs)	<i>Estrés. Emocional (DeCs) y Profesores de Medicina (DeCs)</i>	<i>Estresse emocional (DeCs) e Docentes de Medicina (DeCs)</i>
Burnout Syndrome (DeCs) and Teachers (DeCs) and Medicine (DeCs)	<i>Síndrome de Burnout (DeCs) y Profesores (DeCs) y Medicina (DeCs)</i>	<i>Síndrome de Burnout (DeCs) e Professores (DeCs) e Medicina (DeCs)</i>

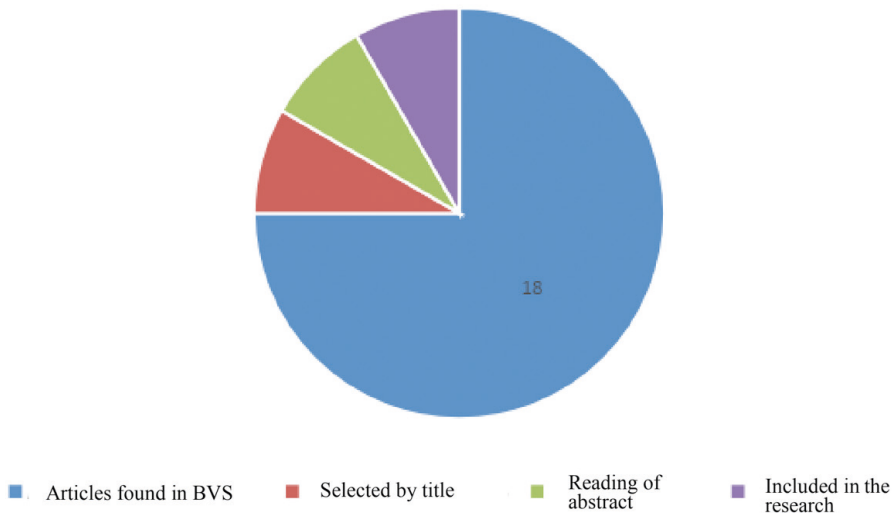
Table 1: Crossing descriptors in English, Spanish and Portuguese

Source: Own authors, 2023



Graph 1: Article Selection Process (DeCs: Burnout Syndrome and Medicine Teachers)

Source: Own authors, 2023



Graph 2: Article Selection Process (DeCs: Emotional Stress and Medicine Teachers)

Source: Own authors, 2023

Search base	Title	Authors	Article	Goal	Conclusion
SCIELO (Scientific Electronic Library Online)	Predictors of burnout syndrome among university teachers: an exploratory factor analysis.	Tito-Huamani et al. (2022).	Global Nursing - Online version ISSN 1695-6141	We tried to determine the possible factors for Burnout Syndrome in medical professors at a university in Colombia.	We tried to demonstrate that Burnout Syndrome is directly affected by sex and age group in the dimensions assessed, mainly in 54-year-old male teachers, as well as 36-year-old male teachers, in both sexes, seeking to minimize the effects of this growth in this percentage, over the years
MEDLINE (Medical Literature Analysis and Retrieval System Online)	Changes in the burnout profile of chairs of academic departments of obstetrics and gynecology over the past 15 years	G. Gabbe et al. (2018).	Original Research Education-Volume 219, ISSUE 3, P303. E1-303.E6, September 2018.	Its main objective was to identify the possibility of development of Burnout Syndrome associated with the obstetrics and gynecology academy, with regard to the contemporary healthcare scenario.	While professors in the academic department of obstetrics and gynecology have a high degree of emotional stress related to work, they seek significant changes in relation to health care in academic medicine.
LILACS (Latin American and Caribbean Literature in Health Sciences)	Possible manifestations of Burnout syndrome in professors and occasional professors of the medicine and social work programs of a university in the coffee region - Colombia	González Portillo et al. (2017)	Electronic Journal of Social Psychology «Poiesis» ISSN 1692-0945, number: December 22, 2011	To analyze possible manifestations of exhaustion/emotional stress in professors of medicine and social work at the University of Colombia.	It is believed that younger people are more likely to be affected by burnout syndrome.
BVS (Virtual Health Library)	Well-being and health of teachers in a public educational institution	Silveira et al. (2017)	Rev enferm UFPE online., Recife, 11(Supl. 3): 1481-8, mar., 2017	Investigate well-being at work as a health teacher in higher education.	It shows that personal fulfillment, better interpersonal relationships, as well as life goals and objectives are fundamental factors for promoting health in the professional sphere as a teacher.

Table 2: Characterization of article analysis

Source: Own authors, 2023

RESULTS

Thus, in Table 2, a brief summary of each study is presented, subdividing it in the table by topics: title, authors, objectives and conclusion; sample studied and the main results. The organization of the research leads to a line of argument that supports the discussion section.

DISCUSSION

The scarcity of elements with the specificity of the performance of medical course teachers and the relationship with Burnout Syndrome, in the journals selected for this review, highlighted an extreme thematic relevance and a need to expand the scientific debate on the crossings of this systematic absence of studies on these interrelations, with the focus of this study, based on the results found, on making the necessary argumentative notes

about the absence of information and the need for its existence to build a research process with reverberations in the sciences of health in an evidence-based context.

However, historical bibliographic evidence points to pertinent reflections regarding this context. Based on this panorama of elements mentioned above, the results found with the methodological strategy of this study will be presented below, highlighting the scarcity of elements referring to the “Medicine Teachers” axis and the high evidence of studies that amplify the capillarity of the lives of medical professionals with the extensive workload and physical and mental exhaustion, as symptomatological characterizations of Burnout Syndrome. In the texts highlighted for analysis, it was possible to notice an inclination towards the relevance of predictive factors for Burnout Syndrome in teachers, influenced by factors such as gender, age

group, with a higher prevalence in male teachers over 54 years old. (Tito-Huamani et. al, 2022).

It is important to take into consideration, what measures must be adopted to avoid the growth of this number, where, sometimes, teaching service time can become a predictor of certain characteristics of mental illness resulting from a movement of mental exhaustion. In the study constructed by Tito-Huamani and collaborators, the results presented point to a non-conclusive result, with regard to the longitudinal study sustained over time, requiring a process of monitoring frequent and pertinent changes in the processes of experience of the teachers, who participated in the survey carried out by the authors (Tito-Huamani et. al, 2022).

Burnout Syndrome in the evaluated context, brings evidence, for example, that in Peru, based on a certain proposal, a significant influence was noted by sex and age group, in different evaluation dimensions, being evident, with a greater prevalence in teachers over 54 years of age, as mentioned above, being male. A minority proportion of around 8% with a prevalence of Burnout in teachers aged 36 years old, in both sexes, was also evident. Pointing to inclinations towards dimensions of exhaustion, cynicism and professional effectiveness, with significant damage, when related to the length of service provided by the subject, leaning towards the context of exhaustion. This study points to a significant summary of the emotional compensation that is necessary to carry out, to minimize the prevalence of burnout in the medium term of these professionals (Tito-Huamani et. al, 2022).

And also taking into consideration, the proposed analysis of the stipulated objective, it was to identify Burnout trends and correlated factors, within academic processes in obstetrics and gynecology, with a significant inclination

towards complex changes in processes in healthcare environments. This study in evidence, constructed by Fowler and authors, in 2020, observed considerations that point to the need to broaden horizons in view of the needs found to cross-reference information to understand teacher relationships and conditions of emotional exhaustion, given the broad aspect that it is the academic space, which ends up influencing the process of knowledge construction and affecting, even if indirectly, the context of academics, such as residents, in this study in question. (Fowler & Wholeben, 2020)

As this study showed an inclination towards a broader understanding of the process, a connection was perceived with the loss of course teachers and the suffering condition of academics, given the context of stress observed and the main exhaustion situations encountered. The emotional exhaustion subscales scored low, given the context of depersonalization, despite the majority still reporting low personal fulfillment, so evidence of marital support in preventing exhaustion is important (Gabbe et.al, 2018).

According to Martin et al., 2011, in accordance with the evidence highlighted in their investigations, there was greater stress caused by working with patients, a lower degree of effectiveness in activities aimed at solving and managing problems, with a note 100% of the twenty-two teachers who were interviewed.

According to the theoretical precepts, supported by the theory of organizational approach, by Golembiewski, Munzenrider and Carter, as also served as inspiration for the authors, it means that the individual who loses interest or commitment to their work due to the high stress load and adheres to tense behavior with the people around him, he has significant inclinations towards emotional exhaustion.

The correspondence with the depersonalization variable is totally connected, according to this study, with the process of distancing that leads to emotional failure, with regard to the interpersonal relationships that surround these experiences that are eventually ignored by the professional, in front of their experienced situation. Where the variable regression diagram was analyzed, it was demonstrated that the factors that generate the possibility of Burnout Syndrome have a direct connection with the factor of dealing with people and high work demands, given the nuances evident in this area of activity (Gabbe et al., 2018).

When approaching the theme of well-being related to work, Silveira et al., 2017, points out that a combination of three primary factors is necessary: satisfaction, involvement and organizational commitment, as with these three pillars, the individual would feel gratification with the hours worked and in its delivery production. In the 90s, the authors pointed to an increase in studies on the health process x occupational diseases, exposing the growth to occupational illnesses, in this context, especially teaching, mainly among professors at Federal Universities. Due to the high demand for work, exhausting and intense hours, research and guidance for students, clinical practices necessary for the job, service demands and the search for growth, low pay, personal and professional fulfillment, as well as the difficulty in reconciling such requests to well-being, elevate the situation to the level of emotional stress, lack of self-care and maladaptive and inadequate lifestyle habits and routine are predictive factors for the appearance of psychological manifestations in higher education teachers (Silveira et al., 2017).

Still according to Silveira et al., 2017, due to the extensive workload and activities carried out, health teachers suffer from the

lack of leisure time, with the need to extend their work activities to home, in order to meet the demands, teachers experience a decline in well-being and quality of life and become prone to developing conditions that worsen their physical and emotional health. They are also inclined to pay close attention to the prevalence of teachers with longer working hours, who are about twice as likely to develop such aggravating mental and physical health situations than others.

And despite the high professional load of teachers, it is also aimed at a portion of professionals who are happy and fulfilled with their professional activities, but when compared to the demands mentioned above, and the direct relationship with leisure at work, workload, personal relationships and infrastructure, and experienced in an exhaustive, maladaptive and disproportionate way, psychic symptoms arise, such as: anxiety, depression, stress and exhaustion (Silveira et al., 2017).

With the elements observed in the analyzes carried out with the selected studies, a broad need to deepen the interrelationships between work contexts, mental health and quality of life became evident. This triad, in all the investigations carried out, points to the issue of well-being as the main point in the context of experiences in the work environment, with an inclination towards stressful cycles, where well-being enters as a process of improvement in the management of work processes. self-care of subjects with academic lives in their most diverse axes. Particularly, for medical professors, in relation to the thematic proposal of this article, the need to detect more comprehensive and more assertive studies with regard to the specificity of the proposal for understanding the real workload faced by professors was demonstrated., as well as the impact on the mental health of these, who articulate their academic activities in

connection with other practical activities, in the medical field. (Gabbe et.al, 2018).

The relevance of this discussion for promoting connections between thematic aspects that permeate medical and teaching practices becomes evident, as well as for the development of new care strategies for this public, more precisely addressing the change in curricular proposals and in areas of mental health, to promote the development of care protocols to mitigate the psychic consequences of these processes in the medium and long term in the lives of these professionals.

FINAL CONSIDERATIONS

One must take into consideration, the advances evidenced in contemporary times, with regard to scientific literature and social understanding in relation to psychiatric disorders, with regard to the panorama of past decades, where the construction of social representation in relation to psychological illness, was extremely loaded with pejorative influences and inclined towards a distorted and prejudiced construction of subjects with specific clinical conditions. Furthermore, an increase in cases of psychiatric illnesses has been seen in contemporary times, so it is necessary to highlight that new forms of investigation are relevant and even a broad reading of what these connections and symptomatological presentations actually are in the face of cases. evidenced in public and private health in Brazil.

The need for greater investment in systematic processes also becomes evident, with investments directed towards mental health care spaces, in public contexts, with regard to Psychosocial Care Centers, within this axis of public health, as a sector specific for articulating strategic sectoral and clinical measures to address psychiatric contexts in the most diverse spheres and instances of our society.

Addressing the situation of psychiatry in contemporary society is to bring to light the current panorama of psychological illness within the various social spheres, as well as the high consumption of psychotropic drugs, increasingly demonstrating the need to search for preventive and health-promoting measures mental. This consideration highlighted the need to consider that Burnout Syndrome is an exponential consequence of an inter-relationship of causalities between high workloads and social demands in specific connection with the life expectancy and professional performance of the subjects.

Therefore, mental health monitoring support is necessary, as a strategy for identifying stressful situations and the situational context of the professional in their general clinical situation, where such systematization of care must be something present in higher education institutions. in Brazil, expanding the process of identification and care for these sick teachers, where the nature of reception and reflection can be expanded into a process of prevention of more complex situations arising from comorbidities that can be associated with these specific clinical conditions of physical exhaustion and mental.

In evidence of the results found, a new interpretative direction for the flows of this research was spontaneously and necessarily made possible, in accordance with the evident scarcity of published studies on thematic specificity. The presentation of these results highlights the scientific construction and extreme relevance of this article, as an exponential production that stimulates new scientific investigations.

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