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Incorporating Avoiding Plagiarism into a Drug Information Course

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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.
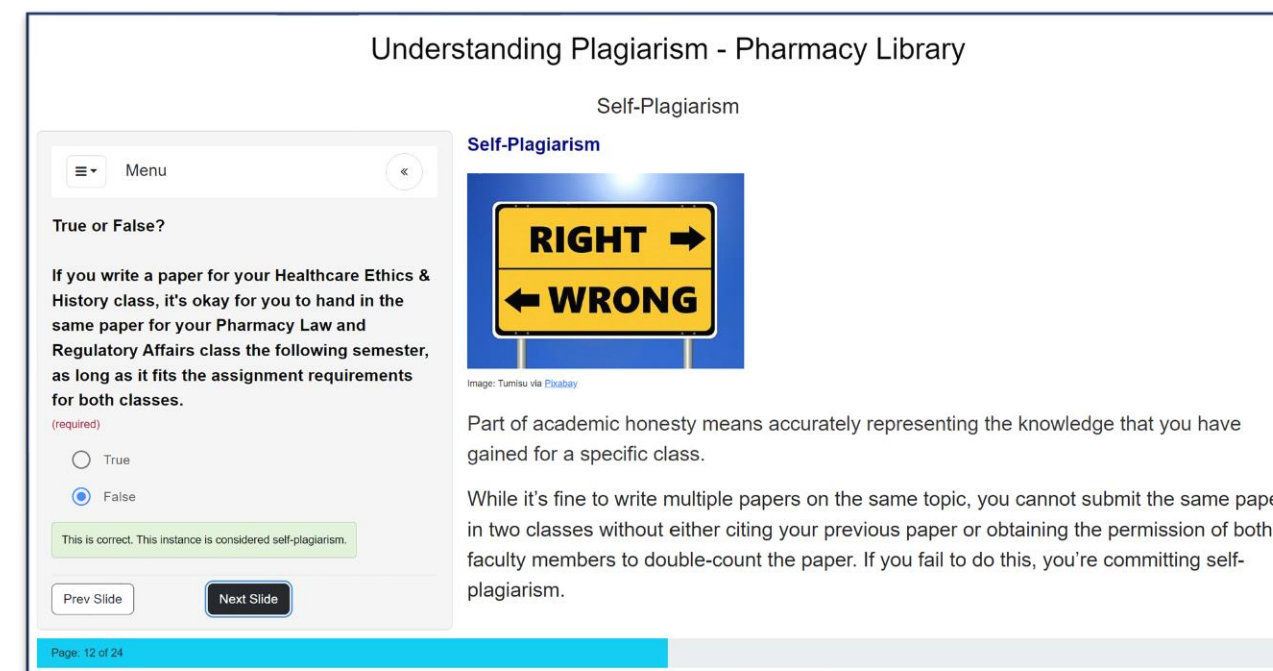
Tutorial Format

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.
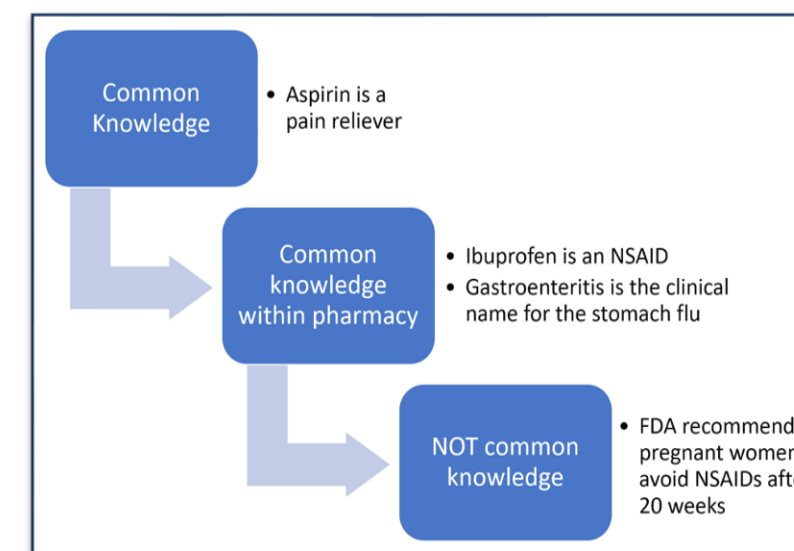
Tutorial Contents

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.

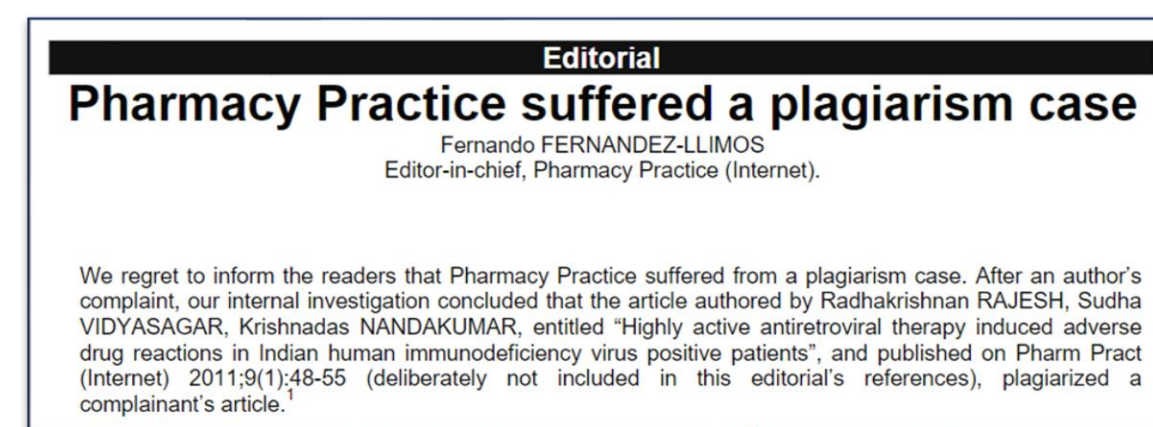| Top 8 Questions Answered Incorrectly	
Question	**Percentage answered incorrectly**
Distinguish an example of summary from paraphrase and direct quote	28.32%
You can ask librarians to proofread your written work (false)	26.22%
Identify 3 out of 4 examples that do constitute plagiarism	16.08%
Identify 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%

Self-Plagiarism page, Understanding Plagiarism - Pharmacy Library Tutorial

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

ChatGPT Citation	Existing Comparable APA Citation (differences in bold)	Notes
Rice, V. H., & Stead, L. F. (2008). Nursing interventions for smoking cessation. Cochrane Database of Systematic Reviews.	Rice, V. H., **Heath, L., Livingstone-Banks, J., & Hartmann-Boyce, J. (2017).** Nursing interventions for smoking cessation. Cochrane Database of Systematic Reviews, **12.** **https://doi.org/10.1002/14651858.CD001188.pub5**	We asked for pharmacist and it gave us nursing. Article title exists but with 3 authors and published in a different year.
Hudmon, K. S., & Corelli, R. L. (2002). Pharmacy students' perceptions of tobacco sales and the pharmacist's role in tobacco cessation counseling. Journal of the American Pharmaceutical Association, 42(6), 835-840.	Hudmon, K. S., **Hussar, D. A., Fenlon, C. M.,** & Corelli, R. L. **(2006).** Pharmacy students' perceptions of tobacco sales **in pharmacies and suggested strategies for promoting tobacco-free experiential sites. American Journal of Pharmaceutical Education, 70(4), 75.** **https://doi.org/10.5688/aj700475**	Similar article title exists but with different authors, published in a different journal, and in a different year. Volume 42 of the Journal of the American Pharmaceutical Association was published in 1953 and contains no articles on this topic.

ChatGPT Case Example, Understanding Plagiarism - Pharmacy Library Tutorial

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

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 first-semester 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:10.5688/ajpe78233
- Dinscore A. Plagiarism prevention through pedagogy: an instructional design approach. *Public Services Quarterly.* 2022;18(4):271-292. doi:10.1080/15228959.2022.2065404
- Emmerton L, Jiang H, McKauge L. Pharmacy students' interpretation of academic integrity. *American Journal of Pharmaceutical Education.* 2014;78(6):119. doi:10.5688/ajpe786119
- 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:10.5860/crl.79.6.747

Tutorial available here:
uconn.libwizard.com/f/plagiarismpharmMLA2024

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