



### THE PROGRAM IN CONTEXT:

The Biomedical Research Integrity (BRI) program offers trainees and researchers the chance to reflect on the everyday judgments that occur during the course of a research career. Our program provides an opportunity to explore important questions of ethics and research conduct, to discuss issues with peers and faculty, and to identify skills and resources to help address difficult questions related to research integrity. The program assumes that the responsible conduct of research (RCR) requires more than rules and regulations. Choices within research practice are often subtle and require interpretation and judgment. Developing these skills and sensibilities requires something of you – it asks you to test your instincts and to identify your strengths and potential vulnerabilities. As part of your larger professional development experience, the BRI program aims to work with you to develop integrity from the inside out, as the foundation for a lifetime endeavor.

### PROGRAM GOALS:

Upon program completion, BRI participants will be able to:

1. **Recognize ethical issues** and challenges to integrity that arise in the course of routine research practice;
2. **Formulate a justified response** to research challenges, using select ethical decision-making tools; and
3. Identify a sense of professional **responsibility to take action** and make good judgments that work to support good research practices.

### PROGRAM COMPONENTS (*8 contact hours – 5 one-hour lectures and 3 one-hour discussion groups*):

- **Lectures:** Each year we invite five local or national leaders in science, ethics, or policy to raise and address core issues related to research integrity. Topics include: Conflict of interest, peer review, responsible authorship and publication, research misconduct, and data acquisition, management, ownership and sharing. Lecturers also address researcher/trainee responsibilities and/or collaborative science.
- **Discussion Sections:** Each summer there are three rounds of BRI case discussions that employ problem-based learning. Each discussion is designed to address multiple RCR topics linked to the summer lectures. Discussion groups also address the scientist as a responsible member of society, contemporary ethical issues in biomedical research, and the environmental and societal impacts of scientific research. Discussion groups are facilitated by UW and FHCRC science and ethics faculty and are held in the weeks following the lectures at each facility.
- **Reflective Questions:** Participants are asked 2-3 questions prior to each lecture. These questions are intended to connect the participant's own experiences with the topic and can be discussed further in the discussion sections.
- **Brief Readings:** Short, timely papers are circulated prior to each lecture to connect trainees with on-going discussions in the scientific literature on current research integrity issues.
- **Website:** The BRI website is updated yearly and has additional resources and readings on each topic.

### PHS REQUIREMENTS:

The BRI program meets the PHS requirement for all NIH-funded trainees in instruction in the Responsible Conduct of Research in National Research Service Award Institutional Training Grants ([NIH Guide](#)); [[Update](#)]. The program covers eight of the nine required topics: Conflict of interest, data acquisition and ownership, peer review, responsible authorship and publication, and research misconduct while also addressing the themes of mentorship, collaborative science, the scientist as a responsible member of society, contemporary ethical issues in biomedical research, and the environmental and societal impacts of scientific research. The additional required RCR topic, *human subjects protections* and *animal use*, are required **only when directly applicable to the trainee's work**. We recommend that these topics be covered through existing UW training programs (see BRI website for relevant links).