

## **Creating a ‘Take’ on Continuing Education for Clinical Study Team Staff: Micro-training flyers**

K. Croghan, G. Boe, A. Nascene, S. Hildebrandt, A. Fritsche

*Mayo Clinic Comprehensive Cancer*

### **1. Background**

In recent years, we have observed an extensive emphasis on training orientations/onboarding practices and programs. Conversely, a noticeable gap between new-hire cohort and existing staff cohort knowledge of skills application has been demonstrated. Resources and education materials are identical for both cohorts. Yet, existing staff tend to rely on their prior (and often outdated) training resources and standard operating procedures (SOPs); this has been coined as ‘Folklore’<sup>1</sup>.

Folklore is a traditional branch/process of knowledge that has been widely circulated but outdated<sup>2,3</sup>. It is an illustration of process change resistance, which is described as reluctance to embrace any modifications in workflow or operational processes and the preference to stick with an established [possibly outdated] method.

### **2. Goals**

To disrupt the Folklore culture, by focusing on the ‘Development of a Professional’<sup>4</sup>.

### **3. Solutions and Methods**

To do this, we leaned on the ‘empowerment of staff’ approach by creating a stakeholder communication pathway to develop feedback and support for staff, by staff. Stakeholders included education, supervisors, Operations Managers, and staff. During early discussions, the consensus was to create a micro-training flyer to encourage continued education.

Micro-training flyers incorporated training concepts, feedback, and personal lessons learned while considering the layout, topics, and communication methodology<sup>5</sup>.

- Layout is from the one-page flyer prospect.
- Create Feedback & Knowledge checks: A feedback loop was incorporated using a Microsoft Forms knowledge check featured on the flyer and included pre-set feedback responses.
- End of the year raffle: Each completed knowledge check was equate to one point. The higher the total number of points, the more valuable the ‘prize.’

For topics, we worked with our Compliance and Quality Unit (CQU) to address trends identified in audit findings, internal CQU reviews and Corrective and/or Preventative Action (CAPA) Plans over the past year. This approach allowed development of an impactful and relevant continuing education training. Each monthly topic was further divided into weekly subtopics that were highlighted throughout the month.

Communication and distribution were managed through our standing website and sent out as an email distribution to all Business Unit (BU) supervisors and representatives, who would share these topics and Newsletters with their teams.

### **4. Outcomes**

2024 highlighted the need for continuing education presented in various formats and layouts. Overall, we presented 11 Newsletters and knowledge checks on various topics between August and November

2024. Each one-page flyer took on average 3.5 hours per week to create, edit, and implement. Of those 11 newsletters, 76 individuals, across all sites in various BUs completed at least one knowledge check.

The topics that sparked the most interest included ICF (13%), Reconsent (12%), and Capturing Adverse Events (AEs) (11%). The top three Disease Group (DG) BUs included Practice (Mayo Clinic Health Systems) (10%), Breast DG (6%), and Multiple Myeloma (6%). There was an additional 'other' DG category, as we had quite a few non-cancer departments join the knowledge check reviews (30%).

## **5. Learned and Future Directions**

Here, we wanted to disrupt the Folklore culture by focusing on 'Development of a Professional' mentality and professional growth<sup>4</sup>. 2024 illustrated the continuing need and appetite for additional micro-training resources, by leaning on empowerment of staff, and offering a transparent communication pathway for feedback.

### **Citations:**

<sup>1</sup> Training Breakout Session. Kansas Comprehensive Cancer Center. Association of American Cancer Institutes. June 24, 2024. <https://www.aaci-cancer.org/>.

<sup>2</sup> "Folklore." Merriam-Webster.com Dictionary, Merriam-Webster, <https://www.merriam-webster.com/dictionary/folklore>. Accessed 7 Feb. 2025.

<sup>3</sup> Caito M. The truth behind the phrase "we have always done it that way". MAP. August 19, 2021. Accessed February 7, 2025. <https://www.mapconsulting.com/the-truth-behind-the-phrase-we-have-always-done-it-that-way/>.

<sup>4</sup> Wendie Colvin M. Developing professionals: How to create a staff education program your team wants to complete. Activated Insights. August 22, 2024. Accessed February 7, 2025. <https://activatedinsights.com/articles/developing-professionals-how-to-create-a-staff-education-program-your-team-wants-to-complete/>.

<sup>5</sup> #microEd. Harvard.edu. Published 2025. Accessed March 3, 2025. <https://catalyst.harvard.edu/microed/>