RESUMO - V. PESQUISA CIENTÍFICA RELACIONADA À FORÇA DE TRABALHO EM ENFERMAGEM E OS SISTEMAS DE SAÚDE

PREVALENCIA DE BURNOUT ACADÉMICO EN ESTUDIANTES DE CIENCIAS DE LA SALUD EN UNIVERSIDAD DEL QUINDÍO.

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Introducción

El burnout académico es un síndrome tridimensional que abarca agotamiento emocional, cinismo y baja autoeficacia académica. Los estudiantes de ciencias de la salud son especialmente vulnerables debido a la alta exigencia académica de sus programas, lo que puede derivar en deterioro del rendimiento académico, abandono y afectaciones a la salud mental. En la Universidad del Quindío, esta problemática requiere caracterizar su prevalencia en medicina, enfermería y gerontología.

Objetivo

Determinar la prevalencia del burnout académico en estudiantes de pregrado de la Facultad de Ciencias de la Salud de la Universidad del Quindío, relacionándolo con los niveles de adaptación propuestos por el modelo de Sor Callista Roy.

Método

Estudio descriptivo, transversal y cuantitativo realizado en la Universidad del Quindío, Armenia, Colombia. La muestra fue de 261 estudiantes de medicina, enfermería y gerontología, mayores de 18 años, seleccionados aleatoriamente. La recolección de datos se realizó mediante el cuestionario Maslach Burnout Inventory-Student Survey (MBI-SS), adaptado a escala Likert de 4 puntos y complementado con 10 preguntas de caracterización, aplicado virtualmente mediante Google Forms.

Resultados

Se espera determinar la prevalencia del burnout académico, caracterizando las dimensiones de agotamiento emocional, cinismo y autoeficacia según carrera, género y semestre. Se busca identificar las fases del síndrome y relacionarlas con los mecanismos de adaptación del modelo de Callista Roy. Se espera promover programas de apoyo psicológico y orientar políticas de bienestar que contribuyan a reducir el abandono académico y el deterioro del rendimiento asociados al síndrome.

Conclusión

La investigación permitirá reconocer la presencia y características del burnout académico en estudiantes de ciencias de la salud de la Universidad del Quindío. El modelo de adaptación de Callista Roy ofrece un marco para comprender las respuestas ante el estrés académico y orientar intervenciones institucionales que promuevan la adaptación, el autocuidado y el bienestar emocional durante la formación profesional.

???? English

Academic burnout in Health Sciences students at Universidad del Quindío

Universidad del Quindío — Armenia, Colombia

Introduction

Academic burnout is a three-dimensional syndrome encompassing emotional exhaustion, cynicism toward academic activities, and low perceived self-efficacy. Recognized by the WHO since 2000, it particularly affects health sciences students, who face high theoretical and clinical demands that frequently exceed their personal and social coping resources. At Universidad del Quindío, this issue had remained understudied, highlighting the need to characterize its prevalence across the programs of medicine, nursing, and gerontology.

Objective

To determine the prevalence of academic burnout among full-time undergraduate students at the Faculty of Health Sciences of Universidad del Quindío, characterizing its dimensions and relating them to the adaptation mechanisms proposed by Sister Callista Roy's theoretical model.

Methodology

Descriptive, cross-sectional, and quantitative study. The sample consisted of 261 students from medicine, nursing, and gerontology programs, all over 18 years of age, spanning the first through eleventh semesters, randomly selected with a 10% margin of error. The MBI-SS, adapted to a 4-point Likert scale and supplemented with 10 sociodemographic questions, was administered

anonymously and virtually through Google Forms. Valid responses were obtained from 155 students.

Results

76.4% of participants are women aged 18 to 26, primarily enrolled in nursing and gerontology. 80% report academic overload and frequent exhaustion; 60% present emotional exhaustion and 51% exhibit cynicism. However, 70% consider themselves good students and 69.7% perceive themselves as academically efficient, indicating a relatively preserved sense of self-efficacy.

Conclusion

Academic burnout is a significant reality among Health Sciences students at Universidad del Quindío. Callista Roy's adaptation model provides a valuable framework for understanding students' adaptive responses to chronic academic stress. It is recommended to expand the study, incorporate Methodology

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Conclusion

Academic burnout is a significant reality among Health Sciences students at Universidad del Quindío. Callista Roy's adaptation model provides a valuable framework for understanding students' adaptive responses to chronic academic stress. It is recommended to expand the study, incorporate socioeconomic variables, and implement institutional psychological support programs that promote well-being and reduce academic dropout.

???? Português

Burnout acadêmico em estudantes de Ciências da Saúde da Universidad del Quindío

Universidad del Quindío — Armenia, Colômbia

Introdução

O burnout acadêmico é uma síndrome tridimensional que compreende o esgotamento emocional, o cinismo em relação às atividades acadêmicas e a baixa autoeficácia percebida. Reconhecido pela OMS desde o ano 2000, afeta de maneira especial os estudantes de ciências da saúde, que enfrentam elevadas exigências teóricas e clínicas que frequentemente superam seus recursos pessoais e sociais de enfrentamento. Na Universidad del Quindío, essa problemática permanecia pouco estudada, evidenciando a necessidade de caracterizar sua prevalência nos cursos de medicina, enfermagem e gerontologia.

Objetivo

Determinar a prevalência do burnout acadêmico nos estudantes presenciais de graduação da Faculdade de Ciências da Saúde da Universidad del Quindío, caracterizando suas dimensões e relacionando-as com os mecanismos de adaptação propostos pelo modelo teórico da Irmã Callista Roy.

Metodologia

Estudo descritivo, transversal e quantitativo. A amostra foi composta por 261 estudantes de medicina, enfermagem e gerontologia, maiores de 18 anos, do primeiro ao décimo primeiro semestre, selecionados aleatoriamente com margem de erro de 10%. O MBI-SS, adaptado à escala Likert de 4 pontos e complementado com 10 perguntas sociodemográficas, foi aplicado de forma virtual e anônima pelo Google Forms. Foram obtidas respostas válidas de 155 estudantes. Resultados

76,4% dos participantes são mulheres de 18 a 26 anos, pertencentes principalmente aos cursos de enfermagem e gerontologia. 80% relatam sobrecarga acadêmica e esgotamento frequente; 60% apresentam esgotamento emocional e 51% manifestam cinismo. No entanto, 70% se consideram bons estudantes e 69,7% se percebem eficientes, indicando uma autoeficácia relativamente preservada.

Conclusão

O burnout acadêmico é uma realidade significativa entre os estudantes de Ciências da Saúde da Universidad del Quindío. O modelo de adaptação de Callista Roy oferece um referencial valioso para compreender as respostas adaptativas dos estudantes diante do estresse acadêmico crônico. Recomenda-se ampliar o estudo, incorporar variáveis socioeconômicas e implementar

programas institucionais de apoio psicológico que promovam o bem-estar e reduzam o abandono acadêmico.

Palavras-chave: burnout académico; prevalencia; cinismo; agotamiento; autoeficacia académica.