

Procedures for Academic Misconduct

1. Introduction

EAPTI-GPTIM believes strongly in academic honesty, integrity and freedom. The intellectual and moral integrity of our community depends upon our commitment to academic integrity which guides the actions of all members. This is a responsibility of every person including staff, administrators and students. Such is also fundamental to psychotherapy in practice, whether throughout the learning process or as future professionals in the field.

Any disregard for this threatens the unrestricted free and honest exchange of knowledge within and outside of the EAPTI-GPTIM academic community. Students are encouraged to freely develop their capacity for critical judgement, reflection and free expression. EAPTI-GPTIM holds the idea that all members have the obligation to support practice that promotes academic integrity, prevents dishonesty, and sanctions offenses when they occur.

2. Definition of academic integrity

[The Center for Academic Integrity \(CAI\)](#) defines academic integrity as a commitment, even in the face of adversity, to five fundamental values: **honesty, trust, fairness, respect, and responsibility**. An academic community flourishes when its members are committed to these five fundamental values which the EAPTI-GPTIM community upholds.

3. Definition of academic misconduct

In general, academic misconduct is any behaviour that leads, or is meant to lead, to unfair or undeserved, advantage or puts others in a position of disadvantage.

The most common methods of academic misconduct are linked to gaining undeserved or unfair academic benefit in the process of assessment. These includes: plagiarism, falsification, cheating, collusion, facilitating academic dishonesty, unauthorized collaboration etc.

4. How to support yourself towards further developing academic integrity

Throughout the learning process, several factors may influence whether one engages in academic misconduct or adheres to EAPTI-GPTIM's stand on academic integrity. As a student, keeping this in mind will support you to be proactive and to develop your system of support towards academic integrity. Here are some useful tips:

- a) **Work on developing your studying habits and skills.** Students, who study regularly, can fulfil their responsibilities and course requests on time. This leads to reduces pressure and stress and diminishes test anxiety. Time management and test-taking skills can also be very useful in supporting your academic integrity.
- b) **Use your right to consult, discuss and check with your teacher/mentor.** If you are, for example, unsure about how your written assignment's reference list should be or how to cite quotes from other sources, check this with your teacher well before the assignment's deadline. This will help you to gain self-confidence and motivation to work further.
- c) **Don't be ashamed to ask ANY question. You are not expected to know and understand everything. The programme is a learning process.** Actually, it is quite usual not to understand certain complex theoretical concepts during lectures, especially in the first or second year of studies. Don't be ashamed to ask your teachers, mentor, or colleagues for further explanation as

soon as possible, because understanding one concept or lecture is usually needed in order to understand the next one. This will support you in following the pace of lectures.

- d) **Some students benefit from forming their own learning groups.** Learning in this way makes studying interesting and easier.
- e) **Find time to rest your body and mind.** Some students feel a lot of pressure to succeed and do everything on time. However, continuous work without rest decreases our productivity over time. Often it is more useful to rest for a day and regain your full potential and capacity to learn, rather than having no rest and working with decreased capacity.
- f) **Inform yourself about what is considered as 'academic misconduct'.** Some students use plagiarism or deceit because they do not know that they are doing something wrong. However, unintentional plagiarism or deceit is still misconduct. Knowing academic rules is a part of professional integrity. Below is a detailed list of forms of academic misconduct. The APA Style Manual¹ has detailed information and guidelines about this.

5. Details about specific forms of academic misconduct

- a) **Plagiarism** is presenting another person's work as your own, without proper reference to the original source. Presenting the whole paper (research, essay etc.) of another person is a serious academic misconduct. You should name the source even for a single sentence that you cited or paraphrased and that came from another author. Rules for this are defined by the APA Style Manual. You can read further about in-text-citation and reference lists on this link: <https://owl.english.purdue.edu/owl/resource/560/1/>
- b) **Falsification** is an intentional attempt to present fictitious data, evidence, results or references and citations. This is serious misconduct in science. You should present your results or evidences as they are as findings, without any change at all and your opinion within a clearly defined discussion. Also if you can't find other articles that support your opinion don't falsify them. Hold in mind that good academic texts present opposite opinions, results and evidences as well as supporting ones. What is valued in assessment is your understanding of the phenomenon.
- c) **Cheating** is any attempt to pass an exam or gain any kind of academic benefit by using an unauthorized means or using materials that are prohibited or inappropriate. Here are some examples: Copying or attempting to copy from others during an exam or on an assignment; Using unauthorized materials, prepared answers, written notes, or concealed information during an exam; Collaborating on an exam or assignment with any other person without prior approval from the instructor; Taking an exam for another person or having someone take an exam for you. If the circumstances are not in your favour and you don't have enough time to learn just do your best. Failing the assignment or exam after giving you best under the aversive circumstances is praiseworthy.
- d) **Collusion** an unauthorized and unattributed collaboration of students in a piece of assessed work. That is when someone writes a part or a whole paper for you. You should trust yourself and your own intellect and knowledge. Knowing that you really earned your points or a grade is very rewarding and it strengthens your self-respect and feeling of accomplishment.
- e) **Facilitating academic dishonesty** is helping, supporting or not preventing academic misconduct. E.g. if you are allowing someone to copy your answers on assignment or on exam, is the same as you are misconducting yourself. Also you should not take an exam or complete an assignment for another student. Nobody will truly benefit from this kind of help. If you want to truly help to

¹ American Psychological Association (2013) *Publication Manual of the American Psychological Association, Sixth Edition*. Washington DC: APA

your friend, help him/her with learning so that he/she can really earn his/hers academic accomplishments and become a true professional.

7. Other categories of academic misconduct

You should keep in mind that academic misconduct is quite a broad concept which also includes:

- a) *Theft or damage of intellectual property*. Examples: selling, distributing, website posting, or publishing lecture materials without the explicit permission of the teacher.
- b) *Providing false information or representation, and fabricating or altering information*. Examples: fabricating personal information or data, providing false information to gain benefit etc.
- c) *Altering or falsifying official school documents*. Examples: falsifying grades or falsifying studying status in order to get some benefits (visa, scholarship etc.).
- d) *Disturbances that lead to obstruction of normal functioning of academic process*. Example: disruption of lectures or assessment procedures, disrespecting or insulting the teachers or other students, stealing tests or other school property etc.

8. Reporting the academic misconduct and following procedures

- a) Academic misconduct can be formally reported by academic staff or other students.
- b) Academic misconduct should be reported in writing to the Programme director.
- c) It is the Programme director's duty to start an investigation.
- d) If the investigation finds that there is insufficient evidence, the case will be dismissed. Should the investigation find sufficient evidence to support the reported misconduct, a student will be asked if he/she agrees with the results of the investigation or whether he/she wants a hearing.
- e) A hearing is an opportunity for the student to make a personal statement regarding the report in front of the Ethics Committee.
- f) In every hearing, students are entitled to a presumption of innocence. Responsibility for misconduct must be established by a preponderance of the evidence, otherwise the case will be dismissed.

9. Penalties for academic misconduct

Academic misconduct lowers the value of awards (diplomas and certificates) granted by EAPTI-GPTIM so it is our obligation to prevent dishonesty, and sanction offenses when they occur.

- a) All determined academic misconducts will lead to disciplinary measures.
- b) Disciplinary measures/penalties will be decided upon by the Board of the Institute based on the recommendations of the Ethics Committee when the misconduct is proven by investigation and on hearing (if there was one).
- c) Disciplinary measures can differ from official warning (admonition), through cancelling an assignment, over temporary suspension to expulsion from the school (for serious misconduct, like violence or prolonged disturbances of academic process).

10. Students right to appeal

- a) Students have the right to appeal a decision made by the Board.
- b) Appeals should be submitted to the Complaints and Appeals Board, as per Appendix 13.