**PrMEIR INNOVATION GRANT  2021-2022 Theme**

**Taking Your Education Ideas to the Next Level: Using Instructional Design or Implementation Strategies to Enhance Impact**

**Call for Submissions**

**About PrMEIR Innovation Grants**

The PrMEIR Innovations Grants Program expands the capacity of the NYU Grossman School of Medicine to do cutting edge medical education research by providing seed grants and support to an ever enlarging and vibrant community. 59 projects have been funded since program inception, many leading to merit-based external funding and publications in peer-reviewed journals. This work enriches the medical education community in general and supports our place among the top-tier US medical schools.

**2021-2022 Theme: Taking Your Education Ideas to the Next Level: Using Instructional Design or Implementation Strategies to Enhance Impact**

Medical educators strive to improve educational programs and ultimately physician outcomes. Yet medical education systems are complex and embedded in even more complex healthcare systems. For these reasons, evidence-based educational research can take a decade or more to be implemented widely or may be implemented without sufficient fidelity to ensure quality outcomes.

In order to maximize effectiveness, educators must create appropriate content delivered to the right learners at the most optimum time, and enhance the effectiveness and spread of these efforts. This requires a deep dive into the needs of learners and their contexts, and gathering necessary information to guide efforts. Quality improvement approaches such as instructional design (ID) and implementation science (IS) offer an overarching philosophy to frame research questions and provide guidance on moving forward with educational efforts.

**Why these approaches?**

While initially seeming complex and overwhelming, ID and IS can strengthen educational research at any stage of the project, including planning (e.g. needs assessment, determining target audience), implementation (e.g. choosing instructional strategies and timing, identifying partners and resources), evaluation (e.g. selecting setting, process and outcome measures) and dissemination (deciding where, how, when to grow the project). They move questions from what is taught to when, where and how it should be taught and what must be attended to in order to improve educational outcomes. It focuses on the contexts of the educational efforts, including the systems, teams, learners as well as aspects of the the project/assessment itself. There are deep and accessible literatures to guide these approaches, and local experts at NYUGSOM who can help guide incorporating these into your research questions.
This year’s PrMEIR Innovation Grant focuses on strengthening assessment, curricula development and implementation using one of the above frameworks to guide the work. It can target individual learners, teams and organizations and integration across the medical education continuum and may cover undergraduate (UME), graduate (GME), and/or continuing (CME)/ faculty development.

PLEASE NOTE: Some researchers may not be familiar with using ID or IS frameworks. PrMeir's goal is to provide support prior to LOI or grant submission and if funded, to help identify resources to carry out the project (e.g. expertise with focus groups, qualitative data, etc.).

In order to support these efforts we will:

1. Host a workshop on Implementation Science March 3rd at 10 AM with IS expert Pat Carney, PhD. This will also be recorded and shared at the following link: https://drive.google.com/drivefolders/1EgPhT8fUsRUeKSn8mY0LXiVo38pq0fAO?usp=sharing
2. Hold “Office Hours” to discuss ideas prior to submitting a LOI or a full grant proposal. Please use the following link to schedule a consultation, if you’d like: https://doodle.com/poll/3re2tdic4w6dtui?utm_source=poll&utm_medium=link
3. Provide resources and literature: https://docs.google.com/document/d/1Bq5wuhtM434gDRtfVRIr0A_ye0UCS-6Q3uGfhGsl-KA/edit?usp=sharing

Examples of possible research areas to address include, but are not limited to:

- How to match curricula to specific learning sites and needs (e.g. what is "just in time" learning for medical students before particular rotations)
- What factors are associated with transfer of skills to actual practice (e.g. exploration of social determinants)
- Uptake of evidence-based feedback practices by clinical preceptors (e.g. strategies or learner-focused feedback)
- How to introduce specific skills or types of skills during medical education (e.g. when, how to teach procedural skills)
- How best to implement work-place assessment (e.g. how to get buy-in from learners and faculty)
- Understanding and enhancing use of educational materials (e.g. web-modules, apps, videos, etc.)
- Learner input into design of educational efforts – (e.g. for televideo precepting)

Applicant Eligibility

Faculty of NYU Professional Schools and Colleges are eligible to submit applications.

Application Guidelines

Please submit a Letter of Intent (LOI) of no more than 1,000 words by March 22nd, 2021 via REDCap at: https://redcap.link/1ihl74x3

Applicants will be notified by April 1st, 2021 if selected to submit a full proposal. Full Proposals will be due May 28th, 2021.

The LOI must contain the following elements:

- Name and Information of submitting Principal Investigator (PI) & Co-PIs: Names, Titles, and Affiliations
- Project Title and Aims (including study aims and learners involved). Please limit this section to 250 words.
- Brief Summary of Project (including ID or IS focus of project, methods, measures, sample, expected results, impact on medical education). Please limit this section to 750 words.
- Co-Investigators and Collaborators
- Amount of Funding Requested (Maximum amount: $15,000) and itemized budget
- Projected Start Date and Duration of Project

You may work on your LOI over multiple sessions, however, you must save the “Save and Return Later” response before logging off. You are strongly encouraged to compose the bulk of the LOI in a Word document and copy and paste into the online form.