

ACADEMIC HONESTY AMONG RADIOLOGIC SCIENCES FACULTY & STUDENTS

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COURSE DESCRIPTION

This presentation will discuss findings from a national research study that was conducted to determine 1) if a relationship exists between perceptions of academic honesty and professional behavior among students and faculty in radiologic sciences programs; and 2) to determine if differences exist between students' and faculty's perceptions of academic honesty and professional behavior. The information will serve to clarify potential values differences between faculty and students regarding what constitutes "cheating" while identifying possible links between academic dishonesty and future professional behavior.

OBJECTIVES

Participants will learn to:

- Identify the prevalence of cheating and perception of academic dishonesty in radiologic sciences students
- Discuss the relationship between academic dishonesty and professional behavior in radiologic sciences students
- Analyze the differences in student and faculty perceptions of cheating and unprofessional behaviors

OUTLINE

- I. Introduction
 - A. Academic honesty
 - B. Professional behaviors
- II. Literature
 - A. Previous studies in radiologic sciences
 - B. Previous studies in other healthcare professions
 - C. Previous studies in non-healthcare professions
- III. Methods
 - A. Sample
 - B. Data collection
 - C. Data analysis
- IV. Results
 - A. Prevalence of cheating
 - B. Perceptions of cheating
 - C. Relationship between cheating and professional behaviors
 - D. Faculty vs. student perceptions
- V. Implications for practice
- VI. Recommendations for educators

RECOMMENDATIONS FOR EDUCATORS

- Syllabus design
 - Clarify distinctions between plagiarism, paraphrasing and direct citations
 - Include academic honesty policy
 - Distinguish between fraudulent, legitimate and unacceptable excuses and policy regarding acceptance of excuses.

- Assignments
 - Plagiarism resistant assignments
 - Annotated bibliography with abstracts of sources
 - Oral presentations
 - Anti-plagiarism software
 - Evaluation Rubrics
 - Assignment revisions on a regular basis

- Exams
 - Proctored exams/testing centers
 - Signed personal accountability statement
 - Essay exams and questions
 - Random seating for exams
 - Widely spaced seating for exams
 - Randomized test question order
 - Test revisions on a regular basis
 - No personal items during testing

- Faculty strategies
 - Direct confrontation
 - Implement academic honesty policy with consistent and predictable enforcement of consequences
 - Develop positive student/instructor relationships
 - Place greater emphasis on professional ethics and conduct in both the educational setting and workplace.
 - Ensure widespread publication of academic honesty policies
 - Promote student participation in the enforcement of academic honesty policies (peer pressure)
 - Implement multiple strategies to combat cheating and unprofessional behaviors
 - Explore ways to reduce motivation for cheating
 - When suspected or actual cheating occurs be alert for other signs of similar behavior in the classroom and clinical setting.
 - Be strong advocates of personal and professional integrity
 - Promote open dialogue between faculty and students
 - Help students to realize the implications and consequences for particular behaviors.