Academic Integrity

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Who would have thought that we would have to be having this discussion????
Academic Integrity

- According to research conducted by the International Center for Academic Integrity from 2002 – 2012, 43% of graduate and 68% of undergraduate students admit to cheating on written assignments or tests.

Academic Integrity

- Brown et al, explored perceptions that deans of a number of Canadian schools regarding academic misconduct.
- 78% of the deans believed that less than 40% of their students committed academic misconduct.
  - 70% of those same students admitted to doing so.
- Numbers have risen dramatically over the last 3 decades.
  - 1980-1989 64% of students admitted.
  - 2000-2008 95% admitted.
Academic Integrity

- Numerous studies have been conducted (Jedreck, 1992; Brown & Emmet, 2001; McCabe, Trevino & Butterfield, 2002, 2012; Bertram Gallant, 2008, 2016; Bertram Gallant & Drinan, 2006; Lieber, 2009; Bretag, Mahmud, Wallace & Walker, 2014; McFarlane, Zhang & Pun, 2014)

- Minimal research on academic dishonesty across all professional graduate level programs (Baldwin, Daugherty, Rowley & Schwartz, 1996; Bates, 2005; Basler, 2012; Roff, Chandratilake & McAleer, 2012)

- Confusion about what constitutes cheating (Pincus & Schmelkin, 2003)

Academic Integrity

- Discrepancy in reports of those who witness vs. those who admit to cheating (DeWitt, et al., 1996; Zelna & Brescina, 2004)

- Most reports of frequency of academic dishonest behaviors are greatly underestimated in student and faculty reporting (Wajda-Johnson et al., 2001)

- Paucity of research in Physical Therapy and Physical Therapist Assistant (PTA) Programs
Schindler (2016) examined the relationship between academic integrity and moral reasoning among PT students.

- 7 Midwest PT programs
  - 3 private, 4 public

McCabe’s Academic Integrity Survey and the Defining Issues Test

Significant relationship between moral reasoning and academic integrity

- As moral reasoning levels elevated, cheating frequencies reduced while perceived seriousness of cheating increased

- 2nd and 3rd year students perceived and reported witnessing greater cheating in their professional programs than first year students
Academic Integrity

- PT students attending private institutions reported fewer cheated frequencies, higher perceived seriousness of cheating, and higher moral reasoning scores than PT students at attending public institutions.

- PT students attending public institutions reported witnessing increased cheating in their pre-professional coursework.

Honor Codes

- Honor codes clearly define academic dishonesty, which may lower the incidence.

- Honor codes establish ethical norms and influence students to act more responsible (McCabe et al., 1999).
Honor Codes

- Make the student responsible for acting honestly and ethically (McCabe et al., 1999; Dix, Emery & Le, 2014)
- Students more likely to cheat in programs without honor codes (McCabe & Trevino, 2002; McCabe, Butterfield & Trevino, 2012)
- Schools with honor codes had lower incidences of cheating (Maramark & Maline, & 1993)

Why Students Cheat

- Pressure for grades, task completion and time, leniency of professors, negative attitudes, and laziness (Simmons & Love, 1998)
- Lack of awareness as to what defines academic dishonesty (Simmons & Love, 1998)
- Peer pressure, fear of failure (Koerber et al., 2005; Ng et al., 2003)
- No known consequences (Whitley, 1998)
Methods of Cheating

- Plagiarism
- Unauthorized cheat sheets
- Electronic devices—cell phones, PDA, pager
- Looking at another student’s paper for assistance with an exam
- Using someone’s assignment and passing it as your own

Methods of Cheating

- Having another student take tests/quizzes for you
- Forging lab or statistical data
- Working as a group on individual assignments
- Talking with students concerning practical exams
- Talking with students regarding tests/quizzes
Studies of Academic Integrity

- To identify the prevalence and types of academic dishonesty

Methods

- Survey developed from previous studies
  - 55 questions on PT and 48 questions on PTA study
- Approval from IRB
- Email to Directors
- Link to the Zoomerang® survey forwarded to all students in their program
Methods
- Students were asked to indicate whether their program had an honor code
- Only responses from honor code institutions were used
- Participants were informed their responses would be anonymous

Survey Definitions Regarding Academic Dishonesty
- The following definitions were provided to the students at the beginning of the survey
  - Honor Codes
  - Plagiarism
  - Cheat Sheet
Example Survey Questions

#13 & 14

- I have used (in any form) an unauthorized cheat sheet during an exam
  - 1-2 times
  - 3-4 times
  - 5 or more times
  - Never

- Based upon the honor code definition described at the beginning of this study, do you believe engaging in the behavior described in the previous question is a violation of an honor code?
  - Yes
  - No
  - Not sure

Example Survey Question

#15 & 16

- I have witnessed others use (in any form) an unauthorized cheat sheet when exams were administered
  - 1-2 times
  - 3-4 times
  - 5 or more times
  - Never

- Based upon the honor code definition described at the beginning of this study, do you believe witnessing, but not reporting, the behavior described in the previous question is in violation of an honor code?
  - Yes
  - No
  - Not Sure
Subjects

- 550 students enrolled in accredited entry-level physical therapist education programs with implemented honor codes
- 457 students enrolled in an accredited PTA program with implemented honor codes
- Both studies
  - 25% males
  - 75% females

Results

- Descriptive frequencies used for analysis
- SPSS analysis completed on each of the questions
  - Frequency
  - Percent/ Cumulative Percent
I have acted in an academic dishonest manner

- 1-2 Times: 19.7%
- 3-4 Times: 2%
- 5 or More Times: 0.5%
- Never: 77.7%

I have witnessed acts of academic dishonesty

- 1-2 Times: 39.7%
- 3-4 Times: 10%
- 5 or More Times: 5.1%
- Never: 45.2%

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I have acted in an academically dishonest behavior

- 1 - 2 times a semester: 5%
- 3 - 4 times a semester: 1%
- 5 or more times a semester: 1%
- Never: 93%

I have witnessed acts of academic dishonesty

- 1 - 2 times a semester: 25%
- 3 - 4 times a semester: 4%
- 5 or more times a semester: 1%
- Never: 71%
I have looked at another student’s paper for assistance when taking an exam.

- 1-2 Times: 11.1%
- 3-4 Times: 1.1%
- 5 or More Times: 0.5%
- Never: 87.2%

I have witnessed students looking at another student’s paper during an exam.

- 1-2 Times: 25.3%
- 3-4 Times: 5.1%
- 5 or More Times: 2.9%
- Never: 66.7%

Is acting in this type of behavior in violation of an honor code?

- Yes: 97.6%
- No: 0.9%
- Not Sure: 1.5%

Is witnessing, but not reporting this type of behavior, in violation of an honor code?

- Yes: 68.5%
- No: 12.4%
- Not Sure: 19.1%
I have worked as a group on assignments or tests that were assigned to be done individually:

- 1-2 Times: 33.8%
- 3-4 Times: 4.4%
- 5 or More Times: 1.6%
- Never: 44.3%

I have witnessed group work on assignments or exams that were assigned to be done individually:

- 1-2 Times: 60.1%
- 3-4 Times: 10.4%
- 5 or More Times: 8%
- Never: 37.3%

Is acting in this type of behavior in violation of an honor code?

- Yes: 73.2%
- No: 13.6%
- Not Sure: 14.2%

Is witnessing, but not reporting this type of behavior, in violation of an honor code?

- Yes: 55.7%
- No: 22%
- Not Sure: 22.2%
PTA Data

I have worked in a group or with one other person, on assignments or tests that were assigned to be done individually?

- 17: 1 - 2 times a semester
- 2: 3 - 4 times a semester
- 1: 5 or more times a semester
- 80: Never

I have witnessed individuals working with a group or with another individual, work on assignments or test that were assigned to be done individually?

- 21: 1 - 2 times a semester
- 5: 3 - 4 times a semester
- 3: 5 or more times a semester
- 70: Never

PTA Data

Is acting in this type of behavior in violation of an honor code?

- 71: Yes
- 16: No
- 13: Not Sure

Is witnessing, but not reporting this type of behavior in violation of an honor code?

- 61: Yes
- 20: No
- 20: Not Sure
I have talked with other students concerning practical exams when it was not authorized

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>1-2 Times</td>
<td>34.1</td>
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<tr>
<td>3-4 Times</td>
<td>6.3</td>
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<td>5 or More Times</td>
<td>2.2</td>
</tr>
<tr>
<td>Never</td>
<td>57.4</td>
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I have witnessed other students discussing practical exams when it was not authorized

<table>
<thead>
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<th>Frequency</th>
<th>Percentage</th>
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<tr>
<td>1-2 Times</td>
<td>38.9</td>
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<td>3-4 Times</td>
<td>15.6</td>
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<td>Never</td>
<td>31.3</td>
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Is acting in this type of behavior in violation of an honor code?

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<tr>
<td>Yes</td>
<td>77.9</td>
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<tr>
<td>No</td>
<td>12.5</td>
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<tr>
<td>Not Sure</td>
<td>9.6</td>
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Is witnessing, but not reporting this type of behavior, in violation of an honor code?

<table>
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<th>Frequency</th>
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<tr>
<td>Yes</td>
<td>53.3</td>
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<tr>
<td>No</td>
<td>21.1</td>
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<tr>
<td>Not Sure</td>
<td>19.6</td>
</tr>
</tbody>
</table>
PTA Data

I have talked with other students concerning practical exams when it was not authorized

- 1 - 2 times a semester
- 3 - 4 times a semester
- 5 or more times a semester
- Never

- 21, 4, 2

I have witnessed other students discussing practical exams when it was not authorized

- 29, 4, 5

Is acting in this type of behavior in violation of an honor code

- 77, 14, 9

Is witnessing, but not reporting this type of behavior in violation of an honor code

- 63, 18, 19
I have talked with other students concerning tests/quizzes when not authorized.
I have witnessed other students discussing tests/quizzes when not authorized.

- 1-2 Times
- 3-4 Times
- 5 or More Times
- Never

Is acting in this type of behavior in violation of an honor code?

- Yes
- No
- Not Sure

Is witnessing, but not reporting this type of behavior, in violation of an honor code?

- Yes
- No
- Not Sure
PTA Data

Reported talking with other students about tests/quizzes when not authorized:
- 12 times a semester
- 1 time a semester
- 0 times a semester
- Never

Reported witnessing students talking with other students about tests/quizzes when not authorized:
- 18 times a semester
- 2 times a semester
- 2 times a semester
- Never

PTA Data

Is acting in this type of behavior in violation of an honor code?
- Yes
- No
- Not Sure

Is witnessing, but not reporting this type of behavior, in violation of an honor code?
- Yes
- No
- Not Sure
Discussion

- Discrepancy between those self-reporting and witnessing these forms of academic dishonesty

- Previous research supports these findings
  - Baldwin et al., 1997
  - Zelna & Bresciani, 2004
  - Spake et al., 2007 & 2008
Discussion

- Despite implementation of honor codes, academic dishonesty is still alarmingly high in PT programs
  
  - 57.8% of students believe academic dishonesty is a problem in their PT program
  
  - 22.3% of students admit acting in an academically dishonest manner, at least once during their program

<table>
<thead>
<tr>
<th></th>
<th>2007</th>
<th>2013</th>
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<td>Students believe academic dishonesty is a problem in their PTA program</td>
<td>14%</td>
<td>9%</td>
</tr>
<tr>
<td>Students admit acting in an academically dishonest manner, at least once during their program</td>
<td>10%</td>
<td>7%</td>
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Discussion
• Faculty must be more clear about expectations
• Different perception of what constitutes as academically dishonest behavior among students

Conclusion
• Academic dishonesty remains a serious issue in many PT programs and to a lesser degree in PTA programs
• The incidence of cheating in PT programs is consistent with findings from other disciplines
Conclusion

- Students who act in an academically dishonest manner are more likely to perform fraudulent and dishonest acts in their professional career (Ng et al., 2003)

So.....What Can YOU Do??
References


References

- Schindler, GD (2016). Examining the relationship between academic integrity and moral reasoning among physical therapy students. (Doctoral dissertation. The University of North Dakota).

Questions?