

2019

Faculty Experiences of Academic Dishonesty in Physician Assistant Education

Sharon Luke
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Walden University

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Sharon L. Luke

has been found to be complete and satisfactory in all respects,
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the review committee have been made.

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Walden University
2019

Abstract

Faculty Experiences of Academic Dishonesty in Physician Assistant Education

by

Sharon L. Luke

MS, Cleveland State University, 2006

BS, University of Akron, 1986

Doctoral Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Education

Walden University

December 2019

Abstract

Academic dishonesty and cheating abound in universities across the globe, with increased instances of academic dishonesty in many disciplines including medical professional education programs that have high expectations for integrity and ethical conduct. The purpose of this study was to determine how faculty in physician assistant (PA) programs described their experiences, specifically their roles and responsibilities, in addressing incidents of academic dishonesty. The conceptual framework by Nitsch and colleagues, which focused on faculty failure to report conduct violations in dishonesty cases, informed interviews with 10 PA faculty members concerning the role of faculty members in academic dishonesty violations. Interview transcripts were analyzed to identify common themes through a manual coding process. Interviews were followed by a modified Delphi process with 5 of the participants to confirm consensus of the responses obtained in the interviews. Themes from the findings focused on faculty members' high expectations of academic honesty from students in PA programs, the role of university involvement in reporting and managing cases of academic dishonesty, including deterrents to faculty reporting, and program strategies to deter academic dishonesty. Based on findings, a PA faculty development workshop was developed for creating cultures of academic integrity in PA programs and program campuses. Positive social change may result through better management of cases of academic dishonesty in PA programs and on campus, as well as the use of faculty as change agents in promoting a culture of campus integrity.

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Dedication

I dedicate this research to members of the PA profession, and to those whom we serve. The trust that patients bestow upon this profession should be of the utmost importance for those who are PA caregivers. Our profession is paramount in the delivery of health care, and we should uphold our professional image with honor and integrity. We should continue to promote the foundational virtues of ethical medical care to all who come within our boundaries.

Acknowledgments

I am ever grateful to Almighty God for the opportunity provided to me to complete this course of study. There are many people who have helped to make this research study possible. I am grateful for their contributions of support:

To my husband, Elmer, thanks for your support throughout this journey. To my children, thanks for providing me inspiration by being such great students yourselves. When I felt that I didn't want to go any further on my doctoral project, I saw your determination and hard work toward your individual programs of study and the integrity with which you pursued them, and I knew that I had to work on my studies at least as hard as you did. Always remember to "go a little further and do a little better." I'm so proud of you! Thanks to my grandparents, parents, siblings, and the rest of my family for simply loving me and always believing in me.

Thanks to my committee members for your guidance and input to my study, especially Dr. Vicki Underwood. Thanks to Dr. Chastity Lasley for the long chats about our doctoral studies. Thanks to the University of Mount Union for providing me with support during the time of my doctoral study.

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Section 1: The Problem

Scandals related to dishonesty abound in the corporate sector of the United States. Events such as the Enron accounting debacle (Henderson, Oakes, & Smith, 2009), the British Petroleum oil spill (Friedman & Friedman, 2010), Wall Street and banking entities like Lehman Brothers (Darcy, 2010), Martha Stewart's insider trading (Callahan, 2004), and students and teachers cheating on standardized college entrance or standardized achievement examinations (DeMatthews, 2014; Miller, Murdock, & Grotewiel, 2017; Verschoor, 2015) are regular fodder for the evening news. These events disclose the unraveling of the ethical standards expected of those in business. Following the Enron crisis, newspapers reported the United States moved from the 19th to 22nd least corrupt nation, just behind Chile and Ireland, but a study of cross-national corruption lists the United States as the 17th least corrupt nation (Escresa & Picci, 2017). Some who are critical of the intense competition and unrestrained capitalism commonly found in the United States believe these factors breed dishonesty in business (Bennett, Pierce, Snyder, & Toffel, 2013). Others contend that business does not improve when corporations and businesspeople are ethical, but good ethics are an essential part of effective business practice (Treviño & Nelson, 2013). With consideration that modern economies build on trust, lack of ethics in the business sector may be devastating to a nation's economy.

Increased reporting of academic dishonesty in business students related to cheating during their course of study is well documented in the literature, and has been globally recognized (Caldwell, 2010; Graves, 2008; Shin, 2014). Business students are

not the only ones, however, with reported increases in matters related to academic dishonesty. Bowers (1965) produced one of the earliest studies on academic dishonesty, reporting that up to 75% of students admitted to cheating at some time in their academic careers. Students from many medical disciplines are also noted to exhibit cheating behaviors, including those in medicine, pharmacy, nursing, and physician assistant (PA) programs (Collins & Oliver, 2015; Ip, Nguyen, Shah, Doroudgar, & Bidwal, 2016; Krueger, 2014; Maring et al., 2016; Oran, Can, Şenol, & Hadımlı, 2016), despite the notion that medical students of all types, including PA students, are expected to practice under ethical codes that govern their professions. Medical students have privileges and responsibilities that differ from those of other types of students, indicating expectations for different standards of professional behavior (General Medical Council, 2009).

The research on students in the medical field and their acts of academic dishonesty is extensive. Studies by Baldwin, Daugherty, Rowley, and Schwartz (1996) and McCabe and Treviño (1997) detailed incidents of medical students' academic dishonesty, and newer studies show the continuance of such behaviors (Glasper, 2016; Royal, Hedgpeth, Mulkey, & Fremer, 2016; Saana, Ablordeppey, Mensah, & Karikari, 2016; Shukr & Roff, 2015). Moreover, reports have addressed incidents of academic dishonesty in other medical training programs such as nursing, pharmacology, and dental hygiene (Keçeci, Bulduk, Oruç, & Çelik, 2011; Mabins, Gokun, Ryan, & Divine, 2014; Montuno et al., 2012; Whitley & Starr, 2010). Specific to the current research, faculty members in PA education programs have reported cheating incidents with PA students (Leone & McGinnity, 2014; Vail, Coleman, Johannsson, & Wright, 2015). With the

increased number of cheating reports at medical training schools, the culture of cheating by students in PA programs is a worthy topic of research.

Research conducted about academic dishonesty in PA programs is sparse. Extant studies focused on the students involved (Danielsen, Simon, & Pavlick, 2006; Dereczyk, Bozimowski, Thiel, & Higgins, 2010; Hegmann, 2008; Vail et al., 2015). The current study addressed academic dishonesty from the perspective of faculty members who have experienced academic dishonesty in PA education programs. Study participants included faculty from various programs housed in different institution settings, including small liberal arts schools, medical schools, and large universities. I define the problem more broadly in the following section.

Definition of the Problem

Academic integrity is at the heart of the precept of quality in higher education. Higher education and society benefit when there are integrity standards in colleges and that are foundational for a vibrant academic life, which includes promotion of scientific progress and preparation of students for responsible citizenship (McClure, 2009).

Academic dishonesty is a common occurrence in higher education (Jensen, Arnett, Feldman, & Cauffman, 2002), but the full impact of such behavior remains unclear. The extent of academic dishonesty present on various campuses remains to be determined. Reported incidents of academic dishonesty differed between institutional cultures, with 47% of students attending a school with no honor code reporting one or more serious incidents of test or examination cheating during the past year, compared to 24% of students at schools with honor codes (McCabe, 2005).

Although academic dishonesty may be rampant in colleges and universities in the United States, occurrences of academic dishonesty are not limited to U.S. institutions. Widespread reports of academic dishonesty in various academic disciplines in U.S. higher education parallel those of academic dishonesty affecting education systems across the globe (Ahmadi, Fathi-Ashtiani, Ghaffari, & Hossein-Abadi, 2009; Bartlett, 2009; Butt, Cohen, & Brezis, 2009). Researchers reported incidents of academic dishonesty in universities in Canada (McCabe, Butterfield, & Treviño, 2006) as well as in Pakistan and India (Gitanjali, 2004; Gupta & Kohli, 2017), many of which involved students in medical training programs. Reports of academic dishonesty incidents have emerged that involved students in medical professions (Lingen, 2006; Mohr, Ingram, Fell, & Mabey, 2011; Muhney et al., 2008) and specifically in medical school students and PA students (Danielsen et al., 2006; Hegmann, 2008; Smith, 2010b). The literature provides differing statistics on the extent of academic dishonesty in these programs. One study indicated that 94% of Croatian medical students admitted to cheating some time during medical school (Taradi, Taradi, Knežević, & Đogaš, 2010), whereas 58% of U.S. students admitted to cheating during their medical school programs (Danielsen et al., 2006). Students may plagiarize portions of their personal statements on their applications to be admitted to medical school (Papadakis & Wofsy, 2010)

The perceived or real loss of academic integrity in health professions training programs is disturbing to the medical community at large. Medical students, nursing students, and PA students are regarded by many members of the public as students who possess characteristics such as intelligence, good communication skills, and academic

and personal integrity that make them capable of excelling in patient care (Nace, Dunlow, & Armstrong, 2009). High integrity of PAs is beneficial to the relationship of trust required for good patient care (Lingen, 2006; Rennie & Rudland, 2003).

Cheating in medical training is unacceptable to the principles of patient care. Medical students, including PA students, have reported incidents of academic dishonesty; academic dishonesty during medical training programs also leads to loss of integrity in patient encounters after graduation (Danielsen et al., 2006; Grignol, Gans, Booth, Markert, & Termuhlen, 2010; Mohr et al., 2011). Incidents of academic dishonesty during the education of health care professionals may impact the way medical personnel deliver health care to everyone. Behaviors of dishonesty beyond medical training are a potential liability for medical professionals and those who employ them (Johnstone, 2016; Stone, Jawahar, & Kisamore, 2009). It is imperative that medical education programs understand the contributing factors for these occurrences before they can institute effective change.

Many issues may contribute to the problem of cheating in PA programs, including beliefs that PA students may be under pressure to achieve high grades, may achieve greater rewards for winning through cheating, and may be tempted to simplify their studies through technology use (Simkin & McLeod, 2010). PA students also may encounter trickle-down corruption from faculty and administrators who do not consider academic dishonesty to be a serious offense, and thereby uphold institutional tolerance of cheating (Danielsen et al., 2006; Smith, 2010a). The factors are numerous, which may make it difficult for faculty and institution administrators to verify that campus processes

effectively deter academic dishonesty and facilitate the creation of a campus environment of integrity.

Rationale

Cheating and other forms of academic dishonesty are not new; some types of cheating have been around for as long as people have lived in societies. For example, the Olympic games of ancient Greece had an abundance of cheating behaviors (Callahan, 2004). Those who were caught were ordered to pay fines to a special fund used to purchase statues of Zeus. Ancient Chinese societies often experienced cheating behaviors in those who were testing for civil service positions. Unlike those in Grecian societies, those in Chinese societies who were caught demonstrating cheating behaviors were sentenced to death (Callahan, 2004). In modern times, the penalties for cheating behaviors are less stringent than those of ancient China, which may be relevant to societal levels of acceptance of dishonest behavior in academic settings. Ancient societies may have imposed harsh consequences on those engaged in dishonest behavior, but current societies seem to have gaps in the management of consequences related to cases of academic dishonesty. In higher education, management of cases of academic dishonesty challenges college administrations to make decisions that properly sanction offenders. I present some examples in the following paragraphs.

During my tenure in PA education, I had three significant experiences with academic dishonesty involving students enrolled in the program. The first related to a student who had difficulty in academic performance. At the time, students were unable to continue in the program if they received any failing grade in a program course. Educators

used remediation and retesting efforts to assist students who were in danger of failing during the term. The student failed an examination and received an opportunity to review the examination in preparation for retesting. Program policy was that no examination could be reproduced in any form, but the student was reading the examination questions and answers into a digital recorder. A lengthy process ensued because the department dean was reluctant to dismiss the student; instead, the dean suggested the student retake the examination as originally planned. Although the student had been accused of cheating several times by classmates in the prior year, this was the first time the student was caught by a faculty member. The student underwent a professionalism hearing according to the rules of the program, was found responsible for the cheating action, and was dismissed from the program.

My second experience involved a student who was found to have copied examinations administered through the Blackboard course management system by sending them to a remote printer in the library. The student sold the examinations to new students the following year. This student completed the didactic phase of the program and entered the clinical phase of the program before any deceptive acts were identified. After completing time in one clinic setting, educators discovered that the student traded professional sports tickets to physician residents in exchange for narcotic prescriptions. The student also called narcotic prescriptions into drug stores for personal use under the name of the supervising physician preceptor. However, educators obtained this information after the student had graduated from the PA program. Further investigation revealed the student had prior incidents of illegal behavior and had been dismissed from

another nonmedical professional program for similar practices. To date, the student has not been able to pass the national certification examination, which makes the graduate ineligible to practice as a PA in any state.

My last student experience with academic dishonesty in PA education involved a student who was reviewing an examination in a room with other PA students. The student was typing the examination and answers into an electronic document on a laptop. When I entered the room to remind the student that such behavior was not allowed, the student denied knowledge of the policy, which was clearly documented in the student manual and in the course syllabus. The student was scheduled for program dismissal following the institutional dismissal process, but due to procedural flaws in the university grievance system the student was readmitted to the program and was able to graduate. This person is currently a practicing PA.

These experiences became interesting after I read a focused case study indicating that PA students do not self-report cheating in their PA programs (Dereczyk et al., 2010). The findings were different from my personal experiences and from articles written by PA educators that indicated a possible increase in the discovery of cheating behaviors of students in PA programs (Dehn, 2003; Hegmann, 2008). This literature and these personal experiences led me to the topic of study for this research.

In my experiences with students cheating in PA programs, I was always surprised to find that some students did not seem to understand that their behaviors were dishonest, even after lengthy lectures in orientations that reviewed topics of academic dishonesty. Follow-up discussions with program faculty members and institution administrators also

indicated confusion about what behaviors or actions could be described as academic dishonesty. The purpose of this study was to determine how faculty in PA programs described their roles and responsibilities in addressing incidents of academic dishonesty. Some terms used to describe behaviors were interchangeable, whereas others seemed to lend to the confusion of faculty and students. For clarity in this study, I define terms related to academic dishonesty and cheating in the following section.

Definitions

Academic dishonesty: All forms of cheating on tests or other academic assignments such as plagiarism, or representing the words and ideas of another as one's own; cheating, or the use of resources that are not authorized for academic submissions; fabrication, or the falsification or creation of data to support academic submissions; and aiding academic dishonesty, which is the contribution to the intentional facilitation of plagiarism, cheating, or fabrication by others (Anderman & Murdock, 2007; C. E. Austin, 2007). Academic dishonesty cannot be adequately described unless one knows the characteristics of academic integrity (Gallant, 2008).

Academic integrity: A commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility (Fishman, 2014). Syracuse University adopted the foundational definition of academic integrity from the Center for Academic Integrity and stated it is “a commitment to the values of honesty, trustworthiness, fairness, and respect” (Twomey, White, & Sagendorf, 2009, p. 27).

Cheating: The unauthorized use of materials to complete assignments, including providing information to another person or using the work of another person without

providing appropriate credit to that source (Verschoor, 2007). Methods of cheating vary and can include cheating inside the classroom (cheat sheets or crib notes), cheating outside the classroom (copying homework, writing papers for others, or buying papers from another source), and plagiarism (stealing the work of another and submitting it as one's own, submitting the work of another, copying material from another source without proper citation, and paraphrasing material without proper citation as noted by Witherspoon, Maldonado, and Lacey (2010).

Dishonesty: A variety of concrete behaviors that violate established standards of behavior (Zimny, Robertson, & Bartoszek, 2008).

Integrity: Often involves reference to one's character (Twomey et al., 2009) and can be defined in three steps:

1. One is able to discern what is right and what is wrong.
2. One will act upon what is discerned, even at personal cost.
3. One will say openly that one is acting on one's understanding of right from wrong (Carter, 1996).

Neutralizing behaviors: Techniques to explain dishonest behaviors including rationalization, denial, deflecting blame to others (especially teachers), seeing cheating as a victimless crime because "no one else is hurt if I cheat" (Geddes, 2011, p. 52), and condemning accusers (McCabe, Treviño, & Butterfield, 2001; Murdock & Anderman, 2006; Murdock, Beauchamp, & Hinton, 2008).

Plagiarism: Taking the work of others and promoting it as one's own work, with the most common infractions including failure to cite the source of someone else's

paraphrased or directly copied ideas or words, and using illustrations, tables, or figures without permission of the author or publisher (Mayville, 2011).

Significance

The PA profession is over 50 years old (Asprey & Agar Barwick, 2017) and is less populated than other medical professions such as nursing and medicine. The reputation for the profession is developing. It is imperative that PAs are of high moral and academic integrity because integrity is important to the outcomes of patient care (Krueger, 2014).

The reporting of academic dishonesty in PA programs is low, and extant studies focused on student experiences rather than faculty experiences. The current study was conducted to obtain information from faculty regarding their experiences with academic dishonesty and to determine their roles and responsibilities related to reporting dishonesty. The study was conducted to add to the understanding of contributions faculty may make to diminish instances of academic dishonesty and to become agents of change on their campuses. I will disseminate study findings to PA educators through a presentation at the annual professional education forum.

In PA education, many new faculty members come from clinical positions and are not experienced educators. In its 2015 faculty survey report, the Physician Assistant Education Association (PAEA, 2015) documented that of the 193 faculty members hired in the 2014–2015 academic year, the immediate previous employment of 88 (45.6%) had been in clinical practice that included precepting students (teaching). In contrast, 40 (20.7%) had been in clinical practice that included no precepting of students.

This study could provide a starting point to determine strategies to prevent academic dishonesty. In addition, this study and subsequent projects could provide education needed for faculty members to become more astute in managing academic dishonesty cases or the prevention of such cases. To understand the significance of the problem of academic dishonesty in PA programs, it is important to first understand the role of the PA. As midlevel practitioners who work under the supervision of a practicing physician, PAs are responsible for the care of patients and have roles that are linked to the physician (Ballweg, Sullivan, Brown, & Vetrosky, 2008). Under the direct or indirect supervision of the physician, the PA may elicit medical histories, conduct physical examinations, order and interpret laboratory and imaging studies, assist in surgery and other bedside procedures, prescribe medications, and provide education to patients, family members, and ancillary medical staff (American Academy of PAs [AAPA], n.d.). The role of the PA is to provide competent medical care to patients and to serve as a patient advocate. In their role, PAs work with a certain level of autonomy in medical decision-making and in the provision of diagnostic and therapeutic plans for the patient (Hooker, Cawley, & Asprey, 2009). In this light, the PA has an expected competence of continual professionalism in the provision of quality patient care.

The Accreditation Review Commission for the Education of the Physician Assistant, Inc. (2016), the agency responsible for accrediting PA education programs in the United States, has a mission to protect the public through the accreditation process. The Commission indicated that the PA will demonstrate intelligence, sound judgment, intellectual honesty, interpersonal skills, and the ability to remain calm and reasoned in

emergency situations. The Commission also expects PAs to exhibit respect for themselves and others, to apply concepts of privilege and confidentiality in patient communications, and to commit themselves to the welfare of the patient. The role of the PA is one of much responsibility, and the expectation for professionalism in the profession requires appropriate education and guidance to maintain professional values.

Hippocratic Oath

Educators in medical education programs often introduce students to the Hippocratic oath (Heubel, 2015; Holmboe & Bernabeo, 2014) as a basis on which to build their ethical stance as medical providers. The Hippocratic oath was developed in ancient Greece around the latter half of the 5th century BCE and was a means by which physicians bound their promises about their intended care of their patients and committed to the profession of medicine. In modern times, the Hippocratic oath is still considered a cornerstone of the medical profession's code of ethics (Antoniou et al., 2010; Heubel, 2015; Miles, 2016). According to Talukder, Nazneen, Hossain, and Ishrat (2010), six values relate to the Hippocratic oath and medical ethics revered in medicine today: autonomy (patient's right to choose or refuse treatment), beneficence (practitioner is to act in the best interest of the patient), nonmaleficance (first, do no harm), justice (fairness and equality should be at the heart of distribution of health resources and treatment), dignity (the patient and the practitioners have the right to dignity), and truthfulness and honesty (informed consent is paramount to patient care). Educators in medical training programs teach students these six values and expect students to abide by them when

caring for patients. PA programs may also instruct students about the Hippocratic oath, which has similar values noted in the PA profession's code of ethics.

American Academy of Physician Assistants Code of Ethics

The PA is expected to abide by the code of ethics designated by the AAPA (2019). These *Guidelines for Ethical Conduct for the Physician Assistant Profession* (AAPA, 2013) are value statements that confirm PAs' expectations to have a level of respect for and to uphold the tenets of patient autonomy, beneficence, nonmaleficence, and justice. These principles of patient care are paramount to the development of a healthy patient–healthcare provider relationship. PAs are expected to advocate for the care of the patient and to present themselves as competent, capable, and compassionate. Like physicians in ancient Greece, PAs are expected to behave honorably in their practice.

Those in the medical professions are expected to operate at a knowledgeable, compassionate, and moral level (Talukder, Nazneen, Hossain, & Ishrat, 2010). Patients trust that their health care provider will uphold high moral standards. Business-focused models versus patient-centered models of health care and reported increases in incidents of academic dishonesty in health care professional schools may indicate a shift in medical morality (Weinstein & Nesbitt, 2007). PAs are expected to conduct themselves with a high level of integrity and medical mindfulness (AAPA, 2013). That PAs are expected to have intellectual honesty was of particular interest in this study. Cheating undermines intellectual honesty and may compromise the quality of patient care provided to

individuals. The purpose of this study was to determine how faculty in PA programs described their roles and responsibilities in addressing incidents of academic dishonesty.

Research Questions

I conducted a review of existing research on academic dishonesty and found that cheating in various forms is prevalent in institutions of higher learning including in schools that train medical professionals. Despite multiple studies conducted with nursing and medical school students, few studies included students in PA programs. Given that cheating seems to be rampant in university and college settings, it is imperative to know the effect cheating may have on PA education. Much of the research conducted on academic dishonesty focused on students or students' perspectives of the issue. I chose to focus on faculty perspectives of academic dishonesty in PA education programs, which led to the following research question for this study: How do faculty in PA programs describe their roles and responsibilities in addressing incidents of academic dishonesty?

Conceptual Framework

Academic dishonesty and cheating behaviors have been and continue to be rampant among university students (Aaron & Roche, 2013; Ahmed, 2018; Balbuena & Lamela, 2015; Josien, Seeley, Csipak, & Rampal, 2015; Kirkland, 2009; Küçüktepe, 2014; McCabe et al., 2001; J. Yardley, Rodríguez, Bates, & Nelson, 2009). Students cheat for a variety of reasons, but one of the most common reasons is that they perceive a low likelihood of being caught (Burrus, Graham, & Walker, 2011; Iyer & Eastman, 2006). Faculty perceptions of cheating have not been studied widely, but faculty and administrators may play a role in the cheating culture on university campuses (McCabe,

Butterfield, & Treviño, 2012). Although most students have cheated in college, a large number of faculty members have directly witnessed these acts and have chosen not to report the incidents (Christensen Hughes & McCabe, 2006; McClure, 2009). Lack of reporting by faculty is the framework on which this study was conducted.

Nitsch, Baetz, and Hughes Conceptual Framework

The conceptual framework for this study was presented by Nitsch, Baetz, and Hughes (2005) to understand the nonreporting phenomenon seen with violations of codes of conduct created by institutions. Although Nitsch et al. produced the framework with business in mind, they referenced appropriate application in education situations (particularly with students). I expanded the use of this framework to address similar nonreporting behaviors in faculty. I confirmed this conceptual framework in personal communication with the lead author, and in this study I chose to reference the framework as the Nitsch et al. framework.

Four Factors Related to Nonreporting of Code Violations

Nitsch et al. (2005) created the framework from answers provided to an a priori open-ended question about why participants did not report misconduct in the workplace. The framework consists of four major factors related to the failure to report code violations: factual nonresponsibility, moral nonresponsibility, consequential exoneration, and functional exoneration (Nitsch et al., 2005).

Factual nonresponsibility. When the facts known by the respondent or observer are insufficient to establish a violation, the observer has no obligation to make any report. Typical rationales for this factor include a feeling by the observer of not knowing what to

do about the cheating behavior, or a sense of following orders. The observer may think they have insufficient proof of the code violation or may question what constitutes a violation. The factual nonresponsibility factor centers on the notion that the facts of the case are not conclusive and are therefore insufficient to trigger a need to act on what the observer witnessed. The witness has missed the recognition of any wrongdoing (Nitsch et al., 2005).

Moral nonresponsibility. When the facts known by the observer indicate a rule violation has occurred but the observer believes that responsibility for the action lies elsewhere, the observer may rationalize by stating no problem exists or may state that reporting the violation is someone else's job. Alternately, the observer may believe that the system for reporting is too burdensome, that the incentive to make a report is elsewhere, or that making a report is not worthwhile (Nitsch et al., 2005).

In the rationalization of the responsibility to report code violations belonging to someone else, the observer seemingly has a self-centered view of the world. These observers believe that, despite an apparent violation of a code, the responsibility to report does not lie with them. Another rationale often used by the observer with a moral nonresponsibility perspective is the institution lacks support to enforce code violations. Observers may believe that time is insufficient for them to go through the institution's process for reporting violations, and they may believe the cheaters will get caught at some later point (Nitsch et al., 2005).

Consequential exoneration. When the facts known by the observer impose (at first appearance) an obligation to report but the harm to the observer caused by such

action would outweigh the good that may be achieved, nonreporting may occur. The rationale for consequential exoneration includes the belief that the report may hurt the observer. They may also not want to be seen as disloyal to the student. It may be that these observers have contemplated cheating at some time in their life, so they excuse such behavior in others (Nitsch et al., 2005).

Observers who exhibit consequential exoneration face internal conflict about reporting a code violation. These observers may feel conflicted about the perceived ethical ambiguity of reporting the violation and upsetting the student versus not reporting the violation (which they understand to be against the belief of doing the right thing for the institution). The reporting is seen as potentially harmful to the observer's self, and the observer often sees the reporting as "ratting" on someone else or "squealing" (Nitsch et al., 2005).

Functional exoneration. When facts known by the observer impose (at first appearance) an obligation to report but the existing enforcement system cannot be trusted to bring about an appropriate resolution to the issue, the observer self-exonerates from having to report the code violation due to lack of faith in the system of report. The rationale for functional exoneration includes a belief that the system is unfair or arbitrary, so the observer may choose to try to resolve the problem on a smaller scale. The observer may also believe that a violation reported to the system would yield a result that is either too severe or too lenient (Nitsch et al., 2005). Some observers who exhibit functional exoneration do not want to subject the student with cheating behaviors to disciplinary

actions that may ruin their college or professional careers for what is perceived as a minor infraction (Nitsch et al., 2005).

The purpose of this study was to determine how faculty in PA programs described their roles and responsibilities in addressing incidents of academic dishonesty. The framework created by Nitsch et al. (2005) guided development of the interview questions and provided the perspective by which I analyzed faculty responses about their roles and responsibilities in reporting academic dishonesty.

Review of the Literature

To provide a context for this study about academic dishonesty in PA programs, I conducted a literature review to identify previously published studies related to academic dishonesty in college settings, including graduate programs and medical programs of study. In the review of the literature, I discuss the generalized corruption and dishonesty that is rampant in U.S. culture. Next, I discuss academic dishonesty at universities, the reasons students cheat, how students and faculty members may interpret and respond to academic dishonesty, and how academic dishonesty affects medical-education programs, including PA programs. Last, I review the concepts of the lack of reporting and lack of responsibility as faculty deterrents to addressing incidents of academic dishonesty.

Literature Search Strategies

I conducted searches for literature related to the study topic in the following electronic databases: Academic Search Complete, Cumulative Index to Nursing and Allied Health Literature (CINAHL), MEDLINE, Ovid Nursing Journals, Educational Resource Information Center (ERIC), Education Research Complete, SAGE Premier, and

ProQuest Central. I also used the Google Scholar search engine. To discover literature related to matters of academic dishonesty, I searched using the terms *academic dishonesty, cheating in school, academic integrity, academic dishonesty in college students, faculty experiences with academic dishonesty, cheating in medical programs, and cheating in medical school*. I identified varying numbers of articles related to academic dishonesty and cheating, depending on the database searched. I narrowed broader selections by year published and by adding “medical programs” to the search. When articles emerged that were relevant to this study, I reviewed the article’s bibliography to identify additional scholarly sources. All articles used for the study were stored and managed using the research tool Zotero.

Cheating Culture

The American dream was founded in the principles of the Declaration of Independence, in which U.S. citizens are alleged to be endowed by their creator with certain unalienable rights, including the pursuit of happiness. Stories abound of U.S. entrepreneurs who began life as poor individuals but who through hard work and determination were able to become successful. Upward mobility was one of the signs of success and hard, honest work, and the United States was considered to be the land of opportunity for all who came, providing an opportunity to obtain the good life (Cullen, 2003).

The good life may come at a significantly steep price. Callahan (2004) described the demise of honesty in U.S. culture, and others agreed that the United States is in decline as an ethical state depicted as part of the American Dream (Lumpkin, 2009;

Rodriguez, 2011). A survey of U.S. citizens showed that U.S. morality had greatly decreased from the times of its founders, and those altered values reflect social changes in matters ranging from sex and marriage to job assignment (L. Harris, 1969). On the survey, more examples emerged of people cheating on their taxes or their spouses than in previous years. Survey results depicted a loss of integrity in the private sector of U.S. citizens. Those who wanted to derive benefits quickly found shortcuts and methods to modify the rules that provided riches, sometimes gained by exploiting others (L. Harris, 1969).

Similar to the losses of integrity of the U.S. public (L. Harris, 1969), Callahan (2004) provided multiple examples of dishonesty in society that illustrated the loss of integrity in many areas of corporate America. Widespread and sometimes angry publicity followed rapid increases in executive pay compared to the pay of the average worker, despite how poorly the executive may have managed a company (Madrack, 2012). Such triumph in the corporate sectors is often considered part of the decline of U.S. culture; an example is found in the Enron scandal in which executive Kenneth Lay was found guilty of fraudulent acts that raised questions about how closely he and other executives of Enron adhered to the values of respect, integrity, communication, and excellence articulated in the *Enron Code of Ethics* (Enron, 2000). Such documents are intended to deter dishonesty in dealings with clients and a company's workers. The essence of honesty in corporate America has been transformed due to four key reasons: new pressures, bigger rewards for winning, temptation, and trickle-down corruption (Callahan, 2004).

New pressures to succeed include lack of guaranteed job security. With competition increasing in corporate sectors, workers are more likely to take shortcuts to success, taking any available advantage (Callahan, 2004). For example, doctors take bribes from drug companies to write prescriptions for the company's drugs as a way to offset lower income from managed care, lawyers overbill for their services secondary to competitive situations making it more difficult to make partner status, and cabdrivers speed and drive through red lights in an attempt to maximize the number of fares they earn each day (Callahan, 2004). These behaviors exemplify ways that workers from different sectors maintain an advantage over their competitors.

Examples become increasingly concerning, however, as practices of dishonesty seep into other systems of society. Recent scandals have involved teachers and principals of school districts who either manipulated data or manipulated students' examination answers to achieve the appearance of acceptable educational success of the school (Jonsson, 2011). Since the No Child Left Behind Act was enacted in 2001, schools have been under pressure to provide annual reports to the government that illustrate successful performance. Some administrators have cheated to avoid adverse consequences (Dessoff, 2011). Instances of cheating are not restricted to education in the lower grades; it exists in higher education as well.

In addition to the cheating occurring in various countries across the globe and in multiple academic majors in colleges and other institutions of higher learning, researchers maintain the existence of academic dishonesty in colleges and universities in the United States (L. L. Marshall & Varnon, 2017). Academic dishonesty rates among college

students reportedly range from 60% to 90% (Balbuena & Lamela, 2015; McMahon, 2009). With college cheating rates this high and a backdrop of increasing corruption and dishonesty in U.S. culture, it is important to understand which students cheat in colleges and universities and what, if any, predictors exist for cheating in college students. To fully understand student cheating, the effect of academic dishonesty on institutions of higher learning must also be addressed.

Psychological Profile of a Student Cheater

Despite the existence of a common drive in U.S. culture to win by any means necessary, including cheating behaviors (Callahan, 2004), cheating may be due to something more personally inherent such as personality conditions that predispose one to cheating behaviors (Anderman, Cupp, & Lane, 2009; Brunell, Staats, Barden, & Hupp, 2011; C. L. Huang, Yang, & Chen, 2015; Menon, 2010). Several characteristics suggest the profile of a cheater, or one who willingly participates in academic dishonesty.

The dark triad. Students who cheat are likely to fit a profile for subclinical psychopathy, a personality disorder that is often defined by an erratic lifestyle and antisocial behaviors, including callousness and manipulation (K. M. Williams, Nathanson, & Paulhus, 2010). Students who admitted to cheating often attained high scores on personality tests related to the dark triad personality traits: psychopathy, Machiavellianism (includes cynicism, amorality, and manipulation behaviors), and narcissism. Of those characteristics of the triad, psychopathy is most related to academic cheating behaviors (K. M. Williams et al., 2010).

Impulsive behaviors and academic dishonesty. A positive relationship emerged between subclinical psychopathy or impulsive thrill seeking and academic dishonesty. Impulsivity is a predictor of risky behavior, and it is likely that impulsive students cheat more than nonimpulsive students (Anderman et al., 2009). Even when the classroom teacher has a sense of fairness, impulsive students will engage in cheating behaviors, indicating more internal determinants for the cheating behavior (Anderman et al., 2009).

Sense of entitlement and academic dishonesty. Students born in the 1970s, 1980s, and 1990s, referenced as *Generation Me*, may feel entitled, assertive, and demanding, only caring about themselves and their own achievements, and not seeking the approval of society at large (Twenge, 2007). Many students currently enrolled in college are from Generation Me. College students who cheated scored higher on the Psychological Entitlement Scale, reflected in college settings by expectations for higher grades with minimal to modest effort, and demanding attitudes toward instructors (Campbell, Bonacci, Shelton, Exline, & Bushman, 2004; Greenberger, Lessard, Chen, & Farruggia, 2008). The increased sense of entitlement may be due to factors such as the availability of anonymity during the completion of faculty evaluations and grade inflation (Greenberger et al., 2008). Faculty members often admit to taking steps in the classroom to avoid poor evaluations by students, and students who get higher grades with less effort often develop an increased attitude of entitlement (Greenberger et al., 2008). Although the increase in scores on the entitlement scale indicated that college students have a greater attitude for entitlement, no evidence emerged of an increase in entitlement between generations, and such a belief may cause damage between those of different

generations (Trzesniewski, Donnellan, & Robins, 2008). A true increase in ego and narcissism arose in the current generations of students (Greenberger et al., 2008; Menon, 2010; Twenge, Konrath, Foster, Campbell, & Bushman, 2008a, 2008b).

Why Students Cheat

One of the earliest reports about student cheating in college classrooms was by Drake (1941) who reported that the “crux of the situation was competition for good marks” (p. 420). Students may cheat for the following reasons: (a) cheating reflects the dishonest behavior noted in U.S. society; (b) cheating is a result of high-stakes testing, especially for students who have difficulty meeting the minimum standards for maintaining a status of good standing in their program of study; (c) teachers do not effectively hold cheaters accountable, thereby implying to others that the consequences for being caught cheating may be less than not cheating to get ahead; and (d) parents apply pressures to perform well in school (Strom & Strom, 2007).

Cheating to ensure good grades and future jobs. Undergraduates experience considerable pressure to do well. Getting ahead and getting good grades are important to students and to their ability to get a degree and a job. Happel and Jennings (2008) stated that “students who understand the market forces of job rewards for grade performance may readily engage in academic dishonesty to graduate with marketable diplomas, and possibly obtain the best employment interviews and job offers” (p. 189). Such values may indicate a rationale for academic dishonesty (Miller et al., 2017).

Cheating is part of a corrupt system modeled by adults. Students have revealed that fear of failing was the primary reason for cheating, whereas the second most

common reason was to satisfy parental demands for good grades (Davis, Drinan, & Gallant, 2009). However, cheating takes place in “corrupted systems in which teachers, parents, and administrators do not agree upon the rules, enforce rules, or demand academic integrity at all times” (Davis et al., 2009, p. 61). Additionally, students’ cheating is connected with cheating and corruption by adults. Many students reported parental behaviors such as signing notes for school after a fake illness or writing illegitimate notes of excuse for missed assignments (Davis et al., 2009). The number of students who believed most people in the United States are honest decreased from 49% in 1969 to 24% in 1989, and fewer students (35%) in 1980 than in 1969 (55%) believed that most advertising is honest (Davis et al., 2009). Though most students would not consider cheating based on the messages sent by their parents, a tiny percentage of students agreed their parents would rather see the student cheat than bring home bad grades (Clowes, 2004).

Cheating due to opportunity. Students may cheat because they have opportunity (L. L. Marshall & Varnon, 2017), including the availability of materials on the Internet and various websites. Abdolmohammadi and Baker (2008) reported that “over 28% of written material in student papers (over 36% for undergraduate students and over 21% for graduate students) was copied from Internet sources” (p. 60), although many more undergraduates copied than did graduate students. Comparatively, while 9% of graduate students self-reported major cheating in test situations, approximately 36% reported one or more instances of cheating on written work (Christensen Hughes & McCabe, 2006).

With the increased use of the Internet, and the ability to cut and paste large amounts of material, many students may not understand what acts constitute cheating, especially as related to collaborative work. Students may think it is appropriate to use material they accumulate from the Internet as their own, or that it is appropriate to work together on all projects because they may have been encouraged to do so in some classes, as was often seen in cases of business students' academic dishonesty (Kohn, 2008; McCabe et al., 2006).

Cheating to make up for lost time. Another reason that students give for cheating is procrastination (Bricault, 2007; Jones, 2011). Of the students surveyed, 83% stated that they procrastinated, which led to academic dishonesty, and 75% stated that reasons for cheating related to being too busy, with not enough time to complete assignments or study for examinations.

Factors That Affect Cheating Behavior

Contextual determinants. Contextual determinants play a major role in cheating behavior and are more significant than individual factors as predictors for cheating (Carrell, Malmstrom, & West, 2008; McCabe & Treviño, 1997; McCabe et al., 2001; Murdock & Stephens, 2007; Quaye, 2010). Specifically, contextual factors include peer cheating behavior, peer approval or disapproval of cheating behaviors, and perceived severity of penalties for cheating.

Often, the contextual determinants for cheating align with the belief in an existing cheating culture in a given institution. If peers were perceived as cheating, students who would not normally cheat were found to be more likely to engage in cheating behaviors

(McCabe et al., 2001; O'Rourke et al., 2010; Yachison, Okoshken, & Talwar, 2018). The reluctance of professors to sanction a student involved in a cheating incident often validates such a belief. Students who see the lack of punishment begin to wonder why they should play by the rules and may feel more entitled to reach the same level of achievement by engaging in cheating behaviors (Petraak & Bartolac, 2014). This rationale apparently relates to students' recognition and understanding of the institutions' policies on academic integrity and the institutions' enforcement of such policies (Drye, Lomo-David, & Snyder, 2018; McCabe et al., 2001; Simkin & McLeod, 2010).

Situational determinants. Some evidence shows that students' cheating behaviors relate to situational determinants. Environmental factors matter as much as character in predicting the occurrence of cheating (Kohn, 2008). Some of the most common situational determinants reported for students participating in cheating behaviors include stress and pressures to cheat or to succeed, extensive workload, peer pressure, and witnessing peer cheating (Davis et al., 2009; Drye et al., 2018; Gupta & Kohli, 2017; Korn & Davidovitch, 2016; McCabe & Treviño, 1996; Rettinger & Kramer, 2009).

Individual factors. The primary focus on those who cheat has been the role of contextual matters influencing cheating behaviors. Individual factors, however, correlate significantly to cheating behavior that cannot be ignored: the age of the individual, gender, grade point average (GPA), and extracurricular activities (Korn & Davidovitch, 2016; McCabe & Treviño, 1997; McCabe et al., 2001).

Age of the individual. The age of the individual is a factor that has a role in behaviors of academic dishonesty. In general, the younger the student, the more likely the

student will cheat. McCabe et al. (2001) reported that first- and second-year undergraduate students were more likely to cheat, especially if they were in very large classes required for their majors, than were third- and fourth-year undergraduate students who generally had a more developed interest in the classes they took and respect for the professors who taught them (McCabe et al., 2001). Expounding on these findings, older students were less likely to suspect academic misconduct or to consider partaking in academic misconduct but were more likely to report cheating by others (Kisamore, Stone, & Jawahar, 2007).

Gender. Gender is another factor considered in the prevalence of academic dishonesty. Mixed evidence emerged on the effect of gender on the moral values of students (Nazir, Aslain, & Nawaz, 2011). Some studies found that male students were more likely to cheat than female students (McCabe et al., 2001; Molnar & Kletke, 2012). Performance-avoidance goals also predicted more cheating for men (Niiya, Ballantyne, North, & Crocker, 2008), although women may cheat as much as men, especially in male-dominated fields like engineering (Gallant, Binkin, & Donohue, 2015; Niiya et al., 2008).

Grade point average. Students with lower overall GPAs are more likely to cheat than students with higher GPAs (Elias, 2017; Gallant et al., 2015; Korn & Davidovitch, 2016; Olafson, Schraw, Nadelson, Nadelson, & Kehrwald, 2013). The academic ethic as having four dimensions: academic locus of control, class attendance, partying/drinking, and rejection of the importance of the GPA (Pino & Smith, 2003). Three of the four dimensions significantly and negatively related to academic dishonesty. Those with a

higher academic ethic have stronger academic locus of control, are less likely to miss or skip classes, are less likely to drink or party, and have higher GPAs. These students are less likely to engage in academic dishonesty. The higher a student's year in school, and the lower the student's GPA, the more likely the student will engage in academic dishonesty (Pino & Smith, 2003).

Greek organization membership. Another individual determinant that may affect instances of academic dishonesty is membership in Greek organizations. Students in sororities and fraternities are more likely to cheat than their nonfraternal and nonsorority peers in studies that span many years (Burrus, McGoldrick, & Schuhmann, 2007; McCabe & Bowers, 2009; McCabe & Treviño, 1997; McMahan, 2009). Students living in fraternity and sorority houses often received pressure to perform well academically so that the GPAs of the "house" remained high; those living in such houses admitted to cheating more often than students with other living arrangements (Drake, 1941; McCabe & Bowers, 2009; Pino & Smith, 2003). The actions of those in fraternal organizations may be summarized with heed given to "friendship and friendliness—student solidarity—... virtues that often take precedence over adherence to an academic code of honor" (Blum, 2009, p. 1).

Women in sorority housing may have their study time affected by participation in extracurricular activities expected by members, and the desire to fit in with the sorority takes precedence (A. E. Williams & Janosik, 2007). Women affiliated with sororities were far more likely to engage in acts of academic dishonesty than were other female students with no sorority affiliation. A variety of reasons aligned with academically

dishonest behaviors in students. The next section provides an outline of the effects that cheating behaviors have on universities.

Effects of Cheating on Universities

Colleges and universities are designed to provide education to the people they serve. Academic integrity is a core value in universities for teaching, learning, and scholarly activities (Piascik & Brazeau, 2010). From the antebellum period (1875–1945) forward, faculty members of postsecondary institutions used grading to rank students' performance and level of understanding. Students were expected to become educated in principles that would impact societal goodness (Gallant, 2008).

Intellectual honesty is essential to the functioning of honors communities and intellectual communities in general (Stanlick, 2006). Similarly, in one of the earliest studies on academic dishonesty, Bowers (1965) noted that college provides a gateway to professions, and that those who were educated in institutions of higher learning were expected to enter their professions with high levels of integrity and professionalism. Those in higher education expect a working relationship of trust and collaborative effort among students, faculty, and administration in institutions of higher learning; dishonesty decreases the cooperative work effort expected in the relationship. Academic dishonesty is bad for institutions because it frustrates faculty members and administrators because of the time and energy consumption needed to make corrections (Bowers, 1965).

A generally held belief of faculty members is that actions and attitudes displayed in the classroom are often indicators of students' future life behaviors (Nelson, 2013). In addition to negatively affecting college environments, academic dishonesty may lead to

continued negative impacts on society at large if those personal principles that potentiate dishonest behaviors are carried into the workplace. Academic dishonesty costs institutions. Schools pay for administrative time to address cases of academic dishonesty, for potential loss of the school's integrity, and for lack of respect for ethics and values within their students that can be carried back into society at large (Boehm, Justice, & Weeks, 2009).

Failure to maintain an institution's reputation is a potential outcome of increases in students' academic dishonesty. It is important for universities and colleges to acknowledge that cheating is corruption rather than mere misbehavior, to achieve concrete strategies for institutionalized academic integrity (Gallant & Drinan, 2006). Universities and colleges continue to address matters of academic dishonesty, and university administrators understand that a university's reputation for quality outcomes may be negatively affected if graduates do not meet employers' expectations. Universities "certify" their graduates ("Universities simply have to do better," 2007). Trust must be present in order for communities to believe in the social value and meaning of the scholarship and degrees provided from an institution (Fishman, 2014).

Academic Dishonesty in Medical Programs

Students in medical programs have engaged in behaviors of academic dishonesty despite entering a helping profession. Medical schools report concern about the prevalence of academic dishonesty in their students (Abdulghani et al., 2018; Fotouhi et al., 2013; Shukr & Roff, 2015; Sunčana, Milan, & Zoran, 2012). Students in medical schools are not alone in their acts of dishonesty. Studies conducted with students in

nursing, pharmacology, and dental hygiene programs revealed that academic dishonesty was rampant in those professional education programs (Behar-Horenstein, Garvan, Catalanotto, Su, & Feng, 2016; DiVall & Schlesselman, 2016; Glasper, 2016; Ip et al., 2016; Krueger, 2014; McCabe, 2009; Muhney et al., 2008). Entry into professional education programs often requires high academic prowess. Academic dishonesty in those high-achieving students is concerning because they are likely to be decision makers and managers of others (Miller et al., 2017).

Why Students in Medical Professions Cheat

Medical students studying to become physicians experience a great deal of pressure to be successful. Medical-school environments are competitive and medical-school students often do whatever they can to succeed (Fred, 2008). Medical students are held to high standards, as the medical profession maintains its core values of truth, integrity, philanthropy, and altruism (Fred, 2008). Health professionals are expected to be graduates of programs that confirm that graduates meet a certain set of competencies through assessments; yet, because academic dishonesty appears to be ubiquitous even in these professional programs, the validity of assessments and educational processes of professional schools are undermined (Z. Austin, Collins, Remillard, Kelcher, & Chui, 2006).

Academic misconduct in the medical profession has serious implications. It is extremely important for physicians to be honest and trustworthy in relationships with patients and colleagues. It is also imperative that physicians and other professionals who conduct research that may affect the treatment of patients maintain the utmost accuracy

when disseminating findings from clinical trials (Rennie & Rudland, 2003). Fraud and plagiarism have no place in the medical field (Fred, 2008). In fact, a consensus among medical students avers schools should have zero tolerance for behaviors that are academically dishonest because the medical profession is based on trust, and lives depend on that trust (Glick, 2001).

Medical students. Baldwin et al. (1996) conducted a historic study of second-year students at 31 medical schools and found that approximately 5% of medical students reported cheating during the first 2 years of medical school. More current studies indicated that between 27% and 58% of medical students cheat at least once during their medical-school studies, and those who cheat are also likely to be dishonest when providing care during their clinical clerkships (Sierles, Hendrickx, & Circle, 1980) or during their professional practice (Yates & James, 2010). Students who cheat in medical school cheat more frequently during their senior year of medical school (Stimmel, 1990). This is seemingly contradictory to the expectations outlined in the Hippocratic Oath (Miles, 2016), and is concerning to the medical community at large because the senior medical school student is on the threshold of becoming a graduate of a medical school (Kim & Choi, 2011). That graduate who cheated to gain scholarly accomplishments is situated to enter the medical profession but does not have an appropriate level of responsibility to the core values of the medical community.

The best single predictor of whether someone is likely to cheat in medical school is whether the person has cheated in the past (Baldwin et al., 1996). Some speculation (Z. Austin et al., 2006) anticipated that “broader societal trends and an apparent sense of

indifference toward high profile cases of cheating in business and government may be desensitizing students in some way” (p. 7). One study of Croatian medical students indicated that students matriculate into medical schools with intentions to cheat (Taradi et al., 2010), primarily based on their past successes with academic dishonesty and based on societal norms of engaging in dishonest acts to get ahead—very much like U.S. students. Additionally, medical students may feel the need to cheat due to academic pressures and personal distress. Medical students experience high incidences of personal distress that may have adverse consequences on academic performance, academic dishonesty, cynicism, and even substance abuse (Ahmadi et al., 2009; Dyrbye et al., 2010; Dyrbye, Thomas, & Shanafelt, 2005).

Another issue concerning the dishonesty demonstrated by medical students is found with the application for residency slots. The application and selection processes for residency placements are fiercely competitive, and some students increase their chances for placements in the most coveted slots through use of deception on the application essay (Fred, 2008). Additionally, medical students may fabricate the extent of their experiences during their clinical rotations to impress selection committees for postgraduate residency training, or they may simply plagiarize portions of their application essay. Of residency applications, 5.2% contained plagiarized material, even when the applications were from honor students (Segal et al., 2010).

Like the dishonesty issues found in research on medical students, research on nursing students has indicated problems with academic dishonesty in various aspects of nursing-education programs. Of all the health professions, nursing is the one most

associated with direct patient care; human life often depends on the ability of nurses to effectively perform their jobs. Dishonesty in this profession has the potential to directly affect many patients' lives.

Nursing students. In an annual honesty and ethics Gallup poll conducted of Americans in 2006, the nursing profession was perceived to be the most honest of 23 professions and to be the one with the highest ethical standards (Saad, 2006). However, almost half of graduate nursing students admitted to cheating at some time during their nursing programs, thereby making them nearly indistinguishable from graduate students in other fields (McCabe, 2009). Many students indicated they cheated because of a lack of time they could devote to their nursing studies. Other responsibilities related to maintaining a home or a steady job competed for time needed to study for their nursing-program courses. Such pressures led to cheating behaviors (McCabe, 2009).

In a study of 11 new Bachelor of Science Nursing students, it was noted that although students in nursing programs generally have previous science degrees, they are often surprised in the first few weeks of a program to find how intense the studies are and how the workload is heavier than anything they had experienced in the past (Wideman, 2011). Because of the increased workload, students often created tightly bonded groups to work on assignments, and those students often cheated together. However, of students who cheated together, few admitted that their acts were cheating, and used neutralizing behaviors to absolve themselves of guilt (Wideman, 2011).

Nurse educators found it disturbing that nursing students who exhibited unethical behaviors in the classroom also exhibited unprofessional behaviors in clinical practice

(Balik, Sharon, Kelishek, & Tabak, 2010; Kolanko et al., 2006; Smith, 2010b) as these behaviors can seriously affect the trust patients have in nurses. As with physicians, “Trust is the foundation of the relationship between nurse and patient” (Wideman, 2011, p. 31). Although students claim lack of understanding of what constitutes cheating, pressures due to a large workload, and time constraints, nurse educators indicate that desperation, opportunism, and a blatant disregard for what is right drives cheating incidents to the point that dishonest acts become normative and represent the price to pay for survival in a high-stakes environment, overriding integrity. In nursing programs, students cheat to attain the need for grades that guarantee scholarships or loans, or parental or self-imposed pressures to be successful (Dibartolo & Walsh, 2010). Such acts of academic dishonesty may impede the development of quality health care providers and the production of competent professionals who are able to pass standardized licensure examinations (Arhin & Jones, 2009).

As a health care profession, PA is ranked as one of the top careers in the nation for job security, prestige, job satisfaction, and job market outlook. Competition to get into PA programs is fierce (Hegmann, 2019; McDaniel, Thrasher, & Hiatt, 2013; Rodican, 2011). As in other professions, PA educators have concerns about the level of academic dishonesty in PA programs.

Physician-assistant students. PA students face many of the same pressures for success as medical students and may enact measures of academic dishonesty to prevail at certain tasks. For example, some students falsified patient logging encounters, an activity student engage in during clinical rotations (Hegmann, 2008). Reportedly, many students

document they performed certain procedures they had not, especially when they needed logged data to meet certain education requirements that would affect progression to the next rotation. Such falsification was widespread among students in PA programs. In the Hegmann (2008) study, faculty members in these programs may have been unaware of the activity because they did not perform any cross-checking of information logged by students.

Such behavior from PA students is worrisome because the clinical phase of PA education provides experiential learning that prepares students for entry to patient care. That PA students were found falsifying patient logging entries implies they may engage in similar practices once students enter the profession as practitioners. Falsification of data is akin to falsification of medical records in the practice of medicine (Yates & James, 2010).

Honor Codes and Policy Development

Academic dishonesty is a growing problem, and students with a history of engaging in dishonest behaviors are not fearful of having repercussions initiated by university professors. The likelihood of a student cheating inversely relates to the chance of being caught (Kennedy, Bisping, Patron, & Roskelley, 2008). Faculty members are hesitant to report incidents of academic dishonesty (McCabe et al., 2012; McClure, 2009). McCabe and Treviño (2002) stated that “America’s institutions of higher education need to recommit themselves to a tradition of integrity and honor” (p. 37). To combat the overwhelming rates of cheating on university and college campuses, many administrators work to determine methods to decrease cheating among students.

Role of Faculty Members in Honor Code Development

Faculty members have a role in the development of campus honor code policies and the development of a culture of academic integrity on campuses, where honesty is expected, and cheating is socially unacceptable (Gupta & Kolhi, 2017; L. L. Marshall & Varnon, 2017; Mayville, 2011; McCabe & Drinan, 1999; McCabe & Katz, 2009; McCabe & Treviño, 2002). Instructors can influence the expectations and behaviors of students in their classes and should assess their own level of integrity portrayed to students (Bluestein, 2015; Hulsart & McCarthy, 2009): “Professors tend to think twice about reporting cheating. The disciplinary process can be cumbersome, intimidating faculty members” (Lipka, 2009, para. 9). Aside from reporting incidents of academic dishonesty or cheating, and disallowing acts of dishonesty (Parameswaran, 2007), faculty members should also make the definition of academic dishonesty clear to students through the use of examples and scenarios, and to define what constitutes appropriate and inappropriate behaviors (Anderman & Koenka, 2017; Burrus et al., 2007; McCabe & Drinan, 1999).

The answer to the cheating problem on university and college campuses could lie with students working with faculty to create a culture of integrity on campus (McCabe, 2005; McCabe & Drinan, 1999). McCabe and Makowski (2001). The answer for most campuses is the development of a modified honor code with an increase in the level of student involvement, giving students more ownership and responsibility in the culture of academic integrity on the campus (Richards, Saddiqui, White, McGuigan, & Homewood, 2016). Many universities have developed their own policies governing student discipline

boards. These policies outline the process by which these boards operate and identify key stakeholders in the student board process. Many institutions have established separate boards as independent administrative bodies that are responsible for assuring that the rules of natural justice and doctrines of fairness are followed in student processes (Kara & MacAlister, 2010).

Implications

An epidemic of cheating behaviors abounds, exhibited by students at all levels and in all types of programs (Royal et al., 2016). Longitudinal research on the topic of academic dishonesty has not provided evidence that the problem is diminishing, but instead indicated that the problem is unrelenting (Aaron, Simmons, & Graham-Webb, 2011; Baldwin et al., 1996; Brown, Weible, & Olmosk, 2010; Klein, Levenburg, McKendall, & Mothersell, 2007; Marsan, 2010; McCabe, 2005, 2009; Muhney et al., 2008; Podolny, 2009; Royal et al., 2016; Whitley & Starr, 2010). Students in medical professions are held to core values that include integrity and academic honesty. Because students in medical professions are expected to conduct themselves with professionalism and integrity in a manner that builds trust with patients and other medical professionals, it is imperative that medical students are held to high standards of integrity (Royal et al., 2016).

Given these expectations, it is seemingly contradictory to these standards to encounter stories that depict academic dishonesty in students of health professions, including medical students and nursing students. Such an epidemic of academic dishonesty is likely to negatively impact the provision of medical care. With medical

students so willing to cheat, one must question the quality of medical care, and the qualifications of some medical providers. People cannot universally presume that a medical provider is a highly learned individual with a higher standard of integrity for performing in the best interests of the patient. Furthermore, because the PA is viewed as an extension of the supervising physician, it is important to understand the level of academic dishonesty in PA programs and the effect academic dishonesty has had on PA education.

The information received through interviews conducted in this study provided insight to the degree of academic dishonesty that exists in PA education, and solutions that may be offered to PA programs to prevent incidents of academic dishonesty. Based on the data collected from faculty members in PA programs about their experiences with academic dishonesty, I developed a project in the form of a 3-day professional development seminar that will allow PA faculty to develop, discuss, and share best practices to manage and deter instances of academic dishonesty in PA programs. Additionally, through inclusion of a training component, the project will also increase faculty understanding of their roles and responsibilities in incidents of academic dishonesty.

Summary

The review of current literature depicts a valid concern pertaining to academic dishonesty in higher education. Evidence exists of commonplace academic dishonesty in universities in the United States and globally. Despite codes of conduct in medical communities, evidence also exists of academic dishonesty in schools for medical

professionals in the United States and other countries across the globe. In contrast, a paucity of research describes academic dishonesty in the PA profession. In this study, I focused on the experiences of faculty members in PA programs related to academic dishonesty, the role PA faculty members in students' academic dishonesty by failing to report conduct code violations, and the impact of cheating on PA education in general.

The remaining sections of this doctoral study demonstrate support in addressing the research question and development of the related project. Specifically, Section 2 provides an overview of the methodology used for the doctoral study. The section provides descriptions of the research design, the selection of study participants, the data collection and data analysis processes, data analysis results, and limitations of the study. Section 3 will present steps taken in the development of the professional development seminar created following a comprehensive review of the data analysis results. In this section the rationale for the project genre, a review of the literature, a description of the project (see Appendix A), and methods for project evaluation will be detailed. Section 4 provides a narrative of my reflections and conclusions from the study. I emphasize the strengths and limitations of the project, as well as recommendations for alternative approaches to the project. In addition, I describe my growth and personal learning related to scholarship, project development, leadership, and change. This section also provides my personal reflection on the importance of work related to this study, the study's potential implications for positive social change, and indications for future research.

Section 2: The Methodology

Research Design and Approach

The purpose of this study was to determine how faculty in PA programs described their roles and responsibilities in addressing incidents of academic dishonesty. I selected a phenomenological approach to this basic qualitative study to answer the research questions. I conducted telephone interviews with members of a broad community of PA educators to elicit descriptions of their experiences with academic dishonesty. Through qualitative research designs, researchers are able to learn (a) how people interpret their experiences, (b) how they construct their worlds, and (c) what meaning they attribute to their experiences (Merriam, 2009). A phenomenological approach to qualitative research allows researchers to understand the meaning of a phenomenon for those involved: “A central characteristic of qualitative research is that individuals construct reality in interaction with their social worlds” (Merriam, 2009, p. 22).

I selected a phenomenological approach for this study because this approach helps researchers identify the essence of human experiences about a phenomenon through the descriptions provided by study participants (Creswell, 2008). I recruited PA faculty members from different institutions with different institutional situations (programs in liberal arts institutions, medical schools, and large universities) to provide a rich understanding of experiences across institutional type and program setting. In phenomenological studies, researchers assume something is to be gained from the shared experiences of study participants that helps explain the phenomena (Patton, 2014). “Analysis proceeds from the central assumption that there is an essence to an experience

that is shared with others who have also had that experience” (C. Marshall & Rossman, 2015, p. 18). Most phenomena cannot be explained in isolation because they are often too complex (Flick, 2009). As researchers analyze and compare the experiences of different people, they may identify the essence of the phenomenon under study, allowing a deeper understanding of the problem to emerge. I chose to adopt the phenomenological approach for this study because I intended to gain an understanding of the feelings or essence of being a faculty member who has addressed academic dishonesty, and to understand the impact academic dishonesty has on PA education.

Although it is possible that I could have conducted the study as a case study, I would have achieved less richness of data because I would have analyzed only one bounded system (one program’s faculty members and their experiences). Although PA programs share a set of national education standards, programs approach compliance to these education standards differently and often to a marked degree. It was my intention to interview faculty members from different programs rather than to rely on the experiences of faculty members from a single program, which could have skewed the findings to the unique aspects of that program.

Describing the experiences of PA program faculty members regarding the academic dishonesty of their students was likely to elicit emotional responses in some PA program faculty members. However, I sought to find meaning in those responses, which was the focus of this study and was the rationale for the selected design. I used an interview protocol to learn the meaning of the PA faculty members’ experiences.

After I conducted the interviews, I decided to strengthen the study design by adding another element to the data collection through use of a Delphi process to add to the credibility and validity of the data collected. The Delphi method is a strategy “for structuring a group communication process so that the process is effective in allowing a group of individuals, as a whole, to deal with a complex problem” (Linstone & Turoff, 2002, p. 3). Employing the Delphi method involved sending participants multiple rounds of surveys. Researchers use answers to the first set of survey questions to guide the creation of the second set of survey questions and so on. In other words, the process is iterative in bringing participants toward consensus.

Participants

As Merriam (2009) asserted, “non-probability sampling is the method of choice for most qualitative research” (p. 77). Sampling for this qualitative design was purposeful, not based on probability. I solicited participants from the faculty forum of the PAEA (2019a). The e-mail invitation to participate is found in Appendix B.

Selection criteria for participation included that individuals were PA program faculty, possessed at least 1 year of experience at their current institution, and had some experience with situations involving academic dishonesty or cheating by students in their program. An initial e-mail that explained the study requested volunteers was sent to a faculty Listserv and was placed on the PAEA faculty forum discussion board. The e-mail contained a link for participants to complete a short initial intake survey on SurveyMonkey, a provider of web-based survey delivery. The intake survey is found in Appendix C. Participants who volunteered for the study participated in two 1-hour

interview sessions conducted by telephone. The interview questions are found in Appendix D. All interviews were audio recorded.

Prior to data collection, I put in place a plan to address high numbers of volunteers whereby participant selection would be based on convenience; that is, I intended to select participants who were readily available for interview participation. I aimed to interview between five and 10 participants for the study for approximately 1 hour for each of the two interview sessions. I selected participants based on the first volunteers to meet the selection criteria. From the 20 respondents, I selected 10 volunteers to participate and notified them of their selection by individual e-mail.

I sought consent from potential participants following procedures approved by the Walden University Institutional Review Board (# 09-12-13-0124075). I notified the Institutional Review Board of the details concerning my plans for conducting the research study, including the criteria for participant selection, the data collection process, and the methods proposed to maintain participant justice, beneficence, and respect. I sent potential participants a written overview of the study by e-mail, including information about the purpose of the study, statements informing participants of their ability to withdraw from the study at any time without recourse, and the time commitment needed for their participation. I also informed participants about confidentiality and included a statement regarding any potential risks or benefits associated with participating in the study.

To establish rapport with participants, I ensured the first meeting was comfortable for them in the following ways (see Creswell, 2008):

- I assured each participant that I would maintain confidentiality and opened with a general topic for discussion.
- I posed informal “getting to know you” questions to each of the participants with an opportunity for me to share similar information about myself before focusing the interview on data collection.
- I began the interview with an introduction, in which I told participants about myself and the importance of candid participation in the study.

I used a follow-up interview to review the transcripts of the previously collected data and to clarify information previously collected. To further address the research questions, I conducted two rounds of data collection using the Delphi method through surveys with multiple e-mail submissions. I informed study participants by e-mail of the additional data collection process, directions for participation, and a method to confirm informed consent. This e-mail invitation is found in Appendix E. I created the first-round survey based on responses to the interview questions, administered through SurveyMonkey (see Appendix F). Once I reviewed and analyzed participants’ responses to the first-round questions, I created the second round of questions (see Appendix G) and made them available through SurveyMonkey.

Data Collection

Interviews

Researchers use interviews in qualitative studies to focus on participants’ individual experiences that may be relevant to understanding the experiences of people in similar situations (Flick, 2009). The use of standardized questions in an interview does

not always yield standardized answers; however, each participant's responses reflect that participant's experiences. The review of the literature did not yield an existing interview protocol for the study. I created the interview protocol for this study based on a review of the literature and application of the conceptual framework of Nitsch et al. (2005). I developed the interview to be semistructured with standardized, open-ended questions to allow for the free flow of information from the participants. I ensured the interview questions were brief and uncomplicated to enable the extraction of rich, factual verbal data from participants that could be used to identify themes specific to answering the research questions (see Brinkman & Kvale, 2015).

Prior to interviews with the selected participants, I conducted peer reviews of the interview protocol to assess the quality of the interview questions. Merriam (2009) stated that "the key to getting good data from interviewing is to ask good questions" (p. 95). Peer review of the interview questions helped ensure I would use quality questions during the interview sessions. The pilot study was conducted to assess questions for ease of understanding and for the ability to elicit valuable participant responses. A peer-review process for the interview questions also allowed me to self-evaluate for bias or other personal matters that could have hindered the interview process.

Interviews of PA program faculty members served as the primary data source. PA program faculty members included at least one participant from each of the following institutional settings: a liberal arts college, a large university, and a medical school. Data collected from PA program faculty members from various academic settings yielded findings that indicated major themes, but data also indicated subtle differences in the

experiences of faculty that were relevant to understanding the impact of academic dishonesty on PA programming.

I interviewed participants individually, with each interview conducted by telephone. The use of telephone interviewing allowed communication with participants from distant places. Interviews took place on a weekly basis until two interviews were conducted with each participant. I made reflective notes before, during, and after each interview to record ease or difficulties with the process, as well as to make comments pertaining to each participant's reaction to the questions or subsequent discussion. I kept the handwritten reflection notes in a notebook for review during the data collection and analysis processes. I audiotaped each participant interview to facilitate verbatim transcription immediately following the interviews. I maintained interview transcripts as Microsoft Word documents in a personal password-secured electronic file that I will keep for 5 years following the interviews.

The questions used in the interview protocol addressed topics related to the length and time an individual faculty member had served in a PA program and the expectations of the faculty members about students and academic honesty. The interview questions also addressed policy and procedure changes made by programs in the face of students' academic dishonesty and strategies used by PA programs to deter or punish acts of academic dishonesty. Last, the interview questions provided an opportunity for data to be collected from participants about their beliefs regarding student cheating. I included this question to elicit faculty members' perceptions of why students cheat, and the more

personal experiences of PA faculty members related to the rationale provided by students for their cheating behaviors.

Credibility or internal validity may arise from gathering enough detailed data to build a credible case that reflects how well the researcher understands the study topic (Hanson, Balmer, & Giardino, 2011). To ensure that the interview questions for this study produced data sufficiently rich to draw useful conclusions, I had the interview questions peer reviewed for clarity and completeness by a PA colleague who holds a PhD in Education from Walden University. The peer reviewer is a PA educator with nearly two decades of teaching experience, and currently serves as associate dean of a PA program.

Delphi Method

I selected the Delphi method to obtain information to form consensus among study participants. The method, developed by Dalkey and Helmer in the 1960s, is a widely used and accepted method for achieving consensus of opinion (Hsu & Sanford, 2007). The Delphi method typically involves administering a series of questionnaires to collect data from a panel of selected individuals who have expertise about a topic (Hsu & Sanford, 2007). This iterative collection process facilitates the development of consensus concerning specific topics.

The first round of the Delphi process usually begins with an open-ended questionnaire to be completed by study participants (Hsu & Sanford, 2007). In the second round, each participant receives a second questionnaire that includes some questionnaire items developed by the researcher, based on information obtained from

review of the data collected in first round. In some cases, researchers ask participants to rank order items or to indicate agreement or disagreement with items to begin the consensus process for topics related to the research. In the third round, each participant receives a questionnaire including some items and ratings summarized by the researcher. Researchers then ask participants to provide additional clarification and judgment by providing agreement or disagreement or rank ordering items. Again, consensus is the goal. Some studies have a fourth round of data collection, largely dependent on the degree of consensus desired by the researcher. Most studies have between three and five iterations (Hsu & Sandford, 2007; Jorm, 2015). The process of review and resurveying, accompanied by anonymous feedback from the prior round of data collection, is repeated as many times as needed for the predetermined threshold of consensus or until the researcher decides consensus is not possible (Ungvarsky, 2017).

Limitations of the Delphi method include the time frame for conducting and completing the study for researchers and participants, the possibility of a low response rate from respondents as the study continues through the rounds of data collection, participant attrition from the study, that participant outcomes are perceptual at best, and the unintended guidance of the feedback from the respondent group by the researcher (Hsu & Sandford, 2007; Jorm, 2015; Skinner, Nelson, Chin, & Land, 2015).

In this study, I selected the Delphi method to permit participants to provide information through the completion of two rounds of data collection in the form of surveys beyond the initial telephone interview. I invited only participants who participated in the telephone interviews held in October 2013 to participate in the two

additional rounds of data collection through questionnaire. In Round 1 of the Delphi process, six of the original 10 participants responded to the survey questions. In Round 2, five of the original 10 participants responded to the survey questions. The literature describes little consensus concerning the number of participants needed in Delphi studies. Some have indicated that the majority of Delphi studies have 15 to 20 respondents (Ludwig, 1997). Although sample sizes vary, if the sample size is too small, participants may not be considered representative of the judgments made regarding target issues of the larger population (Hsu & Sandford, 2007). In this study, I used the Delphi process as a follow up to interviews; thus, the small number of participants was to be expected.

Each round of the survey consisted of 10 questions. I generated the questions in Round 1 of the Delphi process to gather details about participants' experiences with cases related to academic dishonesty in their PA programs. I developed the questions based on some participant responses to questions posed in the telephone interviews. Similarly, I developed Round 2 questions after a brief review of data conducted on the responses from Round 1 questions. The review allowed me to determine which other questions would be helpful in answering the main research questions of the study. The review also allowed me to determine broad areas of consensus in responses. I shared some consensus responses from Round 1 with participants in the subsequent Round 2 survey questions to validate consensus.

Role of the Researcher

I was committed to study the problem of cheating in PA education programs and served as interviewer (Merriam, 2009). Because 199 PA programs existed nationwide at

the time of the study, I may or may not have had a prior relationship with study participants. If I had no prior relationship with the selected participants, participants may have had some reluctance to be candid with a stranger about the topic of academic dishonesty in their represented educational programs. The same may be true if a previous relationship did exist between the PA faculty member and me. I worked to gain rapport with all participants; this was a focus of the first interview: to make me less of a stranger and more able to collect candid, accurate data. Of note, I did ensure that no participant in the study was a person under my supervision. All participants were from programs other than the one I directed at the time.

In the interest of full disclosure, when conducting the data collection for this study, I also served as a commissioner on the Accreditation Review Commission on Education for the Physician Assistant, Inc. At a given time, 23 commissioners serve. As a commissioner, I assisted in the review of PA programs against an existing set of education standards. I did not review individual faculty members as a commissioner, so I anticipated no conflict between me and any PA program faculty members who volunteered to participate in the study. I notified all volunteers of their right to discontinue participation in the study at any time.

Data Analysis

Data analysis consisted of two procedures—analyzing the interview data and the data obtained through the Delphi process—discussed in the order of data collection. I analyzed the interview data from the PA faculty participants as they were collected and organized the data into appropriate categories through a coding process. The process of

gathering data, sorting it into categories, collecting additional data, and comparing the new information with the emerging categories is called *constant comparison* (Creswell, 2014). I kept the research question in mind as I began to organize the interview data.

Although technologies may be available to assist in systematic qualitative data analysis, this is best conducted by humans who can derive intricate meaning of patterns, words, and phrases that may be used by participants (Patton, 2014). I reviewed and organized the interview data and identified common themes. The initial open-coding process began by identifying major concepts or categories that most frequently or most strongly appeared in the transcribed interviews and documenting those manually on post-it notes. This selection of core categories is central to all other categories (Creswell, 2014). Creswell (2014) stated that the process is used to aggregate data into fewer themes; with five to seven themes being the goal. The next step involved taking the identified themes and focusing those to create more refined themes, often termed *axial coding* (Saldaña, 2015). Last, I conducted selective coding by placing the refined themes within larger categories, rethinking my original placements, and seeking potential new relationships between the themes. I discuss data analysis for the Delphi components later in this paper.

Trustworthiness

Member Checking

During the analysis of data collected from individual interviews, I used transcript review and peer examination to assure the credibility of the findings and identify any discrepant cases. I planned to compare discrepant interview cases or unexpected findings

to determine if new themes emerged and if those themes aligned with the literature (Merriam, 2009; Morrow, 2005). Transcript review and member checking through participant feedback are methods of quality assurance in which a researcher shares interpretations of what was discussed in interviews with participants to verify the researcher has accurately analyzed or assessed the data collected (Carlson, 2010; Creswell, 2008; Creswell & Miller, 2000). After transcription, I reviewed each transcript for accuracy and made abbreviated notes on the transcripts to send to individual participants by e-mail. Each participant checked the interview notes and confirmed their accuracy to me by e-mail.

Triangulation of Data With the Delphi Process

To triangulate the data collected from interviews, I conducted two rounds of a Delphi process. Each round of data required majority agreement about the findings from individual interviews. I analyzed each question of the Delphi surveys to show if a simple majority of the participants agreed. I have provided more detail on the Delphi process in the sections on data collection and in the findings.

Peer Examination

I also used peer examination (see Creswell, 2008) to ensure credibility; a PA education colleague reviewed the research findings. In addition, I used dense descriptions in describing the findings (i.e., verbatim quotations from participants). In addition, I used reflexivity to attempt to bracket my beliefs about the research topic (Carlson, 2010; Creswell & Miller, 2000; Krefling, 1991).

In summary, the first phase of the qualitative methodology for the study involved a basic qualitative design using a phenomenological approach that entailed collecting data through interviews conducted by telephone. Participants were faculty members, selected from PA programs, who had at least 1 year of teaching experience. I interviewed participants twice to provide accurate data collection and data verification (member checking). I audiorecorded interviews and created verbatim transcripts from the recordings to further secure accuracy in data collection. I analyzed data obtained from the interview transcripts using manual coding to identify themes, continually checking for accuracy. A long-time PA educator with vast research experience reviewed the research findings to assure credibility.

Data Analysis Results

Interview Findings

I interviewed a total of 10 participants about their experiences with academic dishonesty in their respective PA programs, and the perceived impact of that dishonesty on program operations. Of participants, four were from PA programs in a medical school setting, four were from a 4-year university setting, and two were from a liberal arts college setting. Faculty members each had experiences with academic dishonesty in their programs. Interview responses revealed three major themes related to academic dishonesty in PA programs: expectations of academic honesty from students in PA programs, the role of university involvement in reporting and managing cases of academic dishonesty, and program strategies to deter academic dishonesty. I present participants' responses to telephone interview questions below.

Expectations for Academic Honesty in PA Students

That PAs are required to be held to high ethical standards is evident upon review of the AAPA (2013) Code of Ethics. Many PA programs add this code of ethics to their student handbook, indicating program faculty's desire to have students understand and abide by the behavioral expectations for practicing PAs as early as possible in their academic journey. Moreover, during their individual interviews, all 10 study participants were insistent that PA students are expected to maintain the highest ethical standards from the start of their matriculation into the PA program.

Several participants indicated they used very stringent admission processes to assure the entry of the most dedicated, intelligent, and professional students into their PA programs. Specifically, these interviewees noted they use personal essays, personal references from medical personnel, and in-person interviews to help discern applicants' understanding of the PA role, as well as their entry level of professionalism. However, despite all efforts of their institutions to select the most academically outstanding and professionally upstanding students into their programs, each of the 10 study participants reportedly had at least one experience with academic dishonesty of students enrolled in their respective programs. All 10 participants expressed the serious nature of such incidents. One participant indicated that academic integrity is "doing the right thing when no one's watching" and "it's so sad to me that at this level, we still have dishonesty in a professional program after we've already selected students through vigorous filters."

PA students are expected to complete assignments and examinations from their own intellect, and from properly cited references. Another participant confirmed that

students are expected to maintain basic honesty by not “using other people’s materials, test papers, or presentation, or projects of any kind” as their own. A participant stated that students are expected to be careful to “give credit where credit is due” by citing sources, “keeping their eyes where they’re supposed to be” during examinations and avoiding plagiarism.

The expectation that PA students uphold academic integrity from their entry to the PA program reflects the expectation that students will respect the ethical culture of the profession. As one participant stated,

I expect that they will honor the mission and vision of the program, and that they will represent this program well. ... I have high expectations that they will adhere to the code of ethics for the PA and that they will model the behavior not only when they graduate, but at Day 1 of matriculation.

The ethical code for students in PA programs is a topic of discussion on multiple occasions during study in a PA program. Some faculty members speak to their students in the program’s orientation sessions to eliminate confusion on the part of the student regarding their responsibility to abide by the program’s honor expectations. Study participants stated they care that students understand the program’s expectations regarding academic integrity and discussed their conscientious efforts toward relaying this important understanding to their new students. One participant remarked about the early introduction of the program’s expectations for academic integrity in the presentation of cases to students:

Where dishonesty or violations have resulted in adverse outcomes for clinicians in the past, so that they recognize that this isn't just something that our faculty think of as important, but something that the health care system looks at as important and recognize that there are consequences for stepping outside of the expected boundaries.

Academic integrity is such a serious matter that in some PA programs, students are expected not only to self-monitor for maintenance of such integrity but are also expected to maintain program integrity by reporting any suspected cases of academic dishonesty by other students to the appropriate program faculty members or administrators. One participant illustrated this point by stating, "students are expected to follow the honor policy, and as part of that they are expected to turn others in if they suspect that there's some dishonesty." Students who are unable to self-monitor, or who fail to meet the expectations set by program faculty members risk losing the respect of their faculty members, who often serve as professional references for students once they graduate from their respective PA program. Two participants stated that academic honesty is a factor in the faculty member's confidence in the student's ability to later practice as a good PA. Considering this, one participant described an incident in which a student was involved in a case of academic dishonesty, and the student received a

big talking to by his advisor ... and was basically put on warning that this kind of behavior was not acceptable in the academic year and it was not acceptable in the clinical year. And if we couldn't trust him in the academic year, how could we trust him in the

second clinical year? That student eventually experienced subsequent performance problems within that program and was dismissed.

University Involvement in the Faculty Experience

Study participants confirmed that in cases of academic dishonesty, it is important for faculty members to know the culture of the university. All 10 participants agreed that one must make a thorough investigation after accusations of academic dishonesty, as most institutions of higher learning require faculty members to follow a specified process, which may have some legal ramifications.

One participant stated that it was critical that faculty members learn to “get their ducks in a row” to avoid conflicts with university procedures. “We learned over the years that it’s important to get two sides of the story. We try to do an investigation to understand all aspects before we presume any guilt.” Another study participant added that a college-wide academic professional affairs committee investigates allegations of academic dishonesty. Regardless of the outcome, “they, of course, have appeals to an ad hoc ... or hearing committee.” Failure to follow university procedures may lead to undesirable results for faculty members, as nine of 10 study participants were required to manage dishonesty cases through university processes. Only one faculty member reported that the institution did not require “approval or authority from the institution” to dismiss a student from the PA program. For other faculty members, it is a critical requirement to have institutional involvement in such cases.

Sometimes, though, completion of the university process does not lead to a very direct sanction. One participant contended that “I think we need to go through the proper

process, but I think we have so many levels of appeals and so many different varieties of punishments,” implying lower sanctions are too often assigned for dishonesty offenses. If any part of the process is missed or in question, it is likely that the university will drop the case or deliver a lower-level sanction for those found responsible for actions of academic dishonesty. One participant shared a situation in which the student was found to be responsible for an act of dishonesty in the PA program, and the action was sent through the university process in which “I actually thought he should have been dismissed, but the college committee thought that we should give him another opportunity.”

A study participant reported that when there was an incident involving PA students sharing information through their cell phones during an online examination. The faculty member shared disappointment with the students. The educator let them know that their willingness to cheat on a test raised questions about their honesty in correctly documenting physical examination findings and procedures performed in patient records. The administration heard of the discussion and requested the faculty member apologize for statements to the students. The faculty member told the administration, “This is absolutely unacceptable, and I will not apologize to the students because I told them what I thought was true, honest, professional, and adult.” Therefore, the expectations of faculty members for PA students reflects expectations in the PA profession, and PA program faculty members take great responsibility in assuring that students uphold the program’s expectations for students to be successful in meeting the expectations of the PA

profession. However, university involvement may leave faculty unsupported in enforcement of sanctions for cases of academic dishonesty.

This type of contention between faculty members and the administrative process can lead to program faculty feeling unsupported in their disciplinary actions against students who are accused or directly found to be engaged in acts of academic dishonesty. The interview protocol did not directly address the level of faculty involvement in the adjudication of cases; however, most conversations with participants indicated that the university process did not include faculty involvement beyond the initial report of the dishonesty. Most study participants indicated they have experienced decisions about academic dishonesty made by faculty other than PA faculty members about incidents of academic dishonesty involving a PA student. Institutional processes also tend to render the final sanction for cases of academic dishonesty, which may or may not align with the expectations of the faculty group in the professional education program. For example, one participant told of an incident of a student who was caught cheating. When the student went through the university process, the decision was made to give the student “another opportunity” and the student received a 6-month suspension rather than dismissal, to the dismay of PA-program faculty members.

All participants concurred that faculty members on their respective campuses sometimes become discouraged in their desire to report a cheating incident because they believe the university will not uphold the recommendation of the faculty member for an appropriate student sanction. One participant stated, “I don’t know that as a young PA educator that I would have had the confidence ... I think there would have been a lot of

fear.” Cheating incidents that require reporting through university processes often require that faculty members create a detailed report of the incident. One participant indicated,

the problem is the university policy and laws and the legal tort ... the legal approach to these things, you really have to have your ducks in a row. ... You really need to make sure that you have given due process [to the student].

Faculty members who spend the time to make a detailed account of events are often left with disappointment and bitterness in response to university officials making a less-than-desired recommendation for sanction of a student, if they make any recommendation for sanction at all. One participant stated,

In my prior institutions, there was certainly at the time, the perspective of the faculty was, the institutional policies prevented us from being reasonable about these issues. Therefore, it never stopped faculty from reporting, but it did get them frustrated when students weren't subsequently, reasonably punished and reasonable is open to interpretation as well.

Another stated,

I think the faculty in general, at least at our school, believe or feel that most [students involved in cases of academic dishonesty] will not be, I don't know the right word, prosecuted or disciplined. I think that the majority of faculty just don't feel that any definitive action will occur.

One participant described the use of a committee to address students' progress and promotion, composed of “faculty from across the university” rather than one

composed solely of PA faculty members, presumably to provide a more objective process for recommending sanctions related to students' academic dishonesty:

I think that it's a strength simply from the fact that they can be more objective in reviewing a student case. ... Having faculty that are outside of the PA program is nice because they can provide an outside third-party objective view that is oftentimes not tied to any previous interactions or relations than with the student.

One participant stated that some university policies and processes make it nearly impossible to dismiss a student, and faculty members often believe dismissal is secondary to the university's desire to keep the "butts in the seats." Another stated, "Our college is so afraid of some of the bad outcomes that [it] seems like most of the disciplines are nothing more than a probationary statement." All 10 participants interviewed for this study declared that students in PA programs are expected to abide by the highest standards of academic honesty and professionalism. They are always hopeful that the academic institution will support recommendations for student sanctions in incidents of academic dishonesty.

Reporting of Academic Dishonesty

All 10 participants responded to the interview question about their willingness to report incidents of academic dishonesty. Eight participants believed that incidents of academic dishonesty should be reported without fail. In contrast, two participants indicated that incidents may not necessarily require reporting but should be handled "in-house." Of the two, one would not report an incident of academic dishonesty "on the advice of other committee members" in his program. One participant stated that faculty

members' tenure status and years of experience in PA education may determine their desire to report incidents of academic dishonesty, with less experienced, untenured faculty members more likely to not report cheating incidents than more experienced, tenured faculty. Two other participants stated that reporting student cheating is uncomfortable largely because the process involves placing oneself, as well as the student, in a university process.

Willingness to report incidents of academic dishonesty seems to depend on the culture of the PA program, often related to the culture of the academic institution. Participants indicated that reporting will likely cause discomfort for members of the faculty and the student body. Many do not want to enter the process of reporting, where the burden of proof more often belongs to the faculty member than to the accused student. One participant stated,

I think the majority of the faculty just don't feel that any definitive action will occur. Most of the time it's because it's the he says, she says type of situation.

Our college is so afraid of some of the bad outcomes that it seems like most of the disciplines are nothing more than a probationary statement.

Four participants indicated that their institutions have policies for faculty members that state they must report any suspicion of academic dishonesty among students. One participant acknowledged that some of the lack of willingness by faculty members to report academic dishonesty relates to the potential for lawsuits against the program or the university. Another participant indicated that faculty members without tenure are less likely to report instances of academic dishonesty because they view

reporting as problematic. Those who are untenured and create a student issue by reporting academic dishonesty may find themselves in conflict with institutional processes, if the sanctions are not effective for the offense. Additionally, often students retaliate through poor ratings on course evaluations. Untenured faculty tend to be more cautious. “They don’t want to cause any problems even when it’s an anonymous process.” Untenured faculty may not know what the “unspoken rules” of reporting may be, which also could lead to their hesitancy to participate in university processes. Legal departments of universities are not likely to back the sanctioning of a student if any question arises about whether appropriate program policies have been observed. Legal issues may also lead to a decreased level of reporting or could lead to an increase in faculty turnover, due to frustrations with university processes. One participant explained an instance of high faculty turnover due to difficulty in applying university policy to cases of academic dishonesty.

The whole institution was like a revolving door in terms of faculty. People were leaving after a semester. ... I left fairly quickly. I had been there 9 months, and I just said, “No, I’m am not going to [give in to student demands for policy adjustments]”.

Because of similar matters, one participant indicated that university policies hinder faculty reporting:

I think it [university policy] hinders [faculty reporting] because no matter what the evidence is, we are so risk-adverse. There are so many levels of appeal, and almost always on appeal, the sentence, even if it’s egregious, is reduced. It takes

an enormous amount of time, workload, and stress to get through this process. ...

It's a lot of work just to have something get dropped to a lower level.

Eight participants indicated that reporting needs to be completed in all cases of academic dishonesty no matter the outcome, as reporting sends a message to all students that dishonesty will not be tolerated. One participant stated always turning in someone suspected of cheating:

I think that students should go through the [program] process with integrity and I think that a student that cheats on an exam is cheating the future patients of their real effort and their real knowledge. I just think you can do it without cheating.

Two participants stated that only the most egregious incidents should go through the reporting process, thereby disagreeing with those participants who contended that all cheating incidents should be addressed through the university's designated processes.

Strategies of PA Programs to Deter Cheating

All 10 faculty participants reported strategies are used in their respective PA programs to deter PA students from cheating. Those deterrents include use of honor codes or honor policies, regulated examination environments, the provision of an overview of program expectations and policies during orientation, statements in the syllabi for all courses that remind students of cheating policies, and development of student honor councils. I discuss each of these deterrent strategies below.

Honor codes or policies. All 10 faculty participants indicated that one way their program has tried to deter academic dishonesty is through the use of an honor code or honor policy: students are made aware of the program's policy for academic integrity.

Many have the students sign a document to demonstrate their understanding of the policy and their willingness to abide by the policy during their tenure in the PA program. In this manner, schools often use honor codes as contracts between PA-program faculty members and students; faculty members communicate the expectations for student behaviors during their time in the program, and students indicate their agreement to abide by the honor code. “Our students have a pledge that they sign when they enter the program saying that they will abide by the honor code,” said one participant. Others place the honor code before each examination, and students sign it prior to the start of every examination.

The student handbook often contains honor code policies created by the PA program, the university, or both. One participant stated, “We do have an academic honesty [clause] as part of our policy manual which the students are asked to read and then they sign to say that they’ve read it.” Another participant indicated, “We have a student handbook at our college. We do not have an honor code, per se. It’s kind of a hybrid. We certainly discuss with them what our expectations are, what the program’s expectations are.” Thus, even when a program does not name their expectations as an honor code, it still provides some communication to students about program expectations for the student.

One participant presented the idea that although honor codes provide a great start for discussions about program expectations, “they don’t work everywhere.” The use of an honor code does not completely protect a program from legal action if a student is dismissed for academic dishonesty. “It’s really easy to say, ‘I have an honor code. ... We

can kick him out.’ If you are not at risk for being sued. But I love the idea.” This participant relayed the concept that honor codes are not protective of programs if a student decides to sue for being dismissed related to honor code violations.

Examination environment. All 10 participants reported changes to the way their respective PA programs conduct testing to deter cheating behaviors. One participant described a testing policy “which does spell out things like students need to be seated so far apart; they don’t have any electronic devices, and they can’t wear heavy clothing or sweatshirts with pockets.” Another participant described a test environment in which the school uses cameras to record students during their test time. A third participant discussed an initiative completed by a faculty group to add new questions to the program’s test bank and create alternate examination forms for their clinical year courses. Everyone worked on the examinations, and “at the next end-of-rotation exam, there were 23 failures. ... Beefing up our own test security, test exams using new cases on a regular basis so that they are not passed along to next group as easily” was helpful to deter additional cheating. Some programs use human resources personnel to proctor examinations. “I walk around the room and I sit in the back, so they don’t know where I am. Just things to help them not be tempted [to cheat].”

Orientation overview of policies. All 10 faculty participants from PA programs indicated they discussed the expectations for students during the orientation sessions held prior to matriculation into the PA program. The concept is to introduce program policies as soon as possible so students are duly informed as to what should happen in an environment of academic integrity versus one of academic dishonesty. One participant

shared that the faculty members “go over those policies and allow discussion and question–answer or whatever, but we try to be very clear about that.”

Syllabi restate the honor policies for each course. Six programs place the honor code or honor policies on every course syllabus in the PA program. One participant’s program developed course objectives in several courses that emphasize professionalism. The participant stated, “it is revisited, so that they have it,” meaning the program keeps the concept outlined in the honor policy fresh in the students’ minds throughout their program’s curriculum.

Another faculty participant shared,

each of the faculty members within their syllabus also define professionalism and academic dishonesty, and the consequences ... that will happen. ... We do have boiler plate statements to put in our syllabi from the college that talk about the handbook stuff ... and they have faculty make a much more formal statement about the program and their class sanctions as well.

The syllabi thereby become another mechanism to inform students of their responsibility to maintain academic integrity in each program course, as well as in the whole of the PA program.

Student honor council. One study participant discussed the development of student honor councils to deter academic dishonesty in PA programs. Cases involving a particular level of accusation of academic dishonesty are referred by faculty to the student honor council, which serves as the initial stop for the case. “Students can go before the council if it rises to that level, and of course, on up to the Faculty Promotions

Committee” if that level of review is necessary. Although the student honor council conducts the first hearing, higher level sanctions are more likely to come from faculty-run university committees.

Responses to Delphi Round 1 Survey

The Delphi Round 1 data collection occurred through a survey process. I invited all 10 participants who completed the individual interviews to participate in the anonymous Delphi survey. The email invitation can be found in Appendix E. Six of the original 10 participated. The survey consisted of 10 questions shown in Appendix F. The threshold selected for consensus was a simple majority, or greater than 50%. In this round of questions, topics inquired about likelihood and importance of reporting (Items 1 and 5), deterrents to reporting (Items 2 and 8), support at the institution for reporting (Items 3, 4, 6, and 7), and communication with students about expectations for academic integrity (Items 9 and 10).

Likelihood and importance of reporting academic dishonesty. I asked participants were asked to rank two separate items; one related to the likelihood of them reporting academic dishonesty and one related the level of importance they put on doing so. Each of the questions and the results appear in the following narrative.

Round 1 Question 1. The question asked respondents to rate from 1 (very unlikely) to 10 (very likely) the faculty member’s likelihood of reporting incidents to university processes if a PA student was found cheating in the program. Two (40%) of the respondents rated the question a 9, whereas three (60%) of the respondents rated the question a 10. One respondent skipped the question. Findings indicated consensus that

participants would likely report student cheating to the appropriate university process if found. This finding is in direct alignment with the interview responses from participants.

Round 1 Question 5. This question asked participants to rate the importance to themselves of reporting academic dishonesty in their PA program on a scale of 1 (not important at all) to 10 (of the utmost importance). Two participants (80%) rated the importance as 10. One participant (20%) rated the importance as 9. Two participants skipped the question.

Deterrents to reporting academic dishonesty. I asked participants two separate questions to determine the reasons for deterrents to reporting instances of academic dishonesty through university processes. The literature reviewed clearly stated that deterrents exist for faculty to report academic dishonesty (Fontana, 2009; McCabe et al., 2012; Muhney & Campbell, 2010; Schmelkin, Kaufman, & Liebling, 2001) that include the large burden of proof on faculty members to provide evidence for cases of dishonesty. In addition, the literature also stated that faculty are often demonized or suffer losses related to promotion and tenure once involved with reporting cases of academic dishonesty (Fontana, 2009; McCabe et al., 2012).

Round 1 Question 2. This question asked participants to select reasons (as many as applied) for not reporting academic dishonesty in programs. Although 100% of respondents stated that they would report academic dishonesty in the previous question, three (75%) participants selected “Requirement for faculty member to provide proof of the incident of academic dishonesty” as a reason for not reporting academic dishonesty in

a program. Two (50%) respondents selected “Fear of legal liability to the student (fear of being sued by the student)” as a reason not to report. One participant chose each of the following selections: “Fear of retaliation by students (poor teaching evaluations, negative comments on RankMyProfessor.com, etc.) that may lead to poor tenure and promotion results,” “Faculty member prefers to handle academic dishonesty on a case-by-case basis on their own,” and “Faculty member’s difficulty with understanding which student behaviors constitute academic dishonesty within their PA program or institution..”

No respondent selected any of the other options: “High complexity of institutional reporting process,” “Reporting process is too time consuming,” “Faculty member is unaware of campus policies related to academic dishonesty,” “Sanctions for students accused of academic dishonesty are minimized compared to those desired by PA program faculty member,” “Institution is more concerned about student retention than sanctions for behaviors of academic dishonesty,” or “I am the only faculty member that I know who will report instance of academic dishonesty.”

Round 1 Question 8. I asked participants, “Do faculty members fear the PA profession is in jeopardy secondary to levels of academic dishonesty in PA education programs?” All six (100%) participants responded, “No.”

Although the results for Question 8 revealed that faculty members do not fear jeopardy for the PA profession due to academic dishonesty in PA programs, Question 2 did indicate some other deterrents to reporting existed. The findings are not completely in alignment with interview results, where almost every participant agreed that reporting of academic dishonesty was expected by their own beliefs, or with Round 2 Question 4

results. Here was the first indication that faculty may have some resistance to reporting behavior due to the burden on faculty members to provide evidence of the academic dishonesty in question, as well as the potential for students to retaliate with legal action. Other researchers reported these same deterrents to reporting academic dishonesty in university systems (McCabe et al., 2012).

Institutional support related to faculty reporting of academic dishonesty.

Questions 3, 4, 6, and 7 inquired about support provided to faculty when they needed to report incidents of academic dishonesty. Participants contended they would report any witnessed incidents of academic dishonesty to their institution right away, but the level of support from the institution and the mechanisms of supports from the institutions reported varied.

Round 1 Question 3. When asked to select the statement that best summarized faculty members' thoughts about reporting academic dishonesty at their program's institution, all six (100%) respondents selected, "If I see an act of academic dishonesty from my PA student(s), I will report it to the appropriate institutional authority right away." No participant selected the other statements: "If I see an act of academic dishonesty from my PA student(s), I think that it is not my problem, and reporting belongs to someone else. It's just too burdensome to report to the institution," or "If I see an act of academic dishonesty from my PA student(s), I will not report it because of lack of time and because cheaters will likely be caught in the future." The results from this question are not completely in alignment with Round 2 Question 3, noted above.

Round 1 Question 4. This question asked faculty to rate the level of support in their institution for reporting instances of academic dishonesty on a scale from 1 (lowest level of support) to 10 (highest level of support). Two participants (33.33%) selected 10, three participants (50%) selected 8, and one participant (16.67%) selected 6. The literature supports results from this question (McCabe et al., 2012); the level of support obtained by faculty when reporting academic dishonesty varied. Some faculty members reported large levels of support, whereas others thought institutions flounder in their level of support. Consensus about level of support did not emerge for this question.

Round 1 Question 6. This question asked participants to indicate the types of support available at their institutions for reporting academic dishonesty. Table 1 shows the results.

Table 1

Types of Support Available to Facilitate Reporting Academic Dishonesty at Participants' Institutions

Responses selected	Respondents	
	<i>n</i>	%
The institution has clear, written guidelines for students which defines academic dishonesty and expectations for academic integrity	5	83
Institution has clear, written guidelines or policies for faculty reporting of cases of academic dishonesty	5	83
Student sanctions following faculty reporting of academic dishonesty is properly aligned with the seriousness of the event	4	67
Faculty members may be involved in adjudication of student cases related to academic dishonesty	4	67
The institution or PA program has a clearly written honor code	4	67
The institution has a culture of academic integrity that is well understood by faculty and students alike	3	50
The institution provides legal support to the faculty member if needed in student liability cases (student sues following sanctions)	2	33

Consensus of participants indicated that their institutions have clear, written guidelines or policies for faculty and students that define academic dishonesty and expectations for academic integrity, and clearly written honor codes. Consensus emerged for statements that indicated the involvement of faculty in adjudication of student cases of academic dishonesty. No consensus, however, arose that indicated support for faculty if students pursued legal action following a sanction for academic dishonesty. Again, support for faculty seemed to stop short of protecting individuals, but policy may be more effective in protecting the institution.

Round 1 Question 7. I asked participants to select a true statement about their PA programs and the obligation to retain students involved with academic dishonesty. One participant (16.67%) selected the statement, “Program faculty members have been obligated to retain students who were involved in matters related to academic dishonesty by the institution’s administration.” The other five participants (83.33%) selected the statement, “None of the above is true of my PA program.” None of the participants selected the any of the following statements: “Program faculty members have been obligated to retain students who were involved in matters related to academic dishonesty because of disunity between program and institution processes for academic dishonesty,” “Program faculty members have been obligated to graduate students who were involved in matters related to academic dishonesty by the institution’s administration,” “Program faculty members have been obligated to graduate students who were involved in matters related to academic dishonesty because of disunity between program and institution processes for academic dishonesty,” and “All of the above are true of my PA program.”

Participants achieved the consensus threshold and indicated that programs were not forced by their institution to retain students involved in matters related to academic dishonesty. One participant stated otherwise. This finding is consistent with the interview data, in which two of 10 participants indicated some pressure from their administration to keep PA students enrolled in programs, rather than dismiss them when they were discovered to be guilty of academic dishonesty. As with other questions in this grouping, the results make it difficult to know the level of institutional support for faculty members involved in cases of academic dishonesty in PA programs.

Communication with students about expectations for academic integrity. I

asked participants questions to determine the communication held with students about the program's expectations for academic integrity and how they communicated those expectations. I also queried participants about the timing of that communication.

Round 1 Question 9. I asked participants to select items used by participants' programs. Table 2 presents the results.

Table 2

Methods Used by Participants' Physician Assistant Programs to Communicate Academic Integrity Expectations

Responses selected	Respondents	
	<i>n</i>	%
A student handbook that addresses program's expectations for academic integrity	6	100
An honor code created by faculty members	4	67
An honor code that is enforced primarily by faculty members	3	50
An unenforced honor code	1	17

All participants indicated that their programs used a student handbook to outline the program's expectations for academic integrity, and the majority of participants selected honor codes created by faculty members. These were the most often selected mechanisms by participants for communicating programs' expectations for academic integrity to students.

Round 1 Question 10. I asked participants to indicate when the program introduced students to program policies related to academic integrity. I present the results in Table 3.

Table 3

When Program Policies Related to Academic Integrity for Participants' Programs are Introduced to Program Students

Responses selected	Respondents	
	<i>n</i>	%
Before matriculation into the program	3	50.00
During the incoming-student orientation	6	100.00
After matriculation into the program	4	66.67
It comes at another time in the program	1	16.67
We don't have program policies related to academic integrity	0	0.00

All six participants noted that the school used a student handbook to communicate expectations for academic integrity, indicating consensus about use of this method of communication. Also, participants reached consensus about use of a faculty-generated honor code to outline program integrity expectations. Timing for the communication was important. Although half of participants indicated they began communication before student matriculation into the program, all participants communicated their expectations

during the incoming students' orientation, and more than half continued the conversations after program matriculation.

PA faculty participants indicated they communicated early and often with students about expectations for academic integrity. This is consistent with interview responses and aligns with literature that states students should know as soon as possible about the expectations for academic integrity and the definitions of academic dishonesty to deter cheating (Fontana, 2009; McCabe et al., 2012; Medina & Yuet, 2013).

Responses to Delphi Round 2 Survey

As in the previous round, the second round of data collection also consisted of 10 questions administered through a SurveyMonkey questionnaire. The questionnaire may be found in Appendix G. I established questions for the second data round following review of the interview results and the results of the first round of data collection through the Delphi process. The data obtained from this final round of the Delphi process came from five of the original 10 participants. I did not know which of the original participants responded, as the Delphi process maintained the anonymity of respondents.

As in the previous round, the threshold selected for consensus was a simple majority, greater than 50%. In this round of questions, I inquired about deterrents to faculty reporting acts of academic dishonesty (Items 1, 2, 5, and 9); institutional support for faculty who report cases of academic dishonesty (Item 10); faculty expectations for student integrity (Item 8); student justification for cheating and prolonged student cheating (Items 3 and 6), and methods used by programs to deter student cheating (Items 4 and 7).

Deterrents to reporting academic dishonesty. The paragraphs below expound on the responses selected by participants to indicate if any deterrent existed to faculty members reporting incidents of academic dishonesty on their home campuses.

Round 2 Question 1. I asked participants if faculty members on their campus had any fear related to reporting incidents of academic dishonesty. Four (80%) of the participants indicated they did not experience such fear, whereas one participant (20%) indicated the statement faculty did experience such fear. This result is similar to responses obtained in the interviews and in the first round of data collection; researchers indicated that one rationale provided for faculty not reporting instances of academic dishonesty is based on fear of student retaliation or fear of loss of status on campus (Fontana, 2009; McCabe et al., 2012). Participants for this study all indicated that reporting was important, and although most have not seen faculty members fearful, one participant had seen this. This finding was also reflected in results for Question 2.

Round 2 Question 2. I asked participants to indicate some negative impacts experienced personally or witnessed of other faculty members when reporting academic dishonesty through institutional processes. Table 4 presents the results.

Table 4

Negative Impacts for Reporting Instances of Academic Dishonesty Through the Institutional Process

Responses selected	Respondents	
	<i>n</i>	%
Unfavorable course evaluation ratings from students	3	60
Loss of teaching job	3	60
Intimidation from students	2	40
None of the above	2	40
Failed attempt at promotion or tenure	0	0

Although participants had not experienced fear-producing instances related to reporting academic dishonesty, the majority had seen some negative effects related to such reporting, including unfavorable course evaluation ratings from students and loss of teaching jobs. These findings align with the literature that reports similar deterrents to reporting cheating due to fear of reprisal from peers or others (Fontana, 2009; McCabe et al., 2012; Nitsch et al., 2005).

Round 2 Question 5. I provided participants information from the analysis of Round 1 questions in which 80% of study participants rated the importance of reporting academic dishonesty as 10/10, whereas 20% of study participants rated the importance as 9/10. In Round 2 Question 5, I asked participants what might deter them from reporting 100% of the time? Three participants (60%) selected, “I think that PA students work very hard, and due to trying to balance home, school, and other responsibilities, they may make an error in judgment to take a shortcut or two.” One participant (20%) selected, “I think that PA students are overwhelmed by the sheer volume of material and may be

pressured to cheat in order to maintain a successful academic showing.” Two participants (40%) selected, “I did not provide a rating of 9/10 about the importance of reporting instances of academic dishonesty.” One participant (20%) selected, “I did not provide a rating of 9/10 for my likelihood of reporting instances of academic dishonesty.”

I posed the question to determine if participants’ retained consensus about reporting PA students’ academic dishonesty or if faculty participants would reconsider if the rigor of the PA program was considered as a potential rationale for the dishonest behavior. Although three participants indicated that work–life balance may lead to some errors in judgment by PA students, three participants maintained they did not provide a rating of 9/10 for either the importance or likelihood for reporting in the second-round questions. Faculty participants remained true to the second-round results and indicated continued commitment to reporting instances of academic dishonesty.

Round 2 Question 9. I asked participants, “What is the perceived cost to institutional enrollment that may deter faculty members from reporting academic dishonesty?” Three participants (60%) selected, “There is no perceived cost to institutional enrollment that may deter faculty members from reporting instances of academic dishonesty.” Two participants (40%) selected, “PA students’ tuition levels are lucrative for institutions, so faculty members are discouraged to report instances of academic dishonesty (want to avoid loss of student).” None of the participants (0%) selected, “Faculty members may not report student incidents of academic dishonesty as it is important that programs do not have regular student attrition for any reason.”

The results for Question 9 indicated that most faculty participants (60%) did not recognize a perceived institutional cost that would deter reporting of academic dishonesty, which supports the notion that faculty would have no fear of reporting such cases. However, the data also indicated that some participants (40%) understood that the institution could provide some pressure that would deter reporting. Again, this finding supported the consensus that study participants are not hesitant to report instances of academic dishonesty. Researchers reported the lesser finding of institutions having tuition loss as a deterrent to reporting cases of cheating (Fontana, 2009; McCabe et al., 2012).

Institutional support related to faculty reporting of academic dishonesty. The following paragraphs discuss findings from participants regarding the availability and level of institutional support provided to faculty members who report academic dishonesty.

Round 2 Question 10. I asked participants, “In your experience, from where is the greatest level of support for faculty members who are reporting instances of academic dishonesty?” All five respondents (100%) selected “peer-to-peer support.” None of the respondents selected the options: “institutional support” or “support from the professional field (PAEA, AAPA, etc.).”

This result was not in alignment with interview results in which participants stated that the institution provided adequate levels of support for faculty who reported cases of academic dishonesty. However, when comparing this question to the results for Round 1, Question 4, the findings are similar. No consensus emerged for level of institutional support to faculty reporting academic dishonesty. Round 2 Question 10 also

demonstrated nothing that indicated a level of significant support for faculty members who report academic dishonesty from the institution; instead, 100% of participants indicated that peers provided the greatest level of support.

Communication with students about expectations for academic integrity and deterrents used to diminish cheating in PA programs. The following paragraphs reflect PA faculty participants' responses about their expectations for academic integrity in their PA students, as well as any deterrents used by their programs to limit academic dishonesty.

Round 2 Question 8. When asked, "What is true about your belief as it relates to academic dishonesty in PA education (mark as many as you'd like)," three participants (60%) marked the item "PA students should be held to a higher standard for academic integrity because they will need that to be quality health care providers." Two participants (40%) marked the item "PA students should be held to no higher standard for academic integrity than other students." Two participants (40%) marked the item "There is no 'level' of academic dishonesty in PA programs." No participants selected the following items: "The level of academic dishonesty in PA programs is rising," "The level of academic dishonesty in PA programs is falling," or "None of the above."

Consensus for this question confirmed participants' beliefs that PA students should be held to a higher standard for academic integrity because of their status as future health care providers. This finding was consistent with the interview results and the second-round survey results. This finding was consistent with the literature, which stated that those in medical professions are expected to have high levels of integrity, as

academic integrity is fundamental to the roles of health care providers and patient outcomes (Dyrbye et al., 2005; Krueger, 2014; Taradi et al., 2010). With these results, it is imperative that faculty express the importance of academic integrity to PA students.

Round 2 Question 6. I asked participants, “In your experience with students who have been sanctioned for academic dishonesty, what are some of the justifications provided by students for their behavior?” Table 5 displays the results.

Participants did not reach consensus on this topic and it seems students have provided various rationales for cheating. Some of the results, however—”Student indicated that they were unclear about the expectations for the assignment or exam” or “The student indicated that they were unclear about program policies about expectations related to academic integrity”—may indicate that PA faculty are not communicating expectations and policies as well as they indicated in the interviews. The results for this question implied the need for repeated communications to students. Also, interview results and the second-round data results indicated that honor codes and policies used to inform students of expectations were developed by faculty. Information about the effectiveness of honor codes and other policies related to student cheating may be better received if students are involved in the development of the codes or policies, and if faculty explicitly explain the expectations and policies to students (McCabe et al., 2012; McCabe, Butterfield, & Treviño, 2003; McCabe & Treviño, 2002; S. Williams, Tanner, & Beard, 2012).

Table 5

Justifications Provided by Students for their Academic Dishonesty

Responses selected	Respondents	
	<i>n</i>	%
The student indicated personal issues with time management	2	40
Student indicated they were unclear about the expectations for the assignment or examination	2	40
The student indicated they were unclear about program policies about expectations related to academic integrity	2	40
None of the above	2	40
The student indicate they were faced with pressures from family members to be successful	1	20

Round 2 Question 3. I asked participants, “Do you know of any past PA students from your program who were named in an incident of academic dishonesty while in PA school, and who later were brought before the state medical board for disciplinary action?” Four participants (80%) answered “No,” whereas one participant (20%) answered “Yes.”

Like reports in the literature (Glass et al., 2006; Papadakis et al., 2005), a study participant acknowledged some instances of professional disciplinary action by state medical boards, whereas most participants had no knowledge of such activity. The consensus was that most participants could not attest to academic dishonesty cases leading to state board disciplinary action. Although mentioned in the literature, no indication emerged on the prevalence of the connection is between academic dishonesty and state board actions. Communication with PA students about expectations for

academic integrity may deter cheating, which may be the reason only one participant knew of such a case.

Round 2 Question 7. I asked participants, “What other types of methods are utilized by your PA program to deter academic dishonesty?” Results for this question appear in Table 6.

Table 6

Other Methods Used by Physician Assistant Programs to Deter Academic Dishonesty

Responses selected	Respondents	
	<i>n</i>	%
Examination proctors	5	100
Syllabi with clearly stated policies for academic integrity	5	100
Regular revision of test questions or test bank	4	80
An overarching PA program honor code that is acknowledged by all students	4	80
Test bank that allows for development of new test forms as needed	3	60
Syllabi that clearly state expectations for each assignment, including rules for collaboration with other students	2	40
A restatement of the honor code on each course syllabus	2	40
Cameras in testing area or recorded test environments	0	0
Input from a student honor council to facilitate student understanding of policies related to academic dishonesty	0	0
None of the above	0	0

To determine consensus about the types of communications that schools use to inform students of policies related to faculty expectations, consensus arose for use of a PA honor code acknowledged by students and for syllabi with statements for academic integrity. Other items used to assure academic integrity that did not necessarily inform students were use of examination proctors and revision and development of test-bank

items. Consensus among participants aligned with interview results and second-round survey results.

Finally, I posed a question as a summary to determine what participants thought about academic dishonesty in PA education, with some response choices pertaining to the participants' own PA program. Participants could select as many items as they determined to be true.

Round 2 Question 4. I asked participants, "Which of the following statements do you believe to be true about academic dishonesty in PA education?" Four participants (80%) each selected the following items: "My PA program uses proctors for exams to deter academic dishonesty," "The potential for academic dishonesty impacts the mechanisms used to test students in my PA program," and "My PA program enforces an honor code to deter academic dishonesty." Three participants (60%) selected, "The potential for academic dishonesty impacts the manner in which education is delivered in my PA program." One participant (20%) selected, "Academic dishonesty is detrimental to the accuracy of the statistics of educational quality reported by PA programs to external PA organizations." No participants (0%) selected, "The potential for academic dishonesty has no impact on the manner in which education is delivered in my PA program" or "Faculty members find it difficult to trust PA students because of the potential for academic dishonesty."

Question findings revealed consensus for participants using honor codes to deter student cheating. Another mechanism to deter cheating was testing methods. Participant consensus also emerged for the concept that the potential for academic dishonesty

influences the way PA programs deliver education, although not all participants agreed with that concept. Consensus aligned with interview results and with second-round survey results.

Conclusion

Study findings indicated that faculty members expect PA students to meet high standards for academic integrity while enrolled in PA programs. Faculty members were clear to state that those high expectations directly relate to the ethical expectations of the PA profession for practicing PAs. Students found responsible for the violation of academic integrity policies create a distrust in faculty members about their ability to practice according to ethical standards expected in the PA profession.

Most faculty member participants reported faculty should report incidents of academic dishonesty in PA programs. Some faculty members are cautious about entering university processes for reporting because of the work required in the process, the inability to assure that the final sanction will match the violation, and the manifestation of potential adverse legal actions by students in cases of dismissal. Despite these deterrents for reporting, 8 of 10 participants avowed that all cases of suspected academic dishonesty should be reported to university processes, whereas two participants affirmed that only the most egregious violations should be reported.

All 10 participants reported the development of strategies to deter students' violation of academic integrity policies. Each participant detailed the introductory explanation of policy to matriculating student cohorts. All participants reported that students sign a document that confirms their understanding of program policies and the

students' agreements to abide by the policies during their program tenure. Much of these steps happen at the orientation for matriculating students.

Additionally, participants revealed the repetition of policies and program expectations through the use of statements on syllabi. Participants also noted other actions to deter cheating, including revision of test environments, test banks, and test forms. Some used cameras or human proctors in the test environment to assure testing security. Although faculty participants had a variety of commonalities in expectations for academic integrity, they seemed to have differences in how they think academic dishonesty should be addressed, how it should be communicated to students, and how it should be deterred. Inconsistencies in beliefs about the best approach to address academic dishonesty resulted from varying campus beliefs and policies regarding how situations of academic dishonesty should be managed and addressed. Some faculty members believed they were under as much scrutiny as the student alleged in the wrongdoing, and were, therefore, reluctant to report cases to institutional officials, instead opting to manage cases of academic dishonesty in-house. These findings served as the foundation for the development of the professional development project discussed in the next section.

Section 3: The Project

The purpose of this study was to determine how faculty in PA programs described their roles and responsibilities in addressing incidents of academic dishonesty. The project I developed to align with the findings of this study was a 3-day professional development workshop with a targeted audience of PA program faculty members and their administrators. The workshop may be delivered during one of the annual education forums held by the PAEA.

With more than 240 PA programs in the United States and the expectation of an additional 61 programs to be developed by the year 2022, concerns have arisen about the inexperience of new faculty members and program leaders (Brock, Orrahood, Cooper, Alvitre, & Tozier, 2017; L. M. Huang, 2015; Opacic & Roessler, 2017; Streeter, Zangaro, & Chattopadhyay, 2017; U.S. Department of Health and Human Services, 2016). Many new PA faculty hires (including program directors) have never worked in education; they are clinicians who were recruited to teach for the first time in a graduate-level PA program (Belyukova & Graham, 2017; Opacic & Roessler, 2017). The PAEA (2019b) ensures quality in PA education via development and distribution of educational services and products to PA faculty members. New PA faculty members are often in various stages of need for foundational education development (PAEA, 2015). PAEA hosts an annual education forum that offers education sessions and workshops to assist faculty with learning best practices and developing innovations to use in PA programs on their home campuses.

Although most attendees are new faculty members, faculty members who are intermediate in their levels of experience (5 to 10 years) also have need for continued development; the PAEA provides educational sessions for this target audience during the annual forum as well. The PAEA is the sole organization with PA programs as members. One major aspect of PAEA's mission is to support programs in the recruitment, selection, development, and retention of well-qualified faculty (Asprey & Agar Barwick, 2017). PAEA works to ensure quality PA education by the creation and delivery of educational sessions focused on meeting the education needs of PA program faculty members (PAEA, 2019a).

The PAEA also provides multiple workshops throughout the year so PA faculty members can find opportunities to address deficits in their knowledge and skills. In addition, PAEA workshops and other education sessions are places where PA faculty can hold discussions about best practices or discussions about being a change agent on campus (Asprey & Agar Barwick, 2017). Audiences at the annual forum range from new to master PA faculty, university and college administrators, and medical directors of PA programs. The PAEA forum is an appropriate place to provide an opportunity for faculty of varying levels of educational experience, college administrators, and medical directors to participate in discussions and activities about academic dishonesty in PA programs. Attendees reflecting on the culture of academic integrity on their home campuses may lead to strategies for becoming agents of change on their home campuses or in their PA program.

The workshop presented in the current study would provide opportunities for PA faculty with varied education and experience to come together to discuss the impact of academic dishonesty on PA education program operations. The workshop would also provide an opportunity for faculty members to learn the steps necessary to be an agent of change on their campuses related to the issue of academic dishonesty. Educating students about program expectations for academic integrity, encouraging students to create a culture of integrity in the classroom and in the PA program, and exploring with colleagues the detrimental effects of faculty failing to report instances of academic dishonesty may provide opportunities for PA faculty to effect change in this area on their campuses.

Description and Goals

The project is a 3-day professional development workshop with four workshop sessions each day lasting 60–90 minutes each. The goals of the workshop are as follows:

1. To provide PA program faculty members and their administrators with opportunities to discuss the factors surrounding academic dishonesty in their PA program.
2. To allow faculty members and administrators to identify their roles in addressing matters of academic dishonesty in their PA program.
3. To review the effectiveness of program and institutional processes and policies to address such matters.
4. To facilitate discussion about the development of a culture of academic integrity in PA education programs.

Rationale

I chose the workshop format because it would allow faculty members to discuss problems of academic dishonesty by working through case scenarios related to academic dishonesty in PA programs across a wide variety of topics, and to determine how their home program would likely address these scenarios. The pervasive problem of academic dishonesty in PA programs is evident from the results of interviews and two rounds of data collection using the Delphi method with research participants in the current study. According to study findings, faculty experiences with academic dishonesty varied depending on the program, the culture of cheating on the campus, the judiciary processes available at the institution, and the faculty member's willingness to engage in the university process for addressing academic dishonesty.

Study findings revealed variability in what constituted actionable cases of academic dishonesty in PA programs. In some cases, participants recommended students for program dismissal with varying outcomes, whereas other students' behaviors were deemed insignificant and did not merit such action. The workshop would allow faculty members and administrators to discuss best practices for addressing different types of scenarios related to acts of students' academic dishonesty. I designed discussions to gain consensus about what constitutes academic dishonesty. An additional focus of the workshop was what has worked in various institutions when addressing instances of academic dishonesty. Through these discussions, faculty members and administrators may find new ways to manage or deter academic dishonesty in their PA programs and perhaps on their home campuses.

The ability for faculty to exchange ideas in a collective manner about student case scenarios related to academic dishonesty is likely to lead to the development of more comprehensive deterrence programs that may be used to instruct students on the common mistakes that can lead to academic dishonesty. Additionally, faculty and administrators could work to develop policies and processes to assist faculty members to be more willing to address instances of academic dishonesty in a manner that best aligns with institutional expectations. The workshop has the potential to lead faculty members and their administrators to think in an organized collaborative fashion about academic dishonesty. The workshop may lead to the development of more effective mechanisms to provide an educational culture of academic integrity to students, as well as more support for faculty members to deter or address incidents of academic dishonesty on their campuses.

Review of the Literature

I conducted a Boolean search for literature related to professional development seminars, which included *professional development*, *effective professional development*, *professional development in higher education*, and *workshop development*. In conducting a search of the literature in the Walden University library databases, I discovered limited research published in peer-reviewed journals that addressed the topic of professional development seminars as a genre. Publications emerged on Google Scholar, however, authored by educators related to professional development topics. In the following paragraphs I provide an overview of professional development: (a) professional

development defined, (b) the benefactors of professional development, and (c) effective professional development.

Professional Development Defined

Professional development refers to different types of continuing education experiences or activities, as well as advanced professional learning related to an individual's work (Professional Development, 2013). Professional development is a term used to describe a variety of specialized training, formal education, or advanced professional learning intended to help educators improve their professional knowledge, competence, skill, and teaching effectiveness (Professional Development, 2013).

Professional development typically involves three types of activities: (a) self-directed learning, (b) formal professional development programs, and (c) organizational development initiatives (Caffarella & Zinn, 1999). In self-directed professional development activities, faculty members may learn the process of preparing materials for teaching classes, supervising dissertations, conducting research, or serving on campus committees. Formal professional development programs typically focus on teaching, technology implementation, scholarship, and research (Mizell, 2010). *Organizational professional development* is a systematically planned change used to develop and implement actions toward organizational improvement (Caffarella & Zinn, 1999; Labone & Long, 2016). These professional development efforts focus on changing the climate or culture of an institution.

Professional development in education is important to faculty members and should not be too narrowly defined. Such instruction should be multidimensional,

consisting of many options, and should be determined by faculty members' needs, goals, and challenges (Evans, 2014), serving as a major contributor to the expectation of greater student achievement (Collopy, 2015). Professional development may be represented by a large range of activities from formal, structured seminars to informal discussions with other faculty members; they can take the form of workshops, conferences, college courses, special institutes, or learning communities (Collopy, 2015; Evans, 2019; Wells, 2014). Sometimes face-to-face professional development venues may have limited registration due to the time constraints of faculty who are allowed to register at their own discretion; professional development may also be conducted through asynchronous or synchronous online means to facilitate greater participation among faculty members (Dailey-Hebert, Mandernach, Donnelly-Sallee, & Norris, 2014; Elliott, Rhoades, Jackson, & Mandernach, 2015; Meyer, 2014; Meyer & Murrell, 2014). Professional development is considered the main method by which educators can receive continued education intended to provide opportunities to learn new ideas and improve their teaching skills over time (Evans, 2014).

Professional development is intended to improve the knowledge, skills, competence or effectiveness of the participant (Mizell, 2010; Professional Development, 2013). In addition, professional development may be designed to support the implementation of a new program or curriculum or new pedagogical approach (Desimone & Garet, 2015). Researchers have shown consensus in the idea that educational leaders should promote professional learning and development for the faculty members in their

schools to improve student outcomes (Darling-Hammond, Hyler, & Gardner, 2017; Evans, 2014; King, 2016; Nicolae & Nicolae, 2016; Steiner, 2004).

Benefits of Professional Development

New faculty members are not often given academic preparation before their teaching experiences begin, so they could benefit from learning best practices through formal professional development (Behar-Horenstein et al., 2016; Caffarella & Zinn, 1999). Even experienced faculty members face challenges to remain current with teaching methods, technology, and student behaviors; these faculty members also benefit from receiving professional development (Mizell, 2010; Premkumar, Moshynskyy, Sakai, & Fong, 2017; Sariyildiz, 2017). Faculty members' retention and students' success depend on quality professional development (Evans, 2014; Gaikhorst, Beishuizen, Zijlstra, & Volman, 2015). In a study addressing PA faculty retention, the loss of faculty who returned to clinical practice was predicted when faculty members gave low ratings to certain survey items, including a sense of community and a sense of support from the administration of the institution, which could be helped by professional development activities (Belyukova & Graham, 2017). New faculty members need to feel supported in their endeavors to develop in their professional roles. Professional development training may positively affect the behavioral, attitudinal, and intellectual development of faculty members (Evans, 2014); therefore, professional development should be valued as a strategic investment for institution stakeholders (Desimone, 2011).

In addition to providing support for faculty that may reduce faculty attrition rates and develop desirable attitudinal, intellectual, and professional characteristics in faculty

members, professional development also benefits students (Darling-Hammond et al., 2017; Guskey, 2017; Smith, 2010a). Research studies on professional development showed that the primary goal for providing professional development to faculty members was improved teaching and subsequently, improved student learning (McKee, Johnson, Ritchie, & Tew, 2013). Faculty interactions with students increase the students' sense of academic ability and values and have a clear impact on student success. Faculty members who participate in professional development are more likely to perform student-centered teaching and student-engaged approaches, which also align with student success (Kezar & Maxey, 2014).

Effective Professional Development

Professional development may consist of many activities, including workshops, coaching, seminars, and community learning activities. Professional schools often provide no opportunity for prospective faculty members to prepare for teaching in an academic environment, leaving them on their own to discover the job expectations (Behar-Horenstein, Garvan, Catalanotto, Su, & Feng, 2016). Careful planning of professional development is critical to achieving desired outcomes for faculty and ultimate success for the students they teach. It is no longer acceptable to believe that competent clinicians will automatically be competent teachers in the classroom, so training them to become good teachers is critical for student outcomes (Mokkapati & Mada, 2018). Professional development events often fall short of providing a meaningful experience for attendees. Too little evidence links professional development programs to better teaching practices and improved student outcomes (Desimone, 2009, 2011;

Guskey, 2003, 2014; Hill, Beisiegel, & Jacob, 2013; Yoon, Shin, Boupvannh, & Kang, 2016). However, given the multiplicity of professional development design options, it is difficult to discern from research the factors that most contribute to the success or failure of a professional development effort (Desimone & Garet, 2015; Evans, 2019).

Researchers explored the usefulness of professional development to faculty members, and discovered seven elements of effective professional development efforts: (a) they are content focused, (b) they incorporate active learning strategies, (c) they engage teachers in collaboration, (d) they use models or modeling, (e) they provide coaching and expert support, (f) they include opportunities for feedback and reflection, and (g) they are of sustained duration (Bayar, 2014; Cilliers & Tekian, 2016; Collopy, 2015; Darling-Hammond et al., 2017; Evans, 2019; Matherson & Windle, 2017; Smith, 2010a).

Content focused. Professional development is most effective when it aligns with faculty members' daily work (Collopy, 2015; Darling-Hammond et al., 2017; Desimone, 2009; Iqbal & AlSheikh, 2018; Premkumar et al., 2017). Researchers agree that professional development efforts that consider participants' work and are relevant to that work are likely to be incorporated into the workplace, once the event is over. Professional development is effective if it matches faculty members' needs related to real classroom situations (Bayar, 2014; Cilliers & Tekian, 2016). The professional development effort must, therefore, link the learning to the participants' teaching practice.

Active learning strategies. The use of active learning strategies suggests a move away from traditional learning models that are primarily lecture based, and instead

includes activities that encourage learner engagement during the learning event, such as prework and homework, interactive activities, and collaboration (Darling-Hammond et al., 2017; Evans, 2019; Lauer, Christopher, Firpo-Triplett, & Buchting, 2014). Teachers want professional development to be active and engaging to ensure the event was not a waste of time; therefore, use of hands-on practice of skills and techniques during the event, which are to be used later in the classroom setting, is valuable (Matherson & Windle, 2017). Active learning that allows teachers to focus on needs specific to their own work situations improve teaching practices (Stewart, 2014).

Engage teachers in collaboration. Professional development is most impactful when participants are part of a community of practice with others in the event who teach at the same level or teach the same type of course content (Stewart, 2014). Teachers want professional development that allows discussion with other faculty members about topics of common concern. Collaborative work among faculty members allows for the development of support communities that may result in a positive change in the instruction and culture of a school or department (Cilliers & Tekian, 2016; Darling-Hammond et al., 2017).

Use of models or modeling. Professional development may use modeling to assist participants to develop best practices in certain scenarios. Such models may include written cases scenarios, unit or lesson plans, and observations or discussions with peers about similar situations in their own work environments (Darling-Hammond et al., 2017; Evans, 2019). Use of cases may also provide teachers with information that challenges their current practices (Steiner, 2004).

Coaching and expert support. Professional development efforts should provide coaching and expert support for participants to provide content and evidenced-based best practices that focus on faculty members' needs. Many times, this coaching and support comes from other participants in the professional development event (Darling-Hammond et al., 2017; Steiner, 2004; Wells, 2014).

Opportunities for reflection and feedback. Professional development that is of a high quality should have time built into the schedule of events for participants to reflect and give and receive input on their current teaching or classroom practices. Reflection and collaboration are important, increasing the potential for attendees to identify the need to facilitate any necessary changes to practices (Cilliers & Tekian, 2016; Darling-Hammond et al., 2017; Wells, 2014).

Sustained duration. Professional development should not be a one-time event. Effective professional development allows participants time to learn, practice, and implement new strategies (Cilliers & Tekian, 2016; Darling-Hammond et al., 2017).

Knowles's Learning Theory and Professional Development

The professional development seminar I have developed builds in part on adult learning theory. Introduced in the early 1970s, Malcolm Knowles used the term *andragogy* to indicate that children and adults learn differently. In traditional pedagogical models, developers assume the methodology is teacher centered. Six assumptions are, (a) learners only need to know what teachers deem important; (b) teachers think learners as dependent, lacking self-concepts and self-direction; (c) personal experience of the learner is irrelevant to the act of learning; (d) learners can only learn when teachers instruct them

to do so; (e) learning is attained through the studied subject matter content; (f) learners are solely motivated by external rather than internal motivators (Knowles, Holton, & Swanson, 2015).

These assumptions of pedagogical teaching reveal how pedagogy promotes a teacher-centered approach to learning. However, this authoritative approach may not be effective with adult learners who prefer learner-centered approaches to learning. Andragogy is student-centered rather than methodology-centered instruction by design (Knowles et al., 2015). Adults are motivated to solve immediate problems and seek knowledge to fulfill deficits in their ability to solve those problems. Therefore, for adults, learning is expected to be meaningful (Kraut, 2014).

Knowles's andragogical model rests on several assumptions that differ from those of common pedagogical models. These assumptions include the following critical aspects of the adult learner: (a) the learner's need to know about a topic, (b) the learner's concept of themselves, (c) the learner's past experiences, (d) the learner's readiness to learn, (e) the learner's orientation to learning, and (f) the learner's motivation to learn. I discuss each assumption in detail in the following paragraphs.

The need to know. Before they begin to learn, adults want to know why they need to learn. Before a facilitator can expect adult learners to have an interest, the facilitator should orient learners to the importance of the proposed learning plan (Knowles, 1973; Knowles et al., 2015; Kraut, 2014; McCray, 2016).

The learner's self-concept. Adults believe that they are responsible for their own lives. In alignment with this concept, the adult learner is often self-directed. Unlike a

child learner who relies on the teacher to provide content and repetition as a sign of understanding, the adult learner relies on the facilitator to guide discussion about the content of a topic so that the learner can successfully apply the information to the learner's life situation (Knowles, 1973, 1980; Knowles et al., 2015; Kraut, 2014; McCray, 2016; Zepeda, Parylo, & Bengtson, 2014).

The role of the learner's experience. Adults have a wide range of experiences that influence their learning. It is important for the experiences of the adult learner to be acknowledged as worthwhile. In a group of adult learners, the greatest potential for enrichment of the learning yet to occur lies in the adult learners themselves. A group of adult learners provides a heterogeneous presentation of learning styles, backgrounds, motivations, needs, and interests. Such variety may lead to enriched discussions about lesson topics, as well as deeper understanding and application in problem-solving activities and simulation exercises. Adult learners often relate new concepts to their own experience and value the real-life examples of their peers in shared discussion (Allen, 2016; Knowles et al., 2015; Kraut, 2014).

Readiness to learn. Adult learners become ready to learn what they need to know to cope with real-life situations. The learner wants to put into practice tomorrow what they learn today, so the time expectancy for application is immediate (Knowles, 1973). Readiness often relates to developmental tasks. For example, a preschool child may not be interested in learning about care of an infant, but a pregnant woman may be more interested, based on her life situation; the timing of learning experiences is an important factor. For example, teachers may not be ready to learn about the work responsibilities of

a dean until they have mastered the tasks associated with effective teaching in the classroom. Readiness does not have to completely depend on timing; however, readiness can be induced by other techniques, such as exposure to models of superior performance for the teacher (Knowles et al., 2015).

Orientation to learning. Unlike a child's learning that is subject-centered, adult learning is problem-centered, performance-centered, or task-centered (Knowles et al., 2015; Kraut, 2014; Zepeda et al., 2014). Adult learners seek knowledge to apply to life situations. The orientation to learn rests on the individual contextual situations of the learner (Knowles et al., 2015).

Motivation. Although adults are sometimes motivated by external motivators such as better jobs, higher salaries, and promotions, internal motivators such as self-esteem, job satisfaction, and quality-of-life values are also capable of initiating a motivational response. An adult learner's motivation to learn is more often from intrinsic values or intrinsic factors rather than extrinsic factors (Knowles et al., 2015).

The literature review helped me conclude that the best project for this doctoral study is a 3-day professional development seminar. The developed project builds on the concepts outlined by Knowles et al. (2015) regarding his six assumptions about the adult learner. The selected project genre allowed me to incorporate important factors related to professional development in the 3-day workshop. In the next section, I describe the project, including a basic overview of the implementation of the workshop.

Project Description

3-day Professional Development Seminar

I developed the 3-day professional development workshop to be delivered at the PAEA Annual Education Forum. PA educators strongly value this venue because it is the primary gathering of PA educators who share innovations and best practices for a variety of topics specific to PA education. If the workshop is to be held in a different venue than the PAEA forum, adjustments to the offering may be necessary.

The PAEA hosts an annual education forum that offers various education sessions and workshops to assist faculty in learning best practices and developing innovations to use in PA programs on their home campuses. Although most attendees are new faculty members, faculty members who are intermediate in their levels of experience (5 to 10 years) also need continuing development; the PAEA provides educational sessions for this target audience during the annual forum as well.

The PAEA also provides multiple workshops throughout the year so PA faculty members can find opportunities to address deficits in their knowledge and skills. In addition, in PAEA workshops and other education sessions PA faculty can confidentially hold discussions about best practices or discussions about being a change agent on one's campus (Asprey & Agar Barwick, 2017). Audiences at the annual forum range from new to master PA faculty, university and college administrators, and medical directors of PA programs.

The PAEA forum is the ideal place to provide an opportunity for faculty of varying levels of educational experience, college administrators, and medical directors to

participate in discussions and activities about academic dishonesty in PA programs. The potential outcome is that those attendees will reflect on the culture of academic integrity present on their home campuses and find strategies to become agents of change on their home campuses or in their PA program.

Potential Resources and Existing Supports

The main source of support for the workshop will come from PAEA. The association provides all the resources needed by facilitators, including paper or electronic workbook documents, physical meeting space, and funding, though a modest stipend for workshop facilitators. Workshop facilitators supply the curriculum (which is inherent in this project) to be presented to workshop participants. The PAEA will advertise the workshop and enroll participants to attend.

Potential Barriers and Potential Solutions to Barriers

The most significant potential barrier to the implementation of the workshop the possibility that it will not be accepted for presentation by the PAEA. Presentation proposals are submitted for double-blind peer review by PAEA's Educational Programming Committee, which considers proposals for its Faculty Education Series. The number of proposals accepted depends on space availability and relevance of the proposal to the membership. If the workshop is not accepted for presentation, I will apply to have it accepted for the PAEA midyear workshops that occur in April of each year with a smaller audience.

Implementation

I will submit a proposal for the workshop's implementation and delivery to the PAEA in April 2020. If it is selected for presentation at the annual PAEA Education Forum in October 2020, I will work to prepare two other PA faculty members with workshop experience to assist in facilitating the workshop. The PAEA will advertise the workshop to PA educators as it advertises the PAEA Education Forum. The organization will monitor the number of registrants and will inform me, as the main facilitator, if there are enough signed participants to justify conducting the workshop. The PAEA will send reminders about the workshop to PA faculty and will ask them to consider signing up. If too few participants register, the workshop can be offered again at another meeting or the facilitators may be asked to present an abbreviated version of the workshop in a 2-hour mini workshop during the conference.

Proposal for implementation and timetable. The detailed outline of the 3-day workshop schedule, topics, and learning objectives appear in Appendix A. The workshop is designed to help PA faculty members understand principles related to academic dishonesty and principles related to developing cultures of academic integrity in their PA program or on their home campus. Topics included in the workshop facilitate the introduction of the principles, as well as provide an opportunity for PA faculty attendees to collaborate in workshop activities designed to promote brainstorming of potential solutions or methods to minimize academic dishonesty in PA programs.

Roles and responsibilities of student and others. It will be my responsibility, as the student researcher and developer of this workshop, to identify facilitators to assist

with the workshop, and to prepare them to be effective facilitators through separate meetings prior to the workshop delivery. I will act as project manager for the workshop and will be the major organizer of the workshop's activities. I will also be responsible for receiving feedback from workshop participants through evaluations. Prior to the delivery of the workshop, I will be responsible for preparing a needs assessment that I will deliver to participants by e-mail about their rationale for signing up for the workshop, and their individual desired outcomes from the workshop. The needs assessment is in the facilitator guidebook in Appendix A.

The professional development cycle of continuous improvement begins by identifying the learning needs of the participants (Stewart, 2014). The curriculum and the discussions planned for the workshop can be adjusted to facilitate discussions and activities related to the desires of the participants, thereby engaging them in workshop development. Such participant engagement is noted as valuable in professional development effectiveness (Darling-Hammond et al., 2017).

Project Evaluation Plan

I created the project to provide an opportunity for PA faculty members to gather to discuss and analyze faculty experiences related to academic dishonesty and the effect of academic dishonesty on PA education programs. The project will consist of a 3-day professional development workshop. The overall evaluation of the seminar will be outcomes-based, will take place in a formative manner, and will be largely based on the Kirkpatrick Partners model (2017) of program evaluation. This section begins with a description of workshop stakeholders. I then provide a narrative overview of evaluation

of the professional development workshop. Next, I describe the four levels of Kirkpatrick's model of evaluation, as well as some prominent criticisms of the model. Last, I present the implementation plan for the project evaluation and the implications of the project for social change.

Stakeholders

Stakeholders for the project workshop include PA faculty attendees, PA students, and college administrators on their home campuses. I expect the PA faculty attendees to learn from each other to develop methods to assure academic integrity in their PA programs or on their home campuses. College administrators are the intended collaborators for the PA faculty attendees' implementation of learning from the workshop about creating a culture of academic integrity on campus. Students are the intended immediate beneficiaries of the PA faculty attendees' learning.

Overview of Evaluation

The best time to develop a program evaluation is at the start of the planning for a professional development program (Guskey, 2014, 2017; Kirkpatrick & Kirkpatrick, n.d.; Yoon et al., 2016). I selected formative evaluation as the evaluation process for this project because it permits participants to provide feedback about the professional development workshop in formal (e.g., surveys) and informal (e.g. oral spot checks) ways. For example, a spot check may involve a facilitator for the professional development seminar asking participants how the workshop is going in the midst of the workshop. Responses may give the facilitator necessary information to implement changes in upcoming presentation discussions, or confirm the existing form is working

well (Kirkpatrick & Kirkpatrick, n.d.). Formative evaluations can also allow participants to reflect on the professional development experience, which can deepen the learning process. For this professional development seminar, the facilitators will collect data before the seminar in the form of a needs assessment, during the seminar through a daily written evaluation survey, and 6 months after the seminar concludes in a post seminar reflection evaluation. These components of the project are in the facilitator's guidebook in Appendix A.

The overall goal of the project evaluation process is to determine if the professional development seminar positively influenced PA faculty attendees to become agents of change on their home campuses. A major goal of the professional development seminar is for faculty member attendees to initially understand, and later to enact as many mechanisms as possible to deter academic dishonesty in their PA programs. Although it is common practice in business to include several stakeholders in a training or intervention evaluation process, in this case, only PA faculty attendees will participate in the evaluation because they will be the best judges of behavioral and organizational change to their programs.

Kirkpatrick Model

Introduced in 1959, the Kirkpatrick model was one of the first attempts to provide a mechanism to evaluate human resource development training events and has been used for more than 50 years (Abdulghani et al., 2014; Griffin, 2013; Kirkpatrick Partners, 2017; Reio, Rocco, Smith, & Chang, 2017). The Kirkpatrick model comprises four levels of evaluation, each expected to measure a particular portion of training effectiveness (La

Duke, 2017). Although some question the validity of the model's use as an effective mechanism for formative evaluation (Reio et al., 2017), this has not diminished its use in industry due to its simplicity, focus, and systematic approach (Paull, Whitsed, & Girardi, 2016).

Level 1 reaction. Level 1 simply evaluates the degree of enjoyment had by participants during the training event. Often the Level 1 evaluation consists of smile sheets used to indicate the level of favorable reaction of participants. A strong relationship exists between participants' level of enjoyment during a professional development training and how much they learn (Desimone, 2011; La Duke, 2017). This reaction level of evaluation gathers data about participants' thoughts about the training program. Often this level of evaluation leaves open space for participants to answer the questions, What did you like most about the program? and What do you suggest as improvements to the program? (Kirkpatrick Partners, 2017).

Level 2 learning. Level 2 relates to the knowledge outcomes following the training or intervention and considers if participants gained knowledge as a result of the sessions. Participants' learning is often determined through completion of pre- and posttests related to information taught in the training. The pre- and posttests are used to narrow understanding of what was learned in the training session versus what participants may have already known or learned previously (La Duke, 2017).

Level 3 behavior. Level 3 considers the degree to which participants make changes to their conduct based on the training. It evaluates the level of transfer of new behaviors subsequent to what was learned in the training session. The goal of evaluation

at this level is to determine if participants implement the training concepts in their work environments. The Level 3 evaluation provides a response to the question, What do participants do on their jobs differently since attending the training? (Kirkpatrick Partners, 2017).

Level 4 results. Level 4 addresses the effect of the training on participants' workplace and typically comprises an evaluation conducted by the organization. The Level 4 evaluation can be conducted in a longitudinal manner, often 6 months to a year after the training, as a follow-up activity. This level of evaluation addresses changes made to the workplace itself in response to participants' training (Kirkpatrick Partners, 2017; La Duke, 2017).

Criticism of the Kirkpatrick Model

Although recognized for making valuable contributions to training evaluation methodology (Moreau, 2017; Reio et al., 2017), and remaining one of the mainstays for training evaluation for more than 50 years (Moreau, 2017; Reio et al., 2017), several researchers have criticized the Kirkpatrick model (Alliger & Janak, 1989; Aluko & Shonubi, 2014; Bates, 2004; Holton, 1996; Phillips, 1996; Reio et al., 2017). The evaluation of professional development events using Kirkpatrick's model tends to become more difficult as the evaluation level increases (La Duke, 2017; Phillips, 1996; S. Yardley & Dornan, 2012), and completion rates for the different levels of evaluation reflect this difficulty. Moreau (2017) contended that the evaluation of Levels 3 and 4 are considered too challenging because evaluators run out of money, resources, or motivation after completing Levels 1 and 2 of the evaluation processes. Bates (2004) contended that

the model was incomplete and did not address individual or contextual factors in the training evaluation. Alliger and Janak (1989) contended that the levels appear to be arranged in ascending order and have a hierarchical nature; the four levels of evaluation appear to be causally linked; and the model implies that the levels positively intercorrelate.

New World Kirkpatrick Model

Although it had dominated the field of training evaluation for more than 50 years, criticisms of the Kirkpatrick model led the Kirkpatrick Partners organization to revise its approach to professional development evaluation. The New World Kirkpatrick Model (NWKM), developed in 2009 (Griffin, 2013), attempts to address the many concerns of the critics. Like the original model, the NWKM consists of four expanded levels of evaluation. In the NWKM, one main concept is for Levels 3 and 4 evaluation to be addressed as soon as the planning for professional development begins.

The NWKM extends the Level 1 evaluation to determine participants' levels of engagement and thoughts about the professional development activity's relevance to their jobs. Thus, the NWKM extends the Level 2 evaluation to also include evaluation of the effectiveness of the professional development activity to influence actual change in the workplace.

In the NWKM, the developers expanded the Level 3 evaluation from the original model to include evaluation of (a) required drivers, which are processes that reinforce, monitor, encourage, and reward participants to apply the newly learned knowledge, attitudes, or skills; (b) learning that occurs beyond the training event, including any

preparatory training before the event or any mentoring after the event; and (c) participants' responsibility or motivation to change or improve their workplace behaviors or practice (Moreau, 2017).

In the NWKM, the developers modified Level 4 evaluation to include initial involvement of stakeholders in the planning of the professional development event. The objective was to incorporate stakeholder-identified leading indicators of success as well as early signs of problems or barriers to achieving that success (Kirkpatrick Partners, 2017).

Implementation of the Kirkpatrick Model in This Project

Formative daily feedback gives multiday workshops an opportunity to revise upcoming curricula and discussions to meet the expressed needs of participants. This daily evaluation measures the effectiveness of workshop activities and presentations, which represents Kirkpatrick Levels 1 and 2. The daily evaluation forms appear in the facilitator guidebook in Appendix A. Both the daily evaluation forms and the final evaluation survey described below were adapted from copyrighted Kirkpatrick model materials that may be used for academic purposes (Kirkpatrick Partners, 2017).

Participants will receive a final evaluation survey 6 months after the workshop concludes to determine if the content covered during the workshop was effective in helping participants make concrete changes to their individual PA programs, or if they facilitated changes to the policies and procedures related to cases of academic dishonesty on their campuses. The postworkshop evaluation goal is to determine the effectiveness of the workshop in empowering participants to create positive changes related to academic

integrity on their home campuses or in their associated PA program, in keeping with Kirkpatrick's Levels 3 and 4 evaluations. The postworkshop evaluation appears in the facilitator guidebook in Appendix A.

Project Implications

Local Community

I created the project workshop to meet the needs of PA faculty learners. As this workshop builds on data collected from PA faculty, I expect it to provide meaningful and practical guidance that will ultimately benefit students and faculty members in the home programs of workshop participants. The workshop will help faculty members realize the importance of academic dishonesty and its potentially deleterious effect on the care of patients by those in the PA profession. The results of this study revealed that most study participants were intolerant of academic dishonesty in their PA programs, but some participants were uncertain that they would be able to deliver an appropriate level of sanctions for infractions through university processes. The 3-day workshop is expected to facilitate discussions that faculty members may take back to their individual institutions in hopes of creating or strengthening existing policy on academic dishonesty. These actions to create cultures of academic integrity on campuses are expected to facilitate positive social change in PA programs and on campuses.

Some faculty members may learn through workshop activities to better educate students to avoid academic dishonesty. It may be effective to teach students what is expected in the PA profession to achieve a maximum level of professionalism. The workshop could facilitate consensus around the best way to reach students.

Far-Reaching

In the larger context, the workshop is important for letting faculty members of PA programs know they may not be alone in trying to manage matters of academic dishonesty. The PA profession has high expectations for ethical treatment of patients, and the principles of academic integrity and intellectual honesty are crucial to the delivery of quality patient care (Bluestein, 2015; Canales & Cleveland, 2015; Danielsen et al., 2006; Symington & Warner, 2015). The code of ethics related to the PA profession demands professional behaviors as a large part of the day-to-day expectations for performance from PAs (Ranieri, 2015).

To protect the PA profession from an abundance of practitioners who lack academic integrity, PA program faculty members and their administrators need to have teaching methods that educate students on the expectations of the profession, the definition of academic dishonesty, and the outcomes for those who participate in acts of academic dishonesty (Canales & Cleveland, 2015; Ranieri, 2015; Volpe, Bruce, & Green, 2017; Volpe, Hopkins, & DuBois, 2016). They must also educate students on the ongoing expectations of patients and their families for quality health care.

Faculty members and administrators who develop policies and a campus culture that celebrates academic integrity can be more confident that the accomplishments of their graduates are genuine and not predicated on acts of academic dishonesty or on a lack of reporting of academic dishonesty. Quality education requires academic integrity. Universities stand for truth and knowledge (Aaron & Roche, 2013), so it is understandable that university officials would like to know that outstanding student

performance is an accurate reflection of knowledge learned, rather than a manifestation of academic dishonesty. Such education has the potential to provide positive social change in the level of quality patient care delivered by PAs and other medical professionals.

Conclusion

Study findings revealed that faculty members of PA programs expected students to operate at a high level of academic integrity. Most faculty members who participated in the study indicated they would report incidents of academic dishonesty, but faculty members also revealed that they are not always certain of the outcome that will occur when students enter the institutional disciplinary process. Often students do not receive appropriate sanctions, and faculty members believed their time was wasted in making the report. Although faculty members indicated they provided explanations to their students about what constitutes acts of academic dishonesty, some students still fell below the expectation for academic integrity.

Faculty participants did not always agree on which behaviors constituted academic dishonesty, did not always agree that reporting acts of academic dishonesty was valuable, and did not always know how to promote academic integrity in their classrooms. They also did not know how to work with administrators on their campuses to promote a culture of integrity. With these considerations, I developed a professional development workshop that will offer a forum for a dialogue about these important issues in the PA field. The workshop facilitators will offer PA faculty members and

administrators an opportunity to come together as a community to develop strategies to address academic dishonesty on a larger scope on their home campuses.

Section 4: Reflections and Conclusions

In this section, I reflect on the project I created based on my research findings and subsequent literature review. The project is a 3-day professional development workshop for PA faculty members, during which they may discuss the problem of academic dishonesty in PA programs and develop strategies for policy and procedure changes to lead to a campus-wide environment of academic integrity. In this section, I discuss the strengths and limitations of the project and make recommendations for remediation of the limitations. Next, I detail the importance of scholarship to the development and evaluation of the project. Additionally, I discuss what I have learned about leadership and change. Next, I discuss what I have learned about myself as a scholar, practitioner, and project developer. I also discuss the potential impact of the project on society, project implications, and directions for future research.

Project Strengths and Limitations

The project is a 3-day professional development workshop. Professional development workshops are one of many ways educators may deliver professional development. The selection of a professional development workshop for this study's project has some inherent strengths.

The first strength of this project workshop is that I designed a workshop preassessment to be sent to attendees to identify their needs and desires prior to the workshop. I added this step because the literature supported the concept of preassessment leading to meaningful training for the attendee (Carlson McCall, Padron, & Andrews, 2018). Assessing attendees' needs for faculty professional development can lead to

increased probability that lessons learned in the workshop will be carried forward in the workplace (Carlson McCall et al., 2018).

Professional development workshops provide intense education about a topic over a short period of time (Center for Community Health and Development, 2018). The project workshop is designed to extend over a 3-day period. The workshop will have a broad range of topics related to academic dishonesty in PA programs. The workshop is structured to provide flexible learning and networking opportunities for the attendees. Some sessions will be short lecture followed by activities that focus on case scenarios related to academic dishonesty. Attendees will be encouraged to listen, engage in conversation, and share findings of their evaluation of policies and procedures used by their home programs or institutions that address academic dishonesty.

Professional development workshops provide potential for professional collaboration among attendees (A. Harris & Jones, 2019) by bringing together groups with shared backgrounds, which can lead to permanent networking relationships beyond the workshop event (Chen, Daniels, & Ochanji, 2017; Glowacki-Dudka et al., 2017). The project workshop will bring together PA faculty members from programs across the United States and was designed to include activities for attendees to work together and learn from each other.

Another strength of professional development workshops is that they can cultivate discussion and interaction among participants and allow for small-group discussions and large-group discussions with facilitators (Dudley & Strietmann, 2018; Olmsted & Turpen, 2016). I designed the project workshop to allow for both small-group and large-

group discussions. The project workshop includes potential for participant input from various PA programs across the country. The variation in faculty experiences will enrich discussions about ways to manage student case scenarios related to instances of academic dishonesty, and ways to develop campus-wide cultures of academic integrity. The workshop also has the strength of faculty coming together to consider strategies and plans that may create a culture of integrity.

A strength of professional development workshops is that they provide opportunities to increase awareness of a stated problem compared to those of peers and provide an opportunity for idea sharing and brainstorming to solve the problem (Chen et al., 2017; Kirsch & Sarmiento, 2018; Quinn & Leligdon, 2014). Additionally, the project creates an opportunity for faculty from multiple programs to understand that they share concerns about academic dishonesty, have similar obstacles related to reporting of academic dishonesty through institutional processes, and share frustrations when appropriate outcomes for reported infractions are not realized.

An additional strength of professional development workshops is that facilitators are knowledgeable about the topic. The project workshop has the strength that I, as a former PA faculty member who has experience with students exhibiting academically dishonest behaviors, developed the workshop. I have also had frustrating experiences with university sanction outcomes for reported behaviors of student dishonesty that are less than appropriate for the level of dishonesty demonstrated by the student. As a facilitator, I have insight regarding what may be valuable for PA faculty members to consider during a 3-day professional development workshop. In addition, the project

includes a detailed facilitator's guide and notes to help future facilitators understand the steps to prepare for the implementation and evaluation of the workshop.

Although the project workshop is a strong choice for the professional development endeavor, professional development workshops have some noted limitations. One limitation of professional development workshops noted in the literature is attendance. Attendees cannot always find the time or the funds to travel to the workshop. The planned professional development workshop will require a cost to attend and will require travel to the PAEA Education Forum where the workshop will be held. Because the usual recommendation for PAEA workshops is to have 30 or fewer attendees, only a limited number of programs may present at the workshop at one time, thereby limiting the number of participants. Also, attendance for the project professional development workshop is a one-time occurrence, with all attendees meeting over a contained 3-day period. Another limitation of the professional development workshop is the potential know-do gap in which attendees may be unable to transfer what was learned in a workshop to the workplace (Carpenter & Krutka, 2015; Chen et al., 2017; Naizer, Sinclair, & Szabo, 2017). Although the current project workshop has planned exercises to encourage implementation of workshop principles to the workplace, attendees will need to continue the application of these principles to the workplace over time.

Recommendations for Remediation of Limitations

The major limitation of the workshop is that it may not be accepted for presentation by the PAEA. If that occurs, the workshop may be changed to be delivered as a webinar series over several weeks of one 90-minute session per week, instead of the

3-day workshop. This change would address the limitation of synchronous learning in a 3-day period and would also decrease the funds needed to attend the workshop. Further, if the webinar was archived, attendees could view it whenever it was convenient, rather than at a specified time. It is also possible with an asynchronous webinar combined with a social media collaborative to have more than 30 attendees for the workshop, thereby increasing the number of participants contributing to the ongoing workshop learning community.

The ongoing learning community could benefit from PA faculty members with experience managing cases of academic dishonesty who may have different insights from new faculty members with less experiences with these cases. Ongoing discussion could lead to PA faculty members developing ways to work with administrators or student leaders to create a campus-wide culture of integrity. An alternative to this larger campus-wide culture of integrity is to encourage faculty members to create classroom environments of integrity. Faculty members could also unite on campuses and work with student groups to develop policies and processes to encourage academic integrity across campus.

Each participant may take different aspects of the workshop to their home institutions, related to the know–do gap. Depending on which portions of the workshop activities and principles individuals choose to use, they may have more or less success in finding appropriate methodologies to address academic dishonesty on campus. The workshop does not provide any fail-proof methods to prevent academic dishonesty but can provide an opportunity to discuss topics related to this issue with other faculty

members to gain perspective on potential solutions to the problem. The development of a social media platform for attendees to continue discussion regarding implementation of principles presented in the professional development workshop could lead to a decrease in the know–do gap for attendees (Carpenter & Krutka, 2015; Chen et al., 2017; Naizer et al., 2017).

Recommendations for Alternative Approaches

To address the problem differently, I could have developed a training program for university administrators who often have authority to adjust campus processes and procedures. Based on the findings from my study, universities have processes and procedures that may not properly sanction all students who engage in acts of academic dishonesty. The lack of proper sanctioning for cheaters is one reason why students cheat. If students do not sense a strong presence of academic integrity on their campus or in a classroom, they may feel more entitled to cheat.

One hope for the current project is that PA faculty members will return to their home campuses and provide administrators with ideas to change the campus culture. This step may be eliminated by having training directed to administrators and having them initiate the changes needed to improve academic integrity on their campuses. Another way to address the problem is to develop a seminar on establishing a campus culture of academic integrity for students. Findings in my study revealed that student involvement in the development of processes for academic integrity improved academic integrity on campuses. If students are made aware of the connection between academic dishonesty and their university's academic reputation, which could influence their future ability to be

hired or considered adequately educated, they may be more interested in maintaining a campus culture of academic integrity. Working with students may also lead to a clearer understanding of what types of situational conditions prompt students to cheat, and to identifying successful prevention measures.

Scholarship

Scholarship consists of four components: discovery, integration, application, and teaching (Boyer, 1997; Cheek, 2002; McGaghie, 2009). The scholarship of discovery refers to the explicit efforts of investigation to find new knowledge, which is the essence of research. The current study exemplifies the scholarship of discovery. Interviews with PA faculty members provided new information about their experiences with academic dishonesty and provided insights into their programs' attempts to deter such behaviors.

The scholarship of integration focuses on connecting different studies and scholars (Cheek, 2002). This doctoral study exemplifies this component of scholarship because it included an initial literature review, a conceptual framework taken from literature that supported the research, and a second literature review to frame the project. In this doctoral study, I connected different studies and scholars to create a theoretical scaffolding for the foundation of the research interviews and for the development of the subsequent project.

The scholarship of application relates to the qualitative nature of this doctoral study, which extends knowledge that can lead to solutions to societal problems (see Cheek, 2002). I applied the information obtained in this study by developing a project that can serve as a method of disseminating knowledge to others about principles related

to academic dishonesty in PA programs. Therefore, this doctoral study met the concept of the scholarship of application.

The scholarship of teaching refers to the dissemination of the knowledge obtained from conducting research (Cheek, 2002). In line with this component of scholarship, I will disseminate the study findings through the delivery of the project, which is a 3-day professional development seminar for PA faculty members, or through a separate presentation at the PAEA Annual Education Forum. The workshop will focus on faculty members' collaborative interactions in discussing and developing strategies to address academic dishonesty at their home institutions and in their individual PA programs.

Scholarship was woven into all aspects of this doctoral study. Cheek (2002) indicated that "scholarship is the very fabric from which the research and the article or presentation conveying qualitative research is crafted" (p. 1131). Because this research was based in scholarly work, the project should also be scholarly in its development and execution.

Analysis of Self as Scholar

Reflecting on my development as a research scholar, I think my scholarly work began when I was 17 years old. I got a summer job as a research assistant for a cardiology laboratory in a local medical school. From that group, I learned the basic concepts of creating medical experiments for publication. I read previously published articles from the primary researcher and discussed the relationship between those selected articles and the research conducted during my tenure with the group. From that

experience, I learned the importance of research to medical science. I later used examples from those experiences to teach PA students about medical principles.

After college, I held a job at the Cleveland Clinic Learner Center for Research. There, I was a laboratory technician for a neurosurgery group. I conducted animal research and surgical procedures that would create seizure activity in rats. A senior researcher reviewed my data. I was expected to participate in weekly journal clubs with the research team. Participation in the clubs required me to read research articles from other authors that the team would validate or critique. This activity taught me to critically read literature and taught me the importance of good data collection and experimental procedure.

I returned to college to complete my master's degree. By that time, I worked in PA education, and I had taken many research courses like the courses I have taken during my doctoral study at Walden University. In my master's project, I worked with a second graduate student to document what was needed to create a successful PA program. It was an interesting project because I had just created a new PA program partnership between the community college where I worked and the institution that would confer my graduate degree. It was a mutually beneficial relationship for all involved. From this experience, I learned about collaborative research and the importance of communication with stakeholders at critical times during the research.

As I worked on this doctoral study, I quickly understood that this experience was different because I was the sole primary researcher. Unlike other research projects in which I participated, I had the responsibility to design the project from start to finish. I

decided to design the project with the end in mind. I knew from my previous experiences with academic dishonesty that I wanted my project to benefit academic integrity in PA programs and believed the focus of the study should be on PA faculty.

I learned that I was intensely detail oriented about ensuring my research remained scholarly in nature. I referred to texts and scholarly articles often to assure I made the best possible survey instrument to use for data collection, and that I conducted interviews with as little personal bias as possible. I also referred to texts and scholarly articles to assure that data analysis was appropriate and included methods of validating the credibility of the data. I took these steps quite seriously, as I wanted the study to be valuable to PA educators, and I wanted this study to be valuable to those in the PA profession.

I learned to develop a meaningful project that has the potential to positively influence academic integrity in PA programs and college campuses. This was an exciting prospect to me. The data collection process gave me the opportunity to hear what PA faculty members had to say about their experiences with academic dishonesty, and I am looking forward to implementing the project, so that I can see how PA faculty will share ideas to become agents of change on their home campuses. I love the PA profession and I want it to have a continued reputation as a profession that values and embraces integrity in patient care. I hope that my study and subsequent project can enlighten PA faculty members to assure quality measures are present in their PA programs and on their college campuses. Further, I hope this project translates to quality PA graduate outcomes for the profession.

My personal level of scholarship has changed significantly from my start in the Higher Education and Adult Learning program. I started with experience in clinical and educational research as a team member of a larger research group. I conducted this study as a primary researcher, which required me to be responsible for the design of the study, selection of the conceptual framework, conduction of the literature review, data collection, data analysis, and development of the project. Each step required that I maintain scholarly language and scholarly methods to create the study and project, which has positively affected the level of scholarship I apply to other activities in my career. I am careful to seek elements of scholarship in literature when I research topics related to my work. I am mindful of these same elements of scholarship as I create items for other consumers related to my work. The doctoral study process has filtered into my daily activities and I think that I have improved in my work products because of it.

Project Development and Evaluation

Project development is critical to effectiveness of dissemination of the research findings of this doctoral study. It was important to consider backward design when developing the doctoral project. I thought about the items I discerned would be most important to faculty members and developed the workshop topics and activities from there. Because I have been fortunate to be involved with the creation and delivery of very successful faculty development workshops for the PAEA in the past, I was familiar with the types of workshop schedules, activities, and evaluations that are most helpful for workshops for PA educators.

Project evaluation will come largely from workshop participants. Participants will evaluate the content and delivery of the workshop and will be invited to comment on the effectiveness of the presentations, presenters, and the support materials provided. The evaluations are written documents collected at the end of each seminar day. The presenting team can review the evaluations so that the evaluations inform the remainder of the workshop process and content. If necessary, revisions in the form of additions or eliminations can be made so the presentation team can better serve the needs of workshop participants. If such changes and revisions are not possible during the workshop time frame, revisions can be made to the workshop for future presentations.

Leadership and Change

Change is the transition from one state of being to another (Inandi, Tunc, & Gilic, 2013). Sometimes, organizations have cultural resistance to change; researchers suggested that the role of the leader can make a significant impact in overcoming that resistance and managing organizational change (Shanker & Sayeed, 2012; Vasilescu, 2012). An individual's leadership style may affect resistance to change positively or negatively, but the style of leadership is not the sole factor in whether change is effective. Other factors such as economic status, group dynamics, identity of the group, and level of resistance (soft vs. firm) can influence a leader's ability to effect change (Inandi et al., 2013). I learned that real change requires dedicated leadership.

When I initially considered what would be necessary to effectively address academic dishonesty in PA programs, I thought faculty leaders would have to work closely with administrators and student leaders to develop institution wide cultures of

academic integrity. I thought the problem of academic dishonesty was only indicative of a local problem on a campus, and that the campus had underdeveloped processes that did not properly address the problem. During this research study, however, I realized that my research study reflected a larger, more global problem. Some of my research led me to the International Center of Academic Integrity, which works to understand the situation of academic dishonesty and promotes academic integrity worldwide. I am the Executive Director of the agency that accredits PA programs. Our accrediting body is not recognized by the Department of Education but is recognized by the Council of Higher Education Accreditation which holds an annual conference for its International Quality Group to address higher education quality assurance worldwide.

During the development of my research study, I found that that through my own leadership, I could cultivate change in the PA profession. I began to understand and envision that I could affect global change if I shared the findings of my research with these organizations through presentations at annual meetings. I understand that principles focused on academic integrity need to be disseminated on local, regional, and global levels. I understand in a way that I did not understand prior to my research study, that I have the leadership skills to participate in this dissemination through presentations and publications. I am excited about that idea and believe my research project has given me future purpose to continue writing about the topics of academic dishonesty and academic integrity.

My primary effort will be to implement the 3-day professional development seminar and to follow-up with those workshop participants to facilitate change on their

home campuses. I can work with them to mentor them in being agents of change on their campuses. To do that will require a shift in the mindset of many on those home campuses and will take time and consistent effort. Faculty members will need to explicitly educate students about their expectations for academic integrity, starting with their first campus encounter. Students will need to be willing to be part of the process. They must be willing to work with faculty to assure an environment of academic integrity by developing policies for academic dishonesty, and by reporting incidents of academic dishonesty. Administrators must be supportive of efforts by faculty and students and must enforce agreed upon sanctions for instances of academic dishonesty.

To change the dynamics of a culture takes time and consistent effort. To encourage academic integrity on college or university campuses that do not currently have campus-wide acceptance of academic integrity requires that all faculty members and administrators always demonstrate academic integrity. Integrity requires that faculty and administrators act in one accord when instances of academic dishonesty occur. They must act as a unit to enforce the expectation of integrity to all students and all other campus members.

In addition, student leaders need to consistently engage in the process of policy formation and reporting of policy infractions to faculty and administrators. In this manner, students function as change agents for the entire student body and are ambassadors for academic integrity on their campuses. Surely, to achieve such a result from my research efforts would be most satisfying to me, as it would indicate true change on how PA programs promote academic integrity on college campuses.

Analysis of Self as Practitioner

I found that I had a dichotomous experience with being a practitioner researcher. Overall, I enjoyed completing many portions of the study, but I sometimes struggled to maintain timelines and meet self-imposed deadlines. Although I liked the idea of completing research that could be meaningful for the PA profession, I found some pieces of the research project to be tedious. For example, I did not always enjoy writing the literature review for Section 3, but I did enjoy creating the resultant professional development seminar. This was somewhat surprising to me, but I was reminded through the process that quality research requires accuracy and attention to detail in all related steps.

In contrast, I was quite enthused during the data collections, as I found each interview exciting and looked forward to hearing some of the differences between faculty members' experiences with academic dishonesty. I felt a strong sense of professional camaraderie during the interview process, and I felt much satisfaction with the data collection process. The joy I realized in conducting this portion of the research has made it more likely that I will continue to contribute research that benefits the PA profession. For example, as the executive director of the PA accreditation body, I have heard from various stakeholders that it is imperative that researchers conduct valid, reliable research about accreditation actions of the commission. I now feel I could conduct or oversee the implementation of this type of research, which has significant importance to PAs, always mindful of my position and careful to avoid any conflict of interest.

Analysis of Self as Project Developer

I felt comfortable with my abilities as a project developer. I have participated in creating faculty development workshops for PAEA in the past, so the development of the doctoral study project was familiar. I used my experience with development of past projects to guide doctoral project details such as the time frame for each presentation and corresponding workshop activity or discussion. I was able to develop very realistic workshop presentations and activities that could be useful for faculty and administrators who are interested in addressing issues of academic dishonesty in their PA programs and their institutions of higher learning.

Reflection on Importance of the Work

As I completed this study, I thought often about the first-hand knowledge I have about the profession, its history, and its structure. The PA profession has quality patient-centered care as a primary practice goal. As a medical profession, PAs pride themselves on practicing with integrity. Four professional organizations—AAPA, PAEA, Accreditation Review Commission for the Education of the Physician Assistant, Inc., and the National Commission on Certification of Physician Assistants—play a role in assuring the profession maintains quality in patient care and professional practice. I learned that PA faculty members believe in those guiding principles of the four PA organizations; these organizations believe PA students and graduates should practice within the confines of our profession's definition of quality.

Academic dishonesty could negatively challenge the reputation of PA-program graduates and ultimately, the entire PA profession. This work is important as it provides a

mechanism for PA faculty members to share ideas, brainstorm, and devise processes to create cultures of integrity on their campuses, emphasizing principles of academic integrity not only to PA students, but to all students attending colleges and universities. The project developed as part of this study outlines steps to make these important modifications on campuses. This work could potentially change the problem of academic dishonesty one PA program and one campus at a time.

Implications, Applications, and Directions for Future Research

Minimal research exists about academic dishonesty in PA programs, especially research that explores PA faculty members' experiences with cases of academic dishonesty. This doctoral study is important because it focuses on the experiences of PA-program faculty members. The term positive social change is defined as "a deliberate process of creating and applying ideas, strategies, and actions to promote the worth, dignity, and development of individuals, communities, organizations, institutions, cultures, and societies" (Walden University, 2019, para. 8). In this work, I aimed to inform faculty about academic dishonesty in PA programs and allow PA faculty members to work with their campus administrators to determine the best methods to address academic dishonesty in their home institutions. It is imperative that PA educators come together to discuss topics related to academic dishonesty to understand the factors that contribute to the persistence of academic dishonesty on campuses and in PA programs. It is important for faculty members to encourage cultures of integrity on their campuses which could lead to positive social change on campus and in the greater realm of patient care.

At the local level, this doctoral study can initiate discussion of academic dishonesty in PA programs with faculty leaders making decisions with administrators about the best ways to address matters on their home campuses. The collaboration of faculty allows for a stronger understanding of the global status of academic dishonesty in PA programs and provides a stronger understanding of what may be required to promote a culture of integrity across campuses and, ultimately, across the PA profession. The future of the PA profession's culture of integrity can be formulated and policed by PA educators who can serve as gatekeepers for those who enter the realm of professional practice, thus positive social change to the larger context of patient care. Students can also be taught to become protectors of their future profession. To eliminate academic dishonesty in PA programs greatly reduces the potential for unprofessional individuals to practice medicine and protects the standard of ethical practice expected for the PA profession.

Because so little research exists on academic dishonesty in PA programs, additional research may be needed to clarify the true status of academic dishonesty in PA programs. Future research may focus on the effectiveness of strategies used by faculty, administrators, and students to address academic dishonesty. Additional research could also take a historic view of professional sanctions against PAs and determine if the number of required sanctions diminish after changes in PA-program cultures toward those of academic integrity.

Conclusion

The project I prepared with consideration of the doctoral study has the strength of providing a way for PA faculty to come together communally to develop strategies to address academic dishonesty in their individual PA programs on their home campuses. The project has some limitations, like having a limited place to host a PA faculty audience (i.e., at the annual PAEA forum). The project may have a larger scope, however, and may be modified to fit presentation to other disciplines like nursing, medicine, and other health professions. It may also be modified to fit any other type of faculty audience or may be modified to be delivered to students.

The project development has created in me a level of scholarship. Through my development of the project and its evaluation, I have learned to work with scholarship as the guiding principle of the project I developed. I have kept in mind the four distinct components of discovery, integration, application, and teaching in the project design. In the same manner, I created an evaluation system that should provide meaningful, formative and summative feedback on the value of the professional development workshop to the attendees. Through the development of the workshop, I transitioned from a consumer of research to a creator of research. I learned to be a project manager, and I learned to remain mindful in my application of principles related to human participant safety and anonymity.

I plan to disseminate the results of my research study widely, and I plan to repeat versions of the study in different medical disciplines. The project has significant potential to positively affect social change, one classroom or one campus at a time. The end result

of increased academic integrity on campuses and in PA programs can only positively impact the delivery of quality patient care.

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Appendix A: The Project

*Creating a Campus Culture of**Academic Integrity**Facilitator's Workshop Guidelines and Notes*

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Background and Goals of the Workshop

The workshop was developed to be delivered at the Physician Assistant Education Association (PAEA) Annual Education Forum. This venue is strongly valued because it is the primary gathering of PA educators to share innovations and best practices for a variety of topics specific to PA education. If the workshop is to be held in a different venue than the PAEA forum, adjustments to the offerings of this guide may be necessary.

Purpose of the Workshop:

- To bring faculty members together to discuss concepts about academic dishonesty in PA education, including faculty roles and responsibilities
- To develop best practices in dealing with such dishonesty cases

Target Audience:

- PA faculty members currently teaching in a PA program

Workshop Objectives:

- Facilitation of faculty discussions about academic dishonesty in PA programs
- Discussion of faculty role in the academic dishonesty adjudication process
- Development of best practices to creating cultures of integrity

Introduction to the Workshop

This facilitator guide was developed to provide information about the essential overview and organizational steps needed to implement the workshop for PA faculty members on Creating a Campus Culture of Academic Integrity.

During the workshop, facilitators will guide the discussions and activities to promote attendees' understanding of the faculty member's role in addressing cases of academic dishonesty in PA education, as well as to analyze the potential for creating a culture of academic integrity in their programs and on their home campuses.

The workshop is planned to last 3 days. Participants will need to bring laptop computers. Access to the internet is needed, so should be requested as part of the facilities setup.

Structure of the Workshop

The workshop is structured to provide flexible learning and networking opportunities to the attendee. Some sessions will be short lecture followed by activities that focus on case scenarios related to academic dishonesty. Attendees are to be encouraged to listen, engage in conversation, and share findings of their evaluation of policies and procedures used by their home programs or institutions that address academic dishonesty.







Small group work will also be used to understand what may be considered best practices at a colleague's institution. Group activities generally have a share time for groups to present to the entire body the major highlights from the small group discussions or the most compelling findings.

General Sessions

The workshop will consist of brief lectures followed by group or individual activities. The general session lectures are created to provide foundational knowledge or commonly held research findings related to academic dishonesty. The goal of the general sessions is to provide a common framework of references upon which attendees can draw when engaged in the correlated workshop activity.

Activities

The workshop activities are largely created for group use, but some exercises are best done by individuals (please review the activities presented later in this guide). Activities provide a mechanism for individual attendees to reflect upon the academic culture of their program or institution, and then discuss those with attendees at their table. There is also time to discuss major findings of each table group with the entire attendee group.

Workshop Pieces	Needs Assessment	Workshop Presentations and Exercises	Evaluations	Workshop Follow up
Implementation Objectives	To determine specific interests and concerns of attendees	To promote attendees' collaboration and consideration for ways to address matters of academic dishonesty	To assess attendees' daily thoughts on workshop	To keep workshop objectives fresh in attendees' mindset
	To determine primary adjustment needed for workshop	To allow brainstorming and development of best practices for creating a culture of academic integrity	To assess attendees' summative thoughts on workshop	To determine success in implementing best practices learned in workshop for creating culture of integrity on home campus
Short-term Goals	To create workshop topics that meet attendees interests			
				
Long-term Goals	To create workshop value	To provide reference materials	To improve future workshop deliveries	To encourage implementation of workshop principles at home campus

Parking Lot

Throughout the workshop, a flip chart page will be present and entitled, “Parking Lot”. Attendees are to be encouraged to write discussion topics or questions on the parking lot during breaks. The facilitators will review the parking lot items at breaks, during the wrap up session each day, and again at the start of each day’s sessions and consider when the topic or question may be addressed. If facilitators know the question or topic will be addressed later during the workshop, they may indicate something like, “We’re planning to cover that tomorrow in the section on how honor codes work”, for example. Once a topic has been covered, the facilitator may leave it on the parking lot, and then get verbal consensus from the attendee group that it has been covered. If a topic remains unaddressed, the facilitators should decide how and when it may be addressed and inform the attendee group. Be sure to include a review of the parking lot with attendees during each day’s wrap up session.

Interactive Questionnaire

Attendees will be asked to complete an interactive questionnaire using audience response technology. They will be able to see the consensus for each question immediately after their selection. Discussion about the results will clarify the level of consensus in the room. Attendees will be asked to make meaning of the findings.

Preparation for Workshop Facilitation

Maximizing Effectiveness of the Facilitation Team

For the facilitation team to be effective, they must have a common understanding of the workshop goals and expectations. They must understand the content being presented, and they must understand what is expected of them as individual facilitators.

Before the Workshop

It is imperative for the facilitator group to be identified as early as possible, but preferably six to twelve months ahead of the planned event. The facilitators should meet and review the need for such a workshop, the major goals for the workshop, and the intended workshop audience. The group should select a leader and review the basic list of topics to cover during the workshop.

The facilitator group should create a schedule for workshop development meetings. The group should agree to ground rules for meetings and agree about individual assignments for developing PowerPoint lectures and exercises to be used in the workshop. A schedule for meetings should be made and everyone should read the items created by other team members. The group should make suggestions for edits collectively. It may be possible to place PowerPoints and workshop documents in file sharing systems, like Dropbox, Google Drive, OneDrive, or SharePoint so that all team members have access to see edits as they are made, and file versions can be easily tracked.

During the Workshop

It is a good idea to have a facilitation team leader. This individual will be the primary contact for other facilitators. This person will be the liaison between the facilitation team and the PAEA staff member. The facilitation leader will be the main person responsible for all workshop actions, but should delegate certain responsibilities to the team members (i.e., room setup, materials and equipment checks, etc.)

Of great benefit to the facilitator team is continual communication during the workshop. The team should know about any potential adaptations to the agenda and any general issues that may be present. During a workshop, time can be fleeting, so the facilitator team should agree upon definite meeting times during the workshop so that team members may check in with each other. Also, in the interest of time, have a facilitator record each session's beginning and ending times (review these after the workshop). Here's an example of what may be included in the Check-ins:

Morning

-Review day's schedule

-If applicable, review any parking lot items from previous day

Lunchtime

-Have a brief discussion about the morning's events.

-If things are going well, make sure that you have a sense of why.

-If things are not going well, strategize about alterations that could be made for the

Afternoon sessions

Evening debriefing

-Arrange with PAEA staff to see the daily evaluations; determine if any adjustments are needed for the next day's agenda.

After the Workshop

Immediately following the workshop is a great time for the team to get together to reflect and comment about the overtly positive aspects of the workshop and the overtly negative aspects of the workshop. It is a great time to ask the following questions:

What went well?

What seemed to be of most interest to the attendees?

What needs improvement before we repeat this workshop?

Was the schedule sufficient for covering all topics in a meaningful way?

Was there too little time for any session?

Was there too much time for any session?

What workshop items should be kept?

What workshop items should be revised?

What workshop items should be eliminated?

What Good Facilitators Know

The facilitator role is crucial to the success of a workshop. The primary role of the facilitator is to manage or ease the workshop flow, to guide the attendees' conversations, and to add value to the specific outcomes of the workshop by supporting the expectation that all attendees can share their insights and experiences toward the greater collective. Good facilitators are good communicators who value the thoughts of other people. They are thoughtful and good at thinking on their feet. They are process-oriented and can keep the big picture of the goals of the workshop in mind. They are adaptable to necessary impromptu changes.

Good facilitators know certain things that help assure quality in a workshop's delivery. Please review these tips at least 4-8 weeks in advance of the workshop.

Be Prepared!

Prepared to make a solid presentation of materials and prepared to answer most questions. Make sure all workshop equipment and materials are ready, and that you know the agenda. Be sure that workshop objectives are clear.

Be Knowledgeable!

Know the content of the workshop, and never admit to being anything less than an expert in front of your audience. It's okay to admit that you don't know something, but don't advertise it if you don't have to. Don't say things like, "Well, I really shouldn't even have been asked to do this presentation because it's my weakest area." Instead, if you don't know the answer, say, "Let's put that one in the Parking Lot. I want to look that up again so that I can give you my best answer a little later".

Be Professional!

Create a professional environment. Set expectations for attendees. Assure professionalism among attendees. Assert a "what happens in Vegas, stays in Vegas" code for discussions. Attendees may disclose sensitive information during the workshop, and good facilitators make a point of asking for group consensus from the attendees for confidentiality.

Be Timely!

Keep track of time. Begin the sessions on time and end the day on time. At all costs, stay faithful to break times. Set a timer if you have to or rely on other facilitators share timekeeping responsibilities.

Be Pleasant!

Building trust with the attendees comes from open and transparent communication and clear direction. A pleasant demeanor helps trust development. Smile and be welcoming to

the attendees. Manage attendee participation and energize their discussions. Maintain neutrality about the attendee input and focus discussions by asking questions of the attendees.

Beware!

Be careful appropriately manage attendee participation. Make sure to allow everyone opportunity to participate in discussions. Sometimes, there are attendees who try to dominate the conversation (any and all conversations). The attendees don't want to hear from only this person. Be sure to say things like, "Okay, great. Let's hear from someone else on this topic" or simply ask, "Anyone else have a different experience (or thought)?"

Be Flexible!

Try as you may, there will likely be something that goes awry during the workshop. For example, the attendees may need more directives at the beginning of the workshop, but may become more active in the middle, which may leave the facilitators needing to give less direction, instead taking a more consultative or conversational stance for interactions with the groups. Have a Plan B in case an activity or session is not going as well as hoped.

Pre-Workshop Planning

Getting the Workshop Plans into Action and What Happens Once the Workshop Proposal Has Been Accepted by PAEA

Overview of the Next Steps

One year prior to the workshop, the *PAEA assigns each workshop a staff person to handle all the logistics* of the workshop in collaboration with the facilitator group. If facilitators do not know each other, they will meet by teleconference or videoconference, or both in an inaugural meeting.

The PAEA staff member meets with the facilitator group via telephone, and with use of a file share system (like Dropbox), organizes the workshop goals and learning objectives approximately eight months prior to the education forum. The PAEA staff member provides minutes of facilitator group activity to the PAEA Workshop Committee for potential feedback to the facilitator group.

Facilitators create a schedule for monthly teleconference meetings (or more frequently if they desire). The PAEA staff member will manage meeting reminders and the teleconference set up. Monthly workshop planning meetings occur, and facilitators review the curriculum for the workshop, including brief PowerPoint presentations, small-group activities, and case scenarios or role-play exercises.

Three months prior to the workshop, the needs assessment questionnaire is reviewed by the facilitator group to send to workshop attendees to collect demographic information, and basic interest for signing up for the workshop (see more about needs assessment below).

The PAEA staff member will send the needs assessment to attendees, with return due deadline eight weeks prior to the workshop.

Eight weeks before the workshop, the facilitator group members decide what the individual presentation assignments will be for the duration of the workshop.

Workshop promotion

The workshop will be promoted by PAEA on its website and in written electronic information about upcoming forum workshops sent to programs faculty approximately 6 months prior to the workshop. The promotion materials will include the name of the workshop, the time and date of the workshop and any prerequisites needed. The facilitator team will be responsible for supplying a short narrative overview of the workshop,

including the purpose of workshop and the intended audience. This information will help attendees make more meaningful selections of which workshop to attend during the education forum based upon individual interest and professional development needs.

Workshops held at the PAEA Education Forum are typically eligible for Continuing Medical Education (CME) credits. Confirm the number of CME credits that will be awarded for those attendees completing the workshop with the PAEA staff. In some cases, CME certificates must be distributed by the facilitator group at the end of the workshop. Confirm the responsibility of the workshop facilitators with the assigned PAEA staff member.

Selection of attendees

Attendees of the workshop are generally accepted on a first-come, first-served basis. The PAEA will open workshop registration and will provide an update to facilitators about the interest in the workshop. If workshops have interested attendees beyond the capacity, the PAEA staff will work with the facilitator to determine if the workshop can accommodate the overage. If so, those registrants will be allowed access to attend the workshop. If not, the PAEA will try to encourage participation in another offered workshop.

Once the workshop registration reaches maximum allowed attendee capacity (or whenever facilitators request the information), PAEA will provide facilitators with the basic demographic information about attendees that includes:

Name

Program name

Role within PA program

Years in PA education

The facilitators will use this information to assess the needs for the facilitation team and the facilities.

Welcome Memo and Needs Assessment

The Welcome Memo

Three months prior to the workshop, facilitators should send a brief introduction memo to the attendees welcoming them to the upcoming workshop. A needs assessment questionnaire should be sent at the same time as the welcome memo. An example of the memo is provided below:

Greetings name of attendee,

We are excited to welcome you as an attendee in the (title) workshop to be held during the PAEA Education Forum on (dates) in (city, state). It is our goal to make the workshop a valuable professional development experience for you, so we are asking that you complete the needs assessment found by following the link below by (date):

SurveyMonkey link here

All information you provide in the needs survey is confidential and will not be made identifiable by person or program or institution during or beyond the workshop. The information you provide will be only used for workshop planning purposes.

Please come prepared to listen, share, and learn about academic dishonesty in PA education, and to brainstorm and develop best practices for creating environments of academic integrity on your home campus. We will work on case studies and ask that you have a copy of your program's or institution's (or both) policies and procedures for academic dishonesty. Also, if you have an honor code or policy, please have it available for use during the workshop.

We look forward to working with you and your PA educator colleagues during the workshop. Please feel free to contact the facilitator team (email address) or PAEA staff (email address) if you have any questions or concerns. Safe travels, and we'll see you in (city)!

Sincerely,

(Names and titles of facilitators)

The Needs Assessment

The needs assessment questionnaire should be sent to attendees 3 months prior to the workshop and be obtained from participants 8 weeks prior to the workshop. The needs assessment should focus on finding what the needs of the attendees are so that fine-tuning of the intended workshop content may occur. A few key questions can help facilitators know which items are important to the specific attendee group. It may be helpful to tell

attendees the questions are for internal use only and will be kept anonymous (please see verbiage in welcome memo).

Some examples of questions to include in the needs assessment:

Why did you sign up for this workshop?

What is your biggest challenge related to academic dishonesty in your program? In your institution?

What do you hope to discuss during this workshop?

What do you hope to learn during this workshop?

I'd like to hear what my colleagues' experiences are with academic dishonesty in their programs? (Yes/No)

I'd like to learn how to influence positive change on my campus or in my PA program toward academic integrity. (Yes/No)

Facilitators should use the answers from these questions to determine if the workshop content will address the concerns of the attendees. If not, the facilitators should devise mechanisms to discuss the topics or themes during the workshop.

Providing advance information to attendees

The workshop attendees may need information ahead of the workshop depending upon the mechanism facilitators decide to use to share information. PAEA workshops generally provide attendees with information on stick drives or in a printed workshop handbook (a bound document that includes a workshop agenda, a compilation of PowerPoint presentation handouts, the workshop activities, and a list of references for further reading). The information is to be provided at the registration table when attendees come to the first day of the workshop.

The workshop agenda plus any items that need to be read before the workshop may be sent ahead to attendees via email three weeks prior to the workshop.

The workshop will require prereading of three articles:

McCabe, D. L., Butterfield, K. D., & Treviño, L. K. (2003). Faculty and academic

integrity: The influence of current honor codes and past honor code experiences.

Research in Higher Education, 44(3), 367.

- Nitsch, D., Baetz, M., & Hughes, J. C. (2005). Why code of conduct violations go unreported: A conceptual framework to guide intervention and future research. *Journal of Business Ethics*, 57(4), 327–341. <https://doi.org/10.1007/si>
- Tatum, H., & Schwartz, B. M. (2017). Honor codes: Evidence based strategies for improving academic integrity. *Theory Into Practice*, 56(2), 129–135. <https://doi.org/10.1080/00405841.2017.1308175>

Preparation of the Facilities

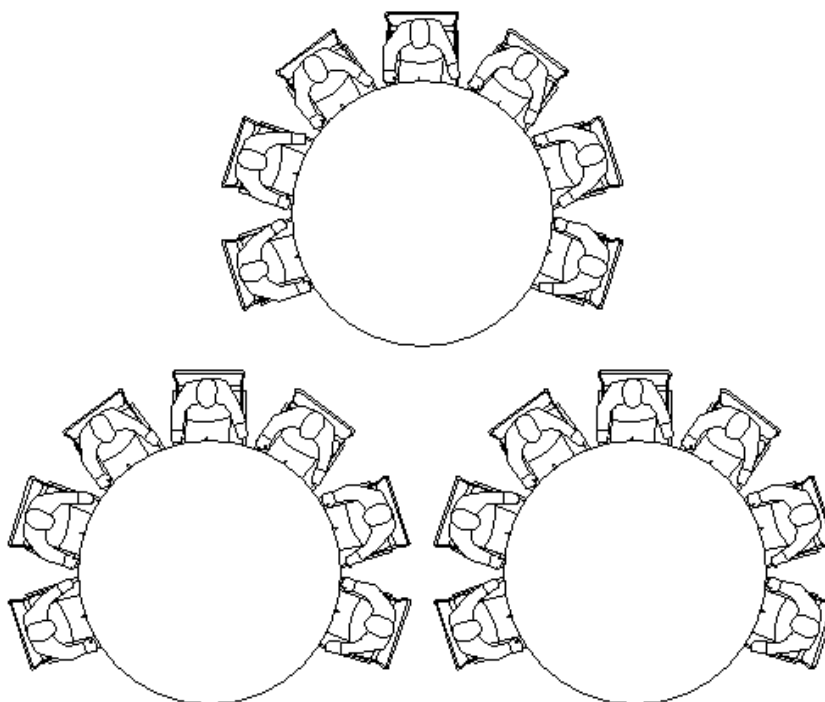
Structure of the Room

The workshop is created for 12-30 participants. If larger attendee groups are considered, there will be the need to review room structure and set up to accommodate those larger numbers.

The facilities need to be large enough to hold the participants and have ample space for facilitators to move between the tables during activities. Space for a facilitator table in front, back, or side of the room that will accommodate the facilitators brief side discussions during some of the workshop activities is needed.

The best layout for the room allows all attendees to see the facilitators and the slide presentations. The layout should allow attendees to see flip charts and to post pages from those charts on the walls. The layout of the room should facilitate discussions among the attendees in groups and as individuals.

This workshop was designed with the following room set up in mind:



Tables are to be set in a Cabaret (or cluster) format, which has the participants seating in an arc facing the front of the room. The open end on each table allows for a focal presentation area. While this may limit floor space and limit seating capacity, it allows greater potential for movement, comfort, and promotes impromptu discussion groups to form.

Equipment and Materials

The equipment and materials required for this workshop are listed in a checklist below. It is imperative that equipment is checked to assure that is working properly as soon as possible. If the room will be set the evening prior to the workshop, the facilitators should meet to verify that the room is set to their satisfaction, and that the equipment works. It is also wise to recheck the function early the day of the workshop.

Equipment and Materials Checklist

- Laptop computer
- Projector and connectors to presentation laptop
- Wireless internet
- Slide advancer remote
- Screen for projection
- Audience response clickers/technology (either use Turning Point or telephone clicker system)
- Extension cords sufficient to allow each participant to power personal laptop
- Tables and chairs for attendees
- Table for presenters/facilitators
- Microphones (lavalier or hand-held or both)
- Flip charts (one per table)
- Markers
- Post-It Notes
- Tablet for each facilitator
- Writing instruments (pens, pencils)
- Handouts or stick drives for attendees (or may create a SharePoint site for these items)
- Name tags for facilitators and attendees
- Table numbers
- Seating chart
- Placards for attendees and facilitators

Other facilities details:

Participants

Double check attendee list; arrange placards on tables (may do early on day of workshop); consider arrangement based upon attendee demographics so that there is diversity of educator years of experience and program role at each table.

Confirm daily attendee numbers with conference staff. Check meal and refreshments arrangements with conference staff; inform attendees of times/locations of meals.

Internet connection

Assure that there is wireless connectivity for internet use

Is there a password needed to access the internet? Have the venue provide it in writing to the facilitator the evening before. Ask the PAEA staff to make copies for each table of attendees.

Lighting

Lighting (know how to adjust both interior lighting and window dressings if present)

Temperature

Find thermostat and determine if you can adjust. If not, find who to contact if adjustments are needed or if there are problem? Write contact person's number down.

Restrooms

Know location and tell attendees during introductions. Remind at break times.

Audio-visual Equipment

Conduct microphone sound check with A/V leader. Find who to contact if there is a problem. Write contact person's number down.

Check clicker technology or phone clicker system with A/V leader. Have facilitators be testers.

Materials

Assure that you have all the materials you need for the workshop, including materials for presentations and activities.

If handouts are to be given, are there enough for all attendees? Are there enough for each facilitator?

Are documents labeled clearly to find them during the workshop?

Do you have a copy of all presentations and activities in case the computer or projector fails?

Will PAEA staff make copies as needed during workshop in urgent cases?

The Workshop Schedule

The workshop schedule is formatted to combine brief PowerPoint presentations with exercises for attendees' participation and collaboration. The schedule was developed to provide ample time for workshop attendees to listen to new concepts, reflect on how the concepts relate to the attendee's daily work or work environment, share thoughts with colleagues, and develop new best practice strategies for creating environments of academic integrity on their home campuses.

Day 1

Breakfast (1 hour)

Icebreaker activities (30 minutes)

Session #1: PowerPoint Presentation: Do We Agree That It's Cheating? (15 minutes)

Session #1 Exercise:

Analysis of case scenarios (30 minutes)

Discussion of cases and group reporting (45 minutes)

MORNING BREAK (15 minutes)

Session #2: PowerPoint Presentation: Why Do Student Cheat in Medical Programs? (15 minutes)

Section #2 Exercise:

Conduct case analysis against attendee's student handbook and/or syllabus (15 minutes)

Create with colleagues any policy adjustments that may be made to the handbook or syllabus to deter academic dishonesty in the participant's home physician assistant (PA) program (45 minutes)

LUNCH (1 hour)

Session #3: What are Faculty Perceptions About Academic Dishonesty (Roundtable Discussions)

Session #3 Exercises:

Discussion 1: Discuss the concept of academic dishonesty (20 minutes)

Discussion 2: Discuss major concern of faculty members of PA programs related to academic dishonesty (20 minutes)

Table summaries of discussions 1 and 2 to whole group (50 minutes)

AFTERNOON BREAK (15 minutes)

Session #4: Faculty Roles in Academic Dishonesty Adjudication (Roundtable Discussions)

Session #4 Exercises:

Discussion 1: Discuss the role of faculty members in adjudication of provided case scenarios (25 minutes)

Discussion 2: Review the case studies of academic dishonesty and analyze how faculty member's role may impact the outcome (50 minutes)

Questions and Wrap-up (45 minutes)

Complete Day 1 survey (15 minutes)

Day 2	Breakfast (1 hour)
	Review of Day 1 and Q&A (30 minutes)
	Session #5: Faculty and Reporting Cases of Academic Dishonesty (20 minutes)
	<u>Session #5 Exercises:</u>
	Self-evaluation for nonreporting, including pros and cons of nonreporting (15 minutes)
	Roundtable Discussion: What is the culture about reporting academic dishonesty at your program? (30 minutes)
	Argument posters and full group discussion: What is the relevance of reporting vs. nonreporting of academic dishonesty to patient care? (45 minutes)
	MORNING BREAK (15 minutes)
	Session #6: How Do Institutions Deal with Academic Dishonesty?
	<u>Session #6 Exercise</u>
	LUNCH (1 hour)
	Session #7: Do Honor Codes Work?
	Discussion with reference to the following articles (pre-reading assignment): McCabe, D. L., Butterfield, K. D., & Treviño, L. K. (2003). Faculty and academic integrity: The influence of current honor codes and past honor code experiences. <i>Research in Higher Education</i> , 44(3), 367.
	Tatum, H., & Schwartz, B. M. (2017). Honor codes: Evidence based strategies for improving academic integrity. <i>Theory Into Practice</i> , 56(2), 129–135. https://doi.org/10.1080/00405841.2017.1308175

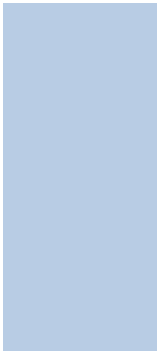
Session #7 Exercises:

Posters on Pros and Cons of honor code use

Discussion: How can honor codes affect students' professional development and cheating behaviors

AFTERNOON BREAK

Session #8: In-Person Questionnaire Process



Session #8 Exercises:

PowerPoint: Round 1 Survey and review of responses (20 minutes)

PowerPoint: Round 2 Survey and review of responses (20 minutes)

Discuss findings of the surveys (35 minutes)

Questions and Wrap-Up (45 minutes)

Complete Day 2 survey (15 minutes)

Day 3

Breakfast (1 hour)

Review of Day 2 and Q&A (30 minutes)

Session #9: Presentation: Creating an Atmosphere of Academic Integrity in the Classroom

Session #9 Exercises:

Compare and Contrast current classroom atmosphere against a classroom where academic integrity is central

Identify weaknesses that interfere with a classroom culture of integrity

Create a strategy that includes three changes that can be made to improve the level of academic integrity to the classroom via exam practices, syllabus writing, and student assignments

Create a 6-month follow-up plan for reassessment and revision of the three changes

MORNING BREAK (15 minutes)

Session #10: The Student Role in Implementation and Maintenance of Academic Integrity (Guest Presentation)

Session #10 Exercises:

Discuss the role of students in the process of implementation of a culture of academic integrity on campus

Discuss the role of students on maintenance of academic integrity

Discuss the role of students in the campus adjudication process

Develop a strategic plan for students to partake in the process of establishing and/or maintaining a culture of academic integrity

LUNCH (1 hour)

Session #11: Being an Agent of Change at Your Institution Toward a Culture of Academic Integrity (Guest Presentation)

Session #11 Exercises:

Identify the current situation of the culture of academic integrity on your campus or in your program.

Create a list of stakeholders to involve in the plan toward a culture change on campus

Develop a plan to initiate discussion and step-wise actions to introduce stakeholders to a culture of academic integrity

AFTERNOON BREAK (15 minutes)

Session #12: Speed Mentoring—Ask the Experts (Guest Speakers)

(1 hour 15 minutes)

Session #12 Exercise

Questions and Wrap-Up (45 minutes)

Complete Day 3 survey (15 minutes)

Daily Workshop Schedule at a Glance

Day 1 Sessions	Estimated time	Method	Resources (speaker, materials, handouts)
Breakfast	60 minutes	Facilitators mill around room and greet individuals briefly	Breakfast buffet Table cards to identify seating arrangements
Introductions and Icebreaker Icebreaker Question: What keeps you up at night when thinking of academic dishonesty in your program?	30 minutes	Provide housekeeping information Provide introduction of attendees and facilitators Go around the room for introductions – name, where you are from, the answer to the icebreaker question	N/A
SESSION #1: Do We Agree That It's Cheating? Learning Objectives: 1. Discuss definition of academic dishonesty 2. Discuss the prevalence of academic dishonesty in medical programs 3. Differentiate types of academic dishonesty 4. Analyze cases of questionable academic dishonesty to assign status of dishonesty or not	90 minutes (total)		
PowerPoint Presentation #1: <i>Do We Agree That It's Cheating?</i>	15 minutes	Lecture volume	PowerPoint slides begin on page 48
EXERCISE: Analysis of Cases (all tables to do) Discussion of Cases and Group Reporting	30 minutes		Case scenarios
BREAK	15 minutes	Be sure to remind attendees of what time sessions will resume. Review Parking Lot for topics that may warrant discussion or questions that may need to be addressed.	

Day 1 Sessions	Estimated time	Method	Resources (speaker, materials, handouts)
Session #2: Why Do Students Cheat in Medical Education Programs? Learning Objectives: 1. Discuss the major reasons found in literature that students give for cheating in medical programs 2. Analyze cases of academic dishonesty against one's own student handbook or syllabus 3. Create with colleagues any policy adjustments that may be made to the handbook or syllabus to deter academic dishonesty in the participant's home physician assistant (PA) program PowerPoint Presentation #2: Why Do Students Cheat in Medical Education Programs?	75 minutes (total)	Lecture	
Exercise 1: Case analysis against attendee's student handbook and/or syllabus	15 minutes	Lecture	PowerPoint slides begin on page 48
Exercise 2: Create with colleagues any policy adjustments that may be made to the handbook or syllabus to deter academic dishonesty in the participant's home physician assistant (PA) program	45 minutes		Refer to Exercise 2 instructions
Day 1 Sessions	Estimated time	Method	Resources (speaker, materials, handouts)
NETWORKING LUNCH	1 hour	Be sure to remind attendees of what time sessions will resume.	
Session #3: What are Faculty Perceptions about Academic Dishonesty? Learning Objectives: 1. Discuss the overarching concept of academic dishonesty 2. Discuss the major concerns of faculty members of PA programs related to academic dishonesty	90 minutes (total)	Roundtable Discussion	

Day 1 Sessions	Estimated time	Method	Resources (speaker, materials, handouts)
<p>Discussion 1: Discuss the concept of academic dishonesty</p> <p>Talking Points: Discussion 1: How prevalent do you think academic dishonesty is on your campus? In your PA program? In PA programs across the US?</p>	20 minutes	Table discussion 1	
<p>Discussion 2: Discuss major concern of faculty members of PA programs related to academic dishonesty</p> <p>Discussion 2: What are your most pressing concerns about academic dishonesty in PA programs? What obstacles can you identify to creating an environment of academic integrity?</p>	20 minutes	Table discussion 2	
<p>Discussion 3: Table summaries of discussions 1 and 2 to whole group</p> <p>Discussion 3: Have each table list the top 3 concerns about academic dishonesty and 2 obstacles to creating environments of academic integrity on flip chart What does the information on the various table flipcharts tell about the prevalence of academic dishonesty in PA programs? What does it tell about the concerns of faculty related to academic dishonesty? What does it tell about obstacles for creating environments of academic integrity? What does the information on the various table flipcharts tell about the prevalence of academic dishonesty in PA programs? What does it tell about the concerns of faculty related to academic dishonesty? What does it tell about obstacles for creating environments of academic integrity?</p>	50 minutes	Large group—Table summaries	
BREAK	15 minutes	Be sure to remind attendees of what time sessions will resume.	
		Review Parking Lot for topics that may warrant discussion or questions that may need to be addressed.	

Day 1 Sessions	Estimated time	Method	Resources (speaker, materials, handouts)
Session #4: Faculty Roles in Academic Dishonesty Adjudication Learning Objectives:	75 minutes (total)	Small Group—Roundtable Discussions	
Discussion 1: Discuss the role of faculty members in adjudication of provided case scenarios Talking Points: Do faculty member have a role in adjudication in academic dishonesty cases? Should they have a role?	25 minutes	Discussion 1	
Discussion 2: Review the case studies of academic dishonesty and analyze how faculty member’s role may impact the outcome Talking Points: Are processes of adjudication effective at your institution? Are you comfortable with adjudication process outcomes at your institution? What are important ways faculty may facilitate adjudication of academic dishonesty cases in PA programs?	25 minutes	Discussion 2	
What are important ways faculty may facilitate adjudication of academic dishonesty cases in PA programs?	25 minutes	Large group summary discussion: One representative from each table give a 3-minute summary of the table discussion telling of the top 5 takeaways or concepts worth keeping	
Questions and Wrap-up	45 minutes (total)	Review Parking Lot for topics that may warrant discussion or questions that may need to be addressed. Address topics or question with attendees. Address impromptu questions in general open forum.	
Q&A; Review Parking Lot with Attendees		Explain upcoming evaluation process. Emphasize that constructive feedback helps facilitators improve future workshops and may help tailor the next day’s presentations.	

Day 1 Sessions	Estimated time	Method	Resources (speaker, materials, handouts)
Day 1 Evaluation			Day 1 Evaluation Instrument (handout and have PAEA staff person collect) Thank attendees for their attention; bid them a great evening, and encourage them to continue conversations over dinner own their own.
FACILITATOR' S DEBRIEFING			Review Day 1 evaluations; determine strengths and areas in need of improvement for Day 2 presentations

Day 2 Sessions	Estimated time	Method	Resources (speaker, materials, handouts)
Breakfast	60 minutes		
Review of Day 1 and Q&A	30 minutes		
Session #5: Faculty and Reporting Cases of Academic Dishonesty Learning Objectives: 1. Discuss the four categories of faculty reporting presented 2. Evaluate which category of reporting best fits you 3. Appraise the potential pros and cons of reporting or nonreporting from an immediate and then a long-term perspective 4. Describe the culture around reporting at participants' programs and/or institutions 5. Argue the relevance of reporting or nonreporting cases of academic dishonesty to patient care	90 minutes		Article review Nitsch et al. (prereading)
Exercise: Evaluate which category of reporting best fits you	15 minutes	Faculty members will consider the four quadrants and determine which best describes their beliefs of academic dishonesty reporting.	Category of Nonreporting Quadrant form
Appraise the potential pros and cons of reporting or nonreporting from an immediate and then a long-term perspective Describe the culture reporting at participants' programs and/or institutions	30 minutes	Small-group discussions	Flip charts
Argue the relevance of reporting or nonreporting cases of academic dishonesty to patient care	45 minutes		
Break	15 minutes	Be sure to remind attendees of what time sessions will resume. Review Parking Lot for topics that may warrant discussion or questions that may need to be addressed.	

Day 2 Sessions	Estimated time	Method	Resources (speaker, materials, handouts)
Session #6 How do Institutions Deal with Academic Dishonesty?	75 minutes (total)		
Learning Objectives:			
1. Discuss general process for academic dishonesty on individual campuses			
2. Apply your institution's policy for academic dishonesty to the case studies from Day 1			
3. Identify strengths and weaknesses of different policies and/or processes related to adjudication of academic dishonesty			
4. Develop potential areas in need of improvement in your program or at your institution			
5. Construct a plan to open discussion at your institutions about revisions to policy or processes (especially for the PA program)			
Exercise: Discuss at each table the general process for academic dishonesty on attendees' campuses	20 minutes	Roundtable discussions	Cases
Each attendee considers and applies home institutions policies for academic dishonesty to case study scenarios from Day 1	20 minutes		
Construct a plan to have an open discussion at institutions about revisions to policy or processes related to academic dishonesty	35 minutes		
LUNCH	60 minutes	Be sure to remind attendees of what time sessions will resume.	
		Review Parking Lot for topics that may warrant discussion or questions that may need to be addressed.	

Day 2 Sessions	Estimated time	Method	Resources (speaker, materials, handouts)
Session # 7: Do Honor Codes Work? Learning Objectives: 1. Discuss the principle of honor codes in PA programs 2. Differentiate the potential ‘pros’ and ‘cons’ of honor code use 3. Discuss the impact on honor codes on students’ professional development Discussion: Do Honor Codes Work? Pros and Cons of Honor Code Use	90 minutes (total)		Attendees to pre-read the following articles: McCabe, D. L., Butterfield, K. D., & Treviño, L. K. (2003). Faculty and academic integrity: The influence of current honor codes and past honor code experiences. <i>Research in Higher Education</i> , 44(3), 367. Tatum, H., & Schwartz, B. M. (2017). Honor codes: Evidence based strategies for improving academic integrity. <i>Theory Into Practice</i> , 56(2), 129–135. https://doi.org/10.1080/00405841.2017.1308175
Discussion: Talking points: How do honor codes affect students; professional development and cheating behaviors? How can honor codes influence cheating behaviors?	25 minutes	Table discussion	Flip charts: One for each table Have each table list the pros and cons of honor code use at their institution
Are honor codes enough to deter cheating?	35 minutes		
Large group summary	20 minutes		Have a representative from each table provide a summary of the table’s discussion and conclusions

Day 2 Sessions	Estimated time	Method	Resources (speaker, materials, handouts)
Session #8: In-Person Interactive Questionnaire Process Learning Objectives:	75 minutes (total)		PowerPoint slides with questions: Round 1 Slides: begin on page 62 Round 2 Slides: begin on page 68
1. Evaluate the consensus of the attendees about matters related to academic integrity	35 minutes	Open forum—Round 1 survey and review of responses	Audience response system (poll everywhere) Give brief explanation of how to use audience response system Proceed through one slide at a time; have audience respond; show response slide to attendee group; ask for attendees' impressions about responses—Any surprises?
	35 minutes	Open forum—Round 2 survey and review of responses	Proceed through one slide at a time; have audience respond; show response slide to attendee group; ask for attendees' impressions about responses—Any surprises? Discuss response slides that show audience consensus (>50%)
2. Discuss the findings of the survey	35 minutes	Large group discuss findings of surveys	
Questions and Wrap-up	45 minutes (total)		
Q&A; Review of parking lot with attendees	30 minutes		

Day 2 Sessions	Estimated time	Method	Resources (speaker, materials, handouts)
Complete Day 2 Evaluation	15 minutes		Day 2 Evaluation Instrument (handout and have PAEA staff person collect) Thank attendees for their attention; bid them a great evening and encourage them to continue conversations over dinner on their own.
FACILITATOR' S DEBRIEFING			Review Day 2 evaluations; determine strengths and areas in need of improvement for Day 3 presentations

Day 3 Sessions	Estimated time	Method	Resources (speaker, materials, handouts)
Breakfast	60 minutes		
Review of Day 2 and Q&A	30 minutes		
Session #9: Creating an Atmosphere of Academic Integrity in the Classroom	90 minutes (total)		
Learning Objectives:			
1. Compare and Contrast current classroom atmosphere against a classroom where academic integrity is central			
2. Identify weaknesses that interfere with a classroom culture of integrity			
3. Create a strategy that includes three changes that can be made to improve the level of academic integrity to the classroom via exam practices, syllabus writing, and student assignments			
4. Create a 6-month follow-up plan for reassessment and revision of the three changes	20 minutes		Guest Presenter will deliver presentation that defines academic integrity and how to evaluate for it in attendees' campus or program
Exercise	15 minutes	Compare and Contrast current classroom atmosphere against a classroom where academic integrity is central	Provide handout for Session #9 Exercise for each attendee
	15 minutes	Identify weaknesses that interfere with a classroom culture of integrity	
	20 minutes	Create a strategy that includes three changes that can be made to improve the level of academic integrity to the classroom via exam practices, syllabus writing, and student assignments	

Day 3 Sessions	Estimated time	Method	Resources (speaker, materials, handouts)
	20 minutes	Create a 6-month follow-up plan for reassessment and revision of the three changes	Provide attendee with an envelope that will be mailed to them by PAEA staff in 6 months so that they may make revisions to the plan made for creating an environment of academic integrity.
BREAK	15 minutes	Be sure to remind attendees of what time sessions will resume. Review Parking Lot for topics that may warrant discussion or questions that may need to be addressed.	
Session #10: The Student Role in Implementation and Maintenance of Academic Integrity	75 minutes (total)		
Learning Objectives:			
1. Discuss the role of students in the process of implementation of a culture of academic integrity on campus			
2. Discuss the role of students in the maintenance of academic integrity			
3. Discuss the role of students in the campus adjudication process			
4. Develop a strategic plan for students to partake in the process of establishing and/or maintaining a culture of academic integrity			

Day 3 Sessions	Estimated time	Method	Resources (speaker, materials, handouts)
Presentation	25 minutes		Guest Presenter will deliver a presentation and discuss the importance of including students in the process of developing environments of academic integrity on campuses and in PA programs. Will also cover the importance of involving students in the adjudication processes for cases of academic dishonesty.
Exercise: Create a strategic plan for student involvement in establishing/maintaining a culture of academic integrity	40 minutes		Provide handout for Session #10 Exercise for each attendee

Day 3 Sessions	Estimated time	Method	Resources (speaker, materials, handouts)
Session #11: Being an Agent of Change at Your Institution Toward a Culture of Academic Integrity Exercise: Identify stakeholders who may assist in development of campus environment of academic integrity Develop a plan to initiate discussion and steps to introduce culture of academic integrity on campus or in PA program	90 minutes (total)		Guest Presenter will deliver a presentation and discuss the importance of being a change agent and developing environments of academic integrity on campuses and in PA programs. Provide handout for Session #11 Exercise for each attendee
BREAK	15 minutes	Be sure to remind attendees of what time sessions will resume. Review Parking Lot for topics that may warrant discussion or questions that may need to be addressed.	
Session #12: Speed Mentoring—Ask the Experts	75 minutes (total)		There will be one facilitator or guest speaker per table. The attendees at each table may ask the facilitator anything that may be helpful in managing academic dishonesty or academic integrity at their home campus. The facilitator will rotate to another table in 10 minutes. The new table now has 10 minutes to ask their question. This continues until each facilitator has visited all tables. At the end of the rotations, provide each table the opportunity to provide one pearl of wisdom or one takeaway to the larger group.
Questions and Wrap-up	45 minutes (total)		

Day 3 Sessions	Estimated time	Method	Resources (speaker, materials, handouts)
Q&A	30 minutes		Review Parking Lot for topics that may warrant discussion or questions that may need to be addressed. Address topics or question with attendees. Address impromptu questions in general open forum.
Complete Day 3 Evaluation	15 minutes		Explain evaluation process. Emphasize that constructive feedback helps facilitators improve future workshops and may help tailor the next day's presentations. Day 3 Evaluation Instrument (handout and have PAEA staff person collect) Thank attendees for their attention; bid them a great evening and encourage them to continue conversations with each other. Also encourage them to contact facilitators if they need additional references or have questions after the workshop.

Day 3 Sessions	Estimated time	Method	Resources (speaker, materials, handouts)
FACILITATOR' S DEBRIEFING			Review Day 3 evaluations; determine strengths and areas in need of improvement for future workshops Give feedback to facilitator group about any specific challenges faced in the workshop Review topics and determine if changes to list needed; also determine if time for each session was sufficient; decide if schedule adjustments are necessary

Case Scenarios

1. Joanne is a first-year PA student, who wants to review an exam after it has been graded. She wants to understand her errors. Your program has a written policy that exams may not be reproduced in whole or in part, including by written, oral, and photographed means. You have left the exam with the program secretary to give to the student for review in the outer PA office area. About 15 minutes later, the secretary comes into your office to say that she thinks Joanne is typing the test questions into her laptop. You go to the area to find that Joanne is indeed typing questions from the exam into her laptop. You ask the student why she is doing that, and she answers that the secretary told her it was okay to do. The secretary strongly denies the student's claim.
 - a. Is this a case of academic dishonesty?
 - b. What steps would be needed at your institution to address this case?
 - c. What is the likely outcome for the case?

2. Marshall is a first-year PA student. This is his second time in the program. He was dismissed a year ago after significant academic failure. Marshall asked his instructor to review the anatomy exam that he failed 2 weeks ago. The faculty member says yes, and places him at an empty table outside her office.

A new faculty member to the program comes to the office and said that he noticed that Marshall is speaking into his shirt pocket. The faculty members confront the student and ask if he is recording the test questions into a tape recorder. The student confesses that he is doing exactly that, and when asked, gives the recorder to the professors. When asked if he knew recording the exam this way was against the rules, Marshall responded, "Yes."

 - a. Is this a case of academic dishonesty?
 - b. What steps would be needed at your institution to address this case?
 - c. What is the likely outcome for the case?

3. A man calls your office stating that he is the husband of a first-year PA student, Jolene. He angrily informs you that Jolene has been cheating on him with a student colleague, who is a bit younger than she, but in the same cohort as she in the PA program. He states that the real reason for his call is to inform the program that she is also cheating her way through her exams. He claims to have found pictures and copies of many unmarked exams in her bookbag. You bring Jolene in to discuss the matter, and she confesses to cheating both on her husband and on her exams. You ask that she write a statement about what happened, and she does, and hands it in to you. When you convene an academic conduct committee to review the matter, Jolene recants her original story with a new written document.
 - a. Is this a case of academic dishonesty?
 - b. What steps would be needed at your institution to address this case?
 - c. What is the likely outcome for the case?

4. Jackie and Lynda are second-year PA students. They are in the clinical phase of the program and are attending to patients on the same floor of the city hospital. Lynda has a presentation due at the end of this rotation. She has not started on it yet. Jackie had a similar presentation to give at the end of the previous rotation. When Lynda tells Jackie of her inability to complete the presentation because of the hectic hospital schedule, Jackie offers to let Lynda use all the same patient cases for her presentation. “Just change the name of the patient and some of the lab results,” Jackie said. “No one will know the difference and remember that we were told during the program orientation that we’re supposed to help each other get through the program.”
 - a. Is this a case of academic dishonesty?
 - b. What steps would be needed at your institution to address this case?
 - c. What is the likely outcome for the case?

5. Following the midterm exam for the pharmacology course, a PA student, David, comes to your office to say that he heard other students talking in the hall about having access to the midterm prior to the exam. The exam has been reportedly posted on the students' Facebook page, and he has presented a copy that he says he just received and printed in the library. What David presents is indeed the midterm that was given less than an hour ago.
 - a. Is this a case of academic dishonesty?
 - b. What steps would be needed at your institution to address this case?
 - c. What is the likely outcome for the case?

6. A clinical preceptor calls you about a second-year PA student, Mark, who is working in the medical-surgical unit. Mark conducted a physical exam on an acutely ill male with new-onset abdominal pain. Mark charted that he completed a rectal exam, with a guaiac-negative result. When the patient was asked by another provider about the rectal exam, the patient replied, "What rectal exam"? When the preceptor asked Mark about it, he said, "Oh, I guess I forgot to complete the exam."
 - a. Is this a case of academic dishonesty?
 - b. What steps would be needed at your institution to address this case?
 - c. What is the likely outcome for the case?

PowerPoint Slides and Presenter Notes

Day 1, Session #1

Presentation 1: Do We Agree That It's Cheating?

Slide 1



Outcomes from multiple research studies indicated that academic dishonesty is prevalent in higher education and professional programs. Research also indicated that faculty members often do not agree that certain student circumstances compose academic dishonesty. Let's consider some student scenarios and see if you think they are examples of academic dishonesty or not.

Slide 2

Academic Dishonesty Research Pioneers

- ▶ Drake (1941)
- ▶ Bowers (1964)
- ▶ Donald McCabe (1990's and 2000's)
- ▶ Bertram-Gallant (2000's)

- ▶ All with same message: Cheating is increasing!

Slide 3

Academic Dishonesty may include any of the following:

- | | |
|-----------------------|-------------------------|
| ▶ Cheating | ▶ Fabrication |
| ▶ Bribery | ▶ Duplicate submissions |
| ▶ Misrepresentations | ▶ Computer misuse |
| ▶ Conspiracy | ▶ Improper web use |
| ▶ Collusion | ▶ Disruptive behavior |
| ▶ Academic Misconduct | ▶ Plagiarism |

Slide 4

Do You Know It If You See It?

Research indicates that faculty often don't agree on what constitutes academic dishonesty

Let's take a poll to see how often this group agrees about cases that may be academic dishonesty.

The slide features a title at the top left. Below it, two dark blue circles are connected by a grey arrow pointing from left to right. The left circle contains the text 'Research indicates that faculty often don't agree on what constitutes academic dishonesty'. The right circle contains the text 'Let's take a poll to see how often this group agrees about cases that may be academic dishonesty.'. The background is white with green geometric shapes on the right side.

Have everyone prepare to take the poll on Polleverywhere app. Show directions in the next slide.

Slide 5

Audience Response Poll

Attendee Poll—Remember to use your cellphones!

(Polleverywhere app)—Please activate by texting “XXX” to 22333 or sign in by signing into PollEv.com/ “XXX”

The slide has a green background with white text. On the left, the text 'Audience Response Poll' is written in green. On the right, there are two white rectangular boxes with green text. The top box says 'Attendee Poll—Remember to use your cellphones!'. The bottom box says '(Polleverywhere app)—Please activate by texting “XXX” to 22333 or sign in by signing into PollEv.com/ “XXX”'. The background features green geometric shapes on the left side.

Give each attendee time to get logged into the polling app on either their computers or mobile devices. Once you are sure everyone has successfully logged in, advance to the next slide, which hold the first student scenario. Attendees will vote if they think this is a case of academic dishonesty or not.

Slide 6

A student uses a cellphone camera to capture photos of exam questions during the exam

Is this Academic Dishonesty?
Press A for Yes
Press B for No



Slide 7

The same student then shares the photos with another student in a different section of the course

Is this Academic Dishonesty?
Press A for Yes
Press B for No



Slide 8

A student was asked to complete a history and physical exam on a patient with abdominal pain and rectal bleeding.

- ▶ The rectal bleeding was profuse and the patient did not complete a digital rectal exam.
- ▶ The student charted in the medical record:
 - ▶ Rectal Exam: Profuse bleeding noted; rectal sphincter tone normal; no protuberances; no hemorrhoids, no masses noted.

Is this Academic Dishonesty?

Press A for Yes

Press B for No

A graphic for Poll Case #3 featuring a dark grey background on the left and a green-to-yellow gradient on the right, with the text "Poll Case #3" in white.

Slide 9

A team of students share exams from students in the previous year of a program

Is this Academic Dishonesty?

Press A for Yes

Press B for No

A graphic for Poll Case #4 featuring a dark grey background on the left and a green-to-yellow gradient on the right, with the text "Poll Case #4" in white.

Slide 10

- ▶ A group of PA students from the Best PA Program on Earth decided to strategically sit for the certification exam in order to achieve 100% first-time pass rate for their cohort. The students with greater than 3.8 GPA would sit first, and remember as many questions as they could. They would immediately write down questions during test breaks and at the end of the exam. The questions would be compiled and shared with others in the cohort. The next set of students would be those who had GPAs of 3.5-3.8. They would repeat the question memory process.

Is this Academic Dishonesty?

Press A for Yes

Press B for No



Slide 11

Two PA students who are roommates discover that student A is working on weekly topic paper that was previously submitted by student B. Student B shares the previously submitted work with student A.

Is this Academic Dishonesty?

Press A for Yes

Press B for No



Slide 12

You overhear two PA students talking outside of your office. They are discussing the difficulty of an exam they had earlier in the week. One student indicated that he only passed the exam because polished Professor X's golf clubs the previous weekend. The professor extended 10 bonus points to the student for the work.

Is this Academic Dishonesty?

Press A for Yes

Press B for No

A graphic for a poll case. It features a dark grey triangle on the left side, pointing right, with the text "Poll Case #7" in white. The background is a complex, abstract pattern of overlapping green and yellow-green shapes, creating a sense of depth and movement.

This is the final poll slide. Once the selections are made, continue to show the poll results for each slide.

Slide 13

References

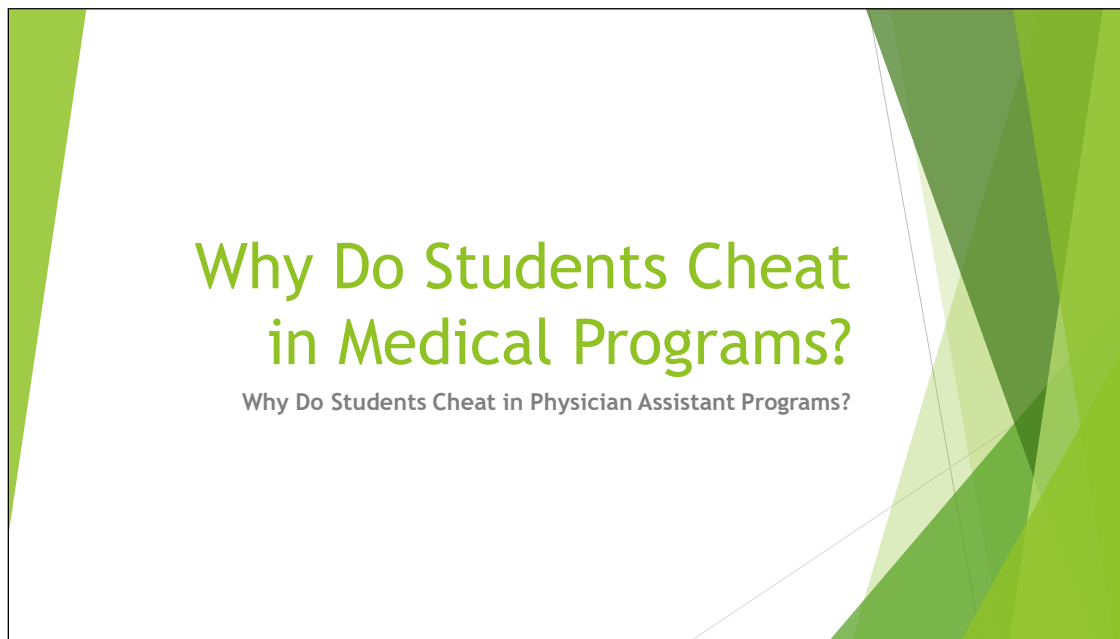
- ▶ St. Petersburg College Libraries, Plagiarism & Academic Integrity: Types of Academic Dishonesty; found at <https://spcollege.libguides.com/c.php?g=254383&p=1695452>

Refer to Session #1 exercises on page 70.

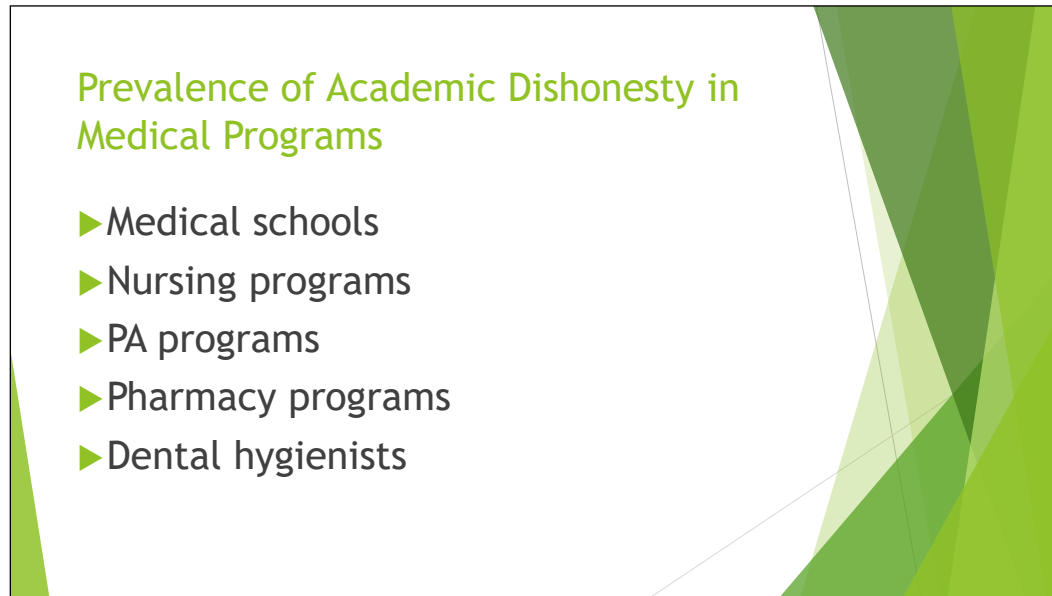
Day 1, Session #2

Presentation 2: Why Do Students Cheat in Medical Programs?

Slide 1



Slide 2



Literature supports the notion that students in medical programs have engaged in behaviors of academic dishonesty despite the fact they have entered the helping professions. Not only is cheating reportedly rampant in medical schools, it's also rampant in nursing, PA, Pharmacy, and Dental hygiene programs. Current studies indicate that between 27-58% of medical students reported cheating during the first 2 years of medical school. This seems contradictory to expectations outlined in the Hippocratic Oath to put the patient first, and to do no harm. Some medical school students continue to cheat even as they prepare to graduate. There is research that indicates the competition for getting into medical residencies has led to the falsification of application documents (like those that describe the extent of the student's clinical experiences) to increase the medical school graduate's chance for placements. Segal et al. (2010) reported that 5.2% of residency applications has plagiarized items, including applications from honor students.

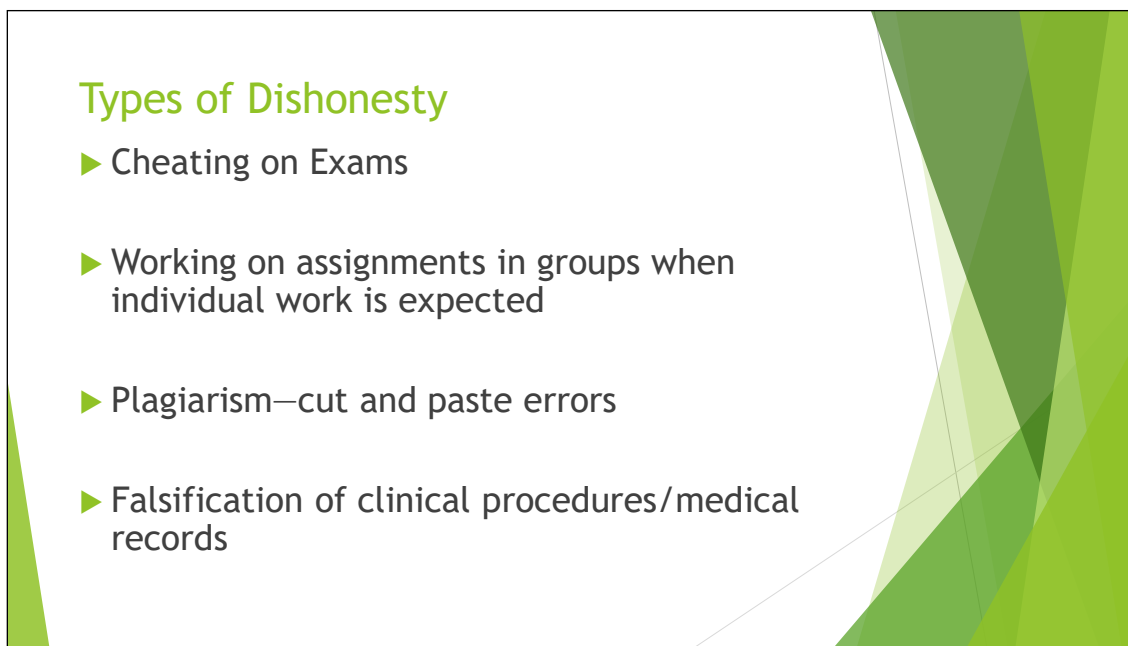
While nurses are often thought to be among the most trusted in the health professions as reported by an annual Gallop poll, it has been reported in the literature that almost half of graduate nurses admitted to cheating at some time during their nursing program.

Research regarding cheating in PA programs is scarce, so there is no reported prevalence of academic dishonesty in PA schools. Anecdotally, there seems to be an increase of faculty discussions and presentations at the national education forum that focus on academic dishonesty. PA students have similar pressures for maintaining successful academic records, so it may be reasonable to believe that similar prevalence of academic dishonesty exists in PA education programs as it does in other medical education programs. One

researcher found that PA students were falsifying their patient encounter logs and claiming that they'd completed certain clinical procedures in order to show they'd met program requirements for clinical coursework, when they had not. This is concerning for PA educators because the clinical phase of the program provides experiential learning that prepares students for entry to clinical practice. Falsifying these learning experience may directly affect patient care because graduates are potentially less skilled than the program may think.

Pharmacy students and dental hygiene students have also been noted in the literature to have increase incidents of academic dishonesty while in their respective education programs. Whitley and Starr (2010) stated that at a minimum, 10% of pharmacy students cheat. Muhney et al. (2008) conducted a study that revealed that 86.5 percent of graduating Texas dental hygiene students have cheated a minimum of one-time during matriculation. A national study conducted by Honny et al. (2010) revealed that 11.3% of dental hygiene students cheated and 30.2% were aware of someone cheating in their program.

Slide 3



Types of Dishonesty

- ▶ Cheating on Exams
- ▶ Working on assignments in groups when individual work is expected
- ▶ Plagiarism—cut and paste errors
- ▶ Falsification of clinical procedures/medical records

Cheating on exams still remains as one of the most prominent ways that students engage in academically dishonest behaviors. There are, however, other methods for academic dishonesty to emerge in medical education programs.

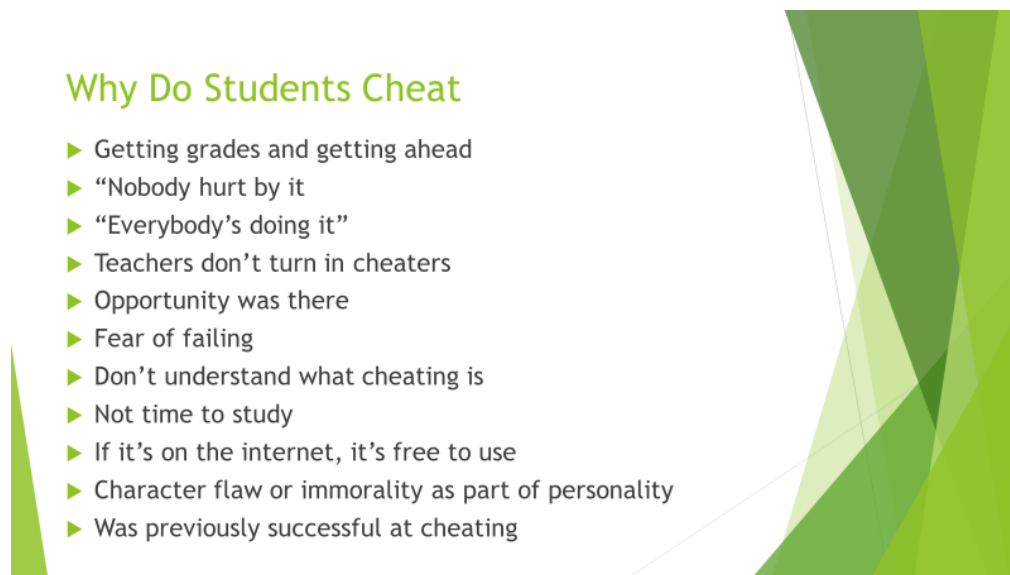
As we discussed about one of the cases in Session #1, there is often confusion around what constitutes academic dishonesty as it relates to group assignments. In medical programs, students are often assigned group projects. Due to the heavy workload associated with medical education programs, students often look to support each other through the challenges of the program. In some cases, the lines become blurred, and students “help” each other too much. It can become difficult to know what is the individual assignments that should not be completed in collaboration with other students, and what work is okay to be done in a collaborative fashion.

Writing is another place that lends itself to academic dishonesty behaviors. There is noted plagiarism in medical education programs. Student often cut and paste from medical journals. Additionally, falsification of medical records is problematic for medical education programs and patient care. Students may forget that the medical record is a legal document and falsifying anything in it could lead to legal action by the affected patient and the hospital.

Students who are caught cheating often provide rationale for the cheating. Sometimes, student neutralize their behaviors by providing excuses to justify the behavior. In the

previous slide, we saw some of the reasons students in college may cheat. Here are some of the most common reasons given by students in medical programs for cheating.

Slide 4



Why Do Students Cheat

- ▶ Getting grades and getting ahead
- ▶ “Nobody hurt by it
- ▶ “Everybody’s doing it”
- ▶ Teachers don’t turn in cheaters
- ▶ Opportunity was there
- ▶ Fear of failing
- ▶ Don’t understand what cheating is
- ▶ Not time to study
- ▶ If it’s on the internet, it’s free to use
- ▶ Character flaw or immorality as part of personality
- ▶ Was previously successful at cheating

In nonmedical education programs, students cheat for a large variety of reasons. One of the main reasons stated in the literature says that students understand that they need to get good grades to have a better chance at success in the workplace (Happel and Jennings, 2008; Miller et al., 2017).

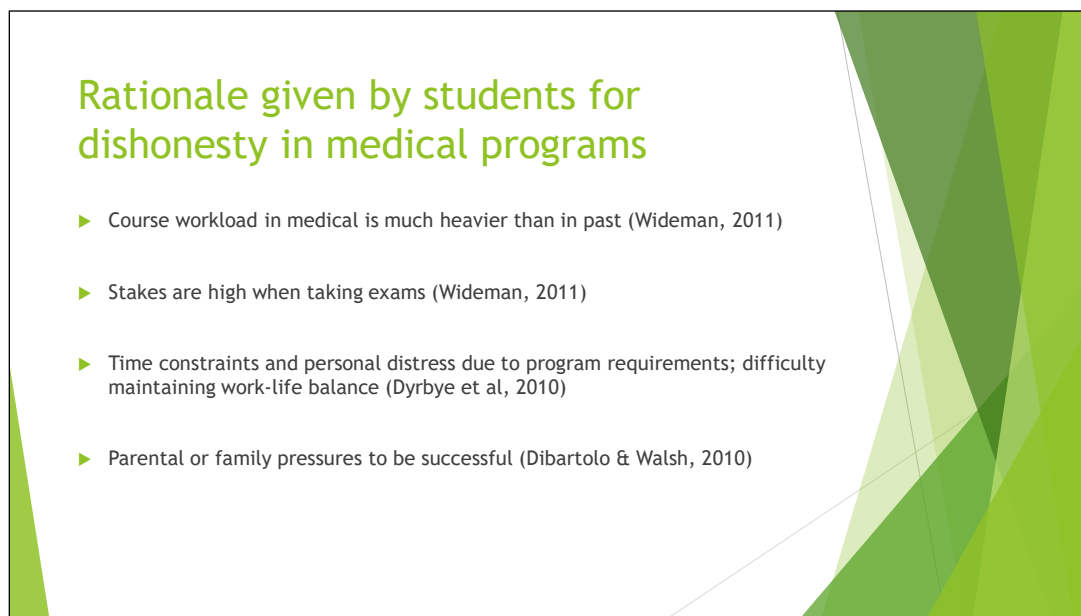
Some student think that nobody is harmed by their cheating, so it’s no big deal, because “everybody’s doing it” (Moring, 1999).

If opportunity is left for cheating, students sometimes report that the teachers don’t care enough to stop cheating, so why not do it. Others give reasons related to work-life balance, such as not having time to study because of other responsibilities (Balbuena and Lamela, 2015)

While there is the argument that students fear failing and sometimes don’t understand what constitutes cheating, some research addresses the moral character of today’s students. Some questions student morality in the US society, where getting ahead by any means necessary is at the core of achieving the American Dream (Callahan, 2004) as the impetus

for so much dishonesty in American education system. Some student see cheating as an act of immorality, while others see it as a simple mistake (Balbuena and Lamela, 2015) One researcher, however, argued that students continue to cheat even when explicit explanations of teachers' expectations are given, and that placing all cheaters in a negative light may not be appropriate versus taking a closer look at what type of cheating is happening in aggregate (Barnhardt, 2016). He argued that not all cheating students have a morality issue, and that administrators, researchers, and students may see academic dishonesty in different ways.

Slide 5



Rationale given by students for dishonesty in medical programs

- ▶ Course workload in medical is much heavier than in past (Wideman, 2011)
- ▶ Stakes are high when taking exams (Wideman, 2011)
- ▶ Time constraints and personal distress due to program requirements; difficulty maintaining work-life balance (Dyrbye et al, 2010)
- ▶ Parental or family pressures to be successful (Dibartolo & Walsh, 2010)

Slide 6

EXERCISE #2

- ▶ Jot down one mechanism to deter each student-defined reason for cheating
- ▶ Share with your table
- ▶ Create with colleagues any policy adjustments that may be made to the handbook or syllabus to deter academic dishonesty in the participants PA program
- ▶ Report summaries to larger group

Refer to Session #2 exercises, on page 70.

Slide 7

References

- ▶ Balbuena, S. E., & Lamela, R. A. (2015). Prevalence, motives, and views of academic dishonesty in higher education. Online Submission.
- ▶ Callahan, D. (2004). *The cheating culture: Why more Americans are doing wrong to get ahead*. Mariner Books.
- ▶ Happel, S. K., & Jennings, M. M. (2008). An economic analysis of academic dishonesty and its deterrence in higher education. *Journal of Legal Studies Education*, 25(2), 183-214. <https://doi.org/10.1111/j.1744-1722.2008.00051.x>
- ▶ Honny, J. M., Gadbury-Amyot, C. C., Overman, P. R., Wilkins, K., & Petersen, F. (2010). Academic integrity violations: A national study of dental hygiene students. *Journal Of Dental Education*, 74(3), 251-260.
- ▶ Miller, A. D., Murdock, T. B., & Grotewiel, M. M. (2017). Addressing academic dishonesty among the highest achievers. *Theory Into Practice*, 56(2), 121-128. <https://doi.org/10.1080/00405841.2017.1283574>
- ▶ Moring, M. (1999). Everybody's doing it. *Campus Life*, 58(4), 34.
- ▶ Segal, S., Gelfand, B. J., Hurwitz, S., Berkowitz, L., Ashley, S. W., Nadel, E. S., & Katz, J. T. (2010). Plagiarism in residency application essays. *Annals of Internal Medicine*, 153(2), 112-W.44.
- ▶ Whitley, H. P., & Starr, J. (2010). Academic dishonesty among pharmacy students: Does portable technology play a role? *Currents in Pharmacy Teaching & Learning*, 2(2), 94-99. <https://doi.org/10.1016/j.cptl.2010.01.009>

Day 2, Session #8
Presentation 3: Interactive Questionnaire Round 1
Slide 1

Interactive Questionnaire for Discussion 1

D

Slide 2

1.

- ▶ If you found that a physician assistant student was cheating in your program, please rate your likelihood, on the following rating scale, of reporting the incident to university processes. A rating of "1" is most unlikely and a rating of "10" is most likely.

1 Very Unlikely	2	3	4	5 Neutral	6	7	8	9	10 Very Likely
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Slide 3

2. Which (if any) of the reasons below is an obstacle for reporting cases of academic dishonesty in your physician assistant (PA) program? (check all that apply)

- A. High complexity of the institutional reporting process
- B. Requirement for faculty member to provide proof of the incident of academic dishonesty
- C. Reporting process is too time-consuming
- D. Faculty member's difficulty with understanding which student behaviors constitute academic dishonesty within their PA program or institution
- F. Faculty member is unaware of campus policies related to academic dishonesty
- G. Fear of retaliation by students (poor teaching evaluations, negative comments on RankMyProfessor.com, etc) that may lead to poor tenure and promotion results
- H. Faculty member prefers to handle academic dishonesty on a case-by-case basis on their own (no institutional involvement)
- I. Sanctions for students accused of academic dishonesty are minimized compared to those desired by PA program faculty member
- J. Institution is more concerned about student retention than sanctions for behaviors of academic dishonesty
- K. I am the only faculty member that I know who will report instance of academic dishonesty
- L. Fear of legal liability to the student (fear of being sued by the student)
- M. Other

Slide 4

3. Which of the following statements best summarizes your thoughts about reporting of academic dishonesty in your PA program's institution?

- A. If I see an act of academic dishonesty from my PA student(s), I will report it to the appropriate institutional authority right away.
- B. If I see an act of academic dishonesty from my PA student(s), I will likely have enough evidence of a code violation, so will not report it. It is likely that the student is just overwhelmed with all that happens in PA school.
- C. If I see an act of academic dishonesty from my PA student(s), I think that it is not my problem, and reporting belongs to someone else. It's just too burdensome to report to the institution.
- D. If I see an act of academic dishonesty from my PA student(s), I will not report it because of lack of time and because cheaters will likely be caught in the future.
- E. If I see an act of academic dishonesty from my PA student(s), I will not report it because it will not be good for the student's future career. I would rather just handle the matter within my own classroom guidelines.

Slide 5

4. Please rate the level of support that you have within your institution for reporting instances of academic dishonesty from the physician assistant program. A rating of "1" is the lowest level of support and a rating of "10" is highest level of support.

1 Lowest level of support	2	3	4	5	6	7	8	9	10 Highest level of support
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Slide 6

5. Please rate how important is the reporting of instances of academic dishonesty in your PA program to you. A rating of "1" is not important at all, and a rating of "10" is of the utmost importance.

1 Not important at all	2	3	4	5	6	7	8	9	10 Of the utmost importance
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Slide 7

6. What types of support are available to facilitate reporting of case of academic dishonesty at your institution? (check all that apply)

- A. Faculty members may be involved in adjudication of student cases related to academic dishonesty
- B. Institution has clear, written guidelines or policies for faculty reporting of cases of academic dishonesty
- C. Student sanctions following faculty reporting of academic dishonesty is properly aligned with the seriousness of the event
- D. The institution or PA program has a clearly written honor code
- E. The institution has a culture of academic integrity that is well understood by faculty and students alike
- F. The institution provides legal support to the faculty member if needed in student liability cases (student sues following sanctions)
- G. The institution has clear, written guidelines for students which defines academic dishonesty and expectations for academic integrity

Slide 8

7. Which of the following is true of your program?

- A. Program faculty members have been obligated to retain students who were involved in matters related to academic dishonesty by the institution's administration
- B. Program faculty members have been obligated to retain students who were involved in matters related to academic dishonesty because of disunity between program and institution processes for academic dishonesty
- C. Program faculty members have been obligated to graduate students who were involved in matters related to academic dishonesty by the institution's administration
- D. Program faculty members have been obligated to graduate students who were involved in matters related to academic dishonesty because of disunity between program and institution processes for academic dishonesty
- E. All of the above are true of my PA program
- F. None of the above is true of my PA program

Slide 9

8. Do you fear that the PA profession is in jeopardy secondary to levels of academic dishonesty in PA education programs?

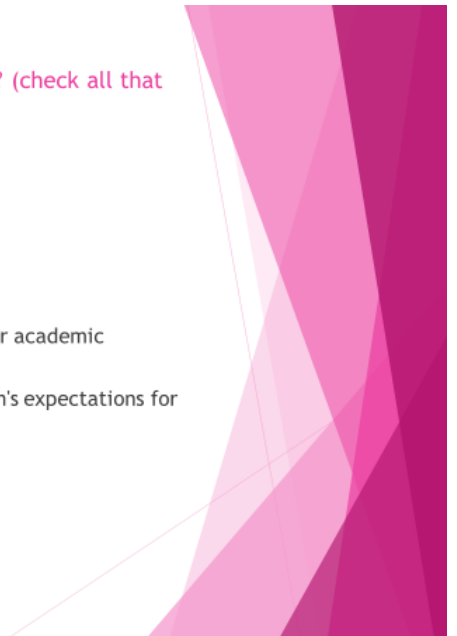
- A. Yes
- B. No



Slide 10

9. Which of the following are utilized by your PA program? (check all that apply)

- A. An honor code created by faculty members
- B. An honor code that is partly written by students
- C. An honor code that is enforced primarily by students
- D. An honor code that is enforced primarily by faculty members
- E. An unenforced honor code
- F. A Student Handbook that addresses program's expectations for academic integrity
- G. A Student Handbook that lacks information about the program's expectations for academic integrity
- H. All of the above
- I. None of the above



Slide 11

10. When are program policies related to academic integrity for the PA program introduced to program students? (check all that apply)

- A. Before matriculation into the program
- B. During the incoming student orientation
- C. After matriculation into the program
- D. It comes at another time in the program
- E. We don't have program polices related to academic integrity



Slide 12

Discussion 1

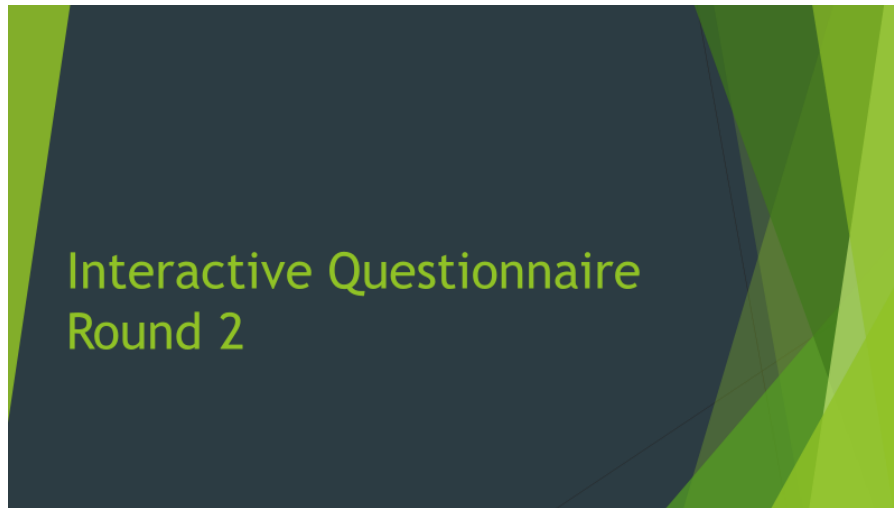


Refer to Session #8 exercises, on page 81.

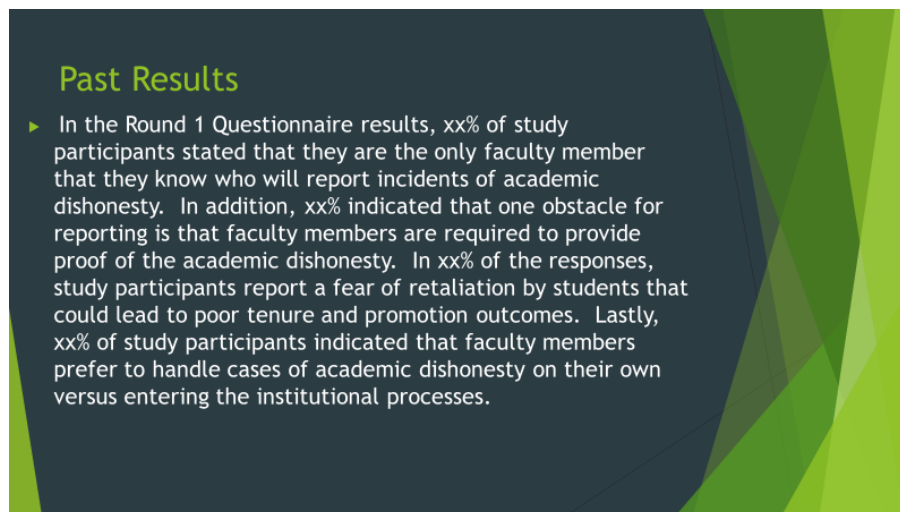
Day 2, Session #8

Presentation 4: Interactive Questionnaire, Round 2

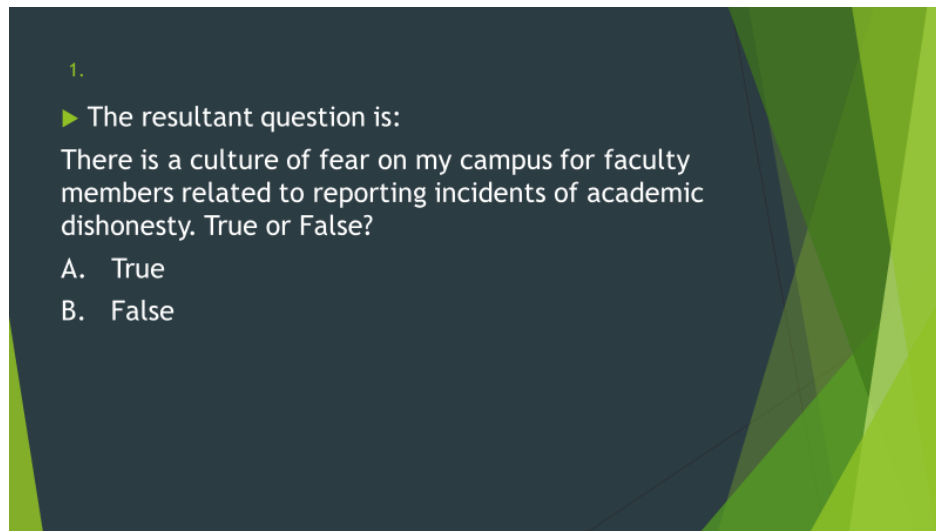
Slide 1



Slide 2



Slide 3

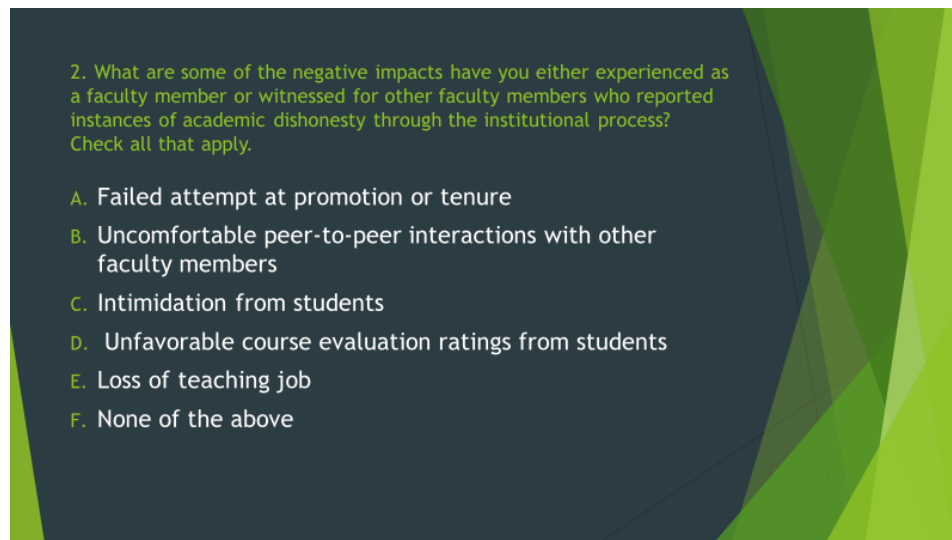
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1.

▶ The resultant question is:
There is a culture of fear on my campus for faculty members related to reporting incidents of academic dishonesty. True or False?

A. True
B. False

Slide 4

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2. What are some of the negative impacts have you either experienced as a faculty member or witnessed for other faculty members who reported instances of academic dishonesty through the institutional process?
Check all that apply.

A. Failed attempt at promotion or tenure
B. Uncomfortable peer-to-peer interactions with other faculty members
C. Intimidation from students
D. Unfavorable course evaluation ratings from students
E. Loss of teaching job
F. None of the above

Slide 5

3. In the Round 1 Questionnaire results, it was reported by xx% of participants that program faculty members have been obligated to retain students who were involved in matters related to academic dishonesty by the institution's administration.

▶ Do you know of any past PA students from your program who were named in an incident of academic dishonesty while in PA school, and who later was brought before the state medical board for disciplinary action? Yes or No?

A. Yes
B. No

Slide 6

In the Round 1 Questionnaire results, 100% of study participants stated that they have no fear that the physician assistant profession is in jeopardy secondary to the level of academic dishonesty in physician assistant programs. Which of the following statements do you believe to be true about academic dishonesty on physician assistant education? Check all that apply.

A. The potential for academic dishonesty has no impact on the manner in which education is delivered in my PA program.

B. The potential for academic dishonesty impacts the manner in which education is delivered in my PA program.

C. The potential for academic dishonesty impacts the mechanisms used to test students in my PA program.

D. My PA program uses proctors for exams to deter academic dishonesty.

E. My PA program enforces an honor code to deter academic dishonesty.

F. Faculty members find it difficult to trust PA students because of the potential for academic dishonesty.

G. Academic dishonesty is detrimental to the accuracy of the statistics of educational quality reported by PA programs to external PA organizations.

Slide 7

5. In the Round 1 Questionnaire results, xx% of participants indicated that they would report acts of academic dishonesty to the appropriate institutional authority right away. However, xx% of participants rated the likelihood of reporting an incident of academic dishonesty of a PA student in their program as 10/10, while xx% rated the likelihood of reporting as 9/10, where a rating of 1 is "least likely" and a rating of 10 is "most likely" to report. Additionally, participants rated the importance of reporting instances of academic dishonesty on a scale of 1-10, with a rating of 1 being of "no importance" and a rating of 10 being of the "utmost importance". The results of that inquiry revealed that xx% of participants rated the importance as 10/10, while xx% of participants rated the importance as 9/10.

Slide 8

If you answered your likelihood of reporting as 9/10, what might deter you from reporting 100% of the time? Check all that apply.

- A. I think that PA students are overwhelmed by the sheer volume of material, and may be pressured to cheat in order to maintain a successful academic showing.
- B. I think that PA students need to be given a break or two through the process of becoming a PA.
- C. I think that PA students work very hard, and due to trying to balance home, school, and other responsibilities, they may make an error in judgement to take a shortcut or two.
- D. It's really not that big of a deal if a PA student cheats once.
- E. I did not provide a rating of 9/10 for my likelihood of reporting instances of academic dishonesty.
- F. I did not provide a rating of 9/10 about the importance of reporting instances of academic dishonesty.

Slide 9

6. In your experience with students who have been sanctioned for academic dishonesty, what are some of the justifications provided by students for their behavior? Check all that apply.

- A. The student indicated personal issues with time management.
- B. Student indicated that they were unclear about the expectations for the assignment or exam.
- C. The student indicated that they were unclear about program policies about expectations related to academic integrity.
- D. The student indicated that they were faced with pressures from family members to be successful.
- E. None of the above

Slide 10

7.

- ▶ The Round 1 Questionnaire results indicated that xx% of study participants provide program policies related to academic integrity for the PA program at the incoming student orientation. Additionally, xx% of participants utilize a student handbook that addresses the program's expectations for academic integrity.

Slide 11

7. What other types of methods are utilized by your PA program to deter academic dishonesty?

- A. An overarching PA program honor code that is acknowledged by all students
- B. A restatement of the honor code on each course syllabus
- C. Exam proctors
- D. Cameras in testing area or recorded test environments
- E. Syllabi with clearly stated policies for academic integrity
- F. Syllabi that clearly state expectations for each assignment, including rules for collaboration with other students
- G. Input from a student honor council to facilitate student understanding of policies related to academic dishonesty
- H. Regular revision of test questions or test bank
- I. Test bank that allows for development of new test forms as needed
- J. None of the above

Slide 12

8. What is true about your belief as it relates to academic dishonesty in PA education? Check all that apply.

- A. PA students should be held to a higher standard for academic integrity because they will need that to be quality health care providers.
- B. PA students should be held to no higher standard for academic integrity than other students.
- C. The level of academic dishonesty in PA programs is rising.
- D. The level of academic dishonesty in PA programs is falling.
- E. There is no "level" of academic dishonesty in PA programs.
- F. None of the above

Slide 13


9. What is the perceived cost to institutional enrollment that may deter faculty members from reporting academic dishonesty?

- A. PA students' tuition levels are lucrative for institutions, so faculty members are discouraged to report instances of academic dishonesty (want to avoid loss of student).
- B. Faculty members may not report student incidents of academic dishonesty as it is important that programs do not have regular student attrition for any reason.
- C. There is no perceived cost to institutional enrollment that may deter faculty members from reporting instances of academic dishonesty.

Slide 14

10. In Round 1 Questionnaire results, participants reported the rating of level of support from their institution for reporting instances of academic dishonesty on a scale of 1-10 with 1 being the "lowest level of support" and 10 being the "highest level of support". Of participants, xx% rated their level of support as 10/10, xx% of participants rated their level of support as 8/10, and xx% of participants rated their level of support as 6/10.

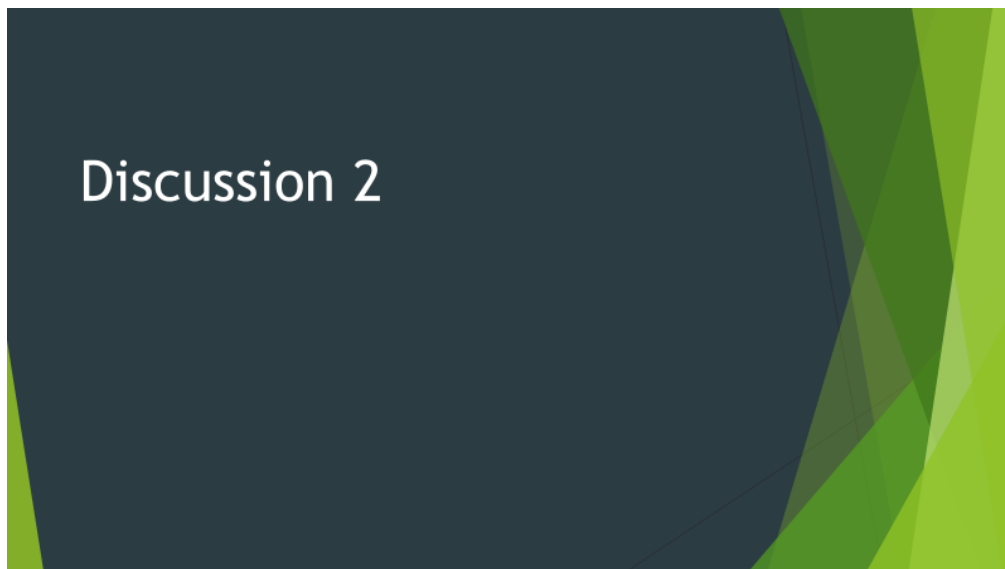
Slide 15

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10. In your experience, from where is the greatest level of support for faculty members who are reporting instances of academic dishonesty? Check one only, please.

- A. Peer-to-peer support
- B. Institutional support
- C. Support from the professional field (PAEA, AAPA, etc.)
- D. None of the above

Slide 16

A presentation slide with a dark blue background on the left and a green geometric pattern on the right. The text is white.

Discussion 2

Refer to Session #8 exercises, on page 81.

Exercises

Session # 1

Do We Agree That It's Cheating?

Please provide the following instruction to attendees for this session:

At each table, look over each of the cases provided. Answer the following question: Is this a case of academic dishonesty? Discuss your thoughts with your table mates why you believe each case is or is not cheating, or an example of academic dishonesty. Have someone act as the table's scribe and record the pertinent rationale for why this is or is not academic dishonesty. Select a person to serve as the presenter for your table's viewpoints during the large group discussion.

Session #2

Why Do Students Cheat in Medical Education Programs?

Please provide the following instruction to attendees for this session:

For the first 15 minutes, use the cases provided (same cases as used in Session #1). Analyze each case against your own program or university student handbook.

If students in cases provided rationale for their behaviors, are they consistent with what's in the literature (PowerPoint slides for this session)?

Would the case be considered a breach of the policies for academic integrity according to the handbook?

Does the handbook address the case at all?

If yes, what will happen next? If not, what would happen next at your institution?

Discuss the findings with your table mates. Spend the next 45 minutes to work with those at your table to create policy adjustments that may be made to the represented handbook or syllabus to deter academic dishonesty in the participant's home physician assistant (PA) program.

Session #3**What are Faculty Perceptions about Academic Dishonesty?**

Please provide the following instruction to attendees for this session:

For this session, you will participate in roundtable discussions. Please reflect on the provided questions and discuss your thoughts with your tablemates. Have someone act as the table's scribe and record the table's consensus on the prevalence of academic dishonesty in PA programs in the US, the top 3 concerns about academic dishonesty, and the 2 obstacles to creating environments of academic integrity on the table's assigned flip chart. Discussion 1 will last for approximately 20 minutes. Then move on to the questions for Discussion 2, which should last about 20 minutes. Select a person to serve as the presenter for your table's viewpoints during the large group discussion. All tables will participate in a large group discussion about the questions for the remaining session time.

Discussion 1:

How prevalent do you think academic dishonesty is on your campus?

In your PA program?

In PA programs across the US?

What evidence or experience do you have to support your beliefs?

Discussion 2:

What are your most pressing concerns about academic dishonesty in PA programs?

What obstacles can you identify to creating an environment of academic integrity?

Discussion 3:

What does the information on the various table flipcharts reveal about the prevalence of academic dishonesty in PA programs?

What does it reveal about the concerns of faculty related to academic dishonesty?

What does it reveal about obstacles for creating environments of academic integrity?

Is there consensus about any of these topics? If so, what might that mean? If not, what might that mean?

Session #4**What are Faculty Perceptions about Academic Dishonesty?**

Please provide the following instruction to attendees for this session:

For this session, you will participate in roundtable discussions. Please reflect on the provided questions and discuss your thoughts with your tablemates. Have someone act as the table's scribe and record the table's highlights about the discussions, including the top 5 takeaways (things worth remembering after the workshop). Discussion 1 will last for approximately 25 minutes. Then move on to the questions for Discussion 2, which should last about 25 minutes. Select a person to serve as the presenter for your table's viewpoints during the large group discussion. All tables will participate in a large-group discussion about the questions for the remaining session time.

Discussion 1:

Do faculty member have a role in adjudication in academic dishonesty cases in their institutions?

Should they have a role?

Discussion 2:

Are processes of adjudication effective at your institution?

Are you comfortable with adjudication process outcomes at your institution?

What are important ways faculty may facilitate adjudication of academic dishonesty cases in PA programs?

Discussion 3:

Representatives from each table give a 3-minute summary of the table discussion by providing the top 5 takeaways or concepts worth keeping

Session #5

Faculty and Reporting Cases of Academic Dishonesty

This exercise will get attendees up from their assigned seats, enabling interaction with other attendees they may not have conversed with yet. Please prepare a flip chart for each of the four categories below, and place one in each corner of the room:

Factual Nonresponsibility

Moral Nonresponsibility

Consequential Exoneration

Functional Exoneration

Please provide the following instruction to attendees for this session:

In this session, you will consider the article by Nitsch, et al, Why Code of Conduct Violations go Unreported. *Journal of Business Ethics*. (2005) 57:327-341. that was given to you as a preconference assignment. Please use the Nonreporting Quadrant form. Consider a time when you did not report a case of academic dishonesty. If this has never happened, consider what rationale listed on the form would lead you to not want to make such a report. You will identify the category related to nonreporting that best fits you. Once you have identified the category, please find the flip chart with that category listed and stand next to it. The others standing with you are likeminded people. You will find a table to work and complete the remaining exercise steps with them.

Appraise the potential pros and cons of reporting or nonreporting from an immediate and then a long-term perspective

Describe the around culture reporting academic dishonesty at participants' programs and/or institutions.

Argue the importance of reporting or nonreporting cases of academic dishonesty to patient care.

Session #6**How Do Institutions Deal with Academic Dishonesty?**

Please provide the following instruction to attendees for this session:

For this session, you will participate in roundtable discussions.

At each table, discuss the general process for academic dishonesty on attendees' campuses.

Reconsider the policies for academic dishonesty at your institution to the case study scenarios from Day 1

Develop revisions to areas in need of improvement of your student or institution handbook

Construct a plan to have an open discussion at your home institution about revisions to policy or processes related to academic dishonesty. Consider the following in your plan.

How will you start the conversation?

What evidence will you provide for the needed revisions?

Will the revisions cost money? If so, how much?

Is there anyone outside of your department (the PA program) who may provide important information or experience pertinent to the topic?

What potential time frame would be required to see your revisions enacted?

Will your proposed revisions need to go through a university approval process? If so, do you know the process?

Session #7**Do Honor Codes Work?**

Flip Charts: One for each table

Have each table list the Pros and Cons of Honor Code use at their institution

Please provide the following instruction to attendees for this session:

For this session, you will participate in roundtable discussions.

Talking points:

In what way do honor codes affect students?

How can honor codes influence cheating behaviors?

Are honor codes enough to deter cheating?

Have a representative from each table provide a summary of the table's discussion and conclusions in the large group discussion.

Session #8

Interactive Questionnaire

In preparation for the survey, please log into the audience response system and enter the prompts. Be sure to activate the PowerPoint slides so that the audience response may be captured. Proceed through one slide at a time; have audience respond; show response slide to attendee group; ask for attendees' impressions about responses—Any surprises?

Please provide the following instruction to attendees for this session:

For this session, you will participate in an interactive questionnaire using your cellphones. To use the audience response system, please text: 'xxx' to 22333. Follow the prompts, and you will be brought into the survey. We will proceed through the slides one by one, and discuss the results following each response. There will be a 30 second time provided for you to respond to each slide, and then the responses will close. Until that 30 second time limit is reached, you may change your answer as many times as you'd like.

The purpose of the survey is to see if consensus may be built about some of the topics in the PowerPoint among members of this group. For our purposes, consensus will be defined if there is greater than 50% agreement (a simple majority) on an item.

Session #9**Creating an Atmosphere of Academic Integrity in the Classroom**

Please provide the following instruction to attendees for this session:

For this 45-minute portion of the session, you will complete the following tasks:

Compare and contrast current classroom atmosphere against a classroom where academic integrity is central

Identify weaknesses that interfere with a classroom culture of integrity

Create a strategy that includes three changes that can be made to improve the level of academic integrity to the classroom via exam practices, syllabus writing, and student assignments

Create a 6-month follow-up plan for reassessment and revision of the three changes.

Session #10**The Student Role in Implementation and Maintenance of Academic Integrity**

Introduce Guest Speaker, Dr. David Rettinger, International Center for Academic Integrity (45-minute presentation)

Please provide the following instruction to attendees for this session:

For this session, you will have 45 minutes to complete the following task:

Create a strategic plan for student involvement in establishing/maintaining a culture of academic integrity.

Session #11**Being an Agent of Change at Your Institution Toward a Culture of Academic Integrity**

Introduce Guest Speaker, Dr. Tricia Bertram Gallant, International Center for Academic Integrity
(45-minute presentation)

Please provide the following instruction to attendees for this session:

For this remainder of this session, you will have 45 minutes to complete the following tasks:

Identify stakeholders who may assist in development of campus environment of academic integrity

Develop a plan to initiate discussion and steps to introduce culture of academic integrity on campus or in PA program.

Session #12**Speed Mentoring—Ask the Experts**

Please provide the following instruction to attendees for this session:

For this session, you will participate in a speed mentoring session. There will be one facilitator or guest speaker per table. The attendees at each table may ask the facilitator anything that may be helpful in managing academic dishonesty or academic integrity at their home campus. The facilitator will rotate to another table in 10 minutes. The new table now has 10 minutes to ask their question. This continues until each facilitator has visited all tables. The purpose of the session is not to have *every* question answered, but instead to answer some common of the most pressing questions, and to surface items in need of further discussion.

The topics include:

Prevalence of Academic Dishonesty

Challenges to Being a Change Agent for Academic Integrity: Avoiding Pitfalls

Developing an Academic Integrity Policy

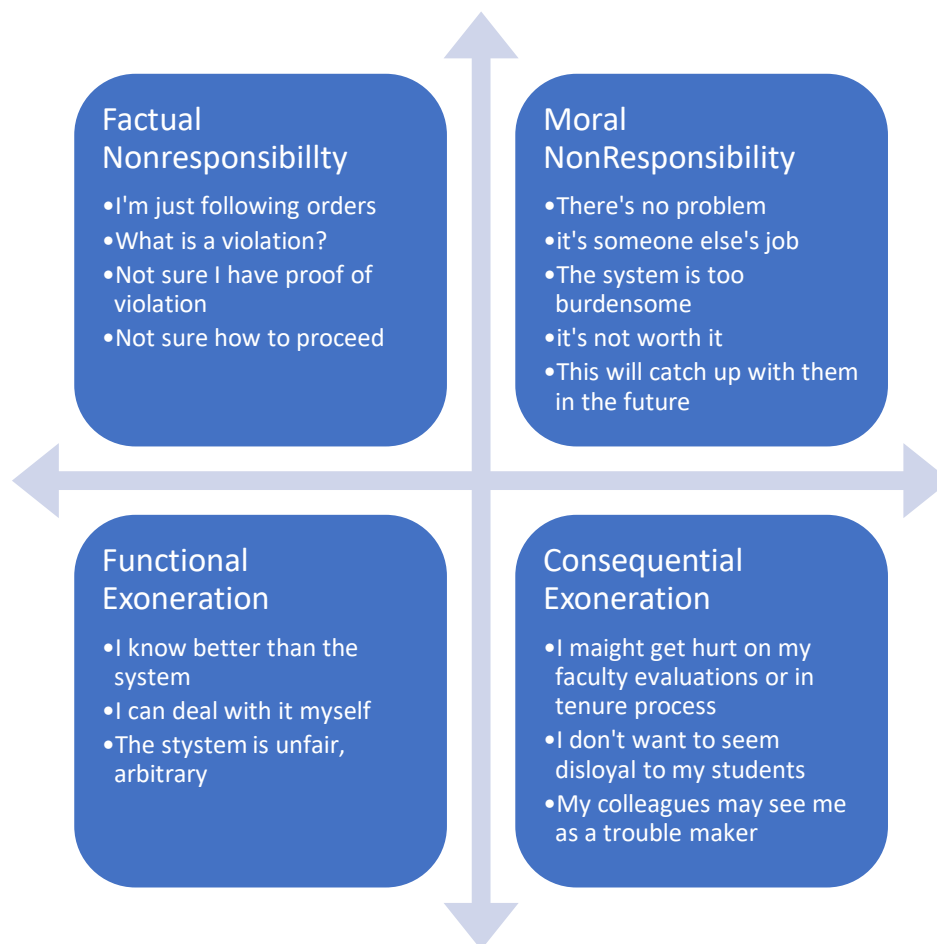
Students Participating in the Adjudication Processes to Address Academic Dishonesty

Wild Card (free form questions)

At the end of the rotations, each table will provide one pearl of wisdom or one takeaway to the larger group. The entire session is 75 minutes.

Nonreporting Quadrant Form

For Session #5 Exercise



Which of the quadrants best represents your thoughts/rationale for not reporting a case of academic dishonesty? Once you have identified your quadrant category, please find the category listing at one of the flip charts in the four corners of the room. Please stand at the flip chart and await next direction from the facilitators.

Evaluation Forms

Day 1 Evaluation

Instructions:

- For questions regarding each workshop session, please use the following rating scale:
0 = strongly disagree 10 = strongly agree
- Please circle the appropriate rating to indicate the degree to which you agree with each statement.
- Please provide comments to explain your ratings.
- If your session had two facilitators, please fill in the key below and score each individually in question 3.
Facilitator A: name
Facilitator B: name
Facilitator C: name

Session #1 Do We Agree That It's Cheating

	Strongly disagree	Strongly Agree
I took responsibility for being involved in today's session.	0 1 2 3 4 5 6 7 8 9 10	
The information in this session is applicable to my work.	0 1 2 3 4 5 6 7 8 9 10	
The facilitator's presentation style contributed to my learning.		
A:	0 1 2 3 4 5 6 7 8 9 10	
B:	0 1 2 3 4 5 6 7 8 9 10	
C:	0 1 2 3 4 5 6 7 8 9 10	
The session's learning objectives were clearly stated and met.	0 1 2 3 4 5 6 7 8 9 10 0 1 2 3 4 5 6 7 8 9 10	
The presenter(s) was knowledgeable about the subject matter.	0 1 2 3 4 5 6 7 8 9 10	
The time allotted for the session was appropriate.	0 1 2 3 4 5 6 7 8 9 10	
The presenter(s) encouraged my participation.	0 1 2 3 4 5 6 7 8 9 10	
The presenter(s) allowed me to work and learn from others.	0 1 2 3 4 5 6 7 8 9 10	

Comments:

Session #2 Why Do Student Cheat in Medical Programs?

	Strongly disagree	Strongly Agree
I took responsibility for being involved in today's session.	0 1 2 3 4 5 6 7 8 9 10	
The information in this session is applicable to my work.	0 1 2 3 4 5 6 7 8 9 10	
The facilitator's presentation style contributed to my learning. A: B: C:	0 1 2 3 4 5 6 7 8 9 10 0 1 2 3 4 5 6 7 8 9 10	
The session's learning objectives were clearly stated and met.	0 1 2 3 4 5 6 7 8 9 10 0 1 2 3 4 5 6 7 8 9 10	
The presenter(s) was knowledgeable about the subject matter.	0 1 2 3 4 5 6 7 8 9 10	
The time allotted for the session was appropriate.	0 1 2 3 4 5 6 7 8 9 10	
The presenter(s) encouraged my participation.	0 1 2 3 4 5 6 7 8 9 10	
The presenter(s) allowed me to work and learn from others.	0 1 2 3 4 5 6 7 8 9 10	

Comments:

Session #3 What are Faculty Perceptions About Academic Dishonesty

	Strongly disagree	Strongly Agree
I took responsibility for being involved in today's session.	0 1 2 3 4 5 6 7 8 9 10	
The information in this session is applicable to my work.	0 1 2 3 4 5 6 7 8 9 10	
The facilitator's presentation style contributed to my learning.		
A:	0 1 2 3 4 5 6 7 8 9 10	
B:	0 1 2 3 4 5 6 7 8 9 10	
C:	0 1 2 3 4 5 6 7 8 9 10	
The session's learning objectives were clearly stated and met.	0 1 2 3 4 5 6 7 8 9 10 0 1 2 3 4 5 6 7 8 9 10	
The presenter(s) was knowledgeable about the subject matter.	0 1 2 3 4 5 6 7 8 9 10	
The time allotted for the session was appropriate.	0 1 2 3 4 5 6 7 8 9 10	
The presenter(s) encouraged my participation.	0 1 2 3 4 5 6 7 8 9 10	
The presenter(s) allowed me to work and learn from others.	0 1 2 3 4 5 6 7 8 9 10	

Comments:

Session #4 Faculty Roles in Academic Dishonesty Adjudication

	Strongly disagree	Strongly Agree
I took responsibility for being involved in today's session.	0 1 2 3 4 5 6 7 8 9 10	
The information in this session is applicable to my work.	0 1 2 3 4 5 6 7 8 9 10	
The facilitator's presentation style contributed to my learning.		
A:	0 1 2 3 4 5 6 7 8 9 10	
B:	0 1 2 3 4 5 6 7 8 9 10	
C:	0 1 2 3 4 5 6 7 8 9 10	
The session's learning objectives were clearly stated and met.	0 1 2 3 4 5 6 7 8 9 10 0 1 2 3 4 5 6 7 8 9 10	
The presenter(s) was knowledgeable about the subject matter.	0 1 2 3 4 5 6 7 8 9 10	
The time allotted for the session was appropriate.	0 1 2 3 4 5 6 7 8 9 10	
The presenter(s) encouraged my participation.	0 1 2 3 4 5 6 7 8 9 10	
The presenter(s) allowed me to work and learn from others.	0 1 2 3 4 5 6 7 8 9 10	

Comments:

Please provide any suggestions for change / improvement you may have for tomorrow and for future sessions of this program.

Comments:

Day 2 Evaluation**Instructions:**

- For questions regarding each workshop session, please use the following rating scale:
0 = strongly disagree 10 = strongly agree
- Please circle the appropriate rating to indicate the degree to which you agree with each statement.
- Please provide comments to explain your ratings.
- If your session had two facilitators, please fill in the key below and score each individually in question 3.
Facilitator A: name
Facilitator B: name
Facilitator C: name

Session #5 Faculty and Reporting Cases of Academic Dishonesty

	Strongly disagree	Strongly Agree
I took responsibility for being involved in today's session.	0 1 2 3 4 5 6 7 8 9 10	
The information in this session is applicable to my work.	0 1 2 3 4 5 6 7 8 9 10	
The facilitator's presentation style contributed to my learning.		
A:	0 1 2 3 4 5 6 7 8 9 10	
B:	0 1 2 3 4 5 6 7 8 9 10	
C:	0 1 2 3 4 5 6 7 8 9 10	
The session's learning objectives were clearly stated and met.	0 1 2 3 4 5 6 7 8 9 10 0 1 2 3 4 5 6 7 8 9 10	
The presenter(s) was knowledgeable about the subject matter.	0 1 2 3 4 5 6 7 8 9 10	
The time allotted for the session was appropriate.	0 1 2 3 4 5 6 7 8 9 10	
The presenter(s) encouraged my participation.	0 1 2 3 4 5 6 7 8 9 10	
The presenter(s) allowed me to work and learn from others.	0 1 2 3 4 5 6 7 8 9 10	

Comments:

Session #6 How Do Institutions Deal with Academic Dishonesty?

	Strongly disagree	Strongly Agree
I took responsibility for being involved in today's session.	0 1 2 3 4 5 6 7 8 9 10	
The information in this session is applicable to my work.	0 1 2 3 4 5 6 7 8 9 10	
The facilitator's presentation style contributed to my learning. A: B: C:	0 1 2 3 4 5 6 7 8 9 10 0 1 2 3 4 5 6 7 8 9 10	
The session's learning objectives were clearly stated and met.	0 1 2 3 4 5 6 7 8 9 10 0 1 2 3 4 5 6 7 8 9 10	
The presenter(s) was knowledgeable about the subject matter.	0 1 2 3 4 5 6 7 8 9 10	
The time allotted for the session was appropriate.	0 1 2 3 4 5 6 7 8 9 10	
The presenter(s) encouraged my participation.	0 1 2 3 4 5 6 7 8 9 10	
The presenter(s) allowed me to work and learn from others.	0 1 2 3 4 5 6 7 8 9 10	

Comments:**Session #7 Do Honor Codes Work?**

	Strongly disagree	Strongly Agree
I took responsibility for being involved in today's session.	0 1 2 3 4 5 6 7 8 9 10	
The information in this session is applicable to my work.	0 1 2 3 4 5 6 7 8 9 10	
The facilitator's presentation style contributed to my learning. A: B: C:	0 1 2 3 4 5 6 7 8 9 10 0 1 2 3 4 5 6 7 8 9 10	
The session's learning objectives were clearly stated and met.	0 1 2 3 4 5 6 7 8 9 10 0 1 2 3 4 5 6 7 8 9 10	
The presenter(s) was knowledgeable about the subject matter.	0 1 2 3 4 5 6 7 8 9 10	
The time allotted for the session was appropriate.	0 1 2 3 4 5 6 7 8 9 10	
The presenter(s) encouraged my participation.	0 1 2 3 4 5 6 7 8 9 10	
The presenter(s) allowed me to work and learn from others.	0 1 2 3 4 5 6 7 8 9 10	

Comments:

Session #8 In-Person Questionnaire Process

	Strongly disagree	Strongly Agree
I took responsibility for being involved in today's session.	0 1 2 3 4 5 6 7 8 9 10	
The information in this session is applicable to my work.	0 1 2 3 4 5 6 7 8 9 10	
The facilitator's presentation style contributed to my learning. A: B: C:	0 1 2 3 4 5 6 7 8 9 10 0 1 2 3 4 5 6 7 8 9 10 0 1 2 3 4 5 6 7 8 9 10	
The session's learning objectives were clearly stated and met.	0 1 2 3 4 5 6 7 8 9 10 0 1 2 3 4 5 6 7 8 9 10	
The presenter(s) was knowledgeable about the subject matter.	0 1 2 3 4 5 6 7 8 9 10	
The time allotted for the session was appropriate.	0 1 2 3 4 5 6 7 8 9 10	
The presenter(s) encouraged my participation.	0 1 2 3 4 5 6 7 8 9 10	
The presenter(s) allowed me to work and learn from others.	0 1 2 3 4 5 6 7 8 9 10	

Comments:

Please provide any suggestions for change / improvement you may have for tomorrow and for future sessions of this program.

Comments:

Day 3 Evaluation

Instructions:

- For questions regarding each workshop session, please use the following rating scale:
0 = strongly disagree 10 = strongly agree
- Please circle the appropriate rating to indicate the degree to which you agree with each statement.
- Please provide comments to explain your ratings.
- If your session had two facilitators, please fill in the key below and score each individually in question 3.
Facilitator A: name
Facilitator B: name
Facilitator C: name

Session #9 Creating an Atmosphere of Academic Integrity in the Classroom

	Strongly disagree	Strongly Agree
I took responsibility for being involved in today's session.	0 1 2 3 4 5 6 7 8 9 10	
The information in this session is applicable to my work.	0 1 2 3 4 5 6 7 8 9 10	
The facilitator's presentation style contributed to my learning.		
A:	0 1 2 3 4 5 6 7 8 9 10	
B:	0 1 2 3 4 5 6 7 8 9 10	
C:	0 1 2 3 4 5 6 7 8 9 10	
The session's learning objectives were clearly stated and met.	0 1 2 3 4 5 6 7 8 9 10 0 1 2 3 4 5 6 7 8 9 10	
The presenter(s) was knowledgeable about the subject matter.	0 1 2 3 4 5 6 7 8 9 10	
The time allotted for the session was appropriate.	0 1 2 3 4 5 6 7 8 9 10	
The presenter(s) encouraged my participation.	0 1 2 3 4 5 6 7 8 9 10	
The presenter(s) allowed me to work and learn from others.	0 1 2 3 4 5 6 7 8 9 10	

Comments:

Session #10 The Student Role in Implementation and Maintenance of Academic Integrity

	Strongly disagree	Strongly Agree
I took responsibility for being involved in today's session.	0 1 2 3 4 5 6 7 8 9 10	
The information in this session is applicable to my work.	0 1 2 3 4 5 6 7 8 9 10	
The facilitator's presentation style contributed to my learning. A: B: C:	0 1 2 3 4 5 6 7 8 9 10 0 1 2 3 4 5 6 7 8 9 10 0 1 2 3 4 5 6 7 8 9 10	
The session's learning objectives were clearly stated and met.	0 1 2 3 4 5 6 7 8 9 10 0 1 2 3 4 5 6 7 8 9 10	
The presenter(s) was knowledgeable about the subject matter.	0 1 2 3 4 5 6 7 8 9 10	
The time allotted for the session was appropriate.	0 1 2 3 4 5 6 7 8 9 10	
The presenter(s) encouraged my participation.	0 1 2 3 4 5 6 7 8 9 10	
The presenter(s) allowed me to work and learn from others.	0 1 2 3 4 5 6 7 8 9 10	

Comments:

Session #11 Being an Agent of Change at Your Institution Toward a Culture of Academic Integrity

	Strongly disagree	Strongly Agree
I took responsibility for being involved in today's session.	0 1 2 3 4 5 6 7 8 9 10	
The information in this session is applicable to my work.	0 1 2 3 4 5 6 7 8 9 10	
The facilitator's presentation style contributed to my learning. A: B: C:	0 1 2 3 4 5 6 7 8 9 10 0 1 2 3 4 5 6 7 8 9 10	
The session's learning objectives were clearly stated and met.	0 1 2 3 4 5 6 7 8 9 10 0 1 2 3 4 5 6 7 8 9 10	
The presenter(s) was knowledgeable about the subject matter.	0 1 2 3 4 5 6 7 8 9 10	
The time allotted for the session was appropriate.	0 1 2 3 4 5 6 7 8 9 10	
The presenter(s) encouraged my participation.	0 1 2 3 4 5 6 7 8 9 10	
The presenter(s) allowed me to work and learn from others.	0 1 2 3 4 5 6 7 8 9 10	

Comments:

Session #12 Speed Mentoring—Ask the Experts

	Strongly disagree	Strongly Agree
I took responsibility for being involved in today's session.	0 1 2 3 4 5 6 7 8 9 10	
The information in this session is applicable to my work.	0 1 2 3 4 5 6 7 8 9 10	
The facilitator's presentation style contributed to my learning. A: B: C:	0 1 2 3 4 5 6 7 8 9 10 0 1 2 3 4 5 6 7 8 9 10 0 1 2 3 4 5 6 7 8 9 10	
The session's learning objectives were clearly stated and met.	0 1 2 3 4 5 6 7 8 9 10 0 1 2 3 4 5 6 7 8 9 10	
The presenter(s) was knowledgeable about the subject matter.	0 1 2 3 4 5 6 7 8 9 10	
The time allotted for the session was appropriate.	0 1 2 3 4 5 6 7 8 9 10	
The presenter(s) encouraged my participation.	0 1 2 3 4 5 6 7 8 9 10	
The presenter(s) allowed me to work and learn from others.	0 1 2 3 4 5 6 7 8 9 10	

Comments:

Please provide any suggestions for change / improvement you may have for future sessions of this workshop.

Comments:

Please remember to also complete the end of workshop evaluation form. Thank You!

Creating a Campus Culture of Academic Integrity Professional Development Workshop

Evaluation Survey (End of Workshop)

(Evaluation form adapted in part and used with permission from Kirkpatrick Partners, LLC.)

Instructions: With consideration of the workshop you just completed, please indicate to what degree you agree with each statement using this rating scale:

Strongly Disagree	0	1	2	3	4	5	6	7	8	9	10	Strongly Agree
-------------------	---	---	---	---	---	---	---	---	---	---	----	----------------

The workshop environment helped me to learn	0 1 2 3 4 5 6 7 8 9 10
I was engaged with what was going on during the program.	0 1 2 3 4 5 6 7 8 9 10
The activities and exercises aided in my learning.	0 1 2 3 4 5 6 7 8 9 10
I was given adequate opportunity during the workshop to practice what I was learning.	0 1 2 3 4 5 6 7 8 9 10
I will be able to immediately use what I learned at my home PA program or institution.	0 1 2 3 4 5 6 7 8 9 10
What I learned in the workshop will contribute to future success in my job.	0 1 2 3 4 5 6 7 8 9 10
From what you learned, how confident are you that you will be able to apply some of the principles at your job?	0 1 2 3 4 5 6 7 8 9 10
I would recommend this workshop to my colleagues.	0 1 2 3 4 5 6 7 8 9 10

Please provide comments along with your rating to help us to improve this course in the future.

Comments:

From what you learned, what will you be able to apply on your job?

Comments:

What assistance or resources will you need to successfully apply what you learned on the job?

How confident are you that you will be able to apply what you have learned back on the job? (Circle one rating)

0.....1.....2.....3.....4.....5.....6.....7.....8.....9.....10

Not at all confident

Extremely confident

Comments:

How committed are you to applying what you learned to your work? (Circle one rating)

0.....1.....2.....3.....4.....5.....6.....7.....8.....9.....10

Not at all committed

Extremely committed

Comments:

What outcomes are you hoping to achieve back at your home campus or PA program because of your efforts in the workshop?

What other feedback would you like to share about the workshop?

Post workshop survey for: Creating a Campus Culture of Academic Integrity Workshop

(Survey adapted in part and used with permission from Kirkpatrick Partners, LLC.)

Instructions: Thinking about the workshop you completed 6 months ago, please indicate to what degree you agree with each statement using this rating scale:

1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Strongly Agree N/A = Not Applicable

Please use "Comments" to provide a brief explanation or further feedback.

The workshop:

- | | | | | | |
|--|---|---|---|---|-----|
| 1. I was clear about the purpose of the workshop before I attended | 1 | 2 | 3 | 4 | N/A |
| 2. I was clear about what was expected of me after taking the course | 1 | 2 | 3 | 4 | N/A |

Comments:

Practical application

- | | | | | | |
|--|---|---|---|---|-----|
| 3. I am successfully applying what I learned in the course | 1 | 2 | 3 | 4 | N/A |
|--|---|---|---|---|-----|

4. If you answered "Agree" or "Strongly Agree" to Question 3, what are the most significant reasons? (check all that apply)

My past experience

The course itself

Extra help from course instructors

Help from my co-workers

Help from my immediate supervisor

A good system of accountability

Formal or informal recognition for my efforts

My own efforts and discipline to apply what I learned

Referring back to the course materials

Additional training

Comments:

5. If you answered “Disagree” or “Strongly Disagree” to Question 4, what are the main reasons? (check all that are true)

What I learned is not useful for my job

I have been told not to use it

I don’t remember what I learned

I have too many other things to do

I got stuck and did not know how to find help

It is too difficult to apply

I have not been encouraged to apply it

There are no incentives for me to apply it

Comments:

Overall

6. The workshop was a worthwhile use of my time	1	2	3	4	N/A	
7. I am already seeing positive results from the workshop		1	2	3	4	N/A
8. I am expecting positive results from this workshop in the future	1	2	3	4	N/A	

Comments:

9. What suggestions do you have that would make you better able to apply what you learned?

10. Please provide a specific example of how the workshop has helped you achieve positive results in your area

Appendix B: Interview Protocol

Date _____
First Name _____ Title _____ Phone _____

PA Program Institution Type:

- Medical School
- Liberal Arts College
- 4-year University

Interview Questions

1. Tell me about your experience in physician assistant education.
 - a. What is your role in the program?
 - b. How long have you been a physician assistant educator?
 - c. In what types of institutions have you worked?
2. How would you define academic integrity?
3. What are the expectations for academic integrity for students within your program?
4. Tell me about the expectations for academic integrity from students in your program. How does your program address issues of academic dishonesty?
5. What strategies do you use in your program to educate students about academic honesty and professionalism?
6. What policies does your program have that address academic dishonesty?
7. Share with me your experiences with any incidents involving academic dishonesty in your PA program?
8. What reasons, if any, do students give for their lack of academic integrity?
9. Why do you think physician assistant students might cheat?
10. What steps has your program taken to prevent incidents of academic dishonesty?
11. How do you feel about yourself reporting any instances of academic dishonesty?
12. What impact has academic dishonesty had on the way your program operates?

Appendix C: Intake Survey

Intake Survey

1. Please enter your first and last name.

Name: _____

2. Which best describes the setting of your PA program?

____ Medical School

____ Liberal arts college

____ 4-year University

____ Community College

____ Other (please specify) _____

3. How many years have you been a PA faculty member? _____

4. Have you had any experience with academic dishonesty involving PA students?

____ Yes

____ No

5. Are you willing to participate in an interview about academic dishonesty?

____ Yes

____ No

6. If you are interested in participation please provide your contact information below:

Name: _____

Email Address: _____

Phone Number: _____

Appendix D: Email Invitation to Interviews

Greetings! You are invited participate in a study because you are a faculty member in a physician assistant program and participated in a telephone interview related to my doctoral study in October 2013. The study is in the midst of exploring the experiences of physician assistant (PA) program faculty members with matters of student academic dishonesty.

In October 2013, I invited PA program faculty, with at least one year of experience in their current institution, who have had some experience with situations surrounding academic dishonesty or cheating by students in their programs to participate in the study. At this time, the researcher is expanding the data collection related to this study in the form of two short questionnaire surveys used to confirm information obtained in the original telephone interviews. The first survey can be found by following the link in the informed consent document attached to this email. A second survey invitation will follow in approximately one week. It is important that the first survey is returned as soon as possible, as the data obtained from the first survey will guide the development of the questions used in the second survey. Each survey should be able to be completed in 10-15 minutes.

Please see the attached document for study details, information about your informed consent to participate, and your rights as a participant. The attachment also includes the link to the first questionnaire, provided via Survey Monkey. If you have any questions, you may email them by replying to this email, or you may contact me by telephone at ---.---.----. Thank you in advance for your participation in a study that I think will be very beneficial to the physician assistant education, and ultimately, to the physician assistant profession!

Sincerely,
Sharon Luke, MSHS, PA-C

Appendix E: Email Invitation to Participate in Delphi Data Collection

Hello,

Thank you for your continued support of my doctoral study, which is in the midst of exploring the experiences of physician assistant (PA) program faculty members with matters of student academic dishonesty. As outlined in my last communication with you, the researcher is expanding the data collection related to this study in the form of two short questionnaire surveys used to confirm information obtained in the original telephone interviews. The survey has been completed, and the second (final) may be found by following the link at the bottom of this email. The survey should be able to be completed in 10-15 minutes.

If you have any questions, you may email them by replying to this email, or you may contact me by telephone at ---.---.----. Thank you in advance for your participation in a study that I think will be very beneficial to the physician assistant education, and ultimately, to the physician assistant profession!

Sincerely,

Sharon Luke, MSHS, PA-C

Appendix F: Round 1 Delphi Questionnaire

1. If you found that a physician assistant student was cheating in your program, please rate your likelihood, on the following rating scale, of reporting the incident to university processes. A rating of “1” is most unlikely and a rating of “10” is most likely.

1	2	3	4	5	6	7	8	9	10
Very				Neutral					Very
Unlikely									likely

2. Which (if any) of the reasons below is an obstacle for reporting cases of academic dishonesty in your physician assistant (PA) program? (check all that apply)

- High complexity of the institutional reporting process
- Requirement for faculty member to provide proof of the incident of academic dishonesty
- Reporting process is too time-consuming
- Faculty member’s difficulty with understanding which student behaviors constitute academic dishonesty within their PA program or institution
- Faculty member is unaware of campus policies related to academic dishonesty
- Fear of retaliation by students (poor teaching evaluations, negative comments on RankMyProfessor.com, etc.) that may lead to poor tenure and promotion results
- Faculty member prefers to handle academic dishonesty on a case-by-case basis on their own (no institutional involvement)
- Sanctions for students accused of academic dishonesty are minimized compared to those desired by PA program faculty member
- Institution is more concerned about student retention than sanctions for behaviors of academic dishonesty
- I am the only faculty member that I know who will report instance of academic dishonesty
- Fear of legal liability to the student (fear of being sued by the student)
- Other (please specify)

3. Which of the following statements best summarizes your thoughts about reporting of academic dishonesty in your PA program’s institution?

- Faculty members may be involved in adjudication of student cases related to academic dishonesty
- Institution has clear, written guidelines or policies for faculty reporting of cases of academic dishonesty
- Student sanctions following faculty reporting of academic dishonesty is properly aligned with the seriousness of the event
- The institution or PA program has a clearly written honor code
- The institution has a culture of academic integrity that is well understood by faculty and students alike
- The institution provides legal support to the faculty member if needed in student liability cases (student sues following sanctions)
- The institution has clear, written guidelines for students which defines academic dishonesty and expectations for academic integrity

7. Which of the following is true of your program?

- Program faculty members have been obligated to retain students who were involved in matters related to academic dishonesty by the institution's administration
- Program faculty members have been obligated to retain students who were involved in matters related to academic dishonesty because of disunity between program and institution processes for academic dishonesty
- Program faculty members have been obligated to graduate students who were involved in matters related to academic dishonesty by the institution's administration
- Program faculty members have been obligated to graduate students who were involved in matters related to academic dishonesty because of disunity between program and institution processes for academic dishonesty
- All of the above are true of my PA program
- None of the above is true of my PA program

8. Do you fear that the PA profession is in jeopardy secondary to levels of academic dishonesty in PA education programs? Please select 'yes' or 'no' from the drop-down below.

- Yes
- No

9. Which of the following are utilized by your PA program? (check all that apply)

- An honor code created by faculty members
- An honor code that is partly written by students
- An honor code that is enforced primarily by students
- An honor code that is enforced primarily by faculty members
- An unenforced honor code
- A Student Handbook that addresses program's expectations for academic integrity
- A Student Handbook that lacks information about the program's expectations for academic integrity
- All of the above
- None of the above

10. When are program policies related to academic integrity for the PA program introduced to program students? (check all that apply)

- Before matriculation into the program
- During the incoming student orientation
- After matriculation into the program
- It comes at another time in the program
- We don't have program polices related to academic integrity

Appendix G: Round 2 Delphi Questionnaire

1. In the Round 1 Questionnaire results, 50% of study participants stated that they are the only faculty member that they know who will report incidents of academic dishonesty. In addition, 75% indicated that one obstacle for reporting is that faculty members are required to provide proof of the academic dishonesty. In 25% of the responses, study participants report a fear of retaliation by students that could lead to poor tenure and promotion outcomes. Lastly, 25% of study participants indicated that faculty members prefer to handle cases of academic dishonesty on their own versus entering the institutional processes.

The resultant question is:

There is a culture of fear on my campus for faculty members related to reporting incidents of academic dishonesty. True or False?

- True
- False

2. What are some of the negative impacts have you either experienced as a faculty member or witnessed for other faculty members who reported instances of academic dishonesty through the institutional process? Check all that apply.

- Failed attempt at promotion or tenure
- Uncomfortable peer-to-peer interactions with other faculty members
- Intimidation from students
- Unfavorable course evaluation ratings from students
- Loss of teaching job
- None of the above

3. In the Round 1 Questionnaire results, it was reported by 16% of study participants that program faculty members have been obligated to retain students who were involved in matters related to academic dishonesty by the institution's administration.

Do you know of any past PA students from your program who were named in an incident of academic dishonesty while in PA school, and who later was brought before the state medical board for disciplinary action? Yes or No?

- Yes
- No

4. In the Round 1 Questionnaire results, 100% of study participants stated that they have no fear that the physician assistant profession is in jeopardy secondary to the level of academic dishonesty in physician assistant programs. Which of the following statements do you believe to be true about academic dishonesty on physician assistant education? Check all that apply.

- The potential for academic dishonesty has no impact on the manner in which education is delivered in my PA program.
- The potential for academic dishonesty impacts the manner in which education is delivered in my PA program.
- The potential for academic dishonesty impacts the mechanisms used to test students in my PA program.
- My PA program uses proctors for exams to deter academic dishonesty.
- My PA program enforces an honor code to deter academic dishonesty.
- Faculty members find it difficult to trust PA students because of the potential for academic dishonesty.
- Academic dishonesty is detrimental to the accuracy of the statistics of educational quality reported by PA programs to external PA organizations.

5. In the Round 1 Questionnaire results, 100% of study participants indicated that they would report acts of academic dishonesty to the appropriate institutional authority right away. However, 60% of participants rated the likelihood of reporting an incident of academic dishonesty of a PA student in their program as 10/10, while 40% rated the likelihood of reporting as 9/10, where a rating of 1 is “least likely” and a rating of 10 is “most likely” to report. Additionally, study participants rated the importance of reporting instances of academic dishonesty on a scale of 1-10, with a rating of 1 being of “no importance” and a rating of 10 being of the “utmost importance”. The results of that inquiry revealed that 80% of study participants rated the importance as 10/10, while 20% of study participants rated the importance as 9/10.

If you answered your likelihood of reporting as 9/10, what might deter you from reporting 100% of the time? Check all that apply.

- I think that PA students are overwhelmed by the sheer volume of material, and may be pressured to cheat in order to maintain a successful academic showing.
- I think that PA students need to be given a break or two through the process of becoming a PA.

- I think that PA students work very hard, and due to trying to balance home, school, and other responsibilities, they may make an error in judgment to take a shortcut or two.
- It's really not that big of a deal if a PA student cheats once.
- I did not provide a rating of 9/10 for my likelihood of reporting instances of academic dishonesty.
- I did not provide a rating of 9/10 about the importance of reporting instances of academic dishonesty.

6. In your experience with students who have been sanctioned for academic dishonesty, what are some of the justifications provided by students for their behavior? Check all that apply.

- The student indicated personal issues with time management.
- Student indicated that they were unclear about the expectations for the assignment or exam.
- The student indicated that they were unclear about program policies about expectations related to academic integrity.
- The student indicated that they were faced with pressures from family members to be successful.
- None of the above

7. The Round 1 Questionnaire results indicated that 100% of study participants provide program policies related to academic integrity for the PA program at the incoming student orientation. Additionally, 100% of participants utilize a student handbook that addresses the program's expectations for academic integrity

What other types of methods are utilized by your PA program to deter academic dishonesty?

- An overarching PA program honor code that is acknowledged by all students
- A restatement of the honor code on each course syllabus
- Exam proctors
- Cameras in testing area or recorded test environments
- Syllabi with clearly stated policies for academic integrity

- Syllabi that clearly state expectations for each assignment, including rules for collaboration with other students
- Input from a student honor council to facilitate student understanding of policies related to academic dishonesty
- Regular revision of test questions or test bank
- Test bank that allows for development of new test forms as needed
- None of the above

8. What is true about your belief as it relates to academic dishonesty in PA education? Check all that apply.

- PA students should be held to a higher standard for academic integrity because they will need that to be quality health care providers.
- PA students should be held to no higher standard for academic integrity than other students.
- The level of academic dishonesty in PA programs is rising.
- The level of academic dishonesty in PA programs is falling.
- There is no “level” of academic dishonesty in PA programs.
- None of the above

9. What is the perceived cost to institutional enrollment that may deter faculty members from reporting academic dishonesty?

- PA students’ tuition levels are lucrative for institutions, so faculty members are discouraged to report instances of academic dishonesty (want to avoid loss of student).
- Faculty members may not report student incidents of academic dishonesty as it is important that programs do not have regular student attrition for any reason.
- There is no perceived cost to institutional enrollment that may deter faculty members from reporting instances of academic dishonesty.

10. In Round 1 Questionnaire results, study participants reported the rating of level of support from their institution for reporting instances of academic dishonesty on a scale of 1-10 with 1 being the “lowest level of support” and 10 being the “highest level of support”. Of study participants, 33% rated their level of support as 10/10, 50% of participants rated their level of support as 8/10, and 16% of participants rated their level of support as 6/10.

In your experience, from where is the greatest level of support for faculty members who are reporting instances of academic dishonesty? Check one only, please.

- Peer-to-peer support
- Institutional support
- Support from the professional field (PAEA, APA, etc.)
- None of the above