

---

# GSK Independent Medical Education Program Information and Criteria



1. How GSK supports independent medical education
2. Disease areas of interest
3. Eligible independent medical education providers
4. Educational grant proposal review
5. Other criteria and funding restrictions
6. How to apply

## 1. How GSK supports independent medical education

GlaxoSmithKline's mission is to help people Do more, Feel better and Live longer. As part of this mission we are embarking on a new initiative in how we support third-party independent medical education. We want to enable those closest to the patient and educational experts to collaborate and innovate; to close healthcare professional learning and clinical performance gaps, achieve evidence-based standards of best practice and ultimately improve patient health.

Through this program we aim to fund outcomes-driven education initiatives in disease areas in which there is patient need and mutual scientific interest.

GSK supports independent medical education (IME) at arm's-length; we have no control, involvement or influence over the content development, logistics, faculty, speaker, or participant selection. The educational need, design and assessment are developed independently and we do not seek to know which individuals receive the funded education.

We have revised our selection criteria for educational grant funding and request that independent providers demonstrate that their programs are designed to improve healthcare professional practice and patient health using objective data to measure these improvements. While we realize that all programs are designed to improve clinical knowledge, we are focusing our resources on those that demonstrate the greatest potential to close clinical performance gaps, to improve patient health and enable people to Do more, Feel better and Live longer.

Please read the following information on GSK's approach to supporting independent medical education to better understand our standards for educational grant proposals as well as details on how to apply.

## 2. Disease areas of interest

All submitted proposals must be aligned with a minimum of one GSK disease area outlined below. GSK at its discretion, will periodically review and update its disease areas of interest to reflect its changing product portfolio. Any changes or updates to our disease areas of interest will be communicated through this document as well as on our website.



### Respiratory

Asthma  
COPD



### Oncology

Ovarian cancer



### Vaccines

Pediatric and adult immunization

- Diphtheria
- Haemophilus influenzae B
- Hepatitis A&B
- Influenza
- Measles
- Mumps
- Neisseria meningitides
- Pertussis
- Polio
- Rotavirus
- Rubella
- Streptococcus pneumonia
- Tetanus
- Varicella
- Shingles
- Human papillomavirus

Across Diseases & Technologies, General Vaccine Science

- Vaccine Hesitancy
- Adjuvants
- Vaccine Education

Proposals may address more than one disease area and may cover the therapeutic area more broadly, but the focus of the education must be in a GSK disease area or areas in which we have an authorized product. GSK will not fund proposals in disease areas in which we only have a product under development or no authorized product.

### 3. Eligible independent medical education providers

The following organizations are eligible to apply for an educational grant:



Scientific or professional organizations



Professional medical, pharmacy and nursing societies



Patient advocacy groups, patient-centred organizations (e.g. seniors' or community services)



University Faculties



Integrated Health Networks and Health Authorities



Hospital departments or divisions

#### Ineligible organizations include:

- Individual HCPs (Healthcare Professionals) or small working groups of HCPs
- For-profit online education, publishing or communications companies and similar ventures
- Non-Canadian organizations

Providers need to be able to design and deliver high quality educational initiatives for health care professionals. Please note that according to our IME criteria, the definition of healthcare professional includes residents but does not include healthcare students. Collaboration amongst providers to capitalize on each other's areas of expertise is encouraged.

To qualify for funding, providers need to be able to measure a change in healthcare professional knowledge, or a higher level of educational outcome<sup>1</sup> that measures a regional or local change in healthcare professional performance and patient outcomes. Further detail on the possible outcomes that could be measured is outlined in the following section.

---

<sup>1</sup> Please refer to Moore D. E., *Journal of Continuing Education in the Healthcare Professions*, 2009, vol. 29, issue 1, pages 1-15 [http://www.sacme.org/Resources/Documents/Virtual%20Journal%20Club/Moore\\_evaluation\\_article.pdf](http://www.sacme.org/Resources/Documents/Virtual%20Journal%20Club/Moore_evaluation_article.pdf)

---

## 4. Educational grant proposal review

GSK will review all submitted proposals against standardized criteria. All educational grant proposals must address the following areas:



### Identified healthcare professional education need

Proposals must highlight and address evidence-based clinical performance gaps that impact patient health in the selected disease area. This should include an assessment of the gaps between current practice and evidence-based best practice that identifies healthcare professional learning needs.

Examples of an educational needs assessment could be expert interviews, a healthcare professional survey, a review of peer-reviewed scientific literature, or a national consensus.



### Educational initiative design

Proposed initiatives should incorporate interactive and innovative formats that are appropriate for the intended audience and designed to improve healthcare professional knowledge, skill, practice and ultimately patient health. Initiatives should target the intended audience's learning preferences; they may be multiple curriculum-based initiatives or tailored multidisciplinary learning environments.



### Educational objectives/outcomes

Initiatives should clearly define specific, measurable learning objectives that are aligned to the identified healthcare professional educational need and expected knowledge or practice change. To be considered for funding, proposed initiatives must be designed to objectively measure a change in healthcare professional knowledge (Level 3 in Moore's model below)<sup>2</sup>, or a change in healthcare professional practice or patient outcome (higher than a Level 3) with regional or local reach.

---

<sup>2</sup> Please refer to Moore D. E., *Journal of Continuing Education in the Healthcare Professions*, 2009, (29), issue 1, pp. 1-15 [http://www.sacme.org/Resources/Documents/Virtual%20Journal%20Club/Moore\\_evaluation\\_article.pdf](http://www.sacme.org/Resources/Documents/Virtual%20Journal%20Club/Moore_evaluation_article.pdf)

Education outcomes	Description	Source of data
Community Health (Level 7)	The degree to which the health status of a community of patients changes due to changes in the practice behaviour of participants	<b>Objective:</b> epidemiological data and reports <b>Subjective:</b> community self-report
Patient Health (Level 6)	The degree to which the health status of patients improves due to changes in the practice behaviour of participants	<b>Objective:</b> health status measures recorded patient charts or administrative databases <b>Subjective:</b> Patient self-report of health status
Performance (Level 5)	The degree to which participants do what the CME activity intended them to be able to do in their practices	<b>Objective:</b> observation of performance in patient care setting, patient charts, administrative databases <b>Subjective:</b> self-report of performance
Competence (Level 4)	The degree to which participants <i>show</i> in an educational setting how to do what the CME activity intended them to be able to do	<b>Objective:</b> observation in education setting <b>Subjective:</b> self-report of competence, intention to change
Learning procedural knowledge (Level 3b)	The degree to which participants state <i>how</i> to do what the CME activity intended them to know how to do	<b>Objective:</b> pre-and post test of knowledge <b>Subjective:</b> self-report of knowledge gain
Learning declarative knowledge (Level 3a)	The degree to which participants state <i>what</i> the CME activity intended them to know how to do	<b>Objective:</b> pre- and post tests of knowledge <b>Subjective:</b> self-report of knowledge gain
Satisfaction (Level 2)	The degree to which the expectations of the participants about the settings and delivery of the CME activity were met	Questionnaires completed by attendees after CME activity
Participation (Level 1)	The number of physicians and others who participated in the CME activity	Attendance records

Table adapted from Moore, D., JCEHP, 29<sup>3</sup>

<sup>3</sup> Moore, D. Activities in Achieving Desired Results and Improved Outcomes: integrating planning and assessment throughout learning activities: 'TABLE 1. Comparison of an Expanded Outcomes Framework with the Original Framework for Planning and Assessing CME', Journal of Continuing Education for Healthcare Professions, 2009, (29), issue 1, p. 3.

## 5. Other Criteria and Funding Restrictions



### Other Criteria

All educational grant applications will be reviewed on the **completeness and quality** of the application as well as the potential impact the proposal could have in enabling patients to do more, feel better and live longer. In addition to the above sections, providers must comply with the following to qualify for consideration of funding:

- Proposals must be free from commercial influence from the pharmaceutical, biotechnology or medical device industries. Educational content must be non-promotional, fair and balanced.
- Proposals must include details on how conflicts of interest will be identified and resolved. Anyone who is involved in developing educational content must disclose any relevant financial relationship with a commercial body that creates a potential conflict of interest. Failure to disclose and resolve known conflicts of interest will disqualify the grant applicant.
- The budget must be in line with fair market rates and line items allocated to appropriate categories.
- Topics or product specific data that is shared during the program (whether related to GSK or non-GSK products), must be in accordance with the product approved indication for any product (including class, mechanism of action, or disease area education)
- Program must be held in Canada
- Providers must comply with GSK's transparency initiative. GSK publicly discloses all approved educational grants provided to healthcare organisations
- Funded organizations must provide an executive summary of the education provided and the aggregate educational outcomes achieved. GSK Canada reserves the right to post these summaries on its website.
- GSK funding and any other grant or donation provided by GSK cannot cumulatively represent more than 25% of the total funding received by the Recipient during each calendar year.



### Funding Restrictions

Educational Grants cannot be:

- Provided or offered in exchange for prescribing medicines or for a commitment to continue prescribing medicines
- Provided for product promotional reasons nor directed towards product promotion purposes
- Provided to pay for services to GSK
- Defined as "unrestricted" due to the restrictions noted above
- Used as research grants
- Provided to support HCPs (Healthcare Professionals) in their normal business operations or to pay their normal business expenses (e.g. equipment or supplies that would be used in billable services)
- Provided for the purchase of medical equipment or any capital expenditure

The following educational activities are not eligible:

- Resident licensing exam preparation activities
- HCP support to attend national and international conferences
- HCP-HCP preceptorships

Note:

- GSK is unable to support events or activities that have already occurred.
- Grand round-style events are eligible, but the topics that will be covered must be identified and clearly outlined in the application.



---

## 6. How to apply

Please review our website <http://ca.gsk.com/en-ca/healthcare-professionals/> to find information about how to apply.

- Applications will be accepted three times per year during January, May, and September.
- Decisions on funding requests will be made available following the close of the call for proposals

The application form is available on our website: <http://ca.gsk.com/en-ca/healthcare-professionals/independent-medical-education/program-information-and-criteria-and-application-form/>



Read each section of this document to ensure you are eligible to apply for funding



Complete the following application check list:

- Your organization is an eligible independent medical education provider per GSK requirements
- Proposal is in a GSK disease area of interest for the current funding year
- The following funding criteria are fulfilled:
  - Education development is free from commercial influence and content is non-promotional, fair and balanced
  - Topics or product specific data that is shared during the program (whether related to GSK or non-GSK products), must be in accordance with the product approved indication for any product (including class, mechanism of action, or disease area education)
  - Conflicts of interest have been sought and disclosed
  - Budget is customary, itemized and aligned to appropriate categories
  - Provider agrees to GSK's requirement for transparency
  - Provider willing to provide an executive summary of the education provided and the aggregate educational outcomes achieved
  - Provider can attest that their grant request (in addition to any other grant funding from GSK) does not represent more than 25% of the total funding received by the Recipient during the current calendar year.
  - The initiative must be held in Canada
- Proposal includes an evidence-based education need assessment
- Proposal includes detail on the design of the education initiative

- 
- Proposal seeks to measure educational outcomes that meet GSK criteria for funding
  - The event start date is no earlier than 8 weeks after the application deadline of the current submission cycle for applications requesting greater than \$10,000, and 8 weeks after the application is submitted for applications requesting \$10,000 or less
  - The target audience is composed of healthcare professionals
  - The program does not offer commercial benefits or opportunities for funders\*

*\*If the intent of the sponsorship request is to offer any sort of commercial benefits (e.g. booth or complementary conference registration) in exchange for sponsorship, the request will be assessed by the conference sponsorship team and should be submitted to their group mailbox, ca.conference-sponsorship@gsk.com. This form does not have to be completed.*



Complete the appropriate application form and attach any evidence required to demonstrate that criteria have been met.



Apply via Email: **[medicalgrants.canada@gsk.com](mailto:medicalgrants.canada@gsk.com)**