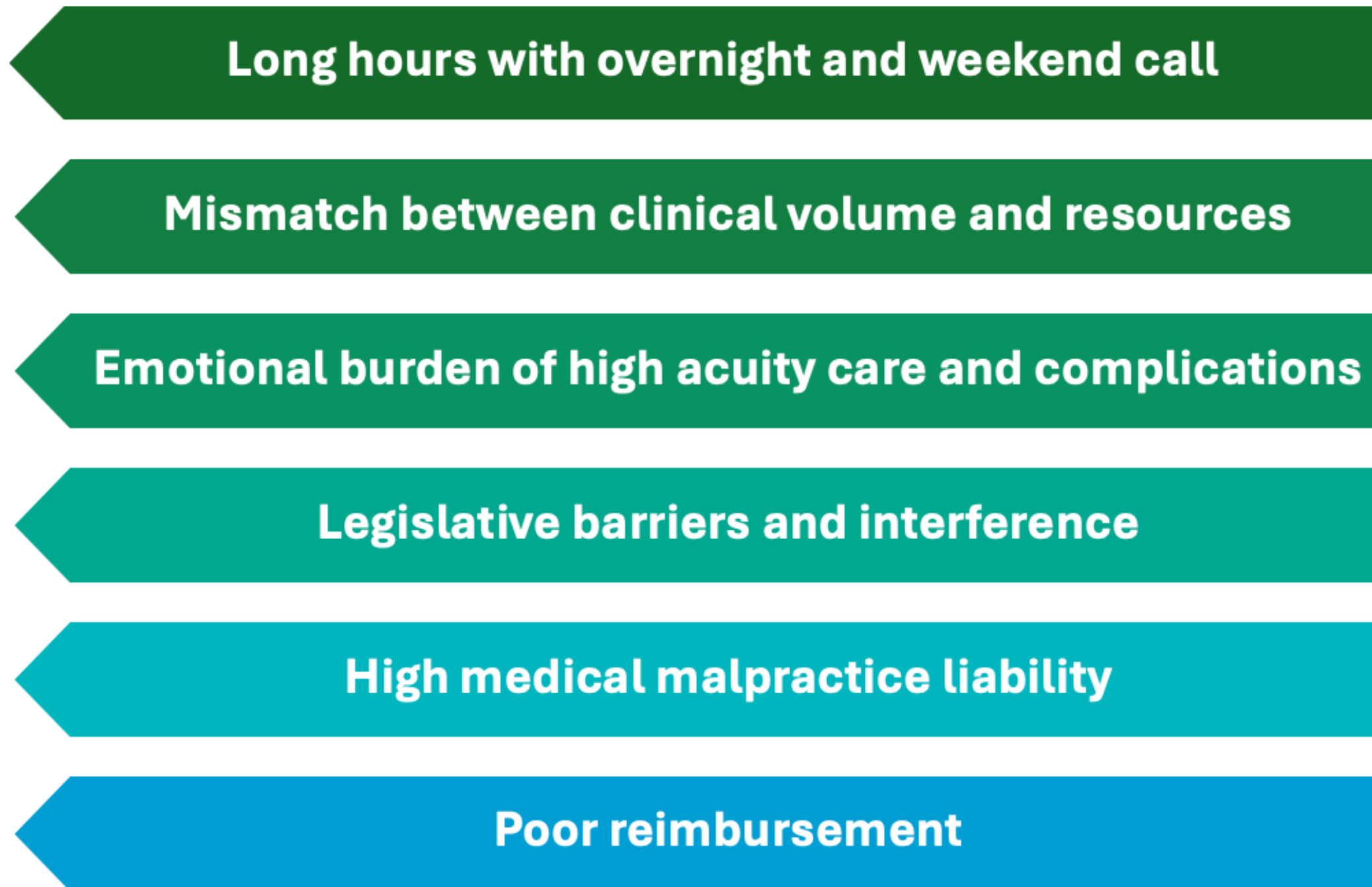


Natalie S. Whaley, MD, MPH, Department of OB/GYN
University of Rochester School of Medicine

Background

- The OB/GYN residents at University of Rochester have identified education focused on wellness as a gap in their didactic learning.

- Factors that contribute to burnout in OB/GYN include:



- ACOG data indicates that 40-75% of OB/GYN physicians and 44% of OB/GYN residents are experiencing burnout.

- Residency is a time of professional identity development.

- Developing skills for emotional resiliency during residency can prevent maladaptive coping, improve stress management and decrease professional lifetime risk of burnout and attrition.



Statement of Purpose

Development of skills in emotional resiliency will:

- Improve patient outcomes on the OB/GYN service
- Enhance collaborative team morale
- Decrease burnout in OB/GYN resident trainees

Learning Objectives of Curriculum

Grow skills in emotional resiliency

Learn techniques to mitigate secondary trauma

Complete training in leading critical event debrief (senior residents)

Understand psychological safety and best practices to foster psychologically safe practice and learning environments

Gain an understanding of moral distress and moral residue and management strategies

Develop an ability to approach patient complications and adverse outcomes with a just culture lens

Educational Milestones

Emotional Resiliency Curriculum Mapping

ACGME Milestones in Obstetrics and Gynecology

Core Component

Systems-Based Practice 1: Patient Safety				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates knowledge of common patient safety events	Identifies system factors that lead to patient safety events	Participates in analysis of patient safety events (simulated or actual)	Conducts analysis of patient safety events and offers error prevention strategies (simulated or actual)	Actively engages teams and processes to modify systems to prevent patient safety events
Demonstrates knowledge of how to report patient safety events	Reports patient safety events through institutional reporting systems (simulated or actual)	Participates in disclosure of patient safety events to patients and their families (simulated or actual)	Discloses patient safety events to patients and their families (simulated or actual)	Role models or mentors others in the disclosure of patient safety events
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: Not Yet Completed Level 1 <input type="checkbox"/>				

Level 1 Critical Incident Debrief Training

- EAP- Critical Incident Response Team
- GCH Debrief Team

Professionalism 4: Well-Being				
Level 1	Level 2	Level 3	Level 4	Level 5
Recognizes status of personal and professional well-being, with assistance	Independently recognizes status of personal and professional well-being	With assistance, proposes a plan to optimize personal and professional well-being	Independently develops a plan to optimize personal and professional well-being	Coaches others when emotional responses or limitations in knowledge/skills do not meet professional expectations
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: Not Yet Completed Level 1 <input type="checkbox"/>				

Moral Distress Rounds and Case Studies

- Department of Health Humanities and Bioethics
- Department of Chaplaincy

Interpersonal and Communication Skills 3: Interprofessional and Team Communication				
Level 1	Level 2	Level 3	Level 4	Level 5
Understands and respects the role and function of interprofessional team members	Solicits insights from and uses language that values all interprofessional team members	Integrates contributions from interprofessional team members into the care plan	Prevents and mediates conflict and distress among interprofessional team members	Fosters a culture of open communication and effective teamwork within the interprofessional team
Understands and respects the role and function of other health care team members	Solicits insights from other health care team members using language that values all members	Integrates contributions from other health care team members into the care plan	Addresses conflict and distress among other health care team members in complex patient situations	Attends to individual and team distress and promotes resilience among other health care teams
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: Not Yet Completed Level 1 <input type="checkbox"/>				

Crucial Conversations and Patient Safety

- Office of Wellbeing
- Quality Institute

Implementation and Evaluation

- Curriculum will be delivered during the 2026-2027 academic year and will include PGY1-4 trainees.
- Sessions will occur during protected education time with 10+ contact hours

- Program Assessment Rubric:

GLOBAL wellbeing assessment (pre- and post-)

- ACGME annual resident and faculty survey
- URMC Engagement Survey

FOCUSED wellbeing assessment (pre-, midpoint, post-)

- 6-point brief resilience scale
- COPE adaptive coping inventory (abridged)

Analysis of critical incident debriefs on OB/GYN service

- Quantitative:** number of debriefs requested
- Qualitative:** thematic analysis of curriculum impact on narrative experience

Future Directions

- Year 1 program analysis (June-July 2027)
- Year 2 curriculum modified based on evaluation.
- Expansion of adapted curriculum to 3rd year medical students on OB-GYN clerkship.
- Development of high-impact microlearning modules extracted from core curriculum for OB/GYN faculty

Acknowledgements and References

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