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Incorporating Avoiding Plagiarism into a Drug Information Course

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Incorporating Avoiding Plagiarism into a Drug Information Course Roslyn Kohlbrecher, MLIS, Pharmacy Librarian; Diana Sobieraj, PharmD, Associate Professor

University of Connecticut School of Pharmacy

Overview

Maintaining academic integrity is a priority for professional pharmacy programs, but fitting this topic into the curriculum can be a challenge. In the absence of a medical writing course, we created a tutorial for use in a hybrid drug information class to introduce students to the topic of avoiding plagiarism.

Tutorial Format

The professor of this course approached their librarian for ideas on improving the way this topic had historically been presented. The librarian used an existing plagiarism tutorial created by the Community College of Vermont's Hartness Library to build an interactive LibWizard tutorial on avoiding plagiarism that is tailored to the PharmD curriculum. The tutorial is completed asynchronously by the students and then discussed in a synchronous class session.

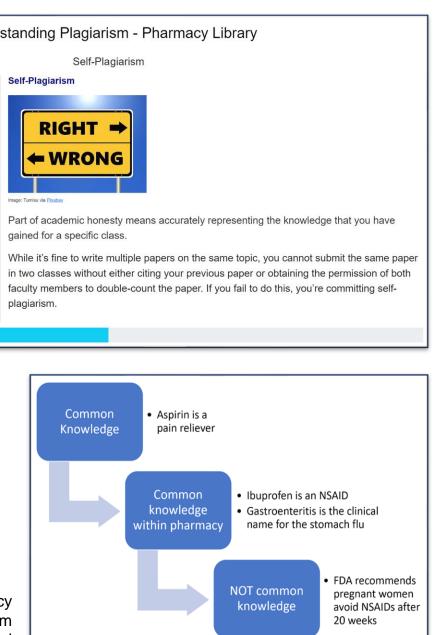
Tutorial Contents

The tutorial includes 24 informational slides that are accompanied by knowledge check questions. Concepts covered include but are not limited to: defining plagiarism, unintentional plagiarism, incorporating common knowledge and opinions, referring to sources, using images, fair use, detecting plagiarism, and consequences of plagiarism. Due to the recent ubiquity of AI chatbots, we felt it was important to add a slide on guidelines for using these tools in an academic setting. Many slides also provide links to supplementary information on the topic covered. The tutorial is accessible with descriptive links and alt text for images. It allows for multiple attempts and subsequently shows the correct answer.

Top 8 Questions Answered Incorrectly	
Question	Percentage
	answered
	incorrectly
Distinguish an example of summary from paraphrase and direct quote	28.32%
You can ask librarians to proofread your written work (false)	26.22%
Identify 3 out of 4 examples that do constitute plagiarism	16.08%
Identify 3 out of 4 categories covered by fair use (not advertising)	10.84%
Statements of personal opinion should be cited in a paper (false)	7.69%
Identify the citation style used at UConn School of Pharmacy (AMA)	7.69%
Distinguish an example of direct quote from paraphrase and summary	6.64%
Distinguish an example of paraphrase from summary and direct quote	6.64%

	Unde	rstanding Plagiarism -
		Self-Plagiaris
≡• Menu		Self-Plagiarism
=* Menu	(*)	
True or False?		
f you write a paper for your He	althcare Ethics &	
History class, it's okay for you t		WRONG
same paper for your Pharmacy		
Regulatory Affairs class the foll as long as it fits the assignmen	. .	
or both classes.	t requiremente	Image: Tumisu via <u>Pixabay</u>
required)		Part of academic honesty me
O True		gained for a specific class.
False		While it's fine to write multiple
This is correct. This instance is considered self-p	olagiarism.	in two classes without either
		faculty members to double-co
Prev Slide Next Slide		plagiarism.

Self-Plagiarism page, Understanding Plagiarism -Pharmacy Library Tutorial



Common Knowledge in Pharmacy graphic, Understanding Plagiarism - Pharmacy Library Tutorial

ChatGPT Citation	Existing Comparable APA Citation	Notes
	(differences in bold)	
Rice, V. H., & Stead, L. F.	Rice, V. H., Heath, L.,	We asked for pharmacist and it
(2008). Nursing	Livingstone-Banks, J., &	gave us nursing. Article title
interventions for smoking	Hartmann-Boyce, J. (2017). Nursing	exists but with 3 authors and
cessation. Cochrane	interventions for smoking cessation.	published in a different year.
Database of Systematic	Cochrane Database of Systematic	
Reviews.	Reviews, 12 .	
	https://doi.org/10.1002/14651858.C	
	D001188.pub5	
Hudmon, K. S., & Corelli, R.	Hudmon, K. S., Hussar, D. A., Fenlon,	Similar article title exists but
L. (2002). Pharmacy	C. M. , & Corelli, R. L. (2006) .	with different authors,
students' perceptions of	Pharmacy students' perceptions of	published in a different journal,
tobacco sales and the	tobacco sales in pharmacies and	and in a different year. Volume
pharmacist's role in tobacco	suggested strategies for promoting	42 of the Journal of the
cessation counseling.	tobacco-free experiential sites.	American Pharmaceutical
Journal of the American	American Journal of Pharmaceutical	Association was published in
Pharmaceutical Association,	Education, 70(4), 75.	1953 and contains no articles on
42(6), 835-840.	https://doi.org/10.5688/aj700475	this topic.

ChatGPT Case Example, Understanding Plagiarism - Pharmacy Library Tutorial

Editorial
Pharmacy Practice suffered
Fernando FERNANDEZ-LL Editor-in-chief, Pharmacy Practic
We regret to inform the readers that Pharmacy Practice suffere complaint, our internal investigation concluded that the article a VIDYASAGAR, Krishnadas NANDAKUMAR, entitled "Highly ard drug reactions in Indian human immunodeficiency virus positiv (Internet) 2011;9(1):48-55 (deliberately not included in th complainant's article.
Real Life Consequences of Plagiarism exam

eal Life Consequences of Plagiarism example, Understanding Plagiarism -Pharmacy Library Tutorial



red from a plagiarism case. After an author's authored by Radhakrishnan RAJESH, Sudha active antiretroviral therapy induced adverse ive patients", and published on Pharm Pract this editorial's references), plagiarized a

Results

The tutorial has been used by three PharmD classes during their first professional year since Fall 2021 (286 submissions). It also has come to serve as a source that any student or professor in the school can use as a refresher when plagiarism issues arise (4 submissions).

Topics that students understood well include:

- Common knowledge, within and outside of pharmacy
- The risks of using AI chatbots
- Self-plagiarism
- Real life consequences of plagiarism

Topics that students struggled with include:

- Identifying various types of plagiarism
- Distinguishing between paraphrase, summary, and direct quotations
- The role of librarians vs. the writing center
- Understanding fair use
- Identifying AMA as the citation style used at the School of Pharmacy

Conclusion

This tutorial was an appropriate way to introduce plagiarism in a firstsemester drug information course, but incorporating sources would be better practiced in courses with a heavier writing component. Despite required writing courses in the preprofessional years, PharmD students enter with a gap in knowledge of plagiarism that should be addressed from multiple angles in the curriculum, with librarians providing support when possible.

Additional Resources

- DeGeeter M, Harris K, Kehr H, et al. Pharmacy students' ability to identify plagiarism after an educational intervention. *American Journal* of *Pharmaceutical Education*. 2014;78(2):33. doi:<u>10.5688/ajpe78233</u>
- Dinscore A. Plagiarism prevention through pedagogy: an instructional design approach. *Public Services Quarterly*. 2022;18(4):271-292. doi:<u>10.1080/15228959.2022.2065404</u>
- Emmerton L, Jiang H, McKauge L. Pharmacy students' interpretation of academic integrity. *American Journal of Pharmaceutical Education*. 2014;78(6):119. doi:<u>10.5688/ajpe786119</u>
- Michalak R, Rysavy M, Hunt K, Smith B, Worden J. Faculty perceptions of plagiarism: Insight for librarians' information literacy programs. *College & Research Libraries*. 2018;79(6):747-767. doi:<u>10.5860/crl.79.6.747</u>

Tutorial available here: <u>uconn.libwizard.com/f/</u> <u>plagiarismpharmMLA2024</u>



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