**Plan for Instruction in the Responsible Conduct of Research**

(3 pages maximum)

*See* [*https://research.uga.edu/compliance-training/rcr/*](https://research.uga.edu/compliance-training/rcr/) *for UGA resources.*

NIH mandates that trainees on an NIH institutional research training grant, individual fellowship, career development award (institutional or individual), research education grant, dissertation research grant, or other grant programs that have a significant training component have a minimum of eight hours of formal instruction at least once during each career stage and at least every four years.

This policy affects all new, renewal, and noncompeting applications.

Responsible conduct of research is the practice of scientific investigation with integrity. It involves the awareness and application of established professional norms and ethical principles for all activities related to scientific research.

**Applicant Institutions and Principal Investigators**

Your grant application must include a plan for how you will carry out instruction in responsible conduct of research. This plan will not affect your overall impact score, but if you fail to include a plan, your application will be considered incomplete and**will not be reviewed** until you provide an acceptable plan of instruction. If you get a fundable score but submit an unacceptable plan, you will need to revise it before you can get an award.

Your plan must address the following five instructional components.

1. Format
	* Trainees, fellows, scholars, and participants should engage in substantial face-to-face discussions.
	* You should have research training faculty lead instruction, when possible.
	* On-line courses can supplement instruction but cannot be the sole means of instruction except in special instances of short-term training programs or unusual and well-justified circumstances.
2. Subject Matter—incorporate the following topics for instruction:
	* Conflict of interest—personal, professional, and financial.
	* Policies regarding human subjects, live vertebrate animal subjects in research, and safe laboratory practices.
	* Mentor and mentee responsibilities and relationships.
	* Collaborative research including collaborations with industry.
	* Peer review.
	* Data acquisition and laboratory tools; management, sharing and ownership.
	* Research misconduct and policies for handling misconduct.
	* Responsible authorship and publication.
	* The scientist as a responsible member of society, contemporary ethical issues in biomedical research, and the environmental and societal impacts of scientific research.
3. Faculty Participation
	* Training faculty and sponsors or mentors are highly encouraged to contribute to both formal and informal instruction.
	* In formal instruction, training faculty may serve as discussion leaders, speakers, lecturers, or course directors.
4. Duration of Instruction
	* Instruction generally involves at least eight contact hours between the trainees, fellows, scholars, or participants and the participating faculty.
	* A semester-long series of seminars or programs may be more effective than a single seminar or one-day workshop.
5. Frequency of Instruction
	* Instruction must be undertaken at least once during each career stage and no less than once every four years.
	* Initial instruction during predoctoral training should occur as early as possible in graduate school. If you are at an early career investigator level (including mentored K awardees and K12 scholars), you must receive instruction at least once during this career stage.
	* Senior fellows and career award recipients may fulfill the requirement for instruction by participating as lecturers and discussion leaders.