

# Increasing Sports Medicine Faculty Engagement to Improve Fellowship Program Didactics



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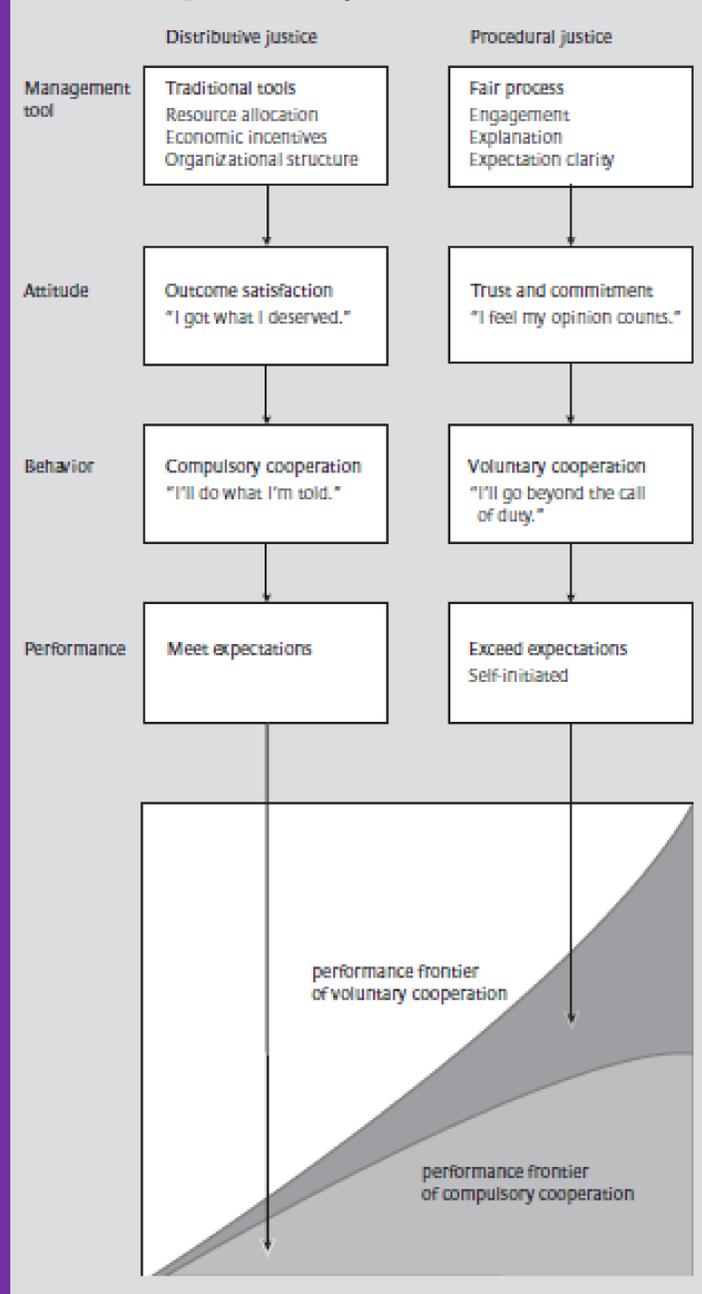
## INTRODUCTION (Plan)

- PM&R Sports Medicine Fellowship Program Evaluation Committee (PEC) meeting revealed need to incorporate more PM&R sports medicine faculty attendance into the didactic sessions to elevate the level of discussion.
- Historically, fellowship didactic curriculum had been conducted by the Primary Care Sports Medicine (PCSM) fellowship program faculty under the department of Orthopedics, without PM&R faculty.
- Beginning this past year, the PM&R Sports Medicine fellowship program director and one PM&R sports medicine fellowship faculty member began attending these sessions intermittently.
- Despite improved collaboration between the PCSM fellowship faculty and PM&R sports medicine fellowship faculty, the quality of discussion has been variable and the attendance of PM&R faculty is less than desirable.
- GOAL
  - Engage PM&R sports medicine faculty to increase attendance and participation in didactic sessions to yield an improved educational experience for the sports medicine fellows.

## METHODS (Do)

- PM&R Sports Medicine fellow completed survey after 2 months of the current didactic curriculum, to evaluate PM&R faculty engagement in the educational program.
- PM&R Sports Medicine faculty completed similar survey to self-assess their current involvement in the educational experience of the fellows.
- Plan to institute intervention below on September 1<sup>st</sup> to change the current didactic curriculum.
- INTERVENTION
  - PM&R Sports Medicine faculty officially invited to serve as "fellowship faculty".
  - PM&R Sports Medicine faculty informed of new expectations
    - Required regular attendance of fellowship lectures.
    - Requirement for faculty to present 1-2 lectures per year.
- 3 months after implementation of the intervention:
  - Fellow and faculty complete the same surveys to assess whether or not their perceptions of PM&R faculty participation and ultimately the quality of the educational experience have improved after implementation of the intervention.

## Two Complementary Paths to Performance



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## RESULTS (Study)

- Fellow survey results:
  - All evaluated faculty scored highly prior to intervention.
  - Fellow abstained from evaluating one faculty member due to minimal contact.
- Intervention not implemented as planned due to more pressing needs:
  - Abrupt departure of most active faculty member and expedited onboarding of new faculty member
  - Increased engagement of new faculty, however risk of overburdening new faculty:
    - New faculty were abruptly requested to serve roles of former faculty member: fellowship interviewer, CCC, PEC, workshop instructor, and bedside teaching
    - New faculty were in process of creating new Spine curriculum and Journal Club
  - Unexpected administrative demands of fellowship program, interview season, college athletic program, and clinical practices related to COVID-19
  - Additionally, administrative delays related to delivery and capture of survey results through New Innovations created another barrier to implementation
  - Due to the above, implementation was modified to only formally invite attendings to become fellowship faculty. Faculty encouraged, but not required, to attend or present lectures
- Post-interview season:
  - Poor PM&R Sports Medicine faculty attendance of lectures unchanged
  - Fellow evaluations and faculty self-assessment scores grossly unchanged

## DISCUSSION (Act)

- Fellow verbally reported desire for increased faculty attendance and post-lecture discussion.
- Fellow evaluations of faculty did not appear to correlate with actual faculty attendance of lectures.
- Fellow abstention from evaluating one faculty member identified need to increase fellow's contact with faculty member.
- Increased faculty engagement, but continued poor lecture attendance.
- Resistance met when faculty informed of new lecture attendance and presentation expectations, identified need to employ Fair Process.

Kim WC, Mauborgne R. (2003). Fair process: Managing in the knowledge economy. *Harvard Business Review*, January, 127–136.

