

Rebecca Barracough

L&D PROGRAM LEADER
PROJECT MANAGER
TRAINING SPECIALIST

rebeccabarracough.com | 267-347-9588 | barracough.rm@gmail.com

Bucks County, PA

Work Samples

Kickstart to Success: Mastering the Project Kickoff

Quick, effective training designed to give project managers, team leads, and cross-functional team members a repeatable roadmap for launching any project with confidence.

Learn how to:

- Understand the purpose and value of project kickoffs
- Set SMART goals that drive clarity and alignment
- Assign team roles using a RACI model
- Lead effective meetings with a focused agenda
- Set up essential tools for task management, communication, and documentation

This training was created using Articulate Storyline 360.

Tags: e-learning, best practice training, quiz functionality, interactive content, embedded video, triggers, animation

Reciprocity Styles at Work: How Giving, Taking, and Matching Shape Success

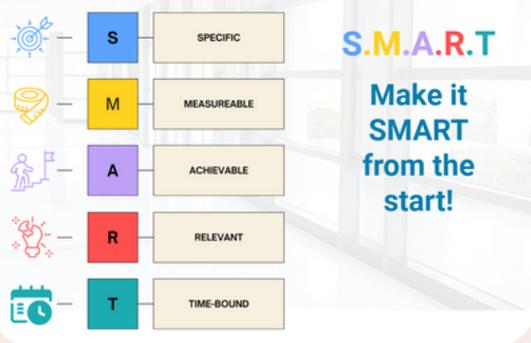
Explore three common reciprocity styles in the workplace: Givers, Takers, and Matchers—and which style succeeds and which struggles.

Understand the traits of Givers, Takers, and Matchers and how each style shapes team performance and workplace culture. Reflect on your own default interaction style and explore strategies to contribute more effectively while maintaining healthy boundaries.

This training was created using Articulate Storyline 360.

Tags: e-learning, informative training, quiz functionality, interactive content, conditions/variables, AI images, AI audio, embedded video, triggers, animation

During the Meeting: Define Clear Project Goals



[Link- Kickstart to Success Training](#)

Self-Check: What's Your Default Reciprocity Style— And How Does It Affect Your Team?

QUIZ

[Link - Reciprocity Styles at Work](#)

Online Medical Education Episodic Program

Link - CME Video Program

MinuteCE®
Differentiating First-Line Treatment Selection: Combination Immunotherapy and Chemotherapy Regimens for Metastatic ESCC

7 episodes 0.75 program credits 46m

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0.00 of 0.75 program credits

- ✓ Distinguishing Between Anti-PD-1 Agents in ESCC Combination Therapies 05:58 1 Minute Challenge
- ✓ The Importance of PD-L1 Testing: Shaping the Future of Treatment in ESCC 05:30 1 Minute Challenge
- ✓ Tailoring First-Line Regimens: Patient-Centric Selection in Metastatic ESCC 04:28 1 Minute Challenge
- ✓ ICI Combination Regimens for First-Line Treatment of Metastatic ESCC 04:27 1 Minute Challenge
- ✓ Strategies for Navigating First-Line Treatment Selection in Metastatic ESCC 04:31 1 Minute Challenge
- ✓ Effective Monitoring and Management of Adverse Effects in Metastatic ESCC 05:58 1 Minute Challenge

Scenario 1: Second-Line Therapy for ESCC Who Received First-Line Chemoimmunotherapy

- Received chemotherapy + immunotherapy in the first-line setting, had disease progression
- Proceed with chemotherapy alone, without immunotherapy (off protocol)
- First-line: FOLFOX + immunotherapy
- Second-line FOLFIRI, if the patient has a good performance status
- Second-line irinotecan or a taxane if the patient's performance status were not as good

Overview

This online CME activity focuses on the first-line treatment of advanced or metastatic esophageal squamous cell carcinoma (ESCC) with the addition of an immune checkpoint inhibitor (ICI) to chemotherapy. Participants will learn about anti-PD-1 agents for ESCC that are either approved or are actively being investigated, along with their differentiating features; practice-changing data; and current guideline recommendations to inform first-line treatment selection decisions for patients with metastatic ESCC. Strategies to monitor and mitigate adverse effects associated with the use of combination ICI and chemotherapy regimens to optimize treatment adherence and patient outcomes will also be explored.

Please stay tuned for additional content to this program available for credit. The maximum amount of credit available for the entire activity 0.75.

Disclosure of Relevant Financial Relationships

In accordance with the ACCME Standards for Integrity and Independence, Global Learning Collaborative (GLC) requires that individuals in a position to control the content of an educational activity disclose all relevant financial relationships with any ineligible company. GLC mitigates all conflicts of interest to ensure independence, objectivity, balance, and scientific rigor in all its educational programs.

Tags: e-learning, medical education, pre/post tests, ADDIE, adult learning theory, CMS, LMS, content writing, short-form learning, healthcare professionals

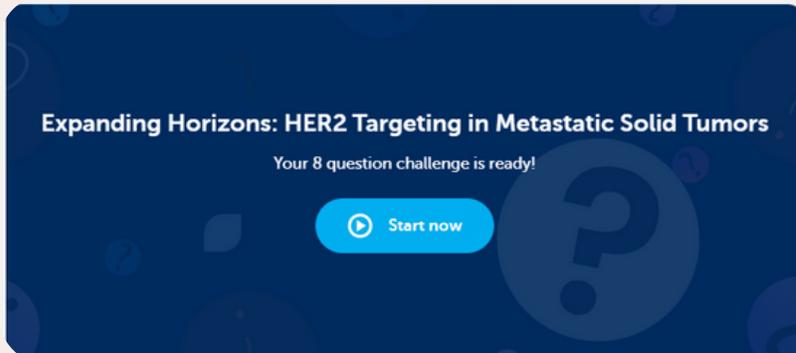
On-demand, certified medical education content made available as short-form episodic videos for healthcare professionals

Led end-to-end development of an accredited online education program in collaboration with Scientific Affairs and physician experts. Responsibilities included:

- **Content Planning:** Conducted needs assessment and gap analysis in partnership with Scientific Affairs to identify learning objectives and target outcomes.
- **Faculty (SME) Recruitment:** Recruited and coordinated with expert physician faculty to co-develop the program structure and educational outline.
- **Scheduling & Production:** Managed speaker availability, scheduled virtual recordings, and gathered visual/audio assets for video editing.
- **Content Review:** Collaborated with Scientific Affairs to ensure medical and scientific accuracy; reviewed and approved all content iterations.
- **Copy Development:** Authored key program materials including the overview, learning objectives, speaker disclosures, sponsorship and accreditation statements.
- **LMS Integration:** Uploaded and configured all assets in the content management system (CMS); conducted final QA and published the program.
- **Data Collection & Analysis:** Collected and analyzed learner engagement data (e.g., pre- vs. post-test results, professional demographics—physicians, nurses, etc.).
- **Marketing Collaboration:** Provided SEO-optimized summaries and learner personas to marketing; reviewed and approved campaign materials.
- **Instructional Design:** Applied principles of ADDIE and Adult Learning Theory to ensure the final program was engaging, outcome-driven, and aligned with accreditation standards.

Quiz with Video Explanation

Link- CME Quiz



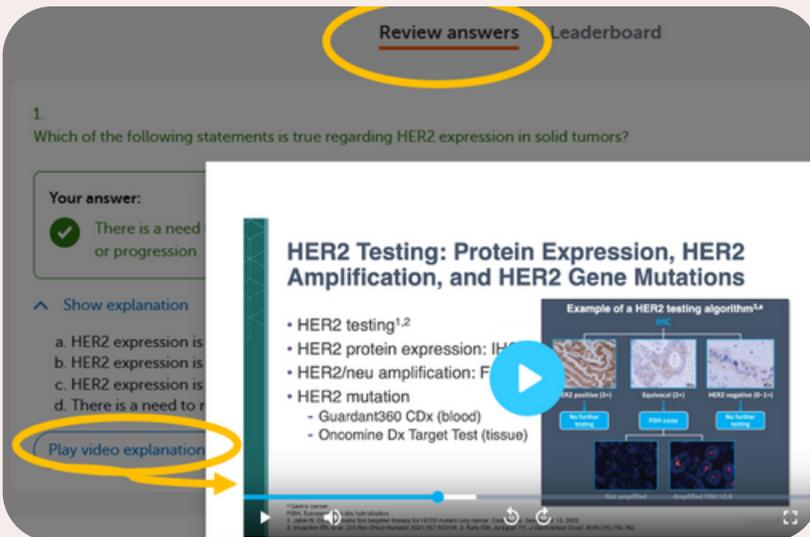
On-demand, certified quiz content for healthcare professionals. Once viewer completes the quiz they can review their answers and watch explanation videos for each question.

Question 2 of 8

Based on the indications of trastuzumab deruxtecan, how would you order HER2 testing in a patient with advanced NSCLC who has received prior systemic therapy?

- A Test for HER2 overexpression only
- B Test for HER2-activating mutations only
- C Test for both HER2 overexpression and HER2-activating mutations
- D There is no need to test for HER2 overexpression or HER2-activating mutations

- **Pioneering CME Quiz Development:** Played a key role at the company that originally created the CME-certified quiz program; tested platform functionality and features, and provided feedback for improvements and updates prior to launch
- **Internal Subject Matter Expert:** Became the go-to SME for CME quiz creation across the company; developed standardized processes, trained internal teams, and continuously improved workflows based on platform capabilities and accreditation requirements
- **Program Documentation:** Created and finalized program details including overview, learning objectives, speaker disclosures, sponsorship acknowledgments, and accreditation statements
- **Content Management Assembly:** Assembled all assets and uploaded into the content management system (CMS); performed final QA of quiz functionality
- **Audience/Data Analysis:** Analyzed participant demographics (e.g., physicians, nurses, other healthcare professionals) to inform reporting
- **Marketing Support:** Provided content summaries and keyword metadata to Marketing to support campaign development



Tags: certified quiz, medical education, adult learning theory, CMS, LMS, content writing, short-form learning, healthcare professionals

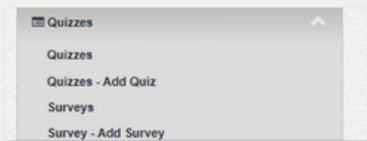
SOP Samples

In response to the company's use of an outdated and non-intuitive content management system, I developed clear and user-friendly SOPs to support team members in navigating and using the system effectively.

Each SOP includes step-by-step instructions accompanied by annotated screenshots, arrows, and visual highlights to clearly guide users through complex processes.

.. Login to RMD > Select Dashboard

Under Content Tab > Select Quizzes. This section relates to evaluation forms, pre/post QAs, certified and non-CE quizzes.



WARNING: THE COMPLEXITY OF THIS PROCESS CAN LEAD TO ERRORS, PLEASE CAREFULLY REVIEW THE PROGRAM TO ENSURE ACCURATE PRE/POST QUESTION ASSOCIATION TO THE EPISODES.

2. Creating a child pre-quiz question shell

- Select "Quizzes-Add Quiz" from the side menu. (You can also click on "Quizzes" in the side menu and then click "Add Quiz" on top right side of screen.)

Note: you will need to know the child segment # for this part. See parent segment for the child segment # previously created.

- Naming convention = "child seg#_pre".
 - Example: quiz name for child #1 is "12345_pre"- this step creates a quiz shell for question 1 that will be associated to episode/child #1

A screenshot of a form titled 'Add Quiz'. The 'Name' field is filled with '24147 Pre'. Below it is a 'Percentage pass' field with a dropdown arrow.

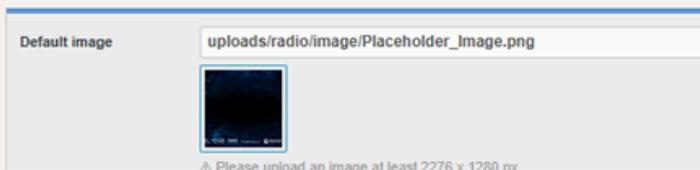
select where the program will appear on the website:

- Use the FM document to determine which websites the program should appear under. In the example image below, this program will appear on RMD and Prova.
- To add to additional pages, select the "Add another segment aggregation category"
 - 1. Select website from drop down
 - 2. Select Category:
 - For all CME, select "Programs -CME/CE"
 - Use information listed in IS document under Target Audience to determine what categories the program can be added to. Example: TA primary= Pulmonary Med
 - 3. Click the → to add the category to the "Chosen Categories" column
- Repeat these steps for each website the program needs to appear on



4. Media Tab: Add the Parent Image Placeholder

- Add placeholder image:
 - Click on the search button next to "Default Image"; type in "Placeholder_Image"
 - Graphic design will update this later with the official image



- Add placeholder transcript:
 - Under the section "Activities", click on "Add another activity"
 - Type= Transcripts
 - Click on Enabled
 - Transcripts type= Download and view
 - Copy and paste transcripts
 - You will replace this later with the final transcripts during the task "Upload Final Media into CMS"

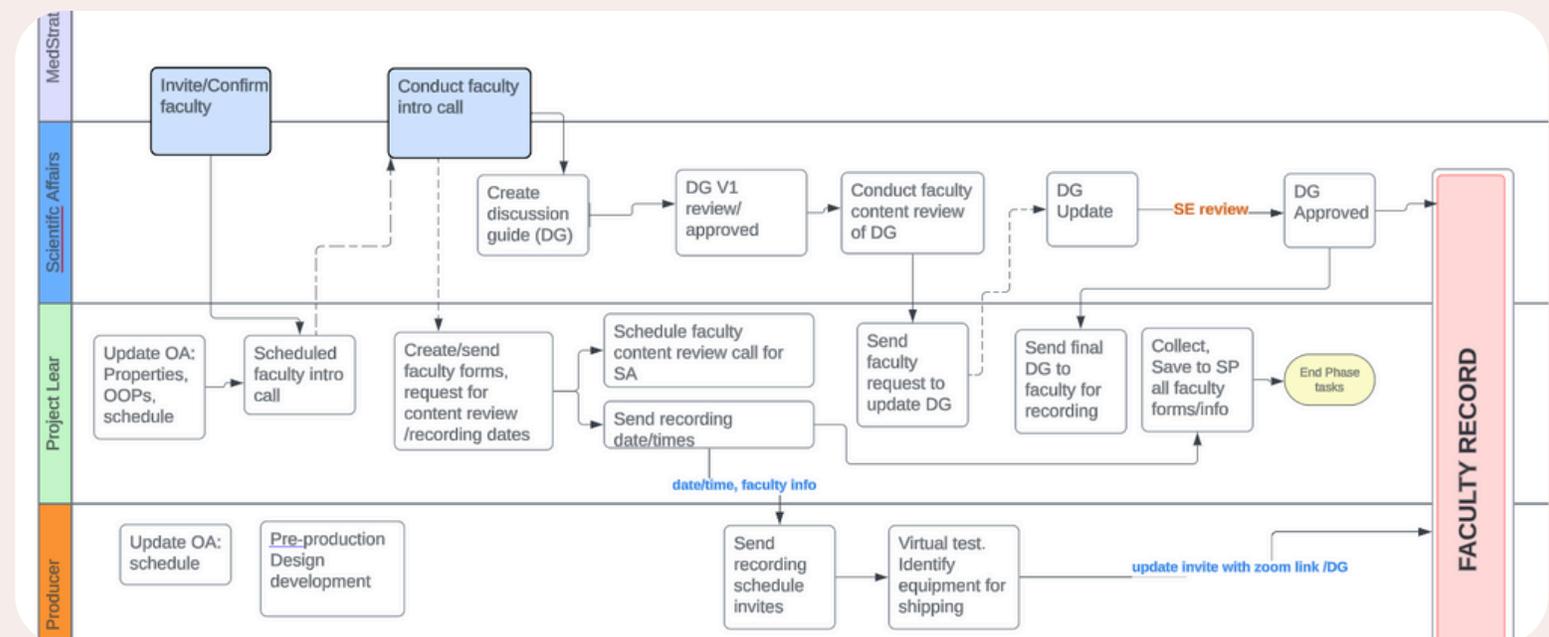
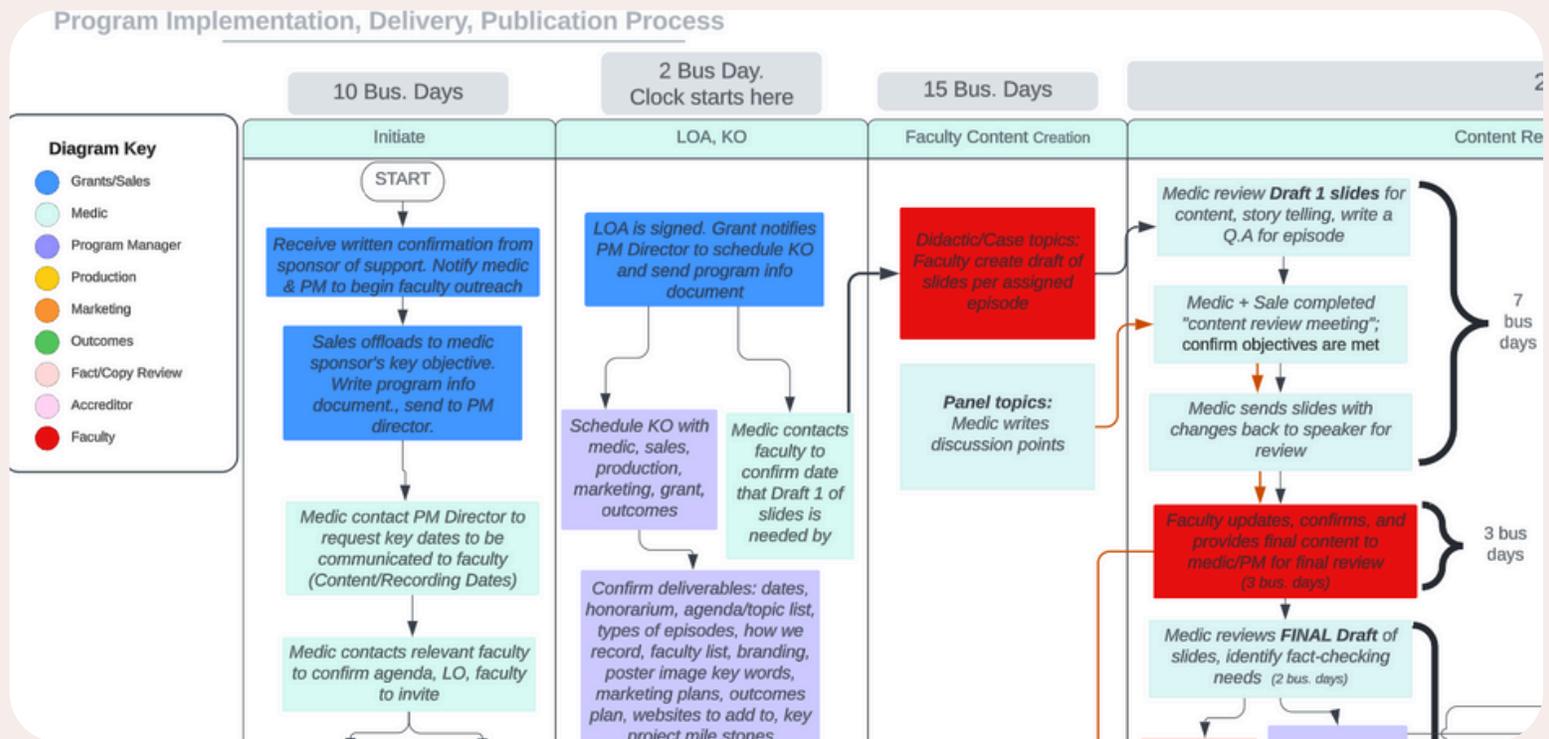
For Chapterized Programs: Under "Media Tab"

- Under "Chapter activities" select "Add another chapter activity"
- Select Type= Video
- Enter the name of the Chapter 1 topic and select enabled. Repeat this step for each chapter in the activity

Tags: SOP, task instruction, simplify complex process, step-by-step

Process Map Samples

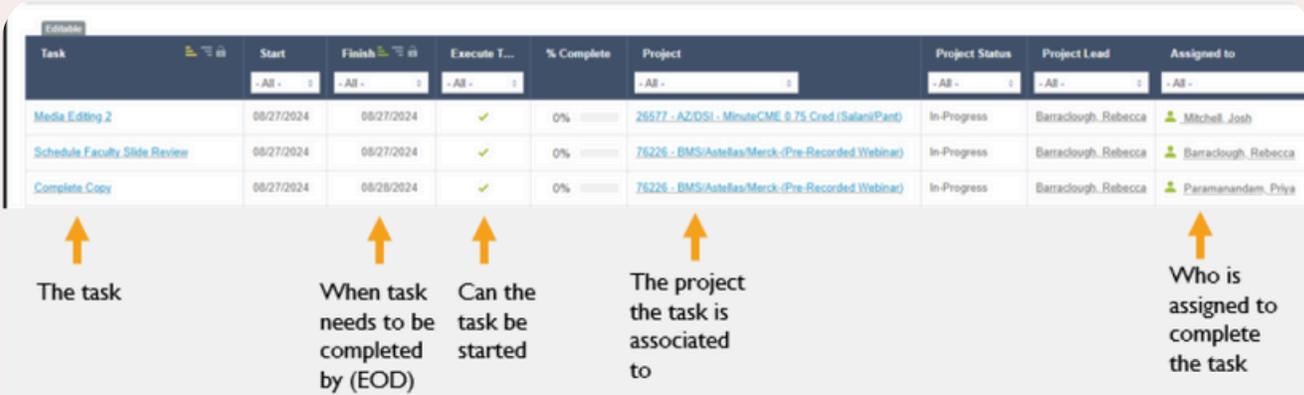
Utilized Visio and LucidChart to visual process maps to break down complex systems and understand cross-department workflows. This helped identify redundancies, streamline processes, and highlight where collaboration was needed to develop accurate training content. These insights ensured that SOPs and training materials were both effective and aligned with real-world tasks.



Tags: process map, Visio, LucidChart, digital program implementation, cross-function, length of process, SOP

System Navigation & User Instruction Samples

Created clear, step-by-step instructions to help users navigate and operate internal systems and portals. Documentations included annotated screenshots, tooltips, and visual highlights to guide users through key functions and workflows. Designed for ease of use, the guides reduced support requests, improved onboarding, and empowered teams to complete tasks independently and efficiently.



Task	Start	Finish	Execute T...	% Complete	Project	Project Status	Project Lead	Assigned to
Media Editing 2	08/27/2024	08/27/2024	✓	0%	26577 - AZ/OSI - MinuteCME 8.75 Credit (Salari/Pant)	In-Progress	Barracough, Rebecca	Mitchell, Josh
Schedule Faculty Slide Review	08/27/2024	08/27/2024	✓	0%	76226 - BMS/Astellas/Merck (Pre-Recorded Webinar)	In-Progress	Barracough, Rebecca	Barracough, Rebecca
Complete Copy	08/27/2024	08/28/2024	✓	0%	76226 - BMS/Astellas/Merck (Pre-Recorded Webinar)	In-Progress	Barracough, Rebecca	Paramanandam, Priya

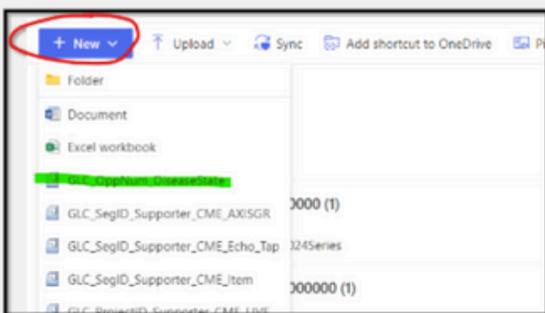
Annotations with arrows pointing to specific columns:

- The task (points to Task column)
- When task needs to be completed by (EOD) (points to Finish column)
- Can the task be started (points to Execute T... column)
- The project the task is associated to (points to Project column)
- Who is assigned to complete the task (points to Assigned to column)

Want to check with your resource to see where they are with their assigned tasks?

- Click on the task name

INITIATIVE SHAREPOINT SET UP



- Select Project Year
- +New >Select "GLC_OppNum_DiseaseState"
- This is the first folder you would create for the project
- A new screen, below, will appear

Fill in required field, if a name, supporter is missing from the drop-down contact Rachel to request her to add it. You can add a random placeholder if you need to create the segment folder but Rachel needs to add a name/sponsor to the list. You will need to go back into the folder to update its properties in SP later on

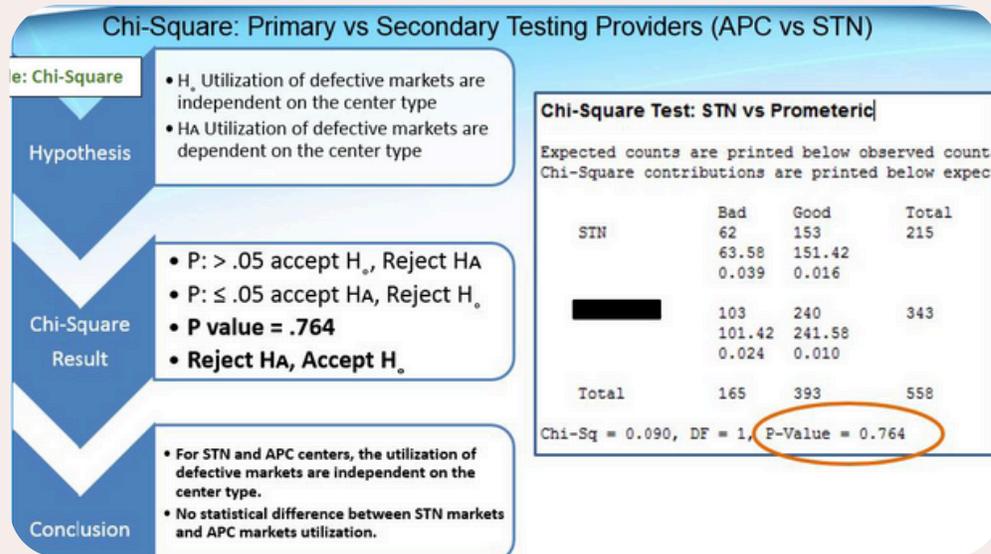


A screenshot of the 'New Document Set' form in SharePoint. The title is 'New Document Set: GLC_OppNum_DiseaseState'. The form contains several fields with values:

- Name: GLC_012345_Onc_Prova
- Opportunity Number: 012345
- Supporter Name: Bristol-Myers Squibb Company
- Therapeutic Area: Oncology
- Project Lead: Rebecca Barracough
- Initiative Lead: Ann Early
- Producer: Miranda Rafferty
- Scientific Affairs: Jane E. Fu
- USH Subsidiary: Proxa Education, Inc.

Six Sigma Application

While working at Educational Testing Service, I used Six Sigma methodology to investigate why Praxis test takers were unable to secure test day seats at primary test centers. By analyzing scheduling data, seat utilization rates, and registration patterns, I identified root causes including uneven seat allocation and timing misalignments. I then collaborated with operations and scheduling teams to implement data-driven solutions that optimized seat distribution and improved access for high-demand locations—ultimately enhancing the test-taker experience and increasing seat fill rates.



One-Way ANOVA: Comparing 20 Number of Participating

Hypothesis

$$H_0: \mu_1 = \mu_2$$

The means for the # of STN centers that participated in each month of the 2013/2014 testing year vs 2014/2015 testing year are equal to each other.

$$H_A: \mu_1 \neq \mu_2$$

The means for the # of STN centers that participated in each month of the 2013/2014 testing year vs 2014/2015 testing year are not equal to each other.

$$P > .05 \text{ accept } H_0$$

$$P \leq .05 \text{ accept } H_A$$

ANOVA Results:

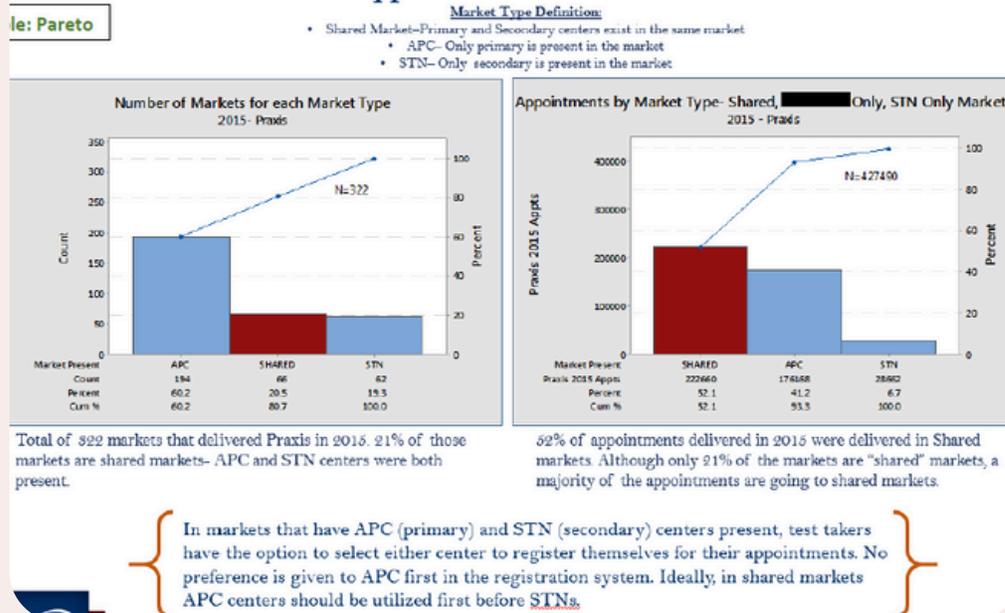
$$P \text{ value} = 0.00$$

The means are not equal.

An increase from 53 STN centers to 119 STN centers participating in each month between the two testing year.

VA

Shared Markets: Where Primary Testing Provider (APC) is Most Impacted by the Increasing Number of STN (secondary provider) Appointments Available



Tags: green belt, six sigma, data-driven decision, pareto, one-way ANOVA, chi-square, minitab system, analysis, process improvement