



IME	REFERENCE GUIDE
<p>Gap Analysis/Needs Assessment /Barriers:</p>	<p>The proposal should include a comprehensive gap analysis and needs assessment that is referenced and demonstrates a thorough understanding of the specific practice gaps, underlying educational needs, and any barriers to change of the target audiences.</p> <ul style="list-style-type: none"> • The needs assessment must be independently developed by the educational provider. • Gaps and needs must be distinguished from each other as well as from root causes. • Include sources for identification of the practice gaps (e.g., literature search, survey of target audience, outcomes from previously implemented activities, aggregate medical records data, etc.). • Identify any potential barriers to practice change and how these barriers will be addressed within the educational initiative. • Target Audience and Audience Generation: The proposal should describe the target audience for the educational activity.
<p>Target Audience</p>	<p>The proposal should describe the target audience for the activity. If multiple disciplines or healthcare settings are targeted, describe how the activity will reach the needs of the healthcare team.</p> <ul style="list-style-type: none"> • Describe methods for reaching target audience(s), rationale for recruitment and placement strategies. • Anticipated or estimated participant reach with a breakdown for each modality (e.g., number of participants for the live activity, the live webcast, and enduring activity) • When describing how many individuals the activity will reach, the focus should be only those who will complete the activity. • Clearly describe the distinction between participant (not just invitees or mailer recipients), learner, and leaner/test taker completions.



<p>Learning Objectives:</p>	<p>Learning objectives should be commensurate with the length and the scope of the activity. The learning objectives must be distinct from educational objectives and consistent with content, format and address the identified gaps, needs and barriers related to what the learners will achieve as a result of participation.</p> <p>Learning Objectives should be:</p> <ul style="list-style-type: none"> • Clearly defined • Practical • Specific • Relevant • Attainable • Measurable
<p>Educational Design and Methods:</p>	<p>Proposed educational methods should be selected based on the knowledge, competence, and performance gaps that underlie the educational need(s) of the target audiences, linked to clinical practice, and utilize instructional design to change HCP competence, performance and/or patient outcomes.</p> <ul style="list-style-type: none"> • Educational design should be interactive and based on the learning preferences of the target audience(s). • Proposals should include strategies or technology that ensure reinforcement of learning material through use of multiple educational interventions and include practice resources and tools, as applicable. • New and cutting-edge educational design is preferred, as well as methods that keep the learner engaged. • Educational design should be concordant with the assessment methods and proposed outcomes (see Appendix A).
<p>Communication and Publication Plan:</p>	<p>Provide in the grants description, of how the provider will communicate the progress and outcomes of the educational program to Biomerieux. Please include a description of how the results will be presented, published and/or disseminated, if applicable.</p>



<p>Program Evaluation and Outcomes Reporting</p>	<p>Describe your approach to assess the reach and quality of the activity.</p> <p>Describe methods used for determining the impact of the educational program on closing identified healthcare gaps and how the intended outcomes level was achieved. Objective assessment methods should be used for Performance outcomes and higher. Describe how the results will be used to plan future educational interventions. If utilizing multiple choice questions to assess learners, utilization of best practices in item writing, including rationales, is strongly encouraged. Please specify the descriptive and evaluative reporting of activity results that you will provide.</p> <p>Reports are encouraged every 6 months (if enduring material) and a detailed final outcomes report is due at the conclusion of the funded activity. Provider/Partner Experience and Mitigation/ Disclosure of Relevant Financial Relationships</p>
<p>Provider/Partner Experience and Mitigation/ Disclosure of Relevant Financial Relationships</p>	<p>Provide a description of your experience in the therapeutic area and/or with the educational design that you have proposed.</p> <p>The request should clearly describe methods for ensuring fair and balanced content, identification and mitigation of relevant financial relationships for everyone in control of content, and how the activity will remain free from commercial bias and utilize all available sources of data.</p> <p>Description should also include how relevant financial relationships will be disclosed to the learners</p>
<p>Budget</p>	<p>A budget is required for every grant request and should clearly explain the intended use of requested funds,</p> <ul style="list-style-type: none"> • Illustrate a reasonable cost for the program activities being supported. • State the funding requested, the total cost of the activity and cost per learner, and be reasonable and customary, within fair market value, proportionate to the type and length of activity, and in compliance with applicable, laws, codes, and regulations. • Describe various activity scenarios if full funding is not achieved.
<p>Faculty Recruitment and Development</p>	<p>Provide information on the expected qualifications of contributors and methods to ensure recruitment of course directors and faculty who meet the qualifications.</p>



	<p>Explain methods that will be used to ensure faculty are trained in the activity expectations and skills needed to ensure effective delivery of intended education.</p>
Accreditation	<p>If applicable, activities must be accredited by the appropriate accrediting bodies and fully compliant with all standards and criteria, including the ACCME's Standards for Integrity and Independence in Accredited Continuing Education.</p> <p>If the activity is jointly provided, the accredited provider must be involved from the concept origin, fully knowledgeable all contents of the grant submission, and documentation should be provided on the relationship between the accredited provider and non-accredited educational partner.</p>