Strategies for Maintaining Academic and Professional Integrity

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Objectives

1. State 11 examples of academic misconduct related to testing & assignments
2. Interpret student perceptions of cheating related to an academic integrity survey
3. List 5 ways faculty can be clear about the testing and assignment rules and expectations to help maintain academic integrity
4. Outline 9 ways faculty and staff can be proactive when proctoring exams and monitoring assignments to promote academic integrity
5. Evaluate best practices with social media to promote professional integrity

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Overview

I. **Maintaining Academic Integrity**

1. Importance of maintaining academic integrity
2. Examples of student cheating
3. Student perceptions of cheating
4. Protecting the academic integrity

II. Maintaining Professional Integrity

1. Best practices with social media to promote professional integrity
2. Strategies for maintaining professional integrity outside of the academic setting

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I. Academic Integrity

1. Importance of Maintaining Academic Integrity

Future Implications of Cheating

- Preventing/identifying student cheating valuable beyond pharmacy curriculum
- Studies correlate academic misconduct with:
  - Greater tendency to demonstrate future professional misconduct (fraud/illegal activity) (Hardigan, 2004)
  - Reduced quality of patient care delivery (Ryan, 2009)

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Detecting Cheating

- Past studies conclude cheating is prevalent among professional students and remains largely undetected in most scenarios (Hardigan, 2004; Rabi, 2006)
- Many may associate academic misconduct when classroom instruction since cheating on exams is the prototype
  - Cheating can also occur in experiential (I/APPE) setting when using tests or assignments
- Academic misconduct (such as cheating) attributed to **failure maintaining standardized procedures in a controlled environment** (Rovai, 2000)

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Goal - Protecting the Environment

- **Be proactive not reactive**
- Failure to maintain standardized procedures in a controlled environment may result in academic dishonesty
- Raise awareness of ways student cheat

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2. Academic Misconduct Examples

Cheating on Tests and Assignments

Audience Question

- The best way to create alternate forms of a test is to:

  A. Create all new questions for version A and version B
  B. Randomize answers within each question
  C. Randomize all of the questions
  D. Both B and C

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Obj 1

Misconduct Examples

1. **Cheating on tests (classroom or I/APPE tests)**
   1. Use cell phone to consult course material or text answers
   2. Leave room to consult course materials or call for answers
   3. Place course materials in room to answer questions
   4. Discuss answers with neighbor or look at her answers
   5. Photograph test using cell phone camera
   6. Receive answers from previous exams (if same re-used)
- Attributed to:
  - #1-5 poor proctoring practices (no proctors or untrained)
    - Leave belongings at front of room
    - Place distance between students, watch students
  - #6 modify existing or create new questions and/or answers

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Obj 1

Misconduct Examples

2. **Cheating on assignments**
   1. Plagiarize literature or another student's work
   2. Turn in another student's work as own
   3. Receive answers from previous students (if re- used)
   4. Use same assignment for multiple I/APPE
   5. Work on assignment in group vs. independently
- Attributed to:
  - Failure to use Turn-it in or plagiarism checker
  - Use same assignment every year with no tracking
  - No documentation in syllabi prohibiting reusing work
  - May result from ambiguous rules for student collaboration
    - Sometimes group work encouraged; not every assignment

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3. Student Perceptions of Cheating

Student Perceptions

- Students fail to perceive many behaviors as cheating.
- Cheating defined on continuum based on intent
  - negligent/accidental → dishonest

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Obj 2

Academic Integrity Survey

- OUHSC Academic Integrity Council (comprised of students)
  - Conducted an academic integrity survey (2012)
  - Part of student satisfaction survey
  - Gain insights about cheating
  - All students from 7 colleges invited to participate

College
Allied Health
Dentistry
Graduate College
Medicine
Nursing
Pharmacy
Public Health

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Obj 2

Have you witnessed inappropriate collaboration?

College	Yes	No	Total Count
Allied Health	22 (20.6%)	85 (79.4%)	107
Dentistry	12 (23.5%)	39 (76.5%)	51
Medicine	40 (25.3%)	118 (74.7%)	158
Nursing	16 (20.0%)	64 (80.0%)	80
Pharmacy	19 (29.2%)	46 (70.8%)	65
Public Health	8 (18.6%)	35 (81.4%)	43
Graduate College	10 (21.3%)	37 (78.7%)	47
Total	127 (23.0%)	424 (77.%)	551

Obj 2

Have you witnessed smartphone use during exam?

College	Yes	No	Total Count
Allied Health	3 (2.8%)	104 (97.2%)	107
Dentistry	1 (2.0%)	50 (98.0%)	51
Medicine	6 (3.8%)	152 (96.2%)	158
Nursing	3 (3.8%)	77 (96.3%)	80
Pharmacy	7 (10.8%)	58 (89.2%)	65
Public Health	1 (2.3%)	42 (97.7%)	43
Graduate College	2 (4.3%)	45 (95.7%)	47
Total	23 (4.2%)	528 (95.8%)	551

Have you witnessed a student look at another student's exam?

College	Yes	No	Total
Allied Health	12 (11.2%)	95 (88.8%)	107
Dentistry	16 (31.4%)	35 (68.6%)	51
Medicine	12 (7.6%)	156 (92.4%)	158
Nursing	4 (5.0%)	76 (95.0%)	80
Pharmacy	13 (20.0%)	52 (80.0%)	65
Public Health	3 (7.0%)	40 (93.0%)	43
Graduate College	6 (12.8%)	41 (87.2%)	47
Total	66 (12.0%)	485 (88.0%)	551

Obj 2

Student Survey Comments

- "I really don't feel that the college takes an active role in preventing academic misconduct."
- "The student culture is pervasively geared toward achieving maximum results at minimum effort, regardless of moral concerns."
  - From OUHSC Student

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4. Protecting Academic Integrity

Be Proactive Not Reactive

Obj 3

I/APPE Syllabus #1

- Faculty must document concrete expectations, policies & consequences

1. **Testing expectations**
   - Leave all personal belongings at front of room
   - Leave at least 1 seat between yourself and fellow student(s)
   - No content questions during exam - write concerns on test
   - Course has a **closed-exam policy**
     - No exams will be returned to students
     - Don't remove exams or questions from the room
     - Recreating questions or photographing exam is cheating
   - General strategies
     - Update questions and answers using test statistics
     - Randomize questions and answers

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Obj 3

I/APPE Syllabus #2

- Concrete expectations, policies and consequences

2. **Academic misconduct**
   - State consequences:
   - *Students caught cheating on test or assignment* ***may receive a zero*** *on the test or assignment &* ***up to an F in the course***
   - Discuss **plagiarism** definitions and use of plagiarism checker
   - **Mistakes** faculty make when stating consequences:
     - "You will be punished according to the academic misconduct policy"
       - Faculty need to decide on and state consequences
     - "Anyone caught cheating will receive an F in course."
       - Does not allow for admonition policy

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Obj 3

I/APPE Syllabus #3

- Concrete expectations, policies and consequences

3. **Assignment expectations**

   - Students are to **work independently** on individual assignments, papers, quizzes and exams
   - Group projects will be clearly identified in writing

   - **Plagiarism** occurs when another person's work is used or copied without proper acknowledgement isn't allowed
     - Students must be honest when **reporting on work completed** within course
     - Putting a student's name on a report that they did not contribute to in a meaningful way is considered cheating

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Obj 3

I/APPE Syllabus #4

- Concrete expectations, policies and consequences

4. **Attendance**
   - **Unexcused** absences will result in zero points for the test
   - **Excused** absences
     - Examples include documented illness or bereavement
     - Only granted by preceptor, not administrative assistants
     - Must contact **PRIOR** to test, family can call if can't speak
     - If permission given to miss test, make-ups are administered at the discretion of preceptor
     - Make-ups may have different format from original test

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Obj 3

I/APPE Syllabus #5

- Concrete expectations, policies and consequences

5. **Technology expectations**
   - Do not use any resources other than your own recollection and reasoning ability on assignment or tests, considered cheating
     - Unless otherwise instructed, eg., using Micromedex to answer medication question on rounds is allowed
     - Need to paraphrase or recreate (tables) and cite content
   - Do not take pictures of site or people on I/APPE; may contain PHI and is a HIPAA violation
     - May be subject to HIPAA consequences – fines to self & institution

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Obj 4

Best Practices for Exam & Assignment Monitoring

1. Use closed examinations (no tests returned)
2. Complete exam proctoring training
3. Proctor examinations
4. Randomize test questions and answers
5. Offer adequate seat spacing between students
6. Use Lockdown Browser if online testing
7. Refresh test questions and assignments regularly
8. Describe course technology policies concretely
9. Use Turnitin.com plagiarism checker

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Audience Question

- Which of the 5 syllabus suggestions are included in your current rotation syllabus?

  A. Testing expectations
  B. Academic misconduct
  C. Assignment expectations
  D. Attendance
  E. Technology use

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Summary – Part 1

1. Detecting cheating important – influences professional behavior
2. Student cheating can be result of poor proctoring, unclear expectations, reusing same tests and assignments
3. Students need to know we are working to prevent cheating because students have witnessed academic misconduct
4. Protecting the Academic Environment
   - Offer concrete expectations & consequences in I/APPE syllabi
     - Testing expectations, academic misconduct, assignment expectations, attendance, technology use
   - Best practices for monitoring tests and assignments include complete exam proctor training, refresh questions, use plagiarism checker, describe expectations and consequences

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II. Professional Integrity

1. Evaluate best practices with social media to promote professional integrity
2. Identify strategies for maintaining professional integrity outside of the academic setting

Social Media – Who Uses

- Social media key player in job search process (students or residents)
  - Offer **employers** glimpse of candidate beyond resume & interview to evaluate character and personality
  - **Job seekers** can (should) also learn about employers – use to research company and generate questions for interview
- *Consider how to offer guidance in our training programs and rotations*

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Social Media – How Employers Use

2014 CareerBuilder.com survey of 2,138 HR & hiring managers

- 43% employers use social media to screen candidates (character & personality)
  - 65% employers see if person presents self professionally
  - 51% found **negative content** that caused them to not hire person
    - 46% said found inappropriate photos or drinking/drug use
    - Disparaging employer/ee comments, poor communication skills, discriminatory comments, lied about qualifications or absences, unprofessional screen name
      - Like "Angry Pharmacist"

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Social Media – How Employers Use

2014 CareerBuilder.com survey of 2,138 HR & hiring managers

- 33% found **positive content** that influenced offering a job
  - Personality fits company culture
  - Background information supported job qualifications
  - Professional image, wide range of interests, great communication skills, received awards and accolades

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Social Media – Best Practices

- Share **positive images** of yourself, highlight your accomplishments and qualifications, could help you get hired
  - Build strong social networks and create online profiles that represent student's skills and experience in workplace
    - e.g., Participate in discussions, share articles
  - Use correct grammar and spelling
  - Make sure what you share is consistent across sites
  - Google yourself to see what images are available

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Social Media – Best Practices

- Remove **negative**, anything that could potentially be viewed by an employer as unprofessional, could cause a rejection
- Don't post statements or selfies from practice sites
  - Could result in a HIPAA violation & monetary fine since students considered part of workforce according to HIPAA

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Audience Question

- Person takes selfie at hospital and posts to Facebook
  - Fired within 45 minutes
  - why do you think?

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Obj 5

Maintaining Professional Integrity

- Faculty represent the profession and their affiliated hospital/school wherever they go
- Faculty should train students about this by sharing examples
  - Pharmacy is a small world – share examples
    - Students - OK moved to NYC, interviewed with friend
    - You're asked as reference ("not on list") for co-worker
  - Conduct self outside of instruction to maintain integrity
    - Discuss your volunteer activities
    - Share examples of graduates who know your friends
  - Use the 2013 CAPE Outcomes as guide

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CAPE Educational Outcomes 2013

AJPE Publication http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3806946/pdf/ajpe778162.pdf

AACP Resource Document http://www.aacp.org/documents/CAPEoutcomes071213.pdf

2013 CAPE Subdomain	Description
Domain 4 - Personal & Professional Development	
4.1. **Self-Awareness**	Examine and reflect on personal knowledge, skills, abilities, beliefs, biases, motivation, and emotions that could enhance or limit personal and professional growth.
4.2. Leadership	Demonstrate responsibility for creating and achieving shared goals, regardless of position
4.3. Innovation & entrepreneurship	Engage in innovative activities by using creative thinking to envision better ways of accomplishing professional goals.
4.4. Professionalism	Exhibit behaviors and values that are consistent with the trust given to the profession by patients, other healthcare providers, and society.

4.1 Self-awareness Expanded Learning Objective

Obj 5

1. Use **metacognition** (planning, monitoring, evaluating)
2. Complete **personal & professional development**
3. Have a **desire to learn**
4. Be persistent & flexible; engage in **help-seeking**
5. Strive for accuracy and **learn from mistakes**
6. Use **constructive coping strategies** to manage stress
7. Seek personal, professional, or academic **support**
8. Display positive **self-esteem & confidence**
9. Maintain motivation & attention (e.g., **habits of mind**)

Abbreviated Habits of Mind

Related to "work habits"

1. Attentive, curious, self-aware, recognize and correct errors (Epstein, 1999)
2. Organizational skills, anticipation, persistence, resiliency (Venezia & Jaeger, 2013)

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4.4 Professionalism Expanded Learning Objective

- Demonstrate **altruism, honesty, integrity, trustworthiness, flexibility, dependability, and respect** in all interactions.
- Display preparation, initiative, and accountability consistent with a **commitment to excellence**.
- Deliver patient-centered care in a manner that is **legal, ethical, and compassionate – show concern for others**
- Recognize that one's professionalism is constantly **evaluated by others**.
- **Engage in the profession** of pharmacy by demonstrating a commitment to its continual improvement.

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Obj 5

Additional Professional Integrity Suggestions

Discuss these concepts with students

- Maintain neatness in appearance & surrounding environments
- Practice honesty
- Keep promises, be dependable
- Keep good company
- Give your time, ability, and money
- Maintain a code of ethics
- Show regard for the well-being of others
- Don't misuse resources
- Don't misrepresent your skills

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Part 2 Summary

- Encourage students to be aware of their social media presence and work to ensure the presence is positive
  - Employers may use this information when making hiring decisions
- Faculty should share examples of professional integrity
- Consider Domain 4 from the 2013 CAPE Outcomes when discussing how to build professional integrity with students
  - Self-awareness
  - Professionalism

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Test Question #1

1. Which statement below describes an example of academic misconduct related to student testing?

   A. Leaving the testing room to go to the bathroom
   B. Discuss answers with a neighbor on a team readiness assurance test
   C. Studying an old exam given to you by an upperclassman
   D. Preparing for the test by creating flash cards on your phone

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Test Question #2

2. Which statement is the best interpretation of the results of an academic integrity survey that shows that 11% of students have witnessed smartphone use during an exam, while 89% have not witnessed use of a smartphone during an exam?

   A. Smartphone use during exams is not a problem
   B. Some students are using smartphones to cheat on exams
   C. Students are using another form of technology to cheat on exams
   D. Smartphone use should be prohibited in the college/university

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Test Question #3

3. One way faculty can be clear about the assignment rules and expectations in the course or rotation syllabus to help maintain academic integrity is to:

   A. Clearly state which assignments require independent versus group work
   B. State that any students caught plagiarizing will automatically fail the course
   C. Assign students to ability-based teams to prevent weaker students from cheating
   D. Create a liberal attendance policy to decrease the use of dishonest excuses

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Test Question #4

4. A common strategy for increasing academic integrity on exams is for proctors to:

   A. Observe other faculty proctor exams
   B. Save a copy of all essay responses on previous exams to use as a comparison to new answers
   C. Use the same questions and answers each year to allow for statistical comparison
   D. Randomize test questions and test answers for different test versions

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Test Question #5

5. With regards to social media, schools/colleges of Pharmacy should encourage their students who are applying for jobs to:
   A. Delete all of their social media accounts so employers can't review any content the student has posted.
   B. Have advisors friend their students so they can monitor all of the students' accounts
   C. Teach students to participate in professional discussions and share professional literature
   D. Encourage students to take pictures of themselves as their practice sites so they can appear more professional

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