

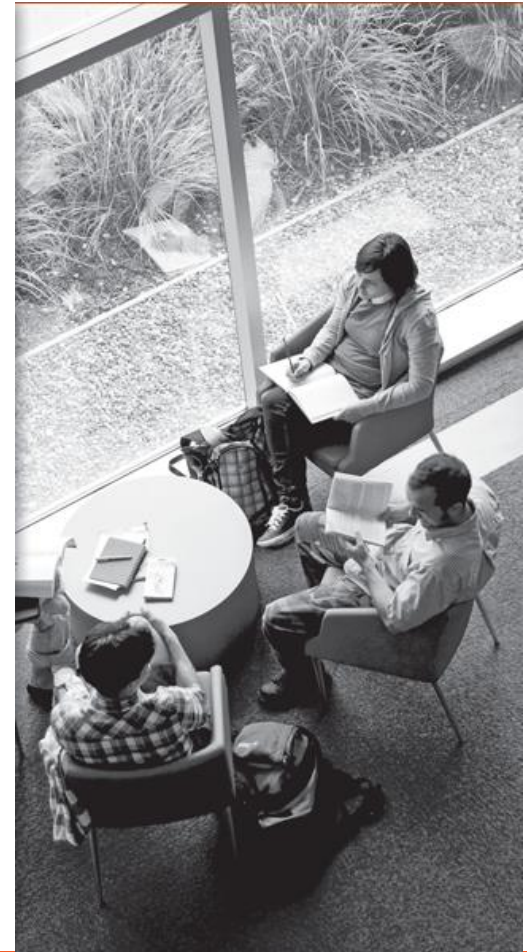
# Supporting Academic Integrity for Internationally Educated Nurses: Building a Foundation for Academic and Professional Success

Pat Woods, MSN, RN & Kelly Negrin, MSN, RN

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# Outline

- Background on the Issue of Academic Integrity (AI) in the Internationally Educated Nurse (IEN) Student Population
- Research Question
- Description of Learning Activity or Intervention
- Method
- Results
- Conclusions



# Background on the Issue

- AI is a topic of current interest within post-secondary education and a growing problem (Scanlan, 2006)
- Systematic and integrated approach to teaching AI is needed; cannot be left to chance that students will learn how to act with integrity (East & Donnelly, 2012)
- Internationally educated students may have differing cultural perspectives of misconduct and professional behavior (Langlais, 2006)
- Internationally educated students over-represented in study findings related to cheating and other breaches of AI (Beasley, 2014; Gynnild & Gotschalk, 2008)
- Anecdotally, we have realized a number of breaches of AI in our IEN students; Langara currently working toward a systematic approach to help both domestic and international students learn about AI

# Background (continued)

- Evidence suggests that there is a relationship between academic dishonesty and workplace dishonesty (Kenny, 2007; Nonis & Swift, 2001)
- Nurses are held to a high ethical standard and practicing with integrity is paramount to patient safety
- IENs who are seeking to practice in Canada must embrace the values of ethical conduct that underpin Canadian nursing practice
- Educators must recognize the differing cultural perspectives regarding academic and workplace integrity and offer appropriate education and support to facilitate the successful transition of IENs into the workplace
- There is a dearth of literature on best practices in teaching IEN students about academic integrity

# Research Question

Is a values-based, massive open online course (MOOC) effective in assisting IEN students to learn about AI in the Canadian context?

# Description of Learning Activity/ Intervention

- Four-week, values-based MOOC called “Academic Integrity: Values, Skills, Action”
- Can be taken for free, but certificate of completion is available at a cost of approximately \$75 (CAD)
- One hour of asynchronous study per week
- Course led by instructors at the University of Auckland with student enrollment from around the globe

# Description of Learning Activity/ Intervention (continued)

- Course facilitates learning about AI and its foundational values of honesty, respect, trust, fairness, responsibility, and courage
- Weekly videos, short articles, learning activities and quizzes
- Students discuss their thoughts with other students and instructors, challenge their own perspectives and learn from others' perspectives in order to develop the knowledge/skills needed to enhance their success as students within an ethical context.

# Description of Learning Activity/ Intervention (continued)

Academic Integrity: Values, Skills, Action – Weekly Schedule

Week	Learning Opportunities
1	What is AI?; Six fundamental values; transitioning from other cultures to university
2	Academic dishonesty; Plagiarism; Expectations in university; Making false claims; Getting and giving help; Working in groups; Keeping evidence of one's work; Exam misconduct; Why students cheat
3	Why acknowledge the work of others?; Referencing; Referencing styles; Quoting; When and how to quote; Paraphrasing; When and how to paraphrase; Summarizing; When and how to summarize
4	Time management; Note taking; Critical reading; Group discussions; Seeking out help; How to prepare for assignments (essays), tests, and exams;



# Description of Learning Activity/ Intervention (continued)

MOOC is located at

<https://www.futurelearn.com/courses/academic-integrity>

# Method

- Two cohorts of IEN students (n=22, n=16)
- Cohort #1: first term in Langara College's Post-Degree Certificate: Nursing Leadership and Management program
- Cohort #2: first term in Langara's Post-Degree Diploma in Nursing Practice in Canada program
- Enrolled in MOOC as part of Nursing 5110 course (The Nursing Profession and Health Care in Canada), a course required in Term 1 of both programs
- MOOC introduced as a learning activity to help facilitate achievement of Nursing 5110's learning outcome: "to recognize the competencies, standards, and scope of nursing practice in Canada"
- Professional standards for registered nurses in BC (College of Registered Nurses of British Columbia, 2013) and Code of Ethics (CNA, 2008) espouse values of honesty, integrity and responsibility which align with values being taught in MOOC

# Method (continued)

- Nursing 5110 is offered in a “3 + 1” format (3 hours face-to-face/1 hour on-line per week)
- MOOC designated as the online activity for four weeks of Nursing 5110; students’ experiences in the MOOC were “blended” into face-to-face classroom discussions of AI
- IENs could use a pseudonym to promote privacy/confidentiality, but instructed to inform Langara instructor if pseudonym chosen
- Langara instructor also participated in the course to evaluate and grade the students’ participation
- 34 students (20/22; 14/16) completed an in-class, pen-and-paper questionnaire (Likert scale format with one open-ended question to elicit further comments or suggestions) at the completion of the MOOC; anonymity assured

# Method (continued)

## **Likert-type scale items generated from the stated objectives of the MOOC:**

1. I increased my understanding of academic integrity.
2. I increased my understanding of the meaning of academic dishonesty.
3. I increased my understanding of the meaning of academic misconduct.
4. I increased my understanding of the meaning of plagiarism.
5. I increased my understanding of how to avoid all forms of academic dishonesty.
6. The course helped me further develop my study skills.
7. The course helped me further develop my writing skills.
8. I gained an understanding of the 6 values (honesty, respect, trust, fairness, responsibility, courage) important in academic integrity.
9. It was helpful to discuss my ideas with other students in the course to learn from their experiences and points of view.
10. I feel confident applying this knowledge/skills that I learned from this course to my academic work.

# Results

## **Students:**

- increased their understanding of the meaning of AI, academic dishonesty, misconduct, plagiarism
- increased their understanding of how to avoid academic dishonesty
- further developed their study and writing skills, which are fundamental to academic integrity
- increased their understanding of the six values (honesty, respect, trust, fairness, responsibility, and courage) emphasized within the course and identified as central ideals of academic integrity
- felt confident to apply their new knowledge/skills in their academic work
- found it helpful to express their ideas with others in the course and learn from others' experiences

# Results (continued)

## Efficacy of a Values-Based MOOC in Assisting Students to Learn about Academic Integrity

	Total Count	1 Strongly Disagree	2 Disagree	3 Undecided	4 Agree	5 Strongly Agree	Total
All Survey Responses	34						100
<u>Questions</u>							
Increased understanding of AI		-	-	2.9	11.8	85.3	100
Increased understanding of meaning of academic dishonesty		-	-	-	14.7	85.3	100
Increased understanding of academic misconduct		-	-	-	35.3	64.7	100
Increased understanding of plagiarism		-	-	-	11.8	88.2	100
Increased understanding of how to avoid academic dishonesty		-	-	-	41.2	58.8	100
Course helped me further develop my study skills		-	-	5.9	44.1	50.0	100
Course helped me further develop my writing skills.		-	-	14.7	50.0	35.3	100
Gained understanding of the 6 values important in AI		-	-	2.9	14.7	82.4	100
Helpful to discuss my ideas with other students to learn from their experiences and points of view.		-	-	2.9	35.3	61.8	100
Confident applying this knowledge/skills to my academic work		-	-	-	29.4	70.6	100

# Results (continued)

## **Some student comments from the open-ended question included:**

- “The course has increased my awareness in academic integrity. It has given me the opportunity to reflect on my strengths and weaknesses; how I can improve on my limitations; and apply academic integrity in school, in my practice and profession.”
- “Academic Integrity increases my knowledge about plagiarism. In my country that I came from, copying and pasting without citing references are common so I didn’t put too much emphasis about plagiarism there. After the course, I now value other people’s work and put references properly.”
- “Honesty is one of the values that I learned from this course. Because without this value, no student will be able to monitor or analyze themselves, and will always need someone to supervise them.”

# Conclusions

- It is important for educators of IEN students to integrate specific content and learning activities related to AI into their curricula and courses which will foster these students' moral development for the Canadian health care context
- A values based MOOC proved effective in increasing IEN students' perceived knowledge and skills related to AI
- Further investigation of this MOOC would be helpful to establish evidence of its ability to reduce the number of violations of academic integrity within an educational institution



# Some of Our IEN Students



Students' permission obtained for use of image

Photo Credit: Craig Madokoro

# Questions



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