

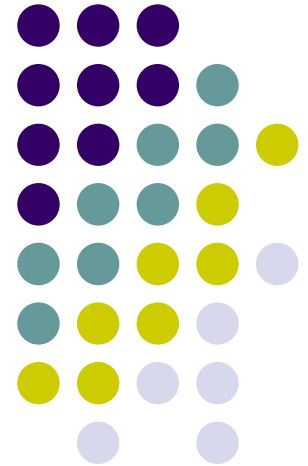
Ethics and Academic Integrity within the School of Public Health

Presented by:

Scott Roberts, Ph.D.

Assistant Professor

Department of Health Behavior and
Health Education





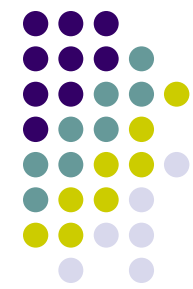
**“The louder he talked of
his honor, the faster we
counted our spoons”**

Ralph Waldo Emerson

Ethics in Public Life



- Increasing concerns in a hypercompetitive society
- Spotlight on recent events
 - Politics, business, sports, journalism, science
- U-M Center for Ethics in Public Life
 - www.ethics.umich.edu



University of Michigan

Center for Ethics in Public Life



[about us](#) | [events](#) | [news](#) | [courses & community service](#) | [funding](#) | [research](#) | [acting ethically](#) | [resources](#)



Welcome!

[A message from John Chamberlin, Director of the Center for Ethics in Public Life](#)



[home](#) | [webmaster](#) | ©2008 regents | [u-m gateway](#)

Objectives of Session



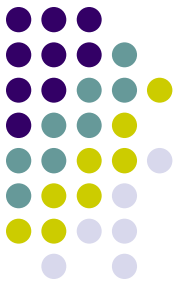
- Not to be pejorative, tell you what you already know
- Objectives:
 1. To emphasize importance of ethics at SPH
 2. To explain our process for dealing with cases of academic misconduct
 3. To discuss “gray areas” and case examples involving prior students to **prevent** future cases
 4. To provide relevant informational resources

Importance of Ethics and Academic Integrity at SPH



- In personal interactions
- In classroom settings
- In research
- As a public health professional

Public Health Code of Ethics



- Adopted by the American Public Health Association in 2002
- Includes *Principles of the Ethical Practice of Public Health*
- Document on SPH website

Forms of Academic Misconduct



- Cheating
- Plagiarism & misappropriation of the work of others
- Falsification of data
- Improperly obtaining or representing lab/field data
- Dishonesty in publication
- Publication or attempt to publish collaborative work without permission of other participants
- Aiding or abetting academic misconduct
- Misuse of computer facilities
- Misuse of human subjects
- Not an exhaustive list

Cheating

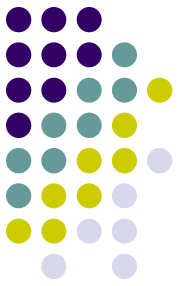


- Attempt to gain improper advantage in an academic evaluation
 - Obtaining copy of exam/exam questions
 - Having a substitute take exam
 - Copying another person's work
 - Consulting an unauthorized source during exam
 - Submitting work done for one class to a second class without getting informed permission of both instructors

Plagiarism



- From the Latin *plagiare* (to kidnap)
- Definition: *The representation of another person's ideas or writings as your own.*
 - Can be both intentional AND unintentional
- Most obvious form—**FRAUD**
 - Intentionally using, purchasing or otherwise obtaining work composed by someone else and submitting under own name



“I didn’t write the report. I printed it directly from the Internet, but I did all of the stapling and collating myself.”

Types of Plagiarism



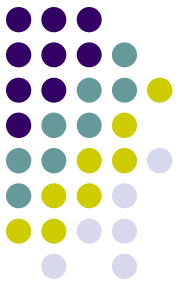
From *CBB Plagiarism Resource Cite* developed by Colby, Bates and Bowdoin Colleges

<http://leeds.bates.edu/cbb>

Direct plagiarism: Word for word or direct transmission of someone else's work without attribution. Can be words, ideas, photos, illustrations, graphics, etc.

Self plagiarism: Resubmission of all or parts of one's previous work without proper referencing.

Types of Plagiarism



Mosaic plagiarism (also called patch writing):

- “half copying” sentences
- paraphrasing a number of ideas and sentences from other sources without attribution

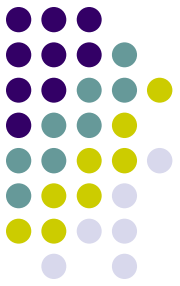
Accidental plagiarism:

- neglecting to cite all sources
- misquoting of sources
- unintentionally paraphrasing a source by similar language or sentence structure without attribution (unintentional patch writing)

Plagiarism Prevention



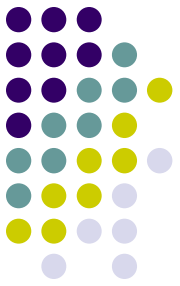
- How can you avoid plagiarism?
 - Understand its definitions in U.S. context
 - Know about proper citation guidelines
 - List of resources on-line
 - <http://www.lib.umich.edu/acadintegrity/students/index.htm>
 - Take quiz at:
 - <http://education.indiana.edu/~frick/plagiarism/item1.html>
 - Be professional and meticulous in your references
 - Be very careful when faced with deadlines, time pressures, and performance anxiety



**“Fatigue makes
cowards of us all”**

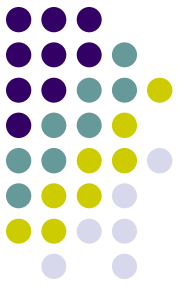
Vince Lombardi

Case 1

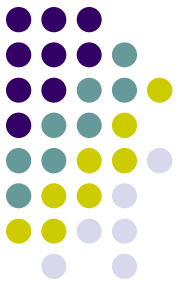


When reading a student's paper, a Professor does not understand some of the points being made. He goes to the Web to learn more about the topic, and finds that 2 paragraphs of the 5-page paper are almost verbatim from a website. Several other sentences are verbatim or almost the same from a number of other websites. Some sentences have citations, others do not. None are in quotes.

Questions to Consider



- Did the student commit plagiarism?
Why or why not?
- How do you think the Professor should respond? What should be the consequences for the student?

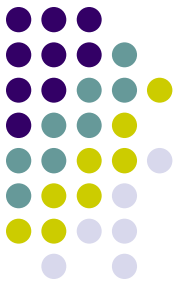


SPH Policy

- What happens if plagiarism or another form of misconduct is suspected?
 - Policy 71-5
 - <http://www.sph.umich.edu/students/handbook/rights.html>
 - Faculty decides consequences on case basis
 - Due process
 - First incident
 - Second incident

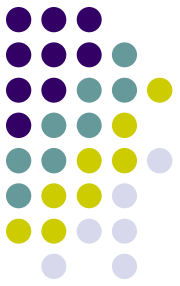
You do not want to have an X-file at SPH!

Recourse if Academic Misconduct is Alleged



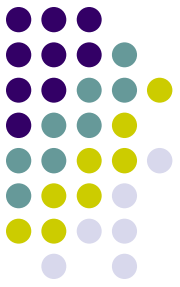
- What happens after the incident?
- To whom do you talk?
- How do you approach the situation?
- Where do you find out more information about academic conduct?
- What is the process for filing a grievance regarding academic conduct?

Case 2

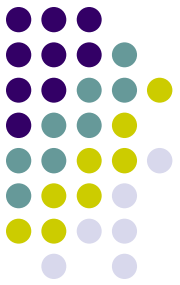


- While doing research for a “thought paper” for a seminar, a student comes across a newspaper editorial that articulates her feelings about the topic exactly. While she is careful not to copy any sentences verbatim, she uses the editorial to structure her own paper. The points she makes in her paper follow the editorial paragraph by paragraph. At the end of her paper, she provides a list of references, including the Website where she found the editorial.

Consequences of Plagiarism



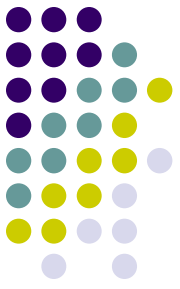
- Dismissal from program/school/job
- Low or failing grade
- Integrity is suspect
- Faculty reluctance to:
 - Write letter of recommendation
 - Recommend you for internships/opportunities
- On the job, reluctance to:
 - Give you responsibility or visibility in organization
 - Give you promotion/salary increase
 - Letter of recommendation



**“The reputation of a
thousand years may be
determined by the
conduct of one hour”**

Japanese proverb

Case 3



A student's cousin dies unexpectedly, right before a mid-term exam. The Professor agrees to let the student take the exam no more than 5 days late (2 days after returning). The Professor instructs the student not to talk to any classmates about what is on the exam.

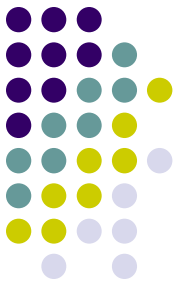
The student's friends recognize he is sad and stressed out. Two friends give him a list of topics, advising him to focus his studies in these areas. They also tell him the information covered in a lecture he missed is not on the exam at all. When taking the make-up exam, the student signs a pledge stating "I received no information from other students regarding the content of this mid-term examination."

Questions to Consider



- Did anyone in this scenario engage in unethical behavior?
 - the Professor
 - the student
 - the student's friends

Case 4



- A Professor hires a student to work on a research project with her, which involves analyzing surveillance data received from three local health departments.

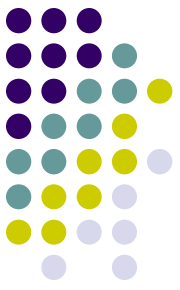
When asked about the IRB process, the Professor tells the student she decided not to bother with the IRB for this “small, minor” project with data with no names.

Institutional Review Boards

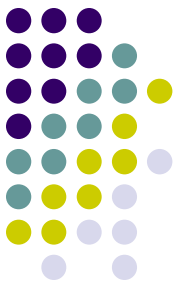


- Ethics committees that review all research projects involving human participants
- Can modify or disapprove projects
- Risks to participants, risk-benefit ratio
- Informed consent
- Safety monitoring (adverse events)
- Ongoing (not one time) review of projects
 - Final/annual reports, changes to protocol

Institutional Review Board Approval Process

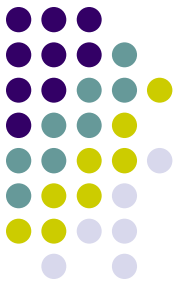


- When do you need IRB approval?
 - All research needs to be approved or exempted
 - Includes student research for thesis, dissertation or internship
 - Only the IRB can decide if exemption applies
- Possible consequences for not obtaining proper IRB approval
- For information: www.irb.research.umich.edu
 - Look for “IRB on the Road” session



Conclusions

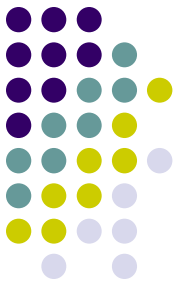
- Professional and ethical conduct is expected of everyone in SPH
- Be proactive in your academic conduct (e.g., time management, referencing sources)
 - If in doubt, ask!
- Avoid common but problematic attitudes:
 - “I didn’t mean to”
 - It’s “only” a school assignment
 - Deadlines/time pressures “made me do it”



Conclusions

- Read materials on SPH website
 - Slides posted in Orientation section
 - Ethics & academic integrity section
- Use available resources
- Read and sign “Code of Student Academic Conduct”
- Question & Answers

Acknowledgments



- Paula Lantz, HMP
- Kim Elliott, Student Services