

LTEN[®]2023

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LTEN[®]2023



New Indication? Maximize the Opportunity to Redesign Your Training Curriculum

Wednesday, June 14th, 2023
2:00 – 3:30pm



Meet Your Presenters



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CEO

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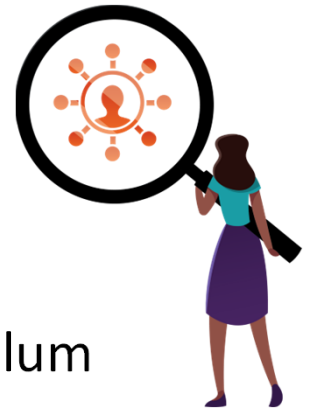
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New Indication? Maximize the Opportunity to Redesign Your Training Curriculum

Workshop Learning Outcomes

- Identify the steps involved in evaluating/adjusting a training curriculum
- Describe the process used to develop/adjust a training curriculum
- Explain how a curriculum redesign can impact sales results



Why Is it Important to Have a Cohesive, Detailed Curriculum?

What is a curriculum?

Why is a cohesive curriculum important?

Why should a curriculum evolve over time?



What is a Curriculum?

A training curriculum is a learning continuum that

- Comprises a series of interrelated, planned experiences
- Incorporates clearly defined learning outcomes
- Organizes content in a logical format
- Uses appropriate training methods and strategies
- Includes relevant assessments

Why is a Cohesive Curriculum Important?

Planning and implementing a cohesive curriculum is the core component of a successful training program.

Adult learners are different!

- They expect the material to be relevant to their needs
- They would like the content to be engaging and visually stimulating
- They want to learn the information at their own pace
- They want the expectations/outcomes to be transparent from the start of training
- They assume the evaluations/assessments will be meaningful and directly relate to the content



Why Should a Curriculum Evolve Over Time?

A stagnant sales force may reflect a stagnant curriculum!

- **Products/treatment algorithms evolve**
- **Policies evolve**
- **Companies evolve**

Your curriculum should evolve also!

An Evolving Curriculum

- Fresh training materials with regular reinforcement is key to maintaining an energized sales force
- A **'three-phase blended learning'** approach delivers a comprehensive training curriculum that engages a variety of learning styles
 - Phase 1 = Home study/pre-work (cognitive/acquisition)
 - Phase 2 = Live/virtual workshops (skills development/practice)
 - Phase 3 = Continuous training (application/utilization)
- A variety of assets makes learning manageable, and updates are easy and cost-effective

DISCUSSION

What events in your own company may trigger an update to your training curriculum?

- New product/device
- New indication
- Evolution of disease state
- New competitor(s)
- Guideline changes
- New therapeutic area
- New marketing/strategic approach
- New leadership



SCENARIO

Your company has an immunotherapy drug indicated for the treatment of colon cancer. The FDA is poised to extend the label to include bladder cancer.

What areas of your program will need to be updated to accommodate the new label?

- PI training
- Urology/uro-oncology disease state
- Product/administration/device
- Guidelines
- Competitors
- Selling skills
- Reimbursement/support



How would you determine what changes are necessary to update your training program?

Conduct a needs assessment!

- What is a needs assessment?
- How is a needs assessment implemented?
- What information is gleaned from a needs assessment?



What Is a Needs Assessment?

Simply put, a needs assessment determines what your sales force already knows, and what they need to know

- What competencies do your trainees already possess? What do they do well?
- What competencies will they need to acquire to perform their job at the optimal level?
- What does 'great' look like and how can it be attained?



How Is a Needs Assessment Implemented?

Discussion

What activities could you implement to determine the competencies of your sales force?

- Give an assessment
- Field observations
- Focus groups

Who would you include?

- Sales reps
- Sales management
- Marketing

What information are you looking for?

- The obvious (e.g., the new disease state)
- The not so obvious (e.g., identifying patient type)



What Information Is Gleaned from A Needs Assessment?

A needs assessment provides valuable information for trainers

For the current product:

- What are they doing well?
- Have any deficiencies been identified?
 - Do they have the basic knowledge, but they lack confidence to respond to physician questions?
 - Are they good at sales but need more reinforcement on the clinical trial data?

For the new indication:

- Have they been trained on the new disease state?
- Is there a new delivery system/dosing/limitations of use to learn?
 - Can they identify the patient?
 - How will their selling skills need to change?
 - What practice will they need?

A Needs Assessment Allows You to Perform a Gap Analysis

A gap analysis allows you to strengthen existing materials and enhance your curriculum with additional resources for an evolving program

Start by creating a curriculum map



ACTIVITY

- Outline what a **three-phase curriculum map** might look like for your product
- Using the principles of adult learning, what components could you include?
- Take into consideration:
 - How deliverables could be adapted for live or virtual training
 - How to enhance empathy for the patient
 - How to improve resources by adding visually stimulating imagery?
 - How to provide practice
 - How to introduce technology

Remember, Adult Learners:

- Expect the material to be relevant to their needs
- Want the content to be engaging and visually stimulating
- Want to learn the information at their own pace
- Want the expectations/outcomes to be transparent from the start
- Assume the evaluations/assessments will be meaningful and relate directly to the content

Sample Curriculum Map



Bladder Cancer Curriculum Map

Home Study Storyboard ePlatform

Example patient focus: Jerry, a 76-year-old white male, a smoker who was employed at a rubber manufacturing plant in Pittsburgh, PA
Proposed platform: Rise—an HTML eLearning system organized into chapters with a navigation bar, embedded videos and assets, interactive features, and gated assessments
Proposed home study duration: 10 days

This is an evolving system that can be repurposed for IFTC/new hire training.

Introduction	Program Overview		Platform Features	Learning Objectives
Chapter 1	Chapter 2	Chapter 3	Chapter 4	Chapter 5
<p>Meet Jerry</p> <ul style="list-style-type: none"> – Jerry’s story <ul style="list-style-type: none"> ▫ Journey to diagnosis ▫ Chief complaint/ signs and symptoms – PCP profile – PCP visit <ul style="list-style-type: none"> ▫ Family & medical history ▫ Routine tests ▫ Assessment & urology referral – Bibliography <p>Training Assets</p> <ul style="list-style-type: none"> – Parallaxing or live-action video to introduce Jerry – Male and female urology A&P infographic – Interactive spot-check activities (in Rise) 	<p>BC Disease State</p> <ul style="list-style-type: none"> – Jerry’s story <ul style="list-style-type: none"> ▫ Preparing for cancer diagnosis – BC risk factors – PCP visit – BC epidemiology & burden – Etiology of BC – Pathology – Pathophysiology – Types of BC – Grading and staging <ul style="list-style-type: none"> ▫ Focus on NMIBC – Bibliography <p>Training Assets</p> <ul style="list-style-type: none"> – Bladder cancer <i>Ilearn</i> – BC pathology infographic – Interactive spot-check activities (in Rise) 	<p>Cancer – What Now?</p> <ul style="list-style-type: none"> – Jerry’s story <ul style="list-style-type: none"> ▫ Facing reality – Uro-oncologist profile – First urology visit <ul style="list-style-type: none"> ▫ Diagnostic tests/ imaging/cytoscopy ▫ Patient chart ▫ Oncologist notes ▫ Assessment plan – TURBT <ul style="list-style-type: none"> ▫ Diagnosis ▫ Stage/grade ▫ Initial treatment plan – Bibliography <p>Training Assets</p> <ul style="list-style-type: none"> – Testing and diagnosis of bladder cancer factsheet – Parallaxing or live-action video – TURBT infographic – NCCN BC guidelines fact sheet – Interactive spot-check activities (in Rise) 	<p>Treatment Landscape</p> <ul style="list-style-type: none"> – Jerry’s story <ul style="list-style-type: none"> ▫ Starting treatment – Treatment options <ul style="list-style-type: none"> ▫ Chemotherapy ▫ Radiation ▫ Cystectomy ▫ UT replacement ▫ Biological therapies <ul style="list-style-type: none"> - BCG - Competitors – Navigating the system <ul style="list-style-type: none"> ▫ PA/NPs ▫ Insurance/billing ▫ Specialty pharmacy – Bibliography <p>Training Assets</p> <ul style="list-style-type: none"> – BC treatments backgrounder – BCG therapy infographic – Competitor snapshot series – Immunotherapy backgrounder – Stakeholder snapshot – Interactive spot-check activities (in Rise) 	<p>Bladder Cancer</p> <ul style="list-style-type: none"> – Jerry’s story <ul style="list-style-type: none"> ▫ BCG lack of response ▫ Now what? – Oncology visit <ul style="list-style-type: none"> ▫ Patient chart ▫ Post-visit notes ▫ Assessment plan ▫ Bladder cancer – Patient support <ul style="list-style-type: none"> ▫ Resources – Wrap-up – Bibliography <p>Training Assets</p> <ul style="list-style-type: none"> – Parallaxing or live-action video – NCT02773849 bladder cancer clinical trial interactive training (Rise) with self-assessment – Annotated bladder cancer PI – Bladder cancer MOA infographic – Patient support infographic – Interactive spot-check activities (in Rise)

A three-phase blended learning system delivers a comprehensive training curriculum that engages a variety of learning styles and promotes effective learning transfer and retention

Virtual Instructor-led Training (VILTs)

A learning continuum providing an opportunity for manager check-in, knowledge retention, and spot-check activities

Training Assets

- Bladder cancer PI & key clinical trial data VILT (PPT slide deck)
- Strategic sales overview & verbalizing key messages VILT (verbalization prompts)

Pre-workshop Assessments

- Home study assessment
- PI examination

Workshop

Activities can be themed with a game plan (eg, escape room or Amazing Race) using cohesive graphics based on the chosen theme or marketing approach. Workshop example: alternating challenge rounds (verbalization) and puzzles (team building)

Workshop Deliverables

- Leader's guide
- PowerPoint slide deck
- Participant workbook
- Ancillary materials (workmat, game pieces, worksheets, etc.)
- Train the trainer session
- Optional pull-through job-aid

Verbalize the CVA Knowledge Check	Establish Need & Productive Questioning	Providing Solutions	Objection & FAQ Handling	Closing the Call/Visit and Next Steps	Total Call/Visit and Certification Assessment
<p>Example Activity</p> <p>Each team member answers questions posed by another team member in a round; must correctly answer five in a row and score points (2 pts for a comprehension question or 4 pts for an application question).</p>	<p>Example Activity</p> <p>Team members first work alone to develop key questions to uncover an unmet need based on an HCP profile for pre-call planning. Then, participants share their questions and verbalize a dialog to trigger interest.</p>	<p>Example Activity</p> <p>Using information from the previous activity, the ISA is used to establish clinical reasons to use or switch to Adstiladrin by verbalizing data and key marketing messages. Participants take it in turns to provide a solution to an unmet need.</p>	<p>Example Activity</p> <p>Facilitator/manager verbalizes an objection or FAQ and participants score points based on their successful handling according to a rubric.</p>	<p>Example Activity</p> <p>Roleplay between managers/trainers and participants. Closing scenarios can be ranked by observing team members depending on the skills used for each successful close.</p>	

Continuous Training

- Proactive sales snapshot (switch from competitor)
- Capitalizing on key clinical trials data to enhance sales snapshot
- Objection handling verbalization snapshot
- HCP segmentation snapshot

Identify Gaps in Current and Future Needs

Points to Consider

- Are all necessary aspects of the new training covered in this curriculum?
- Have all opportunities for visually stimulating content been explored?
- Is sales and marketing leadership on board with the curriculum?
- Have you uncovered any deficiencies in the existing curriculum?

Enhance Relevancy and Empathy with a Patient Journey

- Meet Jack
- Having a patient profile provides a framework to deliver complex information
- The storyboard can include:
 - Videos/voiceovers
 - Physician notes
 - Infographics
 - Hospital charts



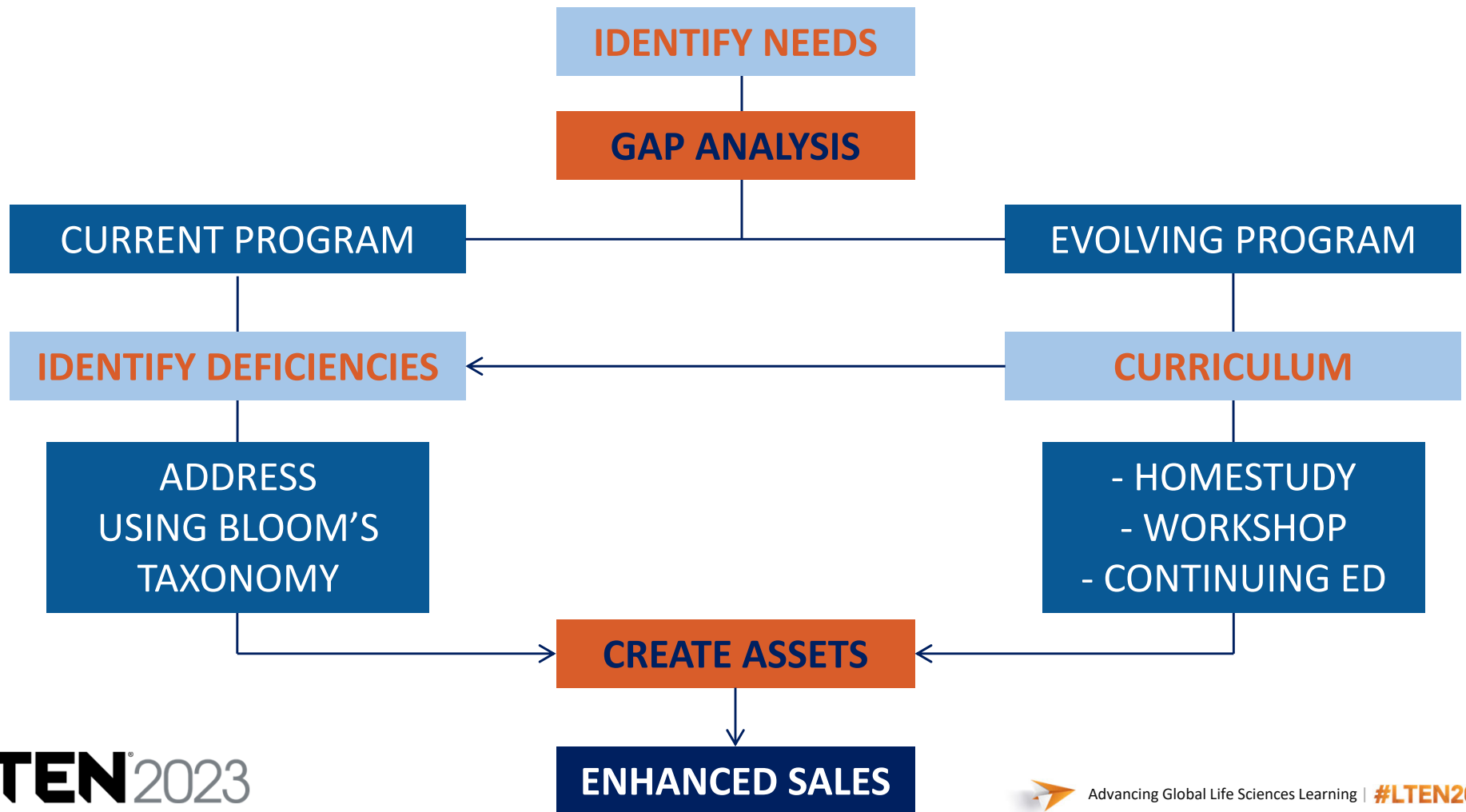
Assessment Strategy

What makes a good assessment?

- Adults learners don't want any surprises – stick to the content!
- The assessment should relate directly to the learning objectives
- LOs should be developed using verbs according to Bloom's Taxonomy of Learning, for example:
 - Do reps need only a basic foundation of information (Remember - Level 1)?
 - Should the reps explain the material to confidently answer HCP questions (Understand - Level 2)?
 - Is practice selling using the clinical trial data a major focus? (Apply – Level 3)
- Assessments should be graded using a detailed rubric to avoid bias



A Cohesive Curriculum Can Enhance Sales



Summary

Workshop Learning Outcomes

- **Identify the steps involved in evaluating/adjusting a training curriculum**
 - Define a curriculum and perform a needs analysis to identify gaps in your training program
- **Describe the process used to develop/adjust a training curriculum**
 - Discuss creation of a three-phase blended curriculum map to encompass all aspects of training
- **Explain how a curriculum redesign can impact sales results**
 - Develop a concept map to follow a logical sequence from needs to sales for your product

Questions?



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From the app:

1. Select this Workshop
2. Click on Survey to Complete

Every Workshop Survey you submit enters you into a daily drawing for **one of three \$25 Amazon gift cards!**



LTEN2023

A screenshot of a mobile app survey form for the LTEN Annual Conference 2023. The form is titled 'LTEN Annual Conference 2023' and includes a home icon. The first question is 'Session Name' with a text input field. The second question is 'How valuable did you find the information presented at this session?' with a rating scale from 'Poor' to 'Excellent' and five stars. The third question is 'What information in this session was most useful to you?' with a text input field. The fourth question is 'What would have made this session better?' with a text input field. At the bottom, there is an orange 'Done' button and a 'Privacy Policy' link.