AGS/AFAR ClinSTAR CC/NIA Virtual Workshop Three Part Series – Clinician Specialists Rising Stars Program

"So you got your study section summary sheet, now what? Tips and Tricks for Reviewing and Responding to Grant Review Comments"

Wednesday, April 28 at 4:00 pm ET

Time	Title	Speaker
4:00 pm	How to Approach a Summary Statement	Ken Covinsky, MD, MPH, BS University of California, San Francisco
4:10 pm	Tips & Tricks	Ambarish Pandey, MD University of Texas Southwestern
4:20 pm	Tips & Tricks	Maile Young Karris, MD University of California, San Diego
4:30 pm	Q&A	All

Responding to Your Grant Critiques

Or

Thank You for Not Funding Me So I Can Respond to Your Brilliant and Wise Thoughts

Principle # 1: It's Not a Rebuttal

- Reviewers seldom conclude they were mistaken
- Wise advice from Arnold (substitute Tumor with Rebuttal)
 - https://www.youtube.com/watch?v=OaTO8_KNcuo

Principle 2: Approach Comments as Opportunity

- General Attitude
 - You found a problem with my grant
 - You were right—it was a problem
 - You appropriately took away points
 - I fixed the problem
 - Now you have to give me my points back
- Ironically, agreeing with reviewers that they were right is the strongest possible argument for giving you a better score

Principal 3: Responses Are Action Oriented

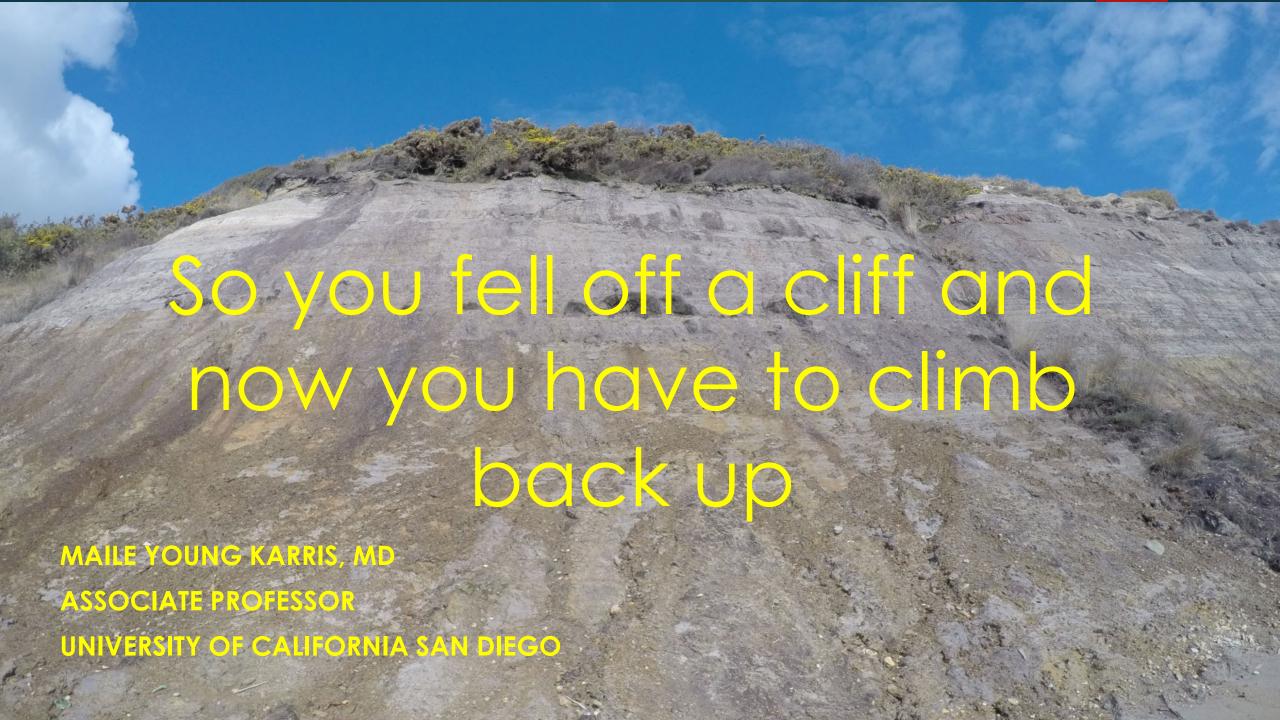
- Do not engage in a theoretical or intellectual discussion of the reviewer's concern (unless they asked you to)
- Rather, specifically describe the steps you have taken
- Example: Your depression scale, the CES-D was not validated for use in older persons
 - Wrong response: Scholarly recitation as to why it does not matter
 - Right response: We have substituted the CES-D with the GDS which was developed and validated for older persons

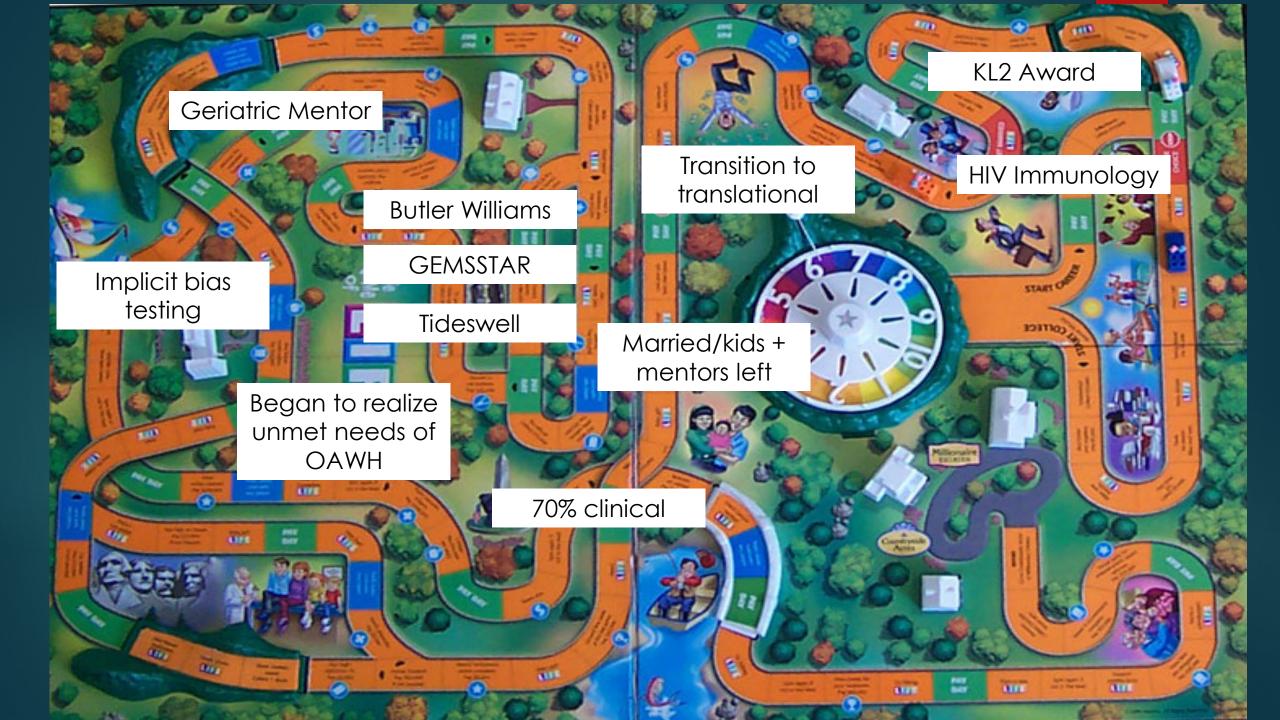
Principle #4: Create a Differential Diagnosis

- Try to understand why the reviewers said what they said
 - Some comments are meant to be taken literally
 - Some have a deeper meaning—I don't understand what you are doing or why
 you are doing it
- Action oriented responses include saying
 - I failed to justify what I was doing
 - I failed to provide sufficient background
- Remember—it was not the reviewer's fault. It was your fault—and you are fixing it

Principle 5: Significance Can be Addressed

- Differential: Why did reviewer fail to understand significance?
 - What context did you not provide?
 - What applications or uses of your findings did you not describe
 - It is widely assumed that low social support leads do disability BUT
 - Limitations of most cited studies are ...
 - Evidence more nuanced
 - Social support multidimensional construct
 - Limited evidence adding support improves outcomes
- Recontextualize your problem
 - Generally known, but not studied in (?oldest old, minority populations?)
 - Health system context, patient perspective not understood





First Aid + SOS

- ► Treat your wounds
- Know what "medicine" works for you
- Identify and reach out for expert help
 - ▶ Program Officer
 - ▶ A Geriatrician/Gerontologist
 - ► A Reviewer #2



Plan your ascent

- ▶ Pace yourself = make a timeline
- Know where you want to end up
- Study the path of those that have gone before you
- Identify barriers and compensate
- Clear your path

Climb

- Start with the right partners
- ▶ Concentrate
- ► Focus on quality not quantity
- ▶ Pace yourself
- Just keep climbing

SAY NO!