

A Hybrid Writing Accountability Group (WAG) Model to Promote Academic Productivity

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Introduction

The PM&R department's goal to boost scholarly output and reputation faces several challenges. A structured PM&R Writing Accountability Group (WAG) was proposed to support academic writing and scholarship in the face of competing responsibilities. We recognized scheduling challenges were barriers to in person approaches and developed a novel hybrid participation model to foster consistent writing habits.

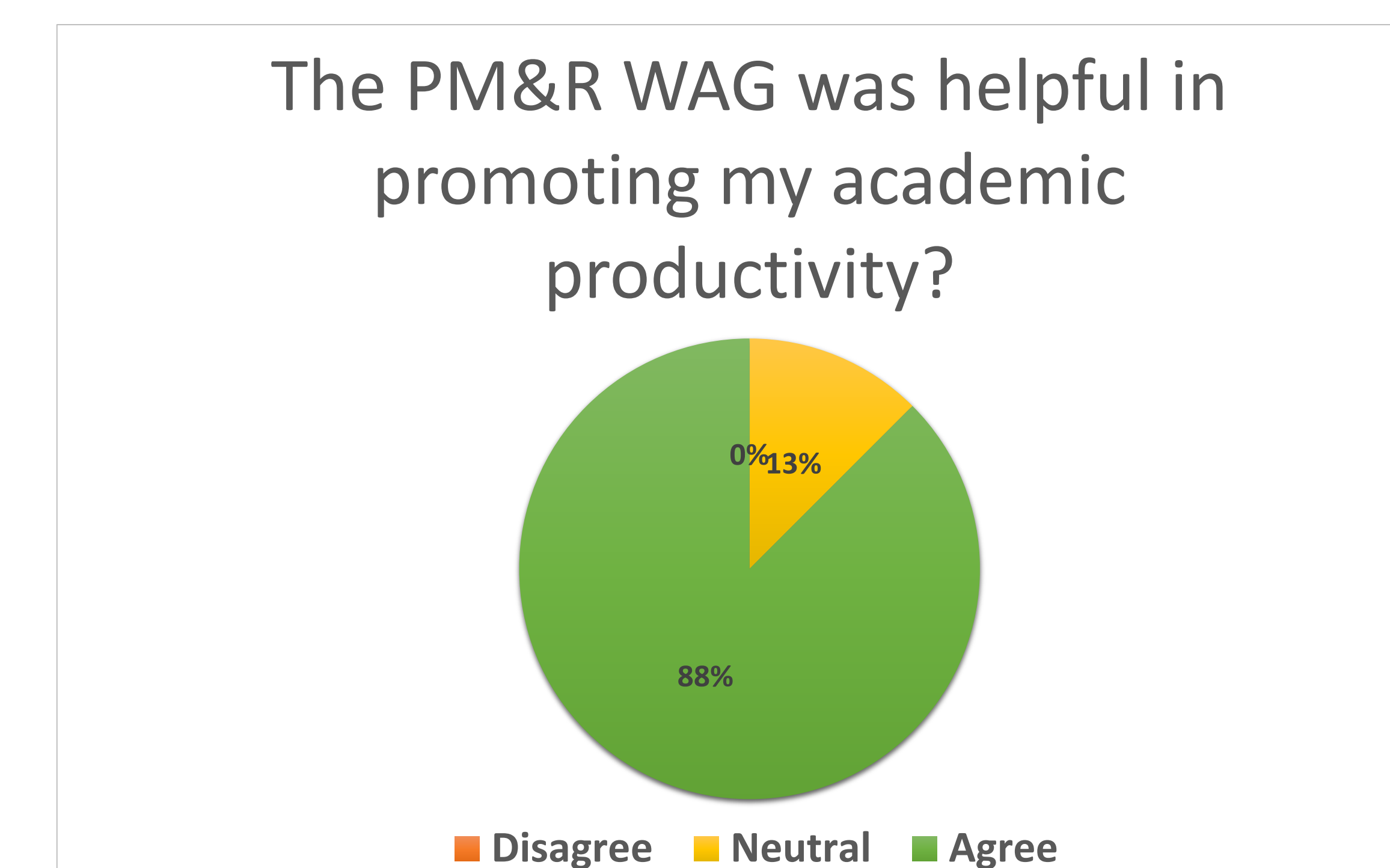
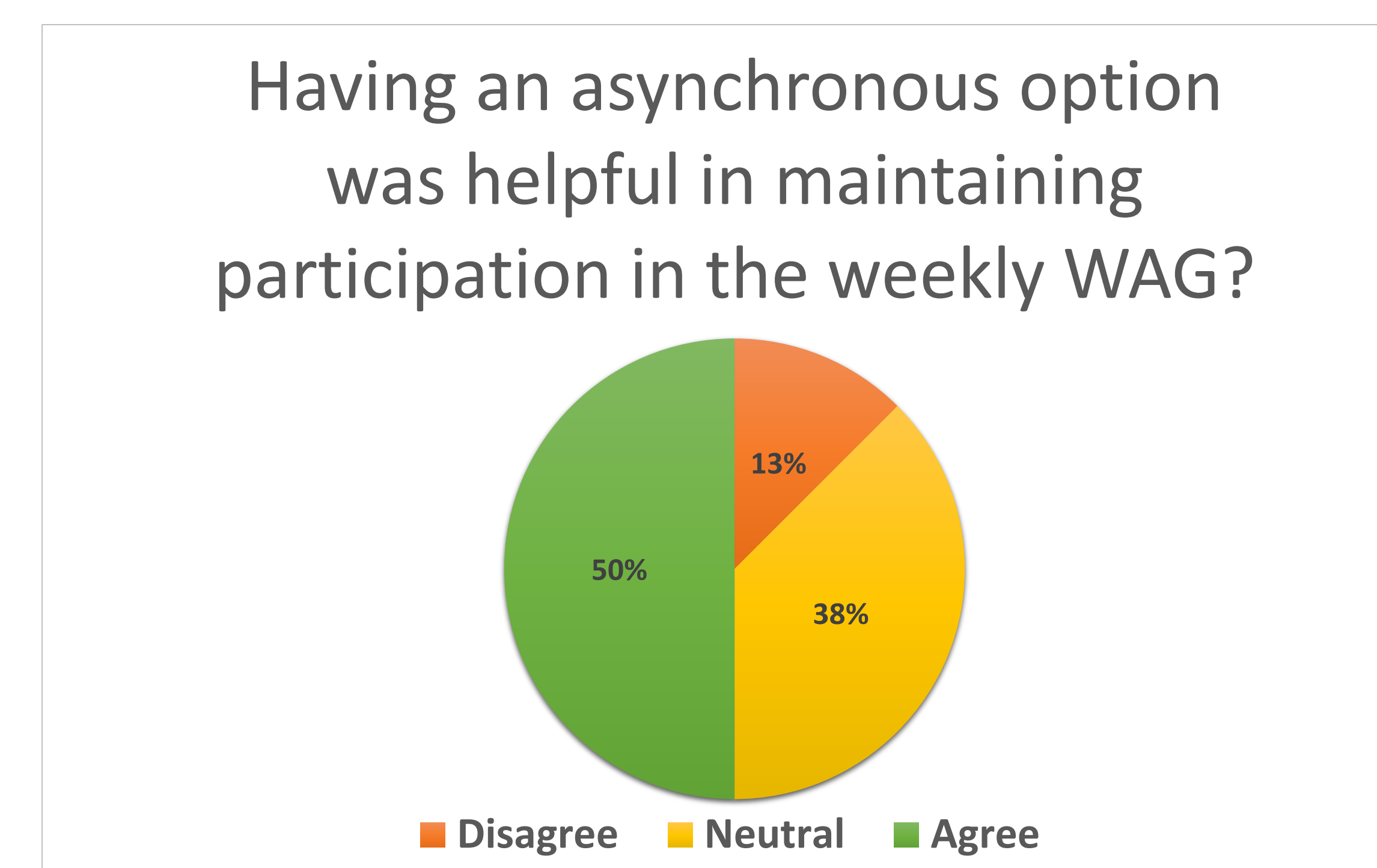
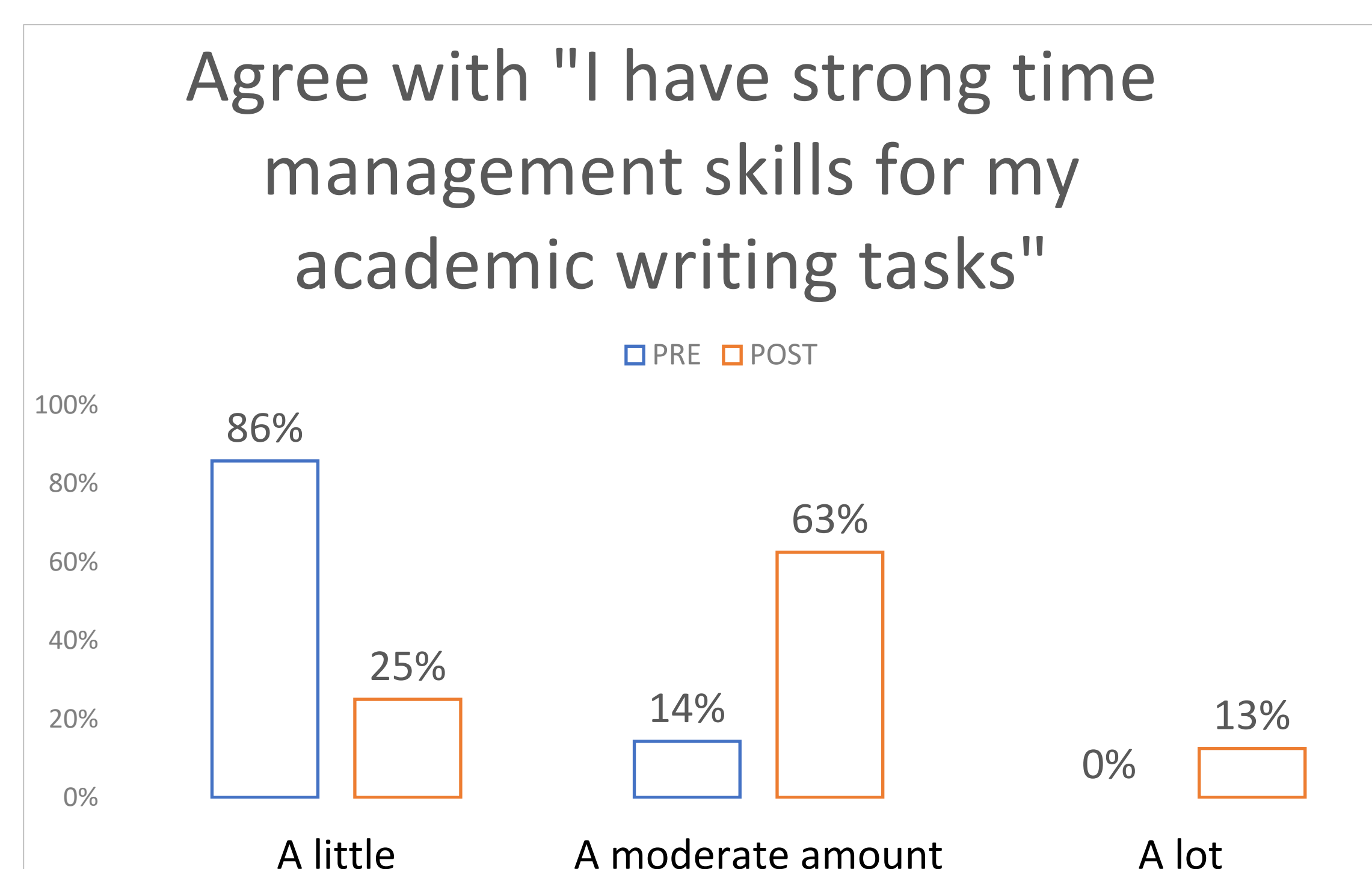
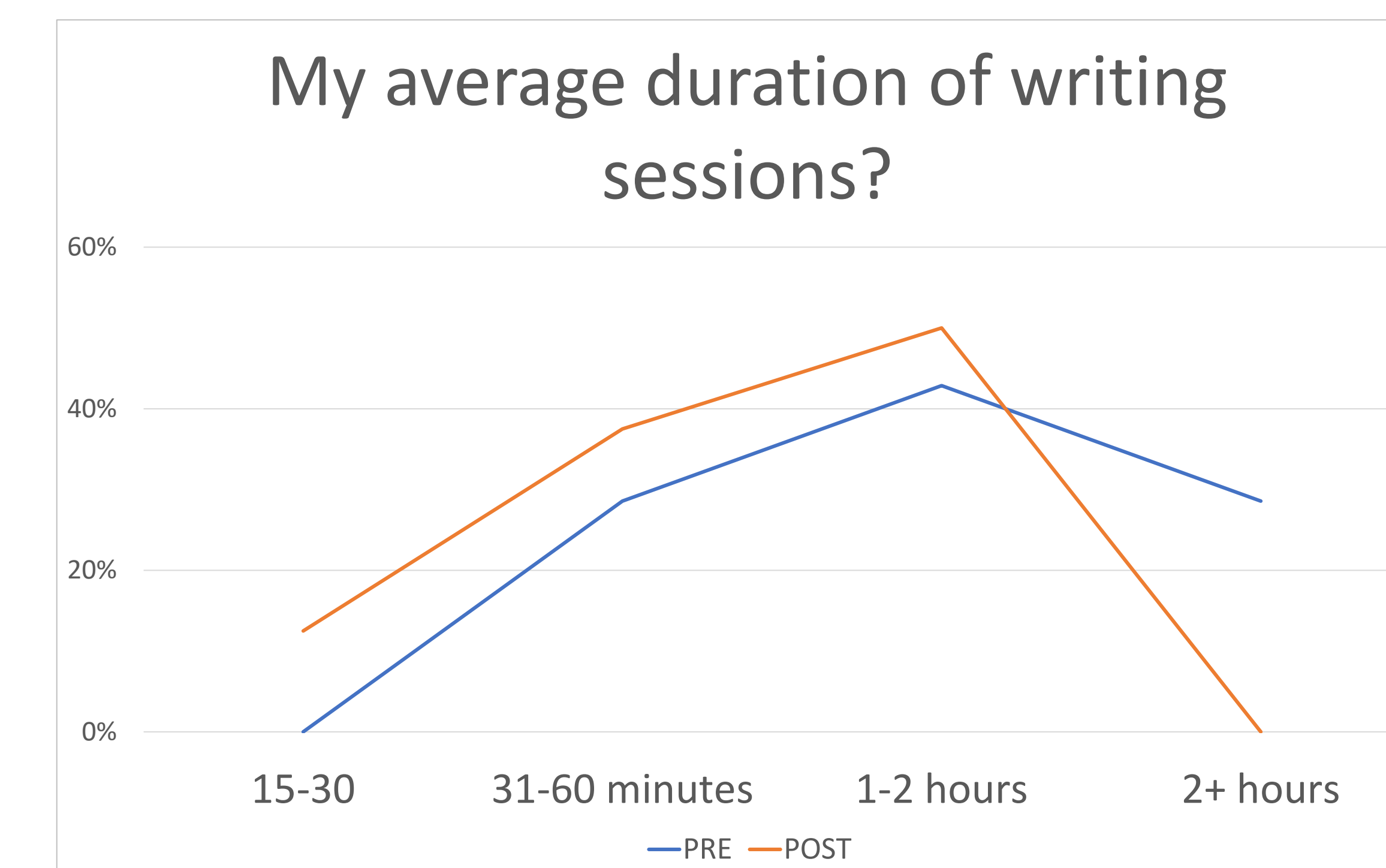
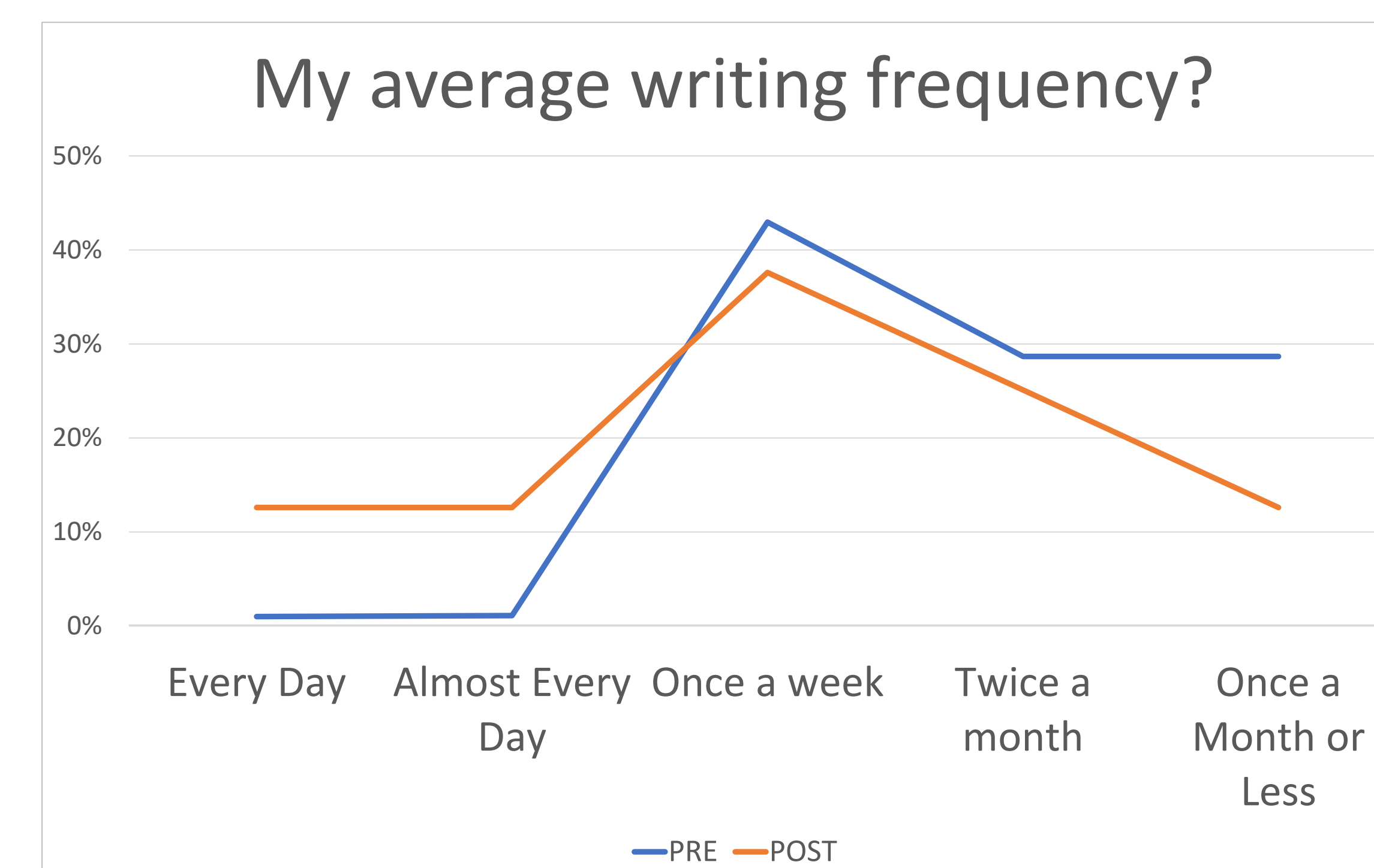
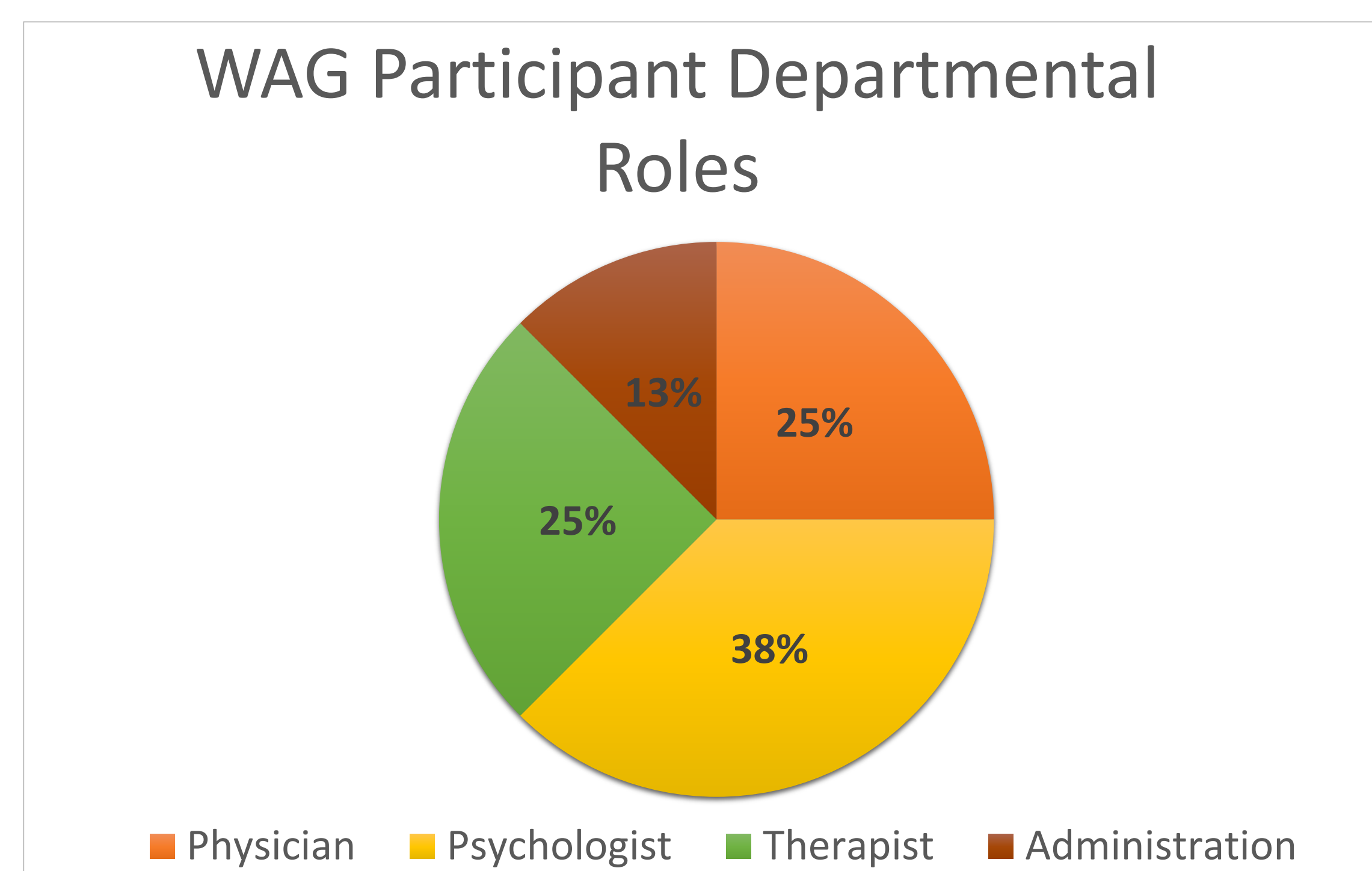
Objectives

Develop and facilitate a 10-week WAG using a hybrid model for diverse PM&R department members and assess its impact on writing habits, time management, and perceived productivity.

Methods

- Recruitment: The WAG facilitator (EH) presented at faculty meetings and met with therapy leadership to ensure diverse membership.
- Facilitation: The WAG facilitator led all weekly sessions and maintained the weekly tracker.
- During the 10-week WAG, participants were encouraged to attend either in Synchronous Participation: A common weekly meeting time, suitable for the majority over Zoom, was designated for live group sessions, encompassing updates, goal-setting, communal writing periods, and wrap-ups, or Asynchronous Participation: Members unable to attend live sessions were requested to dedicate an hour weekly at their convenience, ensuring they communicate their progress and objectives via email by each week's end.
- Synchronous Participation Sessions: 5 min of updates from prior session and goal setting for the WAG session. 45 minutes of timed, communal writing, 5 min of reporting, next-week goal setting, and wrap-up.
- Tracker: An online tracker accessible to all members, recorded attendance, goal descriptions, compliance with weekly writing goals, and WAG session goals. Asynchronous sessions and goals were also documented.
- Survey: A short anonymous survey was sent to all members before (PRE) the WAG started and on the last week (POST).

Results (Figures)



Results

- 8 JHU/JHH PM&R employees participated in the 10-week WAG, representing diverse disciplines (physician, psychology, therapy, administration)
- Attendance compliance with all WAG sessions was 77%.
- 75% WAG members took advantage of the asynchronous option for their weekly WAG session
- On average 60% of WAG members met their 7 day writing goal each week.
- Near the end of the WAG, participants reported more frequent and shorter academic writing sessions.
- Near the end of the WAG, members reported better time management skills with their writing and enhanced academic productivity with the WAG.
- 100% of members reported they would be interested in joining a future WAG.

Conclusion

A hybrid model had a positive impact on writing frequency and perceived overall productivity during the 10-week WAG. Weekly attendance was near 80%, and half of the members felt that having an asynchronous option helped their participation in the WAG. All participants were interested in participating in a future WAG. This model may serve as a useful approach for PM&R departments to promote academic writing and scholarly productivity among a diverse group of faculty, clinicians and administration.