



The Effects of Micro Credentials in Training Clinical Research Professionals at a National Cancer Institute

Barbara Tafuto^{1,3}, Belinda Zhang², Kathleen Black⁴, Barbara DeMarco^{1,3}

¹ Rutgers School of Health Professions, ² Rutgers Ernesto Mario School of Pharmacy ³ NJ Alliance for Clinical and Translational Science, ⁴ Rutgers Environmental and Occupational Sciences Health Institute



The NCI CRP Problem

Existing CRP Solutions

Added Rutgers CRP Solution



Shortage of CRPs (1 CRP working for every 7 job openings)



High Turnover rate (NCI in Michigan reported greater than 40% turnover rater)

Articulation Agreements

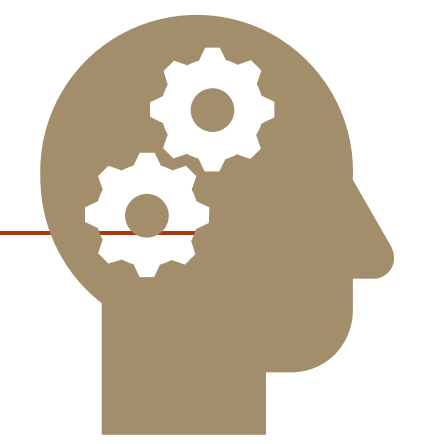
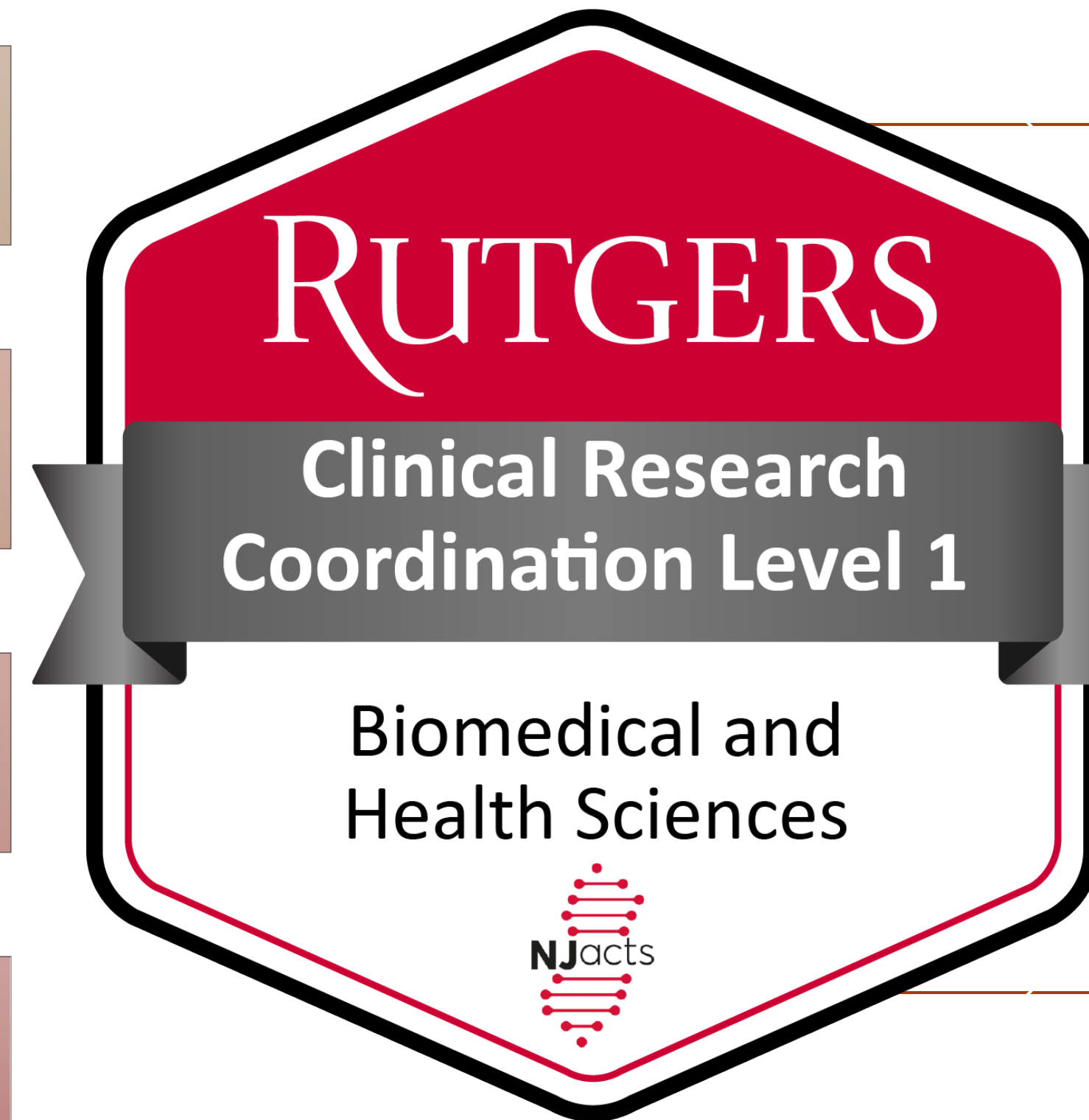
Educate HS & College Students about research

Summer UG Research Programs

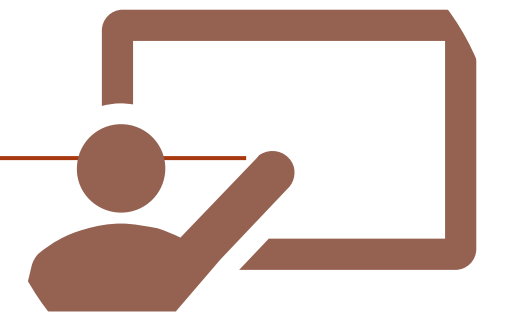
Standardize Job Roles

Improve Salary & Benefits

Micro Credentials



Increased knowledge base prior to onboarding



Smoother onboarding process

Allows for more diverse and expanded job application numbers

Methods

Clinical research staff (new and existing) at the Rutgers Cancer Institute of New Jersey (CINJ) were directed to complete the badging course. To register participants completed an online survey (REDCap). Demographic information and a pre-course self-assessment of clinical research skills were also collected.

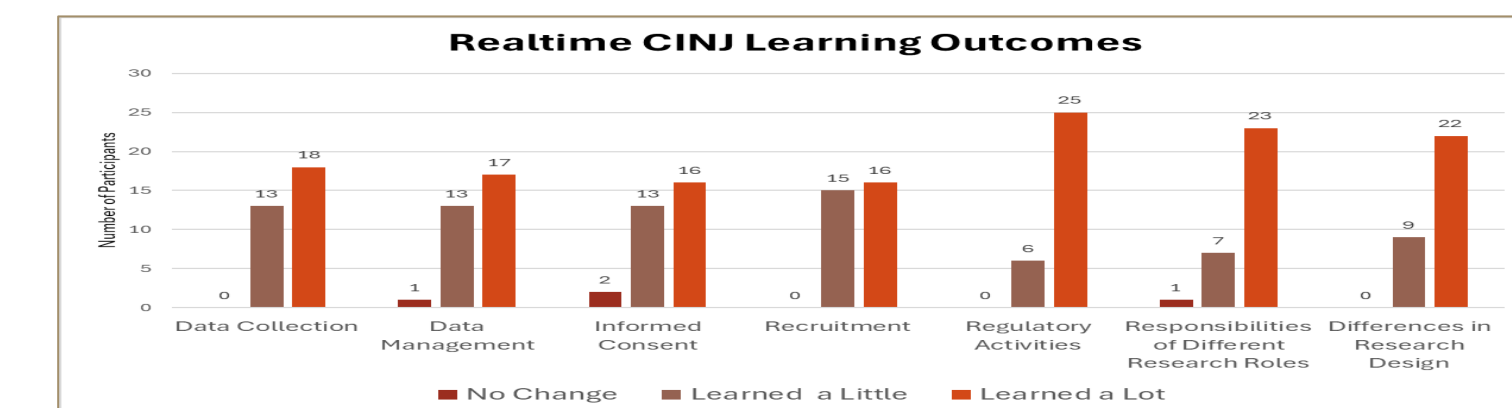
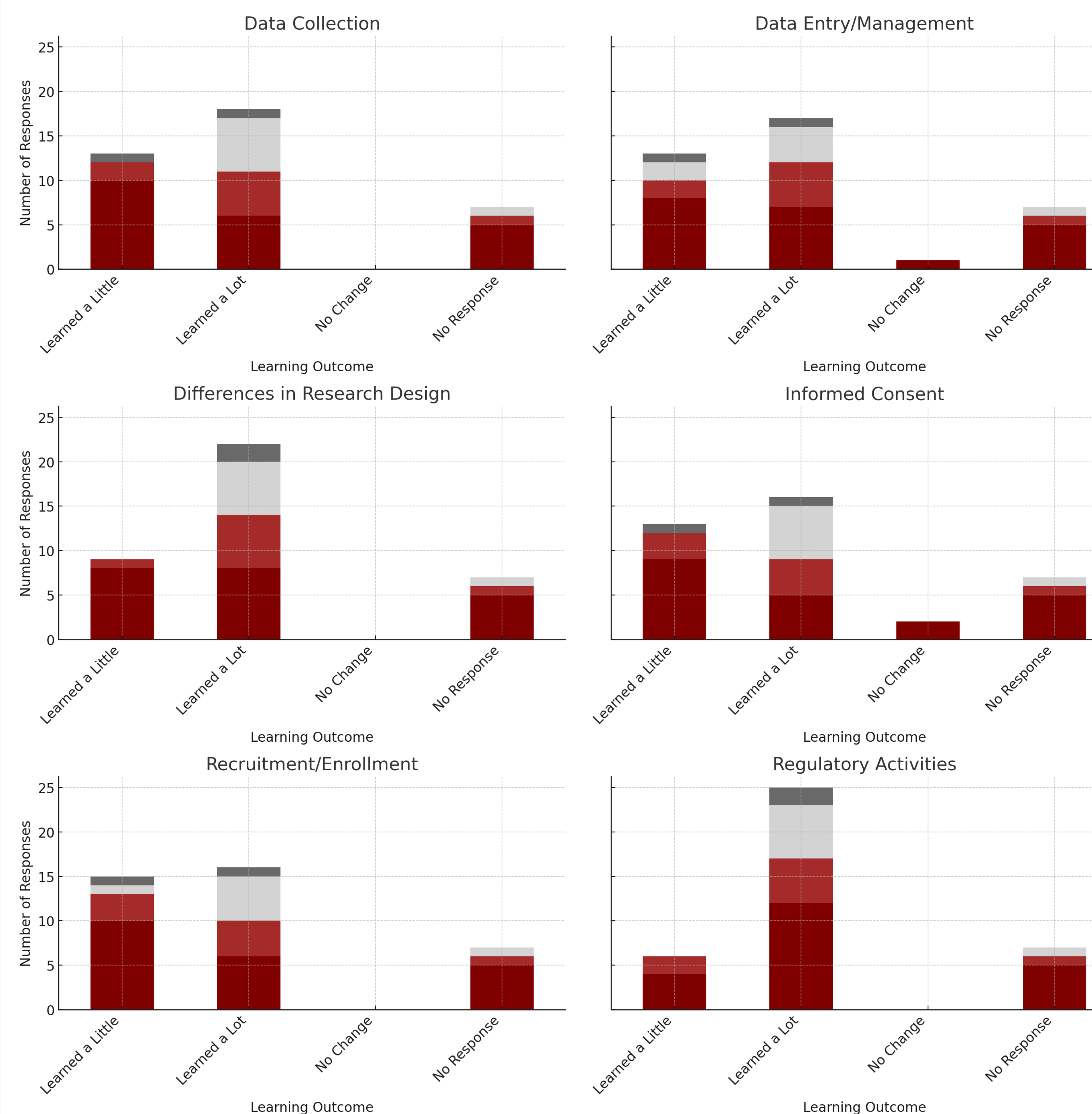
After registration, participants were given a link to the online course. The course is self-paced and consists of 6 modules which must be completed over a 6-week period. At the end of each module students are given three attempts to pass the quiz (90%) before moving to the next module. Students were emailed surveys to evaluate the course impact at three time periods after course completion: immediately, at 6 months, and at 12 months.

CINJ Management was also surveyed to assess the impact of the badging program on employee performance at 3, 6, and 12 months after initiation.

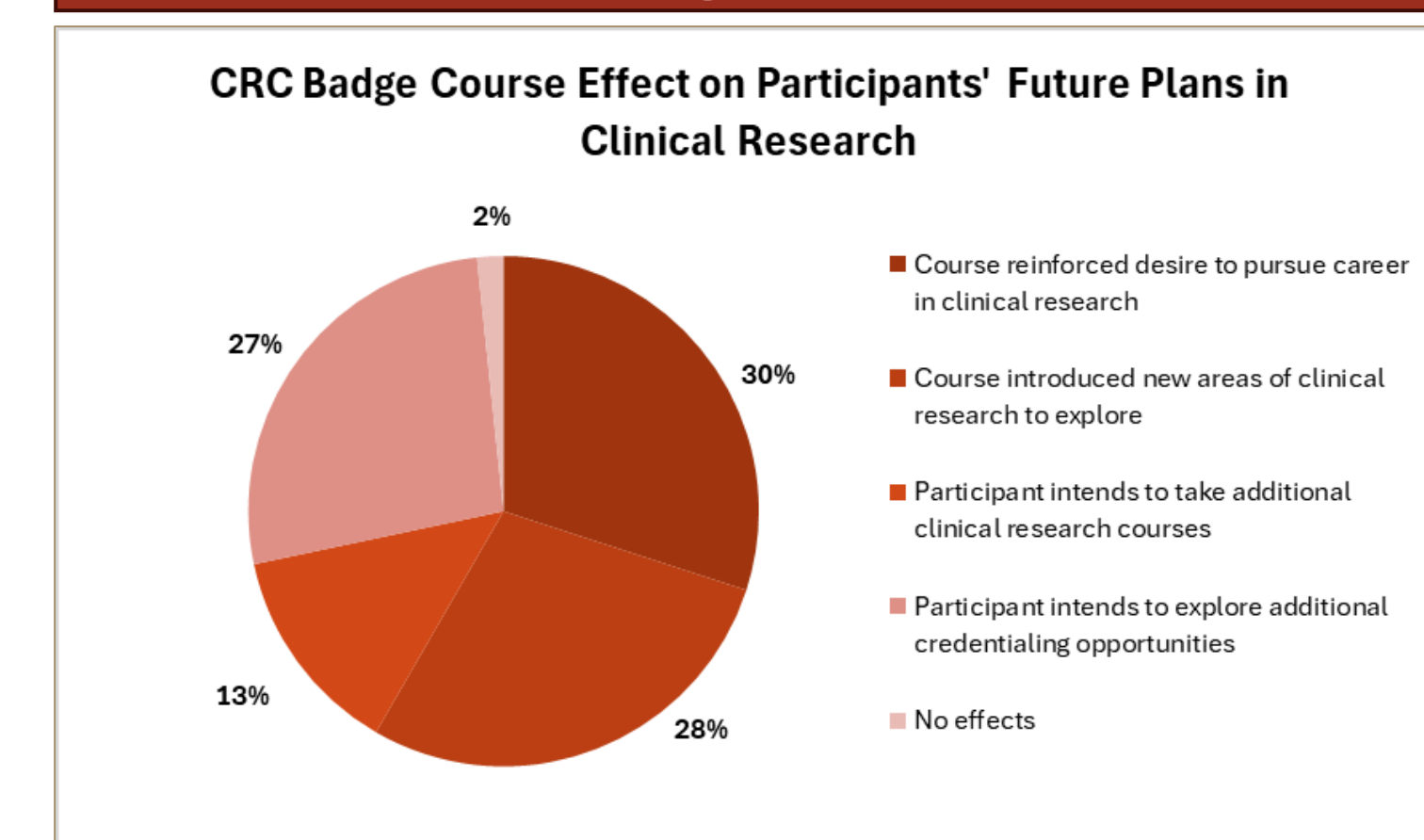
Characteristics	# of Participants (n=38)
Gender	
Female	29 (76%)
Male	7 (18%)
Prefer Not to Disclose	2 (5%)
Race	
Asian	17 (45%)
Black or African American	4 (11%)
White	14 (37%)
More Than One Race	1 (3%)
Prefer Not to Disclose	2 (5%)
Ethnicity	
Hispanic/Latino	3 (8%)
Age	
18-24	2 (5%)
25-34	15 (39%)
35-44	11 (29%)
45-54	6 (16%)
55-64	4 (11%)
Education	
Bachelors Degree	21 (55%)
Masters Degree	7 (18%)
Doctoral Degree	8 (21%)
Some College	2 (5%)
Healthcare-Related Major	22 (58%)
Science-Related Major	10 (26%)
Clinical Research Certifications	4 (11%)
CITI Training	38 (100%)
Clinical Research Experience	
None or Just Started	4 (11%)
Less than 2 Years	11 (29%)
2 to 5 Years	13 (34%)
5 to 10 Years	6 (16%)
Over 10 Years	4 (11%)

Results

Participant Self Assessed Competency Learning Outcomes



Effects of Badge on Inspiring Future Learning Activities



CINJ Feedback for Badged Hires

The course compliments CINJ onboarding/orientation program and allows the educator to spend more time with the staff after they have learned the base knowledge

New Hires have a better understanding of the content from the badge which helps them with onboarding activities and their job.

CINJ has formally added the CRC Badge to their onboarding process and continues to use it