



# Training Programs in Geriatric Medicine

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**Southeast Center of Excellence in Geriatric Medicine**  
**Emory University and The University of Alabama at Birmingham**

[www.aging.uab.edu/scegm/SCEGM.asp](http://www.aging.uab.edu/scegm/SCEGM.asp)

Last Updated - July 22, 2008

# A. SCEGM Training Programs in Geriatric Medicine

## Program Description

### **Purpose**

The Southeast Center of Excellence in Geriatric Medicine (SCEGM) is a collaborative effort of the University of Alabama at Birmingham (UAB) and Emory University in Atlanta. The primary mission of the SCEGM is to provide advanced training for physicians preparing for academic careers in Geriatric Medicine.

### **Source of Support**

Funding for the SCEGM comes from The John A. Hartford Foundation and from matching institutional funds from Emory University, Wesley Woods, UAB School of Medicine and UAB Department of Medicine, and the UAB Center for Aging. The John A. Hartford Foundation, Inc. of New York City focuses its resources on improving the quality and financing of health care and enhancing the capacity of the health care system to accommodate the growing older population.

### **Training Programs**

The SCEGM offers Fellows and Junior Faculty a number of academic career development training opportunities in geriatric medicine. Training Support grants provide salary support that give trainees protected time for research training or for clinician educator training. Pilot Research Project grants provide funds for trainees to carry out one-year aging-related research projects. For those on a research training track, the SCEGM offers combination awards that include both training support and pilot research funds. ([Application Guidelines](#) are enclosed in Section B.)

**Training Support** grants provide one year of salary support up to 50% FTE or \$50,000 plus benefits for senior Geriatric Medicine fellows (PGY 5 & 6) and physician junior faculty to support their career development as academic Geriatricians. The salary support provides protected time for trainees to obtain research training or to obtain advance level training in clinical education.

**Pilot Research Project** grants provide senior fellows and junior faculty with up to \$20,000 to conduct one-year pilot research projects that will yield preliminary data for scientific presentations, publications, and subsequent major grant proposals. Research is expected to examine a fundamental aspect of the aging process or a major clinical, behavioral, or social science problem that affects the health and well-being of a significant segment of the elderly population. Research involving human subjects must employ a study design with appropriate gender and/or minority representation. Interdisciplinary applications for Pilot Research Grants being submitted by junior faculty from other health professions must include, as a collaborator, a Geriatrician or other physician meeting the criteria outlined below.

**Combination Grant Program** Applicants for Training Support Grants may incorporate a Pilot Research Project into their application. Salary support for the Trainee must be within the limits specified for Training Support Grants (above). The Pilot Research Grant budget limit of \$20,000 applies to the research project portion of the combination application. Research expenses, in this case, are defined as everything except the Trainee's salary and benefits.

**Special Circumstances** The SCEGM is willing to be flexible in responding to individual circumstances and needs. Questions about alternative support strategies should be addressed to one of the SCEGM's Co-directors or Associate Director for Administration.

## **Mentors**

In keeping with its training focus, the SCEGM requires the involvement of mentors in each funded program. Mentors are generally senior academic Geriatricians or other faculty with a strong interest in aging who can provide professional development guidance. Each trainee selects a senior faculty member from Emory or UAB to serve as the trainee's primary mentor. Members of the [SCEGM Steering Committee](#) (Section D) may serve as mentors. Research areas of special interest are listed under "[Potential Research Training Areas](#)" (Section E). Other faculty from either institution may serve as a trainee's primary mentor with the concurrence of the SCEGM Co-Directors. Following the award, the Steering Committee will work with trainees and their mentors to identify at least two additional faculty representing both institutions to form a Mentoring Committee for the trainee.

## **Research Advisors**

SCEGM Research Advisors work with trainees and their mentors to help ensure that they get the best possible training through their association with the SCEGM. Applicants should contact the SCEGM Research Advisor at their institution for assistance in preparing their applications. (At Emory contact: Nancy Kutner, PhD, 404-712-5561; [nkutner@emory.edu](mailto:nkutner@emory.edu). At UAB contact: Lesa Woodby, PhD, 205-975-5430; [lwoodby@uab.edu](mailto:lwoodby@uab.edu)). During the project implementation stage, research advisors and trainees are expected to meet regularly to review progress, challenges, changes, and questions.

## **Eligibility**

Junior Faculty and Senior Fellows in Geriatric Medicine are intended to be the primary recipients of SCEGM Training Awards. This program, however, is open to other physicians and health professionals who demonstrate established interests and/or commitment to aging and Geriatric Medicine. Junior faculty should hold or be eligible for a secondary appointment in Geriatric Medicine at Emory or UAB, i.e., they should have a long-term commitment to academic activities relevant to aging and Geriatric Medicine. Interdisciplinary applications for Pilot Research Project grants being submitted by junior faculty from other health professions must include, as a collaborator, a Geriatrician or other physician meeting the criteria outlined above.

## **Submission dates**

Target dates for submission of applications are shown below along with estimated earliest start dates.

<b>Target Submission Date</b> (If holiday, use next business day)	<b>Estimated earliest start date</b>
Mar 15 <sup>th</sup>	July 1st
Jun 15 <sup>th</sup>	Oct 1st
Sep 15	January 1st
Other dates	3-5 months following submission

**NOTE: Applications may be submitted at other times as well.**

**Expectations** Trainees are expected to submit quarterly progress reports and to participate in SCEGM seminars and conferences. They are expected to present their research results / educational programs at SCEGM conferences and national scientific meetings and to publish findings in scholarly journals. Trainees must agree to provide periodic reports in subsequent years to enable the Center to track the impact of pilot research grants in terms of extramural grants, publications, and presentations derived from the work supported through these grant programs.

**Acknowledgments** All publications derived from work supported by these awards must acknowledge the SCEGM and its primary sponsor, The John A. Hartford Foundation. The SCEGM should be given reprints of abstracts and publications resulting from this funding.

**Application Guidelines** *for proposal preparation and submission have been developed by the Steering Committee to cover all of the programs described above.* (See Sections B. and C.)

## B. SCEGM Training Support and Pilot Research Grant Application Guidelines

### Purpose

This application guideline package is intended to assist investigators preparing applications for SCEGM Training Support Grants and Pilot Research Grants. **Applications that do not conform to these guidelines will not be reviewed.** Awards will not be made until all appropriate institutional assurances have been provided (e.g., human subjects, animal care, radiation safety).

### Review Criteria

In preparing applications, candidates are advised to keep in mind the enclosed [review criteria](#) that will be used to assess their application (Section F). Please note, however, that the review criteria are **not** intended to serve as a presentation outline. The application guidelines section below provides specific guidance on application format.

### Application Format

Applicants should follow the current version of the Public Health Service PHS 398 application instructions except as noted below (see <http://grants.nih.gov/grants/funding/phs398/phs398.html>). PHS 398 specifications for type size **do apply** to this application (i.e., minimum of a 10-point font and a density of no more than 15 characters per inch). Please note that narrative sections such as Career Goals and Objectives; Career Development and Training Activities (if applicable); and Research Plan are to be double spaced (i.e., no more than three lines per vertical inch). The Research Plan section is limited to ten (10) pages. Applications must include the following components in the order they appear below.

**APPLICATION FORM COVER PAGE (Section C.)** Provide ALL requested information.

**ABSTRACT PAGE** (PHS Form Page 2) Briefly summarize objectives and proposed strategy for accomplishing them. The abstract must be written in terms that are readily understandable to a scientifically / technically literate lay reader.

**BUDGET** (PHS 398 Form Page 4) Awards will be made through the SCEGM administrative office at the Principal Investigator's institution (Emory University or the University of Alabama at Birmingham).

**Training Support** awards are generally limited to salary support for the trainee. Fellows should request salary at institutional rates for PGY5 or PGY6. For junior faculty, salary support is limited to 50% FTE up to a maximum salary of \$50,000 plus benefits.

**Pilot Research Grant** awards cover direct costs only, up to a total of \$20,000 for one year.

**Combination Grant** award budgets must fit the guidelines for Training Support grants for the Trainee's salary and benefits plus meeting the Pilot Research grant limitation of \$20,000 for all expenses other than the trainee's salary and benefits. Mentors are expected to serve on an "as needed" basis without salary support. All training costs should be fully itemized.

**BUDGET JUSTIFICATION** Attach a separate sheet for the budget justification section prepared in accordance with PHS 398 instructions. The budget justification should clearly indicate any additional support being provided by the Principal Investigator's Division, Department, School, or other extramural support mechanisms.

**BIOGRAPHIC SKETCH** (PHS 398 Form Page 6) Include Biographical Sketches for the applicant, mentors, and any other key personnel including consultants. Be sure to include the current and recent extramural support sections.

**CAREER GOALS and OBJECTIVES (One page - double spaced)** Applicant should describe overall career goals and objectives and how they build on prior research and training experience. Explain how the proposed training/research program will fit into and advance career plans. If the applicant does not have a primary appointment in Geriatric Medicine, this section must indicate the candidate's established interest and/or commitment to Geriatric Medicine.

***For all Training Support (and Combination) Applications Only***

**CAREER DEVELOPMENT PLAN and TRAINING ACTIVITIES (Two pages - double spaced)** Discuss briefly each of the training activities (except the research project/educational projects) in which you will be engaged. Indicate the time and effort involved and describe the enhanced knowledge, skills, and abilities that you hope to gain from the activity.

**NOTE:** Training Support and Combination Grant applicants should review the PHS Additional Instructions for Preparing Individual Research Career Award Applications

***For all Training Support, Pilot Research, and Combination Grant Applications except Clinician Educator applications (below)***

**RESEARCH PLAN (Ten pages - double spaced)** This section should describe the applicant's plans for the research that will be conducted during the training period. It should also include any plans for securing the funds needed to undertake or supplement the proposed research. Candidates should refer to the PHS 398 application package for guidance on the material to be included in this section. **Please note that this section should be at least 6 but no more than 10 double spaced pages.** Use the following section headings:

- Statement of Hypothesis and Specific Aims
- Background, Significance, and Rationale
- Preliminary Studies and Any Results
- Research Design and Methods
- Human Subjects
- Vertebrate Animals

***For Clinician Educator applications only:***

**TRAINING PLAN and ACTIVITIES. (Ten pages - double spaced).** In this section, the applicant should outline planned training activities and indicate the time and effort involved in each as well as describing the enhanced knowledge, skills, and abilities that you hope to gain from the following activities. (Please note that this section should be at least 6 but no more than 10 double spaced pages.)

- **EDUCATIONAL FOCUS.** Describe specific educational activities in which the applicant proposes to develop expertise i.e., teaching, development of educational products, administration and service, or scholarship.
- **FORMAL COURSEWORK.** Describe any formal education courses or special programs in which applicant will enroll.
- **EXTRAMURAL PROGRAMS.** Describe any external educational programs related to teaching/faculty development, e.g., the Stamford Faculty Development program in Geriatrics.

- EDUCATIONAL PROJECT / CLINICAL IMPROVEMENT. Describe the proposed educational program or clinical improvement project by addressing the following items:
  - > Synopsis of the educational program
  - > Background, Significance, and Rationale (i.e., Needs Assessments)
  - > Statement of Specific Educational Objectives
  - > Program Design and Methods
  - > Plan for Evaluation

*The following sections apply to all applications.*

**LITERATURE CITATIONS** Literature cited should be listed on a separate page in a standard bibliographic format.

**LETTERS OF SUPPORT** Attach letters from:

1. The applicant's primary mentor indicating a willingness to serve in that capacity.
2. The applicant's Program Director/Division Director agreeing to provide the required protected time. If the candidate does not have a primary appointment in Geriatric Medicine, the applicant's Program/Division Director should also express support for the candidate's interest and/or commitment to Geriatric Medicine.

**APPENDIX** (Optional) Up to two related reprints, data summaries, or data collection forms may be submitted in an appendix.

**Submission Instructions** Please submit an original and one copy of the entire application to the appropriate office.

At **Emory**, deliver to: Joseph G. Ouslander, M.D.  
Emory University  
Division of Geriatric Medicine and Gerontology  
1841 Clifton Road, North East  
Atlanta, Georgia 30329

At **UAB**, deliver to: Richard M. Allman, M.D.  
Division of Gerontology and Geriatric Medicine  
201 CH19 • 933 South 19th Street  
The University of Alabama at Birmingham  
1530 3rd Avenue South  
Birmingham, Alabama 35294-2041

**Questions:**

Address questions to the SCEGM Associate Director for Administration: Mr. Peter Bosworth (201 CH 19, UAB, 1530 3rd Ave South, Birmingham AL 35294-2041; phone: 205-934-9261; FAX 205-934-7354; E-Mail: [pbosworth@aging.uab.edu](mailto:pbosworth@aging.uab.edu))

For more information on the SCEGM see: (<http://www.aging.uab.edu/SubChannel/Training/scegm>)

# C. SCEGM APPLICATION FORM COVER PAGE

**APPLICATION FOR: (Check one)**

**Training Support Grant (MD):**  **Research Track** or  **Clinician Educator**

**Pilot Research Grant:**  **Geriatric Medicine (MD)** or  **Interdisciplinary (PhD)**

**Combined Training Support:**  **Research** or  **Clinician Educator**

Applicant's Full Name and Degree(s): \_\_\_\_\_

Current Title:  Fellow (PGY \_\_\_\_ )  Instructor  Assistant Professor  \_\_\_\_\_

School, Department, and Division: \_\_\_\_\_

Address, including ZIP: \_\_\_\_\_

Office Telephone: \_\_\_\_\_ FAX: \_\_\_\_\_

E-Mail Address: \_\_\_\_\_

Project Title (Maximum of 56 characters): \_\_\_\_\_

Requested Start Date: \_\_\_\_\_

Amount Requested: \$ \_\_\_\_\_ For year of training:  PGY 5  PGY 6  Faculty

Primary Mentor: \_\_\_\_\_  
(name & degree(s)                      Department                      Division                      School)

List other mentors, collaborator, and consultants who will be involved in this project:

Name(s) & Degree(s)	Department	Division	School
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**Signatures:**

Full Name (typed)

Signature

Candidate	_____	_____
SCEGM Research Advisor	_____	_____
Mentor	_____	_____
Training Program Director <small>(If applicable)</small>	_____	_____
Division Director	_____	_____
Department Chair	_____	_____

Does research involve human subjects?  No  Yes (Certification of IRB approval will be required prior to funding)

Does research involve vertebrate animals?  No  Yes (Certification of Animal Use approval will be required prior to funding)

The University of Alabama at Birmingham  
 Division of Gerontology and Geriatric Medicine  
 201 CH19; (933 19th Street South)  
 1530 3rd Ave. South  
 Birmingham, Alabama 35294-2041  
 Ph. 205-934-9261; FAX 205-934-7354

Emory University  
 Division of Geriatric Medicine and Gerontology  
 1841 Clifton Road, North East  
 Atlanta, Georgia 30329  
 Ph. 404-728-6295; FAX 404-728-6425

## D. SCEGM Steering Committee

### Co-Directors

**Richard M. Allman, M.D.**, Director, Division of Gerontology, Geriatrics and Palliative Care, Director, Center for Aging, The University of Alabama at Birmingham, and Director, Birmingham / Atlanta Geriatric Research, Education, and Clinical Center (GRECC). His research interests include mobility and geriatric care quality improvement.

**Joseph G. Ouslander, M.D.**, Director, Division of Geriatric Medicine and Gerontology, Emory University School of Medicine, Director Emory Center for Health in Aging, and Clinical Director, Atlanta VA Rehabilitation Research and Development Center. His research interests include genito-urinary disorders such as incontinence, nursing home care, and rehabilitation interventions.

### Steering Committee

**Karlene Ball, Ph.D.**, Professor of Psychology, Director of the UAB NIA-funded Roybal Center for Research on Applied Gerontology, and Associate Director of the UAB Center for Aging. Her research interests focus on age-related visual and cognitive decline, interventions to improve visual and cognitive ability, and the relationships of these abilities with everyday activities such as mobility, instrumental activities of daily living (IADLs), and health care utilization.

**Kathryn Burgio, Ph.D.**, Professor of Medicine and Director of the UAB Continence Program and the Co-Director of the Behavioral Science Section of the Division of Gerontology and Geriatric Medicine. Her research interests include using behavioral medicine to address geriatric problems such as urinary incontinence.

**Stuart Frank, MD.**, Professor of Medicine, UAB Division of Endocrinology, Diabetes, and Metabolism and Chief, Endocrinology Section, Medical Service, Birmingham VAMC. His research interests include Growth Hormone signaling, and Receptor Proteolysis.

**Patricia Goode, M.D.**, Gwen McWhorter Professor of Medicine and Medical Director for the UAB Continence Program. Her research focuses on improving treatment for urinary incontinence in older adults. She is an SCEGM Clinical Training Coordinator and is responsible for the UAB Resident Physician and Medical Student Geriatric Ambulatory Block Month training.

**Theodore “Ted” Johnson, M.D., M.P.H.**, Associate Professor at Emory and Chief of Geriatrics at the Atlanta VA Nursing Home Care Unit. Prior to his arrival at Emory, he completed an AHCPR post-doctoral fellowship in Health Services Research. His research interests focus on the impact and mechanisms of nighttime urinary dysfunction in frail older men.

**Catarina Kiefe, Ph.D., M.D.**, Professor of Medicine and Biostatistics; Director of the UAB Center for Outcomes and Effectiveness Research and Education. She is the Senior Scholar (Fellowship Director) for the Birmingham site of the VA National Quality Scholars Fellowship Program and the consulting epidemiologist for the Alabama Quality Assurance Foundation. Her research interests are in measurement of quality of care, ethnic disparities in health care, and clinical epidemiology.

**James Lah, MD, PhD**, Associate Professor, Emory Department of Neurology.

**Jeff Lesesne, MD**, Assistant Professor of Medicine in the Emory Division of Geriatric Medicine and Gerontology. He was recently appointed as the Director of the Geriatric Medicine Fellowship Program at Emory. His research interests are in long term care.

**John D. Mountz, M.D., Ph.D.**, Professor of Medicine and Associate Director of the UAB Center for Aging, UAB Division of Clinical Immunology and Rheumatology and the Birmingham Veteran Affairs Medical Center. His research interests include immune senescence.

**Patricia Parmelee, PhD.**, Associate Professor of Geriatric Medicine and Gerontology, and Psychiatry, Emory School of Medicine. Her research interests include quality improvement in Nursing Homes and uses of the Minimum Data Set (MDS)

**Richard Sims, M.D., F.A.C.P.**, Associate Professor of Medicine and Director of the UAB Geriatric Medicine Fellowship and Chief, Geriatrics Section at the Birmingham VAMC. He recently completed a three-year research training program funded by the Department of Veterans Affairs and has recently been awarded a VA Merit Review grant to evaluate the clinical effectiveness of a speed of visual processing intervention in impaired older veteran drivers.

**Dale Strasser, M.D.**, Associate Professor, Emory Department of Rehabilitation Medicine, and a Birmingham-Atlanta GRECC Investigator. Through VA merit review funding, he is conducting a randomized clinical trial in process improvement in stroke rehabilitation.

**J. “Lisa” Tenover, M.D., Ph.D.**, Professor at Emory where she is the Chief of the Medical Service at Wesley Woods Geriatric Hospital. She is an internationally recognized expert in the area of testosterone therapy in older men, and has ongoing projects examining the effects of testosterone on muscle function and strength, bone, prostate, and mood. She is a SCEGM Clinical Training Coordinator.

## E. Potential Research Training Areas

The SCEGM offers a variety of research training opportunities in the focus areas listed below. The list includes the names of potential mentors in each area. Contact information follows. Applicants desiring to do research training in other areas must request prior approval (of the proposed area of investigation and proposed mentor) before submitting a formal application for a SCEGM Training Support / Pilot Research Project.

Research Focus Areas	Key Investigators and Primary Affiliations	
	Emory	UAB
<b>Urinary Incontinence and Related Lower Urinary Tract Disorders</b>	T. Johnson, MD, MPH J. Ouslander, MD L. Tenover, MD, PhD D. Bliwise, PhD	K. Burgio, PhD P. Goode, MD K. Lloyd, MD H. Richter, PhD, MD D. Urban, MD R. E. Varner, MD D. Pillion, PhD
<b>Mobility Disorders and Related Complications</b> (Gait and balance disorders, fall prevention, pressure ulcers prevention, car crashes, exercise interventions, sarcopenia)	B. Blasch, PhD L. Capezuti, PhD, GNP B. Connell, PhD J. Ouslander, MD J. Sanford, M.Arch. D. Strasser, MD S. Wolf, P.T., PhD	R. Allman, MD P. Baker, PhD K. Ball, PhD M. Bamman, PhD C. Peel, PhD R. Maisiak R. Sims, MD E. Taub, PhD
<b>Quality Improvement and Outcomes in Geriatric Health Care</b> (Dementia, cardiovascular diseases, diabetes, breast cancer prevention, infections, surgical care.)	T. Johnson, MD, MPH N. Kutner, PhD J. Ouslander, MD V. Phillips, PhD	J. Allison, MD, MS R. Allman, MD J. Canto, MD C. Kiefe, MD, PhD J. Klapow, PhD R. Shewchuk, PhD A. Stevens, PhD N. Weissman, PhD
<b>Vision and Aging</b>	W. Del'Aune, PhD B. Blasch, PhD R. Schuchard, PhD G. Watson, M.Ed.	K. Ball, PhD C. Owsley, PhD M. Shipp, OD, DrPH M. Swanson, OD
<b>Basic Research in Aging and Alzheimer's</b>	J. Lah, PhD A. Levey, MD, PhD	M. Bamman, PhD M. Bertram, PhD J. Mountz, MD, PhD R. Go, PhD L. Harrell, MD, PhD M. Wyss, PhD

## F. REVIEW CRITERIA

These review criteria will be used by the Steering Committee to assess each application. They are provided here so that candidates will understand which items are important to reviewers. They should **NOT** be used to format the application.

**Training Support Grant Application Criteria** The most important criterion for assessing a training support grant application is the extent to which the proposed program will support the SCEGM goal of developing academic Geriatricians. Reviewers assess the candidate's career goals and commitment to Geriatric Medicine and how well the proposed plan will fit into and advance the applicant's career plans. Additional criteria include:

- Is the plan for career development and training activities appropriate and feasible, i.e., how likely is it to achieve its intended purpose in terms of enhanced knowledge, skills, abilities and development?
- Is the amount of time and effort to be devoted to career development and training both realistic and sufficient?
- Is the candidate's research plan appropriate (fit with career goals) and scientifically meritorious (will it produce convincing data on an important question?).
- Is the research design clearly articulated and appropriate for the objectives and hypotheses?
- Are objectives, aims, and research questions and/or hypotheses clearly stated?
- Are data collection, management, and analysis methods detailed and adequately justified?
- If the study involves human subjects: Are inclusion and exclusion criteria specified and justified? Are recruitment methods adequate? Is the proposed sample size justified by a power analysis? Will enough subjects be recruited to achieve the study's objectives?
- Is the proposed research likely to generate results that can be used to develop a subsequent successful application for extramural funding?
- Do the candidate's previous training, experience, and past accomplishments indicate a good probability that the candidate will accomplish the project's objectives?
- If the applicant does not have a primary appointment in Geriatric Medicine, is there a clear interest and/or commitment to Geriatric Medicine?
- Is the candidate's Mentor appropriate in terms of being in position to guide the applicant's career development? Is the mentorship plan adequately clear and likely to achieve the desired objectives?
- Do the applicant's qualifications and past accomplishments suggest the potential for a bright future in academic medicine?
- Is the budget appropriate and well justified?

**Pilot Research Grant Application Criteria** The most important criterion for assessing pilot research grant applications is scientific merit (i.e., the likelihood that the project will produce convincing data on an important question). Associated considerations include:

- Is the question well chosen, are the methods appropriate, and are pitfalls few or well described and surmountable?
- Is the research design clearly articulated and appropriate for the objectives and hypotheses?
- Are objectives, aims, and research questions and/or hypotheses clearly stated?
- Are data collection, management, and analysis methods detailed and adequately justified?
- If the study involves human subjects: Are inclusion and exclusion criteria specified and justified? Are recruitment methods adequate? Is the proposed sample size justified by a power analysis? Will enough subjects be recruited to achieve the study's objectives?
  
- How likely is it that the project, if funded, will produce data that could form an important

- part of an application for several years of support from an extramural agency like NIH?
- Does the principal investigator (*or co-investigator in the case of Interdisciplinary Pilot Research Grants*) explicitly demonstrate a clear career commitment to geriatric medicine especially if the applicant is not currently affiliated with a Geriatric Medicine division / program.
- Do the applicant's training, experience, and accomplishments indicate that the applicant is likely to accomplish the project's objectives, and likely to develop into a nationally recognized researcher?
- Is the selected Mentor appropriate for the proposed role in guiding the applicant's research?
- Do the applicant's qualifications and past accomplishments suggest the potential for a bright future in academic medicine?
- Is the budget appropriate and well justified?

### **Clinician Educator Application Criteria**

The most important criterion for assessing a clinician educator training grant application is the extent to which the proposed program will support the SCEGM goal of developing academic Geriatricians. Reviewers assess the candidate's career goals, training objectives, and commitment to Geriatric Medicine and how well the proposed plan will fit into and advance the applicant's career plans. Additional criteria include:

- Is the plan for career development and training activities appropriate and feasible?
- Is the proposed training program likely to achieve its intended purpose in terms of enhanced knowledge, skills, abilities and development?
- Is the amount of time and effort to be devoted to career development and training both realistic and sufficient?
- Are the candidate's education project or clinical project appropriate (fit with career goals) and meritorious (will their products be valued additions in their field?).
- Do the candidate's previous training, experience, and past accomplishments indicate a good probability that the candidate will accomplish the project's objectives?
- If the applicant does not have a primary appointment in Geriatric Medicine, is there a clear interest and/or commitment to Geriatric Medicine?
- Is the candidate's Mentor appropriate in terms of being in position to guide the applicant's career development? Is the mentorship plan adequately clear and likely to achieve the desired objectives?
- If the applicant does not have a primary appointment in Geriatric Medicine, is there a clear interest and/or commitment to Geriatric Medicine?
- Are the objectives for the educational program or clinical improvement project clearly articulated and appropriate for addressing the assessed need?
- Are the evaluation plans for assessing the educational program or clinical improvement project feasible within the budgetary and time constraints of the overall training proposal?
- Do the applicant's qualifications and past accomplishments suggest the potential for a bright future in academic medicine?
- Is the budget appropriate and well justified?