



Student and Faculty Perspectives on the use of Artificial Intelligence and Academic Misconduct in Pharmacy

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BACKGROUND

- Generative artificial intelligence (AI) programs, like ChatGPT, allow users to hold human-like conversations with the program based on language patterns of the user
- AI has demonstrated high competency, with ChatGPT passing the United States Medical Licensing Examination Step 1¹
- Students use AI to generate practice questions, rewrite essays, generate rough drafts, and other tasks
- While AI has various opportunities in pharmacy education, its potential for academic misconduct requires careful evaluation of use

PRIMARY OBJECTIVE

- To determine pharmacy students' and faculty's perspectives on the appropriate use of AI with respect to academic misconduct

METHODS

Questionnaire Structure

- The questionnaire consisted of 3 sections:
 - Demographics (8 multiple-choice and open-ended questions)
 - Background with AI (3 multiple-choice and open-ended questions)
 - 13 academic scenarios (academic misconduct perspective and willingness to report misconduct)
- Fictional scenarios consisted of student utilization of AI for various academic purposes, such as rewriting essays or producing study guides

Questionnaire Administration

- Online, anonymous, voluntary, Qualtrics questionnaire administered in fall 2023
- All students and faculty were invited to participate
- Study was approved by the University's IRB

Data Analysis

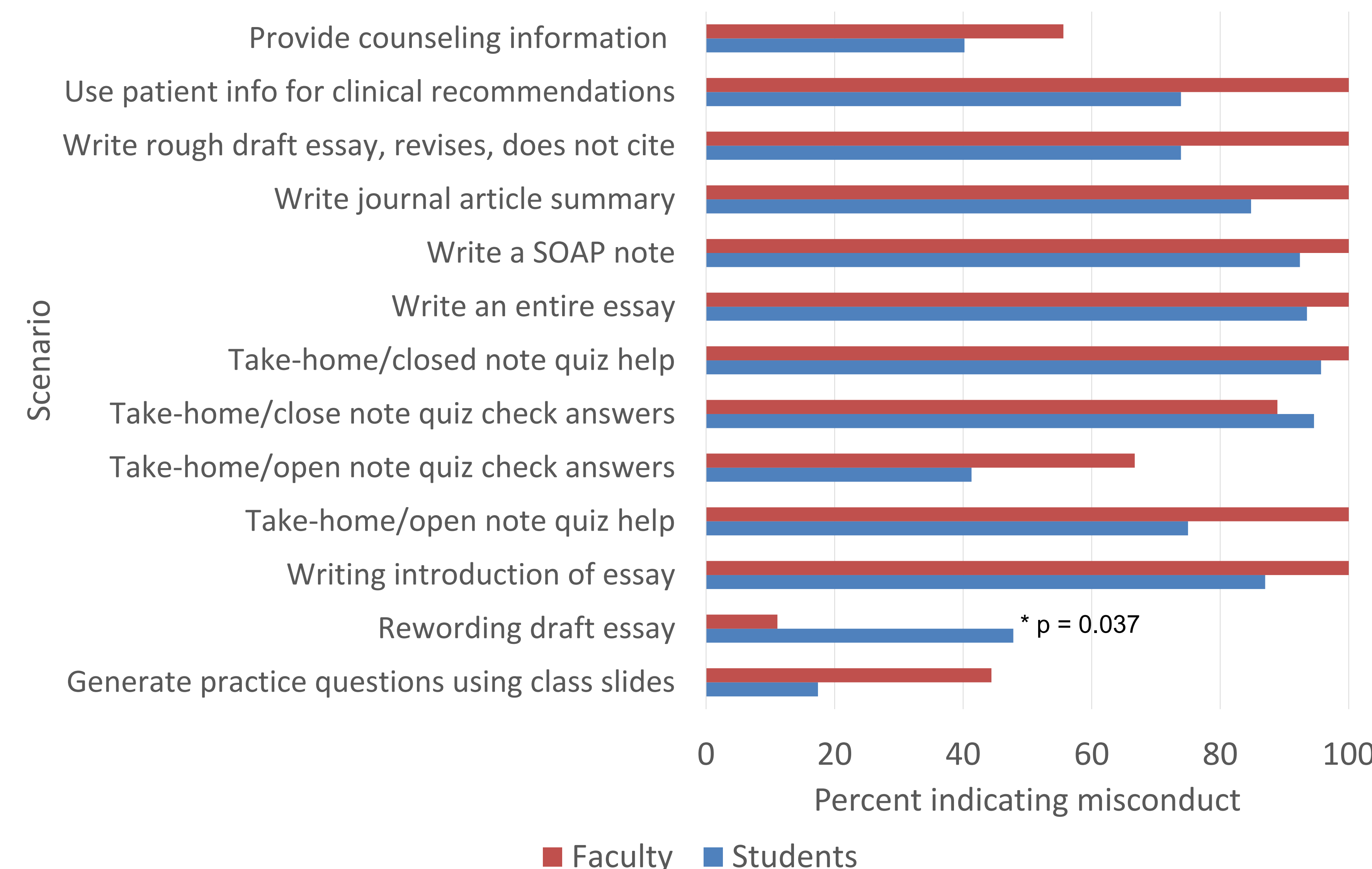
- Demographics were evaluated using descriptive statistics
- Scenarios were evaluated using chi-square
- Analyses were completed using SPSS v.27 and a-priori alpha of 0.05

RESULTS

Table 1. Students and faculty demographics

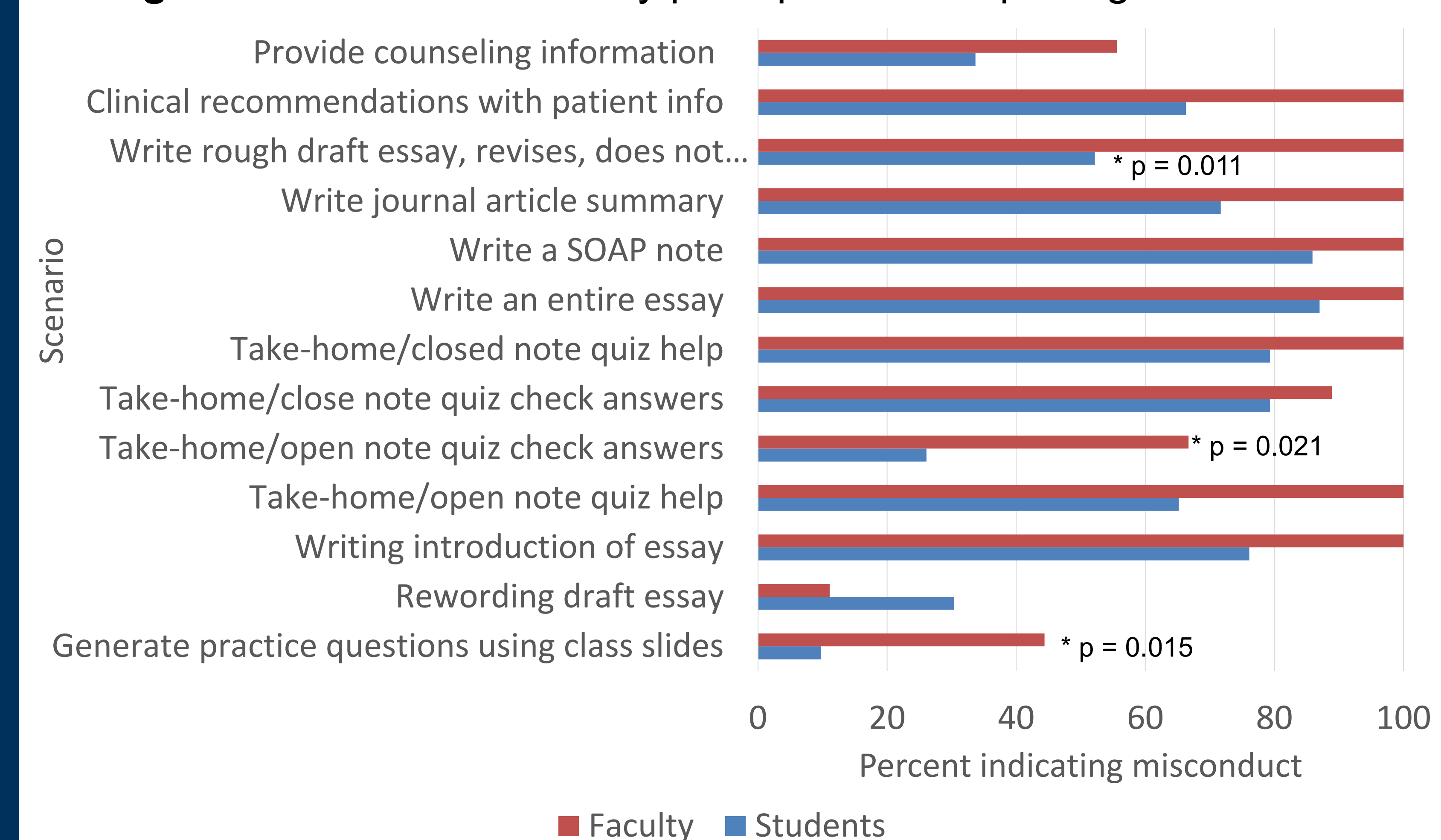
	Students	Faculty
Age	n = 87	n = 7
Median (IQR)	23 (22-24)	55 (43-64)
Gender	n = 92	n = 9
Female	66 (71.7)	3 (33.3)
Student Classification (n = 92)		
P1	16 (17.4)	–
P2	36 (39.1)	–
P3	25 (27.2)	–
P4	15 (16.3)	–
Have taken online classes		
	n = 92	n = 9
	89 (96.7)	6 (66.7)
Departmental Appointment (n = 8)		
Pharmacy Practice	–	7 (77.8)
Pharmacology & Toxicology	–	1 (11.1)

Figure 1. Student and faculty perceptions on what is considered academic misconduct



RESULTS CONT.

Figure 2. Student and faculty perceptions on reporting misconduct



DISCUSSION

- Almost three-fourths of students and faculty perceived nine of the thirteen fictional scenarios as academic misconduct
- There are minimal differences in perspectives between students and faculty regarding academic misconduct
- There were notable differences between groups regarding willingness to report

Limitations:

- Study only conducted at one institution
- Small sample size
- Lack of options for uncertain perspectives

Conclusion:

- Universities need to develop policies regarding AI in order to establish its appropriate use by students

REFERENCES

- ¹Gilson, A., Safranek, C. W., Huang, T., Socrates, V., Chi, L., Taylor, R. A., & Chartash, D. (2023). How does CHATGPT perform on the United States Medical Licensing Examination (USMLE)? the implications of large language models for medical education and knowledge assessment. *JMIR Medical Education*, 9. <https://doi.org/10.2196/45312>