

Abstract

Studies suggest that strong burnout is experienced among pharmacy students. Several factors associated with sense of belonging in pharmacy students have also been assessed but gaps in literature exist in terms of exploring the correlation of these two variables in American pharmacy students, specifically. This study aims to explore the relationship between sense of belonging and burnout symptom experience among pharmacy students enrolled in all four professional years at Southern Illinois University Edwardsville (SIUE) School of Pharmacy. Using a quantitative-comparative approach, a pharmacy-student-adapted version of the Belongingness-Scale Clinical Placement Experience (BES-CPE) instrument will measure students' sense of belonging, while the Maslach Burnout Inventory-General Survey for Students (MBI-GS (S)) instrument will assess the prevalence and severity of burnout symptoms among the student cohort. Additionally, the influence of factors such as age, gender, current professional year, gap years, prior degrees, dual degrees, specialization, graduation cohort, student extracurricular involvement and work hours will be explored as supportive secondary findings. All data will be collected using a single, combined online cross-sectional survey administered to student emails via Qualtrics. Cumulative findings from this study will contribute to comprehending how sense of belonging may impact student well-being and thus help enlighten the numerous targeted interventions that may be developed to address burnout in higher education.