

Abstract

Original Article

Academic Dishonesty: A Multi-Discipline View of Faculty and Students' Perceptions

Mary McNair, PhD, RN

Assistant Professor, University of Mississippi Medical Center School of Nursing, Jackson, MS, USA

Lisa Haynie, PhD, RN

Professor, University of Mississippi Medical Center School of Nursing, MS, USA

Correspondence: McNair Mary, Assistant Professor, University of Mississippi Medical Center School of Nursing, 2500 North State Street, Jackson, MS 39216 e-mail: mmcnair@umc.edu

Abstract

Background: Health care faculty and educators have expressed concerned about students' dishonest behaviors in the classroom and clinical setting due to the potential impact on patient outcomes. There is limited information regarding faculty and students' perceptions of dishonest behavior in traditional and online programs and in the workplace.

Objective: To explore the perceptions of faculty and students of dishonest behaviors in the academic setting and in the workplace.

Methodology: A descriptive, cross-sectional quantitative study was designed using a purposive, convenience sample. Participants were asked to determine if a described behavior presented as a scenario was an example of dishonesty.

Results: A majority of respondents perceived 21 of the 24 described behaviors as dishonest. Scenarios five, eleven, and fifteen were not perceived as dishonest.

Conclusions: When perceptions were compared by age, gender, and role (students and faculty) and type (professional and allied health) there was little disagreement among the respondents. Two of the scenarios perceived by the majority of respondents as not representative of a dishonest behavior (scenario five and eleven) are similar to assignments often given to students. Understanding the perceptions of dishonest behaviors provides an opportunity for open conversation between faculty and students.

Key words: Academic dishonesty, cheating, undergraduate, graduate, allied health, professional