

Appropriate Citation Methods

How to Avoid Plagiarism



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I. What is Plagiarism?

“Plagiarism” is the attempt to pass off other peoples’ work (ideas, words, phrases or passages) as your own. Plagiarism is not acceptable regardless of which writing style, format, guide or publication manual you may be using to complete an assignment. Below are listed examples of definitions and/or descriptions of plagiarism from several writing and publication guides used most often in the health professions.

Gibaldi J. MLA Handbook for Writers of Research Papers, 5th edition. New York: The Modern Language Association of America; 1999.

Pg. 30, 1.8 Plagiarism – “To use another person’s ideas or expressions in your writing without acknowledging the source is to plagiarize. Plagiarism, then, constitutes intellectual theft. Strictly speaking, it is a moral and ethical offense rather than a legal one, since most instances of plagiarism fall outside the scope of copyright infringement, a legal offense ... Nonetheless, plagiarism often carries severe penalties, ranging from failure in a course to expulsion from school.”

Gibaldi J. MLA Handbook for Writers of Research Papers, 6th edition. New York: The Modern Language Association of America; 2003.

Pg. 66, 2.1 Definition of Plagiarism – “Using another person’s ideas, information, or expressions without acknowledging that person’s work constitutes intellectual theft. Passing off another person’s ideas, information, or expressions as your own to get a better grade or gain some other advantage constitutes fraud.”

Publication Manual of the American Psychological Association, 5th ed. Washington: American Psychological Association; 2001.

Pg. 395 – 6.22: “Psychologists do not present substantial portions or elements of another’s work or data as their own, even if the other work or data source is cited occasionally.”

Iverson C, Flanagin A, Fontanarosa PB, Glass RM, Glitman P, Lantz JC, et al. American Medical Association Manual of Style. A Guide for Authors and Editors. 9th ed. Philadelphia: Williams & Wilkins; 1998.

Pg. 104 – 3.4.2: “In plagiarism, an author presents as his or her own ideas, language, data, graphics, or even scientific protocols created by someone else, whether published or unpublished, without giving appropriate credit. Plagiarism of published work may violate copyright law (if the violation is shown to be legally actionable) as well as standards of honesty and collegial trust and may be subject to penalties imposed by a court should the holders of the copyright bring suit (see 3.6.6, Copying, Reproducing, and Adapting).

Cont. from Iverson et al. (1998)

Four common kinds of plagiarism have been identified:

1. Direct plagiarism: Verbatim lifting of passages without enclosing the borrowed material in quotation marks and crediting the original author.
2. Mosaic: Borrowing the ideas and opinions from the original source and a few verbatim words or phrases without crediting the original author. In this case, the plagiarist intertwines his or her own ideas and opinions with those of the original author, creating a “confused, plagiarized mass”.
3. Paraphrase: Restating a phrase or passage, providing the same meaning but in a different form without attribution to the original author.
4. Insufficient acknowledgement: Noting the original source of only part of what is borrowed or failing to cite the source material in such a way that a reader will know what is original and what is borrowed.”

Plagiarism.org (a site that provides a service to detect plagiarism) retrieved July 14, 2005 from <http://www.plagiarism.org/faq.html>

“-What is Plagiarism?

Plagiarism is the improper use, or failure to attribute, another person's writing or ideas (intellectual property). It can be as subtle as the inadvertent neglect to include quotes or references when citing another source or as blatantly unethical as knowingly copying an entire paper verbatim and claiming it as your own work.

-How significant is the problem?

Very significant. According to a 1998 survey by *Who's Who Among American High School Students*, four out of five college-bound high school students admit to cheating on schoolwork, and a recent *Center for Academic Integrity* study reports that 80 percent of college students admit to cheating at least once.

Lynch, M. *Plagiarism Defined*. (Retrieved July 14, 2005 from <http://ml017.k12.sd.us/WHAT%20IS%20PLAGIARISM.htm>)

“One HUGE misconception that students have is that rewriting something is not plagiarism, because they are "putting it in their own words". Well, if the source is not officially acknowledged, **IT IS PLAGIARISM**. Copying and pasting actually accounts for only a small percentage of plagiarism. The majority of plagiarism is a result of text manipulation. The accessibility of the Internet makes plagiarism very tempting and unintentional plagiarism springs from this as well. Simply stated, plagiarism is using someone's work without giving the appropriate credit (i.e., citations and quotations, where necessary). This can mean several things...

1. Copying and pasting text from on-line media, such as encyclopedias, is plagiarism.
2. Copying and pasting text from any web site is plagiarism.
3. Copying text from any printed material, such as books, magazines, encyclopedias or newspapers, is plagiarism.
4. Simply modifying text from any of the above sources is plagiarism. For example, replacing a few select words using a thesaurus does not constitute original work.
5. Using photographs, video or audio without permission or acknowledgment is plagiarism. You may use such a photographic, video or audio source with or in a paper or multimedia presentation that you create, as long as you do not profit from it or use it for any purpose other than the original assignment. You must include the source in your bibliography.
6. Using another student's work and claiming it as your own, *even with permission*, is academically unethical and is treated as plagiarism. This is known as "collusion".
7. Acquiring work from commercial sources is academically unethical and is treated as plagiarism.
8. Translation from one language to another is not using your own words, and is also considered plagiarism. Translations fall under the guidelines for quotations, summaries and paraphrasing.
9. Using an essay [or assignment] that you wrote for another class/another purpose without getting permission from the teacher/professor of both the current class and the class for which the original work was used is SELF-PLAGIARISM and is basis for consequence or penalty. .. “

Generally, plagiarism problems present in student work fall into the following four categories:

1. Direct, verbatim copying of another's materials without quotation marks or other accepted formatting to indicate quotation and/or without citation of the source.
2. Extensive direct, verbatim copying of another's materials even though quotations or other accepted formatting is used to indicate quotation and the source is cited. This includes “stringing together” a series of separate quotations from one or multiple sources even though quotation marks are used and the sources are correctly cited.
3. Extensive (more than occasional phrases or sentences and repetitive) close to verbatim copying of another's work, even with some sentence rearrangement or word substitution, and even in presence of occasional citation of source.

4. Presentation of another's unique idea(s) without clear citation to source and acknowledgement of authorship – even if presented in your own words. It is not necessary to quote and reference “general knowledge” (“general” or “common knowledge” statements are facts that occur in many references and/or are known to a great number of people - e.g., ibuprofen is an anti-inflammatory drug). However, it is best to be cautious and reference representative sources, unless sure that the information is of common knowledge.

II. What are the Penalties for Plagiarism?

The penalty for plagiarism can range from a grade of "F" on the assignment, paper or test, to a grade of "F" for the course and/or dismissal from the University. Creighton University's Academic Honesty Policy and the Misconduct Policy for the School of Pharmacy and Health Professions contain prohibitions against plagiarism as well as against other forms of academic misconduct. The University and School policies regarding academic honesty are as follows:

Academic Honesty Policy (Creighton University, Student Handbook, 2005-2006, retrieved July 14, 2005 from http://www.creighton.edu/StudentServices/JudicialAffairs/Handbooks/2005-06_CU_Student_Handbook.pdf)

Pg. 25: “A student who engages in any of the following acts of academic or academic-related misconduct is subject to disciplinary procedures and sanctions as determined by the school or college in which he or she is enrolled. Academic or academic-related misconduct is defined to include but is not limited to:

1. Unauthorized collaboration or use of external information during examinations.
2. **Plagiarizing or representing another’s ideas as one’s own.**
3. Furnishing false academic information to the University.
4. Falsely obtaining, distributing, using, or receiving test materials.
5. Falsifying academic records.
6. Falsifying clinical reports or otherwise endangering the well-being of patients involved in the teaching process.
7. Misusing academic resources.
8. Defacing or tampering with library materials.
9. Obtaining or gaining unauthorized access to examinations or academic research materials.
10. Soliciting or offering unauthorized academic information or materials.
11. Improperly altering or inducing another to improperly alter any academic record.
12. Engaging in any conduct which is intended or reasonably likely to confer upon one’s self or another unfair advantage or benefit respecting an academic matter.

Honor Code (Creighton University, School of Pharmacy and Health Professions Bulletin 2003-2005, retrieved July 14, 2005 from http://www.creighton.edu/Registrar/Bulletin/SPHP_05/Procedures.htm)

Presumptions:

- The Honor Code is predicated upon the premise that students, as developing

professionals, will develop professional maturity and integrity through a system of self-governance.

- The Honor Code is primarily an undertaking of the students, individually and collectively, to define standards of conduct while in a professional program.
- Cooperation exists between students and faculty to share responsibility for modeling and maintaining academic honesty, integrity and professional behavior.
- The Honor Code embodies the concept of personal honor in the framework of a covenantal pledge and is aligned with Creighton University's Code of Conduct and the School of Pharmacy and Health Professions' Misconduct Policy.
- The School is committed to students' professionalism as evidenced by having students abide by the Honor Code and their specific professional association's Code of Ethics.
- The Honor Code contributes to the development and expression of moral standards that are the cornerstone of the academic community, the greater society, and the profession.
- The Honor Code creates an environment where academic dishonesty is socially and professionally unacceptable, where institutional expectations are clearly understood and where students assist their peers.
- Students are obligated to take action in the event they learn that a fellow student has violated the code. The student can take action by asking the violator to refrain from the behavior and/or to report him/herself and/or the student can report the behavior to designated student, faculty, or administrative representatives.

Principles and Duties:

Fidelity/Honesty/Truthfulness: The student maintains high standards of academic and professional honesty and integrity.

- **The student exhibits honesty during academic and clinical communications and evaluations.**
- The student refuses to provide unfair advantage by assisting another student during an academic or clinical evaluation in a manner not prescribed by the instructor.
- The student refuses to alter, forge, falsify or fabricate information, documentation, or service.
- The student maintains confidentiality of patient information.
- The student strives to attain high levels of competence, admit errors and not knowingly mislead others or promote oneself at the expense of others.

Responsibility and Sense of Duty: The student fulfills duties and obligations of the profession which are expected by the public.

- The student becomes familiar with and adheres to his or her specific professional association's Code of Ethics.
- The student's responsibility parallels the responsibility of professional practitioners who maintain high professional standards by monitoring the conduct of their peers.
- The student is dedicated to helping patients, colleagues, the profession and society reach their maximal potential.
- The student maintains quality of care while addressing conflicts of interest. • The student engages in conduct that reflects positively on the School and profession.

Justice and Respect for the Rights of Others: The student respects the rights, privileges and property of other members of the academic and clinical community.

- The student deals with faculty, staff, peers and patients in a dignified, considerate manner and with a spirit of cooperation.
- The student is respectful towards the learning process.
- The student views and treats all people encountered in an academic or clinical capacity equally in regards to liberties, rights, respect, acceptance and opportunities.
- **The student submits his or her own original work in a manner prescribed by the instructor and with the expectation that the grade reflects only that student's achievement.**
- **The student respects the ideas and words of others by attributing the quoted or paraphrased portions to their original sources.**
- The student strives to uphold the dignity and respect of his or her profession by his or her dress, personal appearance, conduct and conversation.

The student who is not on an advanced clinical practice experience signs a pledge sheet at the beginning of each academic year, acknowledging that she/he has read the Honor Code, understands its principles and agrees to abide by and support them.

Misconduct Policy (Creighton University, School of Pharmacy and Health Professions, retrieved July 14, 2005 from http://pharmacy.creighton.edu/spahp/student_affairs/policies/school_policies/misconduct.asp)

Definition of Misconduct

1. Academic and Non-Academic Misconduct are defined in the [Creighton University Student Handbook](#), and this policy subscribes to all stated definitions.
2. The School defines (but is not limited to) the following activities as Academic Misconduct:
 - a. Cheating, including:
 - i. collaborating on assignments or examinations where such a practice has not been specifically approved by the instructor;
 - ii. copying the work of others and claiming it as your own;
 - iii. using unauthorized materials to complete assignments;
 - iv. obtaining examinations prior to administration;
 - v. arranging to have others take examinations or complete assignments;
 - vi. misrepresenting your attendance or the attendance of others in a course where a mandatory attendance policy is in effect
 - b. Plagiarism in any form;
 - c. Falsifying documents, reports, or records of any kind or providing false information to University personnel ;
 - d. Endangering patients, faculty, staff, fellow students or damaging their property;

- e. Theft or destruction of library materials or other academic resources;
 - f. Violation of patient confidentiality in any practice and/or learning setting;
 - g. Violation of codes of conduct described in course policies or articulated by instructors either verbally or in writing;
 - h. Knowingly providing false information or evidence to the School in any form
3. Non-Academic Misconduct includes (but is not limited to):
- a. Theft;
 - b. Harassment, libel or slander;
 - c. Violence or the threat of violence;
 - d. Gaining unauthorized entry;
 - e. Bribery;
 - f. Intoxication or abuse of alcohol, drugs or chemicals;
 - g. Illegal possession, use or sale of alcohol, drugs or chemicals;
 - h. Any felony convictions

III. Moral Aspects of Plagiarism

Scheirton L. Plagiarism in higher education. *Practitioners News. Nova Southeastern University* 1996 Winter; 23(2):1-10.

Pg. 5: "Truthful scholarship is a measure of intellectual maturity. Misrepresenting another's work as your own violates the integrity of the educational process and hampers your educational growth. For three centuries there has been societal consensus that it is immoral to use the ideas and words of others without proper acknowledgement. Plagiarism is considered as theft of another's words or ideas."

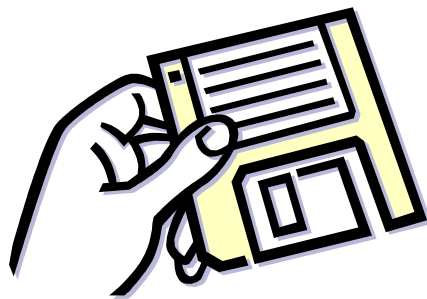
IV. General Rules for Appropriate Citation

Prepared by Linda K. Ohri, based upon the following sources:

- <http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>
- http://owl.english.purdue.edu/handouts/research/r_paraphr.html
- Trimmer JF. The essentials of MLA style: A guide to documentation for writers of research papers. Boston: Houghton Mifflin Co. 1998;33.

1. Statements of '**general knowledge**' (information found in many references and known to many people) generally do not require citation of source. However, if you obtained the information from a specific reference and perceive ownership of any specific ideas/words/phrases, treat as one of the categories below.
2. **Limited quotations:** Acknowledge the author, usually by name; quote precisely, exactly as written in source document; place in quotation marks or use other appropriate formatting; and cite your direct source of the quotation, using the methods mentioned later in this document. (Do NOT cite an original source document quoted in the document you actually reviewed; however, in such cases, you should identify the original author by name in your text.)

3. **Paraphrasing:** Presenting key concepts/words/phrases from a limited source passage in a blend of source terms and your own words. This should be done very sparingly within your written document. Use should be limited to those topics that must be addressed very accurately (precise, factual data), or where unique, key concepts/opinions/terms are presented. You should acknowledge original authorship and cite the source for this paraphrased material as described later.
4. **Summarizing:** A brief review of pertinent findings from a cited passage, in your own words, as applied to the specific information you are trying to convey. Again, acknowledge ownership and cite source appropriately.



V. How to Recognize Unacceptable and Acceptable Paraphrases

Writing Tutorial Services, Indiana University – Bloomington: Plagiarism: What It is and How to Recognize and Avoid It. Retrieved July 14, 2005 from <http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

“How to Recognize Unacceptable and Acceptable Paraphrases

Here’s the ORIGINAL text, from page 1 of Lizzie Borden: A Case Book of Family and Crime in the 1890s by Joyce Williams et al.:

The rise of industry, the growth of cities, and the expansion of the population were the three great developments of late nineteenth century American history. As new, larger, steam-powered factories became a feature of the American landscape in the East, they transformed farm hands into industrial laborers, and provided jobs for a rising tide of immigrants. With industry came urbanization the growth of large cities (like Fall River, Massachusetts, where the Bordens lived) which became the centers of production as well as of commerce and trade.

Here's an UNACCEPTABLE paraphrase that is plagiarism:

The increase of industry, the growth of cities, and the explosion of the population were three large factors of nineteenth century America. As steam-driven companies became more visible in the eastern part of the country, they changed farm hands into factory workers and provided jobs for the large wave of immigrants. With industry came the growth of large cities like Fall River where the Bordens lived which turned into centers of commerce and trade as well as production.

What makes this passage plagiarism?

The preceding passage is considered plagiarism for two reasons:

- the writer has only changed around a few words and phrases, or changed the order of the original's sentences;
- the writer has failed to cite a source for any of the ideas or facts.

If you do either or both of these things, you are plagiarizing.

NOTE: This paragraph is also problematic because it changes the sense of several sentences (for example, "steam-driven companies" in sentence two misses the original's emphasis on factories).

Here's an ACCEPTABLE paraphrase:

Fall River, where the Borden family lived, was typical of northeastern industrial cities of the nineteenth century. Steam-powered production had shifted labor from agriculture to manufacturing, and as immigrants arrived in the US, they found work in these new factories. As a result, populations grew, and large urban areas arose. Fall River was one of these manufacturing and commercial centers (Williams 1).

Why is this passage acceptable?

This is acceptable paraphrasing because the writer:

- accurately relays the information in the original
- uses her own words
- lets her reader know the source of her information.

Here's an example of quotation and paraphrase used together, which is also ACCEPTABLE:

Fall River, where the Borden family lived, was typical of northeastern industrial cities of the nineteenth century. As steam-powered production shifted labor from agriculture to manufacturing, the demand for workers "transformed farm hands into industrial laborers," and created jobs for immigrants. In turn, growing populations increased the size of urban areas. Fall River was one of these hubs "which became the centers of production as well as of commerce and trade" (Williams 1).

Why is this passage acceptable?

This is acceptable paraphrasing because the writer:

- records the information in the original passage accurately
- gives credit for the ideas in this passage.
- indicated which part is taken directly from her source by putting the passage in quotation marks and citing the page number.

Note that if the writer had used these phrases or sentences in her own paper without putting quotation marks around them, she would be PLAGIARIZING. Using another person's phrases or sentences without putting quotation marks around them is considered plagiarism **EVEN IF THE WRITER CITES IN HER OWN TEXT THE SOURCE OF THE PHRASES OR SENTENCES SHE HAS QUOTED."**

VI. Examples: (Prepared by Linda K. Ohri – source material is documented in each example)

A. *Written review of two passages from a single source document.*

Ref. 1: Goeckner BJ, Hendershot E, Scott K, and Drake M. A vancomycin monitoring program at a community hospital. *J Quality Improvement*. July, 1998; 24 (7):379-385. (With reference 3 referring to: Teasley DG, Gerding DN, Olson MM, Peterson LR, Gebhard RL, Schwartz MJ, et al: Prospective, randomized trial of metronidazole versus vancomycin for *Clostridium difficile*-associated diarrhea and colitis. *Lancet* 1983; 2:1043-1046. This reference source should NOT be cited by the writer using the Goeckner source unless actually directly reviewed by the writer.)

Passage 1 – *"Vancomycin, available since the late 1950s, is a tricyclic glycopeptide antibiotic that is structurally unrelated to other commercially available antibiotics.³ It is active against many gram-positive organisms, including staphylococci and enterococci, yet it is inactive against gram-negative organisms, fungi, and yeast. Use of vancomycin has been increasing steadily since the early*

1980s, as increasing numbers of gram-positive organisms (for example, staphylococci) have become resistant to beta-lactam antibiotics such as penicillins and cephalosporins."¹ (p.379)

Passage 2 – "A study by Teasley done in Texas showed a mean penicillin or cefaclor resistance rate of 30% in 2000 vs 10% before 1990."¹ (p.380)

1) Plagiarism Example #1

Vancomycin, available since the late 1950s, is a tricyclic glycoprotein antibiotic that is structurally unrelated to other commercially available antibiotics. It is active against many gram-positive organisms, including staphylococci and enterococci, yet it is inactive against gram-negative organisms, fungi, and yeast. Use of vancomycin has been increasing steadily since the early 1980s, as increasing numbers of gram-positive organisms (for example, staphylococci) have become resistant to beta-lactam antibiotics such as penicillins and cephalosporins.

Explanation: The information is virtually quoted without quotation marks or other indication of quotation with only minor word changes, and without citation to source; if the writer decided to appropriately quote and give citation to source, it is necessary to provide the quote word for word, identifying the author and citing the source work.

2) Plagiarism Example #2

Vancomycin, approved in the late 1950s, is a tricyclic glycopeptide antibiotic that isn't like other commercially available antibiotics.¹ It is active against many gram-positive organisms such as enterococci and staphylococci; it isn't effective against gram-negative bacteria, fungi, and yeast. Use of vancomycin has been increasing steadily since the early 1980s, as increasing numbers of gram-positive organisms (for example, staphylococci) have become resistant to beta-lactam antibiotics such as penicillins and cephalosporins.

Explanation: Even though the section is cited to the appropriate reviewed reference, there is too much and too close paraphrasing, and a direct quote that is not in quotation marks nor referenced.

3) Appropriate paraphrasing and quotation

Goeckner et al. have identified increasing use of vancomycin over the past 2 decades, which they correlate with increasing levels of resistance to first line agents, "such as penicillins and cephalosporins"^{1(p379)}

Explanation: Pertinent sections of the first passage were paraphrased or quoted, with proper citation and identification of the cited authors. Teasley's statement in this first passage was general in nature and generally would not merit mention of his name.

4) Appropriate paraphrasing and citation

Goeckner et al. have identified increasing use of vancomycin over the past 2 decades, which they correlate with increasing levels of resistance to first line agents, "such as penicillins and cephalosporins".^{1 (p.379)} These reviewers referred to a Texas study by Teasley that showed 30% rates of beta-lactam resistance in 2000 compared to resistance rates below 10% prior to 1990.

Explanation: In the second passage, Goeckner's report refers to another actual study by Teasley. When paraphrasing both passages together the writer should specifically name Teasley as the author referred to by Goeckner. However, the Teasley source should still NOT be cited unless actually reviewed by the writer.

B. *Review and discussion of multiple source documents on the same topic.*

Frequently in medical writing, one should be reviewing a number of source documents. Appropriate evaluation across sources is needed to assess conflicting information, and to identify unique, useful material from each source reviewed.

Source #1: *"Vancomycin hydrochloride is usually not appreciably absorbed from the GI tract; however, limited data suggest that clinically important serum concentrations of the drug may result following enteral or oral administration of vancomycin in some patients with colitis, particularly those who also have renal impairment."* (from *Vancomycin hydrochloride (8.12.28). AHFS Drug Information Drug Information Fulltext (DIF) Silver Platter: WebSPIRS Vs 4.30. Retrieved 05-16-01*)

Source #2: *"Vancomycin Pharmacokinetics: Oral: negligible*

- *a. Vancomycin is poorly absorbed after oral administration. After multiple dosing of 250 mg every*

8 hours for 7 doses (in normal volunteers), no blood concentrations were detected and urinary recovery did not exceed 0.76% (Prod Info Vancocin(R), 2000). The presence of an inflammatory bowel process can result in increased absorption of the oral product (Wilhelm & Estes, 1999).

- b. While serum concentrations in most patients with either normal or impaired renal function are typically undetectable or reach clinically insignificant levels, absorption may occur in individuals with colitis (Kucers & Bennett, 1987; McHenry & Govan, 1983; Moellering et al, 1981; Cook & Farrar, 1978; Bryan & White, 1978; Geraci et al, 1956).
- c. In patients with pseudomembranous colitis and normal renal function, oral administration of vancomycin 500 mg every 6 hours has resulted in serum concentrations of 2.4 to 3.0 mcg/mL" (Tedesco et al, 1978; Dudley et al, 1984)."

[from Vancomycin (Drug Evaluation). In: Hutchison TA, Shahan DR & Anderson ML (Eds): DRUGDEX® System. MICROMEDEX, Inc., Greenwood Village, Colorado (Vol 108, Edition expires 6/2001).]

1) **Plagiarism Example:**

Vancomycin hydrochloride is usually not absorbed from the GI tract; however, limited data suggest that clinically important serum concentrations may follow oral administration of vancomycin in some patients with colitis, particularly those who also have renal impairment. In patients with pseudomembranous colitis and normal renal function, oral administration of vancomycin 500 mg every 6 hours has resulted in serum concentrations of 2.4 to 3.0 mcg/mL.^{1,2} (Tedesco et al, 1978; Dudley et al, 1984)

Explanation: This example demonstrates too close paraphrasing; lack of citation to the Micromedex sources actually reviewed; and finally a direct quotation (without citation) of the Micromedex reviewer's discussion of Tedesco's and Dudley's findings, but with Tedesco and Dudley cited as sources even though their publications were not reviewed directly.

2) **Appropriate citation:**

Various resources have indicated that in individuals with normal bowel and renal function, there is little oral absorption of vancomycin.^{1,2} Generally even patients with reduced renal function will not demonstrate clinically

significant serum levels of vancomycin, as long as their bowel is healthy.² However, potentially dangerous serum concentrations may result from oral administration in the individual with bowel disease, even without renal dysfunction.^{1,2}

Explanation: Appropriate blending of “general knowledge” and summary/paraphrases of key points from the two reviewed sources. It is not generally necessary to name authors of these editor written tertiary review sources. Direct quotation should be used very rarely and was not necessary here. The two review source references were cited.

C. *Plagiarism can also occur with other types of pharmacy source documents.*

See the following example, using a published abstract on educational research by Creighton faculty members.

Source document:

AB: Objectives: Confidence in communication is an important attribute to instill in students. In order to instill this confidence, the educational environment must provide sufficient real life interactions to practice both communication and patient counseling. The use of standardized patients (SPs) in a communication laboratory may provide such an environment. The purpose of this project was to determine if SPs improved students' confidence in communication and patient counseling. Methods: Eighty-six students were randomly assigned to a control group (N=39) who used videotapes and classmates during all communication/patient counseling exercises and a treatment group (N=47) who interacted with SPs. At the end of the semester, all students completed a 5 point Likert scale survey designed to assess their confidence in communication/patient counseling and their opinion of the learning experience. Chi-Square and Fisher's Exact tests were used to assess data. Results: There was a statistically significant difference ($P < 0.05$) in survey scores favoring SPs. The treatment group expressed greater levels of confidence in their ability to communicate and counsel patients. Also, they believed more favorably that the laboratory experience was the reason for these improvements and that the laboratory enhanced the didactic portion of the class. Implications: SPs provide a better learning environment in which to practice communication and patient counseling and this enhances the confidence levels of students. (Monaghan MS, Edmonds CL,; Turner PD, DeSimone EM, Schneider FC, and Haddad AM. Do standardized patients

improve pharmacy students' confidence in communication?
(Accession Number: 38-02020) International Pharmaceutical
Abstracts (IPA). Silver Platter: WebSPIRS Vs 4.30.
Retrieved 05-21-01)

1) **Plagiarism Example:**

Confidence in communication is an important trait to instill in students.¹ Education must provide sufficient real life interactions to practice both communication and patient counseling. The use of standardized patients (SPs) may provide such an environment. A study of 86 students showed that SPs provide a better learning environment in which to practice communication and patient counseling and this enhances the confidence levels of students.

Explanation: Too close paraphrasing and quotation, as well as no named acknowledgement of authorship, even with citation to source

2) **Appropriate summary with limited quotations and proper citation:**

Monaghan et al. have stated that "the educational environment must provide sufficient real life interactions".^{1 (p.1)} These authors demonstrated that use of "standardized patients (SPs)" could be helpful in teaching communications. Their study of 86 students suggests that teaching with SPs can increase student confidence and counseling skills.

Explanation: Limited quotation of key statements and a brief summary of pertinent points of the document.

D. *Strategies for Avoiding Plagiarism*

- 1) Use your **own words and ideas** as much as possible.
- 2) If you are unable to use your own words or ideas and must use the words and ideas of others, then it is best to **paraphrase**. Be sure you are not just rearranging or replacing a few words. Instead read over what you want to paraphrase carefully: cover up the text with your hand, or close the text so you can't see any of it (and so aren't tempted to use the text as a "guide"). Write out the idea in your own words without peeking. Some people are concerned that they do not know enough to put something in their own words. If that is the case, it is necessary for the person to learn enough about the topic to be able to confidently write the material, rather than quoting or plagiarizing the original author

- 3) **Check your paraphrased text** against the original text and be sure you have not accidentally used the same phrases or words, and that the information is accurate.
- 4) **Always cite the source** you have paraphrased.
- 5) When you are unable to use your own words or paraphrase the words of others, **quote the exact words**. Please note, in scientific literature the use of direct quotes are minimal. In the text, **always indicate page number from which the direct quote is taken**.

Example:

The police power in early American life was part of a well-regulated society, a "science and mode of governance where the polity assumed control over and became implicated in, the basic conduct of social life."^{5(p2980)}

[Quotation example is taken from page 2980 of a JAMA article: Gostin LO. Public health law in a new century. Part II: Public health powers and limits. JAMA 2000;283(22):2979-2984.]

Please note that the page number of **the quoted text is placed in superscript parenthetically after the reference number in the body of the text** and not in the reference section of your manuscript.

Quoted word page numbers cited in the text are not cited in the reference section. Instead, the total range of page numbers of the article are used in the reference section.

Example:

5. Parmet WE. Health care and the constitution: public health and the role of the state in the framing era. *Hastings Constitution Law Q.* 1992; 20:267-335.

E. Terms Related to Plagiarism

Terms You Need to Know (or What is Common Knowledge?)

(Retrieved July 14, 2005 from

<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>)

1. **Common Knowledge:** facts that can be found in numerous places and are likely to be known by a lot of people.

Examples:

- John F. Kennedy was elected President of the United States in 1960.

- Use of aspirin has been associated with an increased incidence of Reye's Syndrome in children. (Note - this is association --- not proven causal relationship which is much more controversial & would benefit from referencing.)
- Patient education can decrease the risk for medication errors. (Generally accepted by most pharmacy sources though there may be disagreement/need for citations about the details.)
- Immunizations are considered among the great healthcare achievements of the 20th Century. (Stated in many resources, with or without citation.)
- Heart disease is recognized as a major killer in affluent societies with high living standards and rising life spans.

This is generally known information. **You do not need to document the source of this fact.**

2. However, you must document facts that are not generally known and ideas that interpret facts.

Example: According to the American Family Leave Coalition's new book, Family Issues and Congress, President Bush's relationship with Congress has hindered family leave legislation.⁶

The idea that "Bush's relationship with Congress has hindered family leave legislation" is not a fact but an *interpretation*; **consequently, you need to cite your source.**

3. **Quotation:** using someone's words. When you quote, place the passage you are using in quotation marks, and document the source and specific page number of the source.

The following example uses the Modern Language Association's Style:

Example: According to Peter S. Pritchard in USA Today, "Public schools need reform but they're irreplaceable in teaching all the nation's young".^{14(p34)}

4. **Paraphrase:** using someone's ideas, but putting them in your own words. This is probably the skill you will use most when incorporating sources into your writing. Although you use your own words to paraphrase, you must still acknowledge/cite the source of the information.

V. Referencing citations

The standard method for writing citations and other style issues in the Pharmacy Program is contained in the Uniform Requirements for Manuscripts Submitted to Biomedical Journals. This

is a standard followed by authors writing for most pharmacy practice type journals. A copy of this document is attached, but students are expected to follow the standards as of the time they are writing an assignment. The current information can be found at <http://www.icmje.org>.

The preferred method for writing citations and other style issues in the Occupational Therapy Program is contained in: American Psychological Association (2001) *Publication manual of the American Psychological Association, 5th ed.* Washington, DC: Author. Helpful hints for citing in this style can be located at <http://www.apastyle.org/>.

The preferred method for writing citations in the Physical Therapy Program is contained in the Flanagan, A. et.al (eds) 1997) *American Medical Association Manual of Style, 9th ed.* Baltimore, MD: Williams & Wilkins. Requirements for referencing style may vary by course and/or instructor. Helpful hints for citing in this style can be located at <http://healthlinks.washington.edu/hsl/styleguides/ama.html>.

VI. Paraphrasing

Examples to Compare (modified from Purdue University Online Writing Lab, *Paraphrase: Write it in your own words.* Retrieved July 14, 2005 from http://owl.english.purdue.edu/handouts/research/r_paraphr.html)

The original passage:

Ref. 1 "Students frequently overuse direct quotation in taking notes, and as a result they overuse quotations in the final research paper. Probably only about 10% of your final manuscript should appear as directly quoted matter. Therefore, you should strive to limit the amount of exact transcribing of source materials while taking notes."
Lester, James D. Writing Research Papers. 2nd ed. (1976): 46-47.

Identify each of the following versions as either:

- 1) Legitimate paraphrase
- 2) Acceptable summary
- 3) Plagiarized version

Version #1:

Students should take just a few notes in direct quotation from sources to help minimize the amount of quoted material in a research paper.¹

Version #2:

Students often use too many direct quotations when they take notes, resulting in too many

of them in the final research paper. In fact, probably only about 10% of the final copy should consist of directly quoted material. So it is important to limit the amount of source material copied while taking notes.

Version #3:

In research papers students often quote excessively, failing to keep quoted material down to a desirable level. Since the problem usually originates during note taking, it is essential to minimize the material recorded verbatim.¹

Answers: Legitimate Paraphrase – 3; Acceptable Summary – 1; Plagiarism - 2



VII. Practice Exercises

#1: Quoting, Summarizing and Paraphrasing

(taken from Purdue University Online Writing Lab, Practice exercises in paraphrasing.

Retrieved July 14, 2005 from

http://owl.english.purdue.edu/handouts/research/r_paraphrEX1.html)

Directions: On a separate piece of paper, write a paraphrase of each of the following passages. Try not to look back at the original passage.

- A. "The Antarctic is the vast source of cold on our planet, just as the sun is the source of our heat, and it exerts tremendous control on our climate," [Jacques] Cousteau told the camera. "The cold ocean water around Antarctica flows north to mix with warmer water from the tropics, and its upwellings help to cool both the surface water and our atmosphere. Yet the fragility of this regulating system is now threatened by human activity." From "Captain Cousteau, Audubon (May 1990):17.
- B. "The Antarctic is the vast source of cold on our planet, just as the sun is the source of our heat, and it exerts tremendous control on our climate," [Jacques] Cousteau told the camera. "The cold ocean water around Antarctica flows north to mix with warmer water from the tropics, and its upwellings help to cool both the surface water and our atmosphere. Yet the fragility of this regulating system is now threatened by human activity." From "Captain Cousteau, Audubon (May 1990):17.
- C. The twenties were the years when drinking was against the law, and the law was a bad joke because everyone knew of a local bar where liquor could be had. They were the years when organized crime ruled the cities, and the police seemed powerless to do anything against it. Classical music was forgotten while jazz spread throughout the land, and men like Bix Beiderbecke, Louis Armstrong, and Count Basie became the heroes of the young. The flapper was born in the twenties, and with her bobbed hair and short skirts, she symbolized, perhaps more than anyone or anything else, America's break with the past. From Kathleen Yancey, English 102 Supplemental Guide (1989): 25.
- D. Of the more than 1000 bicycling deaths each year, three-fourths are caused by head injuries. Half of those killed are school-age children. One study concluded that wearing a bike helmet can reduce the risk of head injury by 85 percent. In an accident, a bike helmet absorbs the shock and cushions the head. From "Bike Helmets: Unused Lifesavers," Consumer Reports (May 1990):348
- E. While the Sears Tower is arguably the greatest achievement in skyscraper engineering so far, it's unlikely that architects and engineers have abandoned the quest for the world's tallest building. The question is: Just how high can a building go? Structural engineer William LeMessurier has designed a skyscraper nearly one-half mile high, twice as tall as the Sears Tower. And architect Robert Sobel claims that existing technology could produce a 500-story building. From Ron Bachman, "Reaching for the Sky." Dial (May 1990):15

#2: To Document or not to Document

(taken from Purdue University Online Writing Lab, Practice exercises in paraphrasing.
Retrieved July 14, 2005 from http://owl.english.purdue.edu/handouts/research/r_plagiar.html)

Below are some situations in which writers need to decide whether or not they are running the risk of plagiarizing. In the **Y/N** column, indicate if you *would* need to document (**Yes**), or if it is *not necessary* to provide quotation marks or a citation (**NO**). If you do need to give the source credit in some way, explain how you would handle it. If not, explain why.

Situation	Yes/No	If yes, what do you do? If no, why?
1. You are writing new insights about your own experiences.		
2. You are using an editorial from the <i>Exponent</i> with which you disagree.		
3. You use some information from a source without ever quoting it directly.		
4. You have no other way of expressing the exact meaning of a text without using the original source verbatim.		
5. You mention that many people in your discipline belong to a certain organization.		
6. You want to begin your paper with a story that one of your classmates told about her experiences in Bosnia.		
7. The quote you want to use is too long, so you leave out a couple of phrases.		

	8. You really like the particular phrase somebody else made up, so you use it.			
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