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Designing RCR Training Programs that Emphasize Knowledge Application Rather than Knowledge Acquisition

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Case Study

Pierre is finishing up his postdoctoral fellowship and is hoping to secure a scientist position at a pharmaceutical company. He is preparing to present his work at a national meeting where he's been told a representative from the company will attend. He includes measurements from his cellular assays in a graph on one slide but is concerned that some of the data points are questionable. He considers leaving the data points out. After all, he's not submitting a paper for publication and he's sure his conclusions are valid, plus he really wants to impress the company representative.



Questions

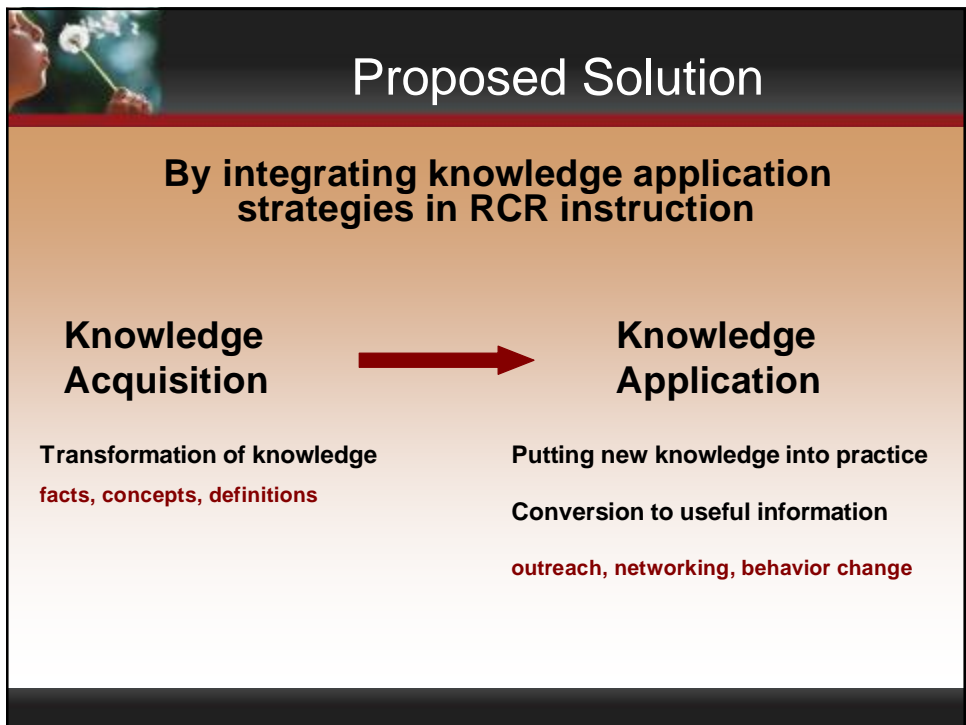
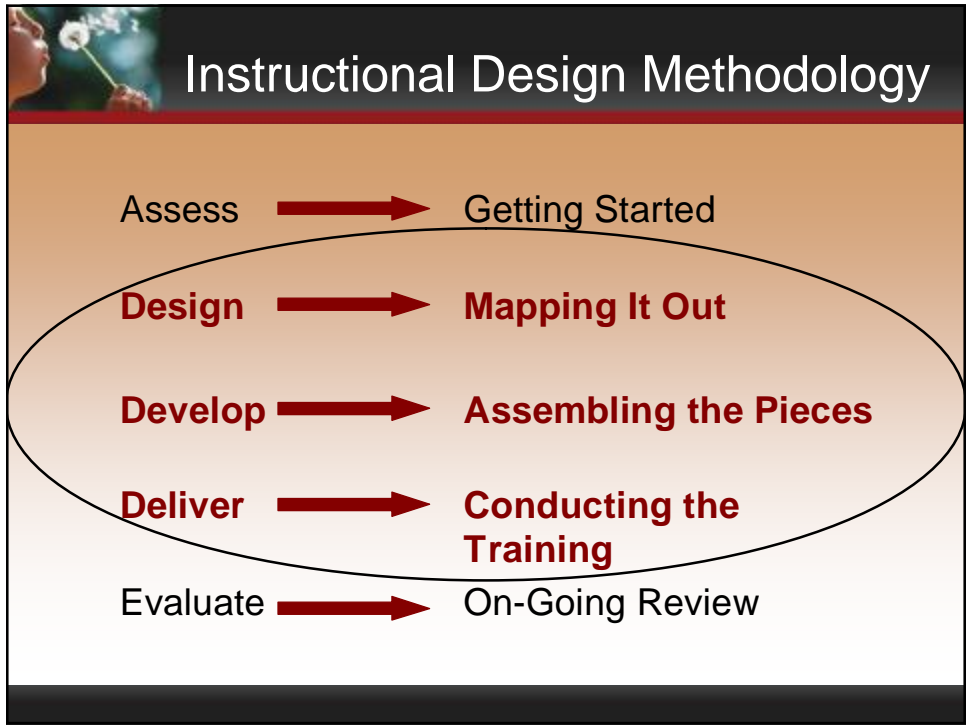
How effective is RCR training on actual decision-making?


Are RCR programs designed to help Pierre make the right decision in a crisis situation?



Traditional RCR Training Objectives


- Meet NIH and institutional requirements
- Introduce RCR topics
- Facilitate the understanding of federal and institutional policies and guidelines
- Provide best practice examples






Moving Towards Knowledge Application: Course Design Strategies

- Include faculty and RCR champions on agenda
- Promote interactions- networking, socializing
- Establish a positive, nonjudgmental learning environment
- Reduce lecture time, include interactive activities/exercises
- Avoid “information dumping”, provide resources/contacts
- Encourage post-instruction relationships- ethics partners, “buddies”
- Tailor topics to foster professional development, incorporate best practices




Summary

Content	→	Lay ethical foundation
		+
Format	→	Build relationships




Desired Outcome


Culture Change



Paradigm Shift



Closed, insular, isolated ➔ Open, candid, informed



Thank You!

Questions?

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