



Work Force Development for Clinical Research Staff Professionals Module

Mary Dolansky & Katherine Dell



MODULE C1 GOALS

1. Increase the size and diversity of the Clinical Research Professionals (CRP) workforce that reflects broad racial, ethnic, gender, economic and geographic representation by identifying and reducing barriers to recruitment and retention and developing novel approaches to engage the next generation of research professionals across the CRP spectrum.
2. Identify, develop and disseminate key educational and training program materials for CRPs and students across all disciplines in both the hospital and community setting and establish a readily accessible web-based central clinical research learning platform that contains “best practice” training materials from the CTSC and affiliated institutions/hospitals.



PLANS TO ACHIEVE GOALS

1. Build a learning network about career development in clinical translational research that encompasses the *Core Module Team* and **Stakeholder Contacts/Advisers** (e.g., local high school and community colleges) and **Stakeholders** across the clinical research professional spectrum
2. Develop and disseminate tailored pathways for students, trainees and others to enter the clinical research work force
3. Conduct CTSC-sponsored Career Fairs to help educate potential stakeholders, especially under represented minorities, about careers in research and current job opportunities
4. Identify and synthesize “best practice materials” for educating clinical research professionals from the participating CTSC institutions
5. Integrate continuous quality improvement methods (data and strategies) to improve processes and metrics



POTENTIAL METRICS*

**Will measure demographics including %URM within each of the metrics.*

1. Number and diversity of the Cleveland area workforce across the CRP spectrum
2. Number of educational institutions (high schools, 2 and 4 year colleges) and community agencies who provide research materials, curriculum and/or job information provided by the CTSC to their students/stakeholders
3. Number of students (high school, 2- and 4-year college, graduate) who complete CRP course work and or/degrees
4. Number of stakeholders in rural settings (e.g. MDs, NPs) that complete CRP education modules provided through the CTSC
5. Number of participants in job fairs including the number who accept a CRP position

YEAR 5 PLANS TO FILL GAPS

1. Identify contacts at local high schools, colleges and community agencies who can serve as **Stakeholder Contacts** .
2. In collaboration with the **Community Stakeholder** and **Research Module Team**, hold focus groups actual stakeholders across the Clinical Research Professional spectrum and the community to identify the barriers and facilitators to recruiting and retaining research professionals, especially URM.
3. Identify existing research training programs/pathways at local high schools, colleges and CTSC-affiliated hospitals
4. Hold meetings with **Hub Research Capacity Core** to innovate on existing educational modules/programs already developed and implemented.
5. Prepare a master list of the clinical research education materials currently available at the CTSC-affiliated hospitals.

Questions

- What are some best practices for recruiting, retaining and educating CRPs across the country?
- Are there pathways and tracks for CRP in positions related to finance, regulatory, coordination, data analytics, and project management?
- Are any CTSC using shared learning management systems to standardize educational preparation?