Professional Development for the CRC: A Shared Responsibility

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Disclosure

The presenter for today’s session:

Joy Jurnack – *I have no relevant financial relationship in relation to this educational activity*
Learning Objectives

Upon completion of this presentation, participants should be able to:

• Define goals of personal profession education and development

• Examine already existing programs for professional development and discuss benefits of participation

• Develop a personalize plan for your professional development over the next few years
Let me introduce myself...

- LPN - 1984
- RN – CCU, GCRC – 1986
- Organ Procurement Coordinator and Professional ED Manager
- Clinical Nurse Specialist – Liver Transplant
- Research Nurse Hepatology, HIV, Hemophilia, Women’s Health Issues -1992
- Private Research Site, opened a Phase 1 unit
- Training and Educational Manager, IRB 2009
- Research Nurse, renal disease and dialysis
- ACRP CCRC since 1997
- Academy Board Member
- Fellow class 2018
Let’s learn about you...

- Business
- English
- Pre-med
- Nursing
- Science
- Ethics

- Clinical Research Administration/Management
Who “Slipped” into Research?

• How many knew about the profession of research while in college?

• Will you stay or will you go now???
What is a goal? How is it defined?

- **Specific**: State exactly what you want to accomplish (Who, What, Where, Why)
- **Measurable**: How will you demonstrate and evaluate the extent to which the goal has been met?
- **Achievable**: stretch and challenging goals within ability to achieve outcome. What is the action-oriented verb?
- **Relevant**: How does the goal tie into your key responsibilities? How is it aligned to objectives?
- **Time-bound**: Set 1 or more target dates, the “by when” to guide your goal to successful and timely completion (include deadlines, dates and frequency)
Set goals and check in on them.

- Where are you in your career now?

- What is your dream job?

- How will you get there?
Agenda

Career:

- Entry
- Intermediate
- Senior
Competencies...

ACRP Initiatives
Setting Standards for Professional Competence
We are helping professionalize clinical research by defining and promoting standardized competence requirements for the clinical trial workforce.

Our efforts are driven by the collaborative ACRP Workforce Innovation Steering Committee (WISC), whose membership includes leadership from a broad group of stakeholders, including study sponsors, contract research organizations, clinical trial sites, academic research institutions, and regulatory agencies.

The WISC provides oversight for needed workforce planning, development, and assessment activities intended to improve quality and respond to changes occurring in the clinical research enterprise.

PROJECTS & PROGRAMS
- Competency Domains for Clinical Research Professionals
- Core Competency Framework for Clinical Trial Monitoring
- Core Competency Guidelines for Clinical Research Coordinators

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Entry Level CRC

Outdoor Flower Stand, Rome, Italy
“It is ACRP’s hope that this initial set of guidelines serves as a strong foundation from which diverse organizations across the globe can adapt to their specific institutional guidelines.

**Our mission** is to promote excellence in clinical research. **Our vision** is that clinical research is performed ethically, responsibly, and professionally everywhere in the world. [Join Us](#)
ACRP Core Competencies for CRC

- Clinical Trial Operations (GCPs)
- Communication and Teamwork
- Data Management and Informatics
- Ethical and Participant Safety Considerations
- Leadership and Professionalism
- Medicines Development and Regulation
- Scientific Concepts and Research Design
- Study and Site Management
ACRP Core Competencies for CRC - General

• Domain – Ethical and Participant Safety Concerns: Care of Patients, Aspects of Human Subject Protection, and Safety in the Conduct of a Clinical Trial

• General Competency Expectations: Explain basic elements of subject safety including: reasoning behind required use of an Institutional Review Board Independent Ethics Committee, study activity documentations, and event reporting requirements. Demonstrate subject protection under direct supervision
ACRP Core Competencies for CRC - Entry

• Domain – Ethical and Participant Safety Concerns: Care of Patients, Aspects of Human Subject Protection, and Safety in the Conduct of a Clinical Trial

• General Competency Expectations: Explain basic elements of subject safety including: reasoning behind required use of an Institutional Review Board Independent Ethics Committee, study activity documentations, and event reporting requirements. Demonstrate subject protection under direct supervision
Find a mentor.....Be a mentee

- Improve
- Success
- Training
- Motivate
- Work
- Inspire
Research your institution’s Career Ladder.

**Northwell Coordinator**
- Assistant Coordinator
- Coordinator
- Sr. Coordinator
- Supervisor of Coordinators
- Research Manager
- Research Director
- Senior Research Director
- AVP
- VP

**Northwell Nurse**
- Research Nurse
- Senior Research Nurse (HR)
- Research Nurse Manager
- Senior Research Nurse Manager
- AVP
- VP
• Do you enjoy being a research coordinator = Are you happy?
Early Career Goals

• I will find a mentor within my institution to coach me about research coordination within 6 months.

• I will review the CCRC or CCRA Competencies provided through ACRP within the next year.

• I will define these competencies and ensure I meet the beginner within the first 2 years.
Intermediate CRC

Howth Fishing Village, Outside Dublin, Ireland
Road Map....

Do you have a roadmap?
Jeanne Hecht, May 21, 2018
What skills do you want to hone?

What experiences do you want to gain?

What stretch assignment would continue to keep you engaged?
ACRP...

- Check the competencies – are you on track?
- Volunteer at the local chapter level
- Volunteer at the global level
- Read CRBeat
- Online community
- Free Webinars
ACRP Core Competencies for CRC - Intermediate

• 2.1 Differentiate between standard of care and clinical study activities

  • Demonstrate an understanding of the elements of subject safety, related documentation and reporting. Recognize situations requiring prompt escalation and demonstrate actions to minimize risks.
It’s time to get certified…
Explore other organizations...

IACRN
International Association of Clinical Research Nurses

PRIMER
PUBLIC RESPONSIBILITY IN MEDICINE AND RESEARCH

MAGI’s
CLINICAL RESEARCH CONFERENCE
2018 EAST
May 20-23, 2018

SCRS
Society for Clinical Research Sites
Our Voice | Our Community | Your Success
Get a Masters...

• MS in Clinical Research
  • George Washington University
  • Johns Hopkins
  • University of North Carolina Wilmington
  • Drexel
  • Arizona State University at Tempe
Mid-Career Goals...

• I will have obtained my certification as CCRA or CCRC after no more than 3 years as a coordinator/nurse.

• I will begin interviewing for jobs as a CCRA or CCRC (the opposite) while considering a position change.

• I will become a volunteer at my chapter level by next fall.
Are you still happy?

Barnegat Beach, Long Beach Island, NJ
ACRP Core Competencies for CRC - Senior

• 2.1 Differentiate between standard of care and clinical study activities

  • Monitor site compliance with study safety reporting, escalate issues and develop or contribute to the development of tools, processes and training to enhance subject safety during the conduct of a clinical trial.
Senior CRC

It’s time to give back...

Stretch yourself

Write

Mentor

Volunteer on local and national levels
Recap

• We have define some goals of profession education and development for the entry, intermediate and senior CRC.

• We can examine existing programs for professional development and discuss benefits of participation through ACRP.

• You are charged with development of a personalize plan for your professional development over the next few years.
Questions?

Lake Champlain, VT