



Request for Proposal (RFP) for Independent Medical Education (IME)

Prognostic Markers in Hematologic Malignancies - Global

Therapeutic Area	Hematologic Malignancies
Sub-area of Interest	N/A
Intended Learners	Pathologists, Hematologists, Medical Oncologists
Budget	\$300,000
Geographic Coverage	Global
References	Supportive citations are provided beginning on page 3.
Submission Deadline	Sunday, March 26, 2023, 11:59 PM ET
Submission	www.msgrant.com
Submission code	GlobalHemeBiomarkers23



Background

The values of MSD start with putting the patient first. We support quality IME for healthcare professionals (HCPs) designed to improve patient health outcomes, across a variety of scientific areas. Global Professional Relations and Independent Medical Education (gPRIME) aims to be the world class industry leader collaborating with professional organizations to support innovative IME, advancing knowledge, competence, and performance of HCPs to help improve patient care and health outcomes. Education which allows for reinforcement of the learning objectives is key to long-term performance optimization, as is the incorporation of tools and ongoing reminders for HCPs that help them apply their knowledge. The best way to improve patient care is through the application of relevant and appropriate medical education.

Biomarkers are increasingly bifurcating the landscape of solid and hematologic malignancies alike. As different cancers of the same type express a variety of biomarkers, these can be used to identify a prognosis and appropriate treatment, thereby increasing the chances of treatment success and minimizing exposure to ineffective or potentially harmful interventions.

Identified Educational Gap(s)

The gPRIME team at Our Company identified several practice gaps surrounding the measurement of prognostic factors in patients diagnosed with hematologic malignancies through published literature. These gaps can be effectively addressed through IME for HCPs working to advance patient health outcomes across a variety of disciplines. Our Company would like to support education to address the following performance gaps:

- *FISH testing, TP53 testing, and IGHV testing are not routinely performed in persons diagnosed with chronic lymphocytic leukemia (CLL), either in the frontline setting or in the relapsing/remitting setting*
- *The del(17p)/TP53 mutational status was unknown in up to 73% of patients with CLL*
- *HCPs express ongoing questions for use of next generation sequence profiling in relapse/remitting CLL settings*
- *Minimal residual disease (MRD) status and depth of response has not been widely adapted in clinical practice*
- *Several HCPs are unaware of specific mutations being a resistance mechanism for covalent and non-covalent Bruton's tyrosine kinase (BTK) inhibitors*

Our Company is looking to support education to narrow or close these gaps; however, depending on the needs identified by the providers, the education may not be able to address all these educational gaps in a single proposal.

Eligibility Criteria

- Professional associations and medical societies, healthcare institutions, medical education companies, and other organizations committed to improving the quality of healthcare delivered to individuals, through the education of HCPs, may apply for this grant.

- The applicant must be an accredited provider and/or in good standing, as applicable, by the European Academy of Continuing Medical Education (EACME), Accreditation Council for Continuing Medical Education (ACCME), American Nursing Credentialing Center (ANCC), American Council for Pharmacy Education (ACPE), have Joint Accreditation for interprofessional continuing education, or other such equivalent.
- The selected grant recipient will need to attest to the terms, conditions, and purposes of the independent educational grant as described in Our Company's Letter of Agreement, and comply with current ethical codes and regulations.

Prioritization of Grant Applications

Our Company will evaluate all complete grant applications, and will give priority to those most likely to independently validate the aforementioned educational and performance gaps specific to the needs of specific cohorts of learners. Proposals should be built around the educational or performance need (including an identification of current knowledge or practice of targeted learners contrasted with ideal knowledge and practice), supported with aligned learning objectives, constructed with appropriate instructional design and adult learning theory, and evaluated using Moore's scale of educational effectiveness. Our Company encourages application submission to additional commercial supporters with similar scientific interests.

Our Company appreciates the complexity of education required for HCPs to help improve patient health outcomes. In our experience, collaboration between medical education providers, including medical specialty societies, may yield a deeper understanding of the educational need and thereby lead to better educational outcomes by enabling multi-modal education and developing tools and resources for a broader group of learners.

Terms and Conditions

The selected grant recipient shall be bound by the terms and conditions found in the Our Company's Letter of Agreement.

References

- Barrientos J, Mato A, Sharman J, et al. Patterns of treatment and prognostic testing among black patients with chronic lymphocytic leukemia (CLL): results from InformCLL, a prospective, observational registry. [Abstract] Society of Hematologic Oncology 2022 Annual Meeting. Data on file. Independent Medical Education, measures of educational effectiveness. Merck & Co., Inc.
- Ghosh N, Brander D, Mato A, et al. Insights From the informCLL Registry: Real-World Application of NCCN Clinical Practice Guidelines in Oncology (NCCN Guidelines[®]) for Chronic Lymphocytic Leukemia/Small Lymphocytic Lymphoma (CLL/SLL). Available at: [extension://elhekieabhbkmcefcobjddigjcaadp/https://www.clinical-lymphoma-myeloma-leukemia.com/article/S2152-2650\(21\)01749-3/pdf](https://www.clinical-lymphoma-myeloma-leukemia.com/article/S2152-2650(21)01749-3/pdf). Accessed: 1/18/2023.
- Moore DE, Green JS, Gallis HA. Achieving desired results and improved outcomes: integrating planning and assessment throughout learning activities. *J Contin Educ Health Prof.* 2009;29(1):1-15.